WATERFORD INSTITUTE OF TECHNOLOGY

INSTITUTIONAL PROFILE

This profile document has been prepared by Waterford Institute of Technology for the forthcoming Institutional Review by Quality and Qualifications Ireland (QQI).

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ABBREVIATIONS AND ACRONYMS

CAO	Central Applications Office
HEA	Higher Education Authority
HEI	Higher Education Institution
HETAC	Higher Education and Training Awards Council
Hunt Report	National Strategy for Higher Education to 2030
IOT	Institute of Technology
QQI	Quality and Qualifications Ireland
RTC	Regional Technical College
SE	South East
TU	Technological University
TUSEI	Technological University of the South East of Ireland
VEC	Vocational Education Committee
WIT	Waterford Institute of Technology
WRTC	Waterford Regional Technical College

WATERFORD INSTITUTE OF TECHNOLOGY

OVERVIEW OF WATERFORD INSTITUTE OF TECHNOLOGY

HISTORY

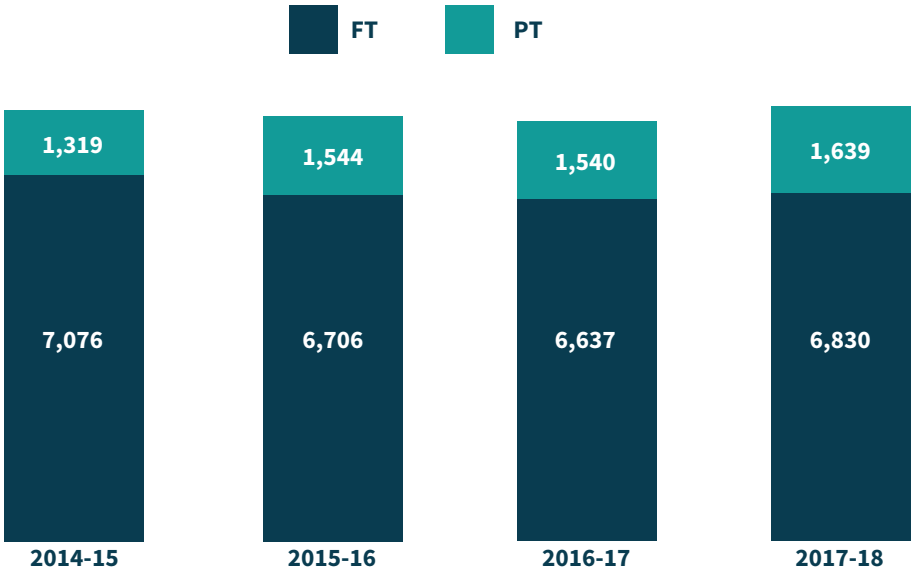
Waterford Regional Technical College (WRTC) was established in 1970. In common with other Regional Technical Colleges (RTCs) established at the time, it provided technical and vocational education, by and large, with a focus on short-cycle, sub-degree programmes of study. Rapidly, largely in response to regional demand, WRTC moved to offering honours Bachelors programmes, then post-graduate programmes, and expanded the breadth of disciplines within the College to include Humanities courses; by the 1990s, indeed, the largest enrolments to WRTC were in the Humanities and Social Sciences. The College also built a research base and was given delegated authority from the Higher Education and Training Awards Council (HETAC) to make awards at PhD level. In the late 1990s, again in common with other RTCs, the name of the College was changed to Waterford Institute of Technology. In the early 2000s, the Institute submitted an application for re-designation as a university under Section 9 of the Universities Act. In response to the National Strategy for Higher Education to 2030, since 2012 the Institute has been engaged in planning for a merger with IT Carlow (ITC) towards a re-designation as a Technological University under the Technological Universities Act 2018.

The Institute's primary focus, since its creation, has been on supporting community, culture, enterprise and business in Waterford and the wider South East of Ireland. It does so through creating accessible programmes of study that address regional need, through the provision of cutting-edge research that drives regional innovation, and through thought leadership that informs regional decision-making and planning. Project Ireland 2040 highlights the importance of regional cities like Waterford to the future prosperity of Ireland and WIT is a critical enabler of the growth projected for the city for the coming decades, as well as a vital driver of regional prosperity that is also at the heart of the national plan. At the same time as playing this critical regional role, the Institute, as one of Ireland's largest Institutes of Technology and one of its highest performing research organisations, plays a vital role nationally and contributes greatly to achieving national-level targets. The institute is connected internationally through a wide range of research and other agreements, it facilitates faculty and student international exchange, and sustains a significant population of international students.

ENROLMENTS 2015-2018

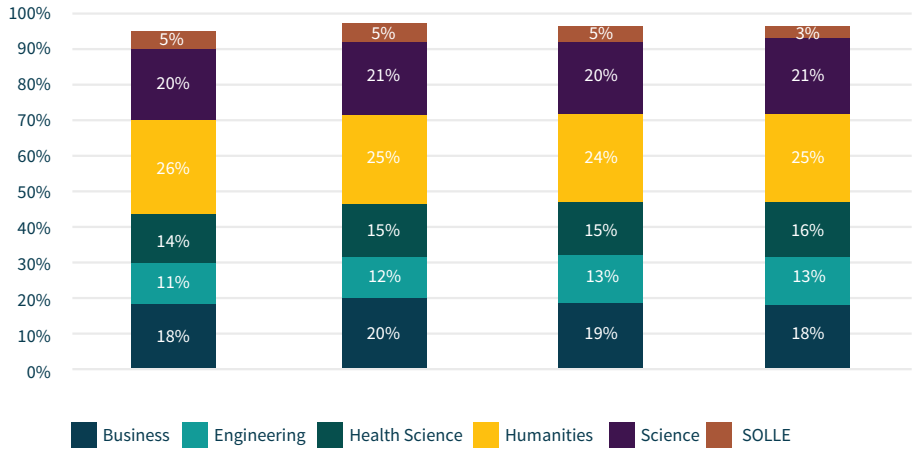
WIT enrols students on a wide range of higher education programmes at levels 6-10 on the National Framework of Qualifications (NFQ). The following summarises the enrolments at the Institute for academic years 2014-2015 to 2017-2018, the most recent available.

Figure 1
WIT Enrolments 2014-15 to 2017-18



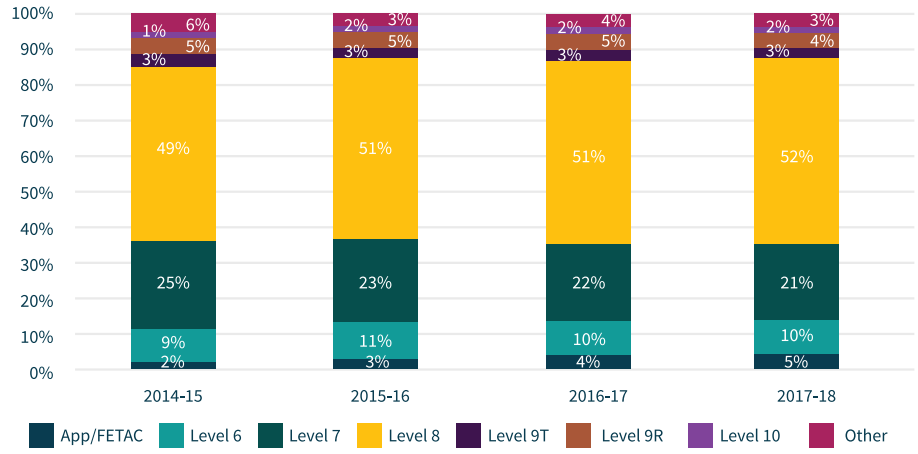
The following shows the distribution of these enrolments across the various Schools within the Institute.

Figure 2
WIT Distribution of Enrolments by School 2014-2018



The following shows the distribution of enrolments by Level on the NFQ. The Institute continues to be committed to offering programmes of study across the Framework. The Institute sustains a graduate student population that represents approximately 9% of the overall enrolment total.

Figure 3
WIT Enrolments by NFQ Level 2014-2018



WIT is one of the largest Irish IOTs and one of the largest outside Dublin. WIT has consistently featured in national enrolment records as the third largest IOT measured by full-time enrolments after Dublin (13,929) and Cork (8,405) and the eleventh largest higher education institution in the State. WIT is also amongst the largest IOTs also when it comes to the recruitment of part-time learners and is the fifth largest. See Appendix 1 for more details on national enrolment numbers.

The Institute, while recruiting students from across Ireland and overseas, attracts almost one third (32.4% based on 2019 data) of the higher education-going population from South East region.[1] The following illustrates the breakdown of new entrants by regional county for the 2019-20 academic year.

[1] For these purposes the SE region includes Waterford, Wexford, Tipperary (South), Carlow and Kilkenny.

Figure 4 New entrants 2019-20 by SE County of Origin (Total Entrant/Total HEI-going Population) (% to WIT)

PROGRAMME PORTFOLIO

WIT maintains programmes across all higher education levels on the National Framework of Qualifications (NFQ). The following charts illustrate the breakdown of programmes in the current full-time and part-time portfolios. The full list of programmes in the portfolio is given in Appendix 2 below.

Figure 5 WIT Full-Time Programme Portfolio Distribution by Level

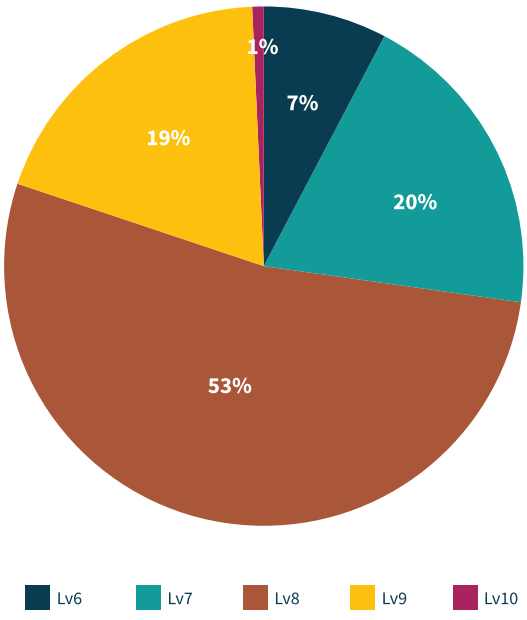
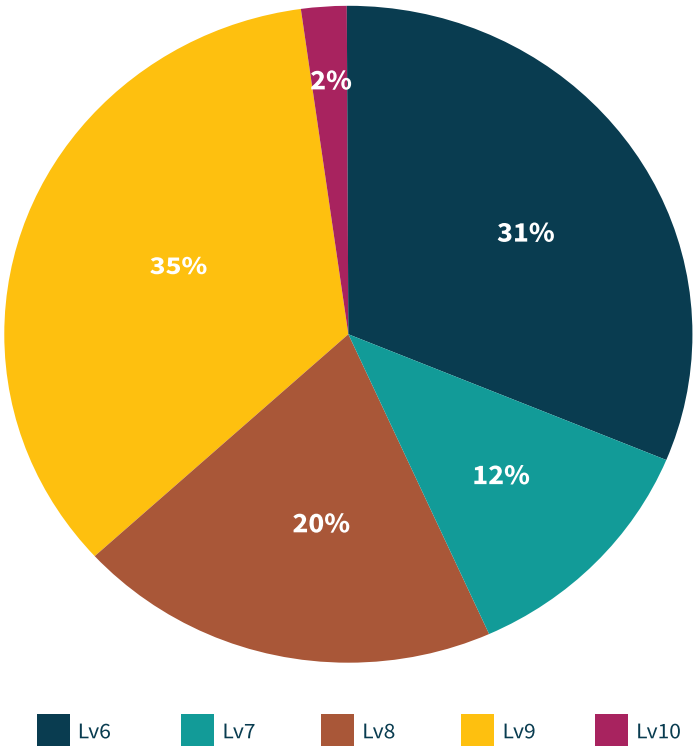


Figure 6 WIT Part-time Programme Portfolio Distribution by Level



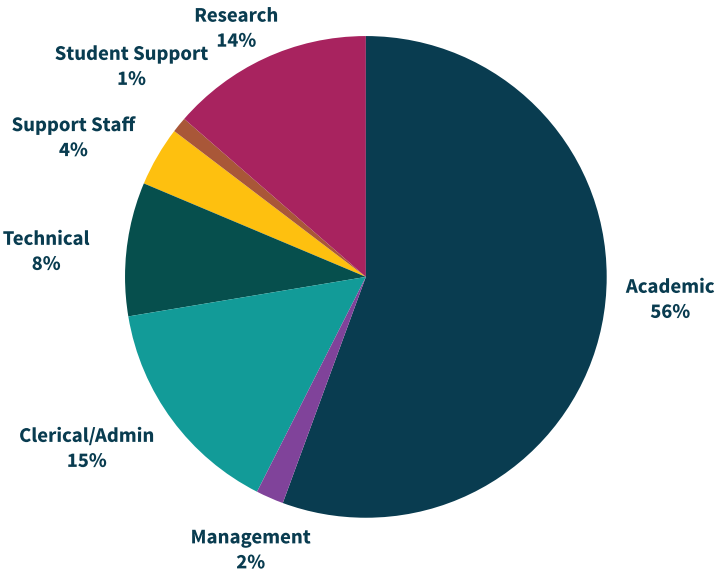
STAFF NUMBERS

WIT has a significant staff population with almost 500 faculty in its Schools and a large number of full-time researchers. The following describes the overall staff complement of the Institute.

	2015-16	2016-17	2017-18	2018-19	2019-20
Academic	484	491	480	486	494
Management	14	14	14	16	15
Clerical/Admin	122	120	124	124	131
Technical	60	63	66	72	76
Support staff	52	53	51	45	38
Student support	7	8	7	7	7
Research	180	146	134	142	123
Totals	919	895	876	892	884

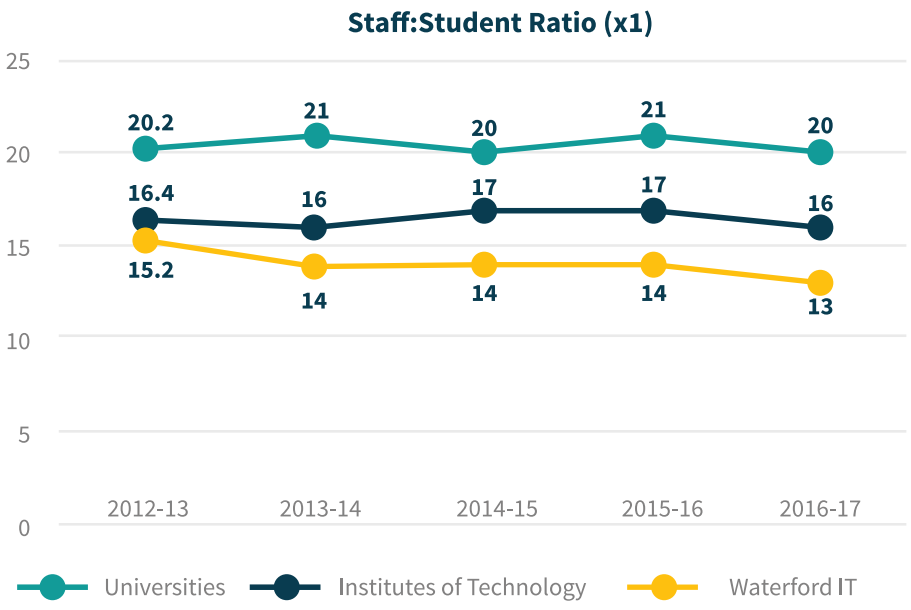
The following describes the current staff profile based on category.

Figure 7 WIT Staff 2019 by Category



The following describes the academic staff to student ratio at WIT set in national context. WIT's staff to student ratio is lower than the national average for IOTs and considerably lower than the national average for the universities.

Figure 8 Staff Student Ratio WIT vs IOTs vs Universities



CURRENT CAPITAL FOOTPRINT

WIT currently operates over five campuses within Waterford city and its environs.

Campus Location:
Cork Road, Waterford

Description:
37 acre site with 44,000 sq.m. of education buildings

Campus Location:
College Street, Waterford

Description:
7 acre site with 10,000 sq.m. of education buildings

Campus Location:
West Campus, Carriganore

Description:
170 acre site with 2 separate zones of development:
Sports zone - buildings 10,000 sq.m.
Enterprise, Research & Innovation Zone - Buildings 12,225 sq.m. and 120 car parking spaces.

Campus Location:
IDA Industrial Park

Description:
1 acre site with 3,900 sq.m. of education buildings

Campus Location:
The Granary

Description:
1,700 sq. education buildings
(rented accommodation)

The following illustrates the distribution of WIT campuses through the city of Waterford.

Figure 9 Distribution of WIT Campuses in Waterford City

WATERFORD INSTITUTE OF TECHNOLOGY

WATERFORD INSTITUTE OF TECHNOLOGY STRATEGY

VISION, VALUES AND MISSION

WIT's states in its strategic plan:

We are an education-focussed collaborative, inclusive, ethical and innovative community.

Our goal is to be in the top one hundred young universities in the world by 2030, demonstrating quality and excellence in all our activities.

Our focus will be on forming responsible global citizens, creating new knowledge and actively leading social and economic change.

The Institute's *Strategic Plan 2018-2021* outlines a set of values that inform WIT's vision, mission and priorities. These are described in the Plan as follows:

- We believe in the **transformative power of education** and of the value of knowledge. Our commitment is to creating educational experiences that **liberate the potential of every individual**. Through teaching and research and by our example we form active and responsible global citizens.
- We believe education should be open and knowledge freely available. We believe in **access to education for all** and acknowledge that this requires a focus on particular cohorts of society that have been traditionally under-represented in education. We believe in equality of opportunity and social mobility.
- We believe in the value of **challenging and disruptive ideas** and pioneering thinking. We are comfortable with and endorse **interdisciplinary approaches**. We embrace the opportunities presented by **technological innovation**.
- We believe in the power of **community**, in **inclusivity** and **partnership** and in the co-creation, exchange and sharing of knowledge. We work closely with our partners in a collaborative manner to ensure positive outcomes for students and social and economic impact.
- We believe in **empathy** with our students and colleagues and **ambition** for our students and ourselves.

The *WIT Strategic Plan 2018-2021* outlines the WIT mission. The *Plan* describes four characteristics of WIT that will be instrumental in achieving the Institute's vision. These are set of as follows:

- WIT aims to be collaborative and cooperative, supportive of equality and diversity, inclusive and accessible. We are a community centred on education and we believe strongly in collaboration and aspire to collegiate and cooperative ways of organisation and problem-solving. We are committed to equality. We encourage and promote, celebrate and cherish diversity in our community. We value the contributions of all members of our community—all staff and all students—to the learning effort.
- WIT aims to be active in support of equitable social, economic and cultural development. We act positively to enable local, regional and national development towards future sustainability. We use our academic leadership to support the emergence of a more prosperous and just future for all. We are a catalyst for development and we are committed to ensuring that our academic programmes and research are relevant, flexible and responsive to the needs of our students and stakeholders.
- WIT aims to be progressive and innovative, generating new knowledge and new ways of doing things. We positively and proactively cultivate responsible research

and innovation. We are a dynamic and responsive organisation, an organisation that is unafraid of and relishes challenge. We understand technology and its impact, embrace the opportunities technology presents, and shape our activities including our teaching accordingly.

- WIT aims to be demonstrably excellent, leading, and ambitious. We are committed to guaranteeing the quality of all of our activities. We have the ambition to create an international-quality university. We have the confidence to imagine a better future and to take practical steps to bring it into being. Our commitment to excellence, leadership and ambition is measured against the highest standards internationally.

PRIORITIES

Actions over the course of the WIT Strategic Plan 2018-2021 are designed to transform the organisation in a number of ways. The goal for the organisation is, by 2021, to be known:

- For our provision of high quality educational experiences to students that are student centred and responsive to learner needs
- As an accessible new university that offers a wide range of learning opportunities, access and progression routes and flexible modes of engagement with learning that reflect learner needs and societal change
- As a research-led organisation with a demonstrably impactful, innovative, and dynamic research community
- For being deeply embedded in regional discourse, policy-making, economic, social and cultural activity and as a driver of regional change
- For our international profile that finds expression in the approach of our students and staff and in our extensive partnerships
- As an effectively governed and managed organisation that is strategically focussed and demonstrates quality in all its activities
- As a financially stable and sustainable organisation well-equipped to meet future needs.

The Plan translates these goals into 51 specific actions. In summary, these actions involve:

- Improving the quality of the student experience through:
  - Developing a student charter
  - Significantly enhancing digital and online teaching provision
  - Refining mechanisms for gathering and acting on learner feedback
  - Improving student progression
- Broadening access through:
  - Expanding and developing links with further education and other providers
  - Increasing the number of programmes available in part-time and flexible modes
  - Developing the QA and support structures in support of flexible learning
  - Applying Universal Design for Learning (UDL) across a number of programmes
- Increasing impactful research activity through:
  - Enhancing research infrastructure, including research career supports
  - Overhauling existing governance and management of research
  - Increasing research dissemination activity
  - Increasing the number both of graduate students and research active staff
- Supporting the region through:
  - Developing a stakeholder charter and infrastructure in support of stakeholder engagement
  - Increasing student recruitment from the region
  - Increasing knowledge transfer activity into the region
  - Working more closely with alumni, the community sector, and in Gaeltacht areas

    - Contributing to regional policy formation
- Further internationalise the organisation through:
    - Continuing to promote staff and faculty international exchange
    - Extending the range of international partners
    - Increasing the diversity of the student body
    - Increasing EU funding for research
- Ensuring effectiveness in WIT's operations through:
    - Developing a staff charter
    - Securing the Athena Swan bronze award
    - Reviewing the effectiveness and efficiency of programmes
    - Developing a fit-for-purpose workload allocation model
    - Developing, collating, analysing and publishing institutional data on resource allocation and utilisation
- Securing financial sustainability and stability by breaking even in any one year to 2021.

The priorities in the WIT strategy have been aligned closely with national priorities for Irish higher education through alignment with the objectives established in the Higher Education System Performance Framework 2018-2020. This alignment has been expressed and validated n the Institute's agreement of a performance compact with the HEA (2019). This Compact establishes twelve targets for WIT linked to system-level objectives, as follows:

- Increase part-time learner numbers by an additional 1,100;
- Issue employability statements for all programmes;
- Increase recruitment of non-EU students
- Enhance performance in Knowledge Transfer
- Increase recruitment of PhD students
- Increase research activity amongst staff, increase EU funding, and increase volume of peer-reviewed publications
- Gather more robust data on access and retention
- Increase number of learners from disadvantaged groups
- Improve non-progression rates
- Increase the volume of programmes delivered in online and blended modes
- Achieve Athena Swan bronze award
- Continue to build strategic capacity

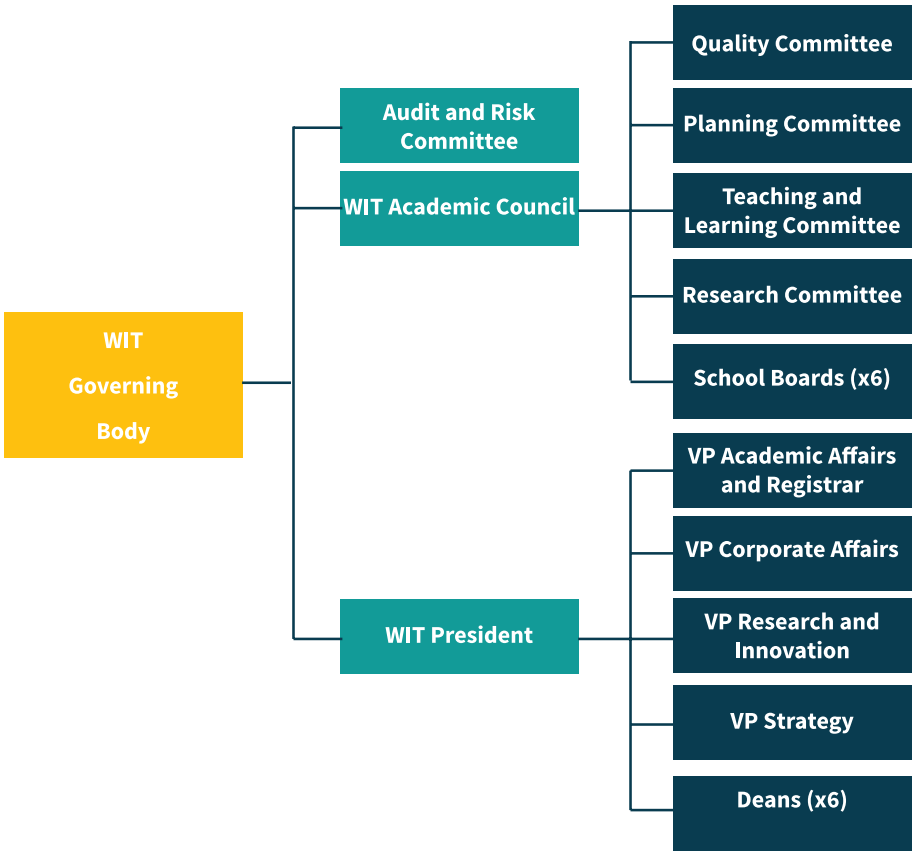
WATERFORD INSTITUTE OF TECHNOLOGY

GOVERNANCE AND QUALITY ASSURANCE AND ENHANCEMENT INFRASTRUCTURE

WIT CORPORATE AND ACADEMIC GOVERNANCE

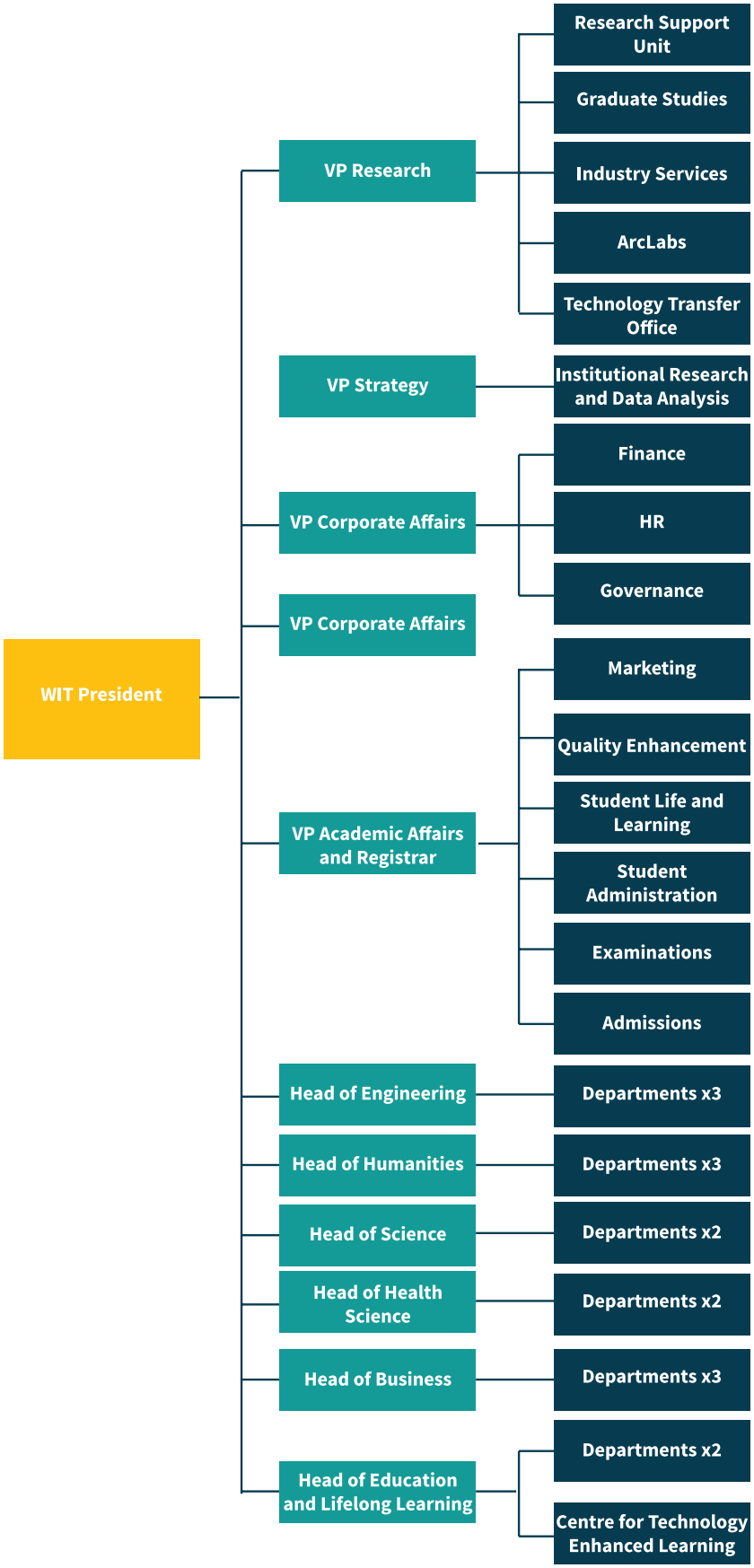
WIT has a governing body established in accordance with legislation. The governing body is responsible for the oversight of the organisation and the approval and monitoring of its strategy. The organisation is managed by the President and the President's Executive Board. The Institute has in place a system of academic governance overseen by the Academic Council, also established in line with legislation. The Academic Council has a range of committees to accomplish key tasks. These structures are set out in the figure below.

Figure 10 WIT Corporate and Academic Governance



WIT EXECUTIVE AND MANAGEMENT STRUCTURES

Figure 11 WIT Executive and Management Structures



QUALITY ASSURANCE FRAMEWORK

WIT strives to cultivate and sustain an all-pervasive culture of quality and excellence in all its activities. This requires continuous systematic self-monitoring, evaluation and organisational learning that is engaging, transparent and comprehensive and is based on critical evaluation of WIT standards and practices compared to recognised external and internal benchmarks. These benchmarks represent the minimum to which the Institute's processes and procedures must adhere and are drawn from international best practise, such as the European Standards and Guidelines, statutory and regulatory bodies and professional accreditation requirements.

This culture of quality and excellence, together with a commitment to transparency in all actions, guarantees a positive perception and confidence in the Institute's activities, both internally and in the wider public. The approach to transparency means that all review panel reports are published, as is the Annual Institutional Quality Assurance Report (AIQR), which describes the Institute's quality assurance and quality enhancement initiatives.

Sustaining quality and excellence is achieved through widespread engagement with staff, students and stakeholders and draws on the integrity and professionalism of WIT staff. This is continuously monitored through ongoing and periodic critical self-reflection and thorough reviews, by external panels and external examiners. However, the Institute recognises that there is always scope for improvement and has processes in place to record and report internally on a wide variety of its operations and to act appropriately where needed. The students contribute to the monitoring process through the first-hand accounts of their experience as learners in the annual Irish Survey of Student Engagement (ISSE) and QA3 surveys, covering their own development, their engagement with the Institute academically and as users of our support services.

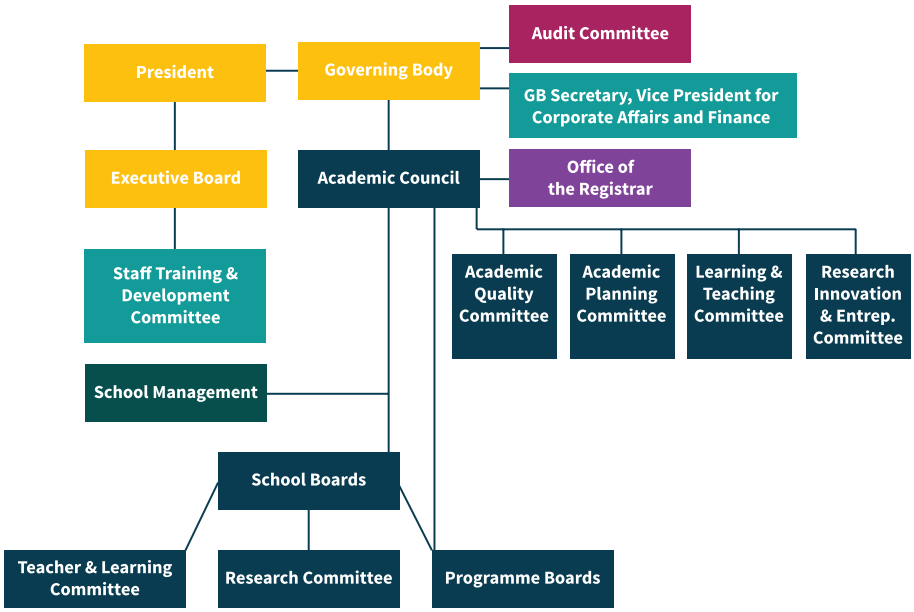
The operation of quality assurance and enhancement requires distinct cycles of development, implementation and review, as well as a defined structure that clearly articulates responsibility of key individuals or bodies. The Academic Council reviews the totality of the quality assurance policies, procedures at two points annually through the review of the Quality Manual and through the annual reporting to QQI, to consider amendments as proposed by the appropriate committees.

Clear lines of responsibility for each aspect of quality assurance and enhancement have been defined and are shown in the figure below. Furthermore the responsibility for each is defined in the table.

Table 2 Assignment of responsibility to Institutional Bodies

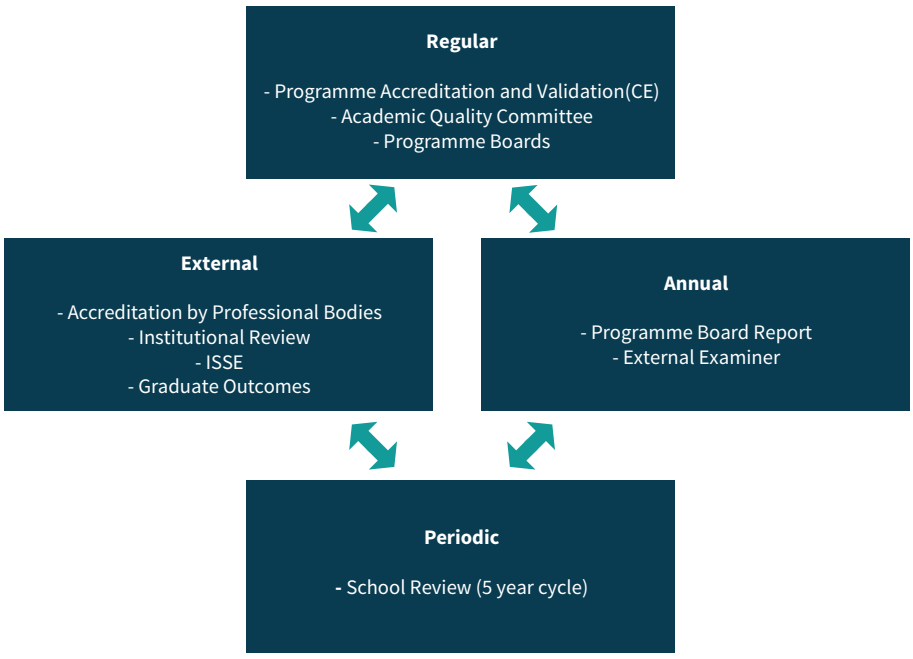
QA operation	Responsibility
Regulation and Policy Formation	Governing Body Academic Council & Committees Office of the Registrar Executive Board
Communication, Training and Engagement	Academic Council Office of the Registrar School Management School Boards Programme Boards
Implementation	Office of the Registrar Executive Board Management Programme Boards
Reporting & Evaluation of Compliance	Academic Council Office of the Registrar School Management School Boards Programme Boards
Review	Governing Body Academic Council & Committees School Boards Programme Boards
Academic Governance	Governing Body Audit Committee Academic Council President Office of the Registrar Executive Board School Boards

Figure 12 Distribution of Responsibility for Quality



The following diagram describes the academic quality assurance structures in place within WIT:

Figure 13 WIT Quality Assurance Framework



WATERFORD INSTITUTE OF TECHNOLOGY

RESEARCH AND INNOVATION

RESEARCH AND INNOVATION AT WIT

Research and Innovation is a core activity of Waterford Institute of Technology. Research and innovation is one of the main connection points for the Institute with industry, commerce, enterprise and the community as well as being integral to the functioning and development of individual academic disciplines. WIT views teaching and research as necessarily related and there are a large portion of research active staff in all Schools across the Institute. WIT offers graduate research programmes in all Schools within the Institute, in many disciplines and, increasingly, across disciplines. WIT has striven to build the necessary infrastructure to continue to support high quality research. WIT was the first IOT to be awarded the HR Excellence in Research award by the European Commission.

The Institute's Strategic Plan 2018-2021 defines an overarching strategic goal for the Institute to become a "research-led organisation with a demonstrably impactful, innovative, and dynamic research community". This will involve, amongst other things:

- Securing investment in capital infrastructure;
- Increasing performance across key research metrics including in publications;
- Measuring performance and publicising that data;
- Developing internal support structures and research governance structures, including creating a new designation, Research Institute
- A number of actions in support of these initiatives are set out in the Institute's strategy.

A key part of our research ecosystem is the ArcLabs Incubation Centre. ArcLabs was established in 2005 and since then has supported more than 300 companies to start/scale in South East Ireland between two sites in Waterford and Kilkenny. ArcLabs represents an ecosystem of entrepreneurship and innovation, bringing together academic research, enterprise and regional stakeholders. ArcLabs is committed to developing a sustainable economy in South East Ireland through supporting world-class innovative enterprises creating high-value, interesting jobs in the region. The centre currently houses more than twenty early stage companies, both spin-outs from WIT's research activities and spin-in companies seeking to access the research resources of the Institute.

WIT's tradition has been in research associated with Science, Engineering, and related disciplines. Three of the Institute's main research centres are designated as Enterprise Ireland Technology Gateways. WIT is the only IOT with three gateways, as follows:

- **SEAM** (South East Applied Materials) is an industry-focussed applied research centre, providing innovative materials and engineering solutions for companies from a wide range of sectors, including bio-medical devices, pharmaceuticals, micro-electronics, precision engineering and industrial technologies. SEAM offers direct consultancy, characterisation, failure analysis and strategic research partnership programs (short, medium and long term) to support industries throughout Ireland.
- **TSSG** (Telecommunications Software System Group) is an internationally-recognised centre of excellence for ICT research and innovation with core expertise in telecoms networks, security and mobile services. The Centre supports collaborative innovation with industry to unlock the potential of digital content. Its key research areas are: Emerging Networks; Mobile Ecosystem & Pervasive Sensing; AI & Machine Learning; Programmable Autonomous Systems.
- **PMBRC** (Pharmaceutical and Molecular Biotechnology Research Centre) is an applied research centre that commenced operations in 2009, consolidating research in the chemical, pharmaceutical and biotechnological sciences at the Institute into one institutionally prioritised centre. The Centre supports R&D activities within the pharmaceutical and healthcare industries. Researchers at

the PMBRC include chemists, biologists, biomedical scientists, physicists and engineers, and the centre has established links with national and international partners in industry, academia and medical care institutions.

Other high-performing research centres and groups at WIT include:

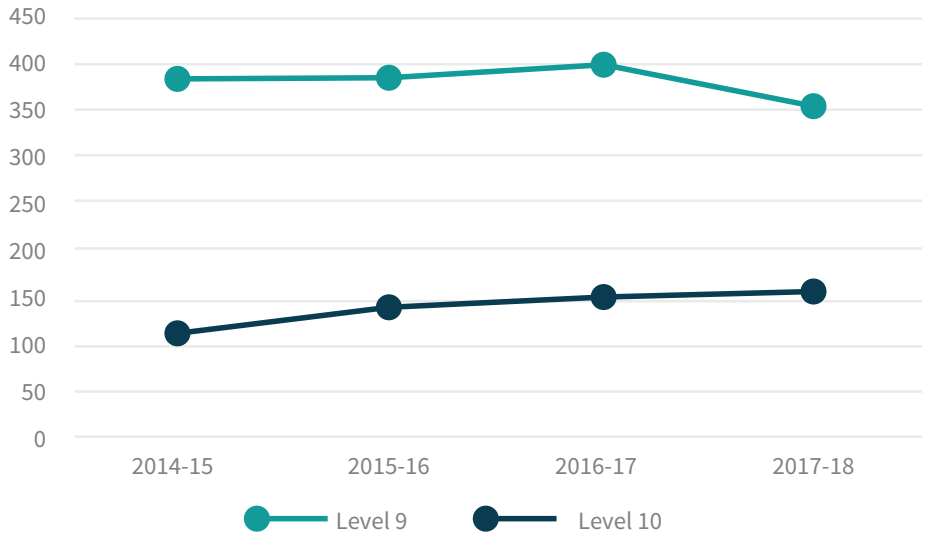
- **EIRC** (Eco-Innovation Research Centre) focusses on the innovative development of high value-added technologies, products and processes from natural resources and low environmental impact processing and growth methods. The EIRC investigates sustainable solutions for the future development of industries such as the marine, agriculture and forestry sectors, and 'green' chemistry for pharmaceutical synthesis.
- **NRCI** (Nutrition Research Centre Ireland) supports multi-disciplinary research and provide a suitable platform for scientists (for example, medical, biological, nutritional and social) to exchange knowledge and gain further understanding into the study of human well-being. This centre was established by researchers within the School of Health Science at the Waterford Institute of Technology, and provides a unique space for scientists to conduct research across a diverse range of human health related disciplines. The main research areas active within the centre include: Biotechnology, Eye Health and Function, Cognitive Function, Chemistry and Biochemistry, and Clinical Nutrition.
- **RIKON** is a centre of innovation in the study of business technology management specialising in Innovation Management, Lean, Tourism & Rural Development and Marketing and Digital Transformation. RIKON has also developed and delivered innovation and business development research services and solutions for over 1000 companies across a range of industries including Manufacturing, IT and Digital Media, Healthcare, Food and Beverage, Retail, IT, Tourism, Financial and Services Providers.
- **CEDRE** (Centre for Enterprise Development and Regional Economy) is based in the School of Business and involves research domains such as entrepreneurship, entrepreneurship education, entrepreneurial regions, regional innovation systems, innovation policy, enterprise policy, regional stakeholder engagement and collaborative coalitions; and the design, development and delivery of entrepreneurship education programmes for entrepreneurs and SME owner/mangers, as well as innovation programmes to enhance the innovation capabilities and capacities of SMEs.

The Institute plans to continue its trajectory as a high-performing organisation in research and innovation activity. Over the past five years researchers within the Institute have competitively secured research grants worth in excess of €76m. Funding has been secured from, amongst other places, Science Foundation Ireland (€9.7m), Enterprise Ireland (€26.8m), and the Irish Research Council (€1.7m). In addition, the Institute's laboratory facilities have been independently honoured by numerous short-listings and multiple victories within the Irish Lab Awards and Pharma Industry Awards. In recent times the Institute has developed considerable expertise and success in health sciences, attracting over €1m in funding from philanthropic sources in the past 5 years. Since the year 2000 the cumulative worth of research funding secured by WIT to the region is almost €1bn using the accepted economic impact multiplier of 4.25 for every Euro brought in. The Institute also performs well in other research metrics as indicated in the sections that follow below.

GRADUATE STUDIES

Postgraduate study and postgraduate research is an integral element of higher education provision and central to how WIT operates. The Institute plans to increase the number of graduate research students by 25% over the coming period. WIT's first PhD graduate was in 1993 and the Institute has over 200 level 10 graduates since that time. In addition, the Institute is the first Institute of Technology to run a Doctorate in Business Administration (DBA).

Figure 14 WIT Research Student Enrolments 2014-2018

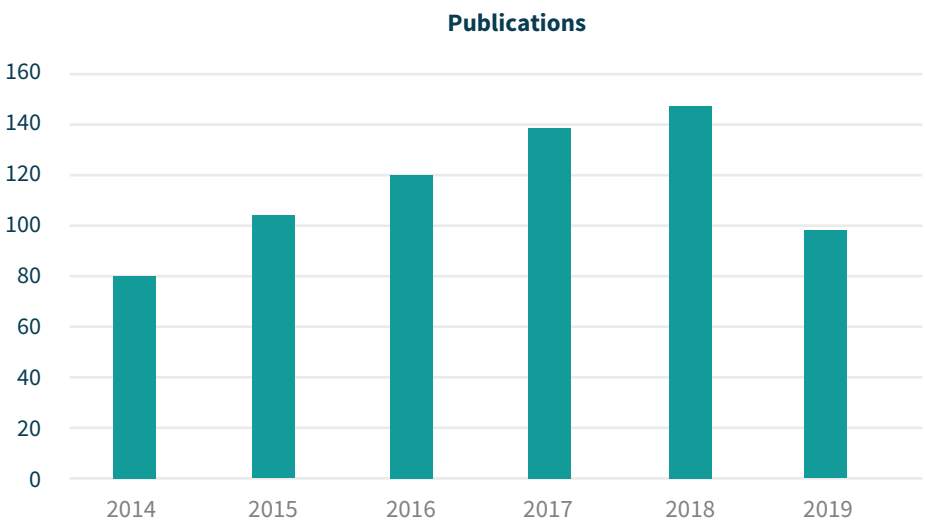


The population of graduate research students is in the region of 9% of the overall institutional population.

PUBLICATIONS

WIT staff publish widely and the Institute has made it a strategic priority to increase the volume of quality staff publications. The following table summarises the volume of peer-reviewed publications by staff according to Web of Science. It is acknowledged that this is a partial list.

Figure 15 WIT Publications 2014-2018 (2019 YTD)



Of these publications, 216 are currently available through Open Access, in line with both WIT's obligations for certain funding mechanisms an also the Institute's own ambition as captured in its Open Research Policy. The Institute is a firm supporter of Open Research, recently celebrating the twelfth year of its own institutional repository for research papers published by WIT authors that are freely available to all without a paywall.

FUNDING

Research funding reported for the Institute arises from a number of sources, including industry and philanthropic. The vast majority of research funding, however, is generated from competitively won, peer-reviewed research grants from the various funding agencies, both nationally and internationally. WIT has been amongst the highest performing IOTs in Ireland in terms of research funding and amongst the high performing HEIs in Ireland in attracting European funding. The following table describes the Institute's research funding performance since 2014 by funding source.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Amount (€)	**Amount (€)**	**Amount (€)**	**Amount (€)**	**Amount (€)**
National	€9,269,632	€11,507,670	€8,136,214	€9,011,491	€7,870,254
European/International	€3,277,925	€316,944	€3,896,675	€3,017,195	€11,016,642
Industry	€2,698,799	€1,968,075	€1,770,380	€1,590,701	€1,645,802
Philanthropic					€44,010
Totals	€15,246,356	€13,792,689	€13,803,269	€13,619,387	€20,576,708

Table 3 WIT Research Funding by Funding Source 2014-2019

The following indicates the Institute's research funding relative to the performance of other institutions. WIT's per staff income of €27,964 is the highest in the IOT sector. WIT outperforms a number of universities when per staff EU research income is considered, WIT's total being €10,453 per staff member, greater than all the IOTs and higher than DCU, UL and MU. Detail on the Institute's performance in FP6, FP7 and H2020 funding streams is given in Appendix 3 below.

Figure 16 National HEI Performance in Total Research Funding per Staff Member 2016-17

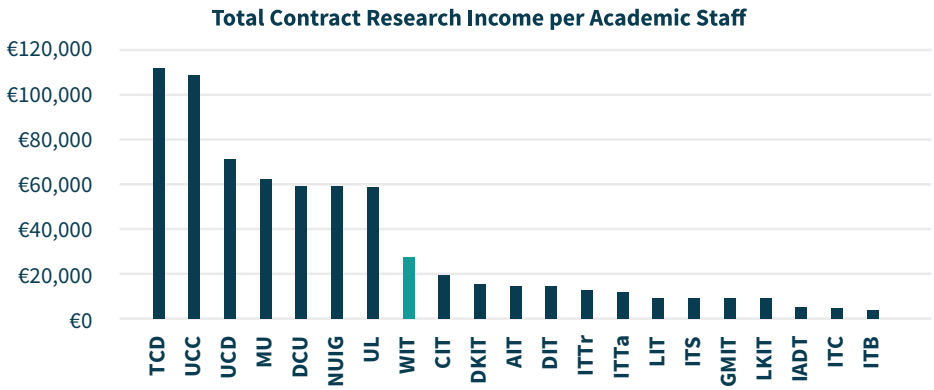
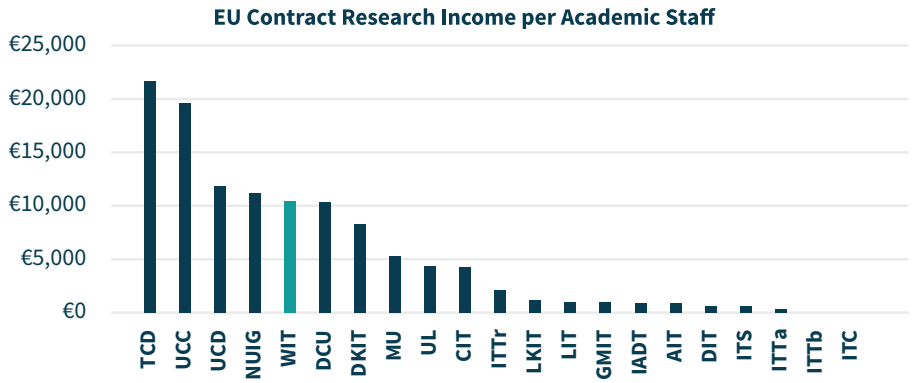


Figure 17
National HEI Performance in Total EU Research Funding per Staff Member 2016-17



KNOWLEDGE TRANSFER

The Technology Transfer Office (TTO) in WIT is fully-funded through a Knowledge Transfer Ireland programme called the Technology Transfer Strengthening Initiative (TTSI3). The Institute's performance in internal and external commercialisation activities in the last 5 years is indicated by the table below. These metrics are presented by the TTO to the Commercialisation Committee and reported to KTI on a quarterly basis.

Table 4
WIT TTO Performance 2015-2019

	2015 Actual	2016 Actual	2017 Actual	2018 Actual	2019 Actual
Licences/Options/Assignments	9	7	4	7	2
Registered spinouts	2	1	0	2	0
Research agreements > €25K	11	19	10	10	15
Research agreements <€25K	123	113	116	72	55
IDF's	9	9	9	11	7
Priority Patent applications filed	3	4	4	3	3
Consultancy agreements	0	0	5	5	6

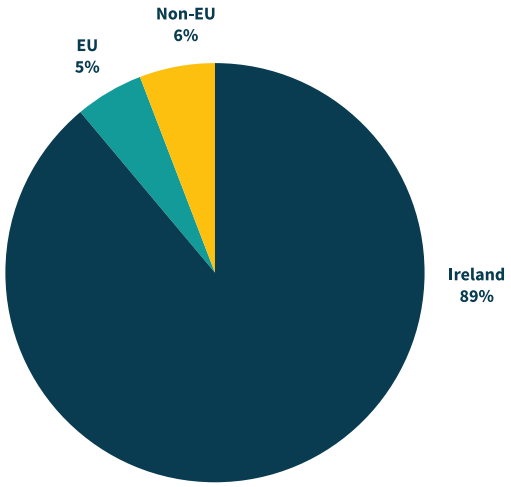
WATERFORD INSTITUTE OF TECHNOLOGY

INTERNATIONALISATION

INTERNATIONAL STUDENT ENROLMENTS

The WIT Strategic Plan 2018-2021 establishes as a goal for the Institute that it will demonstrate "an international and internationalised profile that finds expression in the approach of our students and staff and in our extensive partnerships". Coupled with the Institute's strong commitment to diversity, this gives WIT a strong mandate to recruit students from outside Ireland. The Institute has been for many years a leader in international student recruitment within the Institute of Technology sector and continues to recruit strongly in international educational markets that have been prioritised nationally. As the following figure shows, around 11% of the Institute's student population is international.

Figure 18 Student Enrolment Profile (FT Only) by Domiciliary Origin



The following figures and tables describe the international student cohort at WIT in more details.

Figure 19 Trends in Non-EU and EU Student Enrolments (FT Only), 2014-2018

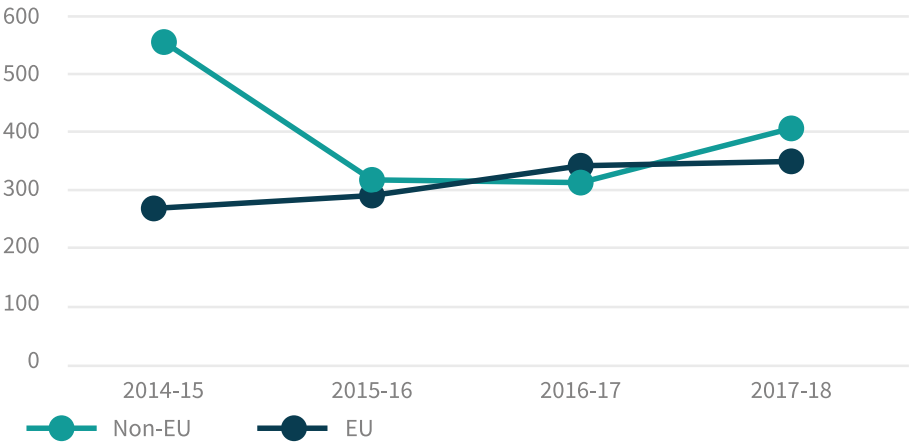
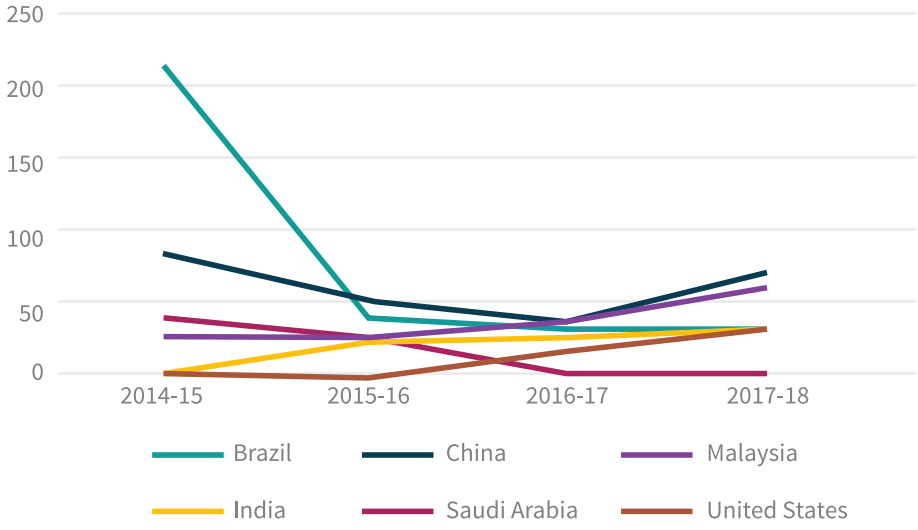


Figure 20
Trends in Top Recruiting Non-EU Countries (FT Only), 2014-2018



2014-15		2015-16		2016-17		2017-18	
Brazil	216	China	49	Malaysia	38	China	73
China	85	Brazil	41	China	36	Malaysia	60
Saudi Arabia	39	Malaysia	8	Brazil	33	United States	34
Malaysia	38	Saudi Arabia	27	India	26	Brazil	32
Canada	27	India	23	United States	20	India	31

Table 5 Enrolments from Top Recruiting Non-EU Countries (FT Only), 2014-2018

2014-15		2015-16		2016-17		2017-18	
Brazil	216	France	63	France	69	France	75
China	85	Great Britain (excl. NI)	52	Germany	53	China	73
France	77	China	49	Great Britain (excl. NI)	53	Malaysia	60
Great Britain (excl. NI)	44	Brazil	41	Poland	41	Great Britain (excl. NI)	58
Saudi Arabia	39	Germany	35	Malaysia	38	Poland	46
Malaysia	38	Poland	33	China	36	Germany	38
Germany	30	Malaysia	28	Brazil	33	United States	34
Poland	29	Saudi Arabia	27	India	26	Brazil	32
Canada	27	Spain	24	Spain	20	India	31
Spain	24	India	23	United States	20	Spain	25

Table 6 Enrolments from Top Recruiting EU and Non-EU Countries (FT Only), 2014-2018

The following table sets WIT non-EU recruitment in context nationally.

Universities	2014-15	2015-16	2016-17
Dublin City University	9,242	11,448	11,650
National University of Ireland, Galway	596	974	1,229
National University of Ireland,	1,820	2,371	1,612
Maynooth	563	592	595
Trinity College Dublin	1,345	1,507	1,806
University College Cork	1,725	1,940	2,032
University College Dublin	2,602	2,861	3,212
University of Limerick	591	1,203	1,164
Institutes of Technology	3,340	3,543	3,039
Athlone IT	293	293	259
Cork IT	195	188	101
Dublin Institute of Technology	751	1,159	927
Dun Laoghaire Institute of Art, Design and Technology	4	5	9
Dundalk IT	503	509	497
Galway-Mayo IT	121	91	85
IT Blanchardstown	82	78	56
IT Carlow	249	251	234
IT Sligo	135	105	132
IT Tallaght	105	143	80
IT Tralee	255	230	253
Letterkenny IT	23	34	38
Limerick IT	128	189	121
Waterford IT	**496**	**268**	**247**
Grand Total	14,190	16,169	16,226

Table 7 WIT Non-EU Enrolment in National Context (FT Only), 2014-16

STUDENT AND STAFF TRAVEL AND EXCHANGE

The Institute is firmly committed, in its drive towards greater internationalisation for the organisation, to increasing opportunities for mobility both for students and staff. The Institute participates in many mobility programmes including those offered under the Erasmus scheme.

The following tables describe the numbers of outgoing students and faculty for the period under review.

Academic Year	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Students on Study	37	50	34	43	48
Students on Traineeships	2	2	6	25	32
Total Outgoing Students	**39**	**52**	**40**	**68**	**80**

Table 8 WIT Erasmus+ Annual Outgoing Student Numbers 2014-2019

Academic Year	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Staff on Teaching Assignments	**5**	**6**	**6**	**12**	**9**
Staff on Training Assignments	**1**	**4**	**3**	**3**	**7**
Staff on Monitoring/ Scoping Assignments	**4**	**8**	**8**	**12**	**21**
Total Outgoing Staff	**10**	**18**	**17**	**27**	**37**

Table 9 WIT Erasmus+ Annual Outgoing Staff Numbers 2014-2019

The following tables describe incoming students under the Erasmus+ scheme for the period under review, the number of inter-institutional mobility agreements, and the number of incoming international exchange students.

Academic Year	**2015**	**2016**	**2017**	**2018**	**2019**
	Actual	**Actual**	**Actual**	**Actual**	**Actual**
Licences/Options/Assignments	9	**7**	4	**7**	**10**
Registered spinouts	2	**1**	0	**2**	**2**
Research agreements > €25K	11	**19**	10	**10**	**14**
Research agreements <€25K	123	**113**	116	**72**	**82**
IDF's	9	**9**	9	**11**	**8**
Priority Patent applications filed	3	**4**	4	**3**	**4**
Consultancy agreements	0	**0**	5	**5**	**179**

Table 10 WIT TTO Performance 2015-2019

Academic Year	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Total Agreements	80	87	104	110	115
Total No. of Students included in Agreements	182.5	196	215	225	235

Table 11 WIT Inter-institutional Agreements 2014-2019

Academic Year	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Full Academic Year	2	**5**	6	5	2
Semester 1	31	21	37	26	28
Semester 2	27	23	21	19	10
TOTAL	**60**	**49**	**64**	**50**	**40**

Table 12 WIT Erasmus+ Incoming Student Numbers 2014-2019

WATERFORD INSTITUTE OF TECHNOLOGY

EQUALITY AND DIVERSITY

EQUALITY AND DIVERSITY AND WIT STRATEGY

WIT commits in its Strategic Plan 2018-2021 to inclusivity and diversity. The Institute is committed to implementation of the recommendations of the Expert Group on Gender Equality in Irish Higher Education Institutions (HEA June 2016) and the Gender Action Plan 2018-2020 (Report of the Gender Equality Taskforce, 2018) and has put initial structures in place to achieve full implementation. The Institute continues to pursue Athena Swan Bronze Award status at institutional level and anticipates a number of departments pursuing the Award at department level in the current

STAFF PROFILE

The following figures describe the profile of WIT's staff complement in terms of gender.

Figure 21 WIT Staff Gender Profile (Academic Only), December 2018

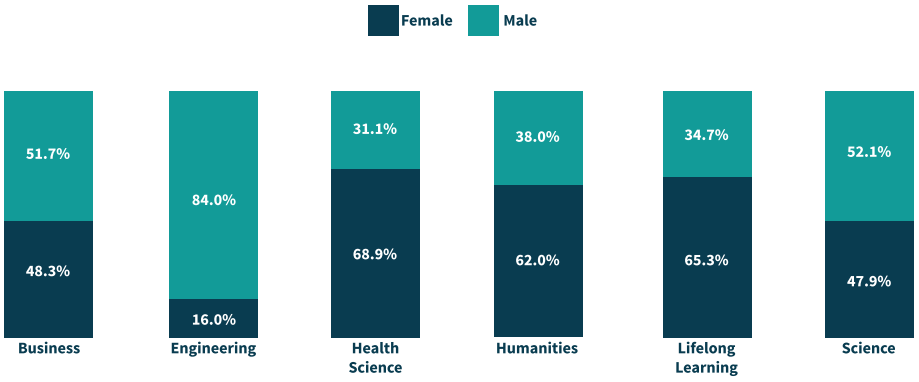
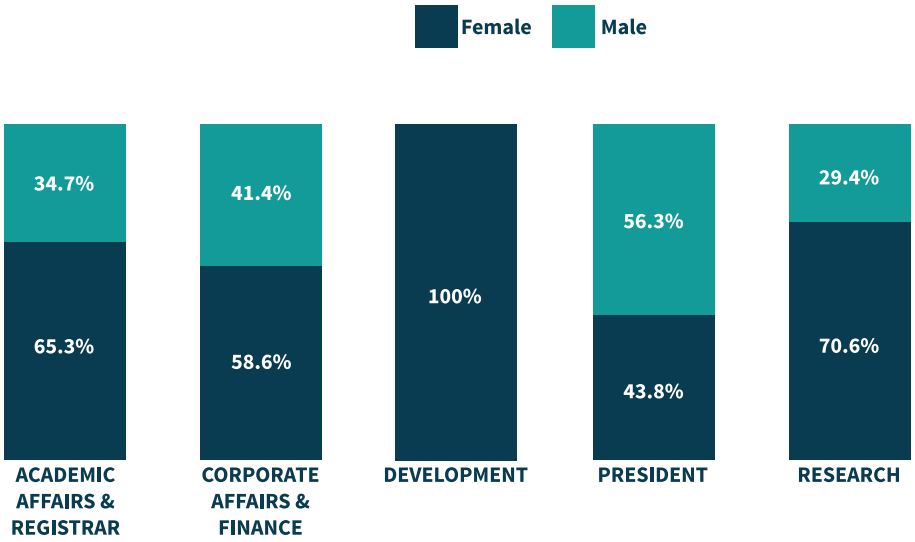


Figure 22 WIT Staff Gender Profile (Professional and Support Units Only), December 2018



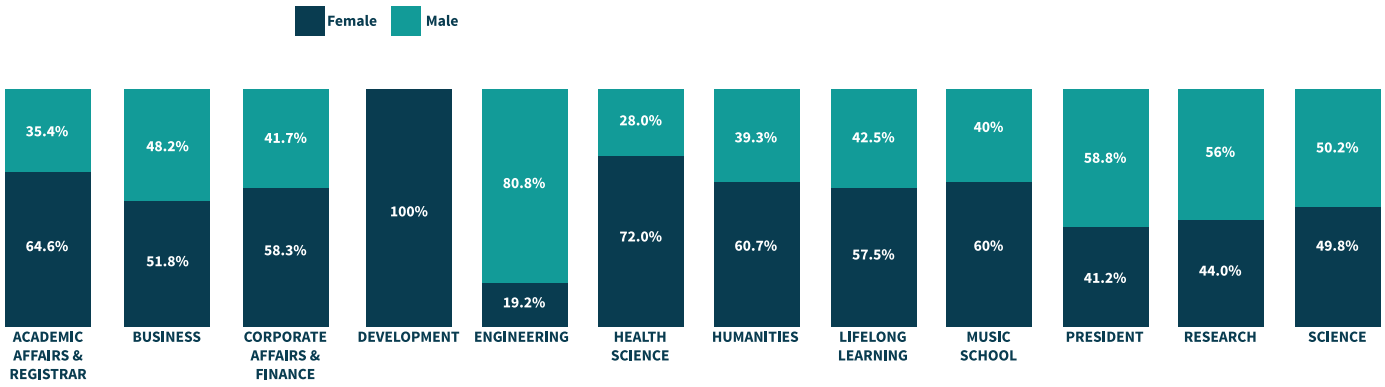


Figure 23 WIT Staff Gender Profile (All Staff and All Grades), December 2018

ENROLMENTS BY GENDER

The following describe the student enrolment profile of the Institute in gender terms. There is considerable variation within disciplines and Schools that is also described below.

Figure 24 WIT Student Enrolments 2015-2019 by Gender

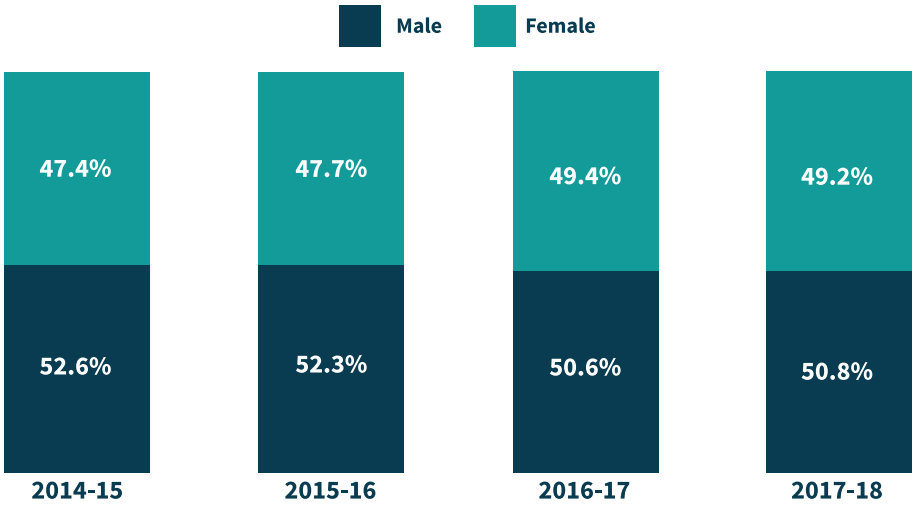
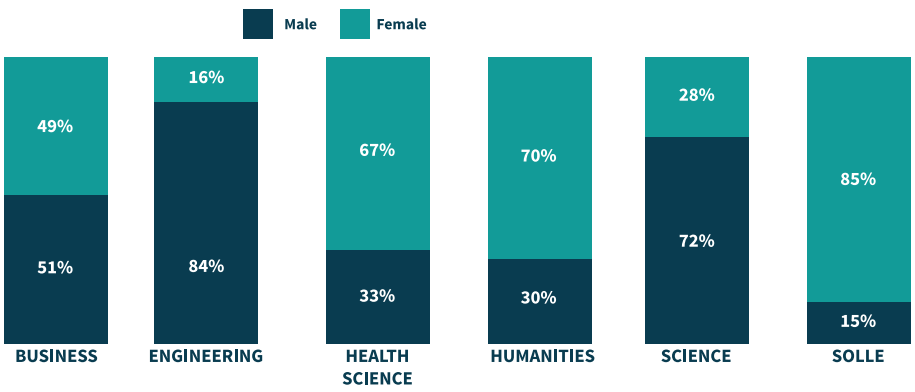


Figure 25 WIT Gender Profile of School Enrolments (2017-18)



GRANT HOLDERS

WIT has a long tradition of serving less advantaged learner communities and of providing access to higher education for all. This continues to be reflected in the socio-economic makeup of the student population, visible in the following table and figures which describes the learner cohort in terms of the percentage of higher education grant holders.

Figure 26 Student Body (FT Only) by Grant Status 2016-19

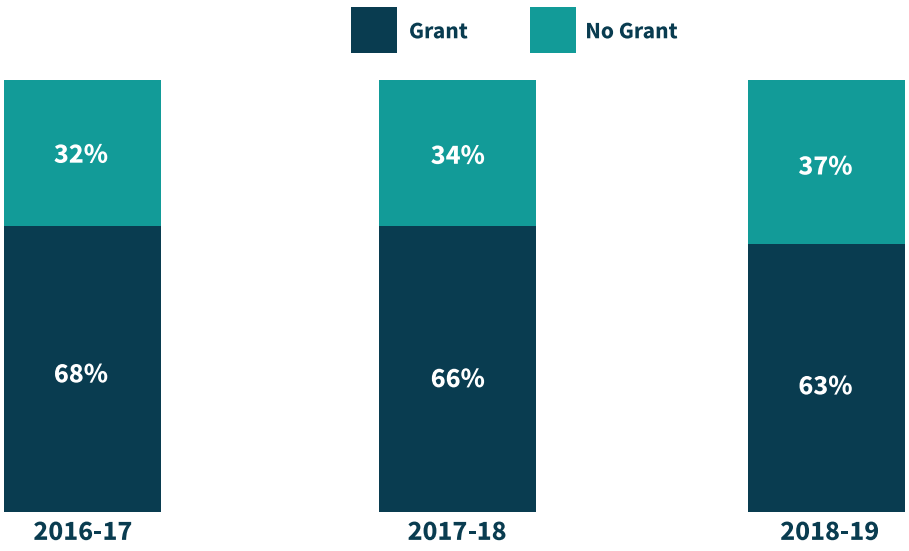
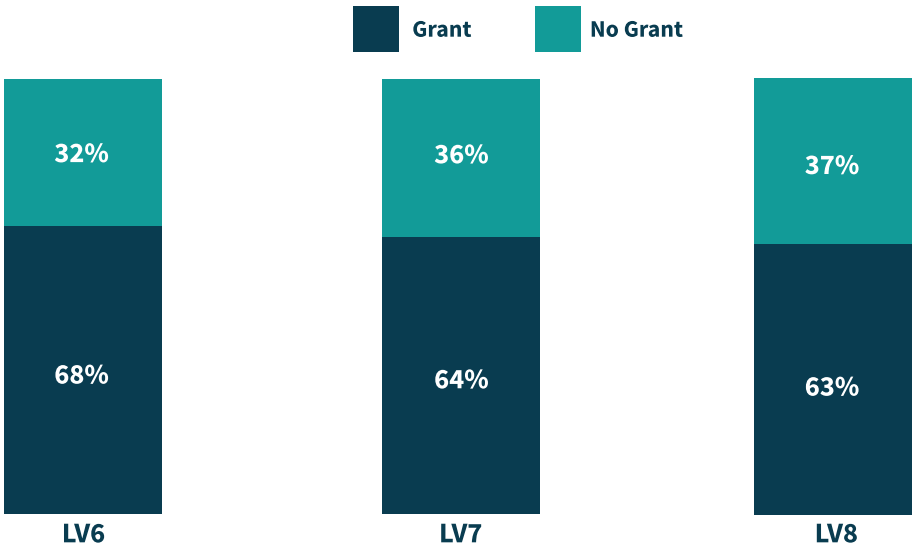


Figure 27 Grant Status by Level (FT Students only), 2018-19



WATERFORD INSTITUTE OF TECHNOLOGY

APPENDICES

APPENDIX 1: NATIONAL ENROLMENT NUMBERS

	2014-15	2015-16	2016-17	2017-18
Universities	95,015	100,793	105,051	107,114
Dublin City University	9,656	11,344	13,885	13,658
National University of Ireland, Galway	13,910	14,771	14,716	15,093
National University of Ireland, Maynooth	8,896	9,485	10,009	10,484
Trinity College Dublin	14,225	14,497	14,715	15,050
University College Cork	16,102	16,741	16,976	17,212
University College Dublin	21,232	21,776	22,334	22,804
University of Limerick	10,994	12,179	12,416	12,813
Institutes of Technology	68,441	68,704	67,783	68,579
Athlone IT	3,960	3,760	3,546	3,584
Cork IT	7,766	8,011	8,115	8,405
Dublin Institute of Technology	13,828	14,234	13,964	13,929
Dun Laoghaire Institute of Art, Design and Technology	2,034	2,016	2,059	2,150
Dundalk IT	4,389	4,427	4,390	4,254
Galway-Mayo IT	5,505	5,493	5,502	5,770
IT Blanchardstown	2,533	2,536	2,514	2,351
IT Carlow	4,136	4,256	4,290	4,524
IT Sligo	3,822	3,742	3,630	3,618
IT Tallaght	2,884	2,898	2,832	2,857
IT Tralee	2,830	2,661	2,587	2,488
Letterkenny IT	2,904	2,976	2,991	3,043
Limerick IT	5,024	5,195	5,003	5,067
Waterford IT	6,826	6,499	6,360	6,539
Grand Total	163,456	169,497	172,834	175,693
WIT Overall % Share	4.18%	3.83%	3.68%	3.72%
WIT IOT % Share	9.97%	9.46%	9.38%	9.53%

Table 13 National FT Enrolments 2014-2018

	2014-15	2015-16	2016-17	2017-18
Institute	**Total**	**Total**	**Total**	**Total**
	15,655	15,574	16,509	16,649
Dublin City University	1,262	1,328	2,048	2,046
National University of Ireland, Galway	3,306	3,086	2,987	3,272
National University of Ireland, Maynooth	1,603	1,634	1,912	1,803
Trinity College Dublin	1,768	1,801	1,764	1,705
University College Cork	2,946	2,780	2,824	2,812
University College Dublin	3,579	3,878	3,918	3,704
University of Limerick	1,191	1,067	1,056	1,307
	17,730	**19,337**	**22,505**	**24,476**
Athlone IT	1,036	1,119	1,171	1,347
Cork IT	2,557	2,510	3,260	3,687
Dublin Institute of Technology	4,711	5,089	5,919	5,481
Dundalk IT	397	612	964	1,045
Dun Laoghaire Institute of Art, Design and Technology	183	249	253	339
Galway-Mayo IT	697	951	1,083	979
IT Blanchardstown	652	700	620	602
IT Carlow	2,085	2,564	2,808	3,705
IT Sligo	151	78	296	372
IT Tallaght	2,201	2,122	2,177	2,347
IT Tralee	172	238	308	364
Letterkenny IT	683	859	901	1,214
Limerick IT	1,051	907	1,205	1,355
Waterford IT	**1,154**	**1,339**	**1,540**	**1,639**
Grand Total	**51,115**	**54,248**	**61,519**	**65,601**
WIT Overall % Share	2.26%	2.47%	2.50%	2.50%
WIT IOT % Share	6.51%	6.92%	6.84%	6.70%

Table 14 National PT Enrolments 2014-18

APPENDIX 2: PROGRAMME PORTFOLIO

Waterford Institute of Technology Full-Time Programmes (2019)

Programme	NFQ Level
Higher Certificate in Business Studies	6
Higher Certificate in Engineering in Building Services	6
Higher Certificate in Electronic Engineering	6
Higher Certificate in Mechanical Engineering	6
Higher Certificate in Business (Tourism)	6
Higher Certificate in Culinary Arts	6
Higher Cert in Custodial Care	6
Higher Certificate in Legal Studies	6
Higher Certificate in Hospitality Studies	6
Certificate in Management of Work Related Stress	6
Bachelor of Business	7
Bachelor of Science Retail Management	7
Bachelor of Science in Architectural Technology	7
Bachelor of Engineering in Building Services	7
Bachelor of Engineering in Building Services	7
Bachelor of Engineering in Civil Engineering	7
Bachelor of Engineering in Electronic Engineering	7
Bachelor of Engineering in Electrical Engineering	7
Bachelor of Engineering in Electronic Engineering	7
Bachelor of Engineering in Manufacturing Engineering	7
Bachelor of Engineering in Mechanical Engineering	7
Bachelor of Arts in Legal Studies	7
Bachelor of Business Studies in Recreation & Sport Management	7
Bachelor of Arts in Social Studies	7
Bachelor of Science in Software Systems Development	7
Bachelor of Science in Information Technology	7
Bachelor of Science in Multimedia Applications	7
Bachelor of Science in Applied Health Care	7
Bachelor of Science in Molecular Biology with Biopharmaceutical Science	7
Bachelor of Science in Agriculture	7
Bachelor of Science in Food Science with Business	7
Bachelor of Science in Forestry	7
Bachelor of Science in Horticulture	7
Bachelor of Science in Molecular Biology with Biopharmaceutical Science	7
Bachelor of Science in Pharmaceutical Science	7
Bachelor of Science in Science (Common Entry)	7

Programme	NFQ Level
Bachelor of Arts (Honours) in Visual Art	**8**
Bachelor of Arts (Honours) in Accounting	**8**
Bachelor of Business (Honours)	**8**
Higher Diploma in Business in Management	**8**
Bachelor of Arts (Honours) in Finance & Investment	**8**
Bachelor of Arts (Honours) International Business	**8**
Bachelor of Arts (Honours) in International Management	**8**
Certificate in Management Development	**8**
Bachelor of Arts (Honours) in Marketing & Digital Media	**8**
Bachelor of Arts (Honours) in Marketing	**8**
Certificate in Project Management	**8**
Bachelor of Science (Honours) in Architecture & BIM Technology	**8**
Bachelor of Architecture	**8**
Bachelor of Science (Honours) in Construction Management and Engineering	**8**
Bachelor of Science (Honours) Quantity Surveying	**8**
Bachelor of Engineering (Honours) in Sustainable Civil Engineering	**8**
Bachelor of Arts ((Honours) Design Visual Communications	**8**
Bachelor of Engineering (Honours) in Electronic Engineering	**8**
Bachelor of Engineering (Honours) in Electrical Engineering	**8**
Bachelor of Science (Honours) in Applied Electronics	**8**
Bachelor of Engineering (Honours) common entry	**8**
Bachelor of Engineering (Honours) Mechanical & Manufacturing Engineering	**8**
Higher Diploma in International Hotel Management	**8**
Bachelor of Arts (Honours) in Music	**8**
Bachelor of Arts (Honours)	**8**
Bachelor of Arts (Honours) in Criminal Justice Studies	**8**
Bachelor of Arts (Honours) in Culinary Arts	**8**
Bachelor of Science (Honours) in Health Care Studies	**8**
Bachelor of Arts (Honours) in Early Childhood Studies	**8**
Bachelor of Science (Honours) in Exercise Science	**8**
Bachelor of Arts (Honours) in Exercise & Health Studies	**8**
Bachelor of Arts (Honours) in Health Promotion	**8**
Bachelor of Science (Honours) in Health Sciences	**8**
Bachelor of Arts (Honours) in Legal Studies with Business	**8**
Bachelor of Laws (LLB)	**8**
Bachelor of Arts (Honours) in Psychology	**8**

Programme	NFQ Level
Bachelor of Business (Honours) in Recreation and Sport Management	8
Bachelor of Arts (Honours) in Social Care Practice	8
Bachelor of Arts (Honours) in Social Science	8
Bachelor of Science (Honours) Sports Coaching Performance	8
Bachelor of Arts (Honours) in Applied Social Studies	8
Bachelor of Arts (Honours) in Tourism Marketing	8
Higher Diploma i léiriú Teilifíse (HD in Television Production)	8
Bachelor of Science (Honours) in Applied Computing	8
Higher Diploma in Business Systems Analysis	8
Bachelor of Science (Honours) in Computer Forensics	8
Bachelor of Science (Honours) in Applied Computing	8
HD in Science in Computer Science	8
Bachelor of Science (Honours) in Creative Computing	8
Bachelor of Science (Honours) in Software Systems Development	8
Bachelor of Science (Honours) in Entertainments Systems	8
Bachelor of Science(Honours) Information Technology	8
Bachelor of Science (Honours) in the Internet of Things	8
Bachelor of Science (Honours) Information Technology	8
Bachelor of Science (Honours) Physics for Modern Technology	8
Bachelor of Science (Honours) Software Systems Practice	8
Bachelor of Science (Honours) in General Nursing	8
Bachelor of Science (Honours) Applied Health Care	8
Bachelor of Science (Honours) in Intellectual Disability Nursing	8
Bachelor of Science (Honours) in Psychiatric Nursing	8
Bachelor of Arts (Honours) in Hospitality Management	8
Bachelor of Science (Honours) in Agricultural Science	8
Bachelor of Science (Honours) in Land Management in Agriculture	8
Bachelor of Science (Honours) in Land Management in Forestry	8
Bachelor of Science (Honours) in Land Management in Horticulture	8
Bachelor of Science (Honours) Food Science & Innovation	8
Bachelor of Science (Honours) Molecular Biology	8
Bachelor of Science (Honours) in Pharmaceutical Science	8
Bachelor of Science (Honours) common entry	8
Bachelor of Science (Honours) in Manufacturing Engineering	8
Master of Arts	9
Master of Business Administration	9

Programme	NFQ Level
Master of Business in Lean Enterprise Excellence	9
Master of Science in Global Financial Information Systems	9
Master of Business in Internationalisation	9
Master of Business	9
PG Diploma in Teaching in Further Education	9
Master of Science in Construction Project Management	9
Master of Engineering Science in Innovative Technology	9
Master of Science in in Sustainable Energy Engineering	9
Master of Engineering in Electronic Engineering	9
Master of Arts in Advanced Facilitation Skills	9
Master of Science	9
Master of Science in Applied Sport and Exercise Psychology	9
Masters in Sports Studies	9
Postgraduate Diploma in Applied Spirituality	9
Master of Science in Computing (Enterprise Software Systems)	9
Master of Science in Computing (Information Systems Processing)	9
Master of Arts in Applied Spirituality	9
Master of Science	9
Master of Science in Cognitive Behaviour Therapy and MI for Practice	9
Master of Science in Nursing (clinical)	9
PG Dip in Nursing	9
Master of Science in Nursing	9
Master of Engineering	9
Doctor of Philosophy (PhD)	10

WATERFORD INSTITUTE OF TECHNOLOGY PART-TIME PROGRAMMES (2019)

Programme	NFQ Level
Higher Certificate in Adult & Further Education	6
Higher Certificate in Small Business Enterprise	6
Higher Certificate in Business Studies	6
Higher Certificate in Community Education & Development	6
Certificate in Community Studies	6
Certificate in Data Protection and GDPR Practice	6
Higher Certificate in Arts in Literacy Development	6
Higher Certificate in Literacy Development	6
Certificate in Management Development	6
Certificate in Introduction to Radio Broadcast Journalism	6
Certificate in Supervisory Management	6
Certificate in Project Management	6
Apprenticeship Electrical - Phase 4	6
Apprenticeship Electronic Security Systems Phase 4	6
Apprenticeship Electronic Security Systems Phase 6	6
Apprenticeship Electrical - Phase 6	6
Apprenticeship Motor - Phase 4	6
Apprenticeship Motor - Phase 6	6
Apprenticeship Plumbing - Phase 4	6
Apprenticeship Plumbing - Phase 6	6
Certificate in Culinary Skills	6
Certificate in Group Fitness Instruction	6
Certificate in Individual Learning	6
Certificate in Personal Training	6
Diploma in Restaurant Management	6
Higher Certificate in Good Manufacturing Practice	6
Certificate in Pharmaceutical Technology	6
Higher Certificate in Manufacturing Technology	6
Bachelor of Arts in Adult & Further Education	7
Bachelor of Arts in Adult Education	7
Bachelor of Engineering in Fire Engineering	7
Certificate in Fire Engineering	7
Bachelor of Engineering in Manufacturing Engineering	7
Bachelor of Science in Construction Site Management	7
Bachelor of Arts in Social Studies	7
Bachelor of Science in Computing	7

Programme	NFQ Level
Bachelor of Science in Information Technology	7
Cert in Landscape Design	7
Bachelor of Science in Good Manufacturing Practice	7
Bachelor of Arts (Honours) in Adult & Further Education	8
Bachelor of Business (Honours)	8
Bachelor of Arts in Financial Services	8
Certificate in Human Resource Management	8
Bachelor of Arts (Honours) in Teaching in Adult and Further Education	8
Higher Diploma in Early Childhood Studies	8
Certificate in Management and Leadership for Healthcare	8
Bachelor of Arts (Honours) in Applied Social Studies	8
Higher Diploma in Business Systems Analysis	8
Higher Diploma in Science in Computer Science	8
Higher Diploma in Science in Production Management for Digital Animation	8
Bachelor of Science(Honours) Information Technology	8
Certificate in Basic Cognitive Behavioural Skills	8
Certificate in Emergency Nursing	8
Certificate in Healthcare Support	8
Certificate in Acute Medicine Management	8
Certificate in Management for Nurses and Healthcare Professionals	8
Certificate in Pre-Admission Nursing	8
Bachelor of Science (Honours) in Clinical Practice	8
MA in Arts	9
PG Diploma in Digital Marketing Practice	9
Master of Science in Global Financial Information	9
Certificate in Economics and Finance	9
Master of Arts in Management in Education	9
Master of Arts in Management in Education	9
PG Diploma in Teaching in Further Education	9
Master of Education in Teaching and Learning	9
Masters in Teaching & Learning in Higher Education	9
Certificate in Biomedical Engineering	9
Master of Science in Construction Project Management	9
Master of Science in Sustainable Energy Engineering	9
Master of Engineering in Electronic Engineering	9
Master of Science	9

Programme	NFQ Level
Master of Arts in Social Justice & Public Policy	**9**
Masters in Sports Studies	**9**
Master of Science in Computing (Enterprise Software Systems)	**9**
Masters of Science	**9**
PG Diploma in Science	**9**
MSc in Computing in Communications Software	**9**
PG Diploma in Nursing	**9**
Master of Science in Nursing	**9**
PG Diploma in Analytical Science with Quality Management	**9**
Master of Science in Analytical Science with Quality Management	**9**
Master of Science	**9**
PG Certificate in Science	**9**
PG Certificate in International Regulatory Affairs	**9**
PG Certificate in Advanced Quality Methodologies	**9**
PG Certificate in Adult Education	**9**
PG Certificate in Engineering	**9**
PG Certificate in Sports Studies	**9**
Doctorate in Business Administration (DBA)	**10**
Doctor of Philosophy	**10**

APPENDIX 3: NATIONAL HEI PERFORMANCE IN EUROPEAN UNION RESEARCH FUNDING

HES Institution	FP6 Funding	FP7 Funding	H2020 Funding	No. of Applications	No. of Successes	Success Rate	No. Securing >€1m
TCD	€28,989,996	€87,725,227	(contracts)	1087	161	14.81%	36
UCD	€21,965,039	€81,483,743	€113,035,555	1020	137	13.43%	19
UCC	€30,108,307	€77,195,709	€73,439,823	884	139	15.72%	17
NUIG	€24,170,445	€46,936,403	€71,648,844	880	133	15.11%	15
DCU	€9,442,225	€32,164,933	€63,275,911	510	65	12.75%	7
UL	€5,022,631	€20,357,037	€26,911,143	365	37	10.14%	7
RCSI	€2,734,207	€14,605,861	€22,072,312	170	44	25.88%	8
TEAGASC			€19,676,881	224	70	31.25%	2
NUIM	€3,102,434	€10,067,151	€17,943,639	214	19	8.88%	3
WIT	€4,845,864	€16,613,065	€12,951,510	171	20	11.70%	2
CIT	€622,376	€5,653,288	€9,990,587	126	21	16.67%	1
TU Dublin	€1,909,008	€3,280,202	€7,951,407	134	15	11.19%	1
DIAS		€263,174	€3,531,203	31	5	16.13%	1
DkIT	€517,945	€1,051,417	€3,215,441	38	5	13.16%	
IT Sligo	€70,360	€85,249	€1,861,989	17	3	17.65%	
IT Tralee		€957,811	€1,029,717	35	4	11.43%	
AIT		€371,167	€1,006,848	38	3	7.89%	
LIT		€1,195,884	€755,938	26	3	11.54%	
NCI		€203,244	€629,731	18	1	5.56%	
LkIT		€133,333	€605,260	8	1	12.50%	
IT Carlow			€345,875	9	1	11.11%	
GMIT			€324,063	18	1	5.56%	
			€305,380				

Table 15 National HEI Performance in FP6, FP7 and H2020[3]

[3]*The source for this data is the Tenth Interim Report of Irish Involvement in Horizon 2020, the European Union Framework Programme for Research and Innovation (ECORDA Last Update: 03/09/2019), published by Enterprise Ireland.*

APPENDIX 4: TECHNICAL DESCRIPTION OF DATA SOURCES AND FIGURES

Where possible data has been drawn from national databases. The most recent validated data has been used where available.

ENROLMENTS

Enrolment data is drawn from the Institute's submissions to the Student Records System (SRS), the HEA student database containing administrative student data returned to the HEA each year from HEA-funded higher education institutions. As per the SRS, the data is drawn from March enrolments in the given academic year: thus, March 2018 SRS describes enrolments for 2017-2018. Students enrolled on the Institute's Part-time Music Workshops are not included in the enrolment numbers as these students are not higher education students.

Part-time enrolments are derived from student registrations on programmes delivered in part-time mode as declared on the SRS.

Research student enrolments include Doctorate of Business Administration (DBA) students.

The particular programme of study on which the student is enrolled, and the School in which that programme of study is based, determines the distribution of enrolments across Schools. The exception is the School of Education which has a role in managing many part-time programmes and to which some part-time programmes are allocated. An adjustment has been made to allocate part-time programmes, by discipline, to individual Schools and to record under the School of Education only programmes in the discipline of Education. The NFQ level of the programme on which the student is registered determines the distribution of enrolments by level.

Comparative enrolment numbers draw on the HEA Institutional Profile documents and statistics published on the HEA website. See https://hea.ie/statistics-archive/.

Student origin data is based on institutional reports on feeder schools.

PROGRAMME PORTFOLIO

The description of the programme portfolio records all programmes on which students were registered as reported to the SRS for March 2019.

STAFF NUMBERS

Staff numbers and the breakdown of staff by category are as recorded in the Institute's Employment Control Framework (ECF) Return in September of the given year.

Staff-student ratios are drawn from the HEA institutional profile documentation: see https://hea.ie/assets/uploads/2019/10/Institutional-Profiles-2016-17.pdf for the most recent set of profiles for national HE.

RESEARCH AND INNOVATION

Publication figures derive from the Web of Science database using the search terms "Waterford Institute of Technology" and variants and the acronyms and titles of the major research groups at WIT and variants, filtered by year.
TTO metrics are recorded on a January to December basis, submitted to and validated by Knowledge Transfer Ireland.

Funding is as per the WIT internal RSU research database.

The HEA institutional profiles are the source for data on national HEI performance on research funding: see https://hea.ie/assets/uploads/2019/10/Institutional-Profiles-2016-17.pdf with the exception of the table describing performance in FP6, FP7 and H2020 which is drawn from the Enterprise Ireland Tenth Interim Report of Irish Involvement in Horizon 2020, the European Union Framework Programme for Research and Innovation (September 2019).

INTERNATIONALISATION

Enrolments for international students are drawn from the relevant SRS filtered by Domiciliary Origin.

Comparative enrolment statistics are drawn from the HEA's statistics bank at https://hea.ie/statistics-archive/. Again enrolment statistics are filtered by domiciliary origin.

Data on mobility is drawn from WIT's own internal database.

EQUALITY AND DIVERSITY

Student profile data is drawn from the SRS with exception of grant holder information which is drawn from WIT's own internal database.

Staff profile data is based on Gender Equality returns (to HEA) from December 2018.