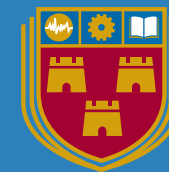


CELEBRATING
50
YEARS
1970-2020



INSTITUTE OF TECHNOLOGY CARLOW
INSTITUTIONAL PROFILE
AUGUST 2019



INSTITUTE *of*
TECHNOLOGY
CARLOW

Institiúid Teicneolaíochta Cheatharlach





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1

**INSTITUTE OF
TECHNOLOGY
CARLOW**

Institute of Technology Carlow has a distinctive and distinguished history of higher education provision spanning almost fifty years, collaborating with a broad range of civic, academic and industry partners and empowering over 55,000 graduates to date. Within an increasingly diversified and growing higher education landscape, the Institute continues to build a higher education institution that places the quality of the learner experience centre-stage, supported by a commitment to knowledge development and the achievement of excellence, to creativity and innovation, to connectivity with our regions and the world.

The Institute has experienced a period of significant growth and transformation since the last Institutional Review in 2010/2011, increasing its learner enrolments by 55% (2011/2012 to 2018/2019), while further enhancing its academic portfolio in terms of discipline depth, breadth and diversity. The Institute is ranked as the second largest of Ireland's eleven Institutes of Technology in 2017/2018 in terms of total learner enrolments (hea.ie). With almost 8,500 enrolments and 840 staff in 2018/2019, the Institute provides higher education programmes, research and enterprise development opportunities through its centres in Carlow (Est. 1970), Wexford (Est. 1995) and Wicklow (Est. 2005). The Institute currently offers more than 80 full-time CAO programmes to honours degree level; over 30 taught postgraduate programmes to Masters degree level;

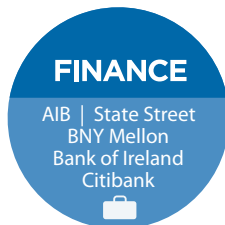
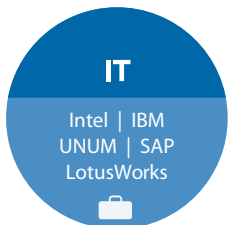
almost 200 lifelong learning programmes; and Masters and Doctoral research programmes with specialisms in ICT, Bio-Environmental Technologies, Product Design, Business, Engineering Technologies, Sport & Health Sciences and Social Sciences. The Institute had the highest percentage of full-time postgraduate learners in the technological sector and the highest percentage of lifelong learners in the higher education sector in 2017/2018 (hea.ie).

Institute of Technology Carlow is a leader in national and international collaborative partnerships and recruitment. The Irish Defence Forces is the Institute's foremost collaborative provision partner. This partnership arose from the commitment of Government and the Defence Forces to lifelong learning, to a knowledge institution for the State and to the pursuit of excellence and formal accreditation of enlisted personnel education and training at all stages of the military career. This has seen almost 1,200 Defence Forces personnel graduate from Institute of Technology Carlow since Institutional Review 2010/2011 (L6-L9 NFQ). Other collaborative provision partners include An Cosán (Dublin), the Irish Gestalt Centre, the Tivoli Institute and the Dublin Art Therapy Centre while a new partnership with Carlow College St Patricks was established in early 2019. With reference to the latter, MOA 2019 between the two institutes recognises the synergy and opportunities in the applied and academic fields of Arts, Humanities and Social Sciences and the

significant potential to bring added value and benefit for learners. Areas of collaboration include: institutional alignment; collaborative provision; academic collaboration; research and learner engagement.

These and related developments reflect the strategic focus of the Institute since 2012 in being “technological university-ready” in terms of Ireland’s Technological Universities Act 2018. Within this context, Institute of Technology Carlow has been working in partnership with Waterford Institute of Technology under MOU 2017 to explore and progress establishment of the Technological University of South East Ireland (TUSEI). Creation of a unitary multi-campus TUSEI is specifically referenced in Project Ireland 2040 (National Development Plan 2018-2027, February 2018) as critical to a more sustainable region in the South East (comprised of Carlow, Kilkenny, Tipperary, Waterford and Wexford) and key to realising the many opportunities for the region and Ireland.

Top Employers of the Institute’s graduates



- R&D Solutions
- Knowledge Transfer and Commercialisation
- Enterprise Development
- Cross-border Innovation

OVER 55,000 GRADUATES TO DATE

Buildings and Facilities

The Institute’s €150m master plan has, to date, delivered:



2nd largest IOT 2018 Total Enrolments




2,500+
Major Award
Graduates
Annually

TECHNOLOGICAL UNIVERSITY
of **SOUTH EAST IRELAND**

no.1
Highest %
of Lifelong Learners
(WTE) in the Higher
Education Sector

no.2 highest % of
**INTERNATIONAL
LEARNERS**
in the
**TECHNOLOGICAL
SECTOR**



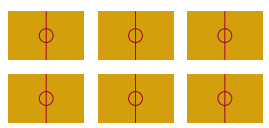
88
different
nationalities
on campus

15%
OF THE
STUDENT
BODY


31 ACRE
WORLD-CLASS
SPORTS CAMPUS


ALL-WEATHER
400 METRE
ATHLETICS TRACK


6



FULL-SIZE PLAYING PITCHES

8,448 Learners 

851 Staff 

3 Campuses 

Institute of Technology Carlow has a highly strategic location in the north of the South-East region, adjacent to the Mid-East and Midlands regions and close to Dublin. It is positioned within an area of high demographic growth as detailed by Census 2016. To accommodate this growth, Institute of Technology Carlow continues to deliver on its €150mn physical master plan with the South Sports Campus scheduled for completion in mid-2020 and construction of the new Centre for Advanced Science and Technology to commence in 2021. This follows on from the opening of the Houghton Building for Teaching and Learning in 2017; the Centre for Aerospace Engineering in 2015; the Dargan Centre for Research and Innovation in 2014; and the Student Services Building in 2012.

Throughout this review period, the Institute has continued to demonstrate its commitment to the development of an internationally oriented organisation, with a robust self-evaluation, peer review and quality enhancement culture, as it strives to embody the highest international standards of provision, transparency and stewardship of resources. Strategic planning, review and quality enhancement initiatives and milestones since Institutional Review 2010/2011 are summarised in Figure 2. This includes completion and publication of quinquennial

2012	2013	2014	2015	2016	2017	2018	2019
TUSEI MOU I 2012-2014 Joint Stage 1 TUSEI Submission	Outcomes Review of ITC Strategic Plan 2009-2013	ITC Strategic Plan 2014-2018 ITC/HEA Compact 2014-2017	ITC Vision and Implementation Framework for TUSEI	ITC Strategic Plan 2014-2018 Midterm Review	TUSEI MOU II 2017-2020	ITC Strategic Plan 2019-2023 ITC HEA Compact 2018-2021	ITC Institutional Review 2019/2020
QA/QE Gap Analysis and Work Plan Postgraduate Research Review Collaborative and Transnational Provision Review	Progress Review of Institutional Review Outcomes Delegated Authority extension to all Level 9 Taught Programmes	HEA Performance Funding / SDC1 MOA II with Military College – Irish Defence Forces Appointment of CORE Directors Establishment of Research and Commercialisation Support Centre and Postgraduate Studies Support Office	HEA Performance Funding / SDC2 Stage 1 Quinquennial Review (Strategic)- Faculties, Campuses, Centres DA Extension to all Level 9 Research Programmes and Joint Awards Commencement of PMSS Reviews	HEA Performance Funding / SDC3 Stage 2 Quinquennial Review (Programmatic) Faculties, Campuses, Centres Research Strategy 2016-2020 Strategic Review PMSS - Library and Computing Services Establishment of Design+ Technology Gateway	HEA Performance Funding / SDC4 Graduate Attributes Framework Establishment of the Office for Institutional Planning and Research Establishment of the Office for Equality, Diversity and Inclusiveness Strategic Review PMSS: Student Services, Academic Admin., Estates	New HEA Compact 2018-2021 Institutional Application for Athena SWAN Bronze Accreditation Extension Level 10 Provision - Health Sciences Blended Learning Framework: Pilot Implementation MOA with Irish Gestalt Institute and Tivoli Institute Establishment of socialCORE	HEA Performance Funding / SDC1 Athena SWAN Bronze Award Joint Application for TUSEI Carlow College MOA Strategic Review PMSS: Development & Research; Sport Establishment of Insurtech DAC and CD4 DAC MOA III Military College – Irish DF

ANNUAL INSTITUTIONAL QUALITY REPORTS (AIQR)

ANNUAL CORPORATE GOVERNANCE PROGRAMME OF INTERNAL AUDITS

ANNUAL CORPORATE GOVERNANCE FINANCIAL AUDITS

ANNUAL INSTITUTIONAL REPORTS AND FINANCIAL STATEMENTS

Figure 2: **Institute of Technology Carlow strategic planning, review and quality enhancement initiatives and milestones since Institutional Review 2010/2011**

programmatic and strategic reviews of all faculties, campuses, centres and professional management and support departments. These reports are available here:

1. Faculty Strategic Reviews
2. Programmatic Reviews
3. Professional Support Service Reviews.

The Institute has also extended delegated authority to additional postgraduate research disciplines and is currently developing a new institutional strategy for research and innovation. Other organisational developments include achievement of the Athena SWAN Bronze Award in 2019 (Equality, Diversity and Inclusion); strong performance under the HEA Strategic Dialogue Process/ Performance Funding Framework conducted throughout 2014-2018; development and launch of the Graduate Attributes Framework; new developments in blended learning and innovative teaching and learning pedagogies; development of Strategic Plan 2019-2023.

These and other initiatives have been enabled by further development of the Institutes leadership and management teams and continuous investment in the talent of existing and new faculty and Professional Management and Support Staff (PMSS). The current organisational structure is summarised in Figure 3.

The outcome of the reviews summarised in Figure 2 provide strong evidence for a university-level institute that is not only proactively responding to new needs, but is also anticipating the future with a strong sense of purpose and ambition.

This Institutional Profile provides a snapshot of the Institute in August 2019 and acts as a guide for the Institutional Cyclical Review Team. Institutional Review SER 2019 will paint a picture of a higher education institute that is rapidly changing in response to a rapidly changing environment; an Institute that is confidently ambitious as it meets and exceeds national criteria for technological university designation.

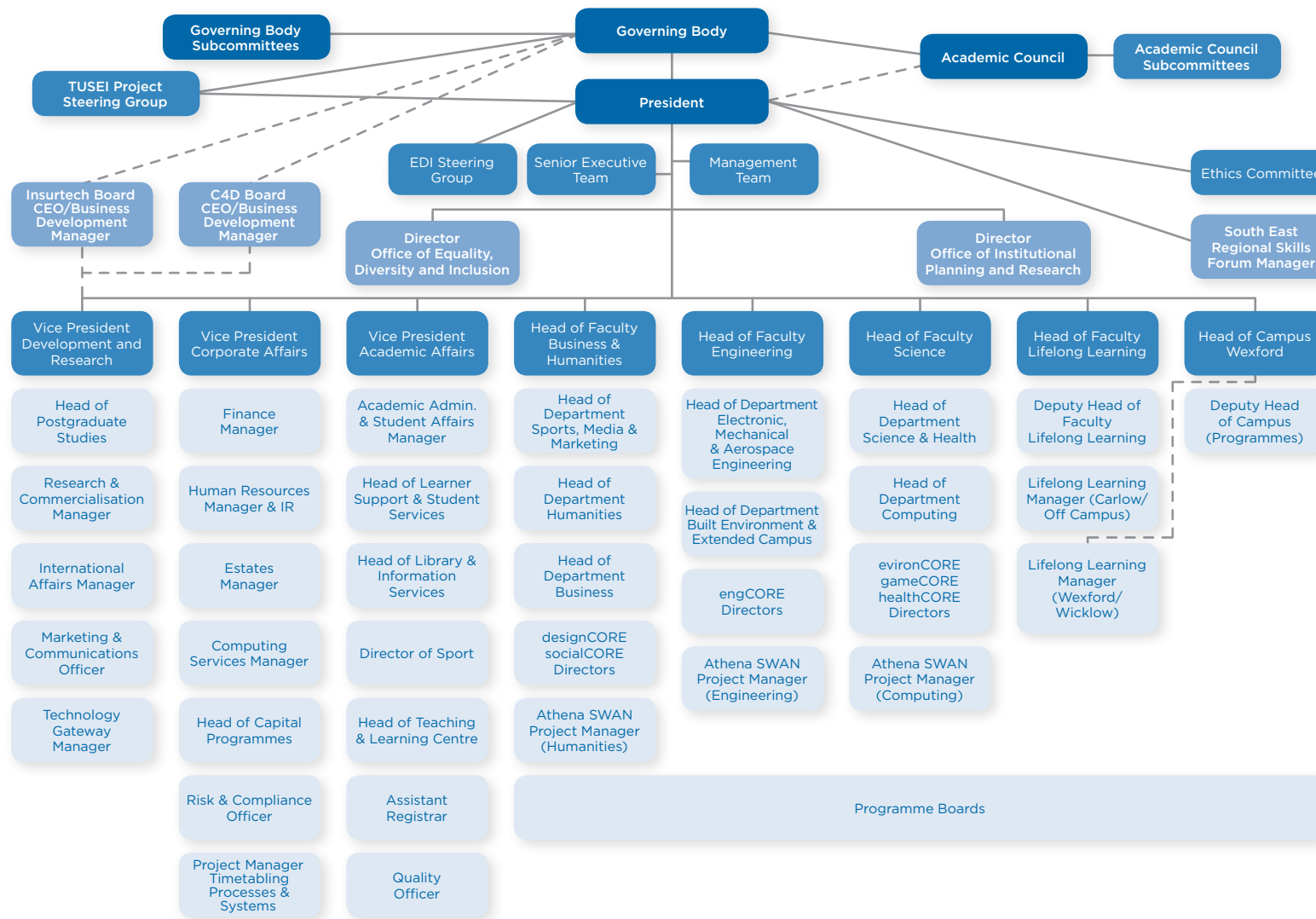


Figure 3: **Institute of Technology Carlow organisational chart 2019**



“ IT Carlow outlined the commitment to transparency and presented the “Quality section” page of their website. It was agreed that this is an excellent model of transparency for the sector, which gives visibility for the quality environment in which they operate, and shows how they have regard to both QQI’s suite of guidelines as well as the ESG. It also further embeds trust amongst all stakeholders in relation to their policies and procedures, programme and registers, and most importantly activities in relation to all of their reviews and outcomes of same.”

QQI: Annual Dialogue Meeting: December 2016

2

MISSION, VISION, VALUES AND STRATEGY



Institute of Technology Carlow published its new Strategic Plan 2019-2023 in October 2018 (Strategic Plan 2019 - 2023). This plan provides an overview of the Institute's development to date, performance under Strategic Plan 2014-2018, and plans for the future (See Figure 4 for an overview). The latter includes continuing to progress towards its 2030 Vision for a Leading European Technological University, by strategically positioning the Institute to contribute maximally to the rapidly changing higher education landscape as (i) an autonomous higher education institution and (ii) through a joint venture towards re-configuration and designation under new Irish legislation as a unitary multi-campus TUSEI. Both paths are closely aligned and ambitious. Both build on the innate values, history, strengths and aspirations of the Institute. Both are centred on a collaborative approach to transforming lives and the achievement of excellence through a student centred philosophy.

Engage, Learn, Innovate and Lead represent the pillars of the mission of the Institute focussed on empowering individuals to lead better lives, driving the creation of a vibrant economy and building stronger communities. This mission is articulated through an educational environment and context where learners pursue studies in higher education and research up to doctoral level. Through a culture of enquiry, innovation and excellence, learners, staff, global collaborative partners and other stakeholders are challenged to create, apply and share

knowledge and values in a supportive and vibrant university-level Institute. Engagement with business, government, community and voluntary sectors defines Institute of Technology Carlow's leadership role in the development of its regions and nation.

The Institute's over-arching core value is the learner experience, sustained and enriched by a commitment to knowledge and the achievement of excellence; to the principles and practice of connectedness; to creativity and innovation; and to ensuring high standards of integrity and ethical behaviour. The Institute's Values Statement is as follows:

- Learner Experience: Fostering an inclusive and positive environment that values and supports learners in achieving their highest potential. Learners are expected to be successful and to have pride in the achievement of their goals;
- Knowledge: Dedication to enquiry and critical analysis, the creation of knowledge, its dissemination and application through teaching, research and knowledge exchange activities;
- Achievement of Excellence: Pride in professional reputation and celebrating success in maintaining a proven record of accomplishment and ambition to succeed;
- Connectedness: Growth is strengthened through nurturing and maximising internal collaborations

and relationships with communities served - actively seeking out and fostering rewarding partnerships with local, regional, national and international stakeholders, encouraging diversity and valuing the contributions made by all learners, stakeholders and staff;

- Creativity and Innovation: Focusing on the generation and sharing of ideas aimed at problem solving and providing innovative solutions that add value;
- Ethics: Robust, ethical principles underpin purpose and form a common bond that links each aspect of the learner experience. Mutual trust, respect and inclusion are foremost, and are reinforced by strong governance, clear accountability and high values of integrity.

Strategic Plan 2019-2023 is built around five Core Themes, each of which includes a number of high-level goals and key actions as well as a 2023 target.

- Our Learners: exemplifying excellence in education and student life, providing opportunity, engaging with all learners and supporting them in their development as confident global citizens
- Our Research: building on success in knowledge development, growing research capacity, increasing collaborations and impact, and broadening disciplines and funding streams
- Our Engagement: expanding local, regional, national and global partnerships, leading in knowledge creation and application, enterprise creation and socio-economic development
- Our Campus Community: strengthening the culture of inclusivity, demonstrating excellence in leadership and governance, developing physical and virtual infrastructure, and by restructuring the organisation for further growth
- Our Sustainable Development: educating for sustainable development locally, nationally and globally, and leading by example.



Figure 4: Overview of Institute of Technology Carlow Strategic Plan 2019-2023



3

**ACADEMIC
GOVERNANCE AND
MANAGEMENT
STRUCTURE**

Institute of Technology Carlow's Governing Body is a statutory body whose principal function is the control and management of strategic direction and institutional policy. The Governing Body of Institute of Technology Carlow has adopted the THEA (Technological Higher Education Association) Code of Governance for Institutes of Technology January 2018.

This follows from earlier codes for the sector (2008, 2012), developed from various Government Codes of Practice for the Governance of State Bodies (2001, 2009, 2016), and adapted in line with IoT Legislation. The current membership of Institute of Technology Carlow Governing Body is presented in Table 1.

Table 1: **Institute of Technology Governing Body Membership**

ROLE	MEMBER (AFFILIATION)
Chairperson	Mr John Moore
President	Dr Patricia Mulcahy
Appointed under Section 4(1)(a) and (b)	Cllr Ger Frisby (Kilkenny and Carlow ETB)
	Cllr Matt Doran (Kilkenny and Carlow ETB)
	Mr Ciaran Keegan (Kildare and Wicklow ETB)
	Ms Patricia O'Brien (Kildare and Wicklow ETB)
	Ms Catherine O'Donnell (Waterford and Wexford ETB)
	Cllr Catherine Fitzgerald (Laois and Offaly ETB)
Appointed under Section 4(1)(c)	Dr Carmel Roche
	Mr Claus Derenda
Appointed under Section 4(1)(d)	Ms Betty Kelly
Appointed under Section 4(1)(e)	Mr Richard Morrell
	Ms Róisín Sheridan
Appointed under Section 4(1)(f)	Mr Robert Stacey
Appointed under Section 4(1)(g)	Ms Colette Lane (Unum Ireland Ltd.)
	Ms Lily Holmes (P.B. Machine Tech Ltd.)
	Ms Valerie Farrell (Teagasc)
	Mr Dan McInerney (Carlow County Council)
	Mr Jonathan Downey (Merck, Sharpe and Dohme)

Academic governance matters are subject to separate Quality and Qualifications Ireland (QQI) legislation and the Qualifications and Quality Assurance (Education and Training) Act 2012 (Revised 2014). QQI is the statutory body with responsibility for the National Framework of Qualifications and the oversight of Quality Assurance of education and training provision in Ireland. Institute of Technology Carlow has Delegated Authority granted by QQI to make awards up to Level 9 on the NFQ for all taught and research programmes and for Level 10 in the research areas of Biological, Molecular and Environmental Science. Institute of Technology Carlow also has Approved Provider Status for Level 10 awards in Engineering, Computing, Information Technology, and Health Sciences (Rehabilitation and Health; Men's Health; Sport, Exercise and Health).

The Governing Body has a statutory obligation to appoint the Academic Council. The role of Academic Council is to assist Governing Body in planning, co-ordination, overseeing and developing the educational work of the Institute and to protect, maintain and develop academic standards. This responsibility is discharged by means of a series of committees. Each of these has clearly defined terms of reference and each committee reports back, and is directly answerable, to Academic Council. Therefore, Academic Council has an explicit statutory function in the development, validation and quality assurance of all programmes delivered by, approved

by or validated by the Institute. The committees of Academic Council are as follows:

- Academic Regulations
- Collaborative Provisions
- Programme Planning and Validation
- Quality Assurance and Enhancement
- Research and Development
- Teaching and Learning Support Services

The current Membership of the Academic Council (2018-2021) is available here: itcarlow.ie/resources/management-governance/academic-council

The Institute also has a number of other key cross-organisational committees in operation as follows:

- Ethics Committee
- Health and Safety Committee
- Equality, Diversity and Inclusion Committee

The executive management of Institute of Technology Carlow and its academic and administrative systems rests with the President who is directly answerable to the Governing Body. Institutional quality assurance and enhancement rests within the remit of the Vice President for Academic Affairs and Registrar within the Institute. Management of Institute of

Technology Carlow rests with a Senior Executive Team (SET).

At academic departmental or faculty level, Heads of Department (HoD) or Heads of Faculty/Campus (HoF) have local responsibilities for programme content and delivery. The academic management of programmes is the responsibility of the programme board and programme directors.

Professional Service Managers are responsible for Professional Management and Support Services (PMSS) and functions including Academic Administration and Student Affairs, Library and Information Services, Learner Support and Student Services, Sport, Teaching and Learning, Quality Assurance and Collaborations, Human Resources, Estates, Finance, Communications, Computer Services, External Services, Postgraduate Studies and International Affairs.

A full organisational chart is presented in Figure 3.



4

**QUALITY
ASSURANCE
AND ACADEMIC
PORTFOLIO**

Institute of Technology Carlow is committed to providing learners, staff and stakeholders, with an inclusive and positive teaching, learning and research environment. This is supported by a robust and accessible quality assurance and enhancement framework that embeds and validates the highest standards of quality within learner and staff development, programme offerings, research and professional support services providing a mechanism to monitor and validate Institute wide performance.

The Institute's Quality Manual is published on the website and it details the policies and procedures for quality assurance as well as those for the design, approval and withdrawal of programmes of learning, learner centred learning, admission, progression and completion, staff development, learning resources and learner support, information management and availability, the ongoing monitoring and periodic review of programmes and cyclical external quality assurance.

The central role of quality assurance and enhancement is articulated in Institute of Technology Carlow Strategic Plan 2019-2023, which affirms the contribution of quality assurance systems in achieving strategic objectives and maintaining and enhancing the Institute's reputation and position within Higher Education both nationally and internationally.

As a publishing organisation, all policies and procedures are publicly available on the Institute website at: itcarlow.ie/resources/quality/quality-policies-procedures

Details of Institute of Technology Carlow approved programmes, including both major and non-major awards, as well as its register of collaborative provision, sites for differential validation and professional body accreditation are available here: itcarlow.ie/resources/quality/quality-programmes-registers

Further information on all academic programmes and learner supports is available in the following Institute of Technology Carlow prospectuses:

- Undergraduate prospectus
- Postgraduate prospectus
- Part-time prospectus.



5

LEARNER PROFILE

The full-time and part-time learner cohort at Institute of Technology Carlow continues to grow with 8,448 learners in 2018/19 pursuing level 6 to level 10 qualifications on the NFQ. This represents a 55% increase in total enrolments from 5,435 in 2011/12.

The Institute draws learners from the South-East, Mid-East, Midlands regions and beyond (Table 2 and Figure 5). HEI comparative figures from the HEA for 2016/17 confirm that

Institute of Technology Carlow had the highest percentage WTE lifelong learners (29%, compared to sectoral average of 13%) and the highest percentage full-time postgraduate learners (11.3% research and taught), compared to the sectoral average of 5.1% (HEA statistics for 2016/2017 and HEA RGAM). In 2018/19 the Institute had 1,207 Postgraduate students and 3,840 part-time or lifelong learners.

Table 2: **Institute of Technology Carlow enrolments 2011/12 to 2018/19**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total	5435	5643	6583	6446	7042	7258	8375	8448
Full-time	3661	3814	4083	4257	4396	4450	4670	4608
Part-time	1774	1829	2500	2189	2646	2808	3705	3840
% Part-time (headcount)	32.6	32.4	37.8	33.9	37.6	38.7	44.2	45.5
Full-time first year (new entrants)	1189	1121	1125	1099	1191	1216	1181	1092
Postgraduate Total	140	191	436	539	620	640	971	1207
Full-time	28	55	178	367	420	485	698	660
Part-time	112	136	258	172	200	155	273	547
International Total	154	148	226	243	253	225	343	430

The majority of Institute of Technology Carlow enrolments are from across the South-East counties of Carlow, Wexford, Kildare, Kilkenny, Laois and Wicklow, with pockets of enrolments from elsewhere throughout the country (Figure 5). The Institute also has a rapidly increasing international non-EU student population (Figure 6). The Institute's strategy for internationalisation is informed and shaped by government policy, with an international learner target of 15% of full-time students by 2020.

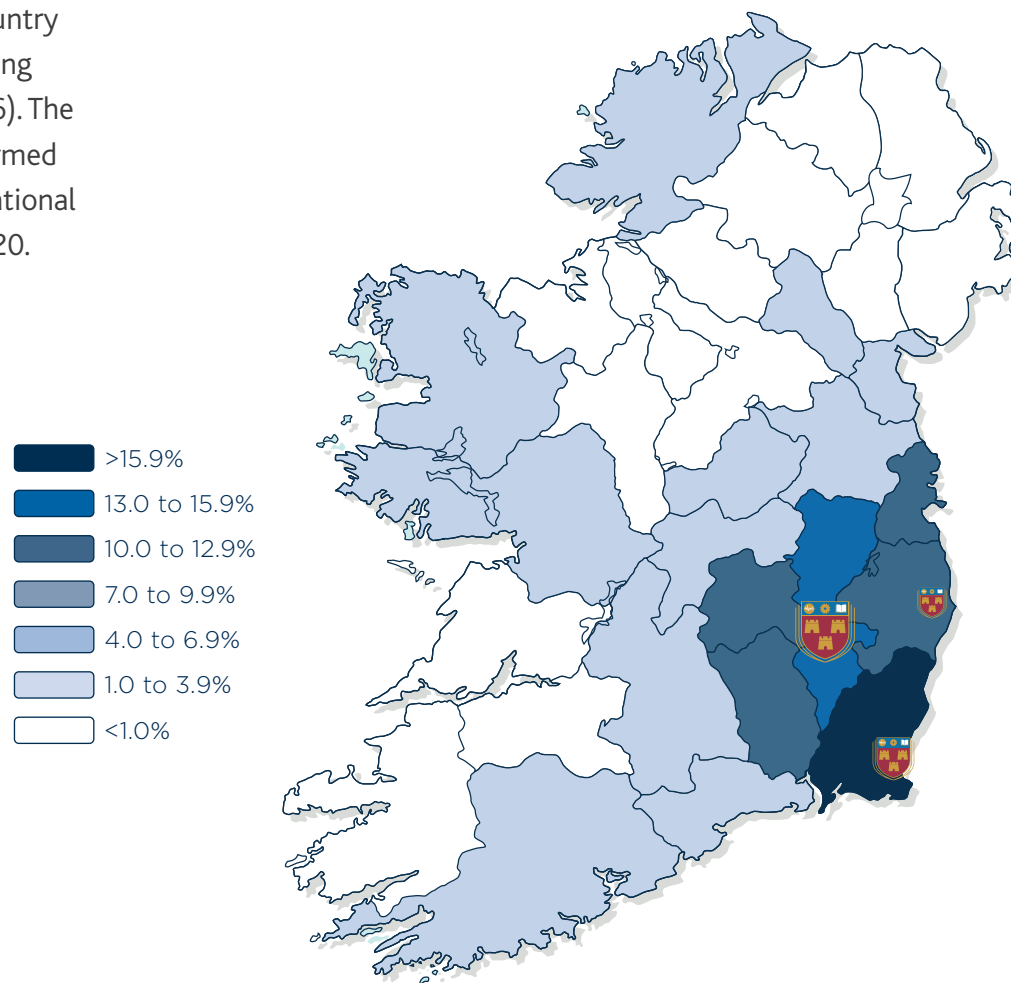


Figure 5: **Domiciliary origin of Irish Learners at Institute of Technology Carlow 2018/19**

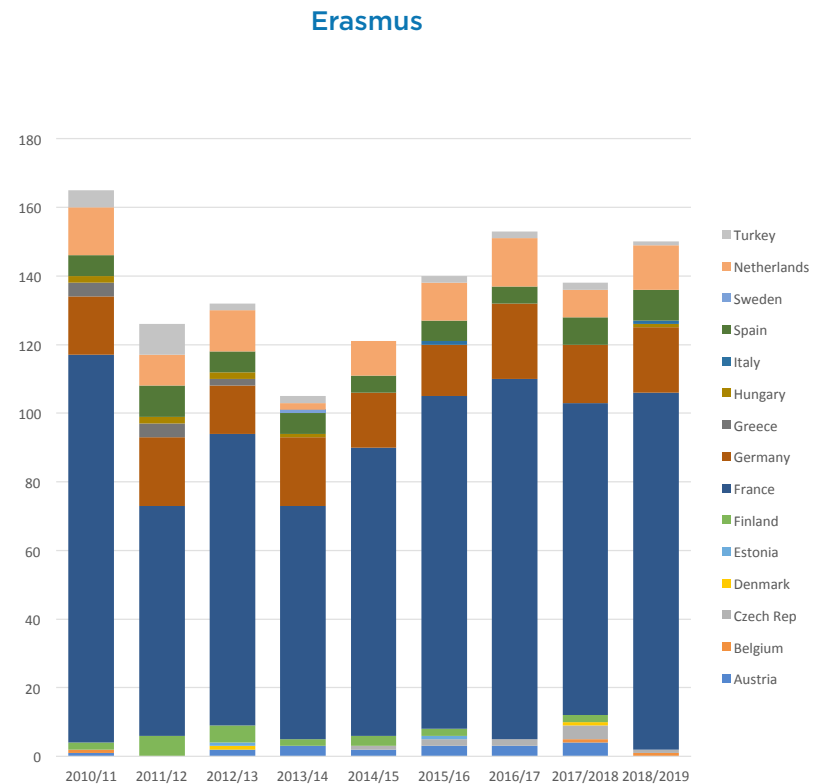
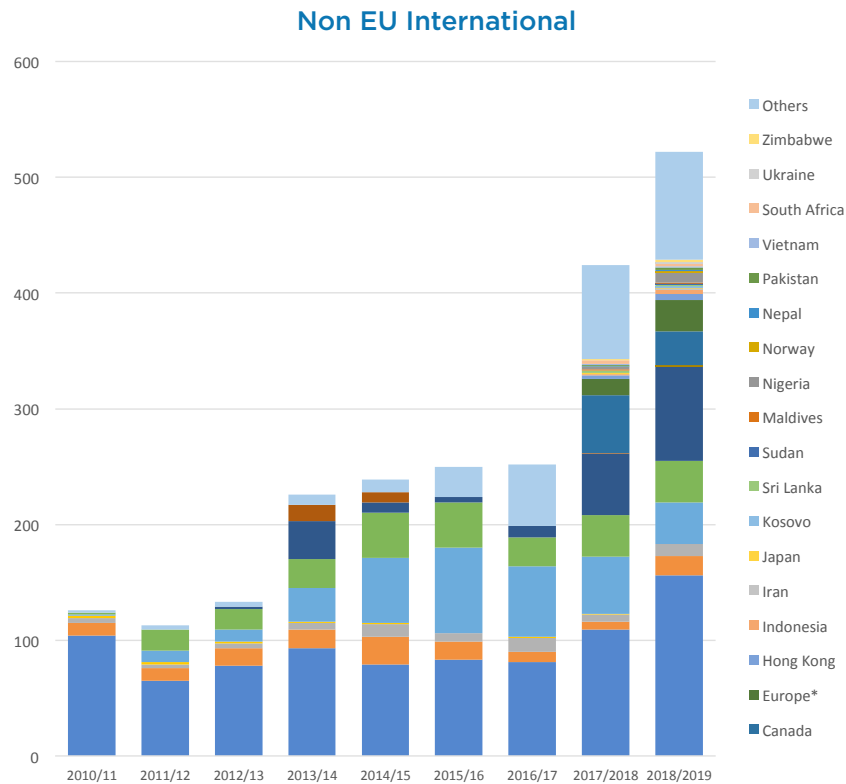


Figure 6: International Learners at Institute of Technology Carlow 2010/11 to 2018/2019

The Institute is committed to lifelong learning, equity of access, transfer and progression to ensure a significant, sustainable and socially responsible contribution to the regions, Ireland and the world. According to the HEA spatial/ socioeconomic profile of Institute of Technology Carlow (based on March 2018 SRS data), 16% of learners are classified as disadvantaged and 7% as affluent with the Institute as a whole scoring -2.0 versus a national mean of +1.9 in the deprivation index with only LYIT, ITS and WIT having a lower score. The report also states that the mean distance traveled by learners at the Institute to their main campus is 77km per day.

The Institute continues to have significant success under HEA Springboard with over 600 places in 2018/19 over 18 programmes. The programmes include IT Management, ICT, Medical Device Regulatory Affairs, Pharmaceutical Regulatory Affairs, International Financial Services, Supply Chain Management, Tourism Marketing, Electronic Systems, Social Media Skills and range from Certificates to Higher Diploma, Degree and Masters programmes.

Institute of Technology Carlow has accommodated 9.0 % of the growth in total enrolments (+32,724) across the university and technological system over 2011/2012 to 2017/18 (hea.ie). This is the highest contribution within the Technological Sector and the fourth highest across the twenty-one HEIs comprising the University and Technological Sectors. Institute

of Technology Carlow has accommodated 13.2 % of the growth in total graduates (+10,354) across the university and technological system over 2011 to 2017 (hea.ie). This is the highest contribution within the Technological Sector and the third highest across the twenty-one HEIs comprising the University and Technological Sectors. Future projections, based on published statistics from the Department of Education and Skills and the Central Statistics Office, predict a potential increase in the total learner population at Institute of Technology Carlow to approximately 9,420 by 2024 and 10,350 in 2029.

The number of learners pursuing STEM programmes continues to grow, with a 60% increase since the 2011/2012 academic year (Figure 7 illustrates this growth but does not include data on apprenticeship learners). The increase reflects the strategic focus of the Institute on the technological needs of the economy. In October 2017, the Minister for Education and Skills and the Minister for Higher Education announced a major capital project for the Institute for an Advanced Science and Technology Building with a Kilkenny Road location adjacent to the Dargan Centre for Research and Innovation. The investment will underpin current provision in Science and Health and will allow the Institute to expand further across several key areas including Biopharma, Medtech, Agri-Food and Health Sciences.

Growth in STEM Areas (Enrolments)

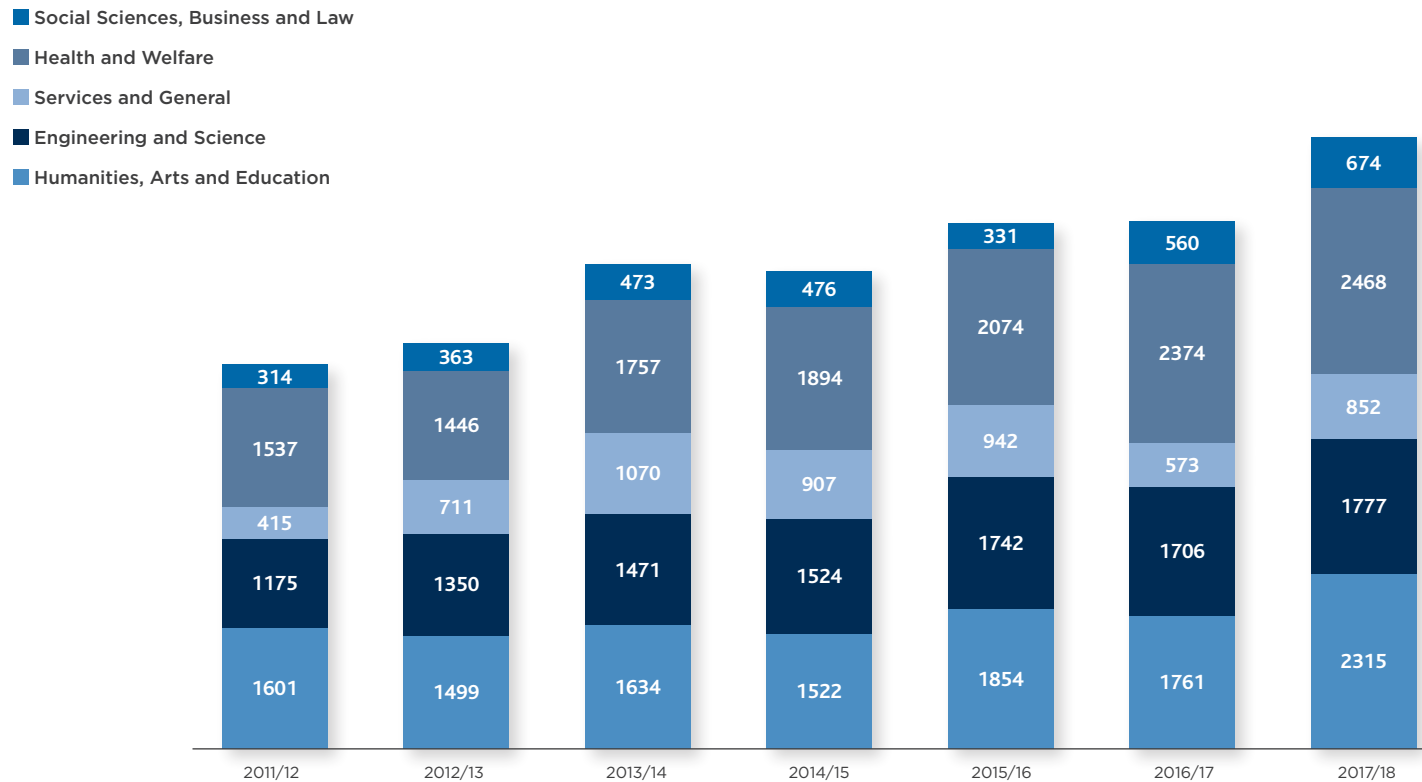


Figure 7: **Growth in STEM areas in Institute of Technology Carlow (2011 - 2018)**

The Institute is developing its research competencies centred in six Centres of Research and Enterprise (COREs). These will provide research environments with critical mass, high ambition and strong international networks. These are designCORE (Product design and design thinking); engCORE (Engineering systems-applied mechatronics, circuits and systems intelligent built environment); enviroCORE (Bioenvironmental technologies); gameCORE (Computer gaming and interactive applications); healthCORE (Health,

wellbeing and rehabilitative science); socialCORE (Social and Human Sciences research, professional practice and wellbeing of diverse social groups). Each of these map to key scientific priority themes identified under the National Research Prioritisation exercise, they address specific Societal Challenges underpinning H2020 and map to key sectors identified in the Innovation 2020 strategy. In 2017/18 the Institute had the second highest percentage of weighted WTE postgraduate research students (Figure 8).

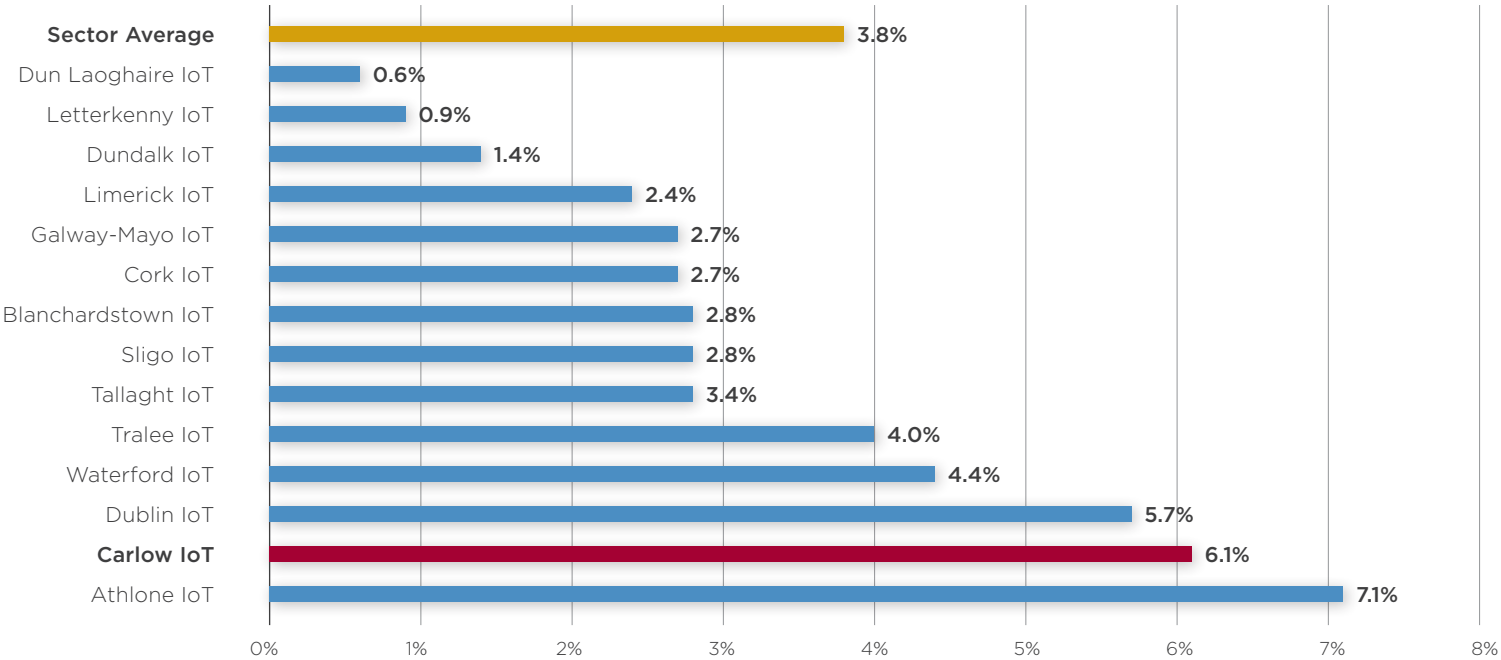


Figure 8: % Postgraduate researchers (weighted WTE) enrolled across the technological sector 2017/18 (Source, HEA RGAM)

The growth in learners since Institutional Review 2010/2011 has resulted in a proportionate increase in graduates and the Institute has recently published its graduate Employability Statement. The region in which graduates are employed consistently shows that over 50% were employed (first destination) in the South-East or in Dublin.

“The Institute is committed to lifelong learning, equity of access, transfer and progression to ensure a significant, sustainable and socially responsible contribution to the regions, Ireland and the world.”

6

LEARNER EXPERIENCE



As a values-led higher education institution, Institute of Technology Carlow aligns strategic priorities with core values and places the quality of the learner experience centre-stage. The Institute works to create an environment where learners can achieve their full potential, and one in which graduates are fully equipped to achieve the highest personal and professional standards. This is achieved through enhanced opportunities for participation in sport, clubs and societies, community engagement, social and voluntary work, experiential learning and international experience and programmes which embed a social responsibility and an outlook that is both regional and global.

The role of Learner Support and Student Services within Institute of Technology Carlow is of particular importance both in promoting access and participation to individuals and groups in the wider community who are typically under-represented in Higher Education. Along with providing professional support services to enrolled students thereby enhancing the learner experience and contributing to student success. Learner Support and Student Services facilitate the mobility of learners within and across higher education systems and are a key factor in the provision of the unique student centred and supportive environment of the Institute.

Learners rely on a range of resources to assist their learning that vary from physical resources such as the Learning Resource Centre (LRC) and IT facilities, to human support in

the form of tutors, counsellors and other advisers. Learner Support and Student Services at the Institute also include medical services, counselling services, pastoral care, career guidance, sports facilities, Students' Union, financial supports, accommodation assistance and disability and access support for non-traditional learners.

Library Services are available to all registered staff and students of the Institute and many services such as e-journals, e-books and databases are available off campus 24/7. The Library is located in the LRC building and contains a wide collection of materials, in print and electronic formats, including books, journals, standards, databases, annual reports, theses, newspapers, an institutional repository and various other items. Services provided by the Library include extensive access to information resources, individual and group study facilities, a quiet study room, seminar spaces for consultation between staff and students. All of these services are underpinned by an expert team of Library staff (including Liaison Librarians) who offer a range of supports for large and small groups and on a one-to-one basis. Their work ensures that learners, researchers and staff are aware of library policies, developments and activities.

Institute of Technology Carlow has established itself as a centre of sporting excellence within the South-East region because of investment in state-of-the-art sports

facilities and a growing portfolio of elite sports programmes in conjunction with the National Governing Bodies. The progress made was confirmed by the Student Activity and Sport Study Ireland (SASSI) research commissioned by Student Sport Ireland (SSI) to investigate sport and physical activity participation, preferences and provision in Irish higher education institutions. Across the 33 higher education institutions surveyed, Institute of Technology Carlow was rated in the top five institutions in all but one of the key performance indicators, with participation in exercise amongst students found to be significantly higher in Institute of Technology Carlow than elsewhere. High levels of sport and physical activity participation has ensured Institute of Technology Carlow now ranks second overall just behind DCU and ahead of 29 other third level universities and IOT's according to Student Sport Ireland's Sports College of the Year results for 2018/2019 (released in May 2019). The Sports College of the year competition rewards colleges for their participation and achievements in all league and cup competitions hosted by Student Sport Ireland.

Sport also provides a platform for the Institute to connect with governing bodies, community groups and other outside agencies. These strategic collaborations and partnerships further enhance the student experience, promote the Institute across the region and beyond, and provide additional opportunities for research.

Institute of Technology Carlow President's Volunteer Award has been established to harness, acknowledge and support the contribution that learners make to their communities whether on campus and its environs or within their own local community, or internationally.

Institute of Technology Carlow Graduate Attributes Framework (Figure 9) was launched in 2018 following a two-year development process. This framework describes the 'distinguishing characteristics of an Institute of Technology Carlow graduate' who has had the experience of being a learner at the Institute and who has successfully achieved a set of programme learning outcomes. While programme learning outcomes describe the knowledge, skills and competencies which will result from undertaking a programme of study, the graduate attributes statement complements this by describing to stakeholders what they can expect from, and to learners what they can expect as, a graduate of Institute of Technology Carlow.



Figure 9: Institute of Technology Carlow Graduate Attributes Framework

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STAFF PROFILE



The changing student profile since Institutional Review 2010/11 has been accompanied by a changing staff qualification profile. For example, the proportion of academic staff qualified to doctoral level has increased steadily from 18% in 2011 to 42% in 2018 (Figure 10). In 2018, 97% of all academic staff members were qualified to Level 9 and / or Level 10 of the NFQ. Eligibility criteria for designation as a Technological University under the Technological Universities Act 2018 is quite specific in relation to academic staff qualifications of applicant institutions. At the time of application for designation, of the full-time academic staff engaged in the provision of a programme that leads to an

award to at least honours bachelor degree level, at least 90% must hold a masters degree or doctoral degree, and at least 45% must hold a doctoral degree (or a terminal degree, as well as sufficient practical experience gained in the practice of a profession to which the programme relates, such that the degree and experience together can reasonably be viewed by the advisory panel as equivalent to a doctoral degree - not more than 10%). When the 2018 staff qualifications profile is considered in the context of the 2018 learner profile, Institute of Technology Carlow now meets and indeed exceeds this eligibility criteria at 50%.

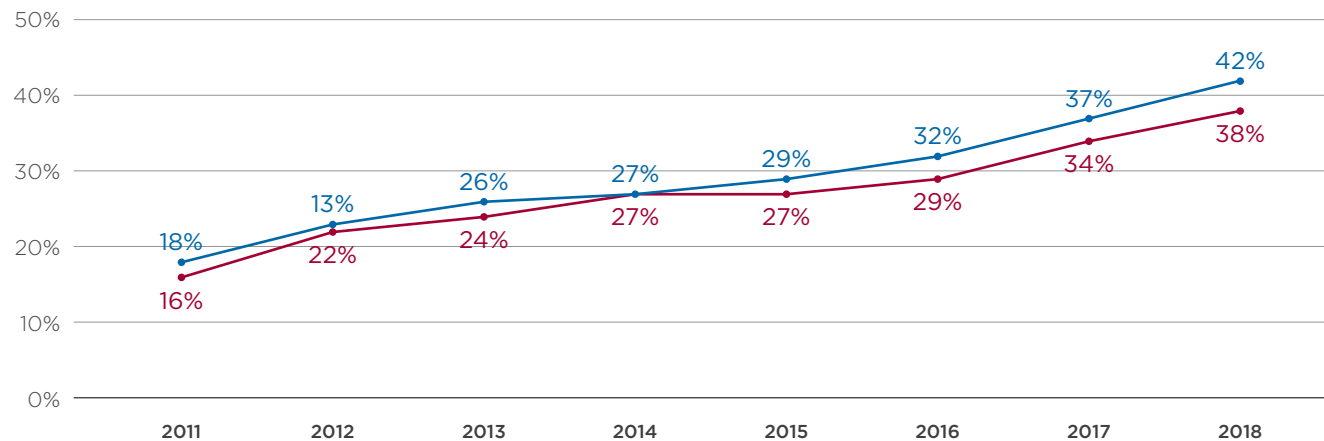


Figure 10: Increase in academic staff with doctoral qualifications 2011-2018

As well as supporting academic staff undertaking doctorate studies and Continuous Professional Development, Institute of Technology Carlow also offers staff an MA in Teaching and Learning in order to gain accreditation in a pedagogical discipline. The programme consists of a suite of mandatory and elective modules and provides learners with critical thinking tools to enable them to better equip themselves as educators. The Masters broadens participants' knowledge and understanding of the higher/further education sector and also further develops their practical skills, through the adoption and evaluation of new teaching tools and learning strategies.

The 55% growth (headcount) in student enrolments from 2011/2012 to 2017/2018 has been accompanied by a 60% increase in academic staff (headcount). The ratio of support staff to academic staff in 2017/2018 was 0.62/1.00.

The Institute is fully committed to furthering Equality, Diversity and Inclusion (EDI) through its leadership, governance, structures and operations. This will enable the Institute to continue to attract, develop and retain the very best staff, developing talent, and offering equal opportunities for career progression. It also serves to the Institute's commitment to providing an excellent learner experience, by providing an inclusive, diverse and welcoming environment and culture, in which all of our students are supported in reaching their full potential.

The Institute published its current EDI Policy in June 2018 (itcarlow.ie/resources/equality-diversity-inclusivity) and through the work of its EDI Steering Group, Office for EDI and cross-institutional EDI Self-Assessment Team, was successful in its application for the Athena SWAN Bronze Award in April 2019. This is a highly significant achievement, placing the Institute amongst the first in the Technological Sector to achieve this award, and amongst the first in the higher education sector to achieve the award under the expanded Athena SWAN Charter. The expanded charter is particularly noteworthy as it recognises a commitment across the Institute to addressing gender equality challenges in higher education more broadly, including, but not limited to, those experienced by women.



ECU GENDER CHARTER

Athena SWAN
Bronze Award

INSTITUTE of
TECHNOLOGY
CARLOW



8

COLLABORATION AND ENGAGEMENT

Institute of Technology Carlow works closely with post primary schools and Education and Training Boards across the region both in terms of access as well supporting learners in the transition to third level. The Institute's Further Education Progression Pathways ensure greater access to Higher Education for students who successfully complete a FETAC/ QQI course in a partner College of Further Education and who satisfy the certain entry criteria. To date, we have signed almost 40 progression agreements and have Memoranda of Agreement with two of our regional Education and Training Boards (Wexford-Waterford ETB and Laois-Offaly ETB).

The Institute is a key driver of progress and development in Carlow, the South-East Region and Mid-East Region. In the context of current national policy, Institute of Technology Carlow is leading a range of actions under the South-East and Mid-East Action Plan for Jobs (APJ). Additionally, the Institute is playing a lead role in the South East Regional Skills Forum (which it established and Chairs) and Mid East Regional Skills Forum. At a regional level, Institute of Technology Carlow works closely with Enterprise Ireland, BICs, Business Network Groups, Skillnets, Chambers of Commerce and the Local Enterprise Offices (LEO) in the region to promote the Enterprise Development supports at the Institute. Institute of Technology Carlow is committed to promoting start-up businesses and transferring the Institute's technology and knowledge into viable commercial entities.

The Institute established the Enterprise Ireland funded Design+ Technology Gateway in 2016 in order to further support and enhance technology driven disciplines, linking that technology to business opportunities and user needs. Design+ is an inclusive design-led regional and national industry portal, which complements 12 other Technology Gateways in Ireland, and acts as a regional portal where local industry can leverage the skill-sets of the national network. Companies source technology solutions for their 'close-to-market' needs in a wide range of sectors including ICT, Biotechnology, Polymer Technologies, Manufacturing, Connected Media, Engineered Materials, Pharmaceutical and Healthcare. The aim is to increase efficiency, sustainability and competitive advantage for industry.

It also established the Insurtech Network Centre DAC (INC) in 2019 in collaboration with Enterprise Ireland under the Regional Enterprise Development Fund 2017-2020 and in partnership with Wexford County Council and Carlow County Council. INC is supported by international and domestic insurance companies UNUM, Wrightway, VHI and Zurich Insurance, all of which have existing operations employing more than 1,000 employees. INC is designed to collaborate with insurance sector incumbents to create growth by utilising the research and innovation capabilities of Institute of Technology Carlow, particularly in areas where the Institute is strong, such as Data Science, Design Thinking, Software

and Games Development, Internet of Things and Distributed Ledger Technology. Incumbent collaboration with Insurtech start-ups will be facilitated through an Insurtech Accelerator programme focused on insurance sector challenges, with solutions to these challenges provided by Insurtech start-ups, aligned with industry requirements.

The Institute is also in the process of establishing the C4D DAC (INC) in collaboration with Enterprise Ireland under the Regional Enterprise Development Fund 2017-2020 and in partnership with Kilkenny County Council, Glanbia, Cartoon Salon, KIDCO and the Design and Craft Council of Ireland. This Centre 4 Design will be established in Kilkenny.

European Union funding has also been provided through the following current collaborative projects:

- €7mn GREENER project (H2020); developing new innovative methods of removing toxic pollutants from the environment;
- €2.9mn BUCANIER project working in key growth sectors including food and drink, life sciences and renewable energy;
- €3.7mn ReNu2Farm focussed on the AgriTech and environmental sectors;
- €1mn Arts and Humanities Entrepreneurship project;
- €1.8mn CATALYST project working in life sciences, food and drink sectors;

- €2.1mn 'Building Resilience Through Education (BRTE) programme (H2020) working with UCD, Concern Worldwide and Wolaita Sodo University in Ethiopia;
- €0.3mn under the Erasmus+ KA203 Action-Strategic Partnerships for Teaching Interdisciplinary Human Centred Design to Improve Patient Quality of Life.

The Institute is part of the Technology Transfer Strengthening Initiative (TTSI) consortium involving AIT, MU and WIT, which has developed strong collaborative practices over the course of TTSI2. The consortium was recognised as being very effective through the achievement of an "A Rating" in performance and in feedback provided by the expert panel. The consortium has recently been awarded over €4mn from Enterprise Ireland for TTSI3.

The Institute has a strong internationalisation programme with prominent international partners across the globe. Over 50 formal agreements with international HEIs include those with: Shanghai Finance University, China; McMaster University, Canada; Shandong Academy of Sciences, China; Arizona State University, US; and ATAERA (Air Transport and Aeronautics Education and Research Association) comprised of 11 international institutions including Amsterdam University of Applied Sciences, The Netherlands; University of Zilina, Slovakia; Vives University College, Belgium; Zurich University of Applied Sciences, Switzerland; IUBH International University

of Applied Sciences Bad Honnef, Germany; Aeronautical University on Querétaro, México; Coventry University, United Kingdom; Instituto Superior Técnico, Lisboa, Portugal; Purdue University, West Lafayette, Indiana, United States of America; Embry-Riddle Aeronautical University - Worldwide, Daytona Beach, Florida, United States of America. The Institute has increased its international full-time students and the number of nationalities now studying on campus is 88 representing 15% of the total full-time learner population.



“ IT Carlow has demonstrated a strong aptitude for the strategic dialogue process, providing extensive data and information to supplement its self-evaluation reports. It has maintained a strong financial position over the compact period, with very high engagement in lifelong learning as a key factor in achieving that position. It has benefited from, and been responsive to, strong demand for higher education in its region....success also stems from their focus on strong governance, strategic planning, risk management, resource management, quality enhancement, building research capacity and international profile, and engagement with a broad range of constituencies.”

HEA: Strategic Dialogue Cycle 4 Process; December 2017



CELEBRATING
50
YEARS
1970-2020

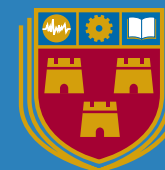
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