



National
College of
Ireland

ANNUAL REPORT 2014



Contents

Foreword by Chairman of the Governing Body of National College of Ireland	1
Introduction by College President	3
School of Business	5
School of Computing	13
Centre for Research and Innovation in Learning and Teaching	19
Registrar's Report	27
Norma Smurfit Library	36
Marketing and Student Recruitment	39
NCI Commercial Office and Business Incubation Centre	43
Early Learning Initiative	45
ELI Projects 2013/14	49
Quality Assurance and Statistical Services	53
International Office	55
International Marketing Activities	57
Statistics: NCI at a glance	59

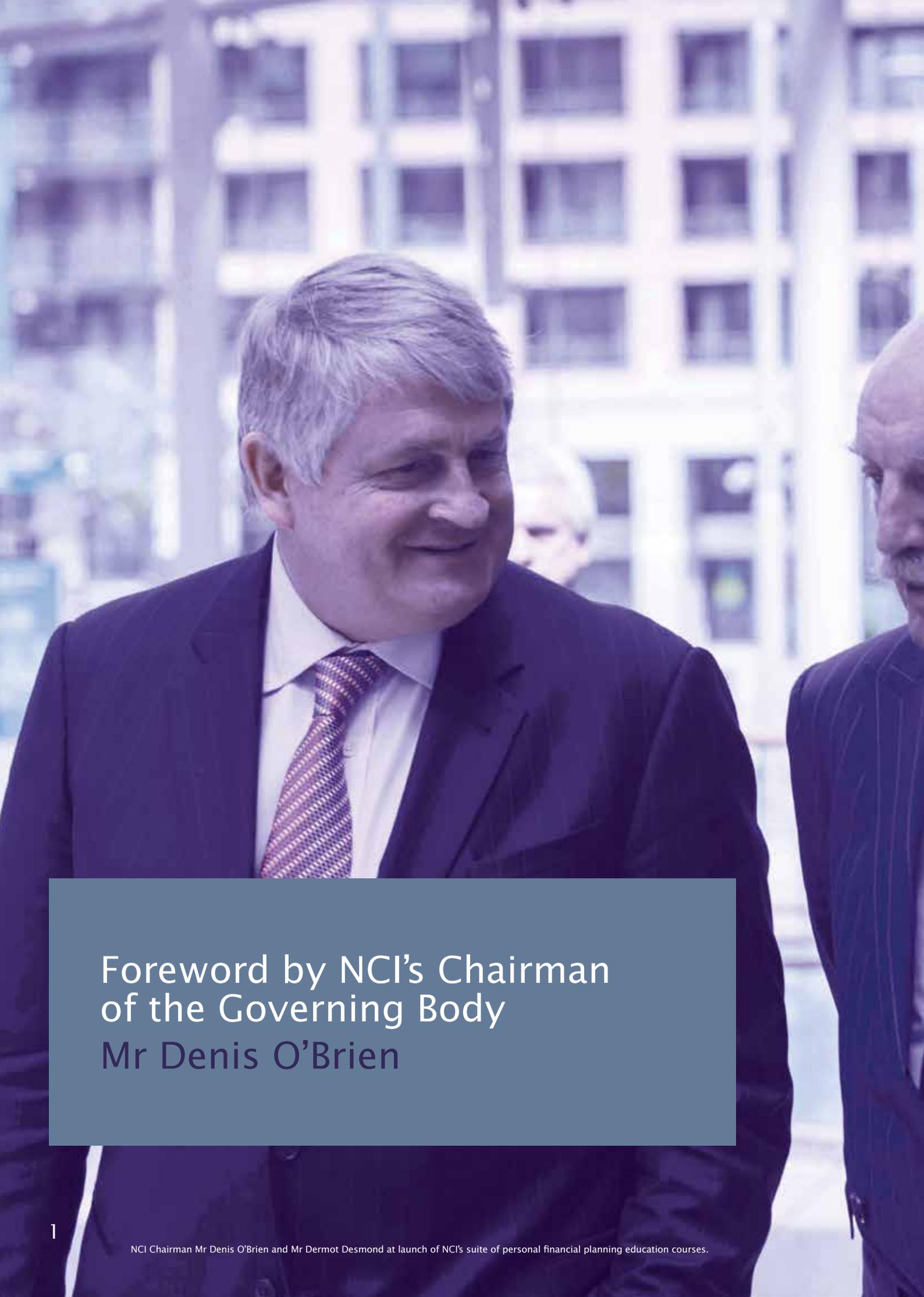




National College of Ireland Annual Report 2013-14



Changing lives
through education

A photograph of two men in suits, Mr Denis O'Brien and Mr Dermot Desmond, standing in front of a modern building with many windows. Mr O'Brien is on the left, smiling slightly, and Mr Desmond is on the right, partially visible. The image has a blue tint.

Foreword by NCI's Chairman of the Governing Body Mr Denis O'Brien



The 2013/14 academic year was a particularly challenging year for all academic institutions, including NCI; however, since then we have grown our revenue year-on-year through the introduction of new programmes, building on our international student base and responding to the HEA's Springboard and ICT funding initiatives. The latter have had extremely positive outcomes in getting people back to work and in areas where there are skills shortages, and NCI can be very proud of the excellent outcomes it has delivered for learners getting back to work. However, we recognise that by their very nature, these funding initiatives cannot be maintained indefinitely; and so it is particularly pleasing to see that our 'core' regular repeating revenues are also showing good year-on-year growth.

Our international revenues are growing steadily and whilst we need to maintain this growth over the next five years, we are also very aware that we need to diversify and develop similar student pathways from other established and emerging international markets. Our Cloud Competency Centre (CCC) programmes are gaining real traction and we will be working hard to ensure that the CCC and its programmes remain relevant and at the leading edge of emerging technologies and industry need. We are looking at new adjacent opportunities.

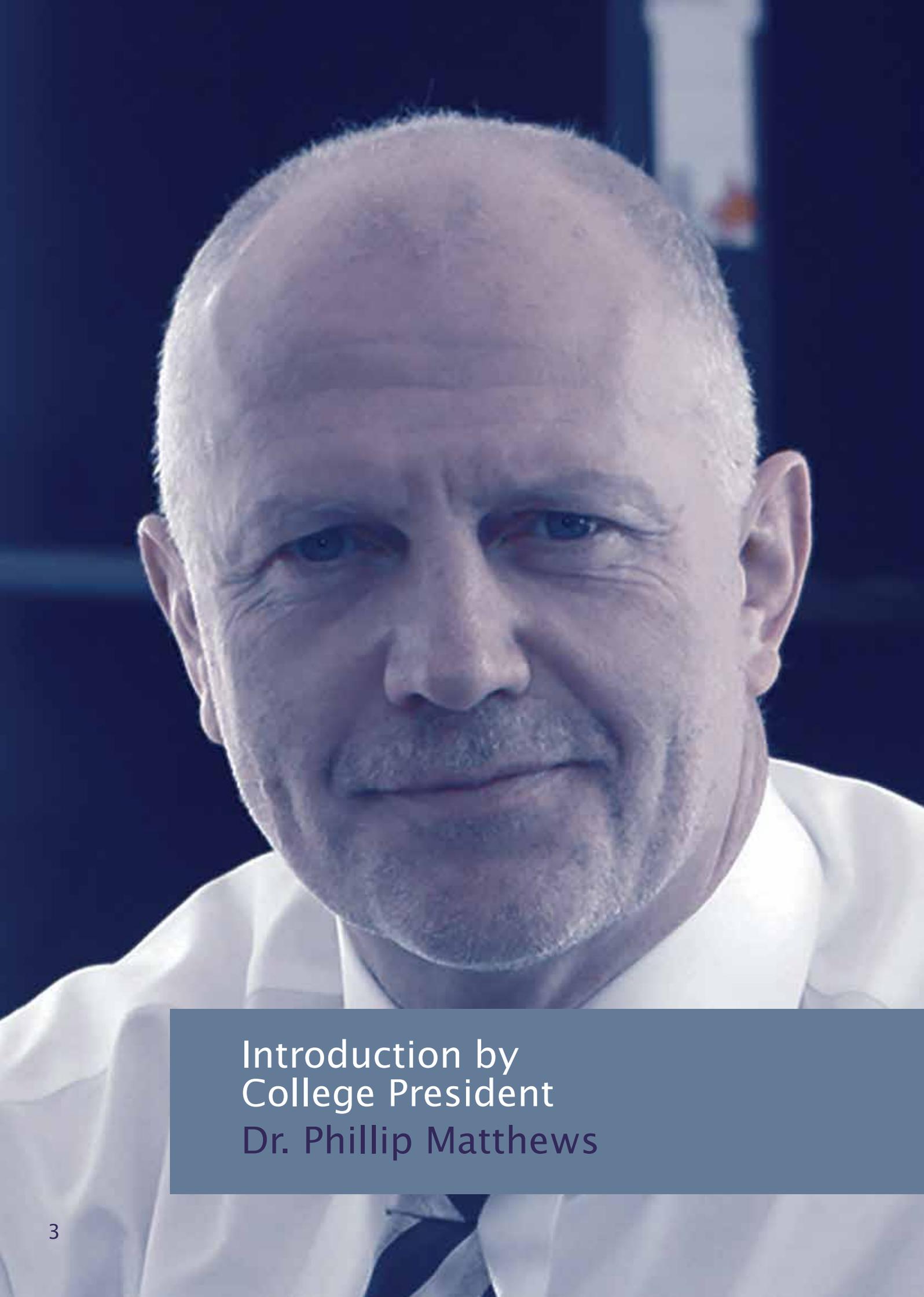
The emerging national demographics in terms of future demand for higher education in Ireland are positive and the College is very well-placed to align its provision with future skills needs within ICT, the IFSC, the meeting

of IFS and ICT in FinTech and international trade.

So we will continue to focus on developing core revenue through our industry and international partnerships and on bringing new programmes to market that meet current and emerging needs. However, we are also working very hard to implement a new model for pay progression that will enable the College to better align costs with revenue progression and where the performance of the institution and of the individual is recognised. Unless we can generate significant surpluses we will not be able to invest in new initiatives and capital expenditure to develop our campus. NCI is at a crossroads in terms of strategic direction for the next ten years.

Our work to address educational disadvantage in the Dublin Docklands through the Early Learning Initiative continued in what was a landmark year for us with a very significant award under the ABC Childhood Poverty funding initiative and the appointment of Frank Ryan as Chair of our ELI Board.

Finally, I'd also like to acknowledge the contribution of all of the staff at NCI. We have come through a particularly challenging few years and whilst we still have much to do, we are making significant progress; so thank you for your continued commitment and professionalism. A big thank you also to my Governing Body colleagues and in particular our Finance Subcommittee who 'went above and beyond' during 2013/14.



Introduction by
College President
Dr. Phillip Matthews

Revenue for the 2013-2014 academic year, whilst 1% behind budget, was 9% (€1.6m) ahead of prior year. This performance was driven primarily by revenue growth from the HEA's Springboard initiative, undergraduate and postgraduate student fees and fees from international students. The growth in postgraduate enrolments was driven primarily by increases in part-time programmes with undergraduate growth coming from increased part-time enrollments and full-time computer science and psychology enrolments. International student numbers continued to grow for whom the Cloud Competency Centre postgraduate programmes are particularly attractive with strong September and January cohorts.

This growth in our revenue (€17.9m to €19.5m) allied to reductions in core grant and free fees funding has resulted in our ratio of state funding moving from 33% down to 29% of total revenue.

In March of 2014, Governing Body approved our new five-year plan for the period 2014 to 2019. The plan has two primary objectives:

1. To get the College into a long-term sustainable position where it can fund annual investment, develop cash reserves and fund regularised pay progression within a performance management framework.
2. To continue to enhance the College's reputation within the sector and establish its unique position within the emerging higher education landscape.

Following four years of pay freeze, a two year pay reduction and suspension of pension accrual, the College was in a position to restore pay to pre-reduction levels, reopen the DB pension scheme and introduce a new DC pension scheme. The College also started work on the design of a new performance-related pay model to replace the existing increment model.

Last year we announced our intention to enter the market for the provision of programmes that would lead to a designation under the Central Bank's Minimum Competency Code (MCC) and in 2013/14 we started our first cohorts taking our new PFP® and APP® designations. We have deployed a blended-learning approach, optimising the use of traditional classroom lectures/tutorials with online learning resources and assessments; progression rates and feedback from learners and their institutions has been excellent. Once again we are indebted to our Chairman, Denis O'Brien who provided the seed funding for this initiative and without whom our entry into this market would not have been possible.

Our work in the Dublin Docklands community through the Early Learning Initiative (ELI) is

going from strength to strength and this year we saw 4,093 children, parents, and early years' professionals participating in our programmes representing an increase of 17% over 2012/13. ELI is having a real impact on the educational capital and aspirations at a community level within the Docklands. We start working with children (and their parents) at 18 months of age to ensure that they enter the formal educational system developing normally for their age.

2013/14 was a landmark year for ELI. We were delighted to welcome Mr Frank Ryan, Chairman IDA as Chair of our ELI Review Board and on the 27th November 2013, the Tánaiste, Eamon Gilmore and the Minister for Children and Youth Affairs, Frances Fitzgerald announced an award of €1.2m to the Docklands and East Dublin Consortium, for which ELI is the lead agency, enabling us to extend the work we are doing over the next three years.

Our fundraising for ELI is gaining real momentum and 2013/14 was our most successful year to date. We are indebted to Dan O'Connor and his Development Committee and our original donors who remain actively involved in both fundraising and ELI strategy.

None of this transformational work would be possible without our donors and funders who during the year included the National Early Years Access Initiative (NEYAI), ELI Original Funders, Irish Continental Group, Dublin Port Company, Royal Sun Alliance, McCann Fitzgerald, The Ireland Funds, State Street Foundation, Smurfit Kappa, Citco, Deloitte, HSBC, Arthur Cox, Fyffes, Total Produce, The Panel, Winifred Garvin Fund, Samskip, Top Oil, Eversheds, BlackRock, Quality Freight, Dermot Desmond, Atlantic Philanthropies, Fideuram Asset Management, Ulster Bank and NCI Service Learning students.

Once again, the President's Awards attracted outstanding submissions, and this year awards were made to Jonathan Lambert for Outstanding Contribution to Student Learning, Dr Phillip Hyland for Outstanding Contribution to Research and to Dr Cristina Muntean, also for Outstanding Contribution to Research.

Finally I'd like to express my personal thanks to all of our staff and faculty for their continued dedication and commitment in yet another challenging year. I'd also like to thank our Chairman, Denis O'Brien for his unwavering guidance and support, his colleagues on our Governing Body for their genuine commitment to the College, their insightful challenge and their freely given time.

School of Business

Numbers on postgraduate full-time and part-time degrees have continued to grow and there has been particularly strong growth in the Postgraduate Diploma and Masters in Human Resource Management and in the part-time MBA.

The 2013/2014 academic year has been a year of both programme consolidation and continuing growth and success in the School of Business. Numbers on postgraduate full-time and part-time degrees have continued to grow and there has been particularly strong growth in the Postgraduate Diploma and Masters in Human Resource Management and in the part-time MBA. The suite of CIPD programmes has also shown remarkable growth and a range of new offerings, targeted at the financial services sector, have been developed.

The growth in blended offerings has also continued apace and the School has gone to market with five blended programmes to commence in academic year 2015/16. These offerings are in HR, Management Practice, and in National and International Selling.

At an undergraduate level CAO points have continued to rise as demand for courses increases. The BA Hons in Psychology has shown remarkable growth since inception and the programme received Psychology Society of Ireland (PSI) accreditation. The psychology degree will be offered in part-time mode from September 2015.

International Developments

The School of Business commenced a formal collaboration with Hebei University, which has been formally approved by the Chinese Ministry of Education. Last year the School received four visiting faculty from Hebei University; and three more visiting faculty are working in the School in the current academic year. In other areas of internationalisation Professor Jimmy Hill accompanied a government-led education mission to Brazil, attending a fair in Sao Paulo and visiting with potential collaborating partners in Rio de Janeiro. In November Professor Hill gave a series of talks to schools in the Punjab region of India aimed at undergraduate recruitment.

Staff News

Three members of faculty successfully defended their PhD theses during the year. These are Dr Corina Sheerin, Lecturer in Finance who completed her doctoral studies at Trinity College Dublin, Dr Cairíona Hughes, Lecturer in Human Resource Management, who completed her doctoral studies at the University of Limerick and Dr Rosalind Beere, Lecturer in Strategy who completed her doctoral studies at Trinity College Dublin.

Mayor Square
International Financial
Services Centre

George's Dock
Duga Sheoirse

Woolly Station
Bonghaile
Busáras
Búsáras

School of Business

Research and Scholarship Highlights

The School continues to grow in terms of academic research output with the majority of staff now research-active. The key research output is highlighted below.



Conference Papers

- Briggs, S, McGovern, P, Darcy, C. and Lambert, J. (2014) "Exploratory Assessment of Transformational Leadership and its impact on Small Retail Outlets in the Republic of Ireland" In: British Academy of Management Conference 2014: The Role of the Business School in Supporting Economic and Social Development, 9th-11th September 2014 Belfast Waterfront, Belfast, Northern Ireland.
- Darcy, C., Hanly, P. and Maguire, R. (2014) "Effective retirement age - A review of the effectiveness of European based initiatives to inform Irish policy direction". In: 17th Annual Irish Academy of Management Annual Conference, 4th-5th September 2014 Kemmy Business School, University of Limerick, Limerick.



- Egan, A., Casey, L., Maguire, R. & Hyland, P. (under review). Coaching students for the 21st Century: Can Coaching Psychology enhance students' 21st Century competence? Submitted to Annual Conference of the Irish Psychological Society
- Elklit, A., Hyland, P., & Shevlin, M. (2014, November). Evidence of Symptom Profiles Consistent with PTSD and Complex PTSD in Different Trauma Samples. The 30th Annual Meeting of the International Society for Traumatic Stress Studies. (Miami, USA).
- Foster, M.I., Keane, M.T., Loewenstein, J., Maguire, R., Maguire, P., May, R.W., Smith-Rodden, M., Ash, I.K., Munnich, E.L. & Ranney, M.A. (2014). Triangulating surprise: Expectations, uncertainty and making sense. In Proceedings of the of the Thirty-Sixth Annual Conference of the Cognitive Society, 70-71.
- Hanly, P., Maguire, R., Hyland, P., & Sharp, L. (2014, November). Carer Perceived Burden as a Predictor of Health-Relation Quality of Life: The Case of Colorectal Cancer. ISPOR 17th Annual European Congress. (Amsterdam, Netherlands).
- Heene, M., Coyne, J., Francis, G., Maguire, P. & Maguire, R. (2014). Crisis in cognitive science? Rise of the undead theories. In Proceedings of the Thirty-Sixth Annual Conference of the Cognitive Society, 82-83.
- Hyland, P. (2015, January). Post traumatic cognitions and psychopathology among Northern Irish adolescents. The Danish National Centre for Social Research. (Copenhagen, Denmark).
- Hyland, P., Maguire, R., Shevlin, M., & Boduszek, D. (2014, May). Rational Beliefs as Cognitive Protective Factors against Post traumatic Stress Symptoms. The 26th Association for Psychological Science Annual Convention. (San Francisco, USA).

School of Business

Research and Scholarship Highlights

- Maguire, R., Hanly, P., Hyland, P., & Sharp, L. (2014, November). Understanding Caregiver Burden in Colorectal Cancer: What Role do Patient and Cancer Factors Play? ISPOR 17th Annual European Congress. (Amsterdam, Netherlands).
 - Maguire, P., Moser, P., O'Reilly, K., McMenamin, C. Maguire, R. & Kelly, R. (2014). Maximizing positive portfolio diversification. In Proceedings of the 2014 IEEE Symposium on Computational Intelligence.
 - Maguire, R., Egan, A., Hyland, P. & Maguire, P. (under review). Rewarding class participation using clickers: Does this enhance learning? Submitted to Annual Conference of the Irish Psychological Society as part of symposia for the Division of Teachers and Researchers in Psychology.
 - McCabe, T.J., Sheehan, M (2015), Human Resource Development (HRD) related issue amongst Migrant Nurses living and working in the Republic of Ireland, Irish Academy of Management, Galway.
 - Sheerin, C. (2014) "Potential entrants to Investment Management: What's Important? What's Different?" In: Gender, Work and Organisation Conference, 24th-26th June 2014, Keele University, Keele, United Kingdom.
 - Sheerin, C., (2014) "The 'She' Wolf of Wall Street - Myth or Reality". In: Irish Accounting and Finance Conference and Doctoral Colloquium, 29th-30th May 2014, Queen's University, Belfast. In: Irish Accounting and Finance Conference and Doctoral Colloquium, 29th-30th May 2014, Queen's University, Belfast.
- ### Publications
- Boduszek, D., Dhingra, K., Hyland, P., & Debowska, A. (2015 - accepted). A bifactorial solution to the Psychopathy Checklist: Screening Version in a sample of civil psychiatric patients. *Criminal Behaviour and Mental Health*.
 - Boduszek, D., Adamson, G., Shevlin, M., Hyland, P., & Dhingra, K. (2014). Psycho-sociological investigation of criminal behaviour within a prison sample using retrospective data. *The Howard Journal of Criminal Justice*, 53, 31-48. doi:10.1111/hojo.12044.
 - Boduszek, D., O'Shea, C., Dhingra, K., & Hyland, P. (2014). Latent class analysis of Criminal Social Identity in a prison sample. *Polish Psychological Bulletin*, 45, 192-199.
 - Casey, C. McNally, S. Quinn, M. and O'Keefe, A. (2013) Restorative Practices in Action: Tallaght West – A Case Study. *The Irish Review of Community Economic Development Law and Policy*.
 - Debowska, A., Boduszek, D., Hyland, P., & Goodson, S. (2014). Biological correlates of psychopathic traits. *Mental Health Review Journal*, 19, 110-123.
 - Debowska, A., Boduszek, D., Hyland, P., & Kola, S. (2014). Construct validity of the Polish version of the Self-Report Psychopathy Scale (SRP-III). *Personality and Individual Differences*, 69, 231-237. DOI:10.1016/j.paid.2014.06.001.
 - Dhingra, K., Boduszek, D., Hyland, P., & Shagufta, S. (2015 – in press). Suicide attempts among incarcerated homicide offenders. *Suicidology Online*.
 - Dhingra, K., Debowska, A., Sharratt, K., Hyland, P., & Kola-Palmer, S. (2015). Psychopathy, gang membership, and moral disengagement among juvenile offenders: A propensity score matching approach. *Journal of Criminal Psychology*, 5, 13-24.
 - Elklit, A., Hyland, P., & Shevlin, M. (2014). Evidence of symptom profiles consistent with post traumatic stress disorder and complex post traumatic stress disorder in different trauma samples. *European Journal of Psychotraumatology*, 5, 24221. <http://dx.doi.org/10.3402/ejpt.v5.24221>
 - Hanly, P. (2015) "Cancer and productivity loss in the Irish economy: An employer's perspective". *Irish Journal of Management*. ISSN 1649-248X (In Press).
 - Hanly, Paul and Sharp, Linda (2014) "The cost of lost productivity due to premature cancer-related mortality: an economic measure of the cancer burden". *BMC Cancer*, 14 (224).
 - Hanly, Paul, Pearce, Alison and Sharp, Linda (2014) "The cost of premature cancer-related mortality: a review and assessment of the evidence". *Expert Review of Pharmacoeconomics & Outcomes Research*, 14 (3). pp. 355-377. ISSN 1744-8379.

- Hanly, P., Maguire, R., Hyland, P., & Sharp, L. (2015). Examining the role of subjective and objective burden in carer health-related quality of life: the case of colorectal cancer. *Journal of Supportive Care in Cancer*. DOI 10.1007/s00520-014-2551-2
- Hanly, P., Soerjomataram, Isabelle and Sharp, Linda (2014) "Measuring the societal burden of cancer: The cost of lost productivity due to premature cancer-related mortality in Europe". *International Journal of Cancer*. ISSN 1097-0215.
- Hyland, P., Boduszek, D., Dhingra, K., Shevlin, M., Maguire, R., & Morley, K. (2015 – in press). A test of the Inventory of Attitudes toward Seeking Mental Health Services. *British Journal of Guidance & Counselling Psychology*.
- Hyland, P., Boduszek, D., Dhingra, K., Shevlin, M., & Egan, A. (2014). A bifactor approach to modelling the Rosenberg Self-Esteem Scale. *Personality and Individual Differences*, 66, 199-192.
- Hyland, P., Maguire, R., Shevlin, M., & Boduszek, D. (2014). Rational beliefs as cognitive protective factors in post traumatic stress responses. *Journal of Rational-Emotive & Cognitive-Behavior Therapy Counselling*, 1-16.
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). Irrational beliefs in post traumatic stress responses: A rational emotive behaviour therapy approach. *Journal of Loss and Trauma: International Perspectives on Stress & Coping*. doi:10.1080/15325024.2013.839772.
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). The factor structure and composite reliability of the Profile of Emotional Distress. *The Cognitive Behavior Therapist*, 6, e15. doi: <http://dx.doi.org/10.1017/S1754470X13000214>
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). The moderating role of rational beliefs in the relationship between irrational beliefs and post traumatic stress symptomology. *Behavioural and Cognitive Psychotherapy*, 42, 312-326. doi:10.1017/S1352465813000064.
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). The organisation of irrational beliefs in post traumatic stress symptomology: Testing the predictions of REBT theory using structural equation modelling. *Journal of Clinical Psychology*, 70, 48-59. doi:10.1002/jclp.22009
- Hyland, P., Shevlin, M., Adamson, G., & Boduszek, D. (2014). Modelling the structure of the Attitudes and Belief Scale 2: Toward the development of an abbreviated version. *Cognitive Behaviour Therapy*, 43, 60-71. doi:10.1080/16506073.2013.777467

The BA Hons in Psychology has shown remarkable growth since inception and the programme received Psychology Society of Ireland (PSI) accreditation.

School of Business

Research and Scholarship Highlights

- Maguire, P., Maguire, R., Hyland, P., & Marshall, P. (2014). Enhancing collaborative learning using paired-programming: Who benefits? ISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, 6, 1411-14125.
- McCabe TJ, Sambrook S. (2014), The antecedents, attributes and consequences of trust among nurses and nurse managers: a concept analysis, International Journal of Nursing Studies, May; 51(5):815-27.
- McCabe TJ, Sambrook S., (2015), A Discourse Analysis of Managerialism and Trust amongst Nursing Professionals (Pending submission to the Journal of Advanced Nursing).
- McNally, S. Share, M. Kerrins, L. & Carey, S. (2014) Examining the role of grandparents in early childhood education: prevalence, predictors and types of support. Annual Children's Research Network in Ireland and Northern Ireland conference, Dublin, 10th December.
- McNally, S. Murray, A. Quigley, J. McCrory, C. (2014) Risk and resilience in early child language development, Psychological

Society of Ireland (PSI), Kilkenny, 15th November.

- Oyama, Y., (2015) essay introducing 'McCabe TJ, Sambrook S., (2014), The antecedents, attributes and consequences of trust among nurses and nurse managers: a concept analysis, International Journal of Nursing Studies, May; 51(5):815-27', in the Japanese Journal of Nursing research, series titled 'Journal watch: Learning through International Nursing Research'.
- Pearce, A. M., Hanly, P., Timmons, A., Walsh, P. M., O'Neill, Ciaran, O'Sullivan, Eleanor, Goberman-Hill, Rachael, Thomas, Audrey Alforque, Gallagher, Pamela and Sharp, Linda (2015) "Productivity Losses Associated with Head and Neck Cancer Using the Human Capital and Friction Cost Approaches". Applied Health Economics and Health Policy . ISSN 1179-1896.
- Shevlin, M., Hyland, P., & Elklit, A. (2014). Different profiles of acute stress disorder differentially predict post traumatic stress disorder in a large sample of female victims of sexual trauma. Psychological Assessment, 26, 1155-1161.

Book Chapters

- Darcy, C. (2015 - forthcoming) 'Individual Differences: Motivation in the Workplace'. In: Organisational Behaviour: A Concise Introduction. Palgrave MacMillan, Basingstoke, Hants.
- McCabe, T.J. (2015), 'Chapter 13: Graduate Employability' In: Human Resource Development: A Concise Introduction, Carbery and Cross (Ed.s), Basingstoke, Palgrave.
- Martin, S. (2015-forthcoming) The Introduction to a book on Bullying plus a chapter for the same text.





School of Computing

The School of Computing continues to be one of the largest providers of computing programmes in Ireland. The School has continued with its strategic focus on emerging technologies and has established itself as a strong provider in the area of cloud computing and data analytics. The School has launched new programmes in the area of data analytics and is currently one of the biggest providers of conversion programmes in data analytics.



The School as part of its learning and teaching strategy has embedded the flipped classroom approach into a number of modules in the academic year. The flipped classroom approach is a process whereby class work and home work are reversed. This approach has been successful in a number of modules in terms of student engagement and performance.

The School continues to play an active role in upskilling and reskilling as per the national ICT agenda and continues to receive Springboard/ICT skills funding for a number of programmes.



School of Computing

New Programmes Developed

A number of new programmes have been created in the academic year 2013-14.

These programmes are:

- MSc Data Analytics
- MSc Mobile Technologies
- Higher Diploma in Computing (specialisations in Mobile Applications, Mobile Gaming, Cloud Computing and Computing Infrastructure)

The School of Computing continues to grow itself in terms of research and scholarship.

Research and Scholarship Developments

NCI is part of Dublin Region Innovation Consortium and has been progressing very well on the commercialisation agenda. NCI assigned IP back to Mr Daniel Breen based on his fourth year degree project year project. Seven Enterprise Ireland Innovation Vouchers were also successfully delivered during the year.

- Faculty member Dr Stephan Weibelzahl had the honour of being one of the editors of the prestigious international conference, User Modeling, Adaptation and Personalization. 21st International Conference, UMAP 2013, Rome, Italy.
- PhD in Technology Enhanced Learning was awarded to Dr Arghir Moldovan on his thesis entitled "Device and Quality aware Multimedia Adaptation for Mobile Learning". The Technology Enhanced Learning research programme had 9 students registered in the academic year 2013-14.
- NCI's Cloud Competency Centre (CCC) with its European FP7 Funding has maintained a presence in leading research and innovation projects. CCC Industry standing has grown through focused events and by working with companies and associations such as IBM, Microsoft, Dell, SAP. CCC research efforts have been increasing through work with key academic institutions in the UK (e.g. St Andrews & QUB) and Europe (HLRS-Stuttgart, Pisa, Torino). CCC organised an International Summer School on Parallel Patterns attracting 40+ European early career and established researchers.
- There has been a significant increase in the number of research publications in the School in 2013-14. A list of School publications is listed here:

Journal Papers:

- Chard, K., Caton, S. (2014) 'Social Clouds: Crowdsourcing Cloud Infrastructure', Software Crowdsourcing (forthcoming). Ed. by W Wu. Springer, 2014.
- Campa, S., Danelutto, M, Gonzalez-Velez, H, Popescu, A.M. & Torquato, M. (2013) 'Parallel patterns for heterogeneous CPU/GPU architectures: structured parallelism from cluster to cloud.' Future Generation Computer Systems, Volume 37, July 2014, Pages 354-366.

- Goli M., & Gonzalez-Velez, H. (2013) 'N-body computations using skeletal frameworks on multicore CPU/graphics processing unit architectures: an empirical performance evaluation. Concurrency and Computation', Practice and Experience 26(4): 972-986.
- Ghergulescu, I and Muntean, C. H. (2014) 'A novel sensor-based methodology for learners' motivation analysis in Game-Based Learning'. Interacting with Computers, 26 (4). pp. 305-320. ISSN 1873-7951.
- Ghergulescu, I., Muntean, C.H. (2014) 'Measurement of Self-Efficacy in Game-based E-learning through Interaction with Non-Player Characters', 25th AACE Society for Information Technology and Teacher Education (SITE) Conference.
- Ghergulescu, I and Muntean, C. H. (2014) Motivation monitoring and Assessment Extension for Input-Process-Outcome Game Model. International Journal of Game-Based Learning (IJGBL), 4 (2). ISSN 2155-6857.
- Hall, M., Caton S. (2014) 'Using Facebook to Estimate Common Method Bias and Self-Representation', IPP2014: Crowdsourcing for Politics and Policy, 2014.
- Maycock, K., and Keating, J (2014) Black Box Metadata Creation: The Academic Problem. International Journal of Emerging Technologies in Learning (IJET). ISSN 1863-0383, Vol 9, No 5 (2014).
- Moldovan, A., Muntean, C.H., Weibelzahl, S. (2013) 'Energy-aware Mobile Learning: Opportunities and Challenges', IEEE Communications Surveys and Tutorials Journal, Vol. PP, No. 99, pp. 1-32.
- Molnar A., Muntean, C. H., (2014) 'What can People Risk Attitude tell us about People Preference for Multimedia Quality?' Information Technology and People Journal, 2014.
- Moldovan, A., Muntean, C.H. (2014) 'Learning Assessment for Different Categories of Educational Multimedia Clips in a Mobile Learning Environment', 25th AACE Society for Information Technology and Teacher Education (SITE) Conference.
- Moldovan, A., Ghergulescu, I., Muntean C. H. (2014) 'Educational Multimedia Profiling Recommendations for Device-aware Adaptive Mobile Learning', IADIS 8th International Conference on E-learning, Lisbon, Portugal, July 2014. (accepted for publication).
- Molnar, A., Muntean C. H. (2014) 'Economical Aspects of Heterogeneous Networks: When Money, Quality, and Context Matte', Broadband, Broadcast and Cellular Network Technologies, IGI Global Publishing, pp. 1-15.



School of Computing

Research and Scholarship developments

Peer Reviewed Conference Papers:

- Cogan, S., Sheridan F. (2014) 'Flipping the Classroom', Computers in Education Society of Ireland (CESI) conference.
- Kugler, K., Caton, S., Chard, K., Katz, D. (2014) 'Replica Placement in a Social CDN for e-Science'. E-Science (e-Science) (forthcoming), 2014 IEEE 10th International Conference on, 2014.
- Chergulescu, I., Muntean, C. H. (2014) 'Measurement of Self-Efficacy in Game-based E-learning through Interaction with Non-Player Characters', 25th AACE Society for Information Technology and Teacher Education (SITE) Conference, Jacksonville, Florida, US, March 2014.
- Moldovan, A., Muntean C.H. (2014) 'Learning Assessment for Different Categories of Educational Multimedia Clips in a Mobile Learning Environment', 25th AACE Society for Information Technology and Teacher Education (SITE) Conference, Jacksonville, Florida, US, March 2014.
- Boob, S., Gonzalez-Velez H., Popescu, A.M. (2014) 'Automated Instantiation of Heterogeneous FastFlow CPU/GPU Parallel Pattern Applications in Clouds', 22nd Euromicro International Conference on Parallel, Distributed, and Network-Based Processing, PDP 2014, Turin, Italy.
- Singh, A., Gonzalez-Velez H. (2014) 'Hierarchical Multi-Log Cloud-Based Search Engine', 8th International Conference on Complex, Intelligent and Software Intensive Systems, CISIS 2014, Birmingham, UK, July 2-4.
- Moldovan, A., Chergulescu, I., Muntean C. H. (2014) 'Mapping Objective VQA Metric Values to Subjective MOS Scores', 9th IEEE Broadband Multimedia Systems and Broadcasting Symposium, Beijing, China June 2014 (accepted for publication).
- Chergulescu, I., Moldovan, A., Muntean C. H. (2014) 'Energy-aware Adaptive Multimedia for Game-based E-learning', 9th IEEE Broadband Multimedia Systems and Broadcasting Symposium, Beijing, China June 2014 (accepted for publication).
- Bradford, M., Muntean, C. H., Pathak P. (2014) 'An Analysis of flip classroom pedagogy in first year undergraduate mathematics for computing', IEEE Frontiers in Education Conference, Madrid, Spain, October 2014 (accepted for publication).
- Eustace, J., Pathak, P., Muntean C. H. (2014) 'A Methodology for Improving Higher Order Learning using E-Assessment', Annual Irish Educational Technology Users' Conference (EdTech), Dublin, Ireland, May 2014.
- Eustace, J., Pathak, P., Muntean C. H. (2014) 'Practice Testing - Enhancing Student Learning with E-Assessment', 13th Information Technology and Telecommunication Conference, Dublin, Ireland, May 2014.
- Williams, D., Muntean C. H. (2014) 'Has Mobile Technology Affected our Critical Thinking Skills?'. 13th Information Technology and Telecommunication Conference, Dublin, Ireland, May 2014.
- Moldovan, A., Chergulescu, I., Muntean, C. H. (2014) 'Learning Assessment for Different Categories of Educational Multimedia Clips in a Mobile Learning Environment', 25th AACE Society for Information Technology and Teacher Education (SITE) Conference, Jacksonville, Florida, US, pp.1687-1692.
- Moldovan, A., Chergulescu, I., Weibelzahl, S., Muntean C. H. (2013) 'User-centered EEG-based Multimedia Quality Assessment', 8th IEEE Broadband Multimedia Systems and Broadcasting Symposium, London, June 2013, pp. 1-8, DOI: 10.1109/BMSB.2013.6621743.

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- Pathak P. (2014), Analysis of Flip Classroom Model for Student Learning, 8th International Technology, Education and Development Conference 2014 (pp. 1174 -1179), Madrid.
- Ghergulescu I, Stynes P., Pathak P. (2014), A Model for Designing Learning Experiences for Computer Science Curriculum (accepted), Frontiers in Education 2014, IEEE conference.

- Sheridan, Frances (2014) The chicken, the egg and the flipped classroom. In: FlipCon14 -- 7th Annual Flipped Conference, 23-25 June 2014, Mars, PA, USA.

Book Chapters:

- Akmal, MD., Allison, I., González-Vélez H. (2014) 'Assembling Cloud-based Geographic Information Systems', A Pragmatic Approach using off-the-shelf Components. In Cloud Computing with E-science Applications. CRC Press/Taylor & Francis.

Staff and Faculty Developments:

- Dr Simon Caton has joined the School of Computing as a lecturer on a permanent role. Simon joins us from the Faculty of Economics and Management at the Karlsruhe Institute of Technology, Germany, where he spent the last 5 years as a faculty member and Senior Researcher.
- Dr Stephan Weibelzahl left to join a professorial position at Private University of Applied Sciences Göttingen, Germany.
- Frances Sheridan, Computing Support Tutor in the School has been appointed as a Lecturer in the School of Computing. Sam Cogan has been appointed as Computing Support Tutor. Derek Caprani has been appointed as a Computing Support Tutor for Springboard/ICT funded programmes.
- Dr Anu Sahni, Dr Ioana Ghergulescu and Jonathan McCarthy, have been appointed on fixed-term faculty contracts.
- Fiona Flynn was appointed as a Programme Coordinator and Ms Margarete Silva replaced Barbara Flynn as a Programme Coordinator.
- Mr Suresh Boob appointed as Research Assistant in Cloud Competency Centre for paraphrase project.

Centre for Research and Innovation in Learning and Teaching





Learning Development

During the 2013/2014 academic year, the Learning Development Service continued to expand the use of learning clubs within the College as a mechanism to increase student collaboration, co-construct understandings and offer advice to students. Focusing on key areas such as academic writing, critical reading, studying, learning technologies, exam preparation and presentation skills, the club encourages students to bring their draft essays and projects with them to receive feedback and advice. In semester two of the 2013-2014 year, the service also developed a new thesis club, which was directed at final year undergraduate students and postgraduate students writing a dissertation. The thesis club aims to support students throughout the full lifecycle of their research projects and offers a unique opportunity for learners to discuss their work with peers, share challenges and receive feedback. Building upon this growing club culture, in the 2014-2015 academic year, a new book club is being piloted which aims to encourage reading, improve critical thinking and promote scholarship.

Building on the service's pre-arrival videos for incoming international students and bolstering the international orientation programmes, the service co-developed a new service learning project which is to be implemented in the 2014/2015 academic year. The 'What's the Craic?' week aims to facilitate social, educational and cultural events that are designed to increase student collaboration and more fully acclimatise international students into the community of NCI.

In an effort to combat plagiarism in the College, Dr. Mike Goldrick and Dr. Laurence Cuffe designed a new Moodle-based quiz which introduces students to the concept of plagiarism, scholarship, referencing and how to avoid plagiarism. This quiz was presented at the 2014 September faculty development day and was later adopted in both schools at undergraduate and postgraduate levels. Dr. Mike Goldrick and Dr. Laurence Cuffe have submitted an abstract to the 2015 CESI Conference: Beyond the Horizon – Technology in Education, where the impact of the intervention will be presented.

Centre for Research and Innovation in Learning and Teaching

Publications, Activities and Professional Development

In the 2013/2014 academic year, the service commenced a new European-funded project 'SMART Alternative Media Production'. The goal of this project is to develop a new technology training course to further educate teachers, parents and professionals working in the area of inclusive education. This new project arose out of findings from an older LdV Project, where NCI and EU partners discovered the need to develop a practical training course. Based on his involvement with this research, Dr. Mike Goldrick has written for The United Nations Educational, Scientific and Cultural Organization UNESCO on the future of inclusive education and presented his work at the International Conference on Computers Helping People in July 2014:

- Goldrick, M.; Stevns, T; and Christensen, L (2014) The Use of Assistive Technologies as Learning Technologies to Facilitate Flexible Learning in Higher Education. In K. Miesenberger et al. (Eds.): ICCHP 2014, Part II, LNCS 8548, pp. 342–349, 2014. © Springer International Publishing Switzerland 2014.
- Goldrick, M (2014) When the miracle does not arrive: The Future of Inclusive Education in

Developing Countries. The United Nations Educational, Scientific and Cultural Organization UNESCO. November 2014.

Learning Support

In order to meet the needs of rising numbers of students enrolling on Springboard courses, Dr. Laura Costelloe was employed with part of her remit focusing specifically on this cohort of students. Supports provided include increased numbers of learning support workshops targeting key learning needs (study skills, time management, motivation, academic writing, assignment planning, exam revision strategies etc.). These workshops are now offered in the evenings to facilitate part-time students. Furthermore, incoming Springboard students during the 2014/15 academic year will have the opportunity to attend a dedicated "Learning Orientation" – which aims to better prepare students for a return to education – as well as participate in a "Learning through Film" initiative.

A key development of the Learning Support Service during AY 2014 was the establishment of a Learning Support Moodle page to promote the service and to provide a self-access repository for learners. Moodle is also used to advertise upcoming

learning support events and to allow interactions with members of the learning support team. Close to 700 students have self-enrolled on the page. Additionally, the Learning Support Service increased links with academic faculty through facilitating a large number of in-class learning support sessions. Dr. Laura Costelloe delivered three-hour dissertation writing workshops to all undergraduate and postgraduate class cohorts in the School of Business with a dissertation component. This was followed up with additional writing supports throughout the dissertation process.

During the 2013/14 academic year a Peer Assisted Learning (PAL) scheme was piloted in NCI among students taking the Organisational Behaviour module on the Higher Certificate in Business. PAL aims to support student learning by facilitating cooperative and collaborative learning sessions through cross-year support between students on the same course of study. In April 2014 four PAL leaders (two from second Year HC Business and two from second year BA Business Studies; all had achieved a minimum of 60% in the OB module) were recruited and trained. Over three weeks in April three one hour PAL sessions took place, and leaders worked in pairs with small groups to facilitate revision of key exam topics, guided by Michele Kehoe. Numbers varied throughout the three weeks, peaking at thirteen students and dropping to four students for the final session. All stages of the pilot scheme were evaluated, including the provision of training/support

and the experiences of both PAL attendees and leaders. Results of this pilot scheme were presented at the 'Confederation of Student Services in Ireland' conference in May 2014. The PAL scheme was highly successful and is being further developed for AY 2014/15.

Publications, Activities and Professional Development

Publications:

- Costelloe, L. (2014) 'Discourses of sameness: expressions of nationalism in newspaper discourse on French urban violence in 2005', *Discourse & Society*, 25(3), 315-340.

Conference Papers:

- Costelloe, L. (2014) 'Documenting the experiences of student leaders in a Peer-Assisted Learning scheme', *Confederation of Student Services in Ireland (CSSI) Conference*, Mary Immaculate College, Limerick, June 19th 2014.

Professional Development:

- Attendance at AHEAD and CSSI annual conferences.
 - Attendance and participation at seminars offered through the National Forum for the Enhancement of Teaching and Learning on a variety of themes e.g. developing reading and writing skills among students, facilitating effective transitions, establishing a writing centre.
-

Disability Services

In the academic year 2013/2014 159 students registered with the Learning and Disability Support Service. There was a marked increase in the number of students registering with Mental Health Conditions and Developmental Co-ordination Disorder, this is a trend that is being noticed across the sector and something we are working on to improve staff awareness around the conditions.

Registering with the service gives students access to additional supports including the Disability Officer, Learning Support, Computing Support, Maths Support and Assistive Technology. Each new student registering with the service completes an Educational Needs Assessment (ENA). The ENA process involves the student providing evidence of their condition to the Learning and Disability Support team and having a consultation about the supports they have received in the past and the supports that will be most appropriate for them while they are here in NCI. Once the supports are agreed the Disability Officer then links with the relevant departments to ensure the supports are in place.

There has been improvements to the system of distributing ENA reports to staff. This system has now been embedded in CRM so the reports are automatically sent to the relevant lecturers at the beginning of each semester. This system has improved the turnaround time of processing ENAs from about a week to 1-2 days. This academic year the majority of ENAs were completed and distributed to relevant lecturers early in the first semester allowing lecturers to effectively support students with a disability from an early stage in their studies.

Over the last year

- The Disability Officer became a board member with AHEAD as the DAWN representative.
- The Disability Officer sits on the DARE group.
- The Disability Officer worked in conjunction with AHEAD to host the Better Options event at NCI for the second year in a row.
- The Disability Officer also attended a number of CPD events including events on Asperger's Syndrome, mental health and progression to employment.

The **Disability Learning Support service**, specifically for full-time students registered with the Disability Service, was run by Dr Laura Costelloe from January until August 2014 when Catherine Elliott then returned to the service. Throughout 2014 the service supported students requiring more individualised support sessions in order to progress at an equitable level mostly on a one-to-one level but also in small group workshops. The service continues to create an understanding supportive environment with an open door policy which recognises the difficulties each individual is experiencing.

Recurring themes over 2014 seem to be:

- Students with mental health difficulties struggling to engage with their studies.
- Assignment planning and structuring.
- Time management.

Centre for Research and Innovation in Learning and Teaching

- Study skills and challenges surrounding information recall.
- Challenges meeting deadlines/submitting assignments due to learning difficulties or mental health difficulties.

The service is proactive in meeting these individual needs and motivating students to reach their full potential despite their difficulties. Encouragement and confidence building is also an integral part of the role. The service also facilitated embedded workshops to the common first year programmes on the topics of planning and structuring your first assignment and attended feedback sessions with the students.

Publications, Activities and Professional Development

Over the last year the Disability Learning Support Tutor has participated in a number of external events and conferences including AHEAD, Better Options, a number of workshops run by the National Forum for the Enhancement of Teaching & Learning and Eversheds seminar on Fitness to Learn.

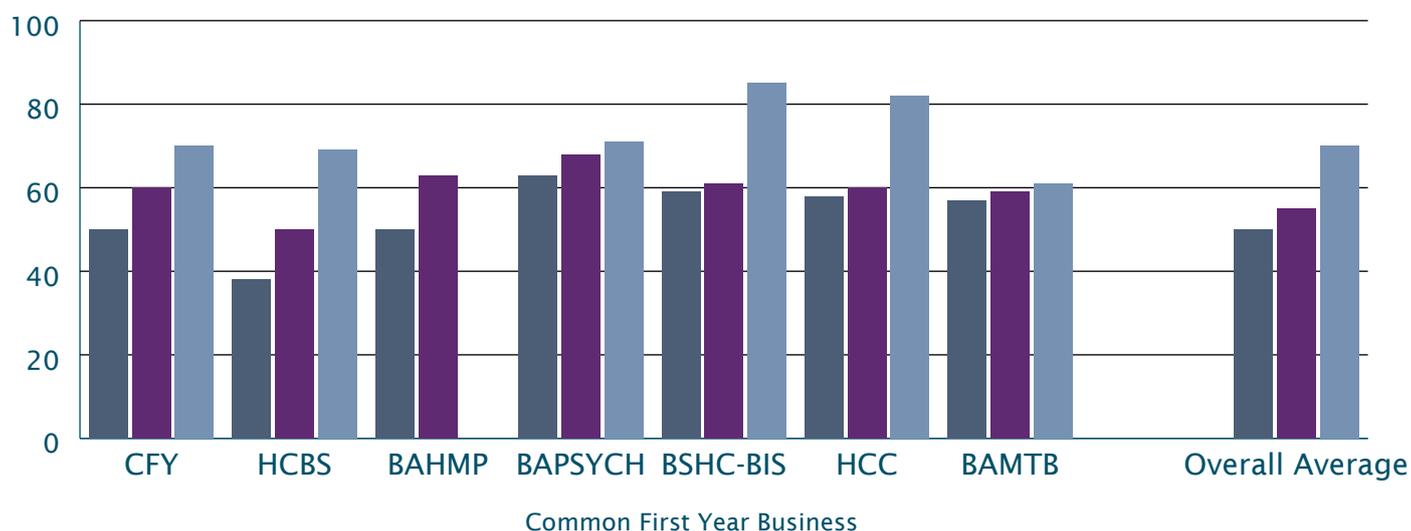
Student Retention and Attendance Support Service

Student Attendance

- Student attendance is recognised as a key factor that influences student performance as well as providing the early identification of students that might be at risk of early withdrawal from their course. The Student Retention and Attendance Support initiative allows for 'at risk' students to be identified early in their studies and directed to appropriate supports whether academic or non-academic.

**Attendance Growth since Sept 2012
First Yr FT UG**

End of Semester 1 2012-13%
 End of Semester 1 2013-14%
 Mid Semester One 2014-15%



- Results of attendance monitoring, overwhelmingly point towards strong associations between both and in particular suggest that student attendance is a strong predictor of student performance in terminal examinations. The below chart demonstrates the growth in attendance across each respective programme from Sept 2012 to Nov 2014. It can be seen that the average attendance has improved from 52% for 2012 / 2013 to 57% for 2013 / 2014. We expect this to break 60% for the 14-15 academic year.
- For 2013 / 2014, the Student Retention and Attendance Support Service made over 600 student contacts regarding attendance supports.
- The service provided support to students who were deemed “at risk” due to issues around finances, illness, mental health, personal issues and bereavement to ensure, where possible they continued their studies as efficiently and smoothly as possible.

Student Exits:

- 156 people withdrew from National College of Ireland in the academic year 2013 / 2014.
- School of Computing accounted for 77 withdrawals, while School of Business had 79 withdrawals during 2013 / 2014.
- Statistics show that financial reasons and incorrect course choices are the primary reasons that students leave NCI. In most circumstances, the College has been able to provide financial support to students in the form of payment plans, reduced fees, scholarships, discounts and the Student Assistance Fund. Where “financial” has been outlined as a reason for withdrawal, the College was not in a position to assist due to the particular circumstances surrounding the student’s finances.

School of Business Exits

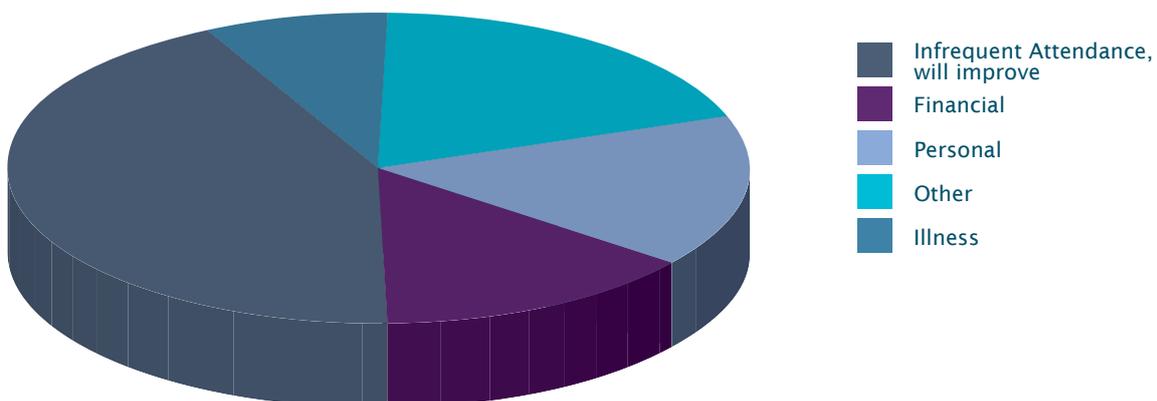
- As illustrated on the next page, the primary reasons for withdrawal were “course not suited”, “personal commitments” and “took up employment offer”.

- It is therefore evident that financial constraints are still the prevalent reason for withdrawal as just under 20% of SOB withdrawals can be related to financial matters.

School of Computing Exits

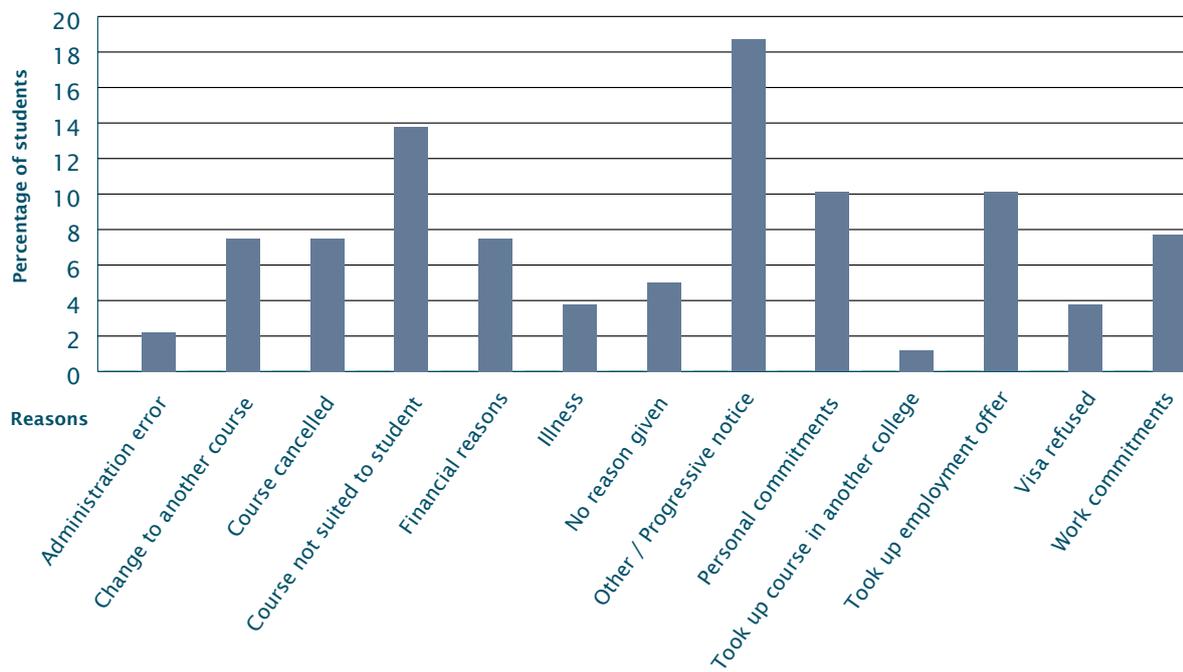
- As illustrated on the next page, the primary reasons for withdrawal were “course not suited” “transfer to another institution”, “personal commitments” and “took up employment offer”.
- It is therefore evident that financial constraints are still the prevalent reason for withdrawal as 15% of SOC withdrawals can be related to financial matters.

Reasons for Student Absence - 2013/2014

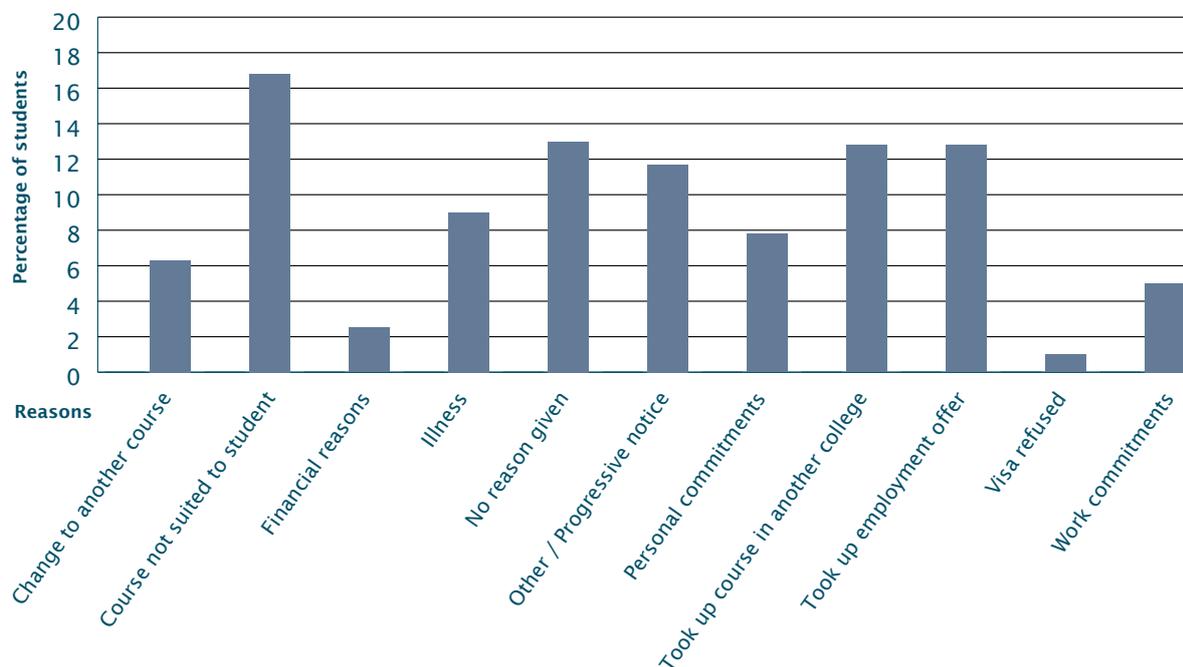


Centre for Research and Innovation in Learning and Teaching

SOB Reasons for Withdrawal 2013/14



SOC Student Withdrawal 2013/14



Mathematics Support

Mathematics Development and Support is a college wide service delivered across all undergraduate and postgraduate programmes and offered to both the full-time and part-time student body. The service has seen a significant expansion in its offerings over the past year and in the take up of its supports by the student body. The service primarily focuses on the support of service mathematics modules delivered on our programmes and in particular Quantitative Analysis and Mathematics for Computing. The Mathematics Development and Support service has seen a significant uptake of its supports over the last year by the postgraduate student body and in particular those students pursuing our data analytics offerings. The service has also consolidated its support of postgraduate dissertation students, with increasing numbers of students now pursuing a quantitative approach to their research.

The Mathematics Development and Support service continues its work through the College's Mathematics Working Group and has developed many resources for the support of mathematics modules and the standardisation of mathematics delivery across the many delivery modes of our programmes. Most recently, the service through a collaboration with Dr. Colette Darcy, Vice Dean Postgraduate Studies & Research, School of Business; has developed a 'Quantitative Guide to Dissertation Construction' which presents those typical hypothesis style questions explored through SPSS. The service continues its work with Dr. Corina Sheerin, School of Business; and Dr. Eugene O'Loughlin School of Computing in development of resource booklets for both undergraduate and postgraduate mathematics delivery.

With respect to day-to-day offerings, the Mathematics Development and Support service timetables and targets all mathematics based modules and offers students an additional two hours of support each week. Examination-focused revision sessions continue to be highly sought after and attended over the examination period with this offering being also being targeted at specific examination subjects and typically consists of ten two-hour sessions run across the five weeks straddling examinations.

The service has seen a significant expansion in its offerings over the past year and in the take up of its supports by the student body.

Registrar's Report

Admissions

Supporting the Growth International Admissions

Over the past five years the number of international students has grown at an average annual growth rate of 35%. To support the continued growth in international recruitment the admissions process was re-engineered during 2013/14. The objective was to ensure adherence to College admission policies while improving the turnaround time for application processing. KPIs for application processing were introduced in agreement with the sales agents and these KPIs were exceeded in the recruitment cycle for autumn 2014.





Registrar's Report

Improved Part-Time Student Recruitment 2013-2014

Domestic part-time student recruitment began to recover in 2013/14 with higher applications and an increase in overall conversion rates (applications to registered students) to 68% for the recruitment period.

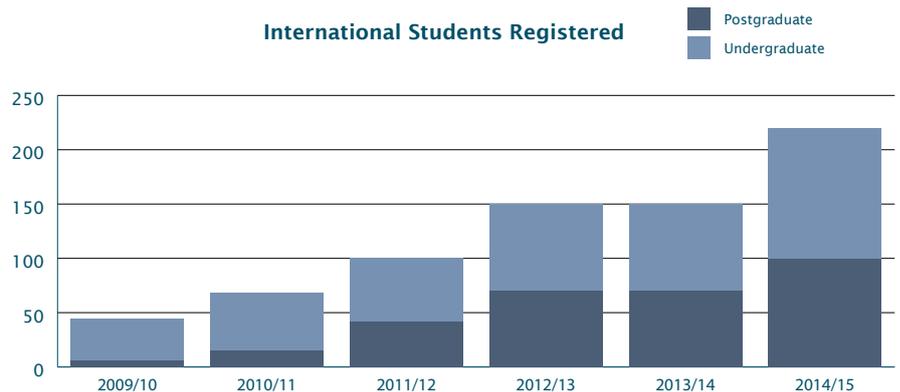
The total budget figure was exceeded in registered numbers by 17%. However the above does not take into account courses that were cancelled but had a budget figure assigned to it. However if these figures are calculated back into the total budget figure above (683) the budget is still exceeded by 6%.

¹excluding Springboard, HEA/ICT, and international applications

Student Transition to Third Level

Over 2000 new entrants were provided with a comprehensive orientation as they commenced their studies in NCI. The Peer Mentor Programme helps first year full-time students to make the transition to College life easier by providing on-going assistance and immediate support. Second and third year students act as peer mentors for new students during the first weeks of the new academic year.

International Students Registered



Assessment

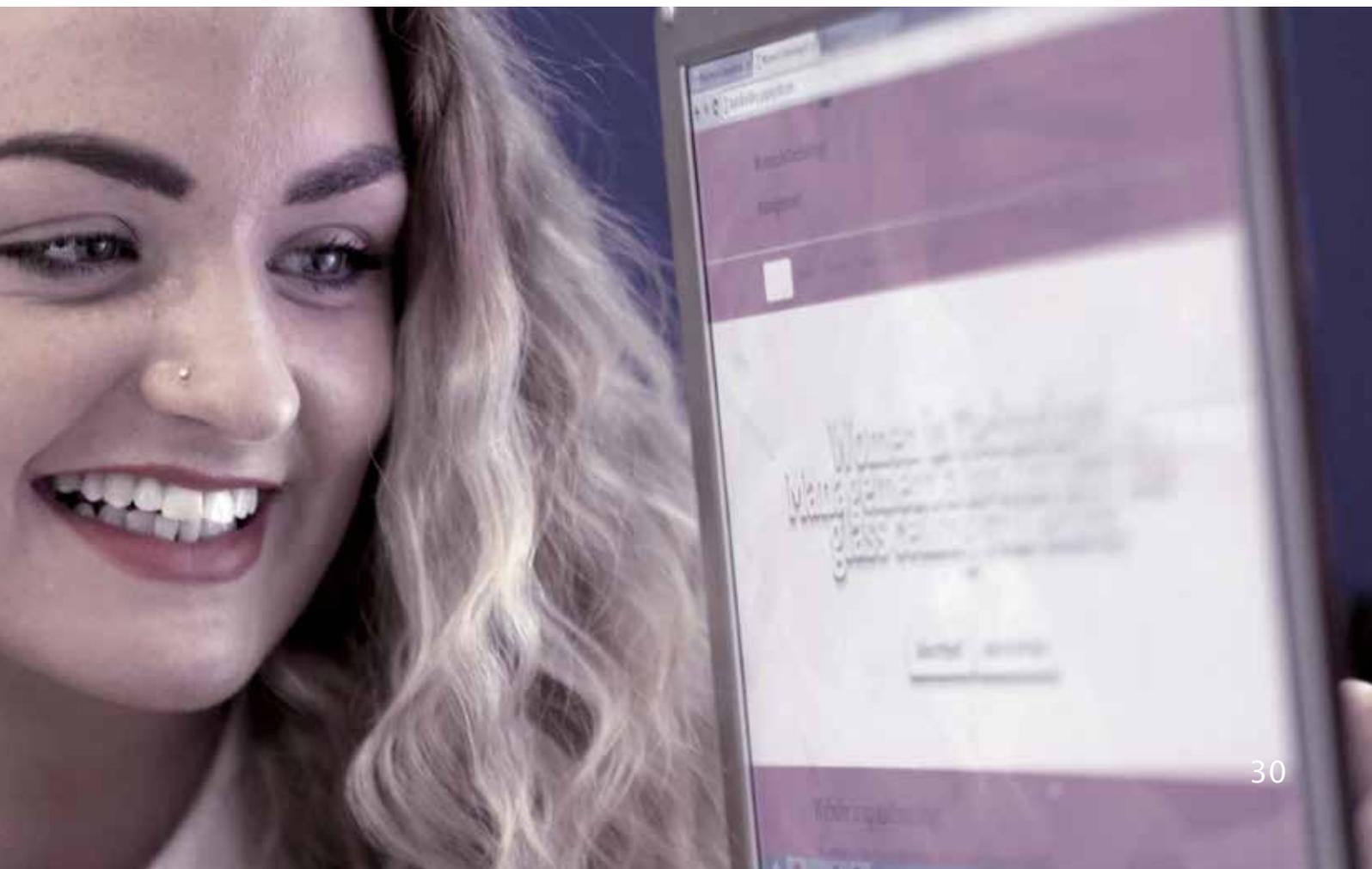
Assessment Review

A review of assessment administrative processes was completed in 2014. Over the preceding year feedback on assessment processes was gathered from a number of sources including staff and student workshops, surveys of both students and faculty and through an analysis of external examiner reports. A number of site visits were also organised to other higher education institutions and professional bodies to examine the assessment procedures in those organisations. The NCI Assessment Review report was issued to an external panel of experts for their consideration. The panel members were:

- Dr. Stephen Cassidy, Dean Quality Enhancement, Cork IT.
- Dr. Brendan Ryder, Assistant Registrar, Dundalk IT.
- Ms. Mary Jordan, Academic Administration and Student Services Manager, IT Carlow.

The panel visited NCI in February 2014 and commended the commitment by all members of staff to the students, the college and to ensuring a quality student learning experience. An action plan to address key areas over the next three years includes these high level objectives:

- Developing consistency across the two schools, clarifying the roles of all stakeholders and addressing the issues of exam security.
- The exploration and implementation of the use of new and existing IT systems to more effectively manage and systemise the process, and assist in addressing the issues of space in terms of examination venues.
- Implement a high level approach of the external examining of coursework ensuring full module set are highlighted to external examiners on appointment.
- Investigate the impact of broadening assessment techniques on administrative support of assessment should be undertaken.



Registrar's Report

Student Support and Recreation Service

The Student Support and Recreation service seeks to promote health and wellbeing and to develop participative extra-curricular opportunities for the whole student body to provide a well-rounded college experience. Students are encouraged to get actively involved in extra-curricular activities, with clubs and societies at the forefront of student life on campus.

The service continues to represent NCI on national committees such as the Student Sport Ireland Domestic Competitions Committee and member of Board of Irish College Societies.



Student Clubs and Societies

- 25 active clubs and societies with 9 new clubs established during last year. High levels of participation were recorded in organised club and societies activities based on bookings and events. NCI student events that have become a fixture on the calendar include the Fashion Show; the European Ski and Snowboarding trip; Got Talent Competition; the T20 Cricket Tournament. The inaugural PokeCon National Conference raised €2,000 in aid of Barrettstown.

- An annual Formal Ball, featuring the Clubs and Societies Awards is held each year in March. The awards officially recognise the special achievements and acknowledge the talent, commitment and determination of committee officers, individual students, teams, and special interest groups.
- NCI societies entered eight nominations into the Board of Irish College Societies National Awards held on the 10th April in Queen's University, Belfast. The awards are all about encouraging participation in societies and rewarding those who have contributed significantly to the life of their college through societies.

Student Achievements

- Four sports scholarships were awarded to first year students in partnership with the National Athlete Development Academy (NADA) to enable sports scholarship recipients to enjoy a range of member services.

Ethan Bradley - Irish Rugby League Student Team;

Leon Fahy-Byrne - the Irish Colleges Soccer Student Team;

Tiarnan Creagh - Under 20's Leinster Rugby Squad;

Sarah Purcell – winner of the 53kg weight category at the National Taekwondo Championships.



- The NCI Soccer Club were winners of the 2014 Colleges and Universities Futsal National Cup. NCI student Stephen Chambers received the man of the match award in the final and was one of the best players in the tournament for NCI.

- NCI Club representation was ranked equal 10th out of 32 third level institutions participating in Student Sport Ireland run competitions. The Karting Club had their best performance to date finishing 4th overall in the Team Championships with student Steffan Schmierer finishing as a runner up in the Individual Championships.

- Clubs and societies have fundraised or received sponsorship in the amount of over €4,000 towards selected community charities and student life activities.



Student Development and Leadership

- NCI hosted the Peer Mentoring and Peer Support National Conference.
- The NCI Student Support service in partnership with Common Purpose delivered a high quality, intensive, two-day leadership training pitstop for 15 students designed to enhance leadership and communication skills in an interactive, participatory learning environment. The

pitstop gave an opportunity to talk to and learn from leaders who are leading change in their organisations, and will also allow frank conversations with senior leaders from within National College of Ireland and its associates.

Registrar's Report

The team is focused on supporting students to reach their potential and achieve their goals by providing high quality resources, guidance and opportunities.

Career Development and Employability

The NCI Career Development and Employability service is focused on supporting all students and alumni to develop and implement successful career plans and to facilitate the recruitment process for students and employers. The team is focused on supporting students to reach their potential and achieve their goals by providing high quality resources, guidance and opportunities. From assistance with career planning, CV development and interview preparation to information on current vacancies and a range of dedicated events

with potential employers and NCI alumni, the Careers service actively assists students to pursue their chosen careers.

Student and graduate demand for the careers services has continued to remain significant, as students are increasingly focusing on life after college and the career options that are available, and due to anxieties about entering a very competitive recruitment market.

First Destination Survey

NCI was named Top for jobs in the Sunday Times 2014 league table in relation to employment outcomes for graduates.

Work Placement

The Work Placement service has seen significant growth in the number of student placements with 300 placed in 2014 and over 500 projected in the next academic year.

Students have been placed in a range of companies including Version 1, Workday, SAP, Amazon, AOL, Ericsson and Citco. In the past year we have run a series of employer insight events which have been very popular with the students and these have included presentations from: Workday, SAP, HP and CPL together with weekly careers classes and drop-in sessions.

Mentoring

Following on from the success of the first year of the MA HRM mentoring initiative, the third year of this programme was supported by a range of external HR Managers and Directors who acted as mentors including professionals from Accenture, Kerry Group, Aрызta and Morgan McKinley.

Many new programmes with a work placement component were launched this year, the Higher Diploma in Data Analytics and the Diploma in National and International Selling which has been developed in conjunction with the Sales Institute of Ireland, a new professional relationship for NCI.



NCI's work placement team with Minister Paschal Donohoe at the AHECS Awards.

Springboard Work Placements

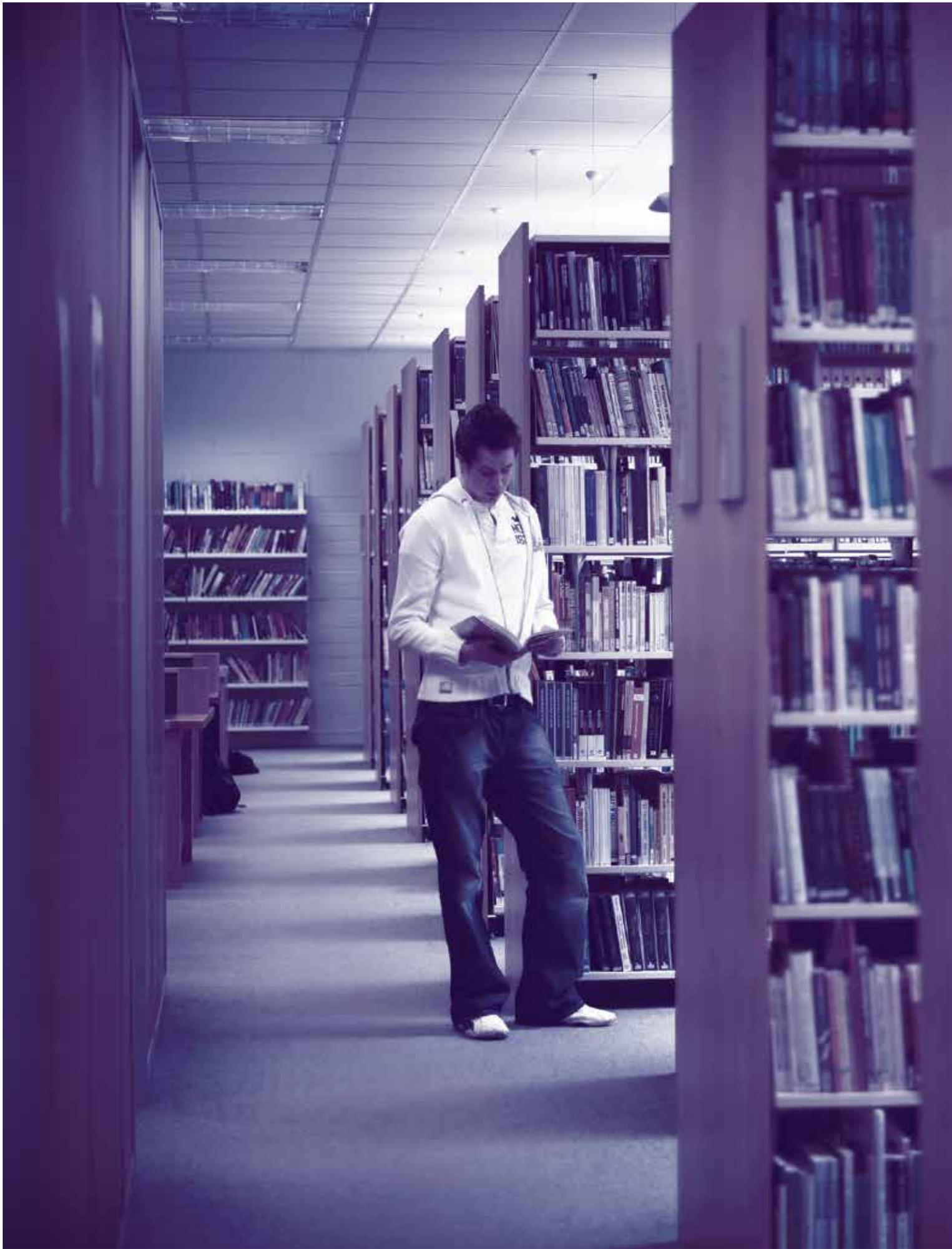
As part of the Springboard initiative the Work Placement team delivers a well-received careers module to all students and the first destination survey rates for these courses remain high with employability rates ranging from 72% to 92%.

NCI's Work Placement team won the gold employability award at the AHECS Excellence in Employability Award 2014 for their work on "Ctrl,

Alt, Compete" where 54 unemployed web development students with no relevant experience were assisted in preparing for the workplace. 100% of these have now worked within small teams and developed live websites for charitable organisations and as a result are now in a position to compete in the job market. This project was truly collaborative in nature with academics and careers working closely together to ensure a positive outcome for graduates.

IT Project Showcase : 2014

Careers, School of Computing and Marketing worked collaboratively to produce the 4th Year Computing Showcase on May 28th. We were delighted to welcome over 50 employers from 30 companies including SAP, Citi, WorkDay, SQS to attend. The booklet had over 1900 views and the showcase was featured in The Irish Times, the Metro, Dublin City Radio and was reviewed on LinkedIn.





Norma Smurfit Library

The Norma Smurfit Library offers a wide network of access to information for users. The library specialises in the areas of Finance, Economics, Computing, Accounting, Human Resource Management, Psychology, Employee Relations, Trade Union Studies, Marketing and Informatics.

The library has holdings in excess of 52,000 books and reports. We subscribe to over 255 paper periodical titles, 4 collections of ebooks and over 64,400 online journal titles. The library also manages the institutional repository TRAP (theses, reports and projects) and an exam papers database. The library has 150 reading spaces for student use, 39 computer stations, a meeting/group study room and an assistive technology room. The National College of Ireland has approximately 3,100 registered students (both full and part-time) and 170 staff. There are also currently 130 external library members. The library employs six full-time and four part-time staff.

Norma Smurfit Library

Library
Checkouts:
47,110

Holds/Requests:
2,889

Library
Check-ins:
47,228

Overdue Items:
4,851

Self Service:
20,899

Lost Books:
22

Acquisitions:
(i.e. Books Purchased)

Print Books: **4,808**

E-Books: **462**

Subscription: **10.200**

Databases:

The databases spend per Full-Time Equivalent* was €157.56 the databases spend amounted to 53.73% of the overall non-pay costs budget of the library. The library currently subscribes to 48 databases/online resources.

Highlights include:

- Engagement with social media, development of library Facebook page (Sep 2013).
- Library management system tender.
- Agreement with faculty/staff for publications/research to be input in the college repository TRAP (Thesis, Reports & Projects), and searchable from the college website. These pages will be maintained/updated by library staff. We have gone from zero fulltext/citations to over 420 in the 2013/14 academic year.

- Moving of library stock, assembling new shelving.
- Fitting of new carpet in the library which took place in July 2013.

Priority Areas for 2014/2015:

- Reorganise library structure to reflect new developments.
- Library management system tender and implementation of new system: Search narrowed to three choices: Capita : Koha & Sierra. Looking to go live with chosen system in August 2015.

- Social media and development of online quiz/tutorials in plagiarism, referencing, database searching, etc..
- New library webpage (identical pages on public website and college portals (staff and student)); improved functionality and access methods.
- Space reconfiguration.
- New security access gate.
- Summon 2.0.
- Develop e-presence (Moodle etc.)

“The library and the library staff were an added bonus I did not expect”.

MSc Web Tech Student (May 2014)

Environment:

Access

The library was open 68.5 hours per week during term time providing services and facilities to the students and staff of NCI. Outside of term time the library was open 56 hours per week, including Saturday. During the year our busiest days of the month for loan transactions were generally on Tuesdays and Wednesdays, the busiest periods of the day were from 12 noon to 2pm and from 5pm to 6:30pm.

Maintenance

- Carpet in library replaced in July 2013.
- New library signage/display.
- CCTV upgraded, cameras repositioned.

Marketing and Student Recruitment

The role of the Marketing and student recruitment department is to raise the profile and awareness of NCI and to inform potential students about our courses. In 2013/2014 we continued to feature genuine NCI students in their own words; the campaign achieved strong results, particularly in the area of postgraduate domestic recruitment, both full-time and part-time, in the School of Business, and level 8 part-time courses in the School of Computing. These areas all exceeded their budget figures for 2014.

In addition to ongoing advertising and communications, several other initiatives are noteworthy:

- In 2012/2013 a major project was the development of a new college website; this project was completed in 2013/2014.
- In 2014 we began a major Inbound Marketing project with the purchase of Hubspot, a system that will enable us to convert visitors to our site into leads. We had an increased focus on digital content creation with even greater levels of activity and output on our blog and social channels.
- In July 2014 we recruited an additional sales resource, Aine Dilleen, as Business Development Manager with responsibility for growing awareness of our offerings amongst corporate clients, and to grow the numbers of students coming from these clients.
- Open information events were held throughout the year for part-time and full-time students, with attendance numbers continuing to grow.
- Through our School Liaison Programme we visit over 100 schools per year to inform senior cycle students about the CAO courses at NCI. Open Days and Free Leaving Cert. revision sessions were also held to encourage potential CAO applicants to visit the college.
- To further position NCI as a centre for excellence in the web technologies and cloud computing arenas, we continued our series of tech workshops titled the dot conf deep dive event series. Held in the cloud competency centre and led by



Dr. Louise McHugh, Senior Lecturer in Psychology, UCD was one of the speakers for the In The Psychologists' Chair Event Series.

NCI lecturers, these talks are aimed at the IT community with a view to raising awareness of our programmes in this area.

- We concluded a very successful event series in partnership with Metro Herald newspaper called the Seven Deadly Skills series, designed to highlight our postgraduate courses to young professionals starting out in their careers and seeking to gain competitive advantage. This generated good coverage both in terms of advertising and editorial and won an APMC star award in 2014 for 'Best Promotional Innovation'.
- To raise interest in and awareness of the BA in Psychology, we initiated a new event series, In The Psychologists' Chair, in association with The Irish Times, with a range of interesting speakers to illustrate the many and varied career paths which are open to students of psychology. The events were well attended

and generated significant advertising and editorial coverage in the Irish Times and irishtimes.com at a low financial investment for NCI.

- We continue to represent NCI at a wide range of educational fairs and events including the GradIreland and Postgrad Ireland events, Careers Zoo, Higher Options, the Technology Forum in Croke Park and Dublin Inner City Employment Fairs.
- We also maintain a regular presence at industry events such as those run by Dublin Chamber of Commerce, the Docklands Business Forum, Jobnet, Social Enterprises and technology groups and many more.
- An extensive range of publications were produced throughout the year, ranging from our full and part-time prospectuses to posters, reports, leaflets, brochures and more.

- Our social media efforts continue to pay dividends with our Facebook fans growing to 10,000 plus (from 7,474 in last year's report) and our Twitter followers to 5,500 from 4,465. NCI's LinkedIn Education page has 10,500 connections.
- We continued to have significant success in recruiting for government funded labour market activation courses, such as Springboard and the HEA ICT Skills conversion programmes. Through regular liaison with organisations dealing with the unemployed, and the development of contacts and expertise in this market, over several years we performed exceptionally well in the recruitment of these students.

Marketing and Student Recruitment

Professional Education & Training

The Professional Education & Training Unit works with companies, sectoral membership bodies, government departments and institutes to develop education and training programmes to meet specific needs.

Building on the foundations laid in both 2011/2012 and 2012/2013 the Professional Education & Training Department continued to work in collaboration with new and existing partners to strengthen both industry and Government Department links. The highlights of the academic year 2013/2014 were as follows:

- Positive response from the retail financial services market building on our market entry as the only higher education institution offering Central Bank of Ireland, Institute of Canadian Bankers and Quality Qualifications Ireland programmes and modules to comply with the Central Bank Minimum Competency Code (MCC). The market has responded very positively to the PFP suite of programmes in particular to the combination of delivery of high quality learning experiences with flexibility of delivery format for retail financial services professionals across all of the retail financial services subsectors.
- The Personal Financial Planning Industry Advisory Board was established in this academic

year with representation at CEO and COO level from organisations such as Accenture, Irish Life, EBS, Professional Irish Brokers Association, St.Raphaels Garda Credit Union. The Board has been very engaged and actively supportive of the ongoing development of the market for the PFP programmes.

- In April 2014 NCI entered the Continuing Professional Development (CPD) market to support the above programmes with the approval of both the Central Bank of Ireland and the Institute of Canadian Bankers. Again NCI are the first higher education institute to enter the CPD arena.
- In January 2013 we commenced delivery of the 'Diploma in National & International Selling' in partnership with the Sales Institute of Ireland. The programme was designed by Sales Directors for their Sales Executives and has proved popular as a programme delivered to fee paying students working in sales roles and also as a programme selected by the Higher Education Authority for

delivery under the Springboard Labour Market Activation initiative. We continue to build on this partnership to develop further programmes for the sales fraternity in Ireland and beyond.

- Our partnership with the Irish Institute of Pensions Management (IIPM) continued with further blending of the content across the IIPM suite of programmes in order to best suit the needs of the pensions industry. We also continued to successfully manage the Secretariat for the IIPM including managing the IIPM members' CPD requirements and hosting of their CPD seminars.
- We were delighted to continue our partnership with McDonalds Restaurants of Ireland with the first cohort of graduates from the BA in Management Practice successfully completing their degree in this academic year.
- We were very happy to continue as an approved third level education provider to the Summit Finuas Network Skillnet. We were selected in this



McDonalds Graduation Class in Bachelor of Arts in Management Practice.

academic year as a provider in the data analytics space building on our ongoing relationship in the area of Financial Regulation.

- NCI's relationship with the Irish Computer Society (ICS) for the provision of the Certificate in Business Analysis began being managed by this Unit in this academic year and we are happy that the recruitment of students for this programme continues to grow with the support of additional funding from the aforementioned Summit Finuas Network for students working for IFS companies.
- New relationships were established with:
 - Department of Enterprise, Jobs & Innovation in the design and development of the Certificate in Workplace Adjudication for newly appointed Workplace Adjudicators by the Dept.
 - Retail Excellence Ireland in the design and development of accredited third level programmes for their members.
 - Irish League of Credit Unions (ILCU) for the design and development of a Certificate in Credit Union Compliance and Risk for their members.
- The Professional Education & Training Unit was also delighted to work again with the Higher Education Authority (HEA) as the single largest provider under both the Springboard and ICT Skills initiatives in the management of the tender process, the ongoing relationship with the students under these initiatives and in the evaluation of the all important labour market outcomes of which NCI consistently rate above the national average.

NCI Commercial Office and Business Incubation Centre

Business Incubation

2013/2014 was another successful year in the Business Incubation Centre with a host of new companies occupying 100% of the space. Boxever entered the centre at the start of the year with 6 employees and scaled to 29; they intend to employ 40 within the next few months and to move to larger offices. Electrout, a technology start-up from Letterkenny IT, moved into NCI in July 2013 with 5 employees, which increased to 20; they trade electricity and run a 24-hour trading desk.

In February 2014 Alan Conroy set up Bots39.com a technology start-up, it was very significant for NCI as Alan graduated from the College in 2013.

NCI continue to work with client companies who have graduated and moved on from NCI, many of these companies refer clients to the centre and engage with our careers office to employ NCI graduates. Frontline Ventures have worked both with the Centre and the College to mentor and assist student groups, advising promising entrepreneurs. During the year we co-hosted a

number of funding workshops for the technology start-up community including international and domestic site visits.

Many of the in-house entrepreneurs have worked with MBA students and undergraduate groups involved in technology projects, they have assisted as mentors and as dragons on evaluation panels. In particular Davra Networks, Eventovate and Tapadoo have made their teams available to work on NCI student events and projects on multiple occasions.

Technology Transfer/Commercialisation

A very positive first year as part of the Dublin Regional Innovation Consortium (DRIC) with DIT, IADT, ITB and ITT. We held bi-monthly clinics hosted by consortium licencing executives for students interested in entrepreneurship, but unsure of how to progress their ideas. The School of Computing appointed a faculty member to work with students on invention disclosures and this has paid dividends. By the end of the financial year NCI registered seven invention disclosures and

completed an assignment and a student project is currently with the inventor's legal team as they intend to create a start-up company. All of this was made possible by promoting the service within the Schools and as members of the consortium having access to the licencing executives for students. More importantly there is a strong pipeline of strong student projects that are consulting with the licencing executives on a weekly basis.

Open Innovation

Officially the Open Innovation Project (EU Funded) concluded for the Dublin Partners at the end of 2013 however NCI continued to work with UCL in hosting a very successful Citrus Saturday workshop where second level student learn how to set up their own business making and selling juices and they retain the profits. Similar to 2012 alongside Citrus Saturday ELI in conjunction with local companies ran an Open App Challenge giving secondary school students who are interested in technology the opportunity and skills to set up a business and create usable apps.

Commercial Office

The Commercial Office manage the residences here on campus along with conferencing and non-academic revenue generating businesses. The office oversee the campus management of premises and facilities and manage the relationship with many service providers.



Early Learning Initiative

National College of Ireland

Supporting Parents, Communities and Schools in the Education of Children

The Early Learning Initiative (ELI) at the National College of Ireland (NCI) engages parents, educators and the community as a whole in preparing young people for life in Ireland today.

Highlights

Last year, over 4,000 children, parents, professionals and volunteers were involved in an ELI programme. We had satisfaction rates of 97% (N=783) across all programmes. Children's oral language, literacy and numeracy skills are improving and young people's aspirations for the future have never been higher.

Without the active involvement of all our partners across the community, ELI would not be successful in improving outcomes for children and their families in the Docklands. Thanks to everyone who got involved last year, including the

- 78 children and their families in the Parent Child Home Programme and their home visitors, who talked, read and played together in over 3,708 home visits last year
- 784 children and their families in the NEYAI Docklands Early Numeracy Programme, who not only learned about numbers, money and symbols in the environment but wrote their own book, 'The Money Tree'.
- 341 children and their book buddies who read over 3,690 books during Zoom Ahead with Books.
- 225 children who spent at least 2,200 hours playing Rummikub, Monopoly and taking part in quizzes for the NCI Challenges.
- 202 young people involved with the Educational Guidance, Discover University, Tuition Support and Third Level Programme.
- 1,802 parents, 230 early years practitioners and primary school teachers and 229 volunteers from our corporate partners, who were actively involved in all our programmes.



Minister for Children and Youth Affairs, Frances Fitzgerald TD, with ELI programme participants.

Parent Child Home Programme (PCHP)

Last year was another good year for PCHP with 78 families taking part in the programme. Each family had, on average, 48 home visits. Assessments demonstrate that the PCHP children's oral language, literacy, numeracy and social skills are at levels expected for their age unlike children in similar disadvantaged areas. As one parent observed:

My reading has come on better and I am calm. I love reading to my child and now he sometimes reads to me and role play coming from different sides. I am a lot more relaxed and my child is the same with me. I enjoy playing with the tea set. I love reading to him and how we enjoy playing together. The Home Visitor is great in giving me tips and looks at all the different sides. Yes I

have said it to my family, friends and in his play school. I have said it to the intervention team.

In 2014/2015, through the support of the ABC Programme, the number of families involved in PCHP will increase.

Another exciting new development is that, in collaboration with the Katherine Howard Foundation and Pavee Point, we are training a group of traveller women to deliver PCHP to 8-10 traveller families in the Finglas area. We are hoping that the success we have had in the Docklands and Bluebell with PCHP will be replicated in the traveller community and that traveller children will start school with all the skills they need and on a par with their peers in the settled community.

A pilot longitudinal research study with the first fifteen PCHP families was carried out in 2013/14. It found that six years later, these parents

are continuing to use the skills they learned through the programme. The PCHP books and toys are still being used by these parents to talk, read and play, not only with their PCHP child, but also with their other children.

He asks for a story for bed and just the other night, he went on into bed. I was washing up the delph, and I say, 'Go on in and I'll follow you in a minute' and he has the whole bag that he carries around with him with (PCHP) books in. When I went in he said 'Mam I read this by myself'.

Their children are doing well at school, having started school with the literacy and numeracy skills needed to succeed.

Early Learning Initiative

Working in Partnership with Government

Through its ongoing support of ELI, the Government directly helps children and young people to reach their full potential in all areas of learning and development. Implementing Government policy at local level is the foundation of all ELI's programmes. Through its investment in ELI's programmes, the Government is delivering on *Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People 2014-15* (DCYA 2014); the Programme for Government (2011) and the National Strategy to Improve Literacy and Numeracy (DES 2011), thereby ensuring that education is at the heart of a more cohesive, more equal and more successful society and the engine of sustainable growth. Its support has been very influential in helping us improve outcomes for the children and young people we work with.

National Early Years Access Initiative (NEYAI) Docklands Numeracy Programme

The NEYAI Docklands Early Numeracy programme, which was funded by the Atlantic Philanthropies, the Mount Street Club Trustees, the Department for Children and Youth Affairs, the Department of Education and Skills and Pobal ended in July 2014. Children's numeracy outcomes have improved over the course of the programme. The numeracy assessments administered by

students from UCD Educational Psychology and St Patrick's College, Drumcondra indicated that the children's numeracy concepts and skills had improved over the year and they were performing on a par with those in more economically advantaged areas. The results from the NEYAI National Evaluation are similar with children aged 3-4 years in the Docklands doing very well, particularly in language and cognition, compared with their peers in other projects in the evaluation.

The programme ended with a Community Celebratory Dissemination Event. Each service/school involved (eight ECCE services, six schools and one afterschool's project) exhibited the good practice in numeracy developed in their service/school, as a result of their involvement in the NEYAI programme. We were delighted that the Minister for Education and Skills, Ruairi Quinn joined us to celebrate our achievements and launch "The Money Tree", a storybook written by children in the Docklands area.

Area Based Childhood (ABC) Programme

The Tánaiste, Eamon Gilmore and the Minister for Children and Youth Affairs, Frances Fitzgerald launched the Area Based Childhood (ABC) Programme here in NCI on 27th November 2013. The Docklands and East Dublin Consortium, for which NCI is the lead agency, was awarded funding of €1.2m to implement their proposal. Since then we have been working on the design stage with Pobal and Centre for Effective Services (CES), who have been



engaged to manage the funding and programme support of the ABC programme. Being part of the ABC programme will enhance the work already being done in the area and allow us to develop it further. It also enables us to extend our catchment area from the four parishes of East Wall, North Wall, Ringsend and City Quay to Mountjoy Square, Ballybough and Summerhill.

Corporate Involvement

Interest in ELI from the corporate sector increased last year, which resulted in more organisations signing up to partner ELI in improving outcomes for children and young people in the Docklands. The role our prominent corporate partners play in supporting these children and their families to succeed in education cannot be overestimated.

Without the substantial, long-term financial and voluntary support of the following funders, much of the ELI's work would not be possible:

McCann FitzGerald, Smurfit Kappa Group Foundation, ICG, Dublin Port, State Street Foundation, Deloitte, Citco, McGarrell Reilly Group, HSBC, Ireland Funds, Arthur Cox, BlackRock, Dermot Desmond, Fyffes, Irish Ferries, Samskip, Total Produce, Ulster Bank, Eversheds and The Panel.

We applaud their genuine commitment to making a real, measurable and positive difference to the lives and learning successes of children and young people in the area.

Fundraising Standards

In 2013/14, NCI, on behalf of ELI, signed up to the Governance Code and the Statement of Guiding Principles for Fundraising. NCI is also a member of the Irish Charities Tax Reform group (ICTR) which is the representative body for Irish charities are fully committed to achieving the high standards outlined in the Statement.

Volunteering

Our corporate volunteer programme continues to expand with over 229 employees from our corporate partners volunteering for at least one of ELI's programmes. Their involvement is a key motivational factor, with young people in our community really appreciating the opportunity to 'speak to accomplished professionals' and get 'an insight into the real life business world'. Thanks to all who participated in ELI's volunteering programme. Together, we are expanding the minds, hopes and ambitions of this generation and helping them to develop the skills they will need for education and employment.

Leading the Way

The long-term strategy for ELI is based on improving the service it provides to our local community in the Docklands as well as extending our programmes nationwide. Our vision is that the ELI will, over time, act as a centre of excellence, from which many communities can learn, with models of best practice developed and used across Ireland to address systemic issues in early literacy and numeracy. Many organisations in the statutory, community and voluntary sector have approached us to help them establish our programmes, in particular PCHP, in their areas.

Partnering with other Communities

In 2013-14, we shared our expertise and learning with Canal Communities partnership (PCHP); Limerick Childcare Committee (Síolta Quality Support Initiative) and An Síol, Stoneybatter

(Educational Guidance Programme). In addition, young people from other areas, including Ballymun and Stoneybatter, attended our Discover University programme.

Research and Scholarship

Our engagement with practitioners, policy makers and academics at both national and international level enable us to contribute to both national and international theories and practices. Highlights included:

- Global Gathering for Childhood Conference in October 2013: *Fidelity of the Programme - Parent Child Home Program(me) in a Different Culture* (B. Fagan and C. Zuniga); *A community based approach to involving parents in their children's Early Numeracy Learning* (C. Flood); *Assessing Children's Early Numeracy Outcomes* (T. Lalor)
- National Conference to Signpost the Learning and Legacies from

NEYAI on 23rd May 2014: *NEYAI Docklands Early Numeracy Project* (C. Flood, J. Bleach and practitioners)

- 2013 Higher Education Authority Conference on *Equality of Access to Higher Education in Ireland*, 7th November: *From 18 months to 18 years - Supporting access to third level education* (J. Bleach)
- Bleach, J. (2014) Developing professionalism through reflective practice and on going professional development, *European Early Childhood Education Research Journal*, Vol. 22, Issue 2 <http://www.tandfonline.com/eprint/3rNnG-7mJpg32mftxIXDF/full>
- Bleach, J. (2014) Supporting Parents, in Reed, M. and Walker, R. [Eds.] (2014) *Critical Companion to Early Childhood*, London: Sage. A podcast and PowerPoint to support and extend the content of the chapter will be available on the Sage website.

ELI Projects 2013/14

Programme	Outline	Numbers involved in 2013/14
<p>Parent Child Home Programme (18 months – 3 years)</p>	<p>Local home visitors visit families twice a week to model talking, reading and playing with the children.</p> <p>Weekly supervision sessions and a training programme, which incorporates Aistear, the Early Childhood Curriculum Framework and Síolta, The Quality Framework for Early Childhood Education, is provided for the home visiting team. They are also completing a FETAC level 5 major award in Childcare.</p> <p>Informal storytelling sessions in the local community – modelling for parents how to read to children.</p> <p>This programme will be expanded under the ABC programme.</p>	<p>17 home visitors</p> <p>78 children and their families involved in home visits</p> <p>55 children and their families attended story telling sessions</p>
<p>National Early Years Access Initiative (NEYAI) Numeracy Project</p>	<p>Beginning in 2011, this project is aimed at improving early years numeracy and mathematical skills in the Docklands through the provision from birth to 6 years of an integrated programme of activities, training and support for children, their parents and families, and educators.</p> <p>It incorporates ELI's continuous professional development for Early Childhood and Care (ECCE) practitioners, which is designed to improve the quality of service and education provided in the ECCE settings in line with Aistear, the Early Childhood Curriculum Framework (NCCA 2009) and Síolta, The Quality Framework for Early Childhood Education (CECDE 2006b).</p> <p>There are three curriculum priority weeks a year as part of this programme, which include events for parents. Last year, the priorities were numbers, money and symbols in the environment.</p> <p>A three-year plan has been developed for this programme, which will be expanded under the ABC Programme.</p>	<p>150 early childhood and care staff</p> <p>784 children and their parents</p>
<p>Parenting Courses</p>	<p>A parenting programme, developed jointly with Parents Plus Charity, it is run in partnership with the Home School Community (HCSL) Coordinators, family support workers etc. in the local community.</p>	<p>14 facilitators</p> <p>32 parents</p>
<p>Zoom Ahead with Books (Junior Infants – 1st Class)</p>	<p>This programme is extremely popular with both parents and children reading together at home and doing a drawing (both parent and child) to illustrate the part of the book that appealed to them.</p> <p>This programme will be expanded under the ABC Programme.</p>	<p>334 children</p> <p>249 adults</p> <p>Over 2,600 books read</p>

Programme	Outline	Numbers involved in 2013-14
NCI Challenge (2nd, 3rd & 4th Classes)	This programme was designed to encourage the development of the children's cross-curricular skills as well as encouraging parental involvement in their children's education and schools.	Rummikub: 89 children 62 parents Table Quiz: 80 children 40 parents Monopoly: 58 children 58 parents
Educational Guidance (5th & 6th Classes)	This programme aims to raise the awareness among students, parents and teachers of the necessity of having a third level education if one wishes to pursue certain careers. The exhibition helps to inform the local community of how choices made at the end of the primary school can limit life chances in terms of accessing further education and career opportunities	107 children 30 parents attended the exhibition
Stretch to Learn Awards	These awards are designed to encourage and celebrate educational achievement. They recognise the efforts students and their families have made to improve their skills and knowledge. The criteria are: <ul style="list-style-type: none"> ▪ Listener ▪ Persistence ▪ Communicator ▪ Friendship ▪ Good Student/Academic Excellence 	300 children (73 received awards) 105 adults attended ceremony
Tuition Support (14-18 years)	This programme provides tuition support in English and Maths for second level students, both in NCI and the community.	41 students
Discover University (14-17 years)	This programme helps young people to develop a positive set of attitudes, learning dispositions and skills that will support them at both second and third level.	35 students 61 adults attended ceremony
Third Level Support (17+ years)	This programme provides personal, career and financial support to third level students from the area to help them develop the life skills they will need for college and their future career.	19 students
Volunteering Programme	Raising young people's educational and career aspirations is a key element of ELI's work. Involving NCI's students and corporate volunteers in ELI's primary and second level programmes allows young people to see third level education as an attainable, desirable and accessible prospect. This programme allows volunteers (third level students and corporate) to enhance their own interpersonal communication skills as well as make a positive difference to the educational life chances of the people in the local community.	25 students and 229 corporate volunteers

Programme	Outline	Numbers involved in 2013-14
<p>Research and Development</p>	<p>Using a community action research methodology, programmes are being evaluated and developed in partnership with the local community.</p> <p>Increased interest in ELI at both national and internal level</p> <ul style="list-style-type: none"> ▪ Involvement in national consultation processes e.g. Síolta, National Children’s Strategy, Interagency Approach to Parenting ▪ Invitations to speak about our work <p>National Evaluation</p> <p>The National Evaluation of the NEYAI Project, conducted by Dr. Kieran McKeown (Project co-ordinator), Trutz Haase (Data Analyst) and Professor Jay Belsky (Research Director of the UK’s National Evaluation of Sure Start Research Team) was published in May 2014 Evaluation of NEYAI and Síolta QAP A Study of Child Outcomes in Pre-School) and will inform national policy going forward. The main findings were:</p> <ul style="list-style-type: none"> ▪ NEYAI and Síolta QAP have similar effects on child outcomes. ▪ Home learning environment is strongest indicator of child’s future development. ▪ Intervening earlier is better and more effective than intervening later. <p>It found that children aged 3-4 years in the Docklands were doing very well, particularly in language and cognition, compared with their peers in other projects in the evaluation.</p> <p>New Programmes for 2014-15</p> <p>As part of the design and development stage of the ABC Programme, preparations are underway to introduce three new programmes.</p> <ul style="list-style-type: none"> ▪ 0-2 Years Programme (based on the HSE’s Community Mothers Programme, which aims to improve children’s early development through the empowerment of their parents). ▪ Restorative Practice (a programme for young people aged 6-12 years, which aims to develop capacity in the community to manage conflict and tensions by repairing harm and building relationships). ▪ Doodle Den (after-school literacy programme for 5-6 year old children). 	<p>Publications:</p> <p>1 book chapter</p> <p>6 conference papers</p> <p>1 journal paper</p> <p>(6 national and 2 international)</p>



Quality Assurance & Statistical Services

During the academic year 2013/14, the Quality Assurance & Statistical Services (QASS) office continued to support academic and service function operations through policy and process development and improvement, and through project management of major College initiatives. Preparations for the quinquennial programmatic review of both Schools' portfolio of programmes commenced in February 2014 and this review is due to complete by June 2015.

Programme Development & Validation

Table 1 outlines the new programmes which were validated in 2013/14.

Programme Title	Award Type	Level	Credits
SCHOOL OF BUSINESS			
Certificate in Personal Debt Management Services	Special Purpose	8	20
SCHOOL OF COMPUTING			
MSc in Data Analytics	Major	9	90
Postgraduate Diploma in Science in Data Analytics	Major	9	60
Certificate in Business Data Analytics	Minor	9	30
MSc in Mobile Technologies	Major	9	90
Postgraduate Diploma in Science in Mobile Technologies	Major	9	60
Certificate in Mobile Technologies	Minor	9	35
Higher Diploma in Science in Computing	Major	8	60
Certificate in Mobile & Cloud Gaming	Minor	8	30
Certificate in Mobile Application Development	Minor	8	30



Service Reviews

The Assessment Process review which commenced in 2012/13 completed in April 2014

Learner Satisfaction 2012/13:

NCI participated in the Irish Survey of Student Engagement for the first time in March 2014.



International Office

The number of international students on campus is now 208, studying 22 different full-time courses across both schools. These students came from a total of 18 countries and have made a significant contribution to cultural and linguistic diversity on campus.



International Student Support

Two new International Peer Mentors joined the International Office this year. Michelle who is from Malaysia and on the MSc in Cloud Computing programme, along with Franciele, from Brazil and in her second year of the BSc (Hons) in Computing.

We arranged for 93 students to be met at the airport and the drivers brought them directly to their accommodation in Dublin. This ensured the student received a warm welcome and allowed the International Office to schedule a

meet-and-greet meeting with a peer mentor. The peer mentors arranged four walking city tours for new students, bringing the student to some important locations that are critical to an international students' successful orientation into Dublin and the College. Among the places visited were the GNIB, PPS offices, tourist attractions and shopping areas.

In October, NCI held a welcome event for all new and continuing international students which included Irish music and dancing lessons.

The international society was renamed the International Friendship Society and encouraged national and international students to join up. In semester one they arranged a night out and a day museum tour and already have much planned for Semester two. The society helped the Students Union to organise the Diwali Festival in October and the Chinese New Year Celebrations planned for 19 February.

NCI have two student ambassadors in the Enterprise Ireland programme this year Kun Qian from China and Sujay from India and they both blogged throughout the year.

International Marketing Activities

China

The main marketing activities and promotion of NCI which took place this year included seminars with educational agents and attendance at education fairs were coordinated and organised through our in-market advisors and Senior Programme Officer, Grace Zhang.

Throughout the year, we delivered strong activities across China, in particular in the key target markets of Beijing, Tianjin, Dalian, Shenyang, Shanghai, Suzhou, Ningbo and Hangzhou. Staff from Ireland visited on numerous occasions to strengthen relationships with agents and meet with potential students at education fairs.

Both NCI President, Dr Phillip Matthews and Garreth Fennell, Director – International Development, were delegates on the Irish government education mission to Beijing in October. Garreth visited four collaboration universities: Dalian Universities of Foreign Languages, Hebei University and Yunnan Normal University in September. We continued to develop collaboration agreements with these universities, in particular with faculty visit from Hebei University to share knowledge and teaching practices.

India

India has proved to be an excellent geography for NCI, due to the market's strong focus on return on investment by its students. NCI's position as 'Best for Jobs' has resonated strongly with Indian students and the quality of our recent intakes is testament to our standing with the market. NCI has created excellent relationship with external stakeholders including educational advisers to students, Universities and Irish Government agencies. Dr. Horacio Gonzalez-Velez visited India twice in the last year. During one of these visits, Education Ireland organised a guest lecture tour wherein he visited premier Indian Institutes and interacted with students there. NCI has successfully participated in Education Ireland fairs led by Garreth Fennell, Director International.

Other markets

On the back of a revised strategy for international students, this was a busy year for emerging and developing markets. NCI attended the EURO POS fair in Sao Paulo and the Salao do Estudante Fair in Curitiba, Brazil in November, supporting Education in Ireland's raising of awareness of educational opportunities in Ireland for Brazilian students. NCI received fifteen students from the Brazilian Government scholarship, Science Without Borders, and the International Office produced a series of videos to promote the College.

NCI has developed a partnership with Tunku Abdul Rahman University College (TAR UC) in Malaysia. An agreement was created when Dr. Leo Casey visited the University last year. Later in the year, we hosted a visit from TAR UC's delegation, Ms Joyce Chee and Dr. Ng Swee Chin, for the signing of the MOU ceremony. We are delighted to have already received two students from TAR UC based on this agreement.



Statistics:

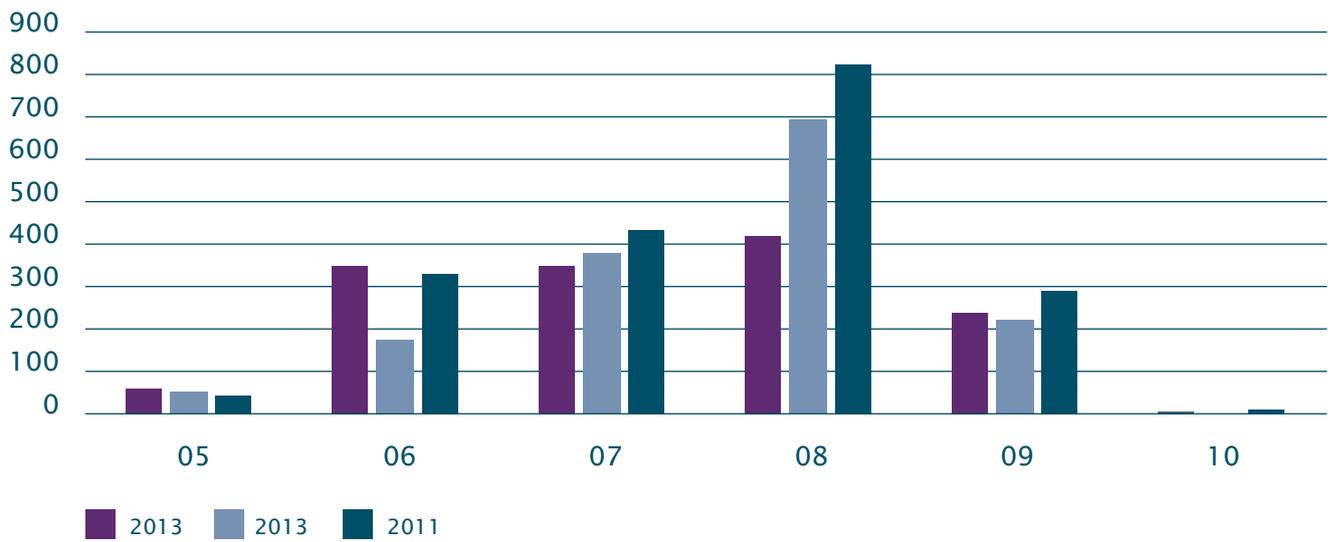
NCI at a glance



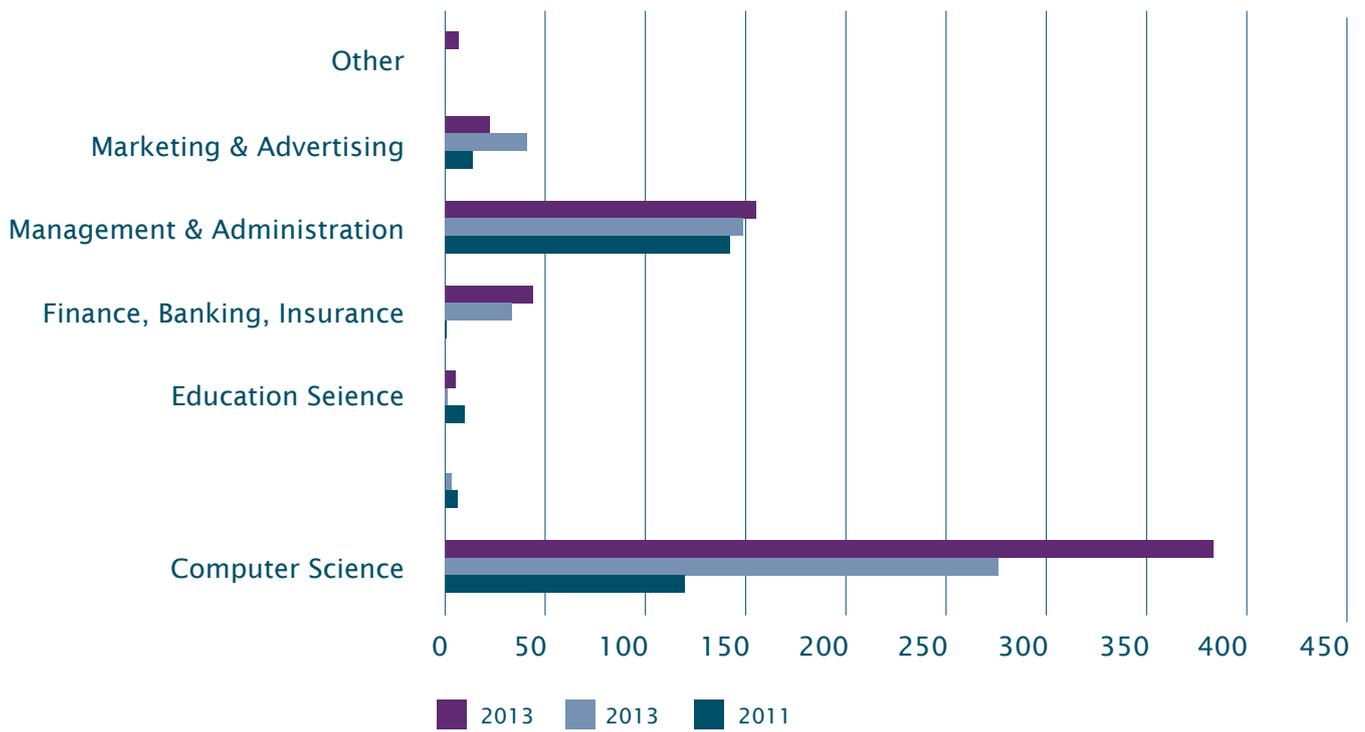
Enrolment by Level 2011-2013



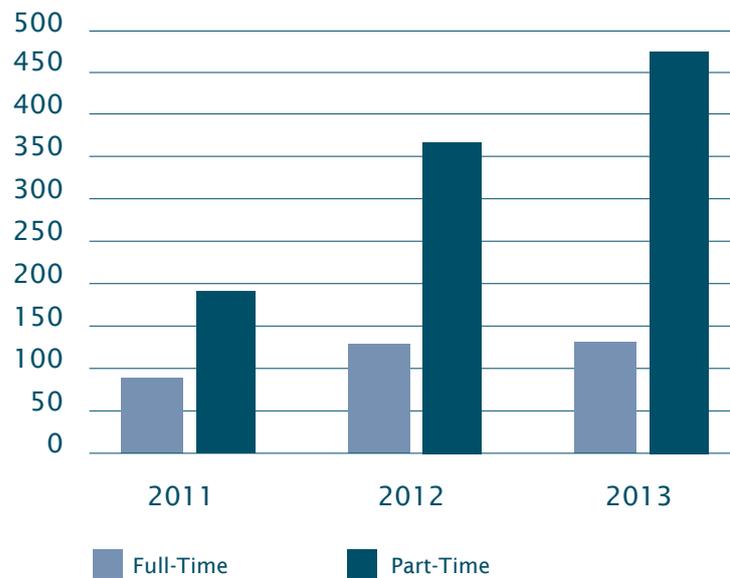
Part-time Enrolment by NFQ Level



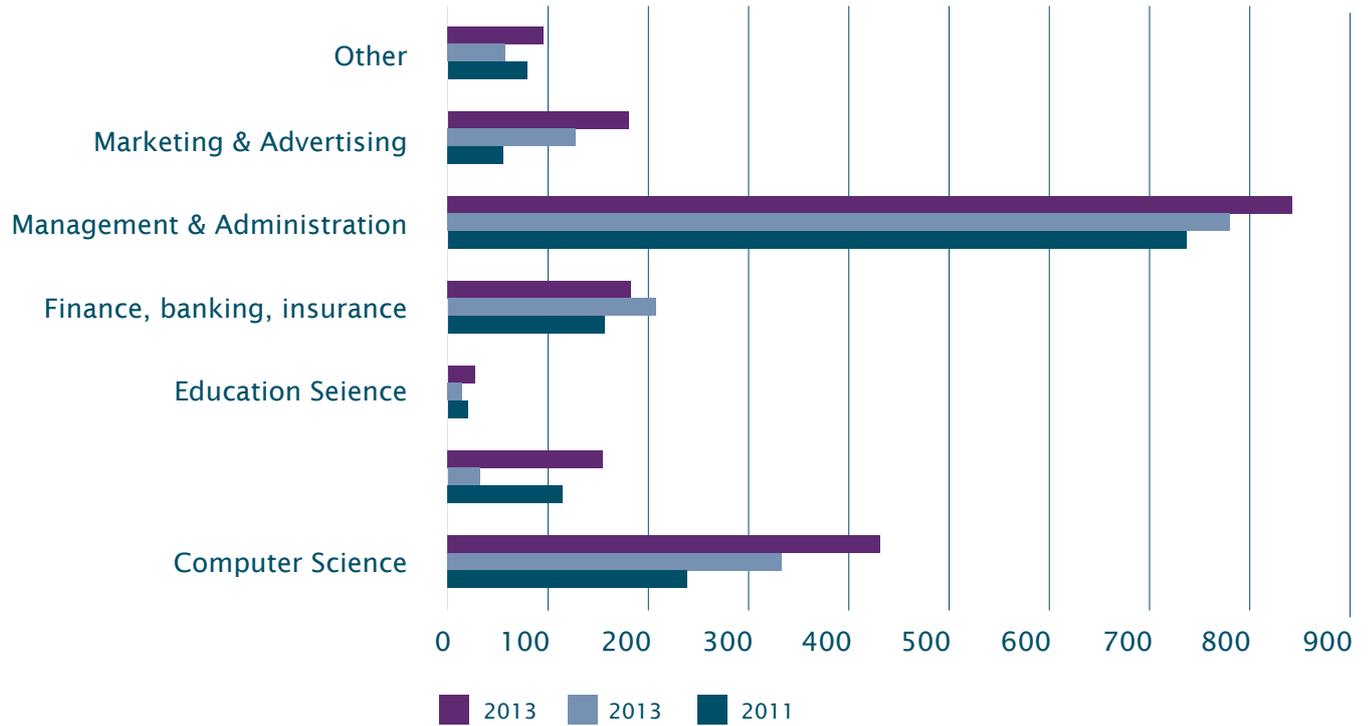
Postgraduate Enrolment by Subject Level



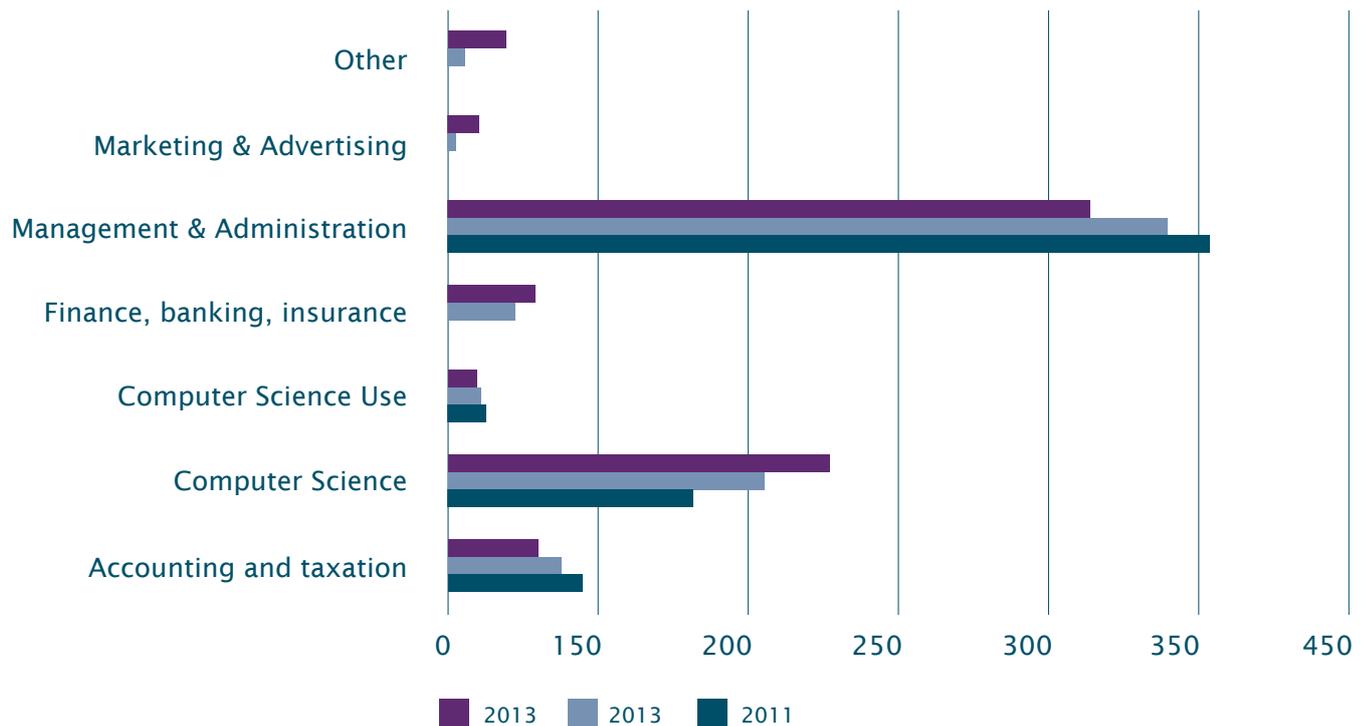
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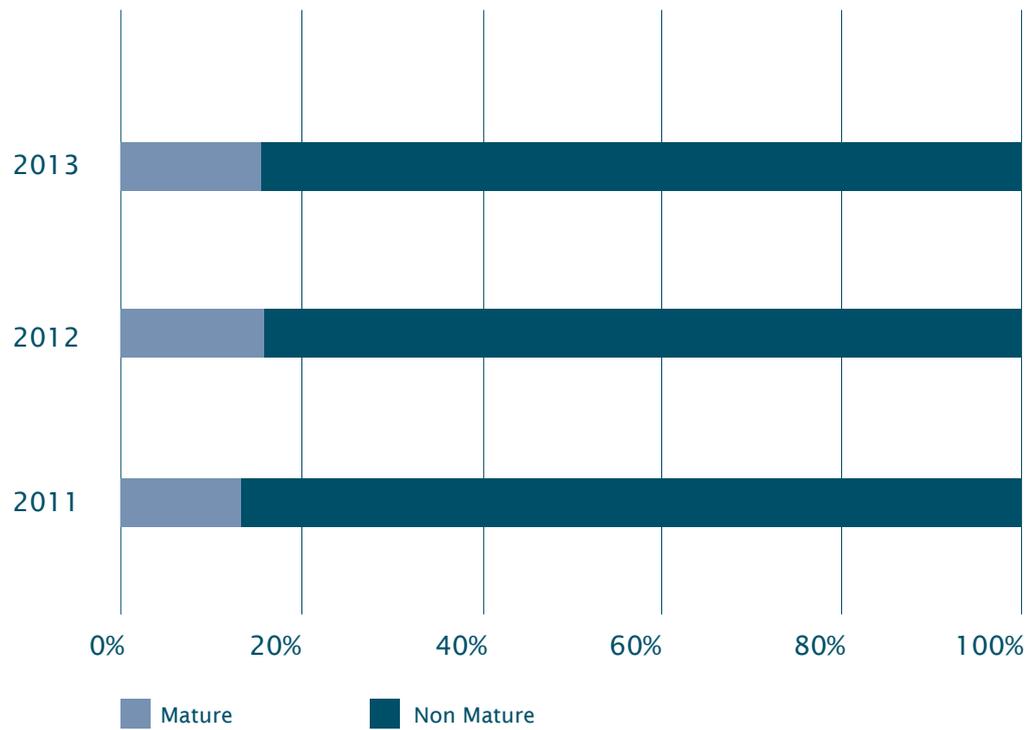
Part-time UG Enrolment by Subject Area



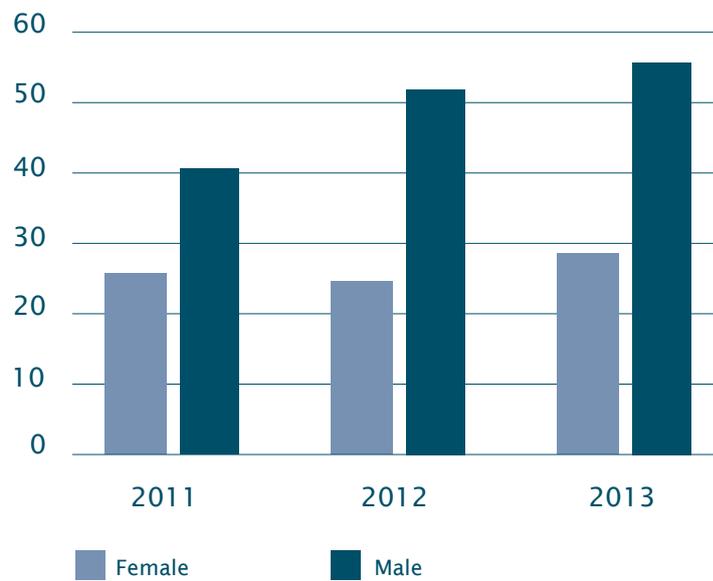
Full-time Undergraduate Enrolment by Subject Area



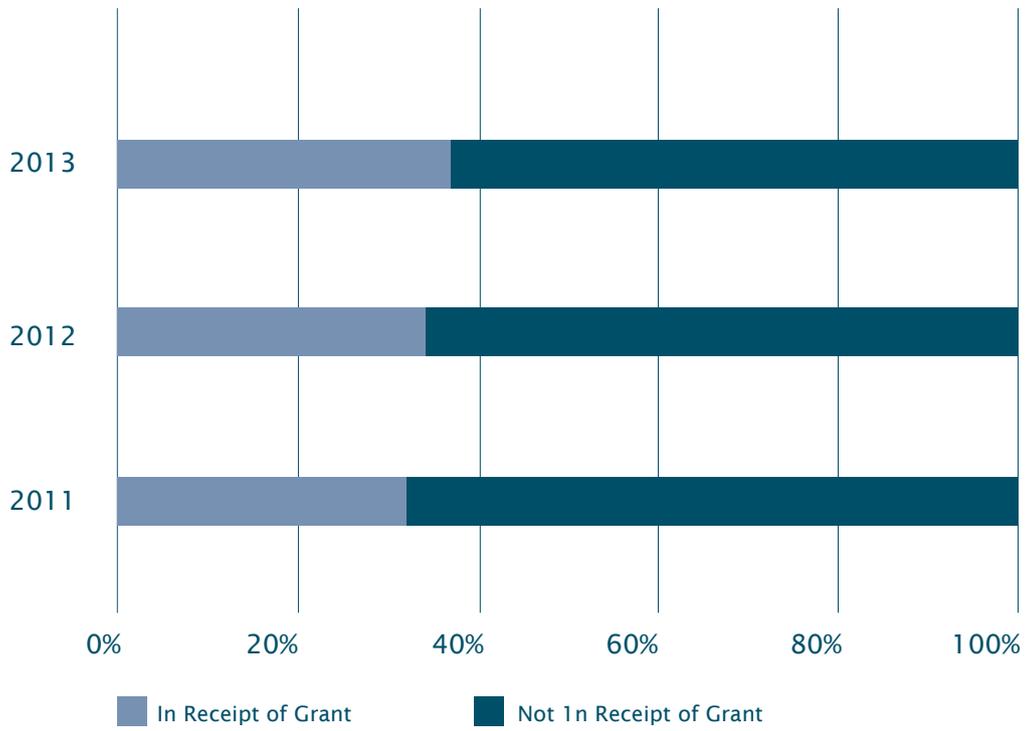
Mature Students as a Percentage of All Full-time New Entrants



Mature New Entrants Enrolment by Gender



New Entrants in Receipt of Maintenance Grants



Full-time Level 8 award classification



International Enrolment







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