Strategic Dialogue Cycle 3

HEI Self Evaluation Report

Institute of Technology Blanchardstown

June 2016

This report describes the continuing progress at the Institute of Technology Blanchardstown towards it's Mission Based Performance Compact as agreed with the HEA in February 2014. The report has been prepared in the context of the on-going preparation with our partners Institute of Technology Tallaght and Dublin Institute of Technology for an application for designation as a Technological University. As such the Institutes continue to engage in a process of alignment and development of joint strategies and approaches across all academic areas, and, consequently, we have taken a shared approach to the self-evaluation of section 7 **Institutional consolidation.**

Richard Gallery, Registrar, ITB

Contents

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
To be an active participant, through the Dublin Technological University Alliance (DTUA), in the Dublin/Leinster Pillar II cluster, so as to enhance ITB's contribution to Dublin's regional development.	Number of active collaborative initiatives	Four initiatives, namely: 1. DRHEA 2. The Green Way 3. The Global City Innovation Initiative, 4. The Creative Dublin Alliance. 5. Maintain current engagements in collaborative initiatives	A. Maintain current engagements in collaborative initiatives B. As agreed with the **HEA**, DIT along with its partners ITB and ITT have continued to develop its 'sub-cluster' i.e. the TU4D Alliance, as its main activity under this objective for the Dublin/Leinster Pillar II. See Section 7 for details.	Our approach is shared with DIT and ITT as part of the TU4Dublin initiative. This work includes alignment of policies and processes across the three institutes, see section 7, Institutional Consolidation. ITB has continued to support participation in regional initiatives. As ITB is situated in Fingal, ITB, representing the TU4Dublin alliance, has initiated a number of additional regional development activities with Fingal Co Co, spearheaded through our Head of School of Business and Humanities, Dr Pat O'Connor, including 1. ITB is a member of the Fingal Age Friendly Alliance, a sub-committee established by Fingal County Council and chaired by former Minister for Justice Nora Owen. The sub-committee is affiliated to Age Friendly Ireland http://agefriendlyireland.ie/ and brings together stakeholders with an interest in and concern with matters related to older adults. This is a very active group including advocates for older adults, An Garda Siochana, HSE, and older adult representative groups. Fingal Age Friendly meets every quarter. ITB has supported events for Fingal Age Friendly including the provision of fitness classes for older adults by	Maintain current engagements Plus engagement in 1 new active cluster-wide collaborative Initiative	

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				Sports Management Students as part of their programme.
				
				2. ITB have a significant involvement in Fingal's Local Community Development Committee (LCDC). Local Community Development Committees were established in 2014 following the enactment of the Local Government Reform Act (2014). ITB have been a member of the LCDC since its establishment with Dr O' Connor having a number of important roles:
				
				    I. Chair of the Social Inclusion and Community Activation Programme (SICAP) evaluation sub-committee and subsequently Chair of the SICAP oversight sub-committee. These sub-committees are responsible for the evaluation of tenders for SICAP funding, the awarding of SICAP contracts [Fingal €1.2m per annum] to community development companies (programme implementers) and the subsequent oversight and management of these contracts.
				    II. Part of the sub-committee established by the LCDC to contribute to the development of the Local Economic and Community Plan (LECP) a 5 year plan (2016 – 2021) that integrates economic and community initiatives in the county.		

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				3. The Dublin 15 Enterprise zone committee. This is a committee established to investigate the development of Dublin 15 as a centre of industry, innovation and technology.		

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels	Number of modules on programmes supported by Moodle.		At least 1 module in 70% of programmes.	On-line and blended learning at ITB is facilitated through moodle. ITB has achieved a situation where all programmes incorporate at least one module using moodle, indeed **use of moodle by lecturers is close to 100% of all modules being delivered**, significantly exceeding our targets. Moodle usage at ITB continues to show growth. For the year 2014-2015 there was a 4% growth in modules numbers on moodle, with a total of 1093 modules being offered/supported via moodle. Data from ITB e-learning coordinator records. Our view is that usage is high for an institute of our size, based upon our e-learning coordinators experiences on the VLE research group (national) and through speaking with counterparts in other institutions. There is some evidence to say that we are high usage in comparison to some others. For example, TCD reported 4,100 daily logins in March 2013 (based on 16,700 students in 2013). ITB would average 4,000 sessions per day with a much smaller cohort. This is based on current analytics data for 2015 so sessions and use per student in ITB would seem to be much higher in TCD. https://blogs.tcd.ie/isservices/2013/04/	At least 1 module in 80% of programmes.	
Achieve a steady rate of growth in student numbers on the ITB campus of DTU	Increase in student numbers	3313 (2012 – 2013).	3821	**3355, including 2618 full-time, and 737 part-time WTE**. Source ITB programmes and budgets submission to HEA, based on SRS returns. ITB has increased its student numbers, but not to the amount planned. Factors which act against us increasing our numbers to the projected figures include: Lack of funding for new teaching facilities, which are required to allow us to grow capacity	4144	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Achieve a steady rate of growth in student numbers on the ITB campus of DTU				Restrictions on ECF, despite ITB having student/staff ratio significantly lower than sector average inhibits capacity to deliver new programmes. ITB proposes an adjusted target, in line with our 2016-2018 strategic plan, of 3600 WTE (or 3870 actual) students. With regard to access and disability, success and achievement is evident in the statistics below showing ITB exceeding the National Plan for Equity and Access to Higher Education in the criteria identified. At a micro level this is reflected in the individual and collective culture at ITB channelled at promoting access to higher education and supporting access and equity throughout the lifelong learning of our students.

National Target Groups	ITB entrants	All HEI
Non Manual Worker Group	15.4%	11.4%
Semi and Unskilled Worker Group	14.0%	10.3%
Entrants with Disabilities	8.5%	6/7%
Students with Sensory, Physical or Multiple Disabilities	19%	16%
Mature Entrants (Full-Time)	27.1%	13.6%
Mature Entrants (Full & Part-Time)	38.6%	18.9%

As we are currently well above the national average for these access and disability, and are not funded accordingly, our 2016-2018 strategic plan indicates a strategic outcome of "facilitate and support our students with disabilities as per student demand". A similar situation applies to access targets. We aim to meet the legitimate needs of students that present to us but have not at this point set any specific targets. We are developing access targets in line with the national access policy and these targets may involve a reduction in line with funding limits in due course.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Achieve a year-on-year increase in overall student retention rates	Registration : completion ratio	64%(2012)	67%	**71% overall retention achieved in academic year 2014-2015**. Comparative progression figures First year All years 2011-12 68% 73% 2012-13 59% 71% 2013-14 59% 69% 2014-2015 61% 71% Data source ITB internal records. ITB proposes an adjusted target to increase our first year retention year on year by 3%, in line with projections in our strategic plan. ITB regards retention as a priority, and has implemented a range of initiatives to improve retention. The most notable of these it ITB's mentoring programme, which, in academic year 2014-2015 was piloted with business studies first year students. In 205-2016 academic year this was expanded to include engineering and horticulture first year students, and in academic year 2016-2017 it will be expanded further to include all first year students. Details of the mentoring programme are include in section *Efforts to improve retention rates p 35*.	69%	

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				For academic year 2014-2015 retention in first year business improved from the previous year by 7%, from 42% (2013-2014) to 49% (2014-2015), which in indicative of the effectiveness of the mentoring scheme. As mentioned in the previous report, this initiative has been presented at an international conference in the field. In academic year 2014-2015 ITB undertook programmatic review of all programmes, and each academic department was tasked with suggesting and implementing retention initiatives on individual programmes. These initiatives are listed in section *Efforts to improve retention rates p 35*. This exercise included a benchmarking against other institutes and universities in Ireland offering similar programmes. .		
Integrate student feedback into teaching and learning strategy).	Course boards analyse student survey results and assess necessity for change.	Existing policy for consideration of student feedback by course boards and student membership of course boards.	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change	See Section 3, Excellent teaching and learning and quality of the student experience, subsection "*Develop an effective student feedback on-line mechanism*" for achievements and commentary in this regard.	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.	

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			implementation.			

3. Excellent teaching and learning and quality of the student experience

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Incorporating multiple modes of delivery into all programme design	Number of modules on programmes supported by Moodle.		At least 1 module in 70% of programmes.	ITB has exceeded our targets. See Section 2, Participation, equal access and lifelong Learning, subsection "*Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels*", for data and commentary in this regard	At least 1 module in 80% of programmes.	
Develop an effective student feedback on line mechanism.	Course boards analyse Irish National Student survey (ISSE) results and assess necessity for change.	Existing policy for consideration of student feedback by course boards and student membership of course boards	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change implementation.	**ITB has significantly exceeded the target of 3 programmes (and three in 2014) for change implementation guided by the ISSE, with the ISSE now used by academic departments to guide change in the majority of academic programmes at ITB.** **In** the Informatics Department, in response to the ISSE report and to increase the student experience, we implemented the following across all programmes. • Smaller class groups where resourcing allows. • frequent review of how lab instructor's interaction with students and how feedback is delivered on exercises. • More clinics and support for student in software programming and maths. • Review of timetabling to minimize long gaps between classes and to distribute loading on groups evenly • Training for class reps and course coordinator. • Mentoring of year 1 students by year 2 and 3 students. • Review of lecturer engagement with students. **In the Business Department** the ISSE has been used to inform changes to how the following programmes are	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				delivered, Accounting and Finance BN114, Sports Management and Coaching BN111, International Business BN110/304/017/411, see appendix for details. **In the Dept of Humanities** Programmes considered for action as a result of INSS feedback: BN 107 Bachelor of Arts (Honours) in Applied Social Studies in Social Care, BN011 Bachelor of Arts in Applied Social Studies in Social Care, BN115 Bachelor of Arts (Honours) in Community and Youth Development, BN025Bachelor of Arts in Community and Youth Development, BN409 Bachelor of Arts (Honours) in Applied Social Studies in Social Care, BN415 Bachelor of Arts (Honours) in Social and Community Development, BN118 Bachelor of Arts (Honours) in Early Childhood Care and Education, BN030 Bachelor of Arts in Early Childhood Care and Education, BN418 Bachelor of Arts (Honours) in Early Childhood Care and Education Changes focus on Placement Review, Undergraduate Research, Peer Mentoring, Academic Writing and Formative Assessment. ***Dept of Engineering*** Academic programmes/courses considered for action: A. Engineering Programmes BN001 Higher Certificate in Computer Engineering BN012 BEng in Computer Engineering BN117 BEng (Hons) in Computer Eng in Mobile Systems BN301 BEng in Computer Engineering [1 Year add-on to BN001] BN423 BEng (Hons) in Computer Engineering in Mobile Systems [1 Year add-on to BN301] BN009 BEng in Mechatronic Engineering BN121 BEng (Hons) in Mechatronic Engineering BN306 BEng in Mechatronic Engineering [1 Year Add-on to BN903]		

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				BN422 BEng (Hons) in Mechatronic Engineering [1 Year Add-on to BN009] B. Horticulture Programmes BN033 Higher Certificate in Science in Professional Horticulture Practice BN022 BSc in Horticulture BN113 BSc (Hons) in Horticulture BN406 BSc (Hons) in Horticulture [1 Year Add-on to BN022] Range of proposed changes were: (1) Piloting of peer-mentoring support for students in Year 1 of Study. (2) Integration of Industrial Placement in Engineering Programmes. that scored lower than the national average in the ISSE survey. (3) Enhancement of student-led extra-curricular activities. (4) Re-imagining Year 1 Curricula. (5) General course management and course delivery styles discussed at individual course board Levels.		
Contributing to the development of the teaching profession by putting methods in place to disseminate whatever good practice exists across ITB and giving those who have been really innovative, visibility	Publicise relevant material.	First publication of Teaching and Learning Innovations report in 2012.	Continue to publicise relevant material the Teaching and Learning Innovations report in relation to ITB.	Although the Teaching and Learning report was not published in 2015, the Institute prioritised a number of key initiatives during 2015 with regard to identifying, supporting and disseminating good practice in the relation to the development of teaching and learning practices. The Higher Education in Transformation- International conference with Canada provided a unique opportunity to align the conference themes with the TU4D objectives and subsequently identified CPD opportunities via workshops for staff.	Publicise relevant material in relation to DTU.	

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and a platform for their work				During this period we also received a request to partner with the National Disability Authority (NDA) – Centre for Excellence in Universal Design in their Universal Design in Education conference in November 2015. This event attracted an audience of over 230 registered attendees The work of the Reimagining Our Curriculum working group consolidated its final phase of work around three separate sub-tasks (i) First Year Experience Consolidation workshop (ii) Teaching, Learning and Assessment Strategy workshop and (iii) Programme Re-design Intensives. Related workshops were attended by over 200 participants in May and June 2015. Twenty First Year Experience initiatives were funded included eight Programmes for the Future all launched in September 2015. November 2015 also saw two further exciting developments (i) Professor Bill Hunter (University of Ontario Institute of Technology) provided guidance and support to our Programmes for the Future teams and presented to them at a workshop on November 11th (ii) the Digital Learning Group's proposal to implement E-portfolios was approved for funding by the National Forum for Teaching and Learning. This allowed for the establishment and launching of the Nation E-portfolio HUB - https://eportfoliohub.wordpress.com/ which held its first national event in March 2016. ITB Early Childhood Care and Education Programme, Department of Humanities hosted the 23rd Reconceptualizing Early Childhood Education (RECE) International Conference: Narratives of Difference: Translations, Transgressions and Transformations: October 27 – 31, 2015.		

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ITB benchmarking itself against relevant peers in other countries			Full participation in U-Map.	Management decided not to participate in the pilot phase of U-Multirank and focus on TU4Dublin transformative initiatives. The pilot academic areas were not aligned to ITB programmes. However, the development of U-Multirank in the intervening years now allows for meaningful engagement by ITB. ITB is engaging with a benchmarking exercise with its partners ITT and the DIT, where a Carnegie Pilot Project and community engagement self-assessment and audit is under way across the TU4D partners, and feedback to be obtained through participation with other HEIs in a pilot of the Carnegie Community Engagement Framework in Ireland • Cross-campus group established • Self-study 80% complete. • Audit of community engagement activities across the TU4D partners 90% complete	Full participation in U-Multirank.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Training staff professionally	Number of development days per staff member.	2012: 2 days per person per year	3 days per person per year	**2.9 days per person per year**. Source ITB internal records. ITB missed the target of 3 days per person per year by 0.1 training days per staff member. Despite showing a significant increase on last year, we did not quite make our target. This was due to a technical issue, with a plan to increase the number of training days for administration staff causing a delay in the implementation of the training itself, resulting in the planned increase in training days being slightly less, on a once off basis, than planned. Overall ITB is satisfied that it is addressing staff training and development needs appropriately, for example with 16 ITB academic staff pursuing doctoral level studies as of end 2015, and that it will meet or exceed the target going forward.	3 days per person per year	

Under cycle 3 HEIs are also requested to report on:
- Implementation of the Transitions agenda - See *Section Implementation of Transitions Programme.*
- Efforts to improve retention rates – See *Section Efforts to Improve Retention Rates.*

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Stimulate research, development and innovation activity with strong links to industry and the public sector	**Number of research students**	12	16	**19 postgrad research students in 2015**. ITB has achieved significant growth in postgraduate students, and is on a trajectory to meet targets for % of postgrad research students as part of TU4Dublin. Source ITB internal records. ITB proposes a new target of 26 postgraduate research students, in line with our 2016-2018 strategic plan, and as supported by recent initiatives within the institute to increase our capacity in this regard (particularly in ICT). See section 7 Institutional Consolidation for our research plan as part of the TU4Dublin initiative.	16	
	Research and technology transfer: number of innovation vouchers awarded	6	12	**5 innovation vouchers were delivered in 2015**. We are working with academics in 2016 to identify ways to increase the number of IVs - however barriers to this include the increase in teaching hours which academics have. ITB proposes a new target of 8 innovation vouchers per year, in line with demand.	15	
	Research and technology transfer: number of invention disclosures	2	4	**1 invention disclosure in 2015**. Due to the decrease in research funding available in the last 5 years the amount of IDFs have decreased	5	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				ITB proposes a new target of 2 invention disclosures per year, in line with our capacity to deliver.		
	Enterprise: Number of companies supported through New Frontiers	37	56	**69 companies supported**, The partnership between ITB and ITT in the delivery of the New Frontiers programme continues to deliver high results. ITB will work to maintain its performance in this area.	64	
	Enterprise: Number of companies supported through the LINC	65	72	**104 companies supported**. ITB supported companies through the delivery of seminars, the delivery of clinics the JumpStart competition and general enquiries and meetings ITB will work to maintain its performance in this area.	75	

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Develop diverse range of civic engagement community partners.	Number of community partners involved.	14	20	**ITB is engaging with over 110 community partners**, and we have significantly exceeded our targets. In order to achieve this ITB has continued to grow our civic engagement activity, with a range from partners including schools, community organisations, Fingal County Council, and bodies such as the Money Advice and Budgeting Service and the Citizens Information Service. ITB is following a combination of top-down approach, led by our Head of Civic Engagement (Des. Moore), and also a bottom up approach where initiatives are encouraged and supported as contacts between staff members and local organisations lead to initiatives (e.g. support for CodeDojo, working with local GAA clubs). Community based schemes also involve placements for students as part of our academic programmes. See Appendix 5.The figures presented are based upon academic and other department records.	22	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				Going forward, ITB will focus on maintaining this level of engagement.		
Develop capacity for community based research[1] among civic engagement community partners and other community services.	Number of community based research initiatives classified by academic staff and student modules involved	1 Staff[2]	3 staff	**33 staff are involved with community related research initiatives**, and ITB has significantly exceeded our targets. The figures presented are based upon academic and other department records. Going forward, ITB will focus on maintaining this level of engagement.	3 staff	
		50 Student modules[3]	55 student modules	**228 student modules, i**ncluding sports management, business student and humanities students. ITB has significantly exceeded our targets. The figures presented are based upon academic department records.	57 student modules	

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[1] Community Based Research relates to primary research that is undertaken in collaboration with the community or community services. Alternatively, the work could be an analysis of community related data, which is already in existence, to assist in greater understanding of community challenges. An example of this would be the analysis of demographic data by electoral area in Dublin 15.

[2] Relates to staff teaching a module or supervising research for a dissertation or conducting their own research.

[3] This is the sum of the products of modules offering a Community Based Research component and the respective number of students who engaged in such research related activity.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				Going forward, ITB will focus on maintaining this level of engagement.		
Responsive to labour market and skills needs by systematically seeking feedback from employers on the value and relevance of graduates' skills; and by acting appropriately on such feedback	Compare programme learning outcomes with top three recommendations of National Employer Survey	Review most recent report.	Course boards assess and report on implications of the two most important findings in the National employer Survey.	Process has commenced, with academic department's identifying action points in relation to National Employer Survey. Delays are due to timing issue, and ITB are confident of reaching targets going forward, with a plan in place to achieve this.

Please see Appendix 5 for details of progress to date. | Course boards assess and report on implications of the three most important findings in the National employer Survey | |

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increasing numbers of international students in partnership with third level providers in India, China, Canada, Brazil and Malaysia and other countries	The proportion of students (expressed as %) who register for studies at ITB who are living outside Ireland.	2012: <1%	4%	**At the end of 2015 ITB had 123 international students registered, just meeting our ambitious target of 4% of full time students set in 2012**. Source ITB International Office records. Since 2010, ITB has targeted countries such as China, India and Nepal for International student recruitment and has recently expanded to include some new territories- Brazil, Oman and Malaysia. At the end of 2015, ITB has established a robust recruitment strategy for Science Without Borders (Brazil) students, encompassing Facebook groups, Google hangouts and Skype calls and included both Malaysia and Oman in our recruitment strategy. The market in India is predominantly a post graduate one and in 2015 ITB had 42 post graduate students. We feel that adding more undergraduate markets will increase numbers and income generation from our recruitment activities. Our comprehensive pastoral care model can support both undergraduates and post graduates effectively. s part of our internationalisation strategy, ITB has also established MOUs with international partners to provide exchange opportunities for ITB students to study outside Europe. To date we have received exchange students from India, Brazil and China. The Erasmus programme has been a key part of ITB's activities since it was founded in 2001 and we currently have inter- institutional agreements with 24 partner colleges in France, Germany, Spain, Austria and Switzerland, Holland and Bulgaria. These partners were chosen because of the European languages studies at ITB and the synergy between the course content and institute values. Our dealings with UOIT lead us to believe this will be a rewarding partnerships for both staff and students. We continue to avail of Staff and student mobility opportunities under the Erasmus scheme.	6%	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				Since the launch of the Government of Ireland Scholarship scheme ITB has had 4 scholars, one who is now on an IRSCET funded PhD programme. ITB proposes to change the target to a year-on-year 10% increase in the number of international students, as opposed to a metric which considers the international students as a percentage of total student numbers.		

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Enhance ITB's and it's partners DIT and ITT national and international positioning through appropriate designation, mergers and collaborations	Establishment of a Dublin technological university with formal designation, with TU4D Alliance partners, DIT and ITT	• MOU in place • Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister • Programme plan for TU4D development in train	Maintain progress in implementation of TU4Dublin Implementation Plan:-	**Progress was maintained in 2015. Key outcomes are set out below.** Documents relating to the different elements within this section are available at the following link http://www.dit.ie/tu4dublin/ The development of various elements of TU4Dublin has been informed by that of comparative technological universities. A synopsis of relevant data is provided in **Appendix 7**. (Source U-Multirank) Overall progress is very satisfactory in the context of the continued uncertainty regarding:- (i) the timing of the passage of TU legislation (ii) the specific criteria for TU designation in that legislation and (iii) the necessity and timing of merger prior to achieving TU designation	**Original targets** Implementation of priority actions within TU4D programme plan Application for designation as a Technological University **Revised targets** • Implementation of priority actions within TU4D that do require legislation programme plan • Application for designation as a Technological University when legislation permits.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
			- Progress with respect to the development of the overall curriculum framework for TU4Dublin	A common set of graduate attributes has been defined and documented A draft teaching, learning and assessment strategy is in development. A process to consider academic programme provision in the context of a new academic school structure in the merged institution has been developed. Disciplines associated with Architecture, Engineering and Construction (AEC) have prototyped a process to align cross-campus disciplinary provision. An initial set of 7 TU4Dublin programmes (titled 'Programmes for the Future' have been proposed and a further 3 are in development.	Progress re implementation of identified aspects of the overall TU4Dublin curriculum framework. Identified 'Programmes of the Future' in place.	
			- Development and implementation of 1st Year Experience (FYE) strategy	Development complete. A series of 1st Year Initiative projects have been identified. 12 are progressing and a further 8 are expected to be developed	In progress with a view to completion of all FYE projects by Q2 2017.	
			- Establishment of joint Graduate Research School	The joint Graduate Research School (GRS) is functioning under the leadership of a Director, with a mandate across the 3 TU4Dublin partners. The joint GRS is now operational. Transition arrangements as set out in the Joint Collaboration Agreement are in place to accommodate students' registration and programme arrangements pre-merger.	Full implementation of the joint Graduate Research School as set in the joint Collaboration Agreement.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
			Development and implementation of Structured PhD programme	A Structured PhD programme was successfully validated and approved by Academic Council in 2014 with pilot modules rolled out in 2015. As of Sept 2016, all new research students registered at ITB have enrolled on the joint graduate research school structured PhD programme. Existing students have the option to transition to the structured programme and take relevant modules as required. The joint Structured PhD programme is fully aligned with the national doctoral framework.	All students enrolled on structured PhD programme.	
			- Delivery of joint technology transfer measures	Within the DRIC consortium[4], TU4Dublin partners set targets at individual institution level – see Section 5 for progress and commentary as appropriate. Please refer to *Section 5, Enhanced Engagement with Enterprise and the community and embedded knowledge exchange*	Please refer to Section 5	
			Identification of issues pertinent to integrated student services in TU4Dublin	An approach to a range of pertinent matters has been identified e.g. • Common student service policies • Transition to single documentation for exam transcripts, graduation parchments etc. • Allocation of student contribution charge and budgeting for student union, society and sports activities • Harmonisation of student fee levels, collection policies and processes	Continue to develop student services transition plan. This will be implemented upon confirmation of merger date.	

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[4] https://www.dit.ie/hothouse/media/dithothouse/web%20Research%20Capabilities.pdf

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				Strong working relationships have been developed between student services colleagues across the TU4D partners.		
			- Development of strategy for embedding engagement and enterprise characteristics in TU4Dublin	1. TU4Dublin Engagement Plan drafted and Strategy developed and a range of implementation actions are in hand including:- • Call for case studies of/proposals for innovative practice in engagement and internationalisation • International Conference on Engagement and Internationalisation; with Purdue University 2. Development of strategy for internationalisation of TU4Dublin, with widespread consultation across the TU4D partners; 75% complete 3. Carnegie Pilot Project and community engagement self-assessment and audit under way across the TU4D partners, and feedback to be obtained through participation with other HEIs in a pilot of the Carnegie Community Engagement Framework in Ireland • Cross-campus group established • Self-study 80% complete. • Audit of community engagement activities across the TU4D partners 90% complete 4. Development of a protocol for the sharing/ optimisation of external contacts, with supporting systems to underpin entrepreneurial activities 5. Development of approach to the optimisation of revenue generation	Implementation actions to be mainstreamed across the TU4D partner institutions.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				from engagement and international projects and activities under way. **Commentary** 1. Extensive information gathered on current practice in engagement with industry, community and the Arts; an overall strategy has been developed and a range of implementation actions are in progress. 2. TU4Dublin Internationalisation strategy developed and being considered 3. Carnegie project - Comprehensive information on community engagement activities across the TU4D partners has been gathered, and collated. This will be useful in promotion of the activity internally and externally. The Self-study is to be completed and submitted in 2016. It is expected that detailed feedback and shared learning from peer institutions will provide valuable benchmarking and analysis in terms of strategy formation. 4. Detailed proposal for managing the interface with external stakeholders under development, with many aspects well advanced – building on the ConnectEd project 5. Potential sources of revenue identified		
			- Joint prospectus and entry in CAO handbook/ website	The format of a joint prospectus and entry in the CAO Handbook has been identified. A common communication has been included in each of the three prospectuses	Subject to confirmation of merger date.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				and on the website, alerting prospective students to the development of TU4D The joint prospectus and entry in the CAO handbook will be progressed on confirmation of a legal merger date under the proposed TU legislation. In the meantime the 3 TU4Dublin partners will continue to maintain individual prospectuses and entries in the CAO Handbook.		
			- Joint marketing to international student markets	• Alignment of international fee structures. Some of the required changes have been completed with others underway. • Agreement re transfer of ITB international agency agreements to DIT at point of merger • Agreed to benchmark relevant exemplars of international offices to support the plan for organisational development of TU4Dublin international operation. Active co-operation and ongoing liaison between the international offices of the TU4D partners has been achieved.	Continue to develop international office transition plan. This will be implemented upon confirmation of merger date.	
			- Develop a TU position on skills and apprenticeship	A strategic position paper on apprenticeship and skills for TU4Dublin in development, to be completed by the end of July 2016.	Action Plan for Skills and Apprenticeship within TU4Dublin to be developed by end of 2016.	
			- Progress organisation design for academic and services functions of TU4Dublin.	An overall design for the academic organisation has been identified. Work is underway to conclude specification of an Professional Services design consistent with the academic structure. This project has benefited from an extensive engagement process with a community of over 200 managers across the TU4Dublin partners.	Maintain progress with respect to all aspects of organisation design (Governing Body, Academic Council, Senior Leadership Team, Academic Schools and Support Services) to ensure completion in 2017.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
					Governing Body and Academic Council design subject to passage of and final form of TU legislation	
			- Development of TU4Dublin Digital Campus	The scope of the project has been defined. An initial procurement exercise to support the development of a comprehensive Implementation Plan was unsuccessful. Procurement is now in train for support to develop a detailed vision for the Digital Campus which will inform the approach to all aspects of implementation.	Completion of project to identify detailed vision. Initial scoping of detailed implementation plan commenced.	
			- Development of a financial model for TU4Dublin	A cross institutional financial group is in place. It has addressed a range of matters pertinent to the development of a sustainable financial model including: • high-level income & expenditure analysis • framework for internal resource allocation • transition arrangements in relation to funding Clarity is required in relation to the legislation and legal merger date to enable the finalisation of the financial model.	Complete initial project scoping.	
			- Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future'	A 'Safe Space' Forum, for consideration of medium to long-term HR & IR-Related matters comprising the three Institutes and the four recognised Trade Unions (IMPACT, TUI, SIPTU and UNITE), is in place operating with agreed terms of reference under the auspices of the Workplace Relations Commission. In 2016, progress has been not included all relevant unions as a result of the	Subject to lifting of current industrial action by TUI, re-engage a 'Safe Space' process with the engagement of all relevant unions.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				decision of the TUI to withdraw co-operation in relation to the participation of its members in the 'Safe Space' Framework. Other unions continue to participate in the process, most notably IMPACT where the secondment of a representative to work with the TU4Dublin Support team has been very effective.		
			- Implement a framework for engagement with the collective TU4Dublin student body	• Participation of an agreed representative of the 3 Student Unions on the key 'Academic Matters' working group. • Completion of several student engagement workshops to elicit approaches to ensuring TU4Dublin will be a truly student centred institution. Highly positive engagement between the 3 student unions and the TU4Dublin partners has been maintained.	Continue pro-active student engagement process including consideration of student union organisation models appropriate to a new Technological University for Dublin.	
			Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for Technological University designation	Some progress achieved in terms of preparation for merger. Key outcomes are set out below.	Substantive progress on this item requires the passage of the TU legislation. Implementation plans and timelines can be identified once the timing of enactment of the TU legislation is known.	
			General preparation for merger in areas not identified specifically above	A range of 'merger planning' groups continue to meet and progress planning for merger in the following areas; academic affairs, student services, library services, finance, HR, IT and international. Examples of areas addressed: • Consolidation of administration and service policies across key areas	Merger plans complete in readiness for implementation upon confirmation of merger date	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
				• Alignment of quality assurance frameworks • Alignment of student fee payment options and timelines • At merger short term harmonisation of student facing IT contact – email, Web • Renewal of library database access and resources for the single entity and associated supplier negotiation • Transition of ITB and ITT staff at merger including tax documentation and arrangements to ensure continuity of salary payments Co-operation across a range of areas with respect to international students The development of TU4Dublin plans have been informed by extensive benchmarking of mergers in higher education in an international context. Specific site visits were undertaken to UK institutions, a summary of learnings is provided in the table in Appendix 7		
			Joint Strategic Planning	A joint sub-committee of the 3 Governing Bodies and a planning team were established to support the development of the 3 integrated strategic plans. The Joint Sub-committee of the Governing Bodies comprises;- the Chairs, the 3 Presidents and regular members drawn from each of the Governing Bodies. Its purpose is to oversee the development of the plans for the period up to TU designation, ensuring integration and alignment. A strategic planning team comprising a senior executive from each institution provides coordination of the planning activity. The work is in train.	Integrated Strategic Plans up to 2018	

Under cycle 3 HEIs are also requested to report on:

- Systems and workload management *A Review of Workload Management Models in Irish HEIs* was published in 2014 http://www.hea.ie/sites/default/files/review_of_workload_allocation_models_in_irish_higher_education_instituti.pdf.. HEIs are requested to report on the development of workload management approaches since then. See ***Section Systems and Workload Management***.

Implementation of Transitions Programme

Implementation issues for the transitions programme are described in the HEA publication "SUPPORTING A BETTER TRANSITION FROM SECOND LEVEL TO HIGHER EDUCATION: Implementation and Next Steps".

One aspect of the transitions programme implementation, as descried in this document, is to support broader undergraduate entry, where Institutes of Technology were to consider putting in place common entry level 8 programmes. In this regard ITB has made common entry programmes at level 8 available in Business Studies and Engineering.

A further aspect of the transitions programme implementation is the new leaving certificate common points scale, which has been adopted by ITB's academic council.

ITB carried out programmatic reviews of all of our programmes in 2015, and specifically asked all course boards to consider the first year experience. The *First Year Experience* reflects the importance of this transition phase for all learners – a learner support model will enable personalised support and advice to be offered. As the learner progresses through their studies they will experience an integrated service – appropriate work placement, advice and guidance on civic engagement opportunities. A key feature of the outcome of this has been to move towards the implementation of a mentoring programme for all first year students, as described in detail in the appendix "Efforts to improve retention rates".

In the School of Informatics and Engineering, informed by programmatic review, the following initiatives have been put in place towards the transitions agenda

- Student mentoring
- New student induction / icebreakers
- Learn and Work vocationally oriented programme
- Progression pathways from FETAC to year-2 entry on informatics and CDM programmes
- Work experience / internship opportunities across most programmes
- Common entry to programmes with later stream specialisation
- Different modalities of flexible teaching and learning including problem-based learning
- Online and blended modes of curriculum delivery
- Reduction in the number of exams in year -1 with more continuous assessment
- Use of NLN @ITB for determination of student learning styles

Efforts to improve retention rates

ITB regards retention as a priority, and has implemented a range of initiatives to improve retention.
The most notable of these it ITB's mentoring programme, which, in academic year 2014-2015 was piloted with business studies first year students. In 205-2016 academic year this was expanded to include engineering and horticulture first year students, and in academic year 2016-2017 it will be expanded further to include all first year students. Details of the mentoring programme are include in section Efforts to improve retention rates p 35.

For academic year 2014-2015 retention in first year business improved from the previous year by 7%, from 42% (2013-2014) to 49% (2014-2015), which in indicative of the effectiveness of the mentoring scheme.

We include below a report on the peer mentoring initiative, Overview of ITB Student Mentoring Programme (April 2014 to date)
Katharine Slattery (Peer Mentoring Resources) and Naoise Webb (NLN).

In addition, in academic year 2015-2016 ITB undertook programmatic review of all programmes, and each academic department was tasked with suggesting and implementing retention initiatives on individual programmes. Department initiatives in this regard are also listed below.

Overview of ITB Student Mentoring Programme (April 2014 to date)

Katharine Slattery (Peer Mentoring Resources) and Naoise Webb (NLN)

31 May 2016

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1. Timeline of programme development and implementation
2. This mentoring model: aim, structure and key elements
3. Participant numbers
4. Programme co-ordination
5. Goals achieved 2015-2016
6. Planning ahead: 2016 onwards

1. Timeline of programme development and implementation: 2014-2016

2014	April	Peer Mentoring Resources (Katharine Slattery) facilitated a one-day workshop for members of the ITB First Year Experience Committee – '*Developing a Student Mentoring Programme'.* Following this workshop the committee requested that Peer Mentoring Resources produce a proposal for the development and co-ordination of a pilot peer mentoring programme for 120 first year students across three General Business programmes, commencing September 2015.
	May	The above proposal was accepted and work began on the pilot peer mentoring programme with Dr Aiden Carthy, Psychology lecturer, ITB providing on-site support and guidance. Mentors were recruited in April/May and completed online training in July/August and a face-to-face three hour training session in September.
	September	Six week mentoring programme commenced (120 first years and 16 mentors). Dr Aiden Carthy and Katharine Slattery facilitated all mentoring sessions, with support from additional academic and support staff in ITB.

	October - December	The programme was evaluated through surveys of first year participants and mentors. In order to measure the impact of the programme, key academic variables (GPA and attrition rate) for participants and a matched sample that did not receive mentoring were also compared.
2015	February	Dr Aiden Carthy and Katharine Slattery facilitated a *National Forum for Teaching and Learning* seminar in ITB – 'Enhancing student learning through the use of Peer Mentoring'
	March	Peer Mentoring Resources' proposal for the overall management and delivery of the Student Mentoring Programme for 2015-2016 was accepted by the Top Management Group at ITB. The programme was to be extended to include first years from the departments of Engineering, Computing and Horticulture, as well as the General Business programmes once again. In total, fifteen programmes were to be included. The six mentoring sessions were to be conducted across Semester One and Semester Two. Katharine Slattery was to be supported by an internal co-ordinator to support the day-to-day operation of the programme (room bookings, catering, attendance at each session etc.), and an academic contact from each participating department (see 'Roles' below).
2015	April – Sept	Katharine Slattery met with the ITB First Year Experience Committee on a fortnightly basis in order to plan and develop the programme. Mentors were recruited in April/May and completed online training in July/August and a face-to-face three-hour training session in September.
	June	Show and tell presentation: *Peer Mentoring and the First Year Experience (Dr Aiden Carthy, ITB)*, The European First Year Experience Conference – Bergen, Norway
	July	Naoise Webb commenced working with the NLN at ITB in a part-time capacity in order to support the on-site elements of the programme (catering; room bookings; liaison with ITB academic and administrative staff).
	September	Four-week mentoring programme commenced (350+ first years and 52 mentors), with a further two mentoring sessions to be held in Semester 2 of the 2015/2016 academic year. Naoise Webb attends all mentoring sessions with support from academic and support staff at ITB.
2016	February	Two Semester Two sessions held. Surveys of all participants carried out and review meetings held to examine findings and plan for future programmes. ITB TMG recommend that the programme should be extended to include all commencing first years in September 2016.
	March - June	Planning underway for 2016-2017 programme. Peer Mentoring Resources and NLN to co-ordinate the programme once more, with support from First Year Experience group and academic contacts from each department. To date, 161 of 180 mentors are recruited. Activities are currently being designed for each of the six mentoring sessions.

2. This mentoring model: aim, structure and key elements

The aims of the mentoring programme are to:

1) *Provide a supportive and friendly environment in which participating first year students are given an opportunity each week to ask questions and receive support for any challenges they encounter during their first year of a third-level programme.*

2) Provide senior students with a fully-rounded college experience in allowing them the opportunity to take on this role, receiving training and developing their skills in the areas of communication, teamwork and problem solving

3) As outlined in the research, the benefits of peer mentoring in academic institutions increases academic achievement and retention rates, along with serving as a psychosocial support for both mentors and mentees.

This mentoring programme model is designed in such a way that it includes first year students, senior students, academic and administrative staff. Through the mentors' reports staff can monitor and respond to any concerns or issues that arise for either the first year participants or their mentors during the course of the programme. For these reasons, this model very much promotes the sense of a supportive learning community for all participants.

Structure and format

Commencing first year students are placed into groups of about 6-8 students on the basis of their programme of study. Each group is assigned a student mentor from their School/Department. In most cases the mentor is from the same programme of study as their group of first years.

The groups meet <u>for four mentoring sessions at the beginning of Semester 1 and for two further catch up sessions in Semester 2</u>. Each department involved is assigned a particular weekday during which their mentoring session takes place. At least one member of academic staff attends this session, along with administrative support. The sessions are shown on the first years' timetables, and take place in the Student Common Area on campus, with a snack provided to all participants.

Each mentoring session is built around a theme. Mentors pass on their own tips on the weekly theme, and they are also given some brief guidelines on what to mention. Each mentoring session features guests from members of ITB academic and support staff and/or interactive group work. Representatives from the Students' Union also participate in the programme.

Mentors are not expected to arrange other meetings with their groups outside of their allotted six mentoring sessions. Mentors are available to answer basic queries via email, text or phone for the duration of the programme and to direct the first years to other ITB support services if necessary. Participants are invited to join a closed Facebook group, where their mentors introduce themselves and answer questions. A 'Top Tips' video of mentors' advice about starting off at ITB is posted to the Facebook group.

Mentor recruitment

Mentors are recruited in the month of April prior to the commencement of the programme, and are required to complete Peer Mentoring Resources' online training activities over the summer break (scenario-based questions and a quiz about ITB Student Services). They are also required to complete the Garda Vetting process.

Mentor training

Mentors are required to complete a three-hour training session, facilitated by Peer Mentoring Resources. Topics include:

- Introductions / ice-breaker
- An introduction to the concept of mentoring
- Overview of programme structure; responsibilities of a mentor; key dates and venues etc.
- Child Protection Policy
- Group activity – group dynamics scenarios for the first mentoring meeting
- Key Mentoring Skills: (a) Observing; (b) Listening (c) Questioning; (d) Responding (including Self-Assessment questionnaires)
- Group activity - mentoring scenarios for discussion
- Game 'Who Wants to be a Mentor?'

Mentor Kits
Peer Mentoring Resources provides each mentor with a kit containing a 22-page Information Booklet. This contains information about their role, as well as a section outlining each of the six themed sessions for the programme, along with a t-shirt, a set of business cards with their name and IT email address for distribution to the first years in their group, their name tag and pen. Also included are any relevant ITB brochures about support available for students.

Mentor Reports
Mentors are required to complete a short online report after each mentoring session with their mentees, giving important feedback about the main concerns or questions of their group of first years that week. This feedback is collated and submitted to the staff contacts at ITB.

Mentor Certificates
Mentors receive a certificate of achievement, signed by the ITB Registrar or a departmental representative.

Programme evaluation
The programme is evaluated through participant surveys and a report is presented to ITB along with recommendations for subsequent programmes.

3. Participant Numbers

	2014/2015	2015/2016	2016/2017
Participating programmes	1	4	10
Mentor recruitment	16	80	160
First year students engaging	120	400+	950+

4. Programme Co-ordination

The programme is co-ordinated by Peer Mentoring Resources and the National Learning Network, with support from the ITB First Year Experience team, departmental academic contacts, and the ITB Students' Union.

The key roles are as follows:

Katharine Slattery, Peer Mentoring Resources

- Communication with all mentors (emails and text messages re online registration form, online training, face-to-face training, invitations/requests to join Facebook group and catch-up training; reminder text messages, Facebook posts and emails re online reports; emails re participation at mentoring sessions and any challenges with first year students in their groups)
- Communication with first years (text message, email and Facebook reminders re mentoring sessions, follow-up with non-attendees, emails re evaluation surveys)
- Development and co-ordination of mentors' online sign-up form and online training quizzes
- Development of programme information flyers for first years
- Administration of Facebook group
- Production of 'Top Tips' video

- Design and delivery of three hour training session (NLN and ITB Child Protection Officer also involved)
- Production of 22 page 'Information for Mentors' booklet with material on mentoring role and guidance on the themes for each week
- Production of Mentor Kits (Mentor t-shirts; business cards; 'Information for Mentors' booklet; name badges; pen)
- Matching of all mentors and first year participants into groups based on their programme of study
- Production of attendance lists and name tags for each weekly mentoring session
- Collating lists of non-attendees at mentoring sessions
- Collating weekly mentor reports and emailing to stakeholders
- Design and production of mentor certificates
- Preparation of programme report including recommendations for future programmes

Peer Mentoring Co-ordinator - NLN (Naoise Webb)
- Liaison with Peer Mentoring Resources
- Liaison with academic and administrative staff at ITB
- Assistance with mentor recruitment
- Organisation of catering
- Room bookings
- Organisation of printing of first year flyers
- Design of participants' evaluation surveys
- Facilitation of 'catch-up' training for mentors
- Co-ordination of invited guests and/or group activities for mentoring sessions (speakers from Student Services etc.)
- Attendance at each mentoring session (setting out name tags, collecting unused name tags, welcoming students)

Academic contacts (1-2 per department)

- Assistance with recruitment of mentors (sending out email with link to online sign-up form; encouraging certain students to take on role if appropriate)
- Attendance at a briefing meeting re programme
- Assistance in promoting programme to colleagues
- Assistance in promoting the programme to first year students' during Induction week and in class
- Attendance at all mentoring sessions for the relevant department
- Monitoring of mentors' weekly reports (reviewed, collated and emailed by Peer Mentoring Resources)

5. Goals Achieved 2015-2016

- In the 2015/2016 academic year **18** first year students stated that they had considered leaving ITB in their first four weeks and that participating in the programme helped change their mind about leaving.
- This represents **12%** of the students reporting, stating that the programme supported them to stay in ITB.
- Students reported satisfaction with the programme, where **96%** of students reported that participating in the programme was worthwhile,
- Of the students that experienced difficulty in settling in **89%** said that the peer mentoring programme helped them settle into ITB.
- We have identified key elements that predict students dropping out, such as anxiety and settling in. This insight helps to inform the Peer Mentoring Programme along with academic and administrative staff, supporting targeted review and development in ITB that is in line with the demands of the students.
- Research is currently investigating the links between academic achievement, retention rates and the peer mentoring programme in ITB, and will be presented at the Higher Education in Transformation Symposium 2016.

First year surveys: some key figures

The following tables highlight the responses to some key questions asked in the survey for first year participants taken after Weeks 1 - 4 of the programme.

How has the mentoring programme helped?

Have you found it hard to settle in at ITB?	
Yes, I have found it really hard to settle in	3%
Yes, I have found it a little hard to settle in	28%
No, I haven't found it hard to settle in	69%

(If you answered 'Yes' above) Did participating in the mentoring programme make it easier for you to settle in?	
Yes	89%
No	11%

Have you felt anxious or worried during your first four weeks at ITB?	
Yes, I felt very anxious	11%
Yes, I have felt a little anxious	48%
No, I haven't felt anxious at all	41%

(If you answered 'Yes' above) Did participating in the mentoring programme help you feel less anxious?	
Yes	84%
No	16%

Have you considered leaving ITB at any point during your first couple of months here?	
Yes, I have considered leaving ITB and not continuing with my studies here	18%
No, I haven't considered this at all	82%

(If you answered 'Yes' above) Did participating in the mentoring programme help you change your mind about leaving ITB?	
Yes	49%
No	51%

First Years' overall experience

Would you recommend participating in the mentoring programme to the new first years starting off next year?	
Yes	89%
No	11%

Overall, did you find that participating in the mentoring programme was worthwhile?	
Yes	96%
No	4%

Overall, were you satisfied with your mentor?	
Yes	99%
No	1%

6. Planning Ahead – 2016 onwards

The development of the programme is on going and intuitively refined based on the needs of the students. A multi-disciplinary team of academic, administrative staff and services collaborate to develop and build on the programme.

The aims for the programme:

- To roll out the Peer Mentoring Programme campus-wide.

- To foster a positive sense of belonging for all students in ITB.

- To develop students' skills through experiential learning during the course of the programme.

- To potentially incorporate the programme into an accredited module.

With the implementation and support of a campus-wide Peer Mentoring Programme, student engagement can be further improved through participation, development of transversal skills and increase student retention.

Department Initiatives in Retention.
Engineering Department
A range of proposed changes and the related Plans of Action were:

(1) Piloting of peer-mentoring support for students in Year 1 of Study. The piloting exercise that was coordinated by the First Year Experience team in the academic year 2015-16 was assessed to be beneficial to both the students and their peer-mentors. Consequently, peer-mentoring will be part of ITB's general learner retention activities. The department has put in place provisions in the course timetables to enable the participation of students, mentors and academic staff assigned to oversight activities as part of the general student retention.

(2) Integration of Industrial Placement in Engineering Programmes. The Department has developed and is currently implementing Industrial Placement for ab-initio BEng (Honours) engineering programmes in 2015-16 academic year. This specifically addressing the requirement for work-integrated learning that scored lower than the national average in the ISSE survey.

(3) Enhancement of student-led extra-curricular activities. The department has now overseen the development of a strong Engineering Society (EngSociety) to enable the students to interact with peers and industry is forums outside of classroom settings. For example, in this academic year 2015-16, Eng Society organised two important social events (Table Quiz at Engineers Ireland, and a study Tour to Indaver Waste Management Ltd's Waste-to-Enery plant at Duleek). For sustainability, EngSociety a full-time academic staff has been assigned to be Patron. EngSociety has also been allocated roles in scheduled Open Days and course promotional activities at ITB. Five members of ITB EngSociety were also funded to attend the 2016 European Young Engineers Conference on Digital Transformation in Hannover, Germany. This was to enable them to network with and learn alongside other young engineers from across Europe, thereby broadening their knowledge, and networking and communications skills.

(4) Re-imagining Year 1 Curricula. The department has integrate a robot building exercise into the Year 1 module EENG H1012 Professional Development for Engineers on a trial run basis in this academic year. The development was in collaboration with DIT Kevin Street, who provided the suporting train-the-trainer programme for building and programming of simple autonomous robots using simple and cheap components. The aim of integrating RoboSumo initiative into the module was aimed at providing a set of tasks that get engineering student in Year 1 of study the exposure and engagement
in pseudo-typical engineering design challenge, i.e., requires peer-to-peer interaction, teamwork, enhanced communication skills etc., that are evidenced by team-based presentations, reports and

spreadsheet based planning exercises. This is an integrated learning project that is intended to enhance peer-supports, team-working, communications and where possible student retention. Re-designing elements of Year 1 curriculum to pre-empt content overload and over-assessment via course delivery methods that cultivate team working, e.g., project work, PBL etc. Also geared to mainly transferable/survival skills such as ethics technical writing skills, awareness of plagiarism, exam preparation, communication skills, peer review/learning - Personal Development. Formalisation of extra course support sessions where merited, i.e., a student qualifies for support only if their attendance is in good standing. Giving students very early impression of professional identity and expected professional roles via activities such as guest speaker sessions, industry visits, and arranged in-house careers/recruitment fairs.

Informatics Department

Within the Informatics Department are the following initiatives to improve retention:

- Induction week.
- Student evaluation of learning styles to help improve their studying/learning experience.
- Peer mentoring (School initiative).
- Maths and Programming clinics.
- Young Women in IT (school initiative).
- Early warning/reporting of students with issues and support from course coordinators and HOD
- Efforts to improve module assessment feedback to students.
- Information portals and Student Support Services (College initiative)

ITIF funding from HEA to improve retention and support
1.   Overview of retention initiative(s) underway.

This section outlines the uses to which the Institute of Technology Blanchardstown has applied the ITIF fund to promote access to education, progression pathways, support for the student experience, mentoring, retention initiatives including drop-in workshops and different modes of programme delivery including online, eLearning and blended modalities for the benefit of the students.

Promote access to education
Within the School of Informatics and Engineering we use the ITIF fund to resource half of an academic's hours as a Learning Network Manager tasked with building and maintaining relationships with the Further Education / FETAC sector and with progressing their graduates directly into year-2 of computing. We accept an intake of approximately 25 students each year via this direct entry progression route and provide these students with progression pathways to level 7 and level 8 computing awards. At this time, we have progression pathways with most of the Dublin based Education Training Boards.

Additionally, the Learning Network Manager liaises with industry and promotes industry certifications such as CompTIA and Cisco, for our students and through being a CISCO Regional Training Centre. We have mapped these awards into our programmes to increase the value of the student's skills within the employment marketplace.

We have a busy thriving part time programme for those students who, in virtue of their life situation, can only attend classes in the evening or weekends. We offer levels 6, 7, 8 and 9 programmes in both Informatics and Engineering on Monday to Friday from 6pm to 10pm and on Saturdays.

We offer many modules on these programmes in online and blended mode using Moodle and Adobe Connect.

We offer a level 8 H.Dip. in Science in Computing programme in blended mode.

We offer a level 7 and 8 B.Sc. in Computing (Digital Forensics and Cyber Security)

We offer an MSc. in Computing (Information Security and Digital Forensics) in traditional mode at the moment but are working to transition this to a blended mode of delivery.

Additionally, we offer an MSc. In Computing (Business Intelligence and Data Mining) in full online mode using Adobe Connect with modules on several evenings during the week. Students do not need to be on campus to receive the lessons and lectures.

On the Digital Forensics and Cyber Security stream we offer a progression pathway from level 6 (HC in Computing) via a level 7 and level 8 award to a level 9, MSc. in Computing (Information Security and Digital Forensics).

We run CompTIA and CISCO programmes in blended mode in the evening time.

Within the School of Informatics and Engineering we run the following courses in part time mode with several hundreds of student enrolled.

Computing Programmes delivered in part-time / online / blended modes
Higher Certificate in Science in Computer Systems Management (BN026)
Bachelor of Science in Computing in Digital Forensics and Cyber Security (BN311)
Bachelor of Science (Honours) in Computing in Digital Forensics and Cyber Security (BN420)
Higher Diploma in Science in Computing (BN509)
Master of Science in Computing (Business Intelligence & Data Mining) (BN518)
Master of Science in Computing (Information Security & Digital Forensics) (BN518)
Certificate in CISCO-CCNA (BN701)

Engineering Programmes delivered in part-time / online / blended modes
Higher Certificate in Engineering in Mechatronics (BN903)
Bachelor of Engineering in Mechatronics (BN306)
Bachelor of Engineering (Honours) in Mechatronics (BN422)
Certificate in Industrial Automation (BN742)

Full-time Programmes with Retention Initiatives	Discipline	Dates & Duration	Number of Students
BN002: Higher Certificate in Computing in IT BN013: Bsc (Ord) in Computing in Information Technology BN104: BSc (Hons) in Computing in Information Technology BN102: BSc (Hons) in Computing in Digital Forensics & Cyber Security	Computing	September 2014 Year 1 of course	123

Within the School of Informatics and Engineering we use the ITIF fund to resource half of an academic's hours as an eLearning Manager tasked with the provision of a high quality eLearning experience and the
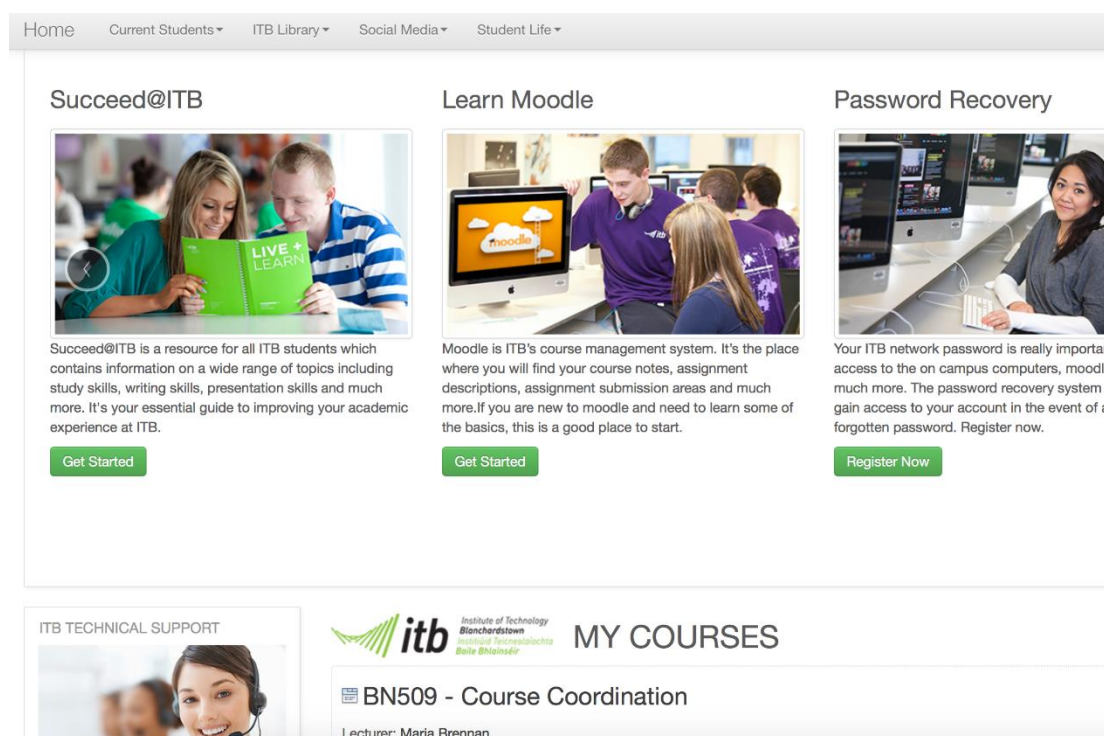
promotion of technology enhanced learning and the use of online, eLearning and blended modalities. This person supports a busy Moodle platform and Adobe Connect as provisioning tools within the ITB infrastructure.

We have reached a level of success and stability with this eLearning experience that we have mainstreamed the role across the college and it is now used to support not just Informatics and Engineering students but also by Business and Humanities students too across all departments as well as Horticulture and Creative Digital media students.

We support the student experience at ITB and run a student experience series of workshops available to all students.

We provide a mentoring support service to students and a range of supports designed to enhance the student experience, assisting them learn and to increase student retention through these initiatives.

We run active drop in workshops as a support service to students. Within the School of Informatics and Engineering we resource drop in centres for Maths and Programming disciplines. These are resourced by our academics and have proven to be popular and successful, in particular amongst 1st and 2nd year Computing and Computer Engineering students.

Figure 1: The ITB Moodle home page

2.   Outputs and outcomes from the initiative(s) to-date.

List of initiatives can be summarised under the following headings:
- Clinics / Workshops
- Monitoring / Feedback Processes
- Student Buddy System
- Induction Week
- Information Portals / Help
- Study Skills / Supports
- YWIT Company Visits & Guest Speakers

We run a series of workshops available to all students. This is especially of value to 1st year students in their initial experience of college life.

Our first year students are a very diverse population, reflecting the ethnic mix of the greater Blanchardstown area, which now has over 45% of its population drawn from non-native backgrounds.

The diagram (in Figure 2) reflects this diverse student population, ranging from Leaving Cert students from the CAO system to mature students returning to education by enrolling on part-time or fulltime courses.
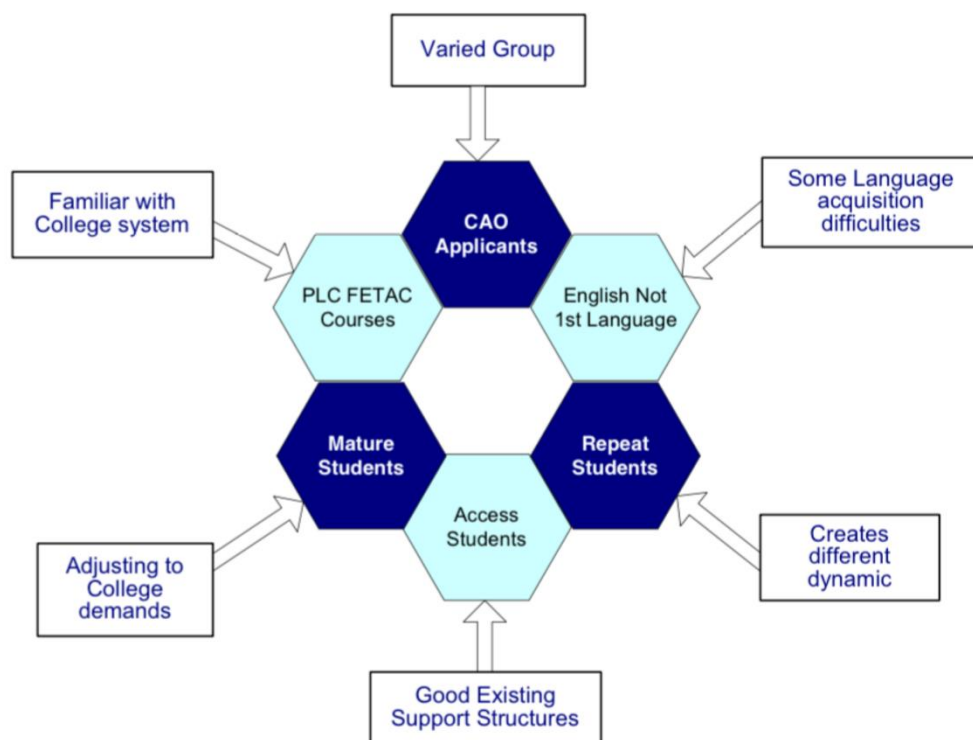

Figure 2: Student diversity at ITB

While all of these activities were carried out, the following initiatives were given the highest priority:
- Mentoring/Monitoring
- Study Skills package – a basis for a common Year 1 Personal & Professional Development / Communications module
- Student Liaison Team

- Videos for website
- Worry Box
- Drop in Clinics and Centres

Mentoring and Monitoring
The approach we have adopted at ITB is to have mentoring take place at both the staff level (academic mentoring by lecturing staff) and student level (peer mentoring by selected 2nd, 3rd and 4th year students). On the academic mentoring/monitoring, the proposal is to have one lecturer mentor and monitor ten first year students for Semesters 1 and 2 (all of Year 1). The lecturer would be granted 1 hour per week time allowance on his/her timetabled hours to carry out this work.

There would also be training provided in mentoring techniques, prior to the start of semester 1 (the monitoring work would comprise of regular checks of each student's attendance and CA grades in all modules and early intervention if either set of data proved of concern). Ideally the personnel involved would not be academics who are already committed to supervising final year projects.

Peer mentoring is provided by a pool of 2nd, 3rd and 4th year students on an ad-hoc basis throughout semesters 1 and 2.

Study Skills
We intend that the Palgrave Macmillian *skills4study* campus module should form the basis of a common Year 1 personal development module, to be rolled out campus-wide for Semester 1.

Videos for Website
Short informational videos on key first year personnel (nurse, sports officer ...) to be added to the ITB website.

Worry Box
Box placed at central location (C Block) and checked daily for student concerns with management commitment for immediate action on priority items.

Clinics and Workshops
Maintain present level of commitments on Year 1 clinics and schedule campus-wide workshops, to run regularly throughout Semester 1, on selected topics (Time Management, Critical Thinking, Writing in an Academic Style and using the colleges E-resources).

These are in addition to the School of Informatics and Engineering discipline specific Drop in Centres to support modules on Maths and Programming

There is online Moodle support for each of these topics.

YWIT Company Visits & Guest Speakers
The Young Women in Information Technology initiative has been a great success in getting groups of female secondary students to visit ITB and companies for information sessions delivered by successful females in the IT sector.

Figure 4: Support for research skills at ITB

Figure 5: Support for becoming a better learner at ITB

Reference to trends in retention of students on ICT courses.

The following are the trends in retention rates for full and part time computing students.

Table 1: Computing Progression Analysis for 2014/15 to 2015/16

	2014/15	2015/16	
	Registered	Progressed	Year 1 to Year 2
Computing	**Y1**	**Y2**	**%**
BN002	27	20	74%
BN013	49	38	78%
BN104	46	40	87%
BN120	25	20	80%
BN026	38	32	84%
BN509	29	16	55%

Another metric of the success of the retention efforts is that the number of first year students that have passed all modules in Year 1 has increased from 39% to 49%.

Humanities Department

Peer Mentoring

Following the assessment of the pilot peer mentoring programme, the Department is now scaling up the amount of mentors and students taking part in the programme. This is being facilitated by ring-fencing certain time slots when timetabling as well as providing academic staff to support the role out of the programme.
As a result of the 2014 -2015 programmatic review each student within the department now undertakes the module; Skills for Success in Higher Education. This module has the following aims:
- To support learners in developing a range of behaviours and attitudes to underpin success at college and at work.
- To provide learners who are new to 3rd level with a range of skills and techniques designed to support their learning and on-going development as part of a broad, diverse student community and as independent learners.
- To focus on equipping students for the demands of third level education and the modern workplace through the development and application of key practical skills comprising of the following themes: Personal Organisation and Study, Oral and Written Skills (in academic contexts), Reflective Learning, Foundation PC skills.
- To foster a sense of inquisitiveness in students and to enable them to prepare for lifelong learning through the development of independent learning techniques.

Business Department

Initiatives taken to improve retention rates

- Year 1 peer mentoring – as part of an ITB wide initiative. Year 1 students are mentored
- Year tutors to arrange a mid-semester 'mentoring' session with years 2 -4 in each programme.
- Course Boards are used to flag 'at risk' students from dropping out.
- Course tutors to arrange face to face meeting with the flagged students.
- Central folder for staff to access to enter students at risk of dropping out.
- Assessment schedules adhered to strictly.
- Feedback to students on assessments to be adhered strictly and record kept of engagement.

Systems and workload management

Teaching workloads in the Institute are driven by the direct teaching requirement of 560/630 hours over a 35 week period for academic staff. Other teaching related activities are not addressed in the academic contract. However, despite the lack of flexibility in the contract which limits the ability to develop a more comprehensive workload model, these activities e.g. PhD supervision, placement supervision, are recognised within the timetabling system in use in the Institute.

This system operates within the Internal Control Systems of the Institute and its operation has been reviewed as part of the Internal Audit function in the Institute. Annual reviews of resource usage, staff and space, are carried out. The limited flexibility available to the Institute in its utilisation of academic staff resources as evidenced by the staff/student ratio of 23 as per the HEA Institutional Profile 2013/14.

Systems and workload management

Appendix 1 Regional Clusters

In terms of participating in regional clusters, ITB's priority, as agreed with the HEA, is to work with its partners ITT and the DIT with the TU4Dublin Alliance towards the merger of the three institutions and the creation of Ireland's first technological university.

However, contributing to the Dublin's regional development is a key aim within that overarching priority, and, due to it's geographical location within Fingal, ITB is working closely with Fingal County Council within this regard.

As set out in Fingal County Council's "Fingal Local Economic and Community Plan, December 2015", priorities themes include

- G1 Economic Environment
- G2 Strengthen Engagement
- G3 Urban Development
- G4 Rural Development
- G5 Natural Environment / Heritage
- G6 Regional and International Reach
- G7 LA Powers & Functions ED
- G8 Business Start-Up and Growth
- G9 Natural Environment ED
- C1 Active Citizenship/Quality of Life
- C2 Leadership and Social Capital
- C3 Social Exclusion
- C4 Education & Training
- C5 Employment & Innovation
- C6 Young People
- C7 LA Powers & Functions CD
- C8 Natural Environment CD

ITB, as part of the TU4Dublin Alliance, is working with Fingal Co. Co. across a number of these themes.

Appendix 2 Participation, equal access and lifelong Learning

Moodle at ITB

Moodle usage at ITB continues to show growth. For the year 2014-2015 there was a 4% growth in modules numbers on moodle. Breakdown by discipline is shown below:

By Discipline	2014	2015	% Diff
Applied Social Studies	79	83	5%
Apprenticeship	9	9	0%
Business Studies	236	242	3%
Computing	140	151	8%
Creative Digital Media	48	51	6%
Early Childhood Care and Education	73	78	7%
Engineering	195	196	1%
Horticulture	69	71	3%
Social and Community Development	71	73	3%
Sports Management	46	49	7%
Other	82	90	10%
Total	1048	1093	4%

By School	2015	2015	% Diff
Informatics and Engineering	461	478	4%
Business and Humanities	505	525	4%

Usage of the server remains high for an institute of ITB's size. From September 2014 to September 2015 Moodle handled 671,843 user sessions accounting for 3.8 million page views. Desktop traffic accounts for 80% of all site visits while mobile and tablet devices accounted for 20% of all visits. Moodle is currently hosted and managed within the ITB network. The server is maintained via a mix of internal technical support and outside consultancy. The institute invested in new server infrastructure in 2015 and is currently investigating external hosting with HEANET and other providers.

Appendix 3 Excellent teaching and learning and quality of the student experience

"Contributing to the development of the teaching profession by putting methods in place to disseminate whatever good practice exists across ITB and giving those who have been really innovative, visibility and a platform for their work"

The Institute prioritised a number of key initiates during 2015 with regard to identifying, supporting and disseminating good practice in the relation to the development of teaching and learning practices.

The Higher Education in Transformation- International conference with Canada [Diagram 1] provided a unique opportunity to align the conference themes with the TU4D objectives and subsequently identified CPD opportunities via workshops for staff. The conference attracted over fifty paper and workshop presentations across all the thematic areas of (i) curriculum (ii) digital campus (iii) enterprising university (iv) engagement and (v) universal design in education. Over 150 registered attendees participated and the proceedings are now available online thanks to the Arrow@DIT.

Diagram 1: HEIT 2015

The work of the Reimagining Our Curriculum working group consolidated its final phase of work around three separate sub-tasks (i) **First Year Experience** Consolidation workshop (ii) **Teaching, Learning and Assessment Strategy** workshop and (iii) **Programme Re-design** Intensives. The package of three workshops enabled the celebration of achievements to date and establish a solid foundation to allow the dissemination and implementation of good practice to commence. These events were supported and co-ordinated by the staff in the respective Learning, Teaching and Technology staff in DIT, ITB and ITTD who were instrumental in all aspects of the planning and delivery of these workshops. The workshops were attended by over 200 participants in May and June 2015. **Twenty First Year Experience** initiatives were funded included **eight Programmes for the Future** all launched in September 2015.

During this period we also received a request to partner with the National Disability Authority (NDA) – Centre for Excellence in Universal Design in their Universal Design in Education conference in November 2015. This event attracted an audience of over 230 registered attendees and ITBs Marketing Department were central to another successful event [Diagram 2] – similarly in collaboration with Arrow@DIT we now have an additional TU4D repository of peer reviewed papers available to a global audience [Diagram 3].

Diagram 3: Arrow@DIT TU4D Repository

Diagram 2: Universal Design in Education Conference
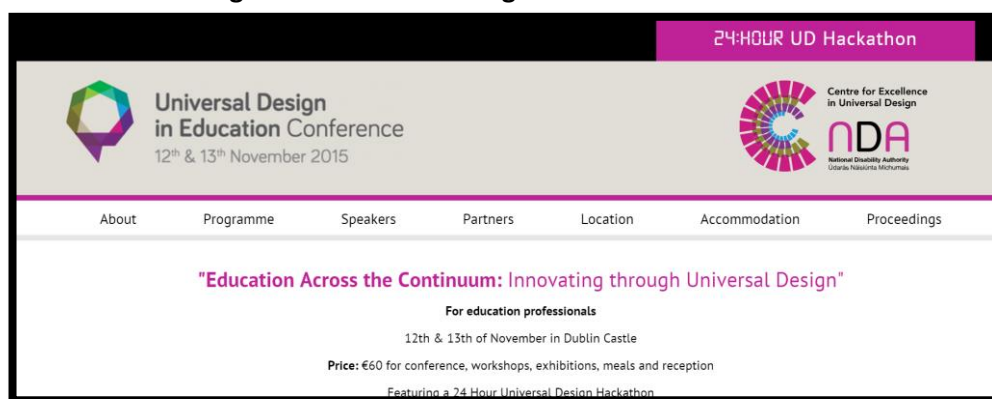
November 2015 also saw two further exciting developments (i) **Professor Bill Hunter** (University of Ontario Institute of Technology) provided guidance and support to our Programmes for the Future teams and presented to them at a workshop on November 11th (ii) the **Digital Learning Group's** proposal to implement E-portfolios was approved for funding by the National Forum for Teaching and Learning. This allowed for the establishment and launching of the Nation E-portfolio HUB - https://eportfoliohub.wordpress.com/ which held its first national event in March 2016. The output and deliberations from this work are currently being collated and disseminated within ITB and across the HE sector.

The continued development and adoption of the principles of universal design for learning was reflected planning for the jointly curated exhibition at the annual AHEAD conference in March 2016 - http://www.ahead.ie/connectedvoices Spearheaded by staff and students on ITB's Creative Digital Media course.

In summary over 900 individuals participated in over 9 events provided over 120 peer reviewed publications– addressing the fundamental issues of teaching and learning practice.

ITB Early Childhood Care and Education Programme, Department of Humanities hosted the 23rd Reconceptualizing Early Childhood Education (RECE) International Conference: *Narratives of Difference: Translations, Transgressions and Transformations:* **October 27 – 31, 2015. It is the first time RECE was hosted Ireland. The conference engaged a diverse community of early childhood researchers, practitioners, activists and other cultural workers from around the world. ITB hosted 260 international and national delegates.**

Appendix 4 High quality, internationally competitive research and innovation

ITB has achieved steady growth in the number of postgraduate research students (19 as of March census 2015). Continuing growth is anticipated, as the number of research active staff continues to grow, increasing our capacity to supervise research students. In addition, ITB has developed a new model for the delivery of taught masters programmes (typically a taught masters programme has 60 taught credits and a 30 credit thesis), allowing them to have a substantial research component. In this new model the students have the option, having completed the first 30 taught credits, of opting to take on a 60 credit research project. This model has been developed as part of ITB's participation in an ICT Skill's net programme, aimed at up-skilling ICT graduates working in the industry, but is also expected to attract interest from other students. The programmes in question are:

- BN528 - Master of Science in Computing in Applied Cyber Security ;
- BN529 - Master of Science in Computing in Applied Data Science & Analytics ;
- BN530 - Master of Science in Computing in Multimodal Human Language Technology;
- BN535 – Master of Engineering in Internet of Things Technologies.

Enterprise Seminars

Seminars delivered included:

- An investment seminar which brought funding agencies, halo business angels, venture capital companies and banks together
- Cyber Security which gave SMEs the opportunity to identify how to protect themselves from security attacks
- LinkedIN to help companies identify how to use it better for networking and marketing
- H2020 to help SMEs identify how to tap into the SME Instrument
- A seminar from the Office of Director of Corporate governance to help start-ups to understand their responsibilities as a Company

JumpStart 2016

Background information

ITB's strategy is underpinned by engagement with industry and the local community. Engagement with industry is supported through the Learning and Innovation Centre, the LINC at ITB.

The LINC Centre links the academic community with the business community. The activities at the LINC are enterprise focussed - providing facilities, programmes and support to start-up, high growth knowledge based businesses which may develop from spin-ins to the Institute, research projects or from our graduate cohort.

The LINC supports start-ups through the incubation facilities here at the LINC, enterprise development programmes such as the New Frontiers programme supported by Enterprise Ireland, industry seminars and of course the JumpStart awards.

JumpStart is the annual competition held at ITB which allows us to recognise the start-up community and through that recognition provide additional support to the start-ups.

The Application Process

The finalists have gone through a rigorous two-stage process. Stage 1 involved an on-line application where we received over 30 applications and this was filtered down to 7 finalists who presented their business plan to the panel. They all also received one-to-one coaching for their pitch presentation today as part of the success of being short-listed.

On the final day all 7 present their business plan and go through a Q&A session with the panel.

The Panel

John Dowdall CEO Glohealth, Chief Executive Officer and a member of the Board of Directors of GloHealth

Bernadette Prendargast AIB, *Regional Manager*

Oisin Geoghegan *Head of Enterprise, Fingal County Council (Head of Local Enterprise Office Fingal)*
Declan Lyons Enterprise Ireland, *Manager of Technology Infrastructure Programmes at Enterprise Ireland*
The Prize
The category award winners were:

- Bia Nua for the Innovation in the Food Industry
- Reward Synch for Women in Business
- Groopeze for the Technology in Business

Each category winner received a cash prize of 2k€ plus a desk in the LINC for a six month period. The overall winner in addition received a further cash prize of 4k€ with an office in the LINC for a twelve month period.
All winners also get access to:
- A structured approach to the development of their business through the "Create, Learn, Grow" programme
- Mentoring on key aspects of business development
- Industry specific seminars to support innovation and development for the companies
- Access to the academic expertise of the Institute
- Access to a cohort of students for placements and possible recruitment
- Access to the facilities in the LINC including meeting rooms, training rooms and computer labs.

The Sponsors
Lead Sponsors
- AIB
- Fingal LEO

Other Sponsors
- Aspire PR
- Kendlebell
- KR Management & Design

Appendix 5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

ITB is a member of the Fingal Public Participation Network (http://www.fingal.ie/community-and-leisure/community-development-and-activities/fingal-community-network/), Fingal's framework for public engagement. ITB is working closely with Fingal CoCo to develop all aspects of civic and industry engagement between ITB, FCC and the communities of north and west Dublin. As part of this ITB is working with Fingal to develop and delivery a training programme targeted at SPC and PPN members within local authorities.

ITB is working to support the local community under a number of headings.

Knowledge Exchange-Governance Support, to provide expert support to vital community services in the Blanchardstown area by providing access to the expert knowledge in corporate governance and strategic level management by an academic staff member: community partners such as: Money Advice and Budgeting Service; Citizens Information Service (Local – D15) ; Citizens Information Service (National Executive).

Knowledge Exchange/Volunteering Employment skills support for graduates and professionals: to develop the skills of graduates and professionals to compete effectively in the jobs market. Community partners such as: Jobcare; BASE Enterprise Centre; Fingal County Council (Community Development Division); Fingal County Council (Libraries Division).

Knowledge Exchange: Management Development of Voluntary and Not-for-profit organisations: to support voluntary and not-for-profit organisation to develop knowledge and skills relating to: Corporate Governance; Social Enterprise Management; Social Enterprise Financing. Community Partner Fingal County Council Economic Services Division. Enables participants from participating community organisations to be informed concerning: governance legislation and compliance requirements; roles and responsibilities of company directors; accessing funding for Social Enterprise.

Knowledge Exchange: Provision of Expertise (pro-bono) to Community Organisations: the Humanities Department represent ITB on a number of fora and committees as part the strategy to increase our engagement with local and national organisations. This provides a supportive and enabling channel to access expertise for community and not-for profit organisations; enables the community to benefit from the expertise of a range of academic disciplines in the Humanities domain.

Community Based Research: Designated RAPID area Blanchardstown Dublin 15: to improve the future social and economic development of the Mulhuddart priority area. This has created greater community understanding and possible solutions regarding: economic Issues: unemployment, at work, and education. social issues: deprivation, housing, disability and health; community issues: diversity, age, family structure, nationality and ethnicity. Community partner Fingal County Council Economic Services Division.

Community Support: Student Experience Programme: To create, develop and sustain strategic relationships with organisations in the Social Care, Community Development and Early Childhood Education professional service domains; to enable students gain relevant practical experience. This strengthens the supply pipeline of highly educated and trained graduates for Social Care, Community Development and Early Childhood Education sectors; provides operational support to community organisations thus expanding serve availability. From an academic perspective our sports management students are active in training initiatives with local GAA and soccer clubs.

Young Women in Technology Project: To familiarise female students in the secondary schools in ITB's catchment are to technology courses on offer at ITB, including engineering courses. Based on the positive influence-feedback that has been consistently received since inauguration, it could be argued that the YWIT project has a significant role in career guidance for transition into higher education in the technology education and training sector. Community partners include Hartstown National School, Blakestown Community School, Castleknock Community College, Luttrelstown Community College.

Bloom in the Park: Development of replicable local community gardens and amenity areas based on best horticulture practice; promoting community participation to develop showcase for garden plants, garden

design, construction, and the promotion of horticulture, and gardening as a hobby. Community partner Fingal County Council.

Local Community Engagement: Therapeutic gardens developed for hospice; support school programmes on healthy foods. Community partners James Connolly hospital, Blanchardstown Good Food Network, Daughters of Charity Learning Project.

Placements: This provides an additional strand to our community engagement. Placements in sports management, social care, and early childhood care and education involve students, and staff, working with community based organisations, and service providers within the community.

National Employer Survey.

Department of Humanities
Satisfaction with Graduates

"Satisfaction of employers of HE graduates were similar for workplace attributes with the exception of

foreign language capability where there was a lower rate of satisfaction expressed by employer

organisations of HE graduates."

Legend:
- Employer organisations of FET graduates
- Employer organisations of HE graduates
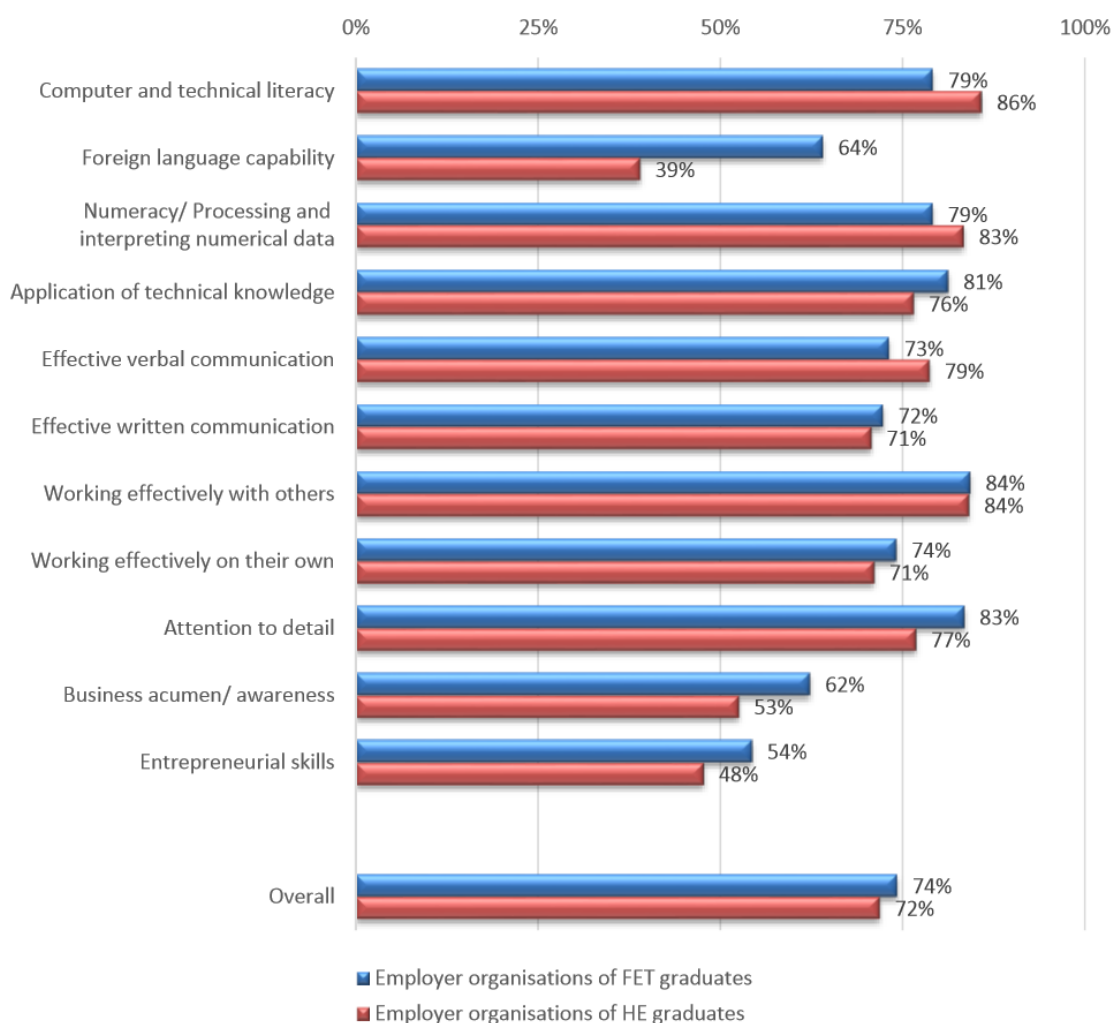
Response

The Department is currently considering developing an elective module that could be offered across all level 8 programmes that would focus on the skills and processes required by students to learn a foreign language. As well as improving employability by adding to graduate attributes, this module would equip students with the skills required to obtain a basic knowledge in any foreign language.

p.9

Collaboration

"Reach out, liaise, collaborate, engage, interact, be more proactive, be less bureaucratic and inflexible."

Response:

In the 2016/17 academic year, the Department will be delivering three one day workshops for employers where we will explore how best to improve processess for collaborationbeing cognisant of the factors outlined above.

Department of Engineering & Trades

Major Awards in the Department of Engineering & Trades:

A. Engineering Programmes

BN001 Higher Certificate in Computer Engineering

BN012 BEng in Computer Engineering

BN117 BEng (Hons) in Computer Eng in Mobile Systems

BN301 BEng in Computer Engineering [1 Year add-on to BN001]

BN423 BEng (Hons) in Computer Engineering in Mobile Systems [1 Year add-on to BN301]

BN009 BEng in Mechatronic Engineering

BN121 BEng (Hons) in Mechatronic Engineering

BN306 BEng in Mechatronic Engineering [1 Year Add-on to BN903]

BN422 BEng (Hons) in Mechatronic Engineering [1 Year Add-on to BN009]

B. Horticulture Programmes

BN033 Higher Certificate in Science in Professional Horticulture Practice

BN022 BSc in Horticulture

BN113 BSc (Hons) in Horticulture

BN406 BSc (Hons) in Horticulture [1 Year Add-on to BN022]

The Department of Engineering considered the two most important findings in the National employer Survey as: (1) Qualifications Recruited, and; (2) Need for Collaboration with Employers.

Qualification Recruited

It was noted that the majority of employers (72%) recruited graduates with an Honours Degree, followed by Masters Degree/Post-Graduate Diploma (44%). Until 2016, the highest award offered by the Department
of Engineering was Honours Degree in Computer Engineering, Mechatronic Engineering, and also in Horticulture. Graduates from these programmes have successfully gained employment in relevant

industries. While both engineering programmes have provided graduates with core competences for technician level occupations and roles, the department acknowledged the emerging importance of Masters (Level 9) qualifications needed to meet the future skills needs. Therefore, the department considered the feasibility of developing a Masters level programme that was compatible with the core undergraduate programmes to provide opportunity for learner progression from the current undergraduate programmes. The department has now developed and validation a Master of Engineering in Internet of Things
Technologies programme, to be offered from September.

Need for Collaboration with Employers
The department recognises the significance of internships and placements as the popular forms of collaborations with enterprise. In 2016, the department has integrated the first cycle of industrial placement ab-initio BEng (Honours) programmes.   The implementation specifically addresses the requirement for work-integrated learning, as a means of engagement with enterprise. It is also envisaged that this will provide the means of determining both requisite practical and transferable skills, and where feasible, integrated the same into course content to make our graduate of immediate use to industry upon completion

Appendix 6 Enhanced Internationalisation

Since 2010, ITB has targeted countries such as China, India and Nepal for International student recruitment and has recently expanded to include some new territories- Brazil, Oman and Malaysia. At the end of 2015, ITB has established a robust recruitment strategy for Science Without Borders (Brazil) students, encompassing Facebook groups, google hangouts and Skype calls and included both Malaysia and Oman in our recruitment strategy. The market in India is predominantly a post graduate one and in 2015 ITB had 42 post graduate students. We feel that adding more undergraduate markets will increase numbers and income generation from our recruitment activities.

Our comprehensive pastoral care model can support both undergraduates and post graduates effectively.

ITB has signed several MOUs with other HEIs such as ITM India now known as Northcap University, Nanchang University China and TAR UC in Malaysia. We hope to sign further agreements in Brazil and Malaysia in 2015/2016.

ITB is also part of the sectoral agreement with Colleges Ontario, Canada and IOTI and to date 6 students from Ontario have come to ITB for a year or more to complete their degree in Ireland. The University of Ontario Institute of Technology (UOIT) is co-located with Durham College, one of the Ontario Colleges. ITB staff have visited Canada and UOIT on three occasions

ITB signed a MOU with UOIT in 2013. Links with UOIT were further consolidated in 2014 when an agreement was reached between ITB and UOIT to hold a joint education symposium in Ireland, www.highereducationintransformation.com, held in April 2015.

Following the success of HEIT 2015, a second symposium will be held in Canada in November 2016. The main organizer of the event is UOIT.

Following a comprehensive programmatic review in 2015 the academic staff and Erasmus academic coordinator at ITB recommended that students on the International Business programme be given greater opportunities to study abroad and that Erasmus + should be explored to support mobility to Canada.

It is our intention to apply for Erasmus+ funding in 2016 with UOIT as the partner organisation.

As part of our internationalisation strategy, ITB has also established MOUs with international partners to provide exchange opportunities for ITB students to study outside Europe.

To date we have received exchange students from India, Brazil and China.

The Erasmus programme has been a key part of ITB's activities since it was founded in 2001 and we currently have inter- institutional agreements with 24 partner colleges in France, Germany, Spain, Austria and Switzerland, Holland and Bulgaria. These partners were chosen because of the European languages studies at ITB and the synergy between the course content and institute values. Our dealings with UOIT lead us to believe this will be a rewarding partnerships for both staff and students. We continue to vail of Staff and student mobility opportunities under the Erasmus scheme.

Since the launch of the Government of Ireland Scholarship scheme ITB has had 4 scholars, one who is now on an IRSCET funded PhD programme.

The GOI scholars and other students form an integral part of ITB's international marketing campaigns and will feature on the web site, publications and on social media. ITB has funding available to develop video resources that can complement all EI marketing initiatives and promote Ireland to students all over the world. ITB has also been one of the first Institutes to use the 'Pubble' community building software that Education in Ireland are implementing on their website and we feel we can seamlessly integrate this technology to our International marketing efforts.

We have liaised and worked with Education Ireland and IoTI on various initiatives such as joint marketing, trade missions and social media campaigns.

We also have a network of agents we work with to promote Ireland and ITB as a preferred study destination.

Institutional Care

Pastoral Care for all International students is provided by staff in the international office in the Marketing and Development unit at ITB.

The following form the basis of the supports provided:

- Pre- departure phone call and assistance with Visa application

- Airport pick up

- Comprehensive induction programme including assistance with GNIB registration

- Settling in help- to include purchase of Irish SIM card, access to a phone in case of emergencies, phone numbers and contact details for International office staff, bus ticket for week 1

- Customised international student handbook

- Introductory meeting with other international students

- Academic mentor

- Assistance with accommodation search – ITB has recently secured accommodation near campus for international students

- Checklist is followed to ensure student is correctly registered on all electives, understands virtual learning environment (Moodle), is submitting assignments and is engaging socially and is availing of any on-campus services: library, nurse, doctor etc

- Attendance and engagement is monitored

- Meetings with the ITB careers office will also be offered

Appendix 7 Institutional Consolidation

Learnings from merger experiences in selected UK Institutions	
University of South Wales Consolidation - (University of Glamorgan and the University of Wales, Newport)	
Commitment to ensure that the merged institution continued to serve all of the regions served by the 2 component institutions including a commitment to retain all campuses for a 5 year period	TU4Dublin has committed to the retention of substantial campuses in Blanchardstown and Tallaght with provision across Levels 6 to 10.
There was a 9 month period between the decision to merge and the legal merger (July 2012 to April 2013). There was no intention to achieve integration in this period and they focused on issue critical to legal merger. For example, it was agreed that IT integration work would follow merger.	TU4Dublin constituted a range of merger planning groups with the same brief i.e. to address the key issues critical to continuity of operation at the point of legal merger.
University of Manchester Merger - (Victoria University of Manchester and the University of Manchester Institute of Science and Technology)	
A series of workstreams were established reporting into a co-ordinating project group.. Overall some hundreds of staff were mobilised to contribute to the work-streams – much of this on a substitutional basis i.e. whilst maintaining business as usual	TU4Dublin has engaged significant numbers of managers and staff across the various Foundation Themes and merger planning groups.
It was agreed with trade unions that there would be no job losses for a 2 year period.	TU4Dublin has committed to no loss of jobs in the transition process and continuity of terms and conditions.
In aligning the programme portfolio, initially the two sets of programme were added together and a small number of new programmes included	The process for programme alignment in TU4Dublin envisages a phased approach with programme availability on each of the 3 campuses being maintained so as to allow every student to complete their study at their chosen campus location.
University of the West of Scotland Merger - (University of Paisley and Bell College)	
Two HR advisors were committed to the merger and maintained links with trade unions throughout the process.	TU4Dublin has established a 'Safe Space' framework within which to engage trade unions in isolation from 'business as usual' IR which might potentially impact on the TU4D project. However this framework has been adversely affected by the position adopted by the TUI in relation to the impact of mergers across the IOT sector.
Portfolio analysis and review commenced before merger, but the substantive work was done after merger. Portfolio analysis occurred within each School, but also at College level.	A process to align cross-campus disciplinary provision across Architecture, Engineering and Construction disciplines (AEC) is being prototyped. Substantive portfolio alignment will follow merger.
Feedback that UWS could have done more to involve staff at lower levels in engagement and decision making, workshops, roadshows, websites, etc.	TU4Dublin has engaged significant numbers of managers and staff across the various Foundation Themes and merger planning groups.
Continuity of employment guaranteed, and terms and conditions were carried over	TU4Dublin has committed to no loss of jobs in the transition process and continuity of terms and conditions.

Table – Summary of TU4Dublin Learnings from Mergers in Selected UK HEIs

U Multirank 2015 – Selected Comparisons

At a glance comparison of universities

Showing comparison for

	Dublin Inst. Tech	Dublin City U	U Limerick
Teaching & Learning			
Bachelor graduation rate	●	●	●
Masters graduation rate	◉	-	●
Graduating on time (bachelors)	●	●	●
Graduating on time (masters)	●	●	●

At a glance comparison of universities

Showing comparison for

	RMIT University	U Tech Sydney	U Waterloo
Teaching & Learning			
Bachelor graduation rate	●	-	-
Masters graduation rate	●	-	-
Graduating on time (bachelors)	●	-	-
Graduating on time (masters)	●	-	-

Research			
Citation rate	●	●	●
Research publications (absolute numbers)	◦	◦	◦
Research publications (size-normalised)	·	●	●
External research income	◦	●	●
Art related output	●	-	●
Top cited publications	●	●	●
Interdisciplinary publications	◦	●	◦
Post-doc positions	·	●	●

Research			
Citation rate	●	●	●
Research publications (absolute numbers)	●	●	●
Research publications (size-normalised)	◦	◦	●
External research income	●	-	-
Art related output	●	-	-
Top cited publications	●	●	●
Interdisciplinary publications	●	◦	◦
Post-doc positions	·	-	-

Knowledge Transfer			
Co-publications with industrial partners	◦	●	●
Income from private sources	◦	-	●
Patents awarded (absolute numbers)	◦	●	●
Patents awarded (size-normalised)	◦	●	●
Industry co-patents	·	◦	●
Spin-offs	●	●	◦
Publications cited in patents	●	●	●
Income from continuous professional development	●	-	◦

Knowledge Transfer			
Co-publications with industrial partners	◦	◦	●
Income from private sources	●	-	-
Patents awarded (absolute numbers)	◦	◦	◦
Patents awarded (size-normalised)	◦	◦	◦
Industry co-patents	·	●	●
Spin-offs	◦	-	-
Publications cited in patents	◦	◦	◦
Income from continuous professional development	●	-	-

International Orientation			
Foreign language bachelor programmes	E	E	E
Foreign language master programmes	E	E	E
Student mobility	B	B	B
International academic staff	B	B	B
International joint publications	C	C	C
International doctorate degrees	C	C	C

International Orientation			
Foreign language bachelor programmes	E	–	–
Foreign language master programmes	E	–	–
Student mobility	B	–	–
International academic staff	B	–	B
International joint publications	C	C	C
International doctorate degrees	C	–	C

Regional Engagement			
Bachelor graduates working in the region	B	B	C
Master graduates working in the region	B	C	C
Student internships in the region	D	C	C
Regional joint publications	B	C	E
Income from regional sources	E	E	E

● A (Very good)　● B (Good)　● C (Average)　• D (Below average)　· E (Weak)　– Data unavailable　✕ Not applicable

Latest update: April 2016

Regional Engagement			
Bachelor graduates working in the region	B	–	–
Master graduates working in the region	B	–	–
Student internships in the region	D	–	–
Regional joint publications	B	B	E
Income from regional sources	D	–	–

● A (Very good)　● B (Good)　● C (Average)　• D (Below average)　· E (Weak)　– Data unavailable　✕ Not applicable

Latest update: April 2016

At a glance comparison of universities

Showing comparison for

	Ryerson U	Glasgow Caledonian U	Bournemouth U
Teaching & Learning			
Bachelor graduation rate	-	◐	●
Masters graduation rate	-	◐	●
Graduating on time (bachelors)	-	●	●
Graduating on time (masters)	-	●	●

...ties

	U Bristol	U Aalto
	-	●
	-	●
	-	-
	-	-

Research			
Citation rate	●	◉	●
Research publications (absolute numbers)	●	◉	◉
Research publications (size-normalised)	·	·	·
External research income	-	·	·
Art related output	-	·	·
Top cited publications	●	●	●
Interdisciplinary publications	●	●	●
Post-doc positions	-	●	·

	●	●
	●	●
	●	●
	-	●
	-	●
	●	●
	●	·
	-	●

Knowledge Transfer			
Co-publications with industrial partners	·	·	·
Income from private sources	-	●	●
Patents awarded (absolute numbers)	·	·	·
Patents awarded (size-normalised)	·	·	·
Industry co-patents	·	·	●
Spin-offs	-	·	●
Publications cited in patents	·	·	·
Income from continuous professional development	-	·	·

	●	●
	-	●
	●	·
	●	·
	·	●
	-	●
	●	●
	-	·

International Orientation			
Foreign language bachelor programmes	-	◦	◦
Foreign language master programmes	-	◦	◦
Student mobility	-	●	◦
International academic staff	-	●	●
International joint publications	●	●	●
International doctorate degrees	-	●	●

-	●
-	●
-	●
-	●
●	●
-	●

Regional Engagement			
Bachelor graduates working in the region	-	●	◦
Master graduates working in the region	-	●	◦
Student internships in the region	-	x	-
Regional joint publications	●	●	●
Income from regional sources	-	◦	◦

● A (Very good) ● B (Good) ● C (Average) ● D (Below average) · E (Weak) − Data unavailable ✕ Not applicable

Latest update: April 2016

-	●
-	●
-	-
◦	◦
-	●

...ge) · E (Weak) − Data unavailable ✕ Not applicable