SCHOOL OF BUSINESS & HUMANITIES

SELF-EVALUATION REPORT

PROGRAMMATIC REVIEW
DECEMBER 2013

Acknowledgements

This School Evaluation Report aims to capture the activities in the School over the last 5 years (2008-2013) and to outline its plans for the next 5 years (2013 -2018). It provides an opportunity to reflect on good practice and to identify areas we wish to develop as we move forward into the next lifetime of our programme suite.

As the largest of the four schools at Dundalk Institute of Technology and the largest School of Business and Humanities within the Institutes of Technology sector, the School has demonstrated an admirable capacity to grow and develop in response to stakeholder needs. This is testament to the commitment, professionalism and enthusiasm of all of the faculty and staff within the School. I would like to express my sincere appreciation to the faculty and staff of the School who have all put significant energy into this review process.

I would like to express thanks to the Programme Directors within the School (roles which have been introduced since the last Review) for the significant part which they have played in the review of their individual programmes.

I would like to thank the Management Team of the School, Mr. Shane Hill, Ms, Brianain Erraught, Dr. David Getty, Mr. Anton Barrett and Professor Colette Henry and their teams. I would also like to thank all of the various internal and external stakeholder who gave generously of their time and expertise to assist in this evaluation.

I look forward to the further development of the School of Business and Humanities.

Dr. Patricia Moriarty

Head of School of Business & Humanities

December 2013

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Executive Summary

Introduction

The 2013 Programmatic Review of the School of Business and Humanities took place on 8th, 9th and 10th May 2013. A core panel of external experts was invited by the Institute to conduct the Programmatic Review. The Terms of Reference for the Programmatic Review were agreed by the Academic Council and published in a Handbook for Programmatic Review in November 2012. This Handbook was made available to the External Panel and is available for download at www.dkit.ie/registrar/policies/handbook-programmatic-review

Background

The Programmatic Review Panel Report (May, 2013) concluded that:

> "It is very clear to the Panel that the School is operating to a level that was not captured in the Self Evaluation Report (SER). The School is invited to re-submit the SER based on the detailed feedback that is contained in this report. This will enable a more rounded presentation of the School. The importance of having the SER accurately reflect the activities and abilities of the School is significant both in compliance with external quality assurance requirements and in terms of assuring public confidence through its publication.
>
> Notwithstanding the significant work the School is being asked to undertake, the position of the Panel in considering the process as merely incomplete is intended as a strong statement of confidence in the School and its ability to perform at a high level. The recommendations contained in this report are intended to help the future development and reflective capacity of the School and to facilitate it to publically demonstrate its strength.
>
> The Panel is cognisant of the need to have approved curricula in place for 2013/4. There was evidence of systematic review of programmes during the review process and sufficient detail was presented to provide assurances that the programmes are at appropriate standards. "

The School wishes to acknowledge the Panel's support in approving programmes within the School for one year in order to facilitate the rewriting of the Self Evaluation Report (SER). In response to the request from the Panel a new Self Evaluation Report has been prepared within the allocated

timeframe which better represents the comprehensive work of the School and served to act as both an analytical and self-reflective exercise. It demonstrates the significant compliance with external quality assurance requirements and should serve to assure public confidence through its publication. On receipt of the Panel Report and the appointment of a new Head of School of Business & Humanities, the following work was immediately undertaken:

- Scheduling of weekly management meetings to devise a work plan to complete the revised SER and produce School Reponses for each Programme level Panel Report.
- Appointment of project teams led by Heads of Department and Heads of Section and including Programme Directors who were tasked with ensuring all work at programme level was carried out and communicated at programme team level.
- Development of robust School policies – for example, on Teaching & Learning; Assessment; E-Learning; Research Strategy; and School Strategy for the next five years.

A number of issues were raised in the Panel Report and they have been addressed within this revised SER. The Panel Report highlighted opportunities for continued improvement which have been taken on board by the School. This response to the Panel is the first step in the on-going and evolving work to enhance quality assurance within the School of Business & Humanities. There remains scope for enhancement of quality assurance procedures in terms of responding to feedback and closing the quality loop through documented actions. Programme Boards are very conscious of this deficiency. After feedback is obtained from stakeholders, the Programme Board considers the feedback and implements decisions where feasible and appropriate within the School Strategic Plan.

The Academic Council of the Institute has commissioned a review of the Institute's quality assurance and the School of Business & Humanities will be actively involved in supporting the Academic Council in addressing all gaps found.

A copy of the Panel Report is attached as Appendix E. A brief outline of the issues follows in Table (i) with reference to where they have been addressed within this revised SER to assist the reader.

Table (i): Location within the revised SER of Issues Addressed from Panel Report May 2013

	Issue	Addressed within:
1	Future Strategy of the School	Chapter 8
2	Retention/Progression Statistics	Chapters 2-5 (per department)
3	External Stakeholder input	Chapters 2-5 (per department)
4	Open Door Policy for learners	Discontinued within the School with the advent of Stage Convenors and Programme Directors Chapter 1; Section 1.6
5	Use of Moodle	Appendix C – School E-Learning Strategy
6	Evidence of Research Activity	Chapter 7
7	Part time Programme Development	Chapter 6
8	Alliance with DCU	Chapter 8

Chapter 1

General Introduction

1.1 Overview of Dundalk Institute of Technology

1.1.1 Dundalk Institute of Technology

Dundalk Institute of Technology is one of 13 Institutes of Technology in the Republic of Ireland and is the major third-level educational establishment for the North-East region of the 26 counties. It was founded as Dundalk Regional Technical College (RTC) in 1970, initially offering senior cycle second level courses. The college has grown substantially over the past 43 years. After its establishment it quickly moved into the provision of third level courses in 1972, initially at sub-degree level (National Certificate and National Diploma), later at degree level (in the early 1980s) and then at postgraduate level with the awarding of the first Master's degree in 1992.

The College had, since its foundation, come under the management of County Louth Vocational Education Committee. This changed with the Regional Technical Colleges Act, 1992 which established the College for the first time as a self-governing, autonomous institution and which set out its functions (Act, Section 5.1). This resulted in the establishment, on a statutory basis, of Academic Council, Governing Body as well as the posts of Director, Registrar and Secretary/Financial Controller. Other existing senior posts were also formalised.

The Minister for Science and Education designated the College as an Institute of Technology in January 1998 and it was renamed as Dundalk Institute of Technology (DkIT). The act has been subsequently amended in 1994, 1999 and replaced by the Institutes of Technology Act 2006. The Qualifications (Education and Training) Act 1999, established the Higher Education and Training Awards Council (HETAC) as a successor to the National Council of Educational Awards (who had been the awarding body for the RTCs since 1972), and provided for Institutes to increase their autonomy by achieving delegated authority to make their own awards. This Institute, following an extensive self-study process, was, awarded this right, by HETAC, to make awards from levels 6 to level 9 (taught) of the National Qualifications Framework in 2004. This 10-level framework of qualifications, based on standards of knowledge, skill or competence was drawn up by the National

Qualifications Authority of Ireland (NQAI), also established under the 1999 Act. The Institute also has authority to register students with HETAC for Level 9 and 10 research programmes in defined areas.
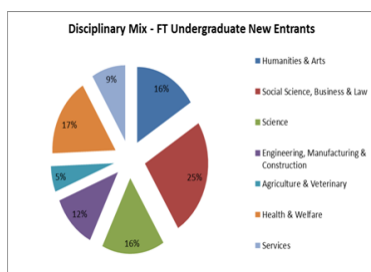
DkIT currently offers programmes from level 6 to level 10 on the NFQ in a wide spectrum of disciplines across its four Schools. Because its hinterland is extremely complex in terms of its academic, research and labour needs, this diversity of programme provision is driven by its obligation to reconcile the requirements of the market that it serves.

Within DkIT the wide discipline mix offered has contributed to the further development of academic programmes and an up-skilling of lecturer capability to their present high level. This has led to an extremely vibrant level of cross-disciplinary engagement which manifests itself in the strength of its graduates The ability to function across disciplines is an essential competency for modern graduates and is recognised as such by regional employers. DkIT compares favourably with national trends in the sector in terms of overall enrolments of students and discipline mix. The Institute currently reports in excess of 5,000 registered students.

1.1.2 Institute Governance and Structure

The following diagram shows the governance structure of the Institute. The School of Business and Humanities is one of 4 academic schools and is the largest School in DkIT:

Figure 1.1: DkIT Governance Structure

Governing Body

Academic Council & Sub-Committees

President Mr Denis Cummins

Head of Research Dr Tim McCormac

Head of Teaching and Learning Dr John Dallat

Head of Development Mr Gerry Carroll
- External Services Manager Ms Irene McCausland
- Estates' Manager Mr. Conor Lait

Secretary/Financial Controller Mr Peter McGrath
- Finance Manager Ms Marie Madigan
- Human Resources' Manager Mr. Ger O'Driscoll
- Freedom of Information Officer/ Staff Development Ms Loretto Gaughran

Registrar Ms Ann Campbell
- Assistant Registrar Dr. Brendan Ryder
- Academic/Student Affairs Manager Ms Linda Murphy
- I.T. Manager Mr James McCahill
- Librarian Ms Ann Cleary
- Diarmuid Cahi School Laison

Head of School of Informatics & Creative Arts Dr Bob McKiernan
- Head of Computing & Mathematics Dr. Christian Horn
- Head of Music & Creative Media Dr. Eibhlis Farrell

Head of School of Business & Humanities Dr Patricia Moriarty
- Head of Dept. of Business Studies Prof Colette Henry
- Head of Dept. of Management & Financial Studies Mr. Shane Hill
- Head of Dept. of Humanities Dr David Getty
- Head of Hospitality Studies Ms Brianain Erraught
- Manager, Lifelong Learning Centre Mr Anton Barrett

Head of School of Engineering Mr Eugene Roe
- Head of Dept. of Infrastructural and Environmental Studies Mr Pat Mc Cormack
- Head of Dept. of Electronics & Mechanical Engineering Dr Dan O'Brien
- Head of Department of Building & Surveying Mr Noel McKenna
- Head of Department of Engineering Trades Mr John Carolan

Head of School Health & Science Dr Edel Healy
- Head of Dept. Of Applied Sciences Dr Breda Brennan
- Head of Dept. of Nursing & Health Studies Mr Myles Hackett
- Head of Midwifery Section Ms Jill Atkinson

1.1.3 Governing Body

The Governing Body was established by the 1992 Act, with Section 7 determining its primary function to be the management and control of the affairs of the Institute. It consists of a Chairperson, seventeen ordinary members and the President of the Institute, and must be gender balanced. The ordinary members are six persons nominated by the Vocational Education Committees, three staff (two academic, one non-academic), two registered students, one nomination by the Irish Congress of Trades Unions and five persons nominated by bodies considered (by the Academic Council) to be representative of industry, agriculture, commerce, the professions and other interests as appropriate to the activities of the Institute.

1.1.4 Academic Council

The Academic Council was established by Section 10 of the 1992 Act. Its role is to assist the Governing Body in the planning, co-ordination, development and overseeing of the educational work of the Institute as well as protecting, maintaining and developing the academic standards of the courses and activities of the Institute. Each Academic Council is established for a three-year term and is composed of both ex-officio and elected members. The current Academic Council has 52 members, 22 ex-officio and 30 elected. The composition is as follows:

Ex Officio	Number (Total = 22)
President	1
Registrar	1
Heads of School	4
Head of Research	1
Heads of Department	11
Librarian	1
Academic Quality Assurance Manager	1
External Services Manager	1
Head of Teaching & Learning	1

Elected	Number (Total = 30)
School of Business & Humanities	7
School of Health & Science	6
School of Informatics & Creative Arts	6
School of Engineering	6
Administrative/Support/Technical staff	1
Registered student body	2
Governing Body	2

The Council's membership, structure and procedures are determined by its Constitution, which is approved by Governing Body and which was last substantially revised in December 2011. The Council has a number of permanent sub-committees to help with the efficient carrying out of its work. In addition, working groups are established, as required by Council, to deal with more short-term issues. The decisions of any committees are subject to confirmation by Academic Council. The membership of committees is drawn from the members of Council as well as other co-opted members. The current committees are:

Academic Council Sub-committee	Summary Terms of Reference
Standing Committee	To carry out the work of Council between its meetings.
Academic Development & Planning	To bring an Institute wide focus to the development of new programmes and to develop the overall mission and strategy for course development and lifelong learning for the Institute.
Programme Evaluation	To monitor and review the development and amendment of courses. The committee oversees the various stages of the course development process.
Research	To promote the growth of high quality research activity across the Institute and to advise on matters relating to Research policy.
Quality	To advise on ways to promote and encourage the provision, and uptake, of quality academic

	services to the students and staff.
Teaching & Learning	To advise on policy matters relating to teaching and learning within the context of the strategic plan and champion further development of a learning organisation, which places the student at the centre of the learning experience.

The School of Business & Humanities has a wide representation on a number of these Academic Council sub-committees and information is disseminated back to the School on a regular basis.

1.1.5 Executive Board

The Executive Board has, as its prime purpose, the overseeing of the development and implementation of Strategic Planning at the Institute. It works on a basis of collegiality, within the framework of the President's authority under the Regional Technical Colleges Act, 1992, to assist the President in the implementation of Institute policy. It consists of the President, the Registrar, the Secretary/Financial Controller, the Heads of School, and the Head of Development and the team normally meets fortnightly during the academic year to discuss policy and its implementation.

1.1.6 Academic Management and Planning Committee (AMPC)

This committee, reporting to the Executive Board, plans and manages resource allocation for academic programmes. It meets five times a year and its membership is the Registrar (Chair), Heads of School, Heads of Department, Librarian, Head of Lifelong Learning Centre, Schools Liaison Officer, Head of Research, Head of Teaching and Learning and the Student Services Manager.

1.1.7 Centre for Excellence in Teaching and Learning (CELT)[1]

Given the acknowledged and strong correlation between quality teaching and quality learning, DkIT places significant emphasis on the continuing professional development (CPD) of its staff. This emphasis is reflected in numerous Institute initiatives, including the setting

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[1] Taken from DkIT Landscape Submission 2012

up of its Centre for Excellence in Learning and Teaching (CELT) in 2008, a Master of Arts in Learning and Teaching (2009), which has a current enrolment of 55 Institute staff, and, significantly too, the creation of a Student Learning and Development Centre (2009). In 2009, an e-Learning Development Unit was established to promote technology enhanced, flexible and blended approaches to student learning throughout the Institute.

The MA Programme was validated in October 2009 and provides an accredited and modularised professional development pathway incorporating a flexible/blended learning philosophy. The Programme has modules which are specifically focused on the enhancement of student learning, as the following titles highlight:

- Student-centred Learning and Teaching: Models and Strategies (Mandatory);

- Enhancing Student Learning through E- pedagogy;

- Improving Learning and Teaching through Creativity and Scholarship.

CPD within the Institute is further consolidated through the provision of a range of other opportunities for staff to promote excellence in their teaching, including: professional development events (PDEs), exhibitions in which staff projects showcasing the diversity of approaches to learning and teaching are exhibited and guest speaker presentations. CELT seeks to promote excellence with particular emphasis on student-centred learning (SCL), technology-enhanced learning (TEL) and teaching quality, all of which are inter-linked. This aim is aligned with the 'Hunt Report' which recommends that: "*All higher education institutions must ensure that all teaching staff are both qualified and competent in teaching and learning, and should support on-going development and improvement of their skills*". CELT works actively with Schools across the Institute, piloting, implementing and evaluating teaching and learning approaches with a view to improving practice through application. The Centre has participated in nationally-funded learning and teaching projects such as the National Digital Learning Repository (NDLR) and SIF 2 Flexible Learning. It also collaborates with the wider higher education teaching and learning community such as NAIRTL, LIN and ILTA. A number of staff within the School of Health & Science have completed the MA in Teaching and Learning Programme.

1.1.8   Access Office

The Access Office promotes access to the institute from groups that have traditionally been under-represented in third-level education including mature students, students from a background of socio-economic disadvantage and those from the Traveller community. The Access Office in DkIT provides significant support for mature students. The Access Officer at DkIT is the contact person in relation to all mature queries pre and post entry. The DkIT Access Service offers a supplementary induction programme for incoming mature students i.e. mature student orientation day, maths, IT, academic writing support sessions, etc. 'Return to Education' workshops for potential mature students are run by this Office The workshops are conducted by a professional experienced in the area of group facilitation. The workshops facilitate group discussion that addresses, in a supportive context, queries and anxieties participants may have surrounding the question of entering higher education. A booklet targeted at adult learners is produced by the Access Officer which enables applicants to make informed choices about college preferences and also to make them aware of the current support mechanisms for mature students.

The DkIT Access Office also has a focus on local FE providers as this is where mature students (and often those from a background of socio-economic disadvantage) are recruited. Campus visits are organised for local FE groups and the Access Officer visits these FE institutions throughout the academic year. The School interacts significant with the Access Office throughout the course of the academic year but most notably during the recruitment phase where faculty members of the School are involved in interviewing potential mature students.

1.1.9 DkIT Research Office[2]

The research agenda (https://ww2.dkit.ie/research) at DkIT is embedded within an innovation and entrepreneurial ecosystem with a strong emphasis on research which possesses real societal and economic impact whilst addressing current global challenges. The Institute has consolidated and concentrated its research into key thematic established areas through the formation of "Research Clusters", in which the Institute possesses real

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[2] Taken from DkIT Landscape Submission 2012

international reputation namely, *ICT, Health and Ageing*; *Energy and the Environment*; and *Creative Arts*. These clusters are comprised of the Institute's research centres, research groups and it's two Enterprise Ireland funded Applied Research Enhancement Centres, which are all embedded across the Institute's four academic schools, and it is these clusters which define and drive the strategic vision of the Institute. These clusters all share the required critical mass of world class researchers whose research outputs are internationally benchmarked, they undertake interdisciplinary research of translational nature underpinning our established research areas and they possess state of the art infrastructure and facilities.

This focused and strategic approach to research where critical mass and sustainability can be achieved in selected prioritised areas of regional, national and international importance has always been the primary driver of the institute's research agenda. In addition to the these established research areas of international reputation, the institute recognizes the importance of investigating future emerging research areas and the institute has identified the research areas, of Entrepreneurship, Humanities and Social Sciences as potential areas of exploitation.

Over the past decade the Institute has positioned itself as one of the leading Institutes of Technology with international reputation, in terms of its research performance. There has been a continual growth in the Institute's research expenditure over the past decade, with research funding, in excess of €35M, being secured from both national and international sources, such as, Enterprise Ireland, Science Foundation Ireland, Irish Research Council (IRCSET), the Higher Education Authority, Environmental Protection Agency, the Welcome Trust, National Institutes of Health, cross border funds, Atlantic Philanthropy and the European Union Framework programmes.

Additionally, the number and breadth of the Institutes internationally peer reviewed research publications (i.e. journal articles, conference papers, reviews) has grown substantially over the past number of years with an associated growth in its international

impact as measured by the number of citations. In addition, the Institute has been one of the first Institutes of Technology to have put in place an open access research repository (http://eprints.dkit.ie/) with the Institute set to formally join the Ireland's national research repository RIAN (http://rian.ie/) in the coming months. The Institute is committed to developing its PhD research programmes and at present there are 52 registered postgraduate researchers, this representing a 250% increase since 2005. It is envisaged that at the start of the 2012/2013 academic year there will be 65 postgraduate research students on campus with a projected growth to 90-95-postgraduate researchers in within five years, supported through both external and internal funding initiatives

Over the past few years the Institute has significant involvement in structured PhD programmes within its prioritised research areas. This has been achieved through formal membership of large scale university led national research and graduate education platforms, such as, PRTLI Cycle 4 (i.e. RCSI led National Biophotonics and Imaging Platform, NUIM led "An Foras Feasa") and Cycle 5 (i.e. DCU led Bioanalysis and Therapeutics "BioAT" GREP) funded initiatives and Science Foundation Ireland Centres for Science, Engineering and Technology (i.e. UL led LERO CSET). The Institute has also put in place the key elements required for structured PhD programmes, in line with national policy from the Irish Universities Quality Board (IUQB) and Irish Universities Association (IUA). Such elements include generic "transferable" and discipline specific skills training, formal progress monitoring policies and procedures, structured research supervisory training and appropriate governance structures around 4th level education.

1.1.10   Work Placement Office

Work placement is a central feature of a number of programmes of study across DkIT. Students participate in a structured and assessed period of work experience in a relevant professional setting. It is on placement that the student experiences where academic learning can be applied and tested in a real-life working environment, while laying foundations for their personal career path. Work placement ensures the learner is engaged in developing skills, gaining knowledge and cultivating the graduate attributes that are required from graduates across academic disciplines and professional fields. The Placement

Office in DKIT co-ordinates the work placements of approximately 500 students per academic year.

Work placement is a partnership between the student, host organisation and Institute. The influence of this partnership is demonstrated in various ways within the Institute:

Student: Shapes and supports the student in terms of employability, professional development, personal confidence and self-awareness

Academic Team: Influences curriculum design and development, ensuring that programmes are relevant, dynamic and forward thinking.

Wider Institute: Promotes the Institutes reputation of the quality teaching and learning, and forges research, enterprise and service partnerships.

The Placement Office has developed valuable links with a wide range of organisations across the academic disciplines, throughout Ireland and abroad. Consistently working on expanding our industry links, staff within the Placement Office work to ensure that work placement is a mutually beneficial relationship where students are afforded a unique learning experience and organisations are provided with a student who contributes to benefit their workplace. Each placement programme has a dedicated Placement Officer that works in conjunction with the academic team to ensure the student secures a placement that will support their learning requirements and nurture their professional development. All work placements must be officially approved by the Placement Office and primarily involves the process of CV selection and competitive interview, but can also be secured by direct matching.

Support services provided by the office include:

- Central contact and information point for all parties involved in student placement
- Preparation Workshops for students –Skills Profiling, CV and Interview preparation
- Follow-up One-to-One student support and guidance
- Co-ordination of associated requirements for placement – additional training, health & safety requirements
- Developing links with employers and host organisations nationally and internationally
- Providing information and resource packs for students, host organisations and academic staff relevant to each specific placement programme
- Ensuring feedback from placement experience to improve the process and to inform course development

The Placement Office resides within the School of Business and Humanities but services placements within programmes across all of the Schools within the Institute. The majority

of the placement programmes managed by the Office come from the School of Business & Humanities. Within the School of Business and Humanities the Placement Office services the following programmes:

- **Department of Humanities:**
    - BA Applied Social Studies in Social Care
    - BA Community Sports Leadership
    - BA Community Youth Work

- **Department of Management & Financial Studies**
    - BA (Hons) Public Relations

- **Department of Humanities:**
    - BA Applied Social Studies in Social Care
    - BA Community Sports Leadership
    - BA Community Youth Work

- **Section of Hospitality Studies:**
    - Higher Cert in Culinary Arts
    - Higher Cert in Hospitality
    - BA In Hospitality Management
    - BA in Event Management

Student Numbers placed by the Placement office within the School during the period of the review are outlined below:

Department/Section	Student No 2008-2009	Student No 2009-2010	Student No 2010-2011	Student No 2011 -2012	Student No 2012-2013
Humanities	96	103	103	115	135
Management & Financial Studies	14	22	25	27	13
Business Studies	15 (V&F)	20 (V&F)	N/A	N/A	*N/A*
Hospitality	60 approx	60 approx	97	114	125
TOTAL	**185**	**205**	**225**	**256**	**273**

The following tables outline the numbers of students placed per programme for each Department within the School of Business and Humanities:

Department of Humanities

Programme Title	Duration	2008 - 2009	2009 - 2010	Student No 2010-2011	Student No 2011 -2012	Student No 2012-13
Applied Social Care Yr 2	12 weeks (Sept – Dec)	32	37	31	30	37
Applied Social Care Yr 3	12 weeks (Jan – May)	37	29	35	36	30
Community Sports Leadership Year 3	12 weeks (Sept – Dec)	27	37	37	30	25
Community Youth Work Year 2	12 weeks (Sept – Dec)	N/A	N/A	N/A	19	24
Community Youth Work Year 3	12 weeks (Jan – May)	N/A	N/A	N/A	N/A	19
TOTAL		**96**	**103**	**103**	**115**	**135**

Department of Management & Financial Studies

Programme Title	Duration	2008 - 2009	2009 - 2010	Student No 2010-2011	Student No 2011 -2012	Student No 2012-13
Public Relations Year 3	18 weeks (Jan – May)	14	22	25	27	13
TOTAL		**14**	**22**	**25**	**27**	**13**

Hospitality Section

Programme Title	Duration	2008 - 2009	2009 - 2010	Student No 2010-2011	Student No 2011 -2012	Student No 2012-13
Event Management Year 2	Jan – Aug (min. 18 weeks)	30approx	30approx	44	37	34
Hospitality Management Year 2	Jan – Aug (min. 18 weeks)	30approx	30approx	25	28	18
Culinary Arts Year 2	14 weeks (June – Sept)	N/A	N/A	28	35	55
Hospitality Studies Year 1	14 weeks (June – Sept)	N/A	N/A	N/A	14	18
TOTAL		**60approx**	**60approx**	**97**	**114**	**125**

Please note that students from the above programmes as well as securing placements within Ireland, have also been placed in China (Beijing and Shanghai), US (Baltimore, Alabama, Cape Cod, Virgin Islands), UK (Scotland, London) Europe (Belgium, Barcelona)

1.1.11   Library

> **The role of the Library is to select, make accessible, manage effectively and curate knowledge collections. We also curate spaces for learning and manage the delivery of services to support learning and research. The Library also has a role in supporting the knowledge and cultural development of DkIT and the wider community.**

The Library is committed to the cultivation of graduates with the qualities articulated in the DkIT Strategic Plan. In our current Strategy we aim to:

- Ensure the Library offers adequate resources to support learning needs by creating and curating collections
- Focus on First Year usage of the Library
- Revise all Information Literacy (IL) offerings to clarify content, pedagogy & collect evidence of impact
- Ensure the Library can support flexible delivery
- Ensure the Library is relevant for researchers
- Develop 1 Card 6 Libraries
- Ensure the value and impact of the Library is understood and supported by data and evidence
- Ensure the Library space is attractive, adequate and meets needs

Role in supporting learning, teaching and research

The Library supports the work of DkIT through the services we provide, the curated learning space, collections and through our engagement with the DkIT community.

Collections

The Library's collection may be viewed as:

- Print based locally held collections of books (approximately 45,000), journals, grey literature

- Digital publications: e-books and online journal articles

- DkIT Research Collections in the form of an Institutional Repository (STOR)

- Collections owned by the Library with perpetual access (such as books), and collections we rent (such as databases)

- Collections we have access to and can provide in time to meet reader needs

The Library's approach to its collection is guided by a [Collection Development Policy.](#) This policy focuses on ensuring the relevance of the collection to the academic work of the Institute. The collections are reviewed regularly, looking at usage, quality and replacing or removing items that no longer meet needs. We seek assistance from academics in doing this.

Over the past decade the Library's collection has shifted from a reliance on locally held print publications towards the current situation where approximately 60% of all the collections purchased by the Library are digital. Approximately 70% of our total annual expenditure is on digital resources. The main advantage of digital resources is that they are accessible online 24/7 to multiple users from any location. The main disadvantage is the high cost and short life span of access if subscriptions are cancelled. In order to promote e-book usage the Library launched a Kindle loan service in Autumn 2013.

Material not held by DkIT Library can be obtained through their Inter Library Loan services. In 2012, 95 items (31.34% of the total) were provided via this service to readers in the School of Business. Typical delivery time for books is 6 days and for articles is as little as 1 day. Arrangements are in place with other Institutes of Technology via a 'Partners Agreement' and with university libraries, which enable DkIT students and staff to visit other Libraries to gain access to collections.

Members of DkIT may also become members of Louth County Library services through the 1 Card 6 Libraries service. This can be very useful for students of disciplines such as Humanities.

The Library consults Reading Lists on Course Builder to ascertain which titles are required for teaching and research in each discipline. Since the implementation of Course Builder in 2011 they use the module information included there to identify required titles. Heavily used, high demand stock is monitored and purchases of additional copies prioritized. Annual reminders are circulated to academics inviting recommendations for purchase. Titles can also be suggested at any time throughout the year by staff and students. In general the Library purchases all of these titles. Exceptions to this include titles that have remained consistently unused when in stock.

The Library is not involved at any stage of programme development which means that we have no opportunity to influence the identification of resources or to assist in this.

In 2011-12 the Library book budget in this areas was spent as follows:

Business – 41%

Humanities – 15%

Hospitality – 1%

Law – 3%

The average price of an academic text book in Business that year was 54.66 euro. The total spend on all DkIT students on e-resources was 22.19 per FTE.

The Library has made the following observations about their current collections:

- Not everyone is comfortable with digital environments, and not all titles are available in eBook format therefore we pursue a mixed access strategy
- The printed book collection is aging and in need of on-going investment. Our on-going development of a substantial eBooks collection helps to counter-balance this situation
- The collection would benefit from further active engagement from academics so that good selection choices are made
- Clarity is needed as to the role of Reading Lists and our reliance on them
- Library collections are expensive to maintain with both annual price increases and currency fluctuations reducing the real spending power of the Library budget.
- There is a reliance on specific titles of books and journals that can limit reader research and place pressure on the collections
- The absence of Library staff from input at key stages of programme development means that our expertise is not used to full potential
- There is a sense that there is an imbalance in the collection, and that we lack good resources in market research and company information
- Little use is being made of Open Access publication
- The Library budget has been reduced and continued reductions are expected. In these circumstances the Library will not be able to maintain existing collections or subscriptions.

Services

The services offered by the Library focus on enhancing access to the collections and ensuring readers are trained in Information Literacy and bibliographic instruction.

Virtually all of the Library's collection may be borrowed for 1, 4, 7 or 21 days. During the 2012/2013 Academic year, Business students accounted for 13% of total book borrowing and 4% of e-resource use, Management and Finance students accounted for 10% of book borrowing and 6% of e-resource use, Hospitality students accounted for 4% of book borrowing and Humanities students accounted for 19% of total book borrowing and 11% of e-resource use.

Collections are monitored and amended in light of demand. For example supply and demand for items is monitored with stock moved to different loan categories (1 Day, 4 Day, 7 Day or 3 Week Loan) depending on usage. Purchase alerts are activated to increase the numbers of copies of an item available. Readers can borrow, renew and place holds on loans either through the Library and Information Desk or by using self-service options available through the Library Web pages or Self Issue unit.
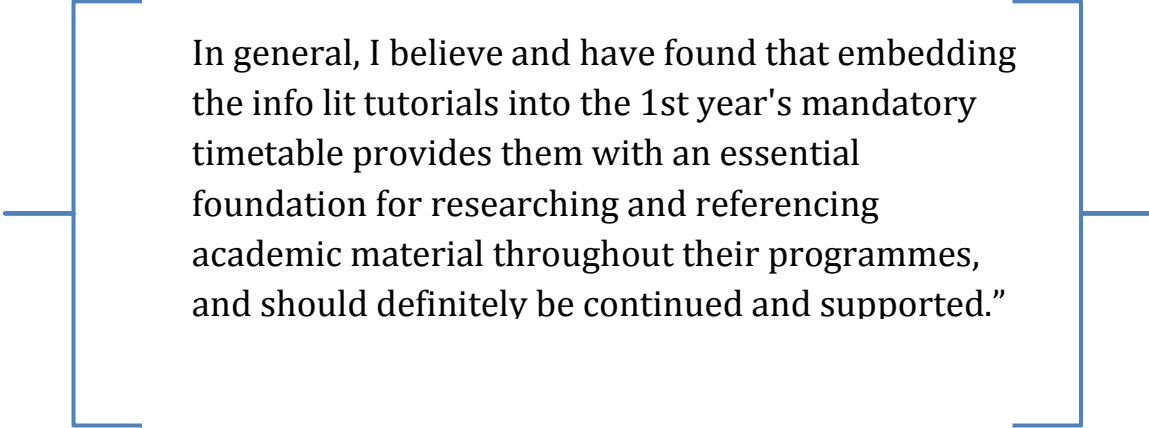
Virtually all of the Library's collections are searchable through the Library catalogue and Multisearch option. Additionally readers can place inter-library loan requests, renew items, retain their reading history and export citations of items through the Library created web services.

The Library also maintains specialist collections such as the College's Institutional Repository – STOR - for research quality papers and the College Archive. The repository is searchable via RIAN which provides a portal to openly accessible research from Irish higher education institutions.

Library staff daily support readers in finding appropriate information via Desk services and one to one consultations. Researchers can also avail of individual or group consultations with Library staff for advice on research resources and techniques, referencing styles, management of references and maximising the impact of their work.

Training readers on how to find, evaluate and create academic work is an expanding Library service. Information literacy may be defined as follows: 'To be information literate an individual must recognise when information is needed and have the ability to locate, evaluate and use effectively the information needed (American Library Association, 1989).'

During the 2011/12 academic year the Library offered 215 hours of Information Literacy, 35 hours of which were given to students in the School of Business. In 2012 29 out of a total of 219 hours were given to Business students

> In general, I believe and have found that embedding the info lit tutorials into the 1st year's mandatory timetable provides them with an essential foundation for researching and referencing academic material throughout their programmes, and should definitely be continued and supported."

Information Literacy training is delivered as:

- Demonstrations to groups
- Customized sessions for module groups
- Drop-in tutorials
- One-to-one consultations

Students can also use the online information skills resources. In 2013 Information Literacy focused on using threshold concepts to enhance reader understanding.

Guides to subject resources have also been published as DkIT LibGuides. These address critical topics such as 'Should I use this source?' as well as discipline based guides to the literature and research collections.

Since 2011, the Library has included "Pop-Up Libraries" in their programme. Library staff visit departments at advertised times to assist staff and students with their research queries and get feedback on library services.

Since 2012 Library staff have been organised into liaison teams for different subject areas. These teams offer information literacy training, offer 'Pop Up Libraries', and inform staff and students of relevant collections and services.

Overall feedback on the Library is positive and is monitored via suggestions, surveys, observations and formal complaints. Space and collections are the issues most problematic for readers. In terms of space our surveys indicate that many people leave because they are unable to find a place to study when they need it.

Other feedback is given below:

"Attended library classes twice this semester, very beneficial." (4th Year student)

"Without the Library there is no way to work on the assignment, literally there's nothing we can do without Library facilities" (3rd Year student)

"Provides a quiet environment to get assignments done and also provides excellent resources for research" (1st year)

"Good for group work meet-up's, I feel at home in the Library" (3rd Year student)

"It has helped me to spend my time wisely" (1st Year student)

"Great guidance on doing assignments" (4th Year student)

"It's a nice place to get your work done and it's nice and quiet (quiet?), very comfortable to study. Can really concentrate in your work" (2nd Year student)

"To me, the Library is an outlet for my studying needs. It creates motivation to continue on with my studying and gives me time to focus on my priorities for the course I am undertaking right now. " (2nd Year Student)

Other Services Include:

- PC Booking system enhances access to PCs in the Library. 20 PCs are currently bookable through the Millennium system
- Reading List Enhancements: The Library can provide support in enhancing and updating Reading Lists and providing live links to the Library catalogue
- Cultural events including readings, exhibitions and Writer in Residence project
- Web site and a range of e-services such as reading history, renewals, and online ordering

Physical Space

The Library is both a service and a space and currently occupies two floors of the T. K. Whitaker Building.

The current Library space was designed to support:

- Individual quiet study
- Group study and discussion
- Spaces to practice presentations
- Access to the expertise of Library Staff
- Access to on-site collections and to virtual collections through PCs and Wi-Fi.

There is an undersupply of space in the Library. The current student to seat ratio of c. 11:1 is a clear indication of this. Peak demand occurs between 10.00 am and 3.30 pm Monday through Thursday and during these times students may fail to find an available space to study. Survey evidence below suggests that a significant number leave the Library without finding a place to study

Are you leaving the Library because you could not find a place to study

135

450

Yes

No

Data collected from a survey of 600 readers in March 2013 over a 4 day period

The Library is open 64.5 hours per week during Term Time and opening hours were extended during examination times in 2011 and 2012.

Term Time opening hours are:

- Monday to Thursday   8.30 am to 9.00 pm

- Friday   8.30 am to 5.00 pm

- Saturday   10.00 am to 4.00 pm

The Library spaces also houses an art collection with works by Katie Holden, Michelle Rogers and David Farrell.

Our evidence suggests that typically the majority of readers spend 90 minutes or more in the Library each day indicating the importance of the Library as a place for study and research.

How Long Did You Spend in the Library?

- Less Than 30 Minutes: 53
- 30 Minutes - 1.5 Hours: 195
- 2 Hours: 120
- 3 Hours: 89
- 4 Hours: 50
- 5 Hours: 28
- 6 Hours: 14, 36
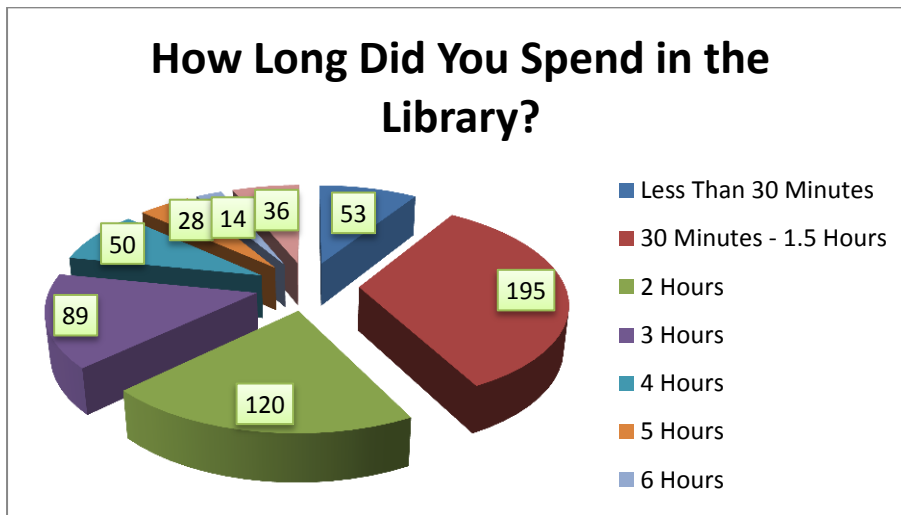
<u>Feedback from readers on space has identified the following issues:</u>

- Lack of space
- Lack of access to PCs
- Inadequate infrastructure such as power points and Wi-Fi___33

Current challenges

As with every area the Library aims to change to respond to new needs and contexts. Our current challenges include:

- Collection Development: As noted previously we feel that we would benefit from further active engagement from academics in Collection Development. We would like to see an increase in the volume of feedback we get on the collection and to have an active involvement in information resource identification.
- Reading Lists: Greater collaboration with academic staff would enhance the value of reading lists. Clarity on which titles should be bought by students and bought by the Library and Library input at development stages would ensure maximum benefit from resources.
- Collection focus in Business and Humanities: There is a sense that some of the e-resources we hold are academic in focus and that we need sources such as company and product directories.

- Information Literacy: Feedback suggests that those who attend IL sessions are also frequent Library users and do well in assignments. This requires further research.
- Deeper collaboration with academics in Information Literacy would also be of value
- Space: Currently demand far exceeds space provision when needed during the day between 10.00 am – 3.30 pm. There is a demand for additional group learning spaces equipped with Wi Fi/PCs/Screens and whiteboards to facilitate group learning. In the medium term the DkIT Strategic Plan for 2011 to 2016 includes, under the campus development plan, an extension of the library space. In the shorter term we continue to reconfigure as best we can to maximize the benefit of the space available.
- Funding: The Library requires consistent funding to maintain its collections. Current provision is supported by a direct grant from the Institute budget, an allocation from the Research Office, income from post-graduate fees and direct support from an academic area. Reductions in any of these allocations in the future will result in a reduction in the provision of collections
- Bibliographic Management and Hybrid Collections: Like many other Libraries we provide knowledge and information in traditional print and in e-formats. We are aware that just as formats are in a state of transition we also have readers who are more comfortable with print rather than e-formats. The hybrid nature of collections and the diversity of reader preferences create challenges for us, including determining the best and most effective ways of organising and retrieving information.
- Additional engagement with our readers on a range of issues is needed.

Future Plans

In addition to developments already identified the following are areas that we plan to

prioritize in the future:

- Our Information Literacy programmes are constantly evolving. We develop and review our work on an on-going basis with a view to improving its impact and effectiveness
- Reshaping the physical space so that it is better able to support more students and more mobile and portable devices
- Changing our own work so that more time is devoted to tasks such as information literacy, information retrieval services, analysis, planning and research
- Developing short and long term subject specific collection development plans

Age of Book Collection Autumn 2013

Subject	2010+	2000-2009	1990-1999	1980-1989	1970-1979
Economics	13	49	52	14	9
Irish Economics	12	28	28	16	7
Economics of Other Countries	1	4	6	3	0
Industrial Relations	4	113	126	30	12
Financial Economics	13	115	135	23	8
Public Finance/Tax	6	42	27	29	17
International Economics	0	65	49	11	0
Production/Industry	10	92	79	21	6
Tourism	5	210	41	2	0
Production Econ/Enterprise	13	110	97	19	9
Macroeconomics	4	18	20	4	6
Trade/Communications	9	67	33	10	6
Home/Hotel Sciences	0	0	0	1	0
Food/Drink/Cookery	15	113	114	30	12
Meals And Table Service	0	6	12	0	0
Business/Office	9	32	45	2	0
Accounting	12	108	68	1	0
General Management/Small Business	45	200	153	18	1
Human Resource Management	25	127	112	4	0
Senior Management	78	310	290	24	4
Production Management/Quality Ass	10	108	121	15	0
Management/Materials/Supplies	2	19	25	1	0
Marketing	48	269	162	16	0
Advertising/PR	15	59	42	10	1
Film/Radio/TV/Performance	151	826	277	53	35
Stage & Theatre	11	109	134	39	36
American Literature	0	10	13	8	11
English Literature	3	21	36	9	22

Poetry	10	74	98	42	79
Drama	10	89	158	78	69
Fiction	88	560	452	259	272
Essays & Other Forms Of Literature	2	11	31	14	29
German Literature	0	3	5	5	6
World Literature	0	7	8	7	9
Irish Literature	4	14	15	6	61
Geography	28	146	120	34	21
Irish Landscape	3	19	68	33	38
Geography Of Other Countries	14	41	25	7	11
Ancient History, Archaeology	24	153	124	26	32
European History	23	123	82	42	53
Irish History	61	345	317	174	181
Asia/Far Eastern History	2	31	19	12	14
African History	0	3	3	3	3
History Of The Americas	7	25	18	8	11
NZ/Australia/Other Parts	1	6	56	35	22
Totals	791	4880	3896	1198	1113
%	6.7%	41.1%	32.8%	10.1%	9.3%

Business Journals and E-Resources

Journals and Journal articles

Databases:
Academic Search Complete Multidisciplinary database
Bibliography of British and Irish History Bibliographic data on historical writing
Business Source Complete Business database
Dictionary of Irish Biography Biographical dictionary for Ireland
Emerald Business and Management database
EPPI British parliamentary papers relating to Ireland and Irish affairs in the 19th century
Fact finder Irish journals and newspapers in Business and Social Sciences
Index to Theses Abstracts of theses accepted for higher degrees in Ireland and the U.K.

Irish Times and Irish Times Digital Archive From 1859

JSTOR Collection Includes the Ireland collection, 19th century British pamphlets and Arts and Sciences

Regional Business News (Epnet) Business journals and newspapers from the U.S.

Science Direct Includes humanities subjects

Taxfind Irish database covering tax and tax related issues

Web of Knowledge (ISI) multidisciplinary abstract only database

Print Journals:

Books Ireland

Business and Finance

Checkout

Comparative Politics

County Louth Archaeological and Historical Society Journal

Economist

Event Management

Hospitality

Hospitality Ireland

Index to Theses

Irish Historical Studies

Irish Marketing Journal

Market

Moth

Which?

Some of the Electronic Journals:

Archaeology Ireland

BusinessWeek

Cornell Hospitality Quarterly

Entrepreneur

European Journal of Political Economy

Harvard Business Review

History Ireland

International Journal of Culture, Tourism and Hospitality Research

Irish Geography

Shakespeare Studies

Electronic Books

Databases:
Dawsonera Multidisciplinary
ebrary Multidisciplinary
Ebsco eBook Collection Multidisciplinary

Some electronic book titles:
Elites and Decolonization in the Twentieth Century
Principles of Marketing
Resisting Corporate Corruption: Cases in Practical Ethics From Enron Through the Financial Crisis
The Vikings
Total Facilities Management

1.2   Demographics of DkIT Region

In September 2012, DkIT commissioned AIRO (All Ireland Research Observatory), NUI Maynooth to provide a detailed socio-economic profile of the North East Region in which DkIT is positioned. Using the Census 2011 data (and comparing it to that from the 2006 data) and other data sources, a report was provided for a number of key indicators including Demographics, Education, Employment Status, Live Register, Pobal HP Deprivation Index, Industry of Employment, Feeder Schools and Drive-time Catchments. The DkIT region was defined as including Louth, Cavan, Monaghan, Meath, Fingal and Westmeath.   The key findings from this report were that:

1. The population growth in the DkIT (See Figure 1.2) region between 2006 and 2011 has been very significant. In Cavan, Fingal and Meath the growth of the Age 5-12 age cohort was double the national average.
2. A Number of counties in the region are within the lowest nationally in terms of population attainment of education to degree level
3. Levels of unemployment in the region have increased significantly: 18% above state average
4. Deprivation indices indicate some of the most disadvantaged areas in Ireland are located in our region (See Figure 1.3).
5. 85% of new entrants to DkIT come from schools within the region (See Figure 1.4).

Figure 1.2: Population Change in DkIT Region 2006 -2011.
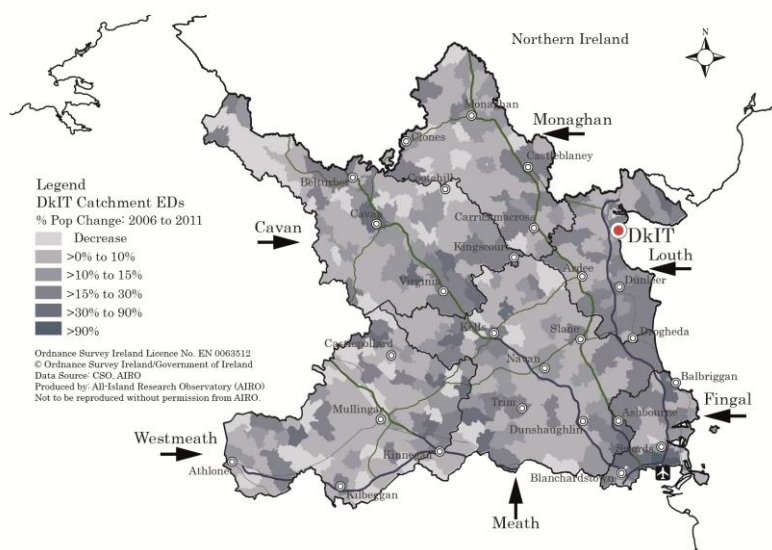
Figure 1.3: Deprivation Indices in DkIT Region
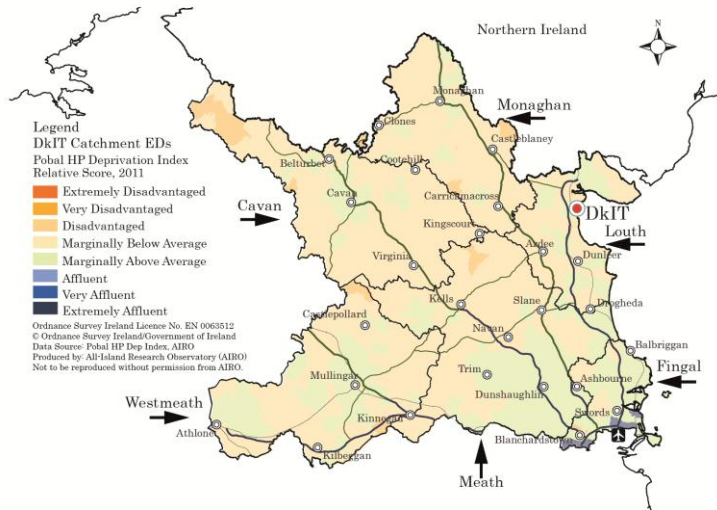
Figure 1.4: Feeder Schools to DkIT
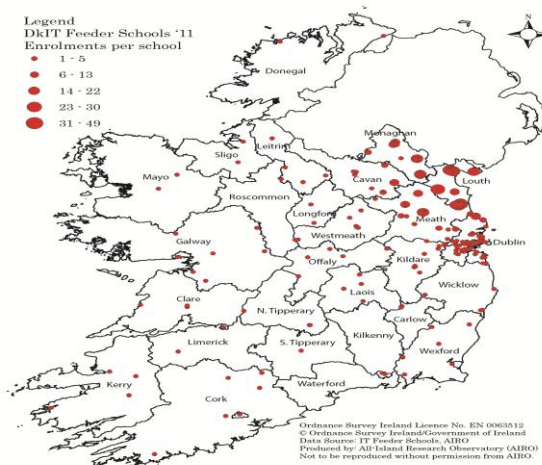
This report very clearly indicates that there is a strong regional demand for higher education in the North East. The demographic profile of the region indicates that the demand for third level places is likely to grow significantly in the next 5 -10 years due to the population growth in the region. In addition the socio-economic profile indicates that students find it financially difficult to travel outside the region and that a regional provision of a wide range of educational programmes is of key importance.

1.3   National Higher Education & DkIT Strategy

1.3.1 DkIT Strategic Plan (2011 -2016)

The DkIT Strategic Plan (2011 -2016) https://www.dkit.ie/strategy was officially launched in March 2013 and contains the following vision, mission, values and structure.

1.3.1.1   DkIT Strategic Plan: Vision

'Dundalk Institute of Technology will provide university-level higher education to graduates who will excel in their specialised discipline and have the creativity, confidence, resilience and entrepreneurial flair to thrive in the 21st Century. Working sustainably and with a practical focus, we will help lead the regeneration of the North East region and more widely Ireland by acting locally and thinking globally'.

1.3.1.2   DkIT Strategic Plan: Mission

'DkIT is fully committed to its role in the economic, social and cultural development of the region. This plan has a particular focus on developing learners and graduates with the following qualities:

o Excellent in their discipline
o Able to apply disciplinary and trans-disciplinary knowledge, especially focusing on entrepreneurship and sustainability
o Able to contribute globally as well as locally
o Personal and employability qualities to include an ability to solve complex problems; critical thinking; systems thinking and capacity for on-going learning'

1.3.1.3   DkIT Strategic Plan: Values

'The following values will become ever more central to all that we do in the years ahead:

• Willingness to change and re-interpret our work in the light of changed needs, circumstances and contexts
• Resilience in responding to change and uncertainty
• Leadership throughout the organisation
• Effectiveness in our operations and processes
• Engagement within DkIT and with the wider community and society
• Respect for each other, for diversity, for our society and environment
• Inclusion of diverse needs and approaches'

1.3.1.4   DkIT Strategic Plan: Pillars

In order to develop graduates with the qualities our mission requires, a series of goals and objectives under three different pillars are outlined in the Strategy (See Figure 1.5). The intention of all of the goals and actions is to create an organization, an approach to regional and community development and an approach to knowledge development which is aligned with the core vision, mission and values of DkIT

The pillars are:

1. **Knowledge Asset** meaning our work in scholarship (teaching, learning, research) and knowledge transfer
2. **Community and Development** meaning our role in the enhancement of the social, economic and cultural life of the community on a regional, national and international level.
3. **Organisation** meaning the processes and resources that underpin our work.

Each pillar represents a critical aspect of DkIT and, together, they contribute to the development of DkIT graduates and the overall objectives of the Institute.

1.3.1.5   DkIT Strategic Plan: Themes

The current global and national economic landscapes together with the overall impact of globalisation and societal expectations of quality of life have developed a paradigm where global sustainability, entrepreneurship and international collaboration are critical to future economic survival. Sustainability, in particular education for sustainability, where sustainability education, in its broadest sense, is education for social transformation with the goal of creating more sustainable societies [3]guarantees the delivery of graduates with a focused understanding of the inter-related social, economic and environmental behaviours, skills and values needed to ensure a 'Sustainable economy'. .

DkIT realises the importance of actively engaging in and contributing to these areas. As such, sustainability, entrepreneurship and engagement (local and international) are core themes running throughout all strategic activity.

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[3] UNESCO (2012) Shaping the Education of Tomorrow. 2012 Report on the UN Decade of Education for Sustainable Development

- Sustainability– future-proofing so that today's solution doesn't become tomorrow's problem. Understanding the inter-related social, economic and environmental impacts of endeavours and progressing under each measure rather than any one to the cost of others
- Entrepreneurship - a capacity to create new responses and innovations in the economic, social and cultural environment interfacing with external stakeholders and fostering the development of the region
- Local and International Engagement - ensuring that opportunities for knowledge exchange and co-creation are fostered within aims to promote and deliver a partnership approach as a learner-centered institute for the benefit of its wider public, civic, economic and community constituents

Figure 1.5   DkIT Strategic Plan 2011-2016

Strategic Pillars		
Knowledge ———— **Asset**	**Community & Development**	**Organisation** ————
1. Learning & Teaching	5. Regional Economic Development	9. Profile
2. Flexible Delivery	6. Regional Community Development#	10. People & Culture
3. Research	7. Access & Participation	11. Campus
4. Knowledge Transfer	8. International Relationships	12. Communication
		13. Finance

Strategic Goals

Entrepreneurship

Sustainability

Engagement: Local & International

Strategic Themes

1.3.2 National Higher Education Policy

The National Strategy for Higher Education (Hunt Report[4]), published in January 2011, outlines a 20-year plan for the evolution of Irish higher education. It aims to create, through collaborations and consolidations, a system of diverse institutions '*with complementary and diverse missions that together meet individual, enterprise and societal needs*'. The high-level goals of the Report are to create a higher education system, that:

- Is **flexible** – offering greater choice of delivery; provision and modes of learning;
- Improves the **quality** of student experience, the quality of teaching and learning and the relevance of learning outcomes;
- Is **connected** – ensures that HEIs are more connected to wider social and economic needs through their faculty members, staff, graduates, relevance of programmes, research and ability to translate knowledge into jobs and benefits to society.

National Higher Education Policy acknowledges that HEIs have a primary responsibility to the development of people and to enable learners to reach their full potential. Learning and teaching practices, assessment methods that encourage progression and development, the transition to HE, flexible delivery and the provision of choice to learners are all issues addressed in this strategy and reflective of a wider discourse.

In February 2012, the HEA[5] published '*Towards a Future Higher Education Landscape*' which outlined what was needed in terms of structures and landscape to meet the recommendations of the Hunt Report. The criteria for achieving Technological University Status were outlined and the concept of regional clustering was introduced. Each HEI was invited to respond by the 31st July 2012 setting out its strategic intentions with regard to where it proposes to position itself in the Irish higher education system.

DkIT's submission[6] to the HEA on the 31st July 2012 indicated that it has decided not to seek to attain Technological University status but strongly recognises the advantages that university level activity brings to its graduates and to the regional economy. As a consequence the Institute seeks to actively progress its Strategic Alliance with DCU that will bring with it formal university association through the successful implementation of key

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[4] 4 Dept. Education & Skills (2011) National Strategy for Higher Education to 2030
[5] HEA (2012)   Towards a Future Higher Education Landscape
[6] DkIT (2012) DkIT submission to HEA on Future Landscape of Higher Education

strategies at appropriate levels. To guarantee the academic sustainability of this alliance, DkIT intends to actively work towards the attainment of the metrics for Technological University status. The resulting synergies in the strategic co-development of higher education needs along the Eastern Corridor and North East Region will align strongly with the National Strategy for Regional Clusters, as articulated in the HEA Landscape Document.

During this Programmatic Review process cognisance was taken of the principles of the Hunt Report to ensure that the Programmes in the School of Business & Humanities include teaching practices and assessment strategies to reflect the current and future needs of learners.

1.4 Teaching & Learning
1.4.1 Teaching & Learning Strategy DkIT

A Teaching and Learning Strategy was approved by the DkIT Academic Council in March 2010[7]. This Strategy was developed by a Working Group of the Learning and Teaching Sub-Committee of Academic Council. The vision for education in DkIT is:

'that of the Institute as a community which responds holistically to all learners, builds on strong traditions of teaching by fostering the use of best practice in traditional and innovative approaches to learning, and encourages participation, insight and reflection'.

The Strategy aimed to:

- Transform DkIT's existing approaches to learning and teaching
- Enable flexible and responsive change to the needs of staff and students
- Foster the use of 'best practice' in teaching and learning using both traditional and innovative approaches
- Allow all to be learners
- Influence learners in DkIT by giving them skills, competences, knowledge and attitudes to facilitate their participation in the Knowledge Society
- Encourage participation and reflection among learners resulting in insight and action
- Impact on the development of the North East and border region in providing knowledge transfer, skilled graduates and a knowledge infrastructure and research capacity
- Empower and motivate the Learning Community of DkIT

This strategy has 8 key objectives**.**

Objective 1	Embed Learner-centred Approaches to Learning
Objective 2	Become More Accessible to Learners and Develop Flexible Approaches which support Lifelong Learning
Objective 3	Encourage and Implement Learner Centred Approaches to Blended and eLearning
Objective 5	Develop a 'Value Added' Component in Learners' 'Learning Experience'
Objective 6	Focus on the Experience of 1st year for DkIT Learners
Objective 7	Linking Teaching, Learning and Research
Objective 8	Develop Staff Personally and Professionally to Support The Practice of Learning and Teaching

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[7] https://www.dkit.ie/celt/documents-and-policies/learning-teaching-strategy

This Teaching and Learning Strategy has been considered in the review of all of the Programmes in the School. In each programme document detail is provided on how the Programme meets the objectives of this Teaching and Learning Strategy.

1.4.2 DkIT Assessment Strategy

The DkIT Assessment Strategy was approved by Academic Council in November 2010[8]. This strategy recognises assessment as a key driver of learning. The purposes of assessment have been identified within this Strategy as improving learning; classifying student achievement and competence; giving feedback so that improvements may be made; providing opportunities for self-evaluation and self-assessment; providing a sense of achievement and of being successful; indicating the quality of learning and teaching.

A key goal of a programme assessment strategy is to support the development of reflective, critical thinking among person-centered practitioners. This can be seen in the emphasis on assessments that allow the learner to identify problems or issues and apply their learning. Moreover the strategy recognises the importance of feedback in the learning process

School of Business & Humanities Assessment Strategy

The School Assessment Strategy was agreed and circulated within the School in advance of finalising programme assessment strategies. This ensured that each programme team could match their proposed assessments against the overall requirement for the programme. The strategy is based upon *HETAC's Policy on 'Assessment and Standards' (2009)* as outlined in the Programmatic Review handbook.

The Strategy covers the requirements for a programmes assessment strategy and details the elements providing evidence for same as follows:

What is required?

Link the minimum (and any other) intended programme's assessment instruments (summative and formative, including continuous assessment and repeat assessment) to programme learning outcomes as well as to intended module and stage learning outcomes.

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[8] https://www.dkit.ie/celt/documents-and-policies/assessment-learning-guidelines-dundalk-institute-technology

To address this section of the programme's assessment strategy:

1. Detail the formative and summative assessments utilised on a modular level.
2. Demonstrate the links between the programme's assessment strategy and the modular assessment strategy
3. Detail marks earned through formative and summative assessment.
4. Note: Akari Curriculum Management Software (Module Builder) should be used to link module learning outcomes to assessment instruments. This is called constructive alignment and provides evidence that the assessment instrument will measure and demonstrate achievement of the required learning.

Good practice would suggest that:

Formative assessment is acknowledged as being part of the learning process, and so is used to monitor and thus help improve student learning **while that learning is taking place**. Examples include classroom assessment techniques such as the one minute paper, and e-learning assessment techniques including online quizzes and multiple-choice questions (MCQs) (e-assessment).

Summative assessment, on the other hand, measures learning at fixed points in time against agreed standards or criteria, and includes, for example, mid-semester and/or end-of-term essays or examinations. While both assessment forms are valued, it is acknowledged, however, that formative assessment is assessment for learning, and summative, the assessment of learning. In the context of formative assessment, particular emphasis is placed on tutor feedback, peer review and student self-assessment, all known to promote 'deep' rather than 'surface' learning.

What is required?

Describe and provide a rationale for the choice of assessment tasks, criteria and procedures. Ensure that the programme's continuous assessment is appropriately balanced.

Regulate, build upon and integrate the module assessment strategies and (where used) stage assessment and strategies.

To address these sections of the programme's assessment strategy:

- Provide an overview given of the assessment tasks chosen in the programme.
- Include a rationale for the choice of the assessment tasks and map to the graduate skills.
- Detail specific approaches to the first semester of the first year of the programme.

- Demonstrate, where applicable, how assessment is integrated across modules. Detail the rationale and marking criteria for integrated assessment.
- Demonstrate how assessment is inclusive and culturally sensitive.
- Where group assessment is used, the Institute's policy on group assessment should be referenced

Good practice would suggest that:

Assessment strategies should aim to develop the key graduate attributes associated with each programme. Due care should therefore be taken to identify and incorporate methods of assessment best capable of developing the graduate skills and qualities identified at the Programme and Module level. For example, group projects, peer teaching, poster exhibitions and presentations (individual and/or group) would be appropriate in developing self-initiative, resourcefulness and good communication skills, while case studies, critical incident analyses, research-based projects and student-led seminars should prove relevant in developing enterprise, problem-solving capabilities, critical thinking and research skills. The design of certain media, such as screencasts, podcasts or an animation, will help develop artistic, visual, organisational and communication skills.

In the interest of learner-centred approaches to assessment, and optimisation of the learning experience, it is necessary to be mindful of the need to ensure that students have sufficient time to complete their assessments and are not over-assessed. Moreover at the beginning of every module, all students should receive their marking schemes, assessment criteria and semester-based assessment plans indicating when assessments are due. This should be presented in the form of a module handbook. It is good practice for faculty to peer review module handbooks to ensure best practice. Best practice approaches highlight the importance and value of providing students, at the beginning of a module, with a Module Handbook in which relevant details pertaining to assessment are clearly set out.

To address the issue of learning preferences, and therefore diversity within the student body, an element of choice should be provided in the assessment requirements at the module level (for example a choice of essay titles could be given, or students encouraged to research a relevant area of their own choosing). During first year, more specifically, tasks should be designed to become progressively more challenging. The marks awarded would reflect this progression. Particularly during the first 6-8 weeks of the first semester,

students in their first year should have opportunities to work on collaborative projects rather than in isolation. Assessment during this period should also be mostly formative and diagnostic, with an emphasis on the giving of timely and encouraging feedback. Throughout all years, in fact, giving such feedback to students should be prioritised. In some cases this will be instantaneous (as in online MCQs or quizzes); in most other cases, it will be School policy to return work with marks and comments within 2-3 weeks of submission. In their feedback comments, tutors would focus particularly on (i) the extent to which the module learning outcomes have been met and (ii) action points for improvement. Marking should be criteria-referenced rather than norm-referenced.

What should be included?

1. Assessment and Graduate Skills
   Give some examples of how the range of assessments develop the graduate skills
2. First Year Assessment
   Give some examples of how assessment is carried out in First year.
3. Assessment Balance
   Explain procedures used to ensure that the assessments are balanced i.e. CA schedules agreed at Programme Board and this should be standard for all programmes.

What is required?

The Assessment Strategy should also address fairness and consistency, and specifically validity, reliability and authenticity.

To address this section of the programme's assessment strategy:

- Provide details of how the above are addressed and should be documented by providing information on the marking and grading procedures utilised.
- Provide information on the procedures which the Programme Board will utilise to ensure that the assessment workload is appropriately balanced. This information should detail specific arrangements for balancing the assessment workload and show how at the beginning of every module, students receive their marking schemes, assessment criteria and semester-based assessment plans indicating when assessments are due. This information would normally be presented in the form of a Module Handbook and an exemplar might be attached in an appendix to the programme submission document.

Good practice would suggest that:

Assessment should be valid, reliable and fair. With regard to validity there should be:

1. **Face validity**: the assessment methods employed in the School are all recognised methods; they are 'fit for purpose' and are an appropriate method of assessing content and the learning outcomes associated with it. All learners are able to demonstrate achievement of the learning outcomes.

2. **Content validity:** the assessment methods, module learning outcomes and content have been constructively aligned.

3. **Predictive validity:** the assessment methods that are used to provide reliable evidence of suitability (for example, for a particular career pathway) and levels of competence.

Reliability is enhanced through external moderation and, for example, double-marking. There is understanding on the part of students and tutors of the Institute's policies on Academic Integrity and Plagiarism.

[** See CELT's Assessment and Learning Guidelines for additional examples at https://www.dkit.ie/celt/documents-and-policies/assessment-and-learning-guidelines-dundalk-institute-technology]

Fairness in assessment processes is addressed by ensuring that no students are disadvantaged, tasks set are achievable by all and marking conducted using explicit criteria/rubrics that students have had explained to them. By so doing, the School acknowledges that a key purpose of assessment is to enable *all* students to develop and achieve their potential under fair and equitable conditions. Thus highlighted, is the importance of having an assessment strategy that is inclusive. Inclusive assessment refers to the design and composition of an assessment task, so that it can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, gender, background or disability. The School's assessment strategy should demonstrate that there are in place alternative ways in which a student with a specific disability may be assessed. See http://www.ahead.ie/informationforstudents.php

Assessment tasks should be culturally sensitive. Moreover, assessment can be one of the tools used to require students to recognise intercultural issues relevant to professional practice. Assessment tasks can require students to consider issues from a variety of cultural perspectives. For further detail on internationalising the curriculum, visit the

'Internationalisation of the Curriculum in Action Website at: http://www.ioc.net.au/main/course/view.php?id=2

What should be included?

How validity, reliability and authenticity of assessment is controlled

Document how assessments are marked and graded. Use examples of where double marking is used and how group assessments are marked. Indicate how students are informed about academic integrity and how plagiarism is monitored.

The Assessment Strategy should relate to the programme's teaching and learning strategy

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To address this section of the programme's assessment strategy:

- The submission document should identify the links between teaching and learning and assessment strategies.

Good practice would suggest that:

The assessment strategy for a programme should be closely linked to the programme's teaching and learning strategies. A learner-centred curriculum should have learner centred assessment.

See Section 6 of '*An Assessment Policy for DkIT*' (2010a) at: **https://www.dkit.ie/celt/documents-and-policies/assessment-and-learning-guidelines-dundalk-institute-technology**

What should be included?

- Teaching and Learning Strategy
- Identify the links between the teaching and learning and the assessment strategy e.g. give examples of learner centred assessments.

What is required?

The Assessment Strategy should describe any special regulations (e.g. learners may be required to pass some key modules outright and not rely on pass by compensation.)

To address this section of the programme's assessment strategy:

- The Approved Programme Schedule (formerly known as the 'ACS' or Approved Course Schedule) should detail any special regulations pertaining to the assessment of the programme. This might include requirements to repeat failed elements; instances where eligibility to progress carrying a failed module (the AP rule) does not apply; block on the number of repeat attempts possible etc.

> **The Assessment Strategy should provide contingent strategy for cases where learners claim exemption from modules, including the recognition of prior learning (RPL)**

To address this section of the programme's assessment strategy:

- The programme submission should reference the Institute's policy document 'Recognition of Prior Learning (RPL) Policy and Practice' (2012), available at: https://www.dkit.ie/registrar/documents-and-policies/recognition-prior-learning-rpl-policy-and-practice
- Careful consideration of this policy should be evident in the programme submission document, so that it is clear to learners, lecturers and assessors where and how RPL policy is applied, and if further interpretation is required.

> **The Assessment Strategy should match the programme's assessment instruments to the requirements of the Institute's grading system, particularly concerning the recording and combination of module marks**

To address this section of the programme's assessment strategy:

- Marking should be criteria-referenced rather than norm-referenced. Explicit, appropriate and differentiated criteria should be developed for marking purposes.

1.5   Overview of Quality Assurance

In the following sections an overview of the main quality assurance procedures in operation within the Institute is provided.

1.5.1 Programme Boards

Each programme is governed by a programme board, consisting of the Head of Department, faculty and representative students from each stage of the programme.   The tasks of the programme boards include:

- Review of programme content and revision of material as appropriate;
- Implementation and review of learning outcomes;
- Programme delivery;
- Maintenance of academic standards;
- Analysis of assessment and examination results;
- Discussion of external examiners' reports;
- Reporting annually to Academic Council.

Programme boards meet at the beginning of the academic year and at least once per semester thereafter. Special meetings of the programme board are held in January and May and constitute the Examination Board. Academic staff and external examiners, but not students, attend these meetings, which consider and recommend the examination results for approval by Academic Council.

The preparation of the annual report to the Academic Council represents an opportunity to carefully analyse the overall performance of the programme. Examination results of the previous session are reviewed. The review considers:

- Distribution of grades
- Distribution of marks within modules
- Modules which are most significant in affecting students' progress.
- Overall pass rate
- Pass rate of individual modules

1.5.2 External Examiners

The Institute, in accordance with a procedure adopted by the Academic Council appoints external examiners to act as independent and impartial advisors, providing informed

comment on the standards set and student achievement in relation to those standards. The main purposes of external examining are:

- To verify that learning outcomes assigned to a programme/module have been met.
- To assist DkIT in the comparison of academic standards across higher education awards and award elements.
- To ensure that DkIT's assessment processes are fair and are fairly operated and in line with DkIT regulations.

External examiners are drawn from academia or from business, industry and professional practice and are of senior standing in their fields. The Annual Reports of the External Examiners are sent to the Registrar's Office. They are forwarded to the relevant Department office and circulated to all faculty. External examiners' reports are discussed at programme board meetings and incorporated into annual programme reports. Most external examiners also write to the Head of Department prior to the examinations to provide feedback on exam papers and marking schemes. This feedback is copied to the lecturer(s) associated with the relevant examination(s). The School of Business & Humanities ensures that comments from external examiners that require action are captured on an on-going basis at programme level and requisite action is taken. Through recording of comments and associated actions it is ensured that any remedial advice can be actioned quickly and that the issue does not continue to be a feature in later reports from the same external examiner. (See Appendix A for Summary of Responses to External Examiner Reports).

1.5.3 Student appeals, review and rechecks

Lecturers and students engage informally in consultation about programme-related matters during the course of the academic year. Specially structured arrangements are in place to provide students with an opportunity to consult with faculty following the end of semester, or end of year examinations. These formal consultations provide the students with an opportunity to discuss their subject results with their lecturers and to seek clarification regarding their detailed marks. Following these consultation sessions students may lodge an appeal to have their subject marks or grades rechecked and/or reviewed independently.

1.5.4 School of Business & Humanities Staff-Student Forum

The School of Business & Humanities operates a Staff Student forum. The aim of this forum is to provide an environment within which students can bring to the attention of lecturers and management of the School general issues relating to their programmes and general issues relating to their student experience within the Institute. It is also an opportunity for students from different programmes and disciplines within the School to share their experiences. The membership of the forum consists of:

- Head of School of Business & Humanities (Chairperson)
- Heads of Department/Head of Section
- School Administrator (Grade VI)
- Class representatives from all programme stages within the School
- One lecturer representative from each department team.

The following are the Terms of Reference for this forum:

1. The Staff/Student Forum shall meet once per year on a date to be set at the start of each academic year.
2. The HOS will invite agenda item suggestions from all in advance of the meetings.
3. The meeting will be minuted.
4. Items to be discussed at the Forum could include but are not limited to:
    a. Student experience in DkIT e.g. facilities, library, student services
    b. Assessment
    c. Academic Calendar
    d. Examinations
    e. Student Induction

A range of issues were discussed at the meetings which took place each year during the review period including Library Access, Classroom Etiquette, IT, car parking, student safety. These issues were followed up by the Head of School and updates communicated back to the Forum. Minutes of the Forum meeting in 2012 are attached as Appendix B.

1.6 School of Business & Humanities Infrastructure

The School of Business & Humanities has a current enrolment of approximately 2,700 students. It comprises the following academic Departments, Section and affiliated Research Centre:

- Department of Management & Financial Studies

- Department of Business Studies

- Department of Humanities

- Section of Hospitality

- Lifelong Learning Centre (part-time study)

- Humanities and Social Science Research Centre (HSSRC)

The management team of the School is as follows:

Name	Function
Dr. Patricia Moriarty	Head of School
Mr. Shane Hill	Head of Dept. Management & Financial Studies
Prof. Colette Henry	Head of Dept. Business Studies
Dr. David Getty	Head of Dept. Humanities
Ms. Brianain Erraught	Head of Section, Hospitality
Mr. Anton Barrett	Head of Life Long Learning
Ms. Deirdre Mulligan	School Administrator

The academic faculty of the School numbers 90 and a further 27 academics deliver programmes within the Lifelong Learning Centre. The six academic managers ensure the day to day operation of the School and also collaborate weekly at operational meetings and strategic planning meetings. The School is supported by five administration staff and three technical staff. The Placement Office currently employs three staff.

The Humanities and Social Science Research Centre (HSSRC) is a designated research centre within the School of Business & Humanities. The Centre's mission is to engage in high-level

research activity in the Humanities and Social Sciences on a regional, national and international basis and to disseminate our findings, through teaching, publications, conferences and seminars for policy makers, the social community sector, the private sector and academics and researchers, on the national and international stage.

Additional Academic Roles

In May 2011 Executive Board defined the roles for First Year Convenors and Programme Directors and assigned teaching remission for same. These were put in place in September 2011 in an attempt to address the following:

- First Year Retention (Ref: A Study of Progression in Irish Higher Education, HEA, Oct. 2010)

- Enhancement of the First Year Experience (Ref: The First Year Experience: Draft Proposal from CELT, DkIT, April 2011)

- Improved progression of students

- The recommendations of the last Institutional Review which states that DkIT should *'appoint programme leaders/directors to ensure effective consideration of academic issues'* (Ref: HETAC DkIT Institutional Review, 2009)

First Year Convenor

First Year Convenors will have a co-ordinating role for First Year Programmes. They will ensure that the student experience is enhanced and support student learning. They will assist DkIT in addressing first year retention issues. This is also an important pastoral role and the convenor is someone from whom the student may seek advice on academic matters that may be causing them concern. International research into the first year in college indicates that supports such as these are crucial in supporting students making the transition to third level. They essentially are the first point of contact for all 1st year students. The role includes the following:

a) Co-ordination of the Orientation or Induction programme in the first week of Semester 1.
b) Meeting and welcoming new students.
c) Monitoring attendance and performance of students.

d)   Conducting meetings with the students and/or student representatives. Students may be met individually or in small groups as appropriate.

e)   Bring to the attention of Head of School/Head of Department issues arising from the various liaison meetings that are held.

f)   To prepare and distribute the Continuous Assessment schedule for the Stage.

g)   Providing academic advice to students on progress or, for example, proposed change of course or change of module.

h)   Providing advice to students on options available when difficulties are encountered, for example the support options provided by the Student Learning and Development Centre/Student Services.

Programme Director

The role of the programme Director is:

(a)   To co-ordinate the Programme Board and to liaise with all its members.

(b)   To chair the Programme Board where required.

(c)   To act as a point of first contact (for stages other than 1st year) and link to student supports such as teaching and learning, student services etc.

(d)   To monitor individual student performances and attendance. This involves keeping student records, meeting with students on a regular basis and furnishing reports on student performance and attendance to the Head of Department as required.

(e)   To engage in the organisation, management and delivery of promotional activities relevant to the programme.

(f)   To co-ordinate the production of and updating and distribution of the programme booklet.

(g)   To assist the Head of School/Department/Section with the administration and organisation of meetings of Boards of Examiners and in the liaison with the external examiners.

(h)   To co-ordinate the Continuous Assessment schedule for the programme.

(i)   To assist in the preparation of annual Programme Board reports.

Programme Directors, First Year Convenors and in some areas Stage Convenors are assigned to all Programmes within the School. The Programme Directors for 2013/14 are listed overleaf.

Table1: Programme Directors and Convenors

Programme	Programme Director	Programme Convenor	Stage Award Convenors
Bachelor of Business in Business & Technology - Stage 1	Karl Mernagh	Karl Mernagh	
Bachelor of Business in Business & Information Systems – YR2	Karl Mernagh	Karl Mernagh	
Bachelor of Business in Business & Information Systems – YR3	Karl Mernagh	Karl Mernagh	Karl Mernagh
Bachelor of Business in Business & Management – Stage 1	Colin Cooney	Mario Mac Blain Attracta Coleman	
Bachelor of Business in Management & Administration – Stage 2	Colin Cooney	Pat Fitzgerald Annemarie Mc Hugh (NEFEA)	
Bachelor of Business in Management & Administration – Stage 3	Colin Cooney	Seamus Rispin	Colin Cooney
Certificate Business Digital Marketing – Level 7	Colin Cooney	Colin Cooney	Colin Cooney
Master of Business in Entrepreneurship & Marketing	Maeve Mc Ardle	Maeve Mc Ardle	Maeve Mc Ardle
Business & Marketing Higher Diploma	Prof. Colette Henry	Prof. Colette Henry	Prof. Colette Henry
Master of Business Administration	Prof. Colette Henry	Prof. Colette Henry	Prof. Colette Henry
Bachelor of Arts in Sports Exercise & Enterprise	David Cranny	Michael Mc Corry	Michael Mc Corry
Bachelor of Arts (Hons) in Community Sports Leadership	David Cranny	Michael Mc Corry	Michael Mc Corry
Bachelor of Arts (Hons) Digital Humanities	Martin Maguire	Martin Maguire	Martin Maguire
Bachelor of Arts in Performing Arts	Mark Fearon	Mark Fearon	Mark Fearon
Certificate in Business and English in English Language and Western Society and Culture	Linda Graham	Cao Ping	Cao Ping
Bachelor of Arts in Community Youth Work	Katherina Nugent	Katherina Nugent	Katherina Nugent
Bachelor of Arts (Hons) in Social Care	Louisa Goss	Patricia Rahill	
Bachelor of Arts (Hons) in Youth Work	Katherina Nugent	Katherina Nugent	Katherina Nugent
Bachelor of Business Studies (Hons)	Larry Murphy	Larry Murphy	Larry Murphy
Bachelor of Business Honours	Ann Kierans	Ann Kierans	Ann Kierans
Bachelor of Business (Hons) in Marketing	John Sisk	John Sisk	John Sisk

Bachelor of Arts (Hons) in Public Relations & Online Communications	Paula Reilly	Paula Reilly	
Bachelor of Arts (Honours) in Public Relations			Paula Reilly
Master of Arts in Accounting	John Morrison	John Morrison	John Morrison
Erasmus Co-Ordinator	David Coggans	David Coggans	David Coggans
Bachelor of Arts (Honours) in Accounting and Finance	Michael O'Murchu	Patrick Fitzgerald (1st Year)	Michael O'Murchu
Bachelor of Arts in Hospitality Management	Colette Kelly	Colette Kelly	
Bachelor of Business in Hospitality Studies			Colette Kelly
Bachelor of Arts in Event Management	Lorraine Dunne	Lorraine Dunne	
Bachelor of Business in Event Management			Lorraine Dunne
Higher Certificate in Arts in Culinary Arts	Alan McCabe	Rosemary Leonard	Alan McCabe
Higher Certificate in Arts in Hospitality Studies	Michelle O'Shea		Aidan Hoare
Bachelor of Arts (Hons) in Event Management	Marie Roddy Freyne		Marie Roddy Freyne
Bachelor of Arts (Hons) in Hospitality Management	Marie Roddy Freyne		Marie Roddy Freyne

1.7   Changes made since the last Programmatic Review (2008)

The last Programmatic Review was completed in May 2008. The following are the conclusions outlined in the report of the panel at the time and the action taken by the School to date in relation to the issues raised.

Conclusion May 2008	Changes made 2008 -2013
Review Process & Documentation The task of the Panel was to report to the Academic Council on the adequacy of the self-study report produced by the School, specifically in relation to quality assurance procedures, a review of their plans for further development and the appropriateness of the minor changes to programmes. The Panel concluded that the self-study was adequate.	N/A
General Issues within the School The Panel proposed the division of the School into two schools – School of Business and School of Humanities. The Panel also proposed a more focused approach to programme development with key competence areas maximised Introduction of Programme Organisers (Programme Directors) proposed to assist in the running of programmes within the School.	The School remains the largest School of Business & Humanities within the IOTI sector. There are no immediate plans to separate the disciplines into separate schools. Programme development is based on key areas of competence within the School. Programme Directors and Stage Convenors roles have been successfully introduced into all Schools at DkIT.
Teaching and Learning The Panel proposed additional use of technology-enabled learning (TEL) within the School.	The School of Business & Humanities E-Learning Policy enshrines the use of TEL within programmes and includes the development of a fully on-line programme within 3 years (See Appendix C).
Recruitment, QA, Retention & Programme Outcomes The Panel proposed that the School should review its policy of awarding first class honours. A culture of celebrating and rewarding excellence should be developed.	Criterion-referenced assessment will ensure that learners can achieve first class honours. Efforts are being made to ensure that faculty members and learners are celebrated for excellence in teaching, research, responsiveness to industry needs, academic achievement through President's Awards and

The panel proposed the School be recompensed for the large number of international students enrolled. .	Active Citizenship Awards. The School subscribes to the positioning of HE with an international focus per the Hunt Report and will continue to factor in increased supports for non-national learners when designing programmes aimed at international markets.
Research Research is not a major activity within the School at present. The Institute needs to encourage research activity within School faculty members. The School should take the decision to recruit staff who are both research capable and research active.	The School is research active with in excess of 60 faculty members engaged in research activities at some level. The School has put together a School Research Committee which shares members with the Institute's Research Committee. This Committee will enhance the inclusive research strategy for the School. The recent School Research Day was extremely effective as a showcase for faculty research activities and calls for collaboration. DkIT has developed robust policies to support faculty research activities. This policy has been adopted by the School with most recent recruits holding doctoral degrees by research.

1.8   Programmatic Review Process

1.8.1 Academic Year 2011/2012

The Programmatic Review process commenced in the School of Business & Humanities in the Spring of 2012 by the agreement of the Terms of Reference of the different Programmatic Review committees within the School. For the purpose of this Programmatic Review these committees were:

(a)   School Management Team
(b)   Departmental Programmatic Review Steering Committees
(c)   Individual Programmatic Review Teams

(a)   School Management Team

Membership:

- Head of School
- Heads Department
- Head of Section
- School Administrator

Role:

- Co-ordinate the Programmatic Review within the School of Health & Science
- Disseminate relevant information to Department Steering Committees
- Ensure programmatic review activity is in line with Academic Council policy, the Institute Strategic Plan and the National Strategy for Higher Education
- Co-ordinate SWOT analysis of School
- Complete final report for School of Health and Science
- Co-ordinate the validation process with the Registrar's Office
- Liaise with Academic Council and Registrar's Office
- Analyse data from surveys and disseminate findings to the relevant Department Steering Committees

(b)   Departmental Programmatic Review Steering Committees

A Departmental Programmatic Review Steering Committee was established in each Department.

Membership:

- Head of School
- Relevant Heads of Department/Section
- Relevant Programme Directors

Role:

- Co-ordinate the review of programmes within the relevant Department
- Disseminate information to individual programme review groups
- Agree academic structure for programmes taking cognisance of guidance/policies from Academic Council, School Management Team and Centre for Teaching and Learning
- Co-ordinate surveys of relevant stakeholders and graduates
- Analyse data from surveys – share with individual programme review groups and School Management Team
- Review physical resources required to facilitate programmes
- Prepare relevant documentation for validation panel(s)
- Attend validation panel(s)

(c)   Individual Programme Review Team

A programme review team was established for each Programme within the School.

Membership:

- Programme Director
- Academic Lecturing Team
- Placement Office Representatives where relevant
- Head of Department
- Head of School (nearer the end of the process)

Role:

- Review programme taking cognisance of guidance/policies from Academic Council, Department Steering Committee and Centre for Teaching and Learning
- Update information on Course Builder
- Attend validation panel(s)
- Liaise with Department Steering Committee

1.8.2   Academic Year 2012/2013

The Programmatic Review process began in earnest in October 2012. Individual **Programme Review Teams** commenced their reviews of their respective programme and meetings took place on a regular basis.

During the Autumn 2012 **Graduate Surveys** and **Employer Surveys** were distributed and learner feedback was invited at Programme Boards.

In November 2012 the **Programmatic Review Handbook** produced by the Registrar's Office was approved by Academic Council: https://www.dkit.ie/registrar/policies/handbook-programmatic-review. This document outlined what was required in the Programmatic Review process and contained detail on what Programme Structures were allowed in terms of number of modules, sizes of modules etc. This information was then considered by the Programme Review teams as they continued their discussions.

From January – March 2013 staff continued to review their modules and Programme Teams agreed amended **Programme Structures**. **Programme Learning Outcomes** were mapped to the modular Learning Outcomes by the Heads of Department/Section in conjunction with the relevant Programme Director. Programme teams developed Programme Assessment Strategies and evidence for embedding of the three Strategic Themes within the Programmes was considered. From April 2013 –December 2013 all of the information was collated and reviewed by the School Management Team.

Chapter 2

Review of Department of

Business Studies

2.1 Review of Access, Transfer & Progression

2.1.1 Review of Access

Access within the Department of Business Studies is similar to that of the other departments within the School, i.e. via:

- CAO (Leaving Certificate, FETAC, Mature, UK – GCE exams)

- Direct Entry (years 2,3,4,5 of full-time programmes and all LLL programmes)

- Advanced entry from students with FETAC level 6 awards

- RPL (Recognition of Prior Learning)

- ACCS (Accumulation of Credits and Certification of Subjects)

The Department also works closely with the Access office whose role is to promote access to groups that have traditionally been under-represented in third-level education, including mature students, students who are economically disadvantaged, and those from the traveler community. In addition to an application form, mature entry to courses within the Department requires an interview. The interview is led by the Head of Department and may involve questions specific to particular courses. Transparency and fairness are guiding principles in terms of how mature student interviews are conducted. Mature applicants to Business Studies programmes tend to perform well at interview, arriving well prepared and clearly enthusiastic about their chosen programme. Mature entry to any year of a course other than first year is at the discretion of the relevant Head of Department and is handled at department level (in conjunction with the Admissions Office). Mature students currently constitute 17% of the full-time student population in the School, with many mature learners choosing the two level 7 programmes within the Department of Business Studies.

Students with Disabilities

The Disability and Student Quality Officer advocates on behalf of, and coordinates support to any student with a physical, sensory, or specific learning difficulty, medical or mental health condition. The goal of the Disability and Student Quality Officer is to ensure that

disability does not hinder any student from reaching his/her full academic potential in a positive and inspiring environment. The Disability and Student Quality Officer is available to meet students as often as necessary, before entering DkIT, during the admissions/registration process and throughout the academic year.

Disclosure of disability is entirely discretionary. Those who disclose a disability/specific learning difficulty at application stage will be contacted by the Disability and Student Quality Officer and invited to visit the campus during the summer months to discuss any supports required. In cases where disclosure of a disability/specific learning difficulty is made post-registration, there will be less time to put the necessary supports in place. Such late notification may also mean that it may be too late to obtain funding on behalf of the student.

The HEA provides funding for students with a disability/specific learning difficulty. DkIT will apply to this Fund on behalf of all students registered with the Disability and Student Quality Office, provided the student supplies the required documentation by the applicable deadlines.

Support for Learners

DkIT has recently introduced a number of initiatives to provide support for all its learners, including the opening of the Student Learning and Development Centre, the appointment of Programme Directors to all programmes, First Year Convenors for all first programmes and Stage Conveners to other stages of a programme.

The Student Learning and Development Centre was established by the Executive Board in January 2009. The Centre works under the umbrella of the Centre for Learning & Teaching (CELT) and helps to build confidence and self-esteem, especially when mitigating circumstances arise. The type of support provided depends, primarily, on individual or group needs. Essentially, it consists of individual consultations with a learning skills advisor or small group consultations where student needs are common. Workshops are offered to all students, undergraduate and postgraduate alike, on a range of academic and study-related skills.

Student Services

The aim of DkIT Student Services is to increase student retention, widen participation, develop the first-year student experience and provide support services to all DkIT full-time students. Student Services strives to enhance the individual student experience by providing a range of professional, accessible, student focused non-academic supports including:

- Access
- Careers
- Chaplaincy
- Counselling
- Disability and Student Quality
- Health
- Sports and Societies

Recognition of Prior Learning (RPL) involves awarding the student recognition in the form of admission to a programme, credits, exemptions or an award for prior learning. The prior learning can be certified or experiential (non-certified).

2.1.2 Review of Transfer

Applicants wishing to transfer onto programmes will usually have gained a Higher Education qualification or will have successfully completed at least part of a related programme. Standard applications will present a qualification recognised by the National Qualifications Authority of Ireland (NQAI) at an appropriate level on the National Framework of Qualifications (NFQ). Non–standard applicants must present equivalent Higher Education awards, i.e. those that have the necessary number of ECTS credits and/or appropriate learning outcomes.

North East Further and Higher Education Alliance (NEFHEA)

The purpose of NEFHEA is to improve access to higher level qualifications within the North East region. The cluster comprises DkIT, O'Fiaich Institute of Further Education, Drogheda Institute of Further Education, Monaghan Institute of Further Education, Dunboyne College

of Further Education and Cavan Institute of Further Education. The alliance formally links the six partners and covers a total of 12,000 students and 800 staff.

The Department of Business Studies at DkIT has developed close linkages with Business Studies staff in all five NEFHEA partner colleges. This relationship-building has been facilitated by a NEFHEA Business Studies Steering Committee. The group has worked effectively to agree level 7 entry criteria for learners who have obtained Level 6 Business qualifications within their FE college. Current arrangements permit these students to gain entry into Year 2 of the level 7 Bachelor of Business (Management and Administration) or Year 2 of the Bachelor of Business (Business Information Systems) within the Department. Part of this work has resulted in some FE colleges selecting and delivering certain Level 5 and 6 modules (for example Economics and Accounting) to ensure an optimal fit when students commence their programme of study at DkIT.

Numbers have been very encouraging since the inception of this important initiative, and progression rates to Year 3 for these learners is impressive.

2.1.3 Review of Progression

Table 2.1 summaries the progression rates for the Department of Business Studies. The rates are calculated by expressing the number of learners who achieved a pass or better as a percentage of the total number of students who sat the examinations. Learners who withdrew, left the programme without giving notice or simply deferred are not taken into account in the calculation of retention rates.

Table 2.1 Progression Performance (%) within the Department of Business Studies

Year	Percentage of students progressing to the next stage
2007/8	74
2008/9	68
2009/10	71
2010/11	66
2011/12	75

As the above table illustrates, the Business Studies Department has achieved an overall progression rate as high as 75% in 2011/12, compared to just 66% in 2010/11. It is difficult to explain the wide variation in progression. Some of the improvement may be due to the increase in student fees and students making a greater effort because they have made a substantial investment in their education. Also, the downturn in the economy has resulted in many students being no longer able to secure part-time employment, thus having more time available to concentrate on their studies. There has always been a disproportionately large intake of low point entrants to the Bachelor of Business Management & Administration level 7 programme. The programme has a broad appeal, and many students either join without having researched the programme content in any detail; some have great difficulty making the transition from 2nd to 3rd level. Efforts to improve progression rates are on-going, and these include arranging one-to-one sessions with the Centre for Teaching & Learning, and making available extra tutorial classes. The enhanced induction process and the introduction of Programme Directors and Stage Convenors in 2011/12 may have played a part in the improved progression rates. The tables below provide further progression details on the two level 7 programmes in the Department, as well as the level 9 MBS programme.

Table 2.2 Progression Rates - Bachelor of Business in Management and Administration

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	149	211	210	195	141	906
	Number sat Exams	130	205	197	183	131	846
	Number Passed	84	114	136	114	89	537
	Pass Rate %	65%	56%	69%	62%	68%	63%
	Retention Rate %	56%	54%	65%	58%	63%	59%
Year Two	Number Registered	87	104	162	186	155	694
	Number sat Exams	83	103	158	183	150	677
	Number Passed	63	83	123	117	107	493
	Pass Rate %	76%	81%	78%	64%	71%	73%
	Retention Rate %	72%	80%	76%	63%	69%	71%

Year Three	Number Registered	84	99	107	157	156	603
	Number sat Exams	81	96	103	149	154	583
	Number Passed	70	72	74	118	136	470
	Pass Rate %	86%	75%	72%	79%	88%	81%
	Retention Rate %	83%	73%	69%	75%	87%	78%

As can be seen from the above tables, the pass/progression rate for students in the Bachelor of Business – Management & Administration programme tends to improve from 1st year to 2nd year and into final year, with a peak of 88% of students passing year 3. This compares favourably with a peak of only 69% in year 1, suggesting that students perform better as they settle into and progress through their course of study, a point that has been supported through faculty member feedback.

Table 2.3 Progression Rates - Bachelor of Business in Business Information Systems

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	24	24	38	38	20	144
	Number sat Exams	24	23	37	36	19	139
	Number Passed	20	18	23	22	10	93
	Pass Rate %	83%	78%	62%	61%	53%	67%
	Retention Rate %	83%	75%	61%	58%	50%	65%
Year Two	Number Registered		22	22	29	24	97
	Number sat Exams		22	21	28	24	95
	Number Passed		18	21	25	15	79
	Pass Rate %		82%	100%	89%	63%	83%
	Retention Rate %		82%	95%	86%	63%	81%
Year Three	Number Registered			18	21	32	71
	Number sat Exams			16	21	32	69
	Number Passed			15	17	28	60
	Pass Rate %			94%	81%	88%	87%
	Retention Rate %			83%	81%	88%	85%

Pass/progression rates are clearly higher for the Business Information (BIS) programme, with a high (in 2009, year 2 cohort) of 100%. We feel that this is due, in no small part, to the significantly smaller class sizes (mostly lab work) which, in turn, allow the lecturing team to engage with every student in their class and note, early in the process, if students are not performing well. Furthermore, those students taking the BIS programme tend to be more technology oriented and focused on developing their skills; they also appear to appreciate, to a greater degree, the need for regular attendance.

Table 2.4 Progression Rates - Master of Business in Entrepreneurship and Marketing

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	17	29	23	21	-	90
	Number sat Exams	11	27	21	16	-	75
	Number Passed	10	19	14	14	-	57
	Pass Rate %	91%	70%	67%	88%	-	76%
	Retention Rate %	59%	66%	61%	67%	-	63%

In relation to the MBS programme, Table 2.4 shows pass rates peaking at 91% in 2007. While, pass rates have dropped slightly in recent years, but it is felt that this is due to an increase in international MBS students alongside demands for higher standards in the dissertation element, the latter constituting 20 credits. In order to address this, additional support has been provided for the dissertation, with students now required to present their research proposals at a much earlier stage to an academic panel, which offers detailed feedback to enable the student to enhance their projects and, as a consequence, their overall performance.

2.1.4 Graduate Numbers and Award Classification by Programme

The following tables show the number of graduates and award classifications for the two level 7 programmes within the Department of Business Studies.

Table 2.5 Award Classifications - Bachelor of Business in Management and Administration

Year	Other	Pass	M2	M1	DT	Total Graduates
2007	-	10	21	34	5	70
2008	-	10	38	20	4	72
2009	1	17	41	14	1	74
2010	-	28	57	31	2	118
2011	-	26	58	34	18	136
Total	**1**	**91**	**215**	**133**	**30**	**470**

Table 2.6 Award Classifications - Bachelor of Business in Business Information Systems

Year	Other	Pass	M2	M1	DT	Total Graduates
2007	-	-	-	-	-	-
2008	-	-	-	-	-	-
2009	-	3	6	6	-	15
2010	-	1	8	5	3	17
2011	-	7	8	8	5	28
Total	**-**	**11**	**22**	**19**	**8**	**60**

Both the Management & Administration and Business Information Systems programmes have shown a steady increase in both graduate numbers and their respective awards, with a considerable positive change in the number of those achieving the top 'Distinction' grade at level 7. The lower number of top grades in the BIS programme is due, in the first instance, to the lower number of students. However, this could also be explained by the intensive skills-based nature of the programme, which requires students to be constantly 'practicing' their skills outside of the class room to develop a high level of competence. Students' performance in the BIS programme is also highly dependent on attendance, with potentially a higher level of attendance required to gain a high grade than would typically be required in the Management & Administration programme.

2.1.5 Postgraduate Programmes

The Department manages two postgraduate programmes – the Master of Business Administration (MBA) and the Master of Business Studies (MBS) in Entrepreneurship & Marketing. The MBA is an executive programme and, due to resource constraints has not been running in the Department for the last few years. However, as illustrated in Table 2.7, the postgraduate MBS programme has shown a steady increase in graduate numbers, with a positive change witnessed in the number of H1 and H2 grades awarded.

Table 2.7 Award Classifications - Master of Business in Entrepreneurship and Marketing

Year	Other	Pass	H2	H1	Total Graduates
2007	-	1	6	3	10
2008	-	7	10	2	19
2009	-	4	6	4	14
2010	-	-	11	3	14
2011	-	-	-	-	-
Total	**-**	**12**	**33**	**12**	**57**

The above table shows a fairly even grades' distribution, as would typically be expected at level 9, with around 22% achieving a first class honours. Due to its heavy credit weighting, the dissertation element has a direct impact on results, with students needing to perform especially well in this aspect to secure top grades.

2.2 Review of Learner Profile & Target Learner Groups

2.2.1 CAO Intake

Table 2.8 below shows first Year Student Enrolment by programme within the Department of Business Studies from 2007/8 to 2012/13.

Table 2.8 - First Year Enrolment by Programme

Programme	07/08	08/09	09/10	10/11	11/12	12/13
BB in Business Information Sys.	26	23	37	36	21	24
BB in Mgt & Admin.	162	205	197	185	134	103
Diploma in Business & Marketing	0	0	5	6	12	16
Certificate in Business in Sales & Marketing *	0	0	38	50	0	0
Certificate in Internationalisation *	0	0	0	0	0	15
HDip.in Business in Small Enterprise Support *	0	0	19	14	0	20
Cert in Business in Digital Marketing *	0	0	0	0	0	26
Cert in Business in Website Content Dev. *	0	0	0	0	0	13
Total	**188**	**228**	**295**	**291**	**167**	**217**

* = Springboard programmes

While the above table shows good registration figures for several of the new (smaller class size) programmes (i.e. 26 students for Digital Marketing), the most notable negative statistic is the drop in registrations for the Management & Administration programme. Recent registration figures for this programme have been disappointing, however, they are not

entirely surprising, as the introduction of the new three-year ab-initio level 8 Business Studies degree (in the Department of Management & Financial Studies) has had a direct impact. The level 7 programme was originally the only entry route to an honours Business Degree in the School (via the one-year add-on level 8 programme). It appears that those students with higher points are now opting for the ab-initio option from the outset.

The tables below show the CAO points for standard entrants to the two level 7 programmes within the Department of Business Studies.

Table 2.9 CAO points - Bachelor of Business in Management and Administration

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008	6	75	24	10	115	135
2008/2009	9	113	44	4	170	135
2009/2010	7	110	40	4	161	180
2010/2011	2	109	32	1	144	105
2011/2012	5	65	12	1	83	175
2012/2013	4	50	5		59	145

Table 2.10 CAO points - Bachelor of Business in Business Information Systems

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008		16	5	1	22	200
2008/2009		12	7		19	190v
2009/2010		24	4	1	29	170
2010/2011	1	21	2	1	25	170
2011/2012	1	13			14	190
2012/2013	3	12	3		18	165

Table 2.11 Intake - Bachelor of Business in Management and Administration

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008			14	115	6				135
2008/2009		1	1	170	16				188
2009/2010			17	161	7				185
2010/2011		1	15	144	25	3			185
2011/2012		2	15	83	18	6			125
2012/2013		1	17	59	13	5		2	97
Total		5	79	732	85	14		2	915

Tables 2.11 and 2.12 show further details for the two main level 7 programmes within the Department.

Table 2.12 Intake – Bachelor of Business – Business Information Systems

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008	1		2	22					25
2008/2009	1			19	2				22
2009/2010			3	29	5				37
2010/2011			6	25	3				34
2011/2012		2	4	14	1				21
2012/2013			2	18	2				22
Total	2	2	17	127	13				161

As the above tables illustrate, final entry points have peaked at 180 (in 2009) and 200 (in 2007) for the Management & Administration and BIS programmes respectively. However, recent years have shown a respective drop in points to 145 (2012) and 165 (2012), which is potentially due to the higher points students opting for ab-initio level 8 options from the outset. Such apparent preference for level 8 degrees will need to be acknowledged as the Department moves forward, and a suite of new ab-initio programmes will, potentially, need to be designed to meet changing trends.

Student Numbers in the Department 2008 to 2012

Table 2.13 shows the change in student numbers in the Department of Business Studies over the last 5 years.

Table 2.13 Student Numbers in the Department of Business Studies 2008 to 2012

	2007/8	2008/9	2009/10	2010/11	2011/12
Business Studies	422	520	622	595	497

The drop in numbers illustrated in the above table is due to a combination of factors: prevailing economic climate resulting is fewer students being able to afford full time education, the introduction of two new ab-initio level 8 programmes in the Department of Management & Financial Studies (Business and PR) which have 'taken away from' core Business Studies numbers, and potentially, more students seeking specialist rather than broad Business programmes.

2.2.2 International Students

The School of Business & Humanities has placed significant emphasis over the last two decades on "internationalising" the educational experience for learners. This process commenced in the late 1980s when the School embraced the Erasmus (formally Socrates) project with a small number of incoming and outgoing students. Today, the School boasts a very vibrant Erasmus community as well as a significant and growing student population from Asia, and this is evident in each Department. International student recruitment and coordination (Erasmus and non-Erasmus) is managed by the International Office at DkIT. International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate to better educational opportunities, has given particular impetus to the intensification of international linkages generally. Currently, all students in the Department of Business Studies have the opportunity to spend some of their time in partner institutions in Europe or in other international sites. Where possible staff exchange programmes are used to complement this.

Table 2.13A: Numbers of Student & Faculty Erasmus Exchanges

EU ERASMUS Mobility	School of Business & Humanities		
Year	Students Inbound	Students Outbound	Faculty Outbound
2008-2009	85	26	4
2009-2010	84	28	4
2010-2011	118	36	5
2011-2012	102	35	6
2012-2013	120	19	4

Table 13A outlines the increasing numbers of inbound students to the School under the Erasmus initiative. The number of outbound students, in contrast, remains low and has fallen in recent years. This is reported by students to be in response to economic recession, where they find it increasingly difficult to fund an overseas stay. The number of faculty members going abroad under the initiative remains steady and it has been very beneficial for the School to take part in these collaborations.

The Department of Business Studies runs a joint residential module on the MBS programme with our partner college in Heilbronn. Also, the Department has an agreement with the University of Applied Science in Heilbronn, Germany, whereby Irish students can complete semester two of the MBS (Entrepreneurship and Marketing) on the equivalent programme in Heilbronn. Similarly, German learners taking their Masters programme in Heilbronn can complete semester two in Dundalk.

Another example of Erasmus collaboration within the Department is our work with IUT Le Havre. Each year there is a student & teaching exchange visit between DKIT & our sister college IUT Le Havre in France. Since 2008 DKIT students and lecturers on the Bachelor or Business Studies level 7 programme have been visiting IUT Le Havre on a four day trip, and their counterparts come to DKIT the following week. The visit includes language and cultural understanding workshops, student presentations and structured cultural experiences. For example, visits to the Normandy D-Day landing beaches, the Museé in Caen and the architectural sites in Rouen.

2.3 Review of Resources – Human and Physical

2.3.1 Human Resources

2.3.1.1 Current Staff in the Department

The Department of Business Studies comprises 497 learners (undergraduate and postgraduate) and 18 faculty members. Table 2.14 gives an overview of the faculty and staff currently employed within the Department.

The Department of Business Studies is led by Professor Colette Henry, who has recently returned from a four-year career break during which time she was held the post of Norbrook Professor of Business & Enterprise at the Royal Veterinary College, University of London. The Department Administrator is Ms Lorraine McMahon. The Programme Directors for the three main programmes within the Department are: Maeve McArdle (MBS), Colin Cooney (Bachelor of Business in Management & Administration) and Karl Mernagh (Bachelor of Business in Business & Information Systems). Faculty discipline areas include Business Management, Entrepreneurship, Communications, Languages, Economics, Accounting & Finance, Information Systems and Multi Media. The majority of faculty deliver material not just within the Department of Business Studies, but also across other Departments within the School, especially Management and Entrepreneurship related modules in other Schools within the Institute.

Table 2.14   Department of Business Studies - Faculty (Total 18)

Head of Dept of Business Studies

Professor Colette Henry

Faculty Members

Marie Bouquet	Vicky Leahy
Bernadette Brereton	Paul McDonald
Bernadette Cassidy	Mairead McKiernan
Colin Cooney	Karl Mernagh
Fionnuala Dullaghan	Ciara O'Connor
Linda Graham	Cao Ping
Angela Hamouda	Johdi Quinn
Mary Kennedy	Angela Short
Tara Kinney	Miriam Vaquero

Administrator

Ms Lorraine McMahon

2.3.1.2 Staff Changes During the Period of the Review

The Department of Business Studies has had very limited number of faculty and staff changes since the last Programmatic Review in 2008. The most significant changes were the retirement of two staff members from the Business Information Systems team, and the career break taken by Head of Department – Colette Henry – between September 2009 – August 2013. Due to financial restrictions and directives, these posts were not back-filled, with the latter managed in the interim by the then Head of School Cathal Kearney.

2.3.1.3 Staff Requirements

Currently, the Department of Business Studies is managing its suite of programmes (and planning for new programmes) on the basis that it is highly unlikely that new full-time faculty will be recruited in the foreseeable future. As student numbers continue to grow, this new reality has put additional pressures on all faculty members. Thus, it is imperative that existing staff resources are retained, particularly within the context of faculty retirements. It is important to note that any recent/future new programme development has/will be pursued on the basis that it is resource-neutral for full-time delivery.

2.3.1.4 Staff Professional Development

The primary role of the Institute as defined in the Strategic Plan is to provide a diversity of programmes relevant to the educational and economic needs of the region, delivered in a supportive environment of inclusiveness, trust and ownership amongst all its members. It aims to *enhance the professionalism of all its members in a supportive, inclusive and productive environment.* Accordingly, professional development is a central activity within the Department of Business Studies.

Examples of professional development since the last Programmatic Review include;

- A total of 34 faculty members having completed or currently undertaking the MA in Teaching and Learning within CELT

- 3 faculty members undertaking PhD

- On-going CPD/skills update amongst ICT and language faculty

- In-house programmes relating to:

  - Improving Students Learning

  - Effective Research Supervision

  - Examining Research Theses

  - Research Prioritisation

  - Presenting Research

- Research Writing

- Child Protection Training

- Plagiarism

2.3.2 Physical Resources

The Department of Business Studies' teaching activities are predominantly located on the ground and first floors of the South Block and Faulkner Building (Multi-Purpose Centre, Conference Centre and Hospitality Studies Section). Office accommodation for the Department is located in the North Block, South Block, Faulkner and Carroll's Buildings.

2.3.2.1 Overview of Teaching Facilities

There are two categories of physical teaching facilities currently available within the School, and of which the Department of Business Studies avails:

1. Traditional lecture room facilities which include conference halls, tiered lecture theatres, class rooms, PC laboratories and meeting rooms.
2. Practical demonstration facilities which consist of two fully equipped commercial kitchens, a demonstration kitchen, a bar facility and a fully furnished restaurant.

Teaching facilities within the School are highlighted within Table 2.15 below. This details the capacity of each location and the total number of each type of venue.

Table 2.15   Teaching Facilities

Lecture Room Facilities		
Accommodation	**Capacity**	**Number**
Conference Hall 1 (MPC)	300	1
Conference Hall 2 (CC)	160	1
Whitaker Theatre	210	1
Lecture Theatres	116	1
Lecture Theatres	96	1
Lecture Theatres	60-70 (420-490)	6
Lecture Theatres	54	1

Class rooms	25-40	15
PC Laboratories	20	7
Language Laboratory	20	1
Video conference room	20	1
Skype Meeting room	10	1
Black Box Theatre	30	1
Mac Anna Theatre	80-100	1
Practical Demonstration Facilities		
Production Kitchen	16	1
Training Kitchen	16	1
Demonstration Kitchen	70	1
Restaurant	40	1
Bar	-	1

2.3.2.2 Information Technology Equipment

The following three categories of information technology equipment are used within the School:

- Lecture Room Equipment

- Support Equipment

- Computer Laboratory Equipment

Lecture Room Equipment

The equipment used in the lecture rooms has a number of components. Generally, there is a PC with a DVD or VHS player, sound facilities, LCD projector and OHP unit. There are 15 rooms which have such facilities, with varied levels of provision in the remaining rooms. The integrated control of technology equipment is available in 9 rooms through the installation of Extron switch controllers, and the intention is to roll out this system to further rooms when budget provision allows.

To facilitate teaching in rooms which currently do not have all of these facilities, the School provides four laptops, two portable LCD projectors and three mobile DVD/VHS units which can be booked in advance by lecturers.

Lecture Room Computers

There are 30 Lecture room computers, as illustrated in Table 2.16 below.

Table 2.16   Lecture Room Computers

Number	PC Make & Model	Installation Date
28	Dell Optiplex GX620	2005/2006
1	Dell Optiplex 745	2007
1	HP 6200	2012

Updating lecture room computers is an on-going requirement, with replacements scheduled when computers are 8-9 years old.

LCD Projectors

There are currently 36 LCD projectors in use within the school. Installation dates range from 2002 to 2012, with approximately 3-4 units replaced annually. The replacement criterion is based on projector performance, with deterioration in image quality the primary basis for replacement.

Technical Support

The School has two technicians responsible for maintaining classroom equipment and providing backup to teaching staff in relation to technology equipment. These technicians are available during all timetabled teaching hours and have office locations in the South Block.

Support Equipment

Each member of staff within the School is provided with a computer. Currently there are approximately 115 staff computers in use within the School, supporting both teaching and administration activities. Installation dates range from 2003 to 2012 and, as with the lecture room computers, replacements are scheduled when computers are 8-9 years old. Each office has a shared laser printer, with a number also having access to colour printing.

Table 2.17   Office Computers

Number	PC Make & Model	Installation Date
15-20	HP	2010-2012
65-75	Dell Optiplex GX620,745,755,760	2005-2009
15-20	Dell Optiplex GX260,270,280	2003-2005

Computer Laboratory Equipment

The School has seven computer labs and one language lab. Each lab has 20 PCs, with Pentium 4 the minimum PC specification. Regular updating of laboratory computers is critical due to the high performance requirements of computers within this teaching environment, particularly when multimedia applications are in use. Consequently, the replacement interval for lab computers is shorter than for either lecture room or office computers, with replacements scheduled when computers are 7-8 years old.

Table 2.18   Laboratory Computers

Lab Room	PC Make & Model	Installation Date
S208	Dell Vostro 200	2008
S209 (Lang lab)	Dell Optiplex 745	2007
S212	HP 6200	2012
S213	Dell Vostro 200	2008
S214	Dell Optiplex GX620	2005
S221	Dell Optiplex 755	2008
S223	Dell Optiplex 755	2008
S224	Dell Optiplex 745	2007

Laser printers are provided in three labs (S212, S214, S223), with a localised scanning unit also provided in S212. All lab computers are network linked to various pay printers around the Institute to facilitate student document printing.

Computer Applications

All lab and lecture room computers are connected to the Internet and Institute e-mail service via TCP/IP. They are also connected to Institute-wide file servers using Windows software. The applications running in each lab and lecture room are diverse, ranging from Microsoft Office products to Adobe Photoshop and other multimedia products. The language lab has Sanako software, a very specific language teaching application.

Staff Photocopying and Scanning Facilities

The School provides two commercial OCE photocopiers to facilitate staff in the preparation of lecture hand-outs. The machines are stored in a dedicated photocopy room, with all staff members issued personal passwords to allow them to operate the machines. The machines are maintained by an external contractor (PCI), with the School paying a fee per copy. Currently the School produces approximately one million copies annually.

2.3.2.3 Library

The role of the Library is to select, make accessible, manage effectively and curate knowledge collections and spaces for learning, and to manage and deliver services that support learners and learning. The Library also has a role in supporting the knowledge and cultural development of DkIT and the wider community, and to this end offers a number of community aimed services and supports**.**

2.4   Review of Links with Industry, Professional Bodies & Other Stakeholders

2.4.1   Graduate Survey

The graduate survey seeks to ascertain:

- Whether graduates are working or undertaking further studies.

- The graduates' views on the quality of education received at DkIT

- How their studies at DkIT affected their career development and if it helped in securing suitable employment.

- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:

- 97% of the respondents describing their DkIT experience as being good to excellent.

- 59% are in employment

- 21% are taking further studies

- 17% are seeking employment

- 3% are unavailable for work

- 77% state that their academic qualification is relevant to their job

- 88% described the responsiveness of staff to student academic problems as good to excellent.

- 79% described online learning as good to excellent.

Special mention in the survey was given to the approachability of Business Studies staff and the "personalised staff support" that was available to them. Facilities (parking) received some critical comment and the need to have work placement in all programmes was seen as desirable. Individual graduates identified modules that should be included and others that should be excluded from their programme. Graduates commented favourably on the opportunities provided to them to hone their teamwork, self-confidence, presentation and organisational skills. Negative comment was reserved for the lack of sufficient provision in their study for the development of time management skills and confidence building.

2.4.2 Industry/Professional Bodies Consultation

2.4.2.1   Industry Advisory Fora

The School has a number of active industry/sectoral advisory fora in operation, and these also operate within the Department of Business Studies. Membership includes staff from the Department as well as representatives from local industry. These fora meet once a year and their terms of reference include:

- Provide a platform for industry/sectorial-academic partnerships in the relevant discipline in the North East Region.
- To bring to the Department a broad based perspective in those areas of activity that are currently the focus of programmes being offered or planned.
- To assist the Department in anticipating sectorial requirements and to ensure that relevant competencies are included in the DkIT programmes.

- To identify short training programmes required by sectors, and assess the ability of the Department to respond to same.
- Increase awareness of industry R&D needs
- Promote industry interaction and R&D opportunity within the North East Region.

2.4.3 Community Engagement

School Consultative & Advisory Committee

The core objective of the Consultative and Advisory Committee is to create a forum/working group in which key sectoral players advise the Department on the relevance of its programmes. Its central theme revolves around the context of changing environmental constraints and opportunities which are faced by all programmes. The fora advise not only on existing programme structures and modules but also on ideas for new programmes and more macro type issues such as graduate attributes and skills development, as well as areas of opportunity and acute skills shortage. Selection of forum participants varies somewhat from year to year. Furthermore, forum members vary in terms of scale and type of

operation. For example, within the Department of Business Studies membership is made up of the multinational and indigenous sectors, professional and representative bodies, large and small type enterprises and a mix of manufacturing and service concerns. The committee meets once per year.

Membership of the Business Advisory Group has included:

- Mr Tony McQuillan, Site Manager, Xerox (Europe) Limited
- Ms Barbara Carr, Employee Engagement Manager, PayPal
- Mr Mark Louth, Entrepreneur
- Mr Ronan O'Loughlan, Head of Education, Chartered Accounts in Ireland
- Mr Robbie Richardson, Managing Director, Customer Focus (Dundalk Chamber)
- Ms Deirdre Craven, IDA Regional Office
- Ms Regina Mulligan, Manager, Monaghan Credit Union
- Mr Ray Bowe, IDA, Dublin
- Mr Gerry Meegan, Operations Manager, Coca-Cola

Issues Raised at the Business Forum include:

- The need to continue to develop relevant programmes
- The necessity to include work placement in all programmes
- The importance of an international experience for students
- Languages available on more programmes (Business Language)
- The desirability to move the Institute to University status
- Importance of confidence building//Project work/Problem solving/"Real World" Skills and simulation exercises
- The need for excellent presentation and communication skills
- Importance of Excel skills within workplace
- Entrepreneurship and intrapreneurship acknowledged as important for graduates
- Graduates need to be flexible, highly professional, hard-working and highly committed

- Ethics and understanding sustainability desirable with an holistic perspective of business
- An appreciation of differing cultures within the commercial context
- People management and conflict resolution skills
- The creation of a "sustainable graduate" who is confident and entrepreneurial with an ability to "sell themselves as well as a product or service".

2.4.4 Work Placements

Work placement is a central feature of a number of programmes of study across DkIT. Students participate in a structured and assessed period of work experience in a relevant professional setting. Placement students gain academic learning that can be applied and tested in a real-life working environment, whilst laying the foundation for their personal career path. Work placement, in essence, is learning in real time; developing skills, gaining knowledge and cultivating the attitude that is required from graduates across academic disciplines and professional fields. The Placement Office in DKIT co-ordinates the work placements of approximately 500 students per academic year.

Work placement is a partnership between the student, host organisation and Institute. The influence of this partnership is demonstrated in various ways within the Institute:

Student: Shapes and supports the student in terms of employability, professional development, personal confidence and self-awareness

Academic Team: Influences curriculum design and development, ensuring that programmes are relevant, dynamic and forward thinking.

Wider Institute: Promotes the Institutes reputation of the quality in teaching and learning, and forges research, enterprise and service partnerships.

The Placement Office has developed valuable linkages with a wide range of industries across the academic disciplines, throughout Ireland and abroad. Consistently working on expanding our industry linkages, they work to ensure that work placement is a mutually beneficial relationship where students are afforded a unique learning experience and organisations are provided with a student who makes a positive contribution to the workplace. Each

placement programme has a dedicated Placement Officer who works in conjunction with the academic team to ensure the student secures a placement that will support their learning requirements and nurture their personal and professional development. All work placements must be officially approved by the Placement Office and primarily involves the process of CV selection and competitive interview, but can also be secured by direct matching. The process is be determined by the host organisation.

Support services provided by the office include:

- Central contact and information point for all parties involved in student placement
- Preparation workshops for students – skills Profiling, CV and interview preparation
- Follow-up one-to-one student support and guidance
- Co-ordination of associated requirements for placement – additional training, health & safety requirements
- Developing linkages with employers and host organisations nationally and internationally
- Providing information and resource packs for students, host organisations and academic staff relevant to each specific placement programme
- Ensuring feedback from placement experience to improve the process and to inform course development

Linkage with the Department of Business Studies

The Placement Office is located in the School of Business & Humanities. In recent years, there have not been specific placements within the Department of Business Studies Programmes, however, this is changing, with placements in year 3 of both the Management & Administration and Business Information Systems programmes planned to commence in 2015.

2.5 Review of Teaching, Assessment and Learning

2.5.1 Background

Over the past 40 years, DkIT's academic programmes have developed to include award levels from apprenticeships to PhDs and have broadened to include a wide range of programmes and disciplines. DkIT has pioneered new approaches to learning and pedagogical innovation, most recently through the work of our Centre for Excellence in Learning and Teaching (CELT). To meet the needs of society, the economy and our graduates, we need to continue to develop new pedagogical approaches, assessment and delivery methods. DkIT places significant emphasis on the continuing professional development (CPD) of its staff. This emphasis is reflected in numerous Institute initiatives, including the setting up of its Centre for Excellence in Learning and Teaching (CELT) in 2008, a Master of Arts in Learning and Teaching (2009) and, significantly, the creation of a Student Learning and Development Centre (2009). The MA Programme provides an accredited and modularised professional development pathway incorporating a flexible/blended learning philosophy.

Coupled with the Institute's strategic goals and the national goals is the realisation of the critical importance of global sustainability, entrepreneurship and international collaboration to future economic survival. As a third level institute we are cognisant of our moral obligation to actively engage and contribute to these areas. Therefore, sustainability, entrepreneurship and engagement (locally and internationally) are core themes running throughout all strategic activities.

- *Sustainability* - future-proofing so that today's solution does not become tomorrow's problem. Understanding the inter-related social, economic and environmental impacts of all we do and progressing under each measure rather than any one to the cost of others
- *Entrepreneurship* - a capacity to create new responses and innovations in the economic, social and cultural environment interfacing with external stakeholders and fostering the development of the region

- *Local & International Engagement* - ensuring that opportunities for knowledge exchange and co-creation are fostered in its aims to promote and deliver a partnership approach as a learner-centred institute for the benefit of its wider public, civic, economic and community constituents.

The Institute's learning and teaching strategy sets out major objectives and initiatives for learning and teaching in Dundalk Institute of technology. The strategy is also supported by an 'Assessment and Learning' policy for DkIT. The learning and teaching strategy which is intrinsically linked to the strategic plan has been developed to:

- Transform DkIT's existing approaches to learning and teaching
- Enable flexible and responsive change to the needs of staff and students
- Foster the use of 'best practice' in teaching and learning using both traditional and innovative approaches
- Allow all to be learners
- Influence learners in DkIT by giving them skills, competences, knowledge and attitudes to facilitate their participation in the Knowledge Society
- Encourage participation and reflection among learners resulting in insight and action
- Impact on the development of the North East and border region in providing knowledge transfer, skilled graduates and a knowledge infrastructure and research capacity
- Empower and motivate the Learning Community of DkIT
- Offer a source of Competitive Advantage.

The Department of Business Studies is recognised locally and nationally as a provider of high quality professional and vocational education. The suite of taught programmes is designed to focus on the application of theory to practice, with the School placing a strong emphasis on working in close partnership with employers, accrediting bodies, community and voluntary sectors, to contribute to the development of the region both economically and socially. The school aspires to be a leading provider of first class professional education

both locally and nationally.

Guided by the Institute's strategic plan, the Learning and Teaching strategy and the policy on Assessment and Learning the School of Business and Humanities is committed in principle and practice to the achievement of equity of access, increased participation, improved retention and progression rates for all our learners. The school aims to support learners in reaching their full potential through the provision of a supportive, engaging and stimulating learning environment. All members of staff are actively engaged in the provision and continuous improvement of a student centered learning environment which encourages learners to become independent and motivated in their learning and is based on the following tenets:

- The reliance on active rather than passive learning,
- An emphasis on deep learning and understanding,
- Increased responsibility and accountability on the part of the student,
- An increased sense of autonomy in the learner
- An interdependence between teacher and learner,
- Mutual respect within the learner teacher relationship,
- A reflective approach to the teaching and learning process on the part of both teacher and learner. Lea et al. (2003:322)

All learners are valued equally with support available from stage convenor, programme director or head of department at all times throughout their learning experience at DkIT. Consequently, programme development, learning, teaching and assessment in the school are centred on the student.

2.5.2 Teaching and Learning Strategy

The Department of Business Studies is committed to fostering a deep learning approach in all learners. Simply stated, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life. In contrast, surface learning is the tacit acceptance of information and memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information (Houghton, Warren, 2004).

Contributing factors to surface learning include, too much content, over-assessment and passive rather than active learning. Deep learning on the other hand is encouraged by active and experiential learning, peer and self- assessment and collaborative rather than competitive learning. Flexible and technology enhanced learning also facilitates this approach. Assessment requiring analysis and synthesis are used extensively to promote deep learning.

Coupled with the traditional lecturer and tutorial an ever increasing variety of learning and teaching methodologies are used by lecturers in the school in order to facilitate deep learning in the classroom environment, some such examples include group-work, role-play, case studies, practical tasks, lab-work, simulations, guest lectures, site visits, concepts maps, problem based learning, reflective journals, poster presentations, student seminars and debates, experiential learning and self-directed projects involving research, design, application, justification and evaluation.

A range of software packages are also used to introduce flexible and technology enhance learning, these include but are not limited to the Microsoft Office Suite, Studyskills4Campus, Moodle, Event Pro, Microsoft Project, e-portfolio, Micros Fidelio, Opera Fidelio, Sage Accounts and Payroll, Quality Food Tool Kit, Hots simulation, Survey Monkey, C.Vent, Mahara, Event Elephant.com, Wix.com, Prezi, Blogger.com, Twitter, Google plus, Macromedia-fireworks, Macromedia Dreamweaver and Adobe Photoshop.

Lecturers recognise the need for a good balance between didactic and interactive teaching methodologies, and strive continuously to provide learning opportunities that promote understanding and deep learning throughout all our modules and programmes. CELT, the institute's centre for excellence in Learning and Teaching has also provided lecturers with a Professional Standards Framework for Effective Teaching.

Significant numbers of staff from the School have completed the MA in Teaching and Learning, with additional numbers completing different stages of the programme which is facilitated by the CELT centre. The centre also provides an ongoing timetable of professional development opportunities for staff, with particular emphasis on teaching learning and assessment practices.

2.5.3 Assessment

'Assessment makes more difference to the way students spend their time, focus their efforts, and perform, than any other aspect of their course they study, including teaching. If teachers want to make their course better, then there is more leverage through changing aspects of assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else' (Gibbs, 2010).

Assessment within the Department is always fair, consistent and appropriate to the learning outcomes. Double marking of assignments, involvement of External Examiners in preparation and marking of assessments, the use of peer feedback as critical friends, and the incorporation of student feedback all ensure that assessment is in line with quality assurance guidelines. Assessment will enhance learning through balanced application of summative and formative methods. Formative assessment including diagnostic, continuous, peer and self-assessment is assessment <u>for</u> learning and is used to enhance the learner experience. Summative assessment which is an assessment <u>of</u> learning is used at the end of modules as a measurement of the learning achieved. (Assessment and Learning Policy).

The Institute's policy for Assessment and Learning has been adopted by the Department and is used to guide our activities as we continuously strive to improve our approach to learning, teaching and assessment. The policy lays out the following principles in an attempt to bring

learning teaching and assessment together in a coherent way.

- Assessment will enhance learning through balanced application of summative and formative methods.
- Assessment and teaching will promote deep learning
- Assessment will be valid
- Assessment will be reliable
- Assessment will be learner centered
- First year assessment will be formative, balanced and achievable
- Assessment methods will be varied and inclusive, with a focus on individual needs and graduate qualities
- Training in assessment best practice will be provided
- Assessment will be a manageable undertaking

For some time now there have been discussions at Institute, School and Departmental level regarding the amount and type of assessment methods applied to each module and programme. It is generally agreed that students are over assessed and in some cases the assessment method used may not have been the most appropriate for assessing the particular learning outcomes. However programme boards and individual lecturers, have now adopted the following implementation guidelines from the assessment for learning policy, to ensure that both teaching and assessment will promote deep learning.

- Assessments to be carefully streamlined, so as to avoid duplication and overload.
- Assessments to be benchmarked against a School's identified graduate skills and qualities framework, so as to ensure 'fitness for purpose'.
- Teaching to feature a range of approaches and styles.
- Flexible and blended learning approaches to be used alongside of other approaches.
- Learning to be active, so as to encourage initiative, collaboration and self-assessment, all of which are recognised as key graduate skills.
- There shall be 'constructive alignment' between learning, teaching and assessment.

A range of assessment methods are now being used to ensure that learners have the opportunity to experience a diverse range of assessment methods over their period of study. These take the form of both face-to-face and on-line assessments including lab assessment, practical skills tests, Mahara, e-portfolio, poster presentations, multi-module integrated assessment, On-line blogs, simulation, MCQs, Quizzes. In selecting assessment techniques it is important to factor in to the equations the assessment methods best capable of developing the graduate skills and qualities identified at programme level for example:

- Group projects, peer teaching, a poster, debate or presentation (individual or group) will help develop graduate qualities calling for initiative, leadership, self-management and communication skills.

- An exhibition, design proposal/ solution, portfolio, lab report or poster can assist in developing self-initiative, self-management and self- responsibility.

- Preparing a database, putting a power-point presentation together or using any other media form will develop ICT skills

- A case study, performance, critical incident analysis, presentation, research based project, student led seminar, student led event, or a simulation can develop skills of enterprise, problem solving, research and creativity.

- A presentation, product production, a viva, podcast, screencast or interview will help develop artistic, visual, organizational, technical and communications skills.

Assessment strategies are produced for all programmes and module assessment strategies for each constituent module. These are aimed at informing all lecturers, learners and examiners who are involved with a programme. The programme assessment strategy has a number of features, as follows:

- Links assessment methods, summative and formative (including repeats) to the programme learning outcomes, as well as intended module and stage learning

outcomes.

- Describes and provides a rationale for the choice of assessment tasks, criteria and procedures, also addressing fairness, consistency, validity, reliability and authenticity.
- Outlines any special regulations i.e. learners may be required to pass all individual component parts, and not rely on pass by compensation.
- Regulates, builds upon and integrates module assessment strategies.
- Provides clear criteria for marking/grading, in line with the institutes grading system
- Ensure that the formative assessment workload is appropriately balanced
- Relates to the programme teaching and learning strategy.
- Provides procedures for re-checks and reviews.

Module assessment strategies include the following features:

- Assessment tasks and criteria are clear
- The design and scheduling of assessment tasks are coordinated
- The language used in assessment is appropriate
- A marking scheme is produced prior to the approval of high- stake assessments
- Individuals undertaking group based assessments are assessed as individuals
- Assessment tasks and criteria, model answers and marking schemes are reviewed internally and externally (where appropriate) before use.
- The facilities and equipment for assessment are appropriate
- Repeat assessment procedures

2.5.4 Quality Assurance

2.5.4.1   Stage & Programme Boards

Stage Boards

All lecturers for a stage are members of the Stage Board and the functions of the Stage Board are as follows:

- To allow the communication of current academic policy and its operation to members of the Stage Board from Academic Council, School or Department.

- To ensure that course management policies are implemented on that stage of the programme.

- To monitor and report on general course delivery issues and on student performance to Heads of School/Department/Section, relevant staff and to the Programme Board.

- To co-ordinate the on-going assessment of students during the stage and to review and evaluate the distribution and burden of course work and Continuous Assessment on the stage.

- To oversee agreed learner evaluation processes.

- To review the effectiveness of prior stages of the course and the achievement of the overall aims of the course.

Programme Boards

A Programme Board is responsible for the quality management of a course or suite of courses, which together are deemed to constitute a programme of study. Membership of the Programme Board consists of all lecturers teaching on the programme and many programme boards have student representation.

The Chairperson of the Programme Board is the Head of Department. There are two meetings of the Programme Board in the first term to review the previous year's examination results and to monitor student progress and resource requirements. Other meetings are called as needed. Meetings can be called by the Chairperson or by a majority of the membership of the board.

The purpose of the Programme Board is to advise the Academic Council and the Head of Department on issues relating to the quality management of the course and to make appropriate recommendations on issues within its remit. It reports on matters relating to the programme to the Academic Council. It represents the views of the academic staff teaching on the programme. Amongst the issues dealt with are:

- The delivery, relevance and effectiveness of programmes.
- The adherence to marks and standards throughout the programme.
- The implementation of Institute Policy on the programme.
- The operation of, and interrelation between, each stage of the course or programme.
- The evaluation of student feedback outcomes.
- The review of External Examiner reports.
- The operation of agreed quality assurance procedures.
- The changes to the programme schedules.

2.5.4.2 Programme Directors (PD) & Stage Convenors (SC)

The PD & SC roles were put in place in September 2011 in an attempt to address the following:

- First Year Retention and improved progression of students
- Enhancement of the First Year experience
- The recommendations of the last School Programmatic Review and Institutional Review which states that DkIT should *'appoint programme leaders/directors to ensure effective consideration of academic issues'*

The role of the Programme Director is:

- To co-ordinate the Programme Board and to liaise with all its members.
- To chair the Programme Board where required.

- To engage in the organisation, management and delivery of promotional activities relevant to the programme.
- To co-ordinate the production of and updating and distribution of the programme booklet.
- To assist the Head of Department with the administration and organisation of meetings of Boards of Examiners and in the liaison with the external examiners.
- To co-ordinate the Continuous Assessment schedule for the programme.
- To assist in the preparation of annual Programme Board reports.

First Year Convenors have a co-ordinating role for First Year students. They ensure that the student experience is enhanced and support student learning. They assist in addressing first year retention issues. This is also an important pastoral role and the convenor is someone from whom the student may seek advice on academic matters that may be causing them concern. International research into the first year in college indicates that supports such as these are crucial in supporting students making the transition to third level.

The role includes the following:

- Co-ordination of the Orientation or Induction programme in the first week of Semester 1.
- Meeting and welcoming new students.
- Monitoring attendance and performance of students.
- Conducting meetings with the students and/or student representatives. Students may be met individually or in small groups as appropriate.
- Bring to the attention of Head of Department issues arising from the various liaison meetings that are held.
- To prepare and distribute the Continuous Assessment schedule for the Stage.
- Providing academic advice to students on progress or, for example, proposed change of course or change of module in consultation with the Head of School/Department/Section.

- Providing advice to students on options available when difficulties are encountered, for example the support options provided by the Student Learning and Development Centre/Student Services.

2.5.4.3 Annual Programme Reports to Academic Council

The preparation of the Annual Report to the Academic Council provides an opportunity to carefully analyse the overall performance of the programme. Examination results of the previous session are reviewed. The review considers:

- Learner and Staff feedback

- Statistical information

- Programme changes

- Issues/themes/problems raised during this reflection, including any issues relating to the learning resources required to support the programmes or any general staff development needs, indicating what action is proposed to address these issues.

2.5.4.4 Learner Feedback

Annual Student Survey & Focus Group

As part of the Institute's quality control system, lecturers are required to survey their students. This provides students with an opportunity to offer comments about their particular programme; to rate various components of the particular modules; to assess delivery mechanisms; to provide feedback on facilities, and to offer suggestions for improvement. Positive feedback from the 2012 Survey stressed:

- The range and breath of interesting modules on offer

- Lecturers are knowledgeable, competent, helpful and student-centered

- Support for work placement and practical nature of some programmes

- The value of guest lectures

- Some courses gave them an opportunity to hone their teamwork and group work knowledge and skills

- The importance of assessing part of a module through continuous assessment

- Support for semester 1 examinations being held before the Christmas holidays
- The desirability of studying abroad.

Negative feedback from the 2012 Survey stressed:

- Large classes, inadequate facilities & equipment
- The number of changes made to class timetables at the start of each semester
- The inequity and timing of some continuous assessments
- Insufficient communication and clarification of CA requirements
- Insufficient feedback on assignments
- Lack of work placement in certain programmes
- Heavy workload. Some students questioned the relevance of certain modules
- Students expressed a view that all staff should use Moodle

Student Focus Groups

An annual focus group is held with the taught postgraduate programmes. Participants in the session held on December 12th 2012 felt that the programme had been a positive experience. Favourable comments were made around working with diverse groups and companies and the application of theory in a practical setting. They also raised the following issues:

- The need for greater coordination in the timing of assessment deadlines.
- Better access to technological supports
- Induction would benefit from a presentation from a graduate of the programme.
- Better preparation required for the residential week
- A placement module, working one day per week should be considered.
- Guest lectures need to be fit for purpose.
- Some material lends itself to online delivery.

Student Representation Forum
Students are represented through a student representation forum. This forum is structured on a school basis. The function of the Student Representative Forum is to provide a

mechanism by which students can bring to the attention of the academic staff and Head of Department issues relating to the programme and the Institute.

Membership consists of student representations from all programme stages. The forum meets once each academic year. Student representatives are invited using email and text messages in association with Students Union. An extensive range of topics has been addressed at the Student forum as reflects the varied concerns of students. These include:

- The reason students chose DkIT and who/what influenced that choice.
- Students overall DkIT experience, quality of education, facilities, etc.
- Impact of part-time work on attendance and academic performance
- The quality of the induction process
- Assessment – CA, project work and final exams.
- Semesterisation
- Group work
- College calendar and Rag week
- Student Services
- Student engagement in the feedback process.
- Timetabling issues
- Timing of semester examinations.

2.5.4.5   External Community Feedback

School Consultative & Advisory Committee

The core objective of the Consultative and Advisory Committee is to create a forum/working group in which key sectoral players (selected on a departmental basis) advise the School on the relevance of its programmes. Selection of forum participants varies somewhat from year to year. Furthermore, forum members vary in terms of scale and type of operation. For example, within the Department of Business Studies membership is made up of the multinational and indigenous sectors, professional and representative bodies, large and small type enterprises and a mix of manufacturing and service concerns.

2.5.4.6   External Examiners

The major duty of the external examiner is to ensure adequacy of standards at the examinations. In particular, external examiners ensure that the appropriate standards with regard to Pass/Honours are established. It is the duty of the external examiner to uphold international best practice. Table 2.19 summarises the main comments made by the external examiners over the last five years.

Table 2.19 Summary of External Examiner Comments

Commendations	Suggestions for Improvement
DkIT compared favourably with other institutes	Clear marking schemes should be provided.
Overall well-structured questions	More detailed breakdown of marks required.
Marking is diligent and fair	Ensure consistency when a common module is taught and assessed by a number of academics.
Very good range of teaching and learning strategies across the programmes	It is difficult to offer an objective and impartial view on the marking distribution scheme without a clear breakdown of marks as a reference point.
Good range of assessment /evaluation in offering both multiple choice and essay type questions	Repeat papers should be available for review along with first sitting papers
Clear evidence that learning outcomes are achieved	Opportunity to meet and discuss with staff issues pertaining to the programme
Maintenance of strong bond between staff and students	Greater variety in exam questions needed. Very similar questions asked at the Dec/May sitting and again at the repeat exam session
Full and prompt communication with school and staff	School adopt a policy on the standard number of questions to be examined as it varies from 2 to 4 questions to be answered.
Strong evidence that most learners have actively engaged with the intended programme learning objectives	Greater consideration is given to writing suggested solutions and to distribution of marks thereby assisting in a greater understanding as to the allocation of marks/grades.
Staff have shown dedication to the profession and dedication to their work	Exam register with illustration of questions attempted should be included
The depth of coverage in the courses is strong	
Willingness of staff to adopt creative and varied assessment strategies	

Feedback from external examiners is relayed, via the Head of Department, to the relevant programme teams, and discussed at Programme Board meetings. Comments such as those contained in the above table are taken on board at the earliest possible opportunity. For example, comments pertaining to the need for more detailed marking schemes, the inclusion of greater variety in questions and the availability of repeat papers are implemented at the next presentation of exam papers. External examiners who are unable to attend Exam Board meetings are normally in contact with the lecturing team/Head of Department beforehand, and visit the Institute ahead of subsequent Exam Boards.

2.6   Summary of the Outcome of the Review of Programmes

The Department of Business Studies is currently responsible for delivering 15 programmes, including four postgraduate programmes, as follows:

- BB in Business & Management

- Higher Cert in Business & Management (exit award)

- BB in Business & Technology

- Higher Cert in Business & Technology (exit award)

- MBS in Business in Entrepreneurship & Marketing

- Post Graduate Diploma in Business in Entrepreneurship & Marketing (exit award)

- Certificate in Business in Website Content Development

- Certificate in Business in Digital Marketing & Media Management

- Certificate in Business in Internationalisation

- Higher Diploma in Business & Marketing

- Certificate in Business in Sales & Marketing

- Certificate in Lean Six Sigma

- Higher Diploma in Business in Enterprise Development

- Master of Business Administration (MBA)

- Postgraduate Diploma in Business Administration (exit award)

2.6.1 New Programmes

The Table below shows which of these programmes have been introduced in the period since 2008.

Table 2.20 New Programmes 2008-12

Dept. of Business Studies
Higher Diploma in Business in Small Enterprise Support
Certificate in Business in Internationalisation
Certificate in Business in Website Content Development
Certificate in Business in Digital Marketing
Certificate in Business in Sales & Marketing
Diploma in Business in Business & Marketing

The Certificate in Business in Digital Marketing mentioned in the above table has proven to be especially popular within the Department, attracting interest as a Springboard programme and, currently, as a part-time programme in its own right through Life Long Learning.

2.6.2 Programmes being Discontinued

Over the review period 17 programmes were discontinued. Five of these were replaced with more appropriate programmes and the remainder were no longer offered due to insufficient resources and in some cases declining demand.

Over the review period 17 programmes were discontinued. Five of these were replaced with more appropriate programmes and the remainder were no longer offered due to insufficient resources and in some cases declining demand.

2.6.3 Implementation of Strategic Themes

Coupled with the Institute's strategic goals and the national goals is the realisation of the critical importance of global sustainability, entrepreneurship and international collaboration to future economic survival. As a third level institute we are cognisant of our moral obligation to actively engage and contribute to these areas. Therefore sustainability,

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- Encourage participation and reflection among learners resulting in insight and action
- Impact on the development of the North East and border region in providing knowledge transfer, skilled graduates and a knowledge infrastructure and research

capacity

- Empower and motivate the Learning Community of DkIT
- Offer a source of Competitive Advantage.

2.6.4 Future Plans in the Department of Business Studies

The future direction for the School is one that will allow us to establish a diverse range of programmes and experiences that will enable Graduates to distinguish themselves from other Graduates. Business Studies graduates must possess high levels of confidence, self-motivation, initiative, team working, entrepreneurial flair and creativity that will enable them to fulfil their potential. They must have good communication, analytical and decision-making capabilities and demonstrate an enterprising and positive approach to challenging situations. The graduate will have a strong work ethic, a sense of curiosity, critical thinking ability. They will have a concern about sustainability and the development of their knowledge skills and competencies with a focus on their ability to contribute to society, to their moral and cultural development as well as their own economic well-being and to that of the region and the economy. Most of all, they will be outward-looking, adaptable and open to change and be committed to the process of learning as an on-going lifelong project.

The School will strive to create the ideal graduate to serve our region and meet the needs of our many stakeholders. The department will focus on our graduates to ensure that they have the attitudes, knowledge and skills to meet future needs. Over the next five years Business Studies plan to:

1. Increase the whole time equivalent (WTE) student numbers in the School by 5%.

2. Increase part-time and flexible provision, through the introduction of a suite of new Lifelong Learning programmes and enhanced use of e-learning.

3. Partake in on-going innovation in our curricula, our approaches to teaching and learning and in the informal learning that happens through the student experience of DkIT. This will require a holistic plan that draws on our work of engagement, our organisational approaches and our focus on the knowledge assets of teaching, research and knowledge transfer.

4. Focus on our teaching and assessment to encourage learning and assure our stakeholders that DkIT Graduates are critical and creative thinkers, can assess choices and risks, can apply ethical values and make appropriate decisions.

5. Concentrate on the first year experience to support the transition to College, offering a comprehensive induction programme, a broad curriculum and aim to practically support more learners to have the skills they need to transition effectively to a third-level environment and succeed in it.

6. Pay particular attention to entrepreneurship, sustainability and engagement (local, national and international) as critical new knowledge areas and reconfigure all our programmes to address these three knowledge areas.

7. Continue to embed the School's activities in our community through active participation with voluntary and business organisations. More of our students will be able to avail of placements, both locally and internationally. Work based learning involving student groups working on company problems will be expanded and it is hoped that all Graduates will have a work-based experience during their time at the School.

8. Continue to expand our international focus. Seeing engagement as global as well as local has enabled us to enrich our School community by increasing its diversity, creating awareness of global issues and promoting internationalisation. All of our learners will have the opportunity to have an international learning or placement experience and this will facilitate our Graduates to be able to work effectively globally as well as locally.

9. Encourage and support research activity across all disciplines in the School in order to inform teaching and to develop viable research groups through collaborations with national and international partners.

10. Support staff development and increase the number of staff with PhDs to reflect national research priorities and the Technological University Criteria outlined in *Towards a Future Higher Education Landscape.* We will support the continued growth of a research culture within the School, based on research activity among academic staff and increased numbers on the register of postgraduate learners.

Chapter 3

Review of Department of Management and Financial Studies

3.1 Review of Access, Transfer & Progression

3.1.1 Review of Access

The Department of Management and Financial Studies has grown some 10% since the academic period 2008/2009 and currently has a total student population of 622 learners. This growth is particularly commendable when considered in terms of adverse national trends within Business Studies and Accounting over the last five years. The Department remains the largest within the School of Business and Humanities. Table 3.1.1 to Table Table 3.1.4 illustrates first year access to Level 8 programmes within the Department.

Firstly, Table 3.1.1 shows overall access to the BA (Hons) in Accounting and Finance. Overall numbers on this programme peaked at 74 learners in 2007/2008 and decreased to 48 for the academic period 2011/2012. This reflects a widely acknowledged nationwide downturn in popularity in Accounting programmes. The Accounting team at DkIT identified this and have promoted our programmes heavily over the last couple of years (over 20 Accounting school visits in 2012) and, accordingly, this year's intake has increased some 25%. There has also been a significant growth in the number of FETAC, mature and international learners on this programme.

Tables 3.1.1 – 3.1.4 First Year Intake (Department of Management and Financial Studies

Table 3.1.1 Bachelor of Arts in Accounting and Finance

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008			4	51	1	18			**74**
2008/2009			1	45		13			**59**
2009/2010			3	42	6	23			**74**
2010/2011		1	8	22	6	15			**52**
2011/2012			10	23	3	10		2	**48**
2012/2013		2	9	28	7	16		2	**64**
Total		**3**	**35**	**211**	**23**	**95**		**4**	**371**

Table 3.1.2 Bachelor of Business (Hons)

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008									
2008/2009									
2009/2010									
2010/2011			2	18	3				**23**
2011/2012		2	6	42		3			**53**
2012/2013		1	4	35	8	1		1	**50**
Total		**3**	**12**	**95**	**11**	**4**		**1**	**126**

Table 3.1.2 illustrates access to the Bachelor of Business (Hons). This new programme (it replaced the Bachelor of Business (Hons) in International Management) had its first intake in September 2010. It increased by some 30 learners in the following academic period. Furthermore, it is attracting both mature and FETAC, a trend it is hoped will grow in the future.

Table 3.1.3 Bachelor of Business (Hons) in Marketing

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008			1	15	1				**17**
2008/2009				14		4			**18**
2009/2010			2	16		10			**28**
2010/2011			1	9	1	6			**17**
2011/2012	1		3	9		3		1	**17**
2012/2013			1	13	1	1			**16**
Total	**1**		**8**	**76**	**3**	**24**		**1**	**113**

Access on the Bachelor of Business (Hons) in Marketing is highlighted within Table 3.1.3. This programme had an intake of 17 first year students in 2007/2008 and attracted the same number in 2011/2012. It increased to 28 learners in 2008/2009. This programme is attracting limited numbers of non-standard applications (FETAC, mature and international). Furthermore, the three-year nature of the Bachelor of Business (Hons) may be proving more attractive for some (particularly mature students).

Table 3.1.4 Bachelor of Arts (Hons) in Public Relations

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008			1	27	3				31
2008/2009				32	3	3			38
2009/2010				30		2			32
2010/2011				14	5				19
2011/2012			1	20	4	1			26
2012/2013			2	12	2	2			18
Total			4	135	17	8			**164**

Finally, Table 3.1.4 illustrates access figured for the BA (Hons) in Public Relations. First year numbers on this programme have decreased from 38 in 2008/2009 to 26 in 2011/2012. This has been addressed by the programme team who have intensified their marketing of the programme and included a name change in an effort to make this degree more popular.

3.1.2 Equal Access and Participation Policy

DkIT has an Equal Access and Participation Policy, which was most recently revised in 2009. The Institute Access Office promotes access to the institute from groups that have traditionally been under-represented in third-level education including mature students and those from various other access programmes (e.g. Access 21). The office also provides support to these students following admission and works with the Department with regard to their needs. Mature candidates are selected by interview by senior academic staff from the relevant programme. The Access Office also co-ordinates "information sessions" for FETAC students in conjunction with the programme directors and head of Department. Entry for FETAC applicants to programmes within the Department of Management and Financial Studies occurs through normal CAO scoring.

3.1.3 Disability and Student Quality Office

The Disability and Student Quality Officer advocates on behalf of, and coordinates support to, any student with a physical, sensory, or specific learning difficulty, medical or mental health condition. The goal of the Disability and Student Quality Officer is to ensure that disability does not hinder any student from reaching his/her full academic potential in a positive and inspiring environment. The Disability and Student Quality Officer is available to meet students as often as necessary, before entering DkIT, during the admissions/registration process and throughout the academic year.

Disclosure of disability is entirely discretionary. Those who disclose a disability/specific learning difficulty at application stage will be contacted by the Disability and Student Quality Officer and invited to visit the campus during the summer months to discuss any supports required. In cases where disclosure of disability/specific learning difficulty is made post-registration, there will be less time to put the necessary supports in place. Such late notification may also mean that it may be too late to obtain funding on behalf of the student.

The HEA provides funding for students with a disability / specific learning difficulty. DkIT will apply to this Fund on behalf of all students registered with the Disability and Student Quality Office, provided the student provides the required documentation by the applicable deadlines. The Disability Office co-ordinates support for those students with learning or physical disabilities. At any time there will be a number of students across programmes in the Department who will have Learning Contracts which result in the provision of a range of supports appropriate for the students' individual needs, ranging from extra time in examinations to individual tuition and support in practical classes.

3.1.4 Support for Learners

In higher education toady it is essential that we focus on serving the needs and aspirations of all learners, learners who increasingly engage with us from a diversity of

backgrounds, prior experience and learning styles. It is well established that only well informed and effectively supported learners will flourish, progress and succeed on their programme of study. DkIT has introduced a number of initiatives in the last number of years to provide support for all its learners, including the opening of the Student Learning and Development Centre, the appointment of Programme directors to all programmes, First Year Convenors for all first programmes, Stage Conveners to each other stage of a programme. The Student Learning and Development Centre was established by the Executive Board in January 2009. The Centre works under the umbrella of the Centre for Learning & Teaching (CELT) helps to build confidence and self-esteem, especially when mitigating circumstances arise, and be a catalyst for those who are involved in different aspects of student support to work together on a student's behalf. The type of support provided depends, primarily, on individual or group needs. Essentially, it consists of individual consultations with a learning skills adviser or small group consultations where student needs are common. Workshops are offered to all students, undergraduate and postgraduate alike, on a range of academic and study-related skills such as:

- How to study

- Effective note taking

- Basic essay writing

- ICT Skills

- Referencing and Plagiarism

- Report writing

- Presentation skills

- Examination techniques

The Centre is a space where students feel comfortable about raising issues that may help them study or learn more effectively. Learners are also supported by First Year Convenors, Stage Convenors and Programme directors whose roles and responsibilities

have been outlined in the chapter on Quality Assurance.

Student Services

The aim of DkIT Student Services is to increase student retention, widen participation, develop the first-year student experience and provide support services to all DkIT full-time students. Student Services strives to enhance the individual student experience by providing a range of professional, accessible, student focused non-academic supports and comprises the following:

- Access

- Careers

- Chaplaincy

- Counselling

- Disability and Student Quality

- Health

- Sports and Societies

Access: The Access Office promotes access to the Institute and co-ordinates support for groups that are under-represented in third-level education. These groups include students from a background of socio-economic disadvantage, mature students, students from the traveller community and ethnic minorities, etc.

Careers: The Careers Service supports all students and recent graduates of the Institute in exploring their career interests in evaluating and assessing their career opportunities and in effectively implementing their career or further study. Also, a dedicated careers officer is available to support the students on Springboard programmes.

Chaplaincy: The primary function of the chaplaincy is to offer pastoral care to students and staff and to foster and support initiatives that contribute to the holistic development of the DkIT community regardless of religion.

Counselling: The counselling service offers one-to-one counselling sessions, group counselling and workshops to students. The kinds of issues students often look for help with include: isolation, relationship difficulties, depression, bereavement, study problems including group work, concentration difficulties.

Disability and Student Quality: This service provides supports and advocates on behalf of any student with a physical, sensory or learning difficulty, or has a mental health condition that interferes with the learning process.

Health: The Health Unit provides an holistic approach to all areas of student health. To service provides on-going health promotion on a one-to-one basis in the health unit with each individual student.

Sport & Societies: This office offers a wide range of student based activities and assists students with the set-up, organization and running of Sports Clubs and Societies and recreational activities within the Institute.

International Office: A Chinese speaking pastoral care administrator is employed to help students with day-to-day issues. Also, Erasmus students have a dedicated person who is based in the International office.

3.1.5   Review of Transfer

Table 3.1.5 below illustrates the number of transfer students into programmes within the Department of Management and Financial Studies.

Table 3.1.5 Advanced Entry student on Management and Financial programmes from 2007 to 2012

Programme	2007	2008	2009	2010	2011	2012	Total
B.A. (Hons) in Accounting & Finance	6	3	9	5	7	11	31
Bachelor of Business (Hons)	-	-	-	-	1	4	5
Bachelor of Business (Hons) in Marketing	1	-	1	1	1	1	5
B.A. (Hons) in Public Relations	-	-	-	1	-	2	3

Total	7	3	10	7	9	18	44

Table 3.1.5 highlights that the programmes with the most number of transfers are the BA (Hons) in Accounting and Finance and the Bachelor of Business (Hons). A large number of these direct entrants have completed/part-completed programmes within other Irish colleges or universities – For example the BA (Hons) in Accounting and Finance attracts a number of students (largely mature learners) who have completed the 2 year Accounting Technicians qualification. The Department also facilitates the transfer of DkIT students who have successfully completed 1st year but who wish to transfer to another Business programme (e.g. changing from Business to Accounting). This is subject to places being available, satisfactory grades and an interview.

3.1.5.1   NEFHEA

The North East Further & Higher Education Alliance (NEFHEA) is a major regional higher and further education initiative involving higher and further education colleges in the North East and led by DkIT. The alliance involves DkIT, Drogheda Institute of Further & Higher Education, Monaghan Institute of Further and Higher Education, Cavan Institute, Dunboyne College and O Fiaich College of Further & Higher Education. The alliance was formed in 2007 and is under-pinned by a Memorandum of Understanding. The alliance works to enhance progression of students from further to higher education, collaborate on course design and development relevant to regional needs and share expertise and resources.

The NEFHEA Alliance has been working to enable more students from Further Education Colleges to join DkIT academic programmes. This work is limited to certain areas. In general these progression arrangements enable students from Further Education Colleges who have successfully completed their programmes to join the second year of specific DkIT Level 7 programmes. Faculty from the Department of Management and Financial Studies have been centrally involved in NEFHEA since its inception (Shane Hill Chairs the NEFHEA Business Studies Working Group). The vast majority of NEFHEA direct entrants obtain places in Year 2 of the Bachelor of Business Management and Administration and Bachelor of Business in

Business Information Systems. Both these programmes are within the Department of Business Studies. However, close links developed through NEFHEA have also resulted in the growth in FETAC 1st Year CAO entry within the Department. For the academic period, 2011/2012, 20 such learners gained entry to the 1st Year of Level 8 programmes through CAO. On one programme alone, (BA (Hons) in Accounting and Finance) this number increased from 4 students in 2008 to 10 students in 2011.

3.1.5.2 Transfer of DkIT Graduates to Further Studies

It is difficult obtain exact numbers on this as DkIT only keeps records of student transfers within the institute. All undergraduate programmes within the Department of Management and Financial Studies are at Level 8, so pursuance of further study normally means undertaking a Master's programme or professional exams (Accounting). Furthermore, the School of Business and Humanities currently offers two one-year, full-time Masters options (MA in Accounting and MBS in Entrepreneurship and Marketing). The MA in Accounting is part of the Department of Management and Financial Studies and approximately 90% of the cohort on this programme are DkIT graduates. Anecdotally, other graduates pursue Masters within institutions such as DCU, DIT, UCD and TCD.

3.1.6   Review of Progression

Tables 3.1.6 - 3.1.11 show the pass and retention rates for all programmes in the Department of Management and Financial Studies over the period of the review. The tables illustrate that 1st Year pass rates are around 70% (84% for the BA (Hons) in Public Relations). It is important to note that the exam pass and retention rates include all students who did not pass the exams at that sitting, including those who deferred due to ill-health or personal/family circumstances, took up a job opportunity or transferred to another programme, and therefore these figures may slightly underestimate student performance. In subsequent years this figure improves to just under 90%. This figure increases within certain programmes such as the MA in Accounting, Bachelor of Business (Hons) and BA (Hons) in Public Relations. Furthermore, Table 3.1.12 illustrates the percentage of learners in the BA (Hons) in Accounting and Finance who achieved less than 40% - This is done on a

per subject basis. It can be clearly seen that Microeconomics and Company Law are the most challenging subjects for 1st Years – The programme development team plan to address this through further tutorial supports and moving the Law subjects to 2nd Year (international students find Law particularly challenging). Table 3.1.13 presents similar data for the BA (Hons) in Public Relations.

Tables 3.1.6-3.1.11 Student Pass and Retention Rates (Department of Management and Financial Studies

Table 3.1.6 Bachelor of Arts (Hons) in Accounting and Finance

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	75	65	84	61	46	331
	Number sat Exams	71	64	81	60	45	321
	Number Passed	49	46	57	34	32	218
	Pass Rate %	69%	71%	70%	56%	71%	68%
	Retention Rate %	65%	70%	67%	37%	69%	66%
Year Two	Number Registered	77	86	81	82	60	386
	Number sat Exams	72	82	77	79	57	367
	Number Passed	45	59	59	62	47	272
	Pass Rate %	63%	72%	76%	78%	82%	74%
	Retention Rate %	58%	68%	72%	75%	78%	70%
Year Three	Number Registered	79	67	77	79	76	378
	Number sat Exams	78	61	72	76	69	356
	Number Passed	73	50	61	66	61	311
	Pass Rate %	94%	81%	84%	86%	88%	87%
	Retention Rate %	92%	74%	79%	83%	80%	82%

Table 3.1.6 illustrates student pass rates on the BA (Hons) in Accounting and Finance programme. The overall first year pass rates increased from 69% in 2007 to 71% in 2011.

This increase may be partly due to the introduction of a Stage Convener a Programme Leader. Likewise, pass rates within second year have increased from 63% in 2007 to 82% in the academic year 2011/2012. Finally, Year 3 pass rates dipped to 81% in 2008/2009 but improved to 88% in 2011/2012.

Table 3.1.7 Master of Arts in Accounting

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered		13	19	14	20	46
	Number sat Exams		13	19	14	19	46
	Number Passed		11	19	14	16	44
	Pass Rate %		85%	100%	100%	84%	96%
	Retention Rate %		85%	100%	100%	80%	96%

Furthermore, Table 3.1.7 suggests a high pass rate within the MA in Accounting programme with a total of 96% of learners being successful over the years examined. The 84% and 85% pass rates within 2008 and 2011 resulted in students deferring through illness or non-completion due to leaving the programme to take up a job offer.

Table 3.1.8 Bachelor of Business Studies (Hons)

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered				23	57	80
	Number sat Exams				23	50	73
	Number Passed				16	35	51
	Pass Rate %				69%	70%	70%
	Retention Rate %				69%	61%	64%
Year Two	Number Registered					20	20
	Number sat Exams					20	20
	Number Passed					18	18
	Pass Rate %					90%	90%
	Retention Rate %					90%	90%

Year Three	Number Registered						
	Number sat Exams						
	Number Passed						
	Pass Rate %						
	Retention Rate %						

Table 3.1.8 shows pass and retention rates for the Bachelor of Business (Hons) programme. This degree had its first intake in September 2010. For the academic period 2010/2011 and 2011/2012, Year 1 pass rates were 69% and 70% respectively. For the time period 2011/2012, this increased to 90% within Year 2.

Table 3.1.9 Add-on Bachelor of Business Studies (Hons)

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	82	69	79	76	99	405
	Number sat Exams	72	64	73	73	92	374
	Number Passed	64	50	69	62	87	332
	Pass Rate %	89%	78%	95%	85%	95%	89%
	Retention Rate %	78%	72%	87%	82%	88%	82%

Table 3.1.9 explores pass and retention rates the Bachelor of Business (Hons) Add-On. It outlines that pass rates have remained remarkably consistent over the five year time period relevant to this review. From a pass rate of 78% in 2008, 95% of students were successful in 2011/2012 with a student retention rate of 88%.

Pass and retention rates for the Bachelor of Business (Hons) in Marketing are highlighted in Table 3.1.10. This suggests that pass rates in Year 1 are 74% for the five year period examined. This increased to 78% in Year 2 and to an impressive 97% in Year 3. Pass and retention rates for Year 4 are 97% and 92% respectively.

Table 3.1.10 Bachelor of Business Studies (Hons) in Marketing

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	18	19	28	17	16	98
	Number sat Exams	16	18	26	16	15	91
	Number Passed	12	13	21	11	10	67
	Pass Rate %	75%	72%	81%	69%	67%	74%
	Retention Rate %	67%	68%	75%	65%	63%	68%
Year Two	Number Registered	24	20	18	26	13	101
	Number sat Exams	22	18	18	26	13	97
	Number Passed	15	15	15	24	7	76
	Pass Rate %	68%	83%	83%	92%	54%	78%
	Retention Rate %	63%	75%	83%	92%	54%	75%
Year Three	Number Registered	14	14	9	12	15	64
	Number sat Exams	14	14	9	12	15	64
	Number Passed	13	14	9	11	15	62
	Pass Rate %	93%	100%	100%	92%	100%	97%
	Retention Rate %	93%	100%	100%	92%	100%	97%
Year Four	Number Registered	19	16	16	9	16	76
	Number sat Exams	17	15	15	9	16	72
	Number Passed	17	14	15	9	15	70
	Pass Rate %	100%	93%	100%	100%	94%	97%
	Retention Rate %	89%	88%	94%	100%	94%	92%

Table 3.1.11 Bachelor of Arts (Hons) in Public Relations

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	30	39	36	19	27	151
	Number sat Exams	29	38	36	19	26	148
	Number Passed	26	29	30	18	22	125
	Pass Rate %	90%	76%	83%	95%	85%	84%
	Retention Rate %	87%	74%	83%	95%	81%	83%
Year Two	Number Registered	16	25	31	35	24	131
	Number sat Exams	15	25	31	34	21	126
	Number Passed	14	22	27	26	14	103
	Pass Rate %	93%	88%	87%	76%	67%	82%
	Retention Rate %	88%	88%	87%	74%	58%	79%
Year Three	Number Registered		14	22	25	34	95
	Number sat Exams		14	22	25	34	95
	Number Passed		14	22	24	28	88
	Pass Rate %		100%	100%	96%	82%	93%
	Retention Rate %		100%	100%	96%	82%	93%
Year Four	Number Registered			14	22	23	59
	Number sat Exams			14	22	23	59
	Number Passed			14	22	23	59
	Pass Rate %			100%	100%	100%	100%
	Retention Rate %			100%	100%	100%	100%

Finally, Table 3.1.11 includes pass and retention rates for the BA (Hons) in Public Relations. Over the time period examined, Year 1 pass rates averaged at 84%, 82% within Year 2, 93% in Year 3 and 100% in Year 4.

Table 3.1.12 presents module specific information (BAAF) relating to the overall percentages of students who attained less that 40% within that particular subject. A commentary on this is presented earlier within this section.

Table 3.1.12   BA (Hons) in Accounting and Finance (Percentage of 1st Year Students with <40% per Subject)

Module	2007/08	2008/09	2009/10	2010/11	2011/2012	Average
Foundation Accounting 2	6%	2%	11%	9%	7%	7%
Foundation Accounting 1	4%	2%	1%	10%	0%	3%
Intro to Business Computing	7%	5%	8%	3%	0%	5%
Communication Skills	5%	0%	2%	6%	3%	3%
Microeconomics	19%	2%	4%	15%	16%	11%
Macroeconomics	10%	2%	7%	10%	2%	6%
Business English 1	0%	0%	0%	0%	0%	0%
Business English 2	0%	0%	0%	0%	0%	0%
Human Resource Management	8%	2%	13%	9%	14%	9%
Business Law	19%	5%	13%	15%	13%	13%
Company Law	11%	2%	7%	14%	9%	9%
Quantitative Techniques 1	4%	2%	5%	11%	4%	5%
Quantitative Techniques 2	6%	0%	1%	2%	2%	2%
Management	7%	2%	5%	6%	5%	5%
Operations Management			0%	0%		

Table 3.1.13   BA (Hons) in Public Relations (Percentage of 1st Year Students with <40% per Subject)

Module	2007/08	2008/09	2009/10	2010/11	2011/2012	Average
Business Software Applications	3%	0%	0%	-		1%
Integrated Bus Software Appl	15%	11%	0%	-		9%
Workplace Communication Skills	7%	6%	13%	6%	11%	9%
Graphic Design	7%	6%	10%	5%	0%	6%
Photography	10%	6%	0%	5%	11%	6%
PR Theory 1	3%	8%	6%	6%	8%	6%
PR Writing 1	3%	0%	10%	0%	0%	3%
Online PR	0%	0%	3%	0%	0%	1%
PR Theory 2	7%	6%	7%	6%	11%	7%
PR Writing 2	7%	3%	7%	6%	7%	6%
Advertising	7%	6%	10%	6%	11%	8%
Study Research & Writing Skills	3%	6%	13%	0%	8%	6%
Business English 2	-	0%	7%	-	-	4%
Enterprise Office Applications	-	-	17%	11%	8%	12%
English 2 for Socrates	-	-	-	-	0%	0%

Table 3.1.13 highlights percentages of students who obtained less than 40% (on a per module basis) on the BA (Hons) in Public Relations. One of the most challenging modules for learners has been Essential Office Applications. However, those obtaining 40% or less on this have improved significantly form 17% in the academic period 2009/2010 to 8% in 2011/2012.

The Department of Management and Financial Studies is introducing (as part of this review) a number of measures which should support the continuous efforts to improve retention further:

- The reduction from six modules per semester to a maximum of five modules in each semester, this initiative follows a decision of academic council to reduce the number of modules across all programmes and all levels.

- Increasing the number of modules with 100% continuous assessment, removing the need for as many terminal exams, particularly in year one.

- The Department will continue to provide First year convenors and Programme Directors to support students learning and development.

Furthermore, the Department has introduced a number of other measures

- Extensive and structured First Year induction.

- Student ambassadors are trained to work with 1st years particularly during the induction process, these are students from 2nd or subsequent years who work with the student support centre to assist new students during the early days in college.

- Specific support provided by First Year Convenors and Programme Directors.

- Use of a range of innovative teaching and assessment methodologies.

- Academic support tutorial provided to individuals or small groups by tutors in the Centre for Student Learning and Development

- Use of a range of on-line/ blended learning technologies to support student learning, these include; Moodle, Mahara and Twitter.

These initiatives have been monitored as follows

- The success of the induction programme is difficult to assess, though there is some evidence that students are better prepared for their programme following the induction module.

- Student ambassadors are recognised as a valuable asset to the induction process, assisting new students to find their way around the college and acting as appoint of information in the early days.

- Stage Convenors and Programme Directors, have very positive effect on the monitoring of programmes

3.1.7 Graduate Numbers and Award Classification by Programme

Table 3.1.14 to Table 3.1.18 below highlight the numbers of graduates in the Department of Management and Financial Studies, and the classification of their award. The Tables highlight that the majority of learners obtained a 2:1 or 2:2 award while the numbers obtaining a 1st class honours and pass awards remain significantly lower.

Table 3.1.14-3.1.19 Award Classifications and Number of Graduates per Programme

Table 3.1.14 Bachelor of Arts in Accounting and Finance

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007	6	25	21	18	9	79
2008	17	7	16	22	5	67
2009	16	16	19	21	5	77
2010	13	11	22	24	9	79
2011	14	7	21	21	13	76
Total	**66**	**66**	**99**	**106**	**41**	**378**

Table 3.1.14 highlights the varying award classifications within the BA (Hons) in Accounting and Finance programme. The total number of graduates obtaining a 1st increased to 13 for the academic period 2011/2012, a change from 9 learners in the previous year. This increase was not surprising given that it was a particularly strong cohort. The vast majority of graduates over the five year period obtained either 2:1 or 2:2 awards.

Table 3.1.15 Bachelor of Business Studies (Hons) in Marketing

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007	2		4	8	5	19
2008	1		6	8	1	16
2009		1	1	8	6	16
2010				4	5	9
2011	1	1	3	6	5	16
Total	**4**	**2**	**14**	**34**	**22**	**76**

Table 3.1.15 shows the award classifications for the Bachelor of Business (Hons) in Marketing over the five year period 2007 to 2008. A total of 5 graduates obtained 1st class in 2010 and 2011 which is consistent with previous years. An exception to this was 2008 when one learner obtained a 1st designation in their award. As with the BA (Hons) in Accounting and Finance, the majority of graduates on this programme obtained a 2:2 or 2:1 award.

Table 3.1.16 Bachelor of Arts in Public Relations

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007						
2008						
2009				6	8	14
2010			2	13	7	22
2011				19	4	23
Total			**2**	**38**	**19**	**59**

Table 3.1.16 illustrates the award classification of graduates on the BA (Hons) in Public Relations. The first cohort from this programme to graduate was in 2009. The number achieving 1st class honours has decreased somewhat since 2009 when a total of 8 obtained this designation. This relatively higher percentage can be partially explained by virtue of the fact that the class size was significantly smaller (14 graduates) and that the students were exceptional in terms of commitment, ability and work ethic. With the exception of this first cohort, the vast majority of graduates on this programme have obtained 2:1 awards.

Table 3.1.17 Add-on Bachelor of Business Studies

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007	18	9	43	10	2	82
2008	19	10	26	9	5	69
2009	10	6	39	20	4	79
2010	14	6	33	21	2	76
2011	12	8	29	42	8	99
Total	**73**	**39**	**170**	**102**	**21**	**405**

Table 3.1.17 shows the number of graduates on the Bachelor of Business (Hons) programme and their degree designation. While very few graduates obtain a 1st designation on the BBS (Add-On) programme, the vast majority obtain 2:1 and 2:2 designations – This is particularly commendable in light of the fact that the programme caters for Level 7 graduates and presents them with an opportunity to achieve a Level 8 award within one academic year.

Table 3.1.18 Master of Arts in Accounting

Year	Other	Pass	H2	H1	Total Graduates
2007					
2008	2	4	5	2	13
2009		10	7	2	19
2010		8	6		14
2011		7	7	2	16
Total	**2**	**29**	**25**	**6**	**62**

Finally, Table 3.1.18 presents the award designation for graduates on the MA in Accounting. The Masters in Accounting had its first cohort of graduates in 20082009. A significant number of graduates on this Level 9 programme obtain a pass designation for this degree (less than 59% GPA) while only a very small number achieve a H1 (70% or over GPA). The remaining students achieve a H2 (60%-69% GPA).

3.2 Review of Learner Profile and Target Learner Groups

3.2.1 CAO Intake

As illustrated within Tables 3.2.1 to 3.2.4 below, the entry points for CAO entry to all programmes within the Department of Management and Financial Studies is 300 points. Interestingly, there has been a significant number of successful applicants with over 400 points on the 3 Year honours programmes (BA (Hons) in Accounting and Finance and the Bachelor of Business (Hons)). These programmes are often regarded by students as an alternative to students attending university in Dublin. Over the time-period examined, points on the Bachelor of Business (Hons) in Marketing and the BA (Hons) in Public Relations fell below 300 points (2007/2008, 2008/2009, 2009/2010).   The School intake policy on Level 8 CAO entry is now 300 points or over. Please see below.

Tables 3.2.1 – 3.2.4 CAO Points for Standard Entrants to the Department of Management and Financial Studies

Table 3.3.1 Bachelor of Arts (Hons) in Accounting and Finance

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008			39	12	51	300
2008/2009			36	8	44	300
2009/2010			32	10	42	305
2010/2011			18	4	22	300
2011/2012			18	5	23	300
2012/2013			21	7	28	300

Table 3.2.2 Bachelor of Business Studies (Hons)

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008						
2008/2009						
2009/2010						
2010/2011			18		18	300
2011/2012			39	3	42	300
2012/2013			26	9	35	300

Table 3.2.3 Bachelor of Business Studies (Hons) in Marketing

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008		4	11		15	280
2008/2009		4	7	3	14	280
2009/2010		7	8	1	16	270
2010/2011			9		9	300
2011/2012			1		9	305
2012/2013			13		13	300

Table 3.2.4 Bachelor of Arts (Hons) in Public Relations

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008		3	22	2	27	280
2008/2009		4	22	6	32	285
2009/2010		5	22	3	30	265
2010/2011			13	1	14	300
2011/2012			19	1	20	300
2012/2013			11	1	12	300

3.2.2 International Students

The School of Business and Humanities has placed emphasis over the last two decades on "internationalising" the educational experience for learners. This process commenced in the late 1980s when the School embraced the Erasmus (formally Socrates) project in 1988 with a small number of incoming and outgoing students. Today, the School boasts a very vibrant Erasmus community as well as a significant and growing student population from Asia. International student recruitment and coordination (Erasmus and non-Erasmus) is managed by the International Office at DkIT. International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate to better educational opportunities, has given particular impetus to the intensification of international linkages generally. The School sees itself as part of the global higher education system in the North-East of Ireland. It seeks to formulate links with other university level institutions internationally and to maximise the opportunities for its students to access the global higher education system. Currently, all students in the School have the opportunity to spend some of their time in partner institutions in Europe and in other international sites. Where possible staff exchange programmes are used to complement this.

The Department has been actively involved in the Erasmus programme for 25 years. The programme provides exchange opportunities within EU member states in respect of Student Mobility; Student Internships; Staff Teaching Assignments and Staff Training Assignments. DkIT was awarded the Erasmus University Charter for the years 2007 – 2013, which ensures

high standards of organization of student and staff mobility. The International Office works closely with students going abroad and in-bound students to DkIT, to make the experience as rewarding and positive as possible.   The School currently has bilateral exchange agreements with 45 partner colleges across the EU. All partners are holders of the requisite Erasmus University Charter, and are drawn mainly from Universities of Applied Sciences and some Universities.   DkIT also has a number of strategic partnerships established with a number of Universities outside of Europe including Asia and the US. The total number of in-coming international students to the School for the academic year 2011/2012 is outlined within Table 4.2.5 and Table 4.2.6 below.

Table 3.2 5 International Student Intake 2011/2012

NATIONALITY	BUSINESS	PR	HUMANITIES (includes Fdt. ENGLISH, CSL & Social Care)	HOSPITALITY	TOTAL
CHINESE	84		40	46	170
INDIAN	2				2
MALAYSIAN	2		12	2	16
NIGERIAN	1				1
NEPALESE			1		1
OMANI			7		7
SINGAPOREAN*	5				5
TOTALS	94		60	48	202
ERASMUS Exchange					
German	25	6	1	7	39
Spain	3	3		2	8
Bulgaria	3				3
Finland	5			1	6
France	26		4	5	35
Netherlands	6				6
Denmark	2				2
Estonia	1				1
Portugal	1				1
Sweden	1				1
America	1				1
TOTALS	74	9	5	15	103

Table 3.2.6 Erasmus Exchange Outbound

Year	Students	Placement
2009/2010	28	3 (semester 2)
2010/2011	37	1 (semester 2)
2011/2012	35	8 (semester 2)
2012/2013	25	4

3.3   Review of Resources – Human and Physical

3.3.1 Human Resources

3.3.1.1 Current Staff in the Department

The Department of Management and Financial Studies is the largest department within the School of Business and Humanities at DkIT, comprising of 622 learners (undergraduate and postgraduate) and 27 faculty and staff. Table 4.3.1 gives an overview of the faculty and staff currently employed within the Department.

The Department of Management & Financial Studies is under the stewardship of Shane Hill, who has held the position of Head of Department since September 2005. It currently has 26 faculty members and an administrator (Michelle Goss). The Department includes two SL1s, Frank Watters and Michael O'Murchu – The School has one further SL1, Martin Maguire, from the Department of Humanities. Faculty discipline areas include Management and Marketing, Accounting, Economics, Law, Operations Management, Information Technology, HRM, Strategy, English and Entrepreneurship. The majority of faculty deliver material not just within the Department of Management and Financial Studies, but also across Departments in the School (the Department of Business Studies, the Department of Humanities and the Hospitality section). Furthermore, a total of 10 faculty members lecture (on an interdisciplinary basis) in the other three academic Schools at DkIT.

Table 3.3.1: Department of Management and Financial Studies - Faculty & Staff (Total 27)

Head of Dept of Mgt. & Financial Studies

Shane Hill

Faculty Members

Alan Kelly
Anne Kierans
Bobby Arthur
Brian Boyd
Kate Johnston
Brian Morris
John Morrison
Michael O Murchu
Pat O' Neill
John Sisk
Larry Murphy
Paula Browne
Helen White
Frankie Watters
Irene Mackay
Cathriona Connor
Ann Marie McHugh
Liz Englishby
Eamon Mullen
David Coggans
Maeve McArdle
Mario Mac Blain
Martina O' Neill
Pat Fitzgerald
Siobhan Duffy

Michelle Goss (Administrator)

3.3.1.2 Staff Changes During the Period of the Review

The Department of Management and Financial Studies has had very limited number of faculty and staff changes since the last Programmatic Review in 2008. The most significant change was the retirement of Maurice Murphy (Accounting) in 2012. Due to financial restrictions and directives, this post was not back-filled and the lecturing hours involved were met through the re-adjustment of existing resources (part-time and full-time faculty). The Department has one new faculty member (Kate Johnston) who was employed on a one-year contract basis in September 2012. Furthermore, two academic staff returned from career breaks.

3.3.1.3 Staff Requirements

Currently, the Department of Management and Financial Studies is managing its suite of current programmes (and planning for new programmes) on the basis that it is highly unlikely (due to micro and macro forces) we will be in a position to recruit new faculty in the foreseeable future. As student numbers continue to grow (the Department currently has 622 learners), this new reality has put additional pressures on all faculty members. Looking towards the time period to the next Programmatic Review, it is imperative that existing staff resources are retained, particularly within the context of faculty retirements. It is important to note that any recent/future new programme development has/will be pursued on the basis that it is resource neutral.

3.3.1.4 Staff Professional Development

The primary role of the Institute as defined in the Strategic Plan is to provide a diversity of programmes relevant to the educational and economic needs of the region, delivered in a supportive environment of inclusiveness, trust and ownership amongst all its members. It aims to *enhance the professionalism of all its members in a supportive, inclusive and productive environment.* Accordingly, professional development is a central activity within the Department of Management and Financial Studies.

Examples since the last Programmatic Review include;

- 6 faculty members undertaking MA in Teaching and Learning within CELT

- 1 faculty member successfully completed MBS (Research) in Entrepreneurship

- 2 faculty member undertaking PhD (Marketing/Strategy and Education)

- 1 faculty member Autumn Taxation Essentials

- 1 faculty member Diploma in Employment Law

- 1 faculty member Diploma in Finance Law

- 1 faculty member Postgraduate Diploma in Higher Education

Furthermore, faculty have attended the following staff development seminars within DkIT;

- Bloom's Taxonomy, Levels and Appropriate Verbs

- Learning Outcomes

- Learning Outcomes and Student Focuses Learning and Teaching

- Academic writing Skills

- Threshold concepts and Troublesome Knowledge

- Teaching Styles

- Multiple Intelligences

- 30 Commonly Found Weaknesses

- 25 Ways to Teach without Talking

- Assessment and Feedback

- Transforming Assessment and Feedback

- Encouraging Motivation and Active Learning

- Group work

- Assessment and Retention

- Making Learning Happen through Assessment

- Learning Styles and Multiple Intelligences

- Teaching for Understanding

- The First Year Experience and Retention

- Aligning Teaching and Assessment to Course Objectives

- Everything You Need to Know about Learning Outcomes

- Improving Students Learning

- Effective Research Supervision

- Examining Research Theses

- Research Prioritisation

- Presenting Research

- Research Writing

- Child Protection Training

- Plagiarism

- Performance Management Development

- ESTIP

- Stress Management

- Dealing with Aggressive Students

- Resolutions Skills for Managers

- CV Interview Skills

- Chairing Meetings

3.3.2 Physical Resources

The Department of Management and Financial Studies teaching activities are predominantly located on the ground and first floors of the South Block and Faulkner Building (Multi-Purpose Centre, Conference Centre and Hospitality Studies Section).

Office accommodation for the Department is located in the North Block, South Block, Faulkner and Carroll's Buildings, with approximately 115 office spaces required to accommodate the current staff levels within the School. Details the School's physical resources are highlighted within the Appendix.

3.3.2.1 Teaching Facilities

There are two categories of physical teaching facilities currently available within the School:

3. Traditional lecture room facilities which include conference halls, tiered lecture theatres, class rooms, PC laboratories and meeting rooms.

4. Practical demonstration facilities which consist of two fully equipped commercial kitchens, a demonstration kitchen, a bar facility and a fully furnished restaurant.

Teaching facilities within the School are highlighted within Table 3.3.2 below. This details the capacity of each location and the total number of each type of venue.

Table 3.3.2

Teaching Facilities

Lecture Room Facilities		
Accommodation	**Capacity**	**Number**
Conference Hall 1 (MPC)	300	1
Conference Hall 2 (CC)	160	1
Whitaker Theatre	210	1
Lecture Theatres	116	1
Lecture Theatres	96	1
Lecture Theatres	60-70 (420-490)	6
Lecture Theatres	54	1
Class rooms	25-40	15
PC Laboratories	20	7
Language Laboratory	20	1
Video conference room	20	1
Skype Meeting room	10	1
Black Box Theatre	30	1
Mac Anna Theatre	80-100	1
Practical Demonstration Facilities		
Production Kitchen	16	1
Training Kitchen	16	1
Demonstration Kitchen	70	1
Restaurant	40	1
Bar	-	1

3.3.2.2 Information Technology Equipment

The following three categories of information technology equipment are used within the School:

- Lecture Room Equipment

- Support Equipment

- Computer Laboratory Equipment

Lecture Room Equipment

The equipment used in the lecture rooms has a number of components. Generally, there is a PC housed in the lecturer's desk, accompanied by a DVD or VHS player, sound facilities, LCD projector and OHP unit. There are 15 rooms which have all facilities, with varied levels of provision in the remaining rooms. The integrated control of technology equipment is available in 9 rooms through the installation of Extron switch controllers and the intention is to roll out this system to further rooms when budget provision allows.

To facilitate teaching in rooms which currently do not have all facilities, the School provides four laptops, two portable LCD projectors and three mobile DVD/VHS units which can be booked in advance by lecturers.

Lecture Room Computers

There are 30 Lecture room computers, as illustrated in the Table below:

Table 3.3.3   Lecture Room Computers

Number	PC Make & Model	Installation Date
28	Dell Optiplex GX620	2005/2006
1	Dell Optiplex 745	2007
1	HP 6200	2012

Updating lecture room computers is an on-going requirement, with replacements scheduled when computers are 8-9 years old.

LCD Projectors

There are currently 36 LCD projectors in use within the school .Installation dates range from 2002 up until 2012, with approximately 3-4 units replaced annually. The replacement criterion is based on projector performance, with deterioration in image quality the primary basis for replacement.

Technical Support

The School has two technicians responsible for maintaining classroom equipment and providing backup to teaching staff in relation to technology equipment. These technicians are available during all timetabled teaching hours and have office locations in the South Block.

Support Equipment

Each member of staff within the School is provided with a computer. Currently there are approximately 115 staff computers in use within the School, supporting both teaching and administration activities. Installation dates range from 2003 to 2012 and as with the lecture room computers, replacements are scheduled when computers are 8-9 years old. Each office has a shared laser printer, with a number also having access to colour printing.

Table 3.3.4 Office Computers

Number	PC Make & Model	Installation Date
15-20	HP	2010-2012
65-75	Dell Optiplex GX620,745,755,760	2005-2009
15-20	Dell Optiplex GX260,270,280	2003-2005

Computer Laboratory Equipment

The School has seven computer labs and one language lab. Each lab has 20 PCs, with Pentium 4 the minimum PC specification. Regular updating of laboratory computers is critical due to the high performance requirements of computers within this teaching

environment, particularly when multimedia applications are in use. Consequently, the replacement interval for lab computers is shorter than for either lecture room or office computers, with replacements scheduled when computers are 7-8 years old.

Table 3.3.5   Laboratory Computers

Lab Room	PC Make & Model	Installation Date
S208	Dell Vostro 200	2008
S209 (Lang lab)	Dell Optiplex 745	2007
S212	HP 6200	2012
S213	Dell Vostro 200	2008
S214	Dell Optiplex GX620	2005
S221	Dell Optiplex 755	2008
S223	Dell Optiplex 755	2008
S224	Dell Optiplex 745	2007

Laser printers are provided in three labs (S212, S214, S223), with a localised scanning unit also provided in S212. All lab computers are network linked to various pay printers around the Institute to facilitate student document printing.

Computer Applications

All lab and lecture room computers are connected to the Internet and Institute e-mail service via TCP/IP. They are also connected to Institute-wide file servers using Windows software. The applications running in each lab and lecture room are diverse, ranging from Microsoft Office products to Adobe Photoshop and other multimedia products. The language lab has Sanako software, a very specific language teaching application.

Staff Photocopying and Scanning Facilities

The School provides two commercial OCE photocopiers to facilitate staff in the preparation of lecture hand-outs. The machines are stored in a dedicated photocopy room, with all staff members issued personal passwords to allow them operate the machines. The machines

are maintained by an external contractor (PCI), with the School paying a fee per copy. Currently the School produces approximately one million copies annually.

3.3.2.3 Library

The role of the Library is to select, make accessible, manage effectively and curate knowledge collections and spaces for learning, and to manage and deliver services that support learners and learning. The Library also has a role in supporting the knowledge and cultural development of DkIT and the wider community, and to this end offers a number of community aimed services and supports.

- Library collections
- Library services
- Library learning space
- Current issues and future plans
- Age of collections

3.4 Review of Links with Business, Industry, Professional Bodies and Other Stakeholders

3.4.1 Graduate Survey

Two distinct graduate surveys were considered for the purposed of Programmatic Review. The first was a survey of graduates from specific programmes within the school and the second was a more generic study of graduates conducted by the Careers Office at DkIT.

3.4.1.1 Departmental Graduate Survey

The departmental survey conducted for the purposes of Programmatic Review involved contacting School graduates through a postal covering letter, which invited them to contribute to a web based questionnaire. This approach was augmented through a number of graduate focus group sessions. The objective of this exercise, as can clearly be seen within programme documentation, was to generate data to be used for the purposes of developing and informing existing (and new) programmes. This section highlights survey results relating to individual programmes within the Department of Management and Financial Studies.

BA (Hons) in Public Relations and Online Communication

- A need for more PR writing practice

- A dedicated module on social media

- Less group work as it 'interferes with personal goals'

- Four years is perceived as too long, many students would prefer a three-year course.

- Work placement is of great benefit

BA (Hons) in Accounting and Finance

- Exemptions from professional bodies regarded as a major attraction of programme

- Law modules in Year 1 should be positioned within Year 2

- Year- long modules seen as desirable especially within context of the more "numerate subjects"

- The three year nature of this Level 8 programme viewed as important

- More exposure to software packages would be desirable

- Group work perceived as challenging

- Career preparation seminars (DkIT Careers Office) very useful.

MA in Accounting

- Year-long nature of programme perceived as desirable

- CAP 2 exemptions regarded as very attractive

- Induction and Residential useful interdisciplinary/international experience

- Previous exposure to integrated accounting packages and spreadsheets

- Case Studies regarded as very useful from perspective of further study

Bachelor of Business (Hons) in Marketing

- Having a " right, positive and switched on attitude is critical"

- Mastery of the basics of accounting/finance (the basics of running a business). So often marketing students are averse to this area, but it is vital in developing business.

- The ability to apply the learning, to connect to the real work of business activity in a pragmatic manner. Work experience is important to avoid the "shock" of that real world!

- The value of being able to network, to function well in teams using available technology, in an interconnected world is a core ability that graduates must possess.

- The ability to be creative and flexible, to navigate ambiguity, and the capacity to analyse data, predict consumer behaviour is in serious demand.

- The ability to be analytical, to consider and evaluate facts and present these facts in a professional manner.

- Presentation skills to the fore.

- Fully conversant with all contemporary technologies.

- Critical that international student exchange continues to be part of a marketing degree.

- Graduates must be work ready from the moment they start their new job.

- Must have initiative. Willingness to learn new things. Interpersonal skills. High level communication skills. Capable of taking action.

- It's not always about the grades: a good all round personality, willingness to learn and work hard.

<u>Bachelor of Business Studies (Hons)</u>

- The learners have found this programme to be a very challenging, and that the standards expected increased dramatically in the migration from a Level 7 to this Level 8 programme.

- Learners felt that the core mandatory modules provided a good balance of business subject areas and that the elective modules also offered an attractive variety of choice where students could select on the basis of the individual learner's strengths or interests.

- A mix of group and individual assessment was perceived as having significant value to the learner.

- A number of learners from the Focus Group believed that it would be advantageous to introduce a more 'creative' practical IT module as an elective in the second semester which would build on the skills developed in the elective IT module in the first semester.

<u>Bachelor of Business (Hons)</u>

- Year-long modules perceived as desirable

- Culture and internationalisation stressed as attractive elements of programme

- The three year nature of this Level 8 programme viewed as important

3.4.1.2   Generic Graduate Survey (Careers Office)

The graduate survey seeks to ascertain:

- Whether graduates are working or taking further studies.
- The graduates' views on the quality of education received at DkIT
- How their studies at DkIT affected their career development and if it helped in securing suitable employment.
- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:

- 97% of the respondents describing their DkIT experience as being good to excellent.
- 59% are in employment
- 21% are taking further studies
- 17% are seeking employment
- 3% are unavailable for work
- 77% state that their academic qualification is relevant to their job
- 88% described the responsiveness of staff to student academic problems as good to excellent.
- 79% described online learning as good to excellent.

Special mention was given to the approachability of staff and the "personalised staff support" that was available to them. Facilities (parking) received some critical comment and the need to have work placement in all programmes was seen as desirable. Individual graduates identified modules that should be included and others that should be excluded from their programme. Graduates commented favourably on the opportunities provided to them to hone their teamwork, self-confidence, presentation and organisational skills. Negative comment was reserved for the lack of sufficient provision in their study for the development of time management skills and confidence building.

3.4.2 Industry and Professional Bodies Consultation

3.4.2.1 School Consultative & Advisory Committee

The core objective of the Consultative and Advisory Committee is to create a forum/working group in which key business/industry players (selected on a departmental basis) advise the School on the relevance of its programmes. Its central theme revolves around the context of changing environmental constraints and opportunities, which are faced by all programmes, departments and schools within the higher education domain. The forums advise not only on existing programme structures and modules but also on ideas for new programmes and more macro type issues such as graduate attributes and skills development, and areas of opportunity and acute skills shortage. Selection of forum participants varies somewhat from year to year. Furthermore, forum members vary in terms of scale and type of operation. For example, within the Department of Management & Financial Studies and the Department of Business Studies membership is made up of the multinational and indigenous sectors, professional and representative bodies, large and small type enterprises and a mix of manufacturing and service concerns.

The committee meets once a year and because of the diverse nature of programmes on offer within the School, three different committees currently operate. One advises the Department of Management & Financial Studies and the Department of Business Studies, one the Hospitality Studies Section and one for the Department of Humanities.

Membership of the Business Advisory Group has included:

- Mr Tony McQuillan, Site Manager, Xerox (Europe) Limited
- Ms Barbara Carr, Employee Engagement Manager, PayPal
- Mr Mark Louth, Entrepreneur
- Mr Ronan O'Loughlan, Head of Education, Chartered Accounts in Ireland
- Mr Robbie Richardson, Managing Director, Customer Focus (Dundalk Chamber)
- Ms Deirdre Craven, IDA Regional Office
- Ms Regina Mulligan, Manager, Monaghan Credit Union
- Mr Ray Bowe, IDA, Dublin

- Mr Gerry Meegan, Operations Manager, Coca-Cola

Issues Raised at the Business Forum include:

- The need to continue to develop relevant programmes
- The necessity to include work placement in all programmes
- The importance of an international experience for students
- Languages available on more programmes (Business Language)
- The desirability to move the Institute to University status
- Importance of confidence building//Project work/Problem solving/"Real World" Skills and simulation exercises
- The need for excellent presentation and communication skills
- Importance of Excel skills within workplace
- Entrepreneurship and intrapreneurship acknowledged as important for graduates
- Graduates need to be flexible, highly professional, hard-working and highly committed
- Ethics and understanding sustainability desirable with an holistic perspective of business
- An appreciation of differing cultures within the commercial context
- People management and conflict resolution skills
- The creation of a "sustainable graduate" who is confident and entrepreneurial with an ability to "sell themselves as well as a product or service".

3.4.2.2   Industry Consultation/Interaction

The Department of Management consults, liaises and networks with various sectors of industry and business on an on-going basis. Specific feedback from the Public Relations, Marketing and Accounting sectors are outlined below.

3.4.2.2.1   Public Relations

Feedback is solicited from the Public Relations Institute of Ireland (PRII) on an on-going basis. The BA (Hons) in Public Relations at DkIT is formally recognised by PRII and the programme team works closely with Mr. Gerry Davies (Chief Executive, PRII) regarding industry trends, changes and expectations. PR faculty at DkIT attend at least one PRII conference/training event each year – This has proved a rich source of feedback from practitioners within the sector. Furthermore, PRII has requested a member of DkIT faculty to sit on its Educational Committee, as part of the Programmatic Review process, Public Relations agencies were contacted regarding the BA (Hons) in Public Relations. Many of these were well positioned to comment on our programme as they have hosted our PR students on work placement since the launch of the programme. The overall reaction from industry is that the programme is PR relevant and diverse, and that key skill areas are addressed with a number of stimulating elements that add value to the qualification. Interesting issues that emerged included:

- Approval of our adjusted programme title.

- The need for more online communication tuition and for students to be more fluent and comfortable using digital media – 'online savvy'.

- Need for more Irish examples of crisis management situations.

- Important to know about evaluation.

- Need to understand entire marketing mix (Integrated Marketing Communication) and where PR fits in.

- The need for more specific and detailed learning outcomes.

3.4.2.2.2   Marketing

The Bachelor of Business (Hons) in Marketing team also obtained comment from other industry based entities and individuals. The consensus was that there is a growing urgency to have graduates that have the following characteristics:

- Ability to get the work done to professional standards- punctuality, presentation skills, communication skills, were mentioned. Also mentioned in this context was the ability to proof-read material to ensure standards.

- Work experience or its nearest equal.

- International exposure. Whether through learning a language, experiencing other cultures or such like, practitioners indicated that this is a critical area and one in which Marketing graduates ought to "shine"

- Practitioners were forceful when describing the need to have graduates that can sell. Graduates typically shy away from the "hard task" of actually selling product, but this lies at the very core of success for a business enterprise, for profit and/or not-for-profit.

3.4.2.2.3   Accounting

External stakeholder input for the purposes of Programmatic Review included consultation with accountancy professional bodies. The Department of Management and Financial Studies works closely with the Accounting professional bodies in Ireland – This work is on-going and central to the successful development of Accounting programmes within the Department and retention of exemptions awarded. Furthermore, Accounting faculty consult regularly with Accounting firms, both local and national. The issues most commonly mentioned were:

- Importance of Sage and Excel skills within workplace

- Exemptions and three-year nature of BA (Hons) programme seen as very attractive

- MA in Accounting perceived as attractive option for employers (graduates have CAP 2 exemption)

- Importance of confidence building//project work/problem solving/"real world" skills and simulation exercises

- Excellent communication, writing and speaking skills, people management

- Ethics and understanding sustainability desirable with an holistic perspective of business

- Law subjects better positioned within year two (especially for international students)

- The creation of a "sustainable graduate" who is confident and entrepreneurial with an ability to "sell themselves as well as a product or service".

3.4.2.2.4   Annual Accounting Lecture

The School organises an Annual Accounting Lecture each year at the Institute with an audience comprised of accountants within the region, current students and graduates. This public event affords both students and staff an opportunity to meet and network with Accounting practitioners from the North-East region. Furthermore, the Annual Accounting Lecture creates an opportunity to present a number of student undergraduate and postgraduate prizes. These are sponsored by CPA and Grant Thornton.

Last year, Mr George Lee of RTE delivered the lecture and the topic was *What Now for The Irish Economy?* In 2011, Dr Constantin Gurdgiev presented on the topic *The Economy of Ireland - Current Difficulties and Future Challenges/Opportunities*. The previous year, 2010, Prof. John Fitzgerald (ESRI) delivered the lecture and his title was *Path to Recovery*. All three offered poignant analysis of the national economic situation and possible options moving forward. This tradition continued within the academic year 2012/2013 when Mr Alan Dukes (formerly of IBRC) delivered the lecture on April 18th 2013.

3.4.2.2.5 Programme for County Enterprise Boards (Higher Diploma in Business in Small Enterprise)

In 2008 representatives of the County Enterprise Boards (CEB) Executives approached the School to assist in the provision of accredited training in business support for their teams. Many of the CEB staff had a level 7 or equivalent qualification in business or a level 8 qualification in a different field of study. After extensive research it was deemed that the Higher Diploma would be the appropriate qualification. The aim of the H Dip is to provide accredited training in business and business support knowledge, skills and competencies for staff to enhance their capacity to deliver appropriate support, advice and mentoring to new, emerging and young businesses. In 2009, 2010 and 2012 funding was gained through the Labour Market Activation/Springboard programme for the H. Dip and two cohorts have graduated from the programme.

3.4.2.2.6 Interaction with Industry as Part of Programme Provision

The Department engages in an array of disciplines, designed to assimilate the real-world activities of business, embedded into the heart of its modules delivered to learners. Incorporating classroom studies into real-life learning business projects is at the core of what makes a School relevant in the contemporary economic climate. Participants are challenged from the outset to apply theoretical knowledge to real-life business situations.

At undergraduate level, such activities can be seen in the final year of the Bachelor of Business (Hons) in Marketing and the BA (Hons) in Public Relations, where learners are introduced to a business client. These projects go beyond a mere exercise in giving learners some experience. The client presents students with a current business situation or challenge in need of addressing. Students, in addressing the challenge, have the opportunity to display their combined knowledge and abilities garnered from 4 years of study, and also get to meet and work at a professional standard with clients and other entrepreneurs. Using its extensive links with industry the School successfully establishes rewarding experiences for local industry and creates, develops and sustains a synergy between all stakeholders, namely the Department, the business client and the student.

3.4.2.2.7 Vocational Educational & Training for Business Advisors Project (VETBA)

VETBA is a European e-learning training programme for business advisors, ([www.business-advisor.eu)](www.business-advisor.eu) which was launched in May 2011 at Dundalk Institute of Technology. VETBA, funded by the EU Commission under the Leonardo da Vinci programme, is a partnership between six EU countries and provides Business Advisors with an online course, which will consolidate, and increase, the skills needed to advise businesses on how to start-up, grow, and prosper in the current economic climate. The project represents a partnership of EU business organisations, academic institutions, and business consultants. The School of Business and Humanities is a key partner and the only Irish Higher Education provider involved in the project.

The seven partners are:
- The School of Business & Humanities at DkIT
- Dun Laoghaire-Rathdown County Enterprise Board
- European BIC Network (EBN), Brussells is a European nonprofit organization created to help Business and Innovation Centres.
- Sociedade Portuguesa de Inovação (SPI) is a knowledge management oriented company with the mission to manage projects that foster innovation and promote international opportunities.
- The University of Szczecin in Poland.
- Canice Consulting, a UK international consultancy operating in the fields of local and regional development, enterprise and employment development and management and technical support to EU networks and programmes.
- Institutul National Pentru Intreprinderi Mici Si Mijlocii, Romania main objective is to support economic development by offering educational and affairs services to entrepreneurs and managers consultancy services.

3.4.3. Community Engagement

The Department of Management and Financial is actively engaged in community type initiatives, which underline its commitment (and that of the School) to engage proactively with all stakeholders. Examples of such engagement include:

3.4.3.1 Business in the Community (BIC)

The BIC project is a schools' business partnership initiative that works with Department of Education & Science' targeted schools. Its aims are to encourage students to stay in school and recognise the value of completing their education. It attempts to give second level students an insight into the world of work by providing information on seeking, finding and retaining employment. The School of Business and Humanities (and the Department of Management and Financial Studies) was invited to partner with Ardee Community School in May 2012 and work with Transition Year pupils for the subsequent academic year. The project involves a number of steps which includes meeting the pupils in an opening session, inviting them to spend a day within the School, organising mock interviews and exposing pupils to team building, presentation skills and self-esteem sessions. Feedback on this initiative from participating DkIT staff, Ardee Community School and the Transition Year pupils has been very positive.

3.4.3.2 Drogheda Chamber of Commerce Business Excellence Awards

The Department participates and supports the annual Drogheda Chamber of Commerce Business Excellence Awards event. This popular gala event is held in Drogheda and attracts both guests and entrants from within the region. Participating companies are awarded prizes within different categories including manufacturing and service and involve both growth and start-up enterprises. Academic staff from the Department actively participate in the short-listing and the judging process. Furthermore, the School awards a number of prizes of postgraduate and final year undergraduate research facility to selected award winners. These involve students spending time within the award winning enterprise and, in conjunction with the founders, help understand and address an issue the organisation is facing. These awards afford the Department and School an excellent opportunity of networking across many differing organisations and sectors.

3.4.3.3 School Visits

The Department of Management and Financial Studies has developed very close working relationships with secondary schools within the region. These relationships have been fostered and developed through initiatives such as Open Day, Taster Days, liaison on new programme development and School Visits. The Department organises a number of School Visits each year and this is on top of formal visits coordinated by the School Liaison Office within DkIT. For example, in the academic years 2011/2012 and 2012/2013, Accounting staff visited over twenty second level schools in the region with a view to promoting the accounting profession and specifically accounting programmes within DkIT.

3.4.3.4 NEFHEA (North East Further and Higher Education Alliance)

The Department of Management and Financial Studies has been actively involved in The North East Further and Higher Education Alliance (NEFHEA) since its inception in 2009. The purpose of NEFHEA is to improve access to higher level qualifications within the North East region. The cluster comprises DkIT, O'Fiaich Institute of Further Education, Drogheda Institute of Further Education, Monaghan Institute of Further Education, Dunboyne College of Further Education and Cavan Institute of Further Education. The alliance formally links the six partners and covers a total of 12,000 students and 800 staff. Further Information: https://ww2.dkit.ie/staff_and_admin/president/initiatives/nefhea.

A recent report on the economic development of the M1 Corridor stated that there was a need to:

Develop ways to encourage additional access to higher education institutions – including sign-posting in a clear and structured way progression opportunities from pre-HE courses to entry to higher education so that people seeking to enhance their qualifications and skills are clear about the possibilities available and how to access them. This is essential to ensure that significant groups of the labour force are not excluded from the knowledge economy.

(Indecon, 2010)

Accordingly, The Department/School has developed close linkages with Business Studies staff in all five NEFHEA partner colleges. This relationship-building has been facilitated by a NEFHEA Business Studies Steering Committee (Chaired by Shane Hill). The group has worked effectively to agree Level 7 entry criteria for learners who have obtained Level 5 and 6 Business qualifications within their FE college. Current arrangements permit Level 6 students to gain entry into Year 2 of the Level 7 Bachelor of Business (Management and Administration) or Year 2 of the Bachelor of Business (Business Information Systems) at Dundalk Institute of Technology. Part of this work has resulted in some FE colleges selecting and delivering certain Level 5 and 6 modules (for example Economics and Accounting) to ensure an optimal fit when students commence their programme of study at DkIT. Similar arrangements have been pursued on Hospitality and Humanities programmes within the School.

Numbers have been very encouraging since the inception of this important initiative. For example, for the academic year 2009/2010, a total of twenty NEFHEA students commenced Year 2 Level 7 Business programmes within the School of Business and Humanities and this increased to more than thirty students in the following years. Progression rates to Year 3 are impressive with a number proceeding to complete the one year add-on Level 8 Business degree at DkIT.

The Department of Management and Financial Studies is very conscious of the importance of continuing to build on what has been achieved to date within the NEFHEA model. With this in mind, early discussions are taking place exploring the feasibility of delivering part of a Business degree at Monaghan VEC's new Further Education campus in Monaghan Town. These discussions represent a tangible example of how NEFHEA has evolved and progressed, and what might be developed and achieved in the future.

3.4.3.5   Work Placement

The Department of Management and Financial Studies introduced Work Placements into the BA (Hons) in Public Relations when the programme was first validated in 2006. Work placement is a partnership between the student, host organisation and Institute. The influence of this partnership is demonstrated in various ways within the Institute:

Student: Shapes and supports the student in terms of employability, professional development, personal confidence and self-awareness

Academic Team: Influences curriculum design and development, ensuring that programmes are relevant, dynamic and forward thinking.

Wider Institute: Promotes the Institutes reputation of the quality in teaching and learning, and forges research, enterprise and service partnerships.

The Placement Office has developed valuable linkages with a wide range of industries across the Public Relations sector. Consistently working on expanding our industry linkages, they work to ensure that work placement is a mutually beneficial relationship where students are afforded a unique learning experience and organisations are provided with a student who contributes to the benefit of the workplace. Each placement programme has a dedicated Placement Officer that works in conjunction with the academic team to ensure the student secures a placement that will support their learning requirements and nurture their personal and professional development. All work placements must be officially approved by the Placement Office and primarily involves the process of CV selection and competitive interview, but can also be secured by direct matching. The process is be determined by the host organisation.

Support services provided by the office include:

- Central contact and information point for all parties involved in student placement
- Preparation workshops for students – skills Profiling, CV and interview preparation
- Follow-up one-to-one student support and guidance
- Co-ordination of associated requirements for placement – additional training, health & safety requirements

- Developing linkages with employers and host organisations nationally and internationally
- Providing information and resource packs for students, host organisations and academic staff relevant to each specific placement programme
- Ensuring feedback from placement experience to improve the process and to inform course development

These arrangements have proved highly successful – Since 2010, an average of 22 Learners per year (on the BA (Hons) in Public Relations) have been placed within some of the top PR agencies in Ireland. Furthermore, PR placements have been secured in other organisations such as the HEA, the GAA and An Garda Siochana.

3.5   Review of Teaching, Assessment and Learning

3.5.1 Teaching

List of existing programmes within Department:

- Bachelor of Arts (Hons) in Accounting and Finance

- Bachelor of Arts (Hons) in Public Relations

- Bachelor of Business (Hons) 3 Year Ab-initio

- Bachelor of Business Studies (Hons)

- Bachelor of Business (Hons) in Marketing

- Master of Arts in Accounting

Programmes Developed within Department since last Programmatic Review:

- Master of Arts in Accounting   **(June 2008)**

- Bachelor of Business (Hons) 3 Year Ab-initio   **(June 2010)**

3.5.2. Teaching and Learning Strategy

The Teaching and Learning Strategy within the Department of Management and Financial Studies is based on the DkIT Teaching and Learning Strategy. It is committed to fostering a deep learning approach in all of our learners. Simply stated, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life. In contrast, surface learning is the tacit acceptance of information and

memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information (Houghton, Warren, 2004).

Contributing factors to surface learning include too much content, over-assessment and passive rather than active learning. Deep learning on the other hand is encouraged by active and experiential learning, peer and self- assessment and collaborative rather than competitive learning. Flexible and technology enhanced learning also facilitates this approach. Assessment requiring analysis and synthesis are used extensively to promote deep learning. Coupled with the traditional lecturer and tutorial an ever increasing variety of learning and teaching methodologies are used by lecturers in the school in order to facilitate deep learning in the classroom environment, some such examples include group-work, role-play, case studies, practical tasks, lab-work, simulations, guest lectures, site visits, concepts maps, problem based learning, reflective journals, poster presentations, student seminars and debates, experiential learning and self-directed projects involving research, design, application, justification and evaluation. A range of software packages are also used to introduce flexible and technology enhance learning, these include but are not limited to the Microsoft Office Suite, Studyskills4Campus, Moodle ,Event Pro, Microsoft Project, e-portfolio, Micros Fidelio, Opera Fidelio, Sage Accounts and Payroll, Quality Food Tool Kit, Hots simulation, Survey Monkey, C.Vent, Mahara, Event Elephant.com, Wix.com, Prezi, Blogger.com, Twitter, Google plus, Macromedia-fireworks, Macromedia Dreamweaver and Adobe Photoshop. The Department uses Moodle and Mahara as virtual learning environments (VLE) platforms in programme delivery. A blended learning approach (via Moodle) is used with learning resources that reinforce module content and understanding e.g. video clips demonstrating practical skills.

Lecturers recognise the need for a good balance between didactic and interactive teaching methodologies, and strive continuously to provide learning opportunities that promote understanding and deep learning throughout all our modules and programmes. CELT, the institute's centre for excellence in Learning and Teaching has also provided lecturers with a Professional Standards Framework for Effective Teaching. Significant numbers of faculty

from the School have completed the MA in Teaching and Learning, with additional numbers completing different stages of the programme which is facilitated by the CELT centre. The centre also provides an ongoing timetable of professional development opportunities for academic staff, with particular emphasis on teaching learning and assessment practices.

3.5.3 Assessment

'Assessment makes more difference to the way students spend their time, focus their efforts, and perform, than any other aspect of their course they study, including teaching. If teachers want to make their course better, then there is more leverage through changing aspects of assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else' (Gibbs, 2010)

Learner assessment within the Department of Management and Financial Studies is in line with the DkIT Assessment and Learning Policy. This document highlights that assessment should always be fair, consistent and appropriate to the learning outcomes of a particular module. Furthermore, assessment should enhance learning through the balanced application of summative and formative methods. Formative assessment including diagnostic, continuous, peer and self-assessment is assessment for learning and is used to enhance the learner experience. Summative assessment, on the other hand, is an assessment of learning used at the end of modules as a measurement of the learning achieved. (Assessment and Learning Policy)

The Institute's policy for Assessment and Learning has been adopted by the Department/School and is used to guide our activities as we continuously strive to improve our approach to learning, teaching and assessment. The policy lays out the following principles in an attempt to bring learning teaching and assessment together in a coherent way:

- Assessment will enhance learning through balanced application of summative and formative methods.

- Assessment and teaching will promote deep learning

- Assessment will be valid

- Assessment will be reliable

- Assessment will be learner centered

- First year assessment will be formative, balanced and achievable

- Assessment methods will be varied and inclusive, with a focus on individual needs and graduate qualities

- Training in assessment best practice will be provided

- Assessment will be a manageable undertaking

For some time now there have been discussions at institute and school level regarding the amount and type of assessment methods applied to each module and programme. It is generally agreed that students are over assessed and in some cases the assessment method used may not have been the most appropriate for assessing the particular learning outcomes. However programme boards and individual lecturers, have now adopted the following implementation guidelines from the assessment for learning policy, to ensure that both teaching and assessment will promote deep learning.

- Assessments to be carefully streamlined, so as to avoid duplication and overload.

- Assessments to be benchmarked against a School's identified graduate skills and qualities framework, so as to ensure 'fitness for purpose'.

- Teaching to feature a range of approaches and styles.

- Flexible and blended learning approaches to be used alongside of other approaches.

- Learning to be active, so as to encourage initiative, collaboration and self-assessment, all of which are recognised as key graduate skills.

- There shall be 'constructive alignment' between learning, teaching and assessment.

A range of assessment methods are now being used to ensure that learners have the

opportunity to experience a diverse range of assessment methods over their period of study. These take the form of both face-to-face and on-line assessments including lab assessment, practical skills tests, Mahara, e-portfolio, poster presentations, multi-module integrated assessment, On-line blogs, simulation, MCQs, Quizzes. In selecting assessment techniques it is important to factor in to the equations the assessment methods best capable of developing the graduate skills and qualities identified at programme level for example:

- Group projects, peer teaching, a poster, debate or presentation (individual or group) will help develop graduate qualities calling for initiative, leadership, self-management and communication skills.

- An exhibition, design proposal/ solution, portfolio, lab report or poster can assist in developing self-initiative, self-management and self- responsibility.

- Preparing a database, putting a power-point presentation together or using any other media form will develop ICT skills

- A case study, performance, critical incident analysis, presentation, research based project, student led seminar, student led event, or a simulation can develop skills of enterprise, problem solving, research and creativity.

- A presentation, product production, a viva, podcast, screencast or interview will help develop artistic, visual, organizational, technical and communications skills.

Assessment strategies are produced for all programmes and module assessment strategies for each constituent module. These are aimed at informing all lecturers, learners and examiners who are involved with a programme. The programme assessment strategy within the Department has a number of features, as follows:

- Links assessment methods, summative and formative (including repeats) to the programme learning outcomes, as well as intended module and stage learning

outcomes.

- Describes and provides a rationale for the choice of assessment tasks, criteria and procedures, also addressing fairness, consistency, validity, reliability and authenticity.

- Outlines any special regulations i.e. learners may be required to pass all individual component parts, and not rely on pass by compensation.

- Regulates, builds upon and integrates module assessment strategies.

- Provides clear criteria for marking/grading, in line with the institutes grading system

- Ensure that the formative assessment workload is appropriately balanced

- Relates to the programme teaching and learning strategy.

- Provides procedures for re-checks and reviews.

Module assessment strategies include the following features:

- Assessment tasks and criteria are clear

- The design and scheduling of assessment tasks are coordinated

- The language used in assessment is appropriate

- A marking scheme is produced prior to the approval of high- stake assessments

- Individuals undertaking group based assessments are assessed as individuals

- Assessment tasks and criteria, model answers and marking schemes are reviewed internally and externally (where appropriate) before use.

- The facilities and equipment for assessment are appropriate

- Repeat assessment procedures

3.5.3.1   First Year Assessment

The Department of Management and Financial Studies has given consideration to First Year Assessment in an attempt to improve retention.   Accordingly, the balance of first year exams and CAs has been reviewed. The new balance of Exams and CA allows students to gradually become accustomed to higher education without 'exam-overload'. Furthermore, it is hoped that the increased number of CA assessments will also encourage 'peer-learning' among students, as they will have opportunities to collaborate on and/or compare CA assignments.

3.5.3.2   Assessment Balance

A list of all assessments for each semester of the programme is compiled and discussed with the Programme Board. Assessment dates are spread (where possible) to ensure that assessment dates are balanced. A copy of the assessment schedule is provided to all students within the Department at the start of each semester.

3.5.3.3   Control of validity, reliability and authenticity of assessment

- Clear marking schemes are used in order to ensure validity, reliability and authenticity of assessment marking.

- In the case of group some projects, a combination of individual and group marking is used. In some cases, a portion of this mark will be distributed by the students themselves through 'peer-marking'. This will allow for variation of the mark for individual group-members, to reflect their individual input into the project.

- Written assignments are monitored for plagiarism through the 'Turnitin' plagiarism detection software. Some assignments can be excluded from this e.g. laboratory practical reports.

- Students are informed of the DkIT Academic Integrity Policy and the 'dos and don'ts of plagiarism' through the Student Information Handbook. The Academic Integrity Policy is available on the institute web-site and the policy will be used to encourage honesty, trust, fairness, respect and responsibility. In the Project module, tutorials are delivered (in collaboration with the DkIT library) where the rules and regulations of plagiarism and referencing are outlined in further detail.

3.6   Quality Assurance

3.6.1 Programme Boards

Programme Board within the Department of Management and Financial Studies are responsible for the quality management of a course or suite of courses, which together are deemed to constitute a programme of study. Membership of the Programme Board consists of all lecturers teaching on the programme and many programme boards have student representation.

The Chairperson of the Programme Board is the Head of Department/Section/Programme Director as appropriate. There are two meetings of the Programme Board in the first term to review the previous year's examination results and to monitor student progress and resource requirements. Other meetings are called as needed. Meetings can be called by the Chairperson or by a majority of the membership of the board.

The purpose of the Programme Board is to advise the Academic Council and the Head of School/Department/Section on issues relating to the quality management of the course and to make appropriate recommendations on issues within its remit. It reports on matters relating to the programme to the Academic Council. It represents the views of the academic staff teaching on the programme. Amongst the issues dealt with are:

- The delivery, relevance and effectiveness of programmes.
- The adherence to marks and standards throughout the programme.
- The implementation of Institute Policy on the programme.
- The operation of, and interrelation between, each stage of the course or programme.
- The evaluation of student feedback outcomes.
- The review of External Examiner reports.
- The operation of agreed quality assurance procedures.
- The changes to the programme schedules.

3.6.2 Student Representation Forum

Students are represented through a student representation forum. This forum is structured on a school basis. The function of the Student Representative Forum is to provide a mechanism by which students can bring to the attention of the academic staff and Heads of School/Department/Section issues relating to the programme and the Institute. Membership consists of student representations from all programme stages. The forum meets once each academic year. Student representatives are invited using email and text messages in association with Students Union.

An extensive range of topics has been addressed at the Student forum as reflects the varied concerns of students. These include:

- The reason students chose DkIT and who/what influenced that choice.
- Students overall DkIT experience, quality of education, facilities, etc.
- Impact of part-time work on attendance and academic performance
- The quality of the induction process
- Assessment – CA, project work and final exams.
- Semesterisation
- Group work
- College calendar and Rag week
- Student Services
- Student engagement in the feedback process.
- Timetabling issues
- Timing of semester examinations

3.6.3 Annual Graduate Survey

The graduate survey seeks to ascertain:

- Whether graduates are working or taking further studies.
- The graduates' views on the quality of education received at DkIT
- How their studies at DkIT affected their career development and if it helped in securing suitable employment.
- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:

- 97% of the respondents describing their DkIT experience as being good to excellent.
- 59% are in employment
- 21% are taking further studies
- 17% are seeking employment
- 3% are unavailable for work
- 77% state that their academic qualification is relevant to their job
- 88% described the responsiveness of staff to student academic problems as good to excellent.
- 79% described online learning as good to excellent.

Special mention was given to the approachability of staff and the "personalised staff support" that was available to them. Facilities (parking) received some critical comment and the need to have work placement in all programmes was seen as desirable. Individual graduates identified modules that should be included and others that should be excluded from their programme. Graduates commented favourably on the opportunities provided to them to hone their teamwork, self-confidence, presentation and organisational skills. Negative comment was reserved for the lack of sufficient provision in their study for the development of time management skills and confidence building.

3.6.4 Faculty Board

The terms of reference of the Faculty Board is:

- To address academic and other issues brought up by academic staff through the Board members, and communicate decisions back to staff.
- To consider matters arising from the School's Programme Board meetings and formally represent those interests to Academic Council and/or Standing Committee on a regular basis.
- To drive the implementation of relevant elements of the current DkIT Strategic Plan.
- To monitor progress and drive the growth and development of both full-time and part-time programmes in the School.
- To promote effective student participation through student representation in the School.

The membership of the Faculty Board consists of:

- Head of School (Chair)
- Three Heads of Department, Head of Hospitality Section, Head of Lifelong Learning Section
- One representative from non-academic staff

Elected staff representatives as follows:

- Dept of Humanities **–** two representatives.
- Dept of Business Studies – two representatives
- Dept of Mgt & Financial Studies – two representatives
- Hospitality Section – two representatives
- Two members of Academic Council
- Five student members to represent each year group and department including undergraduate, postgraduate and part-time programmes.

The Faculty Board meets twice per semester. Minutes are circulated to all members of staff within the School. The range of issues considered by the Faculty Board reflects the broad remit of the board. These include:

- School budget
- Continuous assessment policy and practice
- Programme development
- Student feedback
- Programmatic review
- Attendance Recording System
- Active citizenship
- Research and Staff development
- Springboard programmes

3.6.5 Student Survey

As part of the Institute's quality control system, lecturers are required to survey their students. This provides students with an opportunity to offer comments about their particular programme; to rate various components of the particular modules; to assess delivery mechanisms; to provide feedback on facilities, and to offer suggestions for improvement. Positive feedback from the 2012 Survey stressed:

- The range and breath of interesting modules on offer
- Lecturers are knowledgeable, competent, helpful and student-centered
- Support for work placement and practical nature of some programmes
- The value of guest lectures
- Some courses gave them an opportunity to hone their teamwork and group work knowledge and skills
- The importance of assessing part of a module through continuous assessment
- Support for semester 1 examinations being held before the Christmas

- The desirability of studying abroad.

Negative feedback from the 2012 Survey stressed:

- Large classes, inadequate facilities & equipment
- The number of changes made to class timetables at the start of each semester
- The inequity and timing of some continuous assessments
- Insufficient communication and clarification of CA requirements
- Insufficient feedback on assignments
- Lack of work placement in certain programmes
- Heavy workload. Some students questioned the relevance of certain modules
- Students expressed a view that all staff should use Moodle

3.6.6 Student Focus Groups

An annual focus group is held with the taught postgraduate programmes. Participants in the session held on December 12th 2012 felt that the programme had been a positive experience. Favourable comments were made around working with diverse groups and companies and the application of theory in a practical setting. They also raised the following issues:

- The need for greater coordination in the timing of assessment deadlines.
- Better access to technological supports
- Induction would benefit from a presentation from a graduate of the programme.
- Better preparation required for the residential week
- A placement module, working one day per week should be considered.
- Guest lectures need to be fit for purpose.
- Some material lends itself to online delivery.

3.6.7 Departmental Consultative and Advisory Committee

The work of this group is discussed earlier within the present Chapter (see 4.4.2.1).

3.6.8 Annual School Forum

The Annual School Forum is held in Semester 1 each year. It provides an opportunity for all staff to:

- Review the School's achievements in the past year
- Reflect and discuss the issues and challenges facing the school
- Present initiatives and innovations used by staff in teaching, assessment and research.

Presentations made at the October '12 School meeting included the following:

- The Higher Education Landscape
- Purpose and Plan for Programmatic Review
- Group Projects Management & Assessment
- Assessment of Final Year Projects

3.6.9 External Examiners

The major duty of the external examiner is to ensure adequacy of standards at the examinations. In particular, external examiners ensure that the appropriate standards with regard to Pass/Honours are established. It is the duty of the external examiner to uphold international best practice. Table 14 summarises the main comments made by the external examiners over the last five years.

Table 3.5.1 – Summary of External Examiner Comments

Commendations	Suggestions for Improvement
DkIT compared favourably with other institutes	Clear marking schemes should be provided.
Overall well-structured questions	More detailed breakdown of marks required.
Marking is diligent and fair	Ensure consistency when a common module is taught and assessed by a number of academics.
Very good range of teaching and learning strategies across the programmes	It is difficult to offer an objective and impartial view on the marking distribution scheme without a clear breakdown of marks as a reference point.
Good range of assessment /evaluation in offering both multiple choice and essay type questions	Repeat papers should be available for review along with first sitting papers
Clear evidence that learning outcomes are achieved	Opportunity to meet and discuss with staff issues pertaining to the programme
Maintenance of strong bond between staff and students	Greater variety in exam questions needed. Very similar questions asked at the Dec/May sitting and again at the repeat exam session
Full and prompt communication with school and staff	School adopt a policy on the standard number of questions to be examined as it varies from 2 to 4 questions to be answered.
Strong evidence that most learners have actively engaged with the intended programme learning objectives	Greater consideration is given to writing suggested solutions and to distribution of marks thereby assisting in a greater understanding as to the allocation of marks/grades.
Staff have shown dedication to the profession and dedication to their work	Exam register with illustration of questions attempted should be included
The depth of coverage in the courses is strong	
Willingness of staff to adopt creative and varied assessment strategies	

3.7   Student Successes

3.7.1 BA (Hons) in Public Relations

"I currently work as a Marketing Executive for Tourism Ireland Asia, based in Dubai. We are responsible for marketing the island of Ireland to China, India, Japan and the Gulf Coast Council (United Arab Emirates, Bahrain, Kuwait, Oman, Qatar and Saudi Arabia). My degree in Public Relations has prepared me very well for my current role as it involves publicity, marketing, finance, management and cross cultural communications. The projects we were assigned in college encouraged creative thinking, team work and problem solving. The portfolios we had at the end of our degree were an impressive support to our academic qualification and a brilliant asset in interview situations. I chose DKIT based on the course offered in Public Relations. The course was made up of a wide range of interesting subjects which I thought would prepare me well for a career in business. My abiding memory of DkIT is the welcoming, friendly atmosphere of the college, the approachability of the lecturers and staff and the supportive study environment.

The best thing about being a student in Dundalk was the friendly atmosphere and the craic with fellow students and lecturers. My advice to current students would be to never be afraid to ask for help with something, the lecturers and staff in DkIT are genuinely patient and happy to help. It's better to ask a question or request help with something than getting lost in a subject or falling behind. Make the most of your time in college by being enthusiastic about your work and study and your social life too. If you have an energetic 'can-do' attitude and a positive outlook, employers will be more than eager to have you around."

(Laoise Molloy, Graduate, BA (Hons) in Public Relations)

3.7.2 Bachelor of Business (Hons) in Marketing and French)

Anna Ketterick is currently working as European Account Manager for Healthcare at Frost & Sullivan in Paris. Frost & Sullivan is an international consultancy firm with offices in 40 locations globally.

"DkIT helped me prepare for the professional working environment by providing modules which were practical and applicable to the "real-world". Practical assignements including interaction with companies from the local business community were imperative to building professionalism and a confident approach to dealing with clients. At DkIT, I had the support and guidance from staff and lecturers alike, advising me on the best approach to an internationally focussed career, and providing me with the resources to do so. At the time, DkIT was the only business school offering a Marketing degree with French in Ireland. Year three was a compulsory study year abroad and I believed this was an excellent starting point for building my international CV while gaining knowledge in a number of business areas as covered by the cirriculum.

My abiding memory of the time I spent at DkIT is the week we spent in Finland during a joint module with a university there. We had a real client who was looking for a strategic solution to increase his company's revenue. It was an excellent initiative to focus our minds on what strategies work in the international business environment. The team with the most innovative idea came out on top in the end – it was competitive, current and fast-paced, almost like an episode of the Apprentice!

The school of business is an ideal starting point for anyone looking to get ahead in life. So many resources are available to assist you in your degree. The business school at DkIT takes a general interest in the future career path you embark on"

(Anna Ketterick, Graduate, Bachelor of Business (Hons) in Marketing and French)

3.7.3 BA (Hons) in Accounting and Finance

"I am a qualified Chartered Accountant and work as a Tax Consultant for PwC. My career success resides with my undergraduate qualification - a BA in Accounting and Finance which I obtained through the degree programme run in Dundalk Institute of Technology (DKIT). Having studied in the DKIT for three years I was given access to a team of lecturers whose academic strength, coupled with professional experience aimed towards ensuring that the course content was reflective of the on-going relevant business topics in the world. This meant that business topics became just as important as number bashing. My experience outside of the lecture halls expanded into the open door policy that the college provided. This meant that considerable one to one support was obtainable to anyone - the benefit of this approach was enhanced through the top quality facilities to hand from early until late each day. The BAAF course was set at a level comparable to the accounting professional exam standard, meaning that the transition into completing my professional exams on a first time basis was with ease. The content of the course is recognised by the accounting professional bodies, meaning that students could avail of the attractive exemptions which are available.

The BAAF course not only aims to produce a calibre of student who is competent to pursue a professional accounting qualification, but they pride themselves in producing an Accountant whose role is that of a business advisor, not a number cruncher, something only a team of professionally sound experts like the DKIT Business lecturing staff could have known to achieve".

(Wesleigh O'Hagan, Graduate, BA (Hons) Accounting and Finance)

3.7.4   Bachelor of Business (Hons)

Colm is currently employed as the Senior International Marketing Manager, at Microsoft's Mobility Group:

"The education at DKIT was one that ensured students applied their knowledge. For each subject studied we had to plan and deliver projects each semester.   This practical aspect of my degree ensured that I was ready to apply my knowledge from day 1. In addition to my BBS degree I also did an International Diploma in Business Studies, which I competed as part of the Erasmus programme in a German university over the course of my 3rd year. This more than anything else set me apart from other cadidates when I applied for my first job in 1998. In addition to becoming fluent in German the experieces gained gave me a real international outlook and the confidence to work in many different countries. To this day this international outlook supports me in my job"

(Colm Torris, Graduate, Bachelor of Business Studies (Hons))

3.8   Summary of the Outcome of the Review of Programmes

3.8.1 New Programmes

There are no new programmes to be presented for the programmatic review. However the following programmes are currently at the early stages of development:

- Bachelor of Business (Hons)   4 Year Part-Time Provision

- Bachelor of Business (Hons)   Collaborative Provision (with prospective partner)

3.8.2 Programmes being discontinued

The following programmes have been discontinued since the last programmatic review and have not been submitted for re-validation:

- Bachelor of Business Studies in Healthcare Management   (2008)

- Bachelor of Business (Hons) in International Management   (2009)

- Bachelor of Business in International Business   (2013)

3.8.3 Implementation of Strategic Themes

The three DkIT strategic themes, internationalisation, entrepreneurship and sustainability have been embedded in each programme within the Department of Management and Financial Studies.

3.8.3.1   Internationalisation

Internationalisation is the essence of contemporary Irish business and has been fundamental to the development of programme offerings for Programmatic Review. A global outlook is developed in learners by considering the impacts of internationalisation, globalisation and multiculturalism on business and consumers, enabling effective and responsible engagement in a multicultural and globalising world. Modules including communications, Doing Business in Emerging Markets, French, Spanish, Economics, International Business, European Law and Business, International PR, Strategic

Management, Accounting, Ethics, Marketing, HRM and Employee Relations, and Organisational Behaviour in an Intercultural Context, afford the examination of global considerations such as the understanding of culture across international business, diversity and equality, changing international trends and increasing global perspective. The concept of internationalism is further developed on the Bachelor of Business (Hons) in Marketing and the BA (Hons) in Public Relations through the opportunity of studying abroad for an academic year (Marketing) or a semester (Public Relations).

3.8.3.2 Entrepreneurship

Entrepreneurship as an academic module has been part of programmes within the Department of Management and Financial Studies for the past thirty years. It has been further developed within the context of the Programmatic Review and is now part of all undergraduate programmes in the Department. Entrepreneurship is delivered to first year groups (Bachelor of Business (Hons), Bachelor of Business (Hons) in Marketing) but is also revisited in the final year through Business Planning and Enterprise Development. Entrepreneurship modules attempt to inculcate not just an awareness of enterprise, innovation and creativity but also business and financial awareness, interdisciplinary skills, teamwork, imagination, presentation skills and selling. These attributes are further developed through the module Life Skills for the Enterprising Graduate, a new module on the BA (Hons) in Public Relations. This course attempts to address a need for the personal development of skills and traits associated with successful entrepreneurship. Many of these attributes can be used in business, careers or personal life.

3.8.3.3 Sustainability

Sustainability in its broadest sense is education for social transformation with the goal of creating more sustainable societies. The key attitudes that sustainability requires and that education for sustainability seeks to cultivate are:

- The confidence to take action and the confidence that these actions will make a positive difference.

- The appreciation that we are all part of society and that our individual behaviours must be balanced by our responsibilities as members of that society.

- The attitude that humanity is part of the natural world, that we depend on it for our well-being and that we must respect its limits and live in harmony with it.

- An attitude of respect for the biological, social and cultural differences and diversity that are a fundamental part of our world.

- An attitude for caring for yourself, for other people, for other living things and for our planet.

The concept of sustainability is apparent through all programmes within the Department of Management and Financial Studies. It is prevalent with modules such as Ethics, Corporate Reporting and Accountability, EU Law and Business, Strategic Management, Economics, HRM and Employee Relations, Marketing and International Business.

3.8.4 Changes to Programmes

Programme changes for the purposes of Programmatic Review are highlighted within the individual programme documentation and are further summarised below:

3.8.4.1 BA (Hons) in Public Relations and On-Line Communication

Stage 1

- Study, Research & Writing Skills renamed to 'Research and Communication Skills'.

- PR Theory 1 and PR Theory 2 changed to PR Theory as a 10 credit, year-long module.

- PR Writing 1 and PR Writing 2 changed to PR Writing as a 10 credit, year-long module.

- New Semester 1 module – Creative Thinking & Innovation, to encourage more entrepreneurship and address recommendations from the industry.

Stage 2

- PR Planning, Media Relations and PR Management replaced by PR Skills and Processes as a 10 credit, year-long module.

- Multimedia Authoring 1 and Media Publishing replaced by Commercial Media Publishing as a 10 credit, year-long module.

- Cultural & Social Perspectives renamed to Contemporary Ideas on Social Change.

- Business English renamed to Erasmus English.

Stage 3

- New Semester 5 module – Writing for Online Media to address student, graduate and staff demand for more writing included in programme, as well as demand for fluent writing online.

- New Semester 5 module – Life Skills for the Enterprising Graduate, to address the need for personal development of skills and traits associated with successful entrepreneurship.

- Addition of opportunity for Study Abroad as an alternative to Work Placement in Semester 6.

Stage 4

- Research Methods renamed to Action Research & Project Planning.

- PR Planning & Production Project renamed to PR Agency Lab.

- Multimedia Authoring 2 renamed to Digital Marketing.

- Documentary Production and Broadcast News Removed

3.8.4.2 BA (Hons) in Accounting and Finance

<u>Stage 1</u>

- Foundation Accounting now becomes a 10 credit, year-long module

- Quantitative Techniques now becomes a 10 credit, year-long module

- Marketing module now in Semester 1 to facilitate Business Law being moved to Semester 3

- Operations Management has been moved to Semester 2 to facilitate Company Law, which is now in Semester 4

- Communication Skills is changed to Communication Skills for the Workplace to reflect feedback from the Industry Forum

<u>Stage 2</u>

- Cost and Management Accounting introduced as a 10 credit, year-long module. It replaces Cost Accounting and Management Accounting 1 which were in Semesters 3 and 4 respectively

- Financial Accounting now becomes a 10 credit, year-long module. It replaces Financial Accounting 1 and 2

- Business Law moved from Semester 1 to Semester 3

- Company Law Moved from Semester 2 to Semester 4

- Research and Writing Skills revised to include industry feedback.

<u>Stage 3</u>

- Strategic Financial Management introduced as a 10 credit, year-long module. It replaces Financial Management (Semester5) and Strategic Financial Management (Semester 6)

- Corporate Reporting and Accountability now becomes a 10 credit, year-long module.

3.8.4.3 MA in Accounting

- Induction module detailed to include one week multidisciplinary Business Simulation

- All modules updated and presented on Coursebuilder

3.8.4.4 Bachelor of Business (Hons) in Marketing

Offering of 3 electives in each of semesters 1 to 4, and 7 & 8

Semester 1: French, Business English, Essential Office Applications.
Semester 2: French, Business English, On-line PR
Semester 3: French, Business English, Consumer Psychology for Marketing
Semester 4: French, Business English, Quantitative Techniques
Semesters 5 & 6 is spent with one our overseas partners
Semester 7: French, Business English, Digital Marketing
Semester 8: French, Business English, Doing Business in Emerging Markets
The English elective is specifically designed for learners who do not have English as their "mother" tongue. Offering this elective will enable such learners to more completely engage with the other modules and learners as they progress through this Programme.

- The creation of 4 new 10 ECTS full-year modules enabling a greater range of learning activities to be experienced by learners, as well as creating greater flexibility in delivery.

Stage 1: Accounting for Business, Research & Communication Skills.
Stage 2: Innovative Marketing Process & Planning, Sales & MarCom Management

- An emphasis is placed on the delivery and assessment process within each module to better reflect the changing world in which graduates exist and work and the changes taking place within marketing itself.

- Dundalk Institute of Technologys' Strategic Plan, incorporating the triple helix of Sustainability, Enterprise and Internationalisation is "taken on board" and fully integrated throughout this Marketing Programme.

- A greater emphasis on linking the learner experience with the world of commerce. This is evidenced through projects being undertaken for "live/real" client enterprises, as well as greater levels of activity with overseas partners, where learners undertake EU and Global Projects.

- All modules have been reviewed and updated on AKARI

3.8.4.5 Bachelor of Business Studies (Hons)

- Strategic Management now becomes a 10 credit, year-long module.
- The European Union along with EU Law & Business are merged into a 10 credit, year-long module called European Law & Business.
- A new module entitled Digital Marketing replaces Electronic Commerce in Semester 1.
- Digital Media Authoring replaces Internet Authoring.
- Multimedia Project replaces Decision Support Systems.
- English is added as an elective to both Semesters.

3.8.4.6 Bachelor of Business (Hons)

Stage 1

- Quantitative Techniques now becomes a 10 credit, year-long module

- Management and Marketing combined to create a 10 credit, year-long module

- Communication Skills is changed to Communication Skills for the Workplace and encompasses feedback from Industry Forum

- Research and Writing Skills updated to include industry feedback

Stage 2

- HRM and Employee Relations becomes a 10 credit, year-long module

- Organisational Behaviour in an Intercultural Context introduced as a 10 credit, year-long module

- Active Market Research now and elective in Semester 3 (was in Semester 4)

- SCM Stores and Warehousing now an elective in Semester 4

Stage 3

- Strategic Management introduced as a 10 credit, year-long module

- European Law and Business now becomes a 10 credit, year-long module

- Digital Media Authoring replaces Internet Authoring in Semester 5

- Multimedia Project replaces Decision Support Systems

- Operations Management now a subject in Semester 5

CHAPTER 4

Review of

Department of Humanities

4.0   Introduction

The Department of Humanities has twenty one academic members of staff, including one Senior Lecturer, and, one administrator. Dr David Getty is the Head of Department. It offers programmes in Social Care, Performing Arts, Digital Humanities, Sport, Exercise and Enterprise and Youth Work which also has professional accreditation. The Department also hosts the Humanities and Social Science Research Centre which has a number of research themes in Social Policy, Social Enterprise and Culture and Heritage. Staff within the Centre have also supervised research students to PhD and Masters level. The Department is also actively engaged with the community on a number of levels including student placements and project work and is keen to develop this further.

4.1 Review of Access, Transfer & Progression

4.1.1 Review of Access

The Department of Humanities has grown by 10% since the 2008 Programmatic Review and this represents a positive performance when one considers it lost one of its key programmes, the BA (Hons) in Video and Film, as result of School restructuring in 2010. This took 108 students out of the School.

Table 4.1   First Year Enrolment by Programme

Programme	07/08	08/09	09/10	10/11	11/12	12/13
Cert.in Bus Eng. Lang. & WS&C	30	45	35	30	60	30
BA in Applied Social Care	36	38	34	36	36	36
BA in Comm. Sports Leadership	42	47	43	36	36	31
BA in Applied Cultural Studies	27	38	40	0	0	0
BA in Humanities	0	0	0	23	41	32
BA in Community Youth Work	0	0	0	23	27	29
BA in Performing Arts	0	0	8	0	11	10
BA in Video & Film	30	37	37	0	0	0
Total	**205**	**205**	**197**	**168**	**311**	**168**

Table 4.1 shows the first year enrolments by programme and whilst there are slight fluctuations in relation to a number of programmes the overall pattern remains encouraging with the numbers on the Social care and Community Youth Work programmes remaining constant. It is worth noting that the BA in Applied Cultural Studies programme was replaced by the BA Digital Humanities in 2010/2011 and the BA in Video and Film was transferred

from the Department in 2010/2011. As demand for the Community Sports Leadership programme has diminished it will be replaced by a new course in Sport, Business and Enterprise. The Cert. in Business English Language, Western Society and Culture is for non-European students, mostly Chinese with the numbers for 11/12 increasing with the addition of Omani students.

4.1.1.2   Student Numbers 2008 to 2012

Table 4.2: 2010/2011 BA & BA (Hons) In Video & Film, 108 students transferred to School of Informatics & CA

Dept./Section	2007/8	2008/9	2009/10	2010/11	2011/12	Change	% Change
Humanities	438	527	534	388 *	480	42	+ 10%

Table 4.2 shows the overall admission figures with a 10% increase in numbers in spite of 108 students transferring to the School of Informatics and Creative Arts

4.1.2.1 First Year Intake

Table 4.3: Bachelor of Arts (Hons) in Social Care

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008									27
2008/2009									18
2009/2010									32
2010/2011			2	22	10				34
2011/2012	2		3	19	9			3	36
2012/2013			5	20	9			2	36
Total	2		10	61	28			5	183

Table 4.3 shows that the majority of students on the Social Care programme are entering with Leaving Certificates. With regards to other entry routes mature students are in the majority. The number of students from Northern Ireland is disappointing but this is a reflection of the situation within the College generally.

Table 4.4: Bachelor of Arts in Community Youth Work

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	NI	Total
2007/2008									
2008/2009									
2009/2010									
2010/2011			15	3	6				24
2011/2012	1		15	2	9				27
2012/2013	1	2	16		11			1	31
Total	2	2	46	5	26			1	82

The Community Youth Work Programme is relatively new with Table 4.4 showing that the majority of entrants are accessing it with FETAC qualifications with strong mature representation. This may be due what is perceived to be its strong vocational community based focus.

Table 4.5: Bachelor of Arts in Performing Arts (Acting)

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Audition	NI	Total
2007/2008									
2008/2009									
2009/2010		1					9		10
2010/2011									-
2011/2012							11		11
2012/2013							10		10
Total		1					30		**31**

The Performing Arts programme is a highly specialised course with entry based on an audition (see Table 4.5).

Table 4.6: Bachelor of Arts (Hons) in Digital Humanities

Stage	2010	2011	2012
Stage 1	23	41	32
Stage 2		31	37
Award			27
Total	**21**	**70**	**96**

Demand for programmes within the Department remains generally strong with the BA (Hons) Social Care being particularly popular. The Programme Board has been deliberate in limiting the first year intake to around the mid-thirties as it feels, given the nature of the programme, this is the optimum number. It also means that quality placements can be offered to all students on the programme,

The Community Youth Work programme is relatively new and carries professional endorsement from the North South Education and Training Standards Committee for Youth Work. Because of this and increased marketing the Department is confident that the first year intake will increase but also feels that, as is the case with Social Care, this should be limited in order to ensure access to quality placements.

The BA in Performing Arts is a specialised programme with an emphasis on performance and acting and so the intake will always be limited. Recruitment is on a biennial basis with applicants having to audition.

Demand for the Community Sports Leadership has remained relatively strong over the past few years. In recent years student intake decreased slightly, perhaps due, in part, to the new BA in Community Youth Work which welcomed its first cohort of students in 2010. It is envisaged that, with a new name and focus, Sport, Exercise and Enterprise, demand will increase. In recent years we have welcomed students possessing FETAC Level 6 awards into Year 2 of the degree programme. These students have completed a Sport and Recreation programme with merit/distinction profiles. We work closely with the colleges (NEFHEA) to ensure that there is some match between the modules they teach and the modules we offer

in Year 1. We also expect student admissions from these FETAC programmes to grow in the coming years.

The BA (Hons) Digital Humanities replaced the BA Cultural Studies programme with the first intake of students being in 2010. Demand has varied and the Department, through the Programme Director, has increased its focus on marketing the programme and careers Advisors within the college catchment area have indicated their strong support for it.

4.1.2 Review of Progression

Student Pass and Retention Rates

The following tables show the pass rates and retention rates for Department of Humanities programmes over the period of the review. It is important to note that the exam pass and retention rates exclude all students who did not pass the exams at that sitting, including those who deferred due to health or family circumstances, and therefore these figures may slightly underestimate student performance.

Table 4.7: Bachelor of Arts (Hons) in Social Care

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered				34	37	71
	Number sat Exams				33	36	69
	Number Passed				29	35	64
	Pass Rate %				88%	97%	93%
	Retention Rate %				85%	95%	90%
Year Two	Number Registered					28	28
	Number sat Exams					27	27
	Number Passed					27	27
	Pass Rate %					100%	100%
	Retention Rate %					96%	96%
Year Three	Number Registered						
	Number sat						

Year	Detail						
	Exams						
	Number Passed						
	Pass Rate %						
	Retention Rate %						
Year Four	Number Registered	27	18	32	34	29	140
	Number sat Exams	25	15	31	32	26	129
	Number Passed	25	14	28	30	22	119
	Pass Rate %	100%	93%	90%	94%	85%	92%
	Retention Rate %	93%	78%	88%	88%	76%	85%

Table 4.7 shows consistently high pass and retention rates in Social Care. Assessment is a combination of both 100% coursework and, coursework and end of year exams with the figures for exam pass rates being strong. There are a number of possible explanations for this as discussed in the following pages.

Table 4.8: Bachelor of Arts in Community Youth Work

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered				24	27	51
	Number sat Exams				24	27	51
	Number Passed				22	25	47
	Pass Rate %				92%	93%	92%
	Retention Rate %				92%	93%	92%
Year Two	Number Registered					19	19
	Number sat Exams					19	19
	Number Passed					18	18
	Pass Rate %					95%	95%
	Retention Rate %					95%	95%
Year Three	Number						

Year	Detail						
	Registered						
	Number sat Exams						
	Number Passed						
	Pass Rate %						
	Retention Rate %						

Table 4.8 again shows high retention and pass rates for the Community Youth Work programme and reflects the fact that the students on this programme are very focussed on their learning and career path.

Table 4.9: Bachelor of Arts (Hons) in Cultural Studies

Year	Detail	2007	2008	2009	2010	2011	Total
Year Four	Number Registered	14	12	14	13	13	66
	Number sat Exams	13	12	14	10	13	62
	Number Passed	13	11	12	10	13	59
	Pass Rate %	100%	92%	86%	100%	100%	95%
	Retention Rate %	93%	92%	86%	77%	100%	89%

As with all programmes within the Department of Humanities assessment on the Cultural Studies course includes a number of creative and progressive techniques. This is reflected in consistently high levels of pass and retention rates (see Table 4.9) and as with other programmes within the Department there are a number of potential explanations for this. These are discussed in the following pages.

Table 4.10: Bachelor of Arts in Performing Arts (Acting)

Year	Detail	2007	2009	2010	2011	Total
First Year	Number Registered		10		11	21
	Number sat Exams		9		10	19
	Number Passed		8		8	16
	Pass Rate %		89%		80%	84%
	Retention Rate %		80%		73%	76%
Year Two	Number			8		8

	Registered					
	Number sat Exams			8		8
	Number Passed			8		8
	Pass Rate %			100%		100%
	Retention Rate %			100%		100%
Year Three	Number Registered				8	8
	Number sat Exams				8	8
	Number Passed				6	6
	Pass Rate %				75%	75%
	Retention Rate %				75%	75%

The Performing Arts programme is highly specialised with a small number of students and this has contributed to what are consistently high levels of pass and retention rates throughout the stages although it should be noted that there is a slight decrease in Year 3. This reflects the increased demands of the final year (see Table 4.10).

Overall Humanities programmes generally have high progression rates ranging from the low 80s to the high 90s. There are a number of possible explanations for this:

- Generally the students are high points entrants

- Smaller class sizes

- Strong representation of mature students who are very motivated

- Programmes that encourages hands-on, real world experience that increases student motivation

- Work placements.

- The programmes have clear career paths and as such have a very definite focus

Also, retention and progression has received an increased focus through the following initiatives:

- **Induction programme.**

We operate an induction week for 1st years and an induction day for 2nd year entrants. The purpose of this process is to generate a sense of 'team' within the courses and a sense of belonging to the department and college.

- **Programme Directors and Stage Convenors.**

Since September 2011, academic staff members have taken on the role of Programme Directors and Stage Convenors. This has been instrumental in providing a 'go to' person for students with issues relating to their studies. One to one meetings are scheduled early in semester 1 with students who may be struggling to adapt the programme. The lecturers in the Department of Humanities also operate an 'open door' policy and encourage students to come with any problems they may experience.

- **Mentoring.**

We encourage mentoring of 1st year students by 2nd, 3rd and 4th year students and this provides year 1 entrants with an open and honest assessment of the potential challenges that they may face in the forthcoming academic year and a helping hand should they need advice.

- **Programme Identity**

In the sports programmes students are given the opportunity to purchase programme clothing that helps them 'feel part' of a team, the Department and of DkIT.

- The Department also works closely with the centre for Learning and Teaching offering one to one sessions and making tutorial sessions available for those students seeking further guidance.

Award Classifications and Number of Graduates per Programme

Table 4.11: Bachelor of Arts (Hons) in Social Care

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007		5	6	14		25
2008			5	7	2	14
2009			11	14	3	28
2010		1	10	17	2	30
2011			2	17	3	22
Total		6	34	69	10	119

Table 4.11 shows that the overall majority of students on the Social Care programme are within the 1:1 and 2:1 classifications reflecting the academic strengths of the students and features of the programme as discussed in the previous pages.

Table 4.12: Bachelor of Arts (Hons) in Cultural Studies

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007			4	9		13
2008		1	3	6	1	11
2009		3	2	6	1	12
2010			4	6		10
2011			3	9	1	13
Total		**4**	**16**	**36**	**3**	**59**

The majority of students on the Cultural Studies programme have fallen within the 2:1 and 2:2 award classifications and this reflects the overall trend within the Department (see Table 4.12).

Table 4.13: Bachelor of Arts in Performing Arts (Acting)

Year	Other	Pass	2.2	2.1	1.1	Total Graduates
2007						
2008						
2009						
2010						
2011		1	2	3		6
Total		**1**	**2**	**3**		**6**

Table 4.13 shows the numbers graduating from the Performing Arts programme for 2011 and whilst the majority are within the Merit 1 classification there is a spread across the range.

Table 4.14: Bachelor of Arts in Community Sports Leadership

Grade	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Number	%	Number	%	Number	%	Number	%	Number	%
Dist	1	5	1	4	0	0	3	8	3	9
M1	5	26	18	67	12	38	10	26	10	29
M2	10	53	7	26	13	40	16	42	16	47
Pass	3	16	0	0	5	16	3	8	0	0

Table 4.14 shows that 41% of students obtained either a Distinction or Merit 1 and with high rates of completion in award year (94%) over the past 5 years this suggests that students have engaged with their learning and the programme

Table 4.15: Bachelor of Arts (Hons) Community Sports Leadership

Grade	2007		2008		2009		2010		2011	
	Number	%	Number	%	Number	%	Number	%	Number	%
H1	0	0	1	6	1	6	0	0	1	4
2:1	4	11	5	28	3	11	2	6	2	8
2:2	17	49	7	39	11	40	16	52	10	38
Pass	4	11	2	11	5	18	5	16	4	15

Table 4.15 shows a significant variation in the award distribution at award level. H1 awards are low and range from 0% to 6%. H 2:1 range from 8% to 28% while the 2:2 classification varies from 38% to 52%

In recent years faculty members have worked closely with the Centre for Learning and Teaching (CELT) to make students aware of research workshops that are on offer. It is envisaged that this, along with close liaising/mentoring of the group, and the support of programme directors and stage convenors, should ensure a stronger performance.

Progression

The rates are calculated by expressing the number of learners who achieved a pass or better as a percentage of the total number of students who sat the examinations. Learners who withdrew, left the programme without giving notice or who deferred are not taken into account in the calculation of retention rates. Overall progression and the distribution of grades is very encouraging and shows that the majority of students are achieving awards in the 2:2 and 2:1 bands. This suggests students have fully engaged with their programmes and demonstrates a high level of commitment and enthusiasm for study. Student feedback on their learning experience has also been very positive and makes reference to the commitment of their lecturing staff.

The figures also suggest that those initiatives referred to above in relation to improving retention and progression have had an overall impact in terms strengthening performance generally within the Department.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) involves awarding the student recognition in the form of admission to a programme, credits, exemptions or an award for prior learning. The prior learning can be certified or experiential (non-certified).

Transfer

Applicants wishing to transfer onto programmes will usually have gained a Higher Education qualification or will have successfully completed at least part of a related programme. Standard applications will present a qualification recognised by the National Qualifications Authority of Ireland (NQAI) at an appropriate level on the National Framework of Qualifications (NFQ). Non–standard applicants must present equivalent Higher Education awards, i.e. those that have the necessary number of ECTS credits and/or appropriate learning outcomes.

4.2   Review of Learner Profile & Target Learner Groups

CAO Points for Standard Entrants

Table 4.16: Bachelor of Arts (Hons) in Social Care

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008						
2008/2009						
2009/2010						
2010/2011			20	2	22	330
2011/2012			18	1	19	335
2012/2013			18	2	20	345

Table 4.16 shows that since 2010 there has been a slight increase in the points for admission on to the programme. This may be a reflection of the high demand for it with applicants being in the higher points bracket.

Table 4.17: Bachelor of Arts in Community Youth Work

Year	<200	200-299	300-399	400+	Total	Final Points
2007/2008						
2008/2009						
2009/2010						
2010/2011		1	2		3	285
2011/2012			2		2	300
2012/2013					0	300

There has also been a slight increase in points for the Community Youth Work programme from its introduction in 2010 but it is worth noting that standard entrants account for only five of the total student intake (see Table 4.17). The majority of applicants are therefore coming from non-standard backgrounds, for example B.Tech, Access programmes and mature student entry. This is possibly because of the vocational nature of the programme.

4.2.1 Access

DkIT has an Equal Access and Participation Policy, which was most recently revised in 2009. The Institute Access Office promotes access to the institute from groups that have traditionally been under-represented in third-level education including mature students and those from various other access programmes (e.g. Access 21).

Access within the department is via:

- CAO (Leaving Certificate, FETAC, Mature, UK – GCE exams)
- Direct Entry (years 2,3,4,5 of full-time programmes and all LLL programmes)
- Advanced entry from students with FETAC level 6 awards
- RPL (Recognition of Prior Learning)
- ACCS (Accumulation of Credits and Certification of Subjects)

Access Office and Mature Applicants

The School works very closely with the Access office whose role is to promote access to the institute to groups that have traditionally been under-represented in third-level

education including mature students, students from a background of socio-economic disadvantage and those from the traveller community.

DkIT is committed to ensuring that the number of mature students enrolled on courses continues to grow. In some cases where demand exceeds availability of places (e.g. BA(Hons) Social Care), shortlisting of applicants also occurs.

 Study Skills sessions are offered to mature students every academic year and a specially designed orientation session is offered to incoming mature students at the beginning of every academic year.

Entry to courses requires that all mature applicants attend DkIT in person for interview. The interview format and procedure is at the discretion of the relevant department and may be particular to that department and/or individual courses. Entry to some courses may require a short written test in addition to an interview. Transparency and fairness are guiding principles in terms of how these interviews are conducted. Each department uses a scoring mechanism for evaluating mature applicants at interview.

Interviews of mature applicants are conducted by academic members of staff only. Mature entry to any year of a course other than first year is at the discretion of the relevant Head of Department and is handled at department level (in conjunction with the Admissions Office).

The Access Office also co-ordinates information sessions for FETAC students in conjunction with the Department. As part of this process FETAC and mature students get the opportunity to visit the department and meet students and staff. The Head of Department and Programme Directors are also available to meet with potential applicants at any time during the academic year.

4.2.2 Students with Disabilities

The Disability and Student Quality Officer advocates on behalf of, and coordinates support to, any student with a physical, sensory, or specific learning difficulty, medical or mental health condition. The goal of the Disability and Student Quality Officer is to ensure that

disability does not hinder any student from reaching his/her full academic potential in a positive and inspiring environment. The Disability and Student Quality Officer is available to meet students as often as necessary, before entering DkIT, during the admissions/registration process and throughout the academic year.

Disclosure of disability is entirely discretionary. Those who disclose a disability/specific learning difficulty at application stage will be contacted by the Disability and Student Quality Officer and invited to visit the campus during the summer months to discuss any supports required. In cases where disclosure of disability/specific learning difficulty is made post-registration, there will be less time to put the necessary supports in place. Such late notification may also mean that it may be too late to obtain funding on behalf of the student.

The HEA provides funding for students with a disability / specific learning difficulty. DkIT will apply to this Fund on behalf of all students registered with the Disability and Student Quality Office, provided the student provides the required documentation by the applicable deadlines.

4.2.3 International Students

The department has placed emphasis on "internationalising" the educational experience for learners. This process commenced in the late 1980s when the School of Business and Humanities embraced the Erasmus (formally Socrates) project in 1988 with a small number of incoming and outgoing students. Today, the School boasts a very vibrant Erasmus community as well as a significant and growing student population from Asia. International student recruitment and coordination (Erasmus and non-Erasmus) is managed by the International Office at DkIT. International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate to better educational opportunities, has given particular impetus to the intensification of international linkages generally. The School sees itself as part of the global higher education system in the North-East of Ireland. It seeks to formulate links with other university level institutions internationally and to maximise the opportunities for its

students to access the global higher education system. Currently, all students in the School have the opportunity to spend some of their time in partner institutions in Europe and in other international sites. Where possible staff exchange programmes are used to complement this.

DkIT recognises that higher education in Ireland is part of an export industry, it sees the international market for undergraduate students as a valuable source of revenue both for the Institute and for the region. The School has 16% of its student body drawn from EU and non-EU countries making it one of the highest performers in the IOTI sector in international recruitment. We seek to grow our international student numbers and will continue to explore the development of further collaborative programmes with international partners. The Department of Humanities now has exchange students from France, Germany, Spain , Brazil and the USA studying on Social Care, Digital Humanities and Community Sports Leadership. It is continually looking to develop new exchange opportunities and has recently established an agreement with Satakunda University of Applied Science in Finland and Molloy College, New York.

As outlined, the School has been actively involved in the Erasmus programme for 25 years. The programme provides exchange opportunities within EU member states in respect of Student Mobility; Student Internships; Staff Teaching Assignments and Staff Training Assignments. DkIT was awarded the Erasmus University Charter for the years 2007 – 2013, which ensures high standards of organization of student and staff mobility.   The International Office works closely with students going abroad and in-bound students to DkIT, to make the experience as rewarding and positive as possible.   The School currently has bilateral exchange agreements with 45 partner colleges across the EU. All partners are holders of the requisite Erasmus University Charter, and are drawn mainly from Universities of Applied Sciences and some Universities. DkIT also has a number of strategic partnerships established with a number of Universities outside of Europe including Asia and the US. The total number of in-coming international students to the School for the academic year 2011/2012 is outlined within the table below.

Table 4.2: **International Student Intake 2011/2012**

NATIONALITY	BUSINESS	PR	HUMANITIES (includes Fdt. ENGLISH, CSL & Social Care)	HOSPITALITY	TOTAL
CHINESE	84		40	46	170
INDIAN	2				2
MALAYSIAN	2		12	2	16
NIGERIAN	1				1
NEPALESE			1		1
OMANI			7		7
SINGAPOREAN*	5				5
TOTALS	94		60	48	202
ERASMUS Exchange					
German	25	6	1	7	39
Spain	3	3		2	8
Bulgaria	3				3
Finland	5			1	6
France	26		4	5	35
Netherlands	6				6
Denmark	2				2
Estonia	1				1
Portugal	1				1
Sweden	1				1
America	1				1
TOTALS	74	9	5	15	103

4.2.4 Support for Learners

In higher education toady it is essential that we focus on serving the needs and aspirations of all learners, learners who increasingly engage with us from a diversity of backgrounds, prior experience and learning styles. It is well established that only well informed and effectively supported learners will flourish, progress and succeed on their programme of study. DkIT has introduced a number of initiatives in the last number of years to provide support for all its learners, including the opening of the Student Learning and Development Centre, the appointment of Programme directors to all programmes,

First Year Convenors for all first programmes, Stage Conveners to each other stage of a programme.

The Student Learning and Development Centre was established by the Executive Board in January 2009. The Centre works under the umbrella of the Centre for Learning & Teaching (CELT) helps to build confidence and self-esteem, especially when mitigating circumstances arise, and be a catalyst for those who are involved in different aspects of student support to work together on a student's behalf.

The type of support provided depends, primarily, on individual or group needs. Essentially, it consists of individual consultations with a learning skills adviser or small group consultations where student needs are common. Workshops are offered to all students, undergraduate and postgraduate alike, on a range of academic and study-related skills such as:

- o How to study
- o Effective note taking
- o Basic essay writing
- o ICT Skills
- o Referencing and Plagiarism
- o Report writing
- o Presentation skills
- o Examination techniques

The Centre is a space where students feel comfortable about raising issues that may help them study or learn more effectively.

Learners are also supported by First Year Convenors, Stage Convenors and Programme directors whose roles and responsibilities have been outlined in the chapter on Quality Assurance.

4.2.5 Student Services

The aim of DkIT Student Services is to increase student retention, widen participation, develop the first-year student experience and provide support services to all DkIT full-time

students. Student Services strives to enhance the individual student experience by providing a range of professional, accessible, student focused non-academic supports and comprises the following:

- Access
- Careers
- Chaplaincy
- Counselling
- Disability and Student Quality
- Health
- Sports and Societies

Access – The Access Office promotes access to the Institute and co-ordinates support for groups that are under-represented in third-level education. These groups include students from a background of socio-economic disadvantage, mature students, students from the traveller community and ethnic minorities, etc.

Careers – The Careers Service supports all students and recent graduates of the Institute in exploring their career interests in evaluating and assessing their career opportunities and in effectively implementing their career or further study. Also, a dedicated careers officer is available to support the students on Springboard programmes.

Chaplaincy- The primary function of the chaplaincy is to offer pastoral care to students and staff and to foster and support initiatives that contribute to the holistic development of the DkIT community regardless of religion.

Counselling - The counselling service offers one-to-one counselling sessions, group counselling and workshops to students. The kinds of issues students often look for help with include: isolation, relationship difficulties, depression, bereavement, study problems including group work, concentration difficulties.

Disability and Student Quality – This service provides supports and advocates on behalf of any student with a physical, sensory or learning difficulty, or has a mental health condition that interferes with the learning process.

Health - The Health Unit provides an holistic approach to all areas of student health. To service provides on-going health promotion on a one-to-one basis in the health unit with each individual student.

Sport & Societies - This office offers a wide range of student based activities and assists students with the set-up, organization and running of Sports Clubs and Societies and recreational activities within the Institute.

International Office - A Chinese speaking pastoral care administrator is employed to help students with day-to-day issues. Also, Erasmus students have a dedicated person who is based in the International office.

4.2.6 Life Long Learning

In response to labour market demands the department is conscious of the need to deliver more flexible and part-time learning programmes and will be embarking on a process to meet current demand. At present it offers a number of Social Care modules on a part-time basis through the Life Long Learning Centre and will be looking to expand this. The Department will also be looking at developing more online programmes in order to facilitate a more flexible learning approach.

4.3　Review of Resources – Human and Physical

Current Staff of the Department

Head of Dept of Humanities

Dr David Getty

Academic Staff (21)

Dr Conor Brady	Orna Crinion
David Cranny	Attracta Coleman
Michael Mc Corry	Katherina Nugent
Dr Fiona Fearon	Gavin O'Donoghue
Dr Kevin Howard	Mark Fearon
Bobby Mc Cormack	Dr Martin Maguire
Patricia Rahill	Dr Annaleigh Margey
Louisa Goss	<u>Administrator</u>
Carol Mc Gowan	Eileen Quinn
Conor Mc Kevitt	
John O'Brien	
Dr Aoileann Ni Eigeartaigh	
Eileen Murphy	
Dr Colette Dalikeni	

4.3.1 Staff Professional Development

The primary role of the Institute as defined in the Strategic Plan is to provide a diversity of programmes relevant to the educational and economic needs of the region, delivered in a supportive environment of inclusiveness, trust and ownership amongst all its members. It aims to *enhance the professionalism of all its members in a supportive, inclusive and productive environment.*

It is recognised that the Institute's vision as stated in the Strategic Plan will be achieved more effectively if its employees are fulfilled in their work. The Institute believes that all employees, academic and non-academic, are its single most important asset. It is therefore

felt that the aim of any Staff Education Training and Development Plan is to ensure that the Institute is a well-motivated organisation in which all employees are respected, enjoy their jobs and obtain fulfilment. To this end priority is assigned to the development of the necessary Academic, Professional and Technical Qualifications / Skills required to discharge the range of duties attached to each particular post.

Underpinning the realisation of such a vision is a series of funded and targeted training and development strategies dedicated to inducting, developing, resourcing and facilitating staff to implement quality assurance systems and supports in teaching, research, consultancy, development, administration, technical and other support services.

While the Institute endeavours to provide and assist employees to achieve these objectives, the primary responsibility for self-development and career development rests with each individual. The Institute, in as far as possible, provides the support, guidance and encouragement to each employee in this regard.

Career development is not solely concerned with promotion and progression through more senior positions. It incorporates movement between jobs of equal or higher grades and the increased knowledge, skills and experience that accrue as a result of such movement. Career development also involves enhancing existing skills and competencies so as to assist staff in achieving expected performance standards.

Career Planning is a joint activity between the individual and his/her Head of School/Department/Function. In order to enable employees make more informed decisions about their career, the Institute keeps all employees informed of known future direction. The aspirations of individuals are accommodated as much as possible within the strategic objectives of the Institute. The Institute ensure that it provides all staff with equal access to training and development resources.

Staff development includes enabling staff to:

- Pursue further/advanced qualifications
- Attend seminars and conferences to acquire further qualifications
- Attend seminars and conferences to update their subject knowledge base

- Attend seminars and conferences to support the delivery of new or restructured courses

4.3.2 Staff Qualifications

Table 20 shows the breakdown of academic staff by qualification. 14% of staff have a Level 10 qualification with 74% with a Level 9 and 11% hold a level 8 qualification.

Academic Staff Qualifications

Department	Below Level 9	Level 9	Level 10
Humanities		13	8

Two members of staff are studying for their doctorates at the University of Ulster and University College Dublin. Two more staff members are writing a proposal for a doctorate.

The School acknowledges that new educational theories and learning methods have changed the learning environment within which we work. The School is dedicated to embracing and promoting such positive change and staff development in relation to teaching is critical to this. Staff are therefore encouraged to pursue continuing professional development relevant to our changing environment. Over the last three years staff have also attended the following seminars and workshops:

- Bloom's Taxonomy, Levels and Appropriate Verbs
- Learning Outcomes
- Learning Outcomes and Student Focuses Learning and Teaching
- Academic writing Skills
- Threshold concepts and Troublesome Knowledge
- Teaching Styles
- Multiple Intelligences
- 30 Commonly Found Weaknesses
- 25 Ways to Teach without Talking
- Assessment and Feedback
- Transforming Assessment and Feedback
- Encouraging Motivation and Active Learning
- Group work

- Assessment and Retention

- Making Learning Happen through Assessment

- Learning Styles and Multiple Intelligences

- Teaching for Understanding

- The First Year Experience and Retention

- Aligning Teaching and Assessment to Course Objectives

- Everything You Need to Know about Learning Outcomes

- Improving Students Learning

- Effective Research Supervision

- Examining Research Theses

- Research Prioritisation

- Presenting Research

- Research Writing

- Child Protection Training

- Plagiarism

Other professional development courses being taken and qualifications gained include:

- M.Sc in Teaching English to Speakers of Other Languages, Queens University, Belfast

- Postgraduate Diploma in Adult Guidance and Counselling, NUI, Maynooth

- Masters in Systemic Family Therapy – Clonwilliam Institute

- Higher Certificate in Children and Loss – Royal College of Surgeons

4.4   Physical Resources Humanities

4.4.1 Overview of Physical Resources

The Department of Humanities teaching activities are predominantly located on the ground and first floors of the South Block and Faulkner Building (Multi-Purpose centre, Conference Centre and Hospitality Studies Section)

Office accommodation for the twenty one members of staff is located in the South Block.

Teaching facilities include tiered lecture theatres, classrooms, conference halls, Pc laboratories and meeting rooms.

Table 4.3:Teaching Accommodation in the School of Business Studies and Humanities

Room Number	Description	Capacity
H 203	Flat Classroom	20
H216	Flat Classroom	45
H217	Flat Classroom	30
H219	Flat Classroom	40
H220	Flat Classroom	30
S123	Computing Lab	20
S128	Flat Classroom	30
S129	Tiered Classroom	70
S136	Tiered Classroom	71
S141	Tiered Classroom	60
S142	Tiered Classroom	120
S144	Tiered Classroom	96
S146	Tutorial Room	10
S148	Black Box Studio	33
S208	Computer Lab	20
S209	Language Lab	20
S212	Computer Lab	20

S213	Computer Lab	20
S214	Computer Lab	20
S215	Tiered Classroom	60
S216	Flat Classroom	30
S217	Tiered Classroom	60
S221	Computer Lab	20
S223	Computer Lab	20
S224	Computer Lab	20
S230	Flat Classroom	20
S234	Flat Classroom	45
S237	Flat Classroom	20
S238	Flat Classroom	36
S241	Tiered Classroom	60
S242	Tiered Classroom	54
S243	Flat Classroom	42
S244	Flat Classroom	30
S245	Flat Classroom	20
S246	Flat Classroom	36
S247	Flat Classroom	45
S249	Flat Classroom	32
L153	Whittaker Theatre	210
F172	Conference Centre	130
F186	Multi- Purpose Centre	300

IT and AV Hardware in the School of Business and Humanities

Room Number	PC	Printer	OHP	LCD	Other	Description
H 203	1		1	1	DVD/VCR	Flat Classroom
H216	1		1	1		Flat Classroom
H217	1		1	1		Flat Classroom
H219	1		1	1		Flat Classroom
H220	1		1	1	DVD/VCR	Flat Classroom
H221	1		1	1		Accommodation Training
S123	20	1		1		Computing Lab
S128	1		1	1		Flat Classroom
S129	1		1	1	DVD/VCR	Tiered Classroom
S136	1		1	1	DVD/VCR	Tiered Classroom
S141	1		1	1	DVD/VCR	Tiered Classroom
S142	1		1			Tiered Classroom
S144	1		1	1		Tiered Classroom
S146						Tutorial Room
S148						Black Box Studio
S208	20	1		1		Computer Lab
S209	20			1		Language Lab
S212	20	1		1		Computer Lab
S213	20	1		1		Computer Lab
S214	20	1		1		Computer Lab
S215	1		1	1		Tiered Classroom
S216	1		1	1		Flat Classroom
S217	1		1	1		Tiered Classroom
S221	20	1		1		Computer Lab

S223	20	1		1		Computer Lab
S224	20	1		1		Computer Lab
S230	1		1	1	V/Conference	Flat Classroom
S234	1		1	1	DVD/VCR	Flat Classroom
S237				1		Flat Classroom
S238	1		1	1		Flat Classroom
S241	1		1	1	DVD/VCR	Tiered Classroom
S242	1		1	1	DVD/VCR	Tiered Classroom
S243	1		1	1	DVD/VCR	Flat Classroom
S244	1		1			Flat Classroom
S245	1			1		Flat Classroom
S246	1		1	1		Flat Classroom
S247	1		1	1		Flat Classroom
S249	1		1	1		Flat Classroom
L153	1		1	1	DVD/VCR	Whittaker Theatre
F172	1		1	1	DVD/VCR	Conference Centre
F186				1		Multi- Purpose Centre

Information Technology Equipment

The following three categories of information technology equipment are used within the School:

1. Lecture Room Equipment
2. Support Equipment
3. Computer Laboratory Equipment

Lecture Room Equipment

The equipment used in the lecture rooms has a number of components. Generally, there is a PC housed in the lecturer's desk, accompanied by a DVD or VHS player, sound facilities, LCD projector and OHP unit. There are 15 rooms which have all facilities, with varied levels of provision in the remaining rooms. The integrated control of technology equipment is available in 9 rooms through the installation of Extron switch controllers and the intention is to roll out this system to further rooms when budget provision allows. To facilitate teaching in rooms which currently do not have all facilities, the School provides four laptops, two portable LCD projectors and three mobile DVD/VHS units which can be booked in advance by lecturers.

Lecture Room Computers

There are 30 Lecture room computers, as illustrated in Table 9.

Lecture Room Computers

Number	PC Make & Model	Installation Date
28	Dell Optiplex GX620	2005/2006
1	Dell Optiplex 745	2007
1	HP 6200	2012

Updating lecture room computers is an on-going requirement, with replacements scheduled when computers are 8-9 years old.

LCD Projectors

There are currently 36 LCD projectors in use within the school .Installation dates range from 2002 up until 2012, with approximately 3-4 units replaced annually. The replacement criterion is based on projector performance, with deterioration in image quality the primary basis for replacement.

Technical Support

The School has two technicians responsible for maintaining classroom equipment and providing backup to teaching staff in relation to technology equipment. These technicians are available during all timetabled teaching hours and have office locations in the South Block.

Support Equipment

Each member of staff within the School is provided with a computer. Currently there are approximately 115 staff computers in use within the School, supporting both teaching and administration activities. Installation dates range from 2003 to 2012 and as with the lecture room computers, replacements are scheduled when computers are 8-9 years old. Each office has a shared laser printer, with a number also having access to colour printing.

Office Computers

Number	PC Make & Model	Installation Date
15-20	HP	2010-2012
65-75	Dell Optiplex GX620,745,755,760	2005-2009
15-20	Dell Optiplex GX260,270,280	2003-2005

Computer Laboratory Equipment

The School has seven computer labs and one language lab. Each lab has 20 PCs, with Pentium 4 the minimum PC specification. Regular updating of laboratory computers is critical due to the high performance requirements of computers within this teaching environment, particularly when multimedia applications are in use. Consequently, the replacement interval for lab computers is shorter than for either lecture room or office computers, with replacements scheduled when computers are 7-8 years old.

Laboratory Computers

Lab Room	PC Make & Model	Installation Date
S208	Dell Vostro 200	2008
S209 (Lang lab)	Dell Optiplex 745	2007
S212	HP 6200	2012

S213	Dell Vostro 200	2008
S214	Dell Optiplex GX620	2005
S221	Dell Optiplex 755	2008
S223	Dell Optiplex 755	2008
S224	Dell Optiplex 745	2007
NE222	4	1

Laser printers are provided in three labs (S212, S214, S223), with a localised scanning unit also provided in S212. All lab computers are network linked to various pay printers around the Institute to facilitate student document printing.

Computer Applications

All lab and lecture room computers are connected to the Internet and Institute e-mail service via TCP/IP. They are also connected to Institute-wide file servers using Windows software. The applications running in each lab and lecture room are diverse, ranging from Microsoft Office products to Adobe Photoshop and other multimedia products. The language lab has Sanako software, a very specific language teaching application.

4.5 Physical Resources Needed for the Next 5 years

4.5.1 Office Accommodation

The Department is at full capacity with respect to office space. The condition of some of the office space is sub-standard and the space per occupant is insufficient with a number of multi-occupancy offices. This can have a negative impact on staff and create difficulties in relation to meeting students and confidentiality. Additional office space is required to accommodate these staff and any additional staff who may join the Department in the coming years.

The Department has no central spaces or rooms where either students or staff can congregate (e.g. central seating area or kitchen) and this restricts the opportunities for social interaction.

4.5.2 Teaching Space

Currently, all classrooms are in full use and some classes are being accommodated in the Nursing Building. There is a shortage of large classrooms to accommodate large class groups and of small classrooms with moveable furniture which would facilitate group work. In this review a common first year has been proposed for the Science programmes and currently there is not one large enough theatre available to accommodate these student numbers (i.e. 80 students). The Department has the potential to take in a number of additional students but classroom availability and staffing limitations renders this impossible. In addition the Department has no suitable tutorial rooms.

Most staff PCs are 'end-of-life' quality and a programme of phased provision is required. Currently there is no budgetary provision for the purchase of staff PCs in the School budget.

4.5.3 Refurbishment

A number of rooms currently occupied by the Department are in urgent need of refurbishment. These include staff offices and teaching rooms.

4.6 Quality Assurance

Introduction

Quality assurance procedures as currently operated in the School conform to Academic Council requirements and consist of a number of elements.

The quality mechanisms can be summarised under the following headings:

- **Programme Directors and Stage Convenors**
- The quality management of individual Programme stages carried out by the **Stage Board**.
- The quality management of programmes carried out by **Programme Board**.
- The formal representation of learners on a school basis within the **Student Representation Forum**
- **Graduate Survey**
- Further representation of staff and students occurs in the **Faculty Board.**
- Programme issues and concerns arising from the **Annual Programme Reports to Academic Council**
- Student feedback from the **Annual Student Surveys** and **Focus Groups**
- Feedback from other stakeholders, from business and community representatives through the **School Consultative and Advisory Committee.**
- Staff discussion and reflection at the **Annual School Forum.**
- **External Examiners.**

4.6.1. Programme Directors (PD) & Stage Convenors (SC)

The PD & SC roles were put in place in September 2011 in an attempt to address the following:

- First Year Retention and improved progression of students
- Enhancement of the First Year experience

- The recommendations of the last School Programmatic Review and Institutional Review which states that DkIT should *'appoint programme leaders/directors to ensure effective consideration of academic issues'*

The role of the Programme Director is:

- To co-ordinate the Programme Board and to liaise with all its members.
- To chair the Programme Board where required.
- To engage in the organisation, management and delivery of promotional activities relevant to the programme.
- To co-ordinate the production of and updating and distribution of the programme booklet.
- To assist the Head of School/Department/Section with the administration and organisation of meetings of Boards of Examiners and in the liaison with the external examiners.
- To co-ordinate the Continuous Assessment schedule for the programme.
- To assist in the preparation of annual Programme Board reports.

First Year Convenors have a co-ordinating role for First Year students. They ensure that the student experience is enhanced and support student learning. They assist in addressing first year retention issues. This is also an important pastoral role and the convenor is someone from whom the student may seek advice on academic matters that may be causing them concern. International research into the first year in college indicates that supports such as these are crucial in supporting students making the transition to third level.

The role includes the following:

- Co-ordination of the Orientation or Induction programme in the first week of Semester 1.

- Meeting and welcoming new students.

- Monitoring attendance and performance of students.

- Conducting meetings with the students and/or student representatives. Students may be met individually or in small groups as appropriate.

- Bring to the attention of Head of School/Head of Department/Section issues arising from the various liaison meetings that are held.

- To prepare and distribute the Continuous Assessment schedule for the Stage.

- Providing academic advice to students on progress or, for example, proposed change of course or change of module in consultation with the Head of School/Department/Section.

- Providing advice to students on options available when difficulties are encountered, for example the support options provided by the Student Learning and Development Centre/Student Services.

4.6.2 Stage Board

All lecturers for a stage are members of the Stage Board and the functions of the Stage Board are as follows:

- To allow the communication of current academic policy and its operation to members of the Stage Board from Academic Council, School or Department.

- To ensure that course management policies are implemented on that stage of the programme.

- To monitor and report on general course delivery issues and on student performance to Heads of School/Department/Section, relevant staff and to the Programme Board.

- To co-ordinate the on-going assessment of students during the stage and to review and evaluate the distribution and burden of course work and Continuous Assessment on the stage.

- To oversee agreed learner evaluation processes.

- To review the effectiveness of prior stages of the course and the achievement of the overall aims of the course.

4.6.3 Programme Board

A Programme Board is responsible for the quality management of a course or suite of courses, which together are deemed to constitute a programme of study. Membership of the Programme Board consists of all lecturers teaching on the programme and many programme boards have student representation.

The Chairperson of the Programme Board is the Head of Department/Section/Programme Director as appropriate. There are two meetings of the Programme Board in the first term to review the previous year's examination results and to monitor student progress and resource requirements. Other meetings are called as needed. Meetings can be called by the Chairperson or by a majority of the membership of the board.

The purpose of the Programme Board is to advise the Academic Council and the Head of School/Department/Section on issues relating to the quality management of the course and to make appropriate recommendations on issues within its remit. It reports on matters relating to the programme to the Academic Council. It represents the views of the academic staff teaching on the programme. Amongst the issues dealt with are:

- The delivery, relevance and effectiveness of programmes.
- The adherence to marks and standards throughout the programme.
- The implementation of Institute Policy on the programme.
- The operation of, and interrelation between, each stage of the course or programme.
- The evaluation of student feedback outcomes.
- The review of External Examiner reports.
- The operation of agreed quality assurance procedures.
- The changes to the programme schedules.

4.6.4 Student Representation Forum

Students are represented through a student representation forum. This forum is structured on a school basis. The function of the Student Representative Forum is to provide a mechanism by which students can bring to the attention of the academic staff and Heads of School/Department/Section issues relating to the programme and the Institute.

Membership consists of student representations from all programme stages. The forum meets once each academic year. Student representatives are invited using email and text messages in association with Students Union.

An extensive range of topics has been addressed at the Student forum as reflects the varied concerns of students. These include:

- The reason students chose DkIT and who/what influenced that choice.
- Students overall DkIT experience, quality of education, facilities, etc.
- Impact of part-time work on attendance and academic performance
- The quality of the induction process
- Assessment – CA, project work and final exams.
- Semesterisation
- Group work
- College calendar and Rag week
- Student Services
- Student engagement in the feedback process.
- Timetabling issues
- Timing of semester examinations

4.6.5 Annual Graduate Survey

The graduate survey seeks to ascertain:

- Whether graduates are working or taking further studies.
- The graduates' views on the quality of education received at DkIT

- How their studies at DkIT affected their career development and if it helped in securing suitable employment.
- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:
- 97% of the respondents describing their DkIT experience as being good to excellent.
- 59% are in employment
- 21% are taking further studies
- 17% are seeking employment
- 3% are unavailable for work
- 77% state that their academic qualification is relevant to their job
- 88% described the responsiveness of staff to student academic problems as good to excellent.
- 79% described online learning as good to excellent.

Special mention was given to the approachability of staff and the "personalised staff support" that was available to them. Facilities (parking) received some critical comment and the need to have work placement in all programmes was seen as desirable. Individual graduates identified modules that should be included and others that should be excluded from their programme. Graduates commented favourably on the opportunities provided to them to hone their teamwork, self-confidence, presentation and organisational skills. Negative comment was reserved for the lack of sufficient provision in their study for the development of time management skills and confidence building.

4.6.6 Faculty Board

The terms of reference of the Faculty Board is:
- To address academic and other issues brought up by academic staff through the Board members, and communicate decisions back to staff.
- To consider matters arising from the School's Programme Board meetings and formally represent those interests to Academic Council and/or Standing Committee on a regular basis.

- To drive the implementation of relevant elements of the current DkIT Strategic Plan.

- To monitor progress and drive the growth and development of both full-time and part-time programmes in the School.

- To promote effective student participation through student representation in the School.

The membership of the Faculty Board consists of:

- Head of School (Chair)
- Three Heads of Department, Head of Hospitality Section, Head of Lifelong Learning Section
- One representative from non-academic staff
- Elected staff representatives as follows:
    - Dept of Humanities **–** two representatives.
    - Dept of Business Studies – two representatives
    - Dept of Mgt & Financial Studies – two representatives
    - Hospitality Section – two representatives
    - Two members of Academic Council
    - Five student members to represent each year group and department including undergraduate, postgraduate and part-time programmes.

The Faculty Board meets twice per semester. Minutes are circulated to all members of staff within the School. The range of issues considered by the Faculty Board reflects the broad remit of the board. These include:

- School budget
- Continuous assessment policy and practice
- Programme development
- Student feedback
- Programmatic review
- Attendance Recording System
- Active citizenship
- Research and Staff development

- Springboard programmes

4.6.7 Annual Programme Reports to Academic Council

The preparation of the Annual Report to the Academic Council provides an opportunity to carefully analyse the overall performance of the programme. Examination results of the previous session are reviewed. The review considers:

- Learner and Staff feedback

- Statistical information

- Programme changes

- Issues/themes/problems raised during this reflection, including any issues relating to the learning resources required to support the programmes or any general staff development needs, indicating what action is proposed to address these issues.

4.6.8 Annual Student Survey & Focus Group

As part of the Institute's quality control system, lecturers are required to survey their students. This provides students with an opportunity to offer comments about their particular programme; to rate various components of the particular modules; to assess delivery mechanisms; to provide feedback on facilities, and to offer suggestions for improvement. Positive feedback from the 2012 Survey stressed:

- The range and breath of interesting modules on offer

- Lecturers are knowledgeable, competent, helpful and student-centered

- Support for work placement and practical nature of some programmes

- The value of guest lectures

- Some courses gave them an opportunity to hone their teamwork and group work knowledge and skills

- The importance of assessing part of a module through continuous assessment

- Support for semester 1 examinations being held before the Christmas holidays

- The desirability of studying abroad.

Negative feedback from the 2012 Survey stressed:

- Large classes, inadequate facilities & equipment
- The number of changes made to class timetables at the start of each semester
- The inequity and timing of some continuous assessments
- Insufficient communication and clarification of CA requirements
- Insufficient feedback on assignments
- Lack of work placement in certain programmes
- Heavy workload. Some students questioned the relevance of certain modules
- Students expressed a view that all staff should use Moodle

4.6.9 Student Focus Groups

An annual focus group is held with students. Participants in the session held on December 12th 2012, for example, felt that the programme had been a positive experience. Favourable comments were made around working with diverse groups and companies and the application of theory in a practical setting. They also raised the following issues:

- The need for greater coordination in the timing of assessment deadlines.
- Better access to technological supports
- Induction would benefit from a presentation from a graduate of the programme.
- Better preparation required for the residential week
- A placement module, working one day per week should be considered.
- Guest lectures need to be fit for purpose.
- Some material lends itself to online delivery.

4.7 School Consultative & Advisory Committee

The core objective of the Consultative and Advisory Committee is to create a forum/working group in which key sectoral players (selected on a departmental basis) advise the School on the relevance of its programmes. Its central theme revolves around the context of changing environmental constraints and opportunities which are faced by all programmes, departments and schools within the higher education domain. The forums advise not only on existing programme structures and modules but also on ideas for new programmes and

more macro type issues such as graduate attributes and skills development, and areas of opportunity and acute skills shortage. Selection of forum participants varies somewhat from year to year. Furthermore, forum members vary in terms of scale and type of operation. For example, within the Department of Management & Financial Studies and the Department of Business Studies membership is made up of the multinational and indigenous sectors, professional and representative bodies, large and small type enterprises and a mix of manufacturing and service concerns.

The committee meets once a year and because of the diverse nature of programmes on offer within the School, three different committees currently operate. One advises the Department of Management & Financial Studies and the Department of Business Studies, one the Hospitality Studies Section and one for the Department of Humanities.

4.7.1 Membership of the Humanities (Social Care) Advisory Board

- Noeleen Boyle (HSE), Rath na nOg
- Nora Donaghy, Turas Counselling
- Rosaline Fearon, Ogra Programme
- Elaine Galligan, SOSAD
- Sharon Lonegan, Newry Womens Aid
- Ann Marron, Netwell Centre
- Sara McAllister, Drogheda Women's and Children's Refuge
- Paul McCoy, Castleross Nursing Home
- Laura Prendergast, Dundalk Simon Community
- Deirdre Quinn - Dundalk Rehab
- Paul Rosbotham - Deeside SCP (Ardee Community College)
- Niall Weldon - Dundalk Schools Completion Programme

4.7.2 Issues raised at the Humanities Forum

- A need to maintain a continuing focus on the profile of a social care graduate today and in the future
- The need to facilitate learning in key knowledge skills, values and attitudes

- Identifying the importance and requirements of on-going professional development
- Identifying examples of good practice in social care
- Suggested changes to programmes, gaps in skills.

4.7.3 Annual School Forum

The Annual School Forum is held in Semester 1 each year. It provides an opportunity for all staff to:

- Review the School's achievements in the past year
- Reflect and discuss the issues and challenges facing the school
- Present initiatives and innovations used by staff in teaching, assessment and research.

Presentations made at the October '12 School meeting included the following:
- The Higher Education Landscape
- Purpose and Plan for Programmatic Review
- Group Projects Management & Assessment
- Assessment of Final Year Projects

4.7.4 External Examiners

The major duty of the external examiner is to ensure adequacy of standards at the examinations. In particular, external examiners ensure that the appropriate standards with regard to Pass/Honours are established. It is the duty of the external examiner to uphold international best practice. Table 14 summarises the main comments made by the external examiners over the last five years.

4.7.5 Summary of External Examiner Comments

Commendations	Suggestions for Improvement
DkIT compared favourably with other institutes	Clear marking schemes should be provided.
Overall well-structured questions	More detailed breakdown of marks required.
Marking is diligent and fair	Ensure consistency when a common module is taught and assessed by a number of academics.
Very good range of teaching and learning strategies across the programmes	It is difficult to offer an objective and impartial view on the marking distribution scheme without a clear breakdown of marks as a reference point.
Good range of assessment /evaluation in offering both multiple choice and essay type questions	Repeat papers should be available for review along with first sitting papers
Clear evidence that learning outcomes are achieved	Opportunity to meet and discuss with staff issues pertaining to the programme
Maintenance of strong bond between staff and students	Greater variety in exam questions needed. Very similar questions asked at the Dec/May sitting and again at the repeat exam session
Full and prompt communication with school and staff	School adopt a policy on the standard number of questions to be examined as it varies from 2 to 4 questions to be answered.
Strong evidence that most learners have actively engaged with the intended programme learning objectives	Greater consideration is given to writing suggested solutions and to distribution of marks thereby assisting in a greater understanding as to the allocation of marks/grades.
Staff have shown dedication to the profession and dedication to their work	Exam register with illustration of questions attempted should be included
The depth of coverage in the courses is strong	
Willingness of staff to adopt creative and varied assessment strategies	

4.8   Learning Teaching & Assessment

Introduction

Over the past 40 years, DkIT's academic programmes have deepened to include award levels from apprenticeships to PhDs and have broadened to include a wide range of programmes and disciplines. DkIT has pioneered new approaches to learning and pedagogical innovation, most recently through the work of our Centre for Excellence in Learning and Teaching (CELT). To meet the needs of society, the economy and our graduates, we need to continue to develop new pedagogical approaches, assessment and delivery methods. DkIT places significant emphasis on the continuing professional development (CPD) of its staff. This emphasis is reflected in numerous Institute initiatives, including the setting up of its Centre for Excellence in Learning and Teaching (CELT) in 2008, a Master of Arts in Learning and Teaching (2009) and, significantly, the creation of a Student Learning and Development Centre (2009). The MA Programme provides an accredited and modularised professional development pathway incorporating a flexible/blended learning philosophy.

Learning, teaching and assessment in DkIT takes place in an environment framed by the OECD Review of Higher Education, the National Strategy for Higher Education (Hunt Report) and the current programme for government which propose a higher education system that is responsive and relevant and enhances impact through alignment of teaching, learning, research and engagement. A system characterised by its quality in teaching, global competitiveness, relevance to student needs, to societal needs, to economic needs and aligned to national goals.

Coupled with the Institute's strategic goals and the national goals is the realisation of the critical importance of global sustainability, entrepreneurship and international collaboration to future economic survival. As a third level institute we are cognisant of our moral obligation to actively engage and contribute to these areas. Therefore sustainability, entrepreneurship and engagement (locally and internationally) are core themes running throughout all strategic activities.

- Sustainability - future-proofing so that today's solution doesn't become tomorrow's problem. Understanding the inter-related social, economic and environmental

impacts of all we do and progressing under each measure rather than any one to the cost of others

- Entrepreneurship - a capacity to create new responses and innovations in the economic, social and cultural environment interfacing with external stakeholders and fostering the development of the region

- Local & International Engagement - ensuring that opportunities for knowledge exchange and co-creation are fostered in its aims to promote and deliver a partnership approach as a learner-centred institute for the benefit of its wider public, civic, economic and community constituents.

The Institute's learning and teaching strategy sets out major objectives and initiatives for learning and teaching in Dundalk Institute of technology. The strategy is also supported by an 'Assessment and Learning' policy for DkIT. The learning and teaching strategy which is intrinsically linked to the strategic plan has been developed to:

- Transform DkIT's existing approaches to learning and teaching
- Enable flexible and responsive change to the needs of staff and students
- Foster the use of 'best practice' in teaching and learning using both traditional and innovative approaches
- Allow all to be learners
- Influence learners in DkIT by giving them skills, competences, knowledge and attitudes to facilitate their participation in the Knowledge Society
- Encourage participation and reflection among learners resulting in insight and action
- Impact on the development of the North East and border region in providing knowledge transfer, skilled graduates and a knowledge infrastructure and research capacity
- Empower and motivate the Learning Community of DkIT
- Offer a source of Competitive Advantage.

4.8.1. Learning, Teaching and Assessment in the Department of Humanities

The Dept. of Humanities is recognised locally and nationally as a provider of high quality professional and vocational education. The suite of taught programmes is designed to focus on the application of theory to practice, with the School placing a strong emphasis on working in close partnership with employers, accrediting bodies, community and voluntary sectors, to contribute to the development of the region both economically and socially. The department aspires to be a leading provider of first class professional education both locally and nationally.

Guided by the Institute's strategic plan, the Learning and Teaching strategy and the policy on Assessment and Learning the Department of Humanities is committed in principle and practice to the achievement of equity of access, increased participation, improved retention and progression rates for all our learners. The school aims to support learners in reaching their full potential through the provision of a supportive, engaging and stimulating learning environment. All members of staff are actively engaged in the provision and continuous improvement of a student centered learning environment which encourages learners to become independent and motivated in their learning and is based on the following tenets:

- The reliance on active rather than passive learning,

- An emphasis on deep learning and understanding,

- Increased responsibility and accountability on the part of the student,

- An increased sense of autonomy in the learner

- An interdependence between teacher and learner,

- Mutual respect within the learner teacher relationship,

- A reflective approach to the teaching and learning process on the part of both teacher and learner. Lea et al. (2003:322)

All learners are valued equally and learners access support from a lecturer, Stages Convenor, and Programme Director throughout their learning experience at DkIT. Consequently programme development, learning, teaching and assessment in the

school are centred on the student, and guided by the following principles and practices.

4.8.2 Learning & Teaching

The Department of Humanities is committed to fostering a deep learning approach in all of our learners. Simply stated, deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life. In contrast, surface learning is the tacit acceptance of information and memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information (Houghton, Warren, 2004).

Contributing factors to surface learning include too much content, over-assessment and passive rather than active learning. Deep learning on the other hand is encouraged by active and experiential learning, peer and self- assessment and collaborative rather than competitive learning. Flexible and technology enhanced learning also facilitates this approach. Assessment requiring analysis and synthesis are used extensively to promote deep learning.

 Coupled with the traditional lecturer and tutorial an ever increasing variety of learning and teaching methodologies are used by lecturers in the school in order to facilitate deep learning in the classroom environment, some such examples include group-work, role-play, case studies, practical tasks, lab-work, simulations, guest lectures, site visits, concepts maps, problem based learning, reflective journals, poster presentations, student seminars and debates, experiential learning and self-directed projects involving research, design, application, justification and evaluation.

A range of software packages are also used to introduce flexible and technology enhance learning, these include but are not limited to the Microsoft Office Suite, Studyskills4Campus, Moodle ,Event Pro, Microsoft Project, e-portfolio, Micros Fidelio, Opera Fidelio, Sage Accounts and Payroll, Quality Food Tool Kit, Hots simulation, Survey

Monkey, C.Vent, Mahara, Event Elephant.com, Wix.com, Prezi, Blogger.com, Twitter, Google plus, Macromedia-fireworks, Macromedia Dreamweaver and Adobe Photoshop.

Lecturers recognise the need for a good balance between didactic and interactive teaching methodologies, and strive continuously to provide learning opportunities that promote understanding and deep learning throughout all our modules and programmes. CELT, the institute's centre for excellence in Learning and Teaching has also provided lecturers with a Professional Standards Framework for Effective Teaching:

Significant numbers of staff from the School have completed the MA in Teaching and Learning, with additional numbers completing different stages of the programme which is facilitated by the CELT centre. The centre also provides an ongoing timetable of professional development opportunities for staff, with particular emphasis on teaching learning and assessment practices.

4.8.3 Assessment

'Assessment makes more difference to the way students spend their time, focus their efforts, and perform, than any other aspect of their course they study, including teaching. If teachers want to make their course better, then there is more leverage through changing aspects of assessment than anywhere else, and it is often easier and cheaper to change assessment than to change anything else' (Gibbs, 2010)

Assessment is always fair, consistent and appropriate to the learning outcomes. Assessment will enhance learning through balanced application of summative and formative methods. Formative assessment including diagnostic, continuous, peer and self-assessment is assessment <u>for</u> learning and is used to enhance the learner experience. Summative assessment which is an assessment <u>of</u> learning is used at the end of modules as a measurement of the learning achieved. (Assessment and Learning Policy)

The Institute's policy for Assessment and Learning has been adopted by the School and is used to guide our activities as we continuously strive to improve our approach to learning, teaching and assessment. The policy lays out the following principles in an attempt to bring learning teaching and assessment together in a coherent way.

- Assessment will enhance learning through balanced application of summative and formative methods.

- Assessment and teaching will promote deep learning

- Assessment will be valid

- Assessment will be reliable

- Assessment will be learner centered

- First year assessment will be formative, balanced and achievable

- Assessment methods will be varied and inclusive, with a focus on individual needs and graduate qualities

- Training in assessment best practice will be provided

- Assessment will be a manageable undertaking

For some time now there have been discussions at institute and school level regarding the amount and type of assessment methods applied to each module and programme. It is generally agreed that students are over assessed and in some cases the assessment method used may not have been the most appropriate for assessing the particular learning outcomes. However programme boards and individual lecturers, have now adopted the following implementation guidelines from the assessment for learning policy, to ensure that both teaching and assessment will promote deep learning.

- Assessments to be carefully streamlined, so as to avoid duplication and overload.

- Assessments to be benchmarked against a School's identified graduate skills and qualities framework, so as to ensure 'fitness for purpose'.

- Teaching to feature a range of approaches and styles.

- Flexible and blended learning approaches to be used alongside of other approaches.

- Learning to be active, so as to encourage initiative, collaboration and self-assessment, all of which are recognised as key graduate skills.

- There shall be 'constructive alignment' between learning, teaching and assessment.

A range of assessment methods are now being used to ensure that learners have the opportunity to experience a diverse range of assessment methods over their period of study. These take the form of both face-to-face and on-line assessments including lab assessment, practical skills tests, Mahara, e-portfolio, poster presentations, multi-module

integrated assessment, On-line blogs, simulation, MCQs, Quizzes. In selecting assessment techniques it is important to factor in to the equations the assessment methods best capable of developing the graduate skills and qualities identified at programme level for example;

- Group projects, peer teaching, a poster, debate or presentation (individual or group) will help develop graduate qualities calling for initiative, leadership, self-management and communication skills.

- An exhibition, design proposal/ solution, portfolio, lab report or poster can assist in developing self-initiative, self-management and self- responsibility.

- Preparing a database, putting a power-point presentation together or using any other media form will develop ICT skills

- A case study, performance, critical incident analysis, presentation, research based project, student led seminar, student led event, or a simulation can develop skills of enterprise, problem solving, research and creativity.

- A presentation, product production, a viva, podcast, screencast or interview will help develop artistic, visual, organizational, technical and communications skills.

Assessment strategies are produced for all programmes and module assessment strategies for each constituent module. These are aimed at informing all lecturers, learners and examiners who are involved with a programme. The programme assessment strategy has a number of features, as follows:

- Links assessment methods, summative and formative (including repeats) to the programme learning outcomes, as well as intended module and stage learning outcomes.

- Describes and provides a rationale for the choice of assessment tasks, criteria and procedures, also addressing fairness, consistency, validity, reliability and authenticity.

- Outlines any special regulations i.e. learners may be required to pass all individual component parts, and not rely on pass by compensation.

- Regulates, builds upon and integrates module assessment strategies.

- Provides clear criteria for marking/grading, in line with the institutes grading system

- Ensure that the formative assessment workload is appropriately balanced

- Relates to the programme teaching and learning strategy.

- Provides procedures for re-checks and reviews.

Module assessment strategies include the following features:

- Assessment tasks and criteria are clear

- The design and scheduling of assessment tasks are coordinated

- The language used in assessment is appropriate

- A marking scheme is produced prior to the approval of high- stake assessments

- Individuals undertaking group based assessments are assessed as individuals

- Assessment tasks and criteria, model answers and marking schemes are reviewed internally and externally (where appropriate) before use.

- The facilities and equipment for assessment are appropriate

- Repeat assessment procedures

4.8.4 Programme Development

When developing new programmes the course board applies the following criteria:

- Learning outcomes at programme and module level are related to the appropriate level on the National Framework of Qualifications and meet the required award standards. http://www.nfq.ie/nfq/en/

- Learning outcomes are focused on enabling learners to develop expertise in their discipline area, the ability to apply disciplinary and trans-disciplinary knowledge especially focusing on entrepreneurship and sustainability, be able to contribute globally as well as locally and have a range of personal and employability skills.

- Student workload is guided by the ECTS guidelines, which proposes a notional student effort of 20-25 hours for each ECTS credit. Notional student effort

includes lecturers, tutorials, labs, practical classes and independent study.

http://ec.europa.eu/education/programmes/socrates/ects

- Following the academic council decision (September 2012) modules in the school will be offered in 5 or 7.5 credit units and multiplies thereof. Programmes will have a maximum of 10 modules per stage, with a maximum of two year-long modules per stage.

- Programme development is guided by consultation with a range of stakeholders including, students, graduates and employers, ensuring that the programmes meet the needs of learners industry and community, and can anticipate and support future demands.

- Programmes have elements of experiential learning, for example work-based learning, internships and projects as appropriate to the discipline.

- The principle of constructive alignment, which is the strategic linking of learning outcomes, content, assessment methods and teaching and learning methods, so that all aspects of the system are in accord in supporting student learning (Biggs, 1999) is key to the design of all programmes and modules.

- In line with the institute's policy on Assessment and Learning, all modules have been designed or reviewed to ensure that;
    - Learning outcomes are appropriate and achievable,
    - Content is sufficient, but not overloaded
    - Appropriate teaching methodologies are employed
    - Assessment is appropriate and balanced
    - All elements are aligned.

4.9 External Engagement

4.9.1 Introduction

The Department of Humanities at DkIT is committed to responding to the educational demands of school leavers and lifelong learners in its hinterland and nationally/internationally. It recognises that this is the main component of its overall agenda as an educational institution. However, as a public service institution, the Institute is also committed to supporting the wider economic, cultural and social objectives of the North-East region, with a particular focus on its border location. Interestingly, the socio-economic impact of DkIT was recently highlighted within an institute commissioned report (BiGGAR Economics, Socio-Economic Impact of DkIT 2013). This report underlines not just the very significant economic contribution of DkIT (over 280 million Euro in Gross Value Added for the economy) but also its impressive social impacts including the promotion of cross-border reconciliation, culture and heritage, supporting sustainable development and enhancing social inclusion. In contributing towards this, the Dept. of Humanities actively cultivates alliances and partnerships with community, public and private sector agencies, throughout the region and on a cross-border basis, around the central theme of local and regional development.

Professor John Goddard has argued that all publicly-funded higher education institutions have a civic duty to engage with the wider society at local, national and international levels. He stresses that:

> *It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success.*

(Goddard, 2009)

Furthermore, The National Strategy for Higher Education to 2030 places great emphasis on engagement with wider society. It calls on higher education institutions to:

engage with the communities they serve in a more connected manner — identifying community, regional and enterprise needs and proactively responding to them. (Department of Education and Skills, 2011)

This section articulates the many and varied means through which the Dept of Humanities at DkIT engages with the communities it serves on a local, regional, national and international basis.

4.9.2 Work Placement

Work placement is a central feature of a number of programmes of study across DkIT. Students participate in a structured and assessed period of work experience in a relevant professional setting. Students experience academic learning that can be applied and tested in a real-life working environment, whilst laying the foundations for their personal career path. Work placement, in essence, is learning in real time; developing skills, gaining knowledge and cultivating the attitude that is required from graduates across academic disciplines and professional fields. Placement is also a learning experience for the department as feedback from the placement agencies is an important factor in terms of programme development.

The Placement Office in DKIT co-ordinates the work placements of approximately 500 students per academic year.

Work placement is a partnership between the student, host organisation and Institute. The influence of this partnership is demonstrated in various ways within the Institute:

Student: Shapes and supports the student in terms of employability, professional development, personal confidence and self-awareness

Academic Team: Influences curriculum design and development, ensuring that programmes are relevant, dynamic and forward thinking.

Wider Institute: Promotes the Institutes reputation of the quality in teaching and learning, and forges research, enterprise and service partnerships.

The Placement Office has developed valuable linkages with a wide range of industries across the academic disciplines, throughout Ireland and abroad. Consistently working on expanding our industry linkages, they work to ensure that work placement is a mutually beneficial relationship where students are afforded a unique learning experience and organisations are provided with a student who contributes to the benefit of the workplace. Each placement programme has a dedicated Placement Officer that works in conjunction with the academic team to ensure the student secures a placement that will support their learning requirements and nurture their personal and professional development. All work placements must be officially approved by the Placement Office and primarily involves the process of CV selection and competitive interview, but can also be secured by direct matching. The process is be determined by the host organisation.

Support services provided by the office include:

- Central contact and information point for all parties involved in student placement
- Preparation workshops for students – skills Profiling, CV and interview preparation
- Follow-up one-to-one student support and guidance
- Co-ordination of associated requirements for placement – additional training, health & safety requirements
- Developing linkages with employers and host organisations nationally and internationally
- Providing information and resource packs for students, host organisations and academic staff relevant to each specific placement programme
- Ensuring feedback from placement experience to improve the process and to inform course development

In developing such learning the department is also establishing links within the community and making a contribution to the work of the placement agencies. Such alliances are therefore of strategic importance to the college and the community.

4.9.3. Linkage with School of Business & Humanities

The Placement Office is located in the School of Business & Humanities and the linkage between the Office and the School is particularly strong, with the majority of the placement programmes managed by the Office coming from this School. These programmes include:

- **Department of Humanities:**
    - BA Applied Social Studies in Social Care
    - BA Community Sports Leadership
    - BA Community Youth Work

4.9.4. International Placements

The School through the Placement Office supports an increasing number of international placements/ internships. Over the years the Placement Office in conjunction with the respective academic teams have forged valuable relationships with a range of high profile, globally recognised companies located in China, US, UK and mainland Europe.

4.9.4.1 Placement Numbers by Department

Department / Section	2010-2011	2011 -2012	2012-13
Humanities	103	115	135

The numbers of students placed by department and programme are shown in the following tables.

4.9.4.2 Department of Humanities Placements

Programme	Duration	2010/11	2011/12	2012/13
Applied Social Care Yr 2	12 weeks	31	30	37
Applied Social Care Yr 3	12 weeks	35	36	30
Community Sports Leadership Year 3	12 weeks	37	30	25
Comm Youth Work Yr 2	12 weeks	N/A	19	24
Comm Youth Work Yr 3	12 weeks	N/A	N/A	19
TOTAL		**103**	**115**	**135**

4.9.5 Industry Advisory Fora

The Department of Humanities has a number of active industry/sectoral advisory fora in operation. The membership includes staff from the relevant School/Department and representatives from the relevant local industry or sector. These fora meet once a year and their terms of reference include:

- Provide a platform for industry/sectorial-academic partnerships in the relevant discipline in the North East Region.

- To bring to the School a broad based perspective in those areas of activity that are currently the focus of programmes offered by the department

- To assist the department in anticipating sectoral requirements and to ensure that relevant competencies are included in the DkIT programmes.

- To identify short training programmes required by sectors and assess the ability of the department to respond to same.

- Increase awareness of industry R&D needs

- Promote industry interaction and R&D opportunity within the North East region

The outputs of the Humanities fora are highlighted in the Quality Assurance Chapter.

4.9.6 School Visits

The Department of Humanities has developed very close working relationships with secondary schools within the region. These relationships have been fostered and developed through initiatives such as Open Day, Taster Days, liaison on new programme development and School Visits. The department organises a number of School Visits each year and this is on top of formal visits coordinated by the School Liaison Office within DkIT.

4.9.7 Humanities and Social Science Research Centre (HSSRC)

The Centre for Entrepreneurship (CER) established in 2001 from within the School of Business and Humanities. The Centre has been expanded and rebranded as the Humanities and Social Science Research Centre. The Centre comprises of 10 faculty members from within the School. Since its establishment the Centre has been consistently engaging with the research, academic, practitioner and policy-making communities. (Chapter 10 describes the work of the Centre.)

4.9.8 Community and Voluntary Engagement

The department has a very proud tradition of being actively engaged with community and voluntary projects and groups. Some examples of this work is highlighted below.

4.9.8.1   Community Youth Work

As part of the Community Youth Work Degree programmes students are strongly encouraged to carry out voluntary work in a youth work setting e.g. SOSAD, ISPCC and various youth clubs, projects and Garda youth diversion programmes in their own areas. Also, site visits take place to projects with whom there are established links - for example Ballymun Regional Youth Resource, Sphere 17 Darndale, Dublin 15, Finglas Youth Resource, Finglas, Dublin 11., Bradog Regional Youth Service, Dublin. The students also have links with the Sliabh Beadh Social Economy Project (Fermanagh) and the Magnet Young Adult Centre (Newry), Catholic Youth Care (Dublin), City of Dublin Youth Service Board (Dublin), Headstrong (Youth Mental Health), Foroige Big Brother Big Sister Programme, Empowerment Plus, Kells, The House in Cox's Demense, Dundalk and the The Appletree Foundation in Dundalk.

4.9.8.2 Community Sports Leadership

The Community Sports Leadership students are heavily involved with local school, community groups and providers through our involvement with NTDI, St Brigid's Special Needs School, Louth Local Sports Partnership, Irish Wheelchair Association and others. All activities have as their sole focus the aim of introducing/re-introducing or expanding the remit of physical activity within a specific target population. One of the main sources on

engagement has been with older adult activity groups where we have worked with them in developing new programmes to encourage their involvement in physical activity. This culminated in our older adult activity festival held in DkIT in May 2011.

4.9.8.3 Active Citizenship Awards

The purpose of the Active Citizenship Awards is to recognise student efforts in engaging with local community groups/voluntary/charity/sporting associations. Primarily the focus of the award is to recognise the work of students by celebrating the rich and diverse experiences that they obtain from their engagement with these groups. Through their modules in Sports development, Business Ethics, and Event project modules, the students are encouraged to design and implement real life activities that can enhance the experiences of their specific target groups (Older adults, special needs etc.). Some groups also engage in novel fund raising/world record activities and since 2003 the School has raised over €150,000 for local and national charities. The experience harvested by the students enables them to apply quite a significant amount of the theoretical knowledge into "real life" projects, and it can be said that it adds significant value to their experience at DkIT.

4.9.8.4 The Peace Process Layers of Meaning

The Peace Process Layers of Meaning, led by Queen Mary, University of London in association with DkIT and Trinity College Dublin is funded by the European Union's Peace III programme (Addressing Legacy and Truth in Public Memory) and is based within the School of Business and Humanities.

4.9.8.5 Communities Connect

Communities Connect is a cross border community development and peace-building project funded under Peace II and Peace III. The ethos behind Communities Connect was one of invigorating communities' inherent strengths and facilitating the process for Border communities to shape solutions to issues that matter most to them. Communities Connect acts as a broker between DkIT and the community by way of delivering access courses, which lead to more advanced education programmes currently offered at the college as well

as working in partnership with diverse faculties and departments within the college. The project's catchment areas are the counties of Louth, Down, Armagh, Monaghan and Cavan. The project pays particular attention to communities that straddle the border. Communities Connect seeks to create spaces for honest discussion, meeting communities where they are at, exploring solutions from within communities and providing them with opportunities to feed into accredited and third level study at DkIT. Their target groups are women, people with disabilities, displaced persons, politically motivated ex-prisoners or family members of ex-prisoners, isolated rural dwellers, ethnic minority groups, minority communities, victims of conflict-related violence and their families, community groups that have been fragmented due to the Border.

The following is the range of activities which the group has been involved in:

- Training and capacity building / Pathways for progression
- Participant-led Community Facilitation
- Cross-Border Reconciliation and Partnership
- BuildingPeace Building Training

4.9.8.6 Thomas D'Arcy McGee Summer School

The School in conjunction with Carlingford Lough Heritage Trust, is organising the 2nd Annual Thomas D'Arcy McGee Summer School in Carlingford, Co. Louth. The theme of this year's school is - "D'Arcy McGee - Orangeism and Fenianism" which promises to attract a large target audience of Politicians, Senators and Councillors from the political spectrum at National, International and local level. It also will be of interest to members of Historical and Cultural Societies, Historians, Journalists, Academics and the general public who have an interest in the life of Thomas D'Arcy McGee and the impact he made both in Ireland and Canada.

4.9.8.7   Culture without Borders Project

This is an International and Intercultural exchange project where students communicate with each other about issues that are relevant to them using Spanish. The project is based in

New Caledonia in the Pacific Ocean and includes partners from 2 different schools in New Caledonia, namely: La Foa and Lifou, Dundalk Institute of Technology, an Institute for adult learners in Crete, Greece and a school in the Basque country.

The main output of the project is a shared blog whereby students from all of the partner institutions create materials in Spanish to share with rest of the students from the partner institutions. Some of the themes covered include: personal life, family life, work life, our culture and traditions and our country. There is an emphasis on the sharing of ancient and rich cultures such as the Irish, Basque, New Caledonian and Greek cultures as well as a focus on using modern technology in order to facilitate students to connect and engage with students from all over the world through the medium of Spanish.

The project is situated in the context of DkIT's focus on Internationalization and aims to develop student's interpersonal, communication and intercultural competences. It develops our students' ability to become fully engaged citizens who are able to connect and interconnect with individuals, groups, organizations and businesses on a local, national and international basis. It opens our students' minds to life and cultures way beyond their imagination and equips them with vital transferrable skills such as communication skills, analytical skills, critical reflective skills, as well as the ability to act locally and think globally. The project links well with the Programme Objectives in terms of its focus on developing students' ability to be self-aware, open and sensitive to others as well as developing an internalised, personal world view whilst manifesting solidarity with others.

4.9.8.8 Causeway Pilot Volunteering Project

Aims and Objectives

The Causeway Pilot Volunteering Programme, as devised and promoted by YCNI and the Department of Humanities, aimed to strengthen and improve the relationships between young people and the participating organisations on both sides of the Irish border through short-term volunteering placements. Short-term volunteering placements can last anywhere between one week and one year (Cannon and King, 2005[9]). Under the Causeway Pilot Volunteering Programme, short-term placements were to comprise a two-week

volunteering experience in the host location. The voluntary placements offered the opportunity to enhance both the young peoples' likelihood to engage in further volunteering and their employability. The application for funding for this Causeway Pilot Volunteering Project was made to Léargas, under the Special Projects funding strand.

The stated aim and objectives of the Causeway Pilot Volunteering Project were specified in the project application. The project aim was to pilot the use of volunteering as a method to bring learning to young people facing disadvantage. The projects objectives were:

1. To build capacity in organisations to encourage and support young people to volunteer in their own communities and on a cross-border basis.
2. To enhance the employability of young people by developing their self-confidence, teamwork and other social skills.
3. To bring about greater understanding between young people in Northern Ireland and Ireland

The intended outcomes were:

• Youth organisations to develop the capacity to operate both as hosting and sending organisations to support young people as volunteers on a North-South basis;

• Youth organisations to develop the capacity to support youth volunteering on a North-South basis;

• Work experience programmes that provide learning for the young volunteer would be designed by the hosting agencies.

• Young people would undertake work experience and learn new skills, such as team work, communications, to develop independence and confidence through volunteering activity.

• Organisations and young people would be encouraged to further their experience of cross-border and European volunteering.

• Ten young people would take part in pilot volunteering projects on a North-South basis.

While the European Voluntary Service (EVS) scheme, a strand of the European Youth in Action (YiA) programme, is available in both jurisdictions to support young people volunteering, the uptake by organisations in both jurisdictions is low. Many more EVS volunteers come into Northern Ireland or Ireland as volunteers in order to learn or improve their English; however, the outflow of volunteers to mainland Europe for placements, or even across the Irish border, is very low. The project application highlighted the lack of young people, particularly disadvantaged young people, from Ireland (North and South) participating in longer-term international volunteering opportunities, despite the existence of the European Voluntary Service (EVS). While perceived cost or financial barriers have been highlighted as an impediment to volunteering participation, it must be highlighted that young people can take part in EVS at almost no cost, unlike many other international volunteering programmes which require a large upfront payment in respect of accommodation costs. This pilot project was regarded as a potential vehicle to raise awareness of EVS among participating organisations and young volunteers. Moreover, through experience in designing and hosting a placement, the project offered a capacity building opportunity for participating community and voluntary sector organisations and their staff in both jurisdictions, raising the potential for North-South collaboration, via EVS, in the future.

4.9.9 Summary

This section has explored some of the many and varied ways in which the Department of Humanities interacts within the context of business and community engagement. This interaction is not a new phenomenon but its continued development represents a fundamental reason for the imagination and responsiveness which has characterised our activity since the last Programmatic Review and beyond.

4.10 Research

Research is an important element in continuing professional development as it informs both the subject area and teaching thereby enhancing the student's learning experience. Postgraduate research study also provides a progression route for both internal and external graduates. Dundalk Institute of Technology's reputation as being one of the leading research performers in the Institute of Technology sector is founded on the promotion of excellence in research that possess societal and economic impact. Formally the Centre for Entrepreneurship (CER) established in 2001 from within the School of Business & Humanities, recently the Centre has expanded and been rebranded as the Humanities and Social Science Research Centre. The Centre comprises of 10 faculty members from within the School of Business and Humanities. Since its establishment the Centre has been consistently engaging with the research, academic, practitioner and policy-making communities. The primary mission of the Centre is to engage in high-level research activity in the field of social entrepreneurship, social policy and society, on a regional, national and international basis, and to disseminate its findings, through publications, conferences and seminars for policy makers, the social and community sector, the private sector and the academics and researchers, on the national and international stage.

The designation of the Humanities and Social Research Centre is therefore a significant development within the School with its focus on research activity on a regional, national and international basis. Its thematic priorities are:

- Civil Society

- Social Policy

- Heritage, Cultural and Digital Humanities

The centre's team of researchers comprises both academic and non-academic staff, including external associates from academic institutions throughout Ireland, Europe and the USA. Collectively they have a wide range of publications in the field of Social Enterprise and Entrepreneurship, Social Science and Humanities that contribute to informing debate and practice. The centre represents a strategic initiative that accommodates the continued expansion of the multidisciplinary capacity within the host department. Its primary focus is

to promote a supportive research ethos within the School through integrating experienced and new researchers.

Examples of programme activity include:

- Social enterprise in Ireland

- Gender equality and regional development

- Entrepreneurship in conflict/divided societies

- Women in the creative industries

- A Review of Social Policy in Northern Ireland

- Geophysical investigation of lithic scatter sites at Brú na Bóinne,Co. Meath.

- Assessing the New Louth: Identity and Immigration in the Republic's North-East

- Settlement and landscape in the wider Brú na Bóinne region.

- Tourism and Enterprise: Developing Destination Management of local Cultural Heritage Sites

- Building Healthy Communities, Household research Project with Monaghan Integrated Development

- Transformative Politics and Women's Human Rights, in collaboration with University of Ulster

- An Foras Feasa, The Institute for Research in Irish Historical and Cultural Studies, in collaboration with NUI Maynooth, Dublin City University and St Patricks College

- The Implications of Increasing Diversity in Higher Education in Europe

- Astride: All Stakeholders, Towns, Territories and Research to Innovate, Involve and to Develop Enterprises and the Local Economy – An Interreg funded European project

4.10.1 The Peace Process Layers of Meaning

The Peace Process Layers of Meaning, led by Queen Mary, University of London in association with DkIT and Trinity College Dublin is funded by the European Union's Peace III programme (Addressing Legacy and Truth in Public Memory) and based within the School of Business and Humanities. The management of the project includes POBAL and the Community Relations Council. The research consortium is focused on the peace process itself, broadly defined in scope and timescale. The outcome of the project includes heritage interviews of the Peace process as an historical legacy in conflict resolution, training of students and community activists in the border regions in oral history best practices and stimulating self-sustaining programmes to preserve the experiences of ordinary men and women across a spectrum of identities who have lived through conflict and peace-building. To date students from DkIT have participated in oral history skill-building workshops and projects in East London, Newry and Dundalk.

4.10.2 An Foras Feasa: the Institute for Research in Irish Historical & Cultural Traditions

An Foras Feasa is a consortium of four institutions, formally established in 2006, comprising staff and research students from Humanities and Computer Science departments in National University of Ireland Maynooth, Dublin City University, St Patrick's College Drumcondra along with DkIT. It currently has over 70 members. An Foras Feasa supports individual and collaborative research projects in the areas of Humanities and Information and Communications Technology (ICT) and represents a unique interface of traditional knowledge and dynamic innovation.

The mission of the An Foras Feasa consortium is to advance the generation and utilisation of interactive media in the new field of Digital Humanities. An Foras Feasa is committed to disseminating the fruits of its research to scholars, students and the wider community and to generating a public good from Digital Humanities.

An Foras Feasa is an integral part of the "Humanities Serving Irish Society" (HSIS) initiative towards building a National Platform for the Humanities. It is the home of the Digital Humanities Observatory (DHO) that acts as the archive and standard-setter of digital humanities publications.

The development of the BA (Hons) Humanities programme within the Department of Humanities, which has a core of Digital Humanities skills arrayed with elective Humanities disciplinary modules, dovetails with the strategic research with the An Foras Feasa and 'Humanities serving Irish Society' research consortia. Within An Foras Feasa the Department of Humanities, DKIT, is a leader in the research priority area of *Cultural Heritage, Social Capital and the Role of Interactive Digital Media.* Dr Conor Brady of the Humanities and Social Science Research Centre is engaged in developing the potential of non-destructive remote sensing technologies in discovering and interpreting archaeological heritage. The linkage with An Foras Feasa will help to leverage DKIT Humanities and Social Science Research Centre as the regional centre for the development of culture and heritage products and services in the new online and digital environments. An example of the potential of this new area of Digital Humanities research and dissemination is the work of our new member of staff, Dr Annaleigh Margey, on the 1641 Depositions available at http://1641.tcd.ie/

Students on the BA (Hons) Humanities degree are brought to the An Foras Feasa facility at NUIM for a day-long workshop entitled "Digitisation in a day". This challenges the students to perform a live digitisation project requiring them to model data, scan and map images, render the data into good XML and finally load the data to a website. The students find the "real time" nature of this exercise particularly stimulating.

The Director of the Digital Humanities Observatory, Shawn Day, provides daylong workshops with the BA (Hons) Humanities students in the theory and practice of data visualisation, a powerful applications of digital humanities which never fails to inspire the students.

Through the HSSRC contacts are being developed with the Louth Heritage Officer and also the Meath Heritage Officer, along with the Director of the Drogheda Museum to explore future projects in digitising heritage products. These projects will be undertaken by students as part of their assessment. The aim will be to develop not only their digitisation skills but also the HSSRC as a centre of social entrepreneurship in the region.

A comprehensive website termed LOMOND (The Layers of Meaning Online Directory http://www.peaceprocesshistory.org/lomond.html) has been established, providing access to surviving interviews, social investigations and oral histories of the peace process.

4.10.3   Postgraduate Research Activity

Table 4.10 outlines the postgraduate research awards of the department.

Table 4.10: Postgraduate Research Awards

Award	Name	Title of Thesis	Date of Award
Phd	John Digney	The Use of Humour in Child and Youth Care	October 2010
MA	Vera van der Veldon Lyons	Lone Mothers in N. Ireland & the Republic of Ireland: A Comparative Study of Training and Education Needs	October 2011

Summary

The Department of Humanities is continually seeking to improve its approach to learning, teaching and assessment so that students get the best possible learning experience during their time in the school. As a department we have invested significant time and resources in developing our learning, teaching and assessment capabilities based on models of best practice. Lecturing staff have participated in a range of workshops, seminars and conferences and a significant number have pursued the MA in Teaching and Learning, all activities which are aimed and better enabling us to deliver on the knowledge asset pillar of the institute's strategic plan. There is a strong focus on strengthening the department's research profile, research that will inform teaching thereby enhancing our students learning experience.

While the School is currently operating in a very challenging environment, with ever decreasing resources our vision remains on providing university-level education to graduates who will excel in their specialised discipline and have the creativity, confidence, resilience and entrepreneurial flair to thrive in the 21st century. Working

sustainably and with a practical focus, we will help lead the regeneration of the North East region and more widely Ireland by acting locally and thinking globally.

The Department's strategy is to provide a student centred learning experience for all learners that will promote deep learning and academic achievement. In implementing the strategy programme boards and lecturers endeavour to ensure that students are engaged in a diverse range of learning and assessment methodologies.

Chapter 5

Review of Hospitality Section

5.1 Review of Access, Transfer and Progression

5.1.1 Review of Access

The section of Hospitality Studies has increased its student numbers considerably since the last programmatic review, with an overall increase of just over 30% from 2007 when there were 252 students in the section to 2012 where the figure is 357.

Tables 5.1.1 -5.1.6 show the first year intake figures for *ab-initio* level 6 and level 7 programmes in the Section of Hospitality Studies between 2007 and 2012 (excluding repeat and attending students). The total intake during that period was 729 students.

 In 2010 the FETAC Advanced Certificates in Hospitality Studies and Professional Cookery were migrated to HETAC and renamed as the Higher Certificates in Arts in Hospitality Studies and the Higher Certificate in Arts in Culinary Arts. The admission route for these programme moved to the CAO, rather than a direct entry route through Failte Ireland which had been the case for the FETAC programmes. There was a sense at the time that this change would adversely affect the numbers applying for these programmes, however the increase in student numbers particularly on the Culinary Arts programme has dispelled this concern. However there is some apprehension that the demand for places is forcing the points up, which means that currently all successful applicants are at level 7 standard or above, with few if any applicants of level 6 standard gaining a place on these programmes.

The intake limit on the two level 6 programmes is set at 20 for the Hospitality Studies programme and 32 for the culinary Arts programme (including repeat students) so intake has been generally good over the past five years, with the exception of 2010 for the Hospitality Studies programme when there was no intake, in the same year there was a significant increase in the number of students taking the level 7 ordinary degree in Hospitality Management. In contrast the intake onto the Culinary Arts programme has exceeded the limit over the past three years peaking at 54 first year students in 2012. There is also a limit of 24 places on the level 7 Ordinary Degree in Hospitality Management.

Figure 5.1.1 demonstrates the intake number on each programme and total intake since 2007

Figure 5.1.1 First Year Student intake to the Section of Hospitality Studies
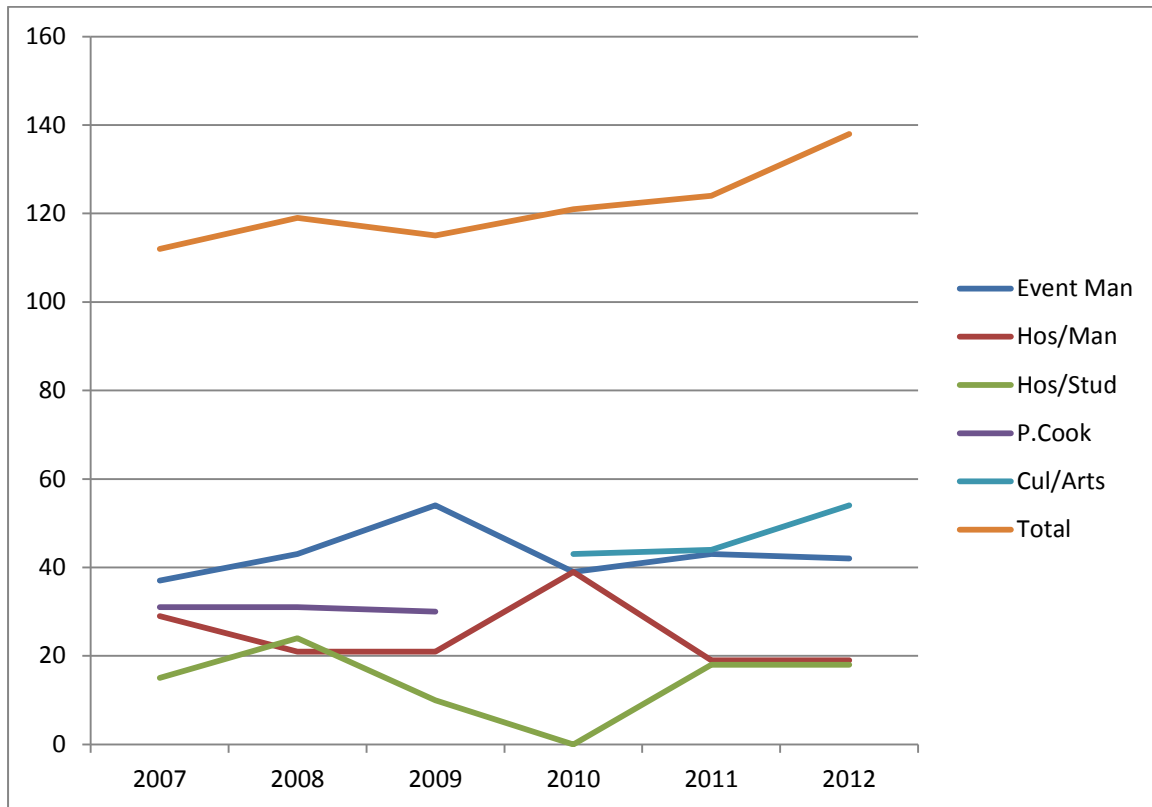
There has also been some change over time in the diversity of intake groups. In 2007 over 40% of the intake were directly from leaving certificate with an additional 40% through Failte Ireland and the remainder made up of FETAC, International and Mature students. Since 2009 there has been no intake through Failte Ireland, this has been replaced by an increase in the intake direct from leaving certificate which now accounts for over 70% of the total. The number of mature learners has increased from 4 students in 2007 to 18 in 2012, the vast majority of the mature applicants take the Higher Certificate in Culinary Arts programme. The number of students coming through the FETAC route has increased from 5 students in 2007 to 17 in 2012. However there has been a decrease in the number of international student from a peak of 18 in 2008 to 4 students in 2012. This decrease can, in part can be attributed to the introduction of a cap on the number of places for International students on each of the programmes. However in the current year the intake of

International student has again seen an increase with 14 international students currently registered in 1st year. Figure 5.1.2 shows the standard and non -standard first year intake in the Section of Hospitality.

Figure 5.1.2 Standard and non-standard first year intake in the Section of Hospitality
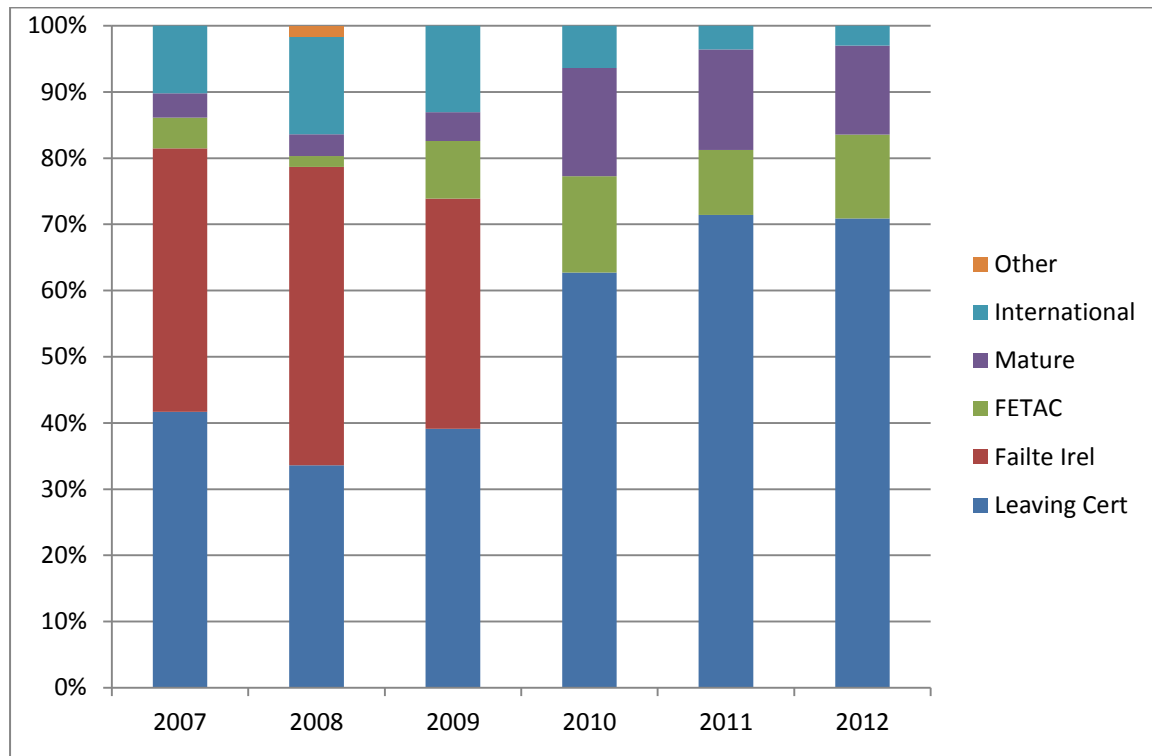
5.1.2 Equal Access and Participation Policy

DkIT has an Equal Access and Participation Policy, which was most recently revised in 2009. The Institute Access Office promotes access to the institute from groups that have traditionally been under-represented in third-level education including mature students and those from various other access programmes (e.g. Access 21). The office also provides support to these students following admission and liaises with the Section with regard to their needs. Mature candidates are selected by interview by senior academic staff from the relevant programme. In some cases where demand exceeds availability of places (e.g. H.C In Culinary Arts), shortlisting of applicants also occurs. In the case of the Higher Certificate in Culinary Arts there is an upper limit of 12 mature students per year within a total intake of 32 students, the remainder of places going to standard applicants. In the case of other programmes, in the section the theoretical cap for mature students is 6 students per year

but this has not been invoked to date as the number of successful mature applicants has not reached this figure.

The Access Office also co-ordinates information sessions for FETAC students in conjunction with the programme directors and head of section.   For example, the Culinary Arts programme co-ordinator liaises with the Admission and Access Offices to organise   an annual information session for Further Education (FE) students studying Level 5 Professional Cookery, Hotel and Catering or a similar FETAC programme who are considering applying for entry to the Higher Cert in Culinary Arts or Hospitality Studies. Entry for FETAC graduates to programmes in Hospitality occurs through normal CAO scoring.

5.1.3 Disability and Student Quality Office

The Disability and Student Quality Officer advocates on behalf of, and coordinates support to, any student with a physical, sensory, or specific learning difficulty, medical or mental health condition. The goal of the Disability and Student Quality Officer is to ensure that disability does not hinder any student from reaching his/her full academic potential in a positive and inspiring environment. The Disability and Student Quality Officer is available to meet students as often as necessary, before entering DkIT, during the admissions/registration process and throughout the academic year.

Disclosure of disability is entirely discretionary. Those who disclose a disability/specific learning difficulty at application stage will be contacted by the Disability and Student Quality Officer and invited to visit the campus during the summer months to discuss any supports required. In cases where disclosure of disability/specific learning difficulty is made post-registration, there will be less time to put the necessary supports in place. Such late notification may also mean that it may be too late to obtain funding on behalf of the student.

The HEA provides funding for students with a disability / specific learning difficulty. DkIT will apply to this Fund on behalf of all students registered with the Disability and Student Quality

Office, provided the student provides the required documentation by the applicable deadlines.

The Disability Office co-ordinates support for students with learning or physical disabilities. At any time there will be a number of students across the programme (currently 7) in the Section of Hospitality Studies who will have Learning Contracts which result in the provision of a range of supports appropriate for the students' individual needs, ranging from extra time in examinations to individual tuition and support in practical classes.

5.1.4 Support for Learners

In higher education toady it is essential that the focus is on serving the needs and aspirations of all learners, learners who increasingly engage with us from a diversity of backgrounds, prior experience and learning styles. It is well established that only well informed and effectively supported learners will flourish, progress and succeed on their programme of study. DkIT has introduced a number of initiatives in the last number of years to provide support for all its learners, including the opening of the Student Learning and Development Centre, the appointment of Programme directors to all programmes, First Year Convenors for all first programmes, Stage Conveners to each other stage of a programme.

The Student Learning and Development Centre was established by the Executive Board in January 2009. The Centre works under the umbrella of the Centre for Learning & Teaching (CELT) helps to build confidence and self-esteem, especially when mitigating circumstances arise, and be a catalyst for those who are involved in different aspects of student support to work together on a student's behalf.

The type of support provided depends, primarily, on individual or group needs. Essentially, it consists of individual consultations with a learning skills adviser or small group consultations

where student needs are common. Workshops are offered to all students, undergraduate and postgraduate alike, on a range of academic and study-related skills such as:

- How to study
- Effective note taking
- Basic essay writing
- ICT Skills
- Referencing and Plagiarism
- Report writing
- Presentation skills
- Examination techniques

The Centre is a space where students feel comfortable about raising issues that may help them study or learn more effectively.

Learners are also supported by First Year Convenors, Stage Convenors and Programme directors whose roles and responsibilities have been outlined in the chapter on Quality Assurance.

5.1.4.1 Student Services

The aim of DkIT Student Services is to increase student retention, widen participation, develop the first-year student experience and provide support services to all DkIT full-time students. Student Services strives to enhance the individual student experience by providing a range of professional, accessible, student focused non-academic supports and comprises the following:

- Access
- Careers
- Chaplaincy
- Counselling
- Disability and Student Quality

- Health
- Sports and Societies

Access – The Access Office promotes access to the Institute and co-ordinates support for groups that are under-represented in third-level education. These groups include students from a background of socio-economic disadvantage, mature students, students from the traveller community and ethnic minorities, etc.

Careers– The Careers Service supports all students and recent graduates of the Institute in exploring their career interests in evaluating and assessing their career opportunities and in effectively implementing their career or further study. Also, a dedicated careers officer is available to support the students on Springboard programmes.

Chaplaincy- The primary function of the chaplaincy is to offer pastoral care to students and staff and to foster and support initiatives that contribute to the holistic development of the DkIT community regardless of religion.

Counselling - The counselling service offers one-to-one counselling sessions, group counselling and workshops to students. The kinds of issues students often look for help with include: isolation, relationship difficulties, depression, bereavement, study problems including group work, concentration difficulties.

Disability and Student Quality – This service provides supports and advocates on behalf of any student with a physical, sensory or learning difficulty, or has a mental health condition that interferes with the learning process.

Health - The Health Unit provides an holistic approach to all areas of student health. To service provides on-going health promotion on a one-to-one basis in the health unit with each individual student.

Sport & Societies - This office offers a wide range of student based activities and assists

students with the set-up, organization and running of Sports Clubs and Societies and recreational activities within the Institute.

International Office - A Chinese speaking pastoral care administrator is employed to help students with day-to-day issues. Also, Erasmus students have a dedicated person who is based in the International office.

Table 5.1.1 – 5.1.6 First Year Student Intake

Table 5.1.1 Bachelor of Business in Event Management

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2007/2008	0	1	4	27	3	2	0	37
2008/2009	1	0	0	33	4	5	0	43
2009/2010	0	0	7	38	3	6	0	54
2010/2011	0	1	5	27	6	0	0	39
2011/2012	0	1	5	28	3	0	0	37
2012/2013	0	0	5	34	3	0	0	42
Total	1	3	26	187	22	13	0	**252**

Over the five year period of the review the vast majority, 74% of the intake on to the Bachelor of Business in Event management has been direct from Leaving Certificate (see Table 5.1.1). 10% of the intake comes through FETAC. Numbers of mature students applying for this programme are low with an average of between 8% and 10% of places going to mature applicants, even though up to 20% of places are available for mature students. International student numbers have also decreased on the Event Management programme from its highest point of 5% in 2009/10 to zero every year since. International students are inclined to opt for the hospitality management programme instead.

Table 5.1.2 Bachelor of Business in Hospitality Management

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2007/2008	0	0	1	18	1	9	0	29
2008/2009	1	0	0	8	1	13	0	23
2009/2010	0	0	3	7	2	9	0	21
2010/2011	0	1	5	25	2	6	0	39
2011/2012	0	1	5	7	3	3	0	19
2012/2013	0	0	3	16	1	4	0	24
Total	1	2	17	81	10	44	0	**155**

The Bachelor of Business in Hospitality Management has a limit of 24 places to allow for the limit on numbers accommodated in practical classes, particularly in year one of the programme. Over the period of the review an average of 52% of places were assigned to applicants coming directly from Leaving Certificate, however this dipped in 2008/09 when only 34% of places went to students direct from leaving certificate and 57% of places going to international students (see Table 5.1.2). Again in 2009/10 33% of the places went to leaving cert applicants and 42% to international students with the remainder being made up of FETAC and mature applicants. The programme board felt that number of International students was too high on this programme, which was causing difficulties in delivering the programme and also in finding placements for such high numbers of international students particularly when the economic downturn began to take effect. A decision was taken to cap the numbers of international students at 25%, but this figure has not been reached again over the period of the review as there has been a drop in international students applying for programmes in the Hospitality Section.   In 2010 there was a significant increase in numbers to almost double the norm for the programme, this can in part be attributed to the fact that the level 6 hospitality programme did not have an intake in 2010

Table 5.1.3 Advanced Certificate in Hospitality Studies (FETAC)

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2007/2008	0	0	0	0	0	0	15	15
2008/2009	0	0	0	0	0	0	24	24
2009/2010	0	0	0	0	0	0	10	10
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**59**

Table 5.1.4 Higher Certificate in Arts in Hospitality Studies (HETAC)

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2010/2011	0	0	0	0	0	0	0	0
2011/2012	0	0	1	16	1	0	0	18
2012/2013	0	0	5	13	0	0	0	18
Total	**0**	**0**	**6**	**29**	**1**	**0**	**0**	**36**

In 2010 the FETAC Advanced Certificate in Hospitality Studies was replaced with the HETAC Higher Certificate in Hospitality Studies. Up to that point Failte Ireland was responsible for the recruitment and application process onto the programme. In 2010 the application process migrated to the CAO in line with all other Higher Education Programmes. Numbers for this programme have remained fairly consistent (see Table 5.1.4) over the period of the review, but for 2010 (the first year of the changeover) when application numbers were too low to justify an intake. It is worth noting that in the same year there was an increase in the numbers on the level 7 hospitality management programme.

Table 5.1.5 Advanced Certificate in Professional Cookery (FETAC)

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2007/2008	0	0	0	0	0	0	28	28
2008/2009	0	0	0	0	0	0	31	31
2009/2010	0	0	0	0	0	0	30	30
Total	**0**	**0**	**0**	**0**	**0**	**0**	**89**	**89**

Table 5.1.6 Higher Certificate in Arts in Culinary Arts

Year of Intake	Access 21	Deferral	FETAC	Leaving Cert	Mature	International	Failte Ireland	Total
2010/2011	0	0	6	17	18	2	0	43
2011/2012	1	1	2	29	10	1	0	44
2012/2013	0	4	4	32	14	0	0	54
Total	**0**	**5**	**12**	**78**	**42**	**3**	**0**	**141**

The Advanced Certificate in Professional Cookery migrated from FETAC to HETAC in 2010, changing to become the Higher Certificate in Arts in Culinary Arts. Following the changeover there has been a significant increase in numbers from an average of 32 students prior to 2010 rising to 54 students in 2012/13 (see Table 5.1.6). Given the current limits on practical training facilities and the existing staffing restrictions these high numbers are unsustainable on this programme. Going forward it will be necessary to reduce the number of places available back to approximately 32.

5.2 Review of Transfer

Table 5.1.7 shows the number of advanced entry admissions to programmes in the Section of Hospitality Studies from 2007 to 2012 totalling 56 students. Advanced entry student to stage 2 or 3 of the programmes have normally completed 1or 2 years of a cognate programme in another institute or a cognate level 6 Further Education programme. Students gaining advanced entry into year four would normally have complete a level 7 ordinary degree in cognate area from another institute.

Table 5.1.7 Advanced Entry student on Hospitality programme from 2007 to 2012

Programme	Stage	2007	2008	2009	2010	2011	2012	Total
Bachelor of Business in Event Management	2	1	0	0	0	0	0	1
Bachelor of Business in Event Management	3	2	3	1	0	0	0	6
Bachelor of Business in Hospitality Management	2	4	5	13	9	2	2	35
Bachelor of Business in Hospitality Management	3	1	1	0	0	0	6	8
Bachelor of Business (Hons)in Event,	4	1	2	0	2	1	0	6
Total		9	11	14	11	3	8	56

Numbers gaining advanced entry onto the Bachelor of Business in Event Management are low as there are few level 6 programmes in a cognate area, which would allow for advanced entry. Work has been done with one of our NEFHEA partners to create a match between their level six programme in Event and Tourism Studies and our programme, and it would be hoped that we would see an increase in advanced entry applications from this current year.

Advanced entry numbers into the Bachelor of Business in Hospitality Management consist mainly of graduates of the level 6 programme in either Hospitality Studies or Culinary Arts. These numbers peaked in 2009 with 13 students gaining advanced entry into year two of the BBs in Hospitality management. Numbers dropped sharply following the change in the certificate programmes from FETAC to HETAC as the graduates from the certificate programmes in DkIT could apply and get advanced entry into year three of a level 7 more in a number of the other institutes as opposed to year two in DkIT. Since 2012 we have offered bridging modules in accountancy and economics for the level 6 students to allow them to apply for year three of the level 7 programme. Six students gained advanced entry into year three of the programme in 2012 and a similar number in 2013.

5.2.1 NEFHEA

The North East Further & Higher Education Alliance (NEFHEA) is a major regional higher and further education initiative involving higher and further education colleges in the North East and led by DkIT. The alliance involves DkIT, Drogheda Institute of Further & Higher Education, Monaghan Institute of Further and Higher Education, Cavan Institute, Dunboyne College and O Fiaich College of Further & Higher Education. The alliance was formed in 2007 and is under-pinned by a Memorandum of Understanding. The alliance works to enhance progression of students from further to higher education, collaborate on course design and development relevant to regional needs and share expertise and resources.

The NEFHEA Alliance has been working to enable more students from Further Education Colleges to join DkIT academic programmes. This work is limited to certain areas. In general these progression arrangements enable students from Further Education Colleges who have successfully completed their programmes to join the second year of specific DkIT programmes.   One of these programmes is the BBs. in Event Management, where graduates of the Level 6 Advanced Certificate in Travel and Event Management can transfer into the 2nd year of the BBs. Event Management, subject to the achievement of minimum academic requirements and the availability of places.

5.2.2 Transfer of DkIT graduates to Further Studies

Over the period of the review a number of graduates have progressed to either undergraduate or taught or research-based postgraduate programmes in DkIT or in other institutions. It is difficult to quantify this as DkIT doesn't keep records of transfer out of the college.   From the graduate survey information has been provided that *some* graduates have transferred to the following institutions and/or programmes:

- M.A in Tourism and Social Anthropology - University of Brighton

- PGCE. in Home Economics – University of Ulster

- PG.Dip in Education DCU

- M.Sc. in Hospitality Management - DIT

- BA.in Culinary Arts- DIT

- BA. In Culinary Arts- GMIT

- M.Sc. in Human Resources- International Business School Hungary

- M.Sc. in Tourism Development- University of Ulster

- CIPD Diploma in HR- National College of Ireland

- BA. Hons HR- DIT

- M.Sc. Marketing- DBS

- M.Sc. in International Business Management, University of Manchester.

- M.Sc. in International Event Management, University of Surrey

In addition, every year graduates from the level 8 programme progress to the MBS in Entrepreneurship and Marketing in the Department of Business Studies.

5.3 Review of Progression

Tables 5.1.8 - 5.1.12 show the pass and retention rates for all programmes in the Section of Hospitality Studies over the period of the review. In the case of the two certificate programmes the data relates to the period since the programme migrated from FETAC to HETAC. It is important to note that the exam pass and retention rates exclude all students who did not pass the exams at that sitting, including those who deferred due to ill-health or personal/family circumstances, and therefore these figures may slightly underestimate student performance.

Tables 5.1.8- 5.1.12 Student pass and retention rates

Over the period of the review 1st year retention rates on the BBs in Event Management have averaged at 76.6%, though they have increased to 83% in 2011/12. It is hoped that the work being doing by the stage convenors and programme directors will continue to help improve the first year retention rates. Retention rates in year two have dropped from an average of 88.6% to 73% in 2011 and again in year three the retention rate has dropped from an average of 83.8% to 70% in 2011. This reduction in retention can in part be explained by the increase in student numbers who remained in employment and did not return to college following their work based learning placement in industry.

Table 5.1.8 Bachelor of Business in Event Management

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	36	45	57	43	47	228
	Number sat Exams	34	45	57	39	46	221
	Number Passed	28	35	41	31	39	174
	Pass Rate %	82%	78%	80%	79%	85%	80.8%
	Retention Rate %	78%	78%	72%	72%	83%	76.6%
Year Two	Number Registered	32	33	33	46	44	188
	Number sat Exams	30	33	30	46	42	181
	Number Passed	30	31	29	36	32	158
	Pass Rate %	94%	94%	97%	78%	76%	87.8%
	Retention Rate %	100%	94%	88%	78%	73%	88.6%
Year Three	Number Registered	35	36	42	32	50	195
	Number sat Exams	35	36	42	30	50	193
	Number Passed	34	29	35	28	35	161
	Pass Rate %	97%	81%	83%	93%	70%	84.8%
	Retention Rate %	97%	81%	83%	88%	70%	83.8%

Table 5.1.9 Bachelor of Business in Hospitality Management

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	29	22	22	41	18	132
	Number sat Exams	28	20	20	37	18	123
	Number Passed	17	14	17	28	16	92
	Pass Rate %	61%	70%	85%	76%	89%	76.2%
	Retention Rate %	59%	64%	77%	68%	89%	71.4%
Year Two	Number Registered	20	28	30	27	33	138
	Number sat Exams	19	28	29	26	33	135
	Number Passed	15	23	24	23	30	115
	Pass Rate %	79%	82%	83%	88%	91%	84.6%
	Retention Rate %	75%	82%	80%	85%	91%	82.6%
Year Three	Number Registered	20	16	30	31	29	126
	Number sat Exams	20	16	28	29	28	121
	Number Passed	17	13	24	25	26	105
	Pass Rate %	85%	81%	86%	86%	93%	86.2%
	Retention Rate %	85%	81%	80%	81%	90%	83.4%

Retention rates on the BBs in Hospitality Management have improved year on year across all years of the programme, in particular the retention rate in year one has improved from a low of 59% in 2007 to 89% in 2011. The introduction of programme directors and stage convenors have had a positive effect on this programme as has the reduction in international student numbers from over 50% to a more realistic 20%.

Table 5.1.10 Bachelor of Business Studies (Hons) Event, Hospitality and Tourism Management

Year	Detail	2007	2008	2009	2010	2011	Total
Year Four	Number Registered	24	31	35	36	35	161
	Number sat Exams	24	31	34	35	35	159
	Number Passed	19	30	34	35	33	151
	Pass Rate %	83%	97%	100%	100%	94%	94.8%
	Retention Rate %	79%	97%	97%	97%	94%	92.8%

The retention rate for the Honours degree year has been consistently good over the period of the review.

Table 5.1.11 Higher Certificate in Arts in Hospitality Studies

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered					18	18
	Number sat Exams					17	17
	Number Passed					14	14
	Pass Rate %					82%	82%
	Retention Rate %					78%	78%
Year Two	Number Registered				6		6
	Number sat Exams				6		6
	Number Passed				1		1
	Pass Rate %				17%		17%
	Retention Rate %				17%		17%

There was no intake into year one of the Higher Certificate in Hospitality Studies in 2010 which was the first year of the migration to the CAO, in the same year the 2nd year group changed over to the new Higher Certificate programme. This was a small group of student and the retention rate fell to a low of 17%.

Table 5.1.12 Higher Certificate in Arts in Culinary Arts

Year	Detail	2007	2008	2009	2010	2011	Total
First Year	Number Registered	0	0	0	43	44	87
	Number sat Exams	0	0	0	38	43	81
	Number Passed	0	0	0	27	29	56
	Pass Rate %	0	0	0	71%	67%	69%
	Retention Rate %	0	0	0	63%	66%	64.5%
Year Two	Number Registered	0	0	0	19	31	50
	Number sat Exams	0	0	0	18	27	45
	Number Passed	0	0	0	15	22	37
	Pass Rate %	0	0	0	83%	81%	82%
	Retention Rate %	0	0	0	79%	71%	75%

Retention rates for the Culinary Arts programme is lower than that of the level 7 or 8 programmes with an average of 64.5% retention in year one and 75% in year two. While not all students who drop of the programme will complete and return a withdrawal form, the vast majority of those who do cite financial reasons for their withdrawal from the programme, particularly in the years since 2009.

The exam pass rates for Event Management, Hospitality Management and Culinary Arts have been consistent over the period of the review. The same cannot be said about the Higher Certificate in Arts in Hospitality Studies, where the pass rate dropped to 17% following the migration from FETAC to HETAC. However the pass rate on this programme has improved to 82% in 2011.

The modules which delivered the lowest pass rate across the programmes were Business Software applications and Integrated Business Software Applications. In 2009 a review of these modules resulted in the development of the new Essential Office Applications modules which was rolled out across all programmes, as a result of which there has been a significant improvement in student performance. (See Tables 5.1.13 and 5.1.14). Improvements in the pass rate can also be attributed to a range of initiatives, including changes in delivery and assessment methodologies, the introduction of 1st year stage convenors and programme directors and the introduction of individual or group tutorials provided by the Centre for Student Learning and Development.

The exam pass and retention rates for the second and final stages of all programmes are satisfactory with an average pass rate of 84.4% for Event Management, 82% for Culinary Arts and 83.4% for Hospitality Management. Pass rates for add-on level 8 programme have been consistently very good over the period of the review, showing an average pass rate of 94.8%.

Table 5.1.13 Bachelor of Business in Event Management: First Year Module Fail Rates (Percentage of Students with <40%) from 2007 to 2012

Table 5.1.13

Module	2007/08	2008/09	2009/10	2010/11	2011/2012	Average
Business Software Applications	6	18				12
Integrated Business Software Applications	27	49				38
Essential Office Applications (Replaced Business Software Apps & Integrated Business Software apps)			15	26	9	17
Intro to the Events Industry	9	8	11	20	4	10
Event Food and Beverage Operations	18	12	12	15	4	12
Event Conference and Corporate Hospitality	6	10	6	18	2	8
Understanding People	15	12	15	15	7	13
Introduction to Management	9	13	6	17	4	10
Business Maths	23	16	16	14	7	15
Introduction to Sales and Marketing	15	19	16	15	7	14
Study, Research and Writing Skills	6	12	17	15	7	11
Business English 1	0	0	0	22	0	4
Business English 2	0	0	14	0	0	3
French 1	0	0	17	33	0	10
French 2	0	0	17	33	0	10
Spanish 1	38	0	8	25	0	14
Spanish 2	25	0	8	25	0	12
Tourism Principles and Practices	0	18	14	17	3	10
The Geography of Travel and Tourism	6	18	16	14	7	12

Table 1.3.14 Bachelor of Business in Hospitality Management: First Year Module Fail Rates (Percentage of Students with <40%) from 2007 to 2011

Module	2007/08	2008/09	2009/10	2010/11	2011/2012	Average
Business Software Applications	10	15				12
Integrated Business Software Applications	32	53				42
Essential Office Applications (Replaced Business Software Apps & Integrated Business Software apps)			0	26	17	21
Food, Beverage and Front Office ops	14	6	16	14	6	11
Food, Beverage and Accommodation ops	31	20	0	17	6	15
Event Conference and Corporate Hospitality	28	6	0	21	6	12
Understanding People	28	20	11	16	12	17
Introduction to Management	21	22	0	21	10	15
Business Maths	25	19	11	14	6	15
Introduction to Sales and Marketing	34	26	20	14	11	21
Study, Research and Writing Skills	21	22	5	22	11	16
Business English 1	0	9	0	38	0	9
Business English 2	18	0	0	14	25	11
French 1	0	0	0	25	0	5
French 2	67	0	0	50	0	23
Spanish 1	0	25	0	14	0	8
Spanish 2	67	50	0	14	0	26
Tourism Principles and Practices	11	20	0	11	12	11
The Geography of Travel and Tourism	20	20	10	5	12	13

A number of measures are being introduced as part of this review which should support the continuous   efforts to improve retention rates further :

1. The reduction from six modules per semester to a maximum of five modules in each semester, this initiative follows a decision of academic council to reduce the number of modules across all programmes and all levels.

2. Increasing the number of modules with 100% continuous assessment, removing the need for as many terminal exams, particularly in year one.

3. The section will continue to provide First year convenors and Programme Directors to support students learning and development.

5.3.1   Hospitality Section Specific Retention Initiatives

- Extensive and structured First Year induction. An induction module has been included in all programmes. The module is a non- credit module, which is delivered on the first week of semester when no other students are on campus

- Student ambassadors are trained to work with 1st years particularly during the induction process, these are students from 2nd or subsequent years who work with the student support centre to assist new students during the early days in college.

- Specific support provided by First Year Convenors and Programme Directors.

- Use of a range of innovative teaching and assessment methodologies.

- Academic support tutorial provided to individuals or small groups by tutors in the Centre for Student Learning and Development

- Use of a range of on-line/ blended learning technologies to support student learning, these include; Moodle, Mahara and Twitter.

These initiatives have been monitored as follows:

The success of the induction programme is difficult to assess, though there is evidence that students are better prepared for their programme following the induction module.

Student ambassadors are recognised as a valuable asset to the induction process, assisting new students to find their way around the college and acting as a point of information in the early days.

Stage Convenors and Programme Directors, have had a very positive impact in supporting students and ensuring early intervention where difficulties such as attendance issues arise.

- On-line supports such as Moodle and Mahara improved first year student learning experience and seemed to encourage student engagement.

5.3.2 Graduate Numbers and Award Classification by Programme

The number of graduates from each programme and award classifications are shown in tables 1.3.15- 1.3.19. A total of 462 awards were made to graduates of programmes in the hospitality section between 2007/08 and 2010/11, 151 (37%) of these awards were a honours degree (level 8), 266 (58%) at Ordinary Degree (level 7) and 43 (9%) at HETAC Higher Certificate (level6).

Table 1.3.15.Bachelor of Business in Event Management

Year	Other	Pass	Merit 2	Merit 1	Distinction	Total Graduates
2007	1	3	12	16	3	34
2008	7	2	8	16	3	29
2009	7	3	12	19	1	35
2010	4	1	14	11	2	28
2011	15	3	18	12	2	35
Total	34	12	64	74	11	161

Table 1.3.16. Bachelor of Business in Hospitality Management

Year	Other	Pass	Merit 2	Merit 1	Distinction	Total Graduates
2007	3	6	4	7	0	17
2008	3	4	5	4	0	13
2009	6	3	6	5	10	24
2010	6	5	11	7	2	25
2011	3	5	8	10	3	26
Total	21	23	34	33	15	105

Table 1.3.17. Bachelor of Business (Hons) in Event, Hospitality and Tourism Management

Year	Other	Pass	2:2	2:1	H1	Total Graduates
2007	5	2	4	12	1	19
2008	1	3	10	13	4	30
2009	1	1	8	18	7	34
2010	1	1	6	23	5	35
2011	2	2	5	20	6	33
Total	**10**	**9**	**33**	**86**	**23**	**151**

Table 1.3.18. Higher Certificate in Arts in Culinary Arts

Year	Other	Pass	Merit 2	Merit 1	Distinction	Total Graduates
2010	3	2	0	7	6	19
2011	9	2	3	11	6	22
Total	**12**	**4**	**3**	**18**	**12**	**41**

Table 1.3.19 Higher Certificate in Arts in Hospitality Studies

Year	Other	Pass	Merit 2	Merit 1	Distinction	Total Graduates
2010	6	1	0	0	0	1
2011	0	1	0	0	0	1
Total	**6**	**2**	**0**	**0**	**0**	**2**

Note: 'Other' includes all non-pass, i.e. Fail, Exempt, Deferred and Withdrawn.

5.4 Review of Learner Profile and Target Learner Groups

5.4.1 CAO Intake

Tables 5.4.1 to 5.4.5 show the CAO points for standard entrants to the Section of Hospitality Studies from 2007 to 2012. For all programmes there is a clustering of intake points in the range 200- 300 points for the level six rising year on year, as is demand for places in particular for the level six in Culinary Arts. The number of students with more than 400 points remains very low.

Table 5.4.1 Bachelor of Business in Event Management

Year	<200	200-300	300-400	>400	Total	Final Points
2007/2008	0	22	12	0	34	230
2008/2009	0	28	11	1	40	230
2009/2010	0	36	11	0	47	245
2010/2011	0	19	12	0	31	265
2011/2012	0	24	7	0	31	210
2012/2013	0	30	4	1	35	200

Table 5.4.2 Bachelor of Business in Hospitality Management

Year	<200	200-300	300-400	>400	Total	Final Points
2007/2008	11	9	9	0	29	175
2008/2009	0	20	1	0	21	200
2009/2010	10	6	1	0	17	195
2010/2011	0	28	6	0	34	230
2011/2012	1	10	0	0	11	195
2012/2013	0	11	5	0	16	200

Table 5.4.3 Higher Certificate in Arts in Culinary Arts

Year	<200	200-300	300-400	>400	Total	Final Points
2010/2011	4	8	6	0	18	155
2011/2012	5	19	5	0	29	185
2012/2013	0	24	8	0	32	215

Table 5.4.4 Higher Certificate in Arts in Hospitality Studies

Year	<200	200-300	300-400	>400	Total	Final Points
2010/2011	-	-	-	-	-	-
2011/2012	7	9			16	160
2012/2013	0	13	0	0	13	210

5.4.1. International Students

Table 5.4.1. shows the number of international students in the Section of Hospitality over the period of the review. In total 192 international students have taken programmes in the section, the majority studying the Bachelor of Business in Hospitality management, with a smaller number studying Event Management. Most international student come from China and join the programmes in year one, though a certain number join year two of Hospitality Management having taken an approved programme in a partner University in China. There are also a small number of international students from Nepal, India and Malaysia taking programme in the section.

The international office has indicated that there is potential for growth in the number of international students, however it has been necessary to cap the number of international places on the Hospitality Management programme, in an attempt to keep a balance between, school leavers, mature student and international students on the programme.

Table 5.4.1 Number of International Students, on Programmes in Hospitality Studies 2007- 2012

Year	Programme	Stage 1	Stage 2	Stage 3	Stage 4	Total
2007/08	Bachelor of Business in Event Management	1	0	5		6
	Bachelor of Business in Hospitality Management	10	5	4		19
	Bachelor of Business (Hons) Event, Hospitality and Tourism Management				1	1
	Advanced Certificate in Professional Cookery		1			1
2008/09	Bachelor of Business in Event Management	3	2	0		5
	Bachelor of Business in Hospitality Management	11	12	3		26
	Bachelor of Business (Hons) Event, Hospitality and Tourism				0	

	Management					
	Advanced Certificate in Professional Cookery				0	
2009/10	Bachelor of Business in Event Management	7	2	4		13
	Bachelor of Business in Hospitality Management	8	10	12		30
	Bachelor of Business (Hons) Event, Hospitality and Tourism Management					
	Higher Certificate in Arts in Culinary Arts					
2010/11	Bachelor of Business in Event Management	10	6	1		17
	Bachelor of Business in Hospitality Management	9	10	11		30
	Bachelor of Business (Hons) Event, Hospitality and Tourism Management					
	Higher Certificate in Arts in Culinary Arts					
2011/12	Bachelor of Business in Event Management	3	10	5		18
	Bachelor of Business in Hospitality Management	4	11	10		25
	Bachelor of Business (Hons) Event, Hospitality and Tourism Management					
	Higher Certificate in Arts in Culinary Arts	1				1
Total		66	69	55	1	192

5.4.2 Erasmus Students

The number of Erasmus student studying in the Section of Hospitality has increased year on year over the period of the review, from a low of 2 students in 2007/08 to 19 students in

2012/13. The majority of Erasmus students join year three of Event or Hospitality Management and study for either the full year or take one semester of our programmes. We currently have Erasmus exchange programmes with partner colleges in France, Spain, Germany, Finland, Estonia.

Over the period of the review the numbers of students from the Section of Hospitality who have studied abroad under the Erasmus programme is very low. Study abroad is available in semester five of the level 7 programmes. The low up-take can be explained in part by the fact that the students in semester 5 have returned from a full semesters of work placement in semester 4 (up on 50% of the students going abroad on placement). Over the past couple of years students going abroad, in particular to Europe have been availing of Erasmus funding to support their placement.

5.5 Review of Resources- Human and Physical

5.5.1 Human Resources

Table 5.5.1 gives an overview of the number of faculty currently employed within the Section of Hospitality, faculty indicated in shaded text are service lecturers from other departments within the school of Business and Humanities, or other schools within the institute. Information is provided on staff grade, status and disciplinary area.

Table 5.5.1 Overview of Staff in the Section of Hospitality Studies

Name	Position	Grade	Status	Discipline/Other Information
Dr. Patricia Moriarty	Head of School of Business and Humanities	SL3		Head of School
Brianain Erraught	Head of Section of Hospitality Studies	L	PWT	Head of Section Culinary Arts/ Management
James Browne	Lecturer	L	PWT	Management/ HRM/Training/ Restaurant Service
Aidan Hoare	Lecturer	L	PWT	Restaurant Service/ Tourism/Management
Alan Mc Cabe	Lecturer	L	CID	Culinary Arts/ Supervision and Event Planning
Colette Kelly	Lecturer	L	CID	Hospitality/ Culinary Arts/ Food and Beverage studies
Derrick Englishby	Lecturer	L	PWT	Culinary Arts/ Culinary Skills
Elizabeth Murray	Lecturer	L	CID	Personal Development/Career Planning/ Learning to Learn
Kevin Burns	Lecturer	L	PWT	Events conference and Corporate Hospitality/ Arts Festivals and Sports Management
Lorraine Dunne	Lecturer	L	CID	Tourism/ Event Management
Maria Roddy-Freyne	Lecturer	L	PWT	Event Management
Michael McNamara	Lecturer	L	PWT	Culinary Operations
Michelle O Shea	Lecturer	L	CID	Front Office/Accommodation/Business
Rosemary Leonard	Lecturer	L	PWT	Culinary Skills/ Pastry
Siobhan Duffy	Lecturer	L	PWT	Law
Paula Browne	Lecturer	L	PWT	Management Accounting
Micheal O Murchu	Lecturer	SL1	PWT	Accounting
Mario Mc Blain	Lecturer	AL	CID	Entrepreneurship /Innovation
Martina O Neill	Lecturer	AL	CID	Database Management and Web Design

Pat Fitzgerald	Lecturer	AL	PT	Financial Accounting
Liz Englishby	Lecturer	L	CID	Public Relations
David Coggans	Lecturer	L	PWT	Economics
Cathriona Connor	Lecturer	L	CID	English
Brian Boyd	Lecturer	L	PWT	Finance/ Financial Management/Research Methods
Brian Woods	Lecturer	L	PWT	Quantitative Techniques
Vicky Leahy	Lecturer	L	PWT	French/ Intercultural Studies
Miriam Vaquero	Lecturer	AL	TWT	Spanish
Marie Bouquet	Lecturer	L	CID	French
Mary Kennedy	Lecturer	L	PWT	French
Mariead Mc Kiernan	Lecturer	L	PWT	Intercultural Studies/ Organisational Behaviour Management
Colin Cooney	Lecturer	L	PWT	E. Tourism/ E. Business
Fionnuala Dullaghan	Lecturer	L	PWT	Computer Applications/ Essential Office Applications
Johdi Quinn	Lecturer	L	TWT	Spanish
Paul Mc Donald	Lecturer	L	PWT	Computer Skills/ Information Technology
Alan Smith	Technician		PWT	-
Catriona Lynch	Class aid		TWT	-
Susan Murphy	Clerical Officer		PWT	-

5.5.2 Staff Changes during the period of the Review

There has been very little change in staffing arrangements during the period of the review. One member of staff retired during the period and has not been replaced, which has led to staffing resource issues within the section. There has been no staff recruitment during the period of the review.

5.5.3 Staff Requirements

There is a shortage of technical support for the section. Currently there is one full –time technician and one temporary whole time class aid in a section which accommodates over 350 students on programme with a significant practical focus. At least one more full time technician/ class aid is required for the section to operate at an optimum.

Lecturing staff are all on full teaching contracts, including the additional contact hours under the Croke Park agreement, with no flexibility to deliver into any new programmes. Over the period of the review a number of staff have progressed from Assistant Lecturer to Lecturer, with the accompanying reduction of two hours teaching in each case. The staffing levels

within the Section are a contributing factor in limiting the number of students who can gain entry to the programmes, and also limited the ability to introduce new full-time programmes.

5.5.4 Staff Professional Development

The primary role of the Institute as defined in the Strategic Plan is to provide a diversity of programmes relevant to the educational and economic needs of the region, delivered in a supportive environment of inclusiveness, trust and ownership amongst all its members. It aims to *enhance the professionalism of all its members in a supportive, inclusive and productive environment.*

It is recognised that the Institute's vision as stated in the Strategic Plan will be achieved more effectively if its employees are fulfilled in their work. The Institute believes that all employees, academic and non-academic, are its single most important asset. It is therefore felt that the aim of any Staff Education Training and Development Plan is to ensure that the Institute is a well-motivated organisation in which all employees are respected, enjoy their jobs and obtain fulfilment. To this end priority is assigned to the development of the necessary Academic, Professional and Technical Qualifications / Skills required to discharge the range of duties attached to each particular post.

Underpinning the realisation of such a vision is a series of funded and targeted training and development strategies dedicated to inducting, developing, resourcing and facilitating staff to implement quality assurance systems and supports in teaching, research, consultancy, development, administration, technical and other support services.

 While the Institute endeavours to provide and assist employees to achieve these objectives, the primary responsibility for self-development and career development rests with each individual. The Institute, in as far as possible, provides the support, guidance and encouragement to each employee in this regard.

Career development is not solely concerned with promotion and progression through more senior positions. It incorporates movement between jobs of equal or higher grades and the increased knowledge, skills and experience that accrue as a result of such movement.

Career development also involves enhancing existing skills and competencies so as to assist staff in achieving expected performance standards.

Career Planning is a joint activity between the individual and his/her Head of School/Department/Function. In order to enable employees make more informed decisions about their career, the Institute keeps all employees informed of known future direction. The aspirations of individuals are accommodated as much as possible within the strategic objectives of the Institute. The Institute ensure that it provides all staff with equal access to training and development resources.

Staff development includes enabling staff to:

- Pursue further/advanced qualifications
- Attend seminars and conferences to acquire further qualifications
- Attend seminars and conferences to update their subject knowledge base
- Attend seminars and conferences to support the delivery of new or restructured courses

5.3.5 Staff Development in the Section of Hospitality Studies

Staff from the Section of Hospitality Studies have engaged in a significant amount of professional development over the last five years, including

- Four lecturers have graduated with the MA in Learning and Teaching – Centre for Learning and Teaching, DkIT
- Three with the M. Ed – University of Ulster
- Four members of staff are currently taking the MA in Learning and Teaching

Staff have also attended the following seminars and workshops:

- Bloom's Taxonomy, Levels and Appropriate Verbs
- Learning Outcomes
- Learning Outcomes and Student Focuses Learning and Teaching
- Academic writing Skills
- Threshold concepts and Troublesome Knowledge

- Teaching Styles

- Multiple Intelligences

- 30 Commonly Found Weaknesses

- 25 Ways to Teach without Talking

- Assessment and Feedback

- Transforming Assessment and Feedback

- Encouraging Motivation and Active Learning

- Group work

- Assessment and Retention

- Making Learning Happen through Assessment

- Learning Styles and Multiple Intelligences

- Teaching for Understanding

- The First Year Experience and Retention

- Aligning Teaching and Assessment to Course Objectives

- Everything You Need to Know about Learning Outcomes

- Improving Students Learning

- Effective Research Supervision

- Examining Research Theses

- Research Prioritisation

- Presenting Research

- Research Writing

- Child Protection Training

- Plagiarism

Other professional development included a number of faculty members who have undertaken periods of work experience in a partner University or college or in industry including, Johnson and Wales University, Rhode Island New York, the Gleneagles Resort, Scotland and Restaurant, Ecole Gregoire Ferrandi, Paris and Patrick Guilbauds, Dublin. In addition one member of faculty has undertaken the 'Oral History Training Programme- to record the thoughts and memories of the Troubles in Northern Ireland, 'Leading the Way ' Peace building programme, conflict resolution, with particular emphasis on World War 1,

Getting to know the Institutions e.g. Marching Bands, Orange Order, A.O.H., GAA and Church of Ireland, to gain a better understanding of them.

5.3.6 Physical Resources

Teaching accommodation in the Section of Hospitality Studies is shown in table 5.5.5. The section has a number of Hospitality and Culinary arts specific physical resources, including a Training Restaurant, Production Kitchen, Training Kitchen, Training Bar and Demonstration Kitchen. Apart from these specific resources all other physical resources are common with the entire school of Business and Humanities, which are predominantly, located in the ground and first floor of the South Block and Faulkner Building.

5.3.6.1 Resource Requirements

Currently the training kitchen is running at full capacity , with a requirement on certain days to run three 3-4 hour classes back to back in the space. This is not ideal at any level, as classes are rushed to vacate the kitchen before the next class can start, and there is no time between classes to clean the kitchen to the optimum standard. An additional kitchen would facilitate more appropriate timetabling and would also allow for the intake of more students onto the culinary arts programme where demand is highest.

The equipment in both kitchens has been in place since 1999 and as such is coming to its end of life, maintenance in particular of the cooking equipment is becoming increasingly difficult, as replacement parts become more difficult to source. Replacement of most of the cooking equipment particularly in the training kitchen will become a priority in the near future.

Table 5.5.5 Teaching Accommodation in the Section of Hospitality

Room Number	Description	Capacity
H101	Demonstration Kitchen	70
H109	Training Kitchen	16
H112	Production Kitchen	16
H115	Training Restaurant	20
H ???	Training Bar	16

H 203	Flat Classroom	20
H216	Flat Classroom	45
H217	Flat Classroom	30
H219	Flat Classroom	40
H220	Flat Classroom	30
H221	Accommodation Training	15
S123	Computing Lab	20
S128	Flat Classroom	30
S129	Tiered Classroom	70
S136	Tiered Classroom	71
S141	Tiered Classroom	60
S142	Tiered Classroom	120
S144	Tiered Classroom	96
S146	Tutorial Room	10
S148	Black Box Studio	33
S208	Computer Lab	20
S209	Language Lab	20
S212	Computer Lab	20
S213	Computer Lab	20
S214	Computer Lab	20
S215	Tiered Classroom	60
S216	Flat Classroom	30
S217	Tiered Classroom	60
S221	Computer Lab	20
S223	Computer Lab	20

S224	Computer Lab	20
S230	Flat Classroom	20
S234	Flat Classroom	45
S237	Flat Classroom	20
S238	Flat Classroom	36
S241	Tiered Classroom	60
S242	Tiered Classroom	54
S243	Flat Classroom	42
S244	Flat Classroom	30
S245	Flat Classroom	20
S246	Flat Classroom	36
S247	Flat Classroom	45
S249	Flat Classroom	32
L153	Whittaker Theatre	210
F172	Conference Centre	130
F186	Multi- Purpose Centre	300

Faculty office accommodation for the Section of Hospitality Studies is located in the Faulkner Building and is outlined in table 5.5.6

Table 5.5.6 Staff Offices 2013- Section of Hospitality Studies

First Name	Surname	Office Number
James	Browne	H223
Kevin	Burns	H201
Lorraine	Dunne	H201
Derrick	Englishby	H223
Brianain	Erraught	H211
Aidan	Hoare	H222
Colette	Kelly	H201
Rosemary	Leonard	H201
Alan	McCabe	H201

Michael	McNamara	H223
Liz	Murray	H222
Michelle	O'Shea	H201
Maria	RoddyFreyne	H201
Alan	Smith	H105
Caitriona	Lynch	H105

5.6   Information Technology Equipment

The following three categories of information technology equipment are used within the School:

4. Lecture Room Equipment

5. Support Equipment

6. Computer Laboratory Equipment

5.7   Lecture Room Equipment

The equipment used in the lecture rooms has a number of components. Generally, there is a PC housed in the lecturer's desk, accompanied by a DVD or VHS player, sound facilities, LCD projector and OHP unit. There are 15 rooms which have all facilities, with varied levels of provision in the remaining rooms. The integrated control of technology equipment is available in 9 rooms through the installation of Extron switch controllers and the intention is to roll out this system to further rooms when budget provision allows. See Table 5.7.1 for an outline of the IT and AV equipment in the school. To facilitate teaching in rooms which currently do not have all facilities, the School provides four laptops, two portable LCD projectors and three mobile DVD/VHS units which can be booked in advance by lecturers.

Table 5.7.1 IT and AV Hardware in the School of Business and Humanities

Room Number	PC	Printer	OHP	LCD	Other	Description
H101	1		1	1	DVD/VCR	Demonstration Kitchen
H109						Training Kitchen
H112		1				Production Kitchen
H115	1	1		1		Training Restaurant

H 114			1			Training Bar
H 203	1		1	1	DVD/VCR	Flat Classroom
H216	1		1	1		Flat Classroom
H217	1		1	1		Flat Classroom
H219	1		1	1		Flat Classroom
H220	1		1	1	DVD/VCR	Flat Classroom
H221	1		1	1		Accommodation Training
S123	20	1		1		Computing Lab
S128	1		1	1		Flat Classroom
S129	1		1	1	DVD/VCR	Tiered Classroom
S136	1		1	1	DVD/VCR	Tiered Classroom
S141	1		1	1	DVD/VCR	Tiered Classroom
S142	1		1			Tiered Classroom
S144	1		1	1		Tiered Classroom
S146						Tutorial Room
S148						Black Box Studio
S208	20	1		1		Computer Lab
S209	20			1		Language Lab
S212	20	1		1		Computer Lab
S213	20	1		1		Computer Lab
S214	20	1		1		Computer Lab
S215	1		1	1		Tiered Classroom
S216	1		1	1		Flat Classroom
S217	1		1	1		Tiered Classroom
S221	20	1		1		Computer Lab

S223	20	1		1		Computer Lab
S224	20	1		1		Computer Lab
S230	1		1	1	V/Conference	Flat Classroom
S234	1		1	1	DVD/VCR	Flat Classroom
S237				1		Flat Classroom
S238	1		1	1		Flat Classroom
S241	1		1	1	DVD/VCR	Tiered Classroom
S242	1		1	1	DVD/VCR	Tiered Classroom
S243	1		1	1	DVD/VCR	Flat Classroom
S244	1		1			Flat Classroom
S245	1			1		Flat Classroom
S246	1		1	1		Flat Classroom
S247	1		1	1		Flat Classroom
S249	1		1	1		Flat Classroom
L153	1		1	1	DVD/VCR	Whittaker Theatre
F172	1		1	1	DVD/VCR	Conference Centre
F186				1		Multi- Purpose Centre

5.5.7.1 Lecture Room Computers

There are 30 Lecture room computers, as illustrated in Table 5.5.7.1

Table 5.5.7.1: Lecture Room Computers

Number	PC Make & Model	Installation Date
28	Dell Optiplex GX620	2005/2006
1	Dell Optiplex 745	2007
1	HP 6200	2012

Updating lecture room computers is an on-going requirement, with replacements scheduled when computers are 8-9 years old.

5.5.7.2 LCD Projectors

There are currently 36 LCD projectors in use within the school .Installation dates range from 2002 up until 2012, with approximately 3-4 units replaced annually. The replacement criterion is based on projector performance, with deterioration in image quality the primary basis for replacement.

5.7.7.3 Technical Support

The School has two technicians responsible for maintaining classroom equipment and providing backup to teaching staff in relation to technology equipment. These technicians are available during all timetabled teaching hours and have office locations in the South Block.

5.5.7.4 Support Equipment

Each member of staff within the School is provided with a computer. Currently there are approximately 115 staff computers in use within the School, supporting both teaching and administration activities. Installation dates range from 2003 to 2012 and as with the lecture room computers, replacements are scheduled when computers are 8-9 years old. Each office has a shared laser printer, with a number also having access to colour printing.

Table - 5.5.7.4 Office Computers

Number	PC Make & Model	Installation Date
15-20	HP	2010-2012
65-75	Dell Optiplex GX620,745,755,760	2005-2009
15-20	Dell Optiplex GX260,270,280	2003-2005

5.5.7.5 Computer Laboratory Equipment

The School has seven computer labs and one language lab. Each lab has 20 PCs, with Pentium 4 the minimum PC specification. Regular updating of laboratory computers is critical due to the high performance requirements of computers within this teaching environment, particularly when multimedia applications are in use. Consequently, the replacement interval for lab computers is shorter than for either lecture room or office computers, with replacements scheduled when computers are 7-8 years old.

Table 5.5.7.5 - Laboratory Computers

Lab Room	PC Make & Model	Installation Date
S208	Dell Vostro 200	2008
S209 (Lang lab)	Dell Optiplex 745	2007
S212	HP 6200	2012
S213	Dell Vostro 200	2008
S214	Dell Optiplex GX620	2005
S221	Dell Optiplex 755	2008
S223	Dell Optiplex 755	2008
S224	Dell Optiplex 745	2007

Laser printers are provided in three labs (S212, S214, S223), with a localised scanning unit also provided in S212. All lab computers are network linked to various pay printers around the Institute to facilitate student document printing.

5.5.7.6 Computer Applications

All lab and lecture room computers are connected to the Internet and Institute e-mail service via TCP/IP. They are also connected to Institute-wide file servers using Windows software. The applications running in each lab and lecture room are diverse, ranging from Microsoft Office products to Adobe Photoshop and other multimedia products. The language lab has Sanako software, a very specific language teaching application.

5.5.7.7 Staff Photocopying and Scanning Facilities

The School provides two commercial OCE photocopiers to facilitate staff in the preparation of lecture hand-outs. The machines are stored in a dedicated photocopy room, with all staff members issued personal passwords to allow them operate the machines. The machines are maintained by an external contractor (PCI), with the School paying a fee per copy. Currently the School produces approximately one million copies annually.

5.8 External Engagement

5.8.1 Introduction

The School of Business and Humanities at DkIT is committed to responding to the educational demands of school leavers and lifelong learners in its hinterland and nationally/internationally. It recognises that this is the main component of its overall agenda as an educational institution. However, as a public service institution, the Institute is also committed to supporting the wider economic, cultural and social objectives of the North-East region, with a particular focus on its border location. Interestingly, the socio-economic impact of DkIT was recently highlighted within an institute commissioned report (BiGGAR Economics, Socio-Economic Impact of DkIT 2013). This report underlines not just the very significant economic contribution of DkIT (over 280 million Euro in Gross Value Added for the economy) but also its impressive social impacts including the promotion of cross-border reconciliation, culture and heritage, supporting sustainable development and enhancing social inclusion. In contributing towards this, the School of Business and Humanities actively cultivates alliances and partnerships with community, public and private sector agencies, throughout the region and on a cross-border basis, around the central theme of local and regional development.

Professor John Goddard has argued that all publicly-funded higher education institutions have a civic duty to engage with the wider society at local, national and international levels. He stresses that:

> *It has to embrace teaching as well as research, students as well as academics, and the full range of support services. All universities need to develop strategies to guide their engagement with wider society, to manage themselves accordingly and to work with external partners to gauge their success.*
>
> (Goddard, 2009)

Furthermore, The National Strategy for Higher Education to 2030 places great emphasis on engagement with wider society. It calls on higher education institutions to:

> *engage with the communities they serve in a more connected manner — identifying community, regional and enterprise needs and proactively responding to them.*   (Department of Education and Skills, 2011)

This section articulates the many and varied means through which the School of Business and Humanities at DkIT engages with the communities it serves on a local, regional, national and international basis.

5.8.2 NEFHEA (North East Further and Higher Education Alliance)

The School of Business and Humanities at DkIT has been actively involved in The North East Further and Higher Education Alliance (NEFHEA) since its inception in 2009. The purpose of NEFHEA is to improve access to higher level qualifications within the North East region. The alliance formally links the six partners and covers a total of 12,000 students and 800 staff. Further Information:

https://ww2.dkit.ie/staff_and_admin/president/initiatives/nefhea.

A recent report on the economic development of the M1 Corridor stated that there was a need to:

> *Develop ways to encourage additional access to higher education institutions – including sign-posting in a clear and structured way progression opportunities from pre-HE courses to entry to higher education so that people seeking to enhance their qualifications and skills are clear about the possibilities available and how to access them. This is essential to ensure that significant groups of the labour force are not excluded from the knowledge economy.*
>   (Indecon, 2010)

Accordingly, The School of Business and Humanities has developed close linkages with Business Studies staff in all five NEFHEA partner colleges. This relationship-building has been

facilitated by a NEFHEA Business Studies Steering Committee, which is also the umbrella group for Tourism and Hospitality related programmes. The group has worked effectively to agree Level 7 entry criteria for learners who have obtained Level 5 and 6 Business qualifications within their FE college. Current arrangements permit Level 6 students to gain entry into Year 2 of the Level 7 Bachelor of Business in Event Management at Dundalk Institute of Technology. Part of this work has resulted in some FE colleges selecting and delivering certain Level 5 and 6 modules (for example Event and Tourism) to ensure an optimal fit when students commence their programme of study at DkIT. The Hospitality Section has also worked with some of the NEFHEA partners to provide a progression route for graduates of the level 5 in Hotel and Catering and the level 5 in Professional Cookery. This is a new initiative, with the first graduates from the level 5 programmes, enrolling on DkIT level 6 programmes in September 2013.

5.8.3 Work Placement

Work placement is a central feature of all programmes of study in the Section of Hospitality Studies. Students participate in a structured and assessed period of work experience in a relevant professional setting. Placement students experience academic learning that can be applied and tested in a real-life working environment, whilst laying the foundations for their personal career path. Work placement, in essence, is learning in real time; developing skills, gaining knowledge and cultivating the attitude that is required from graduates across academic disciplines and professional fields. The Placement Office in DKIT co-ordinates the work placements of approximately130 from programmes in Hospitality, Events and Culinary Arts every year.

Work placement is a partnership between the student, host organisation and Institute. The influence of this partnership is demonstrated in various ways within the Institute:

Student: Shapes and supports the student in terms of employability, professional development, personal confidence and self-awareness

Academic Team: Influences curriculum design and development, ensuring that programmes are relevant, dynamic and forward thinking.

Wider Institute: Promotes the Institutes reputation of the quality in teaching and learning, and forges research, enterprise and service partnerships.

The Placement Office in conjunction with faculty from the section of hospitality has developed valuable linkages with a wide range of employers across the disciplines or Culinary Arts, Hospitality and Events both nationally and internationally. Expanding our industry linkages is an on-going process, with both faculty and the placement office working to ensure that work placement is a mutually beneficial relationship where students are afforded a unique learning experience and organisations are provided with a student/s who contributes to the benefit of the workplace. Each placement programme has a dedicated Placement Officer that works in conjunction with the academic team to ensure the student secures a placement that will support their learning requirements and nurture their personal and professional development. All work placements must be officially approved by the Placement Office and primarily involves the process of CV selection and competitive interview, but can also be secured by direct matching. The process is be determined by the host organisation.

Support services provided by the office include:

- Central contact and information point for all parties involved in student placement
- Preparation workshops for students – skills Profiling, CV and interview preparation
- Follow-up one-to-one student support and guidance
- Co-ordination of associated requirements for placement – additional training, health & safety requirements
- Developing linkages with employers and host organisations nationally and internationally
- Providing information and resource packs for students, host organisations and academic staff relevant to each specific placement programme
- Ensuring feedback from placement experience to improve the process and to inform course development

5.8.4 International Placements

The Section through the Placement Office supports an increasing number of international placements/ internships, primarily through the Hospitality Management programme, the Event Management programme and to a lesser extent Culinary Arts. Over the years the

Placement Office in conjunction with the respective Academic teams have forged valuable relationships with a range of high profile, globally recognised companies located in China, *(Beijing and Shanghai),* US, *(Baltimore, Alabama, Cape Cod, Virgin Islands), UK (Scotland, London) Europe (Belgium, Barcelona).* Most international placements occur on the level 7 programmes, as the length of the placement (20 weeks) is more attractive to international employers, as opposed to the shorter (12 weeks) on the level 6 programmes, though a number of international placements have been offered to students from the culinary arts programme over the past two years.

Table 5.8.6 gives an overview of the length of the placement for each programme and also the number of students who undertook a placement over the last number of years. Table 5.8.7 provides an indication of the host organisations who take students on placement from the programmes in the section. This list is not exhaustive, it aims only to give a representation of the industry partners currently working with the placement office and the Section of Hospitality Studies.

Table 5.8.6 - Hospitality Studies Placements

Programme	Duration	2010/11	2011/12	2012/13
Event Management Yr 2	20 weeks	44	37	34
Hospitality Mgt. Yr 2	20 weeks	25	28	18
Culinary Arts Year 2	12 weeks	28	35	55
Hospitality Studies Yr 1	12 weeks	N/A	14	18
TOTAL		**97**	**114**	**125**

Table 5.8.7 Host Organisations for the placement of Students from the Section of Hospitality Studies

Name of Host Organisation	Address 1	Address 2
Slieve Russell Hotel	Ballyconnell	Co. Cavan
Carrickdale hotel	Dundalk	Co. Louth
The Conyngham Arms Hotel	Slane	Co. Meath
The Four Seasons Hotel	Monaghan	Co. Monaghan
The Crowne Plaza Hotel	Dundalk	Co. Louth
Ballymascanlon House Hotel	Ballymascanlon	Co. Louth

The Newgrange Hotel	Navan	Co. Meath
Fitzpatricks Restaurant	Jenkinstown	Co. Louth
The Nuremore Hotel	Carrickmacross	Co. Monaghan
The Forge Restaurant,	Carnaross, Kells	Co. Meath
Nevin Maguire's Restaurant	Blacklion	Co. Cavan
Tankardstown House Bakery	Slane	Co. Meath
The Cliff House	Waterford	Co Waterford
The Knightbrook Hotel	Trim	Co .Meath
Trim Castle	Trim	Co. Meath
Crowne Plaza	Santry	Dublin
Gresham Hotel	O Connell St	Dublin
Merrion Hotel	Merrion St.	Dublin
Hilton Hotel		Belfast
Merchants Hotel		Belfast
Slieve Donard Hotel	Newcastle	Co. Down
Jurys Inn, Heathrow Airport, London	Heathrow, TW6 2SQ	London
The Gleneagles Hotel	Perthshire PH3 1NF	Scotland
The Kensington Hotel, London	109-113 Queens Gate	South Kensington
The Marylebone Hotel, London	47 Wellbeck Street	London W1G 8DN
Turnberry, A Luxury Collection Resort, Scotland	Turnberry	Ayrshire, Scotland KA269LT
Hilton Birmingham Metropole	Birmingham B40 1PP	United Kingdom
Baltimore Marriott Waterfront	Baltimore	Maryland 21202 USA
Crystal Springs Resort	1 Wild Turkey Way	Hamburg, New Jersey 07419
Ocean Edge Resort, Cape Cod	Massachusetts	
Renaissance Ross Bridge	Hoover	Maryland 21090 USA
Ritz Carlton, St Thomas	US Virgin Islands 00802	USA
Chang An Grand Hotel, Beijing	Chaoyang District,	BEIJING,
Double Tree by Hilton, Shanghai	Shanghai, 200127	China
JC Mandarin, Shanghai	1225 Nanding Ji Lu	Shanghai 200040
Kerry Hotel Shanghai	1388 Hua Hu Road	Pudong
Novotel Beijing, China	100005 BEIJING	CHINA
Traders Hotel, Beijing	Beijing 100004	China
Hotel Arts Barcelona (Ritz Carlton)	Marina 19-21 - 08005 Barcelona	
PANORAMA - Poland	ul. Rybacka 189	82-104 Katy Rybackie
The Leuven Institute for Ireland in Europe	3000 Leuven	Belgium

5.8.5 Industry Advisory Forum

The Section of Hospitality Studies has an active industry forum, which meets annually. The membership includes all faculty members from the Section and representatives of industry, both local and nationally, covering the three broad areas of Hospitality, Culinary arts and Events The current industry members are:

- Jean Evans - Director of Conferences MCI

- Kevin Grant- Belfast City Council –

- Niamh Murphy - Crowne Plaza Dundalk

- Stephen Hanley -General Manager of the Shelbourne

- Cathal Grant– Head Chef Fitzpatrick Restaurant

- Andrew Drysdale - GM at Radisson Blu Farnham Estate Hotel

- Dolores O'Connor - Business Coach and Recruiter

- Vincent Duff/Olivia Duff - Headfort Arms Hotel Kells

- Charlie Shiels – GM Marker Hotel Dublin

- *G*illian Wilson - Head of Events Dublin Convention Centre

- Kevin Whatson- General Manager of Hospitality Fitzers

- Gary McDowell- Development Chef – Kerry Foods

- Chris Brayden – GM Ballymascanlon House Hotel

- Rory Scott – GM DHotel Drogheda

- Gareth Carberry – Hilton Dublin

- Neil Mc Fadden -Euro-torque chef

The terms of reference for the forum include

- Provide a platform for industry/sectorial-academic partnerships in the relevant discipline in the North East Region.

- To bring to the School a broad based perspective in those areas of activity that are currently the focus of programmes offered by the School

- To assist the School in anticipating sectorial requirements and to ensure that relevant competencies are included in the DkIT programmes.

- To identify short training programmes required by sectors and assess the ability of the School to respond to same.

- Increase awareness of industry R&D needs

- Promote industry interaction and R&D opportunity within the North East region.

A range of issues were discussed in this year's meeting of the forum including.

- The relevance of our programmes in meeting industry needs
- Graduate skills and competencies required by our industry partners
- Recommended changes to the programmes to better meet industry needs
- Importance of language skills as a graduate attribute
- Significance of cultural awareness
- New / upcoming skills and competencies graduates should possess
- Importance of work-placement, length of placement, skills required for placement
- Importance of communication skills and confidence.
- Particular IT, skills important for our graduates

5.8.5.1 Feedback from the Forum

Do Graduates possess the skills and competencies required by our industry partners?

In most cases graduates are meeting the needs of the industry. Our industry partners however stressed that what they are looking for in a graduate is;

- Good Communication Skills
- Good Personal Presentation
- Initiative
- Cultural Awareness
- Good Basic I.T skills (word, power-point, excel and an awareness of industry specific systems)

What changes should be made to the programmes to better meet industry need?

- Focus more on operational skills, communication skills, customer care, professional presentation and confidence building.
- More contact with industry partners, more opportunities like the forum for industry and the institute get together to discuss issues. Make more use of our industry partners, getting them in to speak to student groups, do guest lecturers, give workshops etc.,

- A strength in another language was not seen as a priority, rather the basic skills in a number of languages was seen as an advantage.
- Cultural awareness was seen as much more important that proficiency in another language

Going forward are their new skills and competencies we need to give our students to better equip them for work?

- Our industry partners stated that they often rely on the placement student or the graduate to bring them up to date with new technologies, particularly in the area of social media. They expect graduates to be well tuned in to the latest technological advances and to be able to advice businesses on how to get the most for technology
- To comply with the proposed new legalisation for the hotel and restaurant sector to display calorie content on all menu items, there is a need for training in the area of nutritional breakdown and calorie counting particularly for culinary arts students.
- Cultural awareness as we have more and more nationalities visiting Ireland both for business and leisure

Do you think work-placement is important on the programmes if so:

What length should it be?

What skills do you think students should have for placement?

- All members of the forum felt that work-placement was very important and would not want to see it dropped from any programme.
- Six months was seen as the minimum length of time recommended for a placement, any shorter and it was felt that the placement student would just be trained up and it would be time to go back to college.
- Industry wants students on placement with good communication skills, customer care skills, a positive attitude, willingness to learn, good operational skills.
- All forum members were willing to invest time into training students on placement.

5.8.6 Guest Lectures and Workshops

Many of our industry partners deliver guest lectures and workshops throughout the year for our students across all programmes and covering a wide range of areas. An outline of recent guest lecture's and workshop can be seen in table 5.6.5.

Table 5.6.5 Guest Lectures and Workshops

Name	Organisation	Theme
Andrew Leaver	Human Resources Manager Gleneagles Hotel	The presentation focused on the Hospitality Industry and the unique experiences offered by Gleneagles.
Sinead Mc Gleenon	Training Manager Westin Hotel	The presentation focused mainly on Starwood as a company, their management programme Vita Futura and the Westin Dublin.
Dolores O'Connor	Managing Director Ambassador Recruitment	This workshop focused on interview preparation, how to prepare yourself, pitfalls, the first impression etc.
Michael Dalton	Groups & Incentives Manager Moloney & Kelly Travel	A general overview of the company and various sections of the business to highlight the opportunities within both companies.
Marie Lawlor, Business Unit Director, DMC Fionnuala O'Dwyer, Operations Manager, Events Jeremy Butcher, Manager, Association Relations Leah Perrott, Senior Project Assistant, PCO	MCI	Regarding PCO, Jeremy gave an overview of what the company does and Leah gave details about what an intern's day-to-day duties will be, covering both delegate services and exhibition & sponsorship assistance
Dirk Schonkeren	Callebaut chocolate, sponsored by B.D. Foods	Working with Chocolate
Neil Shirt	Euro Toques	Taste Workshop
Geariod Lynch	Euro Toques , sponsored by La Russe Foods	Cooking with Seafood

5.8.7 Graduate Survey

The graduate survey seeks to ascertain:

- Whether graduates are working or taking further studies.

- The graduates' views on the quality of education received at DkIT

- How their studies at DkIT affected their career development and if it helped in securing suitable employment.

- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:

- 97% of the respondents describing their DkIT experience as being good to excellent.

- 59% are in employment

- 21% are taking further studies

- 17% are seeking employment

- 3% are unavailable for work

- 77% state that their academic qualification is relevant to their job

- 88% described the responsiveness of staff to student academic problems as good to excellent.

- 79% described online learning as good to excellent.

Special mention was given to the approachability of staff and the "personalised staff support" that was available to them. Facilities (parking) received some critical comment. Individual graduates identified modules that should be included and others that should be excluded from their programme. Graduates commented favourably on the opportunities provided to them to hone their teamwork, self-confidence, presentation and organisational skills. Negative comment was reserved for the lack of sufficient provision in their study for the development of time management skills and confidence building.

Apart from the annual student survey, a range of other student surveys and focus groups were held with students and graduates from programmes in the Hospitality Section, these were designed to gain students / graduates perspective on the programme they undertook and how the programme prepared them for work experience/ employment.

5.8.7.1 Culinary Arts Students Survey

Twenty four Culinary Arts students took part in a focus group at the end of their two year programme, where they were asked to address a number of questions. Some general conclusions from the focus group are as follows.

- 75% of participants enjoyed the practical classes and found the lecturers approachable friendly and helpful. Failte Ireland was also found to be a big help to students. All participants enjoyed the Event nights, which are the major student led element of 2nd year.

- The least enjoyable parts of the programme were theory classes and assignments. Participants felt that in particular communications and Learning to Learn were not necessary. Presentations, group assignments and long hours were also pointed out as areas of least satisfaction, along with a lack of help on work-placement.

- 100% of participants felt that the programme should by a three year ordinary degree. 75% felt that placement should be split into one day a week across the programme. Participants also felt there should be more feedback good & bad, and more time give to one to one sessions with tutors.

5.8.7.2 Hospitality and Event Management Graduate Focus Group.

The focus group took place as part of a research project undertaken by a member of the hospitality faculty, with the purpose of assessing student preparedness for work placement and employment. When asked about the value of work experience the following key themes were identified:

- Opportunities for Real world learning, Confidence building, career development and integration

- Academic benefits include improved: learning , problem solving; motivation to learn, retention; ability to earn money

- Personal benefits include increased: Autonomy (Moving away from home), self-worth, sense of purpose, self-confidence, initiative; teamwork, cooperation, relationship building

- Career benefits include aid with: identification and clarification of career options, career decision making and planning, employment opportunities
- Skill development benefits include increased: competence, technical knowledge and skills

When asked about how the placement process might be improved the following points were raised by the graduates.

- Embed critical reflection into the programmes.
- Managing expectations – employer expectations.
- Attitude/motivation, encourage student to gain relevant industry experience in year 1 More focus on personal development planning (PD P) in year one.
- More focus on industry relevant modules – prior to placement.

5.8.7.2 Graduate Destinations

Though there is no formal method of recording graduate destination within the Section of hospitality, attempts are made through social media, including face-book, twitter and LinkedIn to maintain contact with graduates and to track their employment. The following is a sample listing of organisations currently employing graduates and the type of positions held by those graduates

- Groups & Incentives Account Manager at Moloney & Kelly Travel
- HR Assistant & Accommodation Supervisor at City North Hotel
- Team Leader in Business Sales Solutions at Evolution Marketing NZ
- Sales Executive at Bewleys Hotels
- Events & Marketing Coordinator at Stan James, Gibraltar
- Pastry chef – The Shelbourne Hotel, Dublin
- Restaurant Manager, Coast Restaurant, The Grand Hotel, Malahide,
- Project Assistant, MCI Dublin
- Event Designer at Guinness Storehouse.

- Chef de Partie - One Pico, Dublin

- Account Manager at FDM Group, London

- Events administrator, Health Education and Training Institute, Australia

- Front Office Manager at Sundial Boutique Hotel, British Columbia, Canada

- Head Chef – Conyngham Arms, Slane

- General Manager at Dishoom, London

- Sales Coordinator at Croke Park Stadium

- Conference & Banqueting Sales Manager at Red Carnation Hotels

- Demi Sous Chef – Le Manoir aux Quat Saisons, Oxford, UK

- Conference & Event Sales Coordinator, The Sandymount Hotel

- Event Co-coordinator at The Grand Hotel, Malahide

- Sales and Marketing Executive at Stillorgan Park Hotel

- Sous Chef – Pelican Restaurant, Melbourne, Austrailia

- Holiday Co-ordinator at Highlife Ski and Snowboard

- Reservation Manager at Crowne Plaza Blanchardstown

- Pastry Chef Cavan Crystal Hotel

- Food and Beverage Supervisor Shelbourne Hotel Dublin

- Head Chef – Eno Restaurant, Dundalk

- Senior Event Designer at Guinness Storehouse

- Corporate Sales Executive at Fitzpatrick Castle Hotel

- Proprietor – D'lish Catering, Dundalk

5.8.8 Louth Economic Forum

The Louth Economic Forum was established in 2009 consisting of representatives from the business sector, local authority management and all of the state agencies that interact with those generating economic activity in the county. There are a number of task groups established within this forum charged with establishing action plans in these different areas. Staff from DkIT are active members of a number of these groups which include:

- Foreign Direct Investment
- Sustainable Energy
- Indigenous Industry
- Tourism and Heritage
- Age Friendly Business
- Education and Training
- Agriculture, Food and Fisheries
- Making Louth the Best County to do business
- Broadband
- Drogheda Dundalk Newry Economic Corridor

The Head of Section has represented the President of the Institute at the Tourism and Heritage forum over the past number of years. The full membership of the Tourism and Heritage forum is as follows:

- Ray Carroll Chairman
- Kevin Kidney Regional Manager Fáilte Ireland
- Frances Taylor
- Chair, Innovation Cooley Peninsula Tourism
- Sandra Gough Chair, Food & Festivals Drogheda Food Festival
- Tim Mullins, Dundalk Chamber of Commerce
- Ann Murray, Dundalk Town Centre Commercial Managers Office
- Hazel Markey, Chair, Marketing & PR Clogherhead Tourism Committee
- Sean Corcoran, Chair, Heritage & Culture Millmount Museum
- Nessa McCartan Tourism & Business Support Louth Local Authorities

- Brendan McSherry Heritage Officer Louth County Council

- Michael McCabe Economic Development Officer Louth Local Authorities

- Mark Markey Drogheda & District Chamber

- Eamonn Mullen Ardee Business Community/ Smarmore Castle

- Emma Meehan Chair, Activities & Leisure Dundalk Stadium

- Laura O'Donovan Chair, Packages & Clustering the d hotel

- Denis Cummins President Dundalk Institute of Technology

- Marcella Bannon Droichead Arts Centre

- Siobhán McTigue, Crowne Plaza Dundalk,

- Kevin Woods, Shalom, Carlingford

Louth Economic Forum's vision for the tourism & heritage Forum is to create a cohesive approach to the development and promotion of tourism and heritage in the region.

• To capitalise on County Louth's unique location as the hub for the Boyne valley and the Cooley, Mournes, Gullion region, two of Fáilte Ireland's top tourism Development Destinations in the country.

• To ensure customer service delivery to the highest possible standard at all levels to ensure the desire to return.

• To increase the number of visitors coming to Louth, to increase their 'dwell time' and thereby to maximise their spend in the county, and increase revenue and sustainable job creation.

• To 'gain the heritage dividend', through the sustainable use of heritage to attract tourists to Louth and surrounding areas.

• To make Louth an age Friendly Destination.

•To strengthen cross border co-operation in tourism development.

As part of the work of the forum in preparing its action plan, the Hospitality Section facilitated a research project to gather statistical data on tourism and heritage ,in particular visitor numbers to

accommodation providers and visitor attraction in Co. Louth. The research project ran for nine months with the final report presented to the forum in September 2011.

5.9. Community Engagement

5.9.1 Business in the Community (BIC)

The BIC project is a schools' business partnership initiative that works with Department of Education & Science' targeted schools. Its aims are to encourage students to stay in school and recognise the value of completing their education. It attempts to give second level students an insight into the world of work by providing information on seeking, finding and retaining employment. The School of Business and Humanities at DkIT was invited to partner with Ardee Community School in May 2012 and work with Transition Year pupils for the subsequent academic year. The project involves a number of steps which includes meeting the pupils in an opening session, inviting them to spend a day within the School, organising mock interviews and exposing pupils to team building, presentation skills and self-esteem sessions. Feedback on this initiative from participating DkIT staff, Ardee Community School and the Transition Year pupils has been very positive.

5.9.2 School Visits

The School has developed very close working relationships with secondary schools within the region. These relationships have been fostered and developed through initiatives such as Open Day, Taster Days, liaison on new programme development and School Visits. The Section of Hospitality Studies organises a number of School Visits each year and this is on top of formal visits coordinated by the School Liaison Office within DkIT. Each year members of faculty from the section also participate in a number of regional careers fairs, which take place locally and nationally.

5.9.3 Active Citizenship Awards

The purpose of the Active Citizenship Awards is to recognise student efforts in engaging with local community groups/voluntary/charity/sporting associations. Primarily the focus of the award is to recognise the work of students by celebrating the rich and diverse experiences that they obtain from their engagement with these groups. Through their

modules in, Event Management and Business Ethics, the students are encouraged to design and implement real life activities that can enhance the experiences of their specific target groups (Older adults, special needs etc.). Some groups also engage in novel fund raising/world record activities and since 2003 the School has raised over €150,000 for local and national charities. The experience gained by the students enables them to apply quite a significant amount of the theoretical knowledge into "real life" projects, and it can be said that it adds significant value to their experience at DkIT.

5.9.4 TURAS Aftercare Services

TURAS Counselling Services Ltd. is a community based service for recovering substance users. It offers a confidential and safe environment which allows clients to explore their difficult life issues. While the presenting issues might be drugs and alcohol dependency the counselling intervention offers the client the opportunity to explore their relationship with these substances and the underlying causation. TURAS offers both counselling interventions and a structured day programme to support clients in their recovery.

The section of Hospitality Studies facilitates a training programme on an annual basis for clients who are undertaking a programme with the aftercare services, The programme includes health and safety, cookery skills and budgeting.

5.9.5 Community Youth Groups

On an annual basis the Section of Hospitality host a number of short cookery workshops for young people between ten and sixteen years of age. Predominately these young people come from local youth clubs or societies. These workshops are primarily designed to give the young people some basic cookery skills, but also afford to the opportunity to find out a little about the institute in general. A recent graduate from the Ordinary Degree in Hospitality Management first came to the institute as a member of one of the first groups who attended these workshops.

5.9.6 Culinary Arts Competitions

Over the period of the review the Section of Hospitality Studies has hosted a number of Competitions for secondary schools, institute of technology and industry. These have included:

Knorr Young Chef of the Year- Competition for students from the institute of Technology

North East Junior Chef of the Year Competition- Cookery for 2nd level Schools Competition

Aramark - Cookery Competition for Aramark employees

Balbriggan Community College Master Chef challenge for pupils from the school.

5.11 Review of Learning Teaching and Assessment

5.10.1 Learning and Teaching

Learning, teaching and assessment strategies in the Hospitality Section are guided by the School's Mission Statement, the Institute's Strategic Plan, the Academic Council's approved Learning and Teaching strategy and the policy on Assessment and Learning. Programme learning and teaching strategies sets out to:

- Foster the use of 'best practice' in teaching and learning using both traditional and innovative approaches,
- Facilitate learners by assisting them to develop the skills, competences, knowledge and attitudes to support their participation in the knowledge society,
- Encourage active learning, participation and reflection among learners resulting in insight and action,
- Emphasise deep learning and understanding and build mutual trust within the learner teacher relationship and
- Employ flexible and blended learning approaches alongside other approaches.

Lecturers recognise the need for a good balance between didactic and interactive teaching methodologies, and strive continuously to provide learning opportunities that promote understanding and deep learning throughout all modules.

Deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Learners will be engaged through a variety of learning and teaching approaches while studying Hospitality , Culinary Arts or Event Management. Challenging and authentic tasks will be used to enhance the learner's capabilities in real world learning and assessment, encouraging a deeper approach to learning.

Combined with the traditional lecture and tutorial an ever increasing variety of learning and teaching methodologies are used by lecturers on all programmes in order to facilitate deep learning in the classroom environment. Examples include group-work, role-play, case

studies, practical tasks, lab-work, simulations, guest lectures, site visits, problem based learning, reflective journals, poster presentations, student seminars and debates, experiential learning and self-directed projects involving research, design, application, justification and evaluation.

A range of software packages are also used to introduce flexible and technology enhance learning. These include but are not limited to the following: Microsoft Suite, Studyskills4Campus, Moodle, Event Pro, Microsoft Project, e-portfolio, Micros Fidelio, Opera Fidelio, Sage Accounts and Payroll, Quality Food Tool Kit, Hots simulation, Survey Monkey, C.Vent, Mahara, Event Elephant.com, Wix.com, Prezi, Blogger.com, Twitter and Google plus.

The following table outlines both the traditional Face to Face approaches adopted and the Virtual Learning Environment (VLE) resources which are blended into all programmes in the Hospitality department. Currently no module is delivered entirely by VLE, however all modules have to a greater or lesser extent some aspect of virtual learning.

Figure 5.10.1

Traditional Face to Face	Off-Campus, Virtual Learning
Learning & Teaching Experiences.	& Teaching Experiences.

F2F Student Collaboration

- Group Work
- Discussion
- Debate
- Role Play
- Project Work

Assessment

- Examination
- Project
- Observed Performance
- Essay
- Oral Presentations
- Product Development
- Poster Presentations

Student Resources

- Textbooks
- Readings
- Workbook
- Lecture Notes
- Academic Calendar
- Case Studies

F2F Learning & Teaching

- Lecture
- Tutorial/Lab
- Seminar/Workshop
- Practical
- Study Group
- Student Placement
- Guest Lectures
- Site Visits

Teacher/Student Collaboration

- Lecture Announcements
- Formal Letters
- Teacher-student consultation

Individual Student Activities

- Reflective Journal
- Study
- Reading
- Practice Questions

Blended

Learning

=

Blended

Environments

Online Learning & Teaching

- Recorded Lecture
- Webcast
- Online virtual classroom

Teacher-Student Communication

- E-mail
- Discussion Forum
- Online chat
- Blogs

Individual Activities

- Reflective Journal
- E-portfolio
- Online practice quiz

Student Collaboration

- Discussion forum
- Small Group Work
- Creating & sharing learning resources

Assessment

- Online test
- Electronic submission of student work
- E-Portfolio
- Blogs

Student Resources

- Course reading
- Online study guide
- Web links
- Online activities
- Online calendar

5.10.2 E-Learning, Blended Learning and Online Resources

Faculty from the Section of Hospitality Studies uses the VLE and wider online community to support, enhance and link face to face with online materials and to provide a space for students to communicate with each other and the programme team.

Modules will use the VLE and online delivery in a variety of ways which include:

- A repository for teaching materials to support face to face delivery which may include module handbooks, lecture presentations, work books, multimedia elements, digitised readings, work sheets, past exam papers and placement handbooks,
- Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions,
- Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support student learning outside the classroom and to enable students to support each other and establish a programme 'community',
- To communicate with students using a selection of electronic media,
- To requests submissions from students in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms,
- To conduct online formative assessments (e.g. multiple choice exams, surveys and quizzes) throughout the programme,
- Monitoring student engagement through level of engagement in online activities and usage statistics,
- Provide formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback,
- To encourage students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further and
- To encourage staff & students to engage in subject-specific professional networks and professional debate both on and offline,

5.10.3 Use of Blended Learning

The Hospitality Section have taken an approach which adopts blended learning in its widest context, thus:

- E-Learning and on line Learning complement more traditional learning methods
- Learning Technology - a range that might include the use of podcasts or webcams
- Virtual Learning Environment (VLE) = Moodle
- Managed Learning Environment (MLE)
- Learning and Teaching support unit = CELT
- Repositories of material that can help staff ensure quality of technological approaches and
- E-portfolio = student led = Mahara

Currently a range of techniques are used to undertake blended learning that include, but are not limited to:

- Podcast
- Use of Electronic whiteboards
- You tube © videos
- Prezzi software use
- Wikis
- Digitised materials on line for accessibility; this includes e-books and journals
- Podcasted feedback
- Audio embedded on lecture/workshop slides
- Big Blue Button.

5.10.4 Assessment

For some time now there have been discussions at institute and school level regarding the amount and type of assessment methods applied to each module and programme. It is generally agreed that students are over assessed and in some cases the assessment method used may not have been the most appropriate for assessing the particular learning

outcomes. However programme boards and individual lectures, have now adopted the following implementation guidelines from the assessment for learning policy, to ensure that both teaching and assessment will promote deep learning.

- Assessments to be carefully streamlined, so as to avoid duplication and overload.
- Assessments to be benchmarked against a School's identified graduate skills and qualities framework, so as to ensure 'fitness for purpose'.
- Teaching to feature a range of approaches and styles.
- Flexible and blended learning approaches to be used alongside other approaches.
- Learning to be active, so as to encourage initiative, collaboration and self-assessment, all of which are recognised as key graduate skills.
- There shall be 'constructive alignment' between learning, teaching and assessment.

A range of assessment methods are now being used to ensure that learners have the opportunity to experience a diverse range of assessment methods over their period of study including; lab assessment, practical skills tests, Mahara, e-portfolio, poster presentations, multi-module integrated assessment, On-line blogs, Hots simulation, MCQs, and Quizzes. In selecting assessment techniques it is important to factor in to the equations the assessment methods best capable of developing the graduate skills and qualities identified at programme level for example;

- Group projects, peer teaching, a poster, debate or presentation (individual or group) will help develop graduate qualities calling for initiative, leadership, self-management and communication skills.
- An exhibition, design proposal/ solution, portfolio, lab report or poster can assist in developing self-initiative, self-management and self- responsibility.
- Practical performance and lab based assessment will develop core industry operational skills and competencies.
- Preparing a database, putting a power-point presentation together or using any other media form will develop ICT skills.
- A case study, performance, critical incident analysis, presentation, research based project, student led seminar, student led event, or a simulation can develop skills of enterprise, problem solving, research and creativity.

- A presentation, product production, podcast, screencast or interview will help develop artistic, visual, organizational, technical and communications skills.

Assessment strategies are produced for all programmes and module assessment strategies for each constituent module. These are aimed at informing all lecturers, learners and examiners who are involved with a programme. The programme assessment strategy has a number of features.

It:

- Links assessment methods, summative and formative (including repeats) to the programme learning outcomes, as well as intended module and stage learning outcomes.
- Describes and provides a rationale for the choice of assessment tasks, criteria and procedures, also addressing fairness, consistency, validity, reliability and authenticity.
- Outlines any special regulations i.e. learners may be required to pass all individual component parts, and not rely on pass by compensation.
- Regulates, build upon and integrate module assessment strategies.
- Provide clear criteria for marking/grading, in line with the institutes grading system
- Ensure that the formative assessment workload is appropriately balanced
- Relates to the programme teaching and learning strategy.
- Provides procedures for re-checks and reviews.

Module assessment strategies include the following features;

- Assessment tasks and criteria are clear
- The design and scheduling of assessment tasks are coordinated
- The language used in assessment is appropriate
- A marking schemes is produced prior to the approval of high- stake assessments
- Individuals undertaking group based assessments are assessed as

individuals

- Assessment tasks and criteria, model answers and marking schemes are reviewed internally and externally (where appropriate) before use.
- The facilities and equipment for assessment are appropriate
- Repeat assessment procedures are clear

The following guidelines underpin the planning and design of assessment in the Section of Hospitality Studies:

- Assessment enhances learning through balanced application of summative and formative methods,
- Assessment and teaching promotes deep learning,
- Assessment is learner centered, valid and reliable,
- First year assessment is balanced, achievable with an emphasis on formative assessment,
- Assessment methods are varied and inclusive, with a focus on individual needs and graduate qualities,
- The design and scheduling of assessment is fair
- Reviews and rechecks are dealt with promptly

The Hospitality Section Faculty is committed to ensuring that teaching learning and assessment will promote deep learning and understanding. The following assessment guidelines are applied to the programmes to assist this process:

- 'Constructive alignment' exists between learning, teaching and assessment.
- Assessment is carefully streamlined, so as to avoid duplication and overload and
- Assessment is mapped against the programmes identified graduate skills and qualities framework, so as to ensure 'fitness for purpose'.

A variety of assessment methods are used to ensure that learners have the opportunity to experience a diverse range of assessment methods. These take the form of both face-to-face and on-line assessments including lab assessment, practical skills tests, Mahara, e-

portfolio, poster presentations, multi-module integrated assessment, On-line blogs, Hots simulation, MCQs, (Multiple Choice Questions) and Quizzes.

The assessment strategy for all programmes in the Hospitality Section accommodates the vertical integration of the following:

1. **Types and style of assessment:** Assessment type repeats year on year in order to build on feedback. For example a learner doing a presentation in year two should benefit from feed-back given for a presentation in year one, or perhaps more importantly learners should perform more effectively as part of a group, as they move up through the programme.

2. **E-portfolio to develop reflective practice**: A portfolio will be linked to a number of modules across the three stages of the programme, encouraging learners to reflect on their own practice and consider means of improvement. The e-portfolio will also allow student the opportunity to reflect on their achievements and strengths as they build a body of proof of their own work.

3. **Technological Developments:** Variety of assessment which can change as technologies advance.

4. **Blooms Revised Taxonomy:** The principles of Blooms Revised Taxonomy are used to guide all assessment.

See table 5.7.4 for a sample outline of the teaching methodologies and Assessment methods employed on one programme in the Section of Hospitality Studies

5.10.5 Assessment Balance

An assessment schedule is prepared for each semester of each programme. Assessment dates are spread (where possible) to ensure a balanced spread of assessment dates. A copy of the assessment schedule is provided to all students at the start of the semester.

5.10.6 Control of Validity, and Reliability of Assessments

Clear Marking schemes are used to ensure validity, reliability and authenticity of assessment marking.

- Double marking is used for major assignments and practical performance evaluation. Poster presentations are assessed by teams of faculty members. External examiners are often present for practical assessments.

- In the case of group projects a combination of group and individual marking is used. In some cases a portion of the mark will be distributed by the students themselves through 'peer-marking'. This allows for variation of the mark for individual group members to reflect their individual input into the project.

- 'Turnitin' software is used to monitor written assessments for plagiarism.

- Students are informed of the DkIT Academic Integrity Policy through the Student Information Handbook, and by individual lecturers. The policy which is also available on-line will be used to encourage honesty, trust, fairness, respect and responsibility. Tutorials given by library staff also outline the rules and regulations around plagiarism.

Table 5.10.4 Sample outline of Teaching Methodologies and Methods of Assessment

Module	Teaching Methodologies Used	Methods of Assessment
Communication Skills for Success	Lecture including role play workshops. Tutorials. Interactive e-learning using 'skills4studycampus'	E-portfolio, incorporating reflective journal. Class contribution CA including group discussions.
Fundamentals of hospitality operations	Kitchen practical, Restaurant practical. Tutorial to support practical classes. Lecture on related front office theory	E-Portfolio development, Practical skills assessment, Daily CA class contribution, In class test.
Introduction to the Industry	Site visits to hospitality properties. Lecture led discussions. Workshop tutorials on portfolio preparation.	Reflective journal incorporating online discussion forum. Social bookmarking sites for group project. Multiple choice online quiz.
Essential Office Applications	Practical Lab classes.	CA on practical application of IT skills.

Semester 2

Module	Teaching Methodologies Used	Methods of Assessment
Fundamentals of Accounting	Lectures. Tutorials	Formal end of module exam. In class test.
Communications and Professional Development for the Service Industry	Lectures. Supporting tutorials, seminars and workshops	Group project. Class contribution CA including group discussions. Daily contribution in class workshops and discussions. E-portfolio
Marketing for Hospitality and Events	Lectures.	Formal end of module exam. Group project and presentation
Fundamentals of hospitality operations 2	Kitchen practical. Restaurant practical's. Lecturer on related accommodation theory,	E-Portfolio development, Practical skills assessment, Daily CA class contribution, In class test.

Semester 3

Module	Teaching Methodologies Used	Methods of Assessment
Placement Preparation	Tutorials in preparation for the placement process.	No assessment but compulsory attendance in order to enter internship placement.
Sales and Customer Service Operation	Interactive Lectures	On-line assessments, forums and Quizzes. Group project
Hospitality Industry I.T	Lecture	On-line exam. In class test. Practical evaluation
Financially Based Decision Making	Lecture. Tutorial Practical lab classes.	Performance Evaluation
Advanced Food and Beverage Service	Lecture. Practical restaurant service class.	Continuous assessment. Formal end of module exam

Semester 4

Module	Teaching Methodologies Used	Methods of Assessment
Placement	Industry based practical.	CA on pre placement activities. Performance evaluation on placement. Employer supervisors report. Student reflective journal. Lecturer visit evaluation.

Semester 5

Module	Teaching Methodologies Used	Methods of Assessment
Management Principles for the Hospitality Industry	Lectures. On-line discussion forum	Formal end of module exam. Group project. Performance evaluation.
Economics and Management Accounting	Lectures. Online discussion forum. Small group tutorials.	Group project. Class test
Hospitality Event Planning	Lecture. Tutorial. Practical lab classes	Group project. Practical evaluation
Revenue Management for the Hospitality Industry	Lectures. Practical computer lab classes	End of module formal examination. Practical evaluation. Group project

Semester 6

Module	Teaching Methodologies Used	Methods of Assessment
Human Resource Management for Hospitality and Events	Lectures	Class test. Group project. End of module examination.
PR for Event and Hospitality	Lecture. Tutorial	End of module formal exam. Group project.
Hospitality Event Production	Lecture. Practical computer lab. On-line forum.	Practical evaluation. Portfolio.
Applied Law for the Hospitality Industry	Lecture	Class test. Formal end of module examination.

5.11 Quality Assurance

5.11.1 Programme Boards

A Programme Board is responsible for the quality management of a course or suite of courses, which together are deemed to constitute a programme of study. Membership of the Programme Board consists of all lecturers teaching on the programme, the head of department or head of section and student representation.

The Chairperson of the Programme Board is the Head of Department/Section/Programme Director as appropriate. There are two meetings of the Programme Board in the first semester to review the previous year's examination results and to monitor student progress and resource requirements. Other meetings are called as needed. Meetings can be called by the Chairperson or by a majority of the membership of the board.

The purpose of the Programme Board is to advise the Academic Council and the Head of School/Department/Section on issues relating to the quality management of the course and to make appropriate recommendations on issues within its remit. It reports on matters relating to the programme to the Academic Council.   It represents the views of the academic staff teaching on the programme. Amongst the issues dealt with are:

- The delivery, relevance and effectiveness of programmes.
- The adherence to marks and standards throughout the programme.
- The implementation of Institute Policy on the programme.
- The operation of, and interrelation between, each stage of the course or programme.
- The evaluation of student feedback outcomes.
- The review of External Examiner reports.
- The operation of agreed quality assurance procedures.
- The changes to the programme schedules.

An agenda is circulated to staff and student members in advance of each meeting and contributions are invited. Minutes are circulated after each meeting and discussed as the first item at the following meeting. In some instances, a programme board for a number of programmes is held jointly as many of the staff members and issues to be discussed are common. Each programme stage has a student representative on the relevant programme board, nominated or elected by their class. Representatives are invited to participate fully at programme board meetings and generally make a significant contribution to these forums. Normally the meeting agendas are arranged so that discussions about individual student performance or attendance occur at the end of the meeting and the student representatives are asked to leave at this point.

5.11.2 Programme Boards Reports

Following Programme Board discussions, a number of changes have been made to programmes during the period of the review, using the internal validation procedure for minor programme changes. These minor modifications were agreed by programme boards and ratified by the Academic Council Programme Evaluation Sub-Committee. These include but are not limited to:

- The introduction of Chinese as an elective on the two level 7 programmes.
- Changing the year four group project to an individual project
- Changing the first year assessment on the Food, Beverage and Accommodation to 100%

In addition, a number of changes which resulted from programme board discussions are proposed in the current programmatic review. For example:

- Changing the level 7 and level 8 programmes form Bachelor of Business to Bachelor of Arts. This would allow for a more straight forward progression route from level 6 to level 7 and enable a greater emphasis on industry specific content.

- The allocation of more credits to the modules related to the practical areas, student and lectures felt that the practical modules take up a large amount of time, yet the credits allocated do not reflect this. The recommendation is that practical modules should carry 10 credits

- Discussions at programme boards about the assessment of specific modules have led to proposed changes to module assessment regimes. For example, practical modules should have a requirement for a pass in each element, so that a student cannot pass the module if they have not successfully completed all elements.

5.11.3 Student Representation Forum

Students are represented through a student representation forum. This forum is structured on a school basis. The function of the Student Representative Forum is to provide a mechanism by which students can bring to the attention of the academic staff and Heads of School/Department/Section issues relating to the programme and the Institute.

Membership consists of student representations from all programme stages. The forum meets once each academic year. Student representatives are invited using email and text messages in association with Students Union.

An extensive range of topics has been addressed at the Student forum as reflects the varied concerns of students. These include:

- The reason students chose DkIT and who/what influenced that choice.
- Students overall DkIT experience, quality of education, facilities, etc.
- Impact of part-time work on attendance and academic performance
- The quality of the induction process
- Assessment – CA, project work and final exams.
- Semesterisation
- Group work
- College calendar and Rag week
- Student Services
- Student engagement in the feedback process.
- Timetabling issues
- Timing of semester examinations

5.11.4 Annual Graduate Survey

The graduate survey seeks to ascertain:

- Whether graduates are working or taking further studies.

- The graduates' views on the quality of education received at DkIT

- How their studies at DkIT affected their career development and if it helped in securing suitable employment.

- Changes that should be made to programmes at DkIT.

The thrust of the feedback has been favourable with:

- 97% of the respondents describing their DkIT experience as being good to excellent.

- 59% are in employment

- 21% are taking further studies

- 17% are seeking employment

- 3% are unavailable for work

- 77% state that their academic qualification is relevant to their job

- 88% described the responsiveness of staff to student academic problems as good to excellent.

5.11.5 Annual Student Survey & Focus Group

As part of the Institute's quality control system, lecturers are required to survey their students. This provides students with an opportunity to offer comments about their particular programme; to rate various components of the particular modules; to assess delivery mechanisms; to provide feedback on facilities, and to offer suggestions for improvement. Positive feedback from the 2012 Survey stressed:

- The range and breath of interesting modules on offer

- Lecturers are knowledgeable, competent, helpful and student-centered

- Support for work placement and practical nature of some programmes

- The value of guest lectures

- Some courses gave them an opportunity to hone their teamwork and group work knowledge and skills

- The importance of assessing part of a module through continuous assessment

- Support for semester 1 examinations being held before the Christmas holidays
- The desirability of studying abroad.

Negative feedback from the 2012 Survey stressed:

- Large classes, inadequate facilities & equipment
- The number of changes made to class timetables at the start of each semester
- The inequity and timing of some continuous assessments
- Insufficient communication and clarification of CA requirements
- Insufficient feedback on assignments
- Lack of work placement in certain programmes
- Heavy workload. Some students questioned the relevance of certain modules
- Students expressed a view that all staff should use Moodle

5.11.6 Faculty Board

The terms of reference of the Faculty Board is:

- To address academic and other issues brought up by academic staff through the Board members, and communicate decisions back to staff.
- To consider matters arising from the School's Programme Board meetings and formally represent those interests to Academic Council and/or Standing Committee on a regular basis.
- To drive the implementation of relevant elements of the current DkIT Strategic Plan.
- To monitor progress and drive the growth and development of both full-time and part-time programmes in the School.
- To promote effective student participation through student representation in the School.

The membership of the Faculty Board consists of:

- Head of School (Chair)
- Three Heads of Department, Head of Hospitality Section, Head of Lifelong Learning Section
- One representative from non-academic staff

- Elected staff representatives as follows:

    o Dept of Humanities **–** two representatives.

    o Dept of Business Studies – two representatives

    o Dept of Mgt & Financial Studies – two representatives

    o Hospitality Section – two representatives

    o Two members of Academic Council

    o Five student members to represent each year group and department including undergraduate, postgraduate and part-time programmes.

The Faculty Board meets twice per semester. Minutes are circulated to all members of staff within the School. The range of issues considered by the Faculty Board reflects the broad remit of the board. These include:

- School budget
- Continuous assessment policy and practice
- Programme development
- Student feedback
- Programmatic review
- Attendance Recording System
- Active citizenship
- Research and Staff development
- Springboard programmes

5.11.7 Reports to Academic Council

The preparation of the Annual Report to the Academic Council provides an opportunity to carefully analyse the overall performance of the programme. Examination results of the previous session are reviewed. The review considers:

- Learner and Staff feedback
- Statistical information
- Programme changes

- Issues/themes/problems raised during this reflection, including any issues relating to the learning resources required to support the programmes or any general staff development needs, indicating what action is proposed to address these issues.

5.11.8 External Examiners

External examiners for the Section of Hospitality studies over the period of the review are included in Table 5.11.9 below. The major duty of the external examiner is to ensure adequacy of standards at the examinations. In particular, external examiners ensure that the appropriate standards with regard to Pass/Honours are established. It is the duty of the external examiner to uphold international best practice. Table 5.11.10 summarises the main comments made by the external examiners over the last five years.

Table 5.11.9 List of External Examiners Section of Hospitality Studies

Named Award	Name	Position	Affiliation
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management	Damien Smyth	Lead Analyst	IQ Content LTD
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management	Dr Paloma Pérez Valdés	Lecturer in Spanish	Dublin Institute of Technology
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management	Brigid Delmare	Lecturer in French	Institute of Technology Athlone
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management Bachelor of Business Honours Event, Hospitality, Tourism Management	Dr Teresa Ryan	Tourism and Marketing lecturer	Dublin Institute of Technology
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management	Tomas Managan	Hospitality Lecturer	Galway Mayo Institute of Technology
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management Bachelor of Business Honours Event, Hospitality, Tourism Management	Marian Duggan	Head of School	Limerick Institute of Technology
Bachelor of Business in Hospitality Management Higher Certificate in Arts in Hospitality Studies Higher Certificate in Arts in Culinary Arts	Rosemary Dewhirst	Hospitality Lecturer and Programme coordinator	Letterkenny Institute of Technology
Bachelor of Business in Event Management Bachelor of Business in Hospitality Management Bachelor of Business Honours Event, Hospitality, Tourism Management	Ann Masterson	Senior Lecturer	Dublin Business School
Higher Certificate in Arts in Hospitality Studies Higher Certificate in Arts in Culinary Arts	Lynette McMarth	Culinary Arts Lecturer	Southern Regional College Newry

Table 5.11.10 Summary of External Examiner Comments

Commendations	Suggestions for Improvement
DkIT compared favourably with other institutes	Clear marking schemes should be provided.
Overall well-structured questions	More detailed breakdown of marks required.
Marking is diligent and fair	Ensure consistency when a common module is taught and assessed by a number of academics.
Very good range of teaching and learning strategies across the programmes	It is difficult to offer an objective and impartial view on the marking distribution scheme without a clear breakdown of marks as a reference point.
Good range of assessment /evaluation in offering both multiple choice and essay type questions	Repeat papers should be available for review along with first sitting papers
Clear evidence that learning outcomes are achieved	Opportunity to meet and discuss with staff issues pertaining to the programme
Maintenance of strong bond between staff and students	Greater variety in exam questions needed. Very similar questions asked at the Dec/May sitting and again at the repeat exam session
Full and prompt communication with school and staff	School adopt a policy on the standard number of questions to be examined as it varies from 2 to 4 questions to be answered.
Strong evidence that most learners have actively engaged with the intended programme learning objectives	Greater consideration is given to writing suggested solutions and to distribution of marks thereby assisting in a greater understanding as to the allocation of marks/grades.
Staff have shown dedication to the	Exam register with illustration of

profession and dedication to their work	questions attempted should be included
The depth of coverage in the courses is strong	
Willingness of staff to adopt creative and varied assessment strategies	

5.12 Student Success

Student teams and individuals have competed in a rage of competitions of the period of the review. Competition allows students to develop particular aspects of their skills and competencies, and can enhance learning in a very focused way. Competitions which the Section regularly supports include the 'Management Game', Junior Chef of the Year, AEHT International Competition, Chef Ireland and NIFEX Northern Ireland. Some of our students' successes include.

5.12.1 Culinary Arts Students Success

2008   All Ireland Junior Chef of the Year – John Kileen

National Skills Culinary Arts Winner – Mathew Matthews

AEHT Competitions in Estonia – Ciara Igoe & Yvonne Tennyson represent Ireland – 2 Gold

Medals

2009   Chef Ireland:

2 Gold, 3 Silver, 2 Bronze – Mathew Matthews, John Killeen, Paul White, Christine Laverty, Jeremy Chard, Emma Matthews

2011   Chef Ireland:

2 Silver – Greg Eakins

2012   NIFEX, Northern Ireland Panel, Kings Hall

3 silver, 4 bronze - Sarah Mc Blain, James Boylan, Seamus O Brien, Paul Cleary, Barry Reilly

Chef Ireland 2012 – Hopefully some more winners here, will know by the end of the month.

5.12.2 Event Management Student Success

2011 - Michael Dalton Year 4 Hospitality & Event Management - reached the European Final of the IMEX International University Challenge

2011 Michael Dalton and Gavin Pitcher Year 4 Hospitality & Event Management who both individually made it through to the top 12 in *The Eventice –* This is a competition to search for the Event Management Graduate of the Year. This competition is aimed at final year Event Management Graduates, (UK and Ireland)

2009 Micheal received an award at the **ISES Allie Awards 2009. This award was for an event he conceptualised and ran during his placement in Atlanta USA.** The awards are held by ISES (International Special Event Society), and are recognised globally.

5.14 Programmes being discontinued

The following programmes have been discontinued since the last programmatic review;

- Advanced Certificate in Hospitality Studies

- Advanced Certificate in Professional Cookery

- Both these programmes have been replaced in 2009/10 by the:

- Higher Certificate in Arts in Hospitality Studies

- Higher Certificate in Arts in Culinary Arts

5.13.1 Changing from a Bachelor of Business Studies to a Bachelor of Arts

The debate surrounding the continuation of offering a Bachelor of Business or changing to a Bachelor of Arts has exercised the minds of the members of the programme board for some years now and has come up for discussion time and time again at the programme board meetings. There were several main issues which framed the debate, including programme provision nationally and internationally, progression opportunities, and current requirements within the school to reach the business studies standards. As an initial step in the process it was important to define a Bachelor of Arts as opposed to a Bachelor of Business, which in itself was an issue that caused some degree of difficulty. HETAC published in 2005 a set of award standards for Business but to date no award standards for Arts have been published. The business award standards requires a: 'developed and integrated knowledge of basic business areas including: Management and Organisation *(Including: Accounting, Finance, Human Resources, Operations, Enterprise, Marketing, Strategy ...)* Regulatory and Control Environment *(Including: Taxation, Auditing and Corporate Governance ...)*Information and Communication Systems *(Including: Accounting, Information and Communications Technology, Systems Development and Management ...)*Economics *(Including: Sectoral and International Economics, Econometrics and History ...).'* It is generally accepted that for business designation a programme should contain a predominance of business specific modules with in excess of 50% of the credits available on the programme attributed to business content.

Contrary to the specific requirement for the BBs a BA is thought to be more

appropriate where there is a requirement for a wider body of knowledge or a multi-disciplinary focus and a greater degree of flexibility. Such a definition lends itself well to the design of programmes in the hospitality/ tourism field, which require a mix of modules across a range of disciplines to achieve the programme learning outcomes and build the graduate profile.

In the absence of an Arts standard an analysis of the BA programmes offered both national and internationally was undertaken corroborating the premise of multi-disciplinary programmes, evidenced by a modules mix across a range of areas including hospitality/ event/ culinary arts, business, management, tourism and I.T. In most cases approx. 60% of the programme credits are attached to the tourism/hospitality industry related content, with the remaining 40% attributed to general business type modules.

Nationally all institutes and universities offering hospitality programmes were reviewed. The international colleges reviewed are those that are considered leaders in the field and also colleges we have collaborated with in the past, or continue to collaborate with. An outline of both the colleges reviewed and their programme offering can be seen in Table 5.13.1.

Table 5.13. Colleges Reviewed

College	Programme
Institute of Technology Tralee	Bachelor of Arts in Hotel Management Bachelor of Arts (Hons) in Hotel Management
Cork Institute of Technology	Bachelor of Business in Hospitality Management
Limerick Institute of Technology	Bachelor of Arts (Hons) in Business in Event Management
Galway Mayo Institute of Technology	Bachelor of Arts (Hons) in Hotel and Catering Management Bachelor of Business in Hotel and Catering Management
Waterford Institute of Technology	Bachelor of Arts (Hons) in Hospitality Management
Shannon Hotel School	Bachelor of Business in International Hotel Management B. Comm. With Diploma in International Hotel Management

University of Ulster	Bachelor of Science in International Hospitality Management
Dublin Institute of Technology	Bachelor of Arts in Hospitality Management Bachelor of Science in Event Management
Athlone Institute of Technology	Bachelor of Arts in Hotel and Leisure Management
University of Strathclyde Glasgow	Bachelor of Arts (hons) Hospitality and Tourism Management Bachelor of Arts (hons) Hospitality and Tourism and Management Science
University of West London (Thames Valley)	Bachelor of Arts (hons) Hospitality Management and Food Studies Bachelor of Arts (hons) Event Management with Hospitality
Johnson and Wales University U.S.A	Bachelor of Science in International Hotel and Tourism Management Bachelor of Science in Hotel and Lodging Management Bachelor of Science in Sports Entertainment and Event Management
The Swiss Business School for International Hotel, Tourism and Management Education Alpine Centre	Bachelor of Arts (Hons) in International Hospitality and Tourism Management Bachelor of Arts (hons) In International Events and Convention Management Bachelor of Business in Event Management with Public Relations
Business and Hotel Management School , Lucerne Switzerland	Bachelor of Arts in Hospitality Management Bachelor of Arts (Hons) in Global Management
Australian Universities	Bachelor of Hospitality Management
Colleges Ontario	Diploma in Hospitality Management Higher Diploma in Hospitality Management

In designing the BA programme it is not the intention of the programme board to diminish the business content, but rather to strengthen its focus and appropriate application to the broader tourism industry. There is nonetheless a general consensus that the programme should major in hospitality with business, not the other way round which is currently the case.

5.13.2 Progression Routes

While there is a straight forward progression route from level 7 to level 8 programmes in the department the same does not apply from level 6 to level 7

Currently in the hospitality department there are two level 6 programmes:

The higher Certificate in Arts in Hospitality Studies

The Higher Certificate in Arts in Culinary Arts

These programmes were originally designed by a consortium from the IOTI to replace what were FETAC Advanced certificates. They were designated as higher Certificate in Arts as this was a better match for the level 7 and 8 programme offering in most of the I.T.s, allowing for a streamlined progression route from higher certificate to ordinary degree and honours degree. Graduates from a higher certificate gain entry into year three of an ordinary degree. This however is not the case with the hospitality programmes in DkIT, as the level 7 programmes are bachelor of business a graduate from the higher certificate in arts can only be offered a place in year two of the programme, or year three if they take a number of bridging modules.

It is envisaged that the proposed move from BBs to BA will resolve the progression issue allowing students move from one level to the next without any roadblocks, encouraging more student to remain with us to complete their education rather that look to another institute for a quicker progression.

5.13.3 Current constraints under the business studies structure

Time and again concerns are raised at programme board level that the current Bachelor of Business does not reach the required standard to be classified as a BBs, though the programme has been validated in line with the HETAC Business Studies Standards. There is an on-going demand for more business modules to be included particularly in the area of accountancy. Currently between 50 and. 60% of the modules are general business modules with the remaining 40% focus directly on hospitality. While there is no desire to lessen the business elements of the programme, equally they cannot be increased to the detriment of the core of the programme which must remain focused on hospitality.

The programme board also consider that there would be enhanced benefits to the student if

the business modules were designed and delivered with an emphasis on the hospitality industry. The programme board recognise the need for a hospitality management graduate to have a good grounding in all aspect of business and management and have no desire to dilute these elements. The intention in rebranding the programme is not to move away from the delivery of any aspect of business, but that the business and management modules would be designed with more relevance to the hospitality / Event/Tourism industry.

The re-developed programme has a renewed emphasis on the operations and management of the hospitality industry specifically. New modules on industry knowledge and industry specific I.T coupled with enhanced practical skills, and industry specific business modules will enhance the graduate's capability to work with confidence and competence in the hospitality industry. There is also a focus on the development of the whole person, with modules that focus on personal and professional development and confidence building and entrepreneurship.

5.14 Summary of Outcomes of the Programmatic Review.

5.14.1   New Programmes

A new level 7 Ordinary Degree in Culinary Arts has been developed for validation during the programmatic review process. There are no programmes to be discontinued under the programmatic review process.

5.14.2 Implementation of Strategic Themes

In addition to the programme explicit skills, knowledge and competencies, graduates from all programmes in the Hospitality department will have a number of specific attributes:

- ✓ Internationalisation - Have a Global Outlook.
- ✓ Entrepreneurship -   Be Enterprising .
- ✓ Sustainability – meeting present needs without compromising the ability of future generations to meet their own needs.
- ✓ Employability- a set of achievements, - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (HEA, 2012).

5.14.3 Internationalisation

A global outlook is developed in learners by considering the impacts of internationalisation, globalisation and multiculturalism on the hospitality industry and its consumers, enabling effective and responsible engagement in a multicultural and globalising world.   Modules in communications, industry knowledge and operations, cultural competence, tourism, management principles and H.R.M afford examination of global outlooks including; understanding of culture across international hospitality operations, diversity and equality, changing trends and increasing global outlook.

5.14.4 Entrepreneurship

Entrepreneurial programmes offer students the tools to think creatively, be an effective problem-solver, analyse a business idea objectively, and communicate, network, lead, and evaluate any given project" (European Commission, 2008, pp. 10-11)

The hospitality department have developed a strategy to develop enterprise/ entrepreneurial abilities which we define as including: risk taking, ownership, confidence, investigating, networking, improving things, researching, making things happen, being a self-starter, being open to feedback, being enthusiastic, questioning, adaptable, seeing opportunities, a 'can do attitude', innovation, thinking creatively, reflecting, self –awareness and employability.

The strategy outlines:

- Opportunities to develop Entrepreneurial skills will be provided through learning teaching and assessment methodologies which will allow students to be innovative, creative and engage in 'blue sky thinking'.
- All programmes to have a work placement.
- Programme teams must maintain and strengthen links with industry, encouraging contributions to programme development, delivery through guest lectures and industry visits.

The practical concept of enterprise development begins in the Fundamentals of Hospitality Operations, continues in Advanced Restaurant Service and placement and is exemplified in Hospitality Event Planning and Hospitality Event Production.

5.14.5 Sustainability

Sustainability in its broadest sense is education for social transformation with the goal of creating more sustainable societies. The key attitudes that sustainability requires and that education for sustainability seeks to cultivate are:

- The confidence to take action and the confidence that these actions will make a positive difference.

- The appreciation that we are all part of society and that our individual behaviours must be balanced by our responsibilities as members of that society.
- The attitude that humanity is part of the natural world, that we depend on it for our wellbeing and that we must respect its limits and live in harmony with it.
- An attitude of respect for the biological, social and cultural differences and diversity that are a fundamental part of our world.
- An attitude for caring for yourself, for other people, for other living things and for our planet.

An ethos of education for sustainability is threaded through all programmes in the hospitality department, with modules in areas of Hospitality Operations, Tourism, Management and HRM, providing opportunity to explore particular facets of sustainability.

5.14.6 Employability

Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than the development of attributes, techniques and experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on 'employ' and more on 'ability'. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner. (Harvey 2003)

Developing employability in all graduates has informed the design of the programmes and modules. Learning teaching and assessment approaches have been adopted that will enable learners to develop into creative, confident and articulate graduates. Learning methods with an emphasis on learning by doing, experiential learning and reflection coupled with approaches to assessment that acknowledges practice as   being of equal importance with academic knowledge. The compulsory work placement on all programmes provides an authentic experience which will help contextualise the learning.

5.15 Changes to Programmes

The following were the programme structure considerations which the Section took into account when reviewing the programmes. These are detailed in the programmatic review handbook agreed by Academic Council in 2012

- Academic council agreed that following the programmatic review modules will be offered in 5 credit unit or 7.5 credit units or multiples thereof
- Following the programmatic review there will be a maximum of 10 modules per programme stage
- A maximum of two year- long modules per stage is permitted.

Table5.15 Overview of Changes to Programmes

Programme	Overview of Changes
Higher Certificate in Arts in Culinary Arts	• Reduction in modules from 12 to 10 per stage • Integration of strategic themes • Module content up-dated • Modules common with other programmes introduced • Larder Module integrated into the Fundamentals of Culinary Arts module • A second communication module has been introduced • A new module 'Introduction to Industry' has been introduced • The number of final exams have been reduced • A preparation for placement module has been introduced
Higher Certificate in Arts in Hospitality Studies	• Reduction in modules from 12 to 10 per stage • Integration of strategic themes • Module content up-dated • Modules common with other programmes introduced • A second communication module has been introduced • A new module 'Introduction to Industry' has been introduced • The number of final exams have been reduced • A preparation for placement module has been introduced • A range of elective modules in common with the level 7 programmes have been introduced
Bachelor of Business in Hospitality Management	• Change of title from a Bachelor of Business to a Bachelor of Arts • Reduction in modules from 12 to 10 per stage • Integration of strategic themes • Module content up-dated • Modules common with other programmes introduced • A second communication module has been introduced • A new module 'Introduction to Industry' has been introduced • The number of final exams have been reduced

	- A preparation for placement module has been introduced - Business maths has been incorporated into the Fundamentals of accounting - Introduction to management and Understanding people have been removed from year one but will be introduced in Fundamentals of hospitality operations. These subject will be addressed in detail in year three - Economics has been moved to year three - HRM is moved to semester six - Economics and Management accounting are introduced as a ten credit module - MIS and Advanced MIS have been removed from the programme. - An industry specific I.T module has been introduced
Bachelor of Business in Event Management	- Change of title from a Bachelor of Business to a Bachelor of Arts - Reduction in modules from 12 to 10 per stage - Integration of strategic themes - Module content up-dated - Modules common with other programmes introduced - A second communication module has been introduced - A new module 'Introduction to Industry' has been introduced Event , conference and corporate hospitality' has been replaced by' Introduction to the Industry' which is designed to give all student groups a better understanding of the broad hospitality and Tourism Industry. - The number of final exams have been reduced - A preparation for placement module has been introduced - Business maths has been incorporated into the Fundamentals of accounting - Introduction to management and Understanding people have been removed from year one but will be introduced in Fundamentals of hospitality operations. These subject will be addressed in detail in year three - Economics has been moved to year three - HRM is moved to semester six

	• Economics and Management accounting are introduced as a ten credit module • MIS and Advanced MIS have been removed from the programme. • An industry specific I.T module has been introduced
Bachelor of Business(Hons) in Event, Hospitality and Tourism Management	• Dividing the programme into two separate awards: BA (Hons) in Hospitality Management and the BA (Hons) in Event Management • Reduction in modules from 12 to 10 per stage • Integration of strategic themes • A new module in Strategic Management for Hospitality and Event has been introduced, as it was felt that students needed more theory prior to being able to apply the knowledge in the HOTS business simulation • The Event Production module is now on the level 7 programme for Event Management. As the 2 awards will now be split it was felt it was not relevant to • hospitality management students • Strategic Management application-This module was originally in Semester 1 and was called Strategic Hospitality Management. This module uses the HOTS Simulation and will use the theory from the Strategic Management module in semester 1 • Developing and Optimising Event Space Parts of this are now incorporated in International Hospitality Management. The Revenue Management elements are now in year 3 of Hospitality Management Level 7 • Quality and Customer Service modules The customer service elements have been moved year 2 of the level 7 programme as a result of industry feedback. They said it was a requirement prior to internship. The Quality elements will be covered in International Hospitality Management • Business Ethics The relevant elements from this module are now included in Strategic Human Resource Management Leadership and Innovation & International Hospitality Management

Chapter 6

Review of Lifelong Learning Section

6.0 BACKGROUND TO LIFELONG LEARNING IN IRELAND

Building on the Green Paper on Adult Education (1998) and driven very much by the EU agenda on lifelong learning, the Irish Government published its White Paper on Adult Education entitled Learning for Life (2000).

The White Paper: Learning for Life announced lifelong learning as the "*governing principle of education policy*" (p.12). The document saw the need to, "*significantly increase the scale and flexibility of existing provision, to promote strategic shifts towards adult-friendly policies within existing institutions, [and] to invest systematically in the development of core supporting services such as guidance and counselling and childcare*" (p.14).

Underpinning the overall framework of lifelong learning are 6 areas of priority:

• Consciousness Raising: to realise full potential; self-discovery; personal and collective development.

• Citizenship: to grow in self-confidence, social awareness and social responsibility and to take a proactive role in shaping the overall direction at societal and community decision-making.

• Cohesion: to enhance social capital and empower those particularly disadvantaged.

• Competitiveness: the role in providing a skilled workforce.

• Cultural Development: the role of adult education in enriching the cultural fabric of society.

• Community Development: the role of adult education in the development of community with a collective sense of purpose.

In 2004 the OECD's Review of Higher Education in Ireland called for "*continuing education [to be] 'mainstreamed*' (p.31). The authors regarded it as, "*critical that the cause of lifelong learning [be] invigorated*" (p.31).

The National Competitiveness Council recognised in their 2007 annual policy statement, The Competitiveness Challenge, that there was a need for, "*Upskilling through*

Training…additional training targeted at workers with lower levels of educational attainment should be a priority and that greater use should also be made of industry-led networks to support lifelong learning". The NCC also supports the development of greater incentives for individuals to participate in, and educational institutions to develop services, for part time education. Increased use of ICT in distance education together with "blended learning" offers new possibilities and potential for part-time education and training." (p.7). As Ireland experiences severe economic recession, a lifelong approach to learning is a vital input towards regaining prosperity as well as advancing other key social goals such as social inclusiveness, democratic engagement and personal fulfilment.

6.1   The Lifelong Learning Centre

The Lifelong Learning Centre was formed in DkIT in 2001. It has three full-time staff and employs approximately 30 lecturers - the majority of whom are part-time. The Centre is responsible for the planning, operational management, staffing, marketing and new business development of lifelong learning and continuing professional development courses of the Institute.   Part-time student numbers grew by 180% from 471 students in 2000 to 1,325 students in 2006-2007.   The Irish economy's reverse since 2007 is reflected in part-time enrolments which declined by 53 per cent between 2007 and 2011. However we have seen a 45 per cent rise in numbers over the past 2 years underpinned primarily by the Government Springboard scheme.
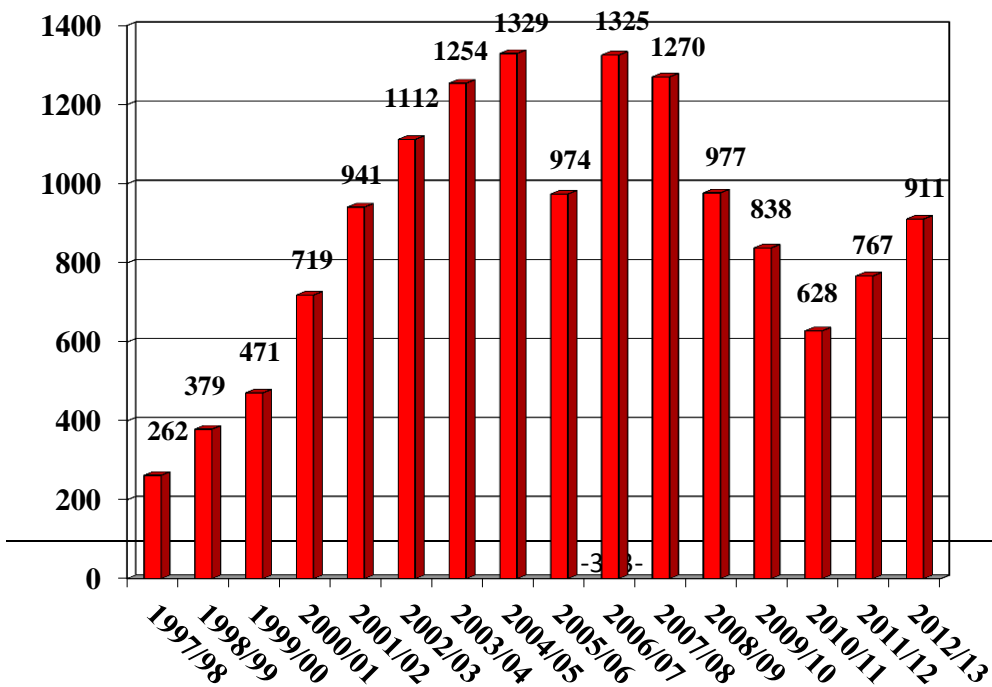
The graph above demonstrates the ebb and flow of DkIT part-time student enrolments over the past 15 years. The figures serve as a proxy for the fortunes of the Irish economy at large. As expenditure on part-time education is largely funded by discretionary private or corporate resources with little Government financial support demand has proved to be sensitive to national economic fluctuations.

6.2 Programme Uptake

The percentage of part-time student body studying Business, Humanities and Engineering course is practically unchanged from 2007 levels with 50% of students enrolled on Business and Humanities courses and 23% registered to Engineering courses. The biggest changes have come in the numbers studying Computing and Creative Media up from 9% in 2007 to 25% in 2012/13 and Health and Science numbers down from 11% in 2007 to 2% in 2012/13.

What are our Part-time Students Studying?
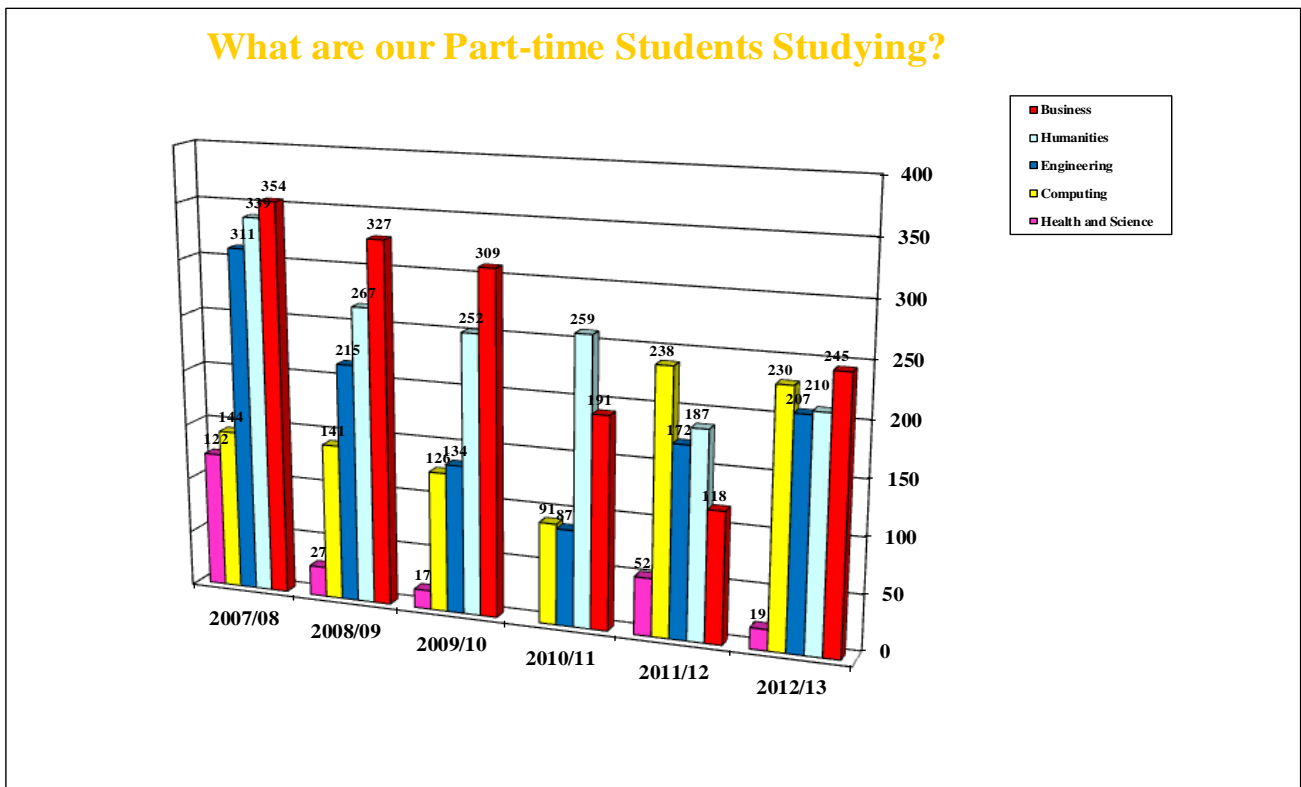
All categories of courses displayed a decline in student numbers over the period 2007-2011. Hearteningly, the past two years (2011-13) demonstrated an increase in numbers in Business, Humanities, Engineering and Computing (assisted by the Springboard scheme).

However numbers in Health and Science courses continue to decline over the latter two-year period. Take-up of part-time Springboard Science courses has been disappointing. Meanwhile part-time nursing student numbers were in decline since 2004 and part-time nursing courses have not been offered via the LLC since 2007 further deflating Health and Science numbers.

6.3 Gender Profile

Part-time student gender profile has skewed towards a higher male representation since 2007. The ratio 6 years ago was 52% male / 48% female. The ratio for 2012/13 is 59% male / 41% female.
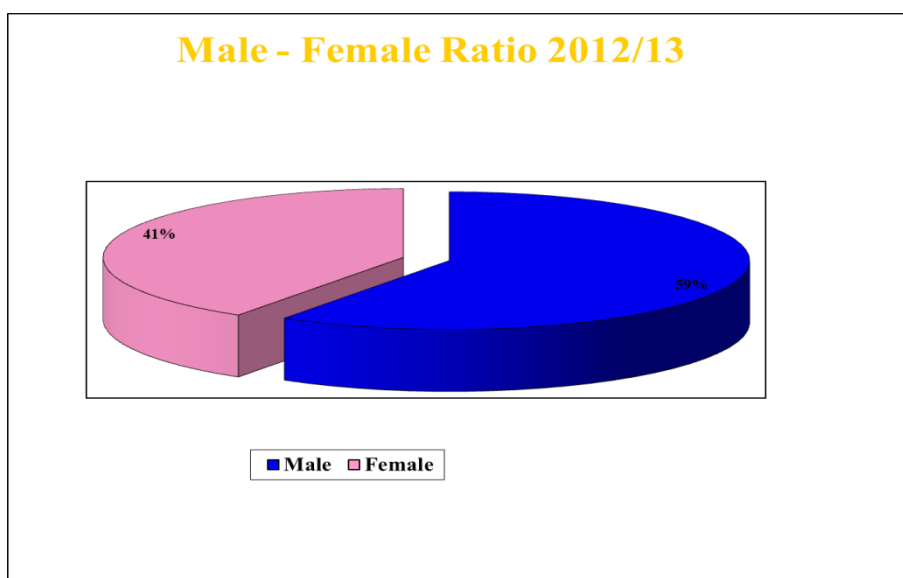
Geographic Profile

The LLC has a desire to attract students from as many areas as possible in the northeast region. Over the past 5 years however general economic decline and increased competition from other educational providers has made this a difficult task. In 2012 County Louth accounted for the biggest proportion of our part-time student base with 72% of all enrolments compared with a corresponding figure in 2007 of 56%.

Where do our Part-time Students come from – 2011/12

- Louth — 72%
- Meath — 12%
- Monaghan — 6%
- Cavan — 3%
- Dublin — 2%
- Down — 1%
- Armagh — 1%
- Other — 3%
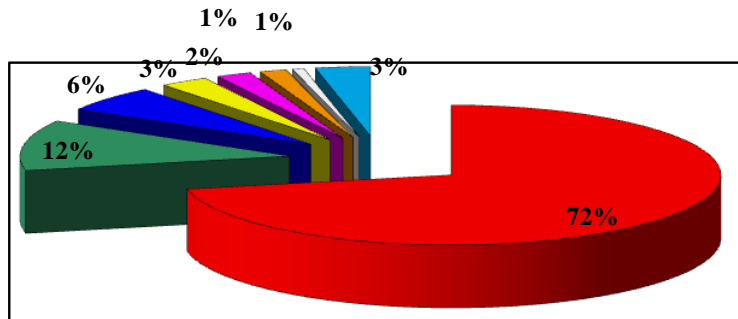
Legend: Louth ■ Meath ■ Monaghan ■ Cavan ■ Dublin ■ Down ■ Armagh ■ Other

Where do our Part-time Students come from - 2007/08

- Louth — 56%
- Meath — 14%
- Monaghan — 12%
- Cavan — 4%
- Dublin — 7%
- Down — 1%
- Other — 6%
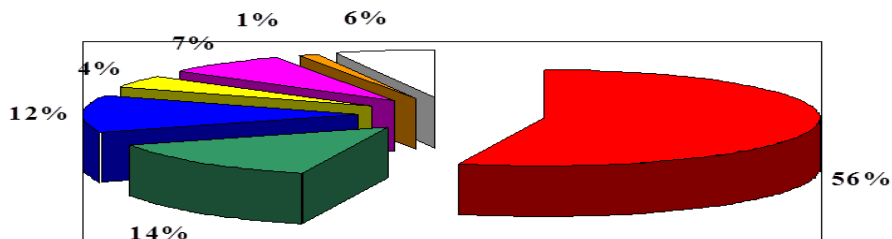
Legend: Louth ■ Meath ■ Monaghan ■ Cavan ■ Dublin ■ Down ■ Other

Certified Vs. Uncertified Courses

The LLC has a target of enrolling 60% of all students onto certified courses. The current enrolment ratio is 40% on certified courses, 60% on uncertified courses. This ratio has decreased since 2007 when the figure was 44% of students enrolled on certified courses and 56% enrolled on uncertified courses.

Non-Certified v. Certified Courses 2012/2013

60% 40%

Certified Courses   Non Certified Courses
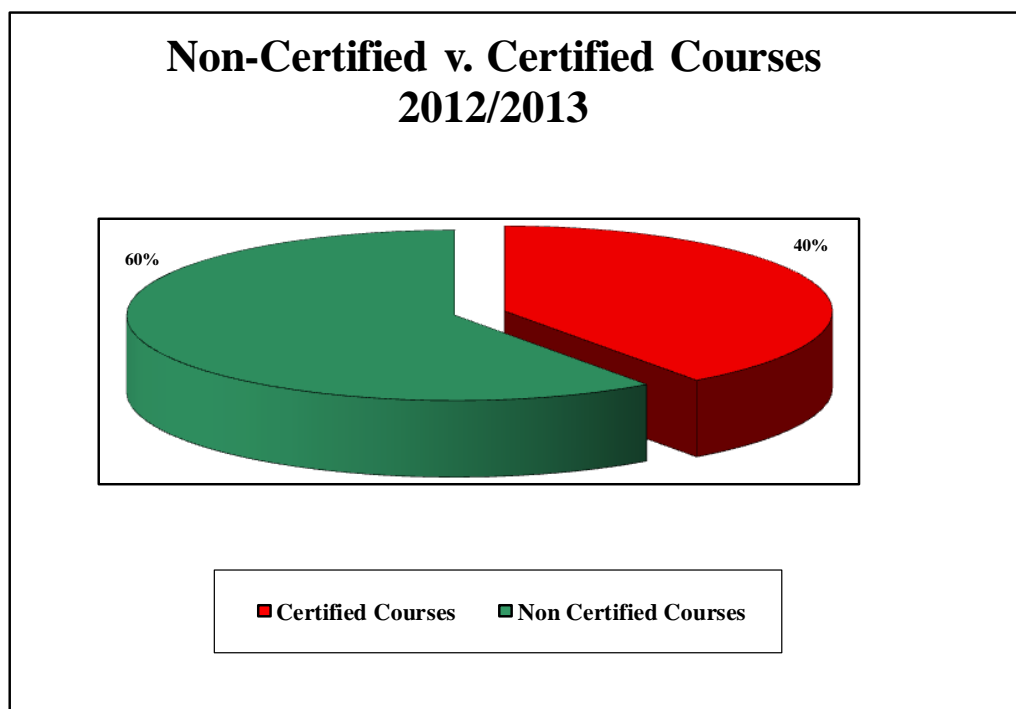
Student Feedback

The LLC operates a feedback system for all our courses in the form of a 3-page questionnaire sent to every student twice a year and regular discussions take place between LLC staff and lecturers. The questionnaire solicits information from students on their positive and negative experiences on courses; what they might change about their course; if they left the course; why; questions about their interaction with LLC staff and lecturers; their opinion of the Institute's buildings and equipment and their experience of catering and other facilities.

Students have generally expressed themselves as either satisfied or very satisfied with the quality of their courses, lecturers and their interaction with LLC staff. Occasionally some students have conveyed dissatisfaction with the quality of some lectures and their relationship with some professional bodies. Where this occurs the LLC seeks to move quickly to resolve these issues. More regularly students expressed dissatisfaction with infrastructural issues (e.g. classrooms, poor catering services and prices). These are general

Institutional issues and the LLC regularly advocates for improved services to be made available to part-time students.

Feedback Examples

Positive	Room to Improve
"The most benefit has been the level of teaching given in class." (Accounting Technician student)	"I am still on the course but struggling financially to cover travel expenses." (Springboard Science student)
"So far I have really enjoyed the Integrated Project Module with [lectures named] and I feel they both will be exceptional mentors over the coming months". (Springboard Business student)	"The only problem I would have is the seats and tables in Business Studies." (Accounting Technician student)
"Very inclusive atmosphere to those 'mature' and returning to study – Very respectful and friendly feel." (Springboard Business student)	"Some lecturers just lecture. Engaging people to talk may be more beneficial to adult students." (Business Degree student)
"Thank you for the opportunity – I am thoroughly enjoying every second." (Springboard Business student)	"While we have been facilitated at break-time by tutors, all canteens, coffee docks are closed on Saturdays." (Springboard Business student)
Excellent tutor" (HRM student)	"The catering service would benefit from improvement in prices, choice of dishes, comfort and cleanliness Catering staff members are very nice though." (Springboard Business student)
"Very impressed with the leadership shown by the college in renewable energy." (Renewable Energy student)	
Quality of lecturers is good. All are on time for class, prepared and willing to help beyond the scope of class. Find the SMS information service really good." (Business Degree student)	
"The LLC website and staff are excellent and all questions were answered quickly." (Business Degree student)	
"[Named lecturer] is a fantastic teacher. The entire course has been great mostly down to him." (Advanced Web Design student)	

6.4 SPRINGBOARD

The most significant initiative in part-time education over the past 5 years has undoubtedly been the introduction of Springboard. The scheme was initially introduced in 2011 as part of the Government's Jobs Initiative. It was subsequently incorporated into the 2012 Action Plan for Jobs and the Pathways to Work strategy. National funding of €17.6m was provided to support 4,952 people participating in the first phase of Springboard 2011. The second phase of Springboard commenced in 2012 with a roll out of a further 6,000 places with a contract value of €24m.

The primary objective of Springboard is to support unemployed people return to employment or self-employment by providing access to free, part-time up-skilling and re-skilling courses in higher education. Springboard provides participants with up-to-date qualifications in areas where there are identified skills needs, based on research from the Expert Group on Future Skills Needs.

The LLC co-ordinates DkIT's Springboard activity. The Institute ran 10 Springboard courses during 2011/12 enrolling 119 students.

Springboard – DkIT 2011/12 Course title	NFQ Level	Students Enrolled
Engineering - Certificate in Solar Energy	9	**2**
Engineering - Certificate in Bioenergy	9	**2**
Engineering - Certificate in Wind Energy	9	**8**
Engineering - Certificate in Home Energy Consultancy	6	**13**
Engineering - Certificate in Sustainable Plumbing & Heating Installation	6	**16**
Engineering - Certificate in Technology Entrepreneurship	8	**3**
Science - Certificate in Agri-waste Management	8	**6**
Science - Certificate in Bio-process Engineering	7	**6**
Science - Certificate in Food Supply Chain Management	8	**11**
Informatics - Higher Diploma in Computing	8	**52**
		119

DkIT Springboard activity increased to running 14 courses attracting an enrolment total of 158 students during 2012/13.

Springboard – DkIT 2012/13 Course title	NFQ Level	Students Enrolled
Business - Certificate in Digital Marketing & New Media Management	7	**23**
Business - Certificate in Web Site Development for Business	7	**11**
Business - Certificate in Internationalisation	8	**12**
Business - Higher Diploma in Small Enterprise Support	8	**21**
Engineering - BSc (Hons) in Engineering Entrepreneurship	8	**9**
Engineering - Certificate in Wind Energy	9	**1**
Engineering - Graduate Diploma in Renewable Energy Systems	8	**15**
Science - Certificate in GMP and Pharmaceutical Manufacturing	7	**2**
Science - Diploma in Biopharmaceutical Processing	7	**3**
Science - Certificate in Food Supply Chain Management	7	**9**
Science - Certificate in Agri-waste Management	8	**5**
Creative Media - Certificate in Digital Post Production	7	**20**
Creative Media - Certificate in Games Design	7	**9**
Computing - Higher Diploma in Computing	8	**18**
		158

Springboard student profile

Tomás Wilkinson had worked continuously for most of his adult life. Upon leaving school, he acquired many positions in various telecoms companies before securing a job in Telefonica O2 Ireland. For the next seven years Tomás worked his way up from retail assistant to a lucrative head office position. So it was a big shock when in 2012 after more than a decade of employment Tomás was made redundant.

"*It was tough*," recounts the 30-year-old. "*I had been with O2 for so long and done so well that I felt as though that job was a part of my identity. The day after I finished, I was sitting at home thinking what now?*"

Emerging to an employment market fraught with uncertainty Tomás had few employment prospects. Surveying his CV he quickly realised that while he had a lot of experience, he had none of the qualifications featured on job application forms.

Making the decision to go back to education so that he would 'be the kind of candidate with the right experience and qualifications' when the jobs market picked up again, Tomás took up a place on the Government's Springboard initiative.

Springboard student Tomás Wilkinson with DKIT lecturer Ping Cao

When it came to selecting a course he took a realist approach. Looking at where jobs were coming from and the businesses that were striving in the recession, Tomás decided that if he was going to have success in the future, chances are that it would be with a multinational company. As a result he was keen to undertake a course that focused on international business. In September 2012, the Louth man commenced the Higher Certificate in Business in Internationalisation with Mandarin Chinese at Dundalk Institute of Technology (DKIT).

"I hadn't seen any other courses that focussed on international business. It's a rare, new course and I felt that it would give me the relevant skills I needed to succeed in the future. I also felt that the Chinese element to the course was a bonus as China is such a strong market. Understanding how they do business and to be able to speak some of the language would put me ahead of the game."

Overcoming obstacles

One of the biggest obstacles Tomás faced was returning to formal education after being away from the books for over ten years.

"I had an uncomfortable feeling that college was just for 18-year-olds who had just finished school."

However, after he began the course at DKIT, his fears disappeared almost immediately.

"The lecturers were fantastic. They were much more than teachers, they were mentors and advisors who were as supportive after class as they were during it – they gave us all a much needed confidence boost. The course itself was great and imparted knowledge and skills relevant to today's job market."

Tomás discovered just how relevant those skills were this year, when he landed a role at Apple.

"In the interviews, my recent education qualification was something that they kept coming back to. I was told that the fact that I had an understanding of business on an international scale was a valuable asset that they hoped to take advantage of in the future. I would recommend Springboard and in particular DKIT to anyone who is currently unemployed. The courses are not about filling the days because you have nothing to do but it's of real tangible benefit."

6.5 DEVELOPMENTS 2013+

It will be a challenge to develop new part-time courses and grow student numbers at the same time as administrative and teaching resources available to Lifelong Learning decline as a result of public sector cutbacks. Generally speaking participation rates for both males and females in continuing education and training have fallen throughout the EU since 2005.

More specifically it should be noted that participation in Lifelong Learning courses in Ireland is lower than the EU average and declining.

Participation of Population in Lifelong Learning, 2005 and 2010 *(for a selection of EU countries)*

	Total		Male		Female	
	2005	**2010**	**2005**	**2010**	**2005**	**2010**
Denmark	27.4	32.8	23.6	26.3	31.2	39.3
Sweden	17.4	24.5	13	18	21.9	31.1
Finland	22.5	23	19	18.9	26.1	27.1
UK	27.6	19.4	23.1	16.4	32	22.4
Netherlands	15.9	16.5	15.6	15.9	16.1	17.1
Austria	12.9	13.7	12.3	12.7	13.5	14.7
Spain	10.5	10.8	9.7	10	11.4	11.6
EU Av.	9.8	9.1	9	8.3	10.5	10
Germany	7.7	7.7	8	7.7	7.4	7.6
Belgium	8.3	7.2	8.2	7	8.5	7.4
Ireland	**7.4**	**6.7**	**6.2**	**6.3**	**8.6**	**7.2**
Italy	5.8	6.2	5.4	5.9	6.2	6.5
Portugal	4.1	5.8	4	5.8	4.2	5.7
Poland	4.9	5.3	4.3	4.8	5.4	5.9
France	7.1	5	7	4.6	7.2	5.4
Greece	1.9	3	1.9	3.1	1.8	2.9

Measure: (% of population aged 25 to 64 participating in education and training in the four weeks prior to the survey.
Source: Key Figures on Europe 2012, Eurostat

A key development however is the amendment made to the HEA's RGAM model for funding higher education institutions. Part-time student registered to DKIT accredited courses now draw down HEA monies on a pro-rata basis. For example a student enrolled to the School of Business and Humanities Certificate in Digital Marketing & Digital Media Management attracts funding to the Institute worth €2830*50% (the course is a 30-credit level 7 course). This funding is in addition to any tuition fees levied by the Institute.

The Lifelong Learning Centre will pursue the following key objectives over the next five years:

- Grow the percentage of students taking part on professional courses, certified single subject modules, special purpose award and minor award courses to 60% of our total yearly enrolment.

  Increase the number of courses we offer that provides a professional, further or higher education qualification.

- Promote the practice of Accreditation of Prior Learning (APL) with adult learners. The LLC will act as the promotion unit for DKIT RPL activities.

  Advance the use of blended learning (traditional class-based learning supplemented with e-learning modes) in our courses via the use of Moodle, lecturer moderated virtual classrooms/chatrooms etc.

  Where viable we shall enhance our regional presence via delivery of our programmes in outreach centres (e.g. with Meath County Council, Louth LEADER Partnership etc).

- Maximise Springboard funding to run certified courses in 5 areas:
  - Business/Management Skills
  - Bio-Pharmachem
  - Green Economy
  - ICT
  - International Financial Services

- Prepare for greater competition from private continuing education sector such as Griffith College, IBAT, Dublin Business School, Independent Colleges etc. through course fee competitiveness, NQAI approved course certification, lecturer quality and good student experience.

**Challenges in growing part-time student numbers**

Student services such as Counselling, Careers Advice and Disability Support are available to part-time learners on a limited basis.

The education market for part-time (and full-time) students will become increasingly competitive over the next 5-10 years as more Irish and international education providers enhance their range of courses and learner support services.

Massive Open Online Courses (MOOCs) run by either national or internationally reputed higher education institutions such as IT Sligo, Hibernia College, DCU's Oscail Centre, Open University, Coursera (led by Stanford University, University of Michigan, Princeton and the University of Pennsylvania) or edX (founded by Massachusetts Institute of Technology and Harvard University).

Obstacles to participation in Lifleong Learning, EU, 2007
(Source Eurostat 2012)
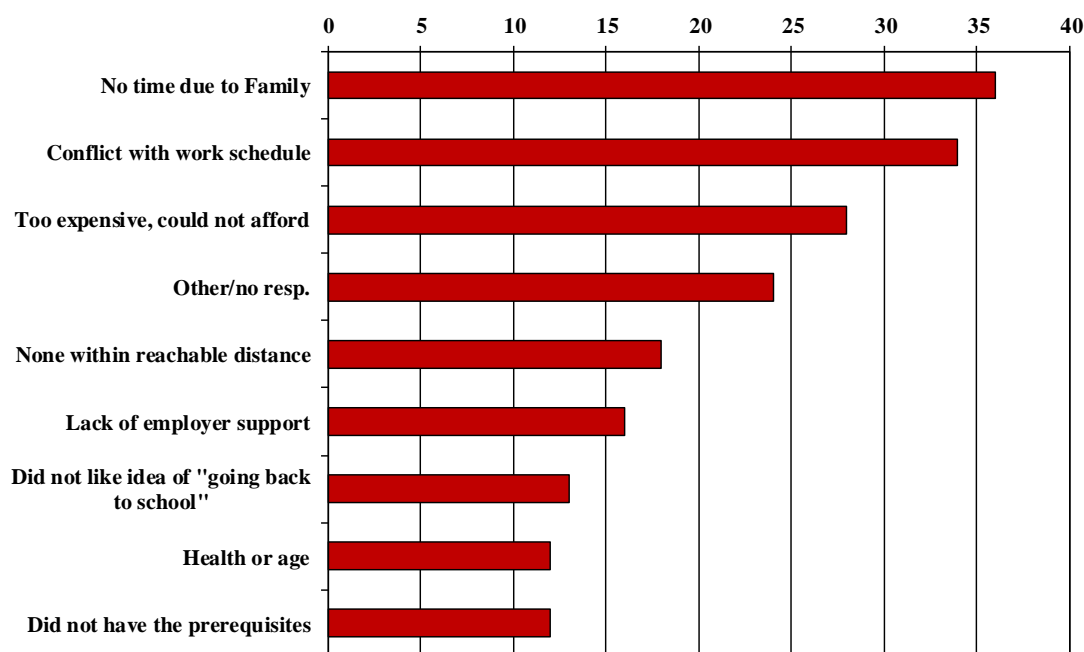
Measure: Adult Education Survey is part of the EU Statistics on lifelong learning. The surveys have been carried out by countries in the EU, EFTA and candidate countries between 2005 and 2008. Multiple answers allowed to survey.
See: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm for meta-data methodology.
Source: *Key Figures on Europe 2012, Eurostat*

Notwithstanding these issues the LLC expect to expand the number of validated DKIT programmes available in part-time mode over the coming 5 years thereby increasing the number of part-time students. Immediately we are submitting for academic approval a Special Purpose Award in Lean Six Sigma. Meanwhile new certified part-time programmes will be offered in the following areas: Early Childhood Studies, Renewable Energy, Agri-food Business Excellence, Digital Post Production, Games Design and Digital Marketing.

We currently are running 5-credit courses in Financial Accounting, Human Resource Management, Business Law, Employment Law, Social Care and Study Skills. We intend to grow this range of short courses based on market demand. Possible new areas include:

- Languages (Chinese, Spanish, French)
- Computer Aided Design
- Creative Media
- Healthcare
- Web Design
- Doing Business in Emerging Markets
- Innovation and New Product Development
- Corporate Governance, Ethics and Company Law
- Upskilling for National Craft Certificate graduates

Finally, the LLC is interested in assisting with the implementation of Recognition of Prior Learning (RPL) policy and processes in DkIT in co-operation with the Institute's four Schools and the Registrar's Department. The philosophy underlying RPL is to enable and encourage people to enter or re-enter formal education, leading to qualifications, by awarding or recognising credit for what they already know from the course curriculum. The onus is on the student to demonstrate their prior learning by preparing and submitting adequate evidence via a portfolio, under the guidance and advice Institute personnel.

6.6 Part-time Courses available from DKIT for 2013/14

Business	Duration
Certificate / Diploma / Degree in Business Studies	1-4 Years
Higher Diploma in Business in Small Enterprise Support	1 Year
Master in Business Administration	2 Years
Accounting Technician	2 Years
ACCA - Taxation (F6) *NEW*	1 Semester
Certificate in Lean Six Sigma (Green Belt) *NEW*	1 Semester
Certificate in Public Procurement *NEW*	1 Semester
Financial Accounting (Single Subject Certificate)	1 Semester
Human Resource Management (Single Subject Certificate)	1 Semester
Employment Law (Single Subject Certificate)	1 Semester
Digital Marketing, Social Media and SEO	10 Weeks
Presentation Skills *NEW*	5 Weeks
Certified Payroll Technician	1 Year
Certified VAT Technician	1 Year

Humanities, Languages and Sport	
Study and Learning Skills (Single Subject Certificate)	1 Semester
Issues in Social Care (Single Subject Certificate)	1 Semester
Social Care and Disability (Single Subject Certificate)	1 Semester
French for Beginners	10 Weeks
French for Improvers	10 Weeks
French Conversation and Culture	10 Weeks
Spanish for Beginners	10 Weeks
Spanish for Improvers	10 Weeks
Spanish Conversation	10 Weeks
Chinese for Beginners	10 Weeks
English for Speakers of Other Languages	10 Weeks
Cambridge University First Certificate in English Examination Prep Course *NEW*	14 Weeks
Digital Photography	8 Weeks
Interior Design for Beginners	10 Weeks
Active IQ Level 2 - Cert in Fitness Instructing (Gym)	1 Year
Active IQ Level 3 - Certificate in Personal Training	1 Year

Engineering and Renewable Energy	
Computer Aided Design – Level One	10 Weeks
Computer Aided Design – Level Two	10 Weeks
Computer Aided Manufacturing *NEW*	8 Weeks
Furniture Restoration	10 Weeks
Introduction to Carpentry	10 Weeks
Basic Household Plumbing Maintenance	10 Weeks
Metal Artwork *NEW*	10 Weeks
Basic Home Oil-Fired Boiler Maintenance *NEW*	10 Weeks
Programmable Logic Controllers – Level One	10 Weeks
Programmable Logic Controllers – Level Two	10 Weeks
Welding for Beginners	10 Weeks
Introduction to Renewable Energy Technologies *NEW*	8 Weeks
Certificate in Renewable Energy *Available Online*	1 Year

Computing and Creative Media	
Computers for Beginners	8 Weeks
European Computer Driving Licence (ECDL)	25 Weeks
Photoshop	10 Weeks

Web Page Design (Level 1 – Introduction)	10 Weeks
Web Page Design (Level 2 – Advanced)	10 Weeks
Higher Diploma in Computing	1 Year
Introduction to Graphic Design *NEW*	10 Weeks
Digital Video Editing *NEW*	10 Weeks
Film Studies *NEW*	1 Semester
Documentary Production *NEW*	1 Semester
Certificate in Digital Post Production *NEW*	1 Year
Certificate in Games Design *NEW*	1 Year
Health and Science	
Certificate in Ageing, Health and Environment	1 Year
Postgraduate Diploma in Ageing, Health and Environment	2 Years
Masters in Ageing, Health and Environment	2 Years
Postgraduate Diploma in Midwifery Praxis	2 Years
Masters in Midwifery Praxis	2 Years
Certificate in the Assessment and Management of the Acutely Ill Adult *NEW*	1 Semester
Certificate in the Assessment and Management of the Acutely Ill Woman in Maternity Services *NEW*	1 Semester
Certificate in Food Supply Chain Management *NEW*	1 Year
Certificate in Agri-Food Business Excellence *NEW*	1 Year
Certificate in GMP in Pharmaceutical Manufacturing *NEW*	1 Year

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Chapter 7

Review of Research

School of Business and Humanities

7.1   Overview of Research Activity

7.1.1 Research in Dundalk Institute of Technology

DkIT is at an exciting stage of development in terms of its Research and Innovation activities[10]. Over the past decade the Institute has positioned itself as one of the leading Institutes of Technology with international reputation, whose researchers carry out research of a translational nature, in its prioritised research clusters:

- ICT, Health & Ageing
- Energy and the Environment
- Creative Arts

Emerging areas of research include:

- Humanities & Social Sciences
- Entrepreneurship

These clusters are comprised of the Institute's Research Centres, Research Groups and its two Enterprise Ireland funded Applied Research Enhancement Centres, which are all embedded across the Institute's four academic schools. These clusters define and drive the strategic vision of the Institute. They all share the required critical mass of world-class researchers whose research outputs are internationally benchmarked, they undertake interdisciplinary research of translational nature underpinning DkIT's established research areas and they possess state-of-the-art infrastructure and facilities. This focused and strategic approach to research where critical mass and sustainability can be achieved in selected prioritised areas of regional, national and international importance has always been the primary driver of the institute's research agenda. In addition to the these established research areas of international reputation, the institute recognizes the

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[10] Taken in part from DkIT Landscape Submission 2012

importance of investigating future emerging research areas and the institute has identified the research areas, of **Humanities and Social Sciences** and **Entrepreneurship,** as potential areas of exploitation. These latter areas are the primary areas of focus for the School of Business and Humanities.

DkIT has secured in excess of €35M research funding from both national and international sources, such as, Enterprise Ireland, Science Foundation Ireland, the Higher Education Authority, Environmental Protection Agency, the Welcome Trust, National Institutes of Health (NIDDK), cross border funds, Atlantic Philanthropy and the European Union Framework programmes. The Institute is committed to developing its PhD research programmes and at present there are 52 registered postgraduate researchers, this representing a 250% increase since 2005. There are currently 7 academic research centres, 4 research groups, and 2 Enterprise Ireland funded Applied Research Enhancement Centres, all of which are embedded within the Institute's four academic schools who drive the research agenda within the Institute.

The Institute is committed to positioning itself nationally over the next few years so as to allow it to have significant involvement in structured PhD programmes for its own graduate students and those of its strategic research partnering Institutions. The Institute has already put in place several of the key elements required for structured PhD programmes, such as, generic "transferable" skills training, formal progress monitoring policies and procedures and research supervisory training. The Institute recognises the strategic advantages to be gained through successful collaboration and cooperation with national and international partners, whether they be academic, industrial or from the wider community. From these interactions and relationships complementary expertise emerges which strengthens the Institute's research capability and capacity, and those of its partners, whilst driving innovation. These benefits allow the Institute to play its role in contributing to Ireland's on-going economic revival. Examples of some of the formal strategic research partnerships include:

- PRTLI Cycle 4 National Biophotonics Platform (NBIP) – SMRC and ICBC
- Questor Research Centre (QUB led)

- PRTLI- Cycle 4 funded Initiative *An Foras Feasa*

- SFI LERO CSET

- HEA Irish Aid Research Programme

- Nestling Project

- PRTLI Cycle 5 Translational Research Hub – Graduate Education Programme (GREP) "BioAT"– SMRC and ICBC collaborative partner

Additionally, the number and breadth of the Institute's internationally peer reviewed research publications (i.e. journal articles, conference papers, reviews) has grown substantially over the past number of years with an associated growth in its international impact as measured by the number of citations DkIT's research publications have attracted over this past decade. In addition, DkIT has been one of the first Institutes of Technology to have put in place an open access research repository (http://eprints.dkit.ie/) with DkIT set to formally join the Ireland's national research repository RIAN (http://rian.ie/) in the coming months.

The National Strategy for Higher Education to 2013 prioritises the conversion of publically-funded research into commercial returns. This is based upon the higher education Institute's having effective technology transfer processes and established relationships with industry. Over 30% of DkIT's secured research funding since 2005 has been awarded by Enterprise Ireland so as to underpin the institute's commercialisation agenda. This has led directly to the establishment of two applied research enhancement centres, each funded over a four year period with seed funding worth €2m per centre, within the areas of ambient assisted living technology and drug development for targeting the treatment of diseases which affect society. A range of other industrial orientated institutional projects are supported through Enterprise Ireland's Innovation partnership, research voucher and commercialisation fund schemes primarily within the ICT, Ageing and Health areas. Additionally DkIT secured commercially orientated European 7th Framework funding through the "Benefit for SMEs scheme" in the area of sensor development for environmental applications and researchers within the software engineering teams are strategically linked with Ireland's software

engineering research institute "LERO" based in the University of Limerick and which is funded through Science Foundation Ireland.

DkIT has always recognised the strategic advantages to be gained through successful collaboration and cooperation with national and international partners, whether they be academic, industrial or from the wider community. The Institute is currently involved in several formal strategic research partnerships in line with its established and emerging research areas. These partnerships are funded through programmes such as, Science Foundation Ireland's Centres for Science, Engineering and Technology (CSET), the Programme for Research in Third level Institutions (PRTLI) and the Higher Education Authority Irish Aid Programme. From these interactions and relationships to date complementary expertise has emerged which has strengthened DkIT's research capability and capacity, and those of its partners, whilst driving innovation. These benefits have allowed the Institute to play its role in contributing to Ireland's economic revival through implementation of the Smart Economy.

Given the research priorities outlined in the government's recent report The National Strategy for Higher Education to 2013, such as ensuring institutions build research capacity through a prioritised approach which informs teaching, establishing a national Level 10 educational platform, ensuring that all research-performing institutions interact both with the private sector and society at large thereby underpinning knowledge transfer and embracing the arts, humanities and social sciences, it is clear that DkIT's current and future strategic approach to research, innovation and knowledge transfer is correctly focused. Detailed below is the Institute's research vision and associated objectives over the next 3 years, the activities and core competencies of the institutes research centres and groups along with further information concerning the institute's past research performance.

7.2   DkIT Research Strategy

Research in DkIT is founded upon the core principles of

- Excellence with an emphasis upon research which possesses real societal and economic impact whilst addressing current global challenges
- Consolidation and concentration of research into cross cutting interdisciplinary research clusters which supports our established research areas
- Embedding research within an innovation and entrepreneurial ecosystem

Research within the Institute has been consolidated and concentrated into key priority areas and has been structured around "Research Clusters" which are embedded across the four academic schools. These clusters are comprised of the Institute's various research centres and groups and it is these clusters which define and drive the strategic vision of the Institute moving forward. These clusters and the associated research teams:

- possess the critical mass of world class researchers whose research outputs are internationally benchmarked
- undertake interdisciplinary research of a translational nature underpinning our established research areas
- possess state of the art infrastructure and facilities

The DkIT research vision for the period 2012-2015 is

"By end 2015 to be ranked as the leading Irish Institute of Technology in our research areas"

To achieve this vision the Institute's Research Strategy (2012-2015) is founded upon six strategic imperatives with associated actions and key performance indicators (KPIs). These imperatives and associated actions include:

1. **Concentrate on research that is led by global needs which can be translated into real societal and economic effects.**

Associated Actions
- Support increased industry partnership in research applications and programmes
- Work closely with agencies such as EI and IDA in prioritising research that supports innovation in enterprises and knowledge based inward investment

- Increase staff participation in research commercialisation initiatives where appropriate

- Leverage technology transfer expertise from university sector through clustering and partnership arrangements

- Involve enterprise in research open days

- Building collaborations with researchers and higher education Institutes in Northern Ireland

- Promote and increase participation in community based research

2. Drive research performance in our research areas

Associated Actions

- Prioritise internal investment to the Institutes top performing research clusters

- Prioritise leading research performers for major strategic external programmes

- Encourage and support interdisciplinary research

- Recognise and reward research excellence

- Increase potential for securing funding through structured training programmes

- Implement an Institute wide annual research assessment exercise

- Support and measure research dissemination

- Strategically cluster with university partners for level 9-10 research degrees

3. Engage and support established and emerging researchers

Associated Actions

- Attract and develop talented researchers whose work underpins our research strengths

- Targeted strategic recruitment ensuring all new academic staff are research active

- Balance research and teaching duties for all academic researchers

- Revise institutional research governance structures and processes

- Establish school based research champions

- Implement an annual research career development programme

- Increase the research supervisory capability though structured training programmes

- Mentor and support emerging researchers through the Institute's research clusters

- Ensure involvement of emerging in school research governance structures

- Target a percentage of internal research funding support for emerging researchers

4. Ensure the teaching and learning agenda is informed by research

- Ensure all academic researchers deliver on undergraduate programmes

- Develop research informed undergraduate and taught postgraduate programmes

- Collaborate on national structured doctoral programmes in our prioritised research areas

- Ensure all undergraduate students undertake a research orientated research project

- Foster and develop a research culture amongst undergraduate students

- Ensure the research and the teaching and learning governance structures are mutually informing

- Provide opportunities for staff to engage in learning and teaching focused research through structured CPD events and courses, for example a Master's in Learning and Teaching

- Support staff to undertake professional doctorates

- Support schools to develop level 9 taught programmes in strategic research disciplines linked to economic and social needs

5. Develop partnerships in line with our research areas

Associated Actions

- Align research with National and European priorities

- Formally join large scale national research platforms

- Align with university partners on the delivery of structured PhD programmes

- Identify international partners across our prioritised research areas

- Establish an international research collaboration fund

- Increase strategic partnerships with community based and private sector partners

- Increase partnerships with HEIs and researchers from Northern Ireland

6. Enhance the visibility of our research

Associated Actions

- Research assessment embedded across Institute

- Increase participation in external bodies of influence

- Enhance internal and external communication

- Enhance web and media based research promotion

- Effective utilisation of institutional research repository and research management system

- Roll out conference participation support programmes).

7.3 Research in the School of Business and Humanities

7.3.1 Introduction

There is a strong research ethos embedded in the culture of the School of Business and Humanities and significant potential exists to grow the research capacity and output in certain areas in the School. Currently, one of the Institute's seven research centres is housed within the School, the Humanities and Social Sciences Research Centre (HSSRC), which has been categorized in the Institute Strategic Plan 2011-2016 as an emerging research area. Additionally, five staff members within the School comprise the academic membership of a research group, the Enterprise and Innovation Research Group (EIRG), which is housed within the Regional Development Centre. Research also takes place outside the structures of the Research Centre and group particularly in the area of Entrepreneurship, which has also been highlighted by the Institute Strategic plan as an emerging research area. The School was home to the Centre for Entrepreneurship Research (CER) until 2007 when designation lapsed. Entrepreneurship research has since 2010 been taking place within the HSSRC. It is expected that this area of research will be grow over the coming years in line with Institute strategy. The School also has strong links with the area of Teaching and Learning which is led by the Centre for Excellence in Learning and Teaching (CELT).

The School has approval from QQI (formerly HETAC) to register research students at Level 9 across all Departments in the School and it is intended that it will be possible to register research students at Level 10 in the near future, particularly as the Strategic Alliance with Dublin City University develops. (Level 10 registrations were possible up until 2011 when a review of approval was carried out. This unfortunately coincided with a sector-wide embargo on granting accreditation for Level 10 research degree approval and to date this situation remains unchanged.

One member of staff has recently completed PhD research and a number of others have recently commenced work towards doctoral degrees. A number staff members from the

School of Business and Humanities have recently completed a programme of Structured Supervisor Training. This is based on the four phases of the Supervisor Lifecycle Training programme proposed for Ireland by the National Academy for Integration of Research, Teaching and Learning (NAIRTL). The training aimed at postgraduate research supervisors was provided by Prof. Tony Fell on behalf of the DkIT Research Office.

7.3.2   Staff Research – MALT Programme

A number of staff within the School have undertaken and are currently undergoing the MA in Teaching and Learning offered by CELT in DkIT. This MA programme includes a research thesis (see Table 1).

Teaching and Learning innovations in the School were highlighted in a Teaching & Learning Showcase which took place in June 2013. This included presentations from a number of staff within the School.

On-going teaching and learning research projects within the School include the following:
- Using technology to enhance language learning
- Large Group Teaching
- Teaching Accounting to First Year students
- Active Learning and the pedagogy of employability
- Towards Inclusive Tutorials
- Assessment, particularly rubric design
- The Learning Brain: implications for teaching effectiveness
- The teaching of non-native English speakers
- The use of e-portfolios to enhance teaching and learning

Table 7.1: Research theses undertaken by staff on the MALT programme

Thesis title	Status
An Evaluation of work-based placement in the Hospitality Department at DkIT	MALT student graduated
The Effect of Google+ on student engagement and learning	MALT student graduated
Students' experiences of peer review – an evaluative study among Culinary Arts students	MALT student graduated
Positive life skills as graduate attributes: re-framing the role of education in personal development	MALT student graduated
Teaching English to First Year international students	MALT student graduated
Enhancing the learning of third level international students through novel formative assessment	MALT student graduated
Engaging learners in online assessment	MALT student graduated
Multiple Intelligences, Preferred Learning Styles and Formative Assessment	MALT student graduated
Peer Assessment in Practical Culinary Arts: a formative approach to assessment	MALT student graduated
Using a Posters Showcase for summative assessment	MALT student graduated
Students' Experience of the intercultural Studies Elective in Business Studies	MALT student graduated
Evaluation of a fully online module in Entrepreneurship	MALT student graduated
Engaging students in the development of self-assessment criteria	MALT student graduated

7.3.3 Reusable Learning Objects

The following was developed with the support of NDLR local innovations funding:

Lyons, W. and Brereton, B. 2012. 'Engaging Students in Technical Modules: The Quest to Promote Student Identification of Problematic Knowledge'. Book chapter in *The Digital Learning Revolution in Ireland: Case Studies from the National Digital Learning Resources Service* (October 2012).

7.4   Other Links between Research and Learning and Teaching

Dr. Bernadette Brereton, HSSRC, CELT;

- Delivers on the MA in Teaching & Learning, CELT

- Member of the *All Ireland Society for Higher Education* (AISHE).

- Guest Editor, Special Issue, *Pluralism and Diversity Management in Education,* Italian Journal of Sociology of Education (July 2013)

7.5   Postgraduate Research Students

To date in the School of Business and Humanities, there have been 2 PhD graduates and 1 MA graduate. Details of the projects, Research Centres and supervisory teams are included in Table 2.

Table 7.2: Postgraduate Awards 2010 -2013

Name	Research Centre	Thesis Title	Supervisory Team	Award	Date of Graduation
Finbar Markey	Netwell	Organisational Culture Change in Home Support Services for older people	David Getty	PhD	2013
John Digney	HSSRC	The use of humour in youth work	David Getty	PhD	2010
Vera van der velden Lyons	HSSRC	Lone parents: A comparative study of education and training needs of lone parents in the Republic of Ireland and Northern Ireland	Bernadette Brereton and David Getty	MA	2011

In addition to this in-house supervision, Dr. Martin Maguire has externally supervised two PhD students from the Department of History, NUI Maynooth, to completion.

7.6 Quality Assurance

7.6.1 Postgraduate Programme Board

The Academic Council, the Heads of Department, Heads of School and the Programme Boards are charged with ensuring that DkIT Postgraduate Regulations are consistently and fairly applied across the Institute. These policies and procedures are strictly adhered to by all researchers and supervisors within the School of Business and Humanities.

The School Postgraduate Programme Board consists of the Head of School, Head of Department of Humanities, all staff currently supervising research students in the School and a student representative. The Programme Board agrees the appointment of supervisors and is responsible for admission of research students, nomination of examiners, decisions about PhD transfer, monitoring of progress, and any other functions relevant for postgraduate research activity. The Programme Board report their decisions and relevant business to the Registrar's Office, which monitor the reports for quality assurance purposes. It meets four times each academic year and on an ad-hoc basis if so required.

7.7 School Ethics Committee

The School has developed an active School Ethics Committee. It operates within the principles of the DkIT Ethics Policies approved by Academic Council. It has a cross-school membership which is multi-disciplinary in nature and meets approximately twice per semester:

All research carried out in the School must go through the ethical review process when ethical issues are identified. This includes externally funded research, postgraduate research proposals and any significant undergraduate research activity which includes

human or animal subjects. Research projects that have the potential to cause ethical concern are referred to the committee for consideration.

Table 7.3: School Ethics Committee membership.

Name	Area
Dr. Patricia Moriarty (Chair)	Head of School
Dr. David Getty	Head of Dept of Humanities; Member of Institute Ethics Committee
Prof. Colette Henry	Head of Dept of Business Studies
Mr. Shane Hill	Head of Dept of Management & Financial Studies
Ms. Brianain Erraught	Head of Section of Hospitality Studies
Mr. Frank Watters	Law Lecturer and Ethics Committee Member in School of Engineering & School of Health & Science

7.8   School Draft Code of Good Practice in Research

All research must be conducted to the highest standards of ethics. The ethical framework of research should be of the highest importance and will be supported by the School Ethics committee and the Centre for Excellence in Learning and Teaching (CELT).

DkIT's existing research strategy focuses on:

>   **promoting** excellence in research,
>
>   **strengthening** the real impact of research,
>
>   **concentrating** research in key clusters and
>
>   **embedding** research within the Institute.

The School of Business and Humanities also seeks to **promote, strengthen, concentrate and embed** rigorous research practice, conducted and supported in a culture of openness, honesty, co-operation and leadership.

Best practice in all aspects of research will be pursued and promoted. This will include:

- research supervision,

- research skills training,

- research design,

- data gathering, analysis and storage,

- dissemination,

- applying for research funding,

- acknowledging all contributions and collaborations from other researchers,

- guidance from professional bodies.

The work of the Research sub-committee of the Academic Council will also inform best practice of research within the School.

With the support of the School, it is the responsibility of Research Leaders and Centre Directors to create a research environment of openness and honesty and to provide appropriate direction and supervision for all those engaged in research. The establishment of a positive research environment will centre on some or all of the following:

- Accurate record keeping of the research procedures followed,

- Documentation of results,

- Peer review

- Regular discussion and seminar sessions.

In addition, where personal data is collected and stored, the terms and provisions of the *Data Protection Acts 1988 and 2003* must be followed. In the case where researchers collect or access sensitive personal health data, researchers must conform to relevant guidelines included in the *Data Protection Guidelines on research in the Health Sector* (see www.dataprotection.ie)

7.9   Impact of Research on Teaching & Learning

7.9.1 Undergraduate Research Projects

Final year research projects form a major part of most of the Level 7 and 8 programmes within the School. In addition, projects can be carried out for local NGOs and service providers e.g. Business Incubation Services, Social Care programmes and Hospitality and Tourism programmes.

7.9.2 Programme Development

In accordance with national higher education policy (Hunt Report) research plays a major role in informing teaching within the School. All academic researchers deliver on undergraduate programmes with Dr. Bernadette Brereton also delivering on the Masters in Learning and Teaching postgraduate programme. The research activity within the Humanities and Social Science Research Centre and collaboration between the Humanities and Social Science research strands is a major driver for the BA in Humanities.

7.9.3 School Research Day

A School Research Day took place on the 20th November 2013, organised by Professor Colette Henry, Department of Business, and Dr. Conor Brady and Dr. Bernadette Brereton of the Humanities and Social Science Research Centre (HSSRC). The invited speaker was Professor Barry Quinn of the University of Ulster who summarised successful approaches to research dissemination. While the second invited speaker (Dr. Andrew Brownlee, Head of Research, IOTI) was unable to attend due to personal commitments, he kindly supplied resource material giving an overview of current developments in research in the 13 IOTs in the Republic. This resource was made available to all attendees. Eight full-length papers were presented in two sessions while nine shorter papers were presented in two Pecha

Kucha sessions. The President of DkIT attended the final session and chaired a discussion session to conclude the day.

This School Research Day succeeded in showcasing the multidisciplinary nature of on-going research in the School and provided an opportunity for networking with other researchers from within the School. The possibility of expanding the School Research Day to include the work of postgraduate and final year students within the School will be hosted in 2014.

7.10   Humanities and Social Sciences Research Centre

7.10.1   Introduction

The School of Business and Humanities is home to one research centre, the Humanities and Social Sciences Research Centre (HSSRC). The mission of the centre is:

"to engage in high-level research activity in the Humanities and Social Sciences on a regional, national and international basis and to disseminate our findings, through teaching, publications, conferences and seminars for policy makers, the social community sector, the private sector and academics and researchers, on the national and international stage."

In 2006, the Centre for Education and Diversity Research (CEDAR) within the School Of Business and Humanities received seed funding of €9,000. Initially composed of three key members research-active in the social sciences (Dr. Bernadette Brereton, Dr. David Getty and Dr. Kevin Howard), the Centre established a strong dissemination profile and broadened its focus to include Humanities and Business research and widened its membership. The HSSRC built on this expertise and was formally established in 2010 with designation being reconfirmed in 2011 at which time the structures of the centre were formalised.

Three research strands were defined:

1. *Civil Society* – Ethnicity, Peace and Reconciliation, Community Development, Social Enterprise, Sociology (Research Leader: Bernadette Brereton).

2. *Social Policy* – Poverty, Ageing, Education, Gender (Research Leader: David Getty).

3. *Heritage, Culture and Digital Humanities* – Archaeology, Literature, History, ICT (Research Leader: Conor Brady).

There are currently 12 academic members from across the school and it is intended to grow this number over the coming year subject to appropriate supports being made available by the Institute Research Office and at School level.

7.10.2   Current/Ongoing Projects

The Humanities and Social Sciences Research Centre is currently involved in a number of projects:

Social Networks - an essential support structure for learners in higher education?
(Collaborative project examining the importance of social networks (real and virtual) to third level students undertaken with Dr. Neil Hurley, Computer Science and Informatics, University College Dublin).

Teaching Intercultural Competence: Challenges and Opportunities
Collaborative project examining the emerging importance of skills in intercultural competency in higher level education. Dr. Bernadette Brereton, Mairead McKiernan and Vicky Leahy.

Making Sense of Each Other: Lived Experiences and Told Stories of Child Protection Social Workers and Asylum Seeking Families
The first study of its kind in Ireland, this qualitative research explores the experiences of social workers in the on-going work with asylum-seeking families, considering child protection matters and the experiences of the families who were subject to these interventions.. Dr. Colletta Dalikeni.

Accelerating Campus Entrepreneurship Initiative (ACE)
Angela Hamouda has been a lead researcher and developer for the ACE Initiative, exploring ways of embedding entrepreneurship education across all disciplines to create the entrepreneurial graduate.

Irish State Administration Database (MM)
Collaborator in the IRCHSS-funded research project 'Irish State Administration Database' based at the Geary Institute UCD. The research has developed the website www.isad.ie which captures the establishment, growth and evolution of Ireland's state administration

since the foundation of the State. Work is continuing on a further level mapping the career paths of top level civil servants 1922-72.

Building Healthy Communities Household Research Project 2012 (DG)

In collaboration with Monaghan Integrated Development. Developoment of a Community Action Plan: *Building Healthy Communities Household Research Project 2012.* HSSRC has been involved in the questionnaire design and data entry templates and will also analyse the completed questionnaires with dissemination through written reports. It is envisaged that there will also be a number of publications arising from this project.

The Millmount Remote Sensing Project (CB)

Funding €10,000 (Old Drogheda Society)

A collaborative project between the HSSRC, the Old Drogheda Society and industry which just commenced in 2013 to archaeologically investigate the Millmount complex in Drogheda to enhance the visitor experience of the Drogheda Museum, Millmount and generate publicity leading to increased awareness and engagement by the local community and visitors.

The Hill of Slane Archaeological Project (CB) http://hillofslane.wordpress.com

Funding: €13,500 (Meath County Council, DAHG, ArchaeoLandscapes Europe)

This is a collaborative project between the HSSRC, UCD School of Archaeology and industry in partnership with the local community to explore the archaeology of the Hill of Slane using new technologies. The knowledge created is being used by the local community to enhance the visitor experience to Slane Village and drive the economic growth. An international postgraduate fieldschool was conducted in 2012 with support from the ArchaeoLandscapes Europe Project, the Discovery Programme and Meath County Council.

The Rossnaree Excavation Project (CB) http://rossnareedig.wordpress.com

Funding €18,556 (Royal Irish Academy); €1,500 (Meath County Council)

Following up on the findings of a previous project, this investigation aims to investigate the nature of a newly discovered enclosure and lithic scatter site through archaeological

excavation and geophysical survey. Located in the Brú na Bóinne World Heritage Site. Two seasons of fieldwork have been completed and the project is in the post excavation phase.

The Brú na Bóinne Lithic Scatters Project (CB)

Funding €32,000 (Heritage Council)

Fieldwork for this project was carried out over three seasons from 2008 to 2010 and geophysically investigated a number of lithic scatter sites, possibly indicative of prehistoric settlement and industrial activity, in the Brú na Bóinne WHS. Sites were initially identified as part of doctoral research by the PI.

The Brú na Bóinne Remote Sensing Project (CB)

Building on the results of the earlier INSTAR Boyne Valley Archaeological Landscapes project, this was envisaged as a large-scale three-year project. The project went through a competitive funding application process to the INSTAR programme and although successful, the funding for the overall programme was not made available to the Heritage Council by the Government. Subsequently, a number of the collaborators have visited the research area and carried out small-scale trials of the proposed research. The Newgrange Microgravity investigations were carried out in late 2011 in cooperation with Comenius University, Bratislava, Slovakia. Trial of a large scale multi-sensor geophysical platform was carried out in the summer of 2012 in cooperation with the University of Leicester. Collaborators self-funded their participation in each project.

INSTAR Boyne Valley Landscapes Project (2008-2010) (CB)

Funding €184,435 (over 3 years to UCD. INSTAR/The Heritage Council)

A multi-institutional and multi-disciplinary collaboration including international and industry participation, this project aimed to produce an integrated, comprehensive archaeological model of the evolution of the Boyne catchment and so develop an environmentally contextualised understanding of a key element of Ireland's archaeological heritage. The project began by focusing on identifying and characterising past environmental and land-use changes within the catchment then correlate these with the known archaeological heritage. In subsequent phases, the project examined ways to exploit and analyse the Meath County Council/ Discovery Programme LiDAR topographical dataset for the Brú na Bóinne

landscape.

Repositioning Learning (KH)

Student involvement in the development of assessment criteria, 2009-11.

Promoting Diversity (KH)

An Evaluation of the Implementation of the Louth Local Authorities' Anti-Racism and Diversity Plan, 2007-2010.

Foras Feasa - PRTLI 4-funded project led by NUI Maynooth in which DkIT is a collaborator. The centre is dedicated to developing the interface between digital technologies and the humanities. Two members of the HSSRC, Dr Martin Maguire and Dr Conor Brady are among the founder members and have received research fellowships allowing them to concentrate full-time on research for a semester each.

7.10.3   Research Income 2010-2013

Research funding for the Humanities and Social Sciences does not generally attract the same levels of funding as science, engineering, computing and technology research. This problem has been significantly exacerbated by the current economic climate. Although some members have in the past been successful in sourcing securing research funding at a national level, these sources are often no longer functioning. It should be borne in mind that much Humanities and Social Science research can take place without the need for large-scale funding which is more normal in the science and technology sector.

It should be noted in this context that the HSSRC has been particularly unfortunate in recent years in missing out in large-scale competitive research funding calls. Two projects in particular came very close to securing significant long-term funding. One project was granted funding in principle, and thus was successful, but subsequently the fund was shut down by government and could not proceed. This project remains viable and will hopefully secure funding in the future. Similarly, the other project, the ASTRIDE project received

conditional approval which was then withdrawn. The project remains viable in the context of the forthcoming Horizon 2020 call (see below).

The Centre has thus been dependent on College funding disbursed through the Research Office and, as will be seen from the number of conferences actively attended and publications, this money has gone a long way.

Table 7.4:   HSSRC Sources of funding 2010-2013

Source of Funding	2010	2011	2012	2013
Govt. Funding	-	€3000	€10,000	-
Local Authority	€1,500	-	-	-
EU Funding	-	-	-	-
National Funding Agency	€20,000	€8,556	-	-
Other	-	€500	-	€10,000
College/Research Office	€20,000	€20,000	€10,000	-

7.10.4   International Funding Proposal –Interreg IVb NWE

Throughout 2012, Dr. Bernadette Brereton (on behalf of the HSSRC) contributed to a transnational EU funding proposal, under the €2.8 million Interreg IVb NWE programme. The *ASTRIDE (All Stakeholders Together, Towns, Territories and Research to Involve, Innovate and Develop Enterprises and the Local Economy)* working group comprised 9 partners from 5 member states; France (Lead Partners), UK, The Netherlands, Germany and Ireland, who proposed to develop local community networks and social enterprise initiatives to address NWE rural territory issues of unemployment, skills-migration and poverty. The three Irish partners (DkIT, Letterkenny IT and Achill Local Development Company) agreed to conduct a series of rural focus groups to work in themed groups, allowing exchanges of ideas and collaborations. In September 2012, conditional approval was granted, dependent on specific revisions to the plan. The plan was re-drafted and re-submitted within the specified term. However, during a final seminar between the Lead Partner and the Secretariat in Lille on 10 and 11 January 2013, significant additional issues were raised and in March 2013, a final rejection notice was received. While this was, of course, a negative outcome to

9 months negotiation, networking and document drafting, it was a great learning and networking opportunity which, it is hoped, will lead to future national and international research collaborations.

7.11 Staffing

The Centre engaged the services of an administrator on a part-time basis between Jan and June 2012 on the Jobbridge Internship scheme. The intern subsequently lectured on the staff of the Department of Humanities on the BA (Hons.) Digital Humanities programme covering for a permanent member of staff while she was on maternity leave. This arrangement may be reexamined in the coming year as the benefits to the centre of having a part-time administrator at little or no cost to the College or the Centre were significant.

7.12 Output Indicators

The ability of the Institute to effectively disseminate its research can be seen through examining the publication record of the Institute's academic staff.

The following are details of publications obtained by staff of the School during the period of the review. As can be seen staff in the School have produced a significant amount of peer reviewed and conference presentations with a number of them within high impact journals:

7.12.1 Conferences and Workshops Organised

School of Business and Humanities Research Day November 20th, 2013

HSSRC Research Information Seminar. To inform College staff of the existence of the Centre, its research themes, ongoing work and to encourage collaborative links with other research active staff.

Member of co-ordinating board of the European Sociological Association Congress in Turin, Italy 2013.

Member of co-ordinating board of the European Sociological Association Midterm conference in Ghent, September 2012.

Member of co-ordinating board of the European Sociological Association Congress in Geneva, Switzerland 2011.

Member of co-ordinating board of the European Sociological Association Midterm conference in Athens, Greece 2010.

Member of co-ordinating board of the European Sociological Association Congress in Lisbon, Portugal 2009.

Member of co-ordinating board of the European Sociological Association Midterm conference in Wroclaw, Poland 2008

Member of co-ordinating board of the European Sociological Association Congress Glasgow, Scotland 2007

Recent Archaeological Research in the Boyne Valley. A free one-day symposium presenting new research from the wider Boyne region. Conyngham Arms Hotel, Slane, Co. Meath. 15th December 2012.

Recent Archaeological Research in the Boyne Valley. A one-day public seminar presenting recent archaeological, historical and natural heritage research in the Boyne Valley. dHotel, Drogheda. 26 February 2011. Jointly organized with UCD School of Archaeology.

'Drogheda: the best built town in Ireland'. Three Decades of Archaeological Excavation in Drogheda. Boyne Valley Hotel, Drogheda. 15th November 2008. With the County Louth Archaeological and Historical Society.

The New Irish? Centre for the Study of Culture and Society, DkIT, 11-12 September, 2007.

Rethinking Diasporas: Hidden Narratives and Imagined Borders, Centre for the Study of Culture and Society, DkIT, 4-5 May, 2006.

7.12.2   Conference Presentations/Invited Lecturers

Members of the HSSRC delivered over sixty conference papers, either oral or poster, over the years 2008-2013 both nationally and internationally.

Table 7.5:   Conference presentations 2008-2013.

	2008	2009	2010	2011	2012	2013	2008-2013
Kevin Howard	1	-	-	-	-	-	1
Martin Maguire	-	-	-	-	-	4	4
Annaleigh Margey	2	1	3	1	2	4	13
Bernadette Brereton	1	1	1	1	2	1	7
Angela Hamouda	1	3	-	-	1	-	5
Conor Brady	4	1	5	7	9	4	30

2013

'Social Network Analysis: an essential support structure for learners in higher education?' *Crisis, Critique and Change:* ESA Conference, Turin, Italy. August 2013.

'Challenges Facing Professional Worker: Citizens in Embattled Systems'. *UNESCO Child and Family Research Centre 6th Biennial International Conference*, NUI Galway, Ireland, June 2013.

'Experiences of Child Protection Social Workers and Asylum Seeking Families'. *Social Care Ireland Annual Conference*, Limerick, Ireland, March 2013.

'Confronting state power: the civil service trade unions in Independent Ireland 1922-38'. At the Irish *Centre for the Histories of Labour and Class*, NUIG November 2013.

'More than a capital affair: Dundalk Remembers the 1913 Lockout'. At the *Unite Trade Union 1913 Commemoration.* Oct 2013, Dundalk.

'What happened to protestants in southern Ireland after partition?' At the *West Belfast Féile*, August 2013.

'Fostering Inter-Thoughtfulness" Locating Digital Humanities in an undergraduate degree' at *An Foras Feasa Research Seminar*, NUI Maynooth January 2013.

'Visualising Scottish settlement in Ulster: the legacy of the plantation maps'. Invited Speaker, *Ulster Scots Lecture Series*, Tower Museum, Derry.

'The earl of Leitrim's estates and the Great Famine', Invited Speaker, *Strokestown Park House and the Centre for the Study of Irish Historic Houses and Landed Estates,* Winter/Spring Lecture Series.

'Mapping Derry/Londonderry's walls', Invited Speaker, *Derry's Walls Unpacked!* Conference, Derry.

'Mapping Ireland, *c.*1550-1625: the collections of Sir George Carew', Invited Paper, *Old Library Tercentenary Lecture Series*, Trinity College Dublin.

'The Hill of Slane Archaeological Project: Old questions and new technologies. Invited lecture, *Ulster Archaeological Society*, Queen's University Belfast.

'An Assessment of the Archaeological Potential of a Low-Level Airborne Geophysical Dataset from the Boyne Valley, Ireland'. Poster Presentation. *Aerial Archaeology Research Group annual international meeting*. Mersfoort, The Netherlands. 26-28 September 2013.

'Searching for hidden chambers at Newgrange Passage Tomb; some results with an evaluation of the multi-method geophysical techniques used'. Poster presentation. *Non-destructive Approaches to complex Archaeological sites in Europe: a round-up. Radio-Past Colloquium*, University of Ghent, Belgium.

'Evaluation of a Multi-Sensor Platform in a Large-Scale Geophysical Survey at Brú na Bóinne World Heritage Site, Ireland'. Poster presentation. *Non-destructive approaches to complex archaeological sites in Europe: a round-up. Radiopast Colloquium*, University of Ghent, Belgium.

'The Search for Amhairgin: Looking deep into Millmount's past. Invited Lecture. *Old Drogheda Society Heritage Week event*. August 2013.

2012

'The Impacts of Social Networks in third level students' support networks: a pilot study in DkIT' *Diversity in Education* Conference, Ghent, Belgium, September 2012

'Engaging Students in Technical Modules: The Quest to Promote Student Identification of Problematic Knowledge*'* National Digital Learning Resources (NDLR*)* Annual Conference, University of Limerick*,* October, 2012.

'The Impact and Effectiveness of Entrepreneurship Education at Third Level Institutions in Ireland', *Institute for Small Business and Entrepreneurship Conference*, Dublin, November 2012.

'An investigation of the discourses surrounding social entrepreneurship policy and research: is it gendered?' *Institute for Small Business and Entrepreneurship conference* 2012.

'Transformative Politics and Women's Human Rights'. *British International Studies Association*, University of Edinburgh.

'Mapping during the Irish plantations, *c.*1580-1640', Invited Seminar, *Cambridge Seminars in the History of Cartography*, Emmanuel College, Cambridge.

'People, Property and Charity: benefaction to the Clothworkers' Company', Invited Seminar, *British History in the 17th Century Seminar, Institute of Historical Research*, London.

'Application of Remote Sensing techniques at Brú na Bóinne World Heritage Site, County Meath, Ireland'. Poster presentation. *Near Surface Geophysics Group*, 4 December 2012, Geology Society, London.

'An International Surface Collection and Remote Sensing Field School on the Hill of Slane, County Meath, Ireland'. Poster presentation. *Aerial archaeology, remote sensing and the archaeological process. Aerial Archaeology Research Group*, 12th-15th September 2012, Eötvös Loránd University, Budapest, Hungary.

'An Introduction to Multi-Method Archaeological Site Survey: Surface Collection and Remote Sensing, Hill of Slane, Co. Meath, Ireland'. Oral presentation to *Archaeolandscapes Europe Project Annual Meeting* September 2012, Eötvös Loránd University, Budapest, Hungary.

'The Mound, the Hill and the Saint; the Hill of Slane Archaeological Project'. *Rathcroghan Archaeology Conference*. April 13 -15 2012

'Multi-method archaeological prospection in the Brú na Bóinne WHS, Co. Meath, Ireland'. *Computer Applications and Quantitative Methods in Archaeology*, University of Southampton, 26th-30th March 2012.

'From Prehistory to the Present: Recent Archaeological Survey on the Hill of Slane.' Oral Presentation. *Recent Research in the Boyne Valley*, DkIT/UCD conference, 20 December 2012, Conyngham Arms Hotel, Slane.

'Searching for hidden chambers at Newgrange Passage Tomb; some results with an evaluation of the multi-method geophysical techniques used'. Oral Presentation. *Recent Research in the Boyne Valley*, DkIT/UCD conference, 20 December 2012, Conyngham Arms Hotel, Slane.

'The Hill of Slane Archaeological Project'. Poster Presentation. *Recent Research in the Boyne Valley*, DkIT/UCD conference, 20 December 2012, Conyngham Arms Hotel, Slane.

'Geophysical surveys at Site E; preliminary results with an evaluation of a multi-sensor survey platform for use in large-scale geophysical surveys in Brú na Bóinne'. Oral Presentation. *Recent Research in the Boyne Valley*, DkIT/UCD conference, 20 December 2012, Conyngham Arms Hotel, Slane.

2011

'Mature Learners in Irish Third level Education' 12*th Conference of the European Sociological Association*, Geneva, Switzerland September, 2011 Conference Proceedings

'Gendered discourses of entrepreneurship in higher education: the fictive entrepreneur and the fictive student'. *University of Sheffield*. November 2011.

'Cultures of giving and charity: the Clothworkers' Company in early modern London', Invited Seminar, *Metropolitan History Seminar, Institute of Historical Research*, London.

'From the Ground Up: Multi-method survey and excavation at Rossnaree, Brú na Bóinne WHS, Ireland'. *Ambitions and Realities: Remote Sensing for Archaeology, Research and Conservation.* Aerial Archaeology Research Group annual international meeting. Institute of Prehistory, Adam Mickiewicz University, Poznań. 21-24 September 2011.

'The Boyne Valley Landscapes Project'. *Ambitions and Realities: Remote Sensing for Archaeology, Research and Conservation. Aerial Archaeology Research Group annual international meeting*. Institute of Prehistory, Adam   Mickiewicz University, Poznań. 21-24 September 2011.

'A Tale of Two Mounds: Integrating LiDAR and Multi-method Geophysical Survey in Investigations on Rathcroghan Mound and the Hill of Slane, Ireland'. *Ambitions and Realities: Remote Sensing for Archaeology, Research and Conservation.* Aerial Archaeology Research Group annual international meeting. Institute of Prehistory, Adam Mickiewicz University, Poznań. 21-24 September 2011.

'All the dead kings came to me: The discovery and excavation of the Rossnaree Enclosure'. Inaugural Address, *Association of Young Irish Archaeologists Conference*.

'Uncharted territory: the experience of Rossnaree Archaeological Project Blog'. Oral presentation *'Honest to blog': A symposium on web legitimacy*. Long Room Hub, Trinity College Dublin.

'The Hill of Slane Archaeological Project. Heritage tourism and community initiatives: The value of communicating archaeology'. Oral Presentation. *Institute of Archaeologists of Ireland Autumn Conference*, Cork. 4-5 November 2011

'Fieldwalking, archaeological geophysical survey and excavation at the Rossnaree Enclosure'. Oral presentation, *Recent Research in the Boyne Valley Seminar*. dHotel, Drogheda.

2010
Structural Inequalities in Education Conference, Athens, September 2010

'Mapping towns in the Ulster plantation', Invited Lecture, *Library Lunchtime Lectures, Royal Irish Academy*, Dublin.

'Turning to the mass: apostasy in the 1641 depositions', Invited Paper, *Catholic History Society of Ireland*, St. Patrick's College, Dublin.

'"Drinking somewhat liberally": the role of alcohol and intoxication in the 1641 depositions' (with Dr Edda Frankot and Dr Elaine Murphy), *Intoxicants and Intoxication in Cultural and Historical Perspective Conference*, Christ's College, University of Cambridge.

'Recent survey and excavation at the Rossnaree Enclosure, Brú na Bóinne, Co. Meath'. Oral presentation, *Institute of Archaeologists of Ireland Autumn Conference* 2010. Belfast.

'The Discovery of the Rossnaree Enclosure, County Meath, Ireland: Implications for the Continuing Evaluation of the Archaeological Potential of the Brú na Bóinne World Heritage Site'. Oral presentation to *Near Surface Geophysics Group Conference* 2010 London.

'Towards an Integrated Multi-method Remote Sensing Strategy for Archaeological Landscape Analysis; the Discovery of the Rossnaree Enclosure, Brú na Bóinne World Heritage Site, County Meath, Ireland'. Poster presentation to the *International Aerial Archaeology Conference (AARG) Conference* 2010 Bucharest, Romania.

'Recent survey and excavation at the Rossnaree Enclosure, Brú na Bóinne, Co. Meath'. Oral presentation, *Meath Archaeological and Historical Society*.

'Geophysical Surveys to assist the INSTAR Boyne Landscapes Project at the Brú na Bóinne World Heritage Site, County Meath, Ireland'. Poster presentation to the *Near Surface Geophysics Group Conference* 2010 London.

2009

'Jacobean and Caroline cartography: a window on the Ulster settlement', Invited Speaker, *The Plantation of Ulster: A Laboratory for Empire, University of Ulster*, Magee Campus, Derry.

'The ACE Project;- Accelerating Campus Entrepreneurship: A discussion paper. *International Start Conference of EduProf Project*, The Hague, 4-5 February, 2009

'Perspectives of Non-Business Students in Ireland on Entrepreneurship.' *Irish Academy of Management Conference*, Galway, September 2009.

'The Accelerating Campus Entrepreneurship Initiative: Creating Entrepreneurial Graduates for Ireland.' *31st Institute for Small Business and Entrepreneurship Conference*, Liverpool, November 2009.

'Lithic scatters, 'subtle anomalies' and enclosures: New dimensions to the Brú na Bóinne landscape'. *UCD School of Archaeology Seminar Series* 2009-10.

2008

Research Methodologies, Conference Wroclaw, Poland June 2008.

'They've nicked all our fish: Dietary Deviant, Moral Panics and the Irish angling community'. Paper presented at *Institute for Irish Studies, Queens University Belfast*.

'Migration to Munster during the Irish Plantations', Invited Speaker, *Irish Sea Conference*, Department of History, University of Bristol.

'Maps as an aid to conquest: the case of Plantation Ireland, *c.*1550 – 1640', *Renaissance Society of America* Annual Conference, Chicago.

'Dwelling among the monuments: new evidence of prehistoric settlement at Brú na Bóinne'. First *Heritage Council Brú na Bóinne World Heritage Site Research Framework Information Seminar*.

'An archaeological study of the Battle of the Boyne, Oldbridge, Co. Meath'. *First Heritage Council Brú na Bóinne World Heritage Site Research Framework Information Seminar*.

'A new dimension to a familiar landscape: surface collection at Brú na Bóinne, Co. Meath, Ireland'. *World Archaeological Congress 6*.

'Of ploughed fields and flint: Landscape and settlement at Brú na Bóinne, Co. Meath'. *County Louth Archaeological and Historical Society*.

7.12.3   Publications 2008-2013

Members of the HSSRC published over thirty items over the years of the review, 2008-2013. These have been categorized into Books, Chapters/Book Sections, Journal Papers and Other and do not include reports or other grey literature. Many of these items are accessible on the STÓR DkIT Institutional Repository where it should be noted, the HSSRC is the centre with most publications available, after the Software Technology Centre. The publications are summarized in the following table.

Table 7.6:   Publications 2008-2013

	2008	2009	2010	2011	2012	2013	In press/prep
Book	1	-	1	1	-	-	3
Edited collection	1	-	-		1	1	
Book section/chapter	4	4	2	2	4	2	1
Peer-reviewed paper	1	2	2	1	3	3	5
Other		1		1			

2013

Chapters/Book Sections

Margey, A. 2013. 'From Gaelic life to Colonial Society: Donegal during the Ulster Plantation', in: J. McLaughlin and S. Beattie (eds) *An Historical, Environmental and Cultural Atlas of Donegal* (Cork).

Davis, S., Brady, C., Megarry, W. and Barton, K. 2013. 'Lidar survey in the Brú na Bóinne World Heritage Site'. In D.Cowley and R. Opitz (eds) *Lidar in archaeology around Europe*. 225-39Oxford: Oxbow Books.

Journal Papers

McKiernan, M. Leahy, V. Brereton, B. 2013. 'Teaching Intercultural Competence: Challenges & Opportunities', *Italian Journal of Sociology of Education* Vol.5. No.2.

Brereton, B. 2013. 'Editorial', *Italian Journal of Sociology of Education* Special issue, Pluralism and Diversity Management in Education. July 2013

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7.12.4   Journal Referees

Journal of Irish Archaeology; Italian Journal of Sociology of Education (Special Issue, *Pluralism and Diversity Management in Education*)

7.12.5 Professional Society and Committee Memberships

European Sociological Association (ESA) Sociology of Education Research Network

All Ireland Society for Higher Education (AISHE)

Institute of Archaeologists of Ireland; the Prehistoric Society; Chair – Earlier Prehistory Working Group, Heritage Council Research Framework Committee for Brú na Bóinne WHS; member of council County Louth Archaeological and Historical Society; member, Royal Irish Academy Committee for Archaeology; Chair - Town Walls Conservation and Management Plan for Carlingford; Member steering committee for Unpublished Archaeological Excavations in Medieval Drogheda; member steering committee for Town Walls Conservation and Management Plan for Drogheda; member steering committee for County Louth Field Monuments Advisor. Associate Partner, ArchaeoLandscapes Europe Project.

Irish Historical Society, Renaissance Society of America, Institute of Historical Research, Geographical Society of Ireland, Historical Geography Research Group (HGRG) of the Royal Geographical Society.

Royal Irish Academy Historical Sciences Committee; Research Centre for Contemporary Irish History TCD; Church of Ireland History Society; Irish Economic and Social History Society; Irish Labour History Society.

7.12.6 International Academic Collaborations

- Professor Mieke van Houtte, Director, CUDOS Research Centre, Department of Sociology, University of Ghent, Belgium.
- Associate Professor Maddalenna Colombo, Faculty of Education, Universita Cattolica del Sacre Cuore, Milan, Italy.
- Dr. Germ Janmaat, Senior Lecturer, Department of Lifelong and Comparative Education, Institute of Education, University of London.

- Dr. Piotr Mikiewicz, Sociology of Education and Education Policy Research Unit, University of Lower Silesia, Wroclaw, Poland.

- Professor Joao Sebastiao, Professor of Sociology, ISCTE, Instituto Universitario de Lisbon, Portugal.

- Dr. Vasiliki Kantzara, Department of Sociology, Panteion University of Social and Political Sciences, Athens, Greece.

- Prof. Roman Pasteka, Comenius University, Bratislava, Slovakia. The Brú na Bóinne Remote Sensing Project

- Dr Ian Hill, University of Leicester. The Brú na Bóinne Remote Sensing Project.

7.12.7   National Academic Collaborations & National Platforms

- Dr. Neil Hurley, Computer Science and Informatics, University College Dublin. Social Networks - an essential support structure for learners in higher education?

- Kevin Barton, Landscape and Geophysical Services. Millmount Archaeological Remote Sensing Project, Hill of Slane Archaeological Project, The Rossnaree Excavation Project, The Brú na Bóinne Lithic Scatters Project, The Brú na Bóinne Remote Sensing Project, INSTAR Boyne Valley Landscapes Project

- Matthew Seaver, School of Archaeology, University College Dublin. Hill of Slane Archaeological Project, Rossnaree Excavation Project.

- Dr. Robert Meehan. An Talamh Ireland. INSTAR Boyne Valley Landscapes Project, Brú na Bóinne Remote Sensing Project.

- Dr Steve Davis, School of Archaeology, University College Dublin. INSTAR Boyne Valley Landscapes Project

- Dr Helen Lewis, School of Archaeology, University College Dublin. INSTAR Boyne Valley Landscapes Project

Ms. Lorna Treanor, Dept of International Business, University of Ulster is an Associate of the HSSRC working within the social science research strand.

Dr. John Digney, Clinician and Researcher in Residential Child and Youth Care is a PhD graduate of the School and an Associate of the HSSRC, working closely within the social science research strand.

7.12.8   Non-Academic Collaborations

- The Old Drogheda Society
- Slane Community Forum
- Kilberry Development Organisation
- Monaghan Integrated Development

7.13   Applications of Research

The members in the HSSRC Social Science Strand link their on-going research projects with the teaching modules developed and delivered. Within Business, Management, Creativity and Social Care, the research and teaching are mutually engaged. As in the BA in Humanities, the attitude to research is positive and helps the students in their final year research projects.

Dr Brady's research is informed by the 2006 UCD/Heritage Council document *Archaeology 2020: Repositioning Irish Archaeology in the Knowledge Society*. His ongoing work in the Boyne Valley and the Brú na Bóinne Heritage Site is guided by the Heritage Council's *Brú na Bóinne World Heritage Site Research Framework* document (Smyth et al. 2009). His earlier work has informed this latter policy and he took a key role in the development of the policy. Results of the fieldwork projects are being used by the National Monuments Service of the Department of Arts Heritage and the Gaeltacht for the management and protection of the archaeological resource in the Brú na Bóinne WHS and is informing the drafting of the new WHS management plan.

7.14 Other Associated Projects

The Peace Process Layers of Meaning (http://www.peaceprocesshistory.org)

This project (2010-2013) is led by Queen Mary, University of London in association with the Humanities and Social Sciences Research Centre, Dundalk Institute of Technology and Trinity College Dublin is funded by the European Union's Peace III programme (Addressing Legacy and Truth in Public Memory) and based in the Department of Humanities, DkIT. The management of the project includes POBAL and the Community Relations Council. The research consortium is focused on the peace process itself, broadly defined in scope and timescale. The outcome of the project includes heritage interviews of the Peace process as an historical legacy in conflict resolution, training of students and community activists in the border regions in oral history best practices and stimulating self0-sustaing programmes to preserve the experiences of ordinary men and women across a spectrum of identities who have lived through conflict and peace-building.

To date students on the DkIT BA (Hons) Digital Humanities programme have participated in oral history skill-building workshops and projects in East London, in Newry and in Dundalk. The students themselves have gone on to design and implement their own project, oral history research investigating the experiences of the 'new Irish' in Drogheda. The results of this work have led to a publication by the group. A website LOMOND (The Layers of Meaning Online Directory) is established, providing access to surviving interviews, social investigations and oral histories of the peace process.

The Thomas D'Arcy McGee Summer School

The Summer School is run under the auspices of Dundalk Institute of Technology (DkIT) School of Business & Humanities, and in partnership with Louth County Council, Omeath Development Company and Carlingford Heritage Centre. Thomas D'Arcy McGee was a Young Irelander who emigrated to the US and finally settled in Canada becoming a cabinet minister in the Canadian government. He attempted to establish a pluralist British North American nation that would balance British order with American liberty, and develop a

distinct cultural identity drawing on and transcending the country's different ethno-religious groups. In the process, he became a Father of Canadian Confederation. The summer school promotes links between Ireland and Canada, opportunities for cultural and economic links as well as exploring themes of communication and reconciliation between the two communities in Northern Ireland.

Two summer schools have taken place in 2012 and again in 2013. In 2013 key speakers included Minister Nelson McCausland, MLA, Minister Fergus O'Dowd TD, Professor David Wilson, Professor of Celtic Studies, University of Toronto, Professor Seamus Smyth, President Emeritus, National University of Ireland, Maynooth, Dr. Ruth Dudley Edwards, journalist, broadcaster, novelist and historian, Professor Liam Kennedy, Queens' University, Belfast, Ian Crozier, CEO, Ulster Scots Agency, and Professor Patrick Murphy, Irish News columnist. Other distinguished politicians and academics will chair the discussions.

It is proposed to develop a Thomas D'Arcy McGee Centre within the School of Business & Humanities which will integrate three activity strands:

- o   Research and education
- o   Culture and tourism
- o   Business support and consultancy

A business plan is being compiled which will outline the establishment and development of the Centre from 2014 onwards.

7.15   The Future of Research in the School of Business & Humanities

The School of Business & Humanities has put in place a School Research Committee who will agree a strategy for continued development of research within the School. The Committee consists of the Head of School, Heads of Departments and Sections and staff and student representatives from each department and section within the school. The Head of Research also attends the Committee meetings and advises on items of structure and procedure for

the School.

It is envisaged that this strategic plan will enable the School to pull together the exciting and varied research interests of all School faculty members and to channel the outputs into a coherent set of themes relevant to all disciplines. This strategic plan will be completed and commence implementation in early 2014. The end result will be an enhanced research profile for the School with the increased use of research-informed teaching and lecturing; collaboration with the School of Business at DCU; international collaboration on funded research projects and the exchange of research-active academics between academic institutes to foster collaboration.

Chapter 8

School of Business & Humanities:

The Next Five Years

8.1   Introduction

The School of Business & Humanities is a progressive, forward-looking entity that responds to market demands and ensures that the programme offerings from the School have currency with stakeholders but most importantly, with employers. The partnerships that exist are invaluable in informing the School of current trends and best practice. With this confidence and the knowledge that the School is staffed with experienced, able faculty members and managers, the next five years promise to be exciting for the School. There are continuous plans to grow and develop the School despite the constraints imposed from a macro-economic level and this positive momentum will ensure the continued growth and enhancement of the work of the School. The School currently represents the largest School of Business & Humanities within the IOT sector in Ireland and if conditions were ideal, it would be of benefit to divide up the School so that more time could be given to individual aspects of development. As this is not feasible currently, the School will continue to enjoy the synergies that come from integration of diverse faculties and will ensure that size issues do not prevent dynamism going forward.

This Self Evaluation Report has served to highlight the vast array of work being undertaken within the School. The report demonstrates the focus of School members to ensure that opportunities are exploited and that learners remain at the forefront of daily endeavours. As part of this Self Evaluation Report, the school undertook a series of SWOT analyses to identify current strengths, opportunities for development and potential pitfalls in areas of weakness. The information obtained from these analyses is outlined in the following pages and details are also provided of how this information has served to inform planning and development within the School, both for this Programmatic Review and for the next five years.

8.2   SWOT Analysis

A SWOT analysis was conducted on behalf of the School by representatives from the School's Faculty Board. This involved a comprehensive on-line questionnaire as well as two workshops facilitated by an external expert. The purpose of the workshops was to interpret the SWOT feedback from the questionnaire, and then to arrive at an action plan that would maximise the identified strengths and opportunities, and minimise the perceived weaknesses and threats. The strengths, weaknesses, opportunities and threats for the Department of Business Studies are summarised below.

Similarly a SWOT analysis specifically for the Department of Management and Financial Studies and the Department of Humanities are highlighted below.

SWOT Analysis: Department: Business Studies

Strengths

- Valuable and contemporary undergraduate business programmes that produce graduates with employable skills
- Two well-established Masters programmes: MBS and an Executive MBA
- A strong ethos of creativity and entrepreneurship led by the Department and embedded across all programmes
- A team of adaptable and committed staff who provide a high level of support to their students
- Growing professional development activity through CELT resulting in increased interest in pursuing doctoral qualifications
- Strong industry networks and international academic partnership development.

Weaknesses

- Staff are overloaded with teaching hours, and this impacts across the Department (i.e. in relation to time for assessment, CPD, research activity and new programme development)
- New undergraduate and postgraduate programmes need to be developed if the Department is to grow
- A programme of research needs to be designed for the Department
- Student feedback suggests that assessment processes and associated regulations are not always clear
- Students are overloaded, and they do not appear to value group work in the same way as lecturers, especially in the award year
- Industry and international partnerships are strong but need to be expanded.

Opportunities

- The potential for new undergraduate programme development – business programmes continue to remain an attractive option
- Potential for postgraduate programme development in Digital Technologies
- Research opportunities
- Work placement options
- Encourage more mature and international students
- On-line opportunities – especially for masters and research programmes.

Threats

- Legislative changes to the sector that increase teaching hours - staff under enormous pressure – potential 'burn out' and quality impact
- Increased class sizes, which impact negatively on weaker learners
- Continued decrease in resources - pressure to 'do more' with 'less' – which impacts ability to develop new programmes/grow the Department
- Small number of research active staff, which impacts negatively on the Department's ability to create Masters Research Programmes
- The current economic environment which impacts negatively on students' ability to pay fees or even get to college.

SWOT Analysis

Department: Management and Financial Studies

Strengths

- Professional/committed/flexible/enthusiastic faculty
- Excellent faculty/student relationships
- Innovation/Creativity developing and delivering programmes
- Excellent links with professional bodies and industry
- Access to teaching/learning resources through CELT
- Very strong and long-standing international partnerships
- Very good student supports (academic and pastoral)
- Strategic location and access to Northern Ireland
- Highly competent and sought-after graduates

Weaknesses

- Desirable to create more interdisciplinary modules across the School/Institute
- An absence of pride and acknowledgement (with some) of what has been achieved within the Department/School over last 10 years
- Limited formal recognition of faculty "who go the extra mile"
- A physical environment which is less attractive than other Departments/Schools within the Institute
- ICT resources need to be continually updated (this is primarily a financial resources issues)
- Learners who fail a module within their final year obtain a "pass degree". This is not the case with many of our competitor colleges and universities

Opportunities

- Continue growth drive with Mature/International learners
- Further develop international linkages/collaborations
- Explore collaborative delivery through NEFHEA Alliance
- Build on successes within the area of virtual learning environment
- Pursue development/delivery of part-time Bachelor of Business (Level 8)
- Continually improving/developing promotion to schools (for all programmes within the Department)
- Attractive to Northern Ireland applicants

Threats

- Increased teaching hours (national collective agreements) and larger class sizes, have placed huge pressure on faculty
- Very difficult to pursue research agenda within context of an increased lecturing workload
- Increased competition from other colleges and universities (including private providers)
- Future School funding dependant on increasing student numbers. Highly challenging to develop and grow within the context of reduced budgetary interventions
- In the face of financial challenges, must ensure that retirees within the Department over the coming 5 years are replaced

Department of Humanities – Swot Analysis

Strengths	Weaknesses
Staff: • Experienced staff • Many staff engaged in continuing education (e.g. T & L Scholarship) • Enthusiasm and Commitment • Research focussed staff Student Experience: • Innovative Teaching Practice • Strong lecturer/student relationship • Student Support (School and College Wide) • Programme Director & First Year Convenor support • Excellent placement opportunities • Programmes that produce graduates with appropriate workplace skills Engagement/Partnership: • Community Links – Programme level • Inclusive practice/equality of opportunity and widening participation in higher education	Staff Development/Conditions: • Focus on filling staff contract hours regardless/exclusion of outcome • Increase in teaching contact hours Teaching; • Lack of online programmes • Inflexible teaching approach Infrastructure: • Poor physical infrastructure • Dated ICT equipment
Opportunities	**Threats**
External: • Links with Dublin City University and other partners • Increasing Internationalisation – Erasmus • Continue to develop links with community partners • Further collaboration – Inter and Intra Institute • Increased links with service users and voluntary groups • More online learning Internal: • Opportunities for staff educational development e.g. PhD/MALT • Links with Research Centres e.g. NetWell Centre • Links with Humanities & Social Sciences Research Centre, School of Business & Humanities • Teaching and Learning Scholarship i.e. CELT • Further Programme Development	External: • Economic constraints –Budget restrictions, impact on courses (no funding for students), demotivation Internal: • Lack of experience, expertise, IT support with on-line learning • Staff computers are outdated • Culture & structure does not support research activity

The Strategic direction of the departments going forward will include the following points:

Teaching

•   Develop more flexible delivery of modules and learning e.g. blended learning

Staff Development

•   Provide increased support for staff members who wish to utilise on line delivery methods with a focus on practical workshops that demonstrate the different types of software etc.

•   Continue working with Centre for Learning and Teaching to further develop expertise in teaching and learning

Physical and IT infrastructure

•   Review IT infrastructure within Department

•   Review physical infrastructure and discuss at senior management level

Programme Development

•   Undergraduate

Consider the development of programmes with other Departments within DkIT.

Develop more part-time programmes

•   Postgraduate

Develop online programmes

Engagement

•   Further develop /implement International exchanges including ERASMUS to include both student and staff exchanges (academic and non-academic). Increase the opportunities for all disciplines within the Department.

•   Further develop relationships with Community Partners.

•   Develop modules which provide students credits for engagement activity

Strategic Vision & Identity

• School Website to be updated to promote Department more actively. This should include a showcasing of all research and teaching and learning publications.

• Develop a Departmental vision and mission and align the Departmental Strategy to the DkIT Strategy

Research

• Create Departmental Research Forum

• Research Office Supports/Schemes to be communicated to all in the Department

• Ask active researchers to speak with final year students re possibilities of doing research

• Develop links with other Research Centres

• Further promote research activities in Teaching and Learning

• Explore potential research links with other disciplines within the School of Business & Humanities

SWOT Analysis Section of Hospitality

Staff and student members of the faculty board co-ordinated an online SWOT analysis which was distributed to all staff across the school and the student reps from Faculty Board. Following on from the online questionnaire two workshops were facilitated in October and December 2012, with members of faculty board. A summary of the SWOT analysis as it applies to the Section of Hospitality Studies follows.

The actions arising out of the SWOT analysis were divided into the following themes:
- Vision and Identity
- Programme Development
- Staff Development/Conditions
- Teaching and Learning
- Resources

Vision and Identity

- Work with Institute Management to have the Section converted into a department
- Align a new section strategy to the institutes strategy
- Continue to promote the activities of the Section through the website and other media.

Programme Development

- Explore the possibility of developing an ab initio programme at level 8 in Tourism or a cognate area
- Develop programmes for part-time delivery
- Increase involvement of industry representatives in the programme development process to ensure programmes meet the needs of employers
- Develop a taught level 9 in Hospitality and Event Management

Staff Development

- Facilitate staff attendance at CPD Training, conferences etc.
- Provide training in 'Moodle' and other online teaching environments
- Improve communications both within the section and the wider school
- Provide training opportunities for staff on how best to deliver to students with particular identified learning difficulties
- Provide research training opportunities
- Encourage staff to collaborate on research projects

Teaching and Learning

- Identify opportunities on all programmes for blended learning
- Identify opportunities for full online delivery of modules
- Facilitate to use of more innovative teaching and assessment methodologies
- Provide training to ensure all staff have a presence on 'Moodle'
- Ensure the quality assurance of the assessment processes

Resources

- Establish a working group to review the resource requirements particularly in the practical areas – Kitchens, Training Restaurant and Training Bar.
- Ensure Software packages used are up to date and in line with industry norms
- In conjunction with senior management identify a mechanism to share institute resources such as lecturer rooms, tutorial rooms etc.

Strengths	Weaknesses
- Staff with professional expertise - Staff goodwill & Adaptability - Lecturers and support staff are approachable , friendly and competent - Programme which produce graduates with appropriate workplace skills - Strong International Partnerships , both academic and in professional practice - Innovative teaching and assessment - Continuous professional development of staff	- Lecturers undervalued - Lack of recognition of a Section which should be a department - Repetition of subject matter across programme - QA of Continuous Assessment - Lecturers not engaging with Moodle - Lack of Communications - No structured way for students to address issues/ complaints about lecturers - Goodwill of faculty has been eroded - Low level of research happening in the Section
Opportunities	**Threats**
- VLE an opportunity to engage fully - On-Line delivery - Partnership with DCU - Employer needs in terms of skills and competencies - Building more industry links-both national and international - Attracting students from N. Ireland - Part-time provision - New programme development - Staff Development	- Concerns over the Croke park agreement - Merger with DCU- how will it affect hospitality studies - Limited by the available facilities and up-to-date equipment - Slow to react to change - Larger classes not ideal for innovative teaching - Similar programmes available across the IOT sector - Financial burden on student

8.3   Strategic Direction (2012-2016)

The School of Business and Humanities is providing dynamic university level education to a national and international student body. The vibrant learning environment, in which collaboration (spanning from in-house through to international), research, enterpreneurship and social consciousness flourish and, is underpinned by modern pedagogical expertise, a commitment to sustainability, creativity and resourcefulness. This is how the School ensures its graduates excel in their specialised disciplines as critical thinkers with the confidence, resilience and entrepreneurial flair to thrive in an ever changing and challenging world. The strategic statement for the School of Business and Humanities is based on that of the college but has been amended to reflect the disciplines within the School.

In order to ensure graduates of the School reach their full potential, a series of goals and objectives under three different pillars are outlined in the Institute's Strategic Plan and adapted for the School of Business & Humanities to include the high level points brought to light through the SWOT analyses conducted at School level and presented above.

The pillars are:

1. **Knowledge Asset:** referring to work in scholarship (teaching, learning, research) and knowledge transfer
2. **Community and Development**: referring to the enhancement of the social, economic and cultural life of the community on a regional, national and international level.
3. **Organisation: referring to** the processes and resources that underpin the Institute's work.

The actions identified within each Department as outlined in the previous sections of this Chapter were aligned by the Head of School to this DkIT Strategic Plan at a School level. The goals and objectives are grouped under the three strategic pillars outlined above. It was

circulated to staff of the School for comment and all suggestions incorporated. It should be noted that only objectives from the DkIT Strategic Plan that relate to work which can be completed by the School are included. Objectives that are specific to other functional areas within DkIT are not included.

Targets are set until the end of 2016. However, as this is a rolling plan it will be reviewed each Semester by the School Management Team and updates communicated to all staff within the School. An outline of the Strategic Plan Goals and Objectives within the School of Business and Humanities is outlined in Appendix D.

8.4   Future Developments

8.4.1 Regional Engagement

DkIT is committed to responding to the educational demands of school leavers and lifelong learners in its hinterland and nationally. It recognises that this is the main component of its overall agenda as an educational institution. As a public service institution, totally dependent upon exchequer funding, the Institute is also committed to supporting the wider economic, cultural and social objectives of the region with a particular focus on its border location. In doing this, it actively cultivates alliances and partnerships with community, public and private sector agencies, throughout the region and on a cross-border basis, around a common agenda of local and regional development.

NEFHEA

The School of Business & Humanities will continue to develop its relationship with local further education providers. A future project currently under evaluation looks at the sharing of delivery of a Business degree (Level 7) with NEFHEA partners. This would represent a shared-delivery model and is a new departure for the School.

8.4.2 Part time programme provision

The School is prioritising part-time programme provision (evenings) over the coming years in order to address the need for growth and development of the Institute and School but also to ensure the needs of local learners are addressed. The first new programme will be delivered in evening mode (6-9.30 pm) from the end of January 2014 and is a Level 7 Certificate in Digital Marketing and New Media Management. This programme was developed in response to the HEA Springboard initiative and has proven popular with learners. The School has secured additional funded places from the HEA Springboard fund for a January evening intake and will also include a fee-paying class group intake.

The School of Business & Humanities plans to offer a Level 8 Business Degree in evening mode during 2014 also and is currently developing a suitable programme.

The School also plans to evaluate the feasibility of offering a part-time evening degree in Social Care for entry in 2015.

Part-time programme provision in the areas of Tourism and Hospitality Studies will also be explored during 2014 and ways to maximise the considerable investment in the resources required to run these programmes will be discussed.

8.4.3 New programme provision

The School is reviewing its provision of programmes for the international market in line with the expected growth in this market sector based on the strategic direction outlined in the Hunt Report . Two distinctive gaps in delivery have been identified:

- o   English language and Foundation level programme provision
- o   Graduate Master of Business Administration programme

Working groups within the School will undertake the development of programmes in these areas. Delivery of the programmes will have to be carefully reviewed given current constraints on faculty member recruitment to full time programme delivery as dictated by the Employment Control Framework.

Progression opportunities for all learners from Level 7 to Level 10 within the Institute will be reviewed going forward so that each learner is afforded the opportunity to reach their full potential at DkIT.

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Appendices

Appendix A

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Summary of Response to External Examiner Reports

Appendix A

Appendix A: School of Business & Humanities Response to External Examiner Reports

External Examiner	Programme	Report Date	Issues Raised	Action Taken	Status
Dr. Joe Ryan, Cork IT	Ba (Hons) Social Care	June 2014	1. No module descriptor provided for module 2. No sample CAs provided 3. Missing Detailed marking Scheme for Question 2 on Exam Paper	1. Module descriptor sent mid June 2014 and Programme Team advised this is necessary for all modules 2. Programme Team advised to send a representative sample of CAs with each batch of exam scripts 3. Detailed marking Scheme included for each question	1. Complete 2. On-going 3. Complete

Appendix B

Sample of Minutes of Staff Student Forum November 2012

Appendix B

SAMPLE OF MINUTES OF A FORUM WITH STUDENT REP'S OF THE SCHOOL OF BUSINESS & HUMANITIES WEDNESDAY, 7 NOVEMBER 2012 AT 3PM IN S245

Present: Jason Devine (BBS3), David Connolly (BBS4), David Mc Gee (BS3), Robert Gargan (Hosp 1), Naomi Mulholland (BAAF 1), Benny Traynor (VP Student union) Cathal Kearney HOS.

In attendance: Orla Carey, Secretary

Cathal welcomed everyone and emphasised the importance of students having a voice is important in School planning and management.

The Student Experience

Overall students were generally positive about their DkIT experience. If starting off in college the majority felt they would do so at DkIT for a number of reasons:

a) Lecturer availability & personal touch.
b) Students find it easy to talk to lecturers and resolve problems.
c) Students find the lecturers helpful & approachable
d) Some lectures are exceptional, knowledgeable and passionate about their subject area.
e) Cost and college location.

Issues raised by the students included.

Groupwork

Groupwork (GW) is a major source of stress for all students. While some students see the value in using GW as part of assessment, many feel that there is overreliance on it. Assessment of GW is problematic in that individual team members who contribute most to the work are not rewarded and poor contributors gain similar marks to the others.

Peer assessment works in theory but not in practice.

The grading of GW is not always made clear in advance and there always seems to be a narrow spread of marks for GW. Consideration should be given to dividing the marks for GW on a 50/50 basis for individual contribution and contribution to the overall work of the group.

Students were advised that GW guidelines exist and will be distributed to all staff and made available to students. Adherence to the guidelines should help address some of the concerns raised by students.

Student Consultation

Students claimed that many students were not aware of the consultation process and that it should be better promoted.

Moodle

While most students view Moodle as a support to learning. While 70-100% of lecturers use

it, students suggest it can unreliable and difficult to access at times.

Work Placement & Study Abroad

Placement in all programmes is desirable. Some minimum payment should for part of the placement contract.

Studies Abroad is not attractive to many students because of cost, students lacking the maturity to go abroad, family issues, language barriers and the difficulty of finding part time work while abroad. Allowing a one semester study period abroad would make it more attractive to take up this option with preference for semester 2 stated.

College Facilities

Insufficient work stations and sockets in the library for laptop use.
Printing facilities are overpriced.
College shop is very expensive and many students buy their stationary, etc. outside of the college.
Restaurant prices have been reduced but food range and quality is less that it was.
Health services were highly commended
Sport facilities are inadequate. The purchase of the JJB facility was seen as a positive move but concern was raised about the student charge and the return students would gain from the charge.

Other Issues

Many students believe that it is not necessary to purchase recommended text books. They state that use of Moodle and class attendance is sufficient to gain the required learning to do well in the examinations.

All groups had not received the CA schedule.

All groups had not met their Stage Convenor.

All Programme Directors should lecture on the programme they direct.

Some classes do not have a lunch time break on their timetable schedule.

Appendix C

School of Business & Humanities E-Learning Strategy

Appendix C

School of Business & Humanities E-Learning Strategy

October 2013

The policy to embed technology-enhanced learning in Dundalk Institute of Technology was approved by Academic Council in June 2013.

Technology-Enhanced Learning (TEL) may be defined as any form of instruction where technologies are used and applied to facilitate and enhance learning. TEL can be represented as a continuum moving from the traditional classroom-based/face-to-face (F2F) learning, supported by technology, to a more flexible, blended approach which makes significant use of technology and reduces F2F contact, on to a fully online approach which is entirely dependent on technology.

Within the School of Business and Humanities there is a diverse range of programmes. Some programmes include modules that are entirely practical in nature (e.g. Culinary Arts) and the use of TEL has not been exploited in this area. Alternatively there are programmes which include a blended approach where one module within the programme is delivered fully on line.

In addition to a diverse programme range, there is diversity in the levels of information technology skills within the School faculty. It is recognised that there is a development need within the School in terms of embracing information technology and e-learning. In order to support faculty to make the transition towards some minimal use of TEL a School strategy has been devised which will gently facilitate some movement towards TEL within each department and in time, within each programme.

Year 1

Use of Moodle

Moodle is the virtual learning environment currently in use at DkIT. Moodle is widely used within the School but to varying degrees. Modules range from being un-supported on Moodle to web-supported and on to web-dependent and fully on-line. **The School Strategy is to ensure that by the end of the academic year 2013/14 every module within the School of Business and Humanities will have a Moodle presence to a minimum level of being web-supported.** In order to facilitate this strategy training workshops will be provided to faculty. Additionally, a School intern will facilitate the creation of a Moodle presence for any faculty member who finds the use of technology challenging. This is designed to encourage faculty to become Moodle-active and to keep pace with the most widely used communication tool currently in use by learners. In order to be effective in communicating knowledge to

learners, it is important to provide that information in the format that is most accessible to those learners.

This strategy identifies the following deliverables for each module on Moodle:

- Module Descriptor
- Module Handbook
- Outline of assessment for the module
- Detailed marking scheme for the assessment which should be criterion referenced (as opposed to norm referenced). In order to produce criterion referenced assessment marking schemes the learner needs to know what the criteria are against which s/he will be marked and then the assessor can identify whether or not they have achieved the learning.
- Due date for assessment
- Contact details for their lecturer

Year 2

Having established competence within the School and a sense of comfort with the use of web-supported learning, it is anticipated that the School will then move towards web-dependent learning within each programme. **The School Strategy is to ensure that at least one module within each programme is web-dependent and offered on-line by the end of the academic year 2014/15.** This blended learning approach will again force skill levels to increase among faculty as they collaborate and share best practice. In order to support faculty as they move towards achieving this target, training workshops will be provided.

Year 3

Ensuring the growing demand for flexible learning, the School of Business and Humanities will ensure development in TEL by producing a fully on-line programme by the end of 2015/16.

E-Learning Champions

The School is keen to develop e-learning champions within its faculty. Depending on budgetary support going forward it is anticipated that funding will be provided to develop faculty members in the area of on-line programme design and delivery.

Appendix D

Strategic Plan
for School of Business & Humanities
2012-16

Knowledge Asset Pillar

Aim: To create an environment where the graduate qualities identified as desirable are developed through our work in learning, teaching, research and knowledge transfer

Goal 1: Learning & Teaching: Placing focus on the learner to fully realise their potential through the provision of high quality relevant programmes.
- Continue to develop learner- centred strategies in all programmes   - Continue to develop learner- centred strategies in all programmes   - Promote Excellence in Learning, Teaching and Assessment   - Improve the First Year experience to support learners transition to higher education and improve retention   - Support the personal and academic development of learners through our support services   - Develop and strengthen the work and community based components of academic programmes   - Enhance learning through the implementation of reliable and diverse learner-centred assessment methods   - To offer a suite of programmes that are responsive to local and global needs
Goal 2: Flexible Delivery: To systematically embed blended learning and technology enhanced learning within the Institute
- Implement learner centred approaches to blended and technology enhanced learning (TEL)   - To nurture and extend staff capabilities in the application of blended learning and TEL
Goal 3: Research: By end 2016 to be the leading Irish Institute of Technology in research areas
- Focus on research led by global needs that has societal and economic impact.   - Drive Research Excellence in our prioritised areas   - Engage & Support Researchers   - Identify & Build Strategic Partnerships   - Enhance the visibility and impact of research.
Goal 4: Knowledge Transfer: Ensuring our research is translated into actions for the benefit of the Institute and the region it serves.
- Ensure the learning and teaching agenda remains research informed   - Establish a focus on Social and Community Innovation

COMMUNITY & DEVELOPMENT PILLAR

Aim: Through our Graduates and Knowledge Transfer processes to enhance the social, economic and cultural life of the community on a regional, national and international level.

Goal 5: Regional Economic Development: Developing, supporting and actively engaging with Entrepreneurs and Industry in the North East and Cross Border Region
• Encourage an entrepreneurship culture
Goal 6: Regional Community Development: Developing, supporting and actively engaging with the community in the North East region
• Create a renewed focus on Community and Social Innovation • Support and promote entrepreneurship (Social and Cultural) • Improve response to needs of unemployed in the region • Proactively engage in the ongoing development of creative and innovative arts practices and continue to foster and promote the rich cultural traditions and heritage of the region
Goal 7: Access and Participation: Opening pathways of opportunity and engaging new learners
• Increase participation in Higher Education in the region • Develop initiatives to increase the retention of non-traditional programmes. • Support Lifelong Learning and increase level of part time programme provision
Goal 8: International Relationships: Bringing our strengths to bear in a global community.
• Promote and support staff, student and research exchange programmes with our International partners

ORGANISATION PILLAR

Aim: To carry out our mission better by innovating our organisation and clearly defining our profile in the national Higher Education Landscape

Goal 9: Maintaining and enhancing our profile in the National Higher Education Landscape
• Maintain University Level Activity by achieving the Technological University Metrics • Progress a major strategic alliance with Dublin City University
Goal 10: People & Culture: Developing and empowering our staff in a positive and supportive culture.
• Implement this Strategy by developing and supporting our staff • Foster a culture of collegiality and respect • Change processes to achieve maximum effectiveness
Goal 11. Campus: Developing the Environment to meet the future needs of DkIT and the region it serves.
• Upgrade and utilise the campus to ensure that it meets the infrastructural needs of the Strategic Plan • Develop the ICT infrastructure to keep pace with changing needs and demands.
Goal 12: Communication: Re-affirming our internal and external message
• Review internal and external communication processes

Appendix E
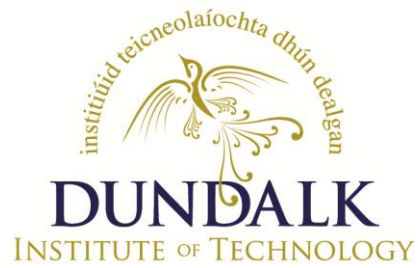
Programmatic Review

School of Business and Humanities

Report of Expert Panel

May 2013

Introduction

In its 2010 policy document, *Provider Monitoring Policy and Procedures,* HETAC notes that Programmatic review is a quality review process whereby a provider conducts a critical evaluation of all programmes within a School. It is an opportunity to review a suite of programmes developed and delivered over a period of time and to streamline them. As a core statutory obligation under Section 28(2) of the Act, it forms part of the quality assurance policy agreed with HETAC under Delegated Authority and is part of a process of continuous improvement embedded within the structures of the institution and resulting in the production of a five year plan in respect of the specific provision under review.

The 2013 Programmatic Review of the School of Business and Humanities took place against the backdrop of the system reconfiguration initiated through the Hunt Report (2011) and subsequent HEA publications: *Towards a Future Higher Education Landscape*, (2012) *Institutional Responses to the Landscape Document* and *Achieving the Objectives of the National Strategy for Higher Education, A Gap Analysis*, (2012) and *Completing the Landscape Process for Higher Education*, 2013.

The Programmatic Review took place on 8th, 9th and 10th May 2013. A core panel of external experts was invited by the Institute to conduct the Programmatic Review. Membership of the Panel is detailed in Appendix A. During the site visit, the Panel met with School Management, Staff and Learners. See Appendix B for a list of staff with whom the Panel engaged.

The Terms of Reference for the Programmatic Review were agreed by the Academic Council and published in a *Handbook for Programmatic Review* in November 2012. This Handbook was made available to the External Panel and is available for download at www.dkit.ie/registrar/policies/handbook-programmatic-review

The Programmatic Review Panel received the Self Evaluation Report (SER) prepared by the School of Business and Humanities and submissions in respect of each programme proposed by the School in advance of a site visit using Dropbox facility. These documents are available at:
https://www.dropbox.com/sh/hw0kz3izmfd8mhg/XUXixxUCo4/SER
https://www.dropbox.com/sh/hw0kz3izmfd8mhg/bEqtyxtixy?n=15609774
https://www.dropbox.com/sh/exvvvfytinl2am5/OF_zK8e2n-?n=15609774
https://www.dropbox.com/sh/at5mgwpa52lkjcz/IJBuXfuzfU?n=15609774
https://www.dropbox.com/sh/289k6lvz9xzomok/i2bWMEIacN?n=15609774
https://www.dropbox.com/sh/qvvnxtremhwhu26/c6h-YUmZDr?n=15609774

Format of the review

The Programmatic Review Panel met at Dundalk Institute of Technology over the three day period. On May 8th, the Panel evaluated the SER in dialogue with the School management, staff and learners. This was **Phase 1** of the review process. During this phase, the Panel clarified and verified the details in the SER against the objectives set out in the *Handbook for*

Programmatic Review and considered how well the identified aims and objectives of the School are being met.

Under **Phase 2**, which took place over the following two days, a number of additional discipline experts joined the core panel as required to ensure sufficient and appropriate expertise was available to adequately consider each individual programme. This allowed for the formation of programme validation panels, each of which was chaired by a member of the core programmatic review panel itself. Membership of these panels is detailed in Appendix C.

The programme validation panels considered individual programmes and examined the programme changes in the context of all the information provided by the School and the quality assurance arrangements which affect the delivery of these programmes. The Chair of each programme validation panel has agreed a report with his/her colleagues on the panel, in respect of each programme evaluated.

This report is in two volumes. Volume 1 provides the findings of the Panel arising from Phase 1 of the process described above and set against the terms of reference detailed in the *Handbook for Programmatic Review.*

Individual programme reports are available in Volume 2.

This report is agreed by all Panel Members for submission to the Academic Council for ratification.

Programmatic Review Report:

School of Business and Humanities

Volume 1

Executive Summary

The School of Business and Humanities is a very large one, possibly the largest such school in the country, with 1945 full-time learners, representing 43% of total institute enrolment, an additional 767 part-time learners and 87 academic staff. At the outset, the Panel acknowledges the significant workload of the Head of School, who for the past five years has taken on the role of Head of Department in addition to his duties as Head of School and in the absence of the Head of Department of Business Studies, who has taken a career break.

It is very clear to the Panel that the School is operating to a level that was not captured in the Self Evaluation Report (SER). The School is invited to re-submit the SER based on the detailed feedback that is contained in this report. This will enable a more rounded presentation of the School. The importance of having the SER accurately reflect the activities and abilities of the School is significant both in compliance with external quality assurance requirements and in terms of assuring public confidence through its publication.

Notwithstanding the significant work the School is being asked to undertake, the position of the Panel in considering the process as merely incomplete is intended as a strong statement of confidence in the School and its ability to perform at a high level. The recommendations contained in this report are intended to help the future development and reflective capacity of the School and to facilitate it to publically demonstrate its strength.

The Panel is cognisant of the need to have approved curricula in place for 2013/4. There was evidence of systematic review of programmes during the review process and sufficient detail was presented to provide assurances that the programmes are at appropriate standards.

The Panel is confident that they are suitable for validation for the next five years from September 2013 intake subject to the conditions and recommendations for each programme contained in their respective validation reports. The Panel approves all programmes on an interim basis pending completion of the overall SER by 31 December 2013. When the SER is completed the full five-year validation will be confirmed. The Panel does not require any further programme documentation to be re-submitted beyond the School response to individual validation reports, as required by the Institute's regulations on programme validation. In this, the Panel acknowledges the significant role played by the Programme Directors and Year Convenors.

The School is to be commended for maintaining student numbers at a time when such numbers are falling elsewhere. Equally the School's success in attracting Springboard funding is noteworthy. Commendable also is its relationship with the North East Further and Higher Education Alliance (NEFHEA). This alliance could serve as a model for the sector to follow.

At programme level, the Panel was impressed with the high levels of engagement with the scholarship of learning and teaching and the application of innovative practices contained therein. There is much evidence of collegiality among staff. Staff engagement with learners and interest in their welfare is core to the ethos of the School.

There was also evidence of application of innovation in relation to the first year experience as evidenced by the introduction of programme convenors, a new induction programme and supports provided to all students, including first years, through the Student Learning and

Development Centre (SLDC). It is clear that the M.A. in Learning and Teaching has played a significant role in developing new pedagogies and a range of excellent strategies (including flexible and blended strategies) across the curriculum.

The programme teams are encouraged to complete the requested changes, detailed in the individual programme reports in time to implement the programmes for the 2013/4 academic year.

The School was permitted to put forward new programmes for consideration under programmatic review. This would seem to contravene the ruling of the Institute: the Panel draws attention to Section 3.1., Part 2 of *Provider Monitoring and Procedures* which states that new programmes cannot be validated through the Programmatic Review Process. This is acknowledged by the Academic Council in Section 1.4 of the *Programmatic Review Handbook*. The Registry is invited to examine the processes which allowed for these submissions through programmatic review and to amend these processes accordingly.

The Panel engaged extensively with management, teaching staff and learners during its site visit and in these discussions many issues were clarified. These issues are discussed in Section 2 of this Report. The Panel wish to thank the staff for their engagement.

# 1.	Objectives of Programmatic Review

Programmatic Review requires the School to undertake a self-evaluation process with inputs from staff, learners, and other internal and external stakeholders. The self-evaluation is required to reference national strategy for higher education and its role in delivering to the needs of society and the economy. The process is intended to involve programme board deliberation including programme evaluation, modification and redesign; SWOT and data analysis; evaluation and planning. Consultation with internal and external stakeholders, including employers, learners, staff and peers is considered essential to the process.

The School of Business and Humanities undertook a SWOT analysis, discussed in Section 4.11 of the SER. The findings arising are listed in Appendix 5 to the SER. Proposed follow up suggestions are identified in Sections 4.11.1 & 4.11.2.

Arising from the SWOT, a more detailed action plan using SMART objectives to feed into the School's plan for the next five years, will be helpful towards formulating the future strategy of the School.

The Academic Council noted the specific objectives of a programmatic review as defined by HETAC and published these in its *Handbook for Programmatic Review*. These objectives are listed below and the Panel findings are provided in respect of each.

## 1.1	Analyse the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates.

Details of learner numbers are provided in respect of each programme in the individual programme submission documents for years 2007 - 2011. Retention/Progression   rates are also detailed for each programme stage in each of these years. Progression rates are calculated by expressing the number of students who achieved a pass or better as a percentage of the total number of students who sat the examinations. Figures for those who withdrew or deferred are not factored into these results, but those figures were made available to the Panel on request during the site visit. A detailed analysis or evaluation of these figures is necessary to inform the effectiveness or efficiency of the programmes.

A distribution of grades at award stage is presented for each programme for the years 2007 – 2011 in the relevant programme submission documents with a short accompanying text in each case.

The SER discusses student enrolment in sections 4.1, 4.3, 4.6 and 4.7 and presents figures from 2007/08 to 2011/12. Changes in CAO First and Total Preferences are presented in Section 4.8. Under Access, Transfer and Progression, (Section 6), the role of the Access Office in relation to Mature Applicants, Institute supports for Students with Disabilities and other supports for learners through the Student Learning and Development Centre and through Student Services are described.

Progression is discussed in the SER under Section 6.9. The figures presented detail progression rates by Department from 2007/08 to 2011/12.   Retention is highest in

Humanities at 86% in 2011/12 and lowest in the Business Studies Department at 75% in the same year, patterns which have remained relatively constant in the previous years.

The Panel finds the discussion in relation to the effectiveness and efficiency of each validated programme as set out in the SER and in the programme submission documents to be largely descriptive. An analysis of the data presented in the revised submission will provide an evidence based framework from which to draw conclusions, learn from the effectiveness or otherwise of previous strategies and assist in future planning. Benchmarking, using national and international comparators where appropriate, should be conducted. The School should ensure its revised report is external facing.

1.2   Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments.

Section 9 of the SER describes various initiatives through which the School interacts with the Business Community and with Community and Voluntary Organisations, many of which provide notable and commendable evidence of innovative engagement. Section 9.6 of the SER details 15 projects through which the School interacts with Enterprise and the Community. This is an impressive range of activity which serves the engagement agenda highlighted in the Institute's Strategic Plan.

The Panel commends especially the School's links with NEFHEA which has seen a steady stream of students from the Further Education Sector enter DkIT and successfully complete level 7 awards, with some of these students progressing to level 8. The Panel notes also the high level of student placement activity in the School including international placements.

Industry Advisory Fora meet once a year with the staff from the School and the issues raised at these fora are listed in Section 7.11 of the SER

The School accesses stakeholder input through its business advisory forum, through student placement and staff visits to the companies concerned; through on-going contact with guidance counsellors; through meetings with students at Open Day and through its links with NEFHEA. At programme level summary detail is provided of the feedback obtained through these channels.

The SER references the OECD Review of Irish Higher Education; the National Strategy for Higher Education to 2030 (Hunt Report) and *'Towards a Future Higher Education Landscape'* in Section 3. Section 4.12 on page 32 of the SER provides a brief general overview of the National Survey of Employer's views on Higher Education published in December 2012.

Each programme submission document contains a short section on external stakeholder input to the development of the programme. Where relevant this input is discussed in Volume 2 in respect of each programme.

It is evident that the School has very valuable recourse to stakeholders. In discussion, it was apparent that there is a high level of informal engagement but that the formal structures to support this engagement, to evaluate it and to act upon it should be documented.

1.3 Evaluate the response of the provider/school/department to market requirements and educational developments

Best practice approaches in teaching and learning are adopted within the School in order to enhance the learning experience for students. Significant developments have taken place in relation to the promotion of active learning in the classroom and also the use of classroom assessment strategies and other innovative assessment practices. Eight members of staff have completed the Institute's MA in Learning and Teaching and a further six are currently undertaking this degree. The SER notes that staff are enabled to pursue further and advanced qualifications; to attend seminars and conferences to update their knowledge base and to support the delivery of new or restructured programmes. The SER refers to a '*series of funded and targeted training and development strategies dedicated to inducting, developing, resourcing and facilitating staff to implement quality assurance systems and supports in teaching, research, consultancy, development, administration, technical and other support services*'.

The Programme Submission documents detail the development of the programmes in the context of requirements of employers, industry or professional bodies, the Irish economy and international development and provide summary detail regarding external stakeholder input. It should be noted that it is not an Academic Council requirement for the re-validation of programmes which are already successful, that the demand for these programmes be detailed again in re-validation documents. Demand is normally illustrated through programme statistics and data on graduate feedback. The School has indicated that it is often difficult to access graduate feedback through survey. Some programme boards have however, successfully used LinkedIn and other social networking tools to reach graduates and acquire feedback. All feedback presented is positive.

It is further evident from dialogue with programme development teams that those involved in programme development and delivery are cognisant of industry and professional requirements.

The Panel is confident that market requirements and educational developments are incorporated into the programmes.

1.4 Evaluate the feedback mechanisms for learners and the processes for acting on this feedback

Student feedback mechanisms are described in Sections 2.1.2 and Section 7.7 of the SER and a selection of positive student testimonials is presented in Appendix 3. Additionally student feedback on each programme is presented in the individual programme submission documents. Section 11.7 provides samples of feedback from learners associated with the Life Long Learning Centre. The Panel notes that all this feedback is very positive and reflects well on the School. The survey on the First Year Experience carried out by the Centre for Learning and Teaching (CELT) has also yielded very positive results and the Panel commends the School in this respect.

Staff reported the following additional mechanisms for eliciting student feedback:

- 1st Year Convenors and Stage Convenors – It is reported that this role has been a great addition and has given valuable feedback;
- Feedback is elicited through QA1 & QA3 questionnaires and through Moodle;
- Online surveys are undertaken at programme and at school level;
- Module expectation surveys occur at the beginning of programme. Surveys are also held the end of module/programme;
- Class representative system;
- Texting online surveys occur.

Staff reported that learners attend programme board meetings only where the issues raised by the learners themselves are discussed. Students are full members of the Programme Board and should therefore play a full role on the Board.

The Panel is satisfied that students have many opportunities to provide feedback. Formalised structures should be defined to ensure that feedback is captured, considered, acted upon and that learners are informed of the outcomes. It is important that real feedback from learners for quality improvement purposes is recorded.

The School highlights in Section 2.1.2 its Open Door Policy which allows students to address any concerns they may have with staff or with the Head of Department or Head of School. The Panel notes that the Report issuing from the 2008 Programmatic Review found that the Open Door Policy facilitated communication between staff themselves and also between staff and learners and agreed that it was an important asset in that respect. The report cautioned against confusing service with quality however, and argued that the easy access of students to senior staff can have the effect of degrading the value of the activity and might also weaken the management structure by confusing levels of responsibility. The School has responded by saying that learners comment favourably on this practice and deny that this managerial approach can confuse levels of responsibility.

This Panel concurs with the 2008 finding. It is good practice that mediation on concerns or complaints should begin at local level, where informal resolution may be sought. Where resolution cannot be reached at local level, formal processes should engage at Head of Department or Head of School level. The ability of the managerial team to engage in formal resolution of concerns or complaints is compromised if they have already been involved at informal level through their open door policy. The absence of formal documented tracking of complaints from initial reporting through to resolution and corrective action should be addressed.

1.5 Evaluate the physical facilities and resources provided for the provision of the programme(s)

Section 5 of the SER describes the human and physical resources of the School. This section provides detail of the available physical resources. Staff CVs are provided in Appendix 6 in summary form.

The difficulty of managing such a large School with ever decreasing resources is acknowledged by the Panel. The Head of School is to be commended for taking on an

additional management function for the past five years to allow the School to function in the absence of the Head of Department of Business Studies. The Panel is of the view that this situation was untenable however and that the workload involved has almost inevitably impacted on the formulation and implementation of strategic development highlighted elsewhere in this report.

There was inconsistent reporting to the Panel on the use of Moodle with management and staff reporting wide usage, and learners reporting that just about 50% of lecturers upload notes on the VLE. In the absence of documented evidence of Moodle use by staff, the Panel is unable to verify either the contention of staff or the contention of students in this respect, and the panel would advise that an audit of Moodle usage take place.

Students also reported problems accessing computers, sockets and wi-fi in the Library. They complained of a lack of books and access to databases although were complimentary in respect of the availability of information for library users. The Librarian reported that annual reminders are circulated to academics inviting recommendations for purchase. Titles can be suggested at any time throughout the year by staff and students. In general the Library purchases all of these titles. The Library reports that staff in general under-utilise this opportunity. The Librarian acknowledged that the PC stock is ageing and that the IT infrastructure is inadequate. People are bringing their own devices into the Library, overloading wi-fi availability at busy times.

Ninety percent of subscriptions are to on-line journals. Training on the databases is offered to lecturers but the uptake is low. 250 hours of literacy training is offered each year to students and the uptake in this respect is very satisfying. Lecturers don't generally bring classes to the library.

Students complained that the IT Helpdesk is open 9am-5pm but closes at lunchtime.

The Panel is sympathetic to resource pressures facing the Institute.

1.6   Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes

The SER states in Section 2.1 that a broad range of stakeholders are consulted on a regular basis to inform and guide the strategic and operational running of the School and acknowledges that stakeholder input is a key element in the quality assurance mechanisms employed by the School. School consultation involves interacting with the professional bodies, employers, business and discipline experts, graduates, staff and students. Three consultative and advisory committees operate in the School as follows:

- Business consultative and advisory committee
- Hospitality consultative and advisory committee
- Humanities consultative and advisory committee.

See remarks under Objective 2 above in relation to stakeholder engagement.

An evaluation of these formal links is not provided in the SER. In the view of the Panel, this is a missed opportunity as discussions with staff indicate close and valuable links with

industry, community and voluntary organisations. An evaluation of these links could contribute to informed research on stakeholder / academic engagement and the Panel would advise that the School undertake such analysis. It was also noted that The Humanities Consultative and Advisory Committee had strong representation from the social care sector but that other areas are underrepresented.

1.7   Evaluate feedback from employers of the programmes' graduates and from those graduates

The School has a number of active industry/sectoral advisory fora in operation, described in section 9.4 of the SER. Learner, Graduate and Employer feedback is provided in respect of each programme in the programme submission documents. This feedback is overwhelmingly positive.

The Panel is satisfied that graduate, learner and employer feedback is taken on board by the programme boards.

1.8   Review any research activities in the field of learning under review and their impact on teaching and learning.

Staff Development and Research is discussed in Section 10 of the SER. The Humanities and Social Science Research Centre (HSSRC) is housed in the Department of Humanities. 14% of staff hold PhD qualifications and 74% hold Master's qualifications. Six staff members are currently undertaking an MA in Learning and Teaching and eight lecturers have already achieved this qualification. Staff research activity is detailed in Section 10 and in Appendix 10 and provides evidence of a limited engagement in a range of research activity, in the main by staff in the Humanities Department through the HSSRC. Three students have graduated with postgraduate research awards since 2010.

The School stated that the Institute wants to be the most 'research active IT in the sector' but does not indicate how the School itself plans to contribute to this vision.

There is little evidence of research activity in business studies and the SER does not explain why this is so, given the series of funded and targeted training and development strategies referred to in Section 10.1 and above.

The Panel notes that the development of the BA (Honours) in Humanities is informed by research arising out of staff collaboration in An Foras Feasa.

1.9   Evaluate projections for the following five years in the programme(s)/field of learning under review.

The future direction of the School is discussed briefly in Sections 4.13 and 4.14. Future plans are defined in general terms only and a strategic plan for the next five years has not been presented. The Panel is unclear about the overall planned future direction of the School.

Given the size and scale and diversity of the school, it might be appropriate to consider its future structure, including the location of the Life Long Learning Centre.

Projections for increased student numbers as set out in Table 4.14.1 are not linked to defined strategies at School level, although Section 4.14 does outline the premises on which these projections are based. The School should define how it plans to capitalise on the opportunities identified.

The School has not provided a response to the challenges it faces. The SER notes the high unemployment rate in the region, and does engage through Springboard and NEFHEA to address this. However, it should identify further strategies in this regard.

Relatively few of the School's programmes are delivered through the Centre for Lifelong Learning, which resides in the School. No strategy is presented in the SER for the development of part-time programmes and flexible delivery at a time when national strategies are calling for such provision.

The Panel recommends that the School work with the Lifelong Learning Centre to develop a strategy to increase part-time provision over the next five years. The Panel notes that an e-learning policy is being prepared by the Institute. It notes the School statement that it will require support to implement technology-enhanced learning initiatives and it endorses this request.

The SER references the Institute's Strategic Alliance with DCU but does not evaluate how it might engage with the process, nor does it identify what opportunities this alliance might present. The Panel does acknowledge that the Alliance is at an early stage and considers that the programmatic review process might provide an opportunity to explore possible synergies in this direction.

The SER did not address the development of the School strategy in the context of the Institute's strategy.

The Panel considers that the objectives of the Programmatic Review have not been met for the reasons described above and therefore deems the Programmatic Review process to be incomplete. The revised SER should demonstrate self-reflection and analysis in respect of the above objectives. It should also detail a five year plan for the School.

The Panel engaged extensively with management, teaching staff and learners during its site visit. A second site-visit will not be required if the revised SER meets the objectives described above, includes a strategy for the next five years and addresses the issues highlighted below.

2. The Site Visit

During the site visit to the Institute, the Panel met with School Management, teaching staff and learners. It also met with the Institute Librarian and e-Learning Co-ordinator.

2.1 Meeting with School Management

The Head of School of Business and Humanities made a presentation to the Panel, which provided valuable information on the School and on the Programmatic Review process itself.

He indicated that the review coincided with the use for the first time by staff of programme management software.

The School has 1945 full-time learners, 767 part-time learners and 108 staff. Six staff have retired recently, at a time when student numbers increased by 11%. Average retention rates stand at 78% which show an increase of 5% since 2010/11. Seven programmes incorporate work placement. 14 staff have either completed the MA in Learning and Teaching or are currently working towards that qualification. Five staff are working towards a PhD. The School benefits greatly from the input of 19 Programme Directors, who have had a very positive impact on the management of programmes within the School. SL1 staff see their roles as contributing both at School and at Institutional level, for example through participation in school liaison.

The School has a Faculty Board which has both an operational and strategic role.

The School hosts a large number of international students and now offers modules in Mandarin.

Programme development is core to the School's mission. The School is proposing to update ten programmes under new titles. The School has developed two new programmes. The School has taken on board the Academic Council policy to allow two 10 credit modules per stage across semesters to facilitate self-reflective learning.

2.1.1 Response to 2008 Programmatic Review

The Panel began its dialogue with the management team with a discussion on the value of the programmatic review process itself to the School, noting that a number of the recommendations from the 2008 programmatic review report have not been implemented. See Appendix 1 to the SER. Staff saw programmatic review as an opportunity to make substantial changes to its programme offering and have identified areas for improvement.

The Panel contends that programmatic review is a key quality assurance process and that as such there is an onus on the Institute through the Academic Council to ensure follow up to the resulting recommendations. The Panel recommends that the Academic Council develop processes to oversee and monitor such follow up.

2.1.2 Strategy

The Panel noted an absence of a strategic framework at School level and queried the link from the School to the Institute's Strategic Plan. It also enquired about the strategic intent of the School in relation to the external environment, noting a high unemployment rate in the region and the absence of documented plans to address this.

In response, the School highlighted its engagement with mature learners, which represent 17% of its cohort. Its links with NEFHEA are a very important contribution to the region. The School has set up a working group with NEFHEA partners to map modules to allow for articulation arrangements. The Panel commends this link strongly.

The School sees its projected increase in student numbers as coming largely from demographics and hopes that the Strategic Alliance with DCU will boost intake.

The School has a significant number of incoming ERASMUS students but outgoing numbers are low. The School's experience is that Irish students are unwilling to leave home. The School uses technology to engage students internationally without requiring them to go abroad. Increasingly students undertake work placements abroad, particularly in the Hospitality area.

It is proposed to move from BBS awards to BA awards for hospitality programmes. The Head of Section of Hospitality reported that the intention is to enhance employability. The School has looked at developments elsewhere in the sector and believes this proposed change is in line with national developments.

The Panel noted that national policy at present dictates reducing points of entry and increasing common entry. The School has not opted to move to common entry.

A discussion on the SWOT analysis conducted by the School indicated that all staff had been involved and that a number of initiatives will be undertaken in the coming year arising out of this analysis. These include an audit of personal networks, an audit of internationalisation activities and speed meetings. It is unclear how the results of the SWOT analysis will feed into the decision making of the School. A defined plan of actions with timelines and allocation of responsibilities has not been developed and it is recommended that the School use this approach in its planning activities as it develops its strategy for the next five years, articulating also the link between Institute strategy and the strategy of the School.

2.1.3 Resources

The Panel queried the skills profile, facilities and resources available to the School for the next 5 years to achieve its objectives. The Panel was informed that the current non-pay budget available to the School stands at €280,000. This represents a 50% cut in four years. Fees from international students are not allocated directly to the School, although it has the largest number of international students in the Institute. The School's objectives in terms of programme provision over the next five years are designed to be cost neutral. The fall in resources is impacting the student experience, with larger class sizes now necessary. Plans to free up two staff members to work on Technology Enhanced Learning have been put on hold.

Research is funded through research centres.

The resource reduction indicates that the School should engage in strategic decision making in respect of how resources are used.

2.1.4 Research

The School reports 45-50 postgraduate students. These are predominantly on taught Master's programmes. Three students only have graduated from the School in recent years with research degrees. The viability of continuing post-graduate provision was queried based on current resources constraints. The Institute's ambitions to reach the metrics required for technological university status would appear to be at odds with such a low number of students. The School highlighted the difficulties of achieving current research objectives at

present. Staff in the Department of Humanities are research active to a greater extent than staff in the business studies domain.

There is a need to articulate a research plan for the School.

2.1.5 The Student Experience

The engagement of the School with the Centre for Learning and Teaching (CELT) was commended as were the range of supports available to students generally. The Head of Teaching and Learning reported on a recent survey on the first year experience, which reported very positive outcomes. A week long induction programme is run for first year students in September. Students sit on a student forum in the School.

Over 60 staff have engaged in professional development modules through CELT. Staff reported that specific assessment strategies for first year students are implemented arising out of initiatives developed by CELT and published as Guidelines for Effective Practice.

2.1.6 Life Long Learning

The Life Long Learning Centre is hosted in the School of Business and Humanities. Given the size and scale and diversity of the school, it might be appropriate to reconsider this structure.

The Head of Life Long Learning reported that 45% of all courses offered through the Lifelong Learning Centre lead to accreditation, but apart from Single Subject Accreditation, most of the larger programmes are accredited by bodies other than DkIT, for example, City and Guilds. The School proposes to offer a BA in Management and Administration on a part-time basis in the future.

Lifelong learning provision occurs predominantly in the evening with the exception of Springboard programmes. It was indicated that space constraints and unavailability of lecturing staff during the day are barriers to more widespread day-time provision.

It was reported that the current financial crisis prevents greater take-up of part-time programmes. Obstacles to participation in lifelong learning are also discussed in Section 11 of the SER.

The Panel notes that on-line delivery in the School will be linked to the Institute's emerging policy on e-learning. This should provide greater opportunity for engaging with part-time learners.
The Panel recommends to the Institute that it re-examine its part-time provision, especially with a view to increasing the offering of DkIT accredited programmes. Specific goals and objectives should be defined in relation to part-time and on-line provision. Early articulation of targets will facilitate change management.

2.1.7   Quality Assurance

External Examiner reports are available to staff and are considered by Programme Boards. Programme Board Reports are returned annually to the Academic Council. External examiners are not advised on how their recommendations are acted upon. This is a gap in the quality assurance cycle, which the Panel recommends should be addressed at Institute level.

External Examiners see Continuous Assessment (CA) work but do not always pre-approve CA assignments. The Panel advises that where a particular CA assignment is worth more than 50% of the available marks for a module, it is best practice that there is advance consultation with external examiners as occurs with written examinations and that external examiners moderate continuous assessment on a consistent basis.

An analysis of all extern examiner reports should be undertaken each year. If systemic issues are identified, they should be addressed. A formal system of follow-through on recommendations from extern examiners should be developed.

Students, as full-members of programme boards should have the same level of access to extern examiner reports as other members of the boards.

In relation to activity in life-long learning, the Institute's policies, procedures and structures must be implemented.

A review of the assessment strategy in relation to group assignments/assessments should be undertaken.

The Panel understands that protocols have been approved by Academic Council for arrangements for repeat CA and for Group Projects.

The School has implemented recent Academic Council Policy which allows for two 10 credit modules offered per stage. In discussion it emerged that these modules will be taught over two semesters and that no teaching will occur in the period between semesters. The Panel recommends that a risk assessment be undertaken to explore a possible dis-connect to pedagogical issues during this break. The Panel also notes that some of these proposed modules may be 100% continuously assessed. The School should ensure that students are allowed sufficient time to complete such assessments.

The Panel suggest that the School lobby for bursaries for students in the School of Business and Humanities to encourage students to study abroad.

2.1.8   Meeting with Staff

Staff reported that they found the programmatic review exercise helpful in terms of providing an opportunity to reflect on their teaching and to review programmes. Much consideration was given to the development of graduate attributes.

Most of the staff engaged in the SWOT analysis.

Although the School does not propose to change to common entry, there are shared modules across programmes in first year.

Staff affirmed that external examiner reports are discussed at programme board level and that although there is no formal feedback mechanism to external examiners, internal and external examiners are in regular informal contact.

Staff acknowledge the importance of student feedback. Student feedback is captured at programme board level, through Moodle, and through the agreed 'QA1 & QA3' mechanisms. Online surveys occur at programme level and at school level. Students attend programme board meetings, although only for that part of the discussion which they themselves have tabled. Feedback at Masters' level is given through one on one interviews with students.
Module expectation surveys occur at the beginning of a module and feedback is provided at the end of the module. First year and stage convenors have played a very valuable role in supporting students.

The difficulty of encouraging Irish students to go abroad was acknowledged. Internationalisation is one of the Institute's strategic themes and intercultural competence is developed in the curriculum. Additionally guest lecturers from ERASMUS partners regularly contribute to programmes. The School hopes to engage in ERASMUS Intensive Programmes again in the future. One strategy already implemented to increase numbers going abroad sees first year students engage with ERASMUS partners through tele-conference. A short visit to a partner college occurs in second year and an inter-cultural workshop is held in the third year.

The Strategic Alliance with DCU is at an early stage in its development and was not factored into the Programmatic Review for that reason.

The designation of the HSSRC is a positive step forward for research in the School.

2.1.9 Meeting with Learners

Learners provided input to the programmatic review through an on-line questionnaire.

Learners reported that they were satisfied with the opportunities provided to them for learner feedback. The School always attempts to solve problems locally. The Open Door Policy allows them to raise issues informally with lecturing staff, who are very approachable. However some students considered that it can take a long time to deal with a complaint and some were reluctant to make complaints. Complaints are dealt with by lecturers in the first instance and if not resolved at that level, are dealt with by the Head of Department.

Learners are advised about lecturer absence through the use of screens within the School. SMS is not used.

Learners reported that whereas some lecturers always give feedback on assignments, others must be asked for it. Some assignments are given back, some are not. Feedback is usually provided within a two-week timeframe, but not always.

Students are not given grade descriptors, but would welcome this. The effort required to do a 30% CA is perceived as being too great. In some modules there is a participatory mark. They reported that the marking system for group work sometimes assigns very few marks for individual effort.

Springboard students sought training in group work and this was provided. They reported that they may have to travel for up to 3 hours to attend one group work meeting and view this as being inefficient.

Learners consider that they have a heavy workload, but acknowledge that lecturers try to balance it generally. Assessment schedules are always published, but multiple assessments can still be scheduled at the same time period. One group reported 18 assignments in one semester.

Learners reported that technology works well in classrooms. Wi-fi access isn't always available and there are insufficient PCs in the library and too few sockets to allow students to use their own laptops. There were recent problems with email. The Computer Services Helpdesk closes from 1pm-2pm and learners find this unhelpful.

Learners reported that only 50% of lecturers use Moodle. Some lecturers do not upload notes on Moodle, they said.

Learners consider that the Library does not have enough books and that there is a lack of databases. Regular library users' information is available.

Strategic themes are visible to learners by and large. Some felt that they had an International experience. Entrepreneurship is embedded in programmes. Opportunities exist to work as entrepreneurship interns and students feel supported by these interns. Students comment favourably on opportunities for work placement, but note however that fundraising and work based assignments are not a good substitute for this. Fundraising takes a lot of time and student can miss lectures as a result. On programmes where work placement is not available, student would like stronger preparation for transition to work in the final year of the programme.

Research skills are taught from semester 1 in some programmes. Students would welcome this on all programmes.

Courses are available on academic writing. Learners are aware of the importance of literacy and report that a percentage of marks is allocated to how well an assignment is written.

Learners consider that the best things about DkIT include the fact that lecturers take time, that there are a wide range of services available and that there are good networking opportunities within what is regarded as a college community. Mature students commented that their transition to third level education was facilitated by the Institute.

3. Conclusions and Recommendations

The Panel acknowledges the achievement of the Head of School, who for the past five years has held both the role of Head of School and Head of Department. During this time, the School has faced resource challenges and yet managed to grow its student numbers. This has been achieved at a time of contraction and reduced numbers in Business Schools and programmes throughout the country and also when internal restructuring has removed two programmes from the Business School. It has responded successfully to calls for labour market activation programmes through Springboard. The Panel commends these successes

and also the genuine engagement of staff with students, proof of a clear interest in learner welfare.

Given the size and scale and diversity of the school, it might be appropriate to consider its future structure, including the location of the Life Long Learning Centre.

The programme teams show exceptional dedication and have demonstrated a commitment to ambitious programme development.

The changes to the management structure of the School have been an invaluable assistance to the School and the Panel commends the Programme Directors and Stage Convenors.

The links between the School and the further education sector are exemplary and constitute a model for the sector.

The commitment to staff development through CELT is evident in discussions with staff and also in the curriculum and is a driver of good practice in teaching, learning and assessment.

It is very clear to the Panel that the School is operating to a level that was not captured in the SER. The SER doesn't do justice to the activities and abilities of the School and lacks reflection and analysis. The School is invited to re-submit the SER based on the detailed feedback below by 31 December 2013. The SER should be an open honest and self-reflective response highlighting good practice as well as areas in need of attention.

The panel is cognisant of the need to have approved curricula for 2013/4. There was sufficient evidence of systematic review of programmes to provide assurances that the programmes are at appropriate standards. The Panel is confident that these programmes are suitable for validation for the next five years from September 2013 intake subject to the conditions and recommendations made in respect of each programme. The programme teams are encouraged to complete the requested changes detailed in each programme report in time to implement the programmes for the 2013/4 academic year. The programmes are validated on an interim basis pending completion of the overall SER by 31 December 2013. When the SER is completed the full five- year validation will be confirmed. The Panel does not require any programme documentation to be re-submitted to it as part of any further review.

In other respects, the panel notes that the absence of a documented quality and regulatory framework in School, one which demonstrates compliance and consistency of practice.

The SER does not define a School Strategy for the next five years and does not demonstrate how the School will link its own objectives to the Institute Strategy.

The Panel considers that the SER should have been submitted to an internal panel prior to coming to programmatic review, and recommends that the Institute examine its own procedures to ensure that its policy in this regard is implemented.

The Panel further urges the Institute to consider how its procedures allowed new programmes to be presented for validation at programmatic review, contrary to its own and HETAC policy in this regard.

The revised SER should:

- Provide a critical evaluation of the last five years with reference to the objectives for Programmatic Review. This evaluation should be analytical and self-reflective in approach and substantiated by an expanded base of evidence.
    - In analysing the effectiveness and efficiency of each validated programme, including details of learner numbers, retention rates and success rates, figures for those who withdrew or deferred from programmes should be factored into the analysis.
    - Strategies should be proposed to enhance retention.
    - A critical analysis should be undertaken of the programme offerings and rationale provided for the programme mix; the change from BBS to BA awards; and the decision not to offer common entry
    - In relation to the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments, an analysis of how the School responds to its stakeholders and to national strategies, and to should be provided.
    - The revised SER should articulate and evaluate QA practice with reference to student feedback and in particular in relation to:
        - learner representation on programme boards;
        - the tracking of issues/complaints from when these are raised through to resolution and feedback to ensure consistency of practice.
    - Detail should be provided as to how the School plans to respond to the challenges it faces in terms of resources with particular reference to how Moodle usage can be enhanced. The Institute's response to students' concerns about Library and IT resources should be documented. Benchmarking against other Schools in the sector in relation to resource deployment may yield some useful strategies to maximise scarce resources.
    - The School has valuable links with industry, business and the wider community. An evaluation of these links and the benefits which accrue should be undertaken to serve as a guide to good practice.
    - A self-reflective analysis on graduate, learner and employer feedback should be documented.
- Detail plans to show how the School will contribute to the Institute strategy on research. There is a need to articulate a research plan for the School.
- Record how the recommendations arising from the 2008 Programmatic Review are addressed.
- Provide a quality assurance framework linked to Institutional Policies and Procedures that articulate how the School meets QA regulations within the national regulatory environment. These should include:
    - Formulate and record the collection mechanisms for feedback from stakeholders particularly learners and external examiners, and how these are acted upon.
    - Articulate QA practice with reference to programme assessment strategy including group assessment, repeat assessment, interaction with and feedback to external examiners.

- o Articulate QA practices in relation to 10-credit modules to ensure that there is no pedagogical disconnect between semesters and that the learning experience is not truncated where such modules are assessed only through CA.
- o Articulate QA practice to demonstrate how learner, graduate and stakeholder feedback is formalised and acted upon.
- o The Institute's policies and procedures for Programmatic Review, as approved by Academic Council and documented in its handbook should be implemented in full.
- o Present and articulate a strategy for the School for the next five years, which is linked to Institutional Strategy. In this respect, it should:
  - ▪ Provide a defined strategy designed to achieve the 5% increase student increase projected over the next five years.
  - ▪ In developing a five year plan, the School must be conscious of its (decreasing) resources. Therefore the SER, and in particular the 5 year plan should explicitly address this issue by presenting and articulating a strategy outlining how the School intends to resource the activities in its five year plan.
  - ▪ Provide a School strategy on lifelong learning.
  - ▪ Provide a School strategy on flexible delivery.
  - ▪ Provide a strategy to indicate how the School will respond to regional needs and in particular to regional unemployment.
  - ▪ Define how the School will contribute to and benefit from the Institute's Strategic Alliance with DCU.

Notwithstanding the significant work the School is being asked to undertake, the position of the Panel in considering the process as incomplete is intended as a strong statement of confidence in the School and their ability to perform at a high level. It is also worth stating that the recommendations are intended to help the future development and reflective capacity of the School and to facilitate it publically demonstrate its strength.

Appendix A

Core Panel Members	Institute
Dr Derek O'Byrne, Chairperson	Registrar Waterford Institute of Technology
Ms Marion Coy	Higher Education Consultant Former President Galway Mayo Institute of Technology
Dr Marion Fitzgibbon	Head of School of Humanities Athlone Institute of Technology
Ms Maebh Maher	Head of School of Business and Humanities Carlow Institute of Technology
Prof. Dr. Oliver Haag	Director for Corporate Law Hochschule Konstanz
Prof. Colm O'Gorman	Professor of Entrepreneurship Dublin City University Business School
Ms Breffni Gorman	Vice President for the Border, Midlands and West Region Union of Students in Ireland
Ms Ann Campbell Secretary	Registrar, Dundalk Institute of Technology
Dr Brendan Ryder (in attendance in an observatory capacity only)	Assistant Registrar Dundalk Institute of Technology

Appendix B

School Management

Mr Cathal Kearney	Head of School of Business and Humanities
Ms Brianain Erraught	Head of Section, Hospitality Studies
Dr David Getty	Head of Department of Humanities
Mr Shane Hill	Head of Department of Management and Financial Studies

Staff

Frankie Watters	Colin Cooney	Martin Maguire
Kevin Burns	Liz Murray	Colette Kelly
Adian Hoare	Jim Browne	Annaleigh Margey
Gillian Thompson	Kate Johnston	Michael McDonnell
Padraig O'Neil	Cathriona Connor	Anne Kierans
Kevin Howard	Michael McCorry	Pat Fitzgerald
Annemarie McHugh	Marie Leddy	David Cranny
Laurence Murphy	Mairead McKiernan	Vicky Leahy
Carol McGowan	Patricia Rahill	Louise Goss
Karl Mernagh	Martina O'Neil	Paula Mullen
John Sisk	Maria Roddy-Freyne	Michael O'Shea
Lorraine Dunne	Alan McCabe	Marie Bouquet
Fiona Oster	Mary Kennedy	Angela Short
Orna Crinion	Ping Cao	Attracta Coleman
Catherine Staunton	Shirley Donegan	Lisa Muldowney
Katherina Nugent	Angela Hamouda	Johdi Quinn
Paula Browne	Irene McKay	Miriam Vagvero
John Morrison	Mario McBlain	Bernadette Brereton
Brian Morris	Fionnuala Dullaghan	
Ann Cleary	Librarian	
Gerry Gallagher	e-Learning Co-ordinator	

Appendix C

7th May	Phase A				
8th May	Phase B	Programmes			
		Humanities	Hospitality	Business - Management & Financial Studies	Business Studies
		BA (Hons)in Sports, Exercise and Enterprise			
8.45am		BA in Sports, Exercise and Enterprise	BA in Culinary Arts	BA (Hons) in Public Relations & Online Communication	BA in Business and Management
		Higher Certificate in Arts in Sports, Exercise & Enterprise (Exit)	Higher Cert. in Arts in Culinary Arts (Exit)	BA in Public Relations & Online Communication (Exit Award)	Higher Cert in Arts in Business & Mngt (Exit)
		BA (Hons) in Community Sports' Leadership (add-on)	Higher Cert. in Arts in Culinary Arts		
11am	Break				
11.30am		BA (Hons) in Youth Work	BA (Hons) in Event Management	Bachelor of Business (Hons) (3 year ab-initio)	BBS in Business and Technology
		BA in Community Youth Work	BA in Event Management	BBS (Hons) add-on	Higher Cert. in Business in Bus. & Tech. (Exit)
		Higher Certificate in Youth Studies (Exit Award)	Higher Cert. in Arts in Event Mngt (Exit)		
1.30pm	Lunch				
2.30pm		BA (Hons) in Social Care	BA (Hons)in Hospitality Management	BA in Accounting and Finance	MBA
		BA in Social Care (Exit Award)	BA in Hospitality Management		MBS in Entrepreneurship & Marketing
		Higher Certificate in Arts in Social Care (Exit Award)	Higher Cert. in Arts in Hospitality Mngt (Exit)		Post Graduate Diploma in Bus In Entrep & Mkt (Exit)
			Higher Cert. in Arts in Hospitality Studies		
9th May	Phase B	Programmes			Minor/Special Purpose Awards
8.45am		BA (Hons) in Humanities		MA in Accounting	Certificate in Lean Six Sigma (New)
		BA (Hons) in Humanities with Drama			Higher Diploma in Business in Enterprise Development
11am	Break				
11.30am		BA in Performing Arts		BBS in Marketing	Certificate in BS in Website Content Development
				Bachelor of International Business	Cert in BS in Digital Marketing & Media Management
1.30pm	Lunch				Minor/Special Purpose Awards
2.30pm		Certificate in English Language & Western Society and Culture (Minor Award)			Certificate in Business in Internationalisation
					Diploma in Business in Business & Marketing
					Certificate in Business in Sales & Marketing
4pm		Private Meeting of Panel			
5.30pm		Feedback			