



Dun Laoghaire Institute of Art, Design and Technology (IADT)

Strategic Dialogue Cycle 3

Progress Report to the HEA on 2015 Targets

June 2016



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1. Introduction

IADT entered into the Compact arrangement with the HEA in June 2014; the process resulted in the setting of a number of goals and targets up to 2016. At the time of signing the Compact, IADT was in the process of developing our Strategic Plan 2014-2018. The Strategic Plan was based on the following Vision and Mission:

Our Vision:

As an autonomous Institute of Art, Design and Technology with a specialist mission is to support learning, teaching, research and innovation, and to play a leading role in the development of industries focussing on the creative, cultural and digital technologies sectors.

Our Mission:

Is to continue to specialise in creativity and innovation as expressed in the arts, technology and entrepreneurship and to work with learners and stakeholders as partners to develop graduates who are innovative, creative, entrepreneurial and adaptable, and who are ready to meet the challenges of the digital age.

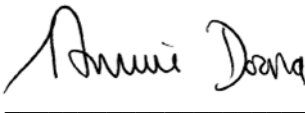
The Compact identified targets for development and growth in a number of key areas. Specific KPIs were developed to work towards the 2015 targets.

Overall IADT has made very good progress against all KPIs. We have already achieved our 2015 goals, and are well on the way to achieving our final 2016 goals. Where external considerations are impacting on IADT's ability to meet 2015 targets, this has been identified. Progress to date on IADT's Compact targets is delineated in the following report. Colour coding progress indicators (PI) identify the progress made in each area against the 2015 indicators:



Key Indicator already achieved or exceeded

Substantial progress made, targets likely to be met

Signed: 
Dr Annie Doona
President

Date: 23rd June 2016

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

Excellent Teaching and Learning and the Quality of the Student Experience							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
Enhancement of an institutional policy framework for Teaching and Learning	IADT's Learning, Teaching and Assessment Strategy and the IADT Plagiarism Policy reviewed and implemented	Both key policies embedded in principles and practice across the Institute	Review and approval by Academic Council of revised Learning, Teaching and Assessment Strategy. Review and development of IADT Plagiarism Policy	<ul style="list-style-type: none"> The third iteration of the IADT Teaching and Learning Strategy (T&L) 2014-19, adopted by Governing Body in 2014, supports and enhances learning, teaching and assessment across the Institute. The 2nd iteration of IADT's Plagiarism Policy was adopted by Governing Body in 2014. Quality Assurance procedures support the T&L strategy, and have recently been updated. <p><u>Target Achieved</u></p>	<p>Dissemination of IADT Learning, Teaching and Assessment Strategy for action by staff and students</p> <p>Approval by Academic Council and implementation of revised plagiarism policy</p> <p>Review of other policies as required</p>	<p>Learning Teaching and Assessment Strategy briefing and dissemination for staff and students held on 17 February 2015</p> <p>Revised Plagiarism policy approved by Academic Council November 2014.</p> <ul style="list-style-type: none"> Briefing for staff held on 21 January 2015 Plagiarism policy briefing for students held on 27 January 2015 <p>Turnitin:</p> <ul style="list-style-type: none"> Use of Turnitin and plagiarism protocols for staff training held on 28 January 2015 Use of Turnitin and plagiarism protocols training for students held on 3 February 2015 <p>A new Quality Framework document has been drafted and approved by Academic Council in December 2015, and published on the Institute Website. All policies and procedures are on a cycle of review.</p> <p><u>Target Achieved.</u></p>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
Curriculum development, to embed the use of Technology Employability and Entrepreneurship as key themes for the next five years	Programmes have the key themes fully embedded	Themes embedded in programmes across the Institute as an output of Programmatic Review.	Programmes in the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities audited for embedding of technology, entrepreneurship and employability skills content as part of Programmatic Review	<ul style="list-style-type: none"> The theme of the 2015 Programmatic Review in both Faculties is “Entrepreneurship, Employability and Engagement”. Embedding technology is a key part of the programme delivery, including the use of Blackboard as a learning support. These themes informed the review of programmes carried out by the Faculties during Programmatic Review. Programmatic Review Panel Visits took place in April and May 2015. <p><u>Target Achieved</u></p>	Strategy for the embedding of technology employability and entrepreneurship developed, e.g. through joint modules, joint projects review.	<p>The themes of Technology Employability and Entrepreneurship were introduced in Programmatic Review and implemented in 2015-2016.</p> <p>In the Faculty of Film, Art and Creative Technologies, modules on Industry and Enterprise have been introduced in the third year of all programmes.</p> <p>A new Masters in Digital Entrepreneurship which brings together the themes of Technology, Employability and Entrepreneurship, was developed in 2015 with a planned start date of September 2016.</p> <p><u>Target achieved.</u></p>	
Development of a range of benchmarking criteria and framework for IADT in relation to Teaching and Learning	Benchmarking strategies in place and results of benchmarking published	Mainstreaming of benchmarking practices across institute, results published Improvements in priority areas achieved	Institute Benchmarking strategy developed and key elements identified as part of Programmatic Review	<ul style="list-style-type: none"> Key benchmarking metrics were identified for Programmatic Review for both Faculties. The current Programmatic Review has adopted these benchmarks as part of 	Development of an agreed Institute-wide set of benchmarking criteria in place with priority areas for improvement identified and improvements quantified	<p>Benchmarking criteria identified and addressed in Programmatic Review documentation</p> <p>Programmatic Review 2015 identified priority areas for implementation part of Faculty response and are in train.</p>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				the Programmatic Review. <ul style="list-style-type: none"> PR Panel Visits took place in April and May 2015. <p><u>Target Achieved</u></p>		Checklist of benchmarking criteria to track improvements published and disseminated for future use. <p>See Section 9.3</p> <p><u>Target achieved.</u></p>	
Provision of professional development for staff in teaching and learning	Number of staff availing of supports identified by Faculty and programme analysed by Faculty and programme Number of staff taking LIN APD programmes at IADT and other accredited programmes in T&L (including staff being awarded LIN AIT Postgraduate Diploma in Teaching and Learning) Number of staff attending local	72 graduates of LIN APD accredited programmes in teaching and learning and other accredited programmes in T&L 4 graduates AIT LIN postgraduate diploma Maintain levels of participation in local seminars and workshops Maintain level of engagement in relevant conferences	22 LIN Certificates at IADT and other accredited programmes in T&L 1 AIT LIN Postgraduate Diploma Maintain levels of participation in local seminars and workshops Maintain level of engagement in relevant conferences	<ul style="list-style-type: none"> Strong focus on teaching and learning in staff development. 58 LIN Certificates achieved. 1 AIT Diploma. Strong participation at local, national and international level in seminars and conferences. Strong engagement in the National Forum for the Enhancement of Teaching and Learning. <p><u>Target Achieved</u></p>	22 LIN certificates at IADT and other accredited programmes in T&L 2 AIT LIN postgraduate diploma Maintain levels of participation in local seminars and workshops Maintain level of engagement in relevant conferences	68 LIN AIT Certificates in Learning and Teaching in total. Three IADT accredited programmes running 2015-2016 with 25 participants. 3 LIN AIT postgraduate diplomas completed in total Level of participations in national and international conferences maintained through research accounts, staff training and other mechanisms <p><u>Target achieved.</u></p>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
	workshops and seminars analysed by Faculty and programme. Staff presenting at relevant conferences with a teaching, learning and discipline focus						
Improvements in retention and success rates for Level 7 programmes across the Institute	Improvements in retention and success rates sustained	8% increase in retention and success rates at Level 7	Strategies for student recruitment and criteria for entry at Level 7 reviewed Strategies for improving retention rates documented	<ul style="list-style-type: none"> • Student retention continues to be a priority. • The Faculties use, where possible, 1:1 interventions and ongoing monitoring. • Faculty of Film, Art and Creative Technologies (FACT) has transitioned two existing Level 7 programmes to Level 8 as part of Programmatic Review. • The Faculty of FACT has also launched a new Level 7 in Creative Music Production which thus far has a retention rate of 90% • The First Year Matters project has targeted 	5% increase in retention and success rates at Level 7	<p>There were four Level 7 programmes in 2015. 75% of 2014/15 new entrants to these programmes are still present. Two of these programmes are being discontinued. The two continuing programmes have a retention rate of 83% which represents an 8% increase on previous levels. Therefore the 5% target has been exceeded by 3%.</p> <p>Target Achieved</p> <p>Last intake for L7 in AVMT and Multimedia Computing was 2014. New programmes Creative Media Technologies and Creative Computing at Level 8 were introduced in 2015. Retention is being monitored and is reported by Academic Affairs.</p>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				<p>retention from 1st to 2nd year. Level 7 retention rates increased by 10% to between 68 to 70% depending on the programme</p> <ul style="list-style-type: none"> IADT has also established a Retention Task force to formulate strategies to remediate any downward trends in Retention. <p><u>Target Achieved</u></p>		<ul style="list-style-type: none"> The First Year Matters project, now in its third year continues to target retention from 1st to 2nd year. IADT also established a cross Institute Retention Task force in 2015 to formulate strategies to remediate any downward trends in Retention. This group provided regular reports to Executive and to Academic Council <p><u>Target Achieved</u></p>	
Review and development of programme assessment strategies	Programme assessment strategies that are clear to students. Assessment strategies that are fair, consistent and fit for purpose across all programmes	Assessment strategies that are fair, consistent and fit for purpose across all programmes	Annual review of programme assessment strategies by students, staff and external examiners Audit of assessment at programme and stage level in terms of variety of tasks, expectations and student workload and performance as part of Programmatic Review	<ul style="list-style-type: none"> Reviews take place at Programme Board level, External Examiner reports are tabled and feedback from key stakeholders considered. Programmatic Review considers external examiner feedback, assessment strategy; student workload, review of exam results, student feedback and employer feedback. Programme assessment strategies were 	Annual review of programme assessment strategies by students, staff and external examiners Audit of assessment at programme and stage level in terms of variety of tasks, expectations and student workload and performance as part of programmatic review	Programme assessment strategies revised and developed as part of Programmatic Review 2015 and implemented by Programme Teams subsequently. These are reviewed on an annual basis. <u>Target Achieved</u>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				<p>comprehensively reviewed across all programmes in 2014 as part of the revalidation of all programmes prior to PR</p> <ul style="list-style-type: none"> Programmes have been revalidated for another five year period. Programmatic Review Panel Visits took place in April/May – the Panel included industry and academic experts. <p><u>Target Achieved</u></p>			
A range of Curricula projects and activities to support student community and civic engagement in place	Increase in projects that support external community and civic engagement	Community/civic engagement embedded as coherent elements of IADT programmes as appropriate to the discipline/practice	Development of IADT strategy on community/civic engagement (see page 29) Most programmes to have at least one project that demonstrates community/civic engagement as appropriate to the discipline/practice	<ul style="list-style-type: none"> IADT has developed a Civic Engagement strategy. The QQI framework refers to “Competence Insight” acquiring a comprehensive internalised world view. The programme and module learning and the CA strategy aims to adopt and reflect this competence insight. A number of programmes have civic 	All programmes to have at least one project that demonstrates community/civic engagement as appropriate to the discipline/practice	<p>IADT has introduced a range of community engagement projects across the institute and imbedded in many programmes. Some examples in 2015 include:</p> <ul style="list-style-type: none"> Enactus programme in Enterprise and Humanities. Altruism project in Applied Psychology Community Technology and Access projects in Creative Computing and Visual Communication Design Community Art Projects in IMMA and in local schools 	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				<p>engagement modules or placements with a variety of partners including hospitals, community groups, computer clubs, charities and cultural institutions. FIS and SIAB projects in place.</p> <p><u>Target Achieved</u></p>		<p>IADT continues to expand our range of curriculum based community engagement projects in line with our published Campus Engage strategy and commitment.</p> <p><u>Target Achieved</u></p>	
Review and enhance the current systems for identifying and managing the students at risk	Development of an evidence-based Institute-wide approach for working with students at risk. Students are aware of where to seek support and how they will be advised and supported when they have difficulties	An integrated Institute-wide approach to identifying and managing students at risk	Identification of issues by programme, e.g. non-attendance rates, retention rates, dropout rates. Identification of current practice to address this issue at programme, department and Faculty level as well as by Student Services	<ul style="list-style-type: none"> • Programme Teams track issues arising in the programmes including non-attendance, retention, deferral, drop out, as well as learning difficulties and other student related disabilities • Disability Support Officer in place in 2014. • First Year Matters initiative rolled out for 2nd year with positive impact on 1st year retention reported. • IADT has set up a working group to draft Fitness to Study Policy. This will enable IADT to 	Developing an overview of current practice across the staff involved and working to have an integrated Institute-wide approach	<p>Current Practice Reviewed in 2015 resulting in a number of institute wide approaches including the development and implementation of a Fitness to Study Policy and procedures.</p> <p>Fitness to Study Policy approved by Academic Council in December 2015</p> <p>Both Faculties are participating in a new institute wide Retention Task force. This group includes academics, administration and support staff from across IADT. A range of actions have been identified and published for programmes with retention issues</p> <p>NB. IADT's retention rates are in general high relative to the sector,</p>	

Excellent Teaching and Learning and the Quality of the Student Experience

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				<p>support students who are having difficulties with her studies due to medical or other reasons and which will put in place a system to support their return to college if they take a leave of absence.</p> <p><u>Target Achieved</u></p>		<p>however we continue to monitor and seek to improve.</p> <p>See Section 9.3.6</p> <p><u>Target Achieved</u></p>	

3. Participation, Equal access and Lifelong Learning

Participation, Equal Access and Lifelong Learning							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
Promote and facilitate entry to and participation in our programmes and student life by mature students	Increased number of mature students as new entrants across all programmes	13% <i>Amended target proposed to HEA June 2015 – subsequently agreed</i>		<ul style="list-style-type: none"> 11% mature students in 2014 Mature Student Officer in the Student Union in place Mature Student Society thriving 	12%	In 2015/16 11% (63 students) of new first year students were mature on entry. However, a further 58 mature undergraduate students entered as advanced entry students (second or subsequent year of study). The revised target of 12% has thus been exceeded. Target Achieved	
Promote and facilitate entry to and participation into our programmes and student life by students with disabilities	Increases numbers of students with disabilities as new entrants across all programmes	11% <i>Amended target proposed to HEA June 2015 – subsequently agreed</i>		<ul style="list-style-type: none"> 9.6% - 56 students out of 581 new entrants (including students with disabilities). There are discrepancies in the way the HEA and IADT count students with disabilities. The HEA rely on voluntary disclosures. 	11%	11.7% 70 students out of 599 new entrants. Target Achieved	
IADT involved in DRHEA widening participation proposal	percentage of students progressing into year 2 in level 8 programmes percentage of students progressing into	level 8 programmes - 90% level 7 programmes – 69%	level 8 programmes - 88% level 7 programmes -67%	<ul style="list-style-type: none"> Level 8 - 87% Level 7 - 74% Target Achieved	Level 8 programmes – 88% Level 7 programmes – 68%	Level 8 – 88% achieved Level 7 – 74% achieved Target Achieved	

Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
	year 2 in level 7 programmes						
Formalisation of access and progression links between Further Education colleges and specific IADT programmes	increase in number of FE colleges where formal links for direct entry into IADT programmes are in place	Formal links with 6 FE colleges where there are direct links to IADT programmes	Formal links with 4 FE colleges where there are direct links to IADT programmes	A number of formal links are in place including: <ul style="list-style-type: none"> • Blackrock Further Education Institute – (formerly Senior College Dun Laoghaire) • Arts with Business Management - FETAC level 6 – linked to Year 2 of DL822 BA (Hons) in Business Studies & Arts Management • Business Studies - FETAC level 6 – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship & Management (depending on results) • Retail Management & Marketing – FETAC Level 6 – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of 	Formal links with 5 FE colleges where there are direct links to IADT programmes	A number of formal links are in place and continue; see 2014 list. This was further enhanced in 2015 with the development of MOUs covering a range of additional collaborative arrangements and progression routes with Blackrock College of Further Education, Bray Institute of Further Education and others. Plans are underway for joint staff development around teaching and learning and on developing and facilitating progression pathways IADT’s established links with the Further Education sector remain strong. <u>Target Achieved</u>	

Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<p>Business (Hons) in Entrepreneurship & Management (depending on results)</p> <ul style="list-style-type: none"> • Creative Multimedia - FETAC level 6 – linked to year 2 of DL836 BSc (Hons) in Creative Computing (depending on results) • Business Studies - Higher National Diploma – linked to year 3 of DL701 Bachelor of Business in Entrepreneurship • Rathmines College Of Further Education - Advanced Certificate in Business - FETAC level 6 – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship & Management (depending on results) • Gorey School of Art - Advanced Portfolio Preparation - FETAC 			

Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<p>level 6 – linked to year 2 of DL827 BA (Hons) in Art</p> <ul style="list-style-type: none"> • Dun Laoghaire Further Education Institute – (formerly Dun Laoghaire College of FE) • Business Enterprise & Management - FETAC level 6 – linked to year 2 of DL701 Bachelor of Business in Entrepreneurship / DL823 Bachelor of Business (Hons) in Entrepreneurship & Management (depending on results) • In addition to the above awards, in general IADT will accept a FETAC Level 6 award as meeting the entry requirements for advanced entry to year 2 of a cognate programme, and will accept HND for advanced entry to year 3. 			

Participation, Equal Access and Lifelong Learning

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<ul style="list-style-type: none"> • IADT has been approached by three further education colleges to put in place a formal MOU. • IADT also met formally with the Further Education College Principals in the region (April 17th 2015) for a brainstorming session on enhancing relationships with the Further Education sector <p><u>Target Achieved</u></p>			

4. High Quality, Internationally Competitive Research and Innovation

High Quality, Internationally Competitive Research and Innovation							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
Develop the academic staff engagement with research, development, innovation and enterprise	Increase the overall level of funding for RDI and enterprise activity per academic staff.	€9,090 - RDI Funding per academic staff.	€7,087 - RDI Funding per academic staff.	<ul style="list-style-type: none"> €8,800 – RDI Funding per full-time academic staff achieved <p><u>Target Achieved</u></p>	€7,750- RDI Funding per academic staff.	€8930 - RDI Funding per academic staff achieved in 2015. <u>Target Achieved</u>	
Develop the level of RDI academic expertise.	Increase the number of staff engaged directly in research, development, and innovation activities.	60 academic, researchers, and support staff.	50 academic, researchers, and support staff.	<ul style="list-style-type: none"> 50+ active academic, researchers and support staff. <p><u>Target Achieved</u></p>	55 academics, researchers, and support staff.	Greater than 60 staff actively involved in research across a range of disciplines and practice. <u>Target Achieved</u>	
Develop the level of postgraduate research activity in collaboration with GradCAM.	Increase the number of postgraduate research students.	17	15	<ul style="list-style-type: none"> 15 MA/MSc by Research students registered, including 2 Brazilian students through the 'Science without Borders' initiative. <p><u>Target Achieved</u></p>	16	18 Research students in 2015 <u>Target Achieved</u>	
Enhance the Institute's level of RDI collaboration with industry partners.	Increase the number of industry partnerships involving	25	15	<ul style="list-style-type: none"> 16 start-up companies in the Media Cube. 	20	41 start-ups incubated within the Media Cube	

High Quality, Internationally Competitive Research and Innovation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
	research or innovation.			<ul style="list-style-type: none"> • Cube companies raised €14.39m in equity investment. • 30 EI New Frontiers Phase 2 participants (jointly with DIT). • 23 industry partnerships including 15 Innovation Vouchers. <p><u>Target Achieved</u></p>		<p>Between 2014 and 201, Media Cube companies raised Euro 14.5 Million in equity investment.</p> <p>60 New Frontiers Phase 1 participants and 30 Phase 2 participants (jointly with DIT)</p> <p>A further 20 industry partnerships including an additional 14 enterprise Ireland innovation vouchers completed to a total of 29 vouchers.</p> <p>Joint bespoke projects and programme development undertaken with IBM and Irish Software Association.</p> <p>16 start-up companies are tenants in the IADT Media Cube</p> <p><u>Target Achieved</u></p>	

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

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
To have a fully engaged campus with a range of engagements with enterprise and the community in place	Implementation of key local regional national and international enterprise and education policy	To be a fully engaged informed and connected campus	Extending enterprise and community engagement and knowledge exchange to new markets and communities	<ul style="list-style-type: none"> Active membership and participation in IUA/IoTI Campus Engage initiative. Active engagement with local industry, social enterprise, community and the DLR Chamber of Commerce; Examples of Student Community Projects include: Social Enterprise Project with National Rehabilitation Hospital (Enterprise students); an Altruism Project (Applied Psychology students); and FIS2: <p>Target Achieved</p>	Programmatic review validation informed with input from key external community and enterprise stakeholders.	Community and Enterprise partners were actively involved in consultation and input into the 2015 Programmatic Review. The recommendations related to this are currently being implemented. See Section 1.	
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets	Increase in the number of Innovation Vouchers completed	25	15	<ul style="list-style-type: none"> 15 Innovation Vouchers completed. <p>Target Achieved</p>	20	20 industry partnerships including an additional 14 Enterprise Ireland Innovation Vouchers completed to a total of 29 vouchers	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
including Innovation Voucher participation.							
To ensure strategic alignment with, and contribution to, the achievement of national economic and social targets including Springboard Labour Market Activation Initiative	Participation in Springboard Labour Market Activation initiative. Completion of Springboard initiative	1 Springboard Labour Market Activation initiative (if initiative is offered by HEA) Registration = 50 Completion = 95%	1 Springboard Labour Market Activation Initiative Registration = 42 Completion = 90%	<ul style="list-style-type: none"> 4 Springboard Labour Market Activation Initiatives completed to-date. 2014/15 currently offering 2 Springboard initiatives for LMA. Registration – 45 students. Completion rate = 90% <p><u>Target Achieved</u></p>	1 Springboard Labour Market Activation Initiative (if initiative is offered by HEA) Registration = 50 Completion = 90%	3 Springboard Labour Market Activation initiatives offered in 2015 <ul style="list-style-type: none"> Undergraduate: 26 Postgraduate Diploma: 25 Masters: 27 Total registrations: 78 Expected completion rate = 90% NB: Springboard Final Exam Boards are held in September <u>Target Achieved</u>	
To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups	Annual growth in student internship/place ment agreements with employers – Ireland, Europe and USA 10% per year. Annual increase in Erasmus agreements by 10%.	Student placement/internsh ip agreements = 80	Student placement /internship agreements - 60	<ul style="list-style-type: none"> Student placements – Faculty of Enterprise and Humanities offer placements in the majority of programmes – approximately 80 active placements. Faculty of Film Art and Creative Technologies has industry placements 	Student placement/internship agreements =70	Student placement/internship agreements = 168. <ul style="list-style-type: none"> 68 students from the Faculty of Enterprise and Humanities placed in 2015 100 placements and internships in the Faculty of Film, Art and Creative Technologies in 2015 29 Erasmus partnerships in 2015/16 <u>Target Achieved</u>	

Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
	Increase in MOUs with external stakeholders – 3 per year			and placements in cultural institution e.g. IMMA <ul style="list-style-type: none"> • 25 Erasmus Institutional agreements • MoUs in place with UCD, Sound Training College, and George Brown College, Ontario. • MOU with Loras College, Iowa, USA. Wexford Opera, (approximately 12 students); Draft MOUs are in progress with: National Rehabilitation Hospital, IMMA, Dun Laoghaire-Rathdown County Council Stalls project. <p><u>Target Achieved</u></p>			

6. Enhanced Internationalisation

Enhanced Internationalisation							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
Increase overseas and EU student recruitment	Number of non-EU and EU students recruited	63 students (28 non-EU, and 35 EU students)	30 students (7 non-EU, and 23 EU students)	<ul style="list-style-type: none"> 65 students (15 non-EU, and 50 EU students) Increased focus on international student recruitment since the establishment of the Directorate of Creativity, Innovation and Research in 2013. Focused project links including 'Science without Borders', and Colleges Ontario A number of international strategies are in place. <p>Target Achieved</p>	39 students (11 non-EU, and 28 EU students)	Total: 60 students <ul style="list-style-type: none"> EU 43 Non-EU 17 <p>Target Achieved</p>	
Development of a network of international institutions, e.g. Erasmus, CILECT and ELIA.	Number of formal international links operational	20 formal links with HEIs	10 formal links with HEIs	<ul style="list-style-type: none"> 27 formal links with 2 non-EU HEIs and 25 EU HEIs (Erasmus). Member of CILECT, Engage and ELIA. Partner in the development of an 	15 formal links with HEIs	2 Programmes in Design developed with George Brown College, Toronto, Canada. Validation process has begun. Erasmus+ with NARFU (Russia) funding achieved, first visit to IADT has taken place, other exchanges planned for 2016, joint MOU in development.	

Enhanced Internationalisation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				international Masters in Cinematography with Eastern European Partners. <u>Target Achieved</u>		International Masters in Cinematography validated with EU partners in June 2015. Overall number of formal links = 30. <u>Target Achieved</u>	
Development of Faculty exchange programme Erasmus, Marie Curie, and IOTI initiatives	Number of staff and students on the programme	30 students and 4 faculty staff	10 students and 2 faculty staff	<ul style="list-style-type: none"> • Erasmus Exchange - 15 students and 3 staff. • Development of staff exchange with George Brown College Toronto, in the area of design. • Summer School with George Brown College in development. <u>Target Achieved</u>	20 students and 3 faculty staff	2 Programmes in Design with George Brown College, Toronto, Canada developed. Validation process has begun. 13 additional IADT Students on Erasmus placements abroad this year to a total of 28. 4 staff on teaching visits abroad in 2015 <u>Target Achieved</u>	

7. Institutional Consolidation

Institutional Consolidation							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
Agree academic and research plan	Agreed framework for teaching and research	Shared Academic and Research provision embedded across both HEIs	Memorandum of Agreement (MOA) regarding teaching and research signed Governance arrangements agreed for teaching and research Participation in joint teaching and research projects	An MOU is in place with UCD since 2013. The partnership is evolving through ongoing discussions and has delivered on a range of projects, with others in the pipeline for example: <ul style="list-style-type: none"> • Collaboration between IADT, UCD and the Insight Centre for Data Analytics in the area of making data analytics accessible to users. • Joint IADT/UCD conference on Cultural Policy • Collaboration on research projects and potential development between UCD Medical School and IADT on the development of health literacy 	Academic and Research Plan developed and published	<p>This specific 2015 target is one that IADT wishes to amend.</p> <p>The proposed amendment is:</p> <p><i>IADT will produce our own Academic Plan which will include partnership arrangements, joint projects, research and conferences with UCD</i></p> <p>Progress reported against amended target: The developments with UCD have been in train since 2013 and have led to joint projects, research, joint conferences and publications.</p> <p>In 2015 IADT progressed the development of a joint Master’s programme with UCD in Spatial Arts which is due to commence 2017. In addition, a preliminary workshop on female entrepreneurship was held in March 2016 and will inform a proposed Colloquium with UCD/WIBA and other partners.</p> <p>IADT continues to work with UCD on arrange of research and other projects.</p>	

Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<p>content for School in a Box.</p> <ul style="list-style-type: none"> • IADT and UCD are also developing proposals for a Joint Masters in Film Production and Finance with UCD’s Smurfit School of Business. • Development of “The inclusive Design Research Centre of Ireland at UCD” project including development of a jointly awarded taught Masters in Creative Technology Innovation • Educational and research collaboration between IADT, NCAD and UCD around Visualising environments – digital design and simulation • Colloquium on exploring the relationship between 		<p>The change in leadership at UCD has led to a decline in the strategic and structural developments between the two institutions. The development and publication of a joint Academic and Research Plan has not taken place.</p> <p>IADT has produced our own Academic Plan for the next 10 years articulating our growth and development as an autonomous institution working in partnership nationally and internationally and articulating structured and formal progression routes into IADT from FE and out of IADT into PhD’s with a range of partners. Those partnership arrangements do and will continue to include UCD, including our continued participation in regional and discipline focused partnerships.</p> <p><u>Amended Target Achieved</u></p>	

Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<p>Entrepreneurship, Gender, Identity and the State – IADT Department of Humanities and UCD Department of History (February 2015)</p> <ul style="list-style-type: none"> • Model-making at IADT working with UCD Veterinary School on designing kits for veterinary skills training • Module sharing of Data Visualisation content for Autumn 2014 term • Irish Journal of Arts Management and Cultural Policy, joint IADT/UCD editorship. <p><u>Target achieved</u></p>			
Integration of some academic provision	Level of academic integration	Shared modules being delivered on a number of programmes	Framework agreement regarding module sharing Joint supervision of PhD's extended	<ul style="list-style-type: none"> • Joint supervision of PhDs is in train. • Shared teaching is being piloted in 2014/2015. 	Joint Master's programme developed and approved	The joint Masters in Spatial Arts developed in 2015 is due to go to panel in late 2016 with a start date of 2017. It has been through internal planning and quality assurance processes in both UCD and IADT.	

Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
			Shared teaching piloted Joint staff publications	<ul style="list-style-type: none"> Staff have jointly run conferences and co-produced a journal. Some joint publications are in place. <p><u>Target Achieved</u></p>		<p>The joint industry based Masters in Film Production and Finance is now an IADT programme due to the withdrawal of UCD from the joint planning process for the reason outline previously. This programme has been validated and will commence in September 2016 with significant industry involvement.</p> <p><u>Target Achieved</u></p>	
Explore strategic relationship, up to and including Recognised College	Attainment of Recognised College Status or other agreed formal relationship	Any changes to governance procedures of IADT and UCD implemented	Completion of a plan of action for the strategic relationship between UCD and IADT, up to and including Recognised College Status	<ul style="list-style-type: none"> There are ongoing discussions between the two partners with plans for greater consolidation between the two institutions. IADT and UCD are still working towards greater development of joint awards and planning so as to facilitate discussions at Government level around the aim of the achievement of Recognised College status. 	Any new strategic relationship defined and approved by Department of Education and Skills and HEA	<p>This specific 2015 target is one that IADT wishes to amend.</p> <p>The proposed amendment is:</p> <p><i>IADT will consolidate our position as an autonomous Institute of Art, Design and Technology, working in partnership with others both national and international, to develop the Creative, Cultural and Technological Sectors.</i></p> <p>Progress reported against amended target:</p> <p>The intent at the commencement of Compact discussions was for IADT to seek to become a Recognised College of UCD following a period of joint planning and project development.</p>	

Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
				<u>Target Achieved</u>		<p>This validation based agreement relied on a number of factors;</p> <ul style="list-style-type: none"> • Support for IADT to seek the recognised college status from the new leadership at UCD • Approval from the HEA and the Department of Education and Skills that would enable what was perceived to be a cross sectoral approach to be taken. <p>As stated above IADT has consolidated our position as an autonomous institution in partnership with others, national and international, and in the private and public sector.</p> <p>The change in leadership at UCD has led to UCD reassessing its approach to Recognised Colleges with a decision not to enter into any new agreements.</p> <p>IADT has also not been able to secure support for our intent to be a Recognised College from the Department of Education and Skills or the HEA. We have been informed that structural or legislative mechanisms are not in place, nor is there a willingness to consider what is</p>	

Institutional Consolidation

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target – Update April 2016	PI
						<p>perceived to be a move from one sector to another. This has prevented us from fulfilling our stated compact aims.</p> <p>We continue to work closely with UCD via the Regional Cluster and through our joint projects, research and other developments outlined in this document.</p> <p>We are not foreseeing any major change in our status as a successful and autonomous Institute of Art, Design and Technology with self-validation and unique approach and focus.</p> <p>However, IADT has had recent discussions with the HEA over the establishment of a University of the Creative Arts or a Dublin Creative Arts Institution involving IADT, NCAD and DIT. IADT believes that this proposal has significant merit and potential and is still keen to pursue this.</p> <p><u>Amended Target Achieved</u></p>	

8. Regional Clusters

Regional Clusters							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
Development of Dublin/Leinster Pillar 1 Cluster	Cluster and governance arrangements in place and functioning effectively	Fully functioning credit transfer system in place across the cluster	<p>Cluster in place with governance arrangements agreed</p> <p>Projects identified to focus initially on academic mapping and progression pathways</p> <p>Pathways map produced</p> <p>Project identified in research, conferences etc.</p>	<ul style="list-style-type: none"> Cluster in place with governance arrangements agreed and in train. Cluster has met 4 times in 2014/2015. A number of projects have been identified in programme collaboration, research and development, academic and curricula planning. Funding bids currently in progress. Pathway mapping exercise has been completed and report produced. <p><u>Target Achieved</u></p>	<p>Development of joint modules and programmes with credit transfer system across the cluster</p> <p>Joint supervision of Masters and PhDs in place</p> <p>Discussions re combining Pillar 1 and 2 on joint initiatives</p>	<p>The Dublin Leinster Pillar 1 Cluster has had successes in a range of areas, joint projects, modules, joint supervision, many of the projects have been trilateral with IADT, UCD and NCAD as the partners.</p> <p>IADT lead, with MIE, NCAD, TCD and UCD as partners in National Forum for the Enhancement of Teaching and Learning Technology Enhanced Learning week across Dublin/Leinster Pillar 1 Cluster.</p> <p>There are also many examples of 2015 developments in areas not previously noted e.g. the joint European Access Network (EAN) conference, with UCD and NCAD.</p> <p>There is also joint work ongoing between the three Institutions on developing a National Design Strategy for Ireland. A draft of this has been published.</p> <p>Joint work on uVersity has taken place with IADT and UCD around</p>	

Regional Clusters

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
						development of policies and procedures. Target Achieved	
Development of a thematic cluster involving higher and further education, and the creative industries sector	Development of a thematic cluster involving higher and further education, and the creative industries sector	Development of Creative Dublin Alliance between HE/FE sector and creative and cultural industries to promote the initiative nationally and internationally	Initial Mapping Exercise of HE/FE curricula, research and knowledge transfer offerings and links to creative and cultural industries completed. Consultation on potential benefits and opportunities of HE/FE Cluster with key businesses, organisations and stakeholder groupings within the creative industries sector completed Provisional Action Plan drafted and disseminated to HE/FE Cluster members and	<ul style="list-style-type: none"> Initial mapping exercise completed. First report produced. Work ongoing regarding liaison with industry around the stakeholder groupings. Development of formal progression pathways in train around Creative Arts and Media Target Achieved	Development of database of HE/FE programmes, skill development opportunities, research, development, and innovation expertise completed Funding sources identified to support co-ordination of new programmes, graduate offerings, skill development initiatives, research development and innovation opportunities to the creative industries sector	<p>IADT has developed a significant relationship with the FE sector as described previously. This has naturally involved documenting progression and articulation arrangement between both sectors.</p> <p>IADT has in addition a significant relationship with the cultural and creative industries where students have the opportunity to work with organisations such as Wexford Festival Opera, IMMA, the IFI, the National Gallery and multiple film, animation and theatre organisations. In the area of technology, IADT has developed important relationships with IBM, the Irish Software Association and many others. These relationships include, graduate placement, student internship, consultancy, funder research projects and industry input to our programmes.</p> <p>One of the most significant examples of this engagement is the commissioning and funding of IADT by</p>	

Regional Clusters							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
			creative industries sector			<p>the Irish Software Association to develop a bespoke professional post graduate programme in User Design. This followed the successful role out of a similar industry funded programme in Human Computer Interaction by IADT for IBM in 2015.</p> <p>The Directorate of Creativity, Innovation and Research continues to lead IADT's strategy of developing our industry contacts and building our development and research presence in areas of acknowledged expertise in IADT; sourcing external funding to support projects particularly in the fields of Design, Technology, and Film.</p> <p><u>Target Achieved</u></p>	
IADT involved in DRHEA widening participation proposal	IADT involved in DRHEA widening participation proposal	25% of new entrants from diverse groups	<p>Pathway to progression map developed and disseminated</p> <p>Increase in progression of students from target groups to 22%</p>	<ul style="list-style-type: none"> Developed as per Thematic Area above, now broadened to all as part of Regional Cluster planned work. IADT current numbers of entrants across all programmes for 	Compacts with three schools established Articulation arrangements with three further education colleges established	<p>See Section 2</p> <p><u>Target Achieved</u></p>	

Regional Clusters							
Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				diverse groups is currently around 23%			
				Target Achieved			
IADT's involvement in GradCAM extended and developed	IADT's involvement in GradCAM extended and developed	Strategic direction of GradCAM finalised with proposal for IADT future involvement agreed Amended Target proposed to HEA June 2015 – subsequently agreed	6 students enrolled on Master's programmes at GradCAM 5 staff signed up as GradCAM presenters and co-supervisors Design-based seminars at IADT as part of GradCAM	<ul style="list-style-type: none"> IADT has been involved in GradCAM as founder and Board member since its inception. Currently students from Masters programmes at IADT are offered the opportunity to participate in GradCAM seminar series. IADT has an identified Fellow. Staff have delivered on the GradCAM PhD structured programme. Proposals are underway for Design-based seminars at IADT; however, there is a more detailed proposal re the future of GradCAM under consideration by the Dublin/Leinster Pillar 	Strategic direction of GradCAM finalised with proposal for IADT future involvement agreed	GradCAM is currently without external funding which has led to the Board reviewing the ongoing mission and vision. The focus of GradCAM has changed as per the target with less emphasis on the cross-institute structured programme, and more on the promotion of Level 9 and 10 research and development within the domains of creative arts and media. The shift in focus of GradCAM away from a primary focus on the structured programme has largely come about as individual institutions, including IADT, have developed accredited structured elements into their own postgraduate research programmes. Students and staff from IADT may still participate in GradCAM seminars and events but with less of a focus on participation in the programme. Target Achieved	

Regional Clusters

Strategic objective	Performance indicator	2016 target	Interim target 2014	Progress against 2014 target	2015 target	Performance against 2015 target	PI
				I Cluster to involve both Dublin/Leinster Pillar Clusters. <ul style="list-style-type: none"> A number of strategic planning meetings are underway in GradCAM to broaden scope to be a national body and to reposition itself around design and media arts. 			

9. Supporting Information:

9.1 Introduction

Overall IADT has made excellent progress in meeting our 2015 HEA Compact targets. Our feedback in the template indicates that we have met or exceeded targets set; we are also making progress towards our final 2016 targets and in some cases these have already been met or exceeded.

There are a small number of areas where we have indicated that we wish to amend the 2015 target set. In these cases, the target has been amended not because we have failed to meet the target we set ourselves, but because of external factors that are out of our control e.g. progress towards a more formal relationship with UCD. The rationale for the amendment of the text is included in the template.

Notwithstanding, IADT believes we have met our targets set for 2015 and continue to develop our work towards 2016 and into the future. The text below outlines the progress we have made on sectoral issues that are not included in the Compact template but that we have been asked to comment on, namely the Transitions Agenda, Benchmarking, Retention, and Systems and Workload Management. IADT also wishes to comment on our progress on achieving Gender Equality at IADT.

9.2 The Transitions Agenda

The transition from second level into third level is a difficult one for many students, the number of CAO programme listings is large and may be confusing; prospective students may not be well prepared for third level due to the nature of the learning required for success in the Leaving Certificate. The transition to third level, particularly at Institutions such as IADT, where there is more of a focus on problem solving and individual study, has warranted consideration and action from the Sector.

Approximately 50% of IADT's first year entry cohort come straight from the Leaving Certificate. A number of programmes require Portfolio submissions and many students come from yearlong Portfolio programmes; many come through the Further Education route and some come from industry or business. The range of entry into first year and indeed the increasing numbers who come to us via Direct Entry into second year means we have been concerned with the Transitions agenda for some time. In 2015 we have revised our entry routes, programme offering and the first year experience to ensure that the Transition into third level is as clear and smooth as possible.

Some examples of where we have reconsidered our entry routes include the reduction of three entry points for our Creative Computing programmes into one. Our Audio Visual Media Technologies programme has been reduced from two entry points to one and has been renamed to be clearer and more indicative of programme content for applicants. We are currently reviewing Design for Stage and Screen which currently has three separate entries for Costume, Production Design and Make up and Character Design. Our consideration of entry routes is based on the needs of students and the disciplines. Many of IADT's entrants have clear ideas about the specialist programme they wish to study but by analysing and reconfiguring our entry routes where appropriate, we are further facilitating those who may wish to have a broader experience prior to committing to a specialism.

IADT took a conscious decision to focus primarily on Level 8 and 9 provision, with aspirations for Level 10. We did this through our recognition that we are well served by a number of Further Education Colleges in the vicinity offering associated provision at Level 6. We have put in place a series of formal MOU's with local colleges to facilitate progression from their programmes to ours and thereby avoid duplication.

IADT recognises that once in College, the transition may still be difficult for many students. In 2013, a six-week induction programme for all first years known as 'First Year Matters' (FYM) was introduced for all first year students across IADT.

The FYM programme is an all-institute initiative that supports and facilitates the successful 'settling in' of all of our incoming first year students. The programme is run over the first six weeks of the autumn term, and is coordinated by the Students' Union and the FYM team. At the centre of the programme are the First Year Student Leaders, a small group of amazing students.

IADT has also enabled the Transitions agenda through the introduction of common first year modules to give students a broader experience and facilitate future choices. For example, a Common Module was introduced as part of Programmatic Review in 2015 in the Faculty of Film, Art and Creative Technologies. Both Faculties have Elective modules giving students the opportunity to consider options outside of their core discipline and to facilitate internal transfer where practical.

9.3 Benchmarking

IADT as a specialist institution, looks to a variety of organisations and processes to benchmark our programmes, services and supports. We are aware that benchmarking against national and international practice requires careful consideration of a range of complex issues. International benchmarking between higher education systems that have higher funding and preferential staff-student ratios is problematic. Notwithstanding, IADT has set ourselves a series of benchmarks that we utilise to measure our performance, our belief is that benchmarking is a vital activity to help us assess our national and international positioning

9.3.1 Programme Benchmarking

All undergraduate programmes are required to be revalidated every five years, in line with QQI national Quality Assurance Frameworks and Delegated Authority rules. The Programme Documents carefully map the specific programme and module learning outcomes in line with national validation requirements.

Programme and module learning outcomes are reviewed on a continuous basis by Programme Teams; the regular contribution of External Examiners from Ireland and abroad and key stakeholders (community and industry), play an important role in the benchmarking process. IADT's strategic aim is to have 10% of its staff operating as External Examiners and/or expert panel members within other Higher Education Institutions. IADT achieved this metric in 2015 with a significant number of staff participating in external roles including External Examiners in other Institutes of Technologies or Universities, both here and abroad for example in the UK, France and Slovenia. The external engagement of staff with other higher educational institutions and specialist bodies, helps IADT keep current and informed about key issues impacting on teaching, learning and assessment in higher education, as well as the labour market trends and technical and transferable skills.

9.3.2 Benchmarking and Retention

IADT maps our retention rates from Level 7 and Level 8 progression against other IOT's. We compare favourably with retention rates at Level 7 and at Level 8. In some of our programmes where there is strong competition for places, we have retention rates of 90% to 100%.

National and local Student Surveys provide useful feedback, in addition to feedback gained from our own focus groups run internally and as part of Programmatic Review. Feedback on the student experience at IADT is generally very positive with our interdisciplinary approach, strong, industry relevant progress, quality of our lecturers and a comprehensive range of services provided for students with learning disabilities mentioned as strengths.

Two programmes at IADT also have professional accreditation through the Psychological Society of Ireland and Engineers Ireland, the application for such professional recognition enables us to benchmark our provision against industry and professional standards.

Our annual Graduate Destination Surveys demonstrate strong employability, for example IBM recently set up their first design centre in Ireland. Ten out of the twelve graduates they employed came from design and technology programmes at IADT.

9.3.3 Staff Profile

The level of Staff qualifications at IADT is high with a higher than sectoral average number of staff with PhD and Masters Qualifications. Staff are active in publishing in peer-reviewed journals, and publish conference papers, articles and books (both as authors in their own right, and as contributing authors of chapters for books). IADT also has the highest percentage of female leaders and managers in the higher education sector in Ireland (See Section 9.4).

9.3.4 Staff Achievement

Many staff are also practitioners e.g. in Theatre, in Photography, in Design and in Film and have won critical acclaim for their work. Staff achievement at IADT is high with many staff winning awards, commissions, prizes, competitions etc. Staff also work as curators, industry consultants, advisors, experts, all testament in benchmarking terms to the high calibre of our staff.

9.3.5 Student Achievement

Students and graduates of IADT also enter for and win many national and international awards; recent examples include the CIMA Global Business Challenge, The Irish Film and Television Awards, The Design History Prize, Sports Photographer of the Year, Hennessy New Irish Writing Competition, New Blades Modelmaking competition, and Royal Television Society. Benchmarking student work against national and international competition is an important aspect of us knowing that the graduates we produce are world class.

9.3.6 Retention

We map our retention rates from Level 7 and 8 progressions against other IOT's. Our drop out rates in 2012/2013 as identified in the report referred to in the Compact letter were below the sectoral national average at both Level 7 and 8 – Level 7 was 3% below the average and Level 8 was 4% below the average for IOT's. We compare favourably with national retention rates at Level 7 and at Level 8. In some of our specialist programmes, e.g. Applied Psychology, Animation, Design for Stage and Screen, and Film and Television Production where there is strong competition for places and where students are clear about their choice, we have retention rates of 90 to 100 %; nonetheless across IADT we have been focusing on increasing retention rates across all programmes.

Actions taken include the setting up in 2015 of a Retention Task force meeting four times a year; this group has produced a report and action plan to improve retention. The group consists of staff across academic and administrative areas at IADT as retention is viewed as a cross institute initiative.

9.3.7 External Panel Participation

IADT staff fully engage and participate in external panel reviews, interview boards, evaluation boards, etc. Staff also participate as expert panel members in Programmatic Review, External Validation panels, again both here and abroad for example in Lithuania, Estonia and the UK. These activities serve as benchmarks for external staff engagement and facilitate staff to keep current in their discipline and to

develop relevant and valuable links with external bodies. Examples of external panel participation include:

- QQI Programme Validation Panels (members and Chairing)
- Programmatic Reviews
- Institutional Reviews
- Quality Assurance reviews
- Recruitment Panels
- Research Seed Fund Panels
- Mentoring panels
- Evaluation Committees
- PhD examiners
- Master’s Degree examiners
- External Examiners

9.4 Advancing Gender Equality

IADT has a strong and stated commitment to equality and diversity across the Institute. We are proud that we have a good gender balance in our Executive and our Management Teams and in our academic leader’s positions at SL 1 level; the table below shows the position at June 2016.

	Females	Males	Percentage female/ male
Executive Team	3	3	50/50
Management Team	9	11	45/55
SL1 Senior Academic Posts	3	3	50/50

9.4.1 Leadership and Gender

The equality agenda is led from the top at IADT, the Executive supports two female staff to undertake the Aurora programme each year and to consider their career paths as potential future managers. Members of the Executive act as mentors and advisors on the national Aurora programme. Female staff from academic and administrative areas are encouraged to discuss their future career paths with their manager and to apply for funding through IADT’s staff development budget to support those aspirations. Our strategy also includes ensuring gender balance on all staff interview panels and on public panels, seminars and events.

IADT has also been reviewing our gender figures in terms of our student population. The institute as a whole has equal participation of male and female students across all programmes which is in itself unusual within the Institutes of Technology sector, but there are some areas of IADT where there is student gender imbalance and we have introduced initiatives to redress this. Examples include working with Engineers Ireland and Women in Science and Technology to increase the numbers of women taking Creative Computing courses including taster events. In Film and Television Production we have around 30% female participation, actions include a Transition Year event with Young Irish Film Makers, for young women in local schools including DEIS schools, to learn about filmmaking.

Gender diversity at staff and at student level is an important aspect of IADT’s strategy and development and is an issue we are fully committed to in policy and in practice.

9.5 Systems & Workload Management

IADT has been a long-time advocate for a better balance between accountability and autonomy for those Institutions that can demonstrate good governance and sound financial management. An area where this is particularly relevant for IADT is workload management. Within the existing, mostly nationally agreed, system of annual and weekly contact hours allocation, there is little scope for innovative ideas in relation to this.

IADT manages the annual and weekly workload for academic staff through publishing individual staff timetables, and by the President reviewing and agreeing these annually following recommendation from Heads of Faculty. All staff are assigned their hours including in 2015 the two additional agreed staff contact hours.

IADT has a very restrictive ECF allocation with staff fully deployed and no spare capacity, so the issue of non-compliant timetables is not one we encounter. However IADT is keen to provide increased flexibility to meet student and industry needs and to support key initiatives for the Institute.

With this in mind IADT did introduce two new initiatives in 2015.

1. Research master's supervision option of payment to staff or remitted timetabled hours for research students supervised.
2. Allocation of time for First Year Matters coordination and involvement to recognise the FYM programme as class contact and to acknowledge its importance in terms of the Transitions agenda.

We continued our practice of remission from teaching for staff undertaking research or projects where there is external non-exchequer funding available for backfill.

Ideally IADT would like to see an annualised contract with a guaranteed six week break between June and September. IADT currently has significant activity on campus over the Summer include the Young Irish Filmmakers summer school, Innovation Voucher delivery, industry programmes with IBM and others, American Colleges running courses on campus, National Film School Studio lettings, conferences, community events and projects. We do have the cooperation of many academic staff to support and staff these initiatives, this would however be made easier and would recognise the input of staff via the introduction of a more flexible and annualised hours approach. The delivery of staff on research, both their own and IADT research projects, would also be enhanced by a more flexible cross-year contract.

In summary IADT has achieved its intended Compact targets for 2015 in relation to the Sections identified above, or has proposed amendments where external factors outside of IADT's control have led to targets not being fully realised. We look forward to continued engagement around the areas outlined in our Compact.

10. Institutional Profile 2016/2017

**Institutional Profile: Name of Institution
Profile 2017/18**

STUDENT NUMBERS

Entrants		Graduates		
	No.		No.	%
New Entrants Year 1 (Full-time Undergraduate)	645	Undergraduate Graduates	660	74%
New Entrants Year 2+ (Full-time Undergraduate)	60	Postgraduate Graduates	230	26%

Enrolments

	No.	Enrolments			Total		%	Enrolments			Total
		Full-time	Part-time	Remote				Full-time	Part-time	Remote	
Other Enrolments (IoTs only)	No.	0	0	0	0	Other Enrolments (IoTs only)	%	0%	0%	0%	0%
FETAC Cert	No.	0			0	FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	No.	0			0	FETAC Advanced Cert	%	0%	0%	0%	0%
of which are apprenticeships	No.	0			0	of which are apprenticeships	%	0%	0%	0%	0%
Undergraduate	No.	2,161	135	0	2,296	Undergraduate	%	94%	6%	0%	88%
Foundation/Access	No.	0			0	Foundation/Access	%	0%	0%	0%	0%
Diploma	No.	0			0	Diploma	%	0%	0%	0%	0%
Certificate	No.	0			0	Certificate	%	0%	0%	0%	0%
Higher Certificate	No.	0			0	Higher Certificate	%	0%	0%	0%	0%
Ordinary Degree (L7)	No.	152			152	Ordinary Degree (L7)	%	100%	0%	0%	7%
Honours Degree (L8)	No.	2,009	26		2,035	Honours Degree (L8)	%	99%	1%	0%	89%
Occasional	No.		109		109	Occasional	%	0%	100%	0%	5%
Postgraduate	No.	175	149	0	324	Postgraduate	%	54%	46%	0%	12%
Postgrad Diploma	No.	3	26		29	Postgrad Diploma	%	10%	90%	0%	9%
Postgrad Higher Diploma	No.				0	Postgrad Higher Diploma	%	0%	0%	0%	0%
Postgrad Certificate	No.				0	Postgrad Certificate	%	0%	0%	0%	0%
Masters Taught (L9)	No.	164	80		244	Masters Taught (L9)	%	67%	33%	0%	75%
Masters Research (L9)	No.	8			8	Masters Research (L9)	%	100%	0%	0%	2%
Doctorate (L10)	No.				0	Doctorate (L10)	%	0%	0%	0%	0%
Occasional	No.		43		43	Occasional	%	0%	100%	0%	13%
Total UG and PG Enrolments	No.	2,336	284	0	2,620	Total UG and PG Enrolments	%	89%	11%	0%	100%
Research & Taught (L9/10)	FTE				212	Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG				9.3%
Research (L9/10)	FTE				8	Research (L9/10)	% FTE Honours Bach Degree L8 and All PG				0.4%
Research (L10)	FTE				0	Research (L10)	% FTE Honours Bach Degree L8 and All PG				0.0%

DISCIPLINARY MIX

First Year Full-time Undergraduate New Entrants			Doctorate (All modes)		
	No.	%		No.	%
General Programmes and Qualifications			General Programmes and Qualifications		
Education			Education		
Arts and Humanities	330	51%	Arts and Humanities		
Social Science, Journalism and Information	65	10%	Social Science, Journalism and Information		
Business, Administration and Law	90	14%	Business, Administration and Law		
Natural Sciences, Mathematics and Statistics			Natural Sciences, Mathematics and Statistics		
Information and Communication Technologies (ICT)	160	25%	Information and Communication Technologies (ICT)		
Engineering, Manufacturing and Construction			Engineering, Manufacturing and Construction		
Agriculture, Forestry, Fisheries and Veterinary			Agriculture, Forestry, Fisheries and Veterinary		
Health and Welfare			Health and Welfare		
Services			Services		

Total **645** **100%**

Total **0** **0%**

PARTICIPATION

<i>(% of Total Enrolments incl. Flexible Learning)</i>	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	284	11%
<i>(% of New Entrants)</i>	No.	%
Mature Entrants Year 1 (Full-time Undergraduate)	85	13%
Mature Entrants Year 2+ (Full-time Undergraduate)	25	
Estimate: Entrants with Disability (EAS)	15	2%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	180	28%
New Entrants in receipt of Any Grant	265	41%
New Entrants in receipt of Top-up Grant	70	11%

<i>Regional Intake (% of Full-time Enrolments)</i>	No.	%
from the institution's county	1,400	60%
from the institution's county and bordering counties	1,800	77%
Participants in Labour Market Activation (Springboard/LMA)	75	
Students in receipt of the Fund for Students with Disabilities (<i>% of Full-time UG & PG Enrolments</i>)	200	9%

INTERNATIONALISATION

	No.	%		No.
International Students (Full-time)* (% of Full-time Enrolments)	35	1%	Erasmus Students Incoming (excl. work placements)	15
EU	25	1%	Erasmus Students Outgoing (excl. work placements)	15
Non-EU	10	0%	Other Exchange Students	
International Students (Part-time)* (% of Part-time Enrolments)	25	9%	Total no. of international (FT + PT + Erasmus Incoming) Students	75
EU	10	4%		
Non-EU	15	5%		

* Note: international enrolments *exclude* exchange students

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year

	Level 6 %	Level 7 %	Level 8 %		Level 6 %	Level 7 %	Level 8 %
Education				Engineering (excl. Civil)			
Healthcare				Construction & related			
Combined & Other Disciplines				Services			
Soc. Sci., Business, Law, Arts, Humanities		20%	12%	Computer Science			12%
Science & Agriculture & Veterinary				Total		25%	12%

RESEARCH AND KNOWLEDGE TRANSFER

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

STAFF

	No.	%
Core Staff	187	100%
Academic Staff	116	62%
Support staff	71	38%
Contract Research & Specialist Staff	18	100%
Academic Staff	11	61%
Support staff	7	39%
Total Staff	205	100%
Total Academic	126	62%
Total Support	78	38%

FINANCIAL DATA

	€ 000	%
Total Income	19,660	100%
State Grants	8,419	43%
Fees	9,366	48%
Exchequer	1,669	8%
Non-Exchequer	7,697	39%
Research Grants & Contracts	572	3%
Other Income	1,303	7%
Total Expenditure	19,659	100%
Core - Pay	14,199	72%
Core - Non-Pay	4,912	25%
Research Grants & Contracts - Pay	128	1%
Research Grants & Contracts - Non-Pay	420	2%