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# GLOSSARY

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# DIAGRAMS AND TABLES

ATP	Access, Transfer and Progression
CAO	Central Applications Office
CASALA	Centre for Assistive Solutions for Ambient Living Awareness
CELT	Centre for Excellence in Learning and Teaching
CELT	Certificate in Learning and Teaching
CPD	Continuous Professional Development
CREDIT	Centre for Renewable Energy at DkIT
DCU	Dublin City University
DkIT	Dundalk Institute of Technology
DSP	Department of Social Protection
EC	European Commission
EI	Enterprise Ireland
EU	European Union
FE	Further Education
FET	Further Education and Training
H2020	Horizon 2020
HE	Higher Education
HEI	Higher Education Institute
HEA	Higher Education Authority
HSE	Health Service Executive
INES	OECD Indicators of Education Systems
IoT	Institute of Technology
KPI	Key Performance Indicator
MALT	Masters in Learning and Teaching
MEND	Midlands- East-North Dublin
MOU	Memorandum of Understanding
NEFHEA	North-East Further and Higher Education Alliance
NFETL	National Forum for the Enhancement of Teaching and Learning
NFQ	National Framework of Qualifications
OECD	Organisation for Economic Co-operation and Development
RDC	Regional Development Centre
RGAM	Recurrent Grant Allocation Model
SFI	Science Foundation Ireland
SIDF	Strategic Innovation Development Fund
TEAM	Technology Enhanced Assessment Methods
TEL	Technology Enhanced Learning
The Region	Counties Louth, Monaghan, Cavan, Meath and North Dublin
TTSI	Technology Transfer Strengthening Initiative

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# BACKGROUND AND CONTEXT

Dundalk Institute of Technology (DkIT) is a major contributor to the economic, social, and cultural development of the North-East region with circa 5,530 total student population, 477 staff and an impressive 86-acre campus serving as a knowledge and enterprise hub for the area. During the period 2014-2016, DkIT's Vision and Mission were encapsulated within its three overarching strategic goals, underpinned by the need to return to financial stability and sustainability. These goals set out the strategic intent of the Institute during the implementation of the Mission-based Performance Compact 2014-2016, reflecting the needs of DkIT's learners and the region it serves. They sought to differentiate the Institute but also to represent a performance stretch in ambition through the delivery of its integrated and coherent strategy, within the context of its financial constraints.

## Goal 1

Producing **highly-skilled and creative graduates** who had the competences and entrepreneurial flair coupled with the generic and discipline specific skills required for employability. The ambition aimed to ensure that there were participation and equal access opportunities available for a diverse group of learners to include full-time, part-time, mature and international students.

## Goal 2

Providing **academic and research excellence** within a student-centred learning environment to support the development of highly-skilled and creative learners and graduates, underpinned by research-informed teaching, learning and engagement with industry.

## Goal 3

**Regional engagement** with industry and the wider community to meet the economic, social and cultural needs of the region and for the benefit of the Institute's learners.

DkIT's Mission-based Performance Compact 2014-2016 is presented against the background of one of the most challenging periods for the Institute since the recession. Over the years DkIT has grown and delivered its education, research, training and enterprise provision within budget and in good value for money terms for the State (*Socio-Economic Impact Study of Dundalk Institute of Technology, 2013*),

showing that for every €1 DkIT received in state funding, it generated €7.57 in economic impact. This compares favourably against the national benchmark multiplier effect on the local and national economy of times five (Zhang, Q., C. Larkin, B.M. Lucey (2015): *'The Economic Impact of Higher Education Institutions in Ireland'. Studies in Higher Education*). In 2013/2014 expenditure per student in DkIT stood at €8,724. The IoT average for 2013/2014 was €8,376, 13% less than the OECD average (*Higher Education System Performance Institutional and Sectoral Profiles 2013/2014, OECD Education at a glance 2016-Ireland*). Arising from the public finance crisis in Ireland in 2007, DkIT (like all State funded Higher Education Institutions) has had its state funding reduced by 34%, between 2007-2012. The Institute managed to maintain a breakeven financial position until 2012/2013.

From 2012/2013 onwards, tipping points were reached which meant that some underlying fixed pay and non-pay cost drivers at DkIT were not attracting sufficient income to meet obligations. For example, funding for apprenticeship blocks declined from €3.5m in 2010/2011 to €940K in 2014/2015; the HSE decreased both the amount available for each nursing place and reduced the number of places available. This latter resulted in a nursing funding reduction from €4.1m in 2008 to €2.7m in 2015. Given that the staff and support facilities required to maintain higher activity levels were already contracted for and were therefore effectively fixed costs, it was inevitable that deficits would arise. HEA RGAM funding was extended to include the provision of accredited part-time as well as full-time programmes during this period. As part-time provision was hitherto unrecognised for RGAM funding, DkIT had not prioritised this activity. As a result of these funding challenges, a detailed forensic examination of all income and expenditure was carried out during late 2015 in order to develop a sustainable three year financial plan for the Institute, which would see it return to a breakeven operating position by 31<sup>st</sup> August 2018. This plan was approved by the DkIT Governing Body and the HEA in January 2016.

Institutional strategy was re-focused at this time to ensure a clearer articulation of the strategic priorities for DkIT. These were incorporated in a smaller number of high-level strategic objectives as set out in the Institute's revised Mission-based Performance

Compact March 2016, which was approved by the HEA in June 2016.

The Institute is therefore reporting on its overall performance for 2014-2016 and its annual progress report for 2016 based on its revised Mission-based Performance Compact, March 2016.

## This Report is structured as follows:

**Section 1** provides the background and context for the report.

**Section 2** provides an overarching statement on DkIT's Institutional progress over the HEA Compact period 2014-2016.

**Section 3** provides the summary overview of the Institute's performance against targets for 2016 set against each of the Institute's objectives across the seven domains of the HEA Compact.

**Sections 4-10** provide (a) a summary overview of the Institute's performance against targets for each domain for the period 2014-2016 and (b) a detailed reflective analysis of the Institute's performance against targets for 2016 (specified for either year-end or academic year) as outlined in its Mission-based Performance Compact, March 2016.

**Section 11** provides a signature copy from the President of the Progress Report 2016.

This is followed by a series of Appendices which provide additional information as follows:

- Appendix 1** Data Source, Executive Responsibility and Benchmarks
- Appendix 2** Overall Performance against DkIT's Mission-based Performance Compact 2014-2016
- Appendix 3** Summary of the Economic Impact of DkIT
- Appendix 4** DkIT Strategic Plan 2017-2019: Summary
- Appendix 5** DkIT's Projected Institutional Profile 2017/2018 and Projected Institutional Profile 2018/2019
- Appendix 6** DkIT Case Study.



# OVERARCHING STATEMENT ON DkIT'S INSTITUTIONAL PROGRESS OVER THE HEA COMPACT PERIOD 2014-2016

DkIT's overarching ambition was to establish itself as an entrepreneurial Institute in all aspects of its work within a student centred learning environment, as reflected in its Strategic Plan 2011-2016, and delivered through an integrated and coherent strategy within the context of the Institute's financial constraints.

Aligned with the DkIT's strategic goal to produce *'highly skilled and creative graduates'* with the *'entrepreneurial flair'* necessary for employability, the Institute has achieved its objective of embedding entrepreneurial learning outcomes across all its programmes. The Institute benchmarks itself internationally on its performance in the area of entrepreneurship education using the EC HEInnovate Self-Assessment. DkIT was the subject of a detailed in-depth peer-review process by the OECD in 2015. The methodology of the review was based on the HEInnovate framework. The outcomes of this assessment were reported upon in 2016. In relation to DkIT, the report notes the Institute's achievements and states that *"Dundalk Institute of Technology has for a long time championed the development of entrepreneurial mindsets and behaviours amongst staff and students and this is manifest in a variety of innovative programmes and initiatives"*. DkIT was also the subject of an OECD case study for one of the seven domains of the HEInnovate tool: Organisational Capacity: Funding, People and Incentives. The report found that *"DkIT has established itself as a highly performing institution in respect of entrepreneurial behaviours and mindsets amongst staff and students. These are manifest not just in the sphere of knowledge exchange, business supports and programmes with entrepreneurship built in but also in the approach to the development of desirable graduate attributes such as creativity, critical thinking and teamwork"*. It found that DkIT has embedded entrepreneurship across the full range of Institute activities, using the resources of the whole Institute to contribute to the development of entrepreneurial attitudes and behaviours (*State of Higher Education 2015-2016 OECD Higher Education Programme*).

As outlined earlier, the Institute was challenged in its overall ambition as a consequence of its worsening financial position during the period 2012 to 2015. The need to return the Institute to a financially stable position underpinned all decision-making. While aiming to meet the ambition set out in the Strategic Plan 2011-2016 and as articulated within the revised Mission-based Performance Compact March 2016, the Institute had to ensure that all strategic objectives and associated activities aligned with its vision and mission but in a financially sustainable manner. Notwithstanding these challenges, the Institute made a significant economic impact on the region as summarised below (Appendix 3: Summary of the Economic Impact of DkIT based on 2014/2015 Audited Accounts):

- Economic output: €87m;
- Employment Impact: 802 FTE jobs;
- Gross Value Added: €50.3m.
- Return on Investment: €7.57 for every €1 invested.

Reflecting on the Institute's performance during this period, DkIT has demonstrated its ability to address and manage complex multifaceted issues head-on. This is reflected in the Institute's achievement in ensuring the integrity of its ambition while prioritising its core goals of producing highly-skilled and creative graduates who had the necessary competences and entrepreneurial flair for the working world, providing academic and research excellence within a student-centred learning environment and meeting the economic, social and cultural needs of the region and for the benefit of the Institute's learners. A number of outstanding achievements during this period (benchmarked against international and national norms) reflect the impact of the entrepreneurial approaches adopted as shown in Table 1.



**Table 1** Achievement of Performance across Domains 2014-2016

Domain	Achievement of Performance	Data/ Evidence (where applicable)	Domain	Achievement of Performance	Data/ Evidence (where applicable)
<b>Institutional Level</b>	Cited by OECD as a best-practice exemplar as an entrepreneurial Institution embedding entrepreneurship campus-wide.	OECD: HEInnovate Country Review Universities, Entrepreneurship and Local Development Ireland 2016.	<b>Teaching and Learning</b>	Overall total number of full-time and part-time student enrolments increased year-on-year since 2012/2013.	HEA SRS Annual Returns 2014, 2015, 2016.
	99% of targets exceeded, achieved or partially achieved as set out in the Mission-based Performance Compact 2014-2016.	Targets Achieved or Exceeded: 72% Targets Partially Achieved: 27% Targets Not Achieved: 1% HEA Strategic Dialogue Cycle 3 Self-Evaluation Report 2014, 2015, 2016 (Appendix 2: Overall Mission-based Performance Against Targets 2014-2016).		Implementation of the DCU-DkIT Graduate School offering Level 9 and 10 provision to learners in the region.	HEA Strategic Dialogue Cycle 3 Self-Evaluation Report 2015.
	Achieving an operating breakeven position for 2015/2016 with a projected operating breakeven position for 2016/2017.	Draft Accounts 2015/2016 and estimates for 2016/2017.		The top performing Institute for the attraction of international students within the IoT sector.	HEA Grant Allocation 2017, Higher Education System Performance Institutional and Sectoral Profiles 2013/2014.  OECD Education at a Glance 2016-Ireland.
	Achieved gender balance in 2016: Male: 52%, Female: 48% (Averaged).	Quarterly HEA Staff Statistics Return, December 2016.		Improved performance in part-time provision and learner numbers moving from 12 <sup>th</sup> to 11 <sup>th</sup> position in 2015/2016 and 6 <sup>th</sup> among IoTs for Springboard performance in 2016/2017.	HEA SRS Annual Returns 2014, 2015, 2016.
	Governing Body: Male: 59%, Female: 41%; Executive Board: Male: 37%, Female: 63%; Academic Council: Male: 57%, Female: 43%; Core Academic Staff: Male: 55%, Female: 45%; Core Non-Academic Staff: Male: 37%, Female: 63%;	Key Facts and Figures Higher Education Staff Profiles by Gender June 2016.		Access and participation rates above sectoral norms for the period 2014-2016.	HEA: A Study of Progression in Irish Higher Education 2013/14 to 2014/15.
	Benchmarked against the IoT sector in 2015 DkIT was ranked: 1 <sup>st</sup> with 59% female representation on Governing Body exceeding minimum of 40% representation; 2 <sup>nd</sup> with 50% female representation on Executive Board exceeding minimum of 40% representation; Joint 5 <sup>th</sup> with 42% female representation on Academic Council exceeding minimum of 40% representation; 10 <sup>th</sup> with 42% female representation on academic core-funded staff slightly below the IoT sectoral average of 44%; 9 <sup>th</sup> with 56% female representation on non-academic core staff slightly below the IoT sectoral average of 58%.			Strong progression rates of 87%, ranked 6 <sup>th</sup> among all HEIs.	Sunday Times University Guide 2017 published 9 <sup>th</sup> October 2016.
<b>Collaborations</b>	Formal Signing of MOU with Dublin/Leinster II Cluster (also referred to as the Midlands, East, North Dublin (MEND) Cluster).	MOU 2015.	<b>Research, Innovation and Engagement</b>	Awarded prestigious HR Excellence in Research award by the European Commission.	European Commission's European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers October 2015.
	Strategic alliance with the NEFHEA partnership to support access, transfer and progression.	MOU.		Among the top three IoTs for research excellence having secured €15.86m of external research funding between 2014 -2016.	Sunday Times University League Table 2015, 2016.
				Achieved three spin-out companies from the commercialisation of its Intellectual Property, ranking 2 <sup>nd</sup> among its IoT peers.	KTI Annual Review & Annual Knowledge Transfer Survey 2015.
<b>Infrastructure</b>				Achieved ISO 9001:2008 Accreditation for its work in regional economic development.	NSAI ISO 9001: 2008 Accreditation Report, RDC 2017.
			<b>Infrastructure</b>	Opening of Student Sports Complex to support student services.	N/A
				10 <sup>th</sup> Year Anniversary of the iconic wind turbine on campus, the first of its kind in the HEI sector in Ireland.	N/A

At the level of the Institute's strategic objectives, during the period 2014-2016, DkIT made substantial progress in respect of its targets under the seven priority headings. Overall 72% of the targets have been achieved or exceeded, 27% of the targets have been partially met and just 1% of the targets have not been met (see Appendix 2).

The learning from this self-reflective and probing analysis of performance over the period 2014-2016 has resulted in closer monitoring and benchmarking of performance indicators against targets across all aspects of the organisation's work. This exercise has been influential in relation to the development of DkIT's new Strategic Plan 2017-2019. In particular, the need to sustainably deliver on the core mission and vision of the Institute in a coherent and integrated manner was recognised. The Institute's new strategy aims to build on its existing strengths and to address any challenges that may hinder the ambitions set out in the plan. The implementation of this new Strategic Plan will ensure that the Institute continues to differentiate itself within the sector in a sustainable manner by: (1) strategically positioning itself within the national higher education landscape and hence explore possibilities for TU designation; (2) placing the learner at the centre of its strategy with a particular focus on flexible and lifelong learning provision, while continuing to deliver on its existing provision across all disciplines; (3) growing STEM provision; (4) enhancing the regional agenda and becoming the first port of call for employers and community to support regional development with accredited and higher level CPD and training; and (5) branding and marketing itself as an agile, innovative and responsive Institute (Appendix 4: DkIT Strategic Plan 2017-2019 - Summary).

## ECONOMIC IMPACT 2014/2015

**€87M**  
ECONOMIC OUTPUT

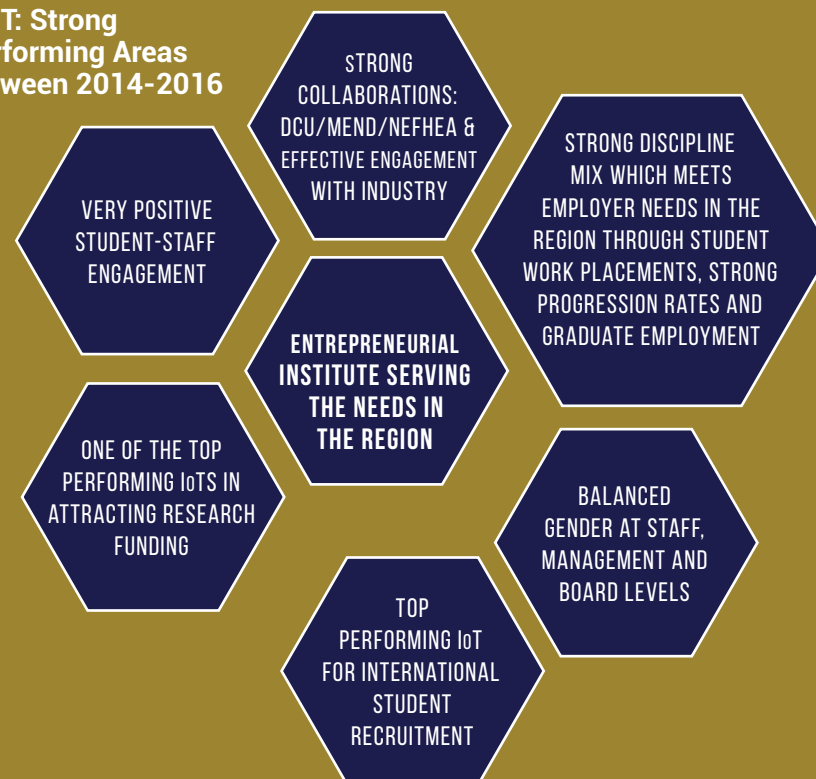
**802 FTE**  
JOBS  
EMPLOYMENT IMPACT

**50.3M**  
GROSS VALUE ADDED

**€7.57**  
RETURN ON EVERY  
€1 INVESTED

(Viewforth Analysis based on DkIT's audited accounts 2014/2015 and BiGGAR Socio-Economic Study, 2012)

## DkIT: Strong Performing Areas between 2014-2016



## DkIT: Challenges between 2014-2016








# SUMMARY OVERVIEW OF DKIT'S 2016 PERFORMANCE

DKIT has made substantial progress in respect of its targets under the seven priority headings in 2016, as outlined in table 2 below. Overall 86.5% (45/52) of the targets have been achieved or exceeded, 11.5% (6/52) of the targets have been partially achieved and just 2% (1/52) of the targets have not been met.

**Table 2** Overall Institute Performance against Targets for 2016

HEA Compact Reference	Area	Number of Institute Objectives	Number of KPIs	Green 	Yellow 	Red 
5.1	Research Clusters*	3	6	5	0	1
5.2	Participation, Equal Access and Lifelong Learning	3	9	7	2	0
5.3	Excellent Teaching and Learning and Quality of Student Experience	4	11	11	0	0
5.4	High Quality, Internationally Competitive Research and Innovation	2	9	8	1	0
5.5	Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange	3	9	8	1	0
5.6	Enhanced Internationalisation	2	7	5	2	0
5.7	Institutional Consolidation	1	1	1	0	0
<b>TOTALS</b>		<b>18</b>	<b>52</b>	<b>45</b>	<b>6</b>	<b>1</b>

\* Number of Institutional Objectives reduced by 1 and number of KPIs increased by 1 due to revision of the Regional Cluster MEND targets.

The Institute benchmarks itself against other international HEIs using the EU Commission's HEInnovate Self-Assessment Tool. The Institute also benchmarks itself against the OECD Indicators of Education Systems (INES) where possible. In other cases, particular benchmarks have been identified for specific targets at national and international level and detailed in Appendix 1.



# REGIONAL CLUSTERS: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR REGIONAL CLUSTERS 2014-2016

During 2014-2016, the Institute was committed to a number of key strategic alliances in support of its overall vision and mission. These included the North-East Further and Higher Education Alliance (NEFHEA) and the Dublin-Leinster 2 (Midlands, East, North Dublin - MEND) Cluster as well as a number of key cross-border partnerships. As the only Third Level Higher Education provider in the region, such engagement has (a) enhanced progression opportunities for students, (b) helped to build supervision and research capability within the academic staff, and (c) leveraged greater research-industry engagement and enterprise development. The Institute has achieved 95% of its targets in this area for the reporting period 2014-2016 (Appendix 2).

There continues to be close synergies between DkIT and DCU. Both institutions have a common presence in, and focus on, Ireland's Eastern Corridor. Both contribute to the economic development of a shared region and hold a common view of the importance of cross-border collaboration, particularly in the light of the recent Brexit decision. Both are active and supportive members of the MEND Cluster. DkIT and DCU confirm their ongoing commitment to the Strategic Alliance established in 2012 and seek to continue existing collaborative activities to include the DCU-DkIT Graduate School. Opportunities for further collaboration include: (a) taught post-graduate programmes; (b) articulation arrangements; (c) research and innovation, and (d) regional development initiatives. To date, the DCU-DkIT Graduate School has not yet realised the full potential initially envisaged, due to resource constraints.

Notwithstanding the importance of this alliance, DkIT aims to continue to be a transformational player in the North-East and cross-border region by maintaining and enhancing its profile and position in teaching and learning, research, innovation, enterprise development and internationalisation. The Institute aims to enhance its place in Irish Higher Education through its collaborations with partners and through a possible re-designation as a TU if such becomes appropriate. In this latter context, the Institute has made the strategic decision to pursue Delegated Authority to make research awards at Levels 9 and 10 in its prioritised research areas.

The Institute has delivered on its objectives within the MEND Cluster as an active and engaged partner in the delivery of the MEND Cluster Project Plan 2016. The Institute is a major player and contributor to the economic, social and cultural development of the region and has been instrumental in the delivery of multiple agendas to include the Regional Action Plan for Jobs, North East Regional Skills Forum and County Economic Forums in addition to its commitments on bi-lateral and cluster consortia and numerous Boards and Committees.

DkIT continues to interact regularly with its NEFHEA partners and this relationship has grown to become part of the wider FE-HE Network established by the MEND Cluster and launched in 2015. The relationship facilitates a continuous cycle of reviews to ensure mapping of programme provision between FE providers and DkIT. This academic mapping ensures that pathways for progression in addition to pathways to facilitate advanced entry are maintained during and following upcoming programmatic review cycles. It is hoped that the work of the FE-HE network and the FE-HE portal will assist in increasing the number of students coming to HE from FE into the future.

### Synergies between Regional Clusters with other Domains

- Participation, Equal Access and Lifelong Learning: informing the strategy to improve FE-HE participation rates;
- Excellence in Teaching and Learning: (a) academic supervision of postgraduate projects impacting positively on the quality of undergraduate learning and teaching and enhancing the student learning experience; (b) enhanced opportunities at Levels 9 & 10 for learners in the region (c) enhanced postgraduate policies and procedures within the Institute as the foundation for seeking Delegated Authority at Levels 9 & 10 in prioritised research areas as part of the implementation of DkIT Strategic Plan 2017-2019;
- Engagement: (a) supporting the development of a pipeline of knowledge based start-up projects for the incubation centre; (b) capacity building within the Technology Transfer Office through knowledge exchange.

## REGIONAL CLUSTERS: COMMENTARY ON PROGRESS AGAINST TARGET FOR 2016

**Overall in 2016, the Institute achieved 83% of its targets within this domain.**

### A Dundalk Institute of Technology (DkIT) and Dublin City University (DCU) Strategic Alliance

During 2016, the two Institutions continued the implementation of Phase 1 of the DCU-DkIT Graduate School. This resulted in the total recruitment to date of 39 Level 9 and 10 postgraduate researchers

across three of the DkIT Schools and within the Institute's prioritised research areas. Phase 2 has not been implemented due to the operational costs involved, which are currently beyond the means of the Institute. The priority for DkIT, as the only HEI provider in the region, is to afford students in the region, the opportunity to progress to Level 9 and 10 in those areas, where the Institute has research strengths. The Institute is currently reviewing its position within the higher education landscape. As part of this process,

it has been decided that the Institute should continue to implement Phase 1 of the DCU-DkIT Graduate School and also seek Delegated Authority to award research degrees at Levels 9 and 10 in its prioritised research areas, as outlined above.

The Institute's currently has 247 taught and research postgraduate students for 2016/2017 representing 4.8% of the total registered full-time and part-time student enrolments. The IoT sectoral average is 8% (*HEA Institutional and Sectoral Profiles 2013/2014*). The Institute's ambition is to grow its postgraduate numbers. This will be facilitated through additional postgraduate enrolments as part of the implementation of the research projects secured under EU INTERREG Programme over the next five years.

**Table 3:** Postgraduate Student Enrolments 2011/2012 to 2016/2017

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
F/T and P/T Research Masters and Doctoral Enrolments	40	22	36	40	45	60
Average for IoTs	77	73	82	85	98	Not available
F/T and P/T Taught Masters and PG Diplomas	132	96	78	110	102	187 <i>(includes PG Higher Diploma taught L8)</i>
Average for IoTs	283	315	357	372	406	Not available

(MEND Cluster Report, 2016, Key Institutional Statistics Sectoral and Trend Data 2011/12 to 2015/16)

During 2016, links with industry were strengthened through the work of the Regional Development Centre (RDC) at DkIT and INVENT at DCU. The relationship between the RDC and INVENT has resulted in the successful delivery of a number of projects in the area of enterprise and innovation. These include the Enterprise Ireland's New Frontiers Programme and the Technology Transfer Strengthening Initiative.

## B Dublin/Leinster II Cluster (Midlands, East and North Dublin - MEND Cluster)

The Strategic Innovation and Development Fund (SIDF) launched in 2013 provided support for system improvement and structural change to complement ongoing institutional initiatives and included inter alia, funding for improvements in teaching and learning, access and engagement. The MEND Cluster comprising Dublin City University, Dundalk Institute of Technology, Athlone Institute of Technology and Maynooth University undertook a multi-component project which included collaboration between the Higher Education (HE) institutions and Further Education (FE) providers. The project began in early 2014 and continued throughout 2016. In 2015 the HEA provided €287,000 in funding to undertake the following four specific projects detailed in the MEND Cluster Project Plan 2016 as approved by the HEA in April 2015:

- 1 The maintenance and development of the FE-HE network;
- 2 The maintenance of the FE-HE portal and investigation of the feasibility of establishing a national portal;
- 3 The development of the short and medium-term academic planning process as an exemplar for the sector, and
- 4 The mapping of small and medium enterprises (SMEs) across the region and developing systematic engagement with SMEs.

All four strands have been completed and a final report on the work of the MEND Cluster was submitted to the HEA in April 2017.

The projects have resulted in a successful collaboration between the MEND Cluster partners across a range of levels. Each project strand was supported by a working group drawn from members of staff at each of the four institutions. This has resulted in closer links between the MEND Cluster partners.

The work of the FE-HE network has identified institutional, infrastructural and cultural barriers to progression from Further Education and Training providers (FET) to Higher Education Institutions (HEIs). Research reveals a lack of data pertaining to the Leinster Region in terms of progression, and also in relation to student success or otherwise once in the HEI environment (Rami, J. 2016). This research identifies issues such as trust in curriculum and assessment outcomes and processes, and the fundamental challenge of competitiveness on a local scale. It draws attention to the need, in particular, for baseline information and transparency to enable more seamless progression and to provide relevant opportunities to meet future skills and other needs of learners regardless of pathway.



The FE-HE Portal has provided an interactive mapping platform that enables a prospective student to:

- identify progression pathways from FE programmes to HE programmes;
- identify entry requirements and modes of entry to programmes;
- identify geographical locations of relevant FE programmes and their subsequent links to one or more HE programmes.

The unique feature of the Phase II FE-HE portal is that it provides data in one easy-to-use location for the first time. Through the portal, this information is now easily accessible and user-friendly.

The work of the Cluster directly supports DkIT in achieving its access and participation objectives within the Participation, Equal Access and Lifelong Learning domain. It has helped to address issues related to Access, Transfer and Progression. Progression pathways have been identified to ensure a more inclusive approach to progression and to promote equal access.

The SME portal provides opportunities to better map engagement activity within the Institute in terms of applied research, industry training, student placements and student projects etc. The Regional Skills Fora have also assisted in this respect and the outcomes ensure that HE programme provision is linked directly to industry needs.

### **C North-East Higher and Further Education Alliance (NEHFEA)**

The Access, Transfer and Progression (ATP) agenda is an acknowledged priority area both in National Higher Education Policy and in the Implementation of the Transitions' Agenda. It is recognised that HEIs have a primary responsibility to facilitate progression and thus to enable learners to reach their full potential. During 2016, DkIT reviewed its work with the NEFHEA Alliance (*involving Cavan Institute of Further Education, Drogheda Institute of Further Education (DIFE), Dunboyne College of Further Education, Monaghan Institute of Further Education & Training (MIFET) and O'Faich Institute of Further Education, Dundalk*) as part of its future strategy for the advancement of these principles. Progress in 2016 includes co-operation between DkIT's School of Engineering and Cavan Institute of Further Education resulting in the development of a programme leading to a Certificate in Architectural Technology & Design. Students completing this special purpose award may gain direct entry to Year 2 of DkIT's BSc in Construction Technology.

The School of Engineering has agreed advance entry protocols with Colaiste Dhulaigh and Cavan Institute of Further Education for entry to Level 7 programmes in Construction Technology, Building Surveying and Electronic and Electrical Engineering.

During the academic year 2016/2017, the School of Business and Humanities offered pathways to NEFHEA applicants on three Level 7 programmes and one Level 8 programme. However, despite this facilitation, students progressed only to the Bachelor of Business in Business & Management and the Bachelor of Business in Business & Technology. There was no demand from students for progression to the BA in Event Management and there was insufficient demand to allow for the provision of the Bachelor of Business (Hons) in Monaghan.

Currently the School of Health and Science facilitates a number of advanced entry options with NEFHEA partners to its full-time undergraduate programmes. The main new activity in the School during the reporting period has been the increased provision of progression opportunities for QQI FET Level 6 childcare graduates into Stage 2 of the part-time BA in Applied Early Childhood Studies

programme. The School also signed an MOU with Cork College of Commerce in September 2016 and commenced the outreach delivery of its part-time BA Applied Early Childhood Studies programme, which is also targeted at QQI FET graduates. A part-time BA Hons in Applied Early Childhood Studies programme commenced in September 2016. This means that QQI FET Level 6 graduates can obtain a Level 8 qualification over 3 years in part-time mode, delivered through blended learning. In addition DkIT facilitates progression opportunities to graduates from Level 5 programmes at the Teagasc Ballyhaise Agricultural College in Cavan, with whom it also delivers Level 7 and Level 8 programmes through academic collaboration. In partnership with the Teagasc Ballyhaise Agricultural College, the School of Health and Science also developed a BSc Hons Agri-Food Production which provides an alternative award option for students who wish to pursue careers in the Agri-Food Industry.

All programmes in the School of Informatics and Creative Arts offer advanced entry opportunities although none are currently specifically aligned with NEFHEA partners, due to the recent discontinuation of programmes, where previous articulation agreements had pertained.

Despite the Institute's ongoing contact with NEFHEA partners, a relatively small numbers of students have applied for advanced entry in the reporting period. There are capacity issues at DkIT in a number of programmes, such as Nursing and Social Care programmes, where DkIT is unable to meet demand. This may offer one explanation for low progression in these disciplines. Recent efforts to increase NEFHEA participation include Open Days and consultation sessions with NEFHEA guidance counsellors.

Despite less than optimum progressions rates from NEFHEA partners to DkIT, the Institute has exceeded its target overall for advanced entry to programmes for students FET qualifications at Level 6. In 2016/2017 there was 240 first year and advance entry intake from FE colleges.

## COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION TO REGIONAL CLUSTERS

During this reporting period, DkIT's institutional objectives in relation to Regional Clusters met the strategic goals of the Institute in a coherent and integrated manner across its teaching and learning, research and engagement strategies as follows:

### Key Strategic Goals

#### How the institution objectives met the strategic goals of the Institute in 2016

#### Highly-skilled and Creative Graduates

- Through the NEFHEA network, the Institute attracted students from diverse groups to the Schools at DkIT;
- 39 students accessed Level 9 and 10 programmes through the DCU-DkIT Graduate School;
- Enhanced training opportunities through structured PhD provision for DkIT Level 9 and 10 researchers;

#### Academic and Research Excellence

- Shared academic experience and expertise, informing teaching and learning and thus positively impacting on the student learning experience through the work of the NEFHEA and the MEND Cluster;
- Through the DCU-DkIT Graduate School, impacted upon the teaching and learning agenda through the ability of early career academic researchers to become involved in postgraduate supervision thereby enhancing undergraduate teaching and learning;

#### Regional Engagement




- Meeting the skills needs within the region e.g. BSc (Hons) Agri-Food Production programme was developed in partnership with Agri-Food Industry in the region;
- Jointly with DCU met the needs of industry in the region through the delivery of a range of enterprise and innovation projects.



## Regional Clusters: Progress Against 2016 Targets

Table 4 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 4** Regional Clusters: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary (colour code)
<b>Develop a multi-faceted Alliance with DCU</b>	Specific, deep collaborative initiatives developed.	MOU signed; collaborations in research, entrepreneurship and innovation.	Implement Phase 2 of DCU-DKIT Graduate School.	<b>Target Not Achieved</b> Phase 2 of the DCU-DKIT Graduate School is under review.	
<b>MEND Cluster</b>	Indicators set out in the Project Plan 2016 across the four strands: <ul style="list-style-type: none"> <li>• FE-HE network;</li> <li>• FE-HE portal;</li> <li>• Short and medium-term academic planning process;</li> <li>• SME mapping portal.</li> </ul>	Builds on the work of the Cluster under SIDF Project.	Delivery on the Project plan 2016 across the four strands.	<b>Target Achieved</b> All four project plan strands have been successfully completed.	
<b>Develop the NEFHEA Model for wider participation</b>	Number of programmes offered which allow for Advanced Entry.	6 articulation agreements allowing advanced entry to programmes for students with FETAC Level 6 Advanced Certificates	11 advanced entry programmes for students with FETAC Level 6 Advanced Certificates.	<b>Target Exceeded</b> 11 advanced entry programmes for students with FETAC Level 6 Certificates to include: <ol style="list-style-type: none"> <li>1 BSc in Construction Technology;</li> <li>2 BSc (Hons) in Building Surveying;</li> <li>3 BSc Electronic and Electrical Systems;</li> <li>4 Bachelor of Business in Business &amp; Management;</li> <li>5 Bachelor of Business in Business &amp; Technology;</li> <li>6 Bachelor of Arts in Event Management;</li> <li>7 Bachelor of Business (Hons) – Monaghan;</li> <li>8 Higher Certificate in Agriculture;</li> <li>9 BSc Agriculture;</li> <li>10 BSc (Hons) Agriculture;</li> <li>11 BSc (Hons) Health &amp; Physical Activity;</li> <li>12 BA (Hons) Early Childhood Studies;</li> <li>13 BA Applied Early Childhood Studies;</li> <li>14 BA (Hons) Applied Early Childhood Studies.</li> </ol>	



# PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING 2014-2016

The demographic profile of DkIT's regional catchment area shows educational attainment to degree level among the population in a number of counties to be at low levels when compared to the State average of 16.4% (A Socio-Economic Profile of the DkIT catchment, AIRO, 2012). While unemployment in the region has decreased, the labour force participation rate for the Border region is the lowest in Ireland at 56.5% (Regional Skills Bulletin, 2016). Deprivation indices indicate some of the most disadvantaged areas in Ireland are located in this region. Additionally, the region encompasses rural and urban communities. Throughout the duration of the HEA Compact reporting period 2014-2016, DkIT demonstrated its commitment to widen participation and equal access within this region having due regard to on-going policy priorities as outlined in the National Plan for Equity for Access to Higher Education 2015-2019. This is reflected in the Institute's performance in its participation, equal access and lifelong learning strategic objectives as set out in the Mission-based Performance Compact for 2016. The Institute has achieved and/or partially achieved 97% of its targets in this area for the reporting period 2014-2016.

DkIT's performance within this domain has been strong as a result of the investment made by the Institute in supporting its diverse learners. However, there is a need to continue to focus on flexible learning provision and the aim to increase part-time student numbers to the IoT sector norms. A major theme of the Institute for 2014-2016 has been student retention. Many of the students studying at DkIT are at the median points for entry to higher education (300-410) (CAO Figures, 2016). Students therefore require more support to help them to achieve their learning goals. This is reflected in feedback from students and in particular their desire for smaller class sizes, more group work and continuous assessment and the need to access the initiatives and supports from the Student Learning and Development Centre. The Institute's stage convenors and programme directors provide additional and

direct learner supports. The outcomes of these initiatives are reflected in above average progression rates for DkIT students compared to the sectoral averages for full-time undergraduate new entrant non-progression rates by NFQ level. Non-progression rates by NFQ level for DkIT for 2013/2014 to 2014/2015 were 11% for Level 6, 23% for Level 7 and 14% for Level 8 compared to IoT figures of 26%, 27% and 16% respectively. DkIT had the lowest non-progression rate within the sector at 11% for Level 6 compared to the IoT average of 26%; joint third lowest at 23% for Level 7 compared to IoT average of 27% and joint second lowest with 14% at Level 8 compared to the IoT average of 16%. Non-progression rates for all levels across all fields of study for DkIT for 2013/2014 to 2014/2015 averaged 17% (joint 1st rankings) compared to the IoT average of 21% (A Study of Progression in Higher Education 2013/2014 to 2014/2015).

### Synergies between Participation, Equal Access and Lifelong Learning with other Domains

- Regional Clusters: (a) informing the strategy to improve FE-HE participation rates through its work with NEFEHA; (b) better understanding pathways to progression from FE-HE;
- Teaching and Learning and Quality of Student Experience: (a) supporting retention; (b) enhanced student learning experience through better understanding of the needs of a diverse mix of learner groups;
- Engagement: (a) enhanced CPD and part-time accredited training opportunities with industry; (b) identification of employers needs through the Regional Skills Forum.

## PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING: COMMENTARY ON PROGRESS AGAINST TARGET FOR 2016

While the Institute's ambition is to increase student numbers across all cohort groups (part-time, mature, targeted groups, international), targets vary according to learner groups and market demand. For the reporting period 2016/2017, DkIT continued to secure 6% share of the CAO acceptances within the IoT sector, maintaining its 6th place ranking in the IoT sector since 2011/2012 (*Higher Education System Performance Institutional and Sectoral Profiles 2011/2012 to 2013/2014; Grant Allocations 2014, 2015, 2016, 2017*). DkIT's students come mainly from Louth (49%) followed by Meath (14%), Monaghan (10%) and Cavan (5%) and North Dublin (11%), accounting for 89% of the total full-time enrolments. (*HEA SRS Return March 2017*). 55.3% of first year students considered study at DkIT because of the choices of programmes on offer while 29% based their decision on location (*DkIT First Year Registration Survey, 2016*). Figures for full-time undergraduate new entrants, when all entrants are included, exceeds the target for 2016/2017

(1463 versus 1420). However it should be noted, that the method of reporting via the HEA SRS Returns for full-time undergraduate new entrants was changed for the academic year 2016/2017, removing those students that did not enter through CAO, thus reporting a figure for new entrants of 1240 in the HEA SRS Return March 2017. Full-time undergraduate and postgraduate enrolments were slightly above the target (4509 versus 4501) showing an increase on the 2015/2016 figure (4483), in line with national norms for the IoT sector (*Key Institutional Statistics Sectoral and Trend Data 2015/2016*). This reflects the Institute's efforts to maintain/increase student number levels and its continued focus on supporting student progression and monitoring student retention, as discussed above. For the academic year 2016/2017, the Institute has a total registered full-time and part-time undergraduate and postgraduate population of 5,179 of which 95.2% are undergraduates and 4.8% postgraduates.

For this reporting period, the target for % new entrant participation by mature students (14% against 16% target) and the target for those new entrants registered with a disability were partially met (4% against 5%). Benchmarked against its peer group, DkIT participation rates for mature student entrants of 14% are higher than the HEI 12% average in 2014/2015 and the projected HEI average for 2016/2017 of 13% (*Higher Education System Performance 2014-2016*). DkIT matched the IoT sectoral average in 2015/2016 but fell below the sectoral average in 2014/2015 in this respect. The Institute has improved its ranking within the IoT sector advancing from 9th position in 2014/2015 to 6th position in 2015/2016. The trend for participation rates at DkIT for mature student entrants is fluctuating and can be attributed to increased employment opportunities within a recovering economic climate as well DSP changes in procedures related to the Back to Education Allowance. However, there are possible opportunities to improve mature student participation rates through flexible learning provision. Benchmarked against its peer group, DkIT participation rates for new entrants registered with a disability is below the national IoT average of 9% for 2015/2016 and the projected HEI average for 2016/2017 of 7% (*Key Institutional Statistics Sectoral and Trend Data 2011/12 - 2015/2016, Higher Education System Performance 2014 - 2016*).

The target for % participation by targeted socio-economic groups was met (25.8% against baseline target of 25%). DkIT participation rates exceed the projected average for the IoT sector for 2016/2017 of 20% (*Higher Education System Performance 2014-2016*). The Institute was above the sectoral average rates for participation for targeted socio-economic groups in 2014/2015 but below sectoral averages in 2015/2016. There are a number of reasons for this reduced rate. The % socio-economic group is calculated from the Equal Access Survey Data. This survey is voluntary and completion rates vary year on year. There are also inconsistencies in the way in which individual learners classify themselves in terms of socio-economic background, e.g. non-manual, skilled, semi-skilled etc. Additionally, mature students are a major cohort within the lower socio-economic student groups. Mature student participation is reducing as employment levels increase, thus impacting on participation figures for this cohort.

**Table 5** Annual Participation Rates

HEI Sector	2013/2014			2014/2015			2015/2016			2016/2017		
	Mature Student Entrants 2013/2014	Entrants Target SEGs + Travellers 2013/2014	Total 2013/2014	Mature Student Entrants 2014/2015	Entrants Target SEGs + Travellers 2014/2015	Total 2014/2015	Mature Student Entrants 2015/2016	Entrants Target SEGs + Travellers 2015/2016	Total 2015/2016	Mature Student Entrants 2016/2017	Entrants Target SEGs + Travellers 2016/2017	Total 2016/2017
DkIT	237	368	605	197	406	603	193	393	586	174	320	494
Average for IoTs	234	418	652	216	407	623	193	435	628	Not available	Not available	Not available

(HEA Grant Allocation 2017 Data, Equal Access Survey Data 2016/2017)

Despite the improving economic climate, participation in the Springboard initiative exceeded the target of 95 to reach 109 participants in 2016/2017. This was primarily due to the nature of programmes on offer under Springboard which appealed to the demographic in meeting a skills requirement within the region. Sustained marketing efforts by the Institute also helped to maximize Springboard participation. The Institute increased its ranking from 6th position to 4th position among its IoT peers for the number of Springboard / ICT Skills learners enrolled in the sector (*HEA Grant Allocation 2016, HEA Grant Allocation, 2017*).

With respect to the apprentice numbers, DkIT exceeded its target recording 350 enrolments against a target of 321 for 2016/2017 as shown in Table 6. This represents an increase on the previous year's enrolment of 246, showing an upward trend in apprentice provision, indicative of national norms in line with a recovering economy, particularly in the construction sector(HEA: Annual Apprenticeship Registrations Q4 2016). This is expected to continue in 2016/2017.

**Table 6** Apprentice numbers per block 2016/2017

Trade	Blocks Awarded	Numbers Awarded and Enrolled
Carpentry and Joinery	3	48
Electrical	9	143
Motor Mechanics	4	63
Plumbing	6	96
TOTALS	22	350

In respect of part-time provision, the number of part-time accredited learners of 561 or 278 WTEs for 2016/2017 exceeded the target of 165 WTEs. This reflects a 28% increase in part-time student numbers between 2015/2016 and 2016/2017 (excluding Springboard). This exceeds the 10% increase in part-time enrolments for the IoT sector nationally from 2014/2015 to 2015/2016 (*Key Institutional Statistics Sectoral and Trained Data 2011/12 to 2015/16*). This reflects the strategic focus of the Institute to increase its part-time accredited provision to learners in the region. In 2016/2017 the Institute offered 30 new part-time accredited programmes. A number of programmes have been developed in response to the needs of local stakeholders (e.g. health service providers, ETBs) many of which are delivered using blended learning modes. Take-up is reflective of employment growth and job creation opportunities in the Border region (*Regional Skills Bulletin, 2016*). In 2015/2016, 8% of DkIT's undergraduates were part-time learners compared to the sectoral average of 17% (*HEA Key Facts and Figures 2014/2015*).

In 2016/2017, DkIT's percentage of part-time student numbers accounted for 11% of DkIT's learners (*HEA SRS Return March 2017, excluding Trades and Springboard Numbers*). While this represents a positive trend, the Institute acknowledges that it remains one of the lowest performers in the sector in terms of part-time accredited provision. Starting from a low base, DkIT has moved from 12<sup>th</sup> position to 11<sup>th</sup> position in 2016/2017 (*HEA Grant Allocation 2016, HEA Grant Allocation 2017*). This places DkIT below the HEI sectoral norm of 17% and IoT sectoral norm of 21% (*Key Institutional Statistics Sectoral and Trend Data using 2015-2016 figures*). The Institute therefore continues to prioritise this area and has specifically identified part-time provision as a key strategic goal and objective in its new Strategic Plan 2017-2019. Through effective engagement with the North-East Regional Skills Forum the Institute is currently engaged with industry in the science and engineering areas to provide CPD training. For example, the Early Childhood Studies programme is a part-time programme delivered in blended learning mode and the BSc (Hons) Agri-Food Production programme was developed in partnership with the Agri-Food Industry in the region. Within the School of Engineering, new programme development is underway to meet identified needs in the timber frame industry and the Schools of Engineering and Health and Science are developing New Apprenticeship models in the Agri-Food area.

**Overall, in 2016 the Institute achieved 78% and partially achieved 22% of its targets in this domain.**

## COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION TO PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING

During this reporting period, DkIT's institutional objectives in respect of Participation, Equal Access and Lifelong Learning met the strategic goals of the Institute in a coherent and integrated manner across its learning and teaching, research and engagement strategies as follows:

### Key Strategic Goals

### How the institution objectives met the strategic goals of the Institute in 2016:

#### Highly-skilled and Creative Graduates

- Provided opportunities to attract students to DkIT from diverse groups including part-time and mature learners, while acknowledging that more can be achieved in this area;
- Responded to the educational needs of students and the region as evidenced by the increase in part-time, springboard and apprentice numbers.

#### Academic and Research Excellence

- Provided access and progression routes to allow increased student participation from diverse groups.

#### Regional Engagement

- Established stronger links between the work of the Regional Development Centre, the Lifelong Learning Centre and the North-East Regional Skills Forum to leverage off the Institute's strong industry engagement for the provision of CPD and part-time accredited programmes.

## PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING: PROGRESS AGAINST 2016 TARGETS

Table 7 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.



**Table 7** Participation, Equal Access and Lifelong Learning: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Interim target, end 2016	Progress against 2016 target	Summary
<b>Increase student numbers.</b>	• % of IoT Sector CAO Acceptances;	• 6%	• 6%	<b>Target Achieved:</b> 6%	●
	• FT UG New Entrants;	• 1262	• 1420	<b>Target Achieved:</b> 1463	●
	• FT Undergraduate Enrolments.	• 4127	• 4501	<b>Target Achieved:</b> 4509	●
<b>Widen participation in Higher Education in the region for % of entrants from under-represented groups.</b>	• % participation by mature students; acceptances;	• 20%	• 16%	<b>Target Partially Achieved:</b> 14%	●
	• % participation by targeted socio-economic designated groups;	• 25%	• = baseline	<b>Target Achieved:</b> 25.8%	●
	• % participation by students with a registered disability.	• 4.7%	• 5%	<b>Target Partially Achieved:</b> 4%	●
<b>Increase number of flexible learners; recognising demand conditions for apprenticeship programmes and labour market activation programmes.</b>	• Number of part-time accredited learners (WTE);	• -	• 165	<b>Target Achieved:</b> 278 (2016/2017)	●
	• Participation in National Labour Market Activation;	• 136	• 95	<b>Target Achieved:</b> 109 (2016/2017)	●
	• Number of apprentices.	• 223	• 321	<b>Target Achieved:</b> 350 (2016/2017)	●

# EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE 2014-2016

During the period 2014-2016, the Institute sought to meet its two overarching strategic goals of (1) producing highly-skilled and creative graduates who had the competencies and entrepreneurial flair coupled with the generic and discipline specific skills required for employability. The ambition aimed to ensure that there were participation and equal access opportunities for a diverse group of learners to include full-time, part-time, mature and international students, and (2) provide academic and research excellence within a student-centred learning environment to support the development of highly-skilled and creative learners and graduates, underpinned by research-informed teaching, learning and engagement with industry.

The Institute has excelled within this domain in meeting its overall strategic objectives and achieved 70% and partially achieved 30% of its targets in this domain for the reporting period 2014 - 2016.

In particular a key ambition was the embedding of entrepreneurial skills and behaviours with both students and staff as discussed earlier. This has been acknowledged at national and international levels with DkIT cited as a best practice exemplar in an OECD Country Review and as a case study for the EC HEInnovate Initiative. The Institute has remained committed to the development of its staff with over 25 academic staff having completed programmes up to and including Master's Level through the Centre for Excellence in Learning and Teaching (CELT) between 2014-2016. DkIT has also consistently prioritised the development of a quality student experience for its learners, through its student-centred approach and as attested in the annual ISSE returns. In particular students have commented on the positive relationship between staff and students at DkIT; the close community feel within the campus community; the benefit of small class sizes and the proactive response of staff to delivering on learning assessment strategies to suit the diverse cohort of learners.

The Institute remains focused on the need to (1) monitor and improve student progression rates; (2) develop programmes on an inter-disciplinary basis; (3) adapt delivery modes to effectively respond to employer and industry needs through the provision of, where appropriate, bespoke accredited training and upskilling programmes and (4) increase STEM provision and graduate education. DkIT will further develop its range of programmes at Levels 9 and 10 to (a) meet educational needs within the region for high-tech companies in such sectors as pharma, ICT, engineering, fintech and food and to (b) move towards the attainment of TU metrics in a bid to future-proof DkIT's position within the higher education landscape.

### Synergies between Excellent Teaching and Learning and Quality of the Student Experience with other Domains

- Engagement: student work-placements with industry and employers in the region (a) enhances the quality of the learner experience, (b) creates synergies between industry and employer engagement directly within teaching and learning;
- Internationalisation: enhanced learning and assessment strategies and staff capacity building thus impacting positively on the ability both to attract international learners and to create a positive and inclusive student experience on campus;
- Institutional Consolidation: improved retention and progression rates thus improving the financial sustainability of the Institute.

## EXCELLENT TEACHING AND LEARNING AND QUALITY OF STUDENT EXPERIENCE: COMMENTARY ON PROGRESS AGAINST TARGET FOR 2016

### Profile of Demand and Discipline Mix

DkIT's range of programmes continued to reflect its strategic focus on delivering highly skilled creative graduates who meet the needs of employers as articulated in the Institute's Vision and Mission. This is achieved through interrelated activities in the Institute's academic, research, enterprise and knowledge transfer activities, which are aimed at providing graduates with the necessary skills, attributes and qualities for their working life. DkIT's academic programmes include awards ranging from Level 6 to Level 10 on NQF across a wide range of disciplines. DkIT's current programme portfolio is strongly aligned to the skills needs in the region. Overall the Institute's programmes are reflective of the employment projections for the Border region with job opportunities in the short to medium term expected in industry, services, construction, financial services and ICT (*Regional Skills Bulletin, 2016*).

The Institute continued its distinctive discipline mix profile (Table 8). Full-time undergraduate and postgraduate enrolments in 2016/2017 were static and mirror figures for 2015/2016. As previously reported, however, the number of apprentices within the School of Engineering increased, reflecting the upturn in the construction industry. During 2016, DkIT conducted a strategic review of engineering provision.

The measures outlined in the resulting new strategy for the School of Engineering include the following:

- New full-time programmes at Level 8 in Civil Mechanical and Electronic Engineering with a common first year entry;
- Increasing Apprenticeship provision from the existing 22 blocks in 2016/2017 to 28 blocks by 2017/2018 as recently allocated by HEA and provision of up to 42 Blocks to 2020/2021;
- Increasing FT and PT Enrolment on existing programmes in the Built Environment;
- Increasing FT and PT Enrolment on existing Mechanical Engineering and Electronic Engineering programmes;
- New lifelong learning provision (post apprenticeship and continuing professional development for engineers) informed by on-going liaison with Regional Skills Fora;
- Use of e-learning delivery modes including blended and on-line delivery;
- Enabling staff to prioritise and develop new programmes which can include a cross-disciplinary focus.

**Table 8** Registered Student Numbers by Discipline 2014/2015, 2015/2016 and 2016/2017

Discipline	2014/2015	%	2015/2016	%	2016/2017	%
<i>All Levels (including full-time undergraduate and postgraduate, excluding part-time and Apprentices)</i>						
Business and Humanities	1822	40.3%	1836	40.2%	1824	40.0%
Informatics and Creative Arts	1035	22.9%	1087	23.8%	1065	24.0%
Engineering	482	10.7%	534	11.7%	523	12.0%
Health and Science	1181	26.1%	1110	24.3%	1097	24.0%
<b>Totals</b>	<b>4520</b>	<b>100%</b>	<b>4567</b>	<b>100%</b>	<b>4509</b>	<b>100%</b>

(HEA SRS Return March 2015, 2016, 2017)

While there is a growing demand for Level 8 programmes (see Table 9), the capacity of the Institute to capitalise on this demand continues to be impaired due to infrastructural insufficiencies. For example, the Institute is unable to respond adequately to the demands for programmes in Health, Science and

Agriculture due to its inability to upgrade existing laboratories and create new ones. Increased student numbers arise in the main through part-time provision, which until 2015/2016 had not been prioritised. As discussed above, the new Strategic Plan 2017-2019 seeks to increase part-time enrolment to achieve a mid-point ranking within the IoT sector by 2019. Schools are now developing innovative part-time programmes, often in conjunction with stakeholders and using blended delivery technologies. In January 2016, for example, the School of Health and Science launched an innovative new programme in the area of responding to domestic abuse. This is the first accredited programme in this field in Ireland and was developed in partnership with a number of regional stakeholders including the HSE, An Garda Síochána, Probation Services, Drogheda Womens Refuge and Dundalk Womens' Aid.

**Table 9** Registered Student Numbers by Level 2014/2015, 2015/2016 and 2016/2017

(excluding part-time and Apprentices)	2014/2015 SRS Return March 2015	2015/2016 SRS Return March 2016	2016/17 SRS Return March 2017
Certificate (Level 5)			67
Diploma & Certificate (Level 6)	267	168	122
Ordinary Degree (Level 7)	2044	1962	1836
Honours Degree (Level 8)	2129	2312	2390
Postgraduate (All Levels)	80	86	94
<b>TOTALS</b>	<b>4520</b>	<b>4528</b>	<b>4509</b>

(HEA SRS Returns March 2015, 2016, 2017)

In line with the transitions agenda, the Institute now offers a number of programmes with a common first year. The Institute also allows students to transfer internally to an alternative programme after the close of CAO offer rounds subject to availability and provided applicants have the necessary entry qualifications/points. This enhances first year retention.

During 2016, a review of Approved Programme Schedules at DkIT took place as part of preparation for programmatic reviews scheduled for 2017/2018 and 2018/2019. It was noted that the Institute would benefit from an agreed maxima for lecturer contact programme delivery hours across the domains of Business and Humanities, Studio Elements and Laboratory Intensive programmes. A proposal is currently under consultation and is scheduled to be tabled at Academic Council in June 2017. If agreed the adoption of the maxima will result in a reduction in total contact hours per stage and per programme. It is anticipated this review will ensure greater efficiency in the application of resources to programmes,

particularly in the domains of Studio Elements and Laboratory Intensive programmes, while at the same time ensuring that learner outcomes are not disadvantaged.

According to the DkIT Graduate Outcomes Survey 2016 (53% response rate from 470 graduates) 89% of graduates were in employment or further education six months after graduating. Graduates were employed in industries such as medical and healthcare (16%), hospitality, sports, leisure and tourism (11%), sales and customer services (9%), IT and telecoms (8%), financial services (7%), with the remainder employed in social and youthwork, agriculture, construction, engineering, science and other. 72.6% are employed in Louth, Monaghan and Dublin.

### Research-informed Teaching and Learning and links with Industry

During 2016, DkIT remained committed to ensuring that teaching and learning remained research informed. All research centres are engaged in this process through teaching on undergraduate programmes, supervising postgraduate students and/or engaging with students undertaking undergraduate research projects. The Institute is also engaged in the development of industry relevant programmes, particularly at Level 9 and in the part-time space. For example, the Centre for Renewable Energy at Dundalk Institute of Technology (CREDIT) has delivered a Masters programme in Renewable Energy Systems since 2006. The Centre also delivers the Certificate in Renewable Energy as a lifelong learning programme with an emphasis on online delivery and with site visits to local renewable energy developers.

### Learning and Assessment Strategies

DkIT continues to adopt a learner-centred approach to its educational provision, aimed at enhancing the student learner experience and supporting learners through innovative learning and teaching strategies. Learner-centred assessment strategies and core strategic themes and are embedded in all programmes. During this reporting period all the recommendations by External Examiners in relation to assessment strategies were implemented, where applicable. DkIT continued its commitment to improving the first year experience through (1) the support provided by first-year convenors and student mentors and (2) an increase in the number of modules assessed through continuous assessment assignments only. Programme assessment includes a diverse and balanced range of student centred assessment methods, both formative and summative. Practical activities and projects are widely used throughout the curricula to enable students to apply their knowledge to, and take more control of, their learning.

### Progression rates

The overall progression rate for the Institute from available data is as follows:

- Overall Progression Rate: 2014/2015 = 79%; Year 1 Progression Rate: 2014/2015 = 74%
- Overall Progression Rate: 2015/2016 = 78% Year 1 Progression Rate: 2015/2016 = 71%

Compared with IoT Sectoral averages for 2014/2015 of 74% and 79% respectively, DkIT has performed well against its peers. When factors reported by the HEA to be linked to successful progression from first year (i.e. prior educational attainment and socio-economic grouping) are considered, the DkIT rates compare reasonably well. For example, most DkIT programmes (with the exception of Health Related programmes) have median CAO entry points of less than 400 and a significant number of programmes have entry points of less than 300. The average progression rates for entrants to the IoT sector with a points range of 205-250 was 66% and stood at 59% for those with a points range of 255-300, so DkIT's progression rates compare well in this regard. A relationship has been found between progression rates for entrants by socio-economic grouping, with groups on the lower end of the spectrum (e.g. manual skilled) achieving lower progression rates.

The Institutes progression rates for 2015/2016 are slightly down on 2014/2015 figures. Student retention was therefore identified by the DkIT Academic Council as an enhancement theme for the academic periods 2015/2016 and 2016/2017. This has resulted in a number of centrally provided initiatives:

- The first year student induction process had been reviewed and improved and a dedicated induction process for advanced entry students has been introduced. A leaflet has been developed for friends and family detailing how they can support students during their transition to higher education;
- Training for staff filling the roles of Stage Convenors and Programme Directors was carried out, focussing on supporting successful transition;
- The Student Learning and Development Centre (SLDC) provide pre-induction academic writing tutorials, in addition to basic IT tutorials, to mature students;
- The SLDC academic writing workshops already in place for full-time DkIT students are now available (on request) for part-time learners;
- All new academic staff (both full-time and part-time) receive training on learning and teaching as part of their induction process;
- Specific programmes on learning and teaching have been designed and are available on request to staff delivering on part-time programmes.

Although the focus to date has been on centrally provided supports, a number of initiatives have been rolled out at Department and School level, all of which contribute to the engagement and retention of students.



These include the following:

- A number of academic departments have developed procedures for identifying and following up on students with poor attendance;
- Some departments have developed or participated in specific recruitment and outreach initiatives to improve the transition of learners, for example 'taster days', participation in Scifest, Google Hangouts, etc.;
- A number of programme boards are implementing or investigating technology enhanced learning methods to provide more effective and timely feedback to students;
- Some departments have put programme-specific academic support initiatives in place;
- One department has put a 'mini-induction' session for first year students in place in week 4 to update first year students and support transition and engagement;
- All departments are steadily increasing the number of learner-centred teaching and assessment approaches, including the use of technology enhanced learning tools to improve student engagement (e.g. Socrative, Twitter Poll, video, Mahara, screencast feedback, etc.).

Moving into the next phase, DkIT is now in the process of putting more focused initiatives in place to target specific programmes or student groups where particular issues with student retention have been identified. To this end, an overarching Institute Student Retention Policy to include definitions, metrics and targets is being developed. The outputs envisaged are:

- A greater emphasis on the enhancement of the student experience within faculty;
- Greater awareness by academic staff of best practice in relation to student retention and the important role they, and all staff members, can play in this respect.

### Student Feedback and Supports and Capacity Building

Student feedback, from ISSE, internal QA3 surveys and Programme Board Reports indicates that the student experience is positive. DkIT students continue to value relatively small classes, approachable staff and the applied teaching and learning focus. Students value the practical and interactive curricula activities and would welcome more of these. Evidence from External Examiner reports and other indicators, including funding for learning and teaching enhancement initiatives and the receipt of national teaching awards also, indicate high quality learning and teaching at DkIT.

**Table 10** DkIT's ISSE Index Scores Benchmarked Against all IoT and all HEI Index Scores

ISSE Index	DkIT Index Score	All IoT Index Score	All HEI Index Score
Higher Order Learning	35.0	34.8	36.2
Reflective and Integrative Learning	29.0	19.2	30.7
Quantitative Reasoning	19.0	29.5	18.8
Collaborative Learning	29.0	32.2	30.5
Student-Faculty Interaction	15.0	15.4	13.7
Effective Teaching Practice	34.0	35.0	34.4
Quality of Interactions	35.0	37.9	37.2
Supportive Environment	26.0	27.1	28.1

(The Irish Survey of Student Engagement (ISSE) 2016)

ISSE feedback indicates that student engagement is comparable to elsewhere. DkIT 2016 scores on the revised ISSE indices were similar to those of all IoTs and broadly comparable to total ISSE scores. However, the 2016 ISSE response rate of 13.2% was considerably lower than both the average IoT rate of 24.2% and the DkIT 2015 rate of 21.7%. While the ISSE feedback was positive, it was somewhat less so than in 2015 and it is not clear whether this represented a genuine change or arose from, different sample characteristics or indeed, response bias or a combination of all three issues. Certainly, the low response rate reduced confidence in the reliability of the data. The response rate was subsequently addressed and the Institute was successful in achieving a response rate of 31% to ISSE in 2017, against a national average of 27%.

DkIT offers a range of learning support services. The Student Learning and Development Centre (SLDC) conducted a review of its impact in 2016, using the Impact and Value Framework developed by the UK Student Services Association, AMOSSHE. The evaluation concluded that the SLDC is having a positive impact on student achievement by supporting a wide range of students to develop key academic skills and grow in academic confidence. It has been reported however, that there is a need to raise awareness of the service.

The SLDC offers one-to-one, small and large group learning support. In 2016 there were 1522 instances of students accessing the Centre's supports, with some students accessing support more than once and/or in more than one format. This is an increase on 2015 (1120) and is an indicator of demand. Much of this was attributable to an increase in the number of whole class tutorials requested by or delivered in conjunction with lecturers. DkIT has long recognised writing skills as a key graduate attribute and collaboration with academic staff has been prioritised as a key means by which writing in a discipline-appropriate way can be enhanced through the efficient use of limited resources. The SLDC is staffed by part-time tutors on short-term contracts and this is a challenge to long-term planning. It also limits the capacity to respond to needs, such as providing longer/evening opening hours for part-time students.

Continuing professional development in learning and teaching continues to be a priority and an area of real strength for DkIT which is evidenced in the frontline of programme delivery. The MA/Certificate Learning and Teaching programmes continue to be successful and DkIT has met its targets in this area. Twelve DkIT staff (and 4 external colleagues) graduated in 2016. The programme also welcomed a second intake of both DkIT staff and teachers from elsewhere in the region including Further Education Colleges. This inclusive provision has ensured that the quality of learning and teaching has been enhanced within the region, demonstrating further DkIT's commitment to respond to the needs of the region it serves. In addition, 23 internal and external colleagues progressed to the award stage of the programme. To date, 108 DkIT colleagues have already participated or are currently participating in the programme. This level of participation, completion and the continued institutional support for the programme(s) demonstrates the commitment to learning and teaching at the level of both lecturers and senior management. The NFETL Teaching Expert Award achieved in 2016 was a formal acknowledgement of the impact of the programme in effecting systemic cultural change within DkIT.

A number of DkIT staff were externally recognised for teaching excellence in this period:

- NFETL Teaching Expert Award;
- Jennifer Burke Award for Innovation in Teaching and Learning;
- European Entrepreneurship Education Award;
- NFETL Teaching Hero Awards.

DkIT actively engaged with the NFETL. During 2016, DkIT was a partner or lead on 5 NFETL Enhancement Projects and successfully won funding for a further two projects under the 2016 Enhancement Fund. This work has enhanced the learner experience, particularly in the areas of assessment and digital capacity, and has facilitated innovation and resource development. This work has also allowed the Institute to build capacity in learning enhancement with DkIT leading two of these projects: TEAM and L2L. This work has also facilitated considerable professional development and fostered strong collaborative relationships across the sector. The projects are listed below:

- Supporting Transition: Enhancing Feedback in First Year Using Digital Technologies (January 2015 to December 2016) <http://y1feedback.ie/>
- Student Success Toolbox for flexible learners: Supporting transitions from thinking about study to the first weeks (January 2015 to June 2016) <http://studentsuccess.ie/project-partners/>
- Assessment for Learning Resources for First Year Undergraduate Mathematics Modules (January 2015 to December 2016) [www.teachingandlearning.ie/assessment-for-learning-resources-for-first-year-undergraduate-mathematics-modules/](http://www.teachingandlearning.ie/assessment-for-learning-resources-for-first-year-undergraduate-mathematics-modules/)
- Technology Enhanced Assessment (TEAM) in Health and Science (led by DkIT, January 2016 to December 2017) <http://teamshp.ie/>

- What works and why (January – June 2016) [www.teachingandlearning.ie/technology-enhanced-learning-works/](http://www.teachingandlearning.ie/technology-enhanced-learning-works/)
- Librarians learning to support learners learning (L2L) (led by DkIT, January 2017 – December 2018) [www.teachingandlearning.ie/technology-enhanced-learning-works/](http://www.teachingandlearning.ie/technology-enhanced-learning-works/)
- Aligning Learning and Teaching Across the Technology Sector (ATLAS) (January 2017 – June 2018) [www.teachingandlearning.ie/atlas-aligning-teaching-learning-across-technological-sector/](http://www.teachingandlearning.ie/atlas-aligning-teaching-learning-across-technological-sector/)

There is also a high level of engagement by staff in unaccredited Continuing Professional Development (CPD) initiatives. Targets were again exceeded in terms of both the number of events held and participation levels. There was an exceptionally high level of engagement in 2016, with 141 individuals (of approx. 280 academic staff) attending one or more events and a total of 283 attendances across all events. This was largely due to activities associated with the enhancement projects. In particular, the *What Works and Why* project, which focussed on building digital capacity, included a number of workshops/masterclasses and two showcases. A key driver in building TEL capacity is the participation by staff in the Enhancing Learning through Technology module of the MA programme in Learning and Teaching. Funding from the *What Works and Why* project supported the publication of a book titled '*TEL Tales: stories of enhancing learning through technology*' (<http://eprints.dkit.ie/525/>). This was based on the projects developed by teaching staff undertaking the module and includes contributions from DkIT, FET and post-primary colleagues.

The use of digital learning tools is firmly established within the Institute, with Moodle as the main technology used. Results from the Institute's 2016 Technology-Enhanced Learning survey of staff show that 91.2% of respondents (n = 160) are using Moodle. Importantly, this survey also shows that increased numbers of staff are using a wider range of features on Moodle, with 49.4% indicating that they use between 10 and 20 different features, compared with 30% in the



previous survey in 2014. This is also reflected in the continuing upward trend in number of visits to the Moodle site. For example, in the period from 01/09/2016 to 01/01/2017 the number of visits was 347,170, an increase of 14.8% when compared to the corresponding period in 2014-2015.

DkIT has also exceeded targets for blended learning provision. In 2016, 15 part-time programmes at undergraduate, post-graduate and minor award levels, across three schools, were offered in blended mode.

The flexibility offered by this mode continues to be attractive to part-time students who must balance work and study. While this mode provides students with online access to learning resources and activities, they report that they particularly value face-to-face classes which provide opportunities to interact with lecturers and peers.

**Overall, in 2016, the Institute achieved 100% of its targets in this domain.**

## COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION OF EXCELLENT TEACHING AND LEARNING AND QUALITY OF STUDENT EXPERIENCE

During this reporting period, DkIT's institutional objectives with regard to Excellent Teaching and Learning and Quality of Student Experience met the strategic goals of the Institute in a coherent and integrated manner across its teaching and learning, research and engagement strategies as follows:

### Key Strategic Goal

### How the institution objectives met the strategic goals of the Institute in 2016:

#### Highly-skilled and Creative Graduates

- The provision of high quality student services and learning support plays an important role in supporting diverse participation and, particularly in the development of key graduate attributes, such as communication skills.
- The prioritisation of CPD in learning and teaching promotes high quality practice and increases the capacity of staff to meet the learning needs of a diverse cohort of learners.
- DkIT is developing its capacity to respond to student feedback and work in partnership with students to promote engagement.
- The development of part-time, flexible programmes, and the TEL capacity necessary to do this, contributes to ensuring access and participation to a diverse group of learners.

#### Academic and Research Excellence

- Continuing professional development of teaching staff is essential to promoting and maintaining a learner-centred environment and to promoting evidence-based pedagogies. The impact of the Institute's MALT programme has been recognised nationally via the Teaching Expert Awards.
- The high level of engagement in learning and teaching enhancement activities builds capacity and drives pedagogical innovation to improve the student experience. This learning is directly informing DkIT policies and procedures and the Institute is actively exploring ways to develop this further.
- This culture of scholarship promotes an evidence-based approach to learning enhancement.

#### Regional Engagement

- Offering the Certificate/MA in Learning and Teaching helps to promote dialogue between the educational sectors regionally and promotes regional engagement at a pedagogical level.

## EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE: PROGRESS AGAINST 2016 TARGETS

Table 11 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 11** Excellent Teaching and Learning and Quality of the Student Experience: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary
<b>Continue to enhance learning through the development and implementation of learner-centred strategies in all programmes (including learner-centred assessment strategies).</b>  <b>Ensure that curriculum development embeds the core strategic themes and fosters graduate qualities identified in the DkIT Strategy.</b>	Annual Programme Board Reports;	Embedded learner-centred and assessment strategies in all programmes in all Schools;	Implement recommendations in relation to assessment strategies, where required;	<b>Target Achieved.</b>	●
	Core themes and graduate qualities addressed in curricula documents.	The core strategic themes and graduate qualities are currently embedded in the programmes.	Conduct HEInnovate Survey in relation to entrepreneurship.	<b>Target Achieved.</b>	●
<b>Promote Excellence in Learning, Teaching and Assessment.</b>	Number of staff members completed MA in Learning and Teaching;	28 staff members completed MA in Learning and Teaching in 2011/2012	59 staff members completed MA in Learning and Teaching to date.	<b>Target Achieved:</b> 59 staff members have graduated from the MA in Learning and Teaching and the Certificate in Learning and Teaching.	●
	Number of Master classes and workshops offered;	2 Master classes and 10 Professional Development events in Learning and Teaching organised;	2 Master classes and 10 Professional Development events in Learning and Teaching organised;	<b>Target Exceeded:</b> 5 masterclasses and 25 other professional development activities were offered with a total of 245 attendances.	●
	Number of staff who have participated in TEL activities;	TEL Policy in place	75 staff participating in TEL activities (2016/2017);	<b>Target Exceeded:</b> 119 staff participating in attendances at TEL events or workshops.	●



<b>Promote Excellence in Learning, Teaching and Assessment.</b>	Number of programmes utilising blended learning deliver modes.		12 programmes offered in blended learning delivery modes (2016/2017);	<b>Target Achieved:</b> 15 programmes were offered in blended learning delivery modes.	●
			Report on the review of Approved Programme Schedules.	<b>Target Achieved:</b> Report Completed.	●
<b>Embed activity aimed at enhancing student retention.</b>	Monitor progression rates annually and implement focussed activities to respond to findings.	Overall ProgressionRate: 2013/2014 = 79%  Year 1 Progression Rate: 2013/2014 =74%	Monitor Progression Rate for 2016/2017.	<b>Target Achieved:</b> Progression rates for 2015/2016 have been completed and monitoring of 2016/2017 progression rates is ongoing with final figures to be published following Autumn examinations in 2017.	●
			Identify and implement activities to support student retention.	<b>Target Achieved:</b> Activities to support student retention have been identified and implemented and are ongoing.	●
<b>Support the personal and academic development of learners through our support services.</b>	Feedback from Student Services survey and annual report.	Student Learning and Development Centre (SLDC) established;	Conduct and report on the impact of the Student Learning and Development Centre service.	<b>Target Achieved:</b> Report completed on the impact of the SLDC.	●
	% awareness level of students of at least 1 support service available to them;  Number of students using the Student Learning and Development Centre.	92% awareness level of first year students of at least one support service available to them at the end of the 2012 academic year;  1159 students used the services of the Student Learning and Development Centre in 2012/2013.			

# HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION 2014-2016

DkIT's Vision and Mission to 2016 expresses a commitment to drive research excellence in a number of prioritised areas to ensure that learning and teaching remains research informed, and that real societal and economic impacts are delivered regionally, nationally and internationally. Through an internal strategic prioritisation exercise and in line with the National Research Prioritisation exercise and the ambitions set out in Innovation 2020, the Institute has consolidated and concentrated its research into key established thematic areas through the formation of "Research Clusters", in which the Institute possesses a real international reputation namely: (1) ICT, Health and Ageing; (2) Energy and the Environment and (3) Creative Arts.

The Institute has achieved 72% and partially achieved 28% of its targets in this domain for the reporting period 2014-2016.

The Institute maintained its position among the top three performing IoTs within the sector in terms of research funding. During the lifetime of the Compact, the Institute secured €15.86m of external research funding. It is as a direct result of this funding that the Institute successfully delivered on its strategic research objectives. The Institute continued to maintain its strong research collaborations

with its counterparts in Northern Ireland and Scotland through its engagement in the EU INTERREG Programmes. Implications arising from Brexit are a concern going forward as these may impact on future research opportunities and collaborations with UK partners.

### Synergies between High Quality, Internationally Competitive Research and Innovation with other Domains

- Regional Clusters: (a) informing the strategy and enhancing Institutional capacity for postgraduate provision; (b) improving processes and procedures for postgraduate provision; (c) raising the Institute's profile within the wider industry and community as a HEI;
- Engagement: (a) greater engagement with industry on research projects resulting from the Institute's success in securing external funding at national and EU level; (b) greater number of community research projects;
- Learning and Teaching and Quality of Student Experience: (a) building supervisor capacity among academic staff; (b) enhanced student learning experience through student research projects.

## HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION: COMMENTARY ON PROGRESS AGAINST 2016 TARGETS

As part of its obligations under the DkIT Financial Plan 2015-2018, the Institute completed a review of all research in order to prioritise its research activities. It sought to secure additional research funding from alternative sources to include EU Horizon 2020, thus aiming to reduce the research cost burden on the Institute's core grant. The review identified cost savings to the recurrent budget. During the calendar year 2016, the Institute excelled in terms of its research performance. Through its research centres, the Institute secured €9,474,068 in research funding awards from both National and European funding bodies. DkIT has performed well against its peers in the IoT sector in respect of contract research income. In 2013/2014, DkIT's total contract research income per academic staff member was €18,740 compared to the sectoral average of €14,288. Likewise, in the same period, the EU contract research income per academic staff member was €5,539 compared to the sectoral average of €3,371 (*HEA Institutional and Sectoral Profiles 2013/2014*). In 2015/2016 DkIT was among the top four IoTs (including DIT) in terms of the ratio of research income to academic staff members (*Sunday Times University League Table, 2016*).

DkIT continues to build its research supervision capacity through staff development to PhD qualification level. In 2014/2015, 33% of DkIT staff held Level 10 qualifications thus exceeding the sectoral average of 29%. (*HEA Key Facts and Figures, Higher Education 2014/2015*). In 2016, the percentage of academic staff with PhD level qualifications was 36%, exceeding the stated target of >30%. The number of staff who successfully completed the Institute's formal structured research supervisory programme was 57 thereby exceeding the stated target of 35 for 2016. In excess of 60 staff were supported through the Institute's formal research skills programme for 2016, exceeding the stated target of 55. In October 2015 Dundalk Institute of Technology was awarded the HR Excellence in Research Logo in recognition of its commitment to aligning its HR policies and practices with the European Commission's European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. It remains one of only a few IoTs to receive such an award.

The primary benchmark employed for research dissemination was the Scopus database (<https://www.scopus.com>).

For 2016, in comparison with other Institutes of Technology (excluding DIT) the Institute was:

- Ranked 5<sup>th</sup> for citations attained in 2016
- Ranked 6<sup>th</sup> for peer reviewed research articles published in 2016.

In respect of Horizon2020, over the three year period 2014-2016, DkIT made a total of 28 applications (ranked 4<sup>th</sup> within the IoT sector) of which 3 awards were made (ranked 5<sup>th</sup> within the IoT sector), giving a success rate of 10.7% comparable with IoT sectoral average of 10.3% ( *EU ECORDA, 2017*).

All research active academics deliver on undergraduate research programmes. This ensures that the curriculum is research informed and that undergraduate students have the opportunity to work on research projects which are aligned to lecturers' research agenda. For example the BSc (Hons) in Civil Engineering includes a 10 credit module on Renewable Energy for Civil Engineers which include topics on Wind Energy and Marine Renewables which are active research themes in CREDIT. Within the School of Business and Humanities, the School's research activities led directly to the development of a MBS in Entrepreneurship & Marketing, an area where two of the programme lecturers have completed PhDs, a further two are engaged in doctoral research and another three are active in on-going scholarly and applied research projects at national and international level (i.e. the Global Learning Programme and HEInnovate).

Research activities at DkIT also continue to include translational research which has a real societal and economic impact regionally, nationally and internationally. Such strategic research projects include:

- SPICE (Source Protection: an Innovative approach to Community Engagement) involves Cavan, Louth and Monaghan Local Authorities, in association with the Centre for Freshwater and Environment Studies at DkIT, the National Federation of Group Water Schemes, the Local Authority Water Community Office, (LAWCO) and six individual group water schemes piloting a strategy to build and sustain effective engagement at local community level in environmental stewardship, with a focus on the protection and long-term management of local drinking water sources.
- Cell Explorers funded through SFI is a project piloting a sustainable model of public engagement in Science activities in Higher Education institution in Ireland. This model is currently run by the NUI Galway Cell EXPLORERS programme delivering STEM activities regionally and nationally ([www.cellexplorers.com](http://www.cellexplorers.com)). Underpinning the model's sustainability is the involvement of undergraduate and postgraduate student volunteers, who deliver outreach activities to the general public. The model contributes to addressing the national shortfall in science education by developing a collaborative school-centred outreach initiative that is embedded in the local community. It has the dual benefit of engaging children and the public whilst developing key graduate student attributes.
- Project entitled "Validating a Lightweight Security Requirements Engineering Framework for Sports Analytics Mobile Apps" is funded by SFI through the industry fellowship programme in collaboration with DkIT with STATSports as the host company.

**Overall , in 2016, the institute has achived 89% and partially achieved 11% of its targets in this domain.**

**COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION TO HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION**

During this reporting period, DkIT's institutional objectives in relation to High Quality, Internationally Competitive Research and Innovation met the strategic goals of the Institute in a coherent and integrated manner across its learning and teaching, research and engagement strategies as follows:

Key Strategic Goal	How the institution objectives met the strategic goals of the Institute in 2016:
Highly-skilled and creative graduates	<ul style="list-style-type: none"><li>• The structured training offered to all postgraduates researchers in line with the IUA skills statement and the high quality research supervision delivered by formally trained supervisors ensures the Institute is producing highly skilled and creative graduates with Level 9 and 10 degrees;</li><li>• Provided postgraduate opportunities through DkIT research centres.</li></ul>
Academic and Research Excellence	<ul style="list-style-type: none"><li>• The high performance of the research community in terms of the diverse research funding secured and peer reviewed publications with associated citation counts is a testimony to research excellence.</li></ul>
Regional Engagement	<ul style="list-style-type: none"><li>• The ability of the research community to secure commercially orientated research funding ensures industry engagement and also community engagement primarily through the ageing and environmental research domains.</li></ul>

## HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION: PROGRESS AGAINST 2016 TARGETS

Table 12 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 12** High Quality, Internationally Competitive Research and Innovation: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target, commentary and data source	Summary
<b>Ensure the learning and teaching agenda remains research informed.</b>	Number of Staff with Level 10 qualifications;	26% of FTE Academics with Level 10 qualifications;	>30% of FTE Academics with Level 10 qualifications;	<b>Target Achieved</b> 36% of staff with Level 10 qualifications.	●
	Staff formally trained through the Institute's formal structured supervisory programme;	20 formally trained supervisors;	35 formally trained supervisors;	<b>Target Exceeded</b> 57 formally trained supervisors.	●
	Staff supported through formal research skills programme.	35 Staff supported through formal research skills programmes.	55 Staff supported through formal research skills programme;	<b>Target Exceeded</b> >60 staff supported through formal research skills programme.	●
			Report on the review of prioritisation of research.	<b>Target Achieved</b> A research review report was finalised on the prioritisation and consolidation of the Institute's research strengths.	●



Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target, commentary and data source	Summary
<b>Drive Research Excellence in our prioritised areas concentrating on translational research which has societal and economic impact.</b>	Number of postgraduate supervisors;	42 postgraduate research supervisors;	55 postgraduate research supervisors;	<b>Target Achieved</b> 57 postgraduate research supervisors from across the four academic schools.	●
	Number of Level 9 and 10 postgraduate research students;	53 Level 9 and 10 postgraduate research students;	60 Level 9 and 10 postgraduate research students;	<b>Target Achieved</b> 60 Level 9 and 10 postgraduate research students.	●
	External research awards;	€3.2m (2012) in external research awards;	€3.2m in external research awards;	<b>Target Exceeded</b> €9.47m in external research awards for the 2016.	●
	President's Research Excellence Award;	No President's Research Excellence Award;	2 President's Research Excellence Award;	<b>Target Achieved</b> 2 President's Research Excellence Awards (Established and Early Career).	●
	Number of citations;	255 citations (2012 figure though Scopus);	350 citations;	<b>Target Exceeded</b> 581 citations.	●
	Number of peer reviewed publications.	45 peer reviewed publications (2012 figure through Scopus).	50 peer reviewed publications.	<b>Target Partially Achieved</b> 43 peer reviewed publications (Data taken from Scopus which does not capture all research domains accurately (i.e. Creative Arts).	●



# ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE 2014-2016

Engagement with industry and the wider community is a central part of DkIT's Strategy. The Regional Development Centre (RDC) at DkIT, acting as the commercially oriented interface between DkIT and the industrial, commercial and business life of the region, has been an engine for regional economic growth and development since 1989. During the reporting period of the HEA Compact 2014-2016, DkIT has continued to demonstrate its strong record in regional engagement with industry through the work of the RDC. Since then, the RDC has supported more than 1,290 entrepreneurs, incubated 170 knowledge based start-up enterprises and conducted 280 applied research projects. Cross Border, Regional and Community Engagement activities in DkIT include a wide range of projects involving both the staff and student population. For example, the Institute has played a key role in the area of social innovation as exemplified in its work in ageing. These engagement activities have served to enrich the educational experience of the student population and have a major social impact on the region which DkIT serves. In the OECD Case Study, referenced earlier, the role of non-STEM subjects in delivering social innovation and addressing societal challenges was highlighted and Netwell/CASALA at DkIT was identified as a showcase of the importance of multi and transdisciplinary research. DkIT was also cited as a best practice exemplar of how *"effective local collaborations can result in mutually beneficial*

*relationships with the overall impacts being greater than the sum of the individual parts"*.

A key strategic objective for the Institute during the period 2014-2016 was to increase the number of placement modules within programmes to ensure its learners are work-ready. Work placement is now embedded in circa 50% of undergraduate programmes.

The Institute has achieved 79% and partially achieved 21% of its targets in this domain for the reporting period 2014-2016.

### Synergies Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange with other Domains

- All other domains: increased recognition of the need for all Schools and Functional Areas (RDC, Research Office, Lifelong Learning Centre, Careers and Placement Office in conjunction with North-East Regional Skills Forum) to work in an integrated and coherent fashion to capitalise on the existing strong regional engagement with employers and the wider community.

## ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE: COMMENTARY ON PROGRESS AGAINST 2016 TARGET

During 2016, the RDC exceeded its target with an average occupancy rate of 93% against a target of 80%, and against average occupancy rates of 76% and 78% respectively against USA and EU international benchmarks. The total number of incubator clients for 2016 was 40. This compares with the IoT sectoral average for 2015 of 40.93 (*Knowledge Transfer Ireland, Annual Knowledge Transfer Survey 2015*). International best practice also highlights the need to survey incubation clients. Such client satisfaction surveys are conducted annually at the RDC. Survey results were very positive for 2017, with 97% satisfaction ratings.

The RDC supported 80 entrepreneurs/start-ups during 2016, against a target of 60. These included (a) regional 'spin-in' entrepreneurs from across the North-East region via the Enterprise Ireland funded New Frontiers Entrepreneur Development Programme, (b) general incubation clients from the region, (c) student entrepreneurs via the DkIT's 'Ideas Foundry' Programme, (d) students from the DkIT Engineering Entrepreneurship Level 8 programme, (e) "Virtual Incubation" and (f) 2 academic spin-out companies that were founded based on Intellectual Property commercialised from the DkIT research knowledge base.

The primary Enterprise Development Programme offered is Enterprise Ireland's New Frontiers Entrepreneur Development Programme (NFP). In early 2016 DkIT was awarded a 5 year contract to the value of €1.8m to deliver the programme from 2016 to 2020. International benchmarking is carried out by Enterprise Ireland, the programme funders, who also set the programme's target metrics. The RDC has exceeded its funders targeted metrics of 36-45 supported entrepreneurs in 2016, with 47 entrepreneurs supported across the various phases of the New Frontiers programme. The RDC hosted 13 topical workshops/clinics/networking events for current clients, alumni and the wider enterprise community.

In relation to the Institutional objective to “*encourage entrepreneurial attitudes and behaviours among students to enhance their generic life skills*”, the RDC again exceeded all target metrics for 2016. The work of the RDC supports the development of the student learner and the quality of the student experience. The programme of incubation support at the RDC included 10 client companies engaged in various student projects throughout the year. The RDC also facilitated entrepreneur guest lecturing on a number of programmes in DkIT throughout the year from RDC clients and its wider network. Specific achievements under this objective included support/funding for two student enterprise interns; a President’s Award for Enterprising Students; conducting student-led extra-curricular activities that support the development of an enterprise culture among students and the delivery of enterprise initiatives that are directly promoted to students across all Schools.

The StudentEnterprise@DkIT programme which had run since 2007 to help foster entrepreneurial behaviours among students and support student start-ups was concluded in 2016. A final report was published and disseminated at an event held on 30th May 2016 at DkIT. The StudentEnterprise@DkIT formed part of a range of successive DkIT strategies which successfully embedded entrepreneurship in curricula and its conclusion was integral to the strategy to mainstream these activities. These activities have been benchmarked by the OECD in the HEInnovate Case Study: “*Entrepreneurial Behaviours and Organisation Culture – A Case Study 2016*”. The success of this strategy has paid dividends in 2016. Two student entrepreneurs received a significant amount of support through the RDC including full-time participation on the New Frontiers Phase 2 Programme and shortlisting among Enterprise Ireland Student Entrepreneur Awards.

The Institute’s objectives to ‘*support established industry through increased engagement with academia through applied research projects*’ and to ‘*achieve the commercialisation and knowledge targets agreed with Enterprise Ireland under the TTSI2 programme for Knowledge Transfer Services*’ were achieved through the RDC. 2016 was the final year of the TTSI 2 programme. The consortium of DCU and DkIT made a successful application for the next phase of this programme now called TTSI3 and was awarded a five year contract. In 2016, DkIT also licenced its third Spinout company, Nova Leah Limited, arising from research carried out by its Regulated Software Research Centre (RSRC). DkIT issued a second licence to the International Electrotechnical Commission [IEC], a standards body, in relation to work arising from the RSRC in the area of medical device software compliance. This allows the IEC to publish the work in their IEC 80001-2-8 standard and positions the work of the RSRC at the forefront of this emerging market. Both of DkITs recent spinouts (Nova Leah and Tapa Healthcare) along with one other RDC client, Aphix Software, have been awarded HPSU status from Enterprise Ireland in 2016, with all three raising significant seed funding from external sources. The RDC performed very well, exceeding cumulative targets for LOAs (licenses, options, assignments) of technology to industry partners; creating three new spin-out companies from the DkIT research base; and meeting and exceeding targets for research agreements and invention disclosures. (TTSI2 is a four-year programme running from 2013-2016, and so the results and targets are cumulative in nature as shown in the table below).

DkIT was a partner with DCU in the DCU-led consortium under the national TTSI2 programme which ran for four years (2013-2016). DkIT did not meet all its targets for 2016, as shown in the table below. However, as the TTSI2 programme spanned 2013-2016, the targets have to be viewed cumulatively. In this regard, the Institute demonstrates its achievements over the 4-year duration.

**Table 13** DkIT TTSI Performance Metrics: 2013-2016

	2016 Target	2016 Actual	TTSI 2 Target 2013 - 2016	TTSI 2 Actual 2013 - 2016	% of Target Achieved
Licences, Options and Agreements	4	2	10	10	100%
Spinouts	1	0	3	3	100%
Research Agreements	45	28	150	118 <sup>1</sup>	79% <sup>2</sup>
Invention Disclosures	2	2	7	12	172%
Priority Patent	1	0	3	1	33%
PCT Patent			1	1	100%

As can be seen from the Table 14 below, DkIT performed well relative to the IoT sector benchmarked against the 2015 data.

- 1 Due to a mis-interpretation of a Research Agreement at the TTSI application stage the DkIT target was set at a very high level *vis a vis* the Institute’s capacity. After the contract were signed, it was no longer possible to amend.
- 2 Due to funding/payback challenges DkIT no longer prioritized patents, given its financial position.

**Table 14** DkIT's Knowledge Transfer Performance Benchmarked Against IoT Average 2015

	IoT Total (2015)	Average per IoT (2015)	2015 DkIT Actual Output	Ranking within 14 IoTs
Research Expenditure	68,440,907	4,888,636	5,200,000	4 <sup>th</sup>
Licences, Options and Agreements	52	3.7	7	3 <sup>rd</sup>
Patents (Priority Applications)	21	1.5	1	Joint 4 <sup>th</sup>
Spin-outs	13	0.93	3	2 <sup>nd</sup>
Invention Disclosures	100	7	6	5 <sup>th</sup>
Collaborative research agreements	202	14	26	4 <sup>th</sup>

(Knowledge Transfer Ireland, Annual Knowledge Transfer Survey 2015)

The RDC links with the Placement Office to facilitate placements and project work with industry in a broad range of student disciplines both at Masters and Undergraduate level. During the reporting period, the RDC facilitated engagement with industry through the participation of guest lectures to enhance student learning. The Institute also leveraged off its strong engagement with industry through the hosting of its Industry Day and Careers Fair on campus. This provided opportunities for industry to meet with students and potential graduate recruits and for academics to meet with industry to discuss future skills needs and thus feed into its programme development.

Building on the achievements of the formal student placement programme at DkIT, a total of 788 students across 24 undergraduate programmes of study participated in work placement in 2016-2017. There are also significant challenges in sourcing appropriate host industries within the student catchment area, which can also match programme learning outcomes. There are also an increasing number of placements required in niche industries e.g. Creative Arts Department. These industries tend to be micro-enterprises and are not always available or suitable for student learning.

In the 2016 DkIT Graduate Outcomes Survey of 470 graduates, over 70% of respondents who had completed a placement stated said the placement helped them secure employment. This is reflected in the Institute's achievement in producing work ready graduates. The Institute's graduate unemployment rate stands at 6% (joint 9<sup>th</sup> within the HEI sector, 2015: *Sunday Times University Guide 2016*).

**Overall, in 2016, the institute has achieved 89% and partially achieved 11% of its targets in this domain.**

## COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION TO ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE

During this reporting period, DkIT's institutional objectives in relation to Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange met the strategic goals of the Institute in a coherent and integrated manner across its learning and teaching, research and engagement strategies as follows:

### Key Strategic Goal

#### Highly-skilled and Creative Graduates

### How the institution objectives met the strategic goals of the Institute in 2016:

- Delivering graduates with the necessary entrepreneurial skills and attributes to meet the needs of employers and enhancing the student learning experience through facilitating access to the various entrepreneur development programmes at DkIT;
- Leveraging staff expertise through workshop provision, guest lecturing, and coaching in relation to Enterprise Development, Innovation and Intellectual Property;
- Student learning experiences have also been enhanced through facilitating student placements, industry projects, guest speakers drawn from the RDC clients and its wider network;
- Student placement significantly contributes to employability and regional engagement goals.

#### Academic and Research Excellence

- The RDC supports academic researchers in terms of business development and intellectual property matters. The TTO delivers knowledge co-exchange between academics and industry particularly through the management of applied research mechanisms such as FUSION Projects and Innovation Vouchers and thus facilitates industry-relevant research-informed teaching on DkIT undergraduate and postgraduate programmes;
- Enhancing the student learning experience through inter alia Industry Open Days and industry guest lecturers;
- Developing academic expertise in areas of current and future research and innovation relevant to industry at Regional, National, EU and International levels.



## Regional Engagement

- Addressing the regional remit of DkIT in contributing to the economic, social and cultural life of the region and representing DkIT on a range of fora;
- Meeting the needs of industry through enterprise development programmes, incubation supports, applied research projects and knowledge transfer activities.

## ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE: PROGRESS AGAINST 2016 TARGETS

Table 15 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 15** Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary
<b>Further strengthen the impact of the work of the Regional Development Centre as the commercially oriented interface between DkIT and business community by encouraging and supporting new venture creation.</b>	Number of entrepreneurs/start-ups supported;	45 entrepreneurs/start-ups supported;	60 entrepreneurs/start-ups supported;	<b>Target Exceeded:</b> 80 entrepreneurs or start-ups supported.	●
	Number of incubation companies located in the RDC.	75% occupancy in incubator facilities.	80% occupancy in incubator facilities.	<b>Target Achieved:</b> 93% average occupancy.	●
<b>Support established industry through increased engagement with academia through applied research projects;</b>	Number of research projects with Industry;	18 research projects with Industry;	30 research projects with Industry;	<b>Target Partially Achieved:</b> 28 research projects with industry.	●
<b>Achieve the commercialisation and knowledge targets agreed with Enterprise Ireland under the TTSI2 programme for Knowledge Transfer Services.</b>	Meet the targets set out in the EI TTSI2 Programme.	Targets set out in the EI TTSI2 Programme.	Targets set out in the EI TTSI2 Programme.	<b>Targets Achieved:</b> 2013-2016 overall targets.	●

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary
<b>Encourage entrepreneurial attitudes and behaviours among students to enhance their generic life skills.</b>	Number of student work based placements (academic year);	577 student work based placements;	750 student work based placements;	<b>Target Achieved:</b> 788 student work based placement.	●
	Number of Student Enterprise Interns;	5 Student Enterprise Interns;	2 Student Enterprise Interns;	<b>Target Achieved:</b> 2 Student Enterprise Interns.	●
	Number of President's Awards for Enterprising Students;	1 President's Award for Enterprising Students;	1 President's Award for Enterprising Students;	<b>Target Achieved:</b> 1 President's Award for Enterprising Students.	●
	Number of student-led extra-curriculum activities that support the development of enterprise cultures among students;	5 student-led extra-curriculum activities that support the development of enterprise cultures among students;	10 student-led extra-curriculum activities that support the development of enterprise cultures among students;	<b>Target Achieved:</b> 10 student-led extra-curriculum activities.	●
	Number of student participants on an enterprise programme.	10 student participants on an enterprise programme.	Deliver at least 1 enterprise programme that is promoted to students.	<b>Target Exceeded:</b> 4 enterprise programmes delivered that are promoted to students.	●

## COMPANY AND STUDENT FEEDBACK ON WORK PLACEMENTS

*The whole experience working with and also managing the student has been a pleasure and is a credit to DkIT that the Institute is producing graduates of this calibre that are adaptable to the workplace, with great skills and enthusiasm and able to make a substantial contribution to a company right from the get go.*

Gecko Software

*All of the students placed with us reported that they have gained invaluable experience and have really enjoyed the challenges posed by these placements. Social work staff have continued to put their names forward to mentor students as they have seen the valuable contribution that can be made by social care students to casework and the benefits to themselves as professionals in nurturing a student through a challenging placement, for some their first experience of the workplace environment. I hope this programme will continue for many years to come and I look forward to continued good relationships between DkIT and Tusla, which so far has served us both well.*

Principal Social Worker Tusla,  
Fostering and Aftercare Service, Louth Meath

*We would recommend DkIT to other media companies looking for mature and professional third level interns, and we hope to use the service again.*

Tailored Films

*My placement with a globally recognised company exposed me to high levels of professionalism and creative problem solving. I felt a valued member of the team and I am in a good position to get on to their graduate internship programme. The Placement Office helped me in securing the interview for the opportunity and provided good advice on managing work place learning.*

BBS Business & Technology (2016-2017)

*I had very good support from both the DkIT Placement Office, with CV and interviews preparation and my Academic Supervisor in guidance in work based challenges. The benefits of work placement for me were getting back into a real work situation and the experience gained from working in a totally different industry and my placement company provided that. What was achieved was a vast improvement in my computer skills using them every day in a work situation.*

BBS Business & Management (2016-2017)

*As a Games company we at Nebula are always on the lookout for great talent. DkIT gave us the opportunity to give some students exposure to a live gaming environment where they could directly influence the project and gain first-hand experience of working in a studio. From our perspective the process was seamless and DkIT provided us with a range of suitable students and facilitated a very easy take on process. The quality of talent we found was fantastic and their training was very relevant to what we were looking for them to do.*

Nebula Interactive

*Work placement gave me the opportunity to broaden my understanding and knowledge of the social care sector. Practical examples of classroom learning proved to be invaluable in further understanding the concepts, theories and skills applied to social work. Post placement I feel better prepared for and aware of the challenges and rewards of working in my chosen field. DkIT were instrumental in supporting me, by instilling the confidence and knowledge to pursue my goal of seeking placement in this area.*

BA (Hons) Social Care student (2016- 2017)

# ENHANCED INTERNATIONALISATION: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR ENHANCED INTERNATIONALISATION 2014-2016

International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate for further educational opportunities, has given particular impetus to the intensification of international linkages generally. During the period 2014-2016, DkIT saw itself as part of the global higher education system. It sought to formulate links with other university level institutions internationally and to maximise the opportunities for its students to access the global higher education system. Internationalisation has been embedded in the curriculum to produce graduates who are work-ready, internationally engaged and inter-culturally aware. Learning and teaching strategies are employed in the classroom to ensure Irish and international learners collaborate, thus enhancing their inter-cultural competencies. The Institute remains committed to the maintenance and promotion of international exchange activities and will continue to raise awareness among staff and learners of the importance of overseas exchanges.

DkIT has ranked as the top performing IoT in terms of attracting of international students during the lifetime of the HEA Compact 2014-2016. International students now account for 10% of the learner population on the campus, bringing a unique and diverse community of learners together. This compares favourably against the national IoT average of 6% in 2015/2016 and the International OECD average of

6% in 2015 (Key Institutional Statistics Sectoral and Trend Data 2011/12 to 2015/16, OECD Education at a Glance 2016- Ireland). This enhances the learning experience for all students given the diversity of student ethnicity, age and socio-economic background. This internationalisation of campus life has been a key strategic goal and objective of the Institute aimed at meeting its overarching vision of “*acting locally and thinking globally*”. Internationalisation remained and will remain a key priority for the Institute. As a result of the recent Brexit decision, Ireland will be the only English speaking country in Europe. This presents opportunities for Ireland and the Institute in further attracting international learners.

The Institute has exceeded/achieved 79% and partially achieved 21% of its targets in this domain for the reporting period 2014-2016.

### Synergies Enhanced Internationalisation with other Domains

- Institutional Consolidation: The achievements of the Institute in international markets have served to maintain the financial sustainability of the Institute generating €4m in income through student fees.

## ENHANCED INTERNATIONALISATION: COMMENTARY ON PROGRESS AGAINST 2016 TARGET

Numbers of full-time, registered international students remained consistently high in 2015/2016 and 2016/2017, with an enrolment of 493 non-EU international students, and 139 Erasmus students (84 whole-year-equivalents) and 545 non-EU international students and 121 Erasmus students respectively. DkIT was again one of the highest-performing IoTs, outside of DIT, in terms of international student recruitment (HEA Higher Education System Performance 13/14, Key Institutional Statistics Sectoral and Trend Data 2011/12 to 2015/16).

International students came from twelve non-EU countries, with highest proportion of students coming from Malaysia (154), China (149) and Saudi Arabia (98) respectively. Erasmus students came from eight countries (France, Germany, Spain, Portugal, UK, Czech Republic, Bulgaria, and Finland). A number of initiatives aimed at enhancing the international learner experience on campus included:

- The provision of an Accommodation Officer in the International Office arising from Agent feedback. The availability of well-managed, quality halls-of-residence presents a serious challenge for the

Institute with deficiencies in this respect causing potential reputational damage to DkIT. The addition of an Accommodations Officer helped to resolve many accommodation issues and identify alternative accommodation options, such as homestays and private rentals;

- To improve international students' intercultural experience on campus, a student Intern was deployed by the International Office to coordinate fun social events for students, and to support International Foundation students. To promote integration of international students into the community, the President's Gold Medal Award for Volunteering was introduced for international students who committed to 75 hours community volunteering over the medium-term. The Institute's Volunteer Society links students with voluntary organisations to facilitate such engagement;
- Agent feedback had pointed to the difficulty experienced by international students in finding employment in Ireland post-graduation, due in part to visa issues and interview challenges. Therefore the Institute hosted a *Careers Day for International Students* in 2016 to support employability skills-development;

- To enhance the teaching experience of staff working with international students, the International Office co-ordinated an *Intercultural Awareness Training* Workshop facilitated by ICOS (Irish Council for International Students) to facilitate understanding of intercultural issues impacting learning and teaching;
- To enhance students' learning experience, individual and small group tutorials in English for Academic Writing and Plagiarism-awareness were made available to international students by the Institute's Student Learning and Development Centre.

The Institute has 70+ partnerships with HEIs in Europe and beyond. New institutional partnerships for the reporting period included the *Haute Ecole Leonard De Vinci (ECAM) in Brussels* for student and staff exchange, the *College of Slavonski Brod Croatia* and Instituto Politecnico de Gaya, Portugal and an extension to an agreement with the University of Lodz, Poland to incorporate student exchange. The Institute collaborated in a range of international intensive interdisciplinary projects overseas, within the framework of the Erasmus programme (Key Action 2 – Strategic Partnerships).

In the reporting period, a total of 14 DkIT undergraduate-level students went on study abroad trips and 23 students undertook international placements through the Erasmus programme. In addition to student-funded mobility, four members of staff undertook teaching mobility assignments in the period. These assignments strengthened academic partnerships and fostered teaching and research opportunities.

**Overall, in 2016, the Institute has achieved 71% and partially achieved 29% of its targets in this domain.**

## COHERENCE AND INTEGRATION OF STRATEGIES IN RELATION TO ENHANCED INTERNATIONALISATION

During this reporting period, DkIT's institutional objectives in relation to Enhanced Internationalisation met the strategic goals of the Institute in a coherent and integrated manner across its learning and teaching, research and engagement strategies as follows:

### Key Strategic Goal

### How the institution objectives met the strategic goals of the Institute in 2016:

#### Highly-skilled and Creative Graduates

- Delivered graduates with the necessary awareness of globalisation and internationalisation to meet the needs of employers;
- Enhanced awareness-raising of international learning opportunities; knowledge-transfer in an international setting; development of research capability through the applied nature of these projects; honing of entrepreneurial skills and fostering of intercultural competence.

#### Academic and Research Excellence

- Enhanced the student learning experience through internationalisation of the curriculum and through staff exchange.

#### Regional Engagement

- Enhanced engagement with industry through international linkages.





## ENHANCED INTERNATIONALISATION: PROGRESS AGAINST 2016 TARGETS

Table 16 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 16** Enhanced Internationalisation: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary
<b>Widen learner experience and global awareness by sustained efforts in international student markets.</b>	Incoming number of non-EU students;	429 non-EU students;	420 non-EU students;	<b>Target Achieved:</b> 493 non-EU students (2015/2016) 545 non-EU students (2016/2017)	●
	Incoming number of (full-year equivalent) EU students (non-fee paying/ERASMUS);	117 (full-year equivalent) EU students (non-fee paying/ERASMUS);	71 (full-year equivalent) EU students (non-fee paying/ERASMUS);	<b>Target Achieved:</b> 71 (full-year equivalent) Erasmus students (2015/2016) 121 Erasmus students (2016/2017)	●
	Incoming number of EU students (fee-paying).	5 EU students (fee-paying).	13 EU students (fee-paying).	<b>Target Achieved:</b> 13 EU students (fee-paying).	●
<b>Sustained efforts in international student placements.</b>	Number of placements secured at partner colleges for out-bound staff, students and researchers.	16 ERASMUS placements secured at partner colleges and host consortia;	22 student work placements abroad;	<b>Target Achieved:</b> 23 student work placements abroad	●
		13 students going on study abroad through ERASMUS.	2 teaching staff exchanges;	<b>Target Achieved:</b> 3 Teaching Staff Exchanges	●
			2 non-teaching staff exchanges;	<b>Target Partially Achieved:</b> 1 Non-Teaching Staff Exchanges	●
			15 students on study abroad.	<b>Target Partially Achieved:</b> 14 Students on Study Abroad	●

# INSTITUTIONAL CONSOLIDATION: CRITICAL SELF-REFLECTION ON PERFORMANCE

## OVERARCHING STATEMENT ON PERFORMANCE FOR INSTITUTIONAL CONSOLIDATION 2014-2016

The Institute's financial results for year ended 31<sup>st</sup> August 2015 (2014/2015 audited accounts) showed a deficit of €1.3m which when added to the previously accumulated deficit of €1.9m resulted in an accumulated deficit of €3.2m. In response, the Institute developed its financial plan for 2015-2018 to return the Institute to a break-even position by 31<sup>st</sup> August 2018. The Financial Plan included the following:

- Financial
  - Controlling Staff Costs through non-replacement of identified retiring staff;
  - Cost savings in non-pay and increase in fee income;
- Review of non-permanent staff contracts with a view to ensuring that liabilities are minimised;
- Review of programme schedules to deliver efficiencies by combining class groups and reducing or eliminating electives where possible;
- Review of the School of Engineering;
- Improving performance in accredited life-long learning provision;
- Restoring Research projects to a self-funding position.

Under the plan agreed in January 2016 with the HEA, savings of €2.074m were identified over the 3 year period 2015 to 2018, (€963k in 2015/2016, €946k in 2016/2017 and €165k in 2017/2018), to bring the Institute to a balanced budget.

Measures which have been implemented to achieve a balanced budget since January 2016 include:

- **Controlling Staff Costs through non-replacement of identified retiring staff**  
In addition to the non-replacement of identified retiring staff in 2016/2017, a review of non-permanent staff contracts was undertaken with a view to ensuring that liabilities are minimised by termination curtailment and redeployment, subject to consultation with staff and full legal compliance. It was also agreed in the Financial Plan to review programme schedules to deliver efficiencies by combining class groups and reducing or eliminating electives where possible. Some progress has been made in this regard particularly in relation to combining class groups and reducing electives, where possible. With the aim of sustaining efficiencies into the future while delivering excellence in learning and teaching, the Academic Council is examining sectoral teaching delivery norms per discipline and NFQ level as it faces a series of Programmatic Reviews in 2017/2018 and 2018/2019. DkIT's Academic Staff: Student FTE ratio was 16 in 2013/2014 (17

in 2016/2017) similar to the IoT sectoral average but lower than the national HEI ratio of 19 and the international OECD ratio of 17 (*HEA Institutional and Sectoral Profiles 2013/2014, Education at a Glance, OECD Indicators of Education Systems 2016*);

- **Review of the School of Engineering**  
A strategic plan for the School of Engineering aligned with the Institute's emerging Strategic Plan for 2017-2019 was agreed in late 2016. This plan includes a review of both full and part-time programme provision in the School. In addition, the School has seen a recovery in its apprenticeship provision as discussed above;
- **Improving performance in accredited LifeLong learning provision**  
In 2014/2015, the number of accredited part-time students enrolled in DkIT was 296 across 26 programmes. In 2015/2016 DkIT introduced 30 new accredited programmes as part of its strategy to improve its performance in this area of provision. While not all of the new accredited programmes ran in 2015/2016, there was a significant increase in the number of students enrolled. This trend has continued into 2016/2017 as discussed above;
- **Restoring Research projects to a self-funding position**  
A detailed review of the performance of each of the Institute's research centres identified potential savings and highlighted national and international research funding calls, including Interreg and Horizon 2020 to ensure continuing income generation.


DkIT has demonstrated itself as an adaptable HEI with the necessary capacity and capability to manage difficult financial and non-financial constraints.

## INSTITUTIONAL CONSOLIDATION: COMMENTARY ON PROGRESS AGAINST 2016 TARGET

Due to a combination of the measures described above, the Institute's draft accounts show an operating surplus of €127k for 2015/2016. The Institute made savings of €1.4m in 2015/2016 over the previous year. Current estimates suggest that the Institute will again break even in 2016/2017. Savings were not easily achieved however and the Institute has very limited capacity to invest in infrastructure and facilities. This is a very challenging situation, where financial recovery depends on capacity to attract additional students. Nonetheless, the Institute is resolutely committed to returning to financial stability as agreed in the Financial Plan.

Table 17 details the Institute's performance against targets for 2016 as detailed in the Mission-based Performance Compact March 2016.

**Table 17** Institutional Consolidation: Progress Against 2016 Targets

Institution objective	Performance indicator	Baseline	Final target, end 2016	Progress against 2016 target	Summary
<b>Return the Institute to financial stability and sustainability by 31<sup>st</sup> August, 2018.</b>	Operating Surplus/Deficit (€'000)	-583	614	<b>Target Achieved</b> The target is to breakeven by 31 <sup>st</sup> August 2018. The Institute has achieved breakeven for 2 consecutive years. The €614k target allowed for contingencies to ensure the ultimate goal of breakeven would be achieved;  €127k surplus in 2015/2016 Draft Accounts;  Estimated Breakeven in 2016/2017 ( <i>based on May 2017 Management Accounts</i> ).	

### SECTION ELEVEN

## SIGNED SUBMISSION

I hereby submit Dundalk Institute of Technology's Self Evaluation Report for Strategic Dialogue Cycle 4

Signed:



Ann Campbell  
President

Date: 10<sup>th</sup> May 2017

# DATA SOURCE, EXECUTIVE RESPONSIBILITY AND BENCHMARKS

Compact Area	Target	Executive Responsibility	Data Source	Benchmark
Regional Clusters	DCU Alliance	President;  Vice President for Academic Affairs and Registrar and; Head of Research.	<ul style="list-style-type: none"> <li>DCU/DkIT Graduate School Agreement;</li> <li>Quality Assurance Processes Documentation;</li> <li>Governance Agreement;</li> <li>Supporting documentation for the development of structured PhD pathways;</li> <li>Internal documents at DkIT and DCU (i.e. linked provider agreement).</li> </ul>	Key Institutional Statistics Sectoral and Trend Data 2011/12 to 2015/16 A.
	MEND Cluster	President.  Vice President for Academic Affairs and Registrar.  Vice President for Strategic Planning, Communications and Development.	<ul style="list-style-type: none"> <li>Strategic Innovation Development Fund (SIDF) Progress Report, September 2015;</li> <li>MEND Cluster Project Plan 2016;</li> <li>Cluster Board Agenda and Minutes of Meetings;</li> <li>Final 2017 Report of MEND Cluster to HEA.</li> </ul>	MEND Cluster Report, 2016.
	NEFHEA Alliance	Vice President for Academic Affairs and Registrar and Heads of School.	<ul style="list-style-type: none"> <li>Validation Reports;</li> <li>Curriculum Documents;</li> <li>Minutes of Programme Board Meetings Department/ Programme records;</li> <li>Admission records;</li> <li>Exam result broadsheets;</li> <li>Minutes of NEFHEA meetings;</li> <li>Advanced entry application files (in School Office);</li> <li>MOUs with FE colleges.</li> </ul>	N/A

Compact Area	Target	Executive Responsibility	Data Source	Benchmark
<b>Participation, Equal Access and Lifelong Learning</b>	Increase student numbers.	Vice President for Academic Affairs and Registrar and Heads of School.	<ul style="list-style-type: none"> <li>HEA SRS Returns for March 2017</li> <li>Banner Registrations</li> </ul>	Higher Education System Performance Institutional and Sectoral Profiles 2011/2012 to 2013/2014
	Widen participation from underrepresented groups.	Vice President for Academic Affairs and Registrar; Heads of School.	<ul style="list-style-type: none"> <li>A socio-economic profile of DkIT catchment, AIRO 2012</li> <li>CAO Figures 2016</li> <li>DkIT First Year Registration Survey 2016</li> </ul>	HEA Key Facts and Figures Higher Education 2014/2015 Higher Education System Performance Institutional and Sectoral Profiles 2011/2012 to 2013/2014
	Increase number of flexible learners.	Vice President for Strategic Planning, Communications and Development	<ul style="list-style-type: none"> <li>HEA: Annual Apprenticeship Registration Q4 2016</li> <li>Regional Labour Markets Bulletin, 2016</li> </ul>	HEA Key Facts and Figures Higher Education 2014/2015 HEA Grant Allocation 2014, 2015, 2016 2017 Data Equal Access Survey Data 2016/2017 A Study of Progression in Higher Education 2013/2014 to 2014/2015 HEA SRS Return March 2017 Key Institutional Statistics Sectoral and Trend Data 2015/2016 Higher Education System Performance 2014-2016















Compact Area	Target	Executive Responsibility	Data Source	Benchmark
<b>Excellent Teaching and Learning and Quality of Student Experience</b>		Vice President for Academic Affairs and Registrar  Heads of Schools  Head of Teaching and Learning	<ul style="list-style-type: none"> <li>• www.heinnovate.eu – Self Assessment Report</li> <li>• External Examiner Reports</li> <li>• Curriculum Documents</li> <li>• Programme Validation Reports</li> <li>• Assessment records</li> <li>• Minutes of Department Meetings</li> <li>• Programme Board Meetings' Minutes               <ul style="list-style-type: none"> <li>• -Programme Board Reports</li> <li>• -Assessment Schedules</li> <li>• -Annual Student Surveys</li> </ul> </li> <li>• Programmatic reviews involving industry and academic peer reviews</li> <li>• Academic Council and PEC Minutes of Meetings</li> <li>• DkIT Graduate Outcomes Survey 2016</li> <li>• DkIT Irish Survey of Student Engagement 2016</li> <li>• National Employers Survey</li> <li>• Cyclical Institutional Reviews under QQI</li> <li>• Banner System</li> <li>• CPD Events</li> <li>• SLDC use – SLDC database</li> <li>• TEL Survey: E-learning Unit</li> <li>• Moodle Usage data – Piwik analytics on DkIT website</li> <li>• Student Services Survey – Student Services</li> <li>• <a href="http://eprints.dkit.ie/525/">http://eprints.dkit.ie/525/</a></li> <li>• SLDC Review Report: <a href="https://www.dkit.ie/system/files/sldc_impact_review_final_-_jan_2017.pdf">https://www.dkit.ie/system/files/sldc_impact_review_final_-_jan_2017.pdf</a>.</li> </ul>	HEA Institutional and Sectoral Profiles 2013/2014  Education at a Glance, OECD Indicators of Education Systems 2016  European Commission - HEInnovate Self-Assessment Tool  National Forum for the Enhancement of Learning and Teaching Expert Awards.  The Irish Survey of Student Engagement (ISSE) 2016  ISSE DkIT Report (available from CELT)
<b>High quality, Internationally Competitive Research and Innovation</b>		Vice President for Academic Affairs and Registrar and  Head of Research	<ul style="list-style-type: none"> <li>• Scopus database</li> <li>• EU ECORDA Data 2016 from EI</li> <li>• DkIT Research Office shared drive</li> </ul>	<ul style="list-style-type: none"> <li>• Scopus Database</li> <li>• HEA Key Facts and Figures, Higher Education 2014/2015</li> <li>• EU ECORDA Data 2016</li> <li>• Sunday Times University League Table, 2016</li> </ul>

Compact Area	Target	Executive Responsibility	Data Source	Benchmark
Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange		Vice President for Strategic Planning, Communications and Development	DkIT internal share drive, under: <b>S:\RDC_ISO\</b>	European Commission (2002). <i>Benchmarking of Business Incubators Report</i> , Centre for Strategy and Evaluation <b><a href="http://www.cses.co.uk/upl/File/Benchmarking-Business-Incubators-appendices.pdf">www.cses.co.uk/upl/File/Benchmarking-Business-Incubators-appendices.pdf</a></b>
		Vice President for Academic Affairs and Registrar	Thorn, R (2016) HEInnovate Case Study. <i>Entrepreneurial Behaviours and Organisation Culture – A Case Study</i> . OECD, Paris. 12pp. <b><a href="https://heinnovate.eu/sites/default/files/entrepreneurial_behaviours_and_organisation_culture_-_a_case_study.pdf">https://heinnovate.eu/sites/default/files/entrepreneurial_behaviours_and_organisation_culture_-_a_case_study.pdf</a></b>	NESTA (2011). <i>Incubation for Growth: A review of the impact of business incubation on new ventures with high growth potential</i> <b><a href="http://www.nesta.org.uk/sites/default/files/incubation_for_growth.pdf">www.nesta.org.uk/sites/default/files/incubation_for_growth.pdf</a></b>
			Shared Drive(S); / <b>Placement/ Office Administration/ Stats</b>	NBIA (2006). <i>2006 State of the Business Incubation Industry</i> <b><a href="http://www2.nbia.org/resource_library/review_archive/0807_02.php">www2.nbia.org/resource_library/review_archive/0807_02.php</a></b>
			Banner System	European Business and Innovation Centre Network (2009). <i>BIC OBSERVATORY The BIC Network in 2008 Facts and Figures</i> . <b><a href="http://ebn.be/downloads/bic%20observatory%202009.pdf">http://ebn.be/downloads/bic%20observatory%202009.pdf</a></b>  New Frontiers Programme. <b><a href="http://www.enterprise-ireland.com/en/Start-a-Business-in-Ireland/Supports-for-High-Potential-Start-Ups/New-Frontiers-Entrepreneur-Development-Programme.html">www.enterprise-ireland.com/en/Start-a-Business-in-Ireland/Supports-for-High-Potential-Start-Ups/New-Frontiers-Entrepreneur-Development-Programme.html</a></b>  EU Horizon 2020 FACE programme: <b><a href="http://www.face-entrepreneurship.eu/en/">www.face-entrepreneurship.eu/en/</a></b>  <b><a href="http://www.cses.co.uk/upl/File/Benchmarking-Business-Incubators-main-report-Part-1.pdf">www.cses.co.uk/upl/File/Benchmarking-Business-Incubators-main-report-Part-1.pdf</a></b>  <b><a href="http://www2.nbia.org/resource_library/peer/benchmark/resource_library/facilities_management.php">www2.nbia.org/resource_library/peer/benchmark/resource_library/facilities_management.php</a></b>  Annual Review & AKTS 2015 <b><a href="http://www.knowledgetransferireland.com/About_KTI/Reports-Publications/KTI-Annual-Report-and-Annual-Knowledge-Transfer-Survey-2015.pdf">www.knowledgetransferireland.com/About_KTI/Reports-Publications/KTI-Annual-Report-and-Annual-Knowledge-Transfer-Survey-2015.pdf</a></b>  Sunday Times University League Table, 2016

Compact Area	Target	Executive Responsibility	Data Source	Benchmark
<b>Enhanced Internationalisation</b>		Vice President for Academic Affairs and Registrar	<ul style="list-style-type: none"> <li>Shared drive International Office</li> </ul>	Key Institutional Statistics Sectoral and Trend Data 2011/12 to 2015/16,  OECD Education at a Glance 2016 – Ireland
<b>Institutional Consolidation</b>		President  Vice President for Financial and Corporate Affairs	<ul style="list-style-type: none"> <li>Shared drive Finance Office</li> </ul>	HEA Key Facts and Figures Higher Education 2014/2015



# OVERALL PERFORMANCE AGAINST DKIT'S MISSION-BASED PERFORMANCE COMPACT 2014-2016

HEA Compact Domain		2014			2015			2016			Overall Domain Performance		
Number of KPIs:		29 Institutional Objectives 109 KPIs			19 Institutional Objectives 51 KPIs			18 Institutional Objectives 52 KPIs			% Average across domains		
<b>Green</b> Achieved/Exceeded													
<b>Yellow</b> Partially Achieved													
<b>Red</b> Not Achieved													
													
1	Research Clusters	8	-	-	5	-	-	5	-	1	95%	-	5%
2	Participation, Equal Access and Lifelong Learning	6	6	-	6	2	1	7	2	-	63%	34%	3%
3	Excellent Teaching and Learning and Quality of Student Experience	21	14	-	8	3	-	11	-	-	70%	30%	-
4	High Quality, Internationally Competitive Research and Innovation	19	10	-	7	2	-	8	1	-	72%	28%	-
5	Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange	11	4	-	7	2	-	8	1	-	79%	21%	-
6	Enhanced Internationalisation	6	4	-	7	-	-	5	2	-	75%	25%	-
7	Institutional Consolidation	-	-	-	-	1	-	1	0	0	50%	50%	-
<b>ANNUAL PERFORMANCE</b>		71 (65%)	38 (35%)		40 (78%)	10 (20%)	1 (2%)	45 (86.5%)	6 (11.5%)	1 (2%)			
<b>OVERALL PERFORMANCE</b> 2014-2016 (overall KPI numbers)											72%	27%	1%

# SUMMARY OF THE ECONOMIC IMPACT OF DKIT

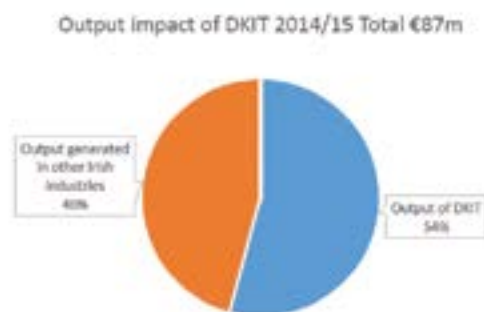
(Viewforth Analysis based on DkIT audited accounts 2014/2015)

In 2014/2015, DkIT had a total turnover of €47.1m, with 457 full-time and 30 part-time staff. Through its expenditure, DkIT generated economic activity across Ireland, which can be measured in terms of total output generated, jobs created and GVA generated.

## Output Impact

In 2014/2015 a total of €87m of economic output in Ireland was generated. 54% of this was the Institute's own output with 46% generated in other industries. This is shown in Figure 1.

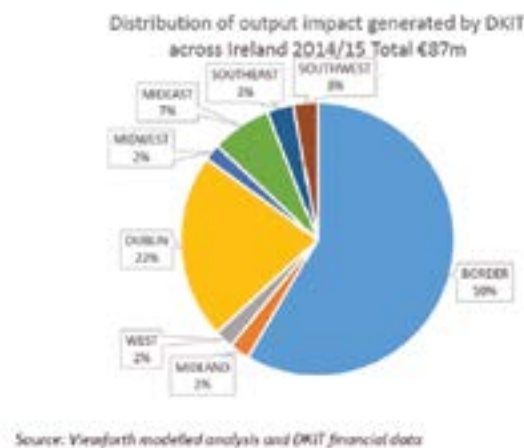
Figure 1 Output Impacts



Source: Viewforth modelled analysis and DkIT financial data

As Figure 2 illustrates, the majority of the output (59%) was generated in the immediate area, in the Borders with other regions of Ireland also benefitting from the flow of impact. Dundalk is relatively close to the capital city of Dublin, which means that Dublin attracts the largest proportion of impact that is not in the immediate region.

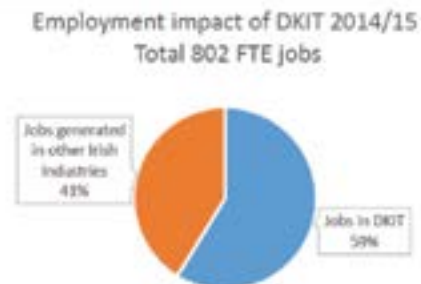
Figure 2 Distribution across Ireland of Output Impact



## Employment Impact

DkIT provide direct employment for nearly 500 people, which translated into 472 full-time equivalent (FTE) jobs. A further 330 FTE jobs were generated outside the Institute, in other Irish industries, making total FTE employment generated by DkIT to amount to 802 FTE jobs. This is shown in Figure 3.

Figure 3 Employment Impact

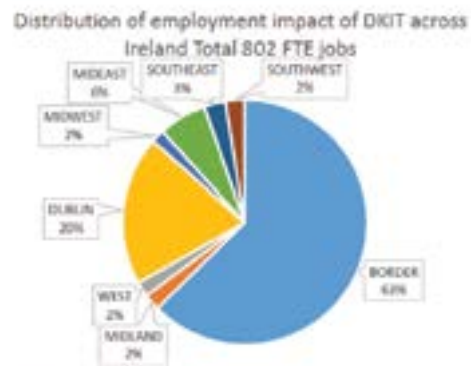


Source: Viewforth modelled analysis and DkIT staff data



As Figure 4 illustrates, the majority of the employment generated (63%) was in the Border region. However, jobs were also generated further afield in other regions of Ireland through the impact of expenditure flows.

**Figure 4** Distribution of employment impact across Ireland

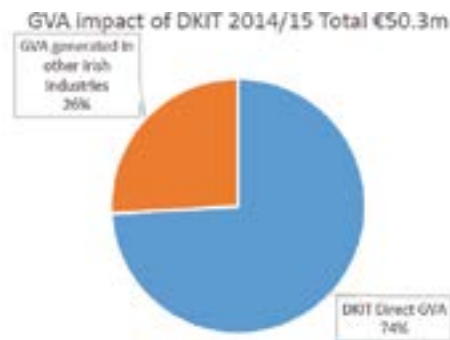


Source: Viewforth modelled analysis and DfIT staff data

## GVA Impact

DkIT's own GVA (Gross Value Added) amounted to €37.3m. A further €13m GVA was generated in other industries through DkIT expenditure. This is shown in Figure 5.

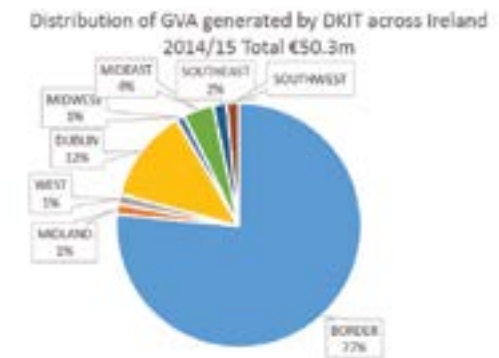
**Figure 5** GVA Generated



Source: Viewforth modelled analysis and DKIT financial data

As Figure 6 illustrates, the majority of GVA (77%) was generated in the Border Region. DkIT's own GVA is a large proportion of this, because the DkIT is a high skill and labour intensive organisation with a relatively high direct GVA compared to other organisations.

**Figure 6** GVA across Ireland



Source: Viewforth modelled analysis and DfT financial data



# DKIT STRATEGIC PLAN 2017-2019: SUMMARY

## DKIT'S MISSION

DKIT provides learner-centred higher education dedicated to serving the needs of its learners and empowers its staff to deliver high quality learning and teaching, research and engagement to support the economic, social and cultural development of the region and beyond.

## DKIT'S VISION

DKIT will be the Higher Education Institute of choice for learners, employers and the community in the North-East region.

Strategic Goals	Strategic Objectives	Key Performance Indicators (KPIs)
<b>Regional Clusters</b>	Continued commitment to strategic alliances with DCU, the MEND Cluster and NEFHEA.	<ul style="list-style-type: none"> <li>Annual identification of access, transfer and progression from FE to HE;</li> <li>To support high-quality achievement in the DCU-DKIT Graduate School;</li> <li>To continue to actively participate in the Dublin/Leinster 2 (MEND) Cluster.</li> </ul>
<b>Participation, Equal Access and Lifelong Learning</b>	To increase the level and range of flexible and lifelong learning provision.	Increase: <ul style="list-style-type: none"> <li>Overall Learner numbers (WTE);</li> <li>Number of flexible learners (WTE);</li> <li>Number of apprentice blocks;</li> <li>Number of new apprenticeship programmes;</li> <li>Number of accredited and higher level CPD offerings to employers.</li> </ul>
	Widen participation from targeted under-represented groups.	% participation from targeted under-represented groups.

Strategic Goals	Strategic Objectives	Key Performance Indicators (KPIs)
<b>Excellent Learning and Teaching and Quality of Student Learning Experience</b>	To provide effective learner-centred supports.	<ul style="list-style-type: none"> <li>Participation in ISSE Survey and response to feedback.</li> </ul>
	To enhance learner retention and completion rates.	<ul style="list-style-type: none"> <li>Number of common entry level options;</li> <li>Learner retention rates and completion rates.</li> </ul>
	To respond to stakeholder needs through the development and delivery of employer relevant programmes which include employability skills.	<ul style="list-style-type: none"> <li>Number of STEM learners (WTE);</li> <li>Number of inter-disciplinary programmes.</li> </ul>
<b>High Quality, Internationally Competitive Research and Innovation</b>	Continue to focus and drive research excellence in prioritised research areas which are internationally competitive and have societal and economic impact.	<ul style="list-style-type: none"> <li>Level of exchequer and non-exchequer research income leveraged by researchers including cross-border funding;</li> <li>Number of Level 9 and 10 researchers.</li> </ul>
	To engage and support all researchers in an enabling environment.	<ul style="list-style-type: none"> <li>Number of postgraduate research supervisors.</li> </ul>
	To ensure learning and teaching remain research informed.	<ul style="list-style-type: none"> <li>The number of peer-reviewed research articles and citations;</li> <li>The number of summer undergraduate research programmes.</li> </ul>
<b>Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange</b>	To continue to ensure learners are work-ready through enhanced engagement with employers.	<ul style="list-style-type: none"> <li>Number of learner work placements;</li> <li>Number of learner projects with industry/community/cultural organisations.</li> </ul>
	Support economic, social, cultural and community development within the region and on a cross-border basis.	<ul style="list-style-type: none"> <li>Number of entrepreneurs/start-ups supported;</li> <li>Occupancy rates in incubation facilities;</li> <li>Number of research/innovation projects with industry/community and cultural organisations;</li> <li>Number and breadth of intellectual property outputs.</li> </ul>
<b>Enhanced Internationalisation</b>	To widen learner experience and global awareness by sustained efforts in international markets.	<ul style="list-style-type: none"> <li>Incoming number of international learners;</li> <li>Number of learners, staff and research collaborations with partner colleges.</li> </ul>

Strategic Goals	Strategic Objectives	Key Performance Indicators (KPIs)
<b>Institutional Consolidation</b>	To enhance the Institute's regional, cross-border, national and international positioning through appropriate designations and collaborations.	<ul style="list-style-type: none"> <li>• Collaborations with partners and a possible re-designation as a TU, if such becomes appropriate.</li> </ul>
	To seek Delegated Authority at Levels 9 and 10 in areas of research strength.	<ul style="list-style-type: none"> <li>• Submission to QQI for Delegated Authority to make research awards at Levels 9 and 10.</li> </ul>
<b>Implementing Change</b>	To ensure long term financial sustainability of the Institute.	<ul style="list-style-type: none"> <li>• Implementation of organisational structures, systems and processes to deliver effectively on the Institute's strategic goals and objectives within budget.</li> </ul>
	Build brand awareness of the Institute regionally, nationally and internationally.	<ul style="list-style-type: none"> <li>• Adoption of traditional, digital and social media marketing tools to promote the Institute.</li> </ul>
	To enhance the Institute's reputation as an Institute committed to its staff and to ensure equality for all learners and staff.	<ul style="list-style-type: none"> <li>• Work to achieve Athena Swan Accreditation;</li> <li>• Work towards the compliance of the Public Sector Duty;</li> <li>• Develop and implement the third Irish Language Scheme.</li> </ul>
	To enhance the Institute's physical environment and IT infrastructure.	<ul style="list-style-type: none"> <li>• Update current Campus Development Plan 2011-2021;</li> <li>• Update IT Plan.</li> </ul>

# DKIT PROJECTED INSTITUTIONAL PROFILE 2017/2018 & DKIT PROJECTED INSTITUTIONAL PROFILE 2018/2019

## Institutional Profile: Dundalk Institute of Technology Profile 2017/18

STUDENT NUMBERS											
Entrants					Graduates						
				No.					No.	%	
New Entrants Year 1 (Full-time Undergraduate)				1,626	Undergraduate Graduates				1,350	97%	
New Entrants Year 2+ (Full-time Undergraduate)					Postgraduate Graduates				47	3%	
Enrolments											
		Full-time	Part-time (WTE)	Remote	Total			Full-time	Part-time	Remote	Total
Other Enrolments (IoT's only)	No.	336	0	0	336	Other Enrolments (IoT's only)	%	100%	0%	0%	100%
FETAC Cert	No.				0	FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	No.	336			336	FETAC Advanced Cert	%	100%	0%	0%	100%
of which are apprenticeships	No.	336			336	of which are apprenticeships	%	100%	0%	0%	100%
Undergraduate	No.	4,576	269	0	4,845	Undergraduate	%	94%	6%	0%	97%
Foundation/Access	No.				0	Foundation/Access	%	0%	0%	0%	0%
Diploma	No.				0	Diploma	%	0%	0%	0%	0%
Certificate	No.		83		83	Certificate	%	0%	100%	0%	2%
Higher Certificate	No.	223			223	Higher Certificate	%	100%	0%	0%	5%
Ordinary Degree (L7)	No.	1,798	89		1,887	Ordinary Degree (L7)	%	95%	5%	0%	39%
Honours Degree (L8)	No.	2,555	97		2,652	Honours Degree (L8)	%	96%	4%	0%	55%
Occasional	No.				0	Occasional	%	0%	0%	0%	0%
Postgraduate	No.	113	51	0	164	Postgraduate	%	69%	31%	0%	3%
Postgrad Diploma	No.		29		29	Postgrad Diploma	%	0%	100%	0%	18%
Postgrad Higher Diploma	No.				0	Postgrad Higher Diploma	%	0%	0%	0%	0%
Postgrad Certificate	No.		5		5	Postgrad Certificate	%	0%	100%	0%	3%
Masters Taught (L9)	No.	73	17		90	Masters Taught (L9)	%	81%	19%	0%	55%
Masters Research (L9)	No.	31			31	Masters Research (L9)	%	100%	0%	0%	19%
Doctorate (L10)	No.	9			9	Doctorate (L10)	%	100%	0%	0%	5%
Occasional	No.				0	Occasional	%	0%	0%	0%	0%
Total UG and PG Enrolments	No.	4,689	320	0	5,009	Total UG and PG Enrolments	%	94%	6%	0%	100%
Research & Taught (L9/10)	FTE				122	Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG				4.4%
Research (L9/10)	FTE				40	Research (L9/10)	% FTE Honours Bach Degree L8 and All PG				1.5%
Research (L10)	FTE				9	Research (L10)	% FTE Honours Bach Degree L8 and All PG				0.3%



PARTICIPATION					
(% of Total Enrolments incl. Flexible Learning)	No.	%	Regional Intake (% of Full-time Enrolments)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service - Number of:)	640	13%	from the institution's county	2,297	49%
			from the institution's county and bordering counties	4,173	89%
	No.	%	Participants in Labour Market Activation (Springboard/LMA)	70	
(% of New Entrants)					
Mature Entrants Year 1 (Full-time Undergraduate)	245	15%	Students in receipt of the Fund for Students with Disabilities (% of Full-time UG & PG Enrolments)	141	3%
Mature Entrants Year 2+ (Full-time Undergraduate)					
Estimate: Entrants with Disability (EAS)	81	5%			
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	407	25%			
New Entrants in receipt of Any Grant	1057	65%			
New Entrants in receipt of Top-up Grant	276	17%			

INTERNATIONALISATION					
International Students (Full-time)* (% of Full-time Enrolments)	No.	%			No.
	448	10%	Erasmus Students Incoming (excl. work placements)		70
	9	0%	Erasmus Students Outgoing (excl. work placements)		15
	Non-EU	439	9%	Other Exchange Students	
International Students (Part-time)* (% of Part-time Enrolments)	No.	%	Total no. of international (FT + PT + Erasmus Incoming) Students		525
	7	2%			
	EU	0%			
	Non-EU	7	2%		
* Note: international enrolments <i>exclude</i> exchange students					

TEACHING AND LEARNING					
Non-Progression Rate from 1st to 2nd Year: Using 2013/14 - 2014/2015 Data					
	Level 6	Level 7	Level 8		
	%	%	%		
General Programmes and Qualifications	N/A	N/A	N/A	Engineering (excl. Civil)	N/A
Healthcare	N/A	19%	13%	Construction & related	29%
Combined & Other Disciplines	N/A	N/A	N/A	Services	27%
Soc. Sci., Business, Law, Arts, Humanities	N/A	21%	7%	Computer Science	24%
Science & Agriculture & Veterinary	3%	16%	15%	Total	28%
					11%
					23%
					17%

RESEARCH AND KNOWLEDGE TRANSFER					
No. of Doctorate Graduates per 10 Academic Staff	No.		Licence agreements (institution - private industry)	No.	
	0.3			1	
Priority Patent Applications	No.		Spin-out companies created	0	
	0				
Total Patents Granted	0				
Invention Disclosures	1				

STAFF			FINANCIAL DATA		
	No.	%		€ 000	%
Core Staff	402	100%	Total Income	43,248	100%
Academic Staff	254	63%	State Grants	17,132	40%
Support staff	148	37%	Fees	18,768	43%
Contract Research & Specialist Staff	75	100%	Exchequer		0%
Academic Staff	28	37%	Non-Exchequer		0%
Support staff	47	63%	Research Grants & Contracts	5,248	12%
Total Staff	477	100%	Other Income	2,100	5%
Total Academic	282	59%	Total Expenditure	42,469	100%
Total Support	195	41%	Core - Pay	30,721	72%
			Core - Non-Pay	6,500	15%
			Research Grants & Contracts - Pay	2,748	6%
			Research Grants & Contracts - Non-Pay	2,500	6%

**Institutional Profile: Dundalk Institute of Technology**  
**Profile 2018/19**

**STUDENT NUMBERS**

Entrants					Graduates				
	No.					No.	%		
New Entrants Year 1 (Full-time Undergraduate)	1,646				Undergraduate Graduates	1355	97%		
New Entrants Year 2+ (Full-time Undergraduate)					Postgraduate Graduates	47	3%		

Enrolments										
	No.	Full-time	Part-time	Remote	Total		No.	%	Full-time	Part-time
<b>Other Enrolments (IoT only)</b>	<b>No.</b>	<b>336</b>	<b>0</b>	<b>0</b>	<b>336</b>	<b>Other Enrolments (IoT only)</b>	<b>%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
FETAC Cert	No.				0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	336			336	FETAC Advanced Cert	%	100%	0%	0%
of which are apprenticeships	No.	336			336	of which are apprenticeships	%	100%	0%	0%
<b>Undergraduate</b>	<b>No.</b>	<b>4,672</b>	<b>273</b>	<b>0</b>	<b>4,945</b>	<b>Undergraduate</b>	<b>%</b>	<b>94%</b>	<b>6%</b>	<b>0%</b>
Foundation/Access	No.				0	Foundation/Access	%	0%	0%	0%
Diploma	No.				0	Diploma	%	0%	0%	0%
Certificate	No.		85		85	Certificate	%	0%	100%	0%
Higher Certificate	No.	218			218	Higher Certificate	%	100%	0%	0%
Ordinary Degree (L7)	No.	1,826	90		1,916	Ordinary Degree (L7)	%	95%	5%	0%
Honours Degree (L8)	No.	2,628	98		2,726	Honours Degree (L8)	%	96%	4%	0%
Occasional	No.				0	Occasional	%	0%	0%	0%
<b>Postgraduate</b>	<b>No.</b>	<b>114</b>	<b>52</b>	<b>0</b>	<b>166</b>	<b>Postgraduate</b>	<b>%</b>	<b>69%</b>	<b>31%</b>	<b>0%</b>
Postgrad Diploma	No.		30		30	Postgrad Diploma	%	0%	100%	0%
Postgrad Higher Diploma	No.				0	Postgrad Higher Diploma	%	0%	0%	0%
Postgrad Certificate	No.		5		5	Postgrad Certificate	%	0%	100%	0%
Masters Taught (L9)	No.	74	17		91	Masters Taught (L9)	%	81%	19%	0%
Masters Research (L9)	No.	31			31	Masters Research (L9)	%	100%	0%	0%
Doctorate (L10)	No.	9			9	Doctorate (L10)	%	100%	0%	0%
Occasional	No.				0	Occasional	%	0%	0%	0%
<b>Total UG and PG Enrolments</b>	<b>No.</b>	<b>4,786</b>	<b>325</b>	<b>0</b>	<b>5,111</b>	<b>Total UG and PG Enrolments</b>	<b>%</b>	<b>94%</b>	<b>6%</b>	<b>0%</b>
Research & Taught (L9/10)	FTE				123	Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG			4.3%
Research (L9/10)	FTE				40	Research (L9/10)	% FTE Honours Bach Degree L8 and All PG			1.4%
Research (L10)	FTE				9	Research (L10)	% FTE Honours Bach Degree L8 and All PG			0.3%

**DISCIPLINARY MIX**

First Year Full-time Undergraduate New Entrants			Doctorate (All modes)		
	No.	%		No.	%
General Programmes and Qualifications			General Programmes and Qualifications		
Education			Education		
Arts and Humanities	212		Arts and Humanities		
Social Science, Journalism and Information			Social Science, Journalism and Information		
Business, Administration and Law	417		Business, Administration and Law	1	
Natural Sciences, Mathematics and Statistics	221		Natural Sciences, Mathematics and Statistics	4	
Information and Communication Technologies (ICT)	407		Information and Communication Technologies (ICT)	1	
Engineering, Manufacturing and Construction	247		Engineering, Manufacturing and Construction		
Agriculture, Forestry, Fisheries and Veterinary	32		Agriculture, Forestry, Fisheries and Veterinary		
Health and Welfare	110		Health and Welfare	3	
Services			Services		
<b>Total</b>	<b>1,646</b>	<b>0%</b>	<b>Total</b>	<b>9</b>	<b>0%</b>

PARTICIPATION					
<i>(% of Total Enrolments incl. Flexible Learning)</i> Flexible Learners (PT, Distance, E-Learning, In-Service)	No.	%	Regional Intake <i>(% of Full-time Enrolments)</i> from the institution's county from the institution's county and bordering counties	No.	%
	715	14%		2,345	49%
				4,260	89%
<i>(% of New Entrants)</i> Mature Entrants Year 1 (Full-time Undergraduate)	No.	%	Participants in Labour Market Activation (Springboard/LMA)		
	245	15%		70	
Mature Entrants Year 2+ (Full-time Undergraduate)			Students in receipt of the Fund for Students with Disabilities <i>(% of Full-time UG &amp; PG Enrolments)</i>		
Estimate: Entrants with Disability (EAS)	82	5%			
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	411	25%		145	3%
New Entrants in receipt of Any Grant	1070	65%			
New Entrants in receipt of Top-up Grant	280	17%			

INTERNATIONALISATION					
International Students (Full-time)* (% of Full-time Enrolments) EU Non-EU	No.	%			No.
	448	9%	Erasmus Students Incoming (excl. work placements)		70
	9	0%	Erasmus Students Outgoing (excl. work placements)		15
	439	9%	Other Exchange Students		
International Students (Part-time)* (% of Part-time Enrolments) EU Non-EU	No.	%	Total no. of international (FT + PT + Erasmus Incoming) Students		525
	7	2%			
		0%			
	7	2%			
* Note: international enrolments <i>exclude</i> exchange students					

TEACHING AND LEARNING							
Non-Progression Rate from 1st to 2nd Year: Using 2012/13 - 2013/2014 Data							
	Level 6	Level 7	Level 8		Level 6	Level 7	Level 8
	%	%	%		%	%	%
General Programmes and Qualifications	N/A	N/A	N/A	Engineering (excl. Civil)	N/A	29%	22%
Healthcare	N/A	19%	13%	Construction & related	N/A	27%	27%
Combined & Other Disciplines	N/A	N/A	N/A	Services	16%	24%	20%
Soc. Sci., Business, Law, Arts, Humanities	N/A	21%	7%	Computer Science	N/A	28%	11%
Science & Agriculture & Veterinary	3%	16%	15%	<b>Total</b>	11%	23%	17%

RESEARCH AND KNOWLEDGE TRANSFER			
No. of Doctorate Graduates per 10 Academic Staff	No.	Licence agreements (institution - private industry) Spin-out companies created	No.
	0.3		1
			0
Priority Patent Applications Total Patents Granted Invention Disclosures	No.		
	0		
	0		
	3		

STAFF			FINANCIAL DATA		
<b>Core Staff</b>	No.	%	<b>Total Income</b>	€ 000	%
	401	100%		43,263	100%
Academic Staff	253	63%	State Grants	16,887	39%
Support staff	148	37%	Fees	19,028	44%
<b>Contract Research &amp; Specialist Staff</b>	<b>75</b>	<b>100%</b>	Exchequer		0%
Academic Staff	28	37%	Non-Exchequer		0%
Support staff	47	63%	Research Grants & Contracts	5,248	12%
<b>Total Staff</b>	<b>476</b>	<b>100%</b>	Other Income	2,100	5%
Total Academic	281	59%	<b>Total Expenditure</b>	<b>43,263</b>	<b>100%</b>
Total Support	195	41%	Core - Pay	31,420	73%
			Core - Non-Pay	6,595	15%
			Research Grants & Contracts - Pay	2,748	6%
			Research Grants & Contracts - Non-Pay	2,500	6%

# DKIT CASE STUDY

The *National Strategy for Higher Education to 2030* highlights the central role to be played by HEIs in Ireland in nurturing creativity and entrepreneurship. It calls for changes both at the programme level and the institutional level:

*“.. undergraduate curriculum needs to place more emphasis on generic skills, especially those required for the workplace and for active citizenship. Creativity and entrepreneurship must be encouraged to a much greater extent; and institutions should facilitate reflective learning, applied knowledge, practical laboratory experience, and scientific skills. Various surveys, nationally and internationally, show that students, academics and employers believe that higher education has an important role to play in preparing students for the workplace and for their role as citizens, and that undergraduate education should explicitly address the generic skills required for effective engagement in society and the workplace”*

HEIs are required to be:

*“internally adaptive in order to be externally responsive and to develop strong engagement with the wider community” requiring “strong institutional leadership; change in the culture and internal business processes of institutions, and recognition of the importance of engagement activities in resource allocations, in promotion criteria and in the metrics used to assess progress at institutional, regional and national level”.*

DkIT's Strategic Plan 2011-2016 set out its mission and vision to produce highly skilled and creative graduates with the 'entrepreneurial flair' necessary for employability. In its pursuit of this goal, the Institute has achieved its objective of embedding entrepreneurial learning outcomes across all its programmes. The Institute has been the subject of two case studies (1) OECD case study citing the Institute as a best practice exemplar for embedding entrepreneurship education (OECD HEI Country Review Ireland 2016). This case study considered how DkIT has established itself as a highly performing institution in respect of entrepreneurial behaviours and mindsets amongst staff and students. These are manifest not just in the sphere of knowledge exchange, business supports and programmes with entrepreneurship built in but also in the approach to the development of desirable graduate attributes such as creativity, critical thinking and teamwork. (2) HEInnovate Case Study- Dundalk Institute of Technology: HEI - Organisational Capacity: Funding, People and Incentives Case Study exploring how an Institute's organisational culture and behavior can impact on the overall organizational capacity to be entrepreneurial.

DkIT has embedded entrepreneurship across the full range of college activities. Therefore the Institute does not depend on any one source of funding for its growth and development but instead uses the resources of the whole Institute to contribute to the development of entrepreneurial attitudes and behaviours. The embedding of entrepreneurship is visually described in Figure 1 which shows the whole of Institute approach.

**Diagram 1** DkIT's Entrepreneurial Ecosystem



(Source: HEInnovate Case Study- Dundalk Institute of Technology: HEI - Organisational Capacity: Funding, People and Incentives prepared by Richard Thorn for the OECD in collaboration with staff members of Dundalk Institute of Technology).

The leadership of the Institution has set the direction and 'cultural' expectations in a number of key ways:

- The Institute's Strategic Plan 2011- 2016 identified entrepreneurship as a core strategic theme that underpinned the Institute's work;
- Each year a President's Award for 'The Most Enterprising Student of the Year' is made to the student who has been most involved in enterprise activities across the Institute;
- Regular and varied student enterprise competitions have been developed and promoted and implemented across the Institute;
- Recognising the need to systematise the desired change in mindsets and entrepreneurial behaviours in 2012/2013 the Institute started a formal programme of embedding the desired behaviours and approaches within the academic programmes with oversight by the Academic Council.

In the latter case, within the School of Engineering, entrepreneurship is embedded in assessment where tasks are enterprise enabling or tasks that require students to exhibit entrepreneurial skills and behaviours. The tools used are case studies, presentations, new business venture development, critical reflection etc. While the theme of entrepreneurship has been embedded across all programmes there have been specific developments including, for example, the development of a BSc in Engineering Entrepreneurship. It is this programme which provides an example of the integrated and coherent approach to embedding entrepreneurship on a campus-wide basis.

*Student A is a graduate from the School of Engineering having completed a Level 8 Engineering Entrepreneurship degree in 2016. Student A is a mature student, returning to study at DkIT after many years working in the US in the construction sector. This student's entrepreneurial traits were recognised by his lecturers on the Level 8 programme and he was encouraged to take his student project (an innovative scaffolding project) to the next level through engaging with the Regional Development Centre (RDC) team to refine the commercial opportunity identified. Student A subsequently secured a place on the Enterprise Ireland New Frontiers Entrepreneur Development Programme managed by the RDC on behalf of Enterprise Ireland, to further develop the business opportunity. Over a six month period from June to December 2016, Student A worked full time on realising his entrepreneurial ambitions to bring T-Scaffold to market basing himself in the incubator facility in the RDC. He was nominated and subsequently won the Presidents Prize for Most Entrepreneurial Student 2016. To date he has completed a prototype, significant market validation and customer validation and has invested in the range of €100,000 into the development of this idea. He expects to close a licencing agreement to a UK based organisation in the near future.*

This presents a best case exemplar of the clear manifestation of DkIT's Entrepreneurial Ecosystem at work. It also demonstrates the integrated and coherence of strategies for (1) participation, equal access and lifelong learning (mature student), excellence in learning and teaching (provision of add-on Level 8 programme in Engineering Entrepreneurship) and the quality of the student learning experience (supportive academic staff, President's Award for Enterprising Student) and the engagement through the RDC to support student enterprise (leading to wider engagement with Enterprise Ireland supports), has resulted in the start-up of a student enterprise business.





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