IADT
Strategic Dialogue – Cycle 4

Self Evaluation Report
to the HEA

May 2nd 2017

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Overview of Institutional Progress

IADT published a new 4-year Strategic Plan in 2014, the timing of this was fortuitous as we had been working on the development of Compact targets for 2013-2016, so we were able to easily align the two sets of objectives.

Our Strategic Plan articulated our vision 'as an autonomous Institute of Art, Design and Technology, with a specialist mission to support learning, teaching, research and innovation, and to play a leading role in the development of the industries focussing on creative, cultural and digital technology sectors' (Strategic Plan 2014, Page 9).

A review of our overall Compact performance provides us with an opportunity to ask the question 'how have we done' in relation to the vision articulated via a series of compact targets. In 2017, IADT celebrates 20 years designation as an Institute of Technology, so it is timely that we reflect on and celebrate our development and achievements, and reflect on and address, the challenges we continue to face.

Our genesis from an 'art college' in the 1960s, to designation as an Institute of Technology in 1997, with 400 students, to a thriving specialist Institute of Art, Design and Technology, with 2,300 students in 2016, reflects our growing confidence in ourselves and in our mission. That confidence was articulated in some ambitious and creative targets set over the Compact period. At the centre of the targets was a clear vision for the kind of Institution we want to be and the kind of graduate we want to produce. This is articulated in our Strategic Plan as "graduates who are articulate, creative, entrepreneurial and adaptable, and who are ready to meet the challenges of the digital age" (Strategic Plan 2014, page 7).

Our Compact targets also focus on staff and opportunities for them to develop their teaching and skills, to grow their research, innovation and enterprise activities, and to excel in the provision of excellent administration and support services.

Many aspects of our ambition have been realised over the period. We have grown our student numbers, including non-traditional students, developed innovative ways of teaching and learning, introduced new programme areas for example User Experience, New Media Studies and Creative Music Production. We have revised and reviewed courses, and enhanced our quality, assessment, teaching and learning policies and student supports.

IADT has also successfully developed and refined our benchmarking activities in order for us to better understand our position nationally and internationally, identify our strengths and areas for improvement.

In terms of RDI, we recognised that this was an area that we needed to focus on and develop, particularly the extension of our strong practice-based approach to include other forms of research, and to grow research income. The restructuring of this area, the addition of new staff and better supports for new research have all led to success against Compact targets.

The internationalisation agenda was another development area for us at the beginning of the Compact. A strong focus and additional resources in this area, has led to growth in international partnerships, programmes, collaborations and students. We recognise the need for continued investment in this area.

IADT has a long-stated and heart-felt commitment to access, community engagement and diversity, and to providing support for at-risk students. We have increased the numbers coming to us from under-represented groups, extended our community partnerships and grown volunteering, altruism projects and other community-based opportunities. Our support for non-traditional students has developed to include a range of pre-entry initiatives, targeted work with specific communities, and enhanced on-campus support including considerable resource investment. IADT has also recently joined the HEAR and DARE schemes, to further develop our work in the access area.

Over the period of the compact, many of our access initiatives have won national and international acclaim, or been nominated for awards for example First Year Matters and 'My IADT'. IADT has also won awards for innovative new programmes for example our postgraduate programme in the area of User Experience.

IADT has been a public champion of gender equality and diversity in the HE system. Although we score highly on gender balance at Executive, Management and general staffing, we are not complacent and have recently registered for Athena Swan, and also appointed a Vice President for Equality and Diversity. Over the period of the Compact we recognise that for some of our courses, gender imbalance is an issue. In 2016, we ran a Young Women in Film event for Transition Year students in partnership with Young Irish Film Makers and Dún Laoghaire-Rathdown County Council. A Young Women in Technology event is planned for November 2017 and we are planning a series of initiatives to encourage young men into areas where they are currently under-represented.

IADT faced challenges both in terms of reduced resources, staffing restrictions and lack of investment in campus infrastructure. We still face these challenges today, but delivery on Compact targets helped us overcome some of these e.g. developing industry partnerships that helped us generate income, international recruitment and European-funded projects. We also mitigated some of the capital infrastructure needs by partnering with an external private partner for programme delivery.

We maintained a balanced budget over the period at some cost, and by remarkable staff and student effort and support. But doing so was important to maintain our focus on developing our programmes and the student experience, rather than on audit and financial stresses. We need to develop our philanthropic donations but recognise that, as a young institution with limited access to wealthy graduates, this will take some time.

In 2013, a section of our Compact focused on the need to develop partnerships at a more fundamental and structural level, we did have ambitious targets in relation to Recognised College status with UCD, but it became clear over the life of the Compact that this was not going to be attainable. The Technological University proposals were considered, but not actioned by us, as we did not want to be dissolved to become part of a larger DIT. Of considerable interest was our partnership with NCAD, in particular around the University of the Creative Arts, and we have maintained our interest in this area. Pragmatically we recognise that any structural change will not be immediate, and are focusing on our own position as an autonomous Institute. We remain confident in our own skin, but as always at IADT, we remain open to innovative and creative proposals.

We are confident that we have been successful in meeting our Compact targets, and look forward to setting ambitious targets into the future subject to resources. We have indicated our intention to grow our student numbers, develop our campus and continue to produce world class graduates.

In 2016, IADT both mourned and celebrated many great artists lost in that year – one of these was David Bowie who we feel embodied the creative and innovative spirit of IADT when he said:

"if you feel safe in the place you're working in, you're not always in the right place. Go a little bit out of your depth, and when you don't feel your feet are quite at the bottom, you are just about in the right place to do something exciting".

1.   Regional Clusters

The development of Creative and Innovative partnerships at regional and national level is key to IADT's Strategic Plan and Compact. The period 2013-2016 saw IADT involved in a range of projects/partnerships with providers in the Dublin Pillar 1 Cluster, in particular with UCD and NCAD.

Working within the Regional Cluster framework was both rewarding and challenging. The rewards centred around the success of a range of collaborations including the development of the Creative and Cultural Network, an academic alliance between IADT-UCD-NCAD with a focus on developing research bids, with an emphasis on entrepreneurship dimensions.

Other rewarding projects and collaborations, many within the academic framework, included the development of a joint Masters in Spatial Arts and Data Visualisation, joint work with NCAD on the National Design Strategy for Ireland, and partnership on the European Access Network Silver Jubilee conference.

The challenges of the Regional Cluster centred on a number of issues. All institutions faced cuts in resources, budgets and staffing during that period, which inevitably led, at times, to some institutional 'inward facing'. Despite this a spirit of collaboration was paramount. Initial concerns in the first year from smaller institutions about being 'outsized' by larger institutions were overcome during the life of the partnership as genuine relationships/collaborations formed and were realised. It became clear that often bilateral arrangements worked better then trilateral.

Other challenges included the different academic structures and to some extent, cultures, of the different organisations. Sometimes projects were changed/amended as partners realised that they may not be realisable across all institutions. It was however, gratifying to see that the focus on students and academic developments remained central, e.g. all three institutions were involved in the EAN conference sharing best practice and projects. It became possible to find common purpose in many areas.

Another particular challenge facing IADT was that one of our collaborative partners Dublin Institute of Technology, was in a different Cluster. We continued to work with DIT on a range of issues and projects but are still of the view that the inclusion of DIT, particularly in the areas of Business, Art and Design, would have been a sensible configuration. In theory there was nothing to stop the partners bringing Clusters together, but in reality the individual collaborations with DIT from Pillar 1 Cluster members happened outside of the Cluster framework.

The partnering of academic staff across disciplines and organisations to find innovative ways of designing curriculum or working together was productive and led to the development of the exciting Masters in Spatial Arts and Data Visualisation. This will enable other joint delivery projects to occur in the future to bring the partners together.

Regional Clusters

Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
Development of Dublin/Leinster Pillar 1 Cluster	Cluster and governance arrangements in place and functioning effectively	• UCD/IADT in formal MoU based alliance • NCAD/IADT in GradCAM and informal alliance in 2010. No formal alliance or progression framework in place	Fully functioning credit transfer system in place across the cluster	During 2016, a number of initiatives took place between and across the three institutions, IADT UCD and NCAD in the context of the Dublin Leinster Pillar 1 Cluster. These included the development of a Creative Clusters Network comprising academics from IADT, UCD and NCAD with a focus on developing research bids with a grounding in entrepreneurial development. The three institutions were also partners and participants in the European Access Networks Silver Jubilee Conference in June 2016, where IADT staff presented papers and made presentations; student works and Access projects e.g. with the Traveller Community were also exhibited. Staff from all three institutions also collaborated in 2016 on the development of the Design Strategy for Ireland which was launched at IADT. Academics from UCD presented papers at the IADT conference "The Other 1916" as part of IADT's Commemorative events programme in June 2016. In terms of a credit transfer system across the cluster progress has been made on progression from FE into HE in all institutions (see Section 2 page 11). **_Target Achieved_**	

	Regional Clusters				
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Development of a thematic cluster involving higher and further education, and the creative industries sector	Development of a thematic cluster involving higher and further education, and the creative industries sector	• 2013 Funding from HEA approved, and initial HE/FE Partnership Steering Group established • Grouping of key businesses and organisations within the creative and cultural industries identified	Development of Creative Dublin Alliance between HE/FE sector and creative and cultural industries to promote the initiative nationally and internationally	As part of the thematic cluster, a postgraduate research student has been recruited to conduct research on the Creative Industries cluster. The project is being supervised by staff in the Faculty of Enterprise and Humanities. IADT has been involved in recent consultations with the HEA in the context of a Review of Creative Arts provision in the Dublin region. We are awaiting the publication of that report. One possible outcome from that review could be the establishment of a University of the Creative Arts or a Dublin Creative Arts Institution involving IADT and NCAD. IADT believes that this proposal has significant merit and potential for the provision of Art and Design based education in the Dublin region and for the development of the Creative Arts in Ireland. IADT and the Faculty of Film, Art and Creative Technologies were key contributors to the National Design Strategy developed by the Design and Crafts Council of Ireland (DCCoI), the Department of Jobs Enterprise and Innovation (DJEI) and Enterprise Ireland. The strategy strongly advocates for a Design education that provides for Education through to Enterprise – something that IADT has excelled at, with strong relationships and understanding of Enterprise Level companies.	

Regional Clusters					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				The strategy and consultation document was launched at IADT by Minister Mary Mitchell O'Connor, Minister for Jobs, Enterprise and Innovation, on 2nd February 2017. A National Design Forum has also been established by Minister Mary Mitchell O'Connor and David Smith – Head of Faculty of Film, Art and Creative Technologies – is a member of this National Forum. In addition to informing the National Design Strategy, IADT & the Faculty of Film, Art and Creative Technologies staff were members of the National Working Group on Design Skills for Enterprise review undertaken by the Education and Policy Skills unit in the DJEI. **_Target Achieved_**	
IADT involved in DRHEA widening participation proposal	IADT involved in DRHEA widening participation proposal	20% of new entrants numbers in 2010	25% of new entrants from diverse groups	The figures for IADT are as follows: • 17%: Mature undergraduate new entrants • 14%: New entrants in receipt of funding assistance • 3%: Year 1 entrants from DEIS-designated schools **_Target Achieved_**	

Regional Clusters					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
IADT's involvement in GradCAM extended and developed	IADT's involvement in GradCAM extended and developed	In 2010, two IADT Master's students enrolled on GradCAM programme Three staff have presented at GradCAM events IADT Fellow assigned on an annual basis	Strategic direction of GradCAM finalised with proposal for IADT future involvement agreed Amended Target proposed to HEA June 2015 – subsequently agreed	GradCAM is currently without external funding which has led to the Board reviewing the ongoing mission and vision. The focus of GradCAM has changed as per the target with less emphasis on the cross-institute structured programme, and more on the promotion of Level 9 and 10 research and development within the domains of creative arts and media. The shift in focus of GradCAM away from a primary focus on the structured programme has largely come about as individual institutions, including IADT, have developed accredited structured elements into their own postgraduate research programmes. Students and staff from IADT may still participate in GradCAM seminars and events but with less of a focus on participation in the programme. IADT continues to grow and develop our Masters by Research student and taught postgraduate provision including in 2016 the finalising of the Masters in Interdisciplinary Design with George Brown College and the View Finder Eastern European masters project with Estonia and Hungary. **_Target Achieved_**	

2. Participation, Equal Access and Lifelong Learning

An objective of the national education agenda is to promote access for disadvantaged groups and to put in place coherent pathways into higher education from second level education, Further Education (FE) and other non-traditional entry routes. At IADT we pride ourselves on providing a supportive, inclusive campus in which diversity is positively valued.

We committed to grow our access student numbers and pledged to increase our retention rates and formalise progression routes from FE. We remain acutely aware of the resource implications of programme support both pre- and post-entry, but over the period of the Compact we increased our staff in the Access area, particularly in the area of Disability support. We also increased staff development around Access issues. We significantly fortified our marketing and school liaison team. IADT believes this represents our commitment to this area over the period of the Compact.

We originally set some hard targets for the percentage of mature and students with learning difficulties/disabilities but revised these downward in 2015 due to changes in national trends. Better employment prospects and changes to grants for postgraduate students had a potential impact on student numbers. Despite our reticence, our 2016 figures show that we have continued to attract mature students (11%) and students with learning difficulties and disabilities (11%) – figures above the national average for the sector.

Links with FE at IADT are paramount, only 40% of our 1st year intake comes from CAO having completed the Leaving Certificate in the same year. Many come from FE portfolio programmes or life/work experience.

In 2016, 3 formal Memorandum of Understanding agreements were signed with FE colleges. A number of other articulation links exist but not through signed MoUs. We have 3 signed MoUs in place with the FE sector, 2 to be signed in May 2017 and one in train. Links with four other FE colleges are in place which will lead to formal MoUs. Revisions to the curriculum in both Institutions to formalise progression routes have been challenging. Gaps were identified at FE level for example in Design and Computing that required careful mapping and revisions to ensure that progression was appropriate and meaningful, and in the student's best interest.

Central to our Compact was the increase in IADT retention rates, already good at Level 8, and reasonable at Level 7 in 2013. We aspired to increase these to 90% in Level 8 and 69% at Level 7 – high aspirations. Our figures for 2016 indicate that we achieved these targets. The most recent national figures published by the HEA for 1st to 2nd year retention for 2014, show that IADT has the best retention rates in the IoT sector.

Our enhanced pre-entry work with schools and our First Year Matters extended induction programme, appear to be yielding results. We also have a focus on gender equity in our courses. In November 2016 we successful ran a Young Women in Film event for Transition Year students, and have plans for a Young Women in Technology event in 2017.

Participation, Equal Access and Lifelong Learning					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
Promote and facilitate entry to and participation in our programmes and student life by mature students	Increased number of mature students as new entrants across all programmes	15%	13% *Amended target proposed to HEA June 2015 – subsequently agreed*	IADT has a series of strategies in place to increase the number of mature students studying with us. These include the development in 2016 of signed MOUs with local and regional further education colleges articulating progression routes into 2nd and 3rd year of our programmes. We also provide a number of Accredited Special Awards, usually single modules, many of which are designed to allow mature and lifelong learners to take modules from full-time programmes as a way back into study. IADT also has a thriving mature student society which provides support and social activities to mature students on campus. IADT also advertised and held an Open Evening specifically for mature students in November 2016 which proved very popular. In 2016: • Total number of mature students across all programmes: 238 • Out of the 543 new entrants (year 1 only), 55 students or **10%** are mature students • Out of the 587 new entrants (all undergraduate years), 99 students are mature **17% of IADT students across all programmes are Mature Students** 50 students registered for programmes at IADT via the Springboard initiative for the academic year	

Participation, Equal Access and Lifelong Learning					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				2016/2017 – approximately 90% of this cohort are mature students. **_Target Achieved_**	
Promote and facilitate entry to and participation into our programmes and student life by students with disabilities	Increases numbers of students with disabilities as new entrants across all programmes	11%	11% **_Amended target proposed to HEA June 2015 – subsequently agreed_**	A number of differences in the methods of calculating the percentage of students with disabilities have been previously identified and discussed between IADT and the HEA. At present, figures required by the HEA in relation to students with disabilities rely on student voluntary disclosures at the commencement of their programmes, and do not allow the Institute to include the actual number of students with disabilities being supported by the Institute. A significant number of student disabilities are declared at a much later stage within the academic year as the student becomes more familiar with and learns about the supports available to them. In addition, upcoming examinations have also been found to be a trigger for students to declare their disability and to seek available supports. This remains an issue in reporting against targets and has additional negative funding implications for the Institute. 240 students are currently registered in IADT with a Disability. This equates to 10.2% of student body – and is above National Average. As outlined above, a number of students do not declare their disability or register themselves with IADT's Disability Support Services until late in the academic year – it is estimated that the actual	

Participation, Equal Access and Lifelong Learning					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				percentage of students with a disability exceeds 11%. A number of students also present with multiple or complex disabilities. IADT has also been successful in our application to become a partner Institution in the national Disability Access Route to Education (DARE) scheme. It is anticipated that this will increase the numbers disclosing a disability prior to entry to IADT. **_Target Achieved_**	
IADT involved in DRHEA widening participation proposal	percentage of students progressing into year 2 in level 8 programmes percentage of students progressing into year 2 in level 7 programmes	• Level 8 programmes – 87% • Level 7 programmes – 66%	• Level 8 programmes - 90% • Level 7 programmes – 69%	IADT had a strong focus on progression and retention of students, particularly at the nationally identified 'pinch Point' of first to second year. In 2016 our first to second year progression rates were very good and compare favourably with sectoral averages. The most recently published sectoral figures relating to 2014/2015 show that IADT had the lowest 'dropout' rate within the IoTI Sector at 17%. 2016: Level 8 programmes - **89%** Level 7 programmes - **79%** **_Target Achieved_**	
Formalisation of access and progression links between Further Education colleges and	increase in number of FE colleges where formal links for direct entry into IADT programmes are in place	Formal links with 3 FE colleges where there are direct links to IADT programmes	Formal links with 6 FE colleges where there are direct links to IADT programmes	During the term of this Compact, IADT has worked with a number of Further Education Sector providers to formalise articulation arrangements through the signing of a series of formal Memorandum of	

Participation, Equal Access and Lifelong Learning					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
specific IADT programmes				Agreements (MoUs). To date, MoU agreements have been signed with: • Blackrock Further Education Institute (April 2016) • Bray Institute of Further Education (May 2016) • Dun Laoghaire Further Education Institute (Sept. 2016) Two additional formal agreements developed in 2016 have been recently finalised between Sallynoggin College of Further Education, and Stillorgan College of Further Education. An event is currently being organised at which the agreements will be formally signed and witnessed. The development of a formal MoU with Ballyfermot College of Further Education is nearing completion and it is hoped that both institutions will be in a position to sign this agreement shortly. A number of formal access route agreements are in place with: • Ballsbridge College of Further Education • Crumlin College of Further Education • College of Further Education Dundrum • Gorey School of Art IADT plans to commence discussions on the signing of formal MoU agreements with these and a number of other Further Education Colleges including:	

Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				• Ballsbridge College of Further Education • Crumlin College of Further Education • College of Further Education Dundrum • Rathmines College of Further Education The Faculty of Film, Art and Creative Technologies has also been working in 2016 to develop and strengthen links with: • Liberties College • Belfast Metropolitan College Where it has been identified that there are shortfalls in the FE programme that would potentially impede progression to IADT, work has taken place between curriculum staff in both institutions to rectify this, usually by the development of additional content or changes to content within the Further Education College. In summary: • 3 formal MoU agreements signed and in place • 2 formal MoU agreements completed and awaiting signing • 1 formal MoU agreement – completion imminent **_Target Achieved_**	

3. Excellent Teaching and Learning and Quality of the Student Experience

IADT has committed through our Strategic Plan and Compact, to providing a high quality and fulfilling educational experience for our students, facilitated through a distinctive range of programmes, excellent facilities and teaching spaces, student supports and a positive student experience.

Prior to the Compact 2013-2016, we were in a strong position in this area. Our targets focused on developing and enhancing these strengths through a focus on policies and dissemination of procedures and practice around teaching, learning and assessment. This has been successfully delivered with accompanying staff development and student engagement.

Another key focus for IADT has been our emphasis across all courses on key themes of technology, employability and entrepreneurship. This was challenging initially, although courses such as Arts Management and Entrepreneurship already had embedded themes and work placement in train. In other programmes e.g. some of the creativity-based disciplines, there was work to be done to formalise what was often evident, but not necessarily formally recognised and articulated arrangements. The enhancement of electives, professional practice modules, internships and placements is now evident across all our programmes.

Benchmarking, nationally and internationally, has been a major area of development for IADT over the life of the Compact. This again, was challenging initially in that IADT as a unique and specialist Institute of Art, Design and Technology, did not have readily identifiable benchmarking partners. We did look successfully to international partners but also devised our own set of benchmarks e.g. the number of international quality reviewers, external examiners, retention rates, research outputs, classification of awards etc.

The key to benchmarking development in 2016 was the publication and dissemination of our findings through a series of presentations and reports.

We continue to invest heavily in staff training and development in teaching and learning, and to organise our own conferences and events and to offer opportunities for staff and students to participate in external events, conferences and projects.

A focus on retention has seen an upward move in our already strong base in 2013-2016. Student surveys and other forms of feedback indicate strong student satisfaction rates with excellent opportunities for student community and industry engagement. We know however that we are challenged due to the lack of capital investment in our infrastructure and the inability to realise our creative and campus development plans and grow our student numbers within current resources.

Lack of significant external capital funding remains a source of frustration to us in our ambition to provide the most fulfilling and rewarding teaching and learning experience; despite this we continue to score highly against a range of benchmarks and provide a high quality teaching, learning and student experience.

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Enhancement of an institutional policy framework for Teaching and Learning	IADT's Learning, Teaching and Assessment Strategy and the IADT Plagiarism Policy reviewed and implemented	Review and monitoring of policy 2012	Both key policies embedded in principles and practice across the Institute	The key policies around Teaching, Learning and Assessment developed or revised in 2015 were embedded and reviewed in 2016. All policies and procedures are on a continuous cycle of review in accordance with best practice quality management. Assessment strategies are developed by Programme Teams on an annual basis. The implementation of Assessment Strategies is managed by Heads of Department and Programme Teams and reviewed at Programme Board meetings. Records of incidences of plagiarism are monitored and recorded by Programme Boards and reported on by the Registrar. Information on plagiarism and appropriate self-detection software is provided to students. Staff Development initiatives in 2015-2016 focused on the implementation of policies as they impacted on Teaching and Learning. **_Target Achieved_**	
Curriculum development, to embed the use of Technology Employability and Entrepreneurship as key themes for the next five years	Programmes have the key themes fully embedded	Programmes as approved during last programmatic review in 2009 and 2010	Themes embedded in programmes across the Institute as an output of Programmatic Review.	The themes of Technology, Employability and Entrepreneurship formed a key platform of IADT's most recent Strategic Plan. These themes are embedded in all programmes in both Faculties, formalised through Programmatic Review, and include student work placement, employability skills modules, professional practice and applied work-based projects.	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
3rd				The BA (Hons) Arts Management 3rd year has a placement module of 16 weeks (second term), involving approximately 35 students. In addition 3rd year of the Level 8 B.Bus. (Hons) in Entrepreneurship and Management also has a placement module, involving approximately 35 students. The 3rd year B.Bus Level 7 students engage with industry through an Enterprise practise module in which students earn credits for either: (a) Working in an enterprise or (b) Developing their own business during the academic year. An employability skills module is offered to all students in all Entrepreneurship programmes. Professional Practice modules are now commonplace in all programmes offered within the Faculty of Film, Art and Creative Technologies, ensuring that the themes of employability, entrepreneurship and technology are embedded and available to all 3rd and 4th year students. Examples of these modules are given below: • BA in Creative Music Production (Y3) – Industry Practice • BA (Hons) in Visual Communication Design (Y3) – Professional Studio, (Y4) – Professionalism & Promotion • BA (Hons) in in 3 Dimensional Design, Modelmaking & Digital Art (Y4) – Professional Practice	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				• BA (Hons) in Design for Stage & Screen (Y4) – Business & Entrepreneurship • BA (Hons) in Animation (Y4) – Professional Portfolio • BA (Hons) in Photography (Y3 & Y4) – Professional Practice • BSc (Hons) in Creative Media Technology (Y4) – Business Strategy & Analytics • MA in Broadcast Production – Industry Placement In addition to the above, many of our students in Computing, Design, Film, Animation and Arts Management disciplines take on summer placements and work closely with staff on industry-facing activities during their academic breaks. Careers Fairs are organised for both the Faculty of Enterprise and Humanities and the Faculty of Film, Art and Creative Technologies. **_Target achieved_**	
Development of a range of benchmarking criteria and framework for IADT in relation to Teaching and Learning	Benchmarking strategies in place and results of benchmarking published	Range of ad hoc and faculty-based benchmarking strategies in place, no Institute-wide system, no results generally published	• Mainstreaming of benchmarking practices across institute, results published • Improvements in priority areas achieved	IADT, as a specialist third level institution looks to a variety of organisations to benchmark our programmes and our teaching and learning. All undergraduate programmes are required to be revalidated every five years, in line with QQI national Quality Assurance Frameworks and Delegated Authority rules. The Programme Documents carefully map the specific programme and module learning outcomes in line with national validation requirements.	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				Programme and module learning outcomes are reviewed on a continuous basis by Programme Teams; the regular contribution of External Examiners from Ireland and abroad and key stakeholders (community and industry), play an important role in the benchmarking process. IADT's strategic aim is to have 10% of its staff operating as External Examiners and/or expert panel members within other Higher Education Institutions. IADT achieved this metric in 2016 with a significant number of staff participating in external roles including External Examiners in other Institutes of Technologies or Universities, both here and abroad for example in the UK, France and Slovenia.

The external engagement of staff with other higher educational institutions and specialist bodies, helps IADT keep current and informed about key issues impacting on teaching, learning and assessment in higher education, as well as labour market trends and technical and transferable skills.

A number of IADT staff participated in 2016 as members or Chairs of Institutional Review Panels, Quality Review Panels, Programme Validation Panels and as External Examiners for Higher Education Institutions both nationally and internationally, providing ongoing opportunities to benchmark IADT's performance and processes against these Institutions.

In addition, in 2016 IADT staff participated in a new Erasmus-funded Quality Review initiative with the | |

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				Northern Artic Federal University in Russia (NARFU) leading to sharing of best practice. In 2016 IADT carried out a review of degree award classifications to benchmark ourselves against others nationally, this information was disseminated to faculties and teams. The results of the benchmarking initiatives are disseminated via reports, to the Executive, Management Team, and the Governing Body by a series of presentations from the Registrar's area. These have included presentations on retention rates, student satisfaction, research metrics progression, grade inflation. The results are also disseminated to all staff via Faculty meetings and 'all staff' briefing sessions which are held 3 times a year. The Institute-wide Research and Teaching Showcase in June 2016 focused on and shared new developments in Teaching and Learning practice. 22 presentations were showcased on the day. A Level 9 Certificate in Teaching and Learning has also been developed in collaboration with other Institutes of Technology, providing quality assurance for the programme across Institutes ensuring benchmarking and consistency of best practice. Newly recruited staff are also encouraged to complete this Level 9 Certificate within two years of their appointment. ***Target achieved***	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
Provision of professional development for staff in teaching and learning	Number of staff availing of supports identified by Faculty and programme analysed by Faculty and programme Number of staff taking LIN APD programmes at IADT and other accredited programmes in T&L (including staff being awarded LIN AIT Postgraduate Diploma in Teaching and Learning) Number of staff attending local workshops and seminars analysed by Faculty and programme. Staff presenting at relevant conferences with a teaching, learning and discipline focus	• Athlone Institute of Technology Certificate in Learning and Teaching 26 between 2009 and 2012 • 22 LIN Certificates at IADT 2012-2013 • 220 Staff attended local workshops and seminars 2011-2012 • 20 staff presented papers and posters at relevant conferences 2011-2012 • Source: IADT Teaching and Learning Committee Report to Academic Council 2011-2012	• 72 graduates of LIN APD accredited programmes in teaching and learning and other accredited programmes in T&L • 4 graduates AIT LIN postgraduate diploma • Maintain levels of participation in local seminars and workshops • Maintain level of engagement in relevant conferences	High participation and engagement of staff in Professional Development Teaching and Learning courses, offered through IADT's Staff Training and Development Office and the Teaching and Learning Committee continued in 2016. Ongoing support is provided for staff to develop their discipline expertise through participation in Conference and Professional Body events. IADT also organises and hosts academic conferences to develop staff skills and professional development. In 2016 these included "The Other 1916", and an international Cyberpsychology conference. A significant number of IADT's staff participate in external national and international conferences – support for staff to attend these conferences is provided through a number of mechanisms including IADT's Staff Training and Development Budget, and research funding generated by staff members which is credited to their Research Accounts. Staff and students in both Faculties are fully engaged with Digital Skills Week supported by the National Forum for the Enhancement of Teaching and Learning. A Professional Development Framework Pilot Study across 22 groups is being carried out by the National Forum for the Enhancement of Teaching and Learning, as a way of testing this structure in the Higher Education sector. IADT's Faculty of Film, Art	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				and Creative Technologies has been invited to represent the Art and Design lecturing community as part of the pilot study. This provides an important opportunity to formally capture the unique and flexible methodologies of teaching, learning, assessment, and feedback that are the strengths of Art and Design, which differ in significant ways from the rest of the third-level sector. Dr Sherra Murphy will lead a working group of ten Faculty staff who will advise and shape National Policy on this distinct area of expertise within IADT. Staff participation in formal Teaching and Learning programmes continues to grow. Three accredited programmes were offered in IADT during the 2015/2016 academic year – with figures as follows: • 8 IADT staff completed the LIN IADT Certificate in Learning and Teaching (15 credits) • 6 completed the LIN IADT Certificate in Assessment and Evaluation • 8 completed the LIN IADT Certificate in Technology Enhanced Learning All newly appointed academic staff are required to complete a specific induction process on teaching and learning which takes place in September each year. **_Target achieved_**	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Improvements in retention and success rates for Level 7 programmes across the Institute	Improvements in retention and success rates sustained	• Current progression rates from Year 1 to Year 2 for Level 7 programmes, 2012 entry • Multimedia – 75% • AVMT – 78% • Entrepreneurship – 67%	8% increase in retention and success rates at Level 7	IADT continuously reviews retention-related information to achieve improvements in retention rates for Level 7 programmes. A number of methodologies are also utilised to both embed students within their programmes, and to identify and support students who encounter difficulties during their studies. These include: • One-to-one meetings between students and their Head of Department and Year tutor • Enhanced engagement activities through Enterprise Society, Sports Clubs etc. • IADT's 4-week induction programme – First Year Matters initiative An Institute-wide Retention Task Force, reporting to the Registrar, was established in 2015 and continued its work in 2016 to review issues affecting retention and to advise on possible measures to improve IADT's retention rates. IADT had two Level 7 programmes in 2016 and the retention statistics for these programmes in 2016 are: • **Applied Entrepreneurship – 76%** • **Creative Music Production – 80%** IADT's overall progression rate for Level 7 programmes is **79%**	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				IADT has achieved the 8% retention rate increase on Baseline figures for the Level 7 programme in Applied Entrepreneurship. Since the development of this Compact, Level 7 programmes in the areas of AVMT and Multimedia Programming have been phased out in favour of programmes being offered in these discipline areas at Level 8. **_Target Achieved_**	
Review and development of programme assessment strategies	Programme assessment strategies that are clear to students. Assessment strategies that are fair, consistent and fit for purpose across all programmes	Programme assessment strategy template developed in 2010	Assessment strategies that are fair, consistent and fit for purpose across all programmes	Programme assessment strategies are reviewed annually and updated. Review strategies are considered by Programme Boards to ensure that over-assessment does not occur and to achieve fairness and consistency within programme assessment strategies. Each Programme Board includes student representatives who provide input from students to the Programme Board meetings. In 2016 within the Faculty of Film, Art and Creative Technologies, a global review of cross-departmental assessment modes and strategies was carried out and has resulted in a move towards greater coherency in module design, mode of delivery and sharing of best practices between humanities, applied arts and sciences. New practices will see dedicated "Module Leaders" nominated to ensure best (and shared) practice is applied in the delivery of syllabus across three Faculty Departments. The Faculty is currently developing a new performance rubric for student's assessment and a revised	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				"assessment lexicon" for all staff to ensure the vocabulary and practice of assessment is consistent across all Departments. As all higher education converges to create programmes which value interdisciplinarity, flexible and responsive learners, experimentalists and self-starters, we find ourselves moving to assessment methodologies and learning situations which are much more similar. The Faculty's objective is to establish a shared set of guiding principles which build from the Faculty's commitment to prioritise: • Learner centric teaching and assessment methods • Collaboration • Interdisciplinarity • Flexibility • Innovation It is intended to roll a review out across both Faculties. **_Target achieved_**	
A range of Curricula projects and activities to support student community and civic engagement in place	Increase in projects that support external community and civic engagement	2011 report to President on community engagement	Community/civic engagement embedded as coherent elements of IADT programmes as appropriate to the discipline/practice	IADT's Strategic Plan emphasised our commitment to community and civic engagement via the curriculum. IADT students are actively involved in a range Community and Civic engagement projects. Examples of the projects undertaken by students on programmes within the Faculty of Enterprise and Humanities in 2016 include:	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				• Stalls Project in Marlay Park • People's Park Dun Laoghaire stalls project • National Rehabilitation Hospital – Calendar Project • Ongoing annual Social Enterprise Projects with community stakeholders • Age Alliance Strategy for Dun Laoghaire-Rathdown County Council (DLRCoCo) During the 2015/2016 academic year, IADT students participated in ENACTUS, led by the Faculty of Enterprise and Humanities. Community and Civic Engagement activities included within programmes offered in the Faculty of Film, Art and Creative Technologies in 2016 included: • Visual Arts and Visual Communication Design students working with Mounttown Neighbourhood Youth and Family Project (Public Mural and Visual Identity) • Animation and National Rehabilitation Hospital Psychology staff working with the National Rehabilitation Hospital on the "With your head held high" project • Events as part of the Altruism Project in both the undergraduate and postgraduate Psychology programmes are now established within the academic calendar • The Faculty is in discussion with DLRCoCo with a view to developing an Artist in Residence Programme	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				• Creative Computing Field and Project Activities with the Science Gallery TCD • Creative Media Technologies involved with Engineers Ireland for Engineers Week • An IADT project for Transition Year students in the area – supported by the DLRCoCo – focusing on Young Women in Film and Television • AGE Action Alliance – staff contributed to the development of the Age Action Alliance Strategy • Work with 'Hello Brain it's Me', an Epilepsy book-based project located in Dun Laoghaire IADT recruits a number of students to work as Access Volunteers within the Access Office. Members of the Access Volunteer Team participate in activities including visits to local disadvantaged schools to talk about their transition from school to college, being an IADT student, and the supports available for students with disabilities. Volunteers may also be asked to assist in student orientation and similar activities on campus and at public information events. In February of this year, 9 Access Volunteers were recruited. Through this initiative, students gain valuable experience in working in the community and in public speaking, and all volunteers receive a Certificate of Excellence in Volunteering from the Registrar to formalise their contribution. IADT has an active Student Union with many social engagement projects undertaken including fundraising campaigns for the Homeless ***Target Achieved***	

Excellent Teaching and Learning and the Quality of the Student Experience					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
Review and enhance the current systems for identifying and managing the students at risk	Development of an evidence-based Institute-wide approach for working with students at risk. Students are aware of where to seek support and how they will be advised and supported when they have difficulties	Range of systems across the Institute. First Year Matters Project piloted in 2013	An integrated Institute-wide approach to identifying and managing students at risk	Senior Management and Academic staff within the Faculties work in collaboration with staff in the Student Support area to identify issues pertaining to students 'at risk', and to put in place the appropriate responses and supports for these students. In addition, the Faculty of Film, Art and Creative Technologies has introduced "Module Leaders" across the Faculty adding a further direct point of student support and contact and a key individual in the monitoring and management of retention at all stages. Other initiatives which have been put in place across the Institute in 2016 include: • Enhanced Disability Services & Learning Support Services • Staff training in supporting students with disabilities • Student Handbook and Charter • Fitness to Study Policy developed and introduced • First Year Matters (Orientation Programme) rolled out and extended • Designated contact system put in place Reports were compiled on dropout rates, on usage of student support services and external agency referrals, and these were disseminated via a number of fora. **_Target Achieved_**	

4. High Quality, Internationally Competitive Research and Innovation

Research and Development, Innovation and Industry engagement are key features of IADT's Strategic Plan and of our Compact. Development and advancement of this area is critical to the continued success of IADT to inform our teaching, diversify our income streams and enhance our industry profile and reputation as a specialist institution.

IADT's reputation as a specialist institution within the creative and cultural industries with programmes in design, entrepreneurship, and digital technologies has been clear over the period 2013-2016.

The area of Research, Development and Innovation needed further development and leadership between 2013 and 2016, and was starting from a comparatively low base in 2012. Figures for research projects and funding were low and IADT's methodology for measuring capital, research and development outputs was weak.

The development of a research culture was important and progress in this area has included the engagement of significantly more staff across the Institute in research/publication and projects leading also to the generation of increased income. Progress has been made in the numbers of staff engaged in funded research, Innovation Vouchers, European projects and funding. This has led to growth in income per academic staff member of around €6k in 2013 to around €9K in 2016, with an increase in the number of projects.

A research audit in 2016 enabled us to understand better and develop our level of existing RDI and expand research across the Institute – this will lead to better targeted and sustainable research projects into the future.

Despite cutbacks in student funding available for Masters by Research, we continue to grow this area. However our numbers between 2013 and 2016 were still comparatively small – our figure for 2016 was 19 and we are making steady progress in this area.

A recent call in late 2016 to staff for MA student research projects generated significantly higher interest than in previous years, due to the work of the Directorate in Creativity, Innovation and Research. So we are optimistic about growing this area.

IADT has remained immensely proud of our relationship with industry partners in the creative, cultural and technological industries and in Cyberpsychology. User Experience and Data Visualisation were added as new areas in 2016. Industry relationships is one of our strengths and continues to generate opportunities for joint projects and research, internships and real work experience for students. Examples range from research and bespoke curriculum development and delivery, for example with IBEC/Irish Software Association, to student internships on RTÉ's Late Late Toy Show.

High Quality, Internationally Competitive Research and Innovation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Develop the academic staff engagement with research, development, innovation and enterprise	Increase the overall level of funding for RDI and enterprise activity per academic staff.	2012/13: €6,764 – RDI funding/academic staff.	€9,090 - RDI Funding per academic staff.	A research culture continues to be promoted across the Institute and staff are encouraged to engage with the Directorate of Creativity Innovation and Research to pursue their research goals. This could be via Innovation Vouchers, working with industry or via funded European projects. The income generated for 2016 (calendar year) is €455,607. There were 46 research/development/innovation and enterprise projects listed with the Directorate of Creativity, Innovation and Research. The amounts per project range from €123 up to €65k. The average RDI funding per academic staff for 2016 was €9,904.50. **_Target Achieved_**	
Develop the level of RDI academic expertise.	Increase the number of staff engaged directly in research, development, and innovation activities.	43 academic staff, contract researchers, and support staff in 2012/13.	60 academic, researchers, and support staff.	During 2016 the Directorate of Creativity, Innovation and Research undertook a 'research audit' with research-active members of staff. Based on the findings from this audit, a total of 52 staff have been identified as being directly involved in research, development and innovation activities: • 38: Faculty of Film, Art and Creative Technologies • 14: Faculty of Enterprise and Humanities A 'Live Research Registrar' has been put in place ensuring that an overview of themes, practices and opportunities is available to the Directorate of Creativity, Innovation and Research and to the	

High Quality, Internationally Competitive Research and Innovation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				Faculties, which will allow for more targeted and sustainable Research activities. _**Target Achieved**_	
Develop the level of postgraduate research activity in collaboration with GradCAM.	Increase the number of postgraduate research students.	Number of postgraduate research students in 2013: 13	17	Work is ongoing within the Faculties to increase the numbers of Masters by Research proposals and the engagement by Faculty staff, and to increase the 'critical mass' of researchers and the postgraduate community. This is leading to steady growth in Masters by Research at IADT, with anticipated increases in future. **Total for 2016: 19** _**Target Achieved**_	
Enhance the Institute's level of RDI collaboration with industry partners.	Increase the number of industry partnerships involving research or innovation.	Number of industry partnerships in 2012: 10.	25	IADT prides itself on its strong relationship with industry. Staff engagement with Innovation Vouchers and Industry collaboration is encouraged and supported in both Faculties. In addition, bespoke projects and programme collaborations have been undertaken in 2016 and are in progress. A total of 27 projects have been undertaken in 2016: • 16 x first tier research projects (Innovation Vouchers) • 1 x new 'Spin out' (Gametionary) • 10 x Innovation projects o National Film School & Xhail (Media Cube Company)	

High Quality, Internationally Competitive Research and Innovation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				o Department of Technology and Psychology & RCPI o Department of Technology and Psychology & IBM Certificate (Spring 2016) o Enterprise Bootcamp project 2016 o National Film School & RTÉ – Toy Show (December 2016) o IBEC/Irish Software Association – Academic Programme development o Bord Bia – Research Project o Y-Nex Research Project with National Broadcasters in EU Partner countries, targeting disadvantaged youth. Partnership between Ireland, Croatia, Belgium and Spain o Wexford Festival Opera Partnership o T&D Stories Research Project (Funded via Erasmus+) – Digital Storytelling Initiative operated in partnership with Iceland and Italy. Working with participants from under-privileged communities, people with disabilities and migrants ***Target Achieved***	

5. Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

The progression of engagement with enterprise and the community in order to further develop opportunities and benefits for students, staff and partners is an important facet of IADT's mission.

Our intention as articulated in the Compact is to be a fully informed and connected campus, this ambition required our Faculties and a range of support services to work together to achieve this target. The result has been the development of a campus-wide series of external and community partners and engagement. The nature of these are wide-ranging; some are with charitable and voluntary organisations, others are through the development of student projects, links with sport-based organisations and under-represented groups.

A number of initiatives more directly related to our specialist relationship with the Creative, Cultural and Technological sectors and include summer school developments with young Irish Film Makers, Digital Skills Week, projects with Dun Laoghaire-Rathdown County Council and Engineers Ireland projects.

A central pillar to our development over this period has been an increase in enterprise and industry engagement via Innovation Vouchers. We have had continuous success in 2013-2015 in increasing our numbers of Innovation Vouchers. Interestingly we 'flat-lined' in 2016, but identified that this was due to industries, having seen our outputs from Innovation Vouchers, engaging with us in larger projects.

Our community access agenda has been strong, our engagement in the Springboard programmes at undergraduate and postgraduate levels developed over the period of the Compact and produced good participation and completion rates. With hindsight we may have set the bar high at 90% completion for Springboard programmes for 2016, our actual achievement is 79% retention for programmes that recruit back to education students managing life and study is, we believe, commendable.

We have been successful at developing and increasing our student placements and internships and have exceeded our targets set. Our commitment to engaging with enterprise and community and the growth of mutually beneficial knowledge exchange projects is clear.

Our relationship with enterprise and the community through their innovation in programmatic reviews, advisory boards and curriculum development continues to grow and is immensely valuable to IADT.

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
To have a fully engaged campus with a range of engagements with enterprise and the community in place	Implementation of key local regional national and international enterprise and education policy	Some enterprise and community projects	To be a fully engaged informed and connected campus	Both Faculties in IADT engage with the local community through social enterprise projects including the local Creative and Cultural Industries sector through student projects, volunteering and student work placements. Input from key external stakeholders (local and national) is provided through programme development, programme review, student work placement and projects. Examples of engagements with enterprise and the community in 2016 include: • **Writer in Residence at the DLRCoCo** – Selina Guinness – Department of Humanities • **Young Women in Film & TV** – IADT's National Film School along with the Young Irish Film Makers with funding support from the DLRCoCo organised an event for Transition Year Students focusing on Young Women in Film, to encourage female Transition Year students to consider a career in Film. • **Young Irish Film Makers Summer School** • **21st Annual CyberPsychology, CyberTherapy & Social Networking Conference** – June 27th to 29th 2016 - jointly organised by the Interactive Media Institute in collaboration with IADT, the Virtual Reality Medical Institute and the International Association of CyberPsychology, Training, & Rehabilitation – conference events took place in Dun Laoghaire and in IADT	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				• **Charrettes** – IADT's Department of Design and Visual Arts and Dun Laoghaire-Rathdown Enterprise and Local Enterprise Office Network • **DojoCon** – Directorate of Creativity, Innovation and Research, Faculty of Film, Art and Creative Technologies, Libraries and Local Enterprise Office • **Y-Nex Mobile Journalism Project** – in partnership with Sallynoggin Sports Partnership (EU project) and multiple partners – continues into 2017 • **Charter of Rights and Southside Travellers Young People's Programme** – IADT is actively involved in these projects through the Access Office • **Dun Laoghaire-Rathdown Film Commission** – IADT involvement through the National Film School • **FÍS Initiative** – 7 Programmes engaging the IADT National Film School, Department of Education and Skills and national, regional & international partners • **'The Other 1916' Conference (June 2016)** – the conference aim was to explore counter-narratives to the established discourses of 1916, and was supported by DLRCoCo, under the auspices of their 'Ireland 2016' initiative.	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				• **All About National Digital Skills Week – Tech for Seniors** – during IADT's 'All About' week (3rd – 7th April), students from IADT's Bachelor of Business and Entrepreneurship held a 'teach a tech class to seniors' introducing seniors to the joys of using Facebook and smartphones to keep in touch with family and friends Engagement with a number of local sports clubs through the hire of IADT's Sports Facilities and sports events/summer schools occurred on campus in 2016. Community groups and sports initiatives that use IADT's sports facilities are the Fantasy Football Summer Camp and Jeta Sports Summer Camp. In addition, a number of IADT students are members of local sports clubs and teams, either as players or supporting coaching for example Cuala GAA, Bray Wanderers Soccer Club, Wayside Celtic Football Club, Cabinteely Football Club, Monkstown Boxing Club, Seapoint Rugby Club and St. Joseph's Boys AFC Sallynoggin Many IADT staff sit on the Boards or are Chairs of local and national organisations including Further Education Colleges, Education Committees, Chambers of Commerce, Art Galleries, Irish Film Board, Irish Association of Theatre Designers, The National Museum, The Design and Crafts Council of Ireland and Dun Laoghaire-Rathdown County Council Committees. ***Target Achieved***	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Innovation Voucher participation	Increase in the number of Innovation Vouchers completed	11	25	Staff engagement with Innovation Vouchers and Industry collaboration is encouraged and supported within the Faculties 16 innovation Vouchers were completed in 2016. Although the target for 25 Innovation Vouchers has not been met, there are a number of factors that should be noted. Many industries who would in previous years have engaged with IADT via Innovation Vouchers are now approaching the Institute for more in-depth industry partnerships. As an outcome of the completion of Innovation Voucher research by staff members, these relationships and opportunities for collaborative engagement with a number of industries have been identified and pursued. These include work carried out with IBEC and the Irish Software Association. New areas of discipline expertise have been identified and developed within IADT. A number of staff members, who are now engaged within these new discipline areas, are staff members who have completed a number of the Innovation Voucher projects undertaken in previous years, therefore, the reduction in the numbers of Innovation Vouchers completed by IADT staff should not be seen as a negative, rather is viewed by IADT as a positive development of expertise and more in depth industry engagements formed though the completion of Innovation Vouchers. ***Target partially achieved***	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Springboard Labour Market Activation Initiative	Participation in Springboard Labour Market Activation initiative. Completion of Springboard initiative	• 10 credit Special Purpose Awards • Online trading: 12 out of 15 completed 80% • Enterprise development: • 6 out of 13 completed 46% • Bachelor of Business in Entrepreneurship (Springboard) Add-on Degree 60 credits: • 2012/2013: 46 out of 53 completed 86%	• 1 Springboard Labour Market Activation initiative (if initiative is offered by HEA) • Registration = 70 • Completion = 90%	During 2015/16, 3 programmes were funded under the Springboard initiative: • B.Bus (Hons) in Entrepreneurship – 26 enrolments • M.A. Public Cultures and Society – 25 enrolments • Postgraduate Diploma in Cultural Event Management – 25 enrolments Total enrolments: 76 The average current completion rate for the above programmes in 2016 is: 79% **_Target Partially achieved_**	
To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups	Annual growth in student internship/placement agreements with employers – Ireland, Europe and USA 10% per year. Annual increase in Erasmus agreements by 10%. Increase in MOUs with external stakeholders – 3 per year	2011: Student placement/internship agreements = 50	Student placement/internship agreements = 80	Within the Faculty of Film, Art and Creative Technologies, Professional Practice modules now allow for greater "in stream" placement and internship opportunities. Established placements have been developed with the Royal Irish Academy of Music, Irish Museum of Modern Art and Wexford Festival Opera amongst others. These opportunities ensure that in excess of 120 students from the Faculty were enrolled in student placements during 2016. Students and graduates are also successful in securing international placements on competitive programmes such as IBM's Extreme Blue.	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				IADT continues to develop and expand our Erasmus partnership network in Europe and internationally, see Section 6. **_Target Achieved_**	

6.   Enhanced Internationalisation

IADT's intention is to develop and formalise links with international Higher Education Institutions and organisations, and to develop and grow our international student numbers. We also want to provide meaningful opportunities for new types of collaboration and engagement and this is reflected in our Compact objectives 2013-2016.

Starting from a low base in 2014 of 4 non EU and 8 EU students, we have grown this number to 155 EU and 32 non-EU students in 2016. Formalised links were completed in 2016 with George Brown College Toronto, which included the formalisation of the new joint MA in Interdisciplinary Design commencing in 2017. The development of a new joint MA in Cinematography was also completed in 2016, with Film-based institutions in Hungary and Estonia, with first intake expected in 2017. Our Erasmus links including inward and outward student and staff exchanges has increased, including our first international Credit Mobility project with NARFU, the Northern Russia Federation of Universities. The first staff exchanges for this project took place in 2016.

IADT was cognisant of the need to earmark resources to both the recruitment and support of international students and to invest time and money in partnership developments. We remain of the view that international collaboration and the increased presence of international students on campus are critical to IADT's development as a specialist 3rd level Institution with a world-class reputation.

From a base of 5 formal international links with Higher Education Institutions in 2011, we have increased this to over 40 in 2016 with more in development. Our approach has been highly strategic, collaborating with institutions whose ethos, profile and approach to curriculum development and student support, is in accordance with our own. IADT staff continue to be members or drivers of, and make significant contributions to a range of international organisations, both academic and industry-based, with many being international quality reviewers or External Examiners.

Enhanced Internationalisation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Increase overseas and EU student recruitment	Number of non-EU and EU students recruited	2011 recruitment – 4 non-EU and 8 EU students	63 students (28 non-EU, and 35 EU students)	In 2016, IADT put an increased emphasis on achieving increases in the numbers of international students studying at IADT. 2016 IADT student non Irish population: 187 • EU: 155 students (including 36 UK citizens) • Non-EU: 32 students **_Target Achieved_**	
Development of a network of international institutions, e.g. Erasmus, CILECT and ELIA.	Number of formal international links operational	2011 – 5 formal overseas links with HEIs	20 formal links with HEIs	Following on from the Colleges Ontario initiative – a formal Memorandum of Understanding was signed in 2016 with the George Brown College, Canada for student and staff exchange and the rollout of a partnership MA in Interdisciplinary Design, with the first students arriving in September 2017. Preliminary discussions have also taken place in 2016 with the Humber College, and with Sheridan College, both in Canada New international links were put in place in 2016 with: • The Academy of Fine Arts in Katowice • Hochschule fur Gestaltung Mainz • Aalto University - School of Art, Design and Architecture • University of Hertfordshire • European Imaginaries', University of Copenhagen, International Research Group	

Enhanced Internationalisation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
				• University of West of Scotland • The Slovenian Third Age University • The University of Theatre and Film Arts, Budapest, Hungary (SZFE) • Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia, (BFM). IADT now has in excess of 40 formal partnerships with international HEIs In addition, Heads of Faculty, Heads of Department and academic staff are members of various national and international organisations including the below: • Campus Entrepreneurship Enterprise Network – CEEN • European Council for Small Business and Entrepreneurship – ECSB • European Art and Public Cultures Research Group • European Foundation for Entrepreneurial Research (Education/Networking) • European National Quality Assurance Agency • Gesellschaft für Informatik (Germany) • Screenwriting Research Network – Rethinking Screenwriting Project, International Research Group • Irish Association for American Studies • Association of Franco-Irish Studies • Middlebrow Research Network • Aurora – Mentor Panel, and EU Evaluation Panel and ISBE. • Business Network International (BNI) Ireland,	

Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				• International Federation for Theatre Research (IFTR) and International Association for the Study of Irish Literatures (IASIL) • Interarts, ENCATC, Agenda21 for Culture, EACEA, FomeccNet, Entrepart, les rencontres • International Sociological Association • British Accounting & Finance Association – BAFA • International Association for the Study of Irish Literatures – IASIL • Association of Franco-Irish Studies • European Piano Teachers' Association – EPTA • Centre International de Liaison des Ecoles de Cinéma et de Télévision – CILECT • European League of Institutes of the Arts – ELIA • Cine Gael – Montreal **_Target Achieved_**	
Development of Faculty exchange programme Erasmus, Marie Curie, and IOTI initiatives	Number of staff and students on the programme	2011 – 5 student and 2 academic staff	30 students and 4 faculty staff	**Staff exchanges 2016** New Erasmus links have been established in 2016 with the Northern Artic Federal University in Russia (NARFU), through the Erasmus Programme (International Credit Mobility section). A number of IADT staff have participated in visits to NARFU, with a NARFU delegation visiting IADT in May 2016. The initial project focused on sharing and learning about good practice in quality assurance. This project represents the development of a new international partnership with IADT.	

	Enhanced Internationalisation				
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				The Faculty of Film, Art and Creative Technologies has seen a welcome increase in staff participation in international workshops and teaching exchanges with partners including: • Aaalto, Finland • Polish Japanese Institute of Technology in Warsaw • Academy of Fine Arts in Katowice • Escuela TAI, Madrid • HfG Mainz **Erasmus – Staff visits and outward exchanges in 2016**: 5 **Students 2016** • Erasmus – Students outgoing: 19 • Erasmus – Students incoming :23 **Total 42** With 29 Erasmus agreements in place IADT has seen year-on-year growth in participation and activities. ***Target Achieved***	

7.   Institutional Consolidation

IADT is Ireland's only Institute of Art, Design and Technology with a specific aim to lead and inform the creative, cultural and technological sectors, through learning, teaching and research and innovation. Inclusion within the institute of Technology sector, which provides many opportunities for sectoral approaches, has also presented challenges. Our history as an 'art college', our student profile and focus on practice-based activities does not sit easily within the framework of most IoTs even within the expanded Technological Higher Education sector.

Our current size, at 2,300 students, is relatively small in comparison to other IoTs. Our Strategic Plan therefore identified two priorities; firstly the absolute need for us to partner and collaborate and secondly the need to create carefully the sustainability of IADT as an autonomous and specialist Institute.

The Regional Cluster configuration provided us with many opportunities for partnerships and collaborations, of particular importance was our relationship with two other members – UCD and NCAD. At the commencement of the Compact we had a Memorandum of Understanding in place with UCD and a plan to possibly work towards Recognised College status. The developments within UCD have led to formal projects, conferences and lately a joint Masters programme. It became clear over the life of the Compact that a change in leadership at UCD led to a different approach to structural reconfiguration and the potential of Recognised College status. As a result of that, IADT amended our target in 2015 to one that focused on our own development as an autonomous institution working in close partnership with others.

This is challenging but highly achievable. IADT has developed our specialist position, achieved balanced budgets each year increased our student numbers, research outputs and innovation. (the physical campus constraints related to this are discussed in Section 3)

IADT is not foreseeing any major change in our status as a successful and autonomous institute with self validation, and a unique approach and focus. We remain however, committed to exploring further the establishment of a formal structural relationship with NCAD, in relation to the creation of a Dublin University for the Creative Arts, or of Art, Design and Technology.

We have engaged publically and with enthusiasm in a number of reviews and consultations regarding structural possibilities, the most recent being the Review of the Creative Arts Provision in the Dublin area in 2016/2017. Our current position is that we believe that consolidation proposals within the Creative realm continue to have merit. After engaging with this over a number of years, now believe that until a concrete proposal arises, IADT will continue to maintain and grow our position as an autonomous Institute of Art, Design and Technology, with world class aspirations.

Institutional Consolidation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
Agree academic and research plan	Agreed framework for teaching and research	Existing collaborative projects and Memorandum of Understanding between UCD and IADT	Shared Academic and Research provision embedded across both HEIs ***IADT amended this target in 2015 to:*** ***IADT will consolidate our position as an autonomous Institute of Art Design and Technology, working in partnership with others, both national and international, to develop the Creative Cultural and Technological sectors.***	IADT and UCD are close geographically and in terms of many of our areas of interest. Working with UCD remains an important part of our alliance and partnership development. There has been close collaboration between IADT and UCD in relation to a number of academic disciplines and projects. In 2016 this included the design and further development of a shared MA in Spatial Arts and Data Visualisation. The two institutions and NCAD met to design and shape the programme, discuss validation and enrolments and quality controls. The programme is now developed and at the stage where the first students should enrol in 2018. The development of a Creative Clusters Network comprising academics from IADT, NCAD and UCD with a focus on developing research bids with a grounding in entrepreneurial development took place in 2016. Joint research initiatives have taken place in 2016 linking work in the area of data visualisation and user experience. In June 2016, academics from UCD presented papers at the IADT conference 'The Other 1916' as part of IADT's Commemorative events programme.	

	Institutional Consolidation				

Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				In 2016, IADT also worked with UCD around the planning and delivery of the European Access Silver Jubilee Conference hosted at UCD. IADT staff delivered papers and made presentations on Access projects and provided a physical display of our specific Access projects with diverse communities. **_Target Achieved_**	
Integration of some academic provision	Level of academic integration	Points of common interest identified by IADT and UCD for future development	Shared modules being delivered on a number of programmes	The focus in 2016 was on the development of the joint Master's degree in Spatial Arts and Data Visualisation, see above. This programme is now at an advanced stage and the first students should enrol on this programme in 2018. Shared module development and delivery is central to the success of this programme. **_Target Achieved_**	
Explore strategic relationship, up to and including Recognised College	Attainment of Recognised College Status or other agreed formal relationship	Memorandum of Understanding signed between UCD and IADT	Any changes to governance procedures of IADT and UCD implemented **_This target was Amended in 2015 to:_** **_IADT will consolidate our position as an autonomous Institute of Art, Design and_**	The intent at the commencement of Compact discussions was for IADT to seek to become a Recognised College of UCD following a period of joint planning and project development. This validation based agreement relied on a number of factors: • Support for IADT to seek the Recognised College status from the new leadership at UCD • Approval from the HEA and the Department of Education and Skills that would enable what was	

Institutional Consolidation					
Strategic objective	**Performance indicator**	**Baseline**	**2016 target**	**Performance against 2016 target – Update April 2017**	**PI**
			Technology, working in partnership with others, both national and international, to develop the Creative, Cultural and Technological Sectors.	perceived to be a cross-sectoral approach to be taken As stated above, IADT has consolidated our position as an autonomous institution in partnership with others, national and international, and in the private and public sector. The change in leadership at UCD has led to UCD reassessing its approach to Recognised Colleges with a decision being taken not to enter into any new agreements. IADT has also been unable to secure support for our intent to be a Recognised College from the Department of Education and Skills or from the HEA. IADT has been informed that structural or legislative mechanisms are not in place, nor is there a willingness to consider what is perceived to be a move from one sector to another. This has prevented IADT from fulfilling its stated Compact aims. IADT continues to work closely with UCD via the Regional Cluster and through our joint projects, research and other developments outlined in this document. IADT does not foresee any major change in our status as a successful and autonomous Institute of	

Institutional Consolidation					
Strategic objective	Performance indicator	Baseline	2016 target	Performance against 2016 target – Update April 2017	PI
				Art, Design and Technology with self-validation and unique approach and focus. However, IADT has been involved in recent consultations with the HEA in the context of a Review of Creative Arts provision in the Dublin region, and is awaiting the publication of that report. One possible outcome from that review could be the establishment of a University of the Creative Arts or a Dublin Creative Arts Institution involving IADT and NCAD. IADT believes that this proposal has significant merit and potential for the provision of Art and Design based education in the Dublin region and for the development of the Creative Arts in Ireland. ***Amended Target Achieved***	

Case Study Outline

1. Enhancing Gender Diversity at Programme Level

Many HEIs have begun to address the issue of staff inequity, in particular at Executive and Management levels, however the issue of gender inequality across courses within the Higher Education system in Ireland is an issue.

Work needs to be carried out to address the issue of different patterns of application and participation in courses by gender in Higher Education. Strategies need to be developed to work with second level, Further Education and community partners to address this issue.

IADT has focussed on this in 2016, in the area of Film, with a series of initiatives around attracting young women into film including focus groups with existing students, work with Careers Guidance Counsellors and a Young Women in Film event for Transition Year girls in partnership with Young Irish Film Makers and Dun Laoghaire-Rathdown County Council. In 2017, our focus is on Young Women in Technology, initiatives on this took place in Engineers Week, and there is a planned Young Women in Technology Transition Year event in the autumn. Our future focus will include courses where young men are under-represented at IADT for example in Make-up and Prosthetics, English, Media and Cultural Studies and Costume Design.

2. Strategies for increasing Retention Rates from 1st to 2nd Year

Recently published figures show that IADT's retention rates for 1st to 2nd year are the highest in the IoT sector (dropout rates 17%), on a par with DIT and close to the University figures. A number of initiatives and strategies have been developed which we believe have contributed to these strong retention rates. These include:

- Changing our admissions processes to include more interviews,
- Pre-CAO choice Taster Days and studio-based workshops
- Changing our Portfolio review and feedback processes
- Development of our extended induction and orientation programme First Year Matters
- Development of a cross-institute Steering Group focusing on retention
- Targeted portfolio workshops and information sessions
- Better use of social media to communicate with students

Institutional Profile: IADT
Profile 2016/17

STUDENT NUMBERS

Entrants

	No.
New Entrants Year 1 (Full-time Undergraduate)	543
New Entrants Year 2+ (Full-time Undergraduate)	60

Graduates

	No.	%
Undergraduate Graduates	660	74%
Postgraduate Graduates	230	26%

Enrolments

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	No.	0	0	0	0
FETAC Cert	No.				0
FETAC Advanced Cert	No.				0
of which are apprenticeships	No.				0
Undergraduate	**No.**	**1,979**	**79**	**0**	**2,058**
Foundation/Access	No.				0
Diploma	No.				0
Certificate	No.				0
Higher Certificate	No.		63		63
Ordinary Degree (L7)	No.	247	0		247
Honours Degree (L8)	No.	1,732			1,732
Occasional	No.		16		16
Postgraduate	**No.**	**81**	**171**	**0**	**252**
Postgrad Diploma	No.	2	34		36
Postgrad Higher Diploma	No.				0
Postgrad Certificate	No.		73		73
Masters Taught (L9)	No.	67	64		131
Masters Research (L9)	No.	12			12
Doctorate (L10)	No.	0	0		0
Occasional	No.				0
Total UG and PG Enrolments	**No.**	**2,060**	**250**	**0**	**2,310**
Research & Taught (L9/10)	FTE				111
Research (L9/10)	FTE				12
Research (L10)	FTE				0

		Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	%	0%	0%	0%	0%
FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	%	0%	0%	0%	0%
of which are apprenticeships	%	0%	0%	0%	0%
Undergraduate	**%**	**96%**	**4%**	**0%**	**89%**
Foundation/Access	%	0%	0%	0%	0%
Diploma	%	0%	0%	0%	0%
Certificate	%	0%	0%	0%	0%
Higher Certificate	%	0%	100%	0%	3%
Ordinary Degree (L7)	%	100%	0%	0%	12%
Honours Degree (L8)	%	100%	0%	0%	84%
Occasional	%	0%	100%	0%	1%
Postgraduate	**%**	**32%**	**68%**	**0%**	**11%**
Postgrad Diploma	%	6%	94%	0%	14%
Postgrad Higher Diploma	%	0%	0%	0%	0%
Postgrad Certificate	%	0%	100%	0%	29%
Masters Taught (L9)	%	51%	49%	0%	52%
Masters Research (L9)	%	100%	0%	0%	5%
Doctorate (L10)	%	0%	0%	0%	0%
Occasional	%	0%	0%	0%	0%
Total UG and PG Enrolments	**%**	**89%**	**11%**	**0%**	**100%**
Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG				5.8%
Research (L9/10)	% FTE Honours Bach Degree L8 and All PG				0.6%
Research (L10)	% FTE Honours Bach Degree L8 and All PG				0.0%

DISCIPLINARY MIX

First Year Full-time Undergraduate New Entrants

	No.	%
General Programmes and Qualifications		
Education		
Arts and Humanities	312	57%
Social Science, Journalism and Information	63	12%
Business, Administration and Law	95	17%
Natural Sciences, Mathematics and Statistics		
Information and Communication Technologies (ICT)	73	13%
Engineering, Manufacturing and Construction		
Agriculture, Forestry, Fisheries and Veterinary		
Health and Welfare		
Services		
Total	**543**	**100%**

Doctorate (All modes)

	No.	%
General Programmes and Qualifications		
Education		
Arts and Humanities		
Social Science, Journalism and Information		
Business, Administration and Law		
Natural Sciences, Mathematics and Statistics		
Information and Communication Technologies (ICT)		
Engineering, Manufacturing and Construction		
Agriculture, Forestry, Fisheries and Veterinary		
Health and Welfare		
Services		
Total	0	0%

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	250	11%

(% of New Entrants)	No.	%
Mature Entrants Year 1 (Full-time Undergraduate)	55	10%
Mature Entrants Year 2+ (Full-time Undergraduate)	44	
Estimate: Entrants with Disability (EAS)	70	13%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	204	38%
New Entrants in receipt of Any Grant	203	37%
New Entrants in receipt of Top-up Grant	55	10%

Regional Intake *(% of Full-time Enrolments)*	No.	%
from the institution's county	1,410	68%
from the institution's county and bordering counties	650	32%
Participants in Labour Market Activation (Springboard/LMA)	50	
Students in receipt of the Fund for Students with Disabilities *(% of Full-time UG & PG Enrolments)*	217	11%

INTERNATIONALISATION

International Students (Full-time)*	No.	%
(% of Full-time Enrolments)	132	6%
EU	112	5%
Non-EU	20	1%

International Students (Part-time)*	No.	%
(% of Part-time Enrolments)	39	16%
EU	27	11%
Non-EU	12	5%

	No.
Erasmus Students Incoming (excl. work placements)	15
Erasmus Students Outgoing (excl. work placements)	8
Other Exchange Students	
Total no. of international (FT + PT + Erasmus Incoming) Students	186

* Note: international enrolments *exclude* exchange students

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year

	Level 6	Level 7	Level 8
	%	%	%
Education			
Healthcare			
Combined & Other Disciplines			
Soc. Sci., Business, Law, Arts, Humanities		21%	11%
Science & Agriculture & Veterinary			

	Level 6	Level 7	Level 8
	%	%	%
Engineering (excl. Civil)			
Construction & related			
Services			
Computer Science			11%
Total		21%	11%

RESEARCH AND KNOWLEDGE TRANSFER

	No.
No. of Doctorate Graduates per 10 Academic Staff	

	No.
Priority Patent Applications	
Total Patents Granted	
Invention Disclosures	

	No.
Licence agreements (institution - private industry)	
Spin-out companies created	

STAFF

	No.	%
Core Staff	**193**	**100%**
Academic Staff	115	60%
Support staff	78	40%
Contract Research & Specialist Staff	**13**	**100%**
Academic Staff	7	54%
Support staff	6	46%
Total Staff	**206**	**100%**
Total Academic	122	59%
Total Support	84	41%

FINANCIAL DATA

	€ 000	%
Total Income	**19,566**	**100%**
State Grants	7,625	39%
Fees	8,177	42%
Exchequer	4,239	22%
Non-Exchequer	3,938	20%
Research Grants & Contracts	548	3%
Other Income	3,216	16%
Total Expenditure	**19,125**	**100%**
Core - Pay	12,873	67%
Core - Non-Pay	5,747	30%
Research Grants & Contracts - Pay	156	1%
Research Grants & Contracts - Non-Pay	349	2%