

Dundalk Institute of Technology

Annual Report

2024 – 2025



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1. Mission and Vision Statements



Mission and Vision Statements

DkIT'S Strategy Plan 2024-2028 sets out a vision and plan for the Institute which evokes a sense of common purpose as a positive driving force in the educational, economic, social and cultural development of the region it serves. The strategy sets out the Institute's ambition to proactively position itself within the Higher Education Institutions (HEI) landscape in achieving university status through the development of a strategic collaborative partnership with a university. The overarching aim of such a collaboration is to achieve greater scale and enhanced provision (in teaching and learning, research and innovation and engagement) to meet the ever-changing and dynamic needs of the region served.

Mission

DkIT provides quality, accessible and inclusive student-centred practice-based higher education and apprenticeship provision to meet the educational, social, economic and cultural development of the North-East and cross-border region and beyond.

Vision

To be a sustainable, accessible and impactful University campus of choice for students, employers and the community in the region and beyond.

2. History & Strategic Developments



Dundalk Institute of Technology (DkIT) was founded in 1970 and has earned its reputation as the leading higher education provider in the North-East 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 6,400 students across four Schools in Business & Humanities, Health & Science, Engineering and Informatics & Creative Arts from undergraduate and master's 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.

Strategic Developments

DkIT Strategic Plan 2024-2025 was finalised and approved by Governing Body in January 2024. [DkIT's Strategic Plan 2024–2028](#) focuses on a number of key strategic pillars: (1) Sectoral and Tertiary Coherence; (2) Excellence in Teaching and Learning and Quality of Student Experience; (3) Widening Access and Participation; (4) Excellence in Research and Innovation (R&I) and (5) Enhanced Engagement. These pillars are underpinned by the key enablers of People and Culture and Organisational Excellence with the embedded strategic themes of Sustainability and Equality, Diversity and Inclusion (EDI). The Institute places, at the centre of its strategy, the student and the student experience in delivering work-ready, globally-minded graduates with the necessary skills and attributes to work and live in an ever-changing world.

A significant and overarching strategic priority for DkIT is to achieve University status. A key strategic development in June 2024 was the signing of a Letter of Intent between Maynooth University and

DkIT to explore the nature of the strategic engagement and timeframes between the two institutions.

During the academic year 2024-2025 the Institute continued to explore the strategic engagement with Maynooth University to: (1) strategically connecting regions and further enhancing regional impact through the identification and delivery of joint collaborative initiatives of mutual benefit in teaching and learning, research and innovation and engagement; (2) in significantly scaling, via such collaborative engagements, such that the region and its constituent stakeholders can avail of an enhanced higher education offering; and (3) delivering on competitive advantage to provide a credible and sustainable higher education institution in a broader catchment area.

The Institute submitted its application under the HEA's Technological Sector Advancement Fund (TSAF) and received €3.2 million in funding to advance its strategic objectives in the areas of:

- Strategic Engagement with Maynooth University
- The Climate Action Roadmap implementation
- Supporting of research students
- Enhancement of the website and IT infrastructure for increased security and overall performance.

Significant funding from the HEA's Technological Sector Advancement Fund (TSAF) was allocated to the development of the strategic relationship. Outcomes and impacts from the funding for the development of DkIT-MU were as follows:

1: A detailed scoping study was undertaken by DkIT and MU- '**DkIT & Maynooth University Strategic Engagement: A Scoping Study for potential models of engagement**'. This scoping study considered the options for a partnership which would provide university awards for students on level 8 and 9 programmes in DkIT. The scoping study was completed as follows:

- The profiles of DkIT and MU were examined using a number of key quantitative and qualitative indicators.
- A baseline analysis of previous and existing collaborations between DkIT and MU staff was carried out through the circulation of an online survey to DkIT staff and collation of additional information through interviews with relevant staff. In the DkIT MU Collaborations Baseline Report a number of examples are highlighted under the thematic areas of Research and Innovation, Teaching and Learning/Student Experience, Access and Participation, and Programme Development.
- A desk-based analysis of existing models of engagement between Irish Universities and colleges was carried out. This was followed up by a number of face-to-face meetings with relevant personnel in the institutions to ascertain additional information about the nature of the relationships; governance arrangements; collaborative activities etc.

- The consultancy firm Advance HE was engaged to complete a study of University –College partnerships in the UK, Europe and further afield. A report was generated which provided information on the nature of these relationships.
- Legal opinion was sought on the implications of the different options from a legislative perspective.
- A ‘range of possibilities’ for the nature of the strategic engagement between DkIT and MU were then identified and the implications of the different options on a range of indicators was considered and documented.

This analysis suggested that at this time the most viable way to enable university awards at level 8 and 9 in DkIT is to develop a Recognised College arrangement, in which DkIT becomes a recognised college of MU. This would provide university awards to students in the North East in a relatively short period, preserves institutional autonomy and avoid the disruption which an immediate incorporation could create. In parallel, a programme of further strategic co-operation between DkIT and MU could be developed.

2: Indecon International and Strategic Consultants carried out a **socio-economic impact assessment of the strategic engagement** between DkIT and MU on their shared region including an analysis of the socio-demographic profile of the region. The following was the main findings of the study:

- DkIT and MU support significant economic activity, including employment created through their expenditure and the expenditures of students, which leads to improved labour market outcomes for graduates and impacts on research and development.
- Combined, they represent over 7% of the entire third-level student population in Ireland.
- Significant social impacts are an outcome of DkIT and MU activities through their range of community engagement and outreach activities; cultural events; sustainability initiatives and provision of support to their student populations.
- A detailed socio-economic profile of the shared region was undertaken. The size of the potential shared region is very significant with the combined catchment area accounting for 43% of the island’s population and is particularly important in the context of the likely higher levels of population growth in this region by 2040 which is predicted to increase by 20% as compared to 18% in the rest of the country. Counties within the combined DkIT and MU catchment area include Armagh, Cavan, Down, Dublin, Kildare, Laois, Louth, Meath, Monaghan, Westmeath and Wicklow. DkIT and MU enrolment data for 2024/25 shows that the student body of the two HEIs is largely comprised of people from their home counties and adjacent counties. The counties of the Mid-East and the Border region, taken as a whole, account for a very large proportion (nearly 77%) of DkIT full-time student enrolment. The comparable figure for MU is also very high and is close to 70%. Given the accommodation challenges currently facing students, the ability of each HEI to serve its local catchment is notable. It must also be noted that nearly 20% of students from Northern Ireland who attended higher education in the Republic went to DkIT.

- A significant proportion of the shared region has lower levels of educational attainment than the national average with the border region for example demonstrating a level of 38.9% as compared to the national average of 44.9% which provides justification for continued and enhanced higher education supports in the region. This is a particular focus of DkIT which serves a region that is less well served with Third Level institutions.
- There have been significant increases in employment in the shared region in the last decade. The Mid-East region has a more diversified and high-performing labour market with strong employment in professional services, ICT, pharmaceuticals, and finance with the Border region having a greater reliance on caring professions, skilled trades, and elementary occupations, with notable employment growth in accommodation/food services and agriculture. This requires a wide variety of qualifications.
- The total economic impact on the Irish economy associated with DkIT and MU activities in 2023/2024 was estimated to be approximately €345 million for DkIT and €1,039 million for MU.
- The institutions have also made substantial contributions to graduate outcomes. The 2023 cohort is estimated to generate lifetime earnings premiums of €132 million (DkIT) and €380 million (MU), with corresponding net Exchequer returns of €64.4 million and €197.9 million, respectively. These benefits reflect not only increased wages but also employment rates and regional retention.
- Around 85% of DkIT graduates and 70% of MU graduates stay in Ireland post-graduation, with a majority remaining within their catchment areas. This has very positive impacts for the regions in which they both reside. Moreover, both institutions offer diverse course portfolios aligned with regional industry needs, including healthcare, IT, engineering, finance, and social care.
- DkIT and MU have made significant societal contributions across Ireland through their work in culture, social mobility, wellbeing, inclusion, and civic engagement. Their impact is evident in various initiatives that enhance community development, student welfare, sustainability, and accessibility. DkIT and MU integrate sustainable development global goals into campus life, promote environmental consciousness and cultural and research activities that have societal impact. Both institutions also actively foster health and wellbeing via dedicated Healthy Campus programmes, promoting mental health, nutrition, and physical activity through targeted action plans.

3: The **MU-DkIT Regional Graduate Academy** was launched in May 2025.

The Regional Graduate Academy (RGA) offers a four-year structured PhD programmes supervised by DkIT staff, with doctoral students jointly registered at both institutions and receiving their degree from Maynooth University. PhD programmes are currently approved in six disciplinary areas; Computer Science, Biology, Environmental Science, Electronic Engineering (Renewables), Applied Social Sciences and Media Studies. A significant amount of work went into establishing this Graduate Academy including:

- Approval of six disciplinary areas by the MU Academic Programmes Committee
- Preparation of a set of academic regulations for the registration of students in the RGA: Academic Regulations for Postgraduate Research Degrees via the Maynooth University - Dundalk Institute of Technology Regional Graduate Academy (RGA) | DkIT
- Completion of a Collaborative Partnership Agreement and a Data Sharing Agreement between DkIT and MU
- Drafting and approval of a set of generic and discipline specific modules for the structured PhD programme within the MU DkIT Regional Graduate Academy.
- Establishment of the governance structures for the MU DkIT Regional Graduate Academy including the Joint Academic Board which has representatives from DkIT and MU.
- Admission and registration of the first cohort of postgraduate students (19 in total)

4: A **number of collaborative activities** were commenced between DkIT and MU:

- Research and Innovation Networking Event – In preparation of the launch of the research seed funding initiative a joint researcher networking event was held in MU in June 2025 to foster and seed potential collaborations
- Research Seed Funding – Scheme where collaborative projects between DkIT and MU were provided with funding to undergo joint research projects. Thirteen research projects were funded in total and these projects are anticipated to be completed by June 2026. It is envisaged that some of these projects will lead to further external research funding submissions to national funders.
- Teaching and Learning Collaboration- A teaching and learning collaborative project was funded between the Centre for Excellence in Learning and Teaching in DkIT (CELT) and Centre for Learning and Teaching in MU.

DkIT Systems Performance Agreement 2024-2028

The Institute engaged in the development of its System Performance Agreement with the HEA. The development of the Performance Agreement was interconnected and interlinked to the development of the Strategic Plan 2024–2028. A number of core principles have been adopted: (1) achieving university designation; (2) serving our region to include employers, enterprise and community; (3) serving our students; (4) deepening our engagement with the Further Education (FE) sector; (5) strengthening existing relationships and building new alliances with key partners in Northern Ireland and internationally; and (6) achieving sustainability. This Performance Agreement will be used by the HEA to measure and assess the strategic performance of the institution via an annual cycle of reporting against the agreement and Strategy and Performance Dialogue. The final DkIT System Performance Agreement 2024-2028 set out four key performance objectives across teaching and learning, research and innovation, access and participation and engagement. The final agreement was signed in December 2024.

In September 2025, the Institute submitted its first Annual Self Evaluation Report for the academic year 2024-2025. The implementation of [DkIT's Strategic Plan 2024–2028](#) is in line with the reporting timelines for the Performance Agreement 2023-2028. The Institute placed the student at the heart of its Strategic Plan 2024-2028 underpinned by a number of core principles to include: (1) achieving university designation; (2) serving the region; (3) serving the students; (4) deepening the engagement with the Further Education (FE) sector; (5) strengthening existing relationships and building new alliances with key partners in Northern Ireland and internationally; and (6) achieving sustainability.

The Self- Evaluation Report 2024-2025 reported that the Institute performed well in achieving 85.7% of its targets for the reporting period 2024/25 as shown below.

Performance Objective & Pillar	Number of Targets for 2024/25	Number of Targets Achieved or Exceeded in 2024/2025	Number of Targets progressed/not achieved	% Performance against Target
Teaching and Learning	7	4	3	57.1%
Research and Innovation	8	8	-	100%
Access and Participation	11	9	2	81.8%
Engagement	9	9	-	100%
TOTALS	35	30	5	85.7%

It identified that there is an increasingly diverse student body on the campus, with more coming from underrepresented and disadvantaged backgrounds, mature students, international students, part-time learners and students entering via alternate routes to the CAO including from the FET sector. Targeted initiatives aimed at improving access and participation and meeting the growing demand for work-ready talent has contributed to this increase in non-traditional students. The changing student profile requires the Institute to respond in an innovative, flexible and timely manner with the necessity to adapt teaching methods, modes of delivery and requiring increased support services to meet these diverse needs. This is coupled with the ever-increasing role of higher education to deliver on its broader remit within climate action and sustainability, digital transformation, internationalisation and impacting positively on equality, diversity and inclusion (EDI) and addressing the potential impact of Artificial Intelligence

In line with fulfillment of the objectives within its Strategic Plan 2024-2028, the Institute has had a number of major achievements which include:

- Signing the Letter of Intent with Maynooth Univeristy (MU) in June 2024 and subsequently scoping the potential models of strategic engagement between DkIT and MU.

- Launch of the MU-DKIT Regional Research Academy to enable the provision of Level 10 structured PhD programmes across key disciplines.
- Embedding of sustainability and EDI themes and graduate attributes within programmes as part of the Programmatic Review process for the Schools of Engineering and Health and Science.
- Enhanced engagement with the FET sector to promote additional pathways from FE-HE.
- Successfully securing €8.2 million in research and innovation funding.
- Receipt of €9.74 million in PEACEPLUS funding to launch the SECBA project to develop cross-border skills strategies.
- On-going development as a centre of excellence in apprenticeship provision.
- Enhanced performance in attracting, retaining and supporting students from diverse backgrounds particularly disadvantaged, mature and minority groups.
- Maintaining its role as a leader in internationalisation.
-

The main challenges centre on non-progression rates. In this regard, DkIT sought to enhance its expertise with the recruitment of a data analyst to conduct further analysis in key areas of challenge.

3. Chairperson's Statement



The academic year 2024/2025 marked a period of growth and meaningful progress across every corner of the Institute and it has been a great privilege to have been associated with it.

On behalf of my fellow members, I would like to extend our sincere thanks to all students, staff, partners and wider community stakeholders whose dedication and input shaped our work. Their commitment has been instrumental in advancing DkIT's mission and in creating new opportunities for the Institute's future. In particular

I want to thank the President, Dr Diarmuid O' Callaghan and his executive colleagues who oversee the work of the Institute on a daily basis with total diligence and great expertise. I also want to thank my colleagues on the Governing Body. They give generously of their time and wisdom in guiding the Institute as it shapes a strategic role for itself in the Irish higher education landscape

This annual report captures just a fraction of the energy and dynamism evident throughout the year on campus and across the region. From forging strategic partnerships to hosting events that celebrate the Institute's longstanding contribution to society, DkIT continues to strengthen its role as a key regional anchor for education, research, and innovation.

One of the year's proudest achievements was the conferring of awards to over 1,685 graduates across the four schools. I know they will make a profound contribution to our communities and beyond.

Looking ahead, the momentum of this past year gives us every reason to be hopeful and ambitious. DkIT is a community of possibilities—and together, we are building a future defined by purpose, inclusion, and excellence.

**Professor Thomas Collins Chairperson,
Governing Body
Dundalk Institute of Technology**

4. President's Statement



The academic year 2024-2025 represented a year of strong delivery and momentum for Dundalk Institute of Technology, as we continued to advance the priorities set out in our strategic plan. With a clear focus on student-centred learning, academic excellence, research and innovation, and meaningful regional engagement, DkIT made significant progress in strengthening its role as a vital driver of opportunity and development in the North-East and beyond. Guided by our values and sustained by the dedication of our staff and students, the Institute enhanced its organisational capability and deepened partnerships.

This annual report celebrates the achievements of our staff and students, and demonstrates our collective commitment to creating a resilient, inclusive, and ambitious future for the community within Dundalk Institute of Technology and in the North-East of our island. As we continue to build on these achievements, I am filled with confidence in what we can achieve together.

I have been deeply inspired by your passion, your ideas, and your shared commitment to shaping a better future for our Institute. These achievements have reaffirmed my belief that, together, we have the power to continue to transform DkIT into a truly exceptional place for both students and staff.

Thank you for being part of this exciting journey.

**Dr Diarmuid O'Callaghan,
President,
Dundalk Institute of Technology**

5. 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 Governing Body Meetings and Governing Body Member's Attendance between 1 September 2024 to 31 August 2025.

Governing Body Member	Role	No of Governing Body meetings attended	No of Governing Body meetings eligible to attend
Prof Tom Collins	Chairperson	8	8
Dr Diarmuid O'Callaghan	President (Ex Officio Member)	8	8
*Mr Bill Sweeney	Member	5	5
*Dr Fiona Lawless	Member Academic Staff	4	5
*Mr Fergus Grimes	Member Non-Academic Staff	5	5
**Dr Fatima Hamroush	Member	5	7
**Prof Paul Moynagh	Member	7	7
** Mr Tommy Fanning	Member	7	7
*** Ms Paula McCaul	Member	3	3
*** Ms Madeleine Thornton	Member	3	3
*** Mr Martin Long	Member	2	3
Dr Jennifer Brennan	Member	6	8
Mr Richard Hanlon	Member	8	8
Ms Anna Shakespeare	Member	4	8
Ms Anne Marie Lacey	Member	6	8
Mr Patrick Malone	Member	7	8
Ms Ciara O'Shea	Member Non-Academic Staff	7	8
Ms Antoinette Rourke	Member Academic Staff	8	8
Mr Pat McCormick	Member Academic Staff	2	8
Mr Gerard O'Brien	Member Student Union	7	8
Ms Holly Lambe Sally	Member Student Union	5	8
Ms Tobi Bewaji	Member Student Union	7	8

*Term ended March 2025; ** Ministerial appointments November 2024; *** New appointments April 2025

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/governance-compliance/governing-body>

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.

Governing Body Member	Expenses	Interview Fees	Employer PRSI	Total Paid
Mr William Sweeney	-	€1,500	€96.60	€1,596.60
Ms Ann Marie Lacey	€304.37	€2,700	€306.53	€3,310.90
Total Paid	€304.37	€4,200.00	€403.13	€4,907.50

** Recruitment Policy: Interview Boards will be chaired by the President's nominee or a Governing Body member where relevant.

5.4 Institute Executive Board

The following are all those who were a member of the Executive Board at 31 August 2024 to include their term of office during the year:

Name	Role
Dr. Diarmuid O'Callaghan	President
Dr. Breda Brennan	Head of School of Engineering
Dr. Sheila Flanagan	Vice President for Academic Affairs & Registrar
Dr. Edel Healy	Head of School of Health & Science (01 September 2023 – 30 June 2024) DkIT – Maynooth Executive Project Lead (appointed July 2024)
Dr Moira Maguire	Head of School of Health & Science (appointed July 2024)
Dr. Patricia Moriarty	Head of School of Business & Humanities
Prof. Fergal McCaffrey	Head of School of Informatics & Creative Arts
Ms. Irene McCausland	Vice President of Strategic Planning, Communications & Development
Mr. Hugh Nolan	Vice President for Finance, Resources & Diversity (Resigned December 2024)
Ms. Caroline Pigott	Vice President for Finance & Corporate Affairs (Appointed March 2025)

Heads of Department/Section

Name	Role
Professor Colette Henry	Head of Dept of Business Studies
Mr Shane Hill	Head of Dept of Management & Financial Studies
Dr Annaleigh Margey	Head of Dept of Humanities
Dr Kevin Burns	Head of Dept of Hospitality
Dr Fiona Lawless	Head of Dept of Computing & Mathematics
Dr Adele Commins	Head of Dept of Creative Arts, Media & Music
Dr Martin McHugh	Head of Dept of Visual & Human Centred Computing
Dr Paul MacArtain	Head of Dept of Electrical & Mechanical Engineering
Ms Denise Quigley	Head of Dept of Built Environment
Mr Pat McCormick	Head of Dept of Engineering Trades/Civil Engineering
Dr Gillian Lambe	Head of Dept of Life & Health Sciences
Dr Siobhan Jordan	Head of Dept of Agriculture, Food & Animal Health
Dr Briege King	Head of Dept of Nursing Midwifery & Early Years
Mr Simon O'Neill	Head of Section Eng Trades
Mr Gerard Galligan	Head of Section Eng Trades

Heads of Function

Name	Role
Mr Aidan Browne	Head of Innovation & Business Development
Mr Gerald O Driscoll	Human Resource Manager
Mr Conor Lait	Estates Manager
Mr Anton Barrett	Head of Lifelong Learning
Ms Lynda McQuaid	Head of Marketing & Communication
Ms Marie Madigan	Finance Manager
Mr Stuart Quinn	Financial Analyst
Mr James McCahill	IT Manager
Dr Brendan Ryder	Head of Academic Planning & Quality Assurance
Ms Linda Murphy	Academic & Student Affairs Manager
Mr Frank Brady	Head Librarian
Dr Tim McCormac	Head of Research & Graduate Studies
Mr Gerry Gallagher	Head of Teaching & Learning
Ms Noreen Carney	International Officer

5.5 Organisational Structure

A copy of the Institute's Organisational Chart is available at:

[Organisational Chart and Structure | DkIT](#)

6. Academic & Student Affairs

6.1 Academic Council Membership until March 2025:

Title	First Name	Surname
Ms	Tobi	Bewaji
Dr	Diana	Bogusevski
Dr.	Conor	Brady
Mr	Frank	Brady
Dr	Breda	Brennan
Dr	Kevin	Burns
Dr	Anita	Byrne
Ms	Maeve	Caraher
Mr	Dermot	Clarke
Dr	Adele	Commins
Ms	Karen	Commins
Dr	Coleman	Dennehy
Ms.	Sinead	Dunne
Dr	Sheila	Flanagan
Ms	Amy	Flood
Dr	Gerry	Gallagher
Dr	Joe	Gildea
Mr	Peter	Gosling
Dr	Peadar	Grant
Prof.	Collette	Henry
Ms	Helen	Howley
Mr	Shane	Hill
Dr	Siobhan	Jordan
Dr.	Diako	Khodaei
Ms	Briege	King
Dr	Paul	MacCartan
Dr	Moirra	Maguire
Dr	Annaleigh	Margey
Dr.	Eamonn	Martin
Dr	Fergal	Mc Caffrey
Ms	Irene	Mc Causland
Ms	Catherine	Mc Closkey
Dr	Tim	Mc Cormac
Mr	Pat	Mc Cormick
Dr	Martin	Mc Hugh
Dr.	Ruth	Mc Keever
Dr	Kevin	Mc Kenna
Dr	Patricia	Moriarty
Ms	Linda	Murphy
Dr.	Kieran	Nolan
Mr.	Ger	O'Brien
Dr	Diarmuid	O Callaghan
Ms.	Deirdre	O Malley
Dr	Teresa	O Rourke

Ms	Michelle	O Shea
Dr.	Maxwell Yeboah	Owusu-Twum
Dr	Jade	Pollock
Ms	Denise	Quigley
Mr	Conor	Reidy
Ms	Eimear	Rice
Dr	Brendan	Ryder
Dr	Jacqueline	Toal
Dr	Arjan	Van Rossum

6.2 Academic Council Meetings

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 Programme Validations 2024/2025

Programme Validation(s)-Programmatic Review

Programmatic Reviews took place in the *Schools of Engineering* and *Health and Science* in the academic year 2024/2025, in accordance with the Institute's quality assurance policies and procedures relating to periodic review.

6.3.1 School/Area: *Engineering*

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Built Environment	<i>Bachelor of Science (Honours) in Architectural Technology</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Architectural Technology (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Architectural Technology</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Higher Certificate in Science in Architectural Technology (Exit Award from Level 8 and Level 7)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science (Honours) in Building Surveying</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science (Honours) in Building Surveying TRANSITION 2025/2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Built Environment	<i>Bachelor of Science in Building Surveying (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Building Surveying</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Building Surveying TRANSITION 2025/2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Higher Certificate in Science in Building Surveying (Exit Award from Level 8 and Level 7)</i>	Higher Certificate	6	120	Full-time	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Master of Science in Building Surveying</i>	Master's Degree (Taught)	9	90	Full-time Online, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Validation Type	Academic Council Ratification Date
Built Environment	Postgraduate Diploma in Building Surveying	Postgraduate Diploma	9	60	Full-time Online, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Postgraduate Diploma in Building Surveying (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time Online, Part-time Online	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science (Honours) in Construction Management</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science (Honours) in Construction Management TRANSITION 2025/2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Built Environment	<i>Bachelor of Science in Construction Management (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Construction Management</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Construction Management TRANSITION 2025/2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Higher Certificate in Science in Construction Management (Exit Award from Level 8 and Level 7)</i>	Higher Certificate	6	120	Full-time	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science (Honours) in Quantity Surveying</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Quantity Surveying (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Bachelor of Science in Quantity Surveying</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Higher Certificate in Science in Quantity Surveying (Exit Award from Level 8 and Level 7)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Validation Type	Academic Council Ratification Date
Built Environment	<i>Certificate in AutoCAD</i>	Certificate	6	5	Part-time, Part-time F2F	Review	20/06/2025 (AC Meeting No. 200)

Built Environment	<i>Certificate in BIM and Revit Essentials (formerly Certificate in BIM 1)</i>	Certificate	6	5	Part-time, Part-time F2F	Review	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Certificate in Intermediate BIM including Mechanical, Electrical and Plumbing Essentials</i>	Certificate	6	5	Part-time, Part-time F2F	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Certificate in Intermediate BIM including Model Coordination</i>	Certificate	7	5	Part-time, Part-time F2F	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Certificate in Advanced BIM</i>	Certificate	8	5	Part-time, Part-time F2F	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Certificate in BCAR and Regulatory Control</i>	Certificate	9	7.5	Part-time, online	New	20/06/2025 (AC Meeting No. 200)
Built Environment	<i>Certificate in BIM and Collaborative Data Management</i>	Certificate	9	7.5	Part-time, online	New	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering (Honours) in Electrical and Electronic Engineering</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering (Honours) in Electrical and Electronic Engineering TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering in Electrical and Electronic Systems</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering in Electrical and Electronic Systems TRANSITION 2025-2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Electronic and Mechanical Engineering	<i>Bachelor of Engineering in Electrical and Electronic Systems (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Higher Certificate in Engineering in Electrical and Electronic Engineering (Exit Award from Level 8)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Higher Certificate in Engineering in Electrical and Electronic Systems (Exit Award from Level 7)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Certificate in Applied Electrical Engineering</i>	Certificate	6	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Science (Honours) in Engineering Innovation and Entrepreneurship</i>	Honours Bachelor Degree	8	60	Full-time, Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Certificate in Supply Chain Management</i>	Ordinary Bachelor Degree	7	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering (Honours) in Mechanical Engineering</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering in Mechanical Engineering</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Bachelor of Engineering in Mechanical Engineering Systems (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Higher Certificate in Engineering in Mechanical Engineering Systems (Exit Award from Level 8)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Higher Certificate in Engineering in Mechanical Engineering (Exit Award from Level 7)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Electronic and Mechanical Engineering	<i>Master of Engineering in Mechanical Engineering</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Postgraduate Diploma in Engineering in Mechanical Engineering (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Postgraduate Diploma in Engineering in Mechanical Engineering</i>	Postgraduate Diploma	9	60	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Master of Science in Renewable Energy Systems</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Postgraduate Diploma in Science in Renewable Energy (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Postgraduate Diploma in Science in Renewable Energy</i>	Postgraduate Diploma	9	60	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Master of Science in Wind Energy</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Master of Science in Solar Energy</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Certificate in Offshore Wind Energy Fundamentals</i>	Certificate	9	30	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Electronic and Mechanical Engineering	<i>Certificate in Renewable Energy</i>	Certificate	6	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

Engineering Trades and Civil Engineering	<i>Bachelor of Engineering (Honours) in Civil Engineering</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering (Honours) in Civil Engineering TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering in Civil and Infrastructure Engineering (Exit Award from Level 8)</i>	Ordinary Bachelor Degree	7	180	Full-time	New	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Higher Certificate in Engineering in Civil and Infrastructure Engineering (Exit Award from Level 7)</i>	Higher Certificate	6	120	Full-time	New	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering in Civil Engineering</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering in Civil Engineering TRANSITION 2025-2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Higher Certificate in Engineering in Civil Engineering (Exit Award from Level 7)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering (Honours) in Civil and Environmental Engineering</i>	Honours Bachelor Degree	8	60	Full-time, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Engineering Trades and Civil Engineering	<i>Bachelor of Engineering (Honours) in Civil and Environmental Engineering TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	60	Full-time, Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

6.3.2 School/Area: Health and Science

Programme(s)

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Nursing, Midwifery and Early Years	<i>Bachelor of Arts (Honours) in Early Childhood Education and Care</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Arts in Early Childhood Education and Care (Exit Award)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Certificate in Early Childhood Education and Care (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Arts in Applied Early Childhood Education and Care</i>	Ordinary Bachelor Degree	7	180	Full-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Diploma in Arts in Teaching in Early Learning and Care for the FET Sector</i>	Higher Diploma	8	60	Full-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Arts (Honours) in Applied Early Childhood Leadership and Management</i>	Honours Bachelor Degree	8	60	Full-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Leadership Mentoring and Management for the Early Years</i>	Certificate	7	15	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in School Age Childcare</i>	Certificate	7	20	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

Nursing, Midwifery and Early Years	<i>Bachelor of Science (Honours) in Mental Health Nursing</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science in Health Studies (Exit Award Mental Health Nursing)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Certificate in Science in Health Studies (Exit Award Mental Health Nursing)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Leadership Management and Quality Initiatives in ID Services</i>	Certificate	9	10	Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science (Honours) in Intellectual Disability Nursing</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science in Health Studies (Exit Award Intellectual Disability Nursing)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Certificate in Science in Health Studies (Exit Award Intellectual Disability Nursing)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Master of Science in Community Mental Health Nursing</i>	Master's Degree (Taught)	9	90	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Science in Community Mental Health Nursing (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Science in Community Mental Health Nursing</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Science in Community Mental Health Nursing (Exit Award)</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

Nursing, Midwifery and Early Years	<i>Certificate in Science in Community Mental Health Nursing</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Trauma Informed Care</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Recovery in Mental Health</i>	Certificate	9	10	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Caring for the Adult Undergoing Electro Convulsive Therapy</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Master of Science in Professional Practice- Professional Management of Complex Behaviour in Clinical Practice</i>	Master's Degree (Taught)	9	90	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Professional Practice-Professional Management of Complex Behaviour in Clinical Practice (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Professional Practice-Professional Management of Complex Behaviour in Clinical Practice</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Professional Practice- Professional Management of Complex Behaviour in Clinical Practice (Exit Award)</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Professional Practice- Professional Management of Complex Behaviour in Clinical Practice</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science (Honours) in General Nursing</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Nursing, Midwifery and Early Years	<i>Bachelor of Science in Health Studies (Exit Award General Nursing)</i>	Ordinary Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Certificate in Science in Health Studies (Exit Award General Nursing)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Master of Science in Professional Nursing</i>	Master's Degree (Taught)	9	90	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Professional Nursing (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Postgraduate Diploma in Professional Nursing</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Professional Nursing (Exit Award)</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Professional Nursing</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Leadership and Clinical Decision Making for Advanced Practice</i>	Certificate	9	10	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Emergency Nursing</i>	Certificate	8	20	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Contemporary Palliative Care</i>	Certificate	9	10	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Adult Respiratory Nursing Practice</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

Nursing, Midwifery and Early Years	<i>Certificate in Comprehensive Advanced Health Assessment</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Contemporary Approaches to Care of the Older Person</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Recognition and Management of the Deteriorating Adult</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science (Honours) in Midwifery</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Bachelor of Science in Health Studies (Exit Award Midwifery)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Certificate in Science in Health Studies (Exit Award Midwifery)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Higher Diploma in Science in Midwifery</i>	Higher Diploma	8	90	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Advanced Comprehensive Health Assessment for Midwives</i>	Certificate	9	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Fundamentals of Understanding and Responding to Domestic, Sexual and Gender-Based Violence</i>	Certificate	8	20	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Nursing, Midwifery and Early Years	<i>Certificate in Newborn Clinical Examination</i>	Certificate	9	10	Part-time Online	Review	20/06/2025 (AC Meeting No. 200)

Nursing, Midwifery and Early Years	<i>Certificate in Perinatal Mental Health</i>	Certificate	9	10	Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Biopharmaceutical Science</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Biopharmaceutical Science-TRANSITION 2025-26 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Biopharmaceutical Science (Exit Award)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Certificate in Science in Biopharmaceutical Science (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Biopharmaceutical Science (Add-on)</i>	Honours Bachelor Degree	8	60	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Pharmaceutical Science with Regulatory Affairs (Add-on)</i>	Honours Bachelor Degree	8	60	Full-time	New	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Bioscience</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Bioscience-TRANSITION 2025-2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Certificate in Science in Bioscience (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Life and Health Sciences	<i>Bachelor of Science in Pharmaceutical Science</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Pharmaceutical Science-TRANSITION 2025-2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Certificate in Science in Pharmaceutical Science (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Diploma in Science in Biopharmaceutical Manufacturing</i>	Higher Diploma	8	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Certificate in Science in Biopharmaceutical Manufacturing</i>	Certificate	7	40	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Certificate in Bioprocessing</i>	Certificate	7	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Certificate in Regulatory Affairs and (Bio)Pharmaceutical Data Integrity (Micro-credential)</i>	Certificate	8	5	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Certificate in Validation and Instrumentation (Micro-credential)</i>	Certificate	8	5	Part-time Blended	New	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Health and Physical Activity</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Health and Physical Activity (Exit Award)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Certificate in Science in Health and Physical Activity (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)

Life and Health Sciences	<i>Bachelor of Science (Honours) in Nutrition and Health</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Nutrition and Health-TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Nutrition and Health (Exit Award)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Higher Certificate in Science in Nutrition and Health (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science in Veterinary Nursing</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science in Veterinary Nursing-TRANSITION 2025-2026 only</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Higher Certificate in Science in Animal Science (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science (Honours) in Advanced Veterinary Nursing</i>	Honours Bachelor Degree	8	60	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Clinical Governance, Leadership and Evidence-based Veterinary Care</i>	Certificate	8	15	Part-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Emergency and Critical Care Veterinary Nursing</i>	Certificate	8	10	Part-time	Review	20/06/2025 (AC Meeting No. 200)

Agriculture, Food and Animal Health	<i>Certificate in Advanced Veterinary Laboratory Techniques</i>	Certificate	8	10	Part-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Canine and Feline Shelter Medicine</i>	Certificate	8	5	Part-time	New	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science (Honours) in Sustainable Agriculture</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science (Honours) in Sustainable Agriculture-TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	240	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science in Sustainable Agriculture (Exit Award)</i>	Ordinary Bachelor Degree	7	180	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Higher Certificate in Science in Sustainable Agriculture (Exit Award)</i>	Higher Certificate	6	120	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Master of Science in Agricultural Biotechnology</i>	Master's Degree (Taught)	9	90	Full-time, Part-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Postgraduate Diploma in Agricultural Biotechnology (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Postgraduate Diploma in Agricultural Biotechnology</i>	Postgraduate Diploma	9	60	Full-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Animal Biotechnology</i>	Certificate	9	10	Part-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Food Biotechnology</i>	Certificate	9	10	Part-time	Review	20/06/2025 (AC Meeting No. 200)

Agriculture, Food and Animal Health	<i>Certificate in Environmental Biotechnology</i>	Certificate	9	10	Part-time	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Master of Science in Sustainable Food-Technology and Innovation</i>	Master's Degree (Taught)	9	90	Full-time, Part-time, Full-time Blended, Part-time Blended, Fulltime Online, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Postgraduate Diploma in Sustainable Food Technology and Innovation (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time, Part-time, Full-time Blended, Part-time Blended, Full-time Online, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Postgraduate Diploma in Sustainable Food Technology and Innovation</i>	Postgraduate Diploma	9	60	Full-time, Part-time, Full-time Blended, Part-time Blended, Full-time Online, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Food Production and Innovation</i>	Certificate	9	10	Part-time Blended, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Food Safety and Quality Management</i>	Certificate	9	10	Part-time Blended, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Food Analysis and Instrumentation</i>	Certificate	9	10	Part-time Blended, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)

Agriculture, Food and Animal Health	<i>Certificate in Operational Excellence</i>	Certificate	9	10	Part-time Blended, Part-time Online	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science in Agriculture</i>	Ordinary Bachelor Degree	7	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Sensory Analysis and New Product Development</i>	Certificate	9	10	Part-time Blended, Part-time Online	New	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Animal Production</i>	Certificate	7	15	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Sustainable Land Management</i>	Certificate	7	15	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science (Honours) in Agriculture</i>	Honours Bachelor Degree	8	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Bachelor of Science (Honours) in Agriculture-TRANSITION 2025-2026 only</i>	Honours Bachelor Degree	8	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Soils and Digital Agriculture</i>	Certificate	8	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Advanced Livestock Production</i>	Certificate	8	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate Sustainable Agricultural Technologies and Energy</i>	Certificate	8	10	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Agriculture, Food and Animal Health	<i>Certificate in Health and Safety (Manufacturing Industry)</i>	Certificate	6	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)

Agriculture, Food and Animal Health	<i>Certificate in Fundamentals of Food Production Management</i>	Certificate	6	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
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6.3.3 School/Area: Centre for Excellence in Learning and Teaching (CELT)

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Centre for Excellence in Learning and Teaching	<i>Master of Arts in Learning and Teaching</i>	Master's Degree (Taught)	9	90	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Centre for Excellence in Learning and Teaching	<i>Postgraduate Diploma of Arts in Learning and Teaching (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Centre for Excellence in Learning and Teaching	<i>Certificate of Arts in Learning and Teaching (Exit Award)</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Centre for Excellence in Learning and Teaching	<i>Certificate of Arts in Learning and Teaching</i>	Certificate	9	30	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Centre for Excellence in Learning and Teaching	<i>Certificate in Assessment and Feedback</i>	Certificate	9	15	Part-time Blended	Review	20/06/2025 (AC Meeting No. 200)
Centre for Excellence in Learning and Teaching	<i>Certificate in Academic Writing</i>	Certificate	8	5	Part-time Online	New	20/06/2025 (AC Meeting No. 200)

Programme Validation(s)-Other

The following programmes were validated separately from the Programmatic Reviews in the academic year 2024/2025:

6.3.4 School/Area: Business and Humanities

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Business Studies	<i>Master of Business Studies in Responsible Entrepreneurship</i>	Master's Degree (Taught)	9	90	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Responsible Entrepreneurship (Exit Award)</i>	Postgraduate Diploma	9	60	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Entrepreneurship (Exit Award)</i>	Certificate	9	30	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Responsible Entrepreneurship</i>	Postgraduate Diploma	9	60	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Entrepreneurship</i>	Certificate	9	30	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Entrepreneurial Competence</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Entrepreneurship and Responsible Enterprise</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)

Business Studies	<i>Certificate in Resourcing the Responsible Enterprise</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Responsible Business Strategy</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Research Methods and Ethics</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Corporate Entrepreneurship and Innovation</i>	Certificate	9	10	Part-time Blended, Full-time Blended	New	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Master of Science in Management and Leadership</i>	Master's Degree (Taught)	9	90	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Postgraduate Diploma in Business in Management and Leadership</i>	Postgraduate Diploma	9	60	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Business Studies	<i>Certificate in Business in Management</i>	Postgraduate Certificate	9	30	Part-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Humanities	<i>Certificate in Athlete Monitoring Technology</i>	Certificate	7	10	Part-time, Part- time Blended, Part- time Online	New	20/06/2025 (AC Meeting No. 200)
Humanities	<i>Certificate in Cultural Landscapes: Newgrange and the Boyne Valley</i>	Certificate	6	15	Full-Time	Differential	21/02/2025 (AC Meeting No. 197)

6.3.5 School/Area: Health and Science

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Nursing, Midwifery and Early Years	Certificate in Introduction to Cognitive Behavioural Therapy	Certificate	9	10	Part-time Blended	New	21/02/2025 (AC Meeting No. 197)
Life and Health Sciences	<i>Bachelor of Science (Honours) in Biopharmaceutical Science</i>	Honours Bachelor Degree	8	240	Full-time	Differential	20/06/2025 (AC Meeting No. 200)
Life and Health Sciences	<i>Bachelor of Science in Pharmaceutical Science</i>	Ordinary Bachelor Degree	7	180	Full-time	Differential	20/06/2025 (AC Meeting No. 200)

6.3.6 School/Area: Informatics and Creative Arts

Department	Programme Title	Award Type	NFQ Level	ECTS Credits	Delivery Mode	Validation Type	Academic Council Ratification Date
Computing Science and Mathematics	<i>Certificate in Large Language Models and Agentic AI</i>	Certificate	9	20	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Certificate in Large Language Models</i>	Certificate	9	10	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Certificate in Agentic AI</i>	Certificate	9	10	Full-time, Full-time Blended, Full-time Online	New	20/06/2025 (AC Meeting No. 200)
Computing Science and Mathematics	<i>Master of Science in Applied Data Science</i>	Master's Degree (Taught)	9	90	Full-time, Full-time Blended, Full-time Online, Part-time,	Differential	20/06/2025 (AC Meeting No. 200)

					Part-time Blended, Part-time Online		
Computing Science and Mathematics	<i>Postgraduate Diploma in Applied Data Science</i>	Postgraduate Diploma	9	60	Full-time, Full-time Blended, Full-time Online, Part-time, Part-time Blended, Part-time Online	Differential	20/06/2025 (AC Meeting No. 200)
Visual and Human- Centred Computing	<i>Master of Science in Digital Health Innovation</i>	Master's Degree (Taught)	9	90	Full-time, Full-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Visual and Human- Centred Computing	<i>Postgraduate Diploma in Science in Digital Health Innovation (Exit Award)</i>	Postgraduate Diploma	9	60	Full-time, Full-time Blended	Differential	20/06/2025 (AC Meeting No. 200)
Creative Arts, Media and Music	<i>Bachelor of Arts (Honours) in Music (Year 4)</i>	Honours Bachelor Degree	8	240	Full-time	Differential	20/06/2025 (AC Meeting No. 200)
Creative Arts, Media and Music	<i>Certificate in Digital Media Design</i>	Certificate	7	40	Part-time Online	Differential	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Certificate in User Experience (UX) Design</i>	Certificate	7	40	Part-time Online	Differential	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Master of Arts in Creative Practice</i>	Master's Degree (Taught)	9	90	Full-time Blended, Part-time Blended	New	21/02/2025 (AC Meeting No. 197)
Creative Arts, Media and Music	<i>Postgraduate Certificate in Creative Practice</i>	Postgraduate Certificate	9	30	Full-time Blended, Part-time Blended	New	21/02/2025 (AC Meeting No. 197)

6.3.7 Micro-credentials

The following micro-credentials were validated using the Institute's *Micro-credential Policy* (<https://www.dkit.ie/about/policies/micro-credentials-policy>). It should be noted that the validation procedures for micro-credentials were incorporated into the *DkIT Design and Approval of Programmes Policy* (<https://www.dkit.ie/about/policies/policy-on-the-design-and-approval-of-programmes>) in the academic year 2024-2025.

School/Area: *Business and Humanities*

Department	Module Code	Micro-credential Title	Validation Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Academic Council Ratification Date
Humanities	CULT H8020	<i>A History of Europe 1918-2007 'The breaking of Nations'.</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	PLSC H1002	<i>The Struggle for Democracy</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H8013	<i>Ireland 1912-1932: Revolution and Counter-Revolution</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H2029	<i>Genocide, Social Darwinism and Racial Science</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H8010	<i>Ireland: Citizenship and Ethnic Diversity</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SPOR H8014	<i>Exercise and Sports Psychology</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Humanities	SPOR H8015	<i>New Venture Development for Sport</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	PSYC H7006	<i>Exercise Psychology and Behavioural Change</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SOCC H8024	<i>Continuing Professional Development and Social Care</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SOCC B8006	<i>Care in a Multicultural Context</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	YTWK H7007	<i>Youth Work Relationships</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	YTWK H8017	<i>Addiction in a Youth Work Context</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H1019	<i>Prehistoric Ireland: From the First Settlers to the Bronze Age</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H8027	<i>Irish Literature": Poetry, Fiction and Social Change</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	HIST H7004	<i>Ireland, 1540-1800: Land and Religion</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Humanities	CULT H8007	<i>Globalisation and Political Economy</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SOCC H8013	<i>Issues in Social Care</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SOCS H8010	<i>Sociology 1</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	YTWK H7011	<i>Social Entrepreneurship</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H1026	<i>Ireland 1800-1921: Success & Failure Under the Union</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SPOR B7029	<i>Sport Event Planning</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	CULT H8020	<i>A History of Europe 1918-2007 'The breaking of Nations'.</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Humanities	SPOR B7029	<i>Sports Event Planning</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	BUSS H7001	<i>Business Computing Applications</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Business Studies	COMM B7Z06	<i>Workplace Communication Skills</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	COMP B7009	<i>Web Development</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	LAW B7Z01	<i>Elements of Business Law</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	BUSS B7035	<i>Management Information Systems</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	MGMT B7012	<i>Operations Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	RESA B7Z01	<i>Research & Communication Skills</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	MRKT B7004	<i>Marketing</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	MATH B7009	<i>Business Mathematics</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	ACCT B7Z08	<i>Cost Accounting</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Business Studies	LAW B7Z02	<i>Foundations of Law</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	BUSS B7021	<i>Perspectives in Entrepreneurship</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	COMP B7007	<i>Technology & Office Applications 1</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	BUSS B7008X	<i>Business Information Systems & Project Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	MEDA B7004	<i>Media Publishing</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	MRKT B8Z07	<i>Doing Business in New and Emerging Markets</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Business Studies	N/A	<i>Navigating Further and Higher Education (Headstart)</i>	Existing	6	5	Full-time, Part-time, Full-time Blended, Part-time Blended	26/09/2025 (AC Meeting No. 201)
Business Studies	N/A	<i>Engaging with Further and Higher Education (Pathways)</i>	Existing	6	5	Full-time, Part-time, Full-time Blended, Part-time Blended	26/09/2025 (AC Meeting No. 201)
Management and Financial Studies	MRKT B8018	<i>Consumer Psychology</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Management and Financial Studies	ECON B7016	<i>Economics and Society</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	HRM H1003	<i>Human Resource Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MRKT B7015	<i>Contemporary Marketing & Communication</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MRKT B7020	<i>Consumer Psychology & Behaviour</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MGMT B8Z07	<i>Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	BUSS B8039	<i>Wellbeing and Life Skills for the Resilient Graduate</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	FNCE B8004	<i>Financial Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	BHVS B8001	Organisation Behaviour	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MRKT B7023	New Product Development	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Management and Financial Studies	BUSS B7Z02	<i>Creativity, Innovation and Teamwork</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MRKT B7021	<i>Sales Management & Practice</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Management and Financial Studies	MRKT B7022	<i>Branding & Customer Relationship Management</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	CULN B7013	<i>The Art of Pastry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	CULN B7014	<i>Food Safety Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	HOSP B7036	<i>Human Resource Management for Hospitality, Events and Culinary Arts</i>	Existing	6	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	MRKT H8Z01	<i>Digital Marketing Management</i>	Existing	8	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	EVNT H6Z01	<i>Revenue Management for the Events Industry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	ADMN B6005	<i>Introduction to Sales and Marketing</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

Hospitality Studies	MGMT B6006	<i>Introduction to Revenue Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	EVNT H6001	<i>Event Technology</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	EVNT H6002	<i>Event Risk and Safety Management</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)
Hospitality Studies	CULN B7009	<i>Applied Law for the Tourism Industry</i>	Existing	7	5	Full-time, Part-time	27/09/2024 (AC Meeting No. 195)

6.3.8 School/Area: Engineering

The following micro-credentials were validated initially using the Institute's *Micro-credential Policy* (<https://www.dkit.ie/about/policies/micro-credentials-policy>). They were redesignated using the *DkIT Design and Approval of Programmes Policy* (<https://www.dkit.ie/about/policies/policy-on-the-design-and-approval-of-programmes>) in the academic year 2024-2025.

Department	Module Code	Micro-credential Title	Validation Type	NFQ Level	ECTS Credits	Delivery Mode(s)	Academic Council Ratification Date
Engineering Trades and Civil Engineering	-	<i>Certificate in Electrical, Testing and Verification - Qualified Certifier</i> (previously Electric Vehicle Level 1 and 2- MOME E6001)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)

Engineering Trades and Civil Engineering	-	<i>Certificate in Heat Pump Installation</i> (previously Heat Pump Installer)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Engineering Trades and Civil Engineering	-	<i>Certificate in Electrical, Testing and Verification - Qualified Certifier</i> (previously Qualified Certifier (QC) Electrical, Testing and Verification - ELEC E6008)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Built Environment	-	<i>Certificate in Building Information Modelling 1 (BIM 1)</i> (previously Building Information Modelling (BIM) - ENGR E7032)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-major award - 21/02/2025 (AC Meeting No. 197) Originally Designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
Built Environment	-	<i>Certificate in AutoCAD</i> (previously AutoCAD- ENGR E7031)	Existing	6	5	Full-time, Part-time	Micro-credential designated as non-

							major award - 21/02/2025 (AC Meeting No. 197) Originally Designated as micro-credential - 22/11/2024 (AC Meeting No. 196)
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6.3.9 Off-Campus Venues for Programme Delivery

The Institute approved the following location(s) for off-campus programme delivery:

Off-Site Location	Programme(s) to be Delivered	Date of Site Visit	Approval
<i>Rock Celtic FC</i> , Sandy Lane, Haggardstown, Dundalk, Co. Louth, A91 HN22.	<i>Bachelor of Arts in Musical Theatre</i>	30 th September 2024	22/11/2024 (AC Meeting No. 196)
<i>English Path (EP)</i> , 1 Clarinda Park North, Dún Laoghaire, Dublin, A96 E8NV, Ireland.	<i>Certificate in Foundation Studies</i> <i>Certificate in Foundation Studies with intensive English</i>	11 th November 2024	22/11/2024 (AC Meeting No. 196)

Note(s)

- Programme validations associated with Programmatic Review in 2024/2025 took place during the Site Visits on the DkIT campus (School of Engineering: 19th and 20th March 2025; School of Health and Science: 2nd and 3rd April 2025).
- Programme validations, separate from the Programmatic Reviews, took place remotely during the reporting period 2024/2025 using web conferencing (Microsoft Teams).
- A Validation Type of "New" refers to a new programme validation.
- A Validation Type of "Differential" refers to a DkIT validation of a programme that is based on, or a modification or extension of, an existing DkIT validated programme. The DkIT validation of the original programme can inform the DkIT validation of the derived programme and this can simplify the DkIT validation process for the derived programme.
- A Validation Type of "Review", under the section "Programme Validation(s)-Programmatic Review", refers to the re-validation of an existing programme considered as part of a Programmatic Review.
- A Validation Type of "Existing" under the section "Micro-credentials" refers to existing modules designated as micro-credentials under either the Micro-credentials Policy or the DkIT Design and Approval of Programmes Policy".
- Award types can be found in the DkIT Awarding Policy (<https://www.dkit.ie/about/policies/awarding-policy>).

6.4 Enrolment Statistics 2024/25

The following sets out the enrolment figures for academic year 2024-2025.

	Y1	Y2	Y3	Y4	Postgraduate	Total
Full-time						
Business & Humanities	479	415	322	86	54	1,356
Engineering	216	154	123	106	49	648
Informatics & Creative Arts	298	226	235	110	82	951
Health & Science	380	333	263	217	58	1,251
Subtotal	1,373	1,128	943	519	243	4,206

Part-time						
Business & Humanities	82	33	1	18	4	138
Engineering	141		4	34	3	182
Informatics & Creative Arts	250				64	314
Health & Science	247	33	22	61	108	471
Subtotal	720	66	27	113	179	1,105
Total	2,093	1,194	970	632	422	5,311

Apprentice 24/25	
Electrical	572
Motor	96
Carpentry & Joinery	96
Plumbing	384
Total	1,148

6.5 Graduation

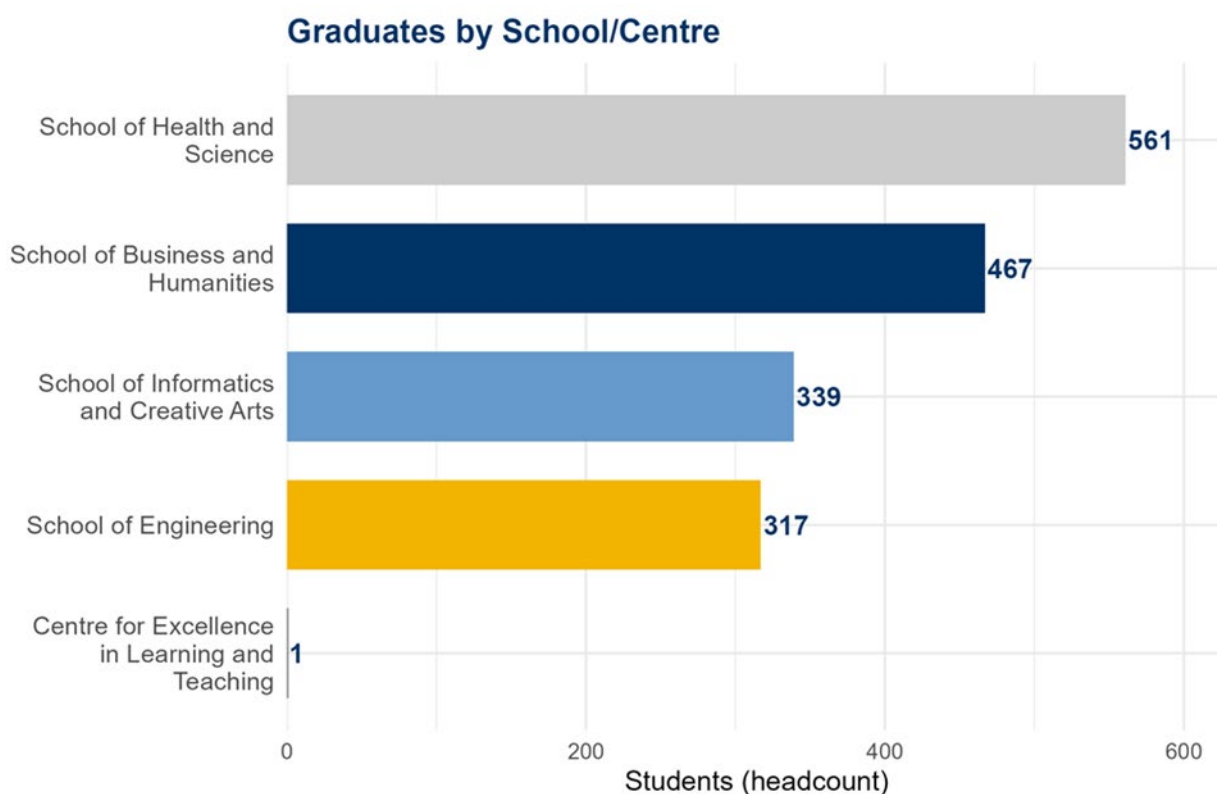
Conferring ceremonies took place on campus in the Faulkner Hall at Dundalk Institute of Technology (DkIT) on Thursday 30th October and Friday 31st October 2025. There were 6 ceremonies in total. The conferring ceremonies were recorded and are available publicly at [Graduation | DkIT](#)

A total of 1,685 students across the four schools graduated in 2025 (includes all awards, full-time and part-time; only awards of 30 ECTS credits or more are invited to attend a conferring ceremony). This was a change of 54 (3.4%) from 2024 (1,631). (Total awards conferred (award records) in 2025 was 1,691 change of 57 (3.5%) from 2024 (1,635)).

* Some graduates may have multiple awards in the same graduation year.

School / Centre	Total
School of Business and Humanities	467
School of Engineering	317
School of Health and Science	561
School of Informatics and Creative Arts	339
Centre for Excellence in Learning and Teaching	1
Grand Total	1,685

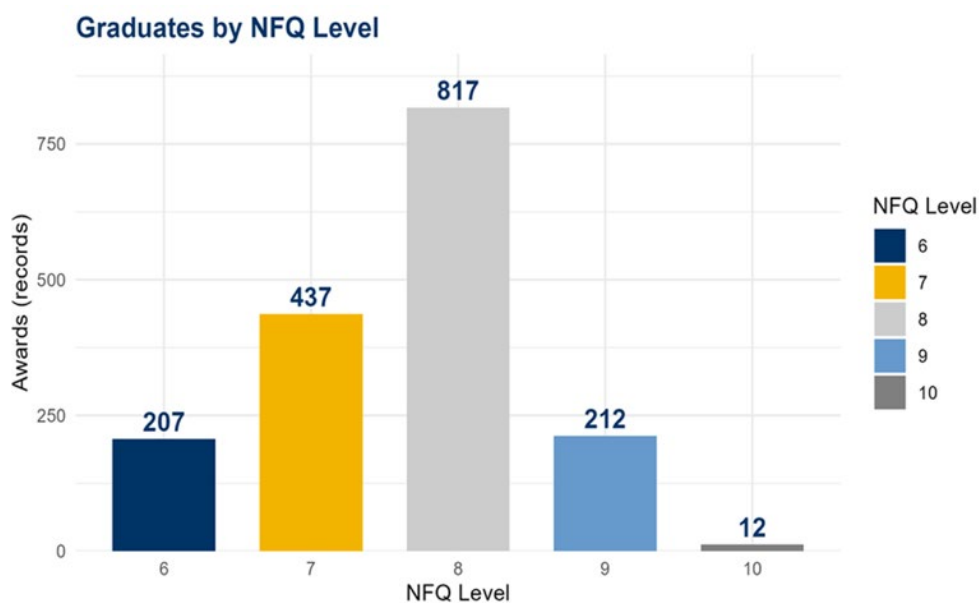
* Programme Cert in Six Sigma from LLC associated to School of Business and Humanities.



Total Graduated (by NFQ Level)

NFQ Level	Total
6	207
7	437
8	817
9 - Taught	207
9 - Research	5
10 – Research *	12
Grand Total	1,685

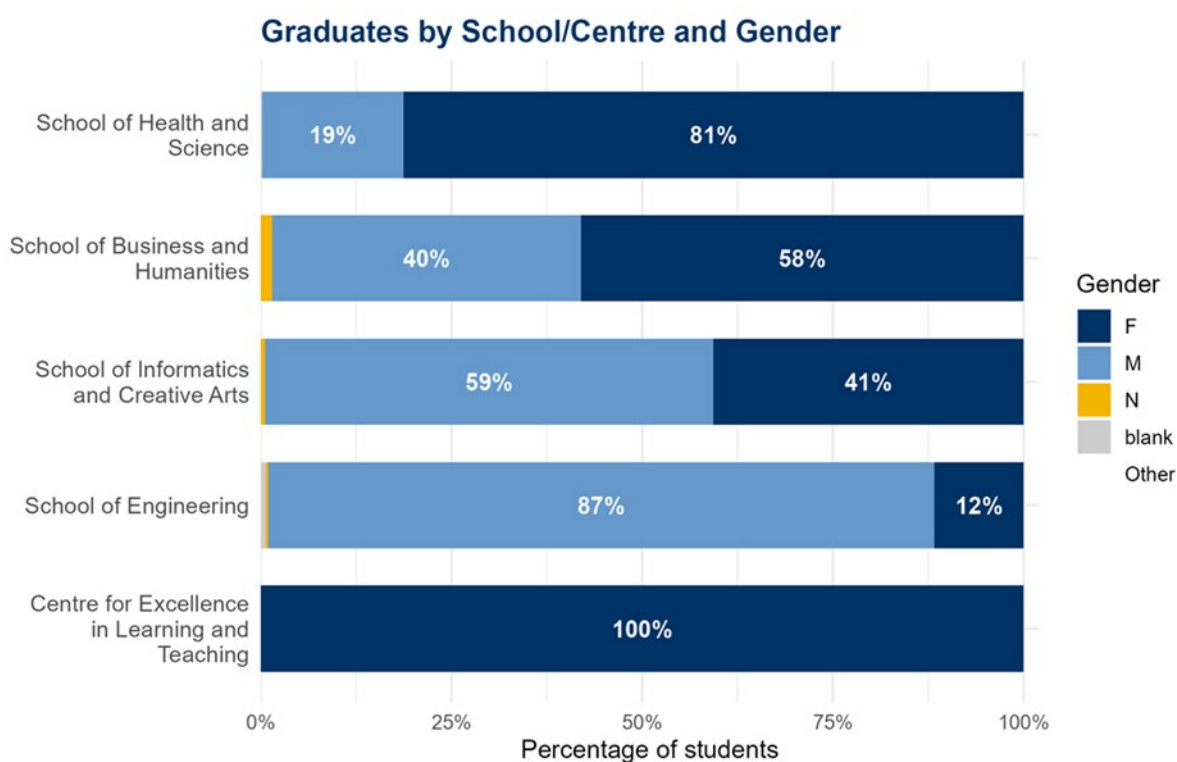
* NFQ Level 10 relate to postgraduate research students who received Doctorate awards.



Total Graduated (by Gender)

School / Centre	F	M	N	blank	Grand Total
School of Health and Science	456	104	0	1	561
School of Business and Humanities	271	189	7	0	467
School of Informatics and Creative Arts	138	199	2	0	339
School of Engineering	37	277	1	2	317
Centre for Excellence in Learning and Teaching	1	0	0	0	1

* "F" – Female; "M" – Male; "N" - Undeclared; Blank indicates no gender is provided in the Student Management System (Banner).



Total Graduated (by NFQ Level, Award Classification)

NFQ Level / Award Classification	Total
6	207
Unclassified	178
NA	9
Pass with Distinction	6
Pass with Merit - Grade 1	6
Pass	5
Pass with Merit - Grade 2	3
7	437
Pass with Merit - Grade 1	123
Unclassified	111
Pass with Distinction	81
Pass with Merit - Grade 2	70
Pass	52
8	817
Second Class Honours Grade 1	289
First Class Honours	183
Second Class Honours Grade 2	138
Unclassified	133
Pass	74
9	212
Unclassified	80
Pass	41
First Class Honours	33
Second Class Honours	23
Merit	14
Pass with Distinction	9
Distinction	7
Recommended (Master of Science by Research)	4
Recommended (Master of Arts by Research)	1
10	12
Recommended (Doctorate)	12
Grand Total	1,685

1 PGR students (NFQ Level 10 above have an award classification of "Recommended")

Award Classification (by School, NFQ Level, Award Classification)

NFQ Level / Award Classification	Total
School of Business and Humanities	467
6	43
Unclassified	34
Pass with Distinction	4
Pass with Merit - Grade 1	4
Pass with Merit - Grade 2	1
7	146
Pass with Distinction	44
Pass with Merit - Grade 1	40
Pass with Merit - Grade 2	26

NFQ Level / Award Classification	Total
Unclassified	23
Pass	13
8	250
Second Class Honours Grade 1	87
Second Class Honours Grade 2	58
First Class Honours	46
Unclassified	39
Pass	20
9	25
First Class Honours	12
Pass	8
Second Class Honours	5
10	3
Recommended (Doctorate)	3
School of Engineering	317
6	123
Unclassified	121
Pass	1
Pass with Merit - Grade 2	1
7	56
Pass with Merit - Grade 2	16
Pass	14
Unclassified	11
Pass with Merit - Grade 1	10
Pass with Distinction	5
8	108
First Class Honours	34
Pass	27
Second Class Honours Grade 2	24
Second Class Honours Grade 1	23
9	30
Pass	16
Merit	9
First Class Honours	2
Second Class Honours	2
Pass with Distinction	1
School of Health and Science	561
6	29
Unclassified	13
NA	9
Pass	4
Pass with Merit - Grade 1	2
Pass with Merit - Grade 2	1
7	101
Pass with Merit - Grade 1	40
Pass	18
Pass with Merit - Grade 2	15
Unclassified	15

NFQ Level / Award Classification	Total
Pass with Distinction	13
8	325
Second Class Honours Grade 1	118
Unclassified	82
First Class Honours	66
Second Class Honours Grade 2	39
Pass	20
9	101
Unclassified	78
Pass with Distinction	5
First Class Honours	4
Merit	4
Recommended (Master of Science (by Research))	4
Pass	3
Second Class Honours	3
10	5
Recommended (Doctorate)	5
School of Informatics and Creative Arts	339
6	12
Unclassified	10
Pass with Distinction	2
7	134
Unclassified	62
Pass with Merit - Grade 1	33
Pass with Distinction	19
Pass with Merit - Grade 2	13
Pass	7
8	134
Second Class Honours Grade 1	61
First Class Honours	37
Second Class Honours Grade 2	17
Unclassified	12
Pass	7
9	55
First Class Honours	15
Pass	14
Second Class Honours	13
Distinction	7
Pass with Distinction	3
Merit	1
Unclassified	1
Recommended (Master of Arts (By Research))	1
10	4
Recommended (Doctorate)	4
Centre for Excellence in Learning and Teaching	1
9	1
Unclassified	1
Grand Total	1,685

Postgraduate Research

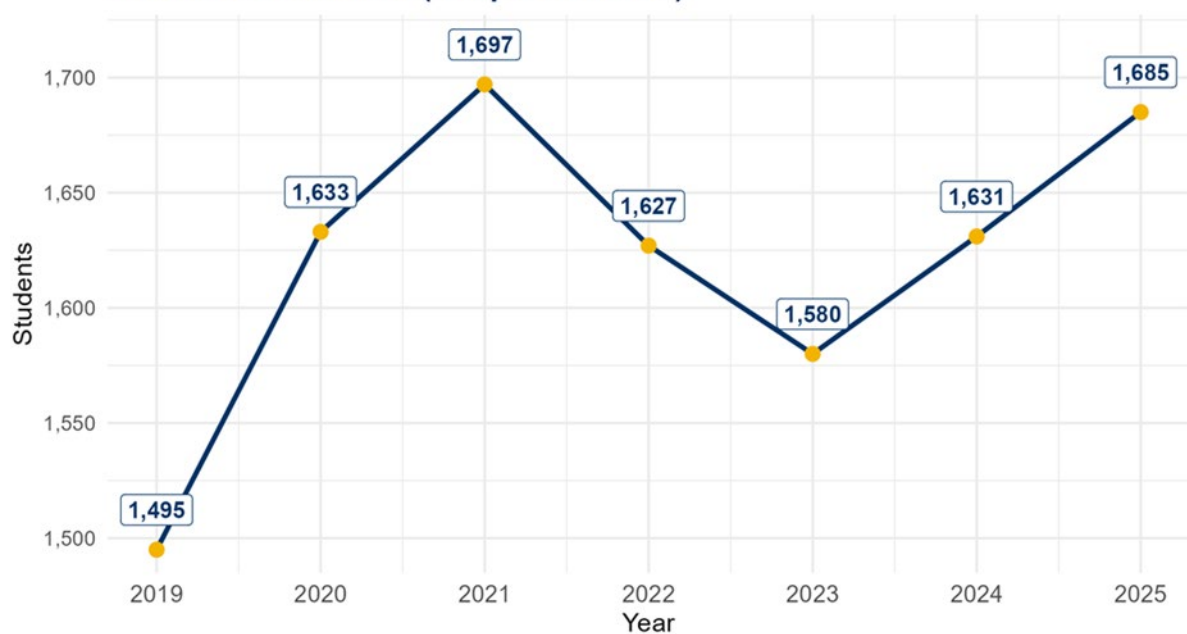
School	Doctorate (DCU)	Masters By Research (DCU)	Masters By Research (DkIT)
School of Business and Humanities	3	0	0
School of Engineering	0	0	0
School of Health and Science	5	1	3
School of Informatics and Creative Arts	4	1	0
Grand Total	12	2	3

Trends

Graduate over time.

Graduation Year	Students	YoY Change	YoY %
2019	1,495		
2020	1,633	138	9.2%
2021	1,696	64	3.9%
2022	1,626	-70	-4.1%
2023	1,580	-47	-2.9%
2024	1,631	51	3.2%
2025	1,685	54	3.4%

Graduates over time (unique students)



Prize Winners

President's Prizes and School Prizes were awarded in 2025:

President's Prizes *

Prize	Total
<i>Academic Excellence</i>	69 (see listing below)
<i>Enterprising Student of the Year (Individual)</i>	1
<i>Enterprising Student of the Year (Group)</i>	Not awarded in 2025
<i>Contribution to the Life of the Institute or the Community</i>	1

* Prize winners received a specially commissioned medal.

President's Prizes were awarded to the following graduates in 2025:

School	Student Name		Programme Title	Programme Code	NFQ Level	Prize
Engineering	Aironas	Balciunas	<i>Bachelor of Engineering in Mechanical Engineering</i>	DK_EMCHL_7	7	Academic Excellence
Engineering	Ben	Sarkauskas	<i>Bachelor of Engineering (Honours) in Mechanical Engineering</i>	DK_EMENG_8	8	Academic Excellence
Engineering	Johnathon	McManus	<i>Bachelor of Engineering in Electrical and Electronic Systems</i>	DK_EELES_7	7	Academic Excellence
Engineering	Roman	Dovhan	<i>Bachelor of Engineering (Honours) in Electrical and Electronic Engineering</i>	DK_EELEG_8	8	Academic Excellence
Engineering	Sean	Coyle	<i>Bachelor of Science (Honours) in Engineering Entrepreneurship</i>	DK_EENTR_8	8	Academic Excellence
Engineering	Leah	Glass	<i>Bachelor of Engineering in Civil Engineering</i>	DK_ECIVL_7	8	Academic Excellence
Engineering	Quintin	Greally	<i>Bachelor of Science (Honours) in Civil Engineering</i>	DK_ECIVL_8	8	Academic Excellence
Engineering	Conor	Barnett	<i>Bachelor of Science (Honours) in Construction Management</i>	DK_ECMGT_8	8	Academic Excellence
Engineering	Ciarán	McCabe	<i>Bachelor of Science in Architectural Technology</i>	DK_EARCT_7	7	Academic Excellence
Engineering	Patricio	Chico	<i>Bachelor of Science (Honours) in Architectural Technology</i>	DK_EARCT_8	8	Academic Excellence
Engineering	Kevin	Gallagher	<i>Postgraduate Diploma in Building Surveying</i>	DK_ESBUI_9	9	Academic Excellence
Engineering	Patrick	O'Brien	<i>Master of Science in Renewable Energy Systems</i>	DK_ERENE_9	9	Academic Excellence
Business and Humanities	Conor	McCabe	<i>Bachelor of Arts (Honours) in Arts</i>	DK_HARTS_8	8	Academic Excellence

Business and Humanities	Tony	McArdle	<i>Bachelor of Arts in Community Youth Work</i>	DK_HCYWO_7	7	Academic Excellence
Business and Humanities	Karen	Kearney	<i>Bachelor of Arts (Honours) in Social Care</i>	DK_HSOCA_8	8	Academic Excellence
Business and Humanities	Amanda	Black	<i>Bachelor of Arts in Sport, Exercise and Enterprise</i>	DK_HSEAE_7	7	Academic Excellence
Business and Humanities	Maria	Chen	<i>Bachelor of Arts (Honours) in Sport, Exercise with Enterprise</i>	DK_HSEAE_8	8	Academic Excellence
Business and Humanities	Stacy	Newman	<i>Bachelor of Arts (Honours) in Youth Work</i>	DK_HYOWO_8	8	Academic Excellence
Business and Humanities	Jia Le	Gan	<i>Bachelor of Arts (Honours) in Accounting and Finance</i>	DK_BBAAF_B	8	Academic Excellence
Business and Humanities	Stephen	Sharkey	<i>Bachelor of Business Studies (Honours)</i>	DK_BBBST_B	8	Academic Excellence
Business and Humanities	Niamh	Hearty	<i>Bachelor of Business (Honours)</i>	DK_BBUST_8	8	Academic Excellence
Business and Humanities	Vaclav	Solc	<i>Bachelor of Arts in Digital Marketing and Public Relations</i>	DK_BDMPR_7	7	Academic Excellence
Business and Humanities	Patryk	Wojcik	<i>Bachelor of Arts (Honours) in Global Marketing and Strategic Communication</i>	DK_BGMSC_8	8	Academic Excellence
Business and Humanities	Radhika Samir	Basak	<i>Bachelor of Arts in Culinary Arts</i>	DK_BCULA_7	7	Academic Excellence
Business and Humanities	Julie	Murphy	<i>Bachelor of Arts (Honours) in Event Management (Part- time)</i>	DK_BEVPT_8	8	Academic Excellence
Business and Humanities	Aimee	Newman	<i>Bachelor of Arts in Event Management</i>	DK_BEVNT_7	7	Academic Excellence
Business and Humanities	Yasmine	Tavey	<i>Bachelor of Arts in Hospitality Management</i>	DK_BHPMG_7	7	Academic Excellence
Business and Humanities	Yevhenii	Melnyk	<i>Bachelor of Arts (Honours) in Hospitality Management</i>	DK_BHPMG_8	8	Academic Excellence

Business and Humanities	Radka	Valna	<i>Bachelor of Arts (Honours) in International Tourism Management</i>	DK_BINTM_8	8	Academic Excellence
Business and Humanities	Anastasiia	Sheremeta	<i>Bachelor of Business in Business and Management</i>	DK_BBSMG_7	7	Academic Excellence
Business and Humanities	Leila	Alaou	<i>Bachelor of Business in Business and Technology</i>	DK_BBSTY_7	7	Academic Excellence
Business and Humanities	Lenka	Vrancikova	<i>Master of Business in Entrepreneurship and Marketing</i>	DK_BBUSS_9	9	Academic Excellence
Business and Humanities	Caroline	Duffy	<i>Bachelor of Business Studies (Honours) – Part Time</i>	DK_BBBSP_8	8	Academic Excellence
Business and Humanities	Nuala	Rispin	<i>Master of Business in Strategic Data Analytics for Business</i>	DK_BMSDA_9	9	Academic Excellence
Health and Science	Lauren	Lynch	<i>Bachelor of Arts (Honours) in Early Childhood Studies</i>	DK_NNECS_8	8	Academic Excellence
Health and Science	Tara	Costello	<i>Bachelor of Science (Honours) in General Nursing</i>	DK_NNGEN_8	8	Academic Excellence
Health and Science	Niamh	Heaney	<i>Bachelor of Science (Honours) in Mental Health Nursing</i>	DK_NNMTL_8	8	Academic Excellence
Health and Science	Jennifer	Wall	<i>Bachelor of Science (Honours) in Intellectual Disability Nursing</i>	DK_NNIDN_8	8	Academic Excellence
Health and Science	Aoibhin	O'Connor	<i>Bachelor of Science (Honours) in Midwifery</i>	DK_NNHDS_8	8	Academic Excellence
Health and Science	Aoibhín	Osborne	<i>Higher Diploma in Science in Midwifery</i>	DK_NNHDM_8	8	Academic Excellence
Health and Science	Vera	Delaney	<i>Bachelor of Arts in Applied Early Childhood Studies</i>	DK_NNAEC_7	7	Academic Excellence
Health and Science	Abigail	Butler	<i>Bachelor of Arts (Honours) in Leadership & Management for the Early Years Sector</i>	DK_NNLME_8	8	Academic Excellence

Health and Science	Caoimhe	Sheridan	<i>Bachelor of Science (Honours) in Sustainable Agriculture</i>	DK_NASUS_8	8	Academic Excellence
Health and Science	Gerard	Nolan	<i>Bachelor of Science (Honours) in Agriculture</i>	DK_SAGRP_8	8	Academic Excellence
Health and Science	Stephanie	Mangan	<i>Bachelor of Science in Agriculture</i>	DK_NAAGR_7	7	Academic Excellence
Health and Science	Ciara	Smith	<i>Postgraduate Diploma in Sustainable Food-Technology and Innovation</i>	DK_NAFTD_9	9	Academic Excellence
Health and Science	Beverly	Smith	<i>Bachelor of Science (Honours) in Advanced Veterinary Nursing</i>	DK_NAVET_8	8	Academic Excellence
Health and Science	Katie	Whelan	<i>Bachelor of Science in Veterinary Nursing</i>	DK_NAVET_7	7	Academic Excellence
Health and Science	Martina	Carolan	<i>Master of Science in Sustainable Food- Technology & Innovation</i>	DK_NAFTI_9	9	Academic Excellence
Health and Science	Ciarán	Brannigan	<i>Bachelor of Science (Honours) in Biopharmaceutical Science (Add On)</i>	DK_NLBIA_8	8	Academic Excellence
Health and Science	Naoise	Gray	<i>Bachelor of Science in Pharmaceutical Science</i>	DK_NLPHS_7	7	Academic Excellence
Health and Science	Davine	Origiri	<i>Higher Diploma in Science in Biopharmaceutical Manufacturing</i>	DK_NLMAN_8	8	Academic Excellence
Informatics and Creative Arts	Ryan	Bissett	<i>Master of Science in Computing in Games & Extended Reality</i>	DK_IVGER_9	9	Academic Excellence
Informatics and Creative Arts	Paulina	Miskiewicz	<i>Master of Science in Computing in Computer Animation Production</i>	DK_IVCAP_9	9	Academic Excellence
Informatics and Creative Arts	Patrick Ifeakachukwu	Orjeh	<i>Bachelor of Science (Honours) in Computing in Software Development</i>	DK_IVSOF_8	8	Academic Excellence

Informatics and Creative Arts	Dominik	Hampejs	<i>Bachelor of Science (Honours) in Computing in Games Development</i>	DK_IVMDV_8	8	Academic Excellence
Informatics and Creative Arts	Leon	Smyth	<i>Postgraduate Diploma in Applied Data Science</i>	DK_ICADS_9	8	Academic Excellence
Informatics and Creative Arts	Vishnu	Bhuvanachandran Nair Rajeswari Amma	<i>Master of Science in Data Analytics</i>	DK_ICDAN_9	9	Academic Excellence
Informatics and Creative Arts	Nastassia	Averchanka	<i>Higher Diploma in Science in Computing</i>	DK_ICCPT_8	8	Academic Excellence
Informatics and Creative Arts	Barry	Dyer	<i>Higher Diploma in Science in Data Analytics</i>	DK_ICDPT_8	8	Academic Excellence
Informatics and Creative Arts	Fionan	O'Brien	<i>Higher Diploma in Science in Networking and Systems</i>	DK_ICSNJ_8	8	Academic Excellence
Informatics and Creative Arts	Sean	Smith	<i>Bachelor of Science (Honours) in Computing in Cloud Computing</i>	DK_ICCOM_8	8	Academic Excellence
Informatics and Creative Arts	Pauric	Cleary	<i>Bachelor of Arts (Honours) in Audio and Music Production</i>	DK_IMAUD_8	8	Academic Excellence
Informatics and Creative Arts	Nicole	Martin	<i>Bachelor of Arts (Honours) in Creative Media</i>	DK_IMMED_8	8	Academic Excellence
Informatics and Creative Arts	Cora	Hogan	<i>Bachelor of Arts (Honours) in Film and Television Production</i>	DK_IMILM_8	8	Academic Excellence
Informatics and Creative Arts	Imonide	Zedomi	<i>Bachelor of Science in Computing</i>	DK_ICOMP_7	7	Academic Excellence

Informatics and Creative Arts	Klara	Popelkova	<i>Bachelor of Arts in Creative Media</i>	DK_IMMED_7	7	Academic Excellence
Informatics and Creative Arts	Samuel	Bozik	<i>Bachelor of Arts in Audio and Music Production</i>	DK_IMPMA_7	7	Academic Excellence
Informatics and Creative Arts	Alisia	De Brún	<i>Bachelor of Arts in Musical Theatre</i>	DK_IMTHE_7	7	Academic Excellence
Centre for Excellence in Learning and Teaching	None Awarded					
Business Studies and Humanities	Shane	Gray	<i>Master of Business in Entrepreneurship and Marketing</i>	DK_BBUSS_9	8	Enterprising Student of the Year 2025 (Individual)
Health and Science	Ryan	Hayes	<i>Bachelor of Science (Honours) in Intellectual Disability Nursing</i>	DK_NNIDN_8	8	President's Prize for Contribution to the Life of the Institute and Community 2025

School Prizes *

The following school prizes were awarded to the following graduates in 2025 (as included in the Institute Prizes Register which was established in the academic year 2022/2023):

School	Prize	First name	Last name	Programme
Engineering	<i>Hiab Female Engineering Graduate 2025</i>	Rebecca	Lambe Fagan	Bachelor of Engineering (Honours) in Mechanical Engineering
Business and Humanities	<i>ACCA Prize for Academic Excellence on the Bachelor of Arts (Honours) in Accounting and Finance</i>	Jia	Le Gan	Bachelor of Arts (Honours) in Accounting and Finance
Business and Humanities	<i>Dundalk Credit Union Prize for Business Entrepreneurship</i>	Aoife	Muldoon	Master of Business in Entrepreneurship and Marketing
Business and Humanities	<i>The Orla Carroll Prize for Business Excellence</i>	Kamila	Beranova	Bachelor of Business (Honours)
Business and Humanities	<i>Dundalk Credit Union Prize for Best Overall Student in Business and Management</i>	Anastasiia	Sheremeta	Bachelor of Business in Business and Management
Business and Humanities	<i>Karl Mernagh Prize 2025</i>	David	Prochaska	Bachelor of Business in Business and Technology
Business and Humanities	<i>ABP Ireland Prize for the Best Overall Culinary Arts Management Student</i>	Radhika	Samir Basak	Bachelor of Arts in Culinary Arts
Business and Humanities	<i>Association of Irish Professional Conference Organisers (AIPCO) Prize for the Best Overall Event Management Student</i>	Aimee	Newman	Bachelor of Arts in Event Management
Business and Humanities	<i>Bunzl McLaughlin Prize for the Best Overall Hospitality Management Student</i>	Yasmine	Tavey	Bachelor of Arts in Hospitality Management
Business and Humanities	<i>Radisson Blu Royal Hotel Dublin Prize for the Best Research Paper</i>	Julie	Murphy	Bachelor of Arts (Honours) in Event Management
Business and Humanities	<i>The Carol McGinty Prize for Social Care</i>	Erin	Byrne	Bachelor of Arts (Honours) in Social Care
Business and Humanities	<i>Connect Credit Union Prize</i>	Maria	Chen	Bachelor of Arts (Honours) in Sport, Exercise with Enterprise
Business and Humanities	<i>The Noel Ross Memorial Prize</i>	Conor	Mc Cabe	Bachelor of Arts (Honours) in Arts
Health and Science	<i>ABP Prize for Agri-Food Student of the Year 2025</i>	Carol-Ann	Scott	Bachelor of Science (Honours) in Sustainable Agri-Food Production

Health and Science	<i>Duggan Veterinary Prize for Excellence in Anaesthesia</i>	Katie	Whelan	Bachelor of Science in Veterinary Nursing
Health and Science	<i>Shane Dromgoole Prize</i>	Jacqueline	Armstrong	Bachelor of Science (Honours) in Sustainable Agriculture
Health and Science	<i>Veterinary Council of Ireland (VCI) Veterinary Nursing Graduate of the Year 2025</i>	Katie	Whelan	Bachelor of Science in Veterinary Nursing
Health and Science	<i>Geraldine Killeen Prize for Care, Compassion and Commitment in Intellectual Disability Nursing</i>	Caoimhe	Ruddy	Bachelor of Science (Honours) in Intellectual Disability Nursing
Health and Science	<i>Dole Ireland – Health and Physical Activity Scholar Prize for Research Excellence</i>	Kate	Forde	Bachelor of Science (Honours) in Health and Physical Activity

* School Prize winners received a variety of prizes as deemed appropriate by the School or prize sponsor.

6.6 International Office

International student registrations 2024/2025: 355 By School:

- School of Informatics and Creative Arts: 157
- School of Business and Humanities: 101
- School of Engineering: 61
- School of Health and Science: 3

Key recruitment markets in 24/25:

- India
- Africa
- Malaysia & Indonesia
- China
- Eastern Europe

International initiatives in 24/25 included:

TrustEd Ireland Application

The Institute was in the first tranche of applicant higher education institutions to apply to Quality and Qualifications Ireland (QQI) to achieve the new TrustEd Ireland quality mark (Higher Education Pathway) for the protection of enrolled international learners. The application entailed detailed evidencing of the Institute's compliance with nationally defined standards governing the full international learner lifecycle, from marketing and recruitment stage, to academic assessment and pre-enrolment, to programme commencement, student supports and programme completion. Specific reporting themes were: Marketing and Recruitment; Admissions and Qualifications; Fees, Refunds and Subsistence; Supports and Services for International Learners; English Language Provision; and International Learners Outside of the State. This project was a key body of work for the Institute in 2024/2025, led by the Quality Office and International Office, in collaboration with functional areas and Schools.

China Joint Programme Development

Advancement of delivery of the Institute's first transnational education programme; *Bachelor of Engineering (Honours) in International Civil Engineering*, with Hebei University of Engineering, China.

Indonesia International Student Mobility Awards (IISMA)

The Institute was successful in its bid to participate in the IISMA sponsorship programme in 2024/2025. 6 IISMA Indonesian creative arts scholarship students were enrolled on the Institute's B.A in Creative Media programme for one semester in 24/25.

University of Zhengzhou Shengda (ZSDU) China Collaboration

Teaching Staff from the School of Business and Humanities taught undergraduate Business electives in-person in China at ZSDU. Additional staff also provided online teaching delivery to undergraduate students of ZSDU in semesters 1 and 2 of 2024/2025.

Memorandum of Understanding (MOU) signed with:

- Affiliated School of JNU for Hong Kong and Macau students, Guangdong, China (March 2025);
- Dongguan (Eton House) Laguna Verona Foreign Language School, Dongguan, China (March 2025);
- Hong Kong Direct Subsidy Scheme Council (February 2025);
- Technological and Higher Education Institute of Hong Kong (May 2025).

International Tourism Week Project

The Hospitality Department hosted an International Tourism Project Week in February 2025, attended by Erasmus+ partner universities from Zealand Academy (Denmark), IUT Lens (France) and Satakunta UAS (Denmark) and participating DkIT undergraduate Hospitality Department students.

International Music Summer School

The Institute's Department of Creative Arts, Media and Music hosted a 2-week Summer School in June 2024 for visiting students from its partner Seneca Polytechnic University, Ontario, Canada. Participants were enrolled on an accredited Certificate programme in *Irish Traditional Music Studies*, which combined theoretical and practical engagement alongside showcasing the unique Irish cultural heritage of Dundalk and the Oriel region.

International Cultural Landscapes Summer School

The Institute's Department of Humanities hosted international a 2-week International Summer School in May 2025 for participants from Bridge Valley Community Technical College and from Marshall University, West Virginia, USA. Students were enrolled on a *Certificate in Cultural Landscapes: Newgrange and the Boyne Valley programme*, focusing on Irish history, archaeology and culture.

China Summer School

The School of Business and Humanities hosted a 2-week China Summer School in June 2025 for second-level students in County Louth, to promote Chinese language and culture at the Institute. (This initiative was supported by the Dept. Education; Languages Connect and Post-Primary Languages Ireland).

Czechia Embassy Delegation

The Institute hosted a visit in October 2024 from the Czech Ambassador to Ireland and associated Embassy Staff, attended by registered undergraduate students from Czechia and Slovakia from across the Institute's 4 Schools.

Polish Delegation from education agency EDUCAT

The Institute hosted a delegation of Polish Guidance Counsellor from EDUCATE in June 2025, for a familiarisation visit to increase student recruitment to DkIT; This was followed up with Institute participation in EDUCAT Poland Recruitment podcast on *Study in Ireland*;

Eastern Europe Recruitment

Institute collaboration with representative Education Consultants from Eastern Europe, with Institute participation higher education recruitment events in Czechia, Poland, Lithuania, Latvia, Bulgaria, Romania (throughout 24/25).

- Webinars facilitation For prospective Slovak students (in collaboration with StudyCare);
- Erasmus+ TCA event: Participation in an EU Training and Cooperation Activity (TCA) on Green Practices in Erasmus+ (December 2024);
- Outreach collaboration with English Language Providers (including ELI Schools Ireland and English Paths), for progression to DkIT
- Delegation from Wiseway Education Agency (China) to DkIT School of Engineering and School of Health and Science (March 2025)
- International Women's Day March 2025—showcasing of representative international students, researchers and international staff of the Institute.
- New Erasmus University Partnerships:
 - ◇ European University of Cyprus (2024) –Department of Life and Health Sciences
 - ◇ University of Maia Portugal (2024) –Department of Creative Arts, Media and Music
 - ◇ Metropolia University of Applied Sciences Finland (2024) –Department of Life and Health Sciences
- Erasmus Blended Intensive Programmes. The Institute engaged in 10 Blended Intensive Programmes Institute-wide, with a range of its EU Erasmus partner universities (see below).

Erasmus Incoming 2024/2025 broken down by School

School of Business and Humanities	20
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School of Informatics and Creative Arts	18
School of Health & Science	8
School of Engineering	2
Total	48

7. Library News

The Institute Library is a key resource for supporting teaching and learning in the college, its mission being to foster communities of learning and scholarship through excellent resources, services and people. We are actively engaged in supporting teaching, learning and research with an emphasis on critical skills, that are explicitly linked to information literacy. The Library supports the delivery of information literacy skills and promotes information resources to a growing student body, through a blended technology approach.

The success and footfall in the library has meant that the maintenance demands have increased and towards the end of the reporting period, we secured funding from the HEA Space Survey to install electronic access gates into the library, which will provide us with accurate information of usage of the library and providing a safe and secure area for all to study.

During the year, the Library continued building collections both online and in print to enhance research and teaching at the Institute.

Selected Highlights

- The Institute provided funding for library security gates to protect our staff, students and our collections.
- The library continues to be an active partner in the Institute, hosting a wide range of events to collaborate with other DKIT services and departments including links with the Research Office, celebrating Seachtain na Gaeilge, Mental Health Week, Women's Aid and Autism Acceptance Festival to promote inclusion among all staff and students.
- The Library unveiled its newly renovated Library Garden space, An Grianán. The event celebrated the updated outdoor and indoor areas, which were refurbished by library staff with funding from N-TUTORR, DkIT's Healthy Campus initiative, and Louth County Council. The event also honoured Alice Redmond, a beloved staff member who passed away in 2020, with a plaque dedicated to her memory.
- Involvement with other THEA Libraries to bring further IReL publishing deals into the Institute to support Research and Innovation.
- Provided information skills training and research support sessions in consultation with the relevant academic departments to support research, teaching and learning (online & in-person) with 189 classes booked and over 1500 students attending.
- The Library hosted the Czech Ambassador to Ireland, Mr Pavel Vosalik and a delegation from the Czech embassy during his visit to the Institute.
- Created a new Wellness area on the first floor of the Library for students to take a break from studies and provided suitable materials from our collections to the area.

- Library staff members were contributing authors to a journal article published in Disability and Rehabilitation: Assistive Technology and another staff member spoke at the Autism Acceptance Festival 2025 in a talk about libraries and the autistic community.

Research And Information Skills (RIS)

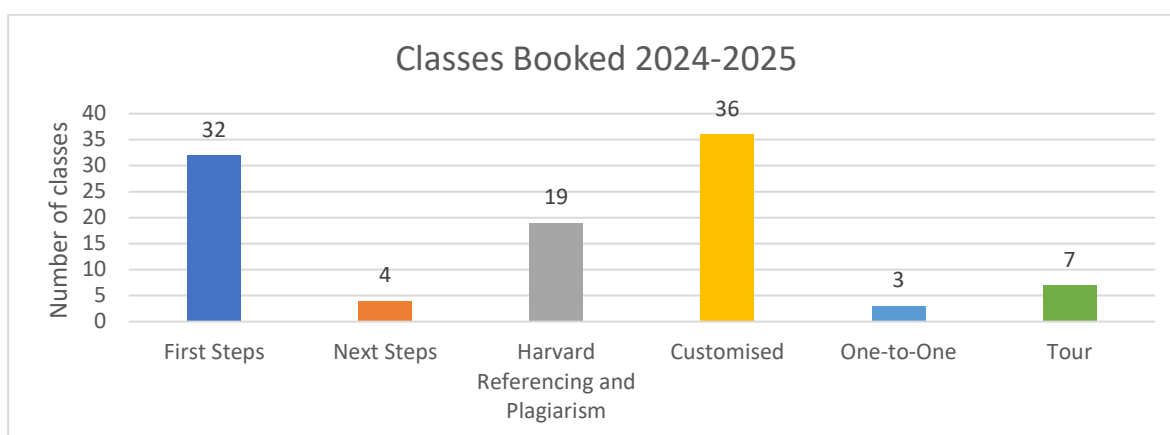
The Library delivers a comprehensive suite of Research & Information Skills (RIS) classes to support students across all Schools within the Institute. The current suite offers:

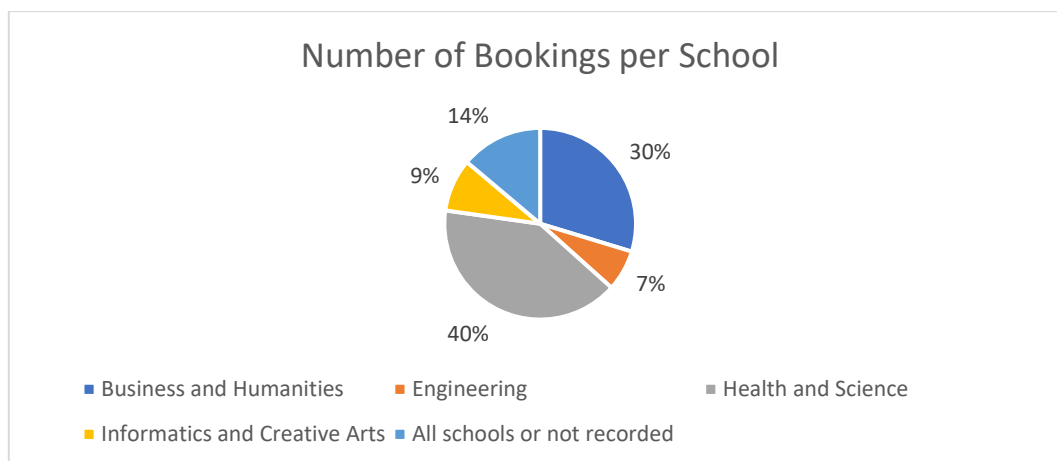
- Tour: A walkaround introduction to library spaces, services, and key supports
- First Steps: Foundation skills required for locating and accessing academic resources
- Next Steps: Development of search strategies and critical evaluation skills
- Harvard Referencing and Plagiarism: Guidance on academic integrity, avoiding plagiarism, and citing/referencing using the DkIT style of Harvard referencing
- Customised: Tailored classes designed in collaboration with academic staff to align with specific module or assessment requirements
- One-to-One Appointments: Individual consultations offering personalised support

Classes are offered to all year groups, from undergraduate through to postgraduate level, and are designed to ensure progressive development of key information skills throughout a student's programme.

Classes are primarily booked by lecturers, and tailored to the students' needs in collaboration with their library subject liaison. Drop-in classes, open to all, are also scheduled during semesters. These sessions are primarily delivered face-to-face, but can be delivered remotely on request.

A total of 101 classes were delivered during the academic year 2024-2025, demonstrating engagement with staff and students across departments. Face-to-face classes accounted for 87% of classes booked, with 13% delivered remotely. A breakdown of class types and Schools are available in the charts below. In excess of 925 students attended these classes (not allowing for repeat attendance).





Overall, the Research and Information Skills programme remains responsive to academic needs and continues to play a central role in supporting student success across the Institute.

RIS supports

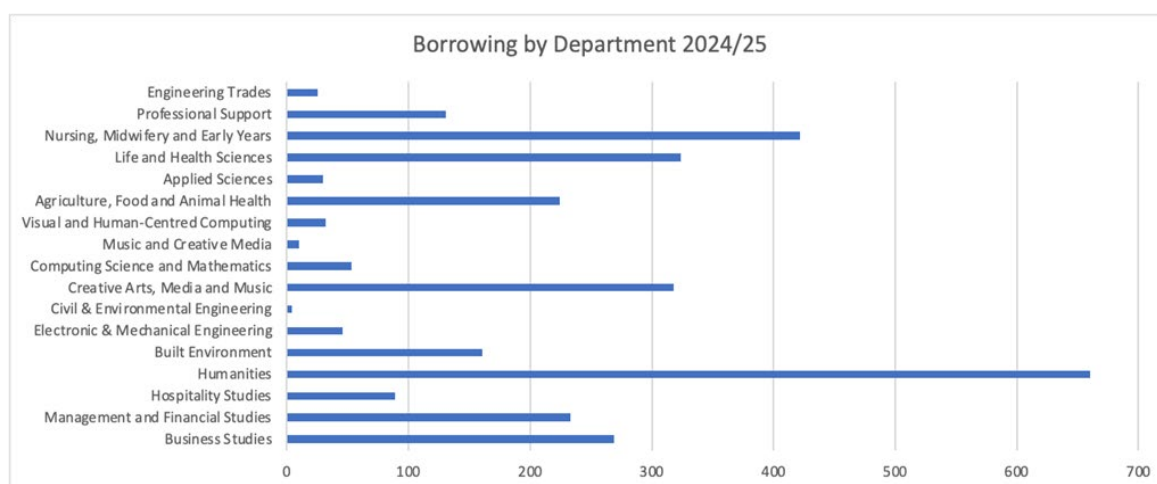
The Slievefoye Active Learning Lab, funded by the N-TUTORR project, became available for class delivery this academic year. The lab has been fitted with laptops, projectors, multiple in-room screens and collaborative technologies, further enhancing the hands-on practise and peer-learning available to students during RIS classes.

RIS classes are supported and scaffolded by library-produced online videos, online library guides, and Moodle lessons. These were reviewed and revised throughout the year.

Reader Services

There were 168,417 visits to the library. Our online Library Chat enquiry service had 751 enquiries to the desk and 90% received a prompt reply within one hour or less.

The borrowing data for the academic year highlights strong engagement across a diverse range of subject areas.



Humanities emerged as the most heavily used collection, with 660 loans, demonstrating sustained interest in core academic and interdisciplinary reading. Health-related disciplines also showed significant demand: Nursing, Midwifery and Early Years recorded 422 borrowings, while Life and Health Sciences followed with 324. This trend underscores the continued importance of resources supporting vocational and care-focused education.

Creative and cultural subjects also performed strongly. Creative Arts, Media and Music saw 318 loans, indicating high levels of student engagement in creative disciplines. Similarly, Business Studies (269) and Management and Financial Studies (233) remained consistently popular, reflecting ongoing demand for resources that support employability and professional skills.

Other subject areas showed moderate but meaningful usage. Agriculture, Food and Animal Health (224) and Built Environment (161) both attracted steady borrowing, suggesting sustained learner interest in applied and industry-relevant fields. Professional Support staff borrowing a moderate amount (131).

In contrast, some specialist and technical areas recorded lower borrowing figures. Engineering-related subjects, including Electronic and Mechanical Engineering (46), Civil and Environmental Engineering (4), and Engineering Trades (25), showed comparatively limited engagement. Similarly computing areas such as Visual and Human-Centred Computing (32) and Music and Creative Media (10) had lower usage levels, which may reflect smaller cohort sizes or increased reliance on digital resources in these fields.

Community Engagement

Our library is a hub that connect people, fosters dialogue, and enriches our community. Our commitment extends beyond DkIT to embrace the broader public. We recognise that a thriving community contributes to the growth of our institution

An example of community engagement is our linkage with O’Fiaich College. As part of our strategic alliance with the North East Further & Higher Education Alliance (NEFHEA), we offer free library membership to Post Leaving Certificate (PLC) students at O’Fiaich College.

Collections and Resources

The total material spend per full time equivalent (FTE) for the academic year 2024-2025 was €51.15 an increase of 13.19% on the previous academic year.

Books

The total number of titles ordered was 297. The book spend per FTE was €7.25. Book purchases accounted for 14.1% of the total spend on materials. The average price of a print book was €55.08. The average price of an e-book was €201.09. The library purchased 21 titles from the JSTOR Evidence Based Acquisition Collection this year, these were the top titles used by library users in the collection. Library users also triggered the purchase of 19 titles from the ProQuest E-book Central Demand Driven Acquisitions Collection.

Journals

The journals spend per FTE was €0.44. Periodical subscriptions accounted for 0.87% of the total spend on materials.

Databases

The spend per FTE was €43.45. Database subscriptions accounted for 84.96% of the total spend on materials.

Interlibrary Loans

The total number of requests made for the year was 56, 31(55%) of these were fulfilled and 25 (45%) were cancelled.

Year on Year Comparisons of Interlibrary Loans

	24/25	23/24	22/23	21/22	20/21
Total ILLs requested	56	94	197	179	145
Total ILLs supplied	31	50	65	84	69
Total number of loans filled	26	35	41	54	28
Total number of photocopies filled	5	15	24	30	41
Total spend on ILLs	€370.37	€591.50	€901.50	€1512.36	€1431.36

Cultural events and activities

We continued our outreach activities to open up the Institute Library to the wider regional DKIT community by hosting community groups such as Comhrá na Gaeilge, Local History, Book & Film Club, local social groups and hosting valued Institute partners such as the Czech Ambassador.

Physical Library Spaces

The Library holds 473 desks in addition to dedicated study rooms for collaborative study and a separate quiet zone in the library with full Wi-Fi.

The library consists of 2 floors of physical space for individual study (473), three group work rooms and shared spaces. The three group work rooms are available to pre-book and 30 hard-wired PCs (spread over the two floors) are also available to pre-book for students.

The Slieve Foye room has been upgraded to become an '*Active Learning Digital Collaboration Lab*', supporting team and active learning and remote guest speaker/hybrid delivery if needed. It houses 24 networked laptops, as well as wi-fi and desks to support those using their own devices. In

addition, the Avoca room in the library now houses an eLearning pod which will support people wishing to develop and record engaging content in a new way. Both rooms are available for all staff within the Institute.

The library continues to respond to the evolving needs of our users, by adapting and re-purposing the available space we have. In 2024-25 academic year we initiated the “Still Space” on the 2nd floor that is specifically designed for users to take a time out and relax in comfortable armchairs. The area was designed with the cooperation of the Student Union welfare officer and has a literature around the whole area of wellness.

We unveiled our new library garden space which shows our newly refurbished outdoor and indoor space and provide a relaxing setting for all to enjoy. NTUTOR funding allowed us to get new furniture for indoor use and the Healthy Campus Steering Committee and Louth County Council’s Healthy Louth Initiative provided funding for outdoor seating and spaces. A corner of the garden was dedicated to a DKIT colleague who passed away during the Covid pandemic.

The Library also moved the hard copy journals stand from the 2nd floor to the seating area on floor 1 to encourage the use of these journals. Initial response has been encouraging.

The area vacated by the journals stand on floor 2 is going to be used as an exhibitions area. The photographic competition and exhibition of winners in this space encourages us to repurpose this area. Work on this is ongoing.

The Library has invited a number of furniture vendors to submit proposals for a Post-Graduate space on the 2nd floor. Work on this is continuing with collaboration with the Registrar’s Office and the Vice President of Strategic Planning, Communications and Development.

Access control – Speed lanes for exit and entrance

The swipe card access control gates were instigated in the academic year 2024- 25 and have made a major improvement to the security and management of the library space.

All users now must present their cards upon entering and leaving the library. Detailed occupancy of the library is now available, as a consequence.

8. *Student Services*



**DkIT
Student
Services**
Support, Empower, Include

Student Services is a team of professional service providers who provide support for students to actively engage in their+ third level experience

Student Support Services are provided to full-time and part-time undergraduate, postgraduate, Springboard and Apprentice students. All activities in the area are driven by strategic objectives aligned with the Institute Strategic Plan.

8.1 Strategic Developments and Updates

Achieving our strategic goals for access and progression has led to a growing and increasingly diverse student population. In 2024/25, 27% of our students came from socially disadvantaged areas, reflecting our commitment to widening participation. However, this shift also brings challenges, as financial pressures remain a significant concern—13% of our students reported considering dropping out for financial reasons in the 2023 StudentSurvey.ie, higher than the 11% average across the technological sector. As our campus population grows more diverse with students from underrepresented and disadvantaged backgrounds, our support services are adapting to meet the complex, multifaceted challenges these students face.

Nationally, and in line with emerging research, student engagement is dropping; commuter colleges are increasing; and more students than ever are working full or part time while trying to complete their course. This is placed upon the backdrop of a housing crisis; cost of living increases; restricted travel; and there is much international stress. To strive towards making our campus even more inclusive, safe, and connected, the student counselling service looked to:

- amplify student and staff strengths
- identify trauma within mental health and DkIT more clearly
- enhance the student experience via engaging activities

Our focus is to use our strategic goals to amplify a sense of belonging and connectedness. Three key priorities are noted in DkIT's support of the student experience:

1. Student wellbeing with an emphasis on health, wellness and respect for the diverse needs of students
2. Student engagement that can lead to meaningful student and staff collaborations and the development of a culture of partnership
3. Support students in becoming self-aware and confident graduates who make meaningful contributions to society

This following summary highlights key developments within Student Services during 2024/25, designed specifically to address the financial and wellbeing challenges faced by our increasingly diverse student population and to foster a more inclusive and supportive campus environment.

8.2 HEA, Programme for Access to Higher Education (PATH)

The Programme for Access to Higher Education (PATH) is a dedicated fund, committed to increasing participation by under-represented groups in higher education. The programme supports the delivery of the National Action Plan Objectives. The following is an update on projects which have been developed over the reporting period in DkIT, to support the priorities of the National Access Plan.

- In 2024 /25 DkIT established a Regional Access Forum (RAF) whose membership is comprised of community organisations, FET partners, local second level school personnel, community training centres, TUSLA, Youthreach, DkIT staff and students etc. The aim of the RAF is to work together to build capacity, share knowledge and increase effectiveness around improving access and participation rates from those most disadvantaged. One of the Forum's first actions was to contribute to the development of the Institute's new Equal Access and Participation Policy.
- As part of our Access programme of works, we contributed to the development of the Certificate in Access to Higher Education, in collaboration with colleagues from the School of Business and Humanities. The aim of this programme is to provide a supported alternative pathway into DkIT for participants from communities and sectors that have traditionally experienced low participation rates in higher education. It is hoped that the programme will be validated in time for its first intake in November 2025.

PATH 4 Phase 1 (2025 – 2026) – Inclusive Environment Fund

In early 2025, an additional round of funding under PATH 4 Phase 1, which centered on measures to foster and enhance belonging in higher education for the most underrepresented groups, was introduced. DkIT were successful in our submission to the fund to directly support students through the provision of additional Assistive Technology hours, Glean licenses and accessible furniture. DkIT have developed a more inclusive campus environment by extending our MazeMap licence and are developing a wellness area to support student well-being and accessibility. Disability awareness training for staff in each of the four academic schools will further promote an inclusive learning environment. This is aligned to Goal 2 of the Strategic Plan 2024-28 which aims to 'provide accessible and inclusive approaches to Learning, Teaching and Assessment which ensures that all students can flourish and achieve their potential' (p.32)

The Disability Officer led out on the project to get DkIT accredited as an Autism Friendly HEI. As part of that accreditation in October 2024 the Autism Friendly HEI Working Group developed an Action Plan, implementation of the agreed actions is ongoing.

PATH 4 Phase 5 – Supporting students from Traveller and Roma communities.

DKIT has adopted a multi-pronged approach to attracting students from the Traveller community and increased access rates demonstrate a level of success in this respect. PATH funding has been key to encouraging Travellers to continue in second level education and to consider third level education as a viable option. By working closely with the Meath Traveller Workshop, DkIT provided supplementary educational supports and experiences to a group of young Traveller males at risk of dropping out of the formal education system. Structured visits to the DkIT campus for learners in Youthreach and Community Training Centres are a key outreach initiative. PATH 5 funding is now used to fund a two-day a week Traveller and Roma Outreach Worker post to progress work in this area and to build trust with this community. The Outreach Worker's efforts have been key to ensuring that Traveller parents and community members have started to attend events on campus (e.g. Parents Information Evenings), has led to individuals enrolling on our Pathways programme (run in conjunction with Louth Local Development LLD), has worked closely with Traveller students in a local second level school and has also been a driver in capacity-building at community organisation level for local Traveller groups.

8.3 National Frameworks

8.3.1 National Framework for Mental Health and Suicide Prevention

The Student Counselling Service is continuing to develop work with colleagues across DkIT and nationally, to support the continued implementation of the three frameworks for student wellbeing which are: Mental Health and Suicide Prevention (MHSP), Healthy Campus (HC), and Ending Sexual Violence and Harassment (ESVH). Counselling has provided initiatives, consultation, and support for each of these. Connection to the national cohort of student mental health services was renewed via membership with PCHEI. This membership facilitated counselling staff training on issues that were trending or emerging within student mental health.

Staff, led by our Mental Health Nurse Advisor (MHNA) developed and progressed the partnership with the JED foundation, which began in January 2024 to improve mental health and reduce rates of suicide. This academic year marked the MHNA's first full year as part of the Student Health Unit team. Student engagement with the service was encouraging and suggests a continued reduction in stigma surrounding mental health, with more students willing to seek help when needed. A significant portion of the MHNA's work involves supporting students experiencing ongoing or more complex mental health challenges, further underlining the importance of accessible and responsive services. Since the site visit by JED in May there have been monthly check ins with the JED representative; the Communications Team were involved in raising awareness through social media, highlighting DkIT's involvement in the mental health framework and the JED initiative; and there has been regular liaising with the Mental Health committee. Updates have been provided to the Academic Heads Forum, and to the Executive Board, which outlined the action plans, progress including support for students at risk, social connectedness, and leave policies. We have completed

the implementation phase of the programme, and now await an assessment, marking the transition into the sustainability phase. Future plans include a post assessment due by November 1, 2025, with an end of year final progress report and review by January 2026.

8.3.2 Making Every Contact Count (MECC) Programme – guided by the HSE MECC Framework

Our Student Health Service continues to promote the HSE "Making Every Contact Count" (MECC) initiative. This proactive approach supports students in making informed, healthy lifestyle choices during a pivotal stage in their lives. It also provides valuable opportunities for our team to discuss related issues such as dietary habits, smoking, and alcohol use—key factors in preventing long-term illness.

Facilities

Significant enhancements to campus health, wellbeing, and sporting facilities have recently been delivered and approved, further strengthening our commitment to safety, inclusion, and student experience at DkIT:

- An outdoor Automated External Defibrillator (AED) near the playing pitches was successfully installed and is accessible 24/7. This important development significantly improves emergency preparedness and represents a vital step in ensuring a timely response to cardiac emergencies, especially during sports and physical activity. The presence of an accessible AED enhances the safety of students, staff, and the wider community, and reflects our ongoing commitment to campus health and safety.
- A new Sensory Room has been installed in the Carrolls Building to accommodate and offer respite to Autistic students and those with Mental Health conditions who study in that building. It will help ensure that students who use the Sensory Room in the Restaurant building have better access to it as it should now have more availability because of the newly created space.
- Approval has been given for the construction of a new sports floor in one of the indoor pitches in DkIT Sport which will enhance the availability of the Faulkner Hall. This project will be included in a capital works tender process and it is hoped to be operational by the end of 2025.

Changes to Policies and Procedures

The following policies and procedures were introduced/updated during the reporting period:

Equal Access & Participation Policy - This policy, approved by Academic Council in April 2025, is underpinned by the Institute's Strategic Plan 2024-2028, the National Access Plan 2022-2028 and the Government of Ireland Traveller and Roma Education Strategy 2024-2030. It will assist DkIT in its efforts to meet, and where possible, exceed the targets set in the National Access Plan 2022-2028 and in meeting its commitments under Strategic Pillar 3 Widening Access and Participation of

the Institute's Strategic Plan 2022-2028. The Equal Access policy is particularly concerned with students from groups and communities that are under-represented at third level.

A Disability Policy/Reasonable Accommodation Policy has been drafted and is currently under consultation in advance of submitting to Academic Council for approval. The updated policy will include Reasonable Accommodations in Exams, Use of Glean/Audio Recording Software and Work Placement procedures.

Health Policy and Procedures: Significant time and effort were dedicated to revising, updating, and developing the Health Unit's policy folder. This work was essential to ensure alignment with the latest national standards and World Health Organization (WHO) guidelines. Each policy underwent a thorough review and was subsequently approved by DkIT's medical team with necessary amendments made as required. Recent developments have introduced updated recommendations on how to take the oral contraceptive pill. However, these changes have led to some confusion, as current licensing regulations have yet to reflect the new guidance. In response, DkIT Health Unit has developed a clear and accessible patient information leaflet to support students in understanding and safely following the most up-to-date advice.

In September, the Health Unit introduced new opening hours to better accommodate student needs, particularly for fasting blood tests and early appointments before classes. This change has also improved the ability to triage unwell students promptly and provide same-day emergency appointments when necessary.

Programmatic Review

The School of Health and Science undertook a comprehensive review of its programmes during 2024/25 with support services contributing to the process to ensure a holistic evaluation.

8.4 Student Service Activities and Developments

The following are the key highlights for each of the services for the reporting period:

Access

The Access Service works to increase access to third level education from under-represented groups, as identified key target groups by the National Access Office of the HEA.

8.4.1 Student Support



The Student Support Office delivers post-entry Access supports, including financial assistance and digital supports, to help remove barriers and enable students to fully engage in their learning experience.

Over the past academic year, Student Support (post-entry Access Supports) have made significant contributions towards achieving the Institutes Strategic Objectives. This has been accomplished through targeted, inclusive, and responsive initiatives designed to enhance student engagement, equity, and success.

Specialised Student Supports

- Continued delivery of a hybrid support model (walk-in and appointments), enabling responsive, student-centred engagement and timely intervention in cases of personal, financial, or digital hardship.
- Launched a dedicated student support email, significantly improving communication, query tracking, and service signposting, ensuring timely referrals to appropriate services and supports.
- Hosted targeted student engagement events for underrepresented groups, including Financial Support Talks for HEAR eligible students.
- Mature Student Pre-Induction Orientation - A tailored pre-induction orientation session was delivered to incoming mature students. The session included a 45-minute presentation on available supports followed by a campus tour.

Financial Supports

Student Assistance Fund (SAF)

A full review of the SAF process led to several key enhancements:

- Simplified Application Process: The application process temporarily shifted from online to paper-based, allowing for greater oversight and a clearer understanding of student challenges. The revised application was shorter, clearer, and required fewer supporting documents.
- A structured payment management system was implemented in Term 2, improving efficiency and tracking.
- The points-based assessment framework was refined to increase transparency and consistency while retaining flexibility for exceptional cases.
- Plans are in place to introduce a more nuanced scoring system to better support “middle income” applicants.

1916 Bursary (PATH 2)

- Ongoing support was provided to awardees, including assistance with transitions to postgraduate studies at DkIT and other HEI's.
- Promoted through email, poster campaigns and in-person workshops, generating strong awareness and interest.

- One-to one application support sessions were introduced for prospective applicants.

Bernard Dufy Scholarship

- Two scholarships successfully awarded again this year.

Student Accommodation Assistance Fund

- One student was successful in their application with their accommodation being covered for the entire academic year.

Provision of Digital Resources

- Continued successful management of the Lapsafe self-service kiosk, ensuring 24-hour laptop loans - a vital resource for many students.
- The Laptop Loan Initiative remained in high demand and was efficiently delivered to socio-economically disadvantaged students and students with a Disability outside of the Fund for Students with a Disability Funding Model.
- Two phone charging units were installed.

8.4.2 Disability Service



Disability Service Seirbhís Míchumas

The Disability Service provides support to students with a disability, significant ongoing illness or mental health condition who disclose to the service and request support

Pre-Induction Orientation

In September 2024 Pre-Induction Orientation sessions were introduced for two student cohorts:

1. All those who declared a Disability on their CAO application
2. Those who had an Autism diagnosis

The sessions were approximately 2 hours in duration and provided information on what to expect during Induction, an opportunity to meet fellow classmates, get their student ID Card in a quieter setting and a tour of the area they would be studying in. Staff of Student Services were briefly introduced to the groups. This was extremely beneficial to new students; some of whom attended with parents and helped them be more engaging and less anxious about the start of their 3rd level experience.

Autism Festival of Acceptance

This was the 2nd year that DKIT, together with colleagues in NCI, DCU ATU Sligo, NCAD, CCT College, took part in the annual Autism Festival of Acceptance which is a series of events aimed at promoting acceptance and understanding of autism. The events were designed to raise awareness, provide resources and foster a more inclusive environment for individuals with autism. It ran from 24 – 27th March and involved various events and activities across different participating HEIs. One session was hosted by one of DKIT's Library staff as the theme was around Library spaces. There was an increase in attendance for most of the session on last year. The Events were online and were also attended by some staff.

The table below details the numbers of students registered with the Service including the range of disabilities. There has been an increase in some disabilities and the decrease in others. Specific Learning Difficulty continues to be the most common disability among students seeking support. The increase in ASD and the reduction in Mental Health numbers may be a result of more confirmed diagnoses of Autism instead of MH as the number of new 1st years with MH was only 1 student yet the number of students with MH condition as a secondary disability was 21.

Breakdown of Types of Disability Supported (UG and PG, PT and FT) – Primary Disability	24/25	23/24	22/23	21/22	20/21	19/20
ADD/ADHD	24	19	25	19	12	6
Autism Spectrum Disorder (Including Asperger's Syndrome)	61	47	27	32	23	22
Blind/Visual Imp	10	4	3	4	3	3
Deaf/Hearing	5	5	5	4	4	4
Developmental Co-ordination Disorder (DCD) Dyspraxia	35	33	29	31	33	26
Mental Health Condition	19	34	24	22	28	24
Neurological Condition including Speech and Language Difficulties	21	22	24	22	20	14
Physical Disability	12	12	12	14	13	16
Significant On-going Illness	25	24	20	25	31	33
Specific Learning Difficulty	148	116	129	120	107	111
Other incl. General / Mild / Borderline Learning Difficulty	46	5	4	7	-	-
Totals	406	321	302	300	274	261

For 2024-25 there were 187 students had two or more confirmed disabilities/conditions.

There has been an increase in Apprentices on Campus with 384 overall. This has resulted in an increase in the numbers registering for support from the DS.

Breakdown of Types of Disability Supported (UG and PG) – Primary Disability	2024-25 Intake 1 September	2024-25 Intake 2 January	2024-25 Intake 3- April
ADD/ADHD		1	3

Autism Spectrum Disorder (Including Asperger's Syndrome)			1
Blind/Visual Imp		1	1
Deaf/Hearing		1	
Developmental Co-ordination Disorder (DCD) Dyspraxia			1
Mental Health Condition			1
Neurological Condition including Speech and Language Difficulty		1	
Physical Disability			1
Specific Learning Difficulty	6	14	9
Other incl. General / Mild / Borderline Learning Difficulty/Literacy Difficulties with no dx -SOLAS screening	13	10	12
Totals	19	28	29

Of the total over the three intakes, 12 apprentices had two or more difficulties.

The following are some of the other key highlights for the service this year:

- Liaising more closely with Mental Health Nurse to provide support to students who register with the DS who have MH Conditions.
- The ongoing availability of an Assistive Technology (AT) Officer provides training to support students who have literacy difficulties and all AT queries.
- The DS continues to provide information to new Invigilators and Scribes during their training. These sessions help invigilators and scribes understand the specific guidelines and regulations for supporting students with disabilities during exams, helping to maintain fairness and compliance. It also ensures that reasonable accommodations are implemented correctly, issues are addressed proactively, and the process of invigilation runs smoothly and imparts confidence in students and invigilators.
- The MSForm for students who request supports in RA in Exams in In-Class tests has been updated to include a question to encourage students to engage with their lecturer before requesting supports, this update is as a result in the over/miss-use of the form and the fact that some students' lecturers can accommodate the RA in in-class tests at a local level and not all in-class tests require reasonable accommodations such as MCQ tests for example, without input from the DS and Exams to provide the support.
- Ongoing updates and maintenance of website, Autism&Uni website and the student Moodle support hub. A specific Staff section on the Moodle hub includes information about supporting many disabilities and RA in Exams and Marking guidelines. It is hoped to include links to AHEAD ARK training resources on the Moodle page for Staff.

8.4.3 Student Counselling Service



Counselling Service

Seirbhís Comhairleoireachta

The Counselling service is free and confidential for students. The service is operated by a team of psychologists and counsellors who are fully trained and accredited.

This section outlines some of the key achievements and initiatives within the Student Counselling Service during the year 2024 – 2025 along with some learning points and plans for next steps.

The Counselling Service has seen significant change over the last reporting period. The Head of Counselling left DkIT in July 2024, and the new head began in February 2025. The team continued to provide counselling throughout the academic year; a new clinician began in September 2024; and the recruitment of a permanent post has been achieved. Additional services have continued such as Togetherall, Niteline, Textaboutit (50808) and the new drop-in service. The drop-in service which was introduced last year has benefited students and has also supported staff in signposting to this service. This has been received well and is now adopted to continue throughout the academic year.

As part of PSI/IACP guidelines for best practice, student counsellors continued to engage in monthly external supervision. Weekly team meetings continued, with the aim to review business matters or any cases they wish to explore as urgent. The Mental Health Nurse was also brought into case discussion on a regular basis.

Counselling have continued to advertise the Responding to Students In Distress or at Risk (RSIDR) training to staff with school-specific invitations pending in advance of the new academic term. This work builds on the previous online Supporting Students as Staff resources developed by Counselling.

Data Management

As part of maintaining the service, the Corenet (CORE-IMS) Client Management System (CMS) was renewed. Regarding outcomes: Counselling agreed to include further encouragement to students to complete measures at end of therapy instead of after, to increase form completion. Counselling also took part in the Psychological Counsellors in Higher Education in Ireland (PCHEI)-wide anonymised data collection, staffing analysis, and projects that updated the Higher Education Authority (HEA) on data regarding Mental Health and Suicide Prevention (MHSP) and Healthy Campus (HC). The team discussed best practice and referral processes between departments and local teams. In line with MHSP feedback, future data will be collected on additional non-direct and advocacy work outside of clinical intervention and events.

The service continues to use CORE-IMS as the CMS. This allows for data collection and collation regarding key aspects of service delivery including service outcomes and evaluation. The data below relates to the period 1st September 2024 to 31st May 2025:

During the reporting period, 311 students registered with the student counselling service. This is a small reduction in registration figures in comparison with recent years which is consistent with

national engagement statistics and curve regarding the pandemic, however in the last year Counselling had fewer clinicians.

Numbers attending

2020/21	2021/22	2022/23	2023/24	2024/25
312	451	410	341	311

Key highlights below regarding student data show that almost 1 in 5 students attend who have a disability; the students from the School of Informatics and Creative Arts are the cohort who attend mostly; the presenting issue of anxiety remains as a top concern; and almost 1 in 10 attend due to issues of abuse. Students who stated details upon registration are as follows:

Gender Identification	Background	Academic
44% female 28% as male 2% transgender/ non-binary	18% registered with Disability Office (3% enduring mental health issue) 15% International 17% Mature 6% DARE 3% HEAR 40% in receipt of SUSI	5% Postgraduate 3.5% Access/Apprentice 38% Informatics and Creative Arts 32% Business & Humanities 19% Health and Science 11% Engineering

Appointments

We offered a total of 1,301 appointments for assessment and counselling sessions this year, which was a small reduction to the previous year (1,434) and congruent with a reduction in staff. These appointments include 63 students attending the drop-in appointments. November remained the busiest for both assessment and counselling appointments.

Presenting Issues

Top 5 issues presenting to counselling were:

1. Anxiety: Experiences of excessive fear/anxiety, including social anxiety, worry, panic, stress, obsessive or intrusive thoughts, phobia, post-traumatic stress, etc.
2. Relationships: Interpersonal difficulties such as distress in friendship or family relationships, relationship with housemates/classmates, supervisors, break-up of romantic relationships or romantic rejection, difficulty starting/building connections with others, loneliness, or isolation, etc.
3. Identity: Issues related to a client's view of themselves or how they are viewed by society, including difficulties with self-esteem and confidence, self-criticism, perfectionism, gender identity and expression, racial / ethnic / cultural identity, negative body image, etc.
4. Depression (+ anger and mood change): Experiences of low mood, mood swings, emotional numbness, feelings of hopelessness, irritability and anger.
5. Academic issues: Issues with performance and participation in a client's academic occupation. Includes course choice, exam failure, issues with motivation, managing workload, placement issues, plagiarism, procrastination, academic discipline issues. Also includes negative impacts on academic performance by other presenting issues.

Risk issues

Data showed that some students were at risk (ranging from 'mild to severe') at the point of assessment. Students who were deemed to be at imminent risk, received specialist care via the CAMS intervention (Collaborative Assessment and Management of Suicidality). Risk details are as follows:

- Risk of suicide: 3.5%
- Risk of self-harm: 6%
- Number of students engaged with suicide intervention and safety plan: 5.
- Fewer students were deemed at risk of suicide this year in comparison to last year.

Data also showed that 8% of students attending counselling had experienced abuse and was the key reason for attending. Abuse includes a historic or current experience of physical, emotional, sexual, domestic, or online abuse and/or neglect. This also includes bullying, harassment, discrimination, and other crimes against the client. This category includes trauma broadly.

Key actions required for future improvements:

- There is a need for more efficient data management. To date, research into advanced CMS has shown the benefits of moving to a new system for counselling records. This renewal is due in March 2026.

- Using PCHEI's new template which focuses on pillars within the Comprehensive Counselling Model allows all HEIs to display their activities effectively on a local and national level. These pillars are: Clinical Services (Providing direct counselling and crisis support for students); Consultation & Collaboration (Working with staff, faculty, and external services); Mental Health Promotion & Prevention (Running workshops, training, and awareness programs); Training & Education (Educating staff and student leaders on mental health); Research & Development (Using research to improve services and policies).
- The Collegiate Center for Mental Health has been providing a Clinical Load Index (CLI) in recent years, however services can be improved by the upcoming benchmarking via an Irish-specific CLI. This supports services in determining output per clinician.
- Many staff have completed the RSIDR training, however there is an opportunity for staff to develop further non-clinical skills which will support DKIT in becoming a Trauma Aware college. This would be part of a broader project between PCHEI and Active*Consent, with the view for DKIT piloting the initiative.
- Renewed efforts to signpost out of hours supports, including advertising the new improvements made by Spunout and Togetherall e.g., Navigator and Peer training.
- Additional resources and signposting to be made available for Apprentices throughout their time at DkIT, with further collaboration from the Students' Union (SU).

Mental Health Week

The team ran a mental health week, aligning with World Mental Health Day (10th October) in partnership with other teams from student services and the SU. This week-long event consisted of many activities, workshops and talks, which included onsite supports and fun activities for both students and staff. Events included:

- talk on stress management
- mobile animal farm
- yoga
- music for mental health event
- support stands
- coaching skills
- breathwork
- meet the counselling team
- wellbeing talks
- coping skills e.g. journaling, breathwork, mindfulness.

- drumming circle
- forest hike

Internal and External Collaborations

Counselling collaborated with several departments and showed support for academic and meaningful initiatives:

- The team collaborated with wider student supports to focus on wellbeing for the Health Fair. Experiential exercises were provided to students on mood (Feelings tree with paint) and psych-education about dopamine (helpful activity ideas for mental health). The Health event also included a guest speaker on overcoming addiction and mental health challenges.
- Counselling and Pastoral Care provided a support seminar on bereavement to students after the death of their classmate.
- Counselling presented information about counselling services to staff and departments from each school, as well at the Academic Heads Forum.
- Taster sessions and training was provided to prospective students for the Respect and Support Champions (pilot project).
- A stress management workshop was held before exams and end of year assignments with Pastoral Care.
- Supported students as participants in their research projects regarding wellbeing.

Counselling was involved in many projects over the last year that span nationally, cross-border, internationally, and covers best practice, research, and strategy:

- Part of a transatlantic event between American, UK, and Irish counselling services. Staff were part of a panel discussing current affairs, trends, and issues with the mental health crisis narrative.
- Partnership with The JED Foundation, working on becoming an accredited organisation with them to enhance suicide prevention.
- Continued to be part of the PCHEI+HSE collaboration on training and provision of Emotion Regulation groups to students (DBT informed).
- Involved in a national video release, publicising the HC charter.
- Involved in a pilot projects with PCHEI and Active Consent to focus on building Trauma Aware HEIs.
- Counselling staff took part in the U-Well project, research run by ATU and UU, seeking to conduct a series of workshops and a survey to better understand the facilitators and barriers to rolling out a survey on student mental health for incoming first year students on a national level.

- Counselling staff are part of SMART-IE (Student Mental heAlth Technologies - Implementation & Evaluation), which is a Health Research Board-funded initiative led by University of Galway. The focus is on understanding the implementation of online mental health support platforms. This project specifically uses Togetherall as a case study to explore the implementation of such projects within university systems.

Counselling has ongoing and new membership on several working groups with the following key highlights:

- The counselling team continue to lead the student mental health working group. This year, key recommended actions from the HEA framework were maintained and the working group membership has been expanded in line with this to ensure key elements from the Institute are represented.
- Staff are part of the HEA Wellbeing Advisory Group which oversees MHSP and HC nationally.
- The team as part of HC has links with Healthy Louth.
- The team was involved in supporting and handing over the ESVH mantle to the new HEI role of ESVH Response Manager. This is a dedicated service to ESVH which manages the training, awareness campaigns, and advocacy work, which may be supported by counselling as needed.
- Counselling provides training of Support and Respect Champions, a group of student peers who are interested in MHSP and ESVH.

Togetherall

Counselling continues to partner with Togetherall, a service which offers students access to an anonymised online space where students can talk, share, support and be supported by peers. It also provides mental health screeners, structured self-help courses, and has a large clinically trained team of mental health professionals who moderate the site 24/7. The service has been advertised in counselling, email sign-offs, campus posters, and a new reminder to be installed in the Moodle sidebar at 4 key stress points throughout the next academic year.

NiteLine

Counselling continues to partner with NiteLine to offer an out-of-hours support service to students. Niteline is a call and instant message helpline service offered to students by students from 9 pm until 2.30 am every night during term time. Volunteers are trained and offered support by staff from counselling services across the country. See evaluation in section 4 below.

Text About It (50808)

Counselling continues to partner with Spunout's Text About It service. Is a free, anonymous, 24/7 messaging service, providing everything from a calming chat to immediate support for mental health

and wellbeing. At the end of the academic year, Spunout launched their Navigator program which Counselling aim to advertise from the new semester onwards. Key features include:

- A simple 3-step guided journey that delivers immediate, personalised results.
- A mobile-first design (but also accessible on desktop).
- Curated mental health information, videos, and sharing of peer experiences.
- Recommendations for expert-approved podcasts, books and mobile apps.
- Signposting to local and national mental health services.
- Ability to bookmark your 'favourite' content and save it for later.
- Privacy-first infrastructure supporting anonymous use and data insights, with no login or sign up.

8.4.4 Pastoral Care



Pastoral Care Cúram Tréadach

Pastoral Care is about welcome and working collaboratively in the provision of holistic care within the College community.

New Interfaith Space

Our new Interfaith Space for all faiths and none was launched in September. The door was fitted with a card lock requiring students to register their student cards to access the room. The room was enhanced to allow for prayer and quiet reflection. There was good feedback from the students who were accessing the space. It replaced the temporary makeshift space which was previously located in the Old College Bar.



New Pantry

The Food Press previously located in F211 was upgraded to The Pantry and relocated to the storage area opposite the Students Union. The Pantry provides nonperishable food and hygiene items to students who are facing financial difficulties. This offers more space and can store a greater amount of stock which is currently funded through fundraising and donations.

Fundraising

- **Bake sale Student Hardship Fund:** A fundraiser for the student hardship fund was organised with the help of members of Student Services and Students Union. Fresh bakes and tea and coffee were offered for a small donation. One4all vouchers were also raffled. Collectively a total of €556.45 was raised for the student hardship fund.
- **Daffodil Day fundraiser:** Funds were raised for daffodil day raising money for the Irish cancer society. Daffodil pins were sold to students and staff, and a raffle held with the prize being a signed Ulster Jersey. A total of €450 was raised for this very worthy cause.
- **Charity Sea Swim with 4th Year Mental Health Students:** Pastoral Care Coordinator was delighted to be invited by the students to take part in a charity swim in Carlingford Lough in aid of the Dundalk Counselling Service. Over 20 brave souls entered the freezing sea to raise money.

Pancake Tuesday

The now famous DkIT Pancake Tuesday returned to campus this year. With the help of student services staff over 300 pancakes were served to staff and students who had their choice of delicious toppings. This year pancakes were handed out for free as a goodwill gesture.



Workshops

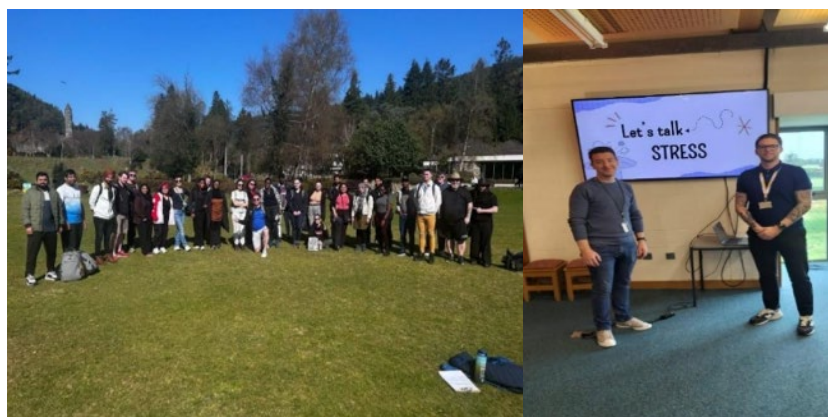
- **Breathwork Classes** - As part of Mental Health and Wellbeing week, a class was offered and attended by students and staff highlighting the importance of using your own breath to reduce stress and anxiety. These classes offer students and staff an opportunity to take a break from study and work to check in and rebalance their nervous system.
- **Tribal Drumming** – a tribal workshop returned to DkIT, as part of Mental Health and Wellbeing week. This was a two-hour workshop where students and staff got to learn about the power of rhythm using traditional African drums. This was a fantastic success with well over 60 students and staff in attendance. Feedback was brilliant from everyone, and it created a real buzz on campus.



- **Positive Masculinity Workshop** - Cormac Noonan returned to campus again to facilitate a workshop on Positive Masculinity which was well attended. Wellbeing and mental health specifically for the male population is an area that needs focus and by providing this platform, so men feel safe and comfortable to be open and vulnerable is invaluable. While we did not reach the same numbers as last year, those who did attend found it incredibly powerful. It highlighted the desire for male students to have more targeted events like this.
- **Let's Talk Stress**- A workshop for all students centered on Stress. What it is, how to recognise it and ways to manage it. This was presented in an informal way to encourage interaction and

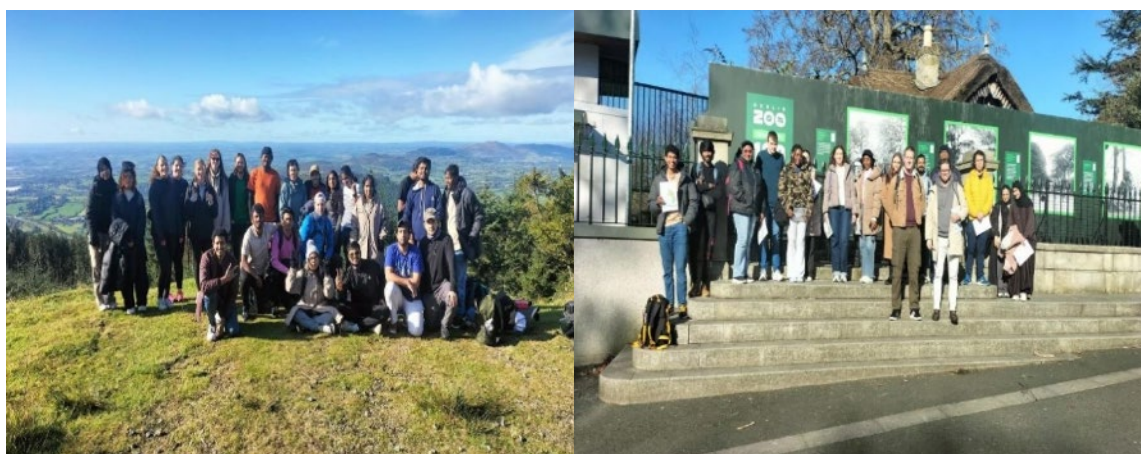
conversation from students. This was an excellent workshop which was well attended. It helped deal with the common issue facing students which is largely stress. Pizza and refreshments were provided to all students in attendance.

- Lunchtime Walk and Talk - When the weather improved, some walk and talk lunches for staff and students took place. Soup vouchers were purchased by the Service from the DkIT Canteen for every person who attended and completed the walk. These events encouraged exercise, mindfulness and making connections.



Day Trips

During Mental Health and Wellbeing week, students took part in a guided hike of 8.5 km around Ravensdale Forest. Students thoroughly enjoyed the hike and more importantly the views.



- Approximately 24 students came together for a trip to visit the neolithic site of Newgrange. Students were allocated time for a guided tour inside the famous chamber of Newgrange. Great feedback was received from the students on a thoroughly enjoyable trip.
- Students got the opportunity to visit Dublin Zoo as Pastoral Care arranged a trip which around 20 students attended. They could explore the Zoo at their own leisurely pace aided by a map they received upon entry. It was a beautiful day, and the students really enjoyed the day out.

- Over 30 students went on a day trip to Glendalough National Park on what was a beautiful day. Students had the opportunity to explore the park at their own leisure before arriving at Johnnie Fox's bar and restaurant for a delicious meal and a refreshing drink. This was an excellent day and great feedback from the students who really appreciated it.

8.4.5 Student Health Unit

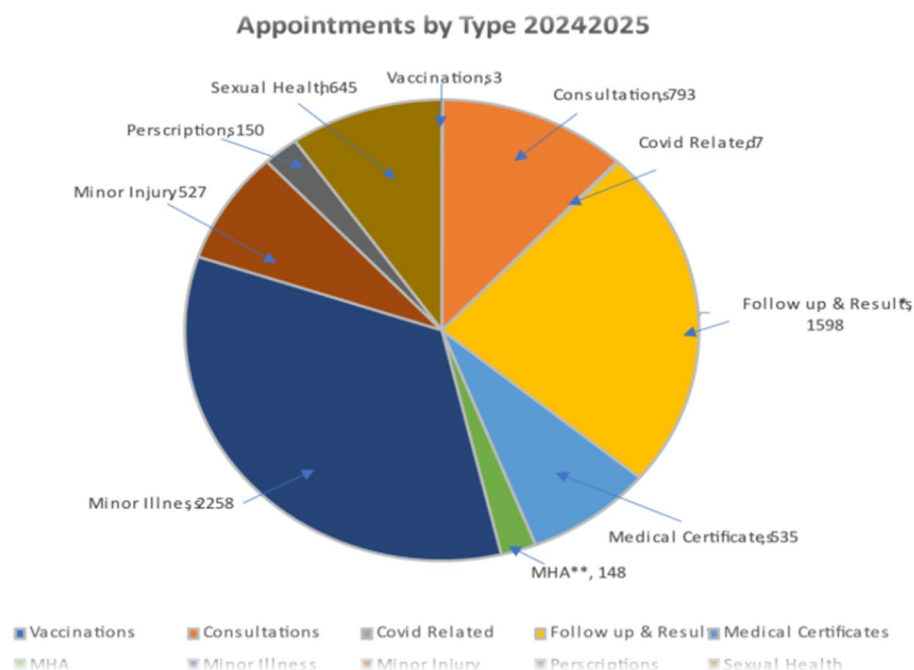


Health Unit
Seirbhísí Sláinte

Student Health Unit provides a general medical, psychological and health educational service to all students in a confidential, professional & courteous manner. The centre includes free nursing care and access to a doctor at scheduled times throughout the week.

The Student Health Unit (SHU) team remains dedicated to enhancing the quality-of-service delivery. Our work continues to focus strongly on promoting health and wellbeing and supporting positive mental health across the student body. However, we recognise that this remains an ongoing challenge, particularly considering the steady increase in students seeking support and the growing complexity of the issues they are facing.

Service Statistics:



Total numbers July 2024 – May 2025 = 6664

***Follow up: Monitor patient symptoms when unwell or injured, reinforce care knowledge and action plans, laboratory test results following all testing in SHU**

****MHA: Mental Health Advisor**

Our HPM software indicates a significant increase in overall service activity during the year from 5,417 in the 2023/24 academic year to 6,664 in 2024/25 — representing a 23% increase. This significant rise suggests improved awareness and/or access to health services among students. Minor illness continues to be the most common reason for appointments. Approximately 72% of attendance was by international students (acknowledging the potential inaccuracy due to administrative disruptions).

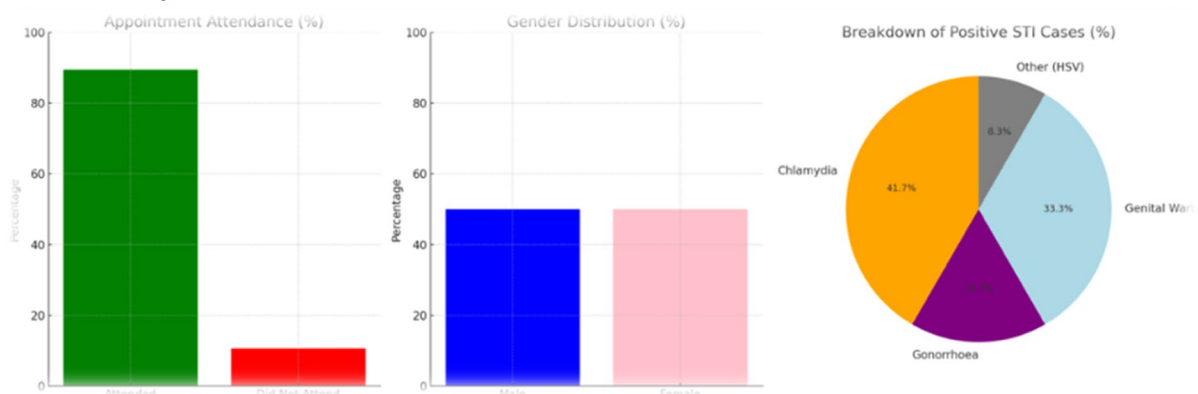
Service Activities and Developments

Sexual Health Services:

Among various initiatives, the SHU is particularly proud of its sexual health promotion and screening and the positive outcomes achieved: While data suggests a slight decrease in overall sexual health testing activity, a notable decline was observed in the positivity rate—a positive indicator of student health. One key development was an increase in male students accessing sexual health services, a welcome and important trend. 2024/2025 data continued to reflect strong engagement with sexual health services, with 89.4% of booked appointments attended. The gender distribution among attendees was evenly split, with 50% identifying as female and 50% as male—an encouraging shift from previous years where female students were significantly more likely to access the service.

The overall positivity rate stood at 15.8%, showing a slight decrease from the previous academic year. Among those who tested positive, chlamydia remained the most detected infection, accounting for 41.7% of cases. Gonorrhoea made up 16.7%, while genital warts were identified in 33.3% of positive cases. Herpes Simplex Virus (HSV) was the least common, representing 8.3% of the total. Chlamydia continues to be the most common sexually transmitted infection among the student population, mirroring national trends.

2024/2025 STI stats:



Compared to the same period last year, the SHU saw a 13.6% reduction in testing activity this year. While the exact cause of this decline is not fully clear, it is worth noting that the SHU experienced several internal administrative staff changes during this period. A transition in administrative staff meant that multiple new team members required in-house training. As a result, key activities such as health promotion had to be scaled back at times, whereas in previous years, these efforts were more consistently prioritised and visible.

Health Fair

Student engagement on the day was exceptionally high and marked one of the most well-received events to date. It was especially wonderful to have so many incredibly talented DKIT students involved in organising the event this year. As always, the collaboration with the wider student services colleagues, particularly the Sports and Societies teams, the Counselling Service, the Pastoral Care Coordinator, the Student Union, staff from the School of Nursing, Nutrition, Hospitality, Sports and Exercise, and Event Management departments - was key. The SHU is very grateful for the support of external partners the HSE and An Garda Síochána. Mark from the HSE Quit Team and Olivia from the Health Promotion Department were welcomed participants to the fair. Both provided expert advice on a wide range of health promotion topics, with a particular focus on issues relevant to the student cohort. The event wrapped up with a powerful talk by Mary Hulgraine, who shared her inspiring journey of overcoming addiction and mental health challenges.

Healthy Campus Committee

The SHU are actively involved with the Healthy Campus Steering Committee, supporting initiatives that promote mental and physical wellbeing, sustainability, and a positive campus culture. This collaborative approach remains vital to creating a healthier and more inclusive college environment.

Vaccination Clinics

In September 2024, the Health Unit hosted the HSE on campus to deliver a pop-up MMR vaccination clinic following a rise in measles cases across Europe.

SHAG Week Activities HIV Ireland

HIV Ireland once again provided rapid HIV testing as part of SHAG Week in February, along with sexual health education and advice. Stephen and his team were highly complementary of the engagement from students and expressed appreciation for the warm welcome they consistently receive.

Substance Misuse Awareness

Garda Darragh attended the Health Fair to deliver an informative session on drug misuse focused on increasing awareness of the impact of substance abuse on individuals, families, and the wider community.

Road Safety Awareness

The RSA Shuttle Bus attended campus, offering students an interactive and educational experience focused on road safety. The initiative was well-received, with students also given the opportunity to

engage in using the road safety VR goggle simulations that reinforced the importance of safe driving habits. This collaborative effort helped foster greater awareness around responsible road use among the student community.

The *Light Up Your Bike* campaign on campus was supported by the SHU and aimed at promoting cyclist safety during the darker months. This collaborative initiative, run in partnership with Louth County Council, An Garda Síochána and the Road Safety Authority - highlighted the importance of visibility for cyclists, particularly during shorter daylight hours. Free bicycle lights and high-visibility items were distributed at the Hoey's Lane entrance to DkIT in November. The event received strong student engagement and was also promoted across social media channels. It was particularly welcome to see Dr. Sean Owens from the Clermont Health team in attendance, reinforcing the connection between road safety and overall student wellbeing.



Service activities for the Mental Health Nurse Advisor (MHNA)

The academic year has been a busy period, with a high number of students seeking mental health support, an encouraging sign of reduced stigma and increased openness to help-seeking. Much of the work involved supporting students with ongoing or complex mental health needs, including close collaboration with GPs, community mental health teams, and specialist services to ensure continuity of care.

Challenges arose in supporting international students particularly those already under care in their home countries, requiring cross-border coordination with overseas consultants, often navigating different prescribing practices and healthcare systems. Common issues included anxiety, low mood, and depression, while growing numbers of students sought understanding around neurodiversity, particularly in relation to focus, executive functioning, and sensory sensitivity. Social isolation, loneliness, financial stress, especially among international students - and emerging concerns around AI, job security, and the future also featured prominently.

A big positive for the Mental Health Nurse this year was the strong collaboration with Student Health, Student Counselling and Disability services. The shared approach and ongoing communication across services is worthwhile and appreciated. Working collaboratively meant students got more coordinated support, which made a huge difference for many.

8.4.6 Sports and Societies



Sports & Societies
Spóirt & Cumainn

The Sports & Societies Office runs over 65+ student-led clubs and societies so whether students want to pursue an existing interest or try something completely new, there is something for everyone.

Service Activities and Developments

In September, the Sports and Societies Officer launched the #TryItAll initiative, aimed at encouraging female students to engage more actively in sports and physical activities. The initiative was supported by N-TUTORR. The #TryItAll campaign was designed to break down barriers and promote inclusivity in sports among young women at DkIT. By offering a variety of activities—ranging from traditional team sports to innovative fitness programmes—#TryItAll ensured that every student regardless of skill level or experience, could find an activity that suited them. Over 40 students took part in the sessions which included soccer, GAA, rugby, basketball, badminton, volleyball, dance and team building activities. To launch the initiative, an event was held on the DkIT campus, featuring an inspiring keynote address by Olympian Kate O'Connor, whose achievements on the international stage have made her a role model for many young athletes, delivered a powerful speech highlighting the transformative power of sports. Kate shared her personal journey and emphasised the importance of sports participation in building confidence and leadership skills.

On April 7th, 150 secondary school girls attended DkIT to contest the inaugural Sonia Hoey Cup. The event marked the culmination of an 9-week School Development Programme, part of the ongoing Female Athlete Health and Wellbeing programme launched by DkIT and Louth LGFA earlier this year.

An Appeals process was introduced as part of the Sports Scholarship Programme. Appeals will now be reviewed by a panel comprising two independent staff members who were not involved in the original selection process. The purpose of the appeal is to ensure that procedures are followed fairly and consistently.

- Once again, sports and societies held training for committee members to assist and support them in the running of a society and to ensure the society doesn't end when key members graduate.
- The Gaelic Players Association (GPA) held drop-in sessions on campus and held individual appointments with county players at DkIT to inform them of the additional financial and career support they can avail of as a third level county player. Twenty students availed of this service and found it extremely beneficial and informative.
- The annual Sports and Societies Awards night was a huge success and this was reflected in the great attendance and positive feedback from students, staff, sponsors and coaches. The event was held in the Imperial Hotel with over 200 in attendance for the actual ceremony alongside those who attended the after party which was open to all students.

This following new societies were established during the report period:

- The Neurodivergent Society
- Indonesian Society
- Green Campus Society.



The sports and societies office are continuously engaging with external communities and partners links with sporting organisations (Louth GAA, Dundalk FC, Leinster Rugby etc.), local enterprises such as Ganson and Control Soft who are current sponsors continue to grow and within the college itself a wide range of cultural and religious societies are offered for students. Examples of societies are: Christian Union society, Malaysian Society. The Service promotes social responsibility and community involvement across staff and students. This is evident annually as staff and students come together to host the DkIT Dundalk 10k with 100 volunteers assisting in the running of the event from which all proceeds go to local charities.

Staff held bi-annual meetings with 90 Sports Scholarship students to provide additional support and to signpost students to support services like Disability, physiotherapy and careers support where required.



Knockbridge native and DkIT graduate Brian Óg Corr replaced Bronagh McGrane as Sports and Societies Officer at the end of the academic year. Brian Óg brings over a decade of experience working with Leinster GAA to his new role.

8.4.7 Careers & Employability Centre



Careers & Employability

Gairmeacha & Inbhuanaitheacht

Careers and Employability is DkIT's dedicated careers and enterprise service. We're here to support students and graduates identify their career goals, plan for their future and achieve their full personal and professional potential.

Service Activities and Developments

The Careers & Employability Centre had a very active 2024/25. The team delivered a wide range of student-centered and employability-focused services and initiatives. Events were tailored to student requests and employer interests, building on bespoke employability events piloted in the previous year.

Annual Careers Fair

The flagship Annual Careers Fair took place in October 2024, welcoming over 70 companies to campus. The event was sponsored by Kingspan and featured a wide spectrum of local, regional and national employers. The fair served as a key opportunity for students to explore career pathways aligned with their fields of study.



School-Specific Careers Events

A total of eight themed career events were held on campus, developed in partnership with academic schools and programmes. Two events received financial support from N-TUTORR, which significantly boosted participation and engagement.

- Nursing & Midwifery Careers Event – 20 November 2024
- Careers & Teaching Event – November 2024
- Creative Careers Event – 23 October 2024
- Business & Humanities Careers Event – 20 March 2025
- Engineering Futures Careers Event – 26 March 2025

These events were tailored in response to student and employer surveys calling for discipline-specific engagement. Feedback was overwhelmingly positive, with increased visibility of career pathways and stronger links between academic study and industry.

Employability Series: Skills for Success

The Centre delivered a six-week Employability Series designed to enhance student career readiness. Sessions were facilitated by both external consultants and members of the Careers & Employability team, covering a range of practical topics:

- Creating a LinkedIn profile with impact
- Postgraduate pathways to teaching
- Careers/CV workshop for tech students

- Stand Out Strong – Confidence & self-promotion for interviews
- Employability for international students – navigating visas and work permits
- Crafting a winning CV

Supported by N-TUTORR, this series reflected the Centre’s commitment to equipping students with the skills needed to thrive in a rapidly evolving job market, including sectors impacted by AI and digital transformation.

Student Support Hub on Moodle

The Moodle Student Support Hub continues to serve as the central repository for all careers information, resources, and templates. The extensive Career Toolkit is updated annually to reflect ongoing developments in employability skills support.

Our key portals and tools—DkIT Careers Connect, Shortlist Me (video interview practice), and Profiling for Success (psychometric testing)—are all accessible via Moodle, ensuring students have 24/7 access to career development resources.

Student Work Placements 2024/2025

A total of 653 students across 36 undergraduate programmes were placed during the academic year.

- School of Health & Science: 241 students (36.9%)
- School of Informatics & Creative Arts: 159 students (24.3%)
- School of Engineering: 132 students (20.2%)
- School of Business & Humanities: 121 students (18.5%)

Placement Numbers and Trends (2018–2025)

The Careers & Employability Centre continues to monitor and report on student placement activity across all academic schools at DkIT. The following summary outlines placement trends over the past seven academic years, highlighting both growth areas and emerging challenges.

In the 2024–2025 academic year, a total of 653 students across 36 undergraduate programmes were placed. This marks a decrease from 745 placements in 2023–2024 and 803 placements in 2021–2022 which was the highest recorded in the seven-year period.

School	24-25	23-24	22-23	21-22	20-21	19-20	18-19
School of Health and Science	241	287	277	316	303	297	278
School of Informatics and Creative Arts	159	126	104	137	69	98	95

School of Business and Humanities	121	203	205	227	222	267	282
School of Engineering	132	129	124	123	122	64	87
Total Placements	653	745	710	803	716	726	742

The decline in placement numbers in 2024–2025 is primarily due to reduced student enrolment in several programmes. Factors contributing to this include:

- Smaller graduating cohorts in key disciplines
- Transitional gaps as new programmes await their first placement cycles
- External constraints in sectors such as Nutrition and Health, where placement sites are reserved for Dietitian students
- Alternative modules replacing placement in some programmes

Despite the overall decline, the School of Informatics & Creative Arts and the School of Engineering saw modest increases, reflecting strong industry demand and successful engagement efforts.

Challenges and Developments for 2025/2026

Several new programmes will introduce placement modules in January 2026:

- BA (Hons) Sport and Exercise with Business
- BA (Hons) Digital Marketing and Strategic Communication
- BSc (Hons) Nutrition and Health (no alternative modules)
- BSc Bioscience
- BSc (Hons) Bio Pharmaceutical Science
- BSc Pharmaceutical Science

Securing host sites for these programmes presents a challenge, particularly in sectors where placement capacity is already committed to other institutions. Work is ongoing to identify new opportunities and partnerships.

Engineering Placement Expansion

All Engineering programmes will transition to a 12-week semester placement in 2026, up from the previous 5–8-week model. This change has been welcomed by employers, many of whom already extend student placements beyond the minimum requirement.

Paid vs Non-Paid Placements

The Centre continues to advocate for paid placements across all sectors. However, in some disciplines unpaid placements remain the norm due to accreditation requirements or sector constraints. Students increasingly request flexibility in working hours, allowing them to balance placement with part-time employment. This is feasible in cases where placement hours do not contribute to external accreditation but must be monitored closely to ensure academic integrity.

The Engineering and Built Environment sectors remain the most buoyant in terms of paid placement opportunities.

Staffing Changes

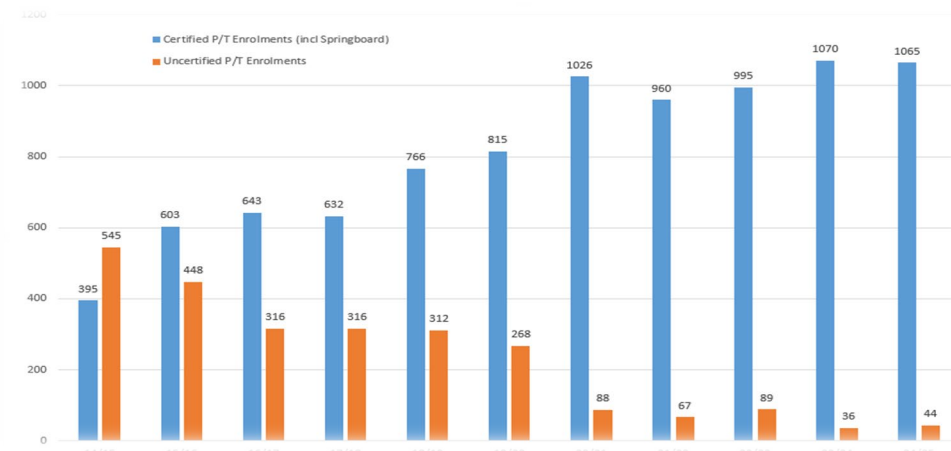
The year was marked by significant leadership transition. The Head of Service departed at the end of March 2025, creating a period of interim management. The incoming manager officially commenced in October 2025 and provided strategic support during the transition while moving from the Examinations Office. Notably, the incoming manager project-managed the Graduate Outcomes Survey 2025, ensuring continuity in this critical institutional process despite the leadership gap. This period of change required adaptability within the team, and the successful delivery of the GOS demonstrates resilience and commitment to service quality during a challenging staffing transition.

9. Lifelong Learning Centre (LLC)



Part-time student certified enrolments (incl. Springboard) for 2024/25 were **1065** compared with 1070 for Academic Year 2023/2024. Overall enrolments have climbed 170% over the past decade and part-timers account for one fifth of DkIT's total student body. Certified enrolments make up 96% of DkIT's total part-time student cohort up from 42% in AY14/15. The Lifelong Learning Office

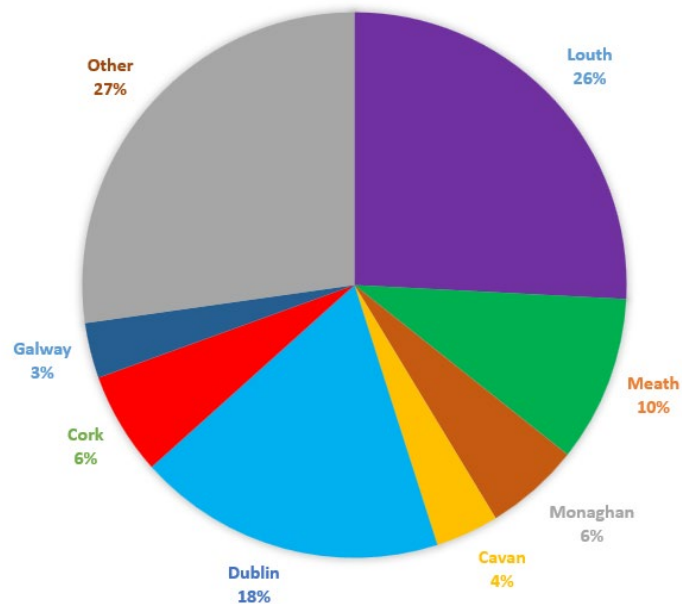
processed 1762 applications during AY24/25 compared with 1,675 in AY23/24 (+5%) and 1568 in AY22/23 (+11%)



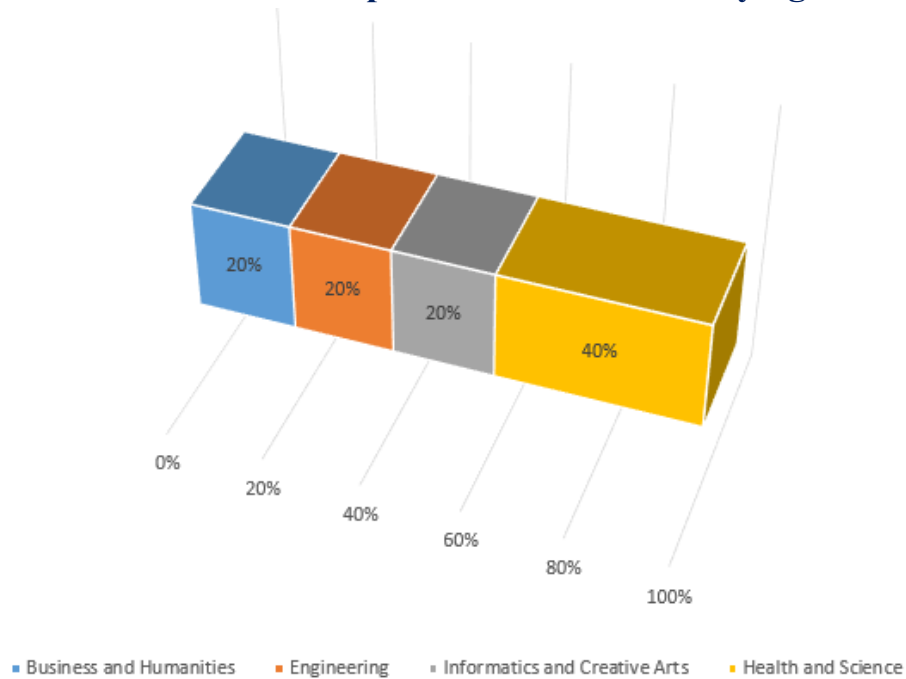
Geographic Reach

Almost three quarters of our students come from counties *other* than Louth, with Dublin our second most important source of students (18%). **5%** of our students reside in Northern Ireland.

HOME ADDRESS OF OUR P/T STUDENTS

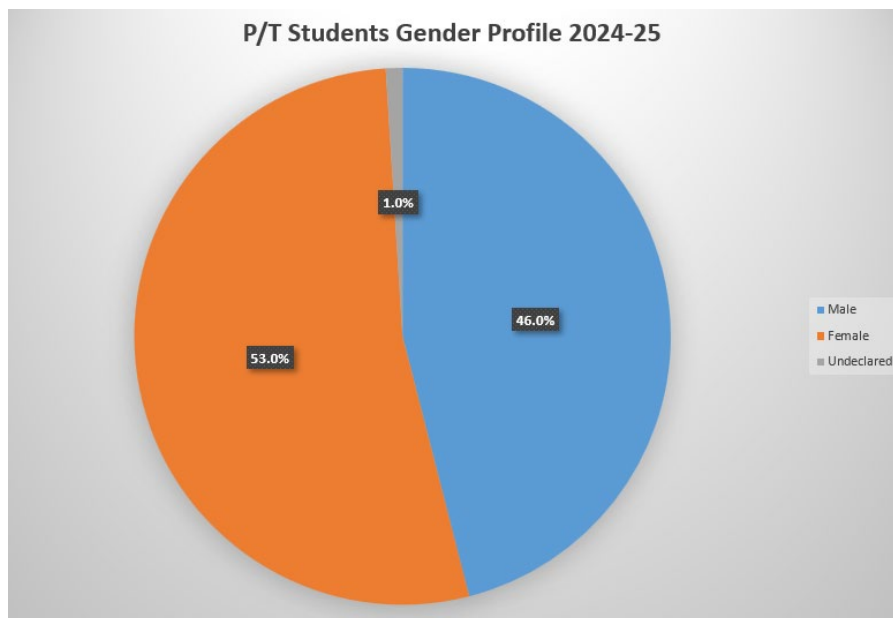


What are DKIT's part-time students studying?



Gender participation

The gender participation ratio on AY24/25 part-time certified courses was **53%** female, **46%** male and **1%** undeclared.



Springboard+

The Lifelong Learning Office is the coordinating unit for DKIT's Springboard scheme. Springboard supports and encourages the Irish workforce access higher education in order to upskill or reskill. During AY24/25 the LLC oversaw admissions to the following 8 Springboard programmes:

School of Business and Humanities

- Certificate in Culinary Skills (L6 – 60 credits)

School of Health and Science

- Certificate in Health and Safety for the Manufacturing Industry (L6 - 30 credits)

School of Informatics and Creative Arts

- Certificate in 2D/3D Digital Animation Production (L7 - 40 credits)
- Certificate in Digital Media Design (L7 - 40 credits)
- Higher Diploma in Science in Computing (L8 - 60 credits)
- Higher Diploma in Science in Data Analytics (L8 - 60 credits)
- MSc in Computer Animation (L9 - 90 credits)
- MSc in Games and Extended Reality (L9 - 90 credits)

Total number of places available = **107**

Total number of applications = **412**

Total Springboard enrolment = **106 students**

Fill rate = 100%

New part-time courses introduced for 2024/25

School of Engineering

- Qualified Certifier (QC) in Electrical Testing and Verification (L6 – 5 credits)

School of Health and Science

- Postgraduate Certificate in Science in Nursing: Community Mental Health Nursing (L9 - 30 credits)
- Certificate in Nursing: Trauma Informed Care (Level 9 - 10 credits)
- Certificate in Introduction to Cognitive Behaviour Therapy
- Certificate in Fundamentals of Understanding and Responding to Domestic, Sexual and Gender-based Violence (L8 – 10 credits)
- Certificate in Advanced Livestock Production (L8 - 10 credits)

- Certificate in Operations Management and the Production of Innovative & Sustainable Food Products (L9 - 20 credits)

10.School Reports



10.1 School of Business & Humanities

The School of Business and Humanities, led by Dr Patricia Moriarty, continued to support full-time and part-time learners through growing international collaborations; obtaining HEA Performance Funding and achieving success in a major PeacePlus application this year. The School continues to grow and develop as it prepares for its quinquennial Programmatic Review cycle. Focus has also been placed on research development within the School.

External Accreditation

In October, the Department of Management and Financial Studies has been granted re-accreditation of its BA (Hons) in Accounting and Finance degree, thus gaining continuation of the CAP 1 Exemption, Chartered Accountants Ireland.

The Social Care Workers Registration Board is now registering graduates of the BA (Hons) in Social Care, as they move towards regulation of the sector through CORU.

School News

In January 2025 it was announced that €9.74 million in PEACEPLUS funding has been awarded to Southeast Higher Education/Further Education/Industry Cross-Border Alliance (SECBA) for a project led by Dundalk Institute of Technology to transform education and industry. The project will directly address regional skills challenges through a strategic cross-border skills partnership with DkIT, Southern Regional College (SRC), Monaghan Institute and Cavan Institute along with industry partners. The project is supported by PEACEPLUS, a programme managed by the Special EU Programmes Body (SEUPB) and will encompass the South-East region of Northern Ireland and the border counties of the Republic of Ireland. The project is designed to transform the region, strategically bridging the gap between educational outputs and industry's evolving needs. It will directly address regional skills challenges through a strategic cross-border skills partnerships with

three DkIT Schools- Business and Humanities, Informatics and Creative Arts, Health and Science and along with the Institutes of Further Education – Cavan Institute, Monaghan Institute, Southern Regional College, Newry.



The School of Business and Humanities hosted a Careers Fair in February 2025 conjunction with the DkIT Careers & Employability Centre, connecting students with over twenty employers from diverse industries. The event provided insights into career paths, future opportunities, and potential internships while helping employers engage with emerging talent. Congratulations and thanks to the student speakers involved: Zainab Sulamon, Barbora Melounová, Crisalis Ulloa and Elizabeth Awosanya.



School of Business and Humanities hosted a Careers Fair in February 2025

In June 2025, the School of Business and Humanities at DkIT held a series of hands-on events, designed to help lecturers embed Education for Sustainable Development (ESD) into their modules and Continuous Assessments (CA). The events, funded by SATLE – the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education, were part of the Institute’s commitment to progress the DkIT Sustainability Strategy and to be a sustainable and impactful campus.

In March 2025 Dr Patricia Moriarty, along with Dr Annaleigh Margey and Dr Conor Brady visited Marshall University and BridgeValley Community & Technical College in West Virginia, where they

explored opportunities for student exchanges and study abroad programmes. During their visit, the DkIT team participated in a live radio interview to discuss their partnership and plans. The DkIT group also visited Caldwell University while in the US and also met with faculty from Molloy University to discuss future collaborations.



Dr Patricia Moriarty, Dr Annaleigh Margey and Dr Conor Brady with Marshall University senior management.

In May 2025, the group from Marshall University and Bridge Valley Community and Technical College from West Virginia arrived in Ireland and took part in the Certificate in Cultural Landscape: Newgrange and the Boyne Valley, a two-week programme introducing the history and heritage of Ireland. They completed on-campus seminars and fieldtrips which concentrated on the Boyne Valley, including visits to Newgrange, the Hill of Tara, and Trim Castle. The group also visited Dublin and Belfast, where students experienced the EPIC Museum and Titanic Belfast.



Marshall University and Bridge Valley Community and Technical College from West Virginia at Newgrange.

While the groups from West Virginia were here in Ireland, the opportunity was presented to meet West Virginia–Ireland Trade Commission in Leinster House. The meeting was very productive and explored how the commission might support educational partnerships and future collaborations



Delegate Mike Hornby, Dr Conor Brady (DkIT), Dr James Field (West Virginia University), Joyce O'Hara (DkIT), Dr Jason Spencer (BridgeValley) Robert Leslie, House Counsel and Parliamentarian for the West Virginia House of Delegates, Dr Brian Hoey (Marshall University).

In March 2025 DkIT was awarded €1M in funding in recognition of its exemplary and significant contributions to the delivery of national priorities. The allocation by the HEA of performance funding awards totalling €5 million to five higher education institutions was announced by Minister for Further and Higher Education, Research, Innovation and Science, James Lawless, T.D. Each institution is being awarded €1 million in recognition of their exemplary and significant contributions to the delivery of national priorities. This follows submission of a case study on the Pathways and Headstart programmes delivered by Johdi Quinn and colleagues from the School. The grant is funding three projects centred in the School of Business and Humanities: the continuation/extension of the DkIT Access Programme (DkAP), Research capacity building, within the School of Business and Humanities and building Sustainable International Engagement at Institute level.



Headstart and Pathways graduates with mentors and co-ordinators.

Dundalk Institute of Technology was delighted to host the Institute's first ever Chinese Summer Camp held in July 2024. The camp was open to local secondary school students from the region and focused on introducing them to the Chinese Mandarin language and Chinese culture. This camp was coordinated by Ping Cao a lecturer in DkIT who was supported by the facilitators Ms Vicky Shuai (UCD) and Ms Ling Hensey (Castleknock Chinese School, Dublin). Following the success of this event, a second Summer Camp was held in August 2025 in the School of Business and Humanities when eighteen students from local secondary schools took part in an unforgettable immersion into Chinese language and culture. Filled with hands-on learning, creativity, and community spirit, the programme provided a unique opportunity for students to explore the richness of Chinese traditions.

A new link with partners in O’Fiaich Institute was launched this academic year which for the first time facilitates Advanced Entry of cognate O’Fiaich graduates into Year 3 of the Four-Year BA (Hons) in Digital Marketing and Strategic Communication. Both academic teams (DkIT and O’Fiaich) warrant acknowledgement for their foresight and imagination in mapping modules to make the initiative possible. A total of six learners from O’Fiaich Institute commenced Year 3 Studies on this degree in 2024/’25.

In March 25 DkIT President Diarmuid O’Callaghan and Deirdre Buckley from Cliste Hospitality & The iNua Collection signed an MOU between DkIT’s Hospitality Department and the iNua Hotel Group. This agreement, expanding on a previous partnership with the Gateway Hotel, aims to enhance student learning, professional development, and industry collaboration through work placements, research, and cultural exchanges.



Dr Kevin Burns, Deirdre Buckley from Cliste Hospitality & The iNua Collection, President Diarmuid O’Callaghan and Dr Patricia Moriarty.

The School of Business and Humanities has applied for the establishment of a Research Centre within the School. This will amalgamate the four existing Research Groups: the Humanities Research Group, the SOCIETY research group, the Tourism Research Group (TRg) and the Entrepreneurship, Leadership, Marketing and Management (ELMM) Research Group. A number of staff who are members of these groups have significant research experience and expertise and have undertaken quality research and would meet the requirements of principal investigators (PI). A survey of staff undertaken during the preparation of the application indicates that a critical mass of research active with a significant number of additional staff who are interested in getting involved. Reflecting the core theme and focus of the proposed centre, it is named the Centre for North-East and Borderlands Studies (CNEBS) and it aims to be a leading hub for interdisciplinary research and innovation that strengthens local communities, fosters cross-border collaboration, and generates insights with national and international relevance, honouring the past, addressing the present and informing the future of the North-East and its borderlands.

The mission of the Centre is to deliver impactful, place-based research that responds to the economic, social and cultural life of the North-East and Borderlands region. We aim to integrate business innovation with humanities insight to explore regional dynamics, economic resilience, community wellbeing, cultural identity, and sustainability, while fostering cross-border collaboration. Through interdisciplinary research spanning literature and theatre, heritage, tourism, innovation and development, sports and society, we will collaborate with industry, communities, and policymakers to drive change and development in our region. Central to this mission is our commitment to cultivating expertise and building research capacity among staff and students,

ensuring excellence and a long-term impact. By combining rigorous research with practical application, the centre will strengthen regional capacity, inform national and EU priorities, and position the North-East and Borderlands as a model for sustainable growth.

Events

In February 2025, the Department of Humanities at DkIT hosted Dr Muireann Ní Raghallaigh, Associate Professor of Social Work at University College Dublin, to give the annual Dorothy Macardle Humanities Lecture at DkIT. The lecture was titled 'Complex lives in complex times: Reflections on the experiences of refugee children and young people in contemporary Ireland' and was generously supported by Dundalk Credit Union.



Dorothy Macardle Lecture February 2025

The annual Humanities Symposium took place on Friday 11th April, 2025, on the theme of 'Irish-Spanish Relations'. Participants were encouraged to reflect on the long historical and cultural links between the two countries. In the first session entitled 'Irish Women in Spain: Literature and Conversations Across Cultures', a number of prominent Irish women writers and political activists were discussed. Focusing on Hannah Lynch, Kate O'Brien, Maura Laverty and Teresa Deevy, papers assessed the impact that travelling and working in Spain had on the development of radical, feminist perspectives on Irish identity and literary texts. The second session 'Political and Creative Connections between Ireland and Spain' expanded the conversation beyond literature and reflected on historical, political and musical collaborations between Spain and Ireland. The symposium was very well attended by staff and students from across the School. This is a valuable and popular annual event within the Department of Humanities, exposing students to the breadth of research being conducted by their lecturers.

The Business Studies (Honours) Year 3 Operations Management Module students welcomed a series of guest speakers in October. The guest speakers included a range of business leaders from the North East Region, including; Emma Duffy, CEO of My Forever Tooth Fairy, Darren Hand, EMEA Fulfilment Lead for Overhaul and Pauline Clarke CEO of KooKee. The students also visited the Regional Development Centre at DkIT and Garrett Duffy gave an overview of the types of businesses and supports available.



Business Studies (Honours) Year 3 Operations Management Module students visit the RDC.

Youth Action Northern Ireland and Youth Worker Ryan Shaw delivered two impactful sessions in November on 'Incel Awareness and Gender Attitudes and Prejudices'. Ryan's expertise, creative engagement approaches, and evidence-informed insights provided our Youth Work students with practical tools to challenge harmful gender norms, understand emerging online subcultures, and foster more inclusive spaces for young people. His contribution has strengthened our students' confidence and preparedness as they enter practice. The Youth Work programme team looks forward to strengthening the already strong links with Youth Action Northern Ireland into the future.



Ryan Shaw delivers sessions on 'Incel Awareness and Gender Attitudes and Prejudices'.

The BA in Community Youth Work and BA Honours in Youth Work programme teams provided students with training in grooming awareness of young people for criminal exploitation. This training which took place in October, entitled 'Empowering Youth Through Awareness: Youth Work students complete training for The Grooming Awareness Programme (GAP)- A Gamified Intervention', was delivered by Bradog Youth Services with the aim of educating and encouraging youth workers to talk to young people about criminal exploitation using a gamified intervention.

Professor David Gibson OBE, author of *The E-Factor, The 21st Century Guide to Entrepreneurial Thinking* delivered the DKIT Annual Accounting Guest Lecture. Prof. Gibson spoke with the Bachelor of Business (Honours), and Bachelor of Arts (Honours) in Accounting and Finance students, from the Department of Management and Financial Studies, about the core qualities that define successful entrepreneurs.



Shane Hill, Head Of Department Management and Financial Studies, Prof David Gibson OBE, Pat O'Neill, Programme Director Accounting and Finance, Thomas McDonagh, Director, UHY Farrelly, Dawe White.

In February 2025 Staff and students from IUT Lens, France, Zealand Academy, Denmark and Satakunta UAS, Finland travelled to DkIT for an Erasmus+ International Week showcasing Sustainable Tourism in Ireland. The Department of Hospitality at Dundalk institute of Technology (DkIT) in partnership with DkIT International Office hosted a series of events across five days showcasing the impact of sustainable tourism within the region. Visiting students in this project worked with Year 2 students from DkIT's B.A (Hons) in International Tourism Management, and the BA (Hons.) in Marketing and International Tourism Management on the creation of a short leisure travel experience package, aimed at showcasing sustainable tourism in Ireland for the overseas market. In addition, Year 3 students from DkIT's International Tourism Management programme designed a brochure for the visiting students and Lecturers, which served as a practical resource to discover Dundalk and the region.

In April, BA (Honours) in International Tourism Management and BA (Honours) in Marketing and International Tourism Management students from the Department of Hospitality Studies, Dundalk Institute of Technology, had the opportunity to participate in an enriching Erasmus+ Blended Intensive Programme (BIP) Tourism with ISPGAYA, Portugal and Academia de Studii Economice din Bucureşti, Romania hosted by the IUT de Lens, France. This opportunity further strengthened DkIT's tourism, language and cultural affiliations with its Erasmus partner institutions. They worked together on a project, 'City Break in France', exploring key cultural sites like the Vimy Memorial and Louvre-Lens Museum. The students were led by Helen Howley and Vicky Leahy who reported that the experience boosted the students' confidence, fostered creativity, and promoted professional growth in a different cultural setting. Many students are now considering future Erasmus exchanges.



Students proudly display their certificates on completion of their 'City Break in France' BIP project.

Year 3 Culinary Arts, Event Management and Hospitality students came together to deliver another incredible D'kITchen Pop-Up Restaurant & Event experience from March 3rd to 6th. Students transformed the Institute's hospitality training restaurant, bar, and production kitchen into a commercial dining experience, offering guests a variety of meals and two seven-course tasting dinners. The project allowed students to plan, manage, and execute various aspects of restaurant operations, gaining valuable industry experience.



Culinary Arts, Event Management and Hospitality students at the DkITchen event.

In November 2024, The Louth Urban Food Sanctuary (LUFS) held an event in collaboration with staff and students from its Culinary School in the Department of Hospitality. The event brought together local food producers and the growers' community to showcase the rich diversity of locally sourced ingredients and sustainable food practices from across Louth. It also showcased a dynamic and engaging approach to teaching and learning within the Hospitality Department, incorporating elements of Universal Design (UDL) and embedding the Sustainable Development Goals in a live event. This was followed up in March with a live collaboration with LUFS which formed part of the Gastronomy module for the second-year students in Culinary Arts. In this module students focus on the importance of food sustainability and the vital role of artisan food suppliers in menu design. As part of their assessment, the students paired a product from the LUFS with a product from a Louth artisan food supplier to create a unique recipe. The project culminated in the students submitting

their recipes for a commemorative book on the Louth Urban Food Sanctuary, to be published in the Spring.



In March 2025 Event Management Year 3 students organised a successful business seminar, ‘Change with the Times – Thrive as an Entrepreneur’ as part of their final-year module for aspiring entrepreneurs and industry leaders. Speakers included Paul Murphy, Caroline St Leger, and Daniel McLoughlin. The event provided valuable insights and networking opportunities.

Staff Activities

Alan McCabe, director of DkIT’s Culinary Arts course, has once again brought his extensive culinary expertise to guide some of the world’s finest emerging young chefs at the prestigious WorldSkills Ireland and WorldSkills Lyon live cookery competitions in October 2024. Both competitions showcased excellence in young skilled talent, while also bringing industry, education, and government leaders together to move skills to the top of the global agenda.

Dr Annaleigh Margey, Head of Humanities at DkIT, was invited to give the prestigious Thomas Harriot Lecture 2024 at Oriel College, Oxford in November 2024. Dr Margey’s lecture was titled ‘Thomas Harriot, Cartography, and Ireland’. It explored Harriot’s time, especially his cartography output, in Munster. Through her lecture, Dr Margey sought to situate Harriot’s contributions in the wider context of surveying and mapping in sixteenth-century Ireland, focusing in particular on mapping for military subjugation, the reconnaissance of lands, and the establishment of plantation.

Dr Richard McElligott, lecturer in modern and Irish history in the Department of Humanities, has signed a book contract in November with Liverpool University Press, to publish a new edited collection exploring the aftermath of Ireland’s Civil War. Entitled, *Echoes of War: Legacies of Ireland’s Civil War*, it will assemble the latest, ground-breaking research on the multifaceted impact and enduring inheritance of the conflict on Irish life in the years and decades that followed. It will present an illuminating survey of the everyday lived experiences of that struggle and its aftermath, situating Ireland’s experience of civil war within the broader European and international history of internecine conflict and their societal effects and residues.

The Social Care Ireland Conference 2025 was held in July in the Fairways Hotel, attracting over 400 delegates. The theme of the conference was Creativity, Innovation and Play in Social Care: The Power of Possibility in An Era of Regulation. The event focused on adopting and enhancing creative,

innovative and playful practices in the context of the regulation of social care services. Keynotes were delivered by Prof Vlad Glaveanu, Prof Neil Maiden and members of That's Life Project, an inclusive arts initiative of the Brothers of Charity Services Galway. DkIT was represented at the conference by Louisa Goss who presented her research on creativity in a social care context. Louisa's study, 'Narratives of Creativity among Social Care Educators in Irish Higher Education' explores academics' conceptions and understandings of creativity in social care education and practice.



Louisa Goss and colleagues at the Social Care Ireland Conference 2025.

DkIT was well represented at the Irish Society for Theatre Research conference 'The End(s) of Empire: Place, Politics, Performance' at IADT in June 2025. Dr Fiona Fearon presented a paper on her current research into popular performance in Co. Louth before and after the Rising, while two of her PhD students presented papers for the first time. Barney Reilly who is funded by the TUTF and co-supervised by Dr Aoileann Ni Eigearthaigh, presented a paper on 'Performing Empire to a colonised community: Newry 1898-1925'. Barney is entering the final year of his PhD studies conducting a detailed archival analysis of popular performance in Newry which mirrors Dr Fearon's work on Dundalk. Wendy Nicole Malone, a graduate of the Theatre and Film Practice and Drama and Performance Ba Hons and who is one of our first MU-DKIT PhD students and is co-supervised by Dr Richard McElligott, presented a paper on 'The Intersections of place and Performance in Gaelic Ireland's Empires: Making History by Brian Friel by Ouroboros Theatre (2007)'. Her research is analysing the intersection between space, place and performance in the context of history and commemorative performances during the Decade of Centenaries.

Dr Coleman A. Dennehy, lecturer in history in the Department of Humanities, gave a paper at the International Commission for the History of Representative & Parliamentary Institutions in Sibiu, Transylvania, Romania in October. The paper was titled 'Early modern Ireland, rural reform, and environmentalism'. In the aftermath of his paper, the General Assembly of the Commission elected Dr Dennehy as Director of Publications, and he will oversee the publication of the journal *Parlements, États & Représentation*, and the *Series* and the *Hors Série* of the Commission.

On Friday 21 November, Minister Norma Foley officially launched, *The Civil War in Kerry and Beyond: Histories, Memories and Legacies* at the Kerry County Museum in Tralee. This edited collection of essays is based on research first presented at the hugely successful 'Civil War in Kerry' commemorative conference in 2023. It features a fascinating chapter by Dr Richard McElligott, lecturer in modern and Irish history in the Department of Humanities. McElligott's contribution explores the harrowing impact and enduring legacy of the conflict in his native parish of Kilflynn in

North Kerry. This work represents the first published output of Dr McElligott's Royal Irish Academy funded 'Echoes of the Civil War' project.

Two lecturers in the Department of Business Studies, Angela Hamouda and Dr Kate Johnston, contributed chapters to a new book titled *Gendering Entrepreneurial Ecosystems - Levelling the Field* (Routledge Taylor & Francis Group, 2025).

Professor Colette Henry, Head of Department of Business Studies, was awarded two major book contracts from international academic publishers in April. Oxford University Press has appointed Colette to curate and edit *The Oxford Handbook of Entrepreneurship & Gender*, commissioning top scholars to contribute extensive reviews on the field. Additionally, Colette will lead a team of editors for the *Elgar Encyclopaedia of Gender & Entrepreneurship*, focusing on emerging research and supporting early-career academics, with both texts serving as major global reference works.

Two lecturers from the Department of Hospitality Studies, Lorraine Dunne and Maria Roddy-Freyne, were honoured to serve on the judging panel for the 2025 Event Impact Awards. These awards celebrate the outstanding individuals and companies driving excellence in Ireland's events sector, from corporate in-house event teams to industry professionals. The ceremony took place at the Crowne Plaza Hotel Santry, where Lorraine and Maria had the pleasure of not only judging but also presenting awards.



Lorraine Dunne and Maria Roddy-Freyne with the other judging panel members.

Student Successes

Dr Kehinde Ogunjemilusi, a doctoral graduate this year in the Department of Business Studies at DkIT, has contributed to a major Organisation for Economic Cooperation and Development (OECD) policy report. *Bridging the Finance Gap for Women Entrepreneurs: Insights from academic and policy research* (OECD 2025) was launched at a joint OECD-ICSB signature event in Paris on 3rd November. Part of a collaboration between the OECD and the Global Women's Entrepreneurship Policy Research Network (GWEP), the report contains 29 policy insight chapters authored by leading entrepreneurship scholars around the globe. The chapters provide a glimpse into the funding landscape for women entrepreneurs across different OECD and emerging and developing country economies. They also highlight the particular challenges women entrepreneurs encounter in

accessing finance in their respective countries. Policy recommendations are also offered for local government. Dr Ogunjemilusi contributed to the chapter on Ireland.



Dr Kehinde Ogunjemilusi

In July 2025 Aminah Dastan, a Technological University Transformation Fund (TUTF) Postgraduate Research Scholar at DkIT, was awarded a Best Paper Award for her work 'Towards regenerative festivals: embedding net-positive relationships through participatory cultural tourism' at DSOTT'25 | Diversity and Sustainability, Opportunities and Threats in Tourism was hosted by the University of Coimbra in Portugal. The presentation forms part of a wider funded research project on festivals and events with a focus on wellbeing and sustainability under the supervision of Dr Daithí Kearney and Dr Kevin Burns in the Department of Hospitality and Tourism and Creative Arts Research Centre at DkIT.



Aminah Dastan presenting her research at DSOTT'25 in the University of Coimbra in Portugal.

A number of recent graduates of the School of Business and Humanities were successful in being accepted onto the 2025 Student Inc Programme. The programme is supported by the Regional Development Centre (RDC), which helps students and staff explore the feasibility of ideas and start or grow businesses. The 2025 participants at DkIT included Shane Gray, a graduate of the MBS in Entrepreneurship and Marketing and who is developing a men's grooming product line, Echelon.



Shane Gray, Echelon.

Micheal Keenan a graduate of the BA (Honours) in Social Care was one of two finalists from DkIT for Póstaer san Oireachtas (PsO) 2025, a prestigious national event that brings excellence in undergraduate research into the arena of Irish policymaking. This initiative promotes research with real-world impact across all disciplines and provides students with professional development through training and publication in SURE-J, Ireland's undergraduate research journal. Led by Atlantic Technological University (ATU) and supported by Erasmus+ as part of the 'Posters in Brussels' project, PsO strengthens the link between research, education, and policy, offering students a unique platform to influence change. Supervised by Dr Colletta Dalikeni, his poster was on the theme of 'An Exploration of Professionals' Perspectives on the Accessibility of Domestic Violence Services for Male Victims of Partner Abuse in Ireland'.

In April 2025 DkIT Bachelor of Business (Honours) students Priya Passanha and Martyna Vindasiute won first prize in The Fresh Connection – Carbon Footprint Optimisation business simulation game, competing against other institutions including Trinity College Dublin and Smurfit School of Business. Their lecturer, Annmarie McHugh, celebrated the achievement, noting it was DKIT's second consecutive year winning the competition. The award was presented during the Chartered Institute of Logistics and Transport Mobility & Supply Chain Skillnet Knowledge Day at Rosslare Europort, part of Logistics and Supply Chain Skills Week, which 16 DKIT students and their lecturers attended.



Business students Priya Passanha and Martyna Vindasiute receive their prizes in Rosslare Europort.

Culinary Arts Year 1 students celebrated the end of their practical classes in May 2025 with a heartwarming event highlighting their partnership with St. Brigid's Special School, Dundalk. Through the 'Team-Up' initiative, students from both schools collaborated in an inclusive "live kitchen" experience that fostered connection, creativity, and confidence. Led by Rosemary Leonard and Caitriona Lynch, the initiative reflects the Department of Hospitality Studies' strong commitment to inclusive, hands-on education, capped off with a final session filled with hot chocolate, cookies, and community spirit.

A team of five Culinary Arts and Hospitality Management students representing DkIT finished in a magnificent third place at the 37th Irish Hospitality Institute (IHI) National Hospitality Business Management Game 2022, at the Clayton Hotel Dublin Airport. This is an inter-college competition for 3rd- and 4th-year students studying Hospitality Management. The Game, supported by Dalata Hotel Group and Fáilte Ireland, saw the teams complete three challenges which tested the students' business acumen and management skills in the areas of business development strategy, revenue management and human resource management. The team was comprised of Niamh Warren, Niamh Mulholland, Xin Xu (Caroline), Anja Meidl and Donnacha Lynch. They were tutored by lecturers Maria Roddy Freyne & Lorraine Dunne. The challenges took place over the past week with their final challenge yesterday being a presentation to a panel of industry experts.



Lorraine Dunne (DkIT), Donnacha Lynch, Niamh Warren, Niamh Mulholland, Xin Xu (Caroline), Anja Meidl, Brian Bowler (IHI President), Maria Roddy Freyne (DkIT)

In March 2025 DkIT's Culinary students participated in the Chef Ireland 2025 National Culinary Competition, part of CATEX, showcasing their creativity and cooking skills in front of a live audience and professional chefs. Congratulations to Ondrej Mer, Daniella Schmidova and Oshini Herath who were all medal winners in the competition.



Daniella Schmidova, Ondrej Mer, and Oshini Herath with lecturers Alan McCabe, Rosemarie Leonard and Michael McNamara.

Selection of Community Engagement Activities

First Year Event Management students held their annual charity fundraising event in November and this year the class chose two worthy charities to raise some much-needed funds for Dundalk Dog Rescue and The Irish Cancer Society. The students came together to deliver a fun filled event and even had a visit from five beautiful rescue dogs from Dundalk Dog Rescue. Many activities took place on the day along with a raffle and some beautiful treats were on offer at their coffee morning also. In total the students raised €1,100 and will be delighted to transfer this money to each of their chosen charities. The group would like to thank the volunteers from Dundalk Dog Rescue who took time out to visit campus on the day of the event and bring in their lovely dogs.



First Year Event Management students' fundraiser for Dundalk Dog Rescue and The Irish Cancer Society

Year 3 Event and Hospitality Management students at Dundalk Institute of Technology, guided by their tutor Maria Roddy-Freyne, have continued the valued tradition of supporting the Irish Cancer Society's annual Breast Cancer Campaign, raising an impressive €975 through their course fundraising event. The students hosted a Big Pink Coffee Morning which included fun activities, an engaging raffle, and an awareness campaign promoting breast checks. Maria, a breast cancer survivor herself, has led these initiatives with her students since 2014, following her own treatment. Since the yearly event first began, the ongoing dedication and generosity shown by the students, the DkIT Community and local businesses who continue to support this important cause has been fantastic. Thanks to their collective efforts, over €17,000 has been raised for the Irish Cancer Society over the past 12 years.



Event and Hospitality Management students who hosted the Big Pink Coffee Morning

In April 2025 Second-year Sport, Exercise & Business students completed a series of community-based coaching sessions as part of their Adapted Physical Activity module. Over the past semester, the students have been working with fantastic local groups - The National Learning Network, Wilton House and St. Brigid's School, Ard Easmuinn - delivering inclusive and engaging physical activity sessions tailored to the needs of each group. The experience has been hugely beneficial for both the students and the participants, and it really highlights the positive impact of community engagement within our programmes.

Third and fourth-year Business Studies students at DkIT raised a fantastic €3,375 by hosting two fundraising events for the Irish Wheelchair Association (IWA) as part of their Business Ethics and Corporate Citizenship module, supported by lecturer Maeve McArdle. To raise funds, the group organised a 'Run and Roll' 5K charity event followed by a Christmas quiz and raffle.



Years 3&4 Business Studies 'Run and Roll' 5K charity event

Students on the BA (hons) in Arts taking politics have been involved in the Futures4You project, a European project that aims to help young adults get involved in the democratic process and make sure their voices are heard. The project is funded by the European Commission under the Citizens, Equality, Rights and Values (CERV) programme. The group was amazed to learn that the Monaghan County Library team leading the are all graduates of the DkIT BA programme.

Third year Digital Marketing and Public Relations students at DkIT raised €2,323.30 for Focus Ireland by hosting a range of on-campus events across a two-day period in December 2025. Focus Ireland, a leading homeless charity, is marking 40 years of dedicated work supporting people experiencing homelessness and preventing homelessness nationwide. The DkIT students came up with a variety of different events to help fundraise towards some of the charity's remarkable work.



Third year Digital Marketing and Public Relations students at DkIT raised €2,323.30 for Focus Ireland

Helen Doherty, a graduate of the BA (Hons) in Digital Humanities and current staff member at Monaghan Museum, was commissioned by Dundalk Credit Union to research the history of the Foresters' Hall and to produce an accompanying booklet and exhibition, which launched on Thursday, 13 November. Helen collaborated closely with Dr Annaleigh Margey throughout the project. Her work was highly praised by Frankie Watters of the Credit Union and by Robert Troy TD, Minister of State at the Department of Finance, who officially opened the exhibition.



Helen Doherty, Frankie Watters and Fiona Fearon.

10.2 School of Engineering

Programmatic Review:

The School completed its 5-yearly programmatic review with external panel review visits in March and May 2025. All programmes were revalidated with the exception of a small number of programmes which were phased out due to persistently low levels of interest. The programmatic review was highly successful with a large number of commendations in relation to the School Self-Assessment Report and the academic programmes presented.

- All work placements are now in line with the School Placement Policy and responsive to student, graduate and employer feedback, e.g. of one full semester duration.
- The programmatic review themes of Sustainability, UDL and Employability Skills were integrated into the programmes.
- Masters, Postgraduate Diplomas and add-on Honours Degrees across the School are now all available on a part-time basis (blended or fully online) with a view to improving regional accessibility.

A number of new Special Purpose Awards were developed and validated as follows:

- Certificate in Offshore Wind Energy Fundamentals
- Certificate in Intermediate BIM including Model Coordination
- Certificate in Intermediate Revit including Mechanical, Electrical and Plumbing Essentials

- Certificate in Advanced BIM
- Certificate in BIM and Collaborative Data Management
- Certificate in BCAR and Regulatory Control

Programme Development

The following new cross-disciplinary Special Purpose Award was developed by the Department of the Built Environment in collaboration with the Civil Engineering section:

- Certificate in Digital Surveying and Setting Out

The programme will commence in March 2026.

DkIT/FE Collaborations

In January 2025, the Department of the Built Environment signed an agreement to enhance progression routes for graduates of the Architectural Technology Traineeship in Monaghan Institute. This agreement will facilitate the progression of graduates of the Architectural Technology Traineeship in Monaghan Institute into the 2nd year of the level 7 and level 8 DkIT programmes in Architectural Technology and Building Surveying. It is the first of a number of articulations the School of Engineering is developing for the further education sector. A similar articulation with O’Fiaich Institute is currently under development.



Signing of articulation agreement at Monaghan Institute, January 2025

Consortia-led Apprenticeships

The School of Engineering commenced its first Consortia-led apprenticeship in Manufacturing Engineering in September 2025, with employees of 4 companies in the region Hiab Ireland, Embecta, Abcon and Pretium sending multiple candidates to the programme. The apprenticeship is led by Ibec with ATU (Galway) as the coordinating provider and DkIT as a collaborating provider. This apprenticeship programme is available at NFQ levels 6, 7 and 8. In November 25, the Department of Electronic and Mechanical Engineering was awarded 650,000 euros in funding for equipment for this programme under the Apprenticeship Expansion Scheme.



DkIT joins the Manufacturing Engineering Apprenticeship Consortium, 17th December 2024

DkIT are also a coordinating provider for a new apprenticeship in Building Surveying (NFQ level 8) with the Society of Chartered Surveyors of Ireland as the industry lead. Approval of the Preliminary Proposal was obtained from the NAO and the Consortium Committee was formally launched with membership from SCSi, DkIT, industry representatives and ATU and TUD who joined as collaborating providers. The development of the programme is under way and scheduled for validation in June 2026.

Craft Apprenticeships

A proposal to further expand in the Electrical Apprenticeship was successful and funding of 300K was received under the Apprenticeship Expansion Programme to carry out some enabling works and purchase equipment. The additional blocks commenced in January 2026 bringing the total annual craft apprenticeship provision to 78 blocks (i.e. 1248 apprentices).

Work continued on the planning for the new TSSPF-funded (13.2 million) facility (Centre for Craft Apprenticeship Provision) which will see the refurbishment of the remaining bays in the Carroll Building and the Boiler House, to further increase the intake of craft apprentices up to 96 blocks over the coming 5-6 years. The project includes the decanting of Carpentry and Joinery and Motor Mechanic apprenticeship to the Carroll Building, facilitating the accommodation of Consortia-led apprenticeships and Research in the North and South Buildings. Tenders for the recruitment of a design team and other services were carried out in 2024/25 and an application for planning permission for the development is under way.

External Accreditation

Re-accreditation of the following programmes by the Society of Chartered Surveyors of Ireland was successfully achieved:

- Bachelor of Science (Honours) in Building Surveying
- Postgraduate Diploma in Building Surveying
- Master of Science in Building Surveying

The School commenced preparation for an Engineers Ireland accreditation event to be held in 2025/26.

Europe

The School participated in an Erasmus+ Blended Intensive Programme in Finland.



Mechanical Engineering students with Senior Lecturer Catherine McCloskey, participating in an Erasmus+ Blended Intensive Programme (BIP) in North Karelia, Finland, in November 2024

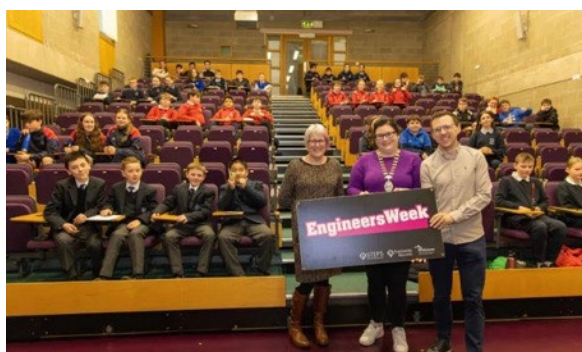
The School also started planning for a BIP event to be hosted in Summer/Autumn 2026.

Schools Outreach

A number of outreach events took place during the year, including a full line-up of events for Engineers Ireland STEPS week in March 2025, followed by the TY STEPS programme in May 2025. The School also ran the HEA-funded Engineering Entrepreneurship, Creativity and Innovation Camps for local secondary schools and a large number of second-level female students (c 500) participated in the DkIT Heart STEM programme which is a collaboration between Engineering, Science and Mathematics. Engineering staff members also carried out a large number of school visits at both primary and secondary level.

This year, DKIT served as the North-East hub for **Engineers Week**, which included over 1,700 primary and secondary school students from across the region. A total of 13 events took place during the week, offering a number of opportunities to inspire young students about the possibilities of Engineering. Prior to the official kick off for Engineers Week, volunteers ran STEM quizzes for primary schools in libraries across Monaghan and Louth with the quiz final being held on DkIT campus. On the Monday, 620 primary school students attended the Scientific Sue Roadshow, “Chemistry and the Celts”, an exciting and interactive show blending living history and science.

On Tuesday and Thursday, DKIT lecturers visited primary schools in Louth and Monaghan, giving interactive workshops and talks on bridge building and the use of STEM in the real world. Thirty schools also had the chance to join a virtual lesson called “Amazing Bridges” on Wednesday, where they learned how bridges work and saw some of the most impressive examples from around the world, and closer to home. To round off the week, DKIT hosted over 100 female secondary school students from Louth and Monaghan for the Women in Engineering event. 16 inspirational female professional engineers, lecturers and DKIT students took the time to speak with the students about the challenges, possibilities and opportunities of following a career in engineering.



In May 2025, for the fifth consecutive year, DkIT welcomed 30 Transition Year (TY) students from across the region to the campus to explore the world of engineering. Organised in collaboration with Engineers Ireland STEPS Engineering Your Future (STEPS EYF), the TY students participated enthusiastically in some engineering site visits and a series of practical workshops. These have been designed to give Transition Year students a hands-on, fun and practical insight into engineering at third level and as a career choice. The activities have been designed by School of Engineering staff to be practical, interdisciplinary and career focussed ranging across Mechanical Engineering, Electrical and Electronics and Civil Engineering. These included Robot Assembly and programming, Lean Manufacturing and Business, 3D printing, Biomedical Engineering, Renewable Energy workshop, Site Surveying and using Bridge Building software.

The students also had the opportunity to engage with local industry in the sector, experiencing trips to the IKON Kingspan Research Centre and MultiHog.



Industry Outreach

The School hosted its third **Engineering Careers Fair 'Engineering the Future'** on 26th March 2025. This was attended by 30 local and regional employers (including Tusker, WuXi Biologics Ireland Ltd, Walls Construction Limited, ASEE LTD, Elliott Group, Cargotec Engineering, ECC Design & Engineering, McArdle Doyle, Digital Design and Consultancy Limited, Controlsoft Automation, Timoney Dynamic Solutions Ltd, MTM Engineering Ltd, Obelisk Communications, LPI, Abbott Ireland, Combilift, Activ8 Solar Energies, Terex, Suretank, Meath County Council, John Tinnelly & Sons Ireland Ltd T/A Tinnelly Group, Amey Consulting, EliteForm manufacturing, Anord Mardix, Murphy Group, HBE and Ganson) and hundreds of Engineering students engaged with the event. The focus this year was on how the School is responding to feedback from employers and the CPD and upskilling

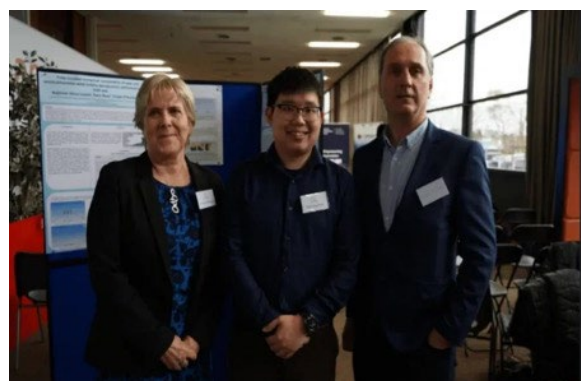
opportunities that the School can provide to local industry and businesses. A lunch-time information session was provided collaboratively by Ibec and DkIT's Department of Electronic and Mechanical Engineering, focusing on the new Manufacturing Engineering apprenticeship, which commenced in DkIT in September 2025.



Engineering Careers Fair 2025

On 13th December 2024, the School of Engineering participated in an **Energy, Climate and Natural Resources** event organised by the DkIT Tech Transfer Office. Funded by Knowledge Transfer Ireland, the event brought together industry leaders, businesses, academics, and researchers to discuss innovative energy solutions. Dr. Breda Brennan, Head of Engineering at DkIT, opened the event, emphasising the importance of sustainability and the work of the CREDIT Research Centre. Dr. Fergal O'Rourke from the CREDIT Research Centre, joined by researcher Dr. Chee Meng Pang, presented on recent collaborative projects, addressing key challenges such as geopolitical issues and the pursuit of net-zero targets. Dominic McLarnon explored opportunities for collaboration between research organisations and industry, particularly highlighting DkIT's CREDIT Technology Gateway through exemplary case studies. Shane Reenan, from Dundalk-based company Re-Tech Offshore, shared an engaging account of his experiences in the offshore wind industry and discussed his interactions with the CREDIT Technology Gateway. Dr. Joseph Lynch from the Centre for Freshwater and Environmental Studies (CFES) at DkIT highlighted the Centre's interdisciplinary research on water, communities, catchments, and agri-environmental education.

Attendees also had the opportunity to explore the Research Laboratory, where they experienced firsthand the equipment used by DkIT researchers and learned about the work of current PhD students.



Student Achievements

The Cargotec (Hiab) Prize for '**Best Female Engineering Graduate**' (sponsored by local company Cargotec), was presented at Conferring in 2025. The prize winner was Rebecca Lambe-Fagan, a graduate of the B.Eng. (Honours) in Mechanical Engineering.



An annual award ceremony, which is sponsored by Engineers Ireland Northeast Region, celebrates the renowned Dundalk-raised engineer, Peter Rice who worked for Ove Arup on major global projects such as the Centre Pompidou, Lloyd's of London, the Louvre Pyramid and Sydney Opera House. The award for best level 7 project celebrates local scientist, engineer and STEM communicator Dr. Niamh Shaw.

Kian O'Brien was awarded The **Peter Rice Medal** for the best Level 8 Engineering student project for his design of a Portable Shock Absorber Dynamometer, while Christopher Duffy was presented with The **Niamh Shaw Award**, which is awarded to the best Level 7 Engineering student project at DkIT, for his Water Monitoring System. Other candidates for this award included Electrical Engineering graduate Jinyan Yang for her project on a Water Quality Monitoring System, and Civil Engineering graduate Mark Nilan for his investigation into the Role of Local Authorities in Converting Vacant Homes and Derelict Sites into Occupied Homes. Mechanical Engineering graduate Padraic Bellew was also in the running for the Niamh Shaw Award, presenting his group's project which explored a Hybrid Car Cycle.



Winners and shortlisted students for the Peter Rice Medal and Niamh Shaw Prize with Niamh Shaw, December 2024

Christopher D'mello a third-Year Engineering student was a member of the winning team at Invent for the Planet 2025, an international innovation challenge focused on sustainability that took place at Atlantic Technological University (ATU), Galway. Christopher, a student on the BEng (Honors) in Mechanical Engineering, was part of Team IRIS (Innovation Recycling Infrastructure Solution), who were named the overall winners of the Irish competition for their invention, The Replast Kit, an innovative and sustainable housing solution aimed at helping communities in poverty-stricken areas. The multidisciplinary team also included students from ATU Galway and ATU Donegal. The team progressed to the next phase of the competition in Texas, US.



Invent for the Planet winning team 2025

In February 2025, DKIT hosted for the first time, the annual **Chartered Institute of Building (CIOB) Construction Conference and Student Challenge**. The event was sponsored by Ganson Group and Tinnelly Group. As one of the country's leading educators of the next generation of construction managers and built environment professionals, DKIT was the perfect location to host this national event, which brought students from eleven colleges and universities from all over the island, and potential employers together under the one roof. The conference included talks from leading professionals covering topics including AI, gender equality, lean and modern methods of construction, and the reclassification of demolition waste as construction material. Over 24 diverse industry exhibitors and organisations, including contractors and sub-contractors, design companies, professional bodies and charities also attended the conference, providing students with the opportunity to meet a number of experts and discuss potential future career opportunities.

One of the highlights of the day was the student competition, where students from across Ireland showcased their construction expertise in a dynamic competition, tackling a real-world brief within a very short timeframe. The students were asked to 'address the world's housing shortage' and to present their recommendations, all in under three hours. Aisling Blakemore, Oluwadamilola Ashi-Sulaiman, Evan Maher and Michael Bradley from the B.Sc. (Hons) Construction Management 4th year class represented DKIT. The students were commended for their excellent idea and came third out of eleven teams.



In September 2024, students from the **Master's in Building Surveying** presented their dissertation research and findings to James Lonergan, Educational Officer at the Society of Chartered Surveyors Ireland (SCSI). Following a discussion of their research topics, James Lonergan presented an award, sponsored by SCSI to student Niamh Irish for her presentation titled "An Investigation into energy efficient renovation of industrial buildings." The research aimed to investigate the capability of industrial building to achieve 2030 energy efficiency goals set by the EU in accordance with energy performance of buildings legislation.



In December 2024, electrical apprentice Adam Doherty from Dublin Electrical Apprentice triumphed at **WorldSkills Ireland** with the support of DkIT staff. WorldSkills Ireland is a collaboration among businesses, industry, education, training, and government that enhances the visibility and importance of skills and apprenticeships, while also preparing today's talent for future careers. With the support of DkIT lecturers Gerard Galligan and Bernard O'Hare, Adam successfully made it to the competition final and was named the Industrial Control winner in the 2024 competition.



Leah Glass, a graduate of the BEng (Hons) in Civil Engineering was the 2025 winner of the Digital Infrastructure Design competition at **WorldSkills Ireland**.

Conor Barnett, Stage 4 Construction Management student, was shortlisted for the **Postaer san Oireachtas** competition and presented his research "A Critical Analysis of the Cause of Project Delays on Major Infrastructure Projects in Ireland" at Leinster House.



Magdaléna Vávrová, a BSc (Hons) Architectural Technology graduate, won the **GradIreland Undergraduate of the Year Award** in the Engineering category.

10.3 School of Health & Science



Programme Development & Programmatic Review

The School of Health and Science underwent a Programmatic Review in the academic year 2024/2025. The School completed a Self-Evaluation Report reviewing activities over the previous 5 years and outlining the School Strategy for the next 5 years. The following high level programme changes were made:

- The BSc (Hons) Sustainable Agriculture will replace the BSc (Hons) Agriculture. The latter had two award options, Sustainable Agriculture and Agri-food production, however there was limited demand for Agri-food Production.

- The BSc (Hons) Science (Common Entry) will be replaced by the BSc (Hons) Biopharmaceutical Science. •
- Title change: BA (Hons) in Early Childhood Studies will become BA (Hons) Early Childhood Education and Care.
- Two 20 credit Special Purpose part-time programmes, the Certificate in Compliance and Continuous Improvement in Sustainable Food Manufacturing and the Certificate in Operations Management and the Production of Innovative & Sustainable Food Products, are being discontinued. Instead, 4 level 10 modules from the MSc in Sustainable Food Technology and are being offered as stand-alone Special Purpose awards: Certificate in Food Safety and Quality Management, Certificate in Food Analysis and Instrumentation, Certificate in Operational Excellence and Certificate in Sensory Analysis and New Product Development.
- Work Placement has been introduced into Stage 3 of the Science programmes (Level 7 and Level 8).

The following new programme was validated in the School:

- Level 9 Special Purpose Award, the Certificate in Introduction to Cognitive Behavioural Therapy Skills

The following New Programmes commenced in the School in 2024/2025:

- MSc/Postgraduate Diploma in Sustainable Food Technology and Innovation.
- MSc Community Mental Health Nursing

External Accreditation

The following interactions took place with Professional, Regulatory and Statutory Bodies (PRSBs).

- An annual report was submitted to NMBI in relation to undergraduate nursing and midwifery programmes.
- An annual report was submitted to the Veterinary Council of Ireland for the BSc Veterinary Nursing programme.
- An annual report was submitted to IOSH who accredits the Certificate in Health and Safety for the Manufacturing Sector programme.

Selection of Community Engagement Activities

- In March 2024, to celebrate Women in Sport Week and encourage the involvement of young girls in sports and exercise, over 60 Transition Years from Ardee Community School and Coláiste Rís came to DkIT to take part in an **Ex-HER-cise event**. The initiative was designed to promote and celebrate the involvement of girls in sport and exercise, not only through active participation but through careers in coaching, leadership, officiating and governance which is in line with Sport Ireland's vision for Women in Sport.



- The event was sponsored by Dole Ireland, who provided healthy options to fuel the participants throughout the day. Participants took part in a Girls in Sport Quiz & Educational Workshop covering topics such as the importance and benefits of physical activity and how the menstrual cycle can impact their participation. Throughout the day, the transition years had the opportunity to try a range of fun activities, including a Field Based Fitness Analysis, Pilates and Crossfit. They wrapped up the day with a visit to the DkIT Sport Campus where they got to see the state-of-the art facilities and engage in some team building challenges. Undergraduate students from the BSc (Honours) in Health and Physical Activity degree programme at DkIT assisted in the delivery of the event.
- The challenge of supporting students in the development of their professional practice skills and assistance 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 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. It provides an opportunity for students to link learning and plan, carry out, monitor and evaluate a programme of activities for young children while working in collaboration with their parents /carers. Participating families (up to 20 each year, consisting of local parents /carers and their young children) gain insight into the value of working with early years professionals. For parents / carers, the resulting impact on their relationship with their children, their understanding of the value of play and their confidence in engaging in play with their young children is generally very positive. This took place in Sem 1 2024/2025. In Nov 2024 Final Year Early Childhood Studies students who run the weekly DkIT Parent and Toddler group, signed up to Louth County Council's 'We're Breastfeeding Friendly' initiative. The campaign aims to help improve the health and wellbeing of breastfeeding mothers, babies, and their families through the development and promotion of breastfeeding friendly organisations and communities in County Louth



- The School continued to update the Science Outreach webpage which was launched in 2022/2023. This interactive web portal provides a one stop shop for Schools to view range of outreach workshops ongoing within the School. <https://www.dkit.ie/p/science-outreach.html>. These include primary and secondary school workshops and the option for schools to request a School visit by a member of the academic team.
- Dr Caroline Gilleran Stephens, a lecturer in the Department of Agriculture, Food & Animal Health at Dundalk Institute of Technology (DkIT) was appointed as **Scientix ambassador for Ireland**. Caroline is the first DkIT academic to be appointed a Scientix ambassador. Scientix is a community for science education in Europe that aims to improve quality and innovation in Science, Technology, Engineering and Mathematics studies. Fostered by the European Schoolnet (EUN), Scientix is a programme composed by thirty-four European ministries of education involved in promoting education innovation and improving excellence in teaching and learning. The European initiative appoints representatives (ambassadors and deputy ambassadors) in each European country in order to promote Scientix activities among education professionals. The ambassadors present innovative STEM practices in schools and workshops, and provide advice for teachers on how to collaborate across Europe within the STEM sector.



- The PEACEPLUS funded '**United Youth Initiative**' commenced in March 2025. United Youth Initiatives works with young people aged 9-18 years of age, delivering to youth club settings across Northern Ireland and border counties in Ireland by many leading youth and education providers including DkIT initiative 'H2O Heroes', Healthy Kidz, Peace Players NI and Boys and Girls Club NI to engage in a programme that will bring together youth from diverse backgrounds to participate in shared learning experiences using sports, good relations and environmental initiatives as tools to contribute towards a more inclusive and cohesive society. United Youth Initiative is a project supported by PEACEPLUS, a programme managed by the Special EU Programmes Body (SEUPB). DkIT's 'H2O Heroes' is coordinated by Dr Caroline Gilleran-Stephens and Dr Suzanne Linanne, from DkIT's Centre for Freshwater and

Environmental Studies. The project partners held an official launch event in Black Mountain Shared Space, Belfast Portadown on Friday 14th March 2025. The launch provided an opportunity to hear from the project funders, UYI partners and participants about the impact of this kind of youth focused project and the positive difference this work will make in young people's families and communities over the next 3 years.



- Dundalk Institute of Technology (DkIT) hosted **SciFest@DkIT 2025** which took place on campus in May 2025. Over 300 students from 26 schools across the region participated and 145 innovative projects were on display throughout the competition.



- Atish Anandan Srinivasan from St Oliver's Community College, Drogheda was announced as the winner of the SciFest Best Project Award for his project entitled EEG based BCI. Athish was also winner of the Boston Scientific Medical Devices Award. His project explored whether it's possible to create a more affordable EEG (electroencephalogram) kit that can still be used effectively for brain-computer interface (BCI) applications and hardware control and investigated how the performance of his kit compared to scientific and professional EEG devices. As the winner of this award, Atish participated in the SciFest National Final Competition in November in Dublin. Second Prize for the Runner-up Best Project Award was presented to Krzysztof Kazimierzczak from Colaiste Dun an Rí, Co. Cavan for his project Hydrelesis. Krystof was also awarded the SciFest Physics Award. His project addressed the critical lack of clean and safe drinking water in sub-Saharan and tropical regions, aiming to

develop a solution that targets the root of the problem and delivers clean, drinkable water to millions in need.

- A two-day national event, focused on nature-based solutions took place in June 2025. Over 175 delegates attended the two-day event titled **Nature-based Solutions Conference – To Protect and Restore Urban, Rural, Coastal and Riverine Environments**. Delegates were welcomed by President of DkIT, Dr. Diarmuid O’Callaghan and the conference was formally opened by Minister of State for Nature, Heritage and Biodiversity, Christopher O’Sullivan T.D. and hosted by the Local Authority Waters Programme (LAWPRO). The event was of particular interest to those wanting to understand and incorporate Nature-based Solutions (NbS) into urban, rural, and coastal environments. Nature-based Solutions use natural systems such as soil, plants and landscape features to manage climate risks and environmental challenges.



- This event was the second national Nature-based Solutions conference and focused on technologies and strategies suitable for Ireland. Day one featured a number of expert presentations and panels, focused on the use and impact of nature-based solutions in a variety of settings; Urban, Rural, Riverine, Coastal and the Private Sector. Drawing on expertise from Ireland and abroad, talks focused on topics such as, ‘Nature-based Solutions, the ugly, the bad and the good’, ‘Increasing the Biodiversity Ambition within Nature-based Solutions’ and ‘Advancing Nature-based Solutions for People and the Planet.’ The second day focused on Nature-based Solutions in action and offered a series of practical masterclass workshops to attendees covering urban Nature-based Solutions, river restoration and coastal restoration.
- First class students from St Patrick’s National School, Stamullen took part in the DkIT **Teddy Bear Hospital** in June 2025.



- The workshops, aim to familiarise primary school children with the hospital environment and procedures, making it less intimidating and demystifying the experience for them. Additionally, students were introduced to the world of Science and Microbiology, and got the

opportunity to wear their lab coats and test their teddy's blood for infection in DkIT's state of the art Science labs. The visitors had the opportunity to visit DkIT's training hospital, where they met the team of nurses, midwives and early years educators who conducted check-ups and performed tests to ensure teddy's well-being. To give as accurate an insight in to a real-life hospital experience as possible, the workshop included visits to several areas in the hospital including Teddy Triage, Teddy Hospital Ward, Teddy Diagnostic Lab, and the Discharge Garden for teddies who are ready to return home. Some teddies also had to undergo a variety of procedures including examinations, x-rays, pulse, temperature and oxygen level checks, blood tests, breathing tests, and balance tests. Following diagnosis by the Science and Nursing team, some teddies needed to undergo treatments. These involved the use of bandages, plasters, slings, and medicines.

- As part of Science Week in November 2024, the School launched a new innovative project, **"Science in a Box,"** developed in collaboration with secondary school teachers from six schools across the North East region. The project aims to bring engaging science learning experiences into the classroom, sparking curiosity and excitement among students.



- The schools involved in bringing this collaboration included: Colaiste na Hinse, Laytown; St Olivers, Drogheda; Mercy School, Navan; Royal School, Cavan ; Our Lady's, Drogheda and Loretto Balbriggan. Dr Orla Sherlock created the box, working in collaboration with Dr Chiara Hanlon and Dr Bridget Kelly, all lecturers in the Department of Life & Health Sciences in DkIT. The purpose of the initiative is to engage second level school students with third level science programmes as well as educate young students on critical scientific challenges facing our world today in the comfort of their own classrooms. The first box, focussed on the urgent global issue of Antimicrobial Resistance (AMR). This theme was chosen in alignment with DkIT School of Health & Science's commitment to the One Health framework and ties into a larger initiative -The Microbiology Society Knocking Out AMR project. This project aims to promote practical, effective solutions to the AMR crisis through cross-disciplinary and multi-sector collaboration on a global scale. Education and public engagement on this issue is a key component of the solution. School students participating in this activity completed 3 challenges, a creativity AMR art-based design task, antimicrobial structure modelling and

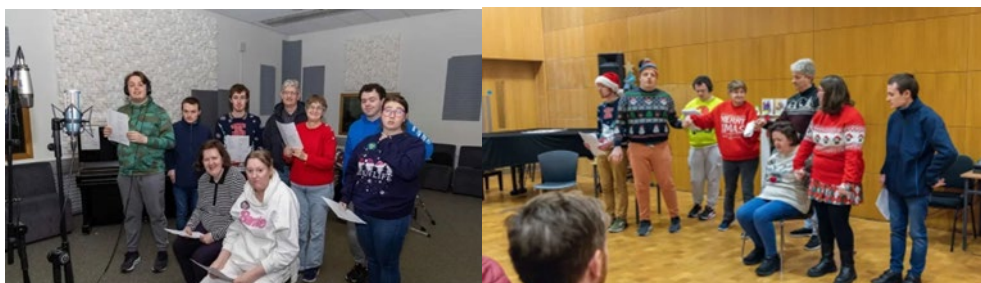
finally an AMR Escape Room challenge. This engaging format not only fosters teamwork and critical thinking but also empowers students to become heroes in the fight against antimicrobial resistance.

- In Oct 2024, Dr Bridget Kelly, lecturer in Life and Health Science at DkIT, along with artists from Bailieborough Creative Hub, ran science outreach workshops with first year students at Bailieborough Community School. This creative project, funded by an education and outreach grant from the Microbiology Society, aimed to raise an awareness of microbes and microbiology with the secondary school students. At the beginning of the workshops, Bridget gave an overview of the diversity of the microbial world, and the different types of places where they live. After that introduction, the artists provided the students with a variety of creative materials (art and craft supplies, wool, material and thread) as well as some petri dishes in order to guide the creation of petri dish art inspired by microbiology. About 120 students attended the workshops, and there was positive feedback from both the students and their teachers.



Selection of Student Achievements

- On the 18th December 2024, family, friends and lecturers were treated to a wonderful Christmas performance by students on the Certificate in Skills for Independent Living in DkIT's Carroll Building. '**Saving Sonya's Christmas**' was an original production featuring students on the Certificate in Skills for Independent Living, along with special guests. The newly devised drama under the direction of theatre lecturer Will Guppy, featured new songs which were composed by the group with music lecturer Dr Daithí Kearney.



- 3rd year General Nursing students held their annual Cake Sale and Breast Cancer Awareness **fundraising event** for the Gary Kelly Cancer Support Centre, Drogheda, raising an amazing €1270.75. As part of this event, the students also launched the collection of unwanted bras for recycling in Ghana on behalf of Cross Cause Charity, Blackrock Co Louth. The bras will be

donated to countries where mastectomy bras are unavailable and local women will update them with sewing machines donated by Crosscause into mastectomy bras.

- Seven students from the third year of the BSc (hons) in Sustainable Agriculture programme at Dundalk Institute of Technology (DkIT) represented Ireland at the **AgriNext 'Dream Job = Green Job'** video trailer competition which took place in Córdoba, Spain from April 21 to 26, 2025. Lauren Acheson, Katie Cooney, Chantelle Ging, Keva Keogh, Millie Rice, Caoimhe Tully, and Rachel White made up the two teams from Ireland, demonstrating DkIT's advocacy for Multifunctional Agriculture. The students took part in an intensive week of intercultural events, educational workshops and farm visits with other students from Spain, Croatia, Slovenia and Hungary. The event was organised as part of the Erasmus+ Agri-Next project which is a partnership between several educational and rural development institutions from across Europe. Leading in Ireland is the Sustainable Development Research Institute (SDRI) based in Thurles which is part of the Technological University of the Shannon.



- Multifunctional agriculture was the central theme of the campus events held throughout the week. This approach encourages farmers to combine traditional farming with non-traditional activities—such as agritourism, renewable energy production, or educational programmes—to generate financial, environmental, and social benefits for both themselves and their communities. As part of the Agri-Next competition, DkIT teams created videos showcasing how farmers could diversify their operations to embrace this model. These ideas were further explored in a series of workshops, where participants shared best practices, exchanged ideas, and learned from one another's experiences. One of the highlights of the trip was a visit to an agro-livestock farm based in the hills outside the city. The farm encompassed the whole farm-to-fork concept by rearing its own livestock and then having the meat from the herd available in its restaurant which is also situated on the farm. The week finished with a visit to the college's own farm (La Finca) to view the horticultural, livestock and equestrian facilities, and officially ended with a huge traditional Andalusian tapas lunch prepared by the headmaster of the college and its staff.
- In June 2025, Dundalk Institute of Technology (DkIT) student Max Crinion-Morgan, was named as the winner of the **2025 Cruickshank High Achieving Merit Award and €5,000 at the Enterprise Ireland Student Entrepreneur Awards**. A 2nd year student on the BSc (Hons) in General Nursing, Max was presented with his award at a ceremony in TUD Blanchardstown. Ten cutting-edge innovations which address a range of global challenges were shortlisted for the final of the 44th annual Enterprise Ireland Student Entrepreneur Awards, and these

included medtech devices, sustainable solutions and pioneering sports tech focused innovations. Max's entry RespÉire is a short-term respiratory rate monitoring device designed to assist nurses during patient observations. As respiration rate is often the earliest indicator of clinical deterioration, the device offers a more efficient and accurate alternative to current manual methods - aiming to save time, reduce costs, and improve patient outcomes. Max was presented with his prize by Richard O'Connor, managing partner at Cruickshan.



- In June 2025, students from across various disciplines at DkIT were recently presented with an Elevate Award in recognition of their fantastic contributions to campus life. The Elevate Awards acknowledge the invaluable contributions that students make to the DkIT community through activities such as becoming a Student Ambassador, a Clubs and Societies Officer or a Student Representatives and through discipline-specific engagement such as Coder Dojo, H2o Heroes, Open days and Recruitment events, and a wide range of Institute consultation committees. These awards are part of the DkIT Elevate Framework for Student Engagement and represent a significant part of the student life at DkIT. The Elevate Framework is a collaboration between the Students' Union, the Centre for Excellence in Learning and Teaching, and Student Services, particularly the Careers and Employability Centre. Three students from the School received these awards.



- In addition to recognising each individual's contributions, the DkIT Elevate Awards also help students to recognise and evidence the skills they have developed through this engagement, elevating employability.



- Selection of School Projects:



- In November 2024, The General Nursing Team at Dundalk Institute of Technology (DkIT) has received the prestigious Disciplinary Excellence in Learning, Teaching and Assessment (**DELTA**) **Award** from the Higher Education Authority (HEA). The awards are presented to discipline groups who can demonstrate a record of excellence in teaching and learning enhancement and who commit to an ongoing, clearly articulated, shared process of continued enhancement.
- The School is a partner in an innovative project that uses virtual laboratories as a teaching tool for the experimental sciences. The School works alongside academics in the chemical sciences sphere at Maynooth University (project lead), Athlone Institute of Technology, Dublin City University and University College Cork. This project develops innovative approaches to teaching students aspects of experimental sciences using virtual laboratories. Check out this video for an introduction to the project: <https://www.youtube.com/watch?v=Hj9SJh5q9Rw>. The five partnering institutions are working with education technology providers to develop courses in which a real laboratory experience is complemented with a virtual laboratory experience, through a blended approach. The project gives students the opportunity to experience a real-work environment through virtual training and engagement with enterprise partners, and to help reinforce practical techniques and concepts, as well as management and project work. More information on the project can be found on the HCI project website at

Maynooth University (lead Institute):
[https://www.maynoothuniversity.ie/mu/chemistry/virtual-labs-hci-p3-initiative.](https://www.maynoothuniversity.ie/mu/chemistry/virtual-labs-hci-p3-initiative)



- Over the last four years, the Virtual Lab team at DkIT has been delivering and assessing virtual laboratory simulations, virtual notebooks and use of digital hardware in classrooms to enhance practical and transversal skills in life science students. In collaboration with students and Enterprise partners in the Biopharmaceutical and Pharmaceutical sectors, the virtual laboratory team have used virtual lab resources with more than 600 undergraduate students across a range of BSc programmes since 2021. The DkIT team conducted a long-term study on how virtual labs affect students' skills, knowledge, and flexibility, resulting in valuable insights on how to use these resources to improve student success in practical settings. The findings, titled 'Virtual laboratories complement but should not replace face-to-face classes: Perceptions of life science students at Dundalk Institute of Technology, Ireland' were published in the international peer-reviewed journal *Advances in Physiology Education*. The study shows that DkIT students felt using virtual labs as pre-lab exercises boosted their confidence in face-to-face practicals and provided valuable flexibility to revisit important concepts and techniques in a safe, non-time limited manner. However, students emphasised the primary focus of practical classes should remain on face-to-face teaching, with the value of peer-learning, instructor guidance and feedback being essential elements for mastering skills in science laboratories. The conclusions of the study are drawn from survey and focus group analysis of hundreds of students over multiple disciplines since the study began.

- <https://pubmed.ncbi.nlm.nih.gov/39887303/>



- The DkIT Virtual Laboratories team also hosted a capstone event at the Gateway Hotel in April 2025 celebrating 4 years of project success in bringing digital learning tools to DkIT science students. In collaboration with students and Enterprise partners in the Biopharmaceutical and Pharmaceutical sectors, the virtual laboratory team has brought virtual lab resources to more than 600 undergraduate students since 2021. In attendance were the members of the DkIT Virtual Laboratories team, DkIT academic and administrative staff that supported the project, School Management, Enterprise partners from WuXi Biologics, Almac and NIBRT, EdTech partners Labster and academic collaborators from Maynooth University and TUS.
- The RiVeR Project (DkIT responding to the impacts of domestic, sexual and gender-based violence: multi-agency education, research and training initiatives) funded under the Higher Education Authority (HEA) Performance Funding scheme, receiving total funding of €833,333 commenced in March 2023 and will run for a three-year period. The RiVeR Project is an ambitious project which is targeted towards broadening the availability and opportunities for education, research and training to cohorts that are most in need of further support and education in the areas of Domestic, Sexual and Gender-based Violence (DSGBV). DkIT in partnership with key stakeholders, aims to incorporate systematic continuous research and evaluation into the RiVeR project and to build a community of practice at national level. This initiative will also drive discussion and debate to inform national policy. In addition, the project intends to develop educational resources for higher education institutions to raise awareness and build further capacity in this field. The RiVeR Project Steering Committee consists of members with expertise in the area of DSGBV including a Domestic Violence activist, representatives from Barnardos, Women's Aid Dundalk, Safe Ireland, An Garda Síochána, Drogheda Women's & Children's Refuge, Ulster University, Men's Aid Ireland, The Department of Justice, Coxs Demesne Youth and Community Project Dundalk, Health Service Executive, University of Galway and Louth Children and Young People's Services Committees.
- In January 2025, the annual RiVeR Project Community of Practice event took place on the DkIT campus. The theme of the conference was 'Keeping the spotlight on Coercive Control: A multi-agency approach.'



The event brought together stakeholders from a wide range of organisations from all across Ireland, with the aim of maximising education and support and further building a community of practice for those who currently work in this field. Dr. Kathleen Nallen, the RiVeR Project Lead, provided an update on recent projects and progress of the RiVeR Project. Keynote speaker Dr. Stephanie O’Keeffe, CEO of CUAN, the statutory agency set up to tackle Domestic, Sexual and Gender-Based Violence (DSGBV), provided the opening address. Dr. O’Keeffe spoke of some of the very significant and profound challenges which impact people across Ireland including the impact of technology on new and emerging threats in the context of coercive control. Other keynote speakers included Davina James-Hanman OBE, Independent Violence Against Women Consultant, Dr. Susan Lagdon, Senior Lecturer in Psychology at Ulster University and Detective Superintendent Sinéad Greene, from the Garda National Protective Services Bureau, who addressed a range of issues and practices around coercive control and the importance of collective action for moving forward and making changes in this area. Throughout the day, attendees had the opportunity to visit the stands of various organisations to learn more about their vital work. Short oral presentations showcasing a range of key developments in relation to Education, Training and Research in the context of DSGBV were provided to delegates. A wide range of topics were covered including information on male perpetrator programmes, mental health services, a focus on the experience of survivors of domestic abuse, and empowerment.

- A new **podcast series** features conversations with experts, advocates and victim/survivors of Domestic, Sexual and Gender-Based Violence was launched in the spring of 2025.



- The collaborative podcast series was put together through the extensive Community of Practice network that has been built by the RiVeR Project team and features conversations with experts, advocates and victim/survivors of DSGBV, exploring a broad range of experiences, challenges and innovative responses. The launch of the podcast series was marked by an event, hosted by journalist, broadcaster and author Alison O’Connor, which

featured a panel of experts in the area including; Detective Sergeant Laura Sweeney from the National Domestic Abuse Unit, CEO of MOVE Ireland, Dr. Michelle Walsh, who recorded a podcast with her colleague Lisa Brown; Annmarie Kennedy from the Rape Crisis North East, who was one of three from the Rape Crisis North East who took part in their podcast. Karl Heller from Men's Aid Ireland also joined the panel to discuss the Podcast recorded by Kathrina Bentley, their former CEO. The audience was addressed by Dr. Kathleen Nallen, RiVeR Project Lead about the project's recent successes and ongoing work. Attendees then heard some snippets from the podcast recordings, followed by in depth discussion with the panel of experts on some of the podcast topics. Two major themes emerged across all of the podcasts discussed on the day. These included, Capacity building (Education & Training) and Innovative Practice, both of which are key areas of focus in the Government's third national strategy: Zero tolerance against Domestic, Sexual and Gender-Based Violence. Collaboration among organisations in the face of responding to the issue of DSGBV was something which was also seen as vital by all contributors. The podcast series has been designed as a new and essential platform for educating listeners, empowering victims/survivors, and driving positive change in the fight against Domestic, Sexual and Gender-based violence. It will also provide actionable resources for those impacted by allowing the audience to learn from and engage with experts, advocates and individuals who have been directly affected.

- Southeast Higher Education/Further Education/Industry Cross-Border Alliance (SECBA) is a collaboration between Higher Education, Further Education and Industry. The Project will directly address regional skills challenges through a strategic cross-border skills partnership with Dundalk Institute of Technology (DkIT), Southern Regional College (SRC), Monaghan Institute and Cavan Institute.



- Approximately €9.74 million in PEACEPLUS funding was awarded to Southeast Higher Education/Further Education/Industry Cross-Border Alliance (SECBA). The project, supported by PEACEPLUS, a programme managed by the Special EU Programmes Body (SEUPB), will encompass the South-East region of Northern Ireland and the border counties of the Republic of Ireland. The collaboration commenced in 2025, is led by Dundalk Institute of Technology (DkIT) in collaboration with Further Education partners Southern Regional College, Monaghan Institute and Cavan Institute, in addition to industry in the project area, and is designed to transform the region, strategically bridging the gap between educational outputs and industry's evolving needs. The project will directly address regional skills challenges through a strategic cross-border skills partnerships with three DkIT Schools- Informatics and Creative

Arts, Health and Science and Business and Humanities, and the Institutes of Further Education. The School leads out on the Biopharmaceutical theme. Educational Pathways will be implemented through structured educational levels from basic to advanced skills, including Return to Education (ROI NFQ Level 4, NI Level 2), Fundamental Skills (ROI NFQ Level 5, NI Level 3), Introductory Skills (ROI NFQ Level 6, NI Level 4), and Advanced Skills (ROI NFQ Level 7-9, NI Level 5-7). Bridging 2+2 will also be implemented, enabling students performing a Level 6 (NI Level 4) programme in one of the SECBA partner FE institutions to perform an additional 2 years in DkIT and obtain a Level 8 (NI Level 6) qualification and a new work-based degree shall be developed for the Biopharmaceutical sector. SECBA will deliver tailored training for 2,459 participants, offering a new cross-border "SECBA Certificate," updating curricula with key topics, and forming industry-academia partnerships for real-world innovation, benefiting participants, local industries, educational institutions, and the broader regional economy.

- In October 2024, the School held a **Health and Physical Activity (HPA) Careers Event** on campus. The Careers Event was held in conjunction between the Health and Physical Activity programme team and the DkIT Careers Department. Dr. Sean Kilroy, Programme Director for the Health and Physical Activity degree, opened the session, followed by an overview of graduate employment opportunities by Graham Russell, Head of Sport at Louth County Council. Lecturer Fiona Hackett and Catherine Staunton, Head of Careers and Employability at DkIT, chaired the graduate panel discussion. The DkIT HPA graduate line-up included; Sarah Fagan, PhD student, Sarah Craig, a qualified Physiotherapist, Mark Garvey, Health Promotion and Improvement Officer at HSE, Louise Keane, Player Welfare & Inclusion Officer Camogie Association, and Brian O'Loughlin, Director at Movement101. The event was supported by N-TUTORR and was recorded to create a reusable learning tool for future Health & Physical Activity students.



- In December 2024, the School hosted an event to mark the culmination of a transformative mentorship initiative, **WISDOM**, which was aimed at fostering professional growth, industry connections and career readiness for students in science through mentorship by DkIT Alumni. Funded by N-TUTORR, the programme seeks to bridge the gap between academic learning and industry practice, enhancing career prospects and leadership opportunities for mentees. The programme, led by project co-ordinators, Sinéad Loughran, Annmarie McHugh and Catherine Staunton and a team of 9 student partners, paired students with twenty-two DkIT alumni, who provide personalised guidance, industry insights, and career advice. Mentors

from diverse fields like research, regulatory affairs, and manufacturing came on board as mentors to help guide the next generation of professionals.



- Mentors in this initiative provided mentees with a huge variety of expertise, hailing from companies such as Almac, WuXi Biologics, Poolbeg Pharma, PM Group, LinkedIn and Alexion Pharmaceuticals. During the course of the programme, participants were provided with structured tools and sessions such as goal-setting journals by MoJo&Co and Career Development Planning to support their career growth. The programme integrated these approaches with DkIT's Graduate Attributes and Employability Frameworks to foster skill-building and career development. The showcase event brought together both mentors and mentees to celebrate their achievements and the insights shared throughout the programme. Attendees also had the opportunity to reflect on the programme's impact and outcomes, and explore opportunities for future mentorship initiatives. The audience heard inspiring testimonials from mentees, who discussed the huge impact the programme had on them, and learned more about the key milestones throughout the programme and engaged in networking opportunities with professionals, students and staff.
- In November 2024, staff and students of the Health and Physical Activity team presented the awards for the "DkIT's Fittest" STEPS Challenge 2024.



- Organised by the Health and Physical Activity Programme (HPA) team from the School of Health and Science, staff and students were encouraged to form teams, register for this challenge and log their daily steps over a four-week period. 26 teams participated from across DkIT.

- In November 2024, Dundalk Institute of Technology launched a Sustainable Development Goal (SDG) Trail to showcase the variety of activities taking place across campus and the progress made at embedding the SDGs in to every day college life.



- The accessible walkable trail, supported by N-TUTORR, highlights the projects and initiatives taking place in DkIT to enhance student life and progress the DkIT Sustainability Strategy. It was led out by Dr. Suzanne Linnane and Dr. Caroline Gilleran Stephens from the CFES.

School Research Activities

Significant research activity continued in the School in 2024/2025. This included the Hosting of the School Research Day on the 16th June 2025. The detailed programme is included below.

14.00	Welcome Updates Dr Tim McCormac	
Presentations		
14.10	Bernard Drumm	Impact of choice on student performance in different laboratory practical assessment modes
14.20	Mitchell Mercer	Alpha-1a Adrenergic Receptor-Mediated Modulation of Kv7.5 Channels
14.30	Dieu Anh Dinh	Emerging changes in lake temperature extremes and variability in South America
14.40	Questions	
14.45	Posters	
Presentations		
15.00	Karen Dunne	Canine Prophylactic Gastropexy: A Cross-Sectional Study of Irish Veterinary Professionals' Attitudes and Current Practices
15.10	Seamus Harvey	The SEURO Trial: Investigating the ProACT digital health platform's impact on older adults with multimorbidity
15.20	Prabhadini Godage	Understanding User Needs for a Mindfulness-Based Mobile App to Improve Psychological Well-being and Glycemic Control in Gestational Diabetes

15.30	Questions	
15.35	'Talk for Two'	
	Pilar Marcos	Chlorine: the friend or the enemy?
	Jimena Barrientos	Production of biochar from residual biomass in Ireland and their bioremediation potential
	Robert Tambudze	Evaluating Silage Performance of spring sown Cereal-legume intercrops
	Joe Lynch	The relationship between climate extreme indices and historical yields of major crops in Ireland.
	Remember Roger Adjei	Estimating Spatial and Temporal Variability of Aboveground Biomass Yield of Winter Wheat and Spring Barley at Regional Scales of Ireland
	Aoife McLysaght	Exploring Gender Differences in Physical Activity Among Irish Midlife Adults
	Syed Mohammad Naqvi	Digital Health Interventions for Emotional Well-being in Midlife Women
	Patricia McAleer	The role of nurse-led telephone triage in supporting older adults with multimorbidity to engage in digital self-management
16.10	Questions and close	
	Posters	
Dieu Anh Dinh	Exploring Historical and Future Changes in Lake Titicaca Surface Water Temperature: Insights from Earth Observation and Model-Derived Data	
Lauren McCaffrey	A comparison of office-workers' co-creation experiences	
Sean Kilroy	Are you well? The Health-Related Behaviours and Well-Being of DkIT staff?"	
Sinead O'Connor	An evaluation of a settings-based health promotion initiative in Dundalk Institute of Technology's (DkIT) staff and students	
Stephanie Woods	Environmental Education for Empowerment- A Response to Eco-Anxiety in Young People In Ireland	
Aoife McLysaght	Exploring Gender Differences in Physical Activity Among Irish Midlife Adults	
Séamus Harvey	How to encourage physical activity in older people with multimorbidity?	
Farjana Akter	Predicting the impacts of climate change on Irish tillage farms and developing adaptation strategies	
Alex Mircea	The role of Orai channels in regulating cholinergic contractions of the detrusor	

10.4 School of Informatics & Creative Arts

A total of 325 students graduated from the School of Informatics and Creative Arts graduated in 2025. This includes 5 students graduating with postgraduate research degree awards.

Programme Development

A number of new programmes and were successfully validated, including:

- Certificate in Digital Media Design and Certificate in User Experience Design, December 2024.
- MA Creative Practice and Postgraduate Certificate in Creative Practice, January 2025.

Community/Industry Engagement

The School continued in 2024/2025 to enhance its collaborations with industry, the community and with professional organisations both locally and nationally.

- Student work from BA (Hons) Creative Media was exhibited in the square in Dundalk for St Patrick's day.
- DCAMM partnered with Louth Film Festival for their annual festival which included a showcase of DkIT student films.
- Continue to collaborate with Droichead Arts Centre, Drogheda and An Táin Arts Centre, Dundalk, for the screening of student films.
- Film and Television students visited RTÉ for an in-depth tour of the studios and facilities. They explored RTÉ News and Current Affairs, got a behind-the-scenes look at Fair City, and stepped onto the set of The Late Late Show.
- Dr Adèle Commins curated and produced a festival celebrating the life and music of Irish-born composer Sir Charles Villiers Stanford. The international festival returned to Ireland from 11–13 October 2024 as part of the centenary of the composer's death and features a range of talks, performances and exhibitions. Dr Commins is an internationally recognised scholar who received an award in 2024 from Musicology Australia for her research on Stanford and his contemporary, Percy Grainger. As part of the festival, Adèle convened a special symposium on Stanford and Music in Ireland. Hosted by the Royal Irish Academy of Music in association with the Society for Musicology in Ireland and Creative Arts Research Centre, Dundalk Institute of Technology, the symposium on Friday 11 October celebrated the 100th anniversary of Charles Villiers Stanford's death in 2024. Adèle gave a public lecture on Saturday 12 October in St Ann's Church, Dawson Street, as part of a series examining other aspects of Stanford's life and music. Professor Jeremy Dibble of Durham University, who published an expanded version of his Stanford biography, delivered the keynote address at the symposium. Concerts at the festival included performances by DkIT music lecturer Annalisa Monticelli and violin and piano tutor Francesca de Nardi. Christ Church Cathedral and St Patrick's Cathedral both included the music of Stanford in their services over the weekend.

- Prof. Fergal Mc Caffery, led the development of the Southeast Industry Cross-Border Alliance (SECBA) project. The SECBA PEACEPLUS project was awarded almost €10 million in funding from SEUPB. This project also involves 2 other schools in the Institute: Business & Humanities and Health & Science. This project is led by Dundalk Institute of Technology in collaboration with Further Education partners Southern Regional College, Monaghan Institute and Cavan Institute, and is designed to transform the region, strategically bridging the gap between educational outputs and industry's evolving needs.



- Collaborative workshops including drama and song writing were held in Autumn 2024 with service users in the National Learning Network (Monaghan) as part of Research Ireland New Foundations Project led by Dr Daithí Kearney and Dr Brigid Kelly with drama facilitator Cathal Thornton.
- A collaborative project with the Drogheda Branch of Comhaltas Ceoltóirí Éireann culminated in 2nd place prize at All-Ireland Scoraíocht competition staged in Brú Ború, Cashel, Co. Tipperary. The production was researched, scripted and directed by Dr Daithí Kearney.



- In October 2024, BA Musical Theatre students participated in an inspiring and motivating workshop at An Táin with Bunna McCreery-Njie, who is cast member of the revolutionary musical *Hamilton*.

- In November 2024, Dr Daithi Kearney contributed to Social Justice Matters, a podcast from Social Justice Ireland, an independent justice advocacy think tank that advances the lives of people and communities through providing independent social analysis and effective policy development to create a sustainable future for every member of society and for societies as a whole. In this episode, DkIT researchers Dr Kevin Burns (Head of Department of Hospitality Management) and Dr Daithí Kearney (Co-Director, Creative Arts Research Centre) chat with Susanne Rogers about what we mean by the night time economy, who it's for, who it impacts and what we would like to see coming in the future, particularly outside the major cities and towns. Dr Daithí Kearney also hosted a concert as part of the 40-year celebrations of the Youghal branch of Comhaltas Ceoltóirí Éireann and performed as a guest artist with international band Cherish the Ladies.
- A concert raising money for The Birches Alzheimer Day Centre and the Gary Kelly Cancer Support Centre was held in An Táin Arts Centre in Dundalk (November 2024) and featured The Oriel Traditional Orchestra, an ensemble-in-residence at DkIT. The musical directors included Dr Adèle Commins (Head of Department, Creative Arts, Media and Music), Dr Daithí Kearney (Co-Director, Creative Arts Research Centre) and local fiddle player Noreen McManus, who is a fiddle tutor on the BA (Hons) Music and Performance Technologies. Members include current and former staff and students and the repertoire reflects ongoing research at DkIT. The concert was part of a project supported by the Community Integration Fund and involved a group of young Ukrainian musicians based in Monaghan under the direction of their teacher Hanna Schokina, who was forced to leave Ukraine because of the conflict in her homeland. Italian-born musicians Francesca de Nardi (piano and DkIT tutor) and Davide Forti (cello) and Italian-Paraguayan violist Giammaria Tesei, also performed.



- In November 2024, Year 3 students on BA Theatre and Film Practice produced three performances of 'The Lesson'. They were joined by 150 secondary school students from across the region and facilitated tours of the Carroll Building to each student group and their teachers.



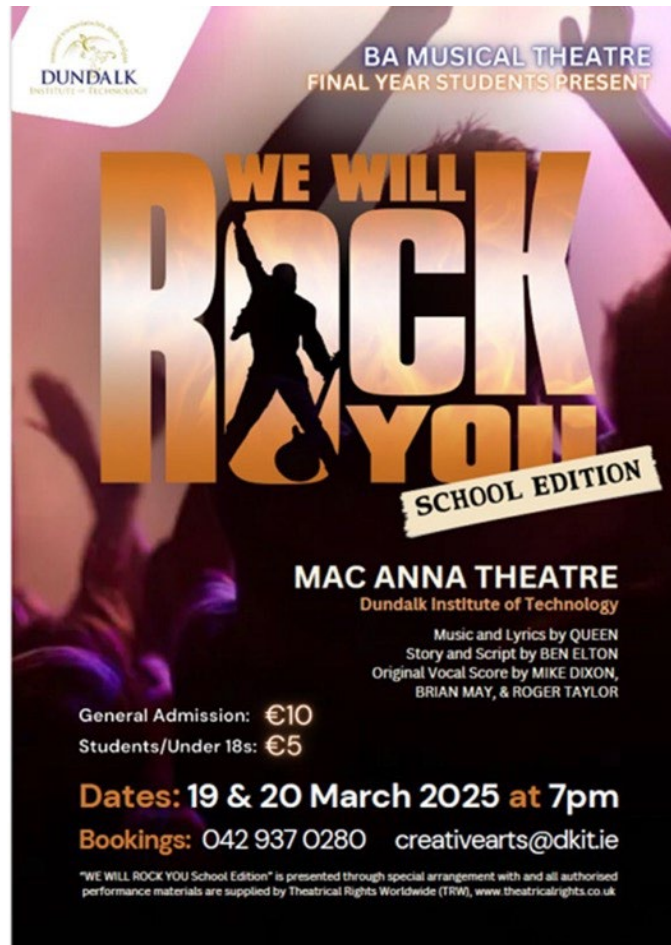
- Niamh St John Lynch from the Regulated Software Research Centre (RSRC) hosted the International Standards working group for the Testing of Artificial Intelligence (AI) / Machine Learning (ML)-enabled Medical Devices (IEC 63450) to DkIT for their international meeting from 9th-11th December 2024. Niamh is also an active member of a number of ongoing International Standards groups including being the leader of the New Technical (AI/ML) subgroup for medical device software.
- Niamh St John Lynch from the RSRC was invited to give a presentation on 'Innovations in MedTech: The Future of AI-Driven Software Development.' At MedTech Ireland. Galway, 21/22 Nov 2024.
- Dr Daithí Kearney, facilitated a project with music students in St Patrick's Grammar School, Keady, Co. Armagh culminating in a performance at DkIT



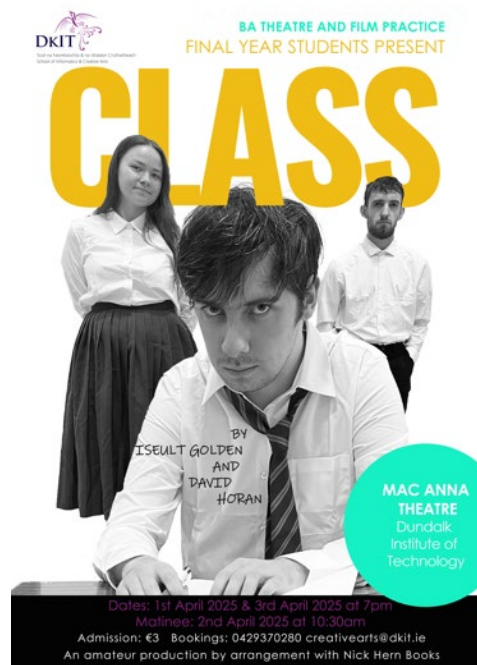
- Prof. Fergal Caffery performed the role of advisor to medical devices for the Health Products Regulatory Authority (HPRA), as appointed by the Minister for Health. Members of the HPRA visited DkIT on 4th February 2025 to meet with the RSRC as part of embarking upon future collaborations.
- Dr Róisín Loughran represented the RSRC and DkIT at the Lero Advisory Board in Dublin on 18th February 2025 to plan future funding opportunities across the centre.
- Dr Daithí Kearney facilitated a music workshop with pupils in St Oliver’s National School, Kilkenny as part of Seachtain na Gaeilge outreach activities in March 2025.
- Niamh St John Lynch from the RSRC, was invited to give a presentation on ‘Digital Health Task Force.’ at the Irish MedTech on 6th March 2025.
- The DkIT choir, comprised of students from the BA/BA (Hons) Music and Performance Technologies and the BA Musical Theatre, gave a Christmas concert for the residents and staff of Dundalk Silver Stream Nursing Home. This is the third year in a row that the choir has partnered with the nursing home for this event.
- DkIT researcher Colleen Savage and graduate Sean McElwain hosted talks and workshops funded by Muineacháin le Gaeilge as part of Féile Oriel in Monaghan. They presented on research undertaken at DkIT on aspects of music and song traditions in south Ulster.



- Students from the BA (Hons) Music and Performance Technologies performed as part of 'Between the Lines' produced by RehabCare Dundalk at An Táin Arts Centre on Thursday 1st May 2025. Aneta Desatova and Aisling McCracken Roche performed songs and provided background music for poetry readings at the event to mark Poetry Day.
- In semester 2 of 2024/2025, 50 of the School's Software Development and Games Development Year 3 students were placed in industry. The students commenced their placements on or shortly after 22-Jan-2025, the beginning of the semester. Separately, two other students deferred their placement, while twelve students went on Erasmus. Local companies were again excellent supporters of the placement process. Students (Dundalk unless otherwise stated) were placed with Starilum, ABB, Workeye, Black and White Technologies, Kaseya, DkIT Regulated Software Research Centre; O'Fiaich College, Mersus (Athlone), ABP (Ardee), Experlogix/Aphix (Drogheda) (2), Melissa Curry Design (Dublin), Combilift (Monaghan), IBM (Dublin), IMR (Mullingar), CyberPiper (Luxembourg), Cargotec, Ceriga, DkIT Marketing, Intact, Measuresoft, Seapark Consulting; BWG (Dublin), Camlin Group (Lisburn), Ericsson (Athlone), Let's Get Checked (Dublin), Oracle (Dublin), Regen Waste (Newry), Yahoo (Dublin), and PPOP Visuals (Czechia).
- Year 3 students on BA Musical Theatre performed 'We Will Rock You' over two nights and a special matinee for schools in April 2025. They were joined by 175 secondary school students from schools across the region and facilitated tours of the Carroll Building to each student group and their teachers.



- Year 3 students on BA Theatre and Film Practice produced 'Class' over two nights and a special matinee for schools. They were joined by 165 secondary school students from across the region and facilitated tours of the Carroll Building to each student group and their teachers.



- Prof. Fergal McCaffery and Dr Róisín Loughran from the RSRC presented to multiple industry and health partners, including the HSE, at the Innovative Healthcare Showcase hosted by dConnect and Health and Wellbeing Cluster on Tuesday 6th May 2025.
- In May 2025, a Music workshop in Tallanstown National School was facilitated by Dr Daithí Kearney, and focused on local heritage and new composition. Additionally, in May a performance by Drogheda Comhaltas and Louth Village Choir was directed by Dr Daithí Kearney and Dr Adèle Commins for the re-opening of the Louth Community Hub.
- Multiple members of the RSRC ran and presented at the Pint of Science festival on 19th and 21st May 2025. The volunteer team was led by Dr Róisín Loughran and comprised of Mugdha Srivastava, Provia Kadusabe, Youssef Gabr, Maliheh Heidarpour and Sargam Yadev. Mugdha, Maliheh and Sargam all delivered presentations across the nights with Mugdha's work being highlighted in the Irish Times on 08th May 2025. <https://www.irishtimes.com/science/2025/05/08/blockchain-for-better-data-handling-in-healthcare/>



- In December 2024, JJ Quinlan participated as a member of the GenAI:N3 team at the N-TUTORR Showcase conference, highlighting the project's innovative outputs and sector-wide collaboration. The event celebrated the broader N-TUTORR initiative, funded by the European Union through NextGenerationEU, and co-ordinated by THEA (Technological Higher Education Association), and supported by the Higher Education Authority. JJ Quinlan also contributed as part of the N-TUTORR GenAI:N3 team in delivering From Experiment to Impact: The GenAI:N3 Project's Journey in Educational Transformation at the DEC24 Digital Education Conference. This presentation showcased the project's national impact in developing open-access resources, training, and collaborative frameworks to support higher education's response to the rise of Generative AI technologies. The project culminated in the creation of published artefact booklets designed and compiled by JJ Quinlan, capturing key learnings and resources. GenAI:N3 has been recognised as an exemplar in the Faculty Development for Generative AI category in the 2025 EDUCAUSE Horizon Report | Teaching and Learning Edition.

- Multiple students from the RSRC attended and presented their work at the 32nd Irish Conference on Artificial Intelligence and Cognitive Science (AICS 2024) in UCD, from 9th-10th December 2024. Asifa Mehmood presented a paper on ‘Handling class imbalance via counterfactual generation in medical datasets’. Mugdha Srivastava presented a paper on ‘Data poisoning attacks in the training phase of machine learning models: a review’
- Dr Daithí Kearney has published his reflections on a community arts project that was developed in Dunleer in the latest issue of the academic journal Culture Crossroads. The project, which was developed in 2021, involved a variety of groups and individuals in mid-Louth including the local church choir, St Brigid’s Primary School, the Men’s Shed group, Lolo Robinson School of Dance, and Scoraíocht Lann Léire.
- Dr Daithí Kearney was invited to contribute to the UK/Ireland Creative Industries Scoping Workshop hosted in Birmingham involving the AHRC and Research Ireland in January 2025.
- Industry event for students in Department of Creative Arts, Media and Music on Wednesday 23 October with many industry speakers.
- CARC researcher Colleen Savage facilitated a community outreach project funded by Newry, Mourne and Down District Council and the Ring of Gullion Landscape Partnership engaging with Lislea Community Association and the Rural Health Partnership to deliver a series of singing workshops in traditional and Gaelic song. The project culminated in a performance in Lislea Community Centre with the Oriel Traditional Orchestra directed by Dr Daithí Kearney, Dr Adèle Commins and Noreen McManus.
- Coder Dojo and the annual Dojo Mor continue to be held in the School under the direction of Peter Gosling and a team of mentors drawn from the School staff, School students and professionals from our local community. Coder Dojo opens our doors to prospective students to experience coding and technology in a practical and engaging way.



- We were delighted to host secondary school students from across the region for STEM workshops in our TV Studio in association with I Wish!



- Girls into Immersive Tech

We welcomed Thirty four young females from a wide geographic area, there is definitely a strong interest in these technologies. Education for sustainability drove our themed approach, connecting immersive technologies with real-world environmental challenges. What I love about these workshops is seeing how quickly participants become creative after learning just a few tools.

The young women explored:

- ◇ Creating VR art using Tilt Brush and Open Brush
- ◇ Generating AI-inspired regenerative flowers with Meshy.ai and also trying out photogrammetry to capture 3D scans of plants.
- ◇ Working with character animation through Mixamo and Maya
- ◇ Using @Animotive for embodying characters and real-time animation
- ◇ Developing AR experiences with Web AR and Volograms
- ◇ Using 360° video filming and editing to create some immersive experiences and explore storytelling.

They also enjoyed using Frame VR for bringing characters and assets into an online immersive scene. In a Vevox Poll they highlighted they enjoyed: “creating virtual reality”, “Making animations as well as using the VR headsets”, “I enjoyed the flower project”, “Creating our own images, using Meshy and Frame VR”, “I enjoyed designing characters”.

The feedback upon the things that they learnt: “I learnt about augmented reality” “I learned how to use AI tools to create some in augmented reality”, “Learning about Maya”, “Exploring virtual reality”

Jackie Toal highlighted: “The workshop provided the opportunity for these young ladies to learn about new technologies for creativity and new forms of expression. As an educator, it was very enjoyable working with these young ladies. I really loved seeing them engage with technology and develop new skills so quickly which is incredibly rewarding. There's clearly strong interest in immersive technologies and their potential to address sustainability challenges while building crucial digital skills for the future. The aim was to expose them to as many different new tools in immersive technology. The event also gave them an opportunity to meet and collaborate with other likeminded females interested in these vocational areas.

The day ended with reflections on future career choices and a presentation of certificates for engagement and participation in the event. It was great to see lots of smiling faces at the end of the workshop.



Student Successes

- On April 30th, the Computing Expo '25 was hosted in the Bright Room of PJ Carrolls. A total of 9 teams, 6 Teams from the BSc (Hons) in Computing in Software Development, 3 Teams from the BSc (Hons) in Computing in Software Development, presented the apps and games they developed as part of their Collaborative Project module. and 10 Students from the BSc (Hons) in Cloud Computing, presented their project posters.
- The exhibition was open to Industry in the morning, with each visitor tasked with nominating the "Best Team Project" and "Best Student Poster".
- Prof. Fergal McCaffery, Head of the School of informatics and Creative Arts, opened the public exhibition and presented "Best Team Project" to Matcron, a web and mobile application that simplifies the lifecycle tracking of mattresses from manufacturing to recycling while being DPP compliant. It provides real-time tracking via RFID, ensuring transparency and sustainability, aligning with the EU ESPR regulation. With the DPP info, users can access the material composition data for better recycling practices, making their application a vital tool for promoting sustainability. The award for "Best Student Poster" was awarded to Ryan Habis for his integrated cloud application and 3D printer system with support for remote management, real time data and image feeds, and resource usage analysis. Patrick Orjeh was awarded the "Best Individual Portfolio" for his contribution within his project UpFlux, an intelligent update management platform designed for connected industrial devices operating in private networks.



- Students from the BSc(Hons) in Computing in Games Development won the Best User Interface Design in the 2025 Games Fleadh, hosted by Technological University of the Shannon on March 5th 2025.
- Students from Department of Creative Arts, Media and Music had great success at national and international film festivals with student work chosen for screening along with prizes awarded at festivals including Fastnet Film Festival, Cork; Dublin International First Frame Festival; Underground Cinema International Film Festival; Athens International Monthly Film Festival; Ashbourne Film Festival along with winning multiple prizes at the Royal Television Society Awards, Dublin.
- My Life with Brian won Best Student Film at the prestigious Dublin International Comedy Film Festival!
- 3rd year short film Echo has been selected as a semi-finalist for the Los Angeles Cinematography AWARDS (LACA) and as a finalist for the Canadian Cinematography AWARDS (CACA)!
- DkIT Film and Television Course won a number of awards at the prestigious Royal Television Society Awards held at RTÉ Studio 4. "Echo" was honored with Best Drama, "People You'd Know" received Best Factual, and "My Life with Brian" took home Best Comedy and Entertainment. The craft awards we won recognized excellence in Best Writing, Best Editing, Best Production Design, and Best Cinematography.

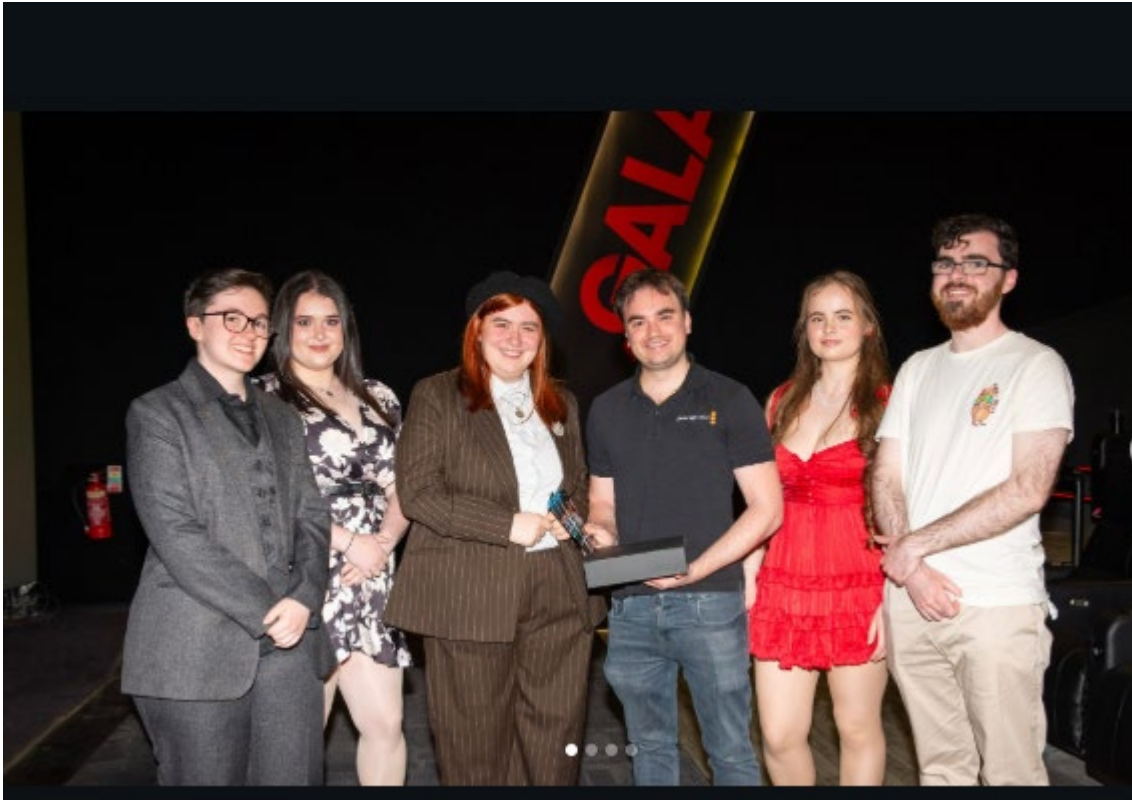


- DkIT student Naomi Gatta has been named as Best in Show at the Institute's FÍS exhibition for 2025. Hosted by the Department of Creative Arts, Media and Music at DkIT, the FÍS exhibition highlights an exciting and diverse collection of student-led projects created by final-year Creative Media students, that explore the changing connections of technology, design, and narrative. Industry judges were Robin O'Leary – Head of Creative, STATSports, Conor Heavey – Lead Creative Producer, STATSports, Paul Gonnelly – Motion Designer (formerly Virgin Media Television).





- The DkIT Annual Film Showcase was held at the IMC Cinema in May 2025. The Samson Films Best Short Film Award is presented each year to the best short film made on the year-long Film Project module in 3rd year. This year that award went to Echo, written and directed by Lauren Corlett with Cora Hogan, John Brady, Martin Závacky, Rebecca Byrne and Klara Markova as crew. The Dearbhla Walsh Best Major Project Award is presented to the best TV drama/documentary made on the year-long Major Project module in 4th year. This year's award went to My Life with Brian, written and directed by Mollie Newman, with Sarah Connolly, Rafaella Crepaldi, Oisín Nolan and Roisin Cullen as crew.



- Computing student, Elga Jerusha Henry was awarded a Generation Google Scholarship: for women in computer science in Ireland, in October 2024. Elga is a third-year student of the BSc (Hons) Software Development programme, and the first Software Development student to receive the esteemed scholarship. This significant milestone not only offers Elga financial support for her education but also grants her access to exclusive workshops and invaluable career mentorship opportunities from Google.
- The Generation Google Scholarship is designed to empower women in computer science, fostering their growth as future leaders in the technology sector. It is awarded to individuals who demonstrate exceptional academic performance, a strong commitment to diversity, equity, and inclusion, and outstanding leadership skills. Amid strong competition, Elga stands out as one of only 11 students in Ireland to have received this scholarship.



- Students from the computing departments represented Ireland as part of the EIT Health I-Day in Budapest. These students won the local iDay event with their innovative Bluetooth-enabled patch designed to assist in symptom recognition and analysis to alert users of impending narcoleptic episodes. The EIT Health I-Days are part of a Europe-wide initiative designed to inspire and nurture the next generation of healthcare innovators. Team NarConnect were winners of the 2024 I-Days competition at DkIT. The winning team comprised of DkIT students across disciplines, and included James Sands (Maths & Data Analytics), Jordana Hamilton (Bioscience), and Raphael Frogoso (Software Development). Hosted by the Connected Health and Wellbeing Cluster in partnership with dConnect.
- The EIT Health I-Days returned to Dundalk Institute of Technology for its third consecutive year. This event brings together students from multiple disciplines to tackle real-world health challenges. The event, which took place on the 15th and 16th of October 2024, tasked participants with developing innovative solutions to improve the quality of life for those living with the disorder. Competing against 16 other teams, Team NarConnect stood out for its practicality and scalability, earning them the top prize. The team then represented DkIT at the EIT Health I-Days Finals in Budapest in January 2025. Following their success in the DkIT competition, Team NarConnect continued to refine their solution for the finals under the mentorship of Breannán Casey from the Connected Health and Wellbeing Cluster and Ceara Treacy, of dConnect in addition to other mentors. This EIT Health I-Days Finals event brought together students from 25 European Universities who had previously won their regional challenge competitions.



- Leandro Pessina, a PhD candidate within the School, performed in Italy with Clive Bunker, the original drummer and founder member of Jethro Tull, the progressive rock band that emerged to international acclaim at the end of the 1960s. Bunker was the drummer on the first four albums, including their masterpiece “Aqualung”, from 1971.



- DkIT music graduate Fiachra Meek joined the Pogues as uilleann piper for their Red Roses For Me gig at Dublin's 3Arena and was part of their 2025 "Rum Sodomy & the Lash" tour. Final-year BA Musical

Theatre student Alisia de Brun performed in the Dublin premiere of Celtic Exodus, an original Irish musical written by Brian Warfield (The Wolfe Tones).

- Christmas Production at DkIT Celebrates Skills for Independent Living. ‘Saving Sonya’s Christmas’ was an original production featuring students on the Certificate in Skills for Independent Living along with special guests. The newly devised drama under the direction of theatre lecturer Will Guppy, featured new songs which were composed by the group with music lecturer Dr Daithí Kearney. It was staged in the Fr McNally Recital Room, Carroll Building, DkIT in December 2024.



- In January 2025, second-year Creative Media students showcased their exceptional talent in the Editorial and Branding Design module, taking on a real-world branding challenge for Dundalk Credit Union. Tasked with developing a mortgage campaign including branding, social media, and physical print materials students delivered outstanding work that impressed industry professionals. Stefan Robinson-Morgan, was selected in first place, with highly commended runners-up in Aaron Lawlor, Anna Pomazanova, and Shona McHugh. Led by lecturer JJ Quinlan, this project highlights how the Creative Media programme bridges the gap between classroom learning and real industry experience.
- Dr Joanne Cusack was awarded the Harry White Doctoral Prize of the Society for Musicology in Ireland at a ceremony held as part of the SMI/ICTMD Postgraduate Conference in Dublin on 16 January. Joanne is a graduate of Music at DkIT and her PhD was co-supervised by Dr Daithí Kearney (DkIT). The prize is awarded biennially by the SMI for a distinguished doctoral dissertation on any musicological topic submitted within the two most recent academic years as part of a doctoral degree at an institution in the Republic of Ireland or Northern Ireland. The winning thesis is selected by a prize committee and submitted to SMI Council for award at the annual SMI Postgraduate Conference.



- DkIT graduate Conor Ward and current doctoral student Darren Culliney featured in an episode of Ceolaireacht on TG4 focusing on Co. Leitrim, showcasing the interest of the Irish music community in the history of local musical traditions.
- In partnership with Maeve Yore and Hanna McDonnell of the Dundalk St Patrick's day committee, 2nd year Creative media students created an animation that explained 3 facts about St Patrick for Dundalk's St Patrick's Day social media . The students involved in the Festival's social media were Barbora Sadecka, Stefan Robinson-Morgan, Nina Kovacikova, Anna Pomazanova and Jiljean Yow



- Students from the BA (Hons) Music and BA/BA (Hons) Audio and Music Production programmes took part in a Collaborative Online Interactive Learning (COIL) assessment with students from Seneca Polytechnic, Toronto, Canada. The COIL project provided students with an opportunity to engage in international song writing collaborations, working together to write and produce original songs. This is the second year that this COIL project has run.



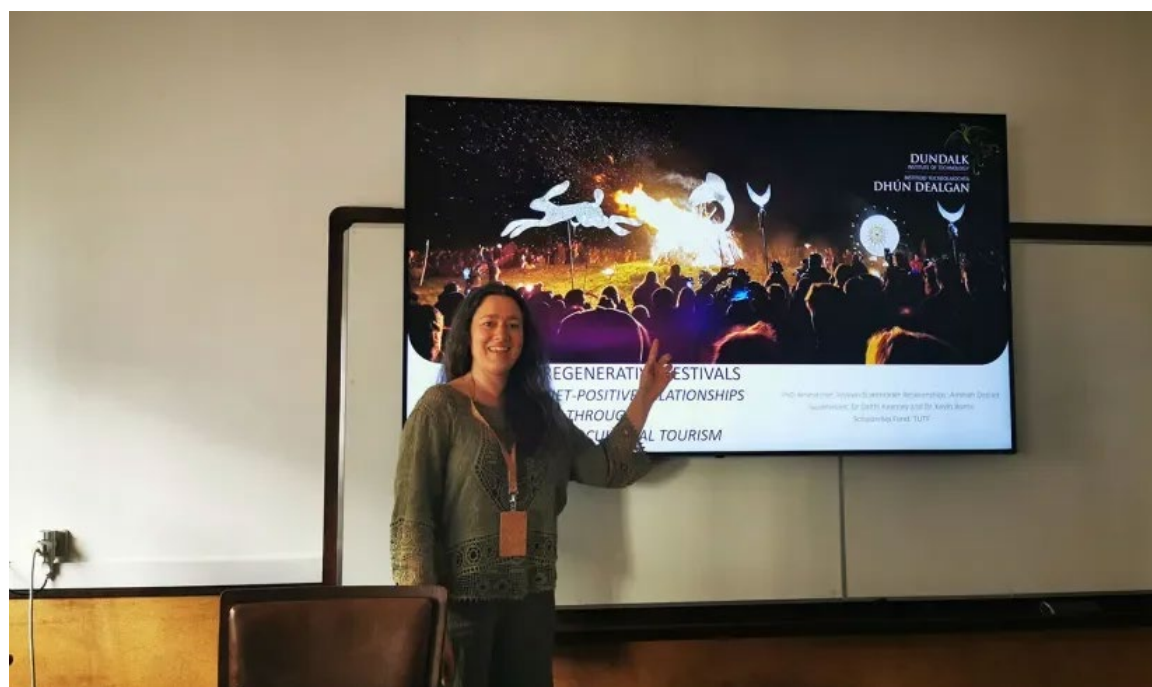
- DkIT Games Development graduate Ryan Bissett, presented at the international conference IEEE VISSOFT 2025 in Auckland, New Zealand. Ryan, a native of Balbriggan, Co. Dublin, has been working at DIGIT, a Scopely Studio in Ireland for the last 3 years. Before joining this prestigious games development

studio, he previously spent time working in Quebec, Canada. He returned to DkIT in 2023 to enrol on the online M.Sc. in Computing in Games and Extended Reality (XR)

Research Updates

- Researchers from the Regulated Software Research Centre, within the school, were highly commended by reviewers at the mid-term review in December 2024 of Prof. Fergal Mc Caffery's €1.3 million Research Ireland funded "Regulatory Compliance Framework for Trustworthy AI Medical Device Software" project. This project is performed in association with researchers from UCD.
- Prof. Fergal Mc Caffery was a principal investigator in an Ulster University led PEACEPLUS Project proposal to support the development of a Health Frontiers Technology Innovation Centre. The proposal was awarded €9.1 million in funding over 4 years, supported by PEACEPLUS, a programme supported by the Special EU Programmes Body (SEUPB) to drive forward research and innovation in digital health and MedTech. We are currently recruiting for positions in relation to this project.
- A Senior Academic within the School won the prestigious Research Ireland Lero prize for Innovation and Entrepreneurship and this prize provided funding for a postdoctoral researcher to develop a framework exploring the use of Digital twins within the medical device software domain.
- Prof. Fergal Mc Caffery collaborated with researchers from Arizona State University and Ulster University in a USA-Ireland-N.Ireland research initiative.
- Prof. Fergal Mc Caffery from the Regulated Software Research Centre collaborated with AI researchers from all Higher level Institutions across the country to submit a proposal to the Research Ireland Centres call for a national AI centre.
- Prof. Fergal Mc Caffery is a member of the leadership team of the ARC Hub for ICT national research centre, that was successful in being awarded €32.2 million in research funding from Research Ireland. The ARC Hub for ICT, is led by TU Dublin, with a partnership of 11 national institutions, including DkIT. Its aims are to accelerate the transformation of novel ICT and AI research into commercial solutions that positively impact the way we live and work.
- The School were the Academic Programme Directors of a €7 million funded DigiBio Innovator's Initiative Programme which aims to enhance and accelerate digital health innovation in Ireland. DkIT are the lead partners in this project with the RCSI, Dublin City University, Trinity College Dublin and Tyndall National Institute. A key part of this programme was the development of a Masters and Postgraduate Diploma in Digital Health Innovation by the Department of Human and Visual Centred Computing and the first students from this programme graduated in November 2025.
- Several researchers from the Creative Arts Research Centre have disseminated their research nationally and internationally presenting at conferences, facilitating workshops, showcasing work at festivals.
- Several researchers from the Creative Arts Research Centre have published widely in a range of international journals and book publications.

- In April 2025, postgraduate student Colleen Savage presented at the 'Sense of Place' conference, organised by the Traditional Song Forum in association with the Contemporary Folklore Research Centre, Sheffield University. She was subsequently invited to contribute a chapter to a forthcoming publication.
- RSRC PhD candidate Mugdha Srivastava was interviewed on her research in The Irish Times, published Thursday 8th May 2025 <https://www.irishtimes.com/science/2025/05/08/blockchain-for-better-data-handling-in-healthcare/>
- Aminah Dastan, a Postgraduate Research Scholar under the supervision of Dr Daithí Kearney and Dr Kevin Burns, was awarded a Best Paper Award by DSOTT'25 | Diversity and Sustainability. Opportunities and Threats in Tourism, which was hosted by the University of Coimbra in Portugal. Aminah's paper was entitled 'Towards regenerative festivals: embedding net-positive relationships through participatory cultural tourism'. The presentation forms part of a wider funded research project on festivals and events with a focus on wellbeing and sustainability that crosses the Department of Hospitality and Tourism and Creative Arts Research Centre at DkIT. Aminah's research is examining themes of sustainability and stakeholder involvement in small festivals in Ireland. Her paper demonstrated the significance of festivals for social, economic and cultural regeneration in community contexts. She is currently preparing chapters for inclusion in two new books featuring international authors to be published next year. Her research is supported by DkIT and the Higher Education Authority Technological University Transformation Fund.



- Dr Ciarán Ryan published a number of recent works that examine the intersection between technology, the media and off-road forms of running (trail and mountain running). His article 'Mud, sweat and cameras: Irish trail and mountain running vlogging' was published in a special Irish edition of Sport in Society. His latest work expands on this, focusing on the international context of this unique form of sports media commentary, and features in the Routledge Handbook of Mobile Technology, Social Media and the Outdoors, edited by Patrick T. Maher and Simon Kennedy Beames. This edited collection, with

contributions from scholars around the world, examines the influences that technology and social media are having on our outdoor experiences.

- Researchers from the school presented papers at the 35th International Geographical Congress (IGC) in Dublin. Presenting on local themes including music and tourism in Louth, sustainability in small local festivals in Ireland, and community identities in Celtic music festivals, the papers aligned with the IGC recognition that our world faces many common natural and societal challenges that can only be dealt with through global action, understanding and sharing: *Leandro Pessina* shared insights into his development of mapping of music and heritage in Co. Louth as part of an effort to highlight the potential of music to contribute more significantly to tourism in the region. *Aminah Dastan* focused on her fieldwork at the Beltaine Fire Festival at the Hill of Uisneach in Co Westmeath. *Dr Adèle Commins and Dr Daithí Kearney* presented a paper on their experiences as performers at the Celtic music festival Speyfest in Scotland. Combining geographical and ethnomusicological approaches, they reflected on the impact of the festival on the local community and music scene.



- Dr Daithí Kearney, published an article in the Italian Journal of Irish Studies. Engaging with the growth and impact of Podcasts, Kearney critically reflected on a series produced by Siamsa Tíre, the National Folk Theatre of Ireland to give consideration to tradition and innovation in contemporary arts practice.
- A number of researchers from the RSRC presented papers at the International European Software Process Improvement Conference on 4th September in Munich, Germany. *Niamh St John Lynch* presented her paper entitled 'Artificial Intelligence-enabled Medical Device Standards: A multidisciplinary literature review'. *Misheck Nyirenda* presented a paper entitled 'An Agile Based

Framework for Addressing Defects in Medical Device Software Development’ and *Buddhika Jayanethithi* presented a paper entitled ‘Towards the Development of a Data Security Risk Management Framework for Medical Device Software AI Models’.

- A number of poems by Dr Daithí Kearney were published in *Silence*, ed. Christopher Okemwa (Expeditions, 2025), *Coalition* (2025), *Remington Review* (2025), *Ode to Dionysus* (2025), *Wells Street Journal* (2025), *Dusty Attic* (2025), *Penumbra Journal of Literature and Art* (2025), *Duck Duck Mongoose*, 8, (2025), *Three Panel Press* (2025), *Micromance* (2025), *Hope: An anthology of poetry* ed. Charlotte Cosgrove (2025), *Drawn to the Light* 13 (2024).
- At this year’s International Conference on AI and Musical Creativity (AIMC) at the University of Oxford Dr. Abhishek Kaushik from the RSRC and Dr. Kayla Rush from the Creative Arts Research Centre presented their collaborative research paper entitled, "Generating Mixcode Popular Songs with Artificial Intelligence: Concepts, Plans, and Speculations." Their innovative project took a fresh approach to AI-driven music generation by focusing on “Mixcode” – a bilingual blend of Hinglish (Hindi-English) – which mirrors the code-switching language used by millions in popular songs across South Asia and beyond.
- Creative Arts Research Centre researcher Dianne McPhelim was awarded a prestigious Research Ireland Postgraduate Research Scholarship for her project engaging with the writings of Monaghan woman Mamo McDonald, an important female figure in the latter half of the twentieth century in Ireland. The study will focus on one of Ireland's forgotten female voices, one whose influence and activism were lauded by Mary Robinson and Nell McCaffrey.
- In October 2024, Dr Kieran Nolan (co-director CARC) was an invited speaker at Game Changers: The Business of Games, a Legal Perspective. hosted by the J.E. Cairnes School of Business and Economics, University of Galway. His talk was titled 'Material and Cultural Preservation of Legacy (Video)Game Platforms' and was part of the panel ‘Saving the game: philosophical, existential and technical issues shaping the intersection of games and law’. <https://www.universityofgalway.ie/thinkingbeyond/gamechangers/>



- Dr Kieran Nolan at Game Changers: The Business of Games, a Legal Perspective. Hosted by the J.E. Cairnes School of Business and Economics, University of Galway(October 2024).
- Dr Kieran Nolan was featured in Episode 0247 of the @designtalk_ie podcast by Allen Higgins of UCD. The podcast featured his talk on Material and Cultural Preservation of Legacy Video Game Platforms from the Game Changers symposium at University of Galway (14/10/24). <https://shows.acast.com/design-talk/episodes/saving-the-game>



- A number of lecturers and researchers from the school presented at the Society for Music Education in Ireland (SMEI) conference held at University College Cork in November 2024. Dr Kayla Rush and Dr Niall Coghlan presented the findings of an NTUTORR-funded workshop that explored the use of reflective journals in the BA/BA (Hons) Audio & Music Production Work Placement module, offering valuable insights into the pedagogical approach. PhD researcher Darren Culliney presented his research on button accordion traditions in Ulster.
- RSRC PhD candidate Pranay Jaiswal presented his published work at IDEAL 2024 - The 25th International Conference on Intelligent Data Engineering and Automated Learning entitled 'Preliminary Investigation on Machine Learning and Deep Learning Models for Change of Direction Classification in Running'. The conference was in Valencia, Spain from 20-22nd November 2024.
- In November 2024, Dr Kieran Nolan delivered a guest presentation for the Emerging Media module of DCU's BSc in Multimedia on Digital Art through Bespoke Interfaces, Game Platforms and Mixed Reality WebXR. This talk discussed his research projects in interaction design, digital art and mixed reality, exploring the background, process and outcomes behind these artefacts and how they were adapted by curators into indie game and art exhibition contexts. He also discussed his work the areas of game histories and digital preservation. https://www.linkedin.com/posts/kierannolan_guest-lecture-today-on-dcu-campus-all-welcome-activity-7259953766156718080-7dL6



Dr Kieran Nolan's invited guest lecture for DCU's BSc in Multimedia (November 2024).

- On the 27th November, "The Mysteries of Lough Muckno", the resulting performance of the IRC funded Community Write a Science Opera (WASO) was performed at Íontas, Castleblayney. This project, spearheaded by DkIT lecturers, Dr Bridget Kelly, Dr Daithí Kearney, along with Íontas arts officer David Maine and drama facilitator Cathal Thornton, is the result of many months of engagement with members of the local community as well as students from both the National Learning Network, Monaghan and Our Lady's Secondary School, Castleblayney.



- In March 2025, Dr Niall Coghlan, Dr Ciarán Ryan and Dr Kayla Rush from the Department of Creative Arts, Media and Music and the Creative Arts Research Centre presented papers at the International Council for Traditional Music and Dance Conference hosted by Dublin City University.
- In March 2025, Dr Adèle Commins and Dr Daithí Kearney, travelled to the University of Malta to present papers that focused on community arts initiatives in Co. Louth to an international audience as part of the 11th Annual Conference of the School of Performing Arts.



- An article on Irish country music star Philomena Begley by recent DkIT graduate Dr Christina Lynn published in the Journal of the International Alliance for Women in Music in March 2025.
- In March 2025, Dr Kieran Nolan (co-director, CARC) attended the 3rd GRADE / Grassroots of Digital Europe Conference at the Mathematical Institute of the Serbian Academy of Sciences and Arts in Belgrade. This event focused on the role of women and minorities in creative computing in Europe. Dr Nolan is a workgroup co-lead on the EU funded GRADE project, and as part of the conference delivered an updated on the Silicon Dawn edited collection on European Creative Computing Histories. Kieran is a co-editor of this book with Dr Natalija Majsove (University of Ljubljana) and Dr Alex Wade (Birmingham City University) featuring research by 42 authors from 16 countries <http://costgrade.eu>.
- Dr Kieran Nolan, published a chapter in the in-game photography book 'Fotoludica - Fotografia e videogiochi tra arte e documentazione' published through Mimesis Edizioni, edited by Matteo Bittanti and Marco De Mutiis, March 2025. His chapter is about graffiti photo archiving in and through video games, and develops on his talk at the Fotoludica conference which took place at IULM University of Milan in 2024. <https://milanmachinimafestival.org/fotoludica-book>



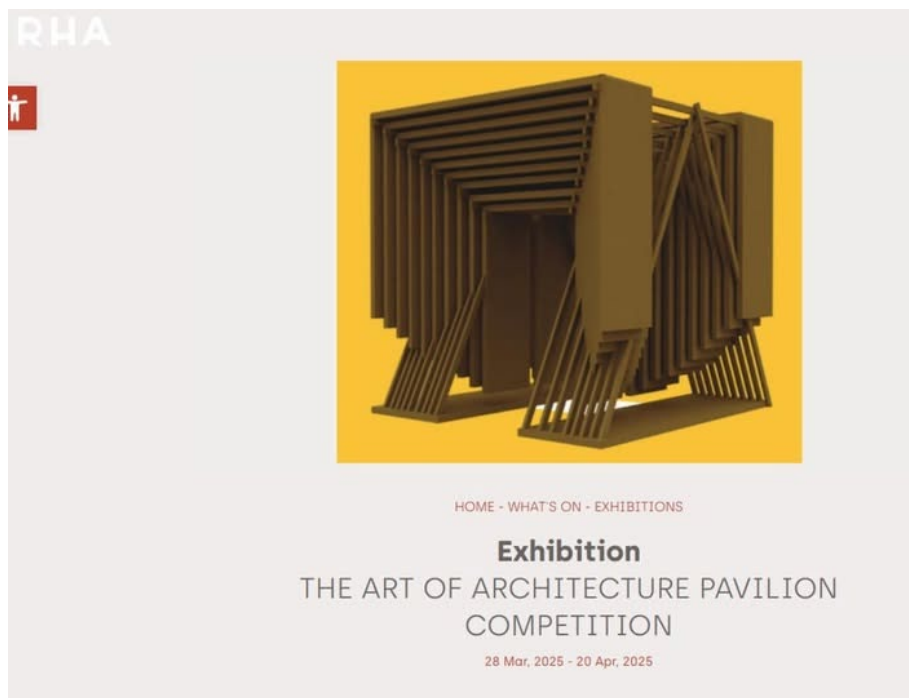
- Dr Kieran Nolan's experimental AI movie 'Video Games That Don't Exist' was screened in Los Angeles, California as part of the 2025 Milan Machinima Festival's Game Engine Cinema programme on the 21st of March 2025. Machinima is a form of filmmaking that uses real-time computer graphics, typically from video games or virtual environments, to create animated films or videos. The Milan Machinima Festival 2025 featured an international selection of 31 machinima and game videos by 35 artists from 17

countries. <https://milanmachinimafestival.org/kieran-nolan>



screen capture from the Video Games That Don't Exist AI machinima movie. Source: kierannolan.com/videogamesthatdontexist

- CARC researcher Ben McCabe's proposal for the RHA Art of Architecture Pavilion Competition was exhibited at the Royal Hibernian Academy, Ely Place, Dublin, from 28th March to 20 April 2025. His proposal, 'HATCH; an ecoscenographic pavilion', is based on ecological consciousness in sourcing, designing and planning the next life of large exhibition artworks. His proposal is designed from its end-life backwards to ensure minimal waste of resources.



- In April 2025, CARC Researcher Dr Daithí Kearney published a paper on developments in Irish dance in a special issue of *Irish University Review*. Edited by Emily Mark-FitzGerald (UCD) and Emma Radley (UCD),

this issue focuses on interdisciplinary approaches in Irish Studies that move beyond a focus on the text and focusing on experience.

- The Department of Creative Arts, Media and Music hosted their Undergraduate Research Symposium for Year 4 students across a range of programmes in April 2025.
- Dr Róisín Loughran, from the RSRC, presented her paper 'AI in Music and Healthcare: A comparative review' at EvoMUSART in Trieste from 23rd-25th April 2025, where it was nominated for the best paper award.
- The School of Informatics and Creative Arts hosted a school research day on the 8th May 2025 involving researchers from the RSRC and CARC research centres. The event celebrated ongoing research in the centres. There were five full-length conference style presentations and a further ten 3-minute presentations describing research projects in the centres that led into an open discussion on creativity and the developments in Artificial Intelligence, with interesting transdisciplinary perspectives between the Informatics and Arts researchers. Also many of the researchers involved also participated at the Pint of Science events in Dundalk, hosted by researchers from the School on Monday 19th May and Wednesday 21st May 2025 in Mo Chara in Dundalk.
- Dr Róisín Loughran was invited as a keynote speaker at the Digital Skills for Music Teachers Multiplier event held at the MTU School of Music on 27th May 2025 where she presented on 'Creativity vs. AI: Fight!!'.
- Dr Adèle Commins and Dr Daithí Kearney presented at the 23rd Annual Plenary of the Society for Musicology in Ireland hosted by the School of Music, University College Dublin. Commins examined the link between poetry and compositional practice in the work of Irish-born composer Charles Villiers Stanford. Kearney presented an examination of Spanish themes in Irish music, focusing in particular on composer Bill Whelan and the internationally renowned band The Chieftains.

International Engagement

The School continued to enhance its international collaborations in 2024/2025:

- Students from the Department of Visual and Human Centred Computing participated in several Erasmus+ funded blended intensive projects. These projects' themes included Solutions towards a healthy and ageing society and Coding Self-Driving Autonomous Robots. These projects took place in Poland, Portugal, France, and Belgium.
- DCAMM and the Creative Arts Research Centre continue to host international speakers and scholars to meet with students and enhance the learning on our programmes. Two recent scholars who worked with our students include Professor Scott B. Spencer from the Thornton School of Music at the University of Southern California and Professor Rebecca Miller from Hampshire College, New York.
- Ms Niamh St John Lynch was invited to present on 'AI for medical devices' at the 8th Annual European Medical Device and Diagnostic Cybersecurity Conference in Berlin on 15th May 2025.
- Dr Daithí Kearney, travelled to Italy to share his research through workshops and performances. He facilitated workshops at the Tuscania Irish Fleadh curated by Francesca Fabris and Lucrezia Testa Iannill.

This festival of Irish music and dance took place in the historic setting of the Etruscan/medieval village of Tuscania and Daithí performed with leading Irish artists including Diane Cannon, Aidan Burke, Brendan Mulholland, Laura O'Callaghan, Jason O'Rourke, Clare McGreevy and Alison Crossey.



- An Erasmus Blended Intensive project hosted in the school, brought together second-year students from the Game Development program, along with Computer Science and Business students from VIVES University in Kortrijk, Belgium, and Business Studies students from IUT Montpellier, France, in September 2024. This year's theme, "Solutions towards a healthy and ageing society," challenged students to develop digital tools or solutions addressing this pressing issue. Participants were tasked with considering various factors such as business use cases, SWOT analysis, legal data issues, stakeholder engagement, usability, and gamification while working towards creating at least a working prototype. Over the course of three and a half days, students developed their solutions and prepared for two key presentations: an initial pitch and a final presentation.
- A group of ten students from year 2 and year 3 of the BSc (Honours) in Computing in Software Development took part in a week-long intensive coding project involving coding self-Driving autonomous robots in Lodz, Poland from 15th September to 22nd September 2024. The DkIT students worked with students from ISPGAYA (Portugal) and University of Lodz (Poland). The objectives of the project were for students to work in international and multidisciplinary teams, and for students to increase their competencies in robotics and AI.
- Students from the BA (Hons) Creative Media and BA (Hons) Film and Television Production programmes participated in an Erasmus Blended Intensive Programme in Avans University, Netherlands in January 2025, accompanied by lecturer Jonathan Duggan.



- In February 2025, Dr Kieran Nolan facilitated a 2 day workshop at ISCTE Instituto Universitário de Lisboa for the edited collection of Histories and Cultures of Creative Computing in Europe (1970-2000): Silicon Dawn. Kieran is a co-editor of this book with Dr Natalija Majsove (University of Ljubljana) and Dr Alex Wade (Birmingham City University), which features research by 42 authors from 16 countries.
- Ten year 2 students from the B.Sc. (Honours) in Computing in Software Development programme travelled to Lens in Northern France to participate in an Erasmus Blended Intensive Project from 2nd to 7th March 2025. The DkIT students worked in teams with students from France, Portugal and Poland. The students were tasked with creating a web app. The DkIT students got to use their web development, full-stack, and database programming skills. Some of the other students on the project were studying on a web design programme, which focused on the design rather than the coding side of a web app.

11.CELT Report

The Centre for Excellence in Learning and Teaching (CELТ) 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 the Student Learning and Development Centre (SLDC).

Staff

Gerry Gallagher (Acting Head of Learning and Teaching), Laura McKenna (CELТ Co-ordinator), Margaret Ward (Digital Skills Learning Advisor), Michelle Woods (Academic Writing Advisor), Orla Hughes (Educational Technologist), Ronan Bree (Senior Lecturer). Angela Short is partially seconded to CELТ to contribute to the Centre's Learning and Teaching programmes. David Cranny, Karen Dunne, Maeve McArdle, Daithí Kearney, Conor McKevitt also contribute to the MALT programme.

Staff Changes

Gerry Gallagher replaced Moira Maguire as Head of Learning and Teaching (June 2024- January 2026). Ronan Bree joined CELТ in June 2025. Maeve McArdle, Daithí Kearney, Conor McKevitt joined the MALT tutor team in January 2025.

General

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

The accredited programmes in the Centre for Excellence in Learning and Teaching (CELТ) (Master of Arts in Learning and Teaching, Certificate in Learning and Teaching and Certificate in Assessment and Feedback) continued to be successful in the reporting period 2024/2025. The programmes attract learners from among DkIT staff and colleagues from Further Education and Training (FET), post-primary, and private companies across the region. There was a new intake onto the programme in January 2025 – 13 learners. A further 20 learners progressed. There was no graduating class and 1 exit award (Certificate in Learning and Teaching) was made.

Table 1: Programme graduates

Award	No DkIT staff	No external learners	Total no
MA Learning and Teaching	78	37	115
PG Diploma in Learning and Teaching	1	6	7
Certificate in learning and Teaching	19	14	33
Certificate in Assessment and Feedback	1	1	2
Total	99	58	157

Unaccredited CPD Academic Year 2024/25

This focused on supporting Schools preparing for programmatic review, with a particular focus on curriculum design and assessment. Universal Design for Learning (UDL) continued to be a priority. Orla Hughes is a national facilitator for the AHEAD/National Forum UDL Digital Badge and contributed to the national rollout of the badge in semester 1 2024. Training and 1-1 support was also provided around UDL and accessibility, digital technologies and academic integrity, including impact of Generative Artificial Intelligence.

A blend of online and face-to-face training and professional development was offered, with attendance generally greater at online sessions in term time.

The schedule of CPD events for the reporting period 2024/2025 was as follows:

Table 2: Masterclasses/Invited speakers 2024/25

19 th October 2024	Academic Integrity Masterclass – Professor Mary Davis, Oxford Brookes	
28 th November 2024	Launch of You can UDL it! And keynote by Professor Tom Tobin	

Table 3: Support for Programmatic Review

Date	Event	Participants
1 st October 2024	Departmental SWOT Analysis – Programmatic Review	Staff in Department of Life and Health Sciences
8 th October 2024	Departmental SWOT Analysis – Programmatic Review	Staff in Department of Agriculture, Food and Animal Health
24 th October 2024	Departmental SWOT Analysis – Programmatic Review	Staff in Department of Nursing, Midwifery and Early Years
22 nd January 2025	Assessment workshop	Staff in Department of Life and Health Sciences
29 th January 2025	Introduction to Moodle	Students – Part-time Professional Practice
14 th March 2025	Module design – Programmatic Review	Academic staff in School of Business and Humanities
28 th March 2025	Module design – Programmatic Review	Academic staff in School of Business and Humanities
2 nd May 2025	Module design – Programmatic Review	Academic staff in School of Business and Humanities
6 th May 2025	Module design – Programmatic Review	Academic staff in School of Informatics and Creative Arts
13 th May 2025	Workshop – Assessment and Feedback	Academic staff in School of Informatics and Creative Arts
16 th June 2025	Writing Programme Learning Outcomes	Programme directors in School of Informatics and Creative Arts

Table 3: Other CPD

Date	Event	Participants
6 th September 2024	Introduction to Learning and Teaching	New academic staff Induction
6 th September 2024	Introduction to Moodle – new academic staff	New academic staff Induction
13 th September 2024	Introduction to Moodle	Postgraduate Certificate and MSc students in Building Surveying
24 th September 2024	Mathematics in 2 nd Level	Mathematics teachers from Cavan Monaghan ETB
14 th November 2024	Panopto workshop	Academic staff
14 th November 2024	Panopto workshop	Academic staff
4 th December 2024	Workshop – Introducing Moodle to students	Programme directors in part-time programmes in the School of Health & Science
15 th January 2025	Panopto workshop	Academic staff
16 th January 2025	Panopto workshop	Academic staff
29 th January 2025	Introduction to Moodle	Students – Part-time Professional Practice
20 th March 2025	UDL & Accessibility Alignment	Academic Staff
3 rd April 2025	UDL & Accessibility Alignment	Academic Staff
9 th June	UDL & Accessibility Alignment	Academic Staff

Student Learning and Development Centre (SLDC)

The SLDC continued to offer a comprehensive programme of academic support to students. This was both face-to-face and online. It included scheduled workshops, small group tutorials and one-to-one tutorials in all aspects of academic writing, study skills, exam technique, presentation skills, MS Office 365 applications.

Induction took place on 12th and 13th of September 2024. Approximately 120 student ambassadors were trained to welcome and support the new students. Feedback was very positive.

Table 1 shows that that use by students was notably lower than in recent years. Both tutors had extended periods of sick leave in semester 2 2024-25 which had an impact the support that could be provided. However, it also appears that some paper records were not recorded and this process has been reviewed.

Table 4: Use of SLDC by stage/category since 2019

Year	2019	2020	2021	2022	2023	2024
Masters	3	95	24	35	57	23

Multiple	30	320	24	52	218	149
PhD	7	10	4	34	17	5
Staff	4	210	5	7	3	12
Y1	555	495	295	536	617	277
Y2	192	179	156	112	80	187
Y3	304	181	159	156	152	138
Y4	129	206	118	138	96	15
Grand Total	1,224	1,696	1,557	1,070	1,294	806

Table 5: Student use of SLDC by type of provision since 2019

Row Labels	2019	2020	2021	2022	2023	2024
Academic 1:1 Tutorials	149	406	192	157	178	129
Academic Group Tutorials	231	301	158	364	16	27
Group Tutorials for Lecturers	480	344	621	276	921	478
IT Students 1:1	48	48	55	61	44	32
IT Groups	83	43	2	24	4	9
Drop In Students	233	-	179	188	128	99
Online drop-in/email		346 (students 208 (staff)	296 (students) 55 (staff)			
Introduction to SLDC	-	-			3	32
Grand Total	1,224	1696	1557	1,070	1294	806

Academic Year 2024-25 – SLDC Hub Student Usage

As was the case in 2022/23, there was significant student use of the SLDC Moodle Hub in 2023/24. Figure 1 shows that 2,789 students logged into the SLDC Hub on Moodle during the 2024-25 academic year, an increase of 12% on 2023-24. As in previous years, 60% of their activity was outside of standard hours – evenings and weekends, suggesting the hub is achieving its goal of providing greater access to support out of hours.

Figure 1: Student use of the SLDC Moodle Support Hub

Role	# of Unique Users
Student	2789
Staff	0
Teacher	6

Activity by Role	% In Hours	% Out Hours
All student activity	39.45%	60.55%
All staff activity	0%	0%
All teacher activity	90.29%	9.71%

Figure 2: Use of SLDC support hub by day and time

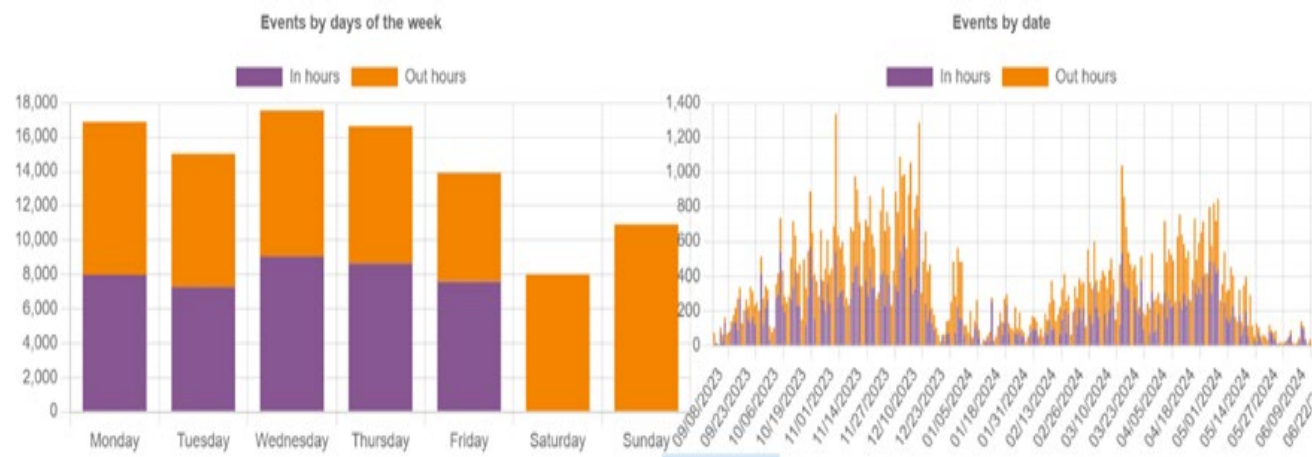


Figure 2 shows a total of 35,812 events logged in standard working hours and 54,964 during evenings and weekends, with a combined total of 90,776 events. This is slightly down on the previous year (n=98,966).

Student Survey.ie

2024-25 was again a fallow year as the survey underwent revision. Moira Maguire was a member of the national working group for this. The new survey was launched in December 2025.

Funded Enhancement Projects

Strategic Enhancement of Learning and Teaching (SATLE) Fund 2023

SATLE is a non-competitive fund from the National Forum for the Enhancement of Teaching and Learning and co-ordinated and supported locally by CELT. In September 2024, DkIT was awarded €114,500. The funding supported a continuation of the multi-strand DkIT project ‘Programme design for a time of change’ that focused on academic integrity, digital transformation and inclusive learning at the programme level with an emphasis on supporting upcoming programmatic reviews. Building directly on ‘Assessment for All’ project funded under SATLE 2022, the project places a greater focus on enhancement at the programme/department

level to ensure a coherent, consistent and coordinated student experience both horizontally and vertically across stages and programmes. This project aimed to run until the end of 2025.

Strategically, we have also sought to align this work with other key initiatives, including PATH 4 and N-TUTORR, thus ensuring that they are mutually informing and complementary so as to maximise impact. In particular, there was considerable overlap between SATLE and N-TUTORR themes. This has helped to ensure that the work supported by both funding streams informed the approach to our upcoming programmatic reviews scheduled to take place in 2025 and 2026.

Inclusive Learning and Teaching

SATLE funding supports an institute-wide strand to promote more inclusive approaches to learning, teaching and assessment, aligning with local and national strategic priorities and other initiatives such as PATH 4 and N-TUTORR. This work includes:

- Raising awareness of Universal Design for Learning (UDL) among staff and students
- Embedding UDL at programme level – a particular focus in our current Programmatic Review process
- Raising staff awareness and capacity in terms of digital accessibility
- Building staff capacity in the designing inclusive assessment and feedback activities

Activities included:

- A publication 'You can UDL It' was launched in November 2024. This publication is a collection of stories of how colleagues and students in DkIT are implementing UDL principles on practice. The launch event included a keynote by well-known UDL scholar, Dr Thomas Tobin.
- Maintaining a UDL hub for staff on Moodle
- Developing a set of resources on Inclusive Learning and Teaching in the Programmatic Review Hub on Moodle to support schools in the Programmatic Review process.
- Presentations by a number of DkIT colleagues at Maynooth University's International UDL Symposium in September 2024.
- Specific training within Schools/departments to support embedding UDL as part of programmatic review

Digital Transformation

In relation to digital transformation, the Vevox polling application, an institute-wide pilot for which was funded by SATLE, has allowed us to further develop digital capacity, particularly in relation to inclusive formative assessment.

Support for staff in implementing Vevox is provided through online training sessions facilitated by the Vevox Support team and in-person sessions facilitated by the CELT team, in addition to one-to-one support and guidance, including online resources on Moodle. The use of Vevox has also been promoted through its use at a number of sharing practice events and meetings. This has extended its reach beyond the classroom into other settings where all staff can make use of its functionality for gathering feedback etc. Such has been the initial

staff engagement with the pilot funded by SATLE that the site-wide Vevox licence was extended for a further two years thanks to funding provided by the N-TUTORR project.

Digital transformation has also been addressed in a number of small-scale Learning Enhancement Projects (LEPs) organised at department and programme level. These include projects on simulation for Nursing and Midwifery programmes, the development of a video-led practical guide for clinical skills development and assessment for OSCE's in the School of Health and Science, and a day long workshop considering Artificial Intelligence in the context of Audio-Visual Production and Education.

Academic Integrity

The strand 'Promoting a culture of academic integrity' has been a key feature in our SATLE projects 'Assessment for All' and 'Programme Design for a time of Change'. This strand aims to further develop a culture of academic integrity among staff and students, encouraging an environment that promotes and supports honest and ethical academic behaviour.

A particular focus has been on the fostering of dialogue on the impact of generative artificial intelligence (Gen AI) on assessment and the consequent issues and concerns in relation to academic integrity. Key to this has been the provision of support for staff and students in addressing the challenges presented by these rapidly-developing technologies.

Learning Enhancement Projects (LEPs)

The following 10 LEPs were supported during the academic year 2024-25

Title	SATLE Theme
Embedding Global Citizenship in the Business curriculum	ESD
World Café to engage Public Patient Involvement (PPI)	ESD
MATHS FOR ALL – Real World Engineering Maths Education	ESD, Digital Transformation
Embedding peer support into midwifery education	ESD
Assessment design for a changing world	ESD, Digital Transformation, Academic Integrity
Co-creating a shared vision of/for UDL among staff and students	ESD
Enhancing the Inclusivity and Accessibility of Communication to Students	ESD
Enhancing simulation within professional nursing and midwifery programmes	Digital Transformation, Academic Integrity
'At the OSCE's'-Video led practical guide for clinical skills development and assessment	Digital Transformation
'AI in the context of Audio-Visual Production and Education'	Digital Transformation

In Semester 2 2024-25, following another institute-wide funding call for LEP proposals, a further 18 projects were funded. These continued into the academic year 2025-26.

SATLE Pathfinder Project

In December 2024, funding of €12,500 was received under the SATLE Pathfinder fund. This fund was designed to support pathfinder exploratory projects to investigate appropriate innovations which may frame future strategies and projects in relation to teaching and learning in higher education. In funding these projects, the HEA envisaged that their outputs would inform discussions about the future strategy for national teaching and learning policy in higher education.

CELT are collaborating in this project with the Centre for Teaching and Learning (CTL) in Maynooth University. The project is titled “Meeting our students where they are: HE responses to evolving student needs – What works and why? “. This is a 6-month desk-based research project in which the two institutions have combined their funding to support a research fellow, Dr. Ciara O’Farrell (formerly TCD), to investigate system-level responses to meeting the evolving needs of our student cohorts. In addition to highlighting a range of initiatives and responses to address student needs, it is hoped that the project may also result in both institutions identifying some pilot projects for future collaboration.

Collaboration with George Brown College, Ontario (Canada)

During Semester 2 2024-25, the HEA announced funding for a number of collaborative projects with institutions in Canada, with the intention of providing €20,000 for each Irish institution involved. DkIT has identified George Brown College, Ontario as a partner for a collaboration that includes a learning and teaching strand and a research strand. The learning and teaching element is focused on Artificial Intelligence, Academic Integrity and Assessment design. It involves both institutions sharing best practice, policies and resources and organising shared masterclasses with a view to examining the opportunities and challenges in each of the three key areas. This project will continue through the academic year 2025-26.

PROGRAMMATIC REVIEW

CELT and its professional development programmes successfully underwent the Programmatic Review process in April 2025. As a result, the following programmes were validated for the next five years from September 2025:

- Master of Arts in Learning and Teaching
- Postgraduate Diploma in Arts in Learning and Teaching (Exit award)
- Certificate of Arts in Learning and Teaching
- Certificate of Arts in Learning and Teaching (Exit award)
- Certificate in Assessment and Feedback
- Certificate in Academic Writing

The Programme Peer Review Panel commended CELT and the programme team for the following:

- Constructive and collegial engagement with the Panel
- Strategic Leadership in advancing Professional Development in higher education

- Student-centred teaching, learning and assessment practices
- Integration of research-informed practice
- Responsiveness to diverse learners
- High quality document

The Area response to the panel's report was submitted in June 2025 and accepted on behalf of the panel by the Chair.

N-TUTORR

The N-TUTORR project finished in December 2024 [N-TUTORR - Transforming Learning: Home](#). Moira Maguire was co-lead (with Carina Ginty, ATU) for the Student Empowerment Stream for the project and Ronan Bree was the Institutional lead for DkIT. The project had a significant impact across DkIT, with N-TUTORR supported activities and events engaging 99% of our staff, and 61% of our students. CELT supported the implementation of key pilots and initiatives, including enhancing the experience of commuter students, informing local programmatic review with N-TUTORR's Sustainable Higher Education Curriculum Framework, promoting the mydigitalbackpack suite of short courses for staff and students, and facilitating the roll-out of digital platforms, as well as active- and hybrid-teaching spaces across campus. CELT are also supporting staff on an N-TUTORR initiated AdvanceHE Fellowship scheme (33 staff).

PATH 4

In Semester 2 2024-25, CELT was a partner in a successful application to the PATH 4 Phase 1 Inclusive Environment Fund from the HEA. CELT's primary focus is on the Universal Design for Learning and Inclusion element of the project. This aspect will involve continuing to build and enhance staff capacity in this area through activities such as facilitating dialogue at departmental level, providing one-to-one and group support, development of resources and organising two masterclasses over the lifetime of the project. A further key aspect is supporting the implementation of the ALTITUDE Charter, which was adopted by DkIT in April 2025.

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 were actively involved in learning and teaching scholarship, including publishing papers and presenting to academic conferences and supporting the Learning and Teaching Research Group.

Priorities for 2025/26

- To continue to promote and support enhancement and sharing of good practice across DkIT
- To support preparation for programmatic review
- To provide pedagogical leadership in responding to the impact of Generative Artificial Intelligence
- To contribute to building an enabling environment for all our students.

Regional Development Centre

Established in 1989, the RDC was one of the first on-campus business incubator units established on the island and has become a pro-active engine of innovation in the region, building strong relationships and interactions with the community, with entrepreneurs, with SME's and with the various local and State developmental agencies. Closing out this Academic Year 24/25 the RDC has supported 2431 entrepreneurs on programmes period and incubated over 225 clients with 427 applied research projects and consultancy projects won and managed. The targets for entrepreneurs assisted was 60 in total, the RDC had an extraordinary year with 172 in total supported.

As well as supporting indigenous enterprise development the RDC has also been an important vehicle in attracting inward investment to the region. It has achieved this by making available the expertise, facilities and resources of the Institute for the wider benefit of the regional economy through the following range of programmes and activities:

- Research & Development and Technology Transfer
- Entrepreneurial Development Programmes, generic, and stage and sectoral focused, face to face, hybrid and online delivery experience
- Student Enterprise support, entrepreneur development programmes and innovation day facilitation
- Incubation Facilities for Knowledge and Technology-Based Enterprises
- Managing Applied Research with industry, from small <€2k projects to large scale
- Sectoral & Regional Development Initiatives in the areas of innovation for SMEs (Small-Medium Sized Enterprises), female entrepreneurship and intrapreneurship , connected health & wellbeing, energy and renewables, clustering, etc
- Spearheading and Supporting EU and Cross Border Development Initiatives
- Networking with Agencies and Organisations at Regional, National and International Level

The success of the activity emanating out of the RDC has been such that that the original 500m2 facility has been extended on three occasions, 500m2 added in 1992 800m2 in 1997 and a further 750 m2 in 2005 to total 2550 m2 inclusive of meeting and common areas. Office and lab space totals 1330 m2. The RDC currently sits at design stage completion for an additional circa 1110m2 extension to its facility (as of September 2022) however while remaining a focus in this reporting period it has not been able to secure the shortfall funding to complete the project to date.

The RDC works closely with the Local Enterprise Offices of Cavan, Louth, Meath and Monaghan supporting them as members of their respective project Evaluation Committees and partnering across national and international projects were appropriate.

The RDC at DkIT were also a founding member of various industry networks and clustering initiatives in the region and continue to play an active role such as the Connected Health and Wellbeing Cluster initiative and the Dundalk Chamber Skillnet currently playing an active role on steering /advisory committees. During the period the RDC also continue to support the development of the ECO Wind Cluster an industry lead cluster of companies across the value chain in offshore wind sector. These networks will be key avenues and pipelines of engagement for DkIT.

A major success during the period was the completion of the inaugural DigiBio Health Innovators Programme Cohort 1, twelve participants. This is circa €7M for 6 years awarded to DkIT in a heavily contested competitive call from Enterprise Ireland. This is a Stanford BioDesign modelled programme collaborating internally with the School of Informatics & Creative Arts as a post graduate/Masters programme focused on commercialisation. The DigiBio programme partners externally with Royal College of Surgeons of Ireland, Trinity College Dublin, Dublin City University and Tyndall National Centre at UCC.

The RDC have also been active in the period with applications across various Investment Areas in the PEACE+ funding calls, with our own RDC led Mini DigiHub project, (€6.1M overall funding with €1.4M to the RDC) commencing with the period focusing on XR and digital Technology capability building in the region that includes a significant DkIT asset in a Mobile Digital Lab acquisition.

Staff of the RDC currently hold a number of voluntary directorships supporting economic development in the region from innovation hubs to financial support entities for businesses, to the Cross Border Partnership Employment Services Steering committee (representing IBEC), and co-opted onto board membership of the recently established Irish Knowledge Transfer Association (IKTA) and the Louth Economic Forum. The RDC also have a key membership of the steering and implementation committee in the development of the North East Regional Enterprise Plan 2021- 2024 (extended for an addition year to end of 2025), including chairing the SME Ecosystem development subgroup.

Incubation

The academic year 2024/25 commenced with the RDC in a good position with occupancy of 100%. This level continued for most of the year dropping to a low of 93% before returning to 96%. One office is vacant at the end of the year with interest from MMIC Labs. The office was purposefully kept vacant over the summer as we installed the Student Inc students there for this student enterprise programme initiative.

Companies leaving this year included Glanmor Tech, Ultimate Jockey and HorsePal with Archways taking an additional office, Enerview joining us and MMIC expected to take the additional office freed by HorsePal.

Ultimate Jockey/Jockey World Championships was in situ for a number of years as he set out plans for a world series or Formula 1 style competition for jockeys. While the concept development progressed with buy-in from racecourses, horse owners and jockeys he was unable to close the funding required to kick start the business. He exited the RDC to save on costs, etc.

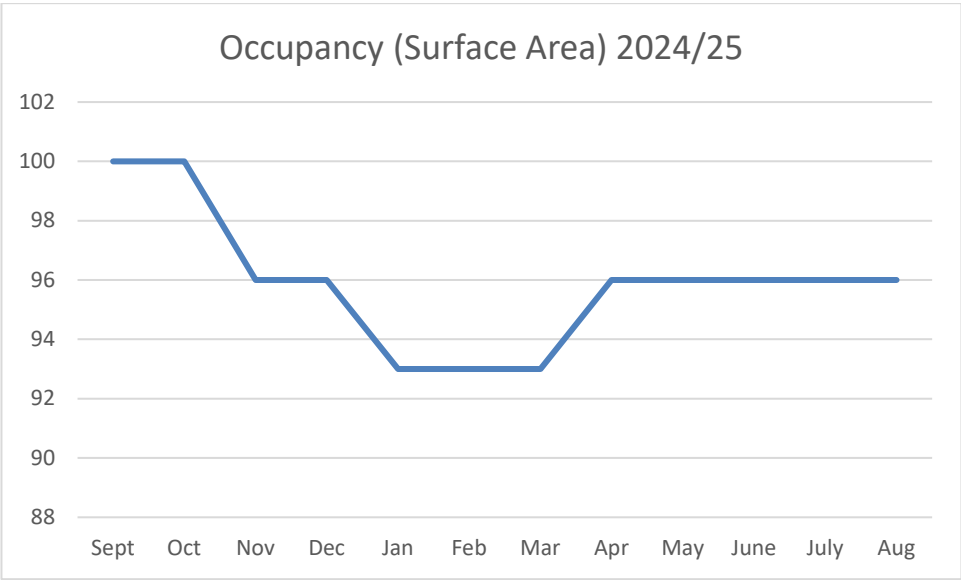
HorsePal left the centre unexpectedly. This was due to car parking issues and the founder had his bike stolen during the year and was clamped a number of times as he tried to work around school drop offs and business meeting requirements. He moved to Creative Spark so the business has stayed in the region.

Glanmor Tech left the centre as the founder had taken up a role in DkIT. He kept the business running in tandem as he looked for a buyer. This process took longer than expected and the company will be liquidated and closed.

While occupancy in the Centre remains high there is a noticeable drop in the number of enquiries for incubation space. This may be in part due to us not actively promoting the Centre due to full occupancy but it may also be an early indicator of the marketplace demand. Speaking with other centres in the region most are close to full occupancy also.

We expect a number of tenants to exit over the next 12 months for example, Digital Design has grown rapidly and the next logical step for them will be to secure their own space which we expect will be in the region. Similarly, Overhaul are also expected to move out.

The number of tenant employees using the offices on a daily basis has continued to grow over the past 12 months. Although some days can be fairly quiet (usually Monday and/or Friday) there is a definite increase in the three mid-week days. Employee headcount grew by 12 from 105 to 117 in the academic year (excluding those companies that left).



We report occupancy in units and surface area. This is useful as it shows whether we expanded or reduced the surface area of the centre dedicated to incubation due to demand or on-boarding of new support programmes. In 2022/23 we saw an overall growth of 8% in the space offered to incubation clients. We did forecast a potential occupancy drop to about 75% in the academic year, which didn’t materialise as any vacant offices were quickly filled.

An overview of the companies and current headcount is given below:

Company Name	Sector ¹	No. of employees	
		Male	Female
Advanced Medical Parts	Med Device	2	1

Archways	Programme	1	16
Sea Park Consultancy	Software Development (Fintech)	4	5
ComSave	Telecoms/Energy Internationally Trading Service	2	1
Integrated Aviation	Software Development (Aviation)	7	2
MMIC	ID Development Communication Sector	3	1
Overhaul	Software Development (Logistics)	17	15
Digital Design Consultancy Ltd	Internationally Trading Service (Construction)	14	2
Enerview Ltd	Wind Turbine and renewable energy consultancy.	2	1
Walls	Corporate Partnership	13	
Perspectives Ireland	Health Sector		2
Finotor	FinTech Software Development	2	4

<i>Total no. of client companies</i>	11
<i>Total no. employed at Incubator</i>	117
<i>Total space occupied (m²)</i>	630

Target Occupancy (Average) for the year = 80% Actual was 96% Pipeline

As can be seen above there is demand for the incubation office space in the Centre. We have adopted a balanced approach to the promotion of the centre so as to not over sell our offering, i.e. if we are full it doesn't make too much sense to promote office space therefore disappointing potential clients. As the year ends, we have a small pipeline which we are managing and keeping in touch with and hope that when a client exits the Centre we have someone to replace them. One of our female founder companies from New Frontiers will join the Centre in October 2024. Thrive and New Frontiers Programmes allows us to manage expectations while promoting the centre. Currently there are an additional 2 companies in the pipeline although the acid test as to how real their need is, is when another unit becomes available.

'Hotdesk/ Concept' Space

The Centre offers hotdesking space to start-ups on the New Frontiers Programme and also to Spin Ins. This provides a mechanism to create and maintain a pipeline into incubation proper.

Over the past few years a number of NFP businesses have used hotdesking to house DkIT students on placement who have been assigned to work with them. This has proven very beneficial to the start-ups and also animates the unit and Centre. 2024/25 saw a number of our tenant companies use this space to house their work placement students. One French student was also accommodated for CREDIT Tech Gateway. Currently the hot-desking/co-working room accommodates 5 desks.

An overview of the companies currently using Hotdesking, excluding New Frontiers Programme participants, is given below. Statsports have relinquished their desk during the period and we currently have:

Note: New Frontiers Programme participants use this space mostly pre and post programme training days and have not been listed below.

Client Name	Type (e.g. EPP)
Setanta Nutrition/ Phytaphix	NFP
The Fund	Support Agency
An Treo	NFP/Spin In

Total number	3
Space occupied (m ²)	23

Graduating Clients

A number of companies left the Centre during the 2023/24 academic year.

Name	Sector	New location	Retained links with centre/ institution
Glanmor Tech	Instrumentation	Closure	Founder joined DkIT as Tech Transfer Manager.
HorsePal	Product Development Equestrian Sector	Creative Spark	Yes
Ultimate Jockey	Equestrian	N/A	None.

Soft support Activities

The RDC provides a range of soft support activities for its clientele (internal and external) these include:

- Developmental Workshops

- Networking events
- Seminars
- Informational events (to support external agencies)
- Promotional events (promoting the work of the RDC and DkIT)
- Judging Panel members for competitions - Louth Business Awards, student pitches, etc.

A number of networking/information events were held during the period such as an IP Information event, AI event delivered by Enterprise Ireland which was recorded for sharing and promotional purposes, Seedcorn Information sessions, etc.

The RDC continued to be represented on the judging panel for the Louth Student Enterprise Awards competition for Louth LEO during enterprise week.

It also promoted Enterprise Ireland's Student entrepreneurship awards in DkIT and DkIT student Max Crinion Morgan won a High Merit Award in the finals held in the Linc Centre, TUD Blanchardstown.

The RDC also supported students during the period as part of the Student Inc programme which has extended to include DkIT for the first time. 5 students were funded under the programme (€4000 each over the 3 summer months). Two Student Interns were hired part-time to promote the programme and to help recruitment. Leila Aloua and Kshitiz Mittal from the school of Business worked from January to end of August receiving €16,000 (€8000 each) through the programme.

Start for Futures programme, providing mentoring, advice and incubation supports. This is a pan Europe project funded by the EU and is headed up in DkIT by Colette Henry from the School of Business and Humanities. This programme supports students to develop business ideas into businesses using mentors from across the globe. Ultimately it is hoped that successful start-ups join the incubators to grow their businesses. We had less involvement this year as the programme funding ended although some partners continued to offer the programmes funded by their own institutions.

New Frontiers Entrepreneur Development Programme

The New Frontiers Entrepreneur Development Programme is a national programme funded by Enterprise Ireland and has been delivered by DkIT in collaboration with DCU since 2012. Consisting of three 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.

David Connolly was the Programme Manager in the previous academic year 23-24 however he secured a new role moving to the DigiBio project. April McCrave was recruited and managed the programme until she left on maternity leave when the role was filled by Dara Duffy. Two phase 1 and one phase 2 programmes were run during the period with 53 participants taking part in the different phases.

A number of past participants had significant successes during the period, raising funding PSSF (Frank Clarke Oomu Pet, Barry Armstrong AnTreo, Paul Gilcreest Trave and Ronan McCormack) securing significant clients and one Fergus Grimes was acquired by the Irish Times.

The programme will be up for refunding in the next academic year and preparations have started for the call for proposals.

Athena STEM (Thrive4Women) programme

Funding was received for a three year period was received under BEDF for a female entrepreneur and management capability programme. The Programme manager, Lavina McGahon, was recruited and started in April 2021. The programme supports female entrepreneurs in the North East to launch their businesses, supports female work returners and managers who wish to enter STEM businesses at management level.

A total of 35 women participated in the Thrive Innovate and Thrive Execute programmes in the academic year. The Thrive Network continued to grow during the year. The programme was announced as Irish National Winner for Promoting Entrepreneurial Spirit for the European Enterprise Promotion Awards and Lavina attended the European final in Bilboa, Spain in November 2023 where the programme received a mention.

Unfortunately, funding for the programme ended and the main focus moved to identifying future funding opportunities which took many routes and will continue to do so in the 2024/25 academic year.

An extension for salary for one year was secured from EI and the programme manager was retained until May 2026 due to this and funding from the Boyne Innovate Programme delivered by the RDC.

Shared Island funding call from InterTrade Ireland for female entrepreneurship was issued during the Summer months which is a possible funding source for the Centre's supports for female entrepreneurship ambitions. The format of this call was a Tender as opposed to a grant based funding call. A submission was made under the future focused tech pillar with partners including Catalyst from Northern Ireland, MTU, TUS, SETU and ATU Incubation centres, the outcome expected Semester 1 2025.

Boyne Innovate Programme

The RDC won a contract from Louth CoCo following a tender process to deliver three pre-accelerator programmes in the greater Drogheda area. The target was to recruit between 6 and 10 participants on each programme. The first programme ran in May and June 2024 following a very short recruitment window, the second programme ran starting October 2nd 2024 with the final programme running March and April 2025.

Overall Recruitment Stats

Expressions of Interest (Measured on Webform)

Viewed - 448

Interacted – 71

Submitted – 64

Conversion to Expressions of Interest 14.3%

Total Applications Received (post contact) – 37

Total Offers Made - 34

Total Started Programme - 28

Total Completed – 25

Additional Participants supported outside Programme (too late to start, etc) – 3

Total Supported on Boyne Innovate Programme - 31

Exceeded our target of supporting 30 people across the Boyne Innovate Programme.

Outcomes to end of academic year 2024/25:

Two participants (from prog #1 and #2) accepted onto DkIT/DCU New Frontiers Programme Phase 2.

One external participant mentored and signposted to acceptance on ATU Letterkenny New Frontiers Programme Phase 1.

Two participants (from prog #2 and #3) to investigate Research and Technology Transfer supports in DkIT to advance the Project.

Three participants successfully received LEO Feasibility Funding. More participants expected to apply in time.

Two participants (From Programme #3) DkIT Students (both applied with one being successful for the Student Inc programme a national Summer programme for Students – the second withdrew). The successful student will now receive a €4000 stipend to help push the project forward.

External Hire activities

The Centre also manages the rental of DkIT facilities to external organisations, these range from individuals, for and not-profit, local, regional and national organisations.

During 2024/25 academic year the Institute received a number of enquires and repeat bookings. During a review of activities during the academic year it was decided that the RDC would no longer manage venue hire and that the Institute would no longer offer this due to the overhead in terms of resources required to ensure proper H&S and operational support which did not offer a return. Ad hoc enquires will be now handled by the Schools.

Other initiatives

The Incubation Centre was also involved in a number of funding applications from various funders national and EU including:

- Student INC, led by MTU (HEA successful – details above)
- Responsible Entrepreneurship led by DkIT (HEA successful – first iteration will run in Sept 2025.
- Hack Lab (mentioned above pending)

The Incubation Centre Manager sits on the Louth LEO EVAC for Grant approvals and attended the majority of EVAC meetings in 2024/25.

He also sits on DkIT's Sustainability Committee which is new this year and also is a member of the national Incubation Centre Managers Network.

During the year what was previously the Gas Bottle store for Smooth Muscle was converted into a Podcasting room for client and staff use.

Technology Transfer (TT) and Applied Research Activity

The TTO collaborates with research centres, academic schools, and other departments across DkIT to develop, review, and negotiate a wide range of agreements with external partners, supporting research collaboration, innovation, and commercialisation activities. The TTO undertook an extensive audit in collaboration with the Netwell CASALA Advanced Research Centre. The results highlighted several opportunities for further exploration and support. One key outcome was the need to enhance awareness and understanding of intellectual property (IP) and commercialisation among staff and students. In response, the TTO is developing immersive training on IP and commercialisation tailored for the Research Community (RC).

During the reporting period, the TTO was awarded Knowledge Transfer Ireland (KTI) KT Assist funding, receiving €20,000 per annum for two years. This funding is being used to support a wide range of TTO activities, capacity-building initiatives, and stakeholder engagement efforts.

Key initiatives and outputs during this period include:

- Engagement & Outreach

- Showcase Events:

2 events facilitated during the period and Innovative Healthcare showcase and Energy, Climate, and Natural Resources showcase. These events highlighted institutional expertise, promoted research excellence, and fostered collaboration with external stakeholders.

- Internal Training:

One in-house IP and commercialisation training workshop was delivered to staff and students.

- Industry Collaboration & Knowledge Transfer, Collaborative Funding Projects:

The TTO worked closely with research centres, academic schools, and negotiate various research and commercialisation agreements with external partners.

- 3 x Innovation Partnership Feasibility Studies:

- ◇ Multihog

- ◇ Nature's Best

- ◇ Enerview

- 1 x IntertradeIreland Business Explorer (Explore project):
 - ◇ Simply Fruit
- 4 x IntertradeIreland Innovation Boost Projects:
 - ◇ Kage Engineering
 - ◇ Makematic
 - ◇ Fiontar
 - ◇ Simply Fruit
- Commercialisation Fund Projects supported:
 - ◇ 1 x Enterprise Ireland Commercialisation Fund: Trakko
- Innovation Voucher Support:
 - ◇ 20 new Innovation Voucher projects initiated with SMEs
 - ◇ 35 Innovation Voucher consultations facilitated
 - ◇ 7 IP advisory sessions delivered to companies throughout the year

Technology Transfer Office (TTO) – Activity Summary

The TTO undertook an extensive audit in collaboration with the Netwell CASALA Advanced Research Centre. Based on the findings of this audit, the TTO identified several opportunities for deeper engagement and support, particularly around increasing awareness and understanding of intellectual property (IP) and commercialisation among staff and students.

In response, the TTO is currently developing an immersive training programme focused on IP and commercialisation for the Research Community (RC). This initiative aims to build capacity and foster a stronger culture of innovation and enterprise

Additional activities

The CREATE-DKIT project has achieved notable success during the period, including the recruitment of a Corporate Partnership Officer. This officer now reports directly to the TTO Manager. The TTO Office holds responsibility for issuing all Student Placement Collaborative Agreements, which are established through the work of the Corporate Partnership Officer (CPO). The CPO has also been an integral part to facilitating industry engagement particularly with the School based programmatic reviews that took place during the period facilitating focus groups and sectoral forums to engage with school representatives.

List of Agreements & Key Dates

Inter-Institutional Agreement

Parties Involved: DKIT / RCSI / DCU / UCC / Tyndall / TCD

Type: Inter-Institutional Agreement
Confidential Disclosure Agreement (One-Way)

Parties: DkIT & Cathal Cavanagh
Date: September 2024
Research Evaluation Agreement

Parties: DkIT & TCD
Date: March 2024
Confidentiality Agreement

Parties: DkIT & Statsport
Date: March 2025
Evaluation Agreement

Parties: DkIT, Region Västerbotten & TCD
Date: May 2025
Collaborative Agreement

Parties: DkIT & DkIT Connected Designated Activity Company
Date: January 2025
Second Amendment to Inter-Institutional Agreement

Parties: DkIT & RCSI
Date: August 2025

The CREATE-DkIT project was successful in the period that includes a Corporate Partnership Officer resource who has been recruited and reports into the TTO Manager.

DigiBio Healthtech Innovation Programme

In January 2024, a DkIT-led partnership with RCSI University of Medicine and Health Sciences (core partner), Dublin City University, Trinity College Dublin, and Tyndall National Institute successfully secured €7M in funding to develop and operate the DigiBio Healthtech Innovation programme over the next 6 years. This initiative is supported under the Innovators' Initiative Programme, co-funded by the Government of Ireland and the European Union through the Southern, Eastern & Midland Regional Programme 2021-2027.

The programme was officially launched on May 21st at DkIT by EU Commissioner Mairead McGuinness, the DkIT President Dr Diarmuid O'Callaghan, and Enterprise Ireland's Head of Research & Innovation Marina Donohue.

The primary objective of programme is to nurture the next generation of healthtech innovators and entrepreneurs in Ireland. This hands-on, "learn by doing" programme is structured around the Stanford bio-design needs innovation methodology and lean start-up approaches. Participants receive innovation training, mentorship, and a 2-month immersion period in a healthcare environment to identify commercially viable opportunities. Working in multidisciplinary teams, participants identify, validate, and prioritise healthcare needs, identify solutions to address those needs and develop viable business propositions to bring those solutions to market.

The programme is aimed at high-calibre individuals with significant industry experience from diverse backgrounds, including clinical, commercial, financial, entrepreneurial, and technical fields. To enable full-time commitment, participants receive a scholarship of €38k, with academic fees for fully funded for non-international students.

The programme is an NQF level 9 post graduate as follows:

Programme Title(s):	Master of Science in Digital Health Innovation Postgraduate Diploma in Science in Digital Health Innovation
Exit Award(s):	Postgraduate Diploma in Science in Digital Health Innovation
HET Award Type:	Master's Degree Postgraduate Diploma
NFQ Level:	9
ECTS Credits:	90, 60 respectively
Duration:	Master of Science in Computing in Digital Health innovation – 3 semesters
	Postgraduate Diploma in Science in Digital Health Innovation - 2 semesters

Following a highly competitive recruitment and rigorous assessment process, the first intake of 12 participants was selected in July 2024 comprising of 12 participants (9 Female; 3 Male) with a mix of clinical, technical, commercial and other backgrounds from across the island of Ireland as follows:

- National Deputy Director @ NHS England – Northern Ireland
- Entrepreneur – founded 4 businesses – Galway
- Designer @ HSE Spark Innovation/ Designer in residence @ St. James - Dublin
- Business Manager – Novartis – Louth
- Physiotherapist / Company Founder - Kildare
- Lifesciences Management Consultant – Dublin
- Research Engineer Sensors – Northern Ireland
- Chartered accountant – Dublin
- GP @ NHS – Northern Ireland
- Connected Health Director @ Novartis – Dublin
- Data Scientist @ BioInnovation R&D Accenture – Dublin
- Nurse / Entrepreneur – Donegal

The programme commenced on September 3rd with a 1-month bootcamp addressing the following:

- Intro to Digital Health
- Team formation / building

- Clinical area training
- Innovation Methodology training
- Clinical immersion / engagement preparation
- Design sprint

The bootcamp was followed by the 8 week clinical immersion phase which focus on GP care led by the programme Clinical Champion Prof Patrick Redmond [RCSI] and Immersive Environment partner Dr Donal Bailey, Director of Clinical Innovation: at Centric Health.

Centric Health supported ten different immersive environments in total. Each team (4 participants) spent 2 weeks at each of three clinics and at Centric Health's service operations centre observing clinician, allied healthcare professional and operations staff.

The teams collectively identified almost 2000 unmet needs during their immersion phase. Following this phase, the teams were taken through the process of prioritising, validating and selecting the highest priority needs. This was following by the concept development phase where the teams focused on identifying viable solutions to address their selected unmet needs before moving onto develop business cases to bring those solutions to market.

As of August 2025, 3 teams are in the process of submitting Enterprise Ireland Commercialisation Fund or Proof of Concept Fund applications and one has founded a start-up.

The programme is supported by a dedicated team comprising a Programme Director (DkIT), Programme Operations Manager (DkIT), Clinical Immersion Programme Manager (RCSI), and a Programme Administrator (DkIT) and a Governance Committee consisting of representatives of DkIT RDC, DkIT School of Informatics, DkIT Finance Department and partner organisation RCSI.

For more information on the programme see www.digibio.ie

DkIT Connect DAC

Trading as dConnect, the dConnect Digital Health Innovation Hub launched in May 2021 and was initially 80% funded by Enterprise Ireland through the Regional Enterprise Development Fund, with the remaining funding provided by Louth County Council, Dundalk Enterprise Development Company, Servisource Healthcare, Dundalk CREDIT Union, the Louth Enterprise Fund and the Dundalk Institute of Technology.

The original Enterprise Ireland funding of dConnect concluded in May 2024, and it is now primarily operating under its own budget. However, it has also received additional EI funding in 2025 to 80% co-fund the salary costs of a new Community & Education Manager who commenced employment in March 2025. Based at DkIT's RDC, the dConnect team consists of the Community and Education Manager, and a part-time PhD Researcher (commenced in January 2025), who report directly to the manager of the Connected Health & Wellbeing Cluster. The CHW cluster and dConnect have worked closely together over the past four years, especially on larger projects, and there is a natural alignment in their strategic priorities.

dConnect supports early-stage companies by providing access to education, expertise and its extensive network. Their mission is to stimulate and foster innovation in Digital Health via hands-on support and collaborative opportunities. They run start-up and industry training programmes on digital health innovation, host workshops and events, and provide mentoring and consultancy support.

During the 2024/25 Academic Year, dConnect's key activities included the following:

- Hosted 6 events, seminars & workshops with 340 attendees.
- 12 start-up and founder mentor sessions.
- Completed the 2nd edition of the Digital Health Innovation Programme, in partnership with the Connected health Skillnet and Angles Consulting. This was a six month needs-led innovation programme (January to June 2025) for SMEs and multinational companies.
- Co-delivered the 'AI for Health' Programme which supported 11 SMEs over four months to develop their AI ideas. dConnect played a key role in the Ideation sessions and the regulatory workshops, alongside mentoring and other services. The programme was funded by InterTradeIreland and the outputs included a feasibility report and wireframe solution for each company.
- Co-delivered the EIT Health student innovation programme (I-Days). This was the third year of the programme, where 65 students tackled a health challenge (Narcolepsy) over 1.5 days of Design Thinking workshops. The winning team pitched at the European final in Budapest.
- Co-hosted the "Cyber Security for Health" Conference at DkIT in July 2025 with partnership with the CHW Cluster, Cyber Ireland, InterTrade Ireland and HIRANI. This is the third of a series of planned annual digital health conferences at DkIT.

The key services offered by dConnect include:

- Hosting Programmes & Events
- eHealth Embark digital health start-up programme
- Digital Health Industry Innovation Programme
- EIT Health I-Day's student programme
- Regular webinars & events
- Business Mentoring and Consulting
- Market Research studies
- Data privacy strategies
- Path-to-Market strategy
- Regulatory pathways

- Investor readiness
- Cybersecurity considerations
- Technology Guidance and Prototyping
- Proof of concept development
- Wire-framing & User interface (UI) development
- User testing
- Backend application development
- Technical Training
- Access to Expertise
- Technology
- Clinical / Healthcare providers
- Regulatory
- Industry
- Investment

Connected Health & Wellbeing Cluster (Regional Technology Cluster Fund)

In 2019/20, DkIT successfully applied to the Regional Technology Clustering Fund. The Education and Outreach Manager, Breannan Casey, was appointed in June 2021 on a three-year contract which was extended by an additional year in 2024, and another two years in 2025. The total six-year budget is €804,379.

There is a focus on six aligned ‘Strategic Pillars’ which support collaboration and learning across the Pillars. These pillars are:

- Innovation, Promotion & Collaboration
- Internationalisation
- Education, Skills, Training & Development
- Regulatory, Cybersecurity & Interoperability
- Sustainable HealthTech
- Personalised Health Monitoring including SportsTech & Wearables

The Cluster continues to grow its membership base which has expanded to 75 members across the wider health ecosystem. Our aim is to develop health innovation and productivity in the digital health sector, and

further DkIT's objective to be a regional leader in digital health, alongside our Research centres and other supports.

Sample 'Industry' members of the Cluster currently includes InTuVu, xWave Technologies, Nova Leah. Takeda, AWS, Heart Rhythm International, and Medwrite. Public bodies (academia / research, healthcare, and enterprise support) members include Enterprise Ireland, IDA, Tallaght Hospital, Lourdes Hospital Drogheda, RCSI, HSE, and the dConnect Digital Health Innovation Hub.

Thomas Coleman, CEO of Zendra Health was appointed as (voluntary) Chairperson in February 2023, and a Steering group of health stakeholders was formed in 2024.

Progress during the 2024/2025 academic year included:

- We held our third 'Dundalk' EIT Health I-Days (Innovation) in October 2024, in partnership with HSE Technology & Transformation, Takeda, dConnect, and DkIT's academic departments. 65 multi-disciplinary students from DkIT created solutions to Health Challenges over one and a half days, using the Design Thinking process. Students from all academic areas receive an introduction to practical health innovation tools and compete in teams to tackle real-life health challenges. The winning Dundalk team, NarConnect developed a Bluetooth-enabled patch designed to assist in symptom recognition and analysis to alert users of impending narcoleptic episodes, reducing the need for frequent visits to clinical practitioners and increasing safety for the person living with narcolepsy. They attended the Winners' Event in Budapest where they competed against winning teams from 25 Universities and received additional feedback on their idea.
- The Cluster has applied for 'Smart Regions' funding for a Feasibility Study on establishing a Digital Health Validation Lab & Regulatory Sandbox in Ireland.
- Collaborating with other EU Digital Health Clusters has and ecosystems has continued to progress. CHW Cluster and DkIT were appointed as the Irish partner of ECH alliance in February 2025, Introducing our new ecosystem: Ireland - DkIT - Connected Health & Wellbeing Cluster! A chat with the Ecosystem Coordinator | ECHAlliance . We also became a 'Hub Partner' for the Healthtech Investor Summit which will take place in Utrecht in December 2025.
- DkIT, with support from CHW Cluster, hosted a Health Showcase on May 6th which highlighted regional innovation, our work with innovators, and the signing of a Memorandum of Understanding with the HSE Technology and Transformation unit to collaborate on skills, innovation, and other common areas. DkIT Innovative Healthcare Showcase - Connected Health and Wellbeing.
- In May 2025, five Industry members from the Cluster were included in a successful Peace Plus application with UU and DkIT, May 2025, which also included the Regulated Software Research Centre and Netwell CASALA, CHW Cluster members named in €9.1M Healthtech Innovation Centre Led by Ulster University - Connected Health and Wellbeing. We hosted an Enterprise Ireland delegation from the Middle East/ Australia to DkIT in May 2025, where attendees heard presentation from the Research Centres and innovation support organisations at DkIT.
- July 2025 saw us co-host our third annual conference, "Cyber Security for Health" at DkIT in July 2025 with partnership with dConnect, Cyber Ireland, InterTrade Ireland and HIRANI. This is the third

consecutive annual digital health conferences at DkIT. See Cyber Security for Healthcare Conference 2025 – Highlights & Insights - Connected Health and Wellbeing . We expect to form a new joint Working Group with Cyber Ireland to focus on the shared cyber security needs of our collective members.

- We delivered the ‘AI for Health’ Programme which supported 11 SMEs over four months to develop their AI ideas. The programme was funded by InterTradeIreland and the outputs included a feasibility report and wireframe solution for each company. The programme is a partnership with the Data Innovation Hub in Armagh. This was the second iteration of the programme, and we are confident that we will deliver a third programme next year.
- Marketing; Our monthly ezine is distributed to over 320 subscribers and our LinkedIn profile has over 1000 followers (increased from 500). Our programme activities have featured in a number of online and print publications over the past year including the Enterprise Ireland newsletter. We had a DKIT Digital Health stand at the Future Health Summit in Dublin in May 2025 alongside dConnect and the relevant DkIT research centres, and mentored the eight finalists in the Startup awards on their pitch to judges. The manager of the Cluster also sits on the ‘Digital’ working group of the NorthEast Action Plan.
- We organised upskilling, networking, and training Events including ‘UX for Healthcare’ , webinars, and online monthly members’ meetings where attendees access support and advice from each other.
- We held our largest members’ event in November 2024 where over fifty members met at AWS Dublin for a full day of networking, innovation and funding talks, and a workshop on the future strategy and priorities of the Cluster.
- Our members have benefited from a new members’ intranet with a focus on collaborative opportunities, resources, and future projects.

CREDIT Technology Gateway

CREDIT Technical Gateway provides a range of applied research and innovative solutions to industry under the following themes (revised themes for 2023-2029 programme):

- Wind and Distributed Energy
- Zero Carbon and Energy Optimisation
- Energy Integration

Dominic McLarnon is the CREDIT Technology Gateway Manager.

Gerard Reaburn is the CREDIT Technology Gateway Business Development Engineer

Dr Paul Mac Artain and Dr Fergal O’Rourke continue to act as co-Academic directors of CREDIT Technology Gateway.

Wai Hong Keet has been employed as a Engineering Technologist for CREDIT Technology Gateway with funding secured under the TU RISE CREATE programme since 1st August 2024 for a period of 3 years

Dr Chee Meng Peng took up role at CREDIT TG on a 3-year post on 1st August 2025 as Post-Doctoral Research Engineer funded internally.

The EI Technology Gateway programme has secured EU co-funding 2023-2029. The new programme officially launched in June 2023.

[Launch of new EU co-funded Technology Gateway Programme - Northern & Western Regional Assembly](#)

The TG is overseen by a mandatory Industry Steering Committee who meet quarterly, chaired by Gavin McBride (Enerview Solutions). The make-up of the current committee is as follows:

Role	Name & Affiliation
• Chairperson – Industry Member 1	• Gavin McBride (Enerview)
• Industry Member 2	• Sarah Kandrot - Wind Energy Ireland
• Industry Member 3	• Scott Wylie – Green Rebel
• Industry Member 4	• Dermot Costello - Galetch Energy
• Industry Member 5	• Martin Sweeney -SSE
• Industry Member 6	• Jimmy Gargan - Pureheat
• Industry Member 7	• Eilin Connolly – Monaghan Co Co
• Industry Member 8	• Denise O'Connor - Eco Wind Cluster
• IoT Representative	• Aidan Bowne - RDC
• EI Representative	• Aileen Cussen – Enterprise Ireland
• IoT Representative	• Dr Fergal O'Rourke – CREDIT TG
• IoT Representative	• Dr Paul MacArtain – CREDIT TG

Note: CREDIT Technology Gateway Industry Steering Committee will be rotating new steering group and chair from on an annual basis. Some existing members may remain.

The TG is also overseen by an internal Executive Steering committee and also meets quarterly. CREDIT Technology Gateway Executive Steering Committee, made up in this academic year as follows:

- Aidan Browne (Chair), Head of Innovation & Business Development
- Dominic McLarnon, CREDIT Technology Gateway Manager
- Gerald O'Driscoll, Head of Human Resources
- Irene McCausland, Vice President of Strategic Planning, Comms & Development

- Caroline Piggot, Vice President of Finance, Resources and Diversity
- Dr Tim McCormack, Head of Research
- Dr Breda Brennan, Head of School Engineering

In terms of performance the CREDIT TG has targets and KPIs as per its grant agreement with Enterprise Ireland (2023-2029), the table below outlines what has been achieved in this period Sept 2023 – August 2024

Category		El Targets: Jan - Dec 2024	Achieved Sept 23-Aug 24
Projects >€1.5k <€5K		8	12
Projects >€5k <€10K		20	12
Projects >€10k		2	2
Total Projects		30	26
Project Value		180k	€152,125
Industry Contribution		70k	€82,125
• IV Projects >€5k <€10k: A&M; Grant; Trave; Dundalk Racing; AMP; Supersoil; Equipped (NI); Learn Renewables; SGS; Fox Design; Canurie • EI IPP Feasibility >€5k <€10k: Enerview Solutions • ITI Projects >€10k: Atlas • ITI BOOST Application: Fionator; JPM Tailers; Makematic; Kage; Simply Fruit • ITI BOOST Explore: Predator Trailers; Simply Fruit • Direct – Training: Eugene Conlon Associates; Indaver; Pinergy; Ballymaguire Foods; FutureCast/Manorhamilton; Galetch , NME Associates			

Ongoing Projects Sept 2025	Total No.
No of projects > €1.5k	1
No of projects > €5k;	20
No of projects > €10k	5
Total € value of projects	€332,800

Total Industry Contribution	€154,800
Enterprise Ireland Clients	5

Supplementary information:

- Capital Call 2021: Galion LiDAR training conducted and is being utilised in an IV with Retech Offshore. Additional IV with Wood Kenny is under IV application.
- Capital Call 2021: HASS/HALT Air Compressor Unit sourced, procured and commissioned. HALT HASS is being utilised in an IPP Feasibility with Multihog. An ATCU/Chiller unit to complement the HALT HASS is subject to HEREG and EI Capital Call 2025 applications.
- Capital Call 2023: Zx LiDAR is being utilised in Hilltop Poultry IV
- Capital Call 2023: Additional Zx LIDAR is being procured with delivery expected Q4 2025
- Wai Hong Keet Engineering Technologist commenced employment with CREDIT TG Aug 2024
- Chee Meng Pang Post Doc Research Engineer commenced employment with CREDIT TG Aug 2025
- CREDIT Research Centre secured Hexapod/Stewart Platform under SFI Challenge Fund. CREDIT TG have secured interest from offshore clients and are developing projects
- Developed Supersoil, Enerview and Ethel Farm EI Case Studies
- Climate and Natural Resources Showcase Nov 2025 at DkIT
- First IV 50/50 (20k) secured with Ethel Farm
- RDC Biolab re-appropriated for CREDIT TG
- Expanded PI base across CfES, Agriculture, Food Science, Business and Music

DkIT Corporate Partnership Programme

DkIT's CPP provides a strategic and structured framework for the development of sustainable and mutually beneficial relationships with external organisations in such areas as new Continuous Professional Development programme development, student placements, research, sponsorship, staff placement, student/staff mentoring and advisory boards. Through the CREATE-DKIT (TU RISE) funding the project has a dedicated resource in a Corporate Partnership Office to support the RDC and Wider DkIT to facilitate the development of engagement by DkIT with a focus on sectors and sectoral clusters of strategic importance to the region including Identify and respond to future skills needs within prioritised sectors, support for increased research and innovation engagement and projects and support to the careers and employability centre to enhance engagement with sectors and cluster that helps the student learning experience.

A DkIT Corporate Partnership Framework has been developed and the development of the CPP has been acknowledged as a strategic objective in the DkIT Strategic Plan. During the period an additional MoU was signed with the HSE Technology and Transformation unit.

Significant progress has been made in leading and developing a cluster network in Connected Health and Wellbeing including innovation centre infrastructure and programme support funding received through the Regional Enterprise Development Fund that has commenced in late 2020 and the Regional Technology Clustering Fund..

DkITs Head of Innovation & Business Development has also been an integral part of the North East Regional Enterprise plan (NEREP) 2021-24 development led by the Department of Business Enterprise and Innovation that is developing strategic objectives to focus on industry clustering, and chairs the SME Ecosystem subgroup. DETE has extended the NEREP remit out by an additional year to 2025.

13. Campus Developments

North and South Building and STEM Extension

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 16,000m²). 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. Update 2023/2024 is as follows:

- Enabling works completed.
- Planning permission granted.
- The STEM extension was completed by end of August 2023.
- North Building Roof and Boiler House was completed in September 2024.
- South Building Roof and 10 Labs upgraded in September 2025.

Apprenticeship Expansion at PJ Carrolls

During the period May-August 2023, the Institute was engaged in the development of a €13.276million funding submission for the expansion of craft and higher provision apprenticeship under the HEA's TSSFP Call. The Institute was awarded this funding in 2024. During 2024/25, the Institute was engaged in the procurement of the Design Team for the project.

DkIT, in its four-year Strategic Plan 2024-2028, has set out its commitment to DkIT becoming a sustainable campus in all its dimensions. DkIT updated its Climate Action Roadmap 2025. This Roadmap demonstrates how

DkIT will achieve emissions reductions to 2030. As a public sector organisation DkIT has two targets under CAP21 focused on energy:

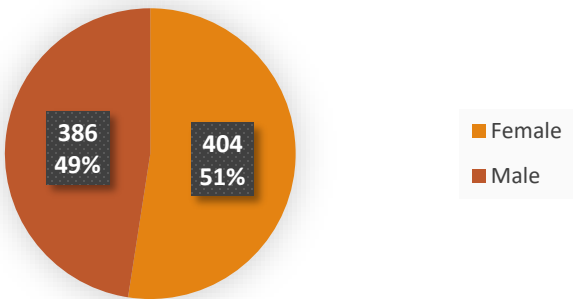
- Target 1 Decarbonisation: To reduce greenhouse gas (GHG) emissions from energy by 51% by 2030 •
- Target 2 Energy Efficiency: To improve energy efficiency to 50% by 2030.

The Institute will seek to support sustainable development and embed the UN Sustainable Development Goals across its activities to generate demonstrable impact. In this regard, DkIT is committed to be a leader in the development of a wholistic approach in including all aspects of sustainability.

14. EDI & HR

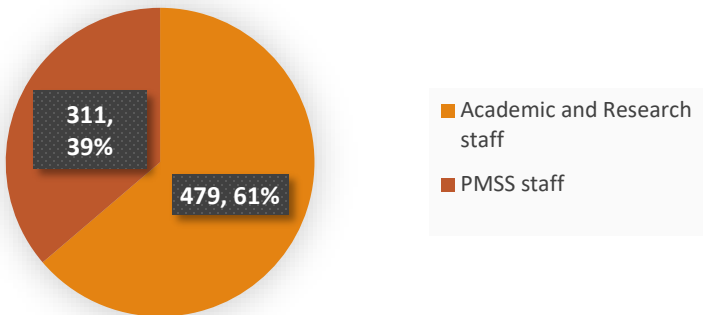
In 2025, there were 790 employees, 51% of them were females.¹

All DkIT Staff



Academic & Research Staff account for 61% of all staff.

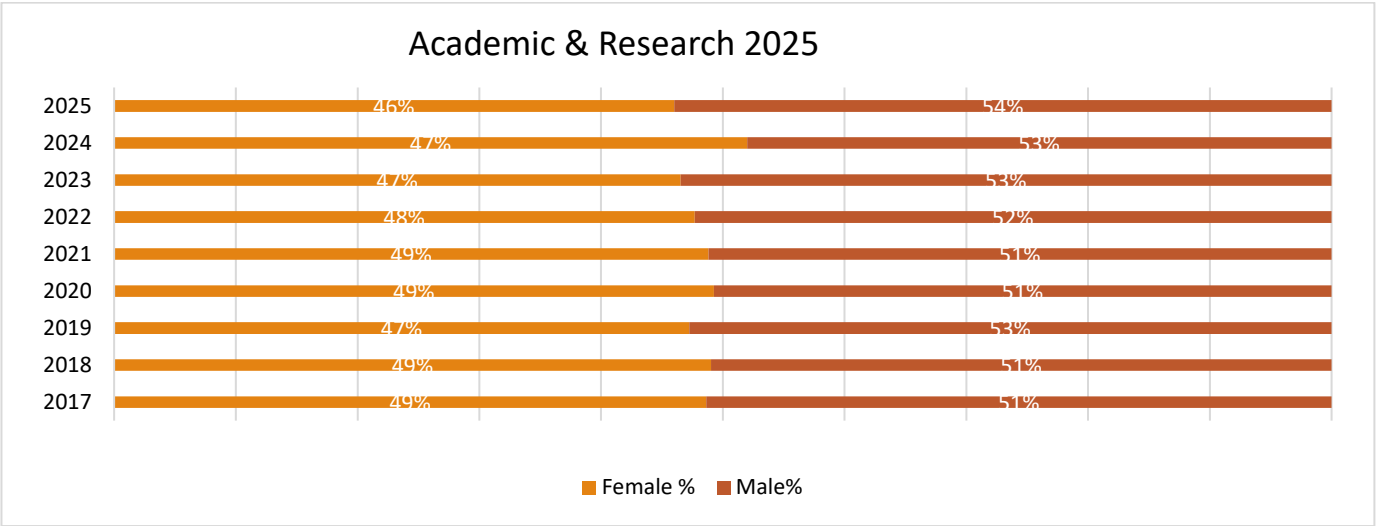
DkIT Staff by Category



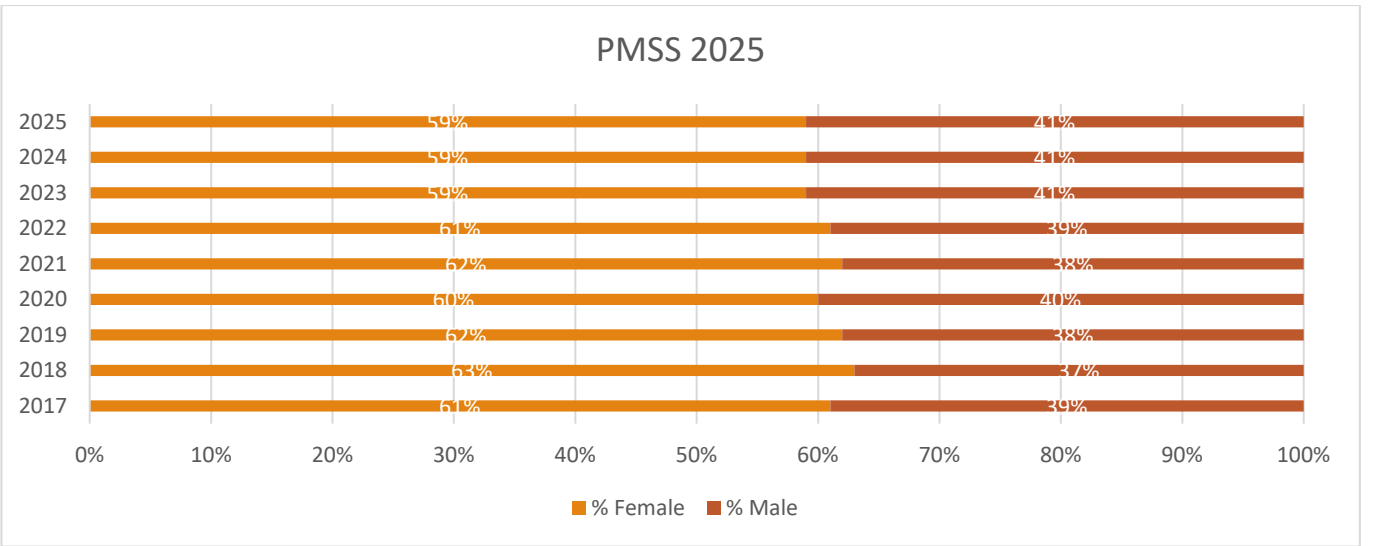
¹ <https://hea.ie/>

The Institute maintained strong gender balance across both academic and research staff and professional, management and support staff (PMSS) during 2025:

Academic & Research Staff



PMSS



DkIT continues to actively promote the values of EDI in the culture, behaviours, interactions, and operations in the delivery of its remit.

The Institute received the Athena Swan Bronze Renewal Accreditation in March 2025, this award will be valid until November 2029. The panel commended DkIT on a range of good practice from the submission, including:

- The institute has started collected data on additional equality areas, to enable intersectional analysis.

- The RiVeR project, where DkIT aims to become the national centre of excellence in the provision education and training initiatives that includes active engagement in research, dissemination of information and capacity building in domestic, sexual and gender-based violence.
- DkIT loves STEM roadshow reaching circa 1000 students in 2 years.
- International Women's Day events.
- The establishment of a race equality working group and College of Sanctuary working group.
- DkIT engagement with Louth Local Development to introduce Headstart.

This programme is aimed at people thinking about going to college and takes place for three hours a week over a ten-week block. The programme focuses on the main skills required for college, including academic writing, presentation skills, group work, time management, career guidance and assignment feedback. It is delivered on the DkIT campus, offering one to one time with lecturers to support learners with their specific needs.

15. Irish Language Scheme

Over the course of the past year, Dundalk Institute of Technology (DkIT) has continued to advance the implementation of its Irish Language Scheme in accordance with the requirements of the Official Languages (Amendment) Act 2021. This report outlines the progress achieved and the initiatives carried out between 1 September 2024 and 31 August 2025, highlighting the institute's ongoing commitment to the promotion of the Irish language.

The aim of Irish Language Schemes across Ireland's Public and Civil Service is to give practical effect to the provisions of the Official Languages Act (2003/2021) in the everyday work of public bodies. In the case of Dundalk Institute of Technology, this also involves building on the progress achieved under earlier schemes (2010–2013; 2014–2017; 2018–2021), to support a more natural engagement with the Irish language and a stronger fulfilment of the obligations set out in the Act.

Official Languages Act 2003

The Official Languages Act 2003 requires public bodies in Ireland to provide services through both Irish and English. Its purpose is to support the promotion and preservation of the Irish language across public services, ensuring that citizens are able to engage with and access those services in Irish. Under the legislation, public bodies must prepare a language scheme, to be approved by the Minister for Tourism, Culture, Arts, Gaeltacht, Sport and Media, setting out the measures through which services will be made available in Irish. These schemes are designed to enhance the visibility and use of the language in public life and to contribute to its normalisation in public communication and administration.

The Official Languages (Amendment) Act 2021

Since the enactment of the Official Languages (Amendment) Act 2021, new obligations have been introduced on a phased basis across the public sector and civil service, with individual provisions commencing in accordance with a staggered timetable.

The first of these provisions, 10A: Advertising by Public Bodies, came into effect on 10 October 2022. During the reporting period covered by this report, further provisions of the 2021 Act came into operation on throughout 2024. While these did not materially alter the Institute's immediate operational responsibilities in the same way as Section 10A, they formed part of the broader phased implementation of the Act across the State.

The Institute established a dedicated email address, ato@dkit.ie, to receive correspondence from relevant government departments in relation to the implementation of provisions of the Act as they come into force. Responsibility for the implementation of the provisions of the Official Languages Act rests with the Vice President of Strategic Planning, Communications and Development. The Vice President has nominated the Institute's dedicated Irish Language Officer to engage with the relevant governmental departments and An Coimisinéir Teanga to provide appraisals and updates in relation to Provision 10A and other relevant provisions being introduced on a phased basis.

The Institute continues to engage with the spirit of the Act and to adopt a proactive approach to its implementation, and looks forward to fulfilling its obligations in accordance with guidance issued by the Department and An Coimisinéir Teanga.

Provision 10A (Advertising by Public Bodies) Reporting

In March 2025, the Institute submitted its Section 10A report to An Coimisinéir Teanga through the designated portal, outlining the extent of its compliance with the requirements of Section 10A under the Official Languages (Amendment) Act 2021, including expenditure on advertising and the circulation of Irish-language marketing content. While meaningful progress was demonstrated in both of these areas, the Institute recognises that this remains an evolving aspect of implementation and is firmly committed to maintaining a positive trajectory towards full alignment with the benchmarks set out in the legislation.

Overview of Achievements

During this reporting period, DkIT has built on the success of previous Irish language schemes with notable improvements in several areas:

Bilingual Service Provision: An enhanced level of bilingual service delivery was evident through the continued implementation of the current language scheme. This was reflected in areas including marketing material, forewords, brochures, leaflets, supplier information, staff and email signatures, public and introductory addresses, and social media content issued by the following offices: the President's Office; the Office of the Vice President for Strategic Planning, Communications and Development; the Office of the Vice President for Academic Affairs and Registrar; the Office of the Vice President for Finance, Resources and Diversity; Human Resources; the De Chastelain Library; Heads of School; Finance; the School of Informatics and Creative Arts; and IT Services.

Staff Engagement: A range of ongoing events and initiatives continued to strengthen staff competency in the Irish language, thereby enhancing their capacity to provide services through Irish. These included popular

monthly Ciorcal Comhrá events hosted by the De Chastelain Library in collaboration with the Irish Language Officer, as well as seminars and events delivered as part of DkIT's Seachtain na Gaeilge programme in partnership with Conradh na Gaeilge Dún Dealgan.

Student Engagement: The Irish Language Society, Cumann Gaelach ITDD, continued to foster a vibrant community of Irish-language speakers and learners on campus. The society played an important role in organising events and activities that promoted awareness of the cultural richness of the Irish language.

Accessibility of Resources: The range of bilingual documentation and resources available on the Institute's website was further expanded, helping to ensure that students, staff and members of the public could access information and services in their language of choice.

Key Initiatives and Programmes

Cultural Events: DkIT hosted a range of cultural events, including evenings of music and poetry, to celebrate and promote the Irish language, with strong participation from both students and staff.

Public Engagement: The Institute expanded its public engagement through bilingual outreach initiatives with local schools, thereby increasing awareness of our commitment to the language in our catchment area.

Digital Integration: The Institute's website continued to develop its bilingual content and will further enhance its capacity to support more effective engagement and service delivery through Irish in the online environment.

Monitoring and Evaluation

The implementation of the Irish Language Scheme is kept under regular review through the Office of the Vice President for Strategic Planning, Communications and Development. Ongoing engagement with the Irish Language Officer has provided a positive outlook on the use of Irish across the campus, together with a general increase in satisfaction with the bilingual services available.

Challenges and Opportunities

During the reporting period, the Institute received a complaint and engaged with An Coimisinéir Teanga in relation to a legacy issue concerning older signage displayed in English only. This included signage provided by a third-party supplier operating on campus. In response, a signage replacement programme was undertaken by our third-party supplier across the campus to replace signs that had appeared solely in English, thereby ensuring that updated signage reflected both Irish and English in accordance with the requirements of the Official Languages Act.

While substantial progress has been made, a number of opportunities remain, including further strengthening the provision of digital resources through Irish, and the advancement of Irish-language media courses and/or modules which would provide deeper integration of Irish across both academic and administrative settings.

Future Outlook

Building on the progress achieved to date, DkIT will continue to advance its Irish language initiatives, with a particular emphasis on digital innovation and enhanced engagement with the wider community. The Institute

remains committed to meeting its obligations under the Official Languages Act and to strengthening the presence of the Irish language within Ireland's educational landscape.

Conclusion

The period from September 2024 to August 2025 was characterised by sustained effort and meaningful progress in the promotion of the Irish language at Dundalk Institute of Technology. Through continued commitment and strategic planning, the Institute looks forward to building further on these achievements in the years ahead.

[Irish Language Office | DkIT](#)

16. Audited Accounts

A full set of audited financial statements can be found at the following link: [Finance Office | DkIT](#)



Ard Reachtaire 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 2025 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 2025 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 annual report, 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 regard.

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

28 May 2026

Appendix to the report

Responsibilities of Governing Body members

The corporate governance statement sets out the Governing Body's for

- the preparation of annual 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.

I 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.

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.

17.2 Consolidated Income and Expenditure

Dundalk Institute of Technology
Financial Statements for the year ended 31 August 2025

CONSOLIDATED AND INSTITUTE STATEMENT OF COMPREHENSIVE INCOME

	Note	Current Year 31 August 2025		Previous Year 31 August 2024	
		Consolidated €000's	Institute €000's	Consolidated €000's	Institute €000's
Income					
State grants	3	37,315	37,315	34,224	34,224
Tuition fees and student contribution	4	20,126	20,126	18,616	18,616
Research grants & contracts	5	8,290	8,290	4,903	4,903
Student support funding	6	686	686	617	617
Other income	7	6,436	4,491	6,374	4,399
Amortisation of deferred capital grants	19	3,755	3,755	3,754	3,513
Interest income		104	104	48	48
Deferred pension funding	26	15,735	15,735	15,650	15,650
Total Income					
		92,447	90,502	84,186	81,970
Expenditure					
Staff costs	8	53,816	53,761	49,723	49,584
Retirement benefit cost	26	15,735	15,735	15,650	15,650
Other operating expenses	9	16,390	14,478	13,504	11,775
Impairment of asset	12	-	-	241	-
Depreciation	12	3,902	3,879	3,662	3,639
Total Expenditure					
		89,843	87,853	82,780	80,648
Surplus for the year before tax and other gains and losses		2,604	2,649	1,406	1,322
Fair value gain on investment property	13	404	404	-	-
Surplus before tax		3,008	3,053	1,406	1,322
Taxation	10	-	-	-	-
Surplus for the year					
		3,008	3,053	1,406	1,322
Actuarial Gains					
Experience (losses)/gains on retirement benefit obligations		-	-	-	-
Reduction in pension liabilities arising from retirements in the year	26	13,816	13,816	12,539	12,539
Changes in assumptions underlying the present value of retirement benefit obligations	26	24,743	24,743	(12,129)	(12,129)
Total actuarial gains in the year					
		38,559	38,559	410	410
Adjustment to deferred retirement benefits funding	26	(38,559)	(38,559)	(410)	(410)
Total comprehensive income for the year		3,008	3,053	1,406	1,322

17.3 Consolidated Balance Sheet

CONSOLIDATED AND INSTITUTE STATEMENT OF FINANCIAL POSITION

	Note	Current Year 31 August 2025		Previous Year 31 August 2024	
		Consolidated €000's	Institute €000's	Consolidated €000's	Institute €000's
Non Current Assets					
Property, Plant & Equipment	12	93,078	93,010	91,964	91,873
Investment Property	13	780	780	-	-
		93,858	93,790	91,964	91,873
Current Assets					
Receivables	15	5,774	5,680	6,088	5,993
Cash and Cash Equivalents	16	18,008	17,570	15,931	15,512
		23,782	23,250	22,019	21,505
Less Payables: amounts falling due within 1 year	17	(19,056)	(18,742)	(20,044)	(19,770)
Net Current Assets		4,726	4,508	1,975	1,735
Total Assets less Current Liabilities		98,584	98,298	93,939	93,608
Provision for Amounts and Charges:					
Retirement Benefits					
Retirement Benefit Obligations	26	(174,671)	(174,671)	(195,369)	(195,369)
Deferred Retirement Benefit Funding Asset	26	174,671	174,671	195,369	195,369
Total Net Assets		98,584	98,298	93,939	93,608
Deferred Capital Grants	19	89,106	89,099	87,469	87,462
Unrestricted Reserves					
Income & Expenditure Reserve		7,704	7,425	5,100	4,776
Capital Development Reserve	20	1,370	1,370	1,370	1,370
Restricted Reserves					
Investment Property Valuation Reserve	21	404	404	-	-
Total		98,584	98,298	93,939	93,608

Notes 1-29 form part of these financial statements

Signed on behalf of the Governing Body



Chairperson: Prof. Thomas Collins

Date: 26/5/2026



President: Dr. Diarmuid O'Callaghan

Date: 26/5/26