

# DkIT Annual Report

2019 – 2020



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## 1. Mission and Vision Statements



### **Mission**

DkIT provides learner-centred graduate-focused higher education and craft apprenticeships, driving and inspiring globally connected educational, economic, social and cultural development in North Leinster-South Ulster.

### **Vision**

DkIT will be the unequivocal leader for Higher Education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of Technological University status and Cross-Border Alliances.

## 2. History



**Aerial View of Dundalk Institute of Technology**

Dundalk Institute of Technology (DkIT) was founded in 1970 and has earned its reputation as the leading higher education provider in the North Leinster-South Ulster of Ireland region through its first-class teaching and learning, research and enterprise engagement.

Set in an 87-acre campus in Dundalk, County Louth, DkIT provides quality educational and training opportunities to approximately 5,400 students across four Schools in Business & Humanities, Health & Science, Engineering and Informatics & Creative Arts from undergraduate and masters degrees to PhD level as well as craft apprenticeship provision.

DkIT also offers a range of part-time academic and vocational programmes to the community aimed at helping students to enhance career development and personal growth.

For more information on DkIT, please visit [www.dkit.ie](http://www.dkit.ie)

There are four Schools in the Institute as follows:

- School of Business & Humanities
- School of Engineering
- School of Health & Science
- School of Informatics & Creative Arts

The Institute has also grown its research capabilities with programmes at postgraduate degree level now available in the following research centres:

- Smooth Muscle Research Centre
- CREDIT
- Regulated Software Research Centre
- Centre for Freshwater and Environmental Studies
- Music Research Centre
- NetwellCASALA

### 3. Chairperson's Statement



The period of September 2019 to August 2020 was a challenging time for the Governing Body. I started my position in late 2019 and before I found my feet in March 2020, we had the start of Covid and the end of the Governing Body's 5-year term March 31 2020. I would like to thank every member of that Governing Body for their contribution to the future of DkIT.

The new Governing Body first met in late June 2020 and from its commencement has shown a diversity of skills, experience and leadership. It has been a privilege to be Chair.

Covid was a great challenge to Society and to DkIT.

On behalf of the GB, I would like to express our deep appreciation to the Leadership team, the academic staff and the support staff for the commitment that was made both to the DkIT and to its students.

As the President has noted elsewhere, we have made the strategic decision to become part of a TU campus. This will be a challenge, not just to meet the matrices, which I believe we will, but also to identify the partner of best fit. However, I have no doubt in the ability of the Leadership team, the GB and all other DkIT stakeholders to successfully meet that challenge.

**Paddy Malone**  
**Chairperson**

## 4. President's Statement



September 2019 to August 2020 was marked by the successful bringing to finality of the DkIT Strategic Plan 2020/2022. A key achievement was to put in place the necessary evidence and consultation that enabled a commitment to achieve TU designation within the life of the plan. This was underpinned by a successful a comprehensive process with oversight by the DkIT Ambition Steering Group that involved systematic secondary and primary research, comprehensive staff consultation and stakeholder engagement. Equally, there is a commitment to continue building links with Northern Ireland to support and lead the Shared Island.

Unsurprisingly 2020 was dominated by the global health emergency and the Institute, in common with countless other organisations, had to quickly re-invent itself and deliver largely on line. Hugh credit is due to all our staff and students for the success in making this successful transition. As much as possible, within health public guidelines the Institute endeavored to provide some measure of on-campus experience particularly during Semester of 2020.

An Athena Swan submission was made and very positive feedback received but the Institute was not successful on this occasion. Efforts were redoubled to prepare another submission.

The Institute successfully secured for the second year in a row funding (€550,000) from Landscape to strengthen TU metrics and initiate a “Region of Learning Project” to further develop pathways from Further Education into Higher Education in the North Leinster South Ulster area.

We remember those who lost loved ones as a result of COVID and those who work in front line occupations.

**Michael Mulvey, PhD**  
**President**

## 5. Governance

The Governing Body was established under the Regional Technical Colleges Acts 1992 to 2001 and additional functions were assigned under the Institutes of Technology Act 2006. The Governing Body is accountable to the Minister for Further and Higher Education, Research, Innovation and Science and is responsible for ensuring good governance.

The Governing Body is collectively responsible for leading and directing the Institutes' activities and fulfils key functions, including: reviewing and guiding strategic direction and major plans of action, risk management policies and procedures, annual budgets and business plans, setting performance objectives, monitoring implementation and Institute performance, and overseeing major capital expenditure and investment decisions.

The Governing Body acts on a fully informed and ethical basis, in good faith, with due diligence and care, and in the best interest of the Institute, having due regard to its legal responsibilities and the objectives set by Government.

### 5.1 Membership of Governing Body & Meetings

Schedule of Outgoing Governing Body Meetings and Governing Body Member's Attendance between 1 September 2019 & 31 March 2020

Governing Body Member	Role	No. of Governing Body meetings attended	No. of Governing Body meetings during the period
Cllr. Clifford Kelly	Acting Chairperson	8	8
Cllr. Cathy Bennett	Cavan & Monaghan ETB	1	8
Mr. Richard Crowley	Academic Staff Representative	6	8
Mr. Brian Harten	Arts Council	0	8
Ms. Maria Maguire	Student Representative	2	8
Mr. Paddy Matthews	Dundalk Chamber of Commerce	4	8
Mr. Glen McCourt	Student Representative	2	8
Mr. Paschal McGuire	Enterprise Ireland	8	8
Michael Mulvey PhD	President	7	8
Ms. Sile O'Connor	Enterprise Ireland	4	8
Ms. Antoinette O'Rourke	Academic Staff Representative	6	8
Cllr. Tomas Sharkey	Louth & Meath ETB	5	8
Mr. Fergal Smyth	Non-academic Staff Representative	5	8
Mr. Bill Sweeney	Louth & Meath ETB	7	8
Ms. Margaret Swords	Auteven	1	8
Ms. Kitty Warnock	UNITE	2	8
Ms. Sadie Ward McDermott	Louth & Meath ETB	6	8

The outgoing Governing Body's term ended on 31 March 2020 with the incoming Governing Body holding its inaugural meeting on 22 June 2020.

Schedule of Incoming Governing Body Meetings and Governing Body Member's Attendance  
between Inaugural Meeting on 22 June 2020 & 31 August 2020

Governing Body Member	Role	No. of Governing Body meetings attended	No. of Governing Body meetings during the period
Mr. Patrick W. Malone	Chairperson	4	4
Cllr. Clifford Kelly	Cavan & Monaghan ETB	4	4
Ms. Cindy Andrews	Student Representative	1	4
Ms. Aprilanna Barker	Cavan & Monaghan ETB	4	4
Dr. Thomas Dooley	Academic Staff Representative	3	4
Ms. Amanda-Jane Gainford	Engineers Ireland	3	4
Mr. Fergus Grimes	Non-academic Staff Representative	4	4
Cllr. Nick Killian	Louth & Meath ETB	4	4
Dr. Fiona Lawless	Academic Staff Representative	4	4
Dr. Michael Mulvey	President	4	4
Mr. Alec McAllister	Technology Ireland	4	4
Mr. Glen McCourt	Student Representative	0	4
Cllr. Erin McGreehan	Louth & Meath ETB	1	4
Ms. Brenda McGeeney	Dundalk Chamber of Commerce	3	4
Mr. Aidan McKenna	Enterprise Ireland	4	4
Ms. Isabell Murphy	ICTU	3	4
Ms. Anna Shakespeare	Pobal	3	4
Mr. Bill Sweeney	Louth & Meath ETB	4	4
Cllr. Sharon Tolan	Louth & Meath ETB	2	4
Ms. Sadie Ward McDermott	Louth & Meath ETB	2	4

Mr. Glen McCourt's term as SU President ceased at the end of June and his replacement was not appointed until September 2020.

Cllr. Erin McGreehan was appointed a Senator 29 June 2020, therefore, only attended one meeting.

Cllr. Sharon Tolan replaced Cllr. Erin McGreehan and her inaugural meeting was 28 July 2020.

## 5.2 Governing Body Meeting's Minutes

A copy of all Governing Body meeting minutes are available on the institute's website:

<https://www.dkit.ie/about-dkit/institute-reports-and-publications/governing-body-meeting-notes.html>

## 5.3 Governing Body Expenses

The following fees and/or expenses paid to members of the Governing Body are in accordance with guidelines from the Department of Finance.

Schedule of Governing Body Expenses 2019 - 2020

Governing Body Member	Fees	Expenses	Employer	
			PRSI	Total Paid
Cllr. Clifford Kelly	€8,700	€5,163	€50	€13,913
Mr. Pascal McGuire	€3,000	€3,362	€350	€6,712
Mr. William Sweeney	€2,400	€235	€247	€2,882
Cllr. Cathy Bennett	€300	€59	€26	€385

## 5.4 Institute Leadership Team

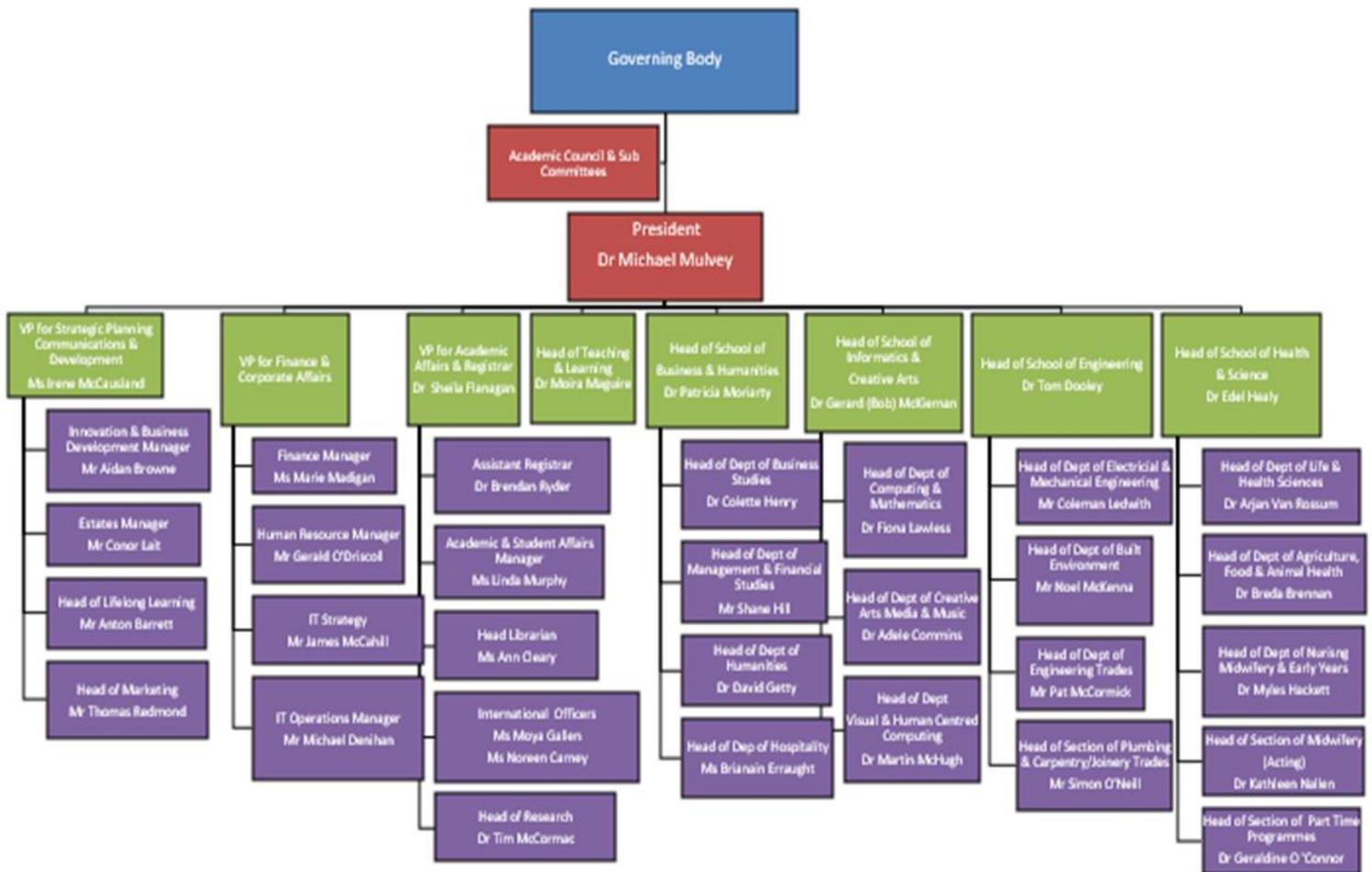
Name	Role
Michael Mulvey PhD	President
Dr Thomas Dooley	Head of School of Engineering
Dr Sheila Flanagan	Vice President for Academic Affairs & Registrar
Dr. Edel Healy	Head of School Health & Science
Dr Patricia Moriarty	Head of School of Business & Humanities
Irene Mc Causland	Vice President of Strategic Planning, Communications & Development
Dr Gerard (Bob) Mc Kiernan	Head of School Informatics & Creative Media
Vacant	Vice President for Finance, Resources & Diversity
Dr Tim Mc Cormac	Head of Research & Graduate Studies
Mr. Gerald O'Driscoll	HR Manager

## 5.5 Heads of Department/ Heads of Section

Name	Role
Anton Barrett	Lifelong Learning Manager
Dr. Brian Boyd (From January 2020) Dr. Colette Henry	Head of Department of Business Studies
Dr. Brendan Ryder (From January 2020) Dr. Breda Brennan	Assistant Registrar
Dr. Breda Brennan	Head of Department of Agriculture Food & Animal Health
Aidan Browne	Head of Innovation & Business Development
Noreen Carney	International Office Manager
Ann Cleary	Librarian
Dr. Adèle Commins	Head of Department of Creative Arts, Media & Music
Michael Denihan	IT Manager (from February 2013)
Brianain Erraught	Head of Department of Hospitality
Dr. Myles Hackett	Head of Department of Nursing, Midwifery & Early Years
Shane Hill	Head of Department of Management & Financial Studies
Conor Lait	Estates Manager
Dr. Fiona Lawless	Head of Department of Computing & Mathematics
Coleman Ledwith	Head of Department of Electrical & Mechanical Engineering
Marie Madigan	Finance Manager
Dr. Moira Maguire	Head of Teaching & Learning
Dr. Annaleigh Margey	Head of Department of Humanities
James McCahill	IT Manager (seconded to special projects)
Dr. Tim McCormac	Head of Research & Graduate Studies
Pat McCormick	Head of Department of Engineering Trades & Civil Engineering

Dr. Martin McHugh	Head of Department of Visual & Human Centred Computing
Noel McKenna	Head of Department of Built Environment
Linda Murphy	Academic & Student Affairs Manager
Gerald O'Driscoll	HR Manager
Stuart Quinn	Finance Analyst
Dr. Arjan Van Rossum	Head of Department of Life & Health Science

## 5.6 Organisational Structure



## 6. Academic & Student Affairs

### 6.1 Academic Council Membership

Dr Conor Brady	Dr Kate Johnston	Dr Patricia Moriarty
Dr Breda Brennan	Dr Daithi Kearney	Mr Peter Morris
Dr Dermot Clarke	Dr Alan Kennedy	Mr John Morrison
Ms Ann Cleary	Ms Anne Kierans	Mr Eamon Mullen
Dr Adele Commins	Dr Fiona Lawless	Dr. Michael Mulvey
Dr Thomas Dooley	Mr Coleman Ledwith	Mr Kieran Nolan
Ms Lorraine Dunne	Dr Sinead Loughran	Mr Christopher O'Neill
Ms Sinead Dunne	Dr Moira Maguire	Dr Fergal O'Rourke
Ms Ann Everitt Reynolds	Dr Annaleigh Margey	Ms Denise Quigley
Ms Brianain Erraught	Ms Irene McCausland	Mr John Reid
Dr Sheila Flanagan	Dr Tim McCormac	Mr Seamus Rispin
Dr David Getty	Mr Pat McCormick	Ms Antoinette Rourke
Mr Peter Gosling	Mr Glenn McCourt	Dr Brendan Ryder
Dr Peadar Grant	Mr Paschal McGuire	Dr Caroline Sheedy
Mr Myles Hackett	Mr Noel McKenna	Mr Dermot Smyth
Dr Edel Healy	Dr Gerard (Bob) Mc Kiernan	Dr Arjan Van Rossum
Prof Colette Henry	Dr Gerry McTaggart	Ms Sadie Ward Mc Dermott
Mr Shane Hill	Ms Margot McNelis	

### 6.2 Academic Council Meetings

Academic Year	Meeting Number	Date
2019-2020	165	27/09/2019
	165A	25/10/2019
	165B	20/11/2019
	166	29/11/2019
	167	07/02/2020
	167-01	26/03/2020
	167-02	27/03/2020
	167-03	31/03/2020
	167-04	28/04/2020
	168	29/05/2020
	169	19/06/2020

A copy of Academic Council meeting minutes are available on the institute's website:

<https://www.dkit.ie/about-dkit/governance/academic-council>

### **6.3 Academic Council Sub-committees**

Four to five meetings of each of the five Academic Council Sub-Committees took place during 2019/2020. This resulted in 23 sub-committee meetings.

These subcommittees are as follows:

1. Learning and Teaching sub-committee (LTS)
2. Research Sub-committee (RSC)
3. Academic Quality Sub-committee (AQSC)
4. Programme Evaluation Sub-committee (PEC)
5. DkIT Graduate Research Studies Board (GRSB)

## 6.4 Programme Validations 2019-2020

### 6.4.1 School: Business and Humanities

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type
Business Studies	Master of Science in Management and Leadership	Masters Degree	9	90	Full-time, Part-time, Blended	New
Business Studies	Postgraduate Diploma in Management and Leadership	Postgraduate Diploma	9	60	Full-time, Part-time, Blended	New
Business Studies	Postgraduate Certificate in Management and Leadership	Postgraduate Certificate	9	30	Full-time, Part-time, Blended	New
Hospitality Studies	Bachelor of Arts (Honours) in International Tourism Management	Honours Bachelor Degree	8	180	Full-time, Part-time	New
Hospitality Studies	Certificate in Hotel Revenue, Marketing and Digital Media Management	Certificate	7	20	Part-time/Blended/Online	New
Hospitality Studies	Bachelor of Arts (Honours) in Event Management (Part-time)	Honours Bachelor Degree	8	60	Part-time	Differential
Hospitality Studies	Bachelor of Arts (Honours) in Hospitality Management (Part-time)	Honours Bachelor Degree	8	60	Part-time	Differential
Hospitality Studies	Bachelor of Arts (Honours) in Culinary Enterprise (Part-time)	Honours Bachelor Degree	8	60	Part-time	Differential
Hospitality Studies	Higher Certificate in Arts in Culinary Arts (Part-time)	Higher Certificate	6	120	Part-time	Differential
Humanities	Bachelor of Arts in Applied Social Studies	Ordinary Bachelor Degree	7	180	Full-time	Differential

### 6.4.2 School: Engineering

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type
Electrical and Mechanical Engineering	Certificate in Digital Design and Fabrication	Certificate	6	30	Part-time	New

### 6.4.3 School: Health and Science

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type
Agriculture, Food and Animal Health	Bachelor of Science (Honours) in Advanced Veterinary Nursing	Honours Bachelor Degree	8	60	Full-time, Part-time	New
Agriculture, Food and Animal Health	Certificate in Emergency and Critical Care Veterinary Nursing	Certificate	8	10	Part-time	New
Agriculture, Food and Animal Health	Certificate in Clinical Governance, Leadership and Evidence Based Veterinary Care	Certificate	8	15	Part-time	New
Agriculture, Food and Animal Health	Certificate in Advanced Veterinary Analytical Techniques	Certificate	8	10	Part-time	New
Nursing, Midwifery and Early Years	Certificate in Advanced Comprehensive Health Assessment	Certificate	9	10	Part-time, Blended	New
Nursing, Midwifery and Early Years	Certificate in Nursing/Midwifery Medicinal Product Prescribing	Certificate	8	30	Part-time, Blended	Differential

#### 6.4.4 School: Informatics and Creative Arts

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type
Creative Arts, Media and Music	Bachelor of Arts (Honours) in Drama and Performance	Honours Bachelor Degree	8	60	Full-time, Part-time	New
Computing Science and Mathematics	Bachelor of Science (Honours) in Mathematics and Data Science	Honours Bachelor Degree	8	240	Full-time, Part-time, Blended	New
Computing Science and Mathematics	Bachelor of Science in Mathematics and Data Science	Ordinary Bachelor Degree	7	180	Full-time, Part-time, Blended	New
Computing Science and Mathematics	Higher Certificate in Mathematics and Data Science	Higher Certificate	6	120	Full-time, Part-time, Blended	New

#### 6.4.5 Department: CELT

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type
Centre for Excellence in Learning and Teaching (CELT)	Certificate in Engagement and Employability	Certificate	7	10	Full-time	New

## 6.5 Enrolment Statistics 2019-2020

School	Year 1	Year 2	Year 3	Year 4	Post-Grad	Total
<b>Full-time students</b>						
Business & Humanities	506	415	532	148	21	1,622
Engineering	182	135	136	71	28	552
Informatics & Creative Arts	220	196	198	149	43	806
Health & Science	345	289	312	199	38	1,183
<b>Subtotal</b>	<b>1,253</b>	<b>1,035</b>	<b>1,178</b>	<b>567</b>	<b>130</b>	<b>4,163</b>
<b>Part-time students</b>						
Business & Humanities	160	28	17		2	207
Engineering	39	1		21	2	63
Informatics & Creative Arts	71	32		11	8	122
Life Long Learning	91	28				119
Health & Science	170	30	24	20	78	322
<b>Subtotal</b>	<b>531</b>	<b>119</b>	<b>41</b>	<b>52</b>	<b>90</b>	<b>833</b>
<b>Total</b>	<b>1,784</b>	<b>1,154</b>	<b>1,219</b>	<b>616</b>	<b>220</b>	<b>4,993</b>

## 6.6 Graduation

As a result of COVID, conferring took place virtually (pre-recorded) at DkIT 14 and 15 December 2021 (five sessions). Recordings took place on the 3 and 4 of December 2020 in the TK Whitaker Theatre.

Graduates, members of the Leadership Team, Academic Council, Governing Body and a representative of all academic disciplines together with various stakeholders attended.

### 6.6.1 2019-2020 (Major Awards)

A total of 1,630 students graduated in 2020, as follows:

School	No. of Graduates
Centre for Excellence in Learning and Teaching (CELT)	16
School of Informatics and Creative Arts	240
School of Business and Humanities	711
School of Engineering	191
School of Health and Science	472

Classification by gender:

School	Female	Male	Total
Centre for Excellence in Learning and Teaching (CELT)	10	6	16
School of Informatics and Creative Arts	69	171	240
School of Business and Humanities	398	313	711
School of Engineering	13	178	191
School of Health and Science	365	107	472

Classification by School:

School	No. of Graduates
<b>Centre for Excellence in Learning and Teaching (CELT)</b>	<b>16</b>
First Class Honours	3
Second Class Honours	5
Unclassified	8
<b>School of Informatics and Creative Arts</b>	<b>240</b>
First Class Honours	53
Pass	32
Pass with Distinction	9
Pass with Merit - Grade 1	23
Pass with Merit - Grade 2	18
Second Class Honours	3
Second Class Honours Grade 1	63
Second Class Honours Grade 2	24
Unclassified	15
<b>School of Business and Humanities</b>	<b>711</b>
First Class Honours	47
Pass	67
Pass with Distinction	65
Pass with Merit - Grade 1	119
Pass with Merit - Grade 2	60
Second Class Honours	7
Second Class Honours Grade 1	143
Second Class Honours Grade 2	81
Unclassified	122
<b>School of Engineering</b>	<b>191</b>
First Class Honours	21
Pass	53
Pass with Distinction	27
Pass with Merit - Grade 1	12
Pass with Merit - Grade 2	18
Second Class Honours	7
Second Class Honours Grade 1	22
Second Class Honours Grade 2	13
Unclassified	18
<b>School of Health and Science</b>	<b>472</b>
First Class Honours	54
Pass	37
Pass with Distinction	25
Pass with Merit - Grade 1	53
Pass with Merit - Grade 2	26
Second Class Honours	2
Second Class Honours Grade 1	112
Second Class Honours Grade 2	29
Unclassified	134

Classification by National Framework of Qualifications:

NFQ Level	No. of Graduates
6	102
7	624
8	813
9	86
Unclassified	5

### 6.6.2 Postgraduate Research Degrees (included in total figure)

DkIT continues making postgraduate research degree awards (NFQ Levels 9 and 10) demonstrating the Institute's commitment to postgraduate research and strengthening our strategic objective to become a Technological University (TU).

- 3 Doctorate degrees - 2 DCU awards through the DCU-DkIT Graduate School and 1 QQI award.
- 2 Masters degrees – 1 DCU award (Master of Arts) through the DCU-DkIT Graduate School and 1 QQI award (Master of Science).

### 6.6.3 Prizes

First name	Surname	School	Programme Title	Prize Awarded
David	Gernon	Engineering	Bachelor of Engineering (Honours) in Mechanical Engineering	Enterprising Student of the Year
Laura	Fitzpatrick	Informatics and Creative Arts	Master of Arts In Music Technology	Academic Excellence
Juraj	Chudik	Informatics and Creative Arts	Master of Science in Computing	Academic Excellence
Leon	Smyth	Informatics and Creative Arts	Higher Diploma in Science in Data Analytics	Academic Excellence
Lee	Harding	Informatics and Creative Arts	Bachelor of Arts (Honours) in Applied Music	Academic Excellence
Bronagh	Mc Cabe	Informatics and Creative Arts	Bachelor of Arts (Honours) in Production of Music & Audio	Academic Excellence
Cora	Mc Keever	Informatics and Creative Arts	Bachelor of Arts (Honours) In Communications in Creative Media	Academic Excellence
David	O' Farrell Mc Geary	Informatics and Creative Arts	Bachelor of Arts (Honours) In Film & TV Production	Academic Excellence
Jacob	Skerrit	Informatics and Creative Arts	Bachelor of Science (Honours) in Computing	Academic Excellence
Antony	Saputra	Informatics and Creative Arts	Bachelor of Science (Honours) in Computing in Games Development	Academic Excellence
Gerard	Hoey	Informatics and Creative Arts	Bachelor of Science (Honours) in Computing in Cloud Computing	Academic Excellence
Evan	Bridger	Informatics and Creative Arts	Bachelor of Science in Computing in Cloud & Data Centre Operations	Academic Excellence

Kayleigh	Hoey	Informatics and Creative Arts	Bachelor of Science (Honours) in Multimedia Web Development	Academic Excellence
Aimee	Wildeboer	Informatics and Creative Arts	Bachelor of Science in Computing	Academic Excellence
Amanda	Rodgers	Informatics and Creative Arts	Bachelor of Arts in Media, Arts & Technology	Academic Excellence
Zhiqiang	Bu	Engineering	B.Eng in Mechanical Engineering	Academic Excellence
Conor	Bellew	Engineering	B.Eng in Electrical & Electronic Systems	Academic Excellence
Saira	Khan	Engineering	M.Sc in Renewable Energy Systems	Academic Excellence
Alan	Ariawan	Engineering	B.Eng (Hons) in Electrical Engineering	Academic Excellence
David	Gernon	Engineering	B.Eng (Hons) in Mechanical Engineering	Academic Excellence
Chin Chyuen	Koh	Engineering	B.Eng in Civil Engineering	Academic Excellence
Padraig	McBride	Engineering	B.Sc (Hons) in Civil Engineering	Academic Excellence
Elizabeth	Leonard	Engineering	B.Sc (Hons) in Building Surveying	Academic Excellence
David	Quigley	Business and Humanities	Bachelor of Arts (Honours) in Arts	Academic Excellence
Cormac	McGroggan	Business and Humanities	Bachelor of Arts in Sport, Exercise and Enterprise	Academic Excellence
Stephen	Kavanagh	Business and Humanities	Bachelor of Arts (Honours) in Sport, Exercise with Enterprise	Academic Excellence
Beatrice	Njekwe	Business and Humanities	Bachelor of Arts (Honours) in Social Care	Academic Excellence

Courtney	McDonagh	Business and Humanities	Bachelor of Arts in Community Youth Work	Academic Excellence
Gordana	Sremac	Business and Humanities	Bachelor of Arts (Honours) in Youth Work	Academic Excellence
James	Lacey	Business and Humanities	Bachelor of Business Studies (Honours)	Academic Excellence
Neale	McKenna	Business and Humanities	Bachelor of Arts (Honours) in Accounting and Finance	Academic Excellence
Natasha	Clarke	Business and Humanities	Bachelor of Arts (Honours) in Global Marketing	Academic Excellence
Maria	Ferguson	Business and Humanities	Bachelor of Business (Honours)	Academic Excellence
Viktorija	Burdulyte	Business and Humanities	Bachelor of Arts in Digital Marketing, Communication and Public Relations	Academic Excellence
Linda	Laverty	Business and Humanities	Bachelor of Arts in Culinary Arts	Academic Excellence
Hannah	Reilly	Business and Humanities	Bachelor of Arts in Event Management	Academic Excellence
Jiayi	Zhao	Business and Humanities	Bachelor of Arts (Honours) in Event Management	Academic Excellence
Eve	Gaffney	Business and Humanities	Bachelor of Arts in Hospitality Management	Academic Excellence
Yuqi	Chen	Business and Humanities	Bachelor of Arts (Honours) in Hospitality Management	Academic Excellence
Jenna	Larkin	Business and Humanities	Bachelor of Arts (Hons) in Culinary Enterprise	Academic Excellence
Tara	Callan	Business and Humanities	Higher Certificate in Arts in Hospitality Studies	Academic Excellence
Mikaela	Finegan	Business and Humanities	Higher Certificate in Arts in Culinary Arts	Academic Excellence

Nicola	Murphy	Business and Humanities	Bachelor of Business in Business and Management	Academic Excellence
Diana	Pilate	Business and Humanities	Bachelor of Business in Business and Technology	Academic Excellence
Claire	Reilly	Business and Humanities	Bachelor of Business (Honours) in Digital and International Business	Academic Excellence
Michelle	McAduo	Business and Humanities	Master of Business in Entrepreneurship and Marketing	Academic Excellence
Mir Muhammad Ali	Talpur	Business and Humanities	Higher Diploma in Business	Academic Excellence
Sinead	Feeley	Health and Science	Master of Science in Agricultural Biotechnology	Academic Excellence
Michael	Carey	Health and Science	Bachelor of Science (Honours) in Sustainable Agriculture	Academic Excellence
Aisling	Gallagher	Health and Science	Bachelor of Science In Veterinary Nursing	Academic Excellence
Shauna	Mullen	Health and Science	Bachelor of Science (Honours) in Health & Physical Activity	Academic Excellence
Li Ying	Sim	Health and Science	Bachelor of Science (Honours) in Biopharmaceutical Science	Academic Excellence
Jing Yong	Chang	Health and Science	Bachelor of Science in Applied Bioscience	Academic Excellence
Jia Wen	Cheong	Health and Science	Bachelor of Science in Pharmaceutical Science	Academic Excellence
Lucymay	McCabe	Health and Science	Bachelor of Science (Honours) in General Nursing	Academic Excellence

Caroline	Walsh	Health and Science	Bachelor of Science (Honours) in Intellectual Disability Nursing	Academic Excellence
Sarah	Fitzsimons	Health and Science	Bachelor of Science (Honours) in Psychiatric Nursing	Academic Excellence
Jill	McGuigan	Health and Science	Bachelor of Science (Honours) in Midwifery	Academic Excellence
Shania	McDonald	Health and Science	Bachelor of Arts (Honours) in Early Childhood Studies	Academic Excellence
Rachael	McAllister	Health and Science	Bachelor of Arts (Honours) Leadership & Management in Early Years	Academic Excellence
Fiona	McCarthy	Health and Science	Bachelor of Arts in Applied Early Childhood Studies	Academic Excellence
Alan	King	Informatics and Creative Media	Higher Diploma in Science in 3D Computer Animation	Academic Excellence

## 6.7 International Flows

### 6.7.1 Incoming Erasmus Students

Country of Origin	Business & Humanities	Informatics & Creative Arts	Engineering	Health & Science	TOTAL
Czech Republic	2				2
Finland	5		1		6
France	32	6	1	2	41
Germany	38	6	4		48
Spain	2	2			4
Romania		2			2
Portugal		1			1
Denmark				1	1
<b>TOTALS:</b>	<b>79</b>	<b>17</b>	<b>6</b>	<b>3</b>	<b>105</b>

### 6.7.2 DkIT Students Studying Abroad on Erasmus

Destination	Business & Humanities	Engineering	Health & School	TOTAL
Finland			2	2
France	7			7
Germany	5	5		10
Spain	4			4
Portugal	4			4
Denmark			1	1
UK	4		10	14
<b>TOTALS:</b>	<b>24</b>	<b>5</b>	<b>13</b>	<b>42</b>

### 6.7.3 DkIT Staff on Erasmus Mobility

Destination	Business & Humanities	Engineering	Health & School	TOTAL
Finland			1	1
Germany		2		2
Portugal	4			4
Belgium			1	1
<b>TOTALS</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>8</b>

#### 6.7.4 Incoming Non-EU Students

Nationality	Business & Humanities	Informatics & Creative Arts	Health & Science	Engineering	TOTAL
Malaysia	82	23	32	26	163
China	78	29	5	9	121
Saudi Arabia	27		3	41	71
Nigeria	5		2	4	11
India	4	7		12	23
Singapore	2		1		3
USA	3	1			4
Hong Kong	3	2			5
Indonesia	1	3	6	2	12
Oman	1			5	6
Vietnam	3	1			4
Jordan	2				2
Argentina	1				1
Pakistan	1		1	1	3
Nepal		2		1	3
South Africa				1	1
Bangladesh		1			1
Ethiopia		1			1
Honduras		1			1
Brazil			1		1
Syria			1		1
<b>TOTALS</b>	<b>213</b>	<b>71</b>	<b>52</b>	<b>102</b>	<b>438</b>

## 7. Library News

### 7.1 Summary

DkIT Library aims to provide student-centred services to a diverse population of students, staff and researchers across a range of programmes from apprenticeships to PhD level.

The physical place and physical services are a huge part of what we do our identity and the services we offer. The closure of higher education institutions and their libraries after 12 March 2020 presented significant challenges to the provision of services, undermining curation of the physical space due to the changes needed to ensure health and safety during a pandemic. Like everyone, our efforts have been in managing the physical space in a way that ensured safety and developing e-services to mirror, replace or complement physical services. The Library moved rapidly to enhance existing virtual services and implement new ones, responding to the COVID pandemic by accelerating the shift to digital collections and services and by supporting & participating in remote teaching.

New services included:

- 'Click & collect' or 'click & post' physical book delivery
- Scan & send – e-access to physical resources subject to copyright
- Booking and access by appointment

Other changes included the automatic renewal of all loans.

### 7.2 Readers Services

We increased loan allowance and implemented extended loan periods for print stock as soon as the Institute closed on 12 March.

- Click & Collect  
Provided users with the opportunity to request items via the online catalogue and collect them from a designated area outside the Library.
- Postal Loan and Returns  
Scan and Send – requested extracts from print material were scanned by staff (adhering to copyright restrictions) and emailed to the requestor.

In July / August, we implemented a service where final year students could return their book loans to the nearest Institute of Technology library rather than posting them.

New LibGuides were compiled to inform students and staff of services, including new services, available during the period of closure.

### **7.3 Research and Information Skills (RIS)**

The Library worked to enhance and promote pre-existing online tools and guides as well as developing new ones.

We continued to offer one-to-one consultations - via Teams or zoom and, in April 2020 introduced a chat service.

- For the 2019 academic year we changed the name of our modules from IL (Information Literacy) to RIS (Research and Information Skills)
- 235 RIS classes were delivered from September 2019 - March 2020

When neither staff nor students could be on campus, in order to remain accessible we initiated an online chat service (via Moodle) for staff and students to contact us for support. This was subsequently changed to a more user friendly Ask a Librarian service using the Springshare LibChat software.

We offered students the option of having a one-to-interaction (online) or if there were a number of requests for the same topic, we organised a group session.

From March 2020 to the end of the 2019/20 academic year, there was a marked increase in the use of Library Guides that offer online support to staff and students.

All LibGuide Views:

- March to August 2019 - 27,287
- March to August 2020 - 80,986

Harvard Referencing Quick Guide:

- March to August 2019 - 14,779
- March to August 2020 - 54,259

Research: Step-by-Step Guide:

- March to August 2019 - 986
- March to August 2020 - 3,802

### **7.4 Acquisitions and Finances**

Challenges around the loss of access to print materials after March 2020 were met through allocating more funding to the purchase of e-books, prioritising them over print books when available. This offered continued access to essential texts to support remote learning and teaching. Delivery of print books was suspended. Publication of some print journals ceased during this period or they were produced only intermittently.

Inter Library loan supply was disrupted because many libraries including British Library, through which we place our requests, were closed for periods of time or had very reduced services; books via interlibrary loan (ILL) were unavailable for much of the year. Document supply, which fulfils journal article requests, was also affected by library closures and legal restrictions on forwarding journal article requests to users electronically.

The library added 392 titles to the collection during academic year 2019-2020; 167 of these titles were e-books.

While e-books are a growing but not complete alternative to print publications, a printed book does not necessarily have an electronic equivalent. Irish publishers in particular generally have no e-alternatives to print titles.

## 7.5 Cultural events and activities

October 2019

- We launched a new Library hosted book club.
- We also hosted the Ken Saro-Wiwa Exhibition, Ringing the Ogoni Bells (on loan from Maynooth University Library).
- For Open Access Week we facilitated a presentation on 'Open Data – Citizen Science' Presenters: Sarah Bowman (TCD), Enda Fields (DkIT), Bernadette Brereton.

November 2019:

- Celebrated National Novel Writing Month with a writing group meeting throughout the month.

February 2020:

- As part of the Wellness at the Library campaign, the Library hosted Poitigéir Filíóchta on 19 February, a one hour session where students encountered poems to suit their mood and help them navigate stressful situations (especially as they got to crunch time with assignments).

April 2020:

- Poetry Day Ireland 2020 took place on 30 April. The theme was; *There will be time to celebrate*

DE CHASTELAIN LIBRARY DKIT

## Silent Book Club for Introverts

Bring any book you like, no set reading, socialise in silence, talking optional

Tuesdays at 2pm-5pm in the Library Anaverna Room  
Free for all - Students and Staff - Just pop in with a book you're reading



DE CHASTELAIN LIBRARY PRESENTS



**OPEN 8 International ACCESS WEEK**

## OPEN DATA CITIZEN SCIENCE

Presenters include:  
Sarah Bowman (TCD)  
Erica Pietsch (DAIT)  
Barbara Braxton (DKIT)

WEDNESDAY OCT 23, 2019  
1:00 PM, SLIEVEFOYE ROOM

Financed by the Government of Ireland through the Higher Education Authority  
Biblioteka - 2019-2020 Strategic Plan  
Facebook: @dkitlibrary

## NOVEMBER WRITING GROUP

It's National Novel Writing Month!

**30 Days**  
Joins us every Friday from October 25 to December 6 in the Library's Anaverna room on the second floor anytime between 9 and 12.

**50,000 Words**  
Guest writers will give a short presentation at 10 AM every week.

**300,000 Writers across the Globe**  
Let's meet our NaNoWriMo writing goals together!

Poets, bloggers, non-fiction writers, everybody welcome!

## 8. Student Services

### 8.1 Background

Student Services, which operate under the office of the Vice President for Academic Affairs and Registrar, are a team of professional service providers who provide support for students to actively engage in their third level experience. The Services are currently aimed at full-time undergraduate, postgraduate, Springboard and Apprentice Students. A summary of the services offered are as follows:

Access	The Access service works to increase access to third level from under-represented groups identified as key target groups by the National Access Office of the HEA. The Service supports the increased participation of these students with a view to successful completion of their programme of studies. The Access Officer is a member of NEFEA Working Group, the THEA Access Officers Group, Mature Students Ireland (MSI), PATH 2 and PATH 3 committees of the MEND Cluster, DkIT representative on the board of Dundalk Community Training Centre, the Board of Louth Leader Partnership and the alternative DARE representative for DkIT. In cooperation with the School of Business and Humanities, the Service works with the Pathways outreach programme.
Disability	DkIT Disability Service (DS) provides support to students with a disability or a significant ongoing illness or mental health condition who disclose to the service and request support. The DS is funded by the Fund for Students with Disabilities (ESF/HEA), this fund supports students who meet the criteria for funding, however DkIT also offers a general level of support to any student who presents for support through examination accommodations and the range of services provided by other support services including the Centre for Learning and Teaching. The Disability Officer is now on an advisory board for Multi-disability DARE applicants.
Health Unit	The overall aim of the service is to provide a holistic approach to student wellbeing. The service comprises a general medical, psychological and health educational service to all students. The health service is an integral part of the student services team, where cooperation between services plays a vital role in assisting each other to enhance the wellbeing of students.
Student Counselling	The Student Counselling Service provides accessible, confidential, non-judgemental support to all registered students. The Head of Student Counselling is currently the Chairperson of the Psychological Counsellors in Higher Education in Ireland (PCHEI) and was a member of the National Advisory Council of the Eshte project and on two of their sub groups looking at data and at policy implementation. She was also a member of the steering group of the Innovation & transformation Project and was invited to be part of the Connecting for Life group of the HEA, the Rapid Response Drugs Taskforce by Minister Mitchell O'Connor and participated in meetings with the Minister and HSE and Department of Education personnel to look at continuity of mental health care for students
Careers & Employability Centre (CEC)	DkIT's Careers & Employability Centre works to ensure that Graduates of DkIT are self-aware, self-resourceful and work ready. To do this, we work with students from first year through to graduation in the area of Career

	Development support and Student Work Placement. DkIT Careers Officer nominated to be member of AHECS Executive from July 2020. The Placement Development Co-Ordinate is a member of AHECS Work Placement Task Group
Sports & Societies	The Sports and Societies Office supports, funds and resources all sports and societies to encourage students to be active and involved and make their mark on student life. The Sports and Societies Officer is a member of the Student Sport Ireland 'Physical Activity and Health' Committee.
Student Assistance Fund (SAF)	The is administered by the Student Service Centre on a strictly confidential basis and provides limited support for full-time students who are in severe financial difficulties due to unforeseen circumstances, or who are disadvantaged and require additional financial support to enable them in so far as possible to participate fully in their studies while at the Institute. Additional funding was made available for students who are lone parents and part-time students from other target groups in the National Access Plan. As part of the conditions of co-financing under the ESF PEIL 2014-2020, detailed data is required on each student who benefits directly from the SAF fund.

## 8.2 Progress Report

### 8.2.1 Access

#### HEAR

- DkIT joined the HEAR scheme for intake September 2020. As HEAR representative for DkIT, the Access Officer assisted with the promotion of the HEAR/DARE Open Day in TUD. It is anticipated that membership of HEAR will lead to increased access rates to DkIT from those experiencing socio-economic disadvantage. The decision to join the HEAR scheme was in part in response to feedback from guidance counsellors in the region.

#### PATH 2

- The Access Officer identified a number of changes that would make better use of DkIT's resources in terms of the administration of the 1916 Bursary Scheme and also sought to remedy alterations to the operation at cluster-level that had seen the MEND cluster move from a ring-fenced number of bursaries per HEI. These changes were proposed to the cluster and agreement was reached – DkIT has again ten bursaries ring-fenced for DkIT students and operation of the scheme has been returned to HEI-level to the greatest extent possible. This allows a better use of DkIT staff time and resources (even more so following COVID) and more importantly ensures that the Institute will be able to award ten bursaries to our students this year.
- In response to the COVID situation, much work has been done over the past number of months to develop an internal application system that will incorporate an online application form. A detailed Application Guide (including a Data Policy) has been developed and put on the DkIT website – flyers referring to where this information may be found have been developed for first year registration packs.

#### DkIT Sanctuary Scholarship:

- This is a new initiative developed by the Access Officer, taking into account the experiences and schemes in operation in other Institutes of Technology. The scheme is now operational

for academic year 2020/21 intake and applications are being accepted over the summer months, with a deadline of the end of August. As well as information being available on the DkIT website, the engagement of various staff members in DkIT and the Irish Refugee Council in promoting this scheme has been sought and has been forthcoming.

### **8.2.2 Disability**

297 students were supported by the Institute's disability services during the 2019/20 academic year. This includes, Undergraduate, Postgraduate, Part-Time, Full-Time and Apprentices. This figure includes students who require support and are not funded through the Fund for Students with Disabilities (FSD).

### **8.2.3 Health Unit**

This academic year saw the completion of the digitalisation recording system and the removal of the manual recording system within the Health Unit resulting in a more efficient and time saving operation. The new system is more secure and more GDPR compliant and has enhanced efficiency in relation to connectivity with the GP service and outside medical and psychological services – hospitals, medical laboratories etc.

The academic year also saw the continuity of the “Healthy Campus” week, organised by the Health Unit, where a very successful collaboration between a wide variety of outside agencies who attended the campus. These organisations dealt with many aspects of health and wellbeing including mental health issues, sexual health wellbeing, physical fitness and wellbeing, support for substance misuse and personal safety etc. The success of the week was greatly enhanced by the assistance of DkIT staff including personnel from the Department of Hospitality Studies, the School of Nursing and student services colleagues particularly the sports and society's officer and the student counselling team. The feedback from the student body regarding the “Healthy Campus” week was very positive with many students actively participating in the various activities and availing of advice from the volunteers.

As and from early 2020 we all became aware of outbreaks of COVID. The Health Unit in DkIT made contact with the Health Protection Surveillance Centre (HPSC) Ireland. We were advised on a regular basis by them of health and safety protocols to use in a third level educational setting. This resulted in the need to adapt our current service to meet health and safety criteria.

Amongst the changes we made were the following:

- Communication with students. Students were regularly notified of health and safety best practice e.g. hand hygiene, cough etiquette, social distancing, education regarding symptoms of COVID etc. The Health Unit was provided with educational posters by the HPSC. These were displayed throughout the Institute.
- Students were notified by the Health Unit of changes within the unit regarding a new appointment and triage system, new emergency/ walk in service and the availability and adaptation of a temporary isolation room.

#### 8.2.4 Student Counselling Service

The main feature of this academic year was the impact of COVID that resulted in the complete closure of the institute on the March 12. At the time of the closure we had just begun contingency planning for such an event and were therefore ready to immediately pivot to online provision of services. Sessions were offered securely through the institute's Microsoft TEAMS platform. This allowed us to offer sessions via video, telephone or live text. At the beginning, a significant proportion of clients asked to wait for sessions until they could do face to face, but despite this considerable reduction in the second semester we still had 425 clients registered with the service an increase of 17 on last year.

The Head of Counselling Service's role as chair of PCHEI resulted in a number of initiatives and collaborations at a number of levels the most significant of which was our lead on a successful application for funding for an anonymous reporting tool for sexual harassment & violence at third level.

#### 8.2.5 Impact of COVID

##### **Practical arrangements:**

We used the institute's Microsoft Teams to provide a secure platform to continue to provide sessions. This allowed us to offer clients sessions via video, phone or live text. Most of our clients who chose to continue chose the video option. Some were impacted by poor connectivity and lack of privacy to engage.

All our therapists were able to use their own laptops and because we have a paperless service with all data held on the cloud we were all able to immediately access our case files and keep them securely updated.

##### **Mental health information:**

From the early days of the lockdown, we tried to keep a line of communication open with students by sending them regular updates with mental health information particularly in relation to managing their mental health in a pandemic. Together with USI, we recorded a short video about service availability and keeping well. We were also asked to prepare a funding submission on the short, medium and long-term needs of our services given the expected impact on mental health of students.

##### **Safety assessment:**

We completed an assessment of our facilities in terms of a return to work. We have completed an assessment of the changes that need to be made and this will be written up in a return to work policy.

##### **Service offering on return:**

In line with the best public health advice we will offer a blended service with face to face and remote sessions being offered. Face to face will be prioritised for those with mental health issues in line with

the recommendations of the AHEAD and USI report. We are also hoping to facilitate a number of formal and informal sessions with students to help them stay connected.

We are also going to offer Consent and Bystander inputs online as another way to keep the connection with students.

We will to explore the training of online supporter/mentors through the class rep system to provide regular collegial support to those students that are struggling.

### **8.2.6 Careers & Employability Centre (CEC)**

September 2019 to March 2020 showed a strong engagement in 1-to-1 appointments for this period with an increase of 28% from the previous period. There was a fall off from March 2020 due to COVID, however overall there was only a minor decrease of 1% for total 1-to-1 Appointments, with a total of 472 1-to-1 appointments for 2019-2020.

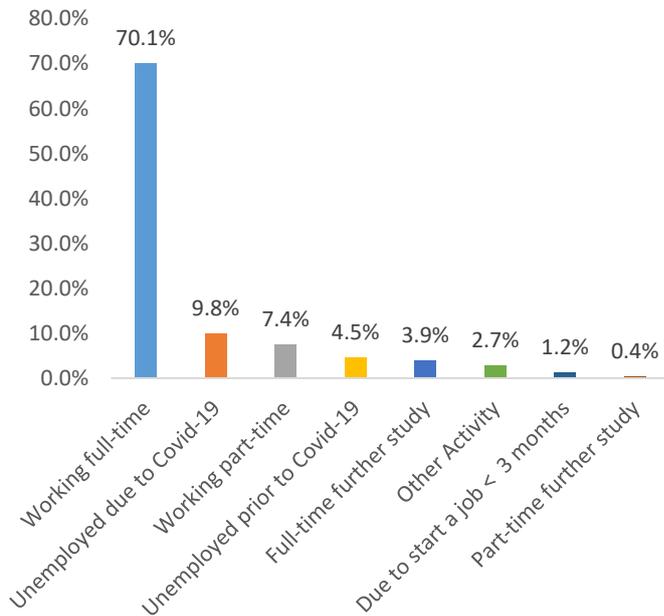
Careers & Employability Centre established an outreach office in the Carrolls Building to support engagement from the School of Informatics and Creative Arts, this resulted in a 29% increase from the previous year by students from this ICA School.

Annual Careers & Industry Fair in October 2019, was a very successful event, sponsored by Prometric.

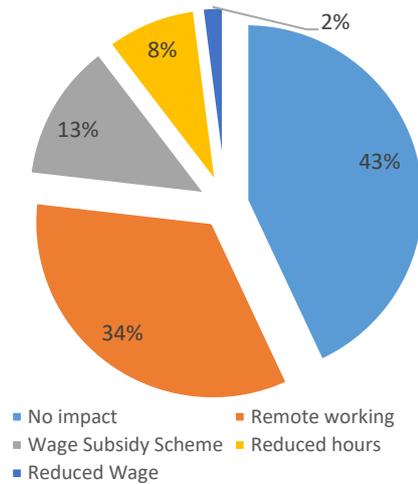
- 67 exhibitors attended the fair.
- For the first time a dedicated CV clinic manned by the CEC
- Staff was held in conjunction with the Careers fair with over 70 students attended for a 10 minute CV review.
- 5 Accounting Professional Bodies delivered presentations to Business and Accounting & Finance students.
- The Placement Office facilitated companies in break-out rooms to present to students and interview for their placement.

The Service successfully completed the Careers and Placement Centre survey for mobile use using MS Forms to support increased engagement with graduates. The following is a summary of the results:

### PRIMARY ECONOMIC STATUS

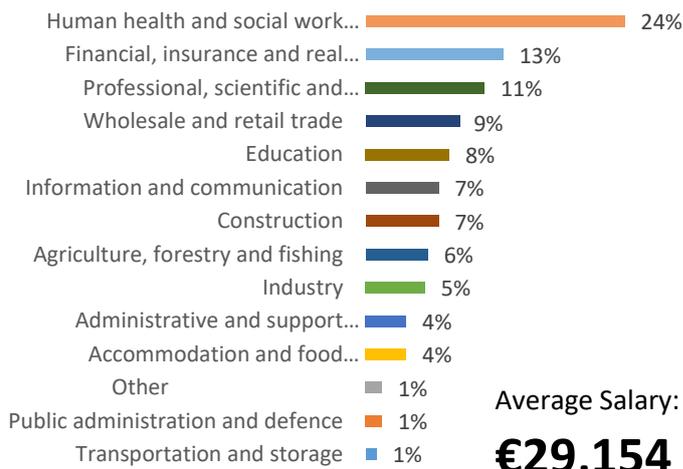


### IMPACT OF COVID

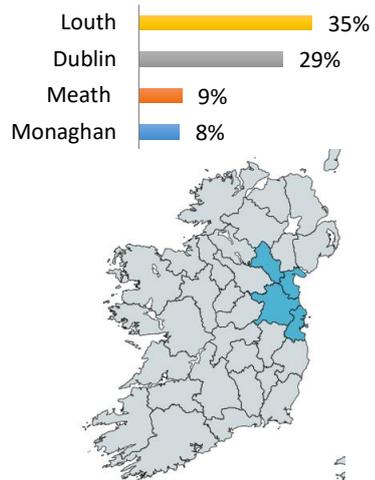


Since the emergence of the COVID-19 pandemic, there have been many changes to work practice and employment. To capture these changes with the graduating cohort of 2019 we asked what impact the Covid-19 pandemic has had on their current role.

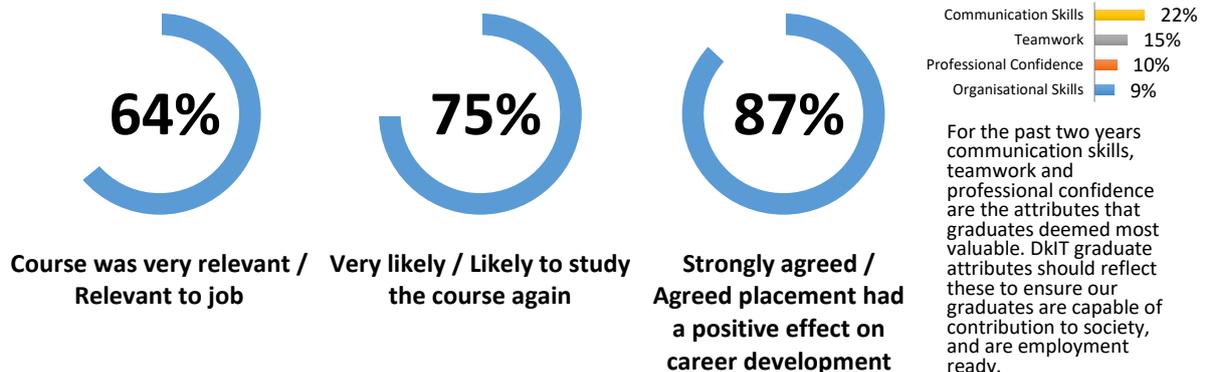
### PRIMARY ECONOMIC STATUS & AVERAGE SALARY



### EMPLOYMENT LOCATION



### RELEVANCE OF COURSE, LIKELIHOOD OF CHOOSING THE COURSE AGAIN, PLACEMENT IMPACT AND GRADUATE ATTRIBUTES



## Online Careers Supports during COVID (March 2020 onwards)

- Move all face-to-face appointments to virtual appointments, all bookable online via Careers Connect
- Developed and circulated a series of Careers Supports, Insights and Opportunities emails to graduates and students
- Developed a specific Graduate Jobs / Programme Database and circulated
- Updated Moodle Page with online extended online resources for Careers Development
- Careers Skills Webinar Week June - 5 Hidden Jobs Market, Creating A Winning CV Preparation, Interview like a STAR, Getting Started with LinkedIn 2020
- Career Discovery Week, GradIreland –June 22 - 25, online fair for all students and graduates across all disciplines. DkIT partner on this event.
- Partnered with IADT, WIT and LIT on Meet the Employers Series from June 23 - July 17 2020 <https://iadt.ie/news/iadt-careers-webinar-schedule/>

## Placement Office

- The academic year 2019-2020 saw 726 students across 21 undergraduate programmes of study prepared for work placement. The Placement Office managed Electronic and Mechanical Engineering for the first time and hopes to support the rest of the Engineering and Built Environment programmes in 2020-21.
- The Placement Office delivered over 78 placement preparation classes in the academic year 2019-2020 as well as individual one to one meetings with work placement students.
- Adaptation to placements in the context of COVID:
  - All placements were formally cancelled from March 2020 for remainder of the 2019 – 2020 semester.
  - Of the 726 students who were due to complete placement 78% (566) commenced their placement and 22% (160) completed an alternative project.
  - The Placement Office managed the communication of this significant and immediate change process to both students and staff. The Placement Office support academic teams in exploring and implementing alternatives to placement.
  - The Placement Office worked on a strategy to manage placements for new academic year where remote placements would be a priority area.

### 8.2.7 Sports and Societies

#### Participation and performance

The Institute continue to have high levels of participation and all of our sports teams are competitive within their respective grades. A particularly pleasing aspect of participation this year is that we managed to field a ladies soccer team and also increase numbers playing both soccer and rugby.

Some notable achievements for 2019/20

- All Ireland Division 2 GAA Senior League Champions
- Fielded four soccer teams including three male teams and one female
- Ladies Rugby team qualified for Student Sport Ireland Division 2 Final
- Ladies GAA team qualified for Lynch Cup weekend for first time since 2014. Unfortunately, the competition was postponed.
- Fielded ladies basketball team who qualified for Division 3 league semi final- competition postponed
- Freshers GAA team lost The All Ireland league final to Tralee and had qualified for championship final but this was postponed.

### **Ladies Sport 20x20**

We ran a ladies sport initiative for the month of October. The structure of sessions was a 20-minute circuit followed by 15 minutes GAA, 15 minutes soccer and 15 minutes rugby. The principle behind it was to provide female students an opportunity to try sport for the first time but also for elite players to try a different sport. We also felt that by having female students from a variety of sports training together that they could assist each other (i.e. some of the GAA female students helping out the rugby team). We invested significantly in this programme with all participants receiving a ladies sport jersey if they completed 3/4 sessions.

### **Funding**

The Sports and Societies Office were successful in their application for a sports capital grant of €63,000

### **Sports Scholarships**

For 2019/20 the service moved the sports scholarship application to an online format. This proved to be successful as we received in excess of 130 applications, of which 95 were interviewed via Zoom. This is an increase on a previous maximum of 65. We will continue to offer the online application process for 2020/21.

### **Sports and Societies Awards Night**

Unfortunately the annual awards night had to move online which meant for the first time since 2007 we did not host an in person event. To create some interest we introduced online voting which proved to be a successful initiative as we had over 300 votes for the various awards. We will keep this system even when we can host the event in person.

### **8.2.8 Student Assistance Fund**

The Student Assistance Fund (SAF) has experienced a large increase in the number of applicants year on year, with a noticeable increase in 2019/20:

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>
Number of applicants	385	402	571
Successful applicants gaining financial assistance	335	329	372

The largest proportion of financial assistance is in relation to living expenses and / or rent.

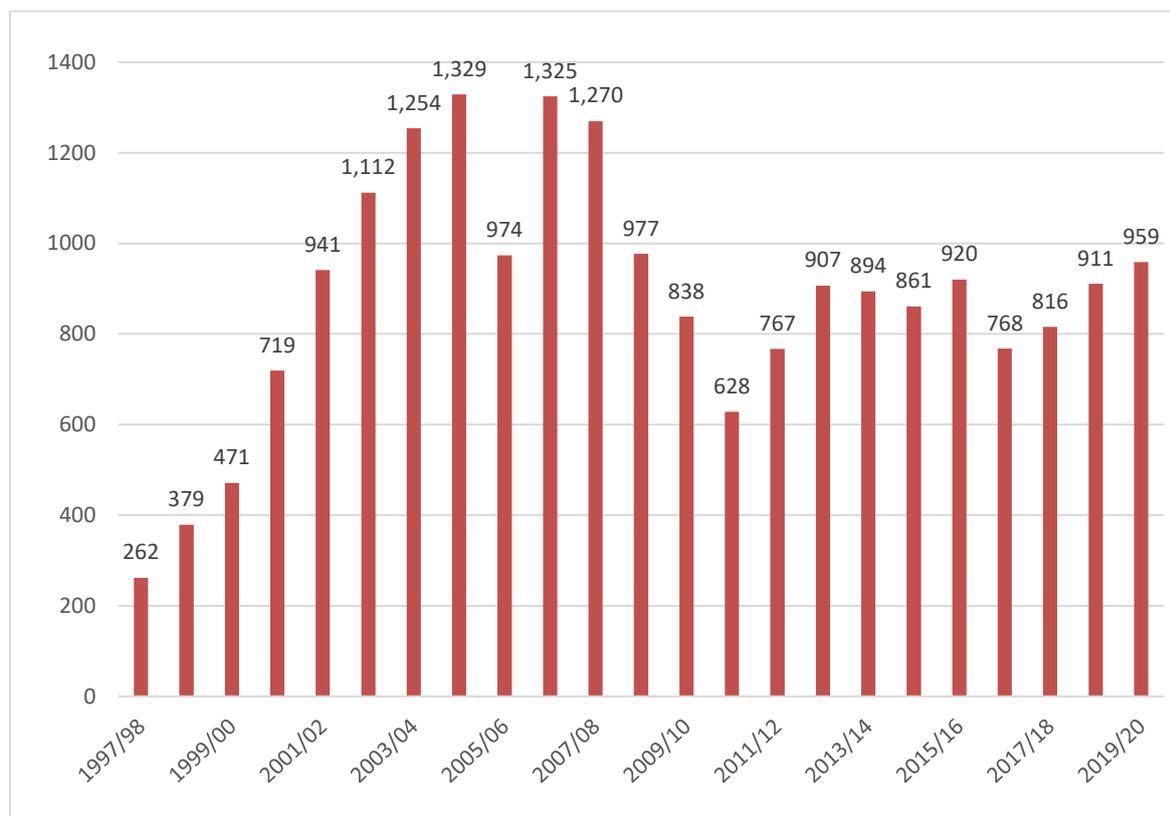
### 8.3 Challenges

- The absence of a Community Connector in DkIT for almost a full calendar year has been challenging. This Community Connector has special responsibility for the communications work of the cluster on the PATH 3 project (College Connect). A number of discussions have taken place over the past year with our MEND partners. It has now been agreed that henceforth the communications brief of this role will be managed by MU (and a staff member has been hired for this work) and the community engagement element of the role will continue to be operated from DkIT once a Community Connector is back in this post.
- It has been a challenge to incorporate the work of PATH 3 into the existing workload of the Access Service. DkIT's communicated position for some time now has been that the College Connect project needs to focus more on community outreach – now with the emergence of COVID this goal appears to be further away than ever however DkIT has asked that online modes of engagement be examined. There have been significant staff changes which have had a negative impact on the project.
- It is not clear how sustainable some of the current projects developed under College Connect will be once the funding comes to an end.
- Bernard Duffy Scholarship: As the 1916 Bursary scheme is to be extended for another three years and receipt of same is not permitted in conjunction with any other scholarship, it has been decided not to establish the Bernard Duffy Scholarship scheme until such time as the 1916 Bursary scheme is due to come to a close.
- While the access service in DkIT is conceived as having very much a recruitment function, this recruitment role must be balanced by the reality that the Access Officer has a strong and ongoing interaction with current DkIT students. The Access Officer now administers and operates three scholarship / bursary programmes and liaises with student recipients of these supports. These are invariably students that are experiencing multi-faceted disadvantage and require high levels of support and encouragement.
- There is little to indicate that involvement in PATH 3 College Connect will lead to increased student numbers from the target groups. It is hoped that a more coordinated approach within DkIT to recruitment will yield positive results in this area.
- The Access Service is reviewing improvements that could be made to the mature entry route, further clarity is required from academic departments in relation to their requirements of a mature application and the number of places they have available to offer.
- Better linkage between SOLAS and the Disability Service in DkIT is required, information regarding students with a disability could be shared to reduce the time that the apprentices need to meet with the DS and the Service could liaise with these students on registration.
- Due to the COVID pandemic there will be many difficulties and unknowns adapting to a unique situation. Amongst the many obstacles are the following:

- The adjustments to be made in relation to Health and Safety.
  - The alteration to the physical layout of the Health Unit.
  - Organisation of safe staff rostering.
  - The technical changes with regard to virtual triage/diagnostics/treatment.
  - Ongoing communication with the student body.
  - The organisation of a suitable isolation area.
  - Adapting to ever-changing protocols and algorithms as per HPSC recommendations.
- The impact of COVID on the work and supports offered by the CEC; including
    - Ensuring quality of service provision in a remote context
    - Adapting our services / supports to the online environment – e.g. Careers Fairs / Employer Engagement events etc.
    - Student engagement issues – due to remote learning / working
    - Uncertainty of the employment landscape, and how best to prepare graduates in this context
    - Availability of student placements in line with public health guidelines and in sectors which have been particularly negatively impacted by COVID, hospitality, events, construction etc.
    - Developing quality supports for remote / virtual placements
- Training for staff on necessary IT developments / platforms to support effective remote working and workshop delivery
  - CRM system to support Placement Office in their work
  - Develop a more robust structure for measuring centre type and impact of activity – feedback, metrics etc.
  - Increasing student engagement on careers activities
  - Increasing graduate engagement on Careers Connect
  - Managing the SATLE project for Embedding Employability in such changed environment – extension of project provided until May 2021
  - The impact of COVID provides a huge challenge to Sports and Societies. The service is about bringing people together to enhance their third level experience. We have learned that we are able to provide a service that provides reasonable interaction using online platforms.
  - Although we have excellent facilities, we are still short in a number of important areas in particular the upgrade of floodlights and the development of a multipurpose floor in DKIT Sport.
  - Student applications for funding through the Student Assistance Fund continued to increase with a high number of students seeking financial support. The administration of the fund with existing resources continues to be a challenge.

## 9. Lifelong Learning

Overall part-time student enrolments for 2019/20 were 959 up 5% from 911 in 2018/19. This comprises of 576 people (or 60%) enrolled on fee-paying certified courses, 268 (28%) on uncertified courses and 115 (12%) on Springboard courses. Certified enrolments grew significantly by 29% (up from 445 to 576) but this growth was offset by a decline on Springboard enrolments of 34% (from 154 to 115). The part-time courses office dealt with 1,403 applications in 2019/20 up 1% on the 1,385 applications it processed in 2018/19.



### 9.1 What are part-time students studying?

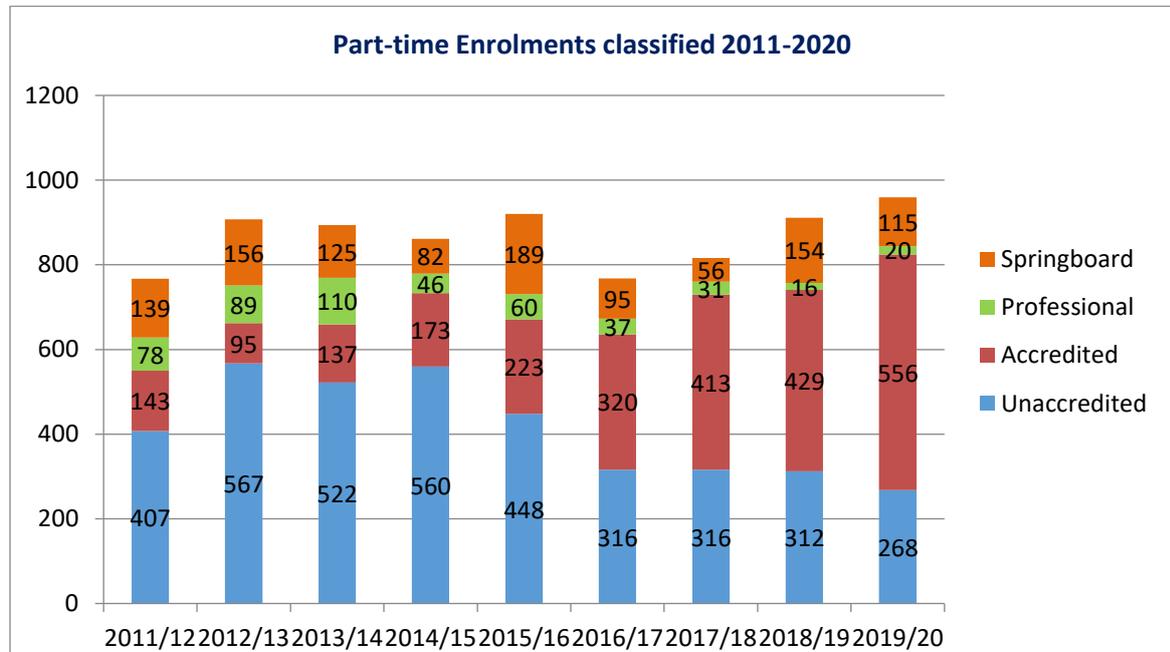
The majority of part-time students are enrolled on Business and Humanities programmes with 440 students. The School of Health and Science registered 267 enrolments. A full breakdown by School is as follows:

- Business and Humanities - 440 enrolments (46%)
- Engineering - 166 enrolments (17%)
- Computing & Creative Arts - 86 enrolments (9%)
- Health and Science - 267 enrolments (28%)

The male / female participation ratio was 45% male v 55% female.

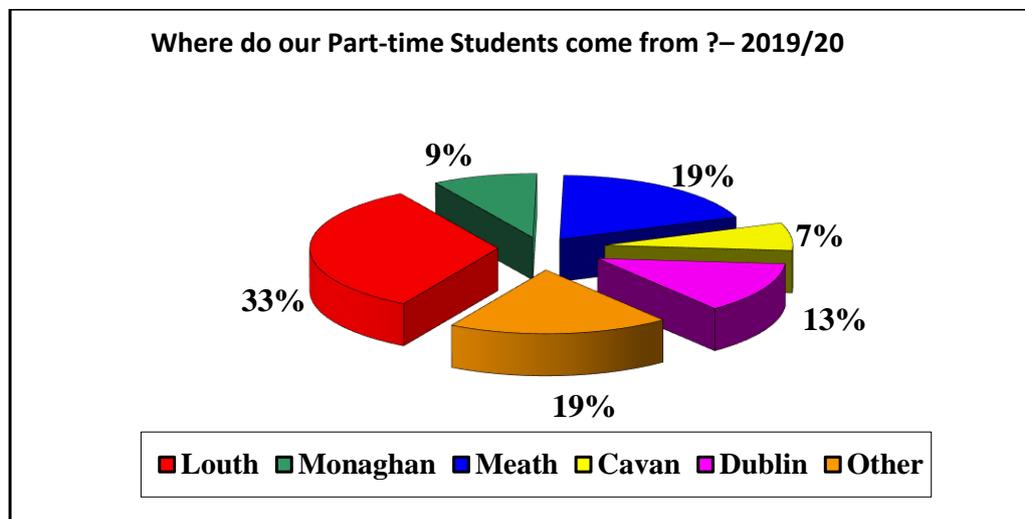
## 9.2 Growing Certified Student Numbers

Major investment of effort has been made by DkIT academic and administrative staff alike to develop, administer and deliver a range of attractive new part-time accredited courses. This has yielded a strong increase in certified part-time course students over the past decade. Certified enrolments now make up 72% of our part-time student cohort up from 40% in 2012/13.



## 9.3 Our Geographic Reach

As the suite of our part-time certified courses expands the geographic spread of our part-time student cohort has become more dispersed. Below is a graphical representation of the geographic mix our 2019/20 part-time student body showing two thirds of our students came from counties other than County Louth.



## 9.4 Springboard

The Lifelong Learning Centre is the co-ordinating unit for DKIT Springboard programmes. Springboard is a Government/HEA initiative that seeks to support and encourage jobseekers return to higher education to upskill or reskill into industrial sectors with better future job prospects.

The LLC promoted and co-ordinated admissions to the following 12 Springboard programmes during the academic year 2019/20. The following details the total number of courses and those developed within the academic year 2019/20 (included in total):

- School of Business and Humanities
  - 2 courses / 1 developed
- School of Engineering
  - 2 courses / 2 developed
- School of Health and Science
  - 1 course / 1 developed
- School of Informatics and Creative Arts
  - 7 courses / 2 developed

## 9.5 Approved Courses – Part Time

A total suite of 60 general part-time courses (76 including Springboard) were promoted and administered via the Lifelong Learning Centre during 2019-2020. The following details the total number of courses and those developed within the academic year 2019/20 (included in total):

- School of Business & Humanities
  - 22 courses (7 courses developed)
- School of Engineering
  - 13 courses (2 courses developed)
- School of Informatics & Creative Arts
  - 9 courses (4 courses developed)
- School of Health & Science
  - 15 courses (4 courses developed)

## 9.6 Validating Authorities

We engaged with a number of validating authorities namely:

- QQI
- Accounting Technicians Ireland
- IPASS
- Active IQ (UK)

## 10. School Reports

### 10.1 School of Business & Humanities

The School of Business and Humanities continued to support 2,000 students during 2019/20 and was led by Dr Patricia Moriarty. This academic year was a year of two halves as it began as any new exciting academic year generally does. Exciting initiatives got underway early before a COVID lockdown on March 12, 2020 resulted in all activities going online for remote delivery of programmes. This was a massive achievement by all members of the School to ensure that all students and staff were equipped and supported to continue their programmes online. New software packages were learned virtually overnight as staff sought to ensure continuous delivery to their students. We also overcame remote assessment and the conduct of examination board meetings remotely. It was impossible to foresee that we would be eighteen months away from campus and that our wonderful staff and students would continue to travel this journey during a global pandemic. Some additional highlights of the year are outlined in the following paragraphs.

The School of Business and Humanities hosted newly appointed Central Bank Governor, Gabriel Makhoulf, and Director of Economics and Statistics, Mark Cassidy on 3 October, 2019 at our Annual Accounting Lecture series. Both guests delivered insightful presentations that were followed by a reception with final year students of our BA Hons in Accounting and Finance degree.



*L-R: M Mulvey, President; G Makhoulf, Central Bank Governor; S Hill, Head of Department; P Moriarty, Head of School; M Cassidy, Director of Economics & Statistics, Central Bank*

Led by Shane Hill, the Department of Management and Financial Studies has developed highly attractive exemptions awarded by CIMA for graduates of our B.A. (Hons) in Accounting and Finance.

The Department also celebrated the first cohort of graduates from our new B.A. (Hons) in Global Marketing. This one-year Level 8 Honours degree is a follow-on programme from the BA in Digital Marketing and Public Relations.

In the year 2019/20 the Department of Hospitality Studies led by Brianain Erraught, was delighted with the successful validation of the new three-year BA. (Hons) in International Tourism

Management. This is the first ab-initio degree programme in the Department and a welcome addition to the current suite of programmes.

The Department also validated a number of part-time programmes including

- B.A. (Hons) in Culinary Enterprise
- B.A. (Hons) in Event Management
- B.A. (Hons) in Hospitality
- Certificate in Hotel Revenue, Marketing and Digital Media Management.

Members of staff continued to participate in the M.A. in Learning and Teaching and one member of the team, Kevin Burns graduated with his doctorate in the subject area of Tourism.

In February 2020, the Department hosted an international one-day conference for the Department of Foreign Affairs and Trade, as part of Ireland's successful bid for a seat on the UN Security Council.

Students across all programmes continued to fund raise for a number of local and national charities as part of their Event Management modules. Charities include Irish Cancer Society, Woman's Aid, Breast Cancer Ireland and Goal.

The Department of Business Studies validated the Postgraduate Diploma in Strategic Data Analytics for Business and were awarded HCI Pillar 1 funding for the programme. Head of Department Prof. Colette Henry was awarded research funding for a European collaborative project on Entrepreneurship Education and Dr. Brian Boyd took on the role of Acting Head of Department in Business Studies. Two staff within the department received support to finalise their doctoral studies – Angela Short and Jennifer Fegan.

The Department of Humanities led by Acting Head of Department Dr. Annaleigh Margey reported a number of successes in 2019/20. Sport Ireland accredited Certification for Coaching attached to modules in Year 1 of our degree in Sports, Exercise and Enterprise. DkIT is the first third-level Institute in Ireland to have this accreditation attached to a programme and David Cranny also trained as a tutor for these awards. He acted as advisor on the Louth Chalk Free Play Project with Louth Sports Partnership and was nominated for an All-Ireland Community and Council Award 2020.

The Honours Arts degree supported the Las an tSlí project collaborating with five local schools in Dundalk to enhance literacy, critical and creative skills. Students on the B.A. (Hons) in Arts, and their lecturers, participated in the programme. They worked with the schoolchildren and developed ideas based on collaborative readings of a pre-selected novel. The novel was picked by participating teachers and the idea was that DkIT students would run a small number of seminars with the schoolchildren, encouraging them to reflect on specific scenes and characters.

The department received a number of research awards and funding to supervise postgraduate research students to Masters and Doctoral levels.

## 10.2 School of Engineering

### Enrolments

The second intake of eight new undergraduate programmes were enrolled in September 2019, as follows:

- Common Entry Engineering Level 8 Degree,
- Civil Engineering Level 8 Degree
- Mechanical Engineering Level 8 Degree
- Electrical and Electronic Engineering Level 8 Degree
- Architectural Technology Level 7 & Level 8,
- Construction Management Level 7 & Level 8.

The demand for these programmes reflected an upturn in interest in the general engineering area and in Built Environment in particular.

The following new Masters Programmes were developed:

- Structured Masters In Wind Energy
- Structured Masters In Bio Energy
- Structured Masters In SolarEnergy
- Structured Masters In Marine Renewables
- Masters in Building Surveying

The School continued to respond to the Increased National demand for Phase 4 and Phase 6 apprenticeships in line with Government policy and in cooperation with HEA in the following trades:

- Carpentry and Joinery
- Electrical
- Plumbing
- Motor

Successful applications were made to HCI Pillar 1 postgraduate diploma programmes, HCI Pillar 2 with twelve programmes approved for additional places funding, and Springboard funding calls.

The School continued to increase its Research Profile recruiting more PhD students and continuing and increasing its Involvement with the national SFI Research Centre MaREI.

### School Response to COVID

The School of Engineering in DkIT, DkIT itself and other educational organisations nationally and internationally faced a changed world in March 2020 due to the global pandemic. Staff in the space

of one week moved all lecturers on-line and began the process of Emergency Remote Teaching that continued for the remainder of the Academic Year 2019/20 with some practical based work of limited nature deliver face-to-face. Assessments were reimagined and delivered remotely. On 24 July 2020 as part of the Government's announcement on the July stimulus package an additional funding allocation of €47.5m was provided for Higher Education skills-related programmes and the School of Engineering made a successful application to this funding stream.

### 10.3 School of Health & Science

#### Programme Development

Development was initiated on the following programmes:

- BSc in Agriculture (part-time)
- Graduate Diploma in Agri-Analytics
- Diploma in Biopharmaceutical Manufacturing
- BSc Hons Nutrition & Health

Springboard funding and Human Capital Initiative Funding was awarded for a number of Programmes in the School.

#### External Accreditation

In the School of Health and Science, there were no reviews with Professional, Regulatory and Statutory Bodies (PRSBs). However:

- Work commenced on planning for the Veterinary Council of Ireland (VCI) reaccreditation visit which was due to take place in Semester 1 of the academic year 2020/2021. This involved submission of the application form for Veterinary Nursing reaccreditation to the Veterinary Council in June 2020. In addition, the team commenced collation of information required for the upcoming visit.
- An application was submitted to the Qualifications Advisory Board in the Department of Education and Skills for Professional Award recognition for the undergraduate and part time Early Childhood Studies programmes

#### Community Engagement:

- Cell EXPLORERS is a successful science education and public engagement (E&PE) programme delivering STEM activities regionally and nationally ([www.cellexplorers.com](http://www.cellexplorers.com)). Dr Suzanne Linnane and Dr Caroline Gilleran Stephens, School of Health & Science are the regional coordinators of the SFI funded Cell Explorers: Fantastic DNA programme (SFI Discover Programme). During Science Week, November 2019 the School of Health & Science hosted 10 schools and facilitated 'Fantastic DNA' workshops with 494 children. In 2020, due to COVID they adapted their outreach activities to run online, packed up boxes and successfully delivered 'Fantastic DNA in a Box' workshops via Zoom to 300 children in the North East region. As part of the Science Week activities the School also ran pollinator workshops for primary school children. A video of Nov 2019 Science week is available here <https://fb.watch/8tveTMqco9/>
- A community-based project entitled the 'Fun Move Play Project' led by lecturers and students from the B.Sc. (Hons.) in Health and Physical Activity programme at DkIT, in conjunction with Louth Sports Partnership and Sport Ireland Coaching has been running for the last three years. The 12-week research project was introduced across a number of primary schools and aims to develop greater understanding of physical activity and physical literacy in Irish primary school children. The community-focused research project was developed in-line with the The National Strategy for Higher Education to 2030 (2011) which endorses the civic mission of higher education and confirms that engaging with the wider society is one of the core roles of higher education.

- The challenge of supporting students in the development of their professional practice skills and assist in the integration of theoretical knowledge to their practice is achieved through the novel and creative development of a *Parent and Toddler group* in Stage 4, semester 1 of the *Bachelor of Science (Hons) in Early Childhood Studies* programme each academic year. Providing a unique learning opportunity, this approach requires the student group to set up and run their own service in the form of a parent and toddler group, within the supportive confines of the college campus, where the lecturing staff are always present to guide (and assess) the students in the integration of theory into their practice.
- The Dublin North, North East Recovery College (<http://recoverycollege.ie/>) is an exciting new mental health initiative working throughout the Dublin North, Louth and Meath areas. The Recovery College takes a Co-Production approach which includes people with lived experience in the development and delivery of much needed community based education initiatives. This programme is being facilitated by the mental health nursing team in DkIT in collaboration with the HSE, DCU, The Irish Advocacy Network, Advancing Recovery Ireland and Respond Housing. Each year the Recovery College hosts a summer and winter festival which provides a platform to celebrate the recovery colleges achievements, offer members of the community an opportunity to experience a taster session of a recovery college class and to promote the recovery college to the wider community. DkIT has hosted the winter festival each year. An EOLAS Education Programme is also facilitated within the Department of Nursing, Midwifery and Health Studies each term. This is run in collaboration with the HSE Louth/Meath Mental Health services and offers an 8 week education programme for services users who have experience of a series of mental health difficulties and a separate 8 week education programme for service user's family and carers. Each education programme is co facilitated and works on a partnership model of delivery.
- The *Changing Lives*, a community based Initiative, is a cross border project to support families with children at risk of ADHD. The initiative is being supported by an award of €2.7m by the European Union's INTERREG VA Programme, a programme managed by the Special EU Programmes Body (SEUPB) and will be focused on County Louth, West Belfast and the Argyll and Bute region in Scotland. The programme is set to benefit over 2,000 families in these regions. As many as 5 to 6% of school aged children are affected by ADHD. It aims to create a better understanding about ADHD and provide an intervention programme for families with children (3-7) experiencing behaviours consistent with ADHD. As well as working with families, the programme will provide training for those working with young children, in particular teachers and early years professionals.
- The programme will provide internationally recognised good practice models of intervention for children with ADHD. The new Initiative will be delivered across County Louth, Colin/West Belfast, and the Argyll & Bute region of Scotland. There are five partner organisations involved: Archways (lead partner), Colin Neighbourhood Partnership, Dundalk Institute of Technology, The Genesis Programme (Louth Leader Partnership) and NHS Highland. The project will be delivered locally by The Genesis Programme. The NetwellCASALA Research Centre (<https://www.netwellcasala.org>) in the School of Health and Science is a partner. The Head of School of Health and Science chairs the Expert Advisory Group of this project. A graduate of the Early Childhood studies programme in the School is currently undertaking PhD research in this area in NetwellCASALA. In March 2020 DkIT School of Health and Science hosted an event which launched an app generated from this project which is aimed at those interested in understanding more about behaviours consistent with ADHD.
- The School of Health and Science hosted a one-day conference entitled, 'The Changing Landscape of Domestic Abuse – a Multiagency Perspective' in October 2019. The conference was organised in conjunction with the Department of Justice & Equality, Social

Services and Tusla and brought together more than 250 delegates from relevant front-line agencies such as Womens Aid Domestic Abuse support services, Education, An Garda Síochána, the Health Service Executive and the Probation Service to share insights and knowledge.

- Minister for Justice and Equality, Charlie Flanagan, TD attended the event gave the closing address.
- The Department of Nursing Midwifery & Early Years organised a health and wellbeing day for adults of all ages at its campus on the 15th February 2020 as part of its programme of events planned to mark International Year of the Nurse and Midwife. It included a variety of public health talks, check-ups and demonstrations relating to topics such as cancer care, healthy bones, infection control, mental wellness, heart health, ageing well and becoming a mother. The health awareness day was designed to provide members of the general public with an opportunity to meet one-to-one with health professionals and academics and to learn more about personal health and wellbeing issues. Visitors were able to get their blood pressure and blood sugars checked by trained healthcare professionals and learn the life-saving skill of CPR through the Hands for Life, Irish Heart Foundation programme. There were a variety of interactive stands and demonstrations from organisations such as National Cancer Care programme, Our Lady of Lourdes Hospital Drogheda, The Louth Hospital, Dundalk, Maire Keating Foundation, Irish Skin Foundation, Happy Bones, among others.
- The Irish National Water Forum (An Fórum Uisce) is a statutory body established under the Water Services Act 2017. The Forum represents all stakeholders with an interest in the quality of Ireland's water bodies and issues pertaining to water services delivery. Dr Suzanne Linnane from the Centre for Freshwater and Environmental Studies serves as the Education Sector representative for An Fórum Uisce and is a member of that Committee's working group tasked with determining its research and policy agenda. She had also previously served as the Education Sector representative to the Public Water Forum and during the national Water Charges debate appeared in front of the Joint Committee (JOC) on the Future Funding of Domestic Water Services in relation to Equity, Fairness and Conservation Measures on 22nd February 2017 on behalf of the Public Water Forum. Most recently she has been appointed to the Water Services Standing Committee - the standing committee on water services to address issues relating to water services.

### **Student Achievements**

- In May 2020 DkIT honoured some of its most actively engaged students at an online ceremony. The Elevate award is part of the Elevate Framework for Student Engagement. This was developed in partnership by students and staff as part a project, 'Partners in Employability' funded by the National Forum for the Enhancement of Teaching and Learning. A number of students from the School received this award for their achievement and in addition a number of students from the School were involved in the co-development of the award.
- A team of students from the DkIT BSc Hons Agriculture Programme took part in the 4th Annual Great Agri-Food Debate on Thursday 14th February 2019 which took place in WIT. Students debated the motion "Vegan diets are better for people and planet".
- A number of DkIT final year Science students took part in the annual SURE Conference that took place in TUD on the 27th Sept 2019. Students from around Ireland who completed their Final Year Project in 2018-19 were invited to submit their undergraduate research work to this conference

- Amongst others the aim was to celebrate the academic achievements of recent graduates in the scientific disciplines.

## Research Updates

Significant research activity continued in the School in 2019/2020. The following are highlights:

- Four staff members in the School were conferred with Professorships in November 2019.
- The NetwellCASALA Centre :
  - Structured centre activities into 3 research themes, namely
    - Human Computer Interaction and Digital Health;
    - Dementia;
    - Wearables for Human Performance
  - Received funding under numerous streams (ProACT, HSE, SFI etc.)
  - Increased number of postgrad students – currently 8 x PhD and 1 x MSc and numbers of research centre members across schools
  - Published 6 conference papers, 13 journal papers; 4 journal papers under review and 10 conference presentations
  - Design and Innovation Lab revamped for research and Living Lab activities
  - Delivered Silver Surfer course with Age Action
- The Centre for Freshwater & Environmental Studies:
  - Was awarded 5 year centre designation from January 2020
  - Increased its membership to 26 personnel including 6 new PhD students
  - Three PhD students and one MSc student were conferred in Nov 2019
  - A range of funding successes including Marie Curie Skłodowska Innovative Training Invent Water
- The Smooth Muscle Research Centre:
  - Work continued on the INTEREG VA project BREATH.
  - Annual Conference for BREATH took place virtually in June 2020
  - Large number of high impact publications
  - Was awarded 5 year centre designation
  - A range of funding successes and a number submitted.
  - Members of the centre delivered a number of invited seminars

## COVID Response

The staff of the School of Health and Science responded in an agile and innovative manner to the challenges presented by the COVID lock down that commenced on the March 13 2020. Staff carried out emergency remote teaching and alternative assessments were put in place to replace the traditional face-to-face exams. All school activities moved online including all administrative processes and meetings., to include, for example all of the Examination Board activities. The School Functional Area Safety Committee carried out a large amount of preparatory work for the phased return to campus in Sept 2020. This involved preparation of COVID risk assessments for all activities, development of protocols for laboratories, purchasing of PPE, co-ordination of signage and hand

sanitisation stations in the School. In addition to this, a large number of students in the School played key roles in the front line services during the COVID pandemic. The School in late spring 2020 donated PPE to the HSE and local nursing homes due to shortages that existed in the health services at that time. A number of staff volunteered to assist in a range of activities in the community including COVID health advice lines. The School staff and students as a community really worked effectively and displayed incredible resilience to the challenges presented by COVID in the latter part of Semester 2 2019/2020.

Collage prepared by Stage 4 Mental Health Nursing Students. Donation of PPE to HSE.

## 10.4 School of Informatics & Creative Arts

A programmatic review had been successfully completed in the early part of 2019 with all programmes having been revamped and successfully revalidated for a further five-year period. New students commenced on these updated programmes in September 2019.

This, of course, was the academic year that had its operation severely interrupted by the advent of the global COVID pandemic. From 23 March 2020 (after a week of preparation), all activities went online and emergency remote teaching commenced. It is a tremendous credit to all students and staff that, despite this unprecedented disruption and sudden dramatic upheaval, the academic year was brought to a successful conclusion.

### Highlights of the Year

A total of 257 graduates from the School of Informatics and Creative Arts were conferred in November 2019 with thirteen students from the School being awarded President's Prizes for Academic Excellence and one student receiving the President's Prize for Contribution to the Life of the Institute and Community. This year saw the first set of graduates from the Higher Diploma in 3D Computer Animation, the Bachelor of Science (Honours) in Computing in Cloud and Data Centre Operations and the Certificate in Entrepreneurship in the Creative Industries.

Research continues to grow in the School with two more PhD graduates being conferred bringing the total who have graduated with PhDs to 19. Also a research Masters student graduated bringing the total who have achieved postgraduate research qualifications so far in the School to 57.

The two research centres in the School, the Regulated Software Research Centre (RSRC) and the Creative Arts Research Centre, were both accredited for a further five-year period. Professor Fergal Mc Caffery, Director of the RSRC and Dr Anita Finnegan (CEO of Nova Leah, and former PhD student within the RSRC) were jointly awarded the very prestigious Science Foundation Ireland Entrepreneurship Award for 2020.

The School continued with its external engagement (both national and international) and community outreach activities:

- Music and theatre students and staff continued to contribute to the cultural life of the Institute and beyond through regular performances and special matinee performances and workshops for schools. Funded by Seachtain na Gaeilge le Energia we hosted two Irish language song and dance workshops for local primary school children. Following each workshop, the school children performed in a special lunchtime concert along with Music students. Also, the annual Christmas Concert took place in December 2019 in St Oliver Plunkett Church, Blackrock to great acclaim.
- Theatre and Film Practice students performed two plays: *1984* and *The Glass Menagerie* and Music students presented the musical, *Recipe for Stew*.
- Computing continued to host on a regular basis the voluntary computer coding club, CoderDojo, for 8 to 17 year olds which encourages interest in computing from a young age. The School also participated in the DojoMór 2019 event. This brought together thousands of

young people at third level colleges across Ireland for a day of free workshops, demos and tech talks and was aimed at introducing young people to coding, technology and digital literacy skills. It also was important in helping to raise the School's profile. These events heavily relied on a large number of student volunteers - in particular the ACM DkIT student chapter.

- The School hosted the primary and secondary school Regional VEX Robotics competitions in January 2020. This is an exciting and fun programme where schoolchildren learn about Science Technology Engineering and Maths (STEM) while having fun. They design, build, program and compete with a robot in a spectacular competition. The competitions are run locally, nationally and internationally. Students also acquire other skills such as project management, presentation, teamwork, leadership skills and much more.
- Another very successful Maths Week took place in October 2019 with a number of events, promoting Maths, having being organised by Mathematics staff from the School, involving pupils from local schools in our region and from North of the border.
- Computing organised a Digital Pizza Parlour Summer Camp series as well as working with a number of local schools on virtual workshops.
- Students and staff from Department of Creative Arts, Media and Music facilitated Creativity and Innovation workshops funded by Creative Ireland to local schoolchildren in the area of audio, badge making, STEAM, storytelling and composition.
- There were a number of international collaborations involving students and staff from the School. One was a multi-disciplinary project in the University of Łódź in Poland involving 61 students from eight European countries. For the first time, students from all three departments in the School participated i.e. the Departments of Creative Arts Media and Music, Computing Science and Mathematics and Visual and Human-Centred Computing.
- An international meeting of the EU Erasmus+ "GENIUS" project group was hosted by DkIT, where colleagues from four partner colleges attended the two-day meeting. Also the School is involved in a consortium of five third-level education partners and three non-governmental organisations from seven EU countries that are working on a project to produce two innovative games that will raise awareness of European citizenship, gender equality and environmental protection.
- The School continues to have a significant number of International and Erasmus students and as part of their introduction to DkIT and Ireland, a Cultural Exchange Trip took place in Carlingford at the beginning of the academic year.
- A number of films produced and directed by students on the BA (Hons) Film and Television Production were selected for screening at a number of national film festivals. Also, two student film projects from the same programme were announced as winners at the Republic of Ireland Royal Television Society Awards, held in RTÉ in March 2020.
- A student from the Department of Computing Science and Mathematics won a place on the First Derivatives IMPACT mentorship scheme - which aims to empower young women in university.
- A number of students from the School of ICA received an Elevate award - which is a framework to support and acknowledge greater student engagement and partnership within DkIT. All had contributed at least 45 hours of their time to extracurricular activities that contribute to life at DkIT.
- A number of masterclasses and seminars with top industry professionals across a range of disciplines took place in the School, which has offered us the opportunity to further develop

our links and collaborations with industry. A number of successful industry collaborations were held including with Rehab Care, Kells Type Trail and Túsla.

- Students and staff from BA (Hons) Film and Television Production visited RTÉ studios on two occasions for a tour of the studios and newsroom and to attend Claire Byrne Live and rehearsals for the Late Late Show.
- A very notable and memorable event was the return visit of Holocaust Survivor, Mr Tomi Reichental, as part of a module on the BA (Hons) Film and Television Production, where he met with a very large group of students and staff to discuss his experience in Bergen-Belsen concentration camp during World War 2.
- There were a number of public showcases of students' work. A range of these usually take place at the end of the academic year. But not all of these could proceed in May 2020 due to the severe COVID restrictions. However, Fís, which is the annual exhibition of work by Creative Media students, did take place for the eighteenth time as a virtual event. Similarly, computing students exhibited their work in a public virtual showcase attended by representatives from industry. It was a considerable challenge for all to organise these virtually but they turned out to be very successful events that were very well attended.

## 11. CELT Report

The Centre for Excellence in Learning and Teaching (CELT) is located in the South Building, Rooms S201 to S205. It provides a range of services to both staff and students, including the MA Learning and Teaching (MALT), unaccredited CPD in Learning and Teaching and runs the Student Learning and Development Centre (SLDC).

### 11.1 Staff

Moira Maguire (Head of Learning and Teaching), Gerry Gallagher (eLearning Co-ordinator), Laura McKenna (CELT Co-ordinator), Margaret Ward (Digital Skills Learning Advisor), Michelle Woods (Academic Writing Advisor), Patricia Mullan (Project Manager, Gateway Project). Bernadette Brereton and Angela Short are partially seconded to CELT to contribute to the Centre's Learning and Teaching programmes. David Cranny and Karen Dunne also contribute to the MALT programme.

### 11.2 General

The development of the 2020-2022 Strategic Plan was a significant focus for the institute during the first half of this academic year with CELT being particularly involved with the development of the learning and teaching goals. The academic year 2019/2020 was marked by the physical closure of the campus on the March 13 2020. CELT provided considerable support for staff to shift to emergency remote delivery. This included the development of an online resource portal 'Learning with Moodle', specific workshops and training (see Appendix for list) and 1:1 and small group support. The SLDC provided support for students, including preparation for alternative assessment and online exams.

### 11.3 Master of Arts in Learning and Teaching/Certificate in Learning and Teaching

The MA Learning and Teaching continued to be successful and the revised programme was implemented following the 2018 Programmatic Review. As two cohorts progressed in 2019/20 (January 2019 and January 2018) there was no new intake this academic year (MALT runs on a 2.5 year cycle). There were 14 awards: 8 MAs, 1 Certificate in Assessment and Feedback and 5 Certificates in Learning and Teaching, including a posthumous award. Six of the awards were made to DkIT staff. The programme sifted successfully online following the campus closure.

The Certificate in Higher and Professional Learning was offered for the second time in September 2019 and two awards were made. These graduates progressed to other DkIT programmes, including the Certificate in Learning and Teaching.

### 11.4 Funded Enhancement Projects

- **Gateway to Success Project:**

This is a collaboration between CELT, Student Services, the Library, the Math's Learning Centre, the Students' Union and IT Services to develop an online portal to increase the flexibility and accessibility of student support. The project started in January 2019. The initial needs analysis was completed in September 2019 and used to develop a framework to guide the IT and Student Support work packages. Work continued throughout academic year 2019/20 to develop a student support hub on the virtual learning environment, Moodle. It had been planned to launch this hub in September 2020, however, delays caused by COVID and staffing issues meant this was pushed back to January 2021.

- **Strategic Enhancement of Learning and Teaching (SATLE) Fund 2019.**

DkIT was awarded €123,000 under this non-competitive funding stream from the National Forum for the Enhancement of Teaching and Learning. CELT co-ordinated a process to allocate this funding internally and two projects were selected: Employability for DkIT (led by the Careers and Employability Service) and the Fledgling Project: Empowering the Early Years Professional (led by the Early Childhood Studies team).

As part of this, CELT led a Local Enhancement project that allocated small amounts of funding to small scale enhancement initiatives or pilots. Up to €3,000 was allocated to a wide range of small projects involving over 25 members of staff. This included funds ring-fenced for each school and for student led initiatives. The funding was allocated in February 2020. Unfortunately, COVID had a significant impact as many of the initiatives involved travel and/or events and the shift to remote teaching increased staff workloads considerably. Nationally, all of these projects were extended to May 31 2021 (academic year 2020/21). Some of these initiatives could be adapted and/or reworked, but others could not go ahead. The funding was reviewed and reallocated as appropriate.

- **Partners in Employability:**

This National Forum funded project, finished early 2020. The project, a collaboration between CELT, the Students' Union and Student Services, particularly the Careers & Employability Service, developed a framework to promote partnership and support students in recognising and evidencing the employability skills developed in the course of extracurricular engagement. This is the Elevate Framework. It includes the DkIT Elevate Award and the first of these awards were made in April 2020. A Special Purpose Award (10 credits, Level 7), the Certificate in Engagement and Employability, co-developed with students, was successfully validated in February 2020.

### **11.5 Unaccredited CPD Academic Year 2018-2019**

Semester 1 included a seminar with Professor Liz Thomas on enhancing the experience for commuter students. Professor Thomas also facilitated a workshop for those working on the Gateway project. The eLearning Unit offered a programme of training in Moodle and other digital technologies. In early March, Dr Orna Farrell and colleagues delivered a workshop on teaching on line. This was very timely and following this, a number of staff signed up to DCU's #OpenTeach short course.

In response to the shift online, training was provided in online teaching and alternative assessments. Training was provided online, repeated and, where possible, it was recorded and made available on the 'Learning with Moodle' portal on Moodle. In response to staff requests, this was very practically focused. A range of resources to support all aspects of learning, teaching and assessment online were also developed and/or sourced and made available via the portal.

A number of virtual sharing practice events were also very successful. Feedback from colleagues indicated that the training and support provided had a significant positive impact in the shift online. A full list of provision is given in Appendix 1.

### **11.6 Student Learning and Development Centre (SLDC)**

The SLDC continued to offer a comprehensive programme of academic support to students. This included scheduled workshops (see below), small group tutorials and one-to-one tutorials in the

areas of academic writing, support with using Office 365 apps to help develop and expand digital skills, English for Academic Purposes, exam technique, presentation skills, and study skills. It also included an increasing focus on collaborations with lecturers to deliver tailored sessions for specific student groups. This is providing a very effective way of reaching a wide range of students, almost 500 this year, thus increasing impact and raising awareness of the academic support available. The collaboration with lecturers also ensures that tutors are familiar with the demands of specific programmes.

As the first table illustrates, first-year students remain the heaviest users of the SLDC at almost half. However, the proportion of students at other stages has been increasing year on year, indicating the mainstreaming of the service. The number of drop-ins was a good deal higher (second table) than in previous years. This includes online drop-ins and specific email queries that arose during the campus closure. From March 2020, all of this support was available online. Specific sessions on how to manage alternative and online exams were provided in April. Additionally, a series of online drop-ins were initiated, whereby students could drop in for live chat at specific times, however these were not well-attended. In April DkIT sought feedback from all students on their experience online. The results indicated that those students who accessed student support services, including the SLDC were satisfied with the support however, only a minority of respondents reported using the centre.

The SLDC advisors also undertook considerable work on the development of the student support hub as part of the Gateway project. This was informed by the results of the needs analysis and included considerable resource development and testing. For example, video resources were identified as particularly useful by students and these were developed to support key demands, e.g., for guidance in specific MS features.

Student use of SLDC by stage over the past 3 academic years.

Year	2017/18	2018/19	2019/20
Masters	7	19	3
Multiple	5	66	30
PhD	8	6	7
Staff	2	3	4
Year 1	811	572	555
Year 2	192	139	192
Year 3	141	156	304
Year 4	176	200	129
<b>Grand Total</b>	<b>1,342</b>	<b>1,161</b>	<b>1,224</b>

The SLDC organised the first-year induction in September 2019. Following the success of hardcopy feedback forms in 2018, they were used again in 2019. The response rate again was high - 815 students. As in previous years the feedback was very positive with the student ambassadors being particularly highly rated. The feedback was organised by Programme and distributed to the Academic Schools for review. The SLDC also co-ordinated Induction 2020. This was particularly

challenging given the impact of COVID and preparations began towards the end of semester 2 2019/20.

Student use of SLDC by type of provision over the past 3 academic years.

	2017/18	2018/19	2019/18
Academic 1:1 tutorials	146	242	149
Academic Group tutorials	533	287	231
Group tutorials for lecturers	439	288	480
IT students 1:1	62	100	48
IT groups	96	92	83
Drop In students	66	105	233
Introduction to SLDC	-	47	-
<b>Grand Total</b>	<b>1,342</b>	<b>1,161</b>	<b>1,224</b>

### Scholarship and Scholarly Outputs

CELT continued to play a key role in supporting the development of scholarly activity in learning and teaching throughout the Institute. CELT staff continued to be actively involved in learning and teaching scholarship, including publishing papers and presenting to academic conferences. CELT co-ordinated a proposal to a Learning and Teaching Research Group. An initial submission was made in summer 2020 with a revised proposal submitted in March 2021.

Priorities for 2020/21

- To support online learning, teaching and student support,
- To plan for a safe and effective first-year induction 2020 within the context of COVID,
- To continue to provide support for all aspects of learning, teaching and assessment.
- To launch the student support hub on Moodle.

## 12. Marketing and Communications

2019-20 saw the launch of the institute's most ambitious student recruitment campaign with increased efforts placed on targeted recruitment, a driving consistency through our brand style and an emphasis on digital engagement. The COVID pandemic had a dramatic impact with a clear shift towards digital marketing and engagement through virtual events and activities.

While the year presented significant challenges, the team provided vital supports to the institute operations during crisis situations and also accelerated its efforts to implement a '*digital first*' approach to marketing & communications. The recruitment of a new Digital Marketing & Content Executive was an important additional resource to the institute that supported success in this regards.

### 12.1 Targeted Student Recruitment

#### Enhanced Campaign Design:

The Marketing & Communications team developed three separate recruitment campaigns to promote undergraduate, part-time and Springboard+ programmes. The team adopted a distinctive style for each campaign to deliver maximum impact and consistency to our approach. Samples of brand campaign approach can be seen below:

- Undergraduate Campaign 2019-20 (Sample of Work)
- Part-Time Campaign 2020
- Springboard+ Campaign 2020

#### CAO Applications Update:

As per February 2021, DkIT Total Mentions and 1st Preferences on CAO **increased by 5% and 7% respectively** this year compared to 2019.

This was a positive development for the institute and is an indication that Programmatic Review and marketing & recruitment initiatives have had beneficial effect.

It also identified areas where additional promotional support is needed and this has been incorporated into our plans. We have prepared a simple infographic report showing CAO results by Academic School, Level 7 vs Level 8 and new programmes introduced this year. A report on key findings can be [view here](#).

#### Virtual Open Days

DkIT was one of the first Higher Education Institutes across the country to launch a dedicated Virtual Open Day platform and during 2019-20 the team developed three successful events. As result, the institutes generated a database of **1,000 qualified prospects** to engage with throughout the CAO and Change of Mind period.

The entire process presented a steep learning curve for the team all and we developed valuable insights about organising digital events. A summary of key results can be seen below along with a more detailed report documenting our performance.

	Registered Attendees	Enquiries	Evaluation Report
January 2020 Virtual Open Day	791	150 Live Chat	N/A
Spring Open Days (April & May)	280 (April) 687 (May)	77 Live Chat 121 Questions Submitted 30 Form Submissions	<a href="#">View Report</a>

### On-Campus Open Day 2019

More than 2,200 prospective students plus their families and friends attended the Autumn Open Days, an increase of approximately 30% of attendees on the previous year. The campus was alive with positivity and enthusiasm for all that DkIT has to offer and it was an excellent start to the busy CAO campaign period.

### Roadshows

As part of our Phase 2 CAO Campaign, the team had organised a series of 12 regional roadshows aimed at connecting with audiences in our wider region. Due to the pandemic, only two of these webinars were able to take place. This in an initiative that could potentially resume in the future once restrictions have been removed. See summary of results below:

Roadshows	Attendees
Armagh Roadshow (12 Feb)	35
Drogheda Roadshow (4 Mar)	30
Balbriggan Roadshow (11 Mar)	2 (just 2 days before COVID pandemic took major effect in Ireland)

*\*Roadshows in Monaghan, Meath, Cavan, Newry, Swords and Louth were cancelled.*

### Webinars

The institutes organised four webinars and six Instagram Q&A's in conjunction with the relevant academic and Student Services representatives. The Webinars and Instagram were aimed at providing reassurance to existing CAO applicants during the uncertain times posed by the COVID emergency and also to help signpost opportunities for new and existing applicants over via Change of Mind or Advanced Entry. The events were very successful, both in terms with strong attendance and lots of engagement. See a summary of results below:

Webinars	Registration To Date / Views	Attendee Rate / Live Views	Watch Again
Mature Applicants	168	61%	<a href="#">Click to watch</a>
Further Education Progression	169	63%	<a href="#">Click to watch</a>
Sports Scholarship	81	48%	<a href="#">Click to watch</a>
CAO Webinar: Hospitality, Culinary Arts, Tourism & Events	45	53%	N/A
Insta Q&A: Creative Arts, Media & Music	327	22	<a href="#">Click to watch</a>
Insta Q&A: Mechanical Engineering	178	16	<a href="#">Click to watch</a>
Insta Q&A: Culinary Arts	381	22	<a href="#">Click to watch</a>
Insta Q&A: Electrical Engineering	191	35	<a href="#">Click to watch</a>
Insta Q&A: Agriculture	188	24	<a href="#">Click to watch</a>
Insta Q&A: DkIT Careers & Employability	220	38	<a href="#">Click to watch</a>

### Part-Time, Springboard+ & Postgraduate Digital Campaigns

In Spring-Summer 2020 the institute launched an intensive digital marketing campaign aimed at driving recruitment to part-time and programmes. The recent recruitment of the Digital Marketing & Content Executive (Mar 2020) enabled a greater emphasis on digital marketing for this campaign and the results were reflective of this.

### International Support

In order to support international recruitment efforts during the pandemic, the institute prepared a series of international webinars in June 2020 targeting prospective applicants in target regions across the globe. The Marketing & Communications team led the marketing and recruitment of attendees to the events and supported the international team in the development of content for the webinars.

## 12.2 Launch of Strategic Plan 2020-22

In June 2020, the team facilitated the launch and promotion of the institute's new Strategic Plan 2020-22. This included the design and development of the Strategic Plan Document (in English and Irish), a new microsite to showcase key strategic messages, a new promotional video and the new internal and external dissemination of the new Strategic Plan.

### 12.3 COVID Communications Response

Institute Marketing and Communications was heavily involved in decision-making and planning related to COVID and the subsequent guidance around return to campus in September 2020. The team spearheaded the creation and dissemination of weekly communications to guide staff and students as the pandemic progressed and restrictions evolved. The team was also responsible for the development and maintenance of the COVID Response Portal which acted as the central point of information for stakeholders during the health emergency.

### 12.4 Website Update

The DkIT website currently attracts over 560,000 unique visits each year with over 2.5million unique page views and with continued improvements in content and infrastructure, the team continues to make efforts to grow these figures and continue to serve high-quality, trustworthy and user-centred content.

*Website Analytics (Sept 2019-Sept 2020)*

Users	New Users	Sessions	Number of Sessions per User	Page Views	Pages/Session	Bounce Rate
582,066	565,313	1,262,919	2.17	2,520,274	2.00	69.78

### 12.5 Communications & Press

During the period 2019-20 the M&C team issued **109 press releases** across a range of areas including research, business engagement, student recruitment, student success, government funding and institute updates. DkIT received an estimated 453 items of positive news coverage in regional and national press.

### 12.6 Social Media

Thanks to the recruitment of the new Digital Marketing & Content Executive (Mar 2020) the team was able to dramatically increase the effort and time spend developing content for social media. While the frequency of sharing content and engagement with key audiences has improved, the institute required a cohesive social media strategy along with associated guidelines and procedures to ensure that it aims to enhance its impact through social media and ensure best practice is being employed. A summer of key social media stats can be seen below:

*Social Media Analytics Sept 2019-Aug 2020:*

Social Channel	Followers/Likes (Aug 2018)	YoY Increase	DkIT Posts	Engagement
Facebook	14,467	+1,627 (9.59%)	548 (25.1%)	20,746 (+31%)

Instagram	3066	+1153 (+60.27%)	346 (72%)	14,132 (+114%)
Twitter	5656	+365 (+6.9%)	526 (10%)	2,829 (+2.5%)
LinkedIn	20,253	+1,271 (+6.7%)	264 (+13.8%)	5,109 (-23.6%)

## **13. Research, Innovation & Development**

### **13.1 Research and Graduate Studies Annual Report**

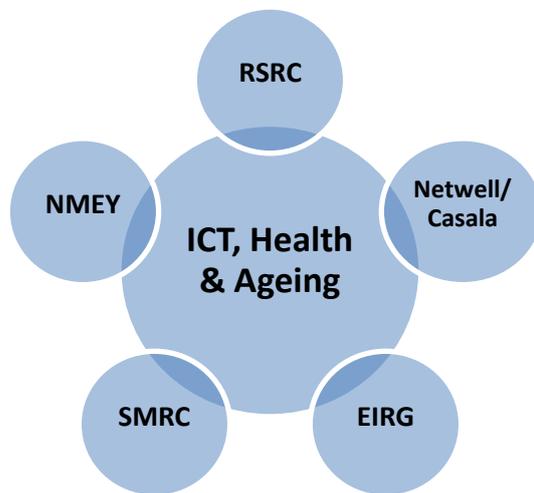
There is no doubt that academic year 2019/2020 represented a significant milestone in the further development of research and graduate studies agenda across the institute from the resilience shown by the research community to operate in the midst of the global COVID pandemic from March 2020 to the achievement of some notable successes in performance. The principle aim of research is both to answer key questions and to generate new knowledge in specific domains. The Institute prides itself on supporting and engaging in a broad range of research enquiry across a range of disciplines which are aligned to the research and innovation core principles. The Institute's approach to research has always been to invest in growth areas of strategic importance, which are aligned with our research strengths and which are informed by the external environment. Our research is founded upon excellence led by global needs with real-world societal and economic impacts.

### **13.2 Our Research Clusters and Teams**

The consolidation and concentration of our research into thematic areas of strength, which are underpinned by internationally recognised research teams, has been at the heart of our strategic development for the past decade. The Institute has always recognised the need to have a diversity of research centres and groups, including academic, industry facing and mission-orientated that underpin our thematic areas. In view of the size of the Institute in terms of its research community, collaboration between existing research centres and groups and consolidation of existing groups and centres has been encouraged and achieved over the lifecycle of the preceding research strategy (2017-2019). However, there is further scope to build upon this with further possible consolidation and development of collaborative synergies between existing teams of researchers. This allows a focus on building higher critical mass within our prioritised research themes. Since the previous research strategy (2017-2019), there have been significant developments in terms of the number of research groups and the alignment of all centres and groups within one of the three research themes. At present, the institute has six research centres and seven research groups. Outside of our established research centres and groups there are individual researchers across the four academic schools who are not formally aligned within existing research centres, groups but bring their own research expertise and outputs to the Institute's research vision in their individual fields of enquiry.

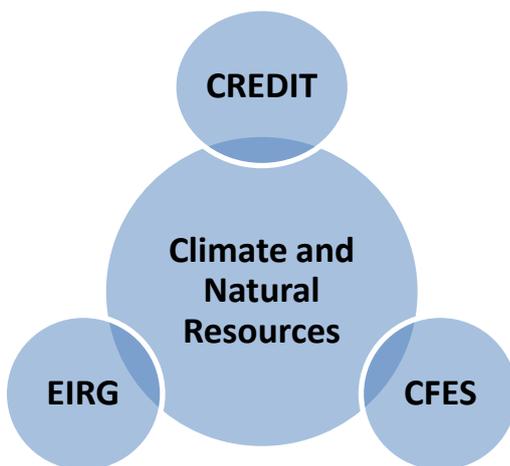
Through the National Research Prioritisation Exercise, the recent Horizon Europe programme, Innovation 2020 and a recent Institute self-assessment exercise, DkIT identified its current research strengths and has consolidated them into three defined research clusters of scale and impact. Over the life course of this research strategic plan, a review of the research governance structures of centres and groups operating across the Institute will be undertaken in order to ensure that the Institute continues to be well positioned to take advantage of national and international

opportunities in the research and innovation space. A key action will be to revise and develop new governance structures around the strategic development of each of the research themes involving the research leaders, research office, academic schools and the technology transfer office.



**ICT, Health and Ageing Cluster:** This theme represents the highest number of associated research centres and groups spanning two academic schools, namely, Health & Science and Informatics & Creative Arts, with a critical mass of researchers comprising 39 academics, 4 Postdoctoral Fellows, 5 Research Fellows, 3 Support Staff and 32 postgraduate research students. There are three research centres, namely, Smooth Muscle, Regulated Software and Netwell/Casala, and three research groups, Interfaces & Electrochemistry (EIRG) and the newly established Nursing, Midwifery & Early

Years (NMEY) and Applied Data Analytics groups (ADARG), aligned to this Institute. Several of the teams are involved in European wide networks of scale and have established strong linkages with university researchers both nationally and internationally.



**Climate and Natural Resources Cluster:** This cluster spans two academic schools, Health & Science and Engineering and is composed of two research centres, Centre for Renewable Energy (CREDIT) and its associated Technology gateway, Centre for Freshwater & Environmental Studies (CFES), and one research group, Electrochemistry and Interfaces (EIRG), with the latter also conducting research underpinning the health domain. It is comprised of 15 academics, 2 Postdoctoral Fellows, 2 Senior Research Fellows, 1 Support Staff and 25 postgraduate researchers.



**Creative Arts, Humanities & Social Sciences Cluster:**

Comprised of one research centre, Creative Arts (CARC) and five research groups, Humanities, Society, Tourism, Gender & Inclusion Academy (GIA) and Entrepreneurship, Leadership, Marketing and Management (ELMM), this cluster spans two academic schools, Business & Humanities and Informatics & Creative Arts. It is composed of 68 academics and 30 Postgraduate research students.

Research Theme	Academic Members	Postgraduate Researchers	Career Researchers
ICT, Health & Ageing	33	32	12
Climate & Natural Resources	15	25	5
Creative Arts, Humanities & Social Sciences	68	30	0

Outside of these priority research themes and their associated centres and groups, the institute aims to establish a teaching and learning research group which will span the four academic schools and includes members from existing research centres and groups. The Teaching and Learning Research group will be strategically linked to the Institute’s Centre of Excellence in Learning and Teaching (CELT). It is a growing area of research interest for the Institute and is composed of leading academics from each of the four academic schools.

**13.3 Strategic Period 2017-2019 Overview**

As end of 2019 represented the end of the last research strategy an analysis has been completed for the period 2017-2019 in terms of our research and innovation performance as detailed below.

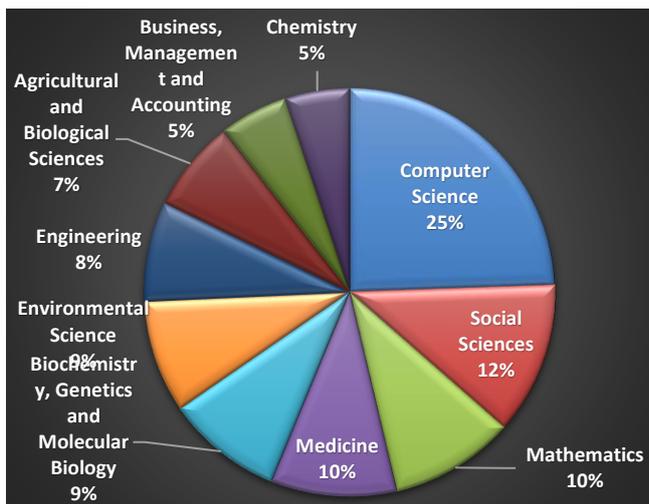
- Number of Postgraduate Research Students and Supervisors:**  
 It was envisaged that by the end of 2019 there would be 60 registered postgraduate research students at both levels 9 and 10. The actual number was 80 that was primarily due to the awarding of several key external large-scale grants through the Higher Education Authority and European cross border sources. In addition, a target of 55 was set as the number of both academic and non-academic research supervisors that would be actively supervising either at research levels 9 and/or 10, with 57 representing the number attained. Of this number, 44 are located within two of the four academic schools hence representing future opportunities to expand upon the supervisory capacity across the other two schools.

- **Research income:**

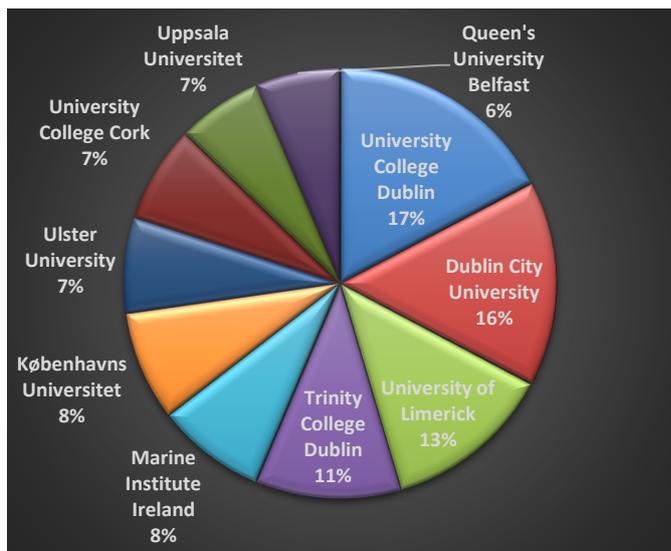
€12M was secured income over the three-year period 2017-2019, the actual income secured exceeded this (€12.7M). Of particular note was the Institutes increasing success in capturing European based funding with DkIT being ranked 10<sup>th</sup> out of 22 Public Research Organisations in Ireland in March 2019 translating it being the third highest ranked Institute of Technology with only CIT and Sligo IT ahead. There has been a significant growth in the ability of the Institute to compete at European level across the various European frameworks, for example in FP6 - €517,945 funding was won by DKIT, FP7 it was €1,051,417 and through Horizon 2020 it amounts to €1.861,989. Some key funding successes include:

- Two Disruptive Technology awards from Enterprise Ireland amounting to €980K with the national success rate sitting at only 6%;
- Science Foundation Ireland (SFI) awards totalling €1.45M through the SFI Research Centre Scheme;
- Two Higher Education Authority Landscape awards in 2018 and 2019 amounting to €810K allowing the recruitment of 23 PhD research students and the support of 12 academic staff to complete their PhD programmes of study;

**Number of Peer reviewed publications and citations:**



The target for peer reviewed publications for 2017-2019 was 125 however over 140 peer-reviewed research articles, including books and book chapters, but excluding the outputs from the Creative Arts domain were successfully published.



Our citation count for 2017 to 2019 totalled 2,295, representing a 19% increase on the previous strategic period (2014 to 2016) with the target for 2017-2019 being 1,650.

For the period 2015-2019 our peer reviewed research output, captured through Scopus, was primarily funded by Science Foundation Ireland (SFI) and European sources. The pie chart details the discipline areas from 2015 to 2019 in which we have primarily published our research findings, with computer science

representing a quarter of all our research output with the majority of this output being though peer reviewed conference proceedings. Interestingly when comparing the years 2010-2014, the discipline areas of growth in terms of peer reviewed output include, but limited to, nursing, energy, environmental science and biochemistry.

Strategic alliances through peer reviewed output are shown in figure 2, with the top 10 all being in the university sector, with UCD, DCU, UL and TCD accounting for 57% of our peer reviewed collaborative output.

- **Postgraduate Research Graduations:**

The number of level 9 and 10 research degree graduations for 2017 to 2019 were 25 comprising 19 PhD awards whereas the target was 28. The increasing numbers of research students witnessed in the past few years will see a significant increase in our research graduations with an emphasis on PhD graduates. 51% of the Institutes research degree graduations have occurred since 2013 and has surpassed 100 with PhDs now outstripping both MA and MSc research degree graduations. The strategic partnership with Dublin City University through the establishment of the joint DCU DkIT Graduate School in 2014 has been pivotal in ensuring both our postgraduate base and our ability to output PhD graduates has developed significantly in recent years. Specifically, the establishment of the Graduate School has afforded DkIT the ability to recruit PhD students across all disciplines and academic schools and departments.

- **Commercialisation Outputs:**

Spearheaded through the Regional Development Centre (RDC), in collaboration with the Institute's research community, the institute's track record of enterprise, innovation and commercialisation support over the past three years witnessed some significant achievements, including:

- The support of over 1,660 entrepreneurs on various support and intervention initiatives;
- Management in excess of 326 collaborative research projects;

- Incubation in excess of 211 companies in the RDC;
- DkIT were awarded National Winner of European Enterprise Promotion Awards for its development of the BSc. (Hons) in Engineering Entrepreneurship programme;
- In 2019 the RDC were awarded Enterprise Centre of the Year and the Institute's Technology Transfer Office won a Knowledge Transfer Ireland Impact Awards in the Spinout Category for the success with spin-out company Nova Leah.

2019 saw the launch of DkITs Corporate Partnership Programme (CPP) that is a key strategic initiative designed to build on our track record offering an organised framework for DkIT and high-profile organisations across industry, community and professions to develop sustainable and mutually beneficial relationships within the region with the capacity to evolve and grow in a planned manner. Within this period DkIT have signed MoUs with Cargotech Ireland, STATSports and ABP Food Group and Creative Spark, Walls Construction, The Fintech Corridor Initiative (formerly M1PC) and The FUTURUM Group with areas for exploration around workforce training, education and bespoke programme development, initiatives to better access DkIT Students and Graduates, access Research and Innovation collaboration and corporate sponsorship opportunities. A significant pipeline of progressive organisations are engaged and developing MoU as part of the initiative. DkIT have also been awarded €200,000 from the HEA Performance Funding to grow and leverage the DkIT CPP with particular focus on industry clusters in the region.

- **Creative Arts Outputs:** In the period 2017-2019 there were 261 documented research outputs across the arts and humanities and technology involving members of the creative Arts research centre. These include:
  - 7 book chapters
  - 5 journal articles
  - 4 review articles
  - 115 conference presentations
  - 22 Guest/Public lectures
  - 8 workshops
  - 38 podcasts/radio broadcasts.

Researchers in the centre have also engaged in a number of high profile performances nationally and internationally, as well as releasing an album and a collection of compositions. Researchers in CARC have completed four commissions and three innovation vouchers in addition to installations, games development, and films.

CARC researchers have featured on television (RTÉ1, TG4) and radio (RTÉ LyricFM, RnaG, 2FM). They have contributed significantly to major national events including Fleadh Cheoil na hÉireann, which was staged in Co. Louth in 2018 and 2019. They continue to foster community engagement through initiatives including the Oriel Traditional Orchestra.

Researchers have made presentations at a range of international conferences in ethnomusicology, musicology, games design, theatre studies, film studies, Irish studies, gender studies, and education.

Publications have included contributions to the *Journal of the Society of Musicology in Ireland*, *Journal of Music, Technology and Education*, *Popular Music*, *Yearbook for Traditional Music*, *Éire/Ireland Journal of Irish Studies*. Significant conferences include the International Council for Traditional Music, British Forum for Ethnomusicology, EUGEO, Conference of Irish Geographers, IEEE Games, Entertainment and Media Conference (GEM), DiGRA / Digital Games Research Association Conference, Irish Screen Studies and more.

Researchers in the centre have made regular and sustained contributions to the conferences of ICTM Ireland, Society for Musicology in Ireland, Society for Music Education in Ireland and EdTech. In addition to the Éistigi/Picteilín conferences that focus on research at DkIT, CARC also supported the hosting of a symposium entitled 'Sounding the Feminists' and the Irish Sound, Science and Technology Association International Conference and Festival at DkIT.

- Landscape Higher Education Authority Award:

In late 2019 the institute was notified of its success in securing a further €560,000 through the HEA Landscape process. The majority of this funding was targeted at increasing our research capacity with an emphasis on further increasing the number of academic staff with level 10 qualification whilst supporting 23 PhD research students in terms of their annual stipend. During the academic year 2019/2020 the Head of Research and Graduate Studies prepared and submitted the institute's Year 1 application to the Technological University Transformation Fund (TUTF).

- Impact of COVID:

Without doubt the arrival of COVID in Ireland and the global pandemic which followed in the second semester of 2019/2020 represented a significant challenge for both the Research and Graduate Studies Office and the research community with the Institute closing from early March. This led to serious impacts upon all the institute's research projects and in particular upon the research projects aligned to research students. Access to the Institute was facilitated towards the end of the academic year that allowed lab based projects to return to campus on a phased basis and in line with public health advice. All other projects continued remotely. Regular formal and informal contact was maintained with the research community by the institute through the Research Office and academic schools.

The Institute continued its upward trajectory in terms of its research capacity building with some notable outputs achieved. The research community should be congratulated for this especially considering the impact of COVID has had on the Higher Education system and society. There is no doubt that research is now at a pivotal juncture where it has positioned itself as a key strategic pillar of activity for the Institute so the Institute will be able to achieve Technological University status.

## 13.4 Regional Development Centre

DkIT's track record demonstrates that through the work of the Regional Development Centre, it has supported in excess of 1,650 entrepreneurs to date on various entrepreneur development programmes and conducted in excess of 320 collaborative projects with industry.

- **Incubation Support Programme**

The academic year commenced with a stable client base and occupancy averaged 86% over the year with monthly occupancy figures of 78% at the start and the end of the year with levels of over 90% in the middle months. This showed demand for the Centre's services to be high with new companies taking space as clients such as Gecko Governance, Insight TSM and Ireland Planner moved on. Over the year, we accommodated 23 organisations that perhaps indicates some of the movements and effects COVID had on operations. With a very stable client base and occupancy of 97% in March 2020 **the global pandemic COVID the campus and** incubation Centre closed to DkIT and RDC Staff mid-March 2020. The centre was open to tenants performing essential services but all Centre staff worked remotely with occasional visits to the Centre to check mail for staff and clients. Prior to the COVID, the RDC had 18 companies incubated employing 88 staff.

A number of supports were provided to clients to support them during the period of closure which was for many was a period of inability to do business. The first response to the COVID epidemic was the sanctioning by DkIT's Finance Audit and Risk committee to allow the RDC team to engage with its client base and determine where best the institute could support them. Following that engagement during the months April, May and June 2020 DkIT waived 100% of rents to all incubation clients who demonstrated a need through an application process to the RDC team. Some clients refused the offer as they felt their business was less impacted by COVID and in some cases their turnover increased during the period. The Centre would reopen in July after the introduction of the return to work health and safety protocols. While the occupancy dropping to 70% by the end of the academic year.

Employment levels were more difficult to gauge as some companies put staff on PUP payments (Pandemic Unemployment Payment) while others were able to work remotely but over the period it fell from a high of 76 (excluding projects) to 45. The Centre was closed to DkIT staff and had no onsite support between mid-March and July when operations reopened "fully".

- **Hotdesk/Concept Space**

The Centre offers hot-desking space to start-ups on the New Frontiers Programme and also to Spin-Ins with 14 hot desk clients during the period. Hot-desking was severely affected during the pandemic as Hot-deskers usually have the ability or option to work from home and most vacated the Centre with few returning by the end of the year.

- **Student Enterprise**

The RDC promoted a number of external supports for student enterprise such as the EI Student Entrepreneur Awards including running an internal competition and support for the overall external competition application process. 24 applications were made to the National

Enterprise Ireland student enterprise competition with three DkIT teams shortlisted going forward to round two.

To provide additional supports for Student Enterprise in DkIT, the Centre submitted a proposal to InterTradeIreland (ITI) for funding to run a pilot project known as CoCoon. This cross-border project was aimed at supporting students from DkIT and Southern Regional College (SRC) in Northern Ireland wishing to build on their final year project with a view to full commercialisation of the project. Unfortunately, the programme had to be cancelled due to the pandemic in March 2020 weeks before launch. A request was subsequently made to the Board of ITI to approve a delay of the funding until the 2020/21 academic year. However, the decision of the Board at time of writing is not yet known.

- **New Frontiers Entrepreneur Development Programme**

The New Frontiers Entrepreneur Development Programme (NFP) is a national programme funded by Enterprise Ireland and has been delivered by DkIT in collaboration with DCU since 2012. Consisting of 3 phases participants determine whether there is commercial opportunity in their idea during Phase 1, develop a business plan and business structures during Phase 2 and prepare for scaling sales during Phase 3.

Phase 1 programmes were delivered during this academic year with 36 participants in total. We were extremely lucky as delivery of a large portion of the programme was on-line which meant that the programme wasn't as affected as it would have been had normal face-to-face programmes been running. However, Phase 2 recruitment and delivery was adversely affected and the programme launched and finished later than in previous years. Funding for the programme was due to end in February 2021 but this was extended to cover the additional period required due to the pandemic. In total 14 participants were recruited onto Phase 2. A breakdown of participants showed a gender split of almost 50:50 on Phase 1 (17 female and 19 male) and 30:70 on Phase 2 (4 female and 10 male). A county breakdown of participants was Louth, Meath, Monaghan, Cavan, Dublin, Wicklow and Kildare.

- **Technology Transfer (TT) and Applied Research Activity**

During this year, the following TT activities were completed:

	2019/2020
Collaborative Research	3
MTA	2
NDA	5
MOU	3
Options & Evaluation Licence	3
Consultancy	1
SubContract / SLA	1
Datasharing Agreement	0
Assignment	2
Consortium Agreement	2
Inter-Institutional Agreement	1
IDF (Invention Declaration Form)	7

Due to the impact of the various lockdowns, which began in March 2020, engagement with companies on research projects was very difficult. The finalisation of Brexit contributed to this difficulty with companies focusing on the impact of Brexit and availing of the many supports being offered to assist with either Brexit or COVID.

- **Innovation Vouchers**

Currently fourteen Innovation Voucher projects have been initiated in this period with seven claims to Enterprise Ireland. One vouchers is associated with InvestNI.

- **FUSION Programmes (InterTradeIreland)**

In 2020 InterTradeIreland embarked on an EU funded programme called Co-Innovate which mimicked the ITI Fusion programme. In essence, the Co-Innovate Strand four projects are identical to a twelve month Fusion programme. In this academic year DkIT was awarded eight Fusion/Co-Innovate projects.

- **Innovation Partnership Programme (IPP)**

DkIT was awarded an Innovation Partnership Project in collaboration with Climote Limited. Total value €58,000 of which €46,000 will be Enterprise Ireland contribution.

- **External Hire Activities**

The Regional Development Centre (RDC) also recently took the remit to manage the rental of DkIT facilities to external organisations. These ranged from individuals, for and not-profit, local, regional and national organisations. During this academic year a number of rental agreements were issued to clients during Semester 1, however, due to the pandemic and the closure of campus in March 2020 no external hire took place. A number of opportunities and regular client bookings had to be cancelled. During the period approximately seven bookings were completed including one strategic event by the Department of Foreign Affairs as part of the bid by Ireland to join the UN Security Council.

- **DkIT Corporate Partnership Programme**

To further bolster its industry engagement agenda DkIT continues to drive its Corporate Partnership Programme which is a key strategic initiative designed to build on our track record offering an organised framework for DkIT and high profile organisations across industry, community and professions to develop sustainable and mutually beneficial relationships within the region with the capacity to evolve and grow in a planned manner.

To date DkIT have signed MoUs with a number of high profile organisations in development with areas for exploration around workforce training, education and bespoke programme development, initiatives to better access DkIT Students and Graduates, access Research and Innovation collaboration and corporate sponsorship opportunities.

- **Regional Enterprise Development Fund & Border Enterprise Development Fund**

DkIT are also strategic partners across a range of Regional Enterprise Development Fund funded projects with other stakeholders such as in the successfully funded North East Focused Engineering Network DAC and the Bioconnect Innovation Centre CLG, and the Creative Spark Enterprise Centre FabLab.

DkIT were successful in leading the DkIT Connect DAC Connected Health and Wellbeing Project of total value €4.7m with €3.77m grant funding awarded from the Regional Enterprise Development Fund. This is a partnership between DkIT, Louth County Council, Dundalk Enterprise Development Company, Dundalk Credit Union, Louth Enterprise Fund, STATSports, Servisource Healthcare and other industry and stakeholders with both infrastructure and programme intervention.

DkIT are also a partner on the M1 Payments corridor Fintech network funded in this period by Intertradelreland. DkIT had been a member of its steering group since inception and recently moved to a newly formed strategic advisory group for the network activities.

DkIT made a number of applications to the Border Enterprise Development Fund:

1. “NRG Solutions Centre” Energy & Built Environment Hub with Louth Co Co, Climote, KTF and Glenveagh Properties PLC. €2.5M
2. “Athena STEM” with Louth, Cavan and Monaghan LEOs and AIB. €320K
3. “North East Digital Transformation Network” with Monaghan LEO and Monaghan Co Co. €2.9M

- **Industry Upskilling**

Following intensive consultation with industry leveraging national funding through the Springboard+ 2018/2019 programme and in the 2019/2020 programme courses developed such as Robotics, Digital Design and Fabrication, Augmented and Virtual Reality, Distributed Ledger Technology (Blockchain) and Food Production Management. A specific focus group of industry leaders in the region supported the Department of Business Studies to develop and validate a new part-time Certificate in Management Fundamentals course that directly addressed needs of regional industry upskilling requirements. DkIT partnered with the Dundalk Chamber Skillnet in developing a support programme for industry affected by COVID 19 and develop the “Business ReVive” offering that upskilled 32 employees from 18 companies with a total investment of €18,000, 70% funded across Lean Six Sigma, Business Management Fundamentals & Digital Marketing.

- **Enterprise Ireland Regional Technology Clustering Fund Launch**

As one of the Government initiatives to support industry engagement, a multi-annual competitive fund open to the Institutes of Technology and Technological Universities for Regional Technology Clustering with initial €2.75m budget was launched in July 2019 by Minister Heather Humphreys at Dundalk Institute of Technology. DkIT submitted and were awarded two grant proposals to the industry collaboration focused Institute of Technology Cluster Fund, one in collaboration with IT Sligo and Letterkenny IT the Border Manufacturing Cluster, and one led by DkIT the Connected Health & Wellbeing Cluster

### 13.5 Campus Developments

DkIT submitted its response to the *Review of Capital Requirements in Higher Education Institutions at the end of January 2017*. DkIT prioritised the urgent requirement to modernise and upgrade the original 1970s building stock (principally the North and South buildings with an area of approximately 16,000m<sup>2</sup>). This project involves the replacement of the roof membrane, glazing, external panels, building services, electrical and ICT infrastructure and the energy/insulation upgrading to meet optimum BER requirements. In addition, there is an urgent need to provide state-of-the-art laboratories and equipment. In May 2018, The Institute provided a detailed Multi-Criteria Analysis Report to the HEA in further consideration of the application for capital funding for the refurbishment project. In September 2018, the Institute secured funding of €18,469,525 for the project.

In 2019/2020, DkIT recruited a full time Project Manager to oversee the refurbishment project. The design team for the project was appointed. The Enabling Works tender documentation was developed and finalised.

During 2019/2020, the Institute was engaged on a number of property matters to include the leasing of the Ice Dome and three acres of land, following Ministerial approval in August 2019.

### 13.6 Strategic Developments

The AMBITION Planning Framework was established in the previous year to allow for a coherent and integrated approach for a number of review and future planning processes as follows:

Review Processes:

- School Programmatic Reviews (4)
- Institutional Reviews
- HEA Financial Plan 2015-2018

Future Planning:

- HE Landscape
- Strategic Plan 2020-2022
- HEA Compact 2018-2021
- Athena Swan

During the academic year 2019-2020, the Institute commissioned three reports and completed as follows to support the Strategic Planning Process:

1. Socio-Economic Profile – Foundations for Growth Study (April 2019)
2. Economic, Social and Cultural Impact Analysis and Study (April 2019)
3. PMCA Scenario Planning and Foresight Study (September 2019)

The strategic planning process for the development of the new 3-year Strategic Plan 2020-2022 commenced under the overarching AMBITION Planning Framework. The aim is to ensure that the Strategic Planning process was as inclusive as possible whilst remaining manageable in terms of resources, time input etc.

A number of sub-groups of the AMBITION Planning Steering Committee were established to engage in the development of five key areas of the Strategic Plan as shown below:

AMBITION Steering Sub-Groups	
No.	
1	Changing Landscape (to include consideration of alliances, mergers and designation options).
2	Strategic Portfolio Review including Participation, Access and Equality of Opportunity (to include consideration of the balance of STEM, and Arts - RGAM changes, development of specialisms (apprenticeships, connected health etc.).
3	Research and Innovation.
4	National and International Engagement.
5	Organisational Development and Corporate Excellence in the context of a Region of Learning (to include target markets, campus planning, distributed campus and staff development).

In order to ensure that a robust and comprehensive system was put in place to inform the development of each of the key areas of the Strategic Plan, a 3-phase process was carried out, as outlined below:



During the academic year 2019-2020, Phase 2 and 3 were completed. A draft Strategic Plan was presented to the Governing Body for consideration in November / December 2019. A key strategic goal within the Strategic Plan 2020-2022 is to achieve TU status for DkIT under the Technological Universities Act 2018. The Institute’s vision states that DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of Technological University status and Cross-Border alliances. In June 2020, DkIT set out its DkIT TU Partner Options document. This document aimed to present the pros and cons of the identified partner options of which there are three (1) AIT-LIT Consortium (Athlone-Limerick), (2) CUA (Connacht-Ulster Alliance) and (3) TU

Dublin. Key to the TU Designation Partner Options process was consultation with a wide range of internal and external stakeholders. The purpose of these consultations was to seek the views on the three TU merger partner options. Internal Stakeholders included Leadership Team, Academic Staff, Students, Professional and Support Staff and Trade Unions with External Stakeholders including Local Authorities, Enterprise Development Agencies, Education and Training Boards and Collaborative Partners. The Governing Body considered this document in July 2020.

### **13.7 DKIT HEA Landscape and TURN Submissions**

In 2019, Dundalk Institute of Technology was successful in securing funding for its submission concerning the further development of a “Region of Learning” within the North Leinster – South Ulster Region. The 2019 application, which secured €550,000, built upon the successful 2018 submission in terms of the research and innovation pillar but in 2019 funding was also secured for additional three strategic objectives regarding sustaining and developing the relationship between the NFHEA consortium and DkIT. The objectives for both the 2018 and 2019 submissions have been met by the Institute and hence part of the 2016 TURN (Technological University Research Network) submission concerns the allocation of the 2020 funding allocation detailed in the 2019 Landscape submission. This funding sought was structured around the following key elements:

- Objectives 1-3: These concerned the establishment of the “Region of Learning Office” with the recruitment of a NEFHEA manager with the main remit to drive the development of FE to HE provision within our region, in collaboration with our NEFHEA partners.
- Objectives 4-6: These built upon our successful 2018 submission and concern capacity building in terms of staff qualifications at Level 10 and increasing PhD cohorts within our prioritised research domains. To continue the significant progress made on our 2019 Landscape submission so as to ensure our strategic targets for both FE to HE provision and research and innovation capacity building are attained the projected costs for 2020 are required, namely, for objectives 1-3 (€200,000 with matched DkIT funding of €135,000) and objectives 4-6 (€621,409 with matched DkIT funding of €778,217).

### **13.8 HEA Mission-Based Performance Compact 2018-2021**

The Institute submitted its new Draft Mission-Performance Based Compact 2018-2022 in July 2018.

It provided:

- An overarching statement on DkIT’s Mission, Vision and Strategic Goals for the period 2018-2021. This section details the rationale for the pivotal move in strategic focus from the current Strategic Plan 2017-2019.
- A detailed description of DkIT’s Institutional Strategic Objectives setting out the approach adopted in delivering on each of the six key system objectives. The Institute has set out two strategic objectives and initiatives against each key system objective to be implemented over the lifespan of the Compact. The Compact sets out the key performance indicators and targets for each strategic objective. The strategic objectives and initiatives under each of the key system objectives are mapped to the high-level targets. The verification and benchmarks by which these strategic objectives are measured.

In October 2019, the Institute submitted its HEA Self Evaluation Report for 2018-2019. It detailed its performance for that year. At the outset of the HEA Compact process, the ambition was to transition from a campus of circa 4922 WTE student numbers (2017/2018 baseline) to circa 3,589 WTE student numbers by 2020/2021 in serving the North Leinster-South Ulster region.

The Institute has achieved its 2018/2019 WTE student target registering 4,807 WTEs (5,440 headcount). This figure reflects increased student numbers from Northern Ireland, apprenticeships, part-time and in advanced entry from FE-HE, with a reduction in the undergraduate (CAO) enrolments, reflecting the IoT sector generally. There are a number of contributing factors to the reduced market share within the undergraduate provision, key of which are strong competitive forces in the catchment area from Dublin based traditional universities. To underpin continued growth the Institute focussed on the successful completion of its Institutional and School Programmatic Reviews during 2018/2019. The number of part-time and postgraduate programmes coming on stream demonstrated renewed priority focus in these areas with the addition of 22 new accredited programmes.

During the year, the Institute was on track to achieve its objectives within priority areas. A number of additional notable developments/successes during academic year 2018/2019 include:

1. Securing €18.4 million funding for the refurbishment of the North and South Building and STEM extension;
2. Successful conclusion of the Institutional Review and School Programmatic Reviews;
3. Continued focus on maintaining the financial sustainability of the Institute in returning a surplus in Financial Statements 2017/2018;
4. Continued success in securing substantial funding in research and innovation and enterprise engagement;
5. The acknowledgement of the Regional Development Centre as European Enterprise and Innovation Centre 2019;
6. Further enhancement of significant international linkages in respect of articulation agreements;
7. The naming of the Library as the De Chastelain Library in recognition of his contribution to the Peace Process.

Overall, the feedback on the SER was very positive. The feedback stated that the Institute provided “a solid submission from DkIT”. In areas where targets have not been met in full, substantial progress has been made and explanations given. The one area of weakness and an area for further exploration is in terms of its articulation of its overall strategic positioning within the geographic landscape. It is mentioned at different points, but it is not explained in detail and one is left wondering about the longer terms plan strategically. Research developments are to be applauded for meeting and exceeding targets but more importantly for creating a strong and vibrant research environment. The internationalisation strategy is to be commended in a very difficult set of global circumstances where more and more institutions are in competition for the same pool of students”.

HEA Compact Key System Objectives	Domain	Number of Institute Objectives	Number of KPIs	Green	Amber	Red
1	Strong Talent Pipeline	2	7	6	1	0
2	National and International Engagement	2	14	14	0	0
3	Research, Development and Innovation	2	5	5	0	0
4	Equality of Opportunity	2	6	4	2	0
5	Quality of the Learning Environment	2	6	6	0	0
6	Governance	2	3	3	0	0
<b>Totals</b>		12	41	38	3	0

Overall 93% (38/41) of the targets have been met or exceeded and 7% (3/41) of the targets are partially met.

### 13.9 Dundalk Institute of Technology (DkIT) Corporate Partnership Programme (CPP)

The Institute was successfully in securing €200K of funding for its Impact Case Study: This key strategic initiative of DkIT is to build on its track record of engagement with industry through the development of the DkIT Corporate Partnership Programme (CPP). The CPP provides a strategic and structured framework for the development of sustainable and mutually beneficial relationships between DkIT and external organisations in such areas as new programme development, student placements, targeted CPD programmes, postgraduate programmes, research, sponsorship, and staff placement, student/staff mentoring and advisory boards. The CPP is encapsulated within a formal,

but non-legal binding, agreement or Memorandum of Understanding (MOU) setting out a range of agreed and specified time-bound activities between DkIT and the strategic partner.

The CPP facilitates enhanced and informed access to a wealth of expertise and knowledge within DkIT for participating organisations. Organisations can avail of opportunities to meet with researchers, staff, students and senior managers of the Institute. This enables the exploration and development of ideas, establishes a dialogue that support, and drives multiple agendas within strategy, teaching and learning, research and innovation and engagement. This ultimately contributes to the economic, social and cultural development of the region in line with regional objectives and national policy.

DkIT endeavoured to identify and target progressive organisations to become members of the DkIT Corporate Partnership Programme. To date four such progressive organisations across agri-food, engineering, the creative sector and sports technology have signed up to the process, each seeing engagement with third level educational organisations an integral part of their respective strategies. Through the CPP, a tailored three-year agreement and MOU has been developed to facilitate enhanced engagement. Any agreement through the DkIT CPP typically facilitates:

Since its inception the CPP has delivered in a number of key areas such as supporting DkIT in the development of the Institute's new Strategic Plan 2020-2022, co-development of undergraduate course modules and access to specific industry technology, co-development of bespoke course and outreach delivery of same, guest lecturing of CPP organisation staff, brokered specific access to students adding value to the organisations prospective employee talent pipeline, access to applied research student projects and research and innovation collaboration projects both national and EU funded.

## **14. Human Resource Department**

### **14.1 New Staff**

- A total number of 28 new staff joined DkIT during the period September 2019 to August 2020.

### **14.2 Leavers and Retirees**

- 25 staff left DkIT during the period September 2019 to August 2020. This number includes 3 staff member who retired.

## 15. Irish Language Scheme

Dundalk Institute of Technology published its third Irish Language Scheme 2018-2021 in February/March 2018, which sets out its commitments as a Public Body under Section 11 of the Official Languages Act 2003.

Having embedded the Official Language Act as part of its day to day operations, with its first and second schemes (2010-2013; 2014-2017), the Institute's third scheme allows DkIT to build on the progress made ensuring a more natural engagement with and fulfilment of requirements under the Act.

The Institute has consistently endeavored to engage with the spirit of the Act and to adopt a proactive approach to its implementation through subsequent schemes.

### Current Status of the Irish Language on Campus

Bilingual services across the Institute as a whole have been enhanced through the implementation of the Institute's first and second schemes, with DkIT fulfilling its objective of delivering an enhanced level of service provision.

### Third Irish Language Scheme | Priorities

The priorities for this scheme are:

- To further enhance the Institute's ability to provide services in Irish;
- To continue to raise staff awareness of the scheme;
- To continue to develop a formal system for monitoring demand for services and usage of Irish through the implementation and reporting of an Institute-wide survey;
- To continue to develop services for and to students through bilingual documentation and a limited one-to-one service in designated areas;
- To continue to enhance staff competency in Irish through training and development.

## 16. Audited Accounts

### 16.1 Comptroller and Auditor General



## Ard Reachtair Cuntas agus Ciste Comptroller and Auditor General

Report for presentation to the Houses of the Oireachtas

Dundalk Institute of Technology

### Opinion on the financial statements

I have audited the financial statements of Dundalk Institute of Technology for the year ended 31 August 2020 as required under the provisions of the Institutes of Technology Acts 1992 to 2006. The financial statements comprise

- the consolidated and Institute statement of comprehensive income
- the consolidated and Institute statement of changes in reserves and capital account
- the consolidated and Institute statement of financial position
- the consolidated statement of cash flows and
- the related notes, including a summary of significant accounting policies.

In my opinion, the financial statements give a true and fair view of the assets, liabilities and financial position of the group and the Institute at 31 August 2020 and of the income and expenditure of the group and the Institute for the year then ended in accordance with Financial Reporting Standard (FRS) 102 — *The Financial Reporting Standard applicable in the UK and the Republic of Ireland*.

### *Basis of opinion*

I conducted my audit of the financial statements in accordance with the International Standards on Auditing (ISAs) as promulgated by the International Organisation of Supreme Audit Institutions. My responsibilities under those standards are described in the appendix to this report. I am independent of the Institute and have fulfilled my other ethical responsibilities in accordance with the standards.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

### Report on information other than the financial statements, and on other matters

The Institute has presented certain other information together with the financial statements. This comprises the corporate governance statement and the statement on internal control.

My responsibilities to report in relation to such information, and on certain other matters upon which I report by exception, are described in the appendix to this report.

I have nothing to report in that regards.

**Andrew Harkness**  
For and on behalf of the  
Comptroller and Auditor General

20 December 2021

## Appendix to the report

### Responsibilities of Governing Body members

The members are responsible for

- the preparation of financial statements in the form prescribed under Institutes of Technology Acts 1992 to 2006
- ensuring that the financial statements give a true and fair view in accordance with FRS102
- ensuring the regularity of transactions
- assessing whether the use of the going concern basis of accounting is appropriate, and
- such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### Responsibilities of the Comptroller and Auditor General

I am required under the Institutes of Technology Acts 1992 to 2006 to audit the financial statements of the Institute and to report thereon to the Houses of the Oireachtas.

My objective in carrying out the audit is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement due to fraud or error. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with the ISAs, I exercise professional judgment and maintain professional scepticism throughout the audit. In doing so,

- I identify and assess the risks of material misstatement of the financial statements whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- I obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal controls.
- I evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures.

- I conclude on the appropriateness of the use of the going concern basis of accounting and, based on the audit evidence obtained, on whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my report. However, future events or conditions may cause the Institute to cease to continue as a going concern.
- I evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

### Information other than the financial statements

My opinion on the financial statements does not cover the other information presented with those statements, and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, I am required under the ISAs to read the other information presented and, in doing so, consider whether the other information is materially inconsistent with the financial statements or with knowledge obtained during the audit, or if it otherwise appears to be materially misstated. If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

### Reporting on other matters

My audit is conducted by reference to the special considerations which attach to bodies in receipt of substantial funding from the State in relation to their management and operation. I report if I identify material matters relating to the manner in which public business has been conducted.

I seek to obtain evidence about the regularity of financial transactions in the course of audit. I report if I identify any material instance where public money has not been applied for the purposes intended or where transactions did not conform to the authorities governing them. I also report by exception if, in my opinion,

- I have not received all the information and explanations I required for my audit, or
- the accounting records were not sufficient to permit the financial statements to be readily and properly audited, or
- the financial statements are not in agreement with the accounting records.

## 16.2 Consolidated Income and Expenditure

### DUNDALK INSTITUTE OF TECHNOLOGY

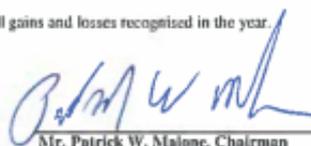
#### CONSOLIDATED AND INSTITUTE STATEMENT OF COMPREHENSIVE INCOME YEAR ENDED 31 AUGUST 2020

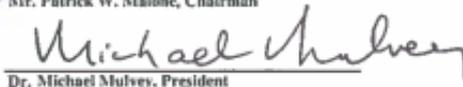
	Note	Current Year		Previous Year	
		Consolidated 31/08/20 €000's	Institute 31/08/20 €000's	Consolidated 31/08/19 €000's	Institute 31/08/19 €000's
<b>Income</b>					
State Grants	3	22,740	22,740	21,217	21,217
Tuition Fees and Student Contribution	4	19,199	19,199	19,252	19,252
Research Grants & Contracts	5	4,571	4,571	4,043	4,043
Student Support Funding	7	409	409	396	396
Other Income	8	4,294	2,956	4,736	2,917
Amortisation of Deferred Capital Grants	20	3,158	3,158	3,061	3,061
Interest Income		(1)	(1)	(8)	(8)
Deferred Pension Funding	25	13,264	13,264	12,462	12,462
<b>Total Income</b>		<b>67,634</b>	<b>66,296</b>	<b>65,159</b>	<b>63,340</b>
<b>Expenditure</b>					
Staff costs	9	40,426	40,319	38,153	38,044
Retirement Benefit Cost	25	13,264	13,264	12,462	12,462
Other Operating Expenses	10	10,743	9,564	10,497	8,888
Depreciation	13	3,296	3,296	3,196	3,196
<b>Total Expenditure</b>		<b>67,729</b>	<b>66,443</b>	<b>64,308</b>	<b>62,590</b>
<b>Surplus / (Deficit) before other gains / (losses) and Share of Surplus / (Deficit) in joint ventures &amp; associates</b>		<b>(95)</b>	<b>(147)</b>	<b>851</b>	<b>750</b>
<b>Surplus / (Deficit) before Tax</b>		<b>(95)</b>	<b>(147)</b>	<b>851</b>	<b>750</b>
Taxation	11	7	-	10	-
<b>Surplus / (Deficit) for the year</b>		<b>(102)</b>	<b>(147)</b>	<b>841</b>	<b>750</b>
<b>Actuarial Gains</b>					
Experience (losses)/gains on retirement benefit obligations		4,218	4,218	(215)	(215)
Reduction in pension liabilities arising from retirements in the year		4,661	4,661	1,162	1,162
Changes in assumptions underlying the present value of retirement benefit obligations	25	5,835	5,835	(29,560)	(29,560)
<b>Total Actuarial Gains in the year</b>		<b>14,714</b>	<b>14,714</b>	<b>(28,613)</b>	<b>(28,613)</b>
Adjustment to Deferred Retirement Benefits Funding	25	(14,714)	(14,714)	28,613	28,613
<b>Total Comprehensive (Loss)/Income for the year</b>		<b>(102)</b>	<b>(147)</b>	<b>841</b>	<b>750</b>

The Consolidated Statement of Comprehensive Income includes all gains and losses recognised in the year.

Notes 1 - 27 form part of the Consolidated Financial Statements.

Signed on behalf of the Governing Body:

  
Mr. Patrick W. Malone, Chairman

  
Dr. Michael Mulvey, President

Date:

14 December 2021

## 16.3 Consolidated Balance Sheet

### DUNDALK INSTITUTE OF TECHNOLOGY

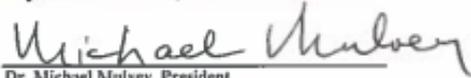
#### CONSOLIDATED AND INSTITUTE STATEMENT OF FINANCIAL POSITION AS AT 31 AUGUST 2020

	Note	Current Year		Previous Year	
		Consolidated	Institute	Recalssified Consolidated	Institute
		31/08/20 €000's	31/08/20 €000's	31/08/19 €000's	31/08/19 €000's
<b>Non Current Assets</b>					
Fixed Assets	13	85,998	85,998	87,887	87,887
		<u>85,998</u>	<u>85,998</u>	<u>87,887</u>	<u>87,887</u>
<b>Current Assets</b>					
Inventory	15	13	-	11	-
Receivables	16	3,464	3,447	2,210	2,229
Cash and Cash Equivalents	17	8,933	8,737	7,699	7,501
		<u>12,410</u>	<u>12,184</u>	<u>9,920</u>	<u>9,730</u>
Less Payables: amounts falling due within 1 year	18	(10,435)	(10,493)	(7,981)	(8,030)
Net Current Assets		<u>1,975</u>	<u>1,691</u>	<u>1,939</u>	<u>1,700</u>
Total Assets less Current Liabilities		<u>87,973</u>	<u>87,689</u>	<u>89,826</u>	<u>89,587</u>
<b>Provision for Amounts and Charges:</b>					
Retirement Benefits					
Retirement Benefit Obligations	25	(236,837)	(236,837)	(236,239)	(236,239)
Deferred Retirement Benefit Funding Asset	25	236,837	236,837	236,239	236,239
Total Net Assets		<u>87,973</u>	<u>87,689</u>	<u>89,826</u>	<u>89,587</u>
<b>Deferred Capital Grants</b>					
Deferred Capital Grants	20	80,880	80,874	82,640	82,634
<b>Unrestricted Reserves</b>					
Income & Expenditure Reserve		5,727	5,449	5,820	5,587
Capital Development Reserve		1,366	1,366	1,366	1,366
Total		<u>87,973</u>	<u>87,689</u>	<u>89,826</u>	<u>89,587</u>

Notes 1 - 27 form part of these Financial Statements.

Signed on behalf of the Governing Body:

  
Mr Patrick W. Malone, Chairman

  
Dr. Michael Mulvey, President

Date:

14 December 2021