National College *of* Ireland

ANNUAL REPORT 2013

Contents

National College of Ireland
Annual Report 2012-13

Changing lives
through education

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

In a difficult environment, this year marked continued progress by the college in increasing student numbers and growing revenue. This performance was not without its challenges however amid a somewhat turbulent landscape where the sector experienced the impact of reduced student funding for full-time postgraduate study. At NCI we are still seeing high employment rates for our graduates but there is no doubt that funding will continue to be an issue at an institutional and at a student level. Over the last four years we have had to substantially reduce our cost base. In tandem, we are also trying to develop new revenue streams, some of which are slower to create than anticipated.

NCI Chairman Mr Denis O'Brien welcomes Mr Dermot Desmond to launch of NCI's suite of personal financial planning education courses.

As a college, we need to generate 25% more educational revenue over the next three years in order to secure the long term viability of the college. These funding challenges are somewhat offset at an institutional level by the HEA's Springboard initiative within which we have been particularly successful in terms of funding and outcomes for our students. NCI can demonstrate excellent student retention and employment rates as a result of these programmes and we see it as a vital initiative in the successful re-skilling of our labour force.

Our dialogue with the HEA and our subsequent inclusion in the HEA's Dublin Pillar II Cluster has consolidated our position within the sector and we are confident that the college's unique contribution and its ethos is more widely understood and appreciated across the sector.

The college's ability to respond to change has been key to its maintaining and growing revenue since its inception. The development of new postgraduate programmes over the last three years has transformed NCI's provision and the investment in new initiatives such as the Cloud Competency Centre in 2011/12 and PFP® in 2012/13 are evidence of a genuine entrepreneurial approach and sincere desire to create meaningful partnerships with industry. It is critical that we continue to grow student numbers from domestic and international markets so that we can continue to invest in new initiatives such as these that will open up new markets for future revenue growth. Our entry into the market for the Central Bank's Minimum Competency Code, through PFP® is an initiative that I was delighted to provide funding for; I believe in it and it brings much-needed competition into the sector. Other institutions have considered this in the past but baulked at the challenge; so it is to the college's credit that it has the courage and the competency to do it.

Allied to this responsive and entrepreneurial ethos is the college's access and community mission and in particular the work of the Early Learning Initiative. The work we are doing in the Dublin Docklands is genuinely world class and we are very proud to say that it is gaining increasing interest from state and private funding mechanisms and from other communities in Ireland and abroad. The support that we give to families and their children would not be possible without the generosity and support of our donors and so I would like to extend a very personal thank you to our growing community of donors whom I know are recognised specifically in the report.

Finally, I'd also like to acknowledge the contribution of all of the staff at NCI; this year came on the back of a very challenging previous year, but we are making progress so thank you for your continued commitment and forbearance over the last four years. We are also trying to move to a performance culture within the organisation. This is both necessary and the right thing to do in the context of constantly improving our teaching and the quality of our graduates. A big thank you also to my colleagues on our Governing Body who have given of their time so freely and with the same passion and commitment to maintaining NCI's unique place in Irish education.
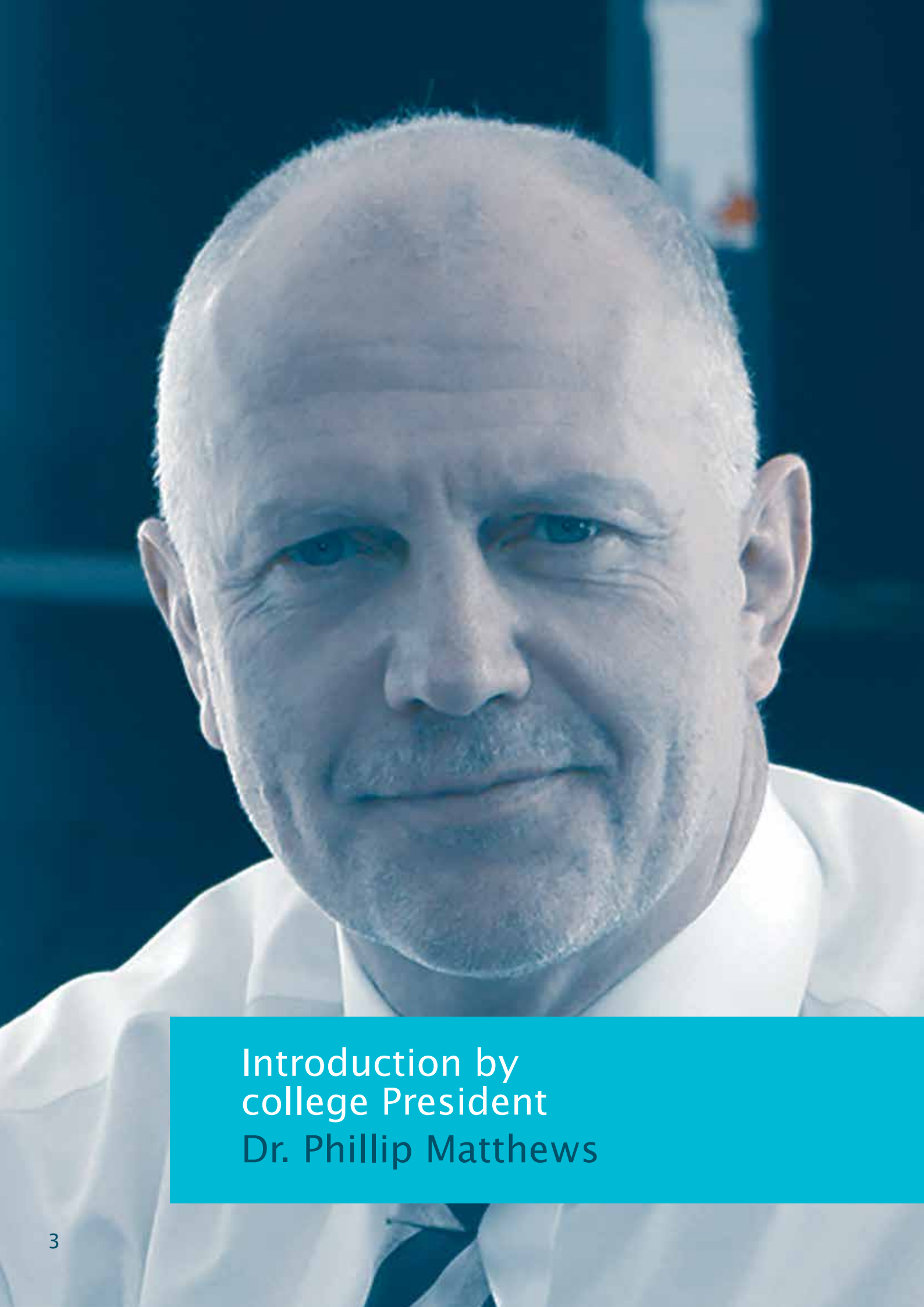
Introduction by
college President
Dr. Phillip Matthews

Revenue for the 2012-2013 academic year was 2% ahead of budget and some 7% ahead of prior year. This performance was driven by growth in core revenues from student fees (international and domestic) and commercial income, as well as growth in income from the HEA's highly successful Springboard programme. In particular we saw good growth in student numbers from our Postgraduate part time programmes and our newly launched BA Psychology.

International student numbers continued to grow for whom our new MSc Cloud Computing was particularly attractive; and revenue from the Cloud Competency Centre was on plan for the year with greater than anticipated research income.

This 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). We signed an agreement with the Institute of Canadian Bankers (ICB) to bring their existing Personal Financial Planner (PFP®) designation to Ireland and this is the first time that the ICB has offered PFP® outside Canada. Once again the seed funding for this initiative was provided by our Chairman, Denis O'Brien without which this would not have been possible. This initiative leverages the strength of our location and it is built on a clear core competency of the college; and that is partnering with industry and professional bodies to deliver quality educational programmes that deliver the learning outcomes that industry and its professions require.

We continued our full participation in the HEA Landscape Strategy consultation process culminating in our presentation to the HEA in February 2013. This dialogue has been particularly useful for NCI as it provided us with the opportunity to showcase our long-standing contribution to education, lifelong learning and community. Following these discussions the HEA issued its report to the Minister in May 2013, where (among other things) they outlined their proposed framework for regional clusters. This framework places NCI in the Dublin/Leinster Pillar ll Cluster along with DCU, NUIM, DIT, IT Tallaght, IT Blanchardstown, Dundalk IT, Athlone IT and RCSI. The primary objective of the cluster structure is to ensure that the provision of higher education within a particular region is provided for in a coordinated way and with business interests and with the wider community.

There has been no dialogue to date between all cluster institutions regarding what its objectives might be or how the cluster will operate.

Our work in the Dublin Docklands community through the Early Learning Initiative is going from strength to strength and this year we saw 3,420 children, parents, and early years' professionals participating in our programmes. 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 have a better experience and confidence in education and enter the formal educational system developing normally for their age. None of this transformational work would be possible without our donors and funders who during the 2012/13 year included Smurfit Kappa, The National Early Years Access Initiative (NEYAI), National Lottery, Dublin Port Company, Irish Continental Group, McCann Fitzgerald, State Street Foundation, Royal Sun Alliance, Citco, Deloitte, HSBC, Dermot Desmond, Community Foundation and The Ireland Funds.

This year's President's Awards attracted outstanding submission again and this year awards were made to Dr Paul Hanly and Dr Stephan Weibelzahl for Outstanding Contribution to Research; Dr Rebecca Maguire for Assessment Innovation; and a Distinguished Teaching Award was made to Frances Sheridan.

Finally I'd like to express my personal thanks to all of our staff and faculty for their continued dedication and commitment during another very challenging year in what has been a tough and challenging four years. We've made good progress however and we should recognise that, as well as the inevitable challenges ahead, particularly in the current climate. We're developing new revenues from postgraduate programmes in both domestic and international markets; we're seeing a significant increase in research activity; our work in the community through the ELI is gaining wider recognition every year and we are working on significant new initiatives such as PFP® that will ensure revenue growth into the future. I'd also like to thank our Chairman, Denis O'Brien for his unwavering support and his colleagues on our Governing Body for their genuine commitment to the college, their insightful challenge and their freely given time.

School of Business

The 2012/2013 academic year has yet again been a very successful one from a School of Business perspective. The School has shown remarkable growth in a number of key areas. Postgraduate numbers continue to grow apace and the School has close on 300 students studying on both full-time and part-time postgraduate degrees. Another major area of growth has been in short professional programmes, especially the certificates and diplomas of the Chartered Institute for Personnel Development (CIPD). The School's relationship with its other strategic professional partners has strengthened. These are the Irish Institute of Pensions Management (IIPM), the Chartered Institute of Management, (CMI), the Irish Business Analysts' Association, and the main professional accounting bodies. The School's educational partnership with McDonald's has consolidated and we now offer a BA in Management Practice for their graduates of the Certificate in Supervisory Management.

The School has continued to develop the blended format for several programmes. In addition to the BA Management Practice and the Certificate in First Line Management it has made the BA Human Resource Management and modules across finance and pensions programmes available in blended format also.

The first cohort of the BA in Marketing Practice commenced in September 2013. This programme recruited well under CAO. The new BA in Psychology again recruited well and is going from strength to strength with a larger second cohort having commenced in September 2013.

The School has worked with the Professional Educational and Training team to develop the new Minimum Competency Code (MCC) programmes for the financial services sector. These programmes meet the requirements of the Central Bank and of the financial services industry. The programmes developed are the Certificate and Diploma in Personal Financial Planning and the Certificate in Personal Insolvency Practice.

New Programme Development

The School has continued to remain busy on the new programme development front. The School developed and successfully validated the following programmes:

1. MSc in Entrepreneurship

2. MSc in International Business

3. Certificate in Personal Financial Planning

4. Diploma in Personal Financial Planning

5. Certificate in Personal Insolvency Practice[†]

6. Certificate in Service Learning

7. Certificate in Workplace Adjudication[*]

8. Diploma in National & International Selling (collaboration with the Sales Institute of Ireland and not validated under the devolution process)

9. Certificate in Workplace Mediation[¥]

> The School has shown remarkable growth in a number of key areas. Postgraduate numbers continue to grow apace and the School has close on 300 students studying on both full-time and part-time postgraduate degrees.

[*]This programme was developed as a result of a direct approach from the Department of Jobs, Enterprise & Innovation to support of the proposed reform of the Labour Relations Commission
[†]Recognised by the Insolvency Service of Ireland for Personal Insolvency Practitioner Training
[¥]Graduates recognised by Mediators Institute of Ireland as being eligible for Certified Member

Mayor Square
International Financial
Services Centre

George's Dock
Duga Sheoirse

olly Station
honghaile

Busáras
usáras

chq
chq

School of Business

Research and
Scholarship
Highlights

This has been a very busy and successful year in terms of research and scholarship in the School of Business

- Bane, M. (2013), 'An Investigation into How Women Consume & Engage with Realistic Female Portrayals in Beauty Advertising', 16th Annual Irish Academy of Management Conference, Waterford Institute of Technology, September

- Darcy, C., Hill, J., McCabe, T., and McGovern, P. (2013) A Consideration of Organisational Sustainability in the SME Context: A Resource-based View and Composite Model, European Journal of Training and Development – available as prepublication article online

- Darcy, C. (2013) Employee Induction, Turnover and Retention, in R. Carbery & C. Cross (Eds.), Human Resource Management - A concise introduction. Basingstoke, Hampshire: Palgrave

- Doherty, R. (2013) 'Do Learning Styles have validity in dictating

the best teaching methods?' Paper published and presented at Irish Academy of Management Conference, Waterford Institute of Technology, September

- Doody, M. and Darcy, C. (2013) An explorative study into work-related stress among community pharmacists in the Republic of Ireland, Paper presented at the Irish Academy of Management Conference, Waterford Institute of Technology

- Doody, M. and Darcy, C. (2013) An explorative study into work-related stress among community pharmacists in the Republic of Ireland, Paper presented at the European Academy of Management Conference, Istanbul, Turkey

- Gibney, D. (2013) 'A case study of the capital budgeting process in the Irish public sector: how and why Metro North got onto the agenda', paper presented

to the Irish Accounting & Finance Association (IAFA) 26th annual conference, Institute of Technology Tallaght, May 2013

- Gibney, D. (2013) 'A case study of the capital budgeting process in the Irish public sector: how and why Metro North got onto the agenda', Comparative International Governmental Accounting Research (CIGAR) Network 14th biennial conference, University of Birmingham Business School, United Kingdom, September 2013

- Gibney, D. (2013) 'A case study of the capital budgeting process in the Irish public sector: how and why Metro North got onto the agenda', Irish Transportation Research Network (ITRN) 4th Annual Conference, Department of Civil, Structural and Environmental Engineering, Trinity College Dublin, September

- Hanly, P. (2012) Cost-Effectiveness of Computed Tomography Colonography in Colorectal Cancer Screening: a Systematic Review', International Journal of Technology Assessment in Health Care 28(4), p.415-423

- Hanly, P. (2013) 'Work-Related Productivity Losses in an Era of Ageing Populations: The Case of Colorectal Cancer', Journal of Occupational and Environmental Medicine' 55(2), p.128-134

- Hanly, P., (2013) Cost Comparisons and Methodological Heterogeneity in Cost-of-Illness Studies: The Example of Colorectal Cancer', Medical Care 51(4), p339-50

- Hanly, P. (2013) 'Time Costs Associated with Informal Care for Colorectal Cancer: An Investigation of the Impact of Alternative Valuation Methods', Applied Health Economics and Health Policy 11(3), p.193-203

School of Business

Research and Scholarship Highlights

- Hanly, P. (2013) 'Cost Effectiveness of Faecal DNA Screening for Colorectal Cancer: A Systematic Review and Quality Appraisal of the Literature', Applied Health Economics and Health Policy', 11(3), p. 181-192

- Hanly, P. (2013) 'How Much Does it Cost to Care for Survivors of Colorectal Cancer? Caregiver's Time, Travel and Out-of-Pocket Costs', Supportive Care in Cancer', 21(9)

- Hanly, P. (2013) 'The cost of lost productivity due to premature cancer-related mortality: an alternative measure of the cancer burden' at Cancer Outcomes Conference 2013: Intelligence - the primary driver of cancer outcomes, 12-14 June, 2013, Brighton

- Hanly, P. (2013), 'Microcosting of radiotherapy for rectal cancer in Ireland: an assessment of potential efficiency savings' 16th Irish Academy of Management (IAM) Conference, 2-4 Sept., Waterford Institute of Technology

- Hanly, P. (2013) 'Cancer-related productivity loss in the Irish economy: adding to the burden', 16th Irish Academy of Management (IAM) conference, 2-4 Sept., Waterford Institute of Technology

- Hanly, P., (2013) Journal Editor, Applied Health Economics and Health Policy

- Healy, J. (2013) 'Consumer Roles in Brand Culture and Value Co-Creation in Virtual Communities,' Journal of Business Research, vol. 66, issue 9, pp. 1528-40

- Maguire, P. & Maguire, R. (2012). An investigation into the use of clickers in groups for teaching data structures and algorithms. Proceedings of AISHE-C 2012, Dublin City University

- Maguire, P., Moser, P., Maguire, R. & Keane, M.T. (2013). A computational theory of subjective probability [Featuring a proof that the conjunction effect is not a fallacy]. In Proceedings of the Thirty-Fifth Annual Conference of the Cognitive Science Society, pp. 960-965

- Maguire, P., Moser, P., McDonnell, J., Kelly, R., S. Fuller & Maguire, R. (2013). A probabilistic risk-to-reward measure for evaluating the performance of financial securities. In Computational Intelligence for Financial Engineering & Economics (CIFEr), 2013 IEEE Conference, pp. 102-109. IEEE

- Murray, K., (2013) 'Protecting children and vulnerable adults ' Irish Law Times, 2013, 31(3), 41-44

- McCabe T J and Sambrook S (2013), The antecedents, attributes and consequences of trust among nurses and nurse managers: A concept analysis, Accepted October, 2013, Impact factor 2.178

- McCabe T J and Sambrook S. (2013), Psychological contracts and commitment amongst nurses and nurse managers: A discourse Analysis, International Journal of Nursing Studies, July, 50 (7), 954-967

- McCabe, TJ (2014), Graduate Employment, in Human Resource Development: A Concise Introduction, Carbery and Cross (Ed.s), Palgrave Macmillan (Forthcoming)

- McCabe, TJ and Sheehan, M (2013), Human Resource Development (HRD) related issues amongst Migrant Nurses living and working in the Republic of Ireland, Annual HRD Conference, Brighton

- McCarthy, A., Cleveland, J. N., Hunter, S., Darcy, C., & Grady, G. (2013). Employee work–life balance outcomes in Ireland: a multilevel investigation of supervisory support and perceived organizational support. The International Journal of Human Resource Management, 24(6), 1257-1276

- McGovern, P. and McGreen, N. (2013) 'Exploring the Factors that Impact on Small Firm Growth - A study of Small Firms in the Irish Telecommunications Software Industry', Irish Academy of Management Conference, Waterford Institute of Technology, , 2-4th Sept. 2013

- McGovern, P. and Whelan, G. (2013) 'A Comparative Analysis of Two Communities of Practice in the SME Sector', Irish Academy of Management Conference, Waterford Institute of Technology

- Quinn, M., Whelan, G., Kristandl, G. and Feeney, O. (2013) 'Researching information technology and management accounting change – some researchers' thoughts', A paper presented at The Conference of European Network for Research in Organisational and Accounting Change, June 5th-7th, Jyväskylä, Finland

- Sarmiento, R. and Whelan, G. (2013) 'Case Studies and Their Role in Scientific Research: A Critique and New Proposals', National and International Research: Shaping a Sustainable and Innovative World", Colmi: University Publications, (Book chapter published)

- Whelan, G. and Hanly, P. (2013) 'Business Analytics: Potential Challenges and Opportunities for Accountants', Accountancy Plus – Official Journal of the Institute of Certified Public Accountants in Ireland, Vol. 13 Issue 3

- Whelan, G., O'Connell, V. and Ó Riain, S. (2012) 'Action Research: A Complementary Approach to the Evaluation of SMEs', in G. Heaslip and R. Galavan (Eds.) Proceedings of the Annual Conference of the Irish Academy of Management, National University of Ireland Maynooth. ISBN 978-1-909561-00-7

- Whelan, G. (2013) 'Business Analytics and its Impact on the Role of Management Accountants' a paper presented at The Annual Conference of the Irish Accounting and Finance Association, May 23rd – 24th Institute of Technology, Tallaght, Dublin

- Whelan, G., O'Connell, V. and Ó Riain, S. (2012) 'Action Research: A Complementary Approach to the Evaluation of SMEs', A Paper presented at The Annual Conference of the Irish Academy of Management, September 5th – 7th, National University of Ireland Maynooth

- Whitston, C. and Nolan, J. (2012) Privatisation Robbing The People's Wealth Dublin: Trade Union Left Forum

- Whitston, C. (2012) 'Privatisation: Unions Must Look At Bigger Picture In Battle To Protect Workers' Rights', Technical Engineering and Electrical Trades Union National Conference: 'Conference Workshop – Defending the State Sector', Friday 16th November 2012

- Whitston, C. (2013) 'The 1913 Dublin Lockout and the British and International Labour Movements' in F. Devine (ed.) A Capital In Conflict: Dublin City and the 1913 Lockout, Dublin: Dublin City Council

- Whitston, C. (2013) The 1913 Dublin Lockout and the British and International Labour Movements, Dublin City and the 1913 Lockout Seminar. Dublin City Library & Archive, April 13th

- Whitston, C. (2013) The 1913 Lockout and its International Context; Dun Laoghaire 1913 Commemoration Committee Memorial Event, 25th August

- Whitston, C. (2013) 'The Reform Of Joint Labour Committees – The Re-Commodification Of Labour?' Irish Academy of Management 2013 conference, Waterford Institute of Technology, September 2013, competitive paper

The School has continued to develop the blended format for several programmes. In addition to the BA Management Practice and the Certificate in First Line Management it has made the BA Human Resource Management and modules across finance and pensions programmes available in blended format also.

School of Business

Research and Scholarship Highlights

Books

1. Armendariz, F. (2013) Strategy and Technology Driven Change: the case of the electronic health record. LAP Lambert Academic Publishing

2. Kehoe, M. (2013) Make That Grade Organisational Behaviour. 2nd ed. Gill & Macmillan

Other Research Distinctions

Dr Paul Hanly, Lecturer in Economics was the winner of best paper prize in the Health and Public sector track at the 16th Irish Academy of Management (IAM) conference, 2-4 Sept., Waterford, 2013

Research Funding

Darcy, C., Hanly, P, and Maguire, R. (2013) Extending the Effective Retirement Age – A critical review of the effectiveness of European based initiatives to inform Irish policy direction – IRC Starter Grant Proposal submitted €95,080 in funding

Dr Paul Hanly, HRB (as a collaborator): Cancer survivorship - costs, inequalities and post-treatment follow-up

Other Notable Developments

International Visits

Professor Hill, Dean of School made several visits to China and Taiwan in March and China in October 2012. Three memoranda of understanding were signed in the presence of Mr. Ruairí Quinn, Minister for Education: these were with Dalian University and Hebei University, both signed at the trade mission in Beijing and with Kunming University at the trade mission in Shanghai. Professor Hill was a special guest of the Chairman of Dalian University, Professor Liu as a reciprocal courtesy following his visit to NCI early in 2012.

Mr Des Gargan, Lecturer in Human Resources, made several academic visits to China as part of the collaboration agreement with Hebei University and was also a visiting professor at Shaanxi Polytechnic College, Xian.

School of Computing

The School of Computing is focused on course development in areas of strategic importance to the ICT sector in Ireland.

The School's current focus is the programme development in 3 critical areas – Cloud Computing, Analytics and Mobile Technologies. In line with this strategy a level 8 conversion programme in Analytics had been created. The School of Computing is currently one of the largest in Ireland, in terms of students registered. The School continues to develop its research, with publications and the awarding of doctorates in the area of Technology Enhanced Learning. The School continues to foster innovation by implementing processes and strategies that will cultivate the spirit of innovation and creativity.

School of Computing

New Programmes Developed

- The Certificate in Data Analytics (Level 8) and Higher Diploma in Science in Data Analytics (level 8) has been created in consultation with industry as a conversion course that provides graduates with the opportunity to up-skill or re-skill in a core area of data analytics. Data analytics is recognised as one of the key skills shortages areas by the Higher Education Authority (HEA) in collaboration with their industry partners. Subsequently, the programme has attracted a large cohort of students under the HEA call 'ICT Skills Programme' and Springboard initiatives

Other Programme Activities

- The School as part of its learning teaching and assessment strategy embedded the flipped classroom approach into its core programming modules. The flipped classroom approach is a process whereby class work and home work are reversed. Lectures are given via video recordings which students watch at home and class time is then used to explore each topic. The innovative approach was also presented at the European Conference on Technology in the Classroom (ECTC 2013) in Brighton.

- The MSc Cloud Computing reached the finalist category for the Best New course (any discipline) at PostGrad Ireland 2013.

- Commercialisation activities have been embedded in several programmes in the School and supported by workshops on Intellectual Property and Commercialisation. The focus is on supporting the students with the creation of innovative ideas and providing them with the structure to help them to protect their ideas and commercialise them through technology transfer.

- The School has moved to more innovative assessment strategies such as using technology for terminal exams. The shift from pen and paper exams has seen over 200 students in the School complete a practical based examination for Introduction to programming.

- The School has an active advisory board representing multinational and indigenous companies that meet regularly and has strongly endorsed the School's vision of creating the Cloud Competency Centre. On the academic side, the School has also consulted closely with faculty from a number of world-class institutions such as University of California -Berkeley, Stanford University, and Cornell University.

- The School has successfully launched the Cloud Competency Centre in 2012-13. The Centre encompasses a number of academic programmes. It also maintains strong links to industry and academia, whilst building up a world-class profile in applied computing research. As an active member of the Irish Internet Association and the Irish Software Innovation Network, the Centre is continually reaching out to decision makers, academics, and the media.

- With support from the NCI Marketing Department, faculty member Mr. Vikas Sahni successfully delivered one of the highest attended global boot camps on Microsoft's Cloud Computing Platform, Windows Azure, at National College of Ireland.

> The Schools' current focus is the programme development in 3 critical areas –
> - Cloud Computing,
> - Analytics and
> - Mobile Technologies.

Research and Scholarship developments

The school has been active on the research front with faculty writing a number of journal publications and presenting in conferences in the areas of Technology Enhanced Learning and Cloud Computing. The School had six research students and two PhDs were awarded in the academic year, with a further student completing all the requirements for the award of their doctorate.

- Two PhDs were awarded in the School's Strategic area of Technology Enhanced Learning. Dr. David Joyce under the supervision of Dr. Stephan Weibelzahl, Dr. Andrea Molner under the supervision of Dr. Cristina Hava Muntean & Dr Pramod Pathak. Ms Iona Ghergulescu also completed all the requirements for PhD award under Dr Cristina Muntean's supervision.

- Enterprise Ireland recently agreed to fund the Dublin Region Innovation Consortium that includes NCI, DIT, ITT, ITB and IADT to provide commercialisation services to researchers and students. These services include support for developing research proposals that have commercial potential, identifying inventions and commercial technologies, protecting the intellectual property, engaging licensees and licensing the technologies to industry partners or starting new businesses. As part of this consortium Tom Flanagan DIT Hothouse Centre Director lead a workshop titled "How to commercialise your ideas – turning your research into a business". Subsequently 4 invention disclosures were submitted to Enterprise Ireland by students of the School.

- As part of the Cloud Competency Centre, the School is receiving direct research funding from the European Commission FP7 programme in connection with the ParaPhrase project. Worth €3.5m in total, the ParaPhrase research consortium looks to develop novel solution for heterogeneous parallel computing and includes the Universities of St Andrews, Pisa, Torino, Budapest, Robert Gordon, and Cracow, as well as industrial partners in Hungary, Israel, Austria, and UK. Further details are available at http://www.paraphrase-ict.eu.

School of Computing

Research and Scholarship developments
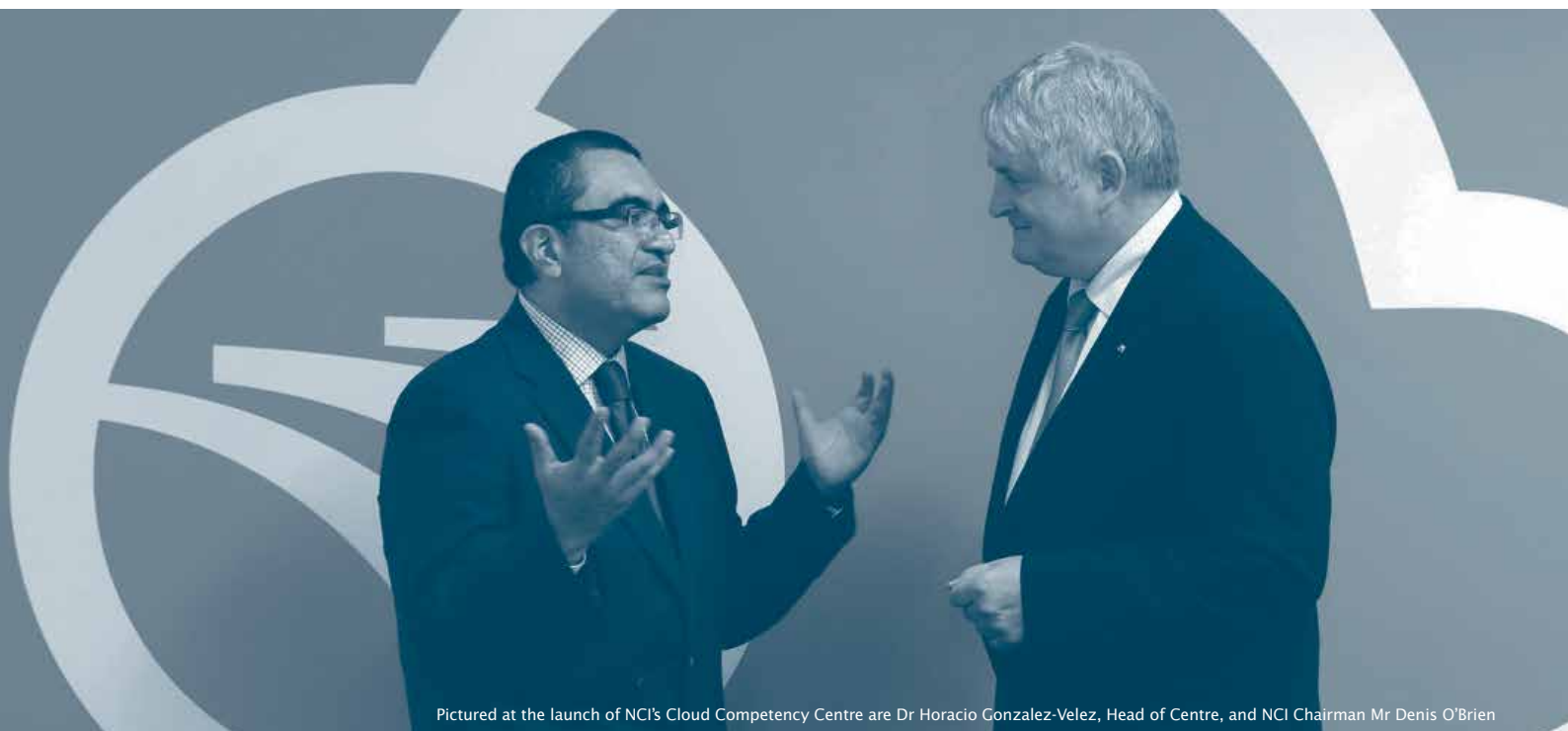
Pictured at the launch of NCI's Cloud Competency Centre are Dr Horacio Gonzalez-Velez, Head of Centre, and NCI Chairman Mr Denis O'Brien

Books Published:

- Carberry, S., Weibelzahl, S. Micarelli, A., & Semerano, G. (Eds.)(2013). User Modeling, Adaptation and Personalization. 21th International Conference, UMAP 2013, Rome, Italy, June 10-14, 2013 Proceedings. Berlin: Springer

- Danelutto, M., Hammond, K., & González-Vélez H.,(Editors) (2012) Paraphrase workshop In Euro-Par Workshops, volume 7640 of Lecture Notes in Computer Science, pages 368–369, Rhodes Islands, August 2012. Springer

Books Chapters Published:

- Ghergulescu, I. & Muntean, C. H. (2012) Supporting Motivation based Educational E-Games through Web 3.0 Advances Cognitive and Educational Psychology, J. M. Spector (Eds), Springer, New York

- Ghergulescu, I. & Muntean, C. H. (2012) Measurement and Analysis of Learner's Motivation in Game-based e-Learning Assessment in Game-based Learning: Foundations, Innovations, and Perspectives, D. Ifenthaler, D. Eseryel, X. Ge (Eds), Springer, New York, pp 355 – 378

Journal Papers Published:

- Molnar, A. Muntean, C.H. (2013) Cost Oriented Adaptive Multimedia Delivery IEEE Transactions on Broadcasting Journal, Vol. 59, No. 3, pp. 484 – 499

- Moldovan, A.N., Weibelzahl, S. & Muntean C.H. (2013) Energy-aware Mobile Learning: Opportunities and Challenges IEEE Communications Surveys and Tutorials Journal, DOI: 10.1109/ SURV.2013.071913.00194, Vol. PP, No. 99, pp. 1-32

- Moldovan, A.-N. & Muntean C. H. (2012) Subjective Assessment of Bit Detect – A Mechanism for Energy-Aware Adaptive Multimedia IEEE Transactions on Broadcasting Journal, Vol. 58, No. 3, pp. 480 - 492

- Garba, M., Gonzalez-Velez H., & Roach D., (2013) GPU acceleration for Hermitian eigensystems Transactions on Computational Collective Intelligence, LNCS 7776(X): 150–161, 2013.

- Garba, M., Gonzalez-Velez H., (2012) Asymptotic peak utilisation in heterogeneous parallel CPU/GPU pipelines: a decentralised queue monitoring strategy. "Parallel Processing Letters, 22(2):1240008:1–13, 2012.

- Goli M., & González-Vélez H., (2013) N-body Computations using Skeletal Frameworks on Multi-core CPU and GPU Architectures. "Computation and Concurrency Practice and Experience, 2013 (In press)

- Casey L (2013) Learning Beyond Competence to Participation International Journal of Progressive Education. Vol. 9 (2).
  - Hayes, P. & Weibelzahl, S. (2013) Text Messaging for OOC Communication. Proceeding of IADIS International Conference on Mobile Learning.

Peer Reviewed Conference papers published:

- Molnar, A. & Muntean C.H. (2012) Consumer' Risk Attitude based Personalisation for Content Delivery Proceedings of IEEE Consumer Communications and Networking Conference (CCNC 2012), Las Vegas, USA, January, pp. 265-269

- Trestian, R., Moldovan, A. N., Muntean, C. H., Ormond, O., Muntean G. M. (2012) Quality Utility Modeling for Multimedia Applications for Android Mobile Devices Proceedings of IEEE International Symposium on Broadband Multimedia Systems and Broadcasting (BMSB2012), Seoul, South Korea, June, 2012, pp 1-6

- Kosten, M., Sahni V., & Sharma A. (Sahni A.) (2013) Research. Innovate. Collaborate (RIC) A framework for Research Collaboration, 7th eResearch Australasia Conference.

- Campa, S., Danelutto, M., González-Vélez, H., Popescu, A., & Torquati. M., (2013) Towards the deployment of FastFlow on distributed virtual architectures in ECMS 2013: 27th European Conference on Modelling and Simulation, pages 518–524, Alesund, May 2013.

- Goli, M,. & González-Vélez H., (2013) Heterogeneous algorithmic skeletons for FastFlow with seamless coordination over hybrid architectures. In PDP 2013: 21st Euromicro Int Conference on Parallel, Distributed, and Network-Based Processing, pages 148–156, Belfast, February 2013. IEEE Computer Society.

- Goli, M., Garba, M T., & González-Vélez H., (2012) Streaming Dynamic Coarse-Grained CPU/GPU Workloads with Heterogeneous Pipelines in FastFlow. HPCC-ICESS 2012, pages 445-452, Liverpool, 2012. IEEE

- Hallissy M., & Casey L., (2013) Live Learning: Online Teaching, Digital Literacy and the Practice of Inquiry TEL Ireland Journal. Vol. 1 (1)

- Casey L., (2013) Diffusion of Innovations A Useful Model for Understanding and Managing the Technology Uplift for Teaching and Learning in Organisations. Delivered at EdTech 2013, UCC Cork 30th of May 2013.

- O'Loughlin, E.F.M. (2013). Anatomy of Two and a Half Million YouTube Learners: What are they watching and who's learning. Delivered at EdTech 2013, UCC Cork, May 2013.

- Sheridan F., (2103) Problem Based Learning: The Flipped Approach: The European Conference on Education 2013 & The First European Conference on Technology in the Classroom (ECTC), Brighton, 2013.

Peer Reviewed Conference papers published:

- Dr Oisin Cawley, Mr Vikas Sahni and Mr Jonathan McCarthy were appointed as full-time faculty members on a year contract.

- Dr Alina Madalina Copescu appointed as Research Lecturer in the Cloud Competency Centre.

- Ms Louise Devlin appointed as a senior administrator in place of Ms Shauna Cassidy.

Centre for Research and Innovation in Learning and Teaching

The work of the Centre for Research and Innovation in Learning and Teaching (CRILT) involves the following:

- To further develop and implement NCI's Learning, Teaching and Assessment Strategy
- To lead and nurture the scholarship of teaching and learning within NCI
- To develop NCI's blended learning strategy and to support the integration of new technology and pedagogic practice in learning, teaching and assessment
- To manage the Centre as a high-quality learning environment to support faculty development and applied research on teaching and learning.

This year saw the development and launch of a new Learning, Teaching and Assessment (LTA) Strategy spanning 2013 to 2016. The strategy is based on five themes namely, focus on the learner, excellence in teaching, leveraging new technology to enhance and transform LTA practices, quality assessments and professional development for all involved in teaching and learning. The college's Learning, Teaching and Assessment Committee will oversee the implementation of the strategy.

This year we organised a number of professional events in support of our faculty and staff. In September 2012 the theme of 'Sharing our Best Practice' was adopted for a one-day event featuring many short presentations from our own staff. Our January 2013 seminar focused on the theme of 'Teaching for Understanding'. Our professional development year culminated in May with a one-day workshop led by Dr Rachel Scudamore of University of Nottingham on the theme of 'Engaging Home and International Students'.

Our popular Friday lunchtime seminars continued throughout the academic year with presentations on evidence-based practice and philosophical perspectives on teaching and learning. In the spring semester we organised a series of seminars on the theme of 'Opening Up Digital Learning'. These events were well attended and many staff appreciated the opportunity to 'see what's out there' and to discuss the impact of technology on our learning and teaching.

CRILT continued to work together with the Library, Learning Development Service and Student's Union to organise student support workshops under the title of 'The Learning Club'. This was an important pedagogic initiative and was well received by all who attended.

As part of the blended learning strategy CRILT continued to work with the schools to develop programmes and prepare faculty for teaching on-line.

In January 2013 CRLIT organised a new event called 'Learning and Teaching in Further Education'. This was highly successful and heralded the accreditation by the Teaching Council of our Post Graduate Diploma in Teaching and Learning for further education teachers.

The Director of CRILT, Dr Leo Casey published academic papers as: Casey, L (2013) Learning Beyond Competence to Participation in the International Journal of Progressive Education and Hallissy, M & Casey L (2013) Live Learning: Online Teaching, Digital Literacy and the Practice of Inquiry in the inaugural TEL Ireland Journal. He also presented at the Irish Learning Technologies Association Conference (EdTech, Cork 2012) and Teaching and Learning in Further Education (NCI, 2013).

Registrar's Report

Admissions

Improving access to Higher Education

- National College of Ireland continues to be an active supporter of widening participation in third-level education through involvement in two national access routes for students applying through the Central Applications Office (CAO). The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE) are two initiatives to encourage greater participation at third-level for school leavers from socio –economically disadvantaged backgrounds or with a disability respectively. Eligible applicants are offered places through the CAO at reduced entry points. Students who accept a place through these schemes are offered supplementary supports when they commence their studies in NCI.

- In 2012/13 there was a 34% increase, compared to the previous year, in the number of students accepting a place in NCI through the HEAR scheme. 50 students applying through the HEAR scheme, received the required points and a further 17 students accepted a place on reduced points.

- In 2012 the number of students accepting a place in NCI through DARE scheme increased by 100% compared to last year. 31 students received the required points and were made merit offers with a further 3 students accepting a place on reduced points.

- Students who accept their place through these schemes are offered supplementary supports when they enter the college. In the case of HEAR students €11,456 was provided in direct library supports to help low income students with the transition to third-level.

Part Time Student Recruitment 2012 -2013

- The overall conversion rate across for part time courses increased in 2012 due in large part to the efficiencies achieved by the dedicated admissions processing service introduced in 2011. In 2012 a survey of applicants that did not take up a place on their chosen course was completed so to better understand the challenges facing part time students. This report indicated a high level of satisfaction with the courses provided by NCI and highlighted the barriers part time students face in relation to entry to third-level

Student Support Services

- Student Support coordinates a range of services to ensure students have a rewarding and fulfilling experience, both personally and academically, while studying at college. Support is provided to all students, full-time and part-time, with an emphasis on mirroring the services for both groups. Where possible supports are mainstreamed across the college, promoting an inclusive environment where all students can access all services irrespective of their individual needs.

- Student Support consists of Learning Development and Disability, Mathematics Development, Disability Support and Sports and Recreation.

Student Support Quality Review

- Student Support was chosen as the second services department within the college to carry out a quality exercise and to compare its activities and services with other support services in Ireland. This process began in December 2011 and the initial stages of this process took the form of a reflective examination process, supported by evidence. In support of this reflective process, internal feedback on each individual service was sought through group interviews with present students and staff members. Following this, each service, within Student Support, carried out external site visits to other institutions in order to benchmark their activities against industry best practice.

- The Quality Review of the NCI Student Support Services culminated in a review of the services by an external review panel. The panel members were:

- Dr. Bernadette Walsh, Director Student Affairs, University of Limerick (Chair)

- Dr. Gillian Jack, Director Student Services, University of Glamorgan

- Ms. Ann O'Brien, Director of Access (ret'd), NUI, Maynooth

- Mr. Dave Kilmartin, Head of Careers Services, Dublin Institute of Technology

- Mr. Gerard Gallagher, Postgraduate Student, UCD and formerly Equality Officer, Union of Students of Ireland.

- The panel found that the Student Support Service offered an excellent support service to learners and that there was evidence of many instances of best practice. The panel noted from its meeting with senior management and all groups that they "demonstrated an alignment between the college's strategic objective of a positive learning environment and widening participation. [That the] college is aware of the impact that its reputation for providing support is having in terms of attracting students and the need to carefully manage increasing numbers of students from diverse backgrounds and with diverse support needs."

- The self-evaluation report also highlighted a need to develop a shared vision for the services providing support to students. The panel has endorsed this view and "it notes that the development of this shared vision may provide a structure by which the recommendations noted in the self-evaluation report can be reviewed in a holistic manner and an overall team identity can be created."

Learning Development

- The Learning Development service provided a range of supports including face-to-face appointments, seminars, workshops and support material both online and in hardcopy format. The service has continued to created reusable online materials for all students to utilise. These online materials have been viewed over 5,000 times, which illustrates the benefit of using online materials to provide a flexible service to all students.

- Student Footfall in 2012/13– 759 students used the Learning Development Service during 2012/2013 academic year

- In 2012-2013 the Service, in association with Learning and Teaching, Learning Support,

Student Union and the Library established an NCI Learning Club for undergraduate and postgraduate students. This club was designed to help students with all facets of academic writing, from planning, researching to completion. This year, the Club also introduced specific supports for examination writing including exam time management and mock exam writing.

- With the rapid growth in International Students at NCI comes the need to develop dedicated supports to help prepare these students for the transition to living and studying in Ireland. Pre-arrival videos for incoming international students were developed in 2012/13, which offer advice on academic writing, referencing and overall adjustment to living in Dublin. An enhanced orientation programme for international students was introduced to specifically help international students to adjust to life in Ireland. These events are divided into social, cultural and academic activities. Each incoming international student is offered advice on practical issues such as living and shopping in Dublin as well as managing their finances. Coupled with this, students participate in dedicated sessions on academic writing in NCI, plagiarism, English language supports and specific library and IT supports.

- Together, these events have helped NCI international students to successfully adapt to life in NCI and have allowed them to more fully participate in an increasingly diverse community.

- Student Support put in place supplementary orientation sessions to help mature learners to academically adjust to life at NCI. In collaboration with the NCI mature student society, Learning Development has created dedicated sessions to prepare

students for academic writing tasks and exams. These sessions typically take place in line with students' first assignments and are repeated in the weeks coming up to examinations in semester one.

- Also, in 2013, NCI became members of Mature Student Ireland (MSI), the national body dedicated to advancing supports for mature learners. This membership will help Student Support to prepare, target and further anticipate the needs of mature students in NCI.

Research in Learning Development

- In the 2012/2013 academic year, the Service completed a European-funded project 'RoboBraille in Education'. RoboBraille is a free learning technology that allows any person to create transferable audio files from any soft-copy text document. The technology is particularly helpful for students with visual disabilities or specific learning difficulties. The findings of the project have been published in a Catalogue of Good Practice and were presented at the 2013 European Distance and e-Learning Network (EDEN) conference in Oslo. Based on the findings of this project, the Service has successfully obtained further European funding to continue working on this project until 2015.

Mathematics Support

- In the 2012-2013 academic year the college's Mathematics Support service expanded its coverage to support the many new programmes, such as the MSc. in Finance and the offerings within our Cloud Competency Centre.

- The service has seen considerable increase in final year undergraduate student numbers as well as postgraduate students, with these students requiring support with appropriate analysis techniques with respect to dissertation results and analysis.

- Service delivery is through weekly workshops targeting individual programmes. Tutorials and workshops are tightly coupled to programme module delivery and typically concentrate on those areas, as identified by module lecturers in consultation with the service, that students found challenging. The tutorial/workshop environment offers students the opportunity to progress through module content at their own pace, ensuring those challenging concepts have been explored and given due time.

Activity summary for 2012/13

- 24 Programme targeted support sessions were delivered, averaging eight 1.5 hour sessions per week.

- 132 students availed of the student workshops held through the year

- Five weeks of Examination Focused Support Workshop sessions were delivered, prior to examinations, for all undergraduate mathematics modules on our programmes. These support sessions typically involve approximately 20 hours of additional support to small student groups.

- Support for students from the local Docklands area particularly students sitting Leaving Certificate Mathematics. Weekly workshops were provided for this group, through collaboration with the college's Early Learning Initiative.

Disability Services

- In the academic year 2012/2013 122 students registered with the Learning & Disability Support Service. This gave the 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 completed an Educational Needs Assessment. This academic year the majority of ENA's 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.

- The Disability Learning Support service, specifically for full time students registered with the Disability Service, was introduced in May 2012. It emerged from the need for individual support that catered for the needs of the rising numbers of students with learning difficulties and disabilities at NCI. Students registered with the service inevitably require more individualised support sessions in order to progress at an equitable level. The service aims to do this by creating an understanding supportive environment with an open door policy which recognises the difficulties each individual is experiencing.

- The service is proactive in meeting these individual needs and motivating students to reach their full potential despite their difficulties. Through both group and individual workshops and 1 to 1 appointments academic skills such as academic writing, reading and writing strategies, study skills, assignment structure and examination skills are delivered in a student friendly manner.

The Disability Learning Support service, specifically for full time students registered with the Disability Service, was introduced in May 2012.

Individual Appointments	Number	Workshops	Number
Total one-to-one	307	Group Workshops held	28
Unique students	53	Workshop attendance (unique students)	44

Mental Health Policy

- This year the Disability Officer and Learning Support Tutor developed a new Mental Health Policy for NCI. This involved examining best practice in other HEIs, liaising with a number of outside organisations and conferring with college counsellor Mary Keating and James Duffy of the Students' Union. The Disability Officer, having previously completed the training, arranged for student support staff to attend Suicide Prevention training (ASIST) which was attended by the Learning Support tutor & the VP of the SU. The service will actively promote the Mental Health Policy recognising the growing number and increasing needs of students with Mental Health Difficulties.

- The Disability Support Service has been actively involved in a number of external bodies including DARE, DAWN, AHEAD, CSSI & ALSON. Involvement on these committees has ensured the service is fully compliant with best practise and is playing an effective role in policy, communication and practice development.

NCI Student Retention and Attendance Initiative

- In 2012-2013 the college introduced attendance monitoring for all first year undergraduate students. Monitoring of attendance was undertaken at all timetabled programme events across 14 programmes, covering 112 modules. The project was supported by the recruitment of a dedicated Student Retention and Attendance Coordinator position

- 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 initiative allowed for 'at risk' students to be identified early in their studies and directed to appropriate supports whether academic or non-academic. The

service has produced a number of reports on the characteristics and association between attendance and academic performance. The results overwhelmingly point towards strong associations between both and in particular suggest that student attendance is a strong predictor of student performance in terminal examinations.

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 upon supporting students to reach their potential and achieve their goals by providing high quality resources, guidance and opportunities. From assistance with 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

- An excellent overall response rate of 95% for the class of 2012 was achieved for this year's final destination survey to track the

progression of graduates from full time honours degree and postgraduate programmes. It was found that 63% of graduates were in employment, 21% were in further education, 6% were travelling or unavailable for work, and 10% were seeking employment. This seeking employment rate compares favourably with the national unemployment rate of 14% (April 2013).

Employer Links

- 419 vacancies were advertised with the service from September 2012- September 2013, of which the top four sectors were IT (147 roles), HR, recruitment and training (134 roles), accountancy and finance (34 roles), and business, management and administration (31 roles). A total of 60 employers visited campus to participate in a range of successful employer events including guest presentations, the NCI Careers Fair and the IT Project Showcase which gave students and employers the opportunity to meet outside on an interview situation.

Work Placement

- Work Placement is an area of huge growth for NCI. The placement numbers have grown to 300 in the last year and are due to reach 500 in the next academic year.

- The Work Placement team has experienced many successes in the past year including placements for 100% of our undergraduate IT degree students. Furthermore, the team was awarded the AHECS Excellence in Employability Award 2013 for "Rethinking, Reskilling and Reinventing" a career management project

undertaken with ICT Skills conversion students: job seekers seeking both employment and a career change which resulted in 81% employment.

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

Mentoring

- Following on from the success of the first year of the MA HRM mentoring initiative, the second year of this programme has continued to receive extremely positive feedback from both students and employers. Leading figures in human resources within Ireland have continued to provide invaluable support for students on the MA Human Resource Management programme, offering real life insights into HR roles, career management training, guidance, and work shadowing which has greatly enhanced the employability of students. A range of external HR Managers and Directors acted as mentors including professionals from Facebook, Microsoft, KPMG, Telefonica, VHI, Bank of America Merrill Lynch and Morgan McKinley.

Awards

- The NCI Career Development and Employability service received the AHECS Excellence in Employability Award 2013 and was voted "Best for Jobs" in the Sunday Times University Guide 2012. (pictured right)

Student Support and Recreation Service

- The Student Support and Recreation service seeks to develop and promote 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.

Clubs and Societies

- NCI ranked 14th out of 31 national institutions participating in Student Sport Ireland run competitions.

- Four Clubs reached the intervarsity finals with two of NCI's longest serving Clubs winning cups for the college, including the Gaelic Football Club for the 2013 Higher Education Championship and the Basketball Club for the 2013 Division 3 colleges League.

- Societies fundraised or received sponsorship to the amount of over €5,000 towards selected community charities and student life activities.

- Clubs and Societies have increased their links with students and staff in positions of developing extra-curricular activity through hosting events such as Societies Student Forums and attending events such as the Student Led Peer Mentor Conference and Student Sport Ireland Networking Event.

- The service has contributed to the development of the Level 7 Certificate in Service Learning Special Purpose Award to allow learners who participate in volunteering or contribute to community based organisations to have their learning recognised.

- The inaugural Pitstop two day intensive Leadership Programme in partnership with Common Purpose took place. 21 students were selected for their potential through involvement in Clubs and Societies, volunteering, and the Students' Union class representatives to further develop their leadership style and how to effect positive change within the college community.

- In 2012/13 there were 24 active Clubs and Societies with 4 new ones being established. The service recorded that 2,582 students participated in organised Club and Societies activities based on all bookings received for sports and recreation facilities, bus trips, and room hire.

- The service assisted the Students' Union in holding its first Equality Week to help celebrating NCI's diverse community. A number of events ranging from Wheelchair Basketball to a talk with David Norris about "Why Marriage Equality is Important".

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Norma Smurfit Library

The Norma Smurfit Library seeks to be a centre of excellence, by utilising developments in information technology to provide students, staff and corporate members with a wide network of information resources.

A fully integrated library management system (Horizon) is in operation in the library, which allows an automated system of lending and self-service loans and returns. Postgraduate students may borrow up to twelve books; undergraduate students may borrow up to 5 books, on presentation of a current college identity card. Students may request subject searches, and assistance with searching, information requests and internet access.

Norma Smurfit Library

Information Services:

The library offers a range of information and research services. User guides and information are currently available in digital and print formats. Comprehensive user education for both students and staff is also provided on internet access, research methods and saving materials either in electronic or printed formats.

Students studying at off-campus centres and on distance learning programmes have access to a wide range of services and additional supports are provided when required. Increasingly students access materials and resources in electronic format, including e-books. Internet and online database instruction is provided by a member of the library staff on site or by appointment.

Supporting Learning & Teaching

Induction:

The Library service plays a key role as in the process for the induction for new students carried out by the college each September. Students are encouraged to actively interact with the service as part of the induction through the use of a workbook along with some prizes. Library induction is also carried on throughout the academic year as and when new courses/classes and this is generally arranged by course directors directly with the library staff. The use of online sessions involving interactive participation by students and library staff was tested for some groups. Further enhancements in the induction process are planned for next year

Developing Research Skills

College Institutional Repository TRAP (Thesis Reports & Projects)

The institutional repository TRAP, where online versions of student theses are stored has 636 theses in the database. The database recorded 55,813 downloads in 2012/13. The most popular thesis had 3,193 downloads and Google was the top referrer of the repository.

The Library has updated 1st Cite@ NCI referencing guide and in the process adding referencing criteria for NCI for APA style (American Psychological Association) for psychology subjects in the college and OSCOLA (Oxford Standard for Citation of Legal Authorities) and the existing Harvard House style, with amendments. A new publication with the three styles will be produced in 2014.

Supporting Learning & Teaching

In 2013 to date the Library has had a 40,966 loan items checked-in; 41,091 items checked-out. The self service system had 9,162 items to date and the renewals via the Library web system stands at 8,766. In all over 2,419 items were requested by students, with 168 of these requests not being resolved. The increase of loan items by student continues to reflect the economic climate with students less inclined to purchase textbooks.

There were 6,626 items issues in the self service, 1,277 items renewed and 4,660 items returned. 674 items were refused return, this occurs when the item is required by other users/there is/are item(s) waiting for pickup at the circulation desk.

Facilitating Research

Information Research Officer

The Information Project Officer role was made a full-time appointment from July 2013. The service provides guidance on academic writing, referencing and accessing and critically evaluating academic resource. The service is focused on supporting students in preparation of their literature review. Feedback from users continues to be positive; a library assistant now provides back-up on a part time basis to the information project officer and in August 2013 this team launched the Library Facebook Page.

The library service works with other academic and support staff to organise the Academic Writing Club. Individual and class group tuition is provided on the library's online resources and on topics such as referencing and academic writing. Library Guides: A second edition of the library guides for students have been produced, for undergraduate,

postgraduate and international students. The floor plan with helpful topics/numbers has also been updated.

Technology & Electronic Services

Online Databases & Journals

The Library subscribes to 43 online databases/resources, these resources are accessible from multiple entry points (Library portal; Library catalogue; Athens website and from Summon, the Library one search platform.

E-Journals: A to Z of electronic journal titles subscribed to by NCI, currently runs to 67,111 these titles were searched 15,772 times from July 2012 to October 2013. The top 5 e-journal titles searched were Harvard Business Review; Journal of Marketing; Human Resources; Human Resources Management and People Management.

Library Collections

Books (monographs)

The monograph collection is subject comprehensive, up-to-date and with many acquisitions added to stock previous to copyright libraries. This comprehensive coverage makes the library a leader in its core subject areas. Currently the Library has c. 57,176 titles. The Library has c.800 E-Book titles, with 265 from DawsonEra and 200 from ProQuest Safari. The DawsonEra collection was accessed 2,477 and

the ProQuest collection over 9,901 times. Main Lending Collection, currently this is a 14 day loan and the bulk of Library loan stock, is sourced based on student profile and demand. Users will be allowed to renew books for as long as they require them, once no other user requests it/them. A stock check of the Library collection is underway and results will be available in 2014.

Periodicals

The library currently subscribes to 250+ serial/periodical titles. These are Irish, English, and American and European titles. A number of these titles are also available online (either as separate issues or on one of the commercial online databases to which the library also subscribes. The journals are available for reference only; all current issues of serials are displayed in the periodical display shelves.

Electronic Journals: A-Z E-Journals: 67,111 titles were searched 15,772 times from July 2012 to October 2013. The top 5 e-journal titles searched were Harvard Business Review; Journal of Marketing; Human Resources; Human Resources Management and People Management.

DVD/Streaming: The library holds a collection of DVDs; these are for staff loan only. These are especially in great demand with faculty, and are booked in advance by the lecturers. Library now subscribes to Scott Bradbury Online Video Streaming which allows staff and

students to use online training videos before, during and after class.

Quality Assurance Process

The Library continues to revise the Library Policies and Procedures manual and created financial procedures manual, both of which were completed in May 2013. As part of the Quality Review Recommendations in 2011, the organisational structure of the library is under review and recommendations for this will be put forward in 2014. Some change has already been implemented with the appointment of a full-time Project Information Officer, with responsibility for user education, induction and research support. The day to day library operation is now overseen by the Assistant Librarian. Additional full-time staff members have been appointed to balance full-time and part time staff levels.

Highlights 2012-2013

- Launch of Library Facebook Page
- New Interactive Induction process launched
- Increase in E-Books subject availability
- Published 3rd edition of 1st Cite@ NCI: referencing guide (online/print)
- New Library Hub with additional services for students in user education, research supports and assistive technology support.
- Library refit

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 the educational options available at the college. In 2012/2013 we continued our campaign using real NCI students in their own words, to emphasise the real world nature of the programmes, approachability of staff, excellence of facilities and location, and the internationally accredited nature of programmes offered. At peak recruitment periods this was emphasised through advertising across TV, radio, online and press. This testimonial approach continues to be well received by potential students.

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

- A major project this year was the commencement of a project to develop a new website, in conjunction with a number of departments across the college. After a comprehensive tendering process we went with a design by Dara Creative and Inventise, which incorporates the college's branding by putting the student at the heart of the site.

- 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.

- We hosted the fourth year of our web technology conference, the dot conf, which was widely acknowledged to be the best event yet. It attracted 300 attendees, an eclectic range of high quality speakers and considerable media coverage, thanks to a partnership with the Irish Daily Mirror.

- To further position NCI as a centre for excellence in the web technologies and cloud computing arenas, a spin off

Seven Deadly Skills — Are you ready to be initiated?

series was launched: the dot conf deep dive event series. Held in the cloud competency centre and led by NCI lecturers, these talks are aimed at the IT community with a view to raising awareness of our programmes in this area.

- A fourth series of business breakfasts, 'Cornflakes and Commerce: NCI's Executive Breakfast Serial' was initiated; speakers are selected with a view to attracting an audience for our part-time courses. All events are covered by our media partner Metro Herald, which has a growing readership of 200,000 people every day in the Greater Dublin area.

- Also in partnership with Metro Herald, a new business series was launched to highlight our postgraduate courses at young professionals who are starting out in their careers and who wish to gain competitive advantage. Called the Seven Deadly Skills, this has proved incredibly popular to date with each event being booked out with a waiting list.

Metro Herald have ensured good coverage both in terms of advertising and editorial.

- We continue to represent NCI at a wide range of educational fairs and events - some highlights of the 2012/2013 academic year include the Springboard event in the National Convention Centre, Which Course in the RDS, Career Zoo in the Mansion House, GradIreland and Postgrad Ireland events, the Technology Forum in Croke Park and Dublin Inner city Employment Fairs.

- To promote our Springboard offerings, July, August and September 2012 saw a strong NCI presence in the Department of Social Protection offices.

- 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 time part prospectuses to posters, reports, leaflets, brochures and more. Major design projects included a rebrand of the Early Learning Initiative which involved working with ELI staff to develop a new mission, vision, logo and brand identity. A corresponding set of brand guidelines was also developed. Work has also commenced on a revised version of the NCI Brand Guidelines.

- An audit of all NCI internal and external forms was also carried out to ensure consistent branding and greater accessibility for current and potential students.

- Our social media efforts continue to pay dividends with our Facebook fans growing to 7474 and Twitter followers to 4465 at time of writing.

Marketing and Student Recruitment

Professional Education & Training

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

The highlights of academic year 2012/2013 for the Professional Education & Training Unit were as follows:

- Entry in to the personal financial services education market in partnership with the Institute of Canadian Bankers and with approval from the Central Bank with the following programmes:

    - Certificate in Personal Financial Planning leading to the PFP designation

    - Diploma in Personal Financial Planning leading to the PFP designation

    - Certificate in Personal Insolvency Practice

- These programmes were launched on May 24th 2013 by our Chairman Denis O'Brien and our guest speaker Dermot Desmond.

- The Professional Education & Training Unit identified this market opportunity and drove the creation of the new programmes, the market entry strategy, the business development, the establishment of key stakeholder relationships with bodies such as the Central Bank of Ireland and the Institute of Canadian Bankers. The Unit is proud to have been the key driver in entering what was previously a monopolistic market. This is seen as a 'game changer' for the college and the platform for creation of further professional education offerings.

- Our continued partnership with the Irish Institute of Pensions Management (IIPM) and conversion of elements of the Diploma in Pensions Management & Policy and the Certificate in Pensions Investment & Insurance

- We built on our partnership with McDonalds Restaurants of Ireland to progress their graduates from the successful Certificate in Quick Restaurant Management to the BA in Management Practice

- Our continuing relationship with Summit Finuas Network in the provision of education programmes to the IFSC population in particular the Certificate in Financial Regulation and the Fundamentals of Information Systems programme with Citi. NCI has also been selected by Summit Finuas Network as the preferred provider for the provision of Data Analytics programmes to the IFSC.

- We were also delighted to partner with the HEA on the provision of a range of programmes under the Springboard and ICT Skills initiatives.

PFP launch are (L-R) Deirdre Giblin, Head of Professional Education & Training Unit,
NCI President Phillip Matthews, Chairman Denis O'Brien and special guest Mr Dermot Desmond.

NCI Commercial Office and Business Incubation Centre

The Commercial Office manages a number of areas in the college, including conferencing, student residences, commercial property letting, the Business Incubation Centre and the NCI car park. Apart from revenue generation, the Commercial Office oversees the management of the campus facilities where there is great emphasis placed on energy/waste management and controlling costs.

There are 286 rooms on-campus within the student residences and NCI strives to create a community of resident learners. We have maintained 100% occupancy by extending residency to students from all of Dublin's colleges and universities. NCI host a number of Language Schools from the last week in June through to the end of August which maintains a vibrant student campus during the summer months.

Business Incubation Centre

Since the Business Incubation Centre opened in 2004 over 440 jobs were created in companies incubated here at NCI within the ICT sector. The primary objective of the Business Incubation Centre is to attract entrepreneurs and start-up companies in the technology area creating employment and trading globally. The Centre works with Enterprise Ireland's High potential Start Up (HPSU) division to ensure we continue to attract companies of this nature.

In June 2013 there were 23 companies in residence employing 160 persons helping to maintain

NCI Commercial Office and Business Incubation Centre

100% occupancy and a pipeline of companies wishing to take space here at NCI. There are many success stories of companies and entrepreneurs that started out in NCI or scaled their companies from our Incubation centre.

During the year companies that graduated from the centre were Storyful, Barracuda Fx, Lucey Technology, Ikon Semiconductor and BriteBill, with a combined workforce of 110 people. All companies retain a link to NCI and their departure allowed for internal companies to expand, along with an intake of new companies. The new start-up companies that entered the centre are ElectroRoute, Boxever, Learnosity, Social Talent and PennyOwl a number of these companies have expanded further in 2013.

The Business Incubation clients give talks and host workshops with students and potential entrepreneurs to assist in getting start-up companies off the ground and creating further employment. The client companies are also very proactive in giving student placements and a number of graduates have gone on to work for host companies. The concentration of activities in the Cloud Competency Centre has enhanced interactions and activities between client companies and NCI. During the year the Cloud Competency and Business Incubation Centre have co-hosted a number of visiting groups from Europe and the US.

Funding is paramount for all start-up companies and Frontline Venture which is a host company has ran a number of workshops both for the start-up community and students who are interested in entrepreneurship. In total almost 2 million was raised in 2013 by companies in the Business Incubation Centre.

Technology Transfer/ Commercialisation

NCI as part of the Dublin Regional Innovation Consortium with DIT, IADT, ITB and ITT operating from a centralised office at DIT we have run a number of workshops in Intellectual Property, Patents, and commercialisation. In September over 100 people participated in one of these workshops, it was designed to promote technology transfer within the college. During the year from NCI students' projects, five invention disclosures were submitted to Enterprise Ireland and currently we have three potential invention disclosures under review.

Open Innovation

As part of an Interreg funded project to promote Open Innovation throughout Europe NCI ran a series of workshops, masterclasses and lectures. The aim of the project is

to encourage more open innovation and to have tangible projects that have a transnational dimension. In June 2013 NCI in conjunction with University College London and NCI's Discovering Universities programme hosted the second Citrus Saturday week long series of workshops aimed at developing second level school children to become entrepreneurs. 20 students worked with 8 mentors in an open innovation environment to simulate the start-up of four companies' culmination in the sale of citrus drinks throughout the Dublin Docklands; an added incentive for the students was that they got to keep the profits. Alongside the Citrus Saturday workshops the School of Computing organised on Open Innovation App Challenge for 20 students from the Discovering Universities programme and again this was a fantastic event with students producing a number of apps.

NCI, Dublin City Council and three NCI technology start-up companies were invited with Enterprise Ireland to Ghent at the end of June, for an Open Innovation exchange. This allowed us to further explore areas of future collaboration and to foster closer links between Irish entrepreneurs and their Belgian counterparts, as well as the University, City of Ghent (Council) and Chamber of Commerce.

![Early Learning Initiative logo]

Early Learning Initiative

National College of Ireland

Supporting Parents, Communities and Schools in the Education of Children

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

Monday 11th February 2013 marked a new era for ELI with the Minister for Children and Youth Affairs, Frances Fitzgerald TD launching the Evaluation Report by the Children's Research Centre, Trinity College. This evaluation, which was funded by Pobal Dormant Accounts Funds-Flagship Projects, found that ELI had enhanced the educational outcomes for children and their families with parents now more involved their children's education. We hope that the evaluation report will help inform national policy and will be used as a source of information for practitioners and policy makers.

Over the next five years, we hope to grow and develop. To do this, ELI will need the on-going interest, commitment and participation of local community and corporate leaders. The role our partners play in supporting children and families in the Docklands to succeed in education cannot be underestimated.

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

To reflect the changes and development of ELI since its inception, we have, with both support and inspiration from NCI's Marketing Department, updated our vision, mission and logo. Our new logo is an acorn. With the old proverb 'Mighty oaks from little acorns grow' in mind, the acorn reflects how ELI and its partners are nurturing and supporting the children and young people in the community to grow into strong individuals with the capacity and resolution to achieve their dreams.

Our new mission & vision is as follows:

Mission:

Working in partnership with local communities to support educational journeys and achievements.

Vision:

Our long-term vision is that ELI will lead the way in providing first class educational support programmes within local communities, thereby enabling children, young people and their families to develop the dispositions, skills and knowledge needed to achieve their educational, career and life goals.

At this exciting time, we are delighted to welcome on board the new Chairperson of the ELI Review Board, Frank Ryan, whose expertise and experience will invaluable to the future development of ELI. We would like to acknowledge the contribution of the former Chairperson of the ELI Review Board, Jim Cunningham and wish him all the best in the future.

The success of ELI is underpinned by corporate support – financially and more importantly through management engagement and employees involvement. Without the generosity and commitment of all our patrons and funders, the ELI would not be able to reach out to ever more children and families in the local community. These include the original donors, along with the Smurfit Kappa Group Foundation, ICG, Dublin Port, State Street Foundation, McCann FitzGerald, Deloitte, Citco, McGarrell Reilly Group, RSA, HSBC, NEYAI, National Lottery and Ireland Funds. Their contributions have a made a positive difference to the lives of many individuals in the Docklands and is helping to build a high-achieving, supporting and cohesive community.

In addition to the sustained financial contributions of our corporate partners, several CEO's sit on the newly formed ELI Development

Early Learning Initiative

Committee, chaired by Dan O'Connor. Their input is invaluable in helping ELI sustain and grow its current income in line with its vision. The active engagement of senior management in ELI exemplifies the participation of their staff in ELI's Volunteering Programme. The involvement of over 100 corporate employees was a ¬ key motivational factor for the young people in our community, who were delighted to meet 'real' people, who are 'really kind and nice'. 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.

The active engagement of local parents, childcare centres, schools, TDs and community groups ensures the successful implementation of ELI's programmes. We thank them for their enthusiasm, generosity and commitment to ensuring that the children in the Docklands will achieve their educational and career ambitions.
In May 2013, ELI submitted a proposal on behalf of a Consortium of 48 local organisations to the new Department of Children and Youth Affairs Area Based Response to Child Poverty Programme 2013-16. The proposed initiative will be aimed at continuing and extending the existing programmes, which

address disadvantage in the Dublin Docklands and East Inner City through the provision from pre-birth of an integrated programme of interventions, training and support for children, their parents and families, and educators from early years up to third-level. Receiving funding through this Area Based Initiative will further enhance the existing community ownership and cohesion around improving outcomes for children.

We are excited about the future and look forward to continuing to working with our partners to build a better future for children and families in the Docklands.

Annual Overview

At least 3,400 children, parents and professionals in the Docklands took part in one of ELI programmes last year with satisfaction rates averaging 98% (N=880) across all programmes. Assessments indicate that children's oral language, literacy and numeracy skills have improved and that young people have high aspirations for the future.

Each family in the Parent Child Home Programme (PCHP) had on average 45 home visits this year i.e. 3,296 in total in the Docklands. 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. Sarah Walzer, CEO of the Parent Child Home Programme in the US, was very impressed with the Programme here during her site visit in March 2013. ELI's Home Visitors reminded her of many of the great home visitors she has met doing site visits in the US. The Parent Child Home Programme has been named one of America's top-performing non-profit organizations on the first-ever index of non-profits that have evidence of results and are ready to grow!

In 2012-13, 860 children (0-6 years) and their families took part in the NEYAI Docklands Early Numeracy Programme. In addition to the NEYAI National Evaluation, a local ELI evaluation of children's numeracy outcomes was completed using an innovative numeracy assessment tool was devised by Terri Lalor,

a Master Degree Student (Special Education) and administered by Educational Psychology students from UCD. Indicative evidence is that the numeracy concepts of the children in the Docklands early years services had improved over the year and they were performing on a par with those in the Middle Class sample. We believe that this assessment tool has implications for and will support the implementation of the National Strategy to Improve Literacy and Numeracy (DES 2011) and will help improve the skills of teachers and ECCE practitioners in assessing numeracy outcomes for children.

Following on from the Baseline Evaluation by the Children's Research Centre, Trinity College (Share et al 2011), standardised test results in English and Maths at 7 years (second class) and 12 years (6th class) were collected from the local primary schools. The results show that while children in 2nd class in these schools are scoring to national norms in Reading and Maths, children in 6th class are scoring below national norms. However, they are performing above the norms for DEIS schools.

ELI's involvement in developing, delivering and evaluating innovative approaches to early childhood care and education in Ireland was recognised by the invitation from the Early Years Education Policy Unit's invitation to host an EU site visit of the Thematic Working Group on Early Childhood Education and Care on 30th May 2013. This group were visiting Ireland as part of a peer learning activity focused on 'Evaluation and Monitoring as a

Policy Lever for Quality in Early Care and Education'.

Early Learning Initiative Publications and Presentations

B. Fagan and J. Bleach presented papers on PCHP and NEYAI Numeracy Project at the EECERA Conference in Oporto, Portugal in September 2012.

B. Fagan has a chapter on PCHP in Hall, T. (2012) Education Matters Year Book 2012. Your companion readers to Irish Education, Galway; NUI Galway.

J. Bleach has a paper published in the Educational Action Research Journal: Improving Educational Aspirations and Outcomes through Community Action Research, Educational Action Research Journal, Vol. 21, Issue 2

J. Bleach presented a paper on Community action research – improving practice and learning through collaboration at the CARN/IPDC Conference on 23—25 November 2012.

J. Bleach had a chapter on Community action research: Providing evidence of value and virtue in McNiff, J. (2013) Value & Virtue in Practice Based Research, Poole: September Books, available on-line at http://www.september-books.com/valueandvirtue.asp

J. Bleach presented on the work of ELI at the Docklands Regeneration Conference 2nd May 2013, which was organised by Dublin City Council.

ELI Projects 2012–13

Programme	Outline	Numbers involved in 2012-13
Parent Child Home Programme (18 months – 3yrs)	Local home visitors visit families twice a week to model talking, reading and playing with the children. 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 Child Care Informal storytelling sessions in the local community – modelling for parents how to read to children	14 home visitors 74 children and their families involved in Home Visits 64 children and their families attended story telling sessions
National Early Years Access Initiative (NEYAI) Numeracy Project	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. 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). There are training workshops for parents, three curriculum priority weeks and two story telling workshops a year as part of this programme.	155 Early Childhood and Care Staff 633 children and their parents
Parenting Courses	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	14 facilitators 65 parents
Zoom Ahead with Books (Junior Infants – 1st Class)	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.	334 children 249 adults Over 2,600 books read
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: 68 children 70 parents Table Quiz: 66 children 37 parents Monopoly: 43 children 14 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	114 children 30 parents attended the exhibition

Programme	Outline	Numbers involved in 2012-13
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: ■ Listener　　■ Persistence ■ Communicator　■ Friendship ■ Good Student/Academic Excellence.	300 children (83 received awards) 157 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.	44 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.	14 facilitators 65 parents
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 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 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 112 corporate volunteers
Research and Development	Using a community action research methodology, programmes are being evaluated and developed in partnership with the local community. Increased interest in ELI at both national and internal level ■ Hosted an EU site visit of the Thematic Working Group on Early Childhood Education and Care. ■ Involvement in national consultation processes e.g. Síolta, National Children's Strategy, Interagency Approach to Parenting ■ Invitations to speak about our work The Baseline Evaluation of ELI by the Children's Research Centre, Trinity College was launched by the Minister for Children and Youth Affairs, Frances Fitzgerald TD. The NEYAI Project is being externally evaluated by a team of researchers comprising 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). The final report is due in November 2013.	Publications: 3 book chapters 4 conference papers 1 journal paper (2 national and 6 international)

Quality Assurance & Statistical Services

During the academic year 2012/13, 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 such as the development of the Personal Financial Planning suite and the NCI360 project.

Programme Development & Validation

Table 1 outlines the new programmes which were validated in 2012-13.

Programme Title	Award Type	Level	Credits
SCHOOL OF BUSINESS			
MSc in Entrepreneurship	Major	9	90
MSc in International Business	Major	9	90
Certificate in Workplace Mediation	Special Purpose Award	9	10
Certificate in Personal Financial Planning	Special Purpose Award	8	40
Diploma in Personal Financial Planning	Special Purpose Award	8	60
Certificate in Personal Insolvency Practice†	Special Purpose Award	8	10
Certificate in Workplace Adjudication*	Special Purpose Award	8	10
Certificate in Service Learning	Special Purpose Award	7	10
Diploma in National & International Selling (in collaboration with the Sales Institute of Ireland)	Special Purpose Award	7	60
SCHOOL OF COMPUTING			
Higher Diploma in Science in Data Analytics	Major	8	60
Certificate in Data Analytics	Minor	8	30

Support Service Reviews

A cross functional review of the assessment process was undertaken during 2012-13 with an expected completion date of January 2014.

Arising from outcomes of previous years' service reviews and institutional review, the QASS office is also leading the implementation of the NCI360 project which seeks to integrate multiple college systems to give a single view of college interactions with the NCI student and key stakeholders and to enhance management of key student support functions such as work placement, career guidance and disability & learning support.

Learner Satisfaction 2012/13:

Overall satisfaction for teaching and learning is at 4.6 out of a possible 6. This is on par with previous years.

International Office

The number of international students on campus doubled between 2011/12 and 2012/13. A total of 145 international students studied full-time programmes at NCI, of which 104 were new students, during the academic year 2012/13. These students came from a total of 23 countries and have made a significant contribution to cultural and linguistic diversity on campus.

International Student Support

An international student airport pickup service was put in place to ensure each international students arriving from abroad is given a warm welcome on arrival to Ireland and NCI

Two international student mentors, Lacy Lin and Tushar Baruah were appointed part-time to provide extra pastoral care support to the growing numbers of international students at NCI

The new NCI International student society (NCIISS) was set up and there are now 102 members of which 70 are international students. The society aims to promote communication between the international and Irish/EU students at NCI through monthly meet-ups, day trips and celebrations of international festivals such as Diwali, Chinese New Year, St Patrick's day, Christmas etc.

Student Ambassador Programme

Lacy Lin who will graduate with a BA (HONS) in Human Resource Management in 2013 was selected by Enterprise Ireland as an international student ambassador for Ireland. Lacy was thanked by President Michael D. Higgins along with the other student ambassadors at a ceremony in March.

International Marketing Activities

China

The main marketing activities and promotion of NCI which took place this year such as seminars with educational agents and attendance at education fairs were coordinated and organised through the NCI China Office and China manager Lisa Pan in Shanghai. NCI President Matthews visited Chinese partner colleges such as Hebei University and Dalian University. Prof Jimmy Hill Vice President and Nicola Carroll Head of the International Office were delegates on the Irish government education mission to Beijing and Shanghai led by Minister Quinn in March.

Mr Des Gargan was a visiting lecturer at NCI partner college Shaanxi Polytechnic in Xian, China.

Nicola Carroll was based in the NCI China office in Shanghai for the summer of 2013 to progress three new collaboration agreements NCI is applying for through the Chinese Ministry of Education in partnership with the Foundation College of the Chinese Scholarship Council (FCCSC).

India

Horacio Gonzalez-Velez Head of the NCI Cloud Competency Centre visited India in May 2013 to promote the MSc in Cloud Computing there by meeting and interviewing applicants and agents.

NCI attended the Education in Ireland Fairs in New Delhi, Bangalore and Pune led by Mr John Murphy, NCI Indian agent manager.

Mr Eamon Nolan lectured to computing undergraduate students at Vignan University in India as part of the NCI –Vignan collaboration agreement.

Other markets

NCI was represented at other global education and university fairs during the year such as the largest American fair 'NAFSA' where Grace O'Malley promoted the BA (HONS) Psychology amongst potential partner colleges. The European Education Fair (EAIE) was held in the National Conference Centre in Dublin in September 2012 and this also offered an opportunity to meet with potential partner colleges around the globe. NCI has been listed as an approved college for the Brazilian government's Science without Borders programme which will see Brazilian students on campus studying undergraduate computing and psychology in the coming years.

Statistics:

NCI at a glance

1. General Enrolment Trends

Figure 1: Total Enrolments

Total Enrolments 2010/11 - 2012/13

No Enrolments

No Enrolments

3500
3000
2500
2000
1500
1000
500
0

2010   2011   2012

Academic Year
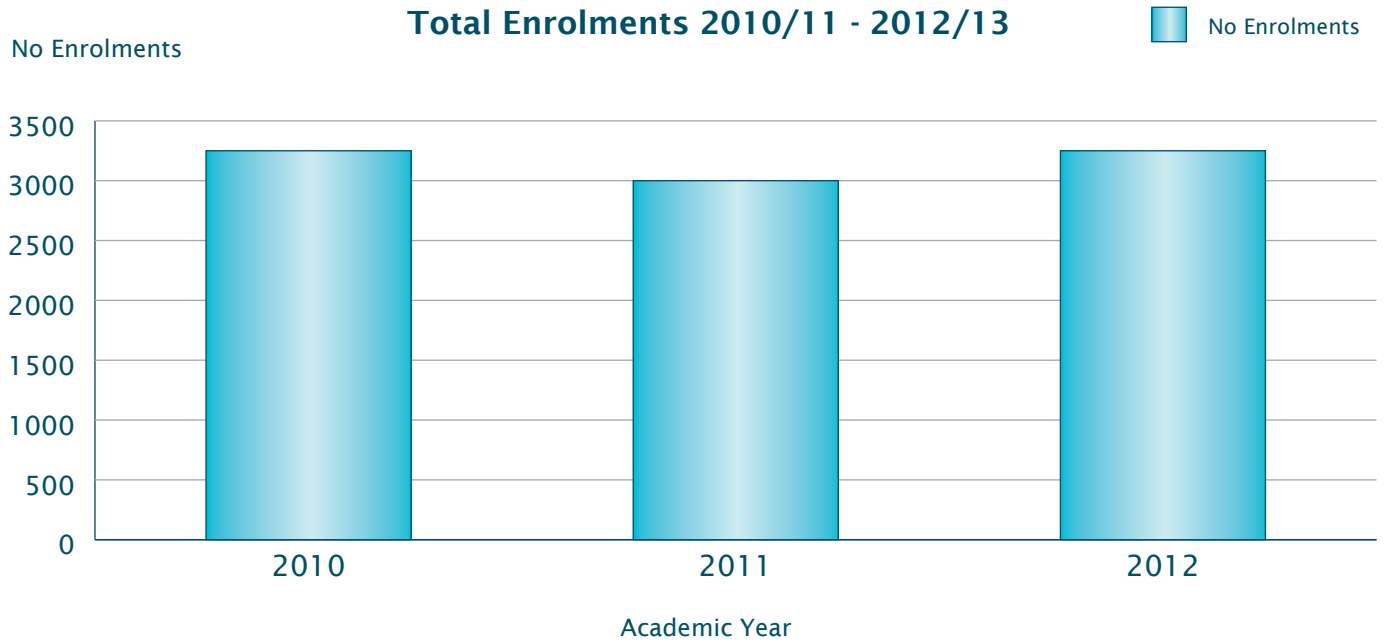
Figure 2: Full-Time Enrolments by Level

**Full-Time Enrolments by Level
2010/11 - 2012/13**

No Enrolments

FETAC3-6/Equiv
Postgraduate
Undergraduate

2000

1500

1000

500

0

2010   2011   2012

Academic Year
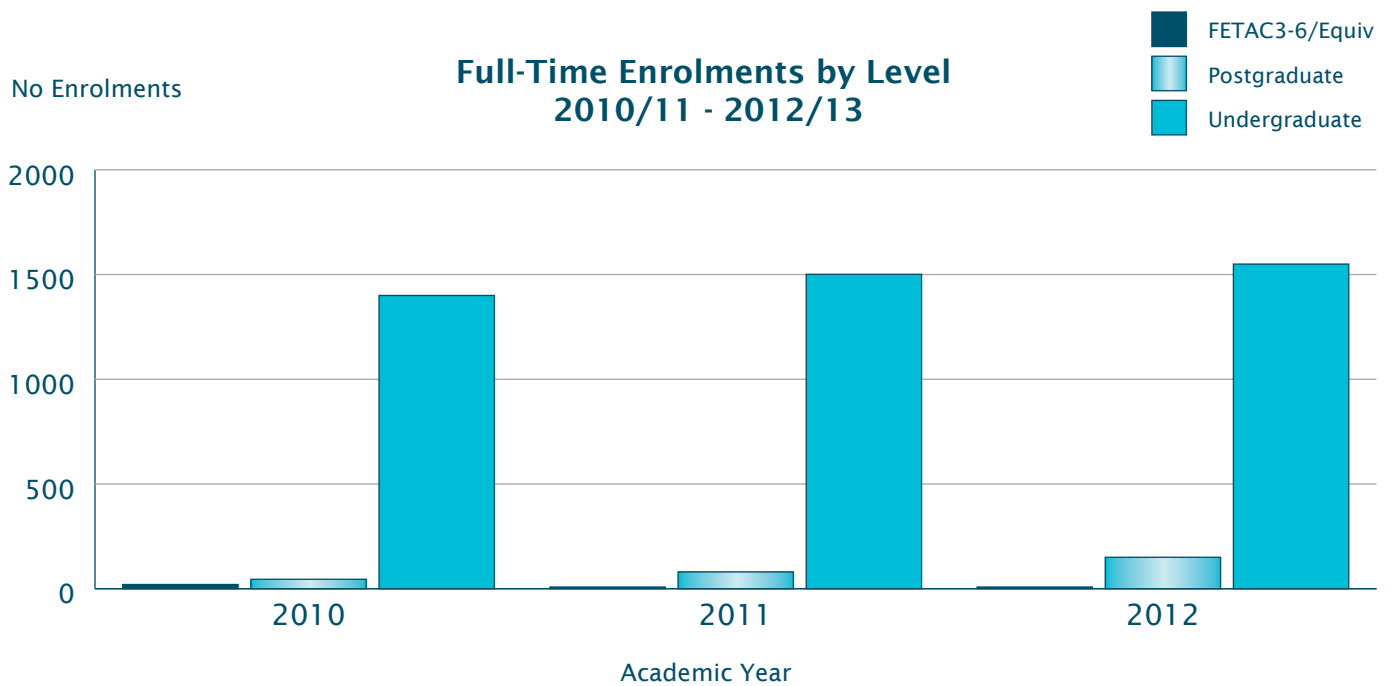
Figure 3: Part-time Enrolments by level

**Part-Time Enrolments by Level
2010/11 - 2012/13**

No Enrolments

Legend:
- FETAC3-6/Equiv
- Postgraduate
- Undergraduate

Academic Year
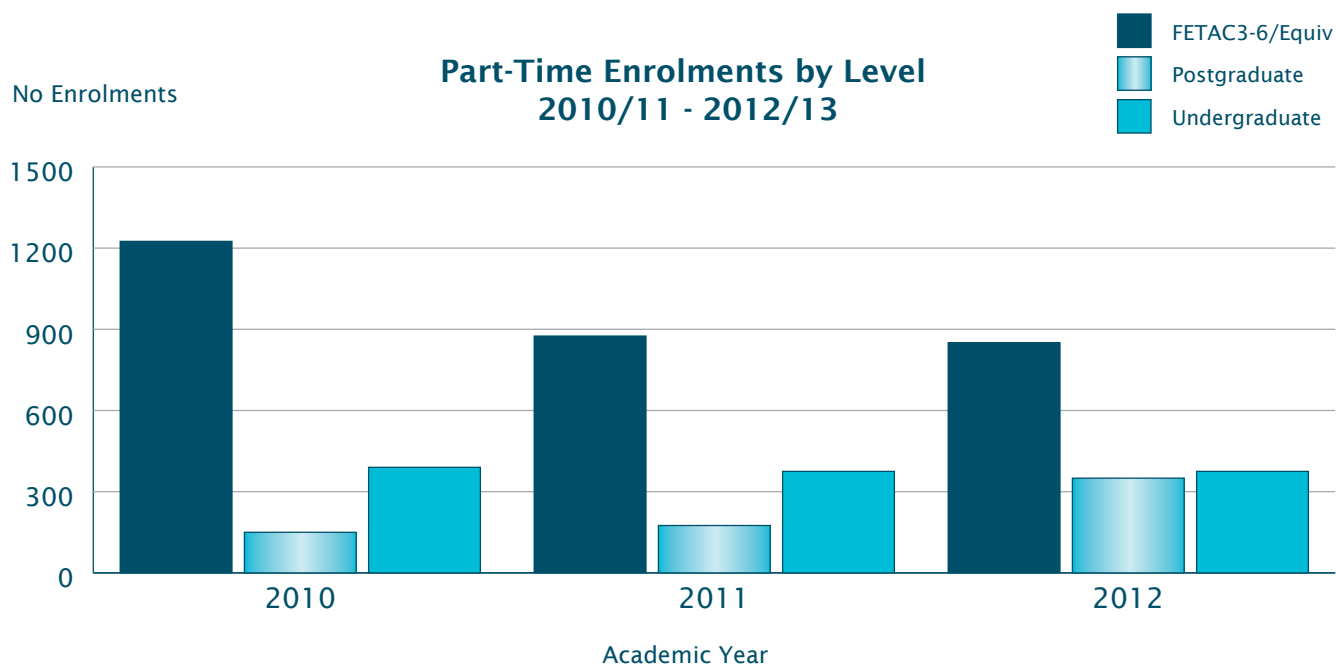
2. New Entrant Data

Figure 4: New Entrant (FT) Enrolment by Gender

**FT Undergraduate New Entrant Enrolments
2010/11 - 2012/13**

No Enrolments

Legend:
- New Entrant, Female
- New Entrant, Male

Academic Year
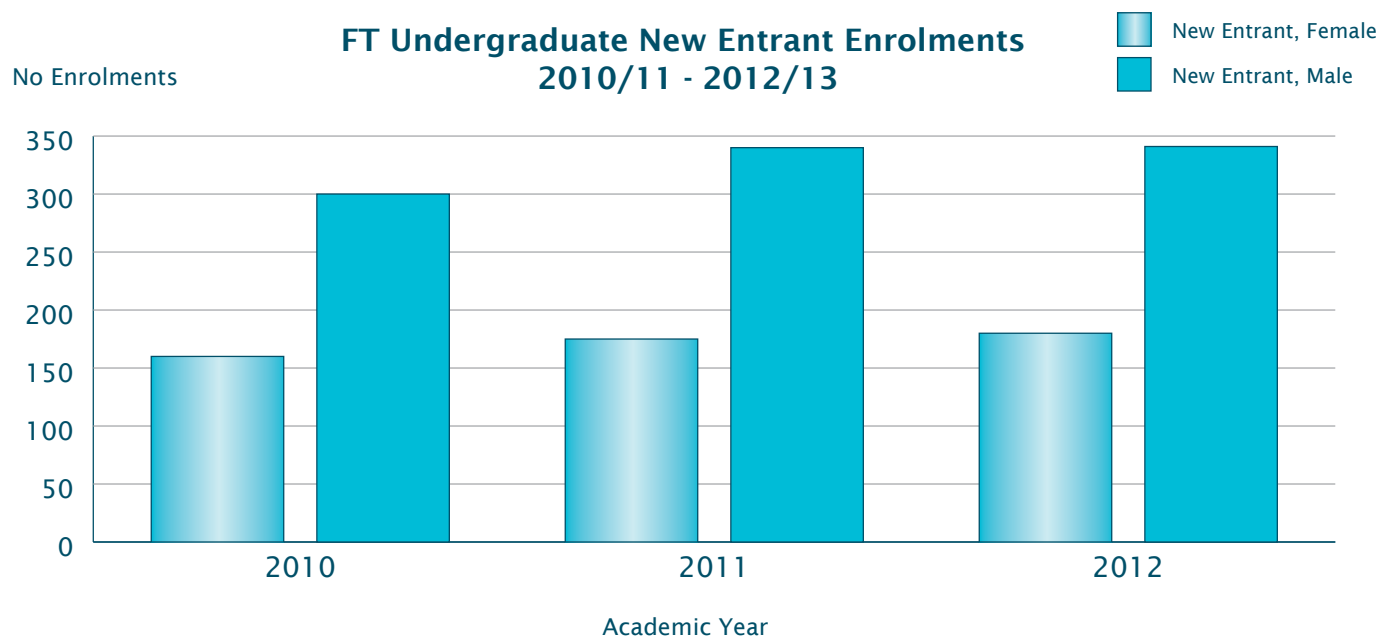
Figure 5: Mature New Entrants by Gender

FT Mature New Entrants by Gender Enrolments 2010/11 - 2012/13

No Enrolments

- New Entrant, Female
- New Entrant, Male

No Enrolments

Academic Year
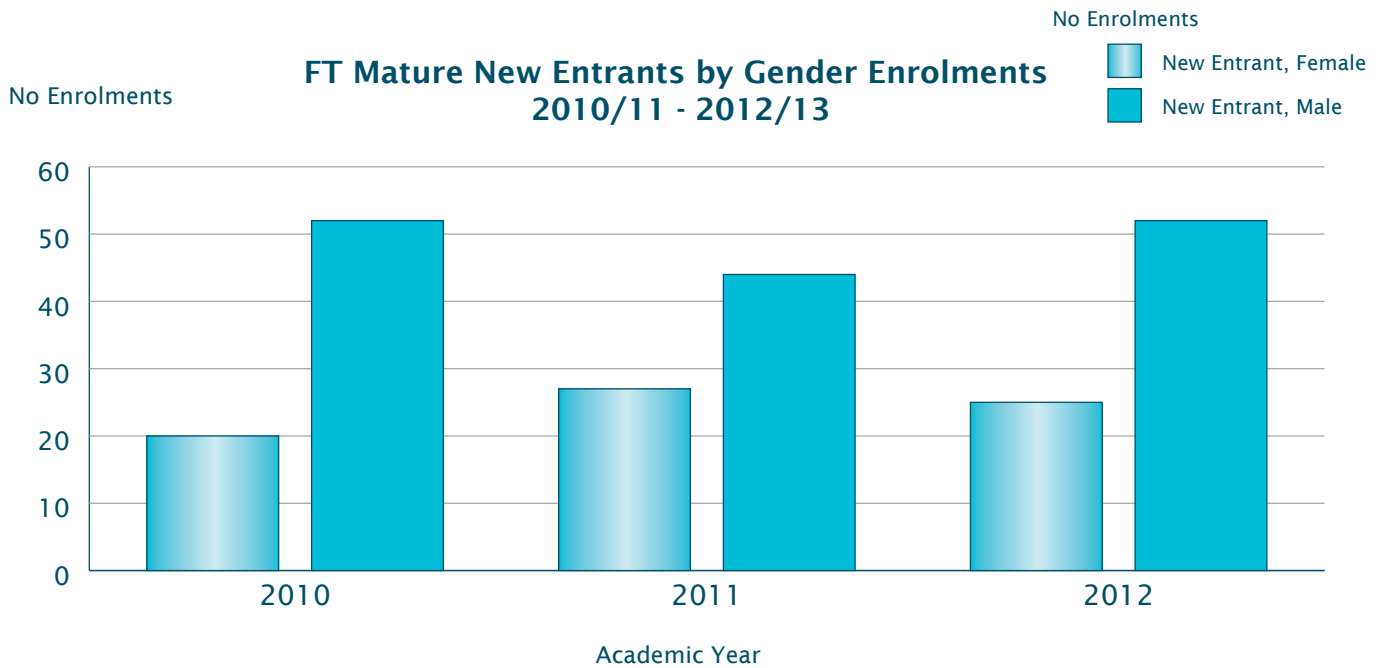
3. Programme Trends

Figure 6: Full-Time Enrolments by Subject Area

Undergraduate FT Enrolments by Subject 2010/11 - 2012/13

- Accounting & Taxation
- Computer Science
- Computer Use
- Management & Administration
- Other

Academic Year
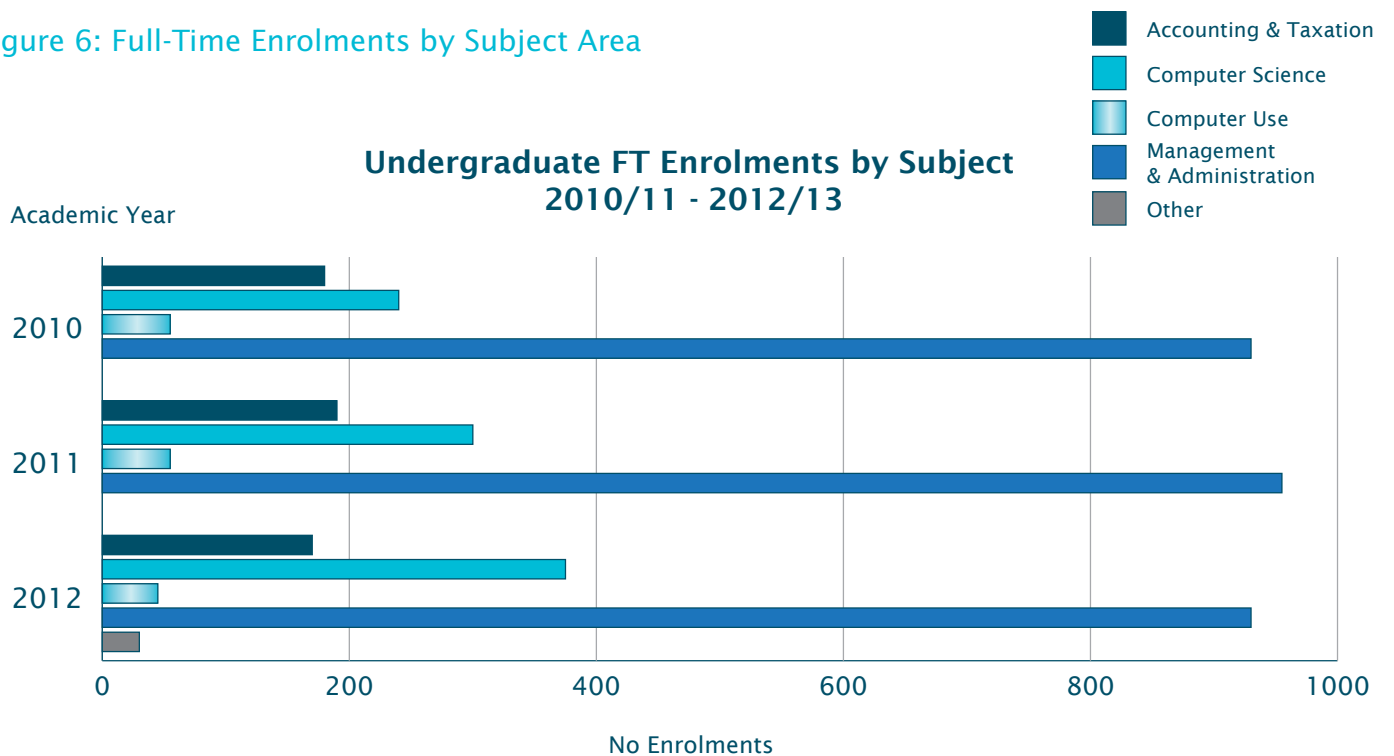
No Enrolments

Figure 7: Part-time Enrolments by Subject Area

**Undergraduate PT Enrolments by Subject
2010/11 - 2012/13**

Legend:
- Computer Science
- Computer Use
- Finance, Banking, Insurance
- Management & Administration
- Marketing & Advertising
- Other

Academic Year
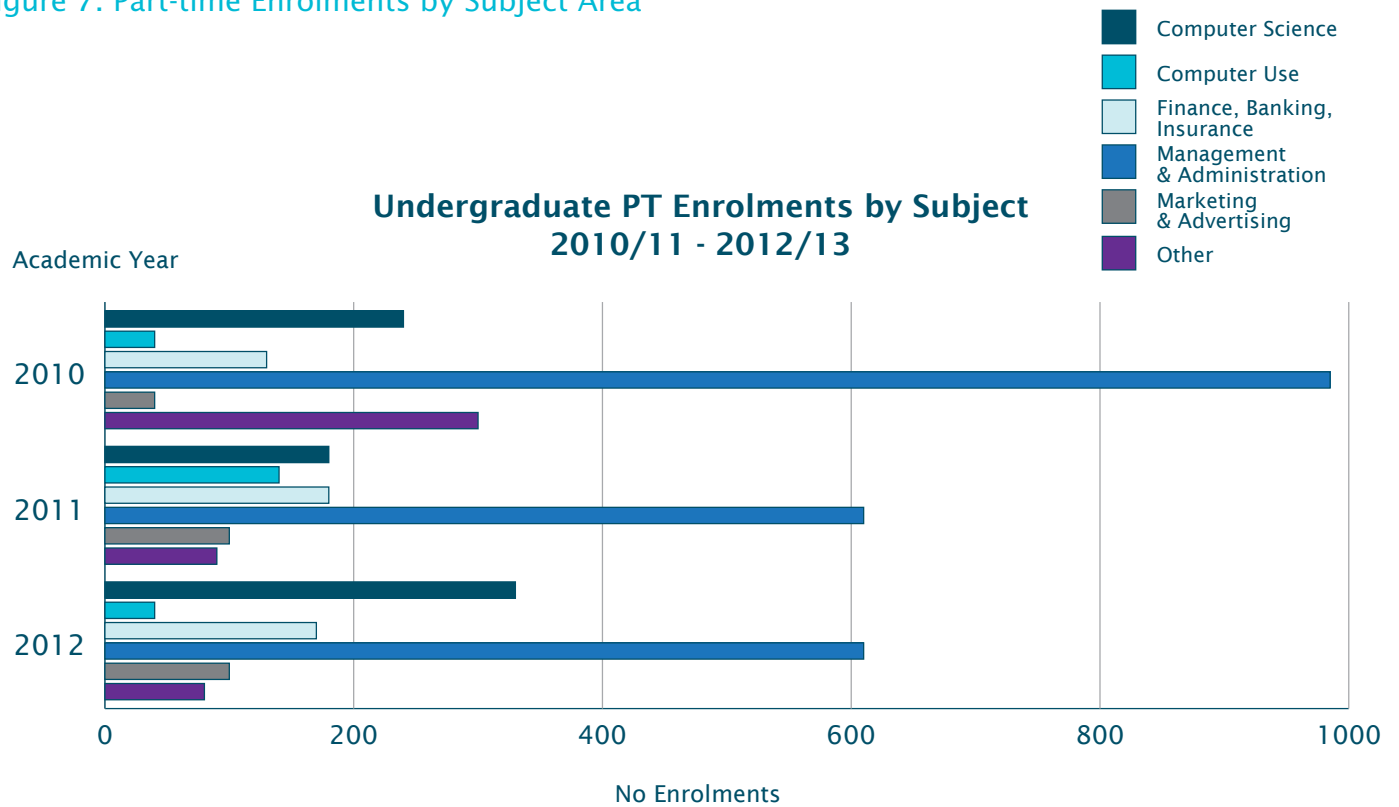
No Enrolments

Figure 8: Postgraduate Full-Time Enrolments by Subject Area

**Postgraduate FT Enrolments by Subject
2010/11 - 2012/13**

Legend:
- Computer Science
- Computer Use
- Finance, Banking, Insurance
- Management & Administration
- Marketing & Advertising
- Other

Academic Year

No Enrolments

57
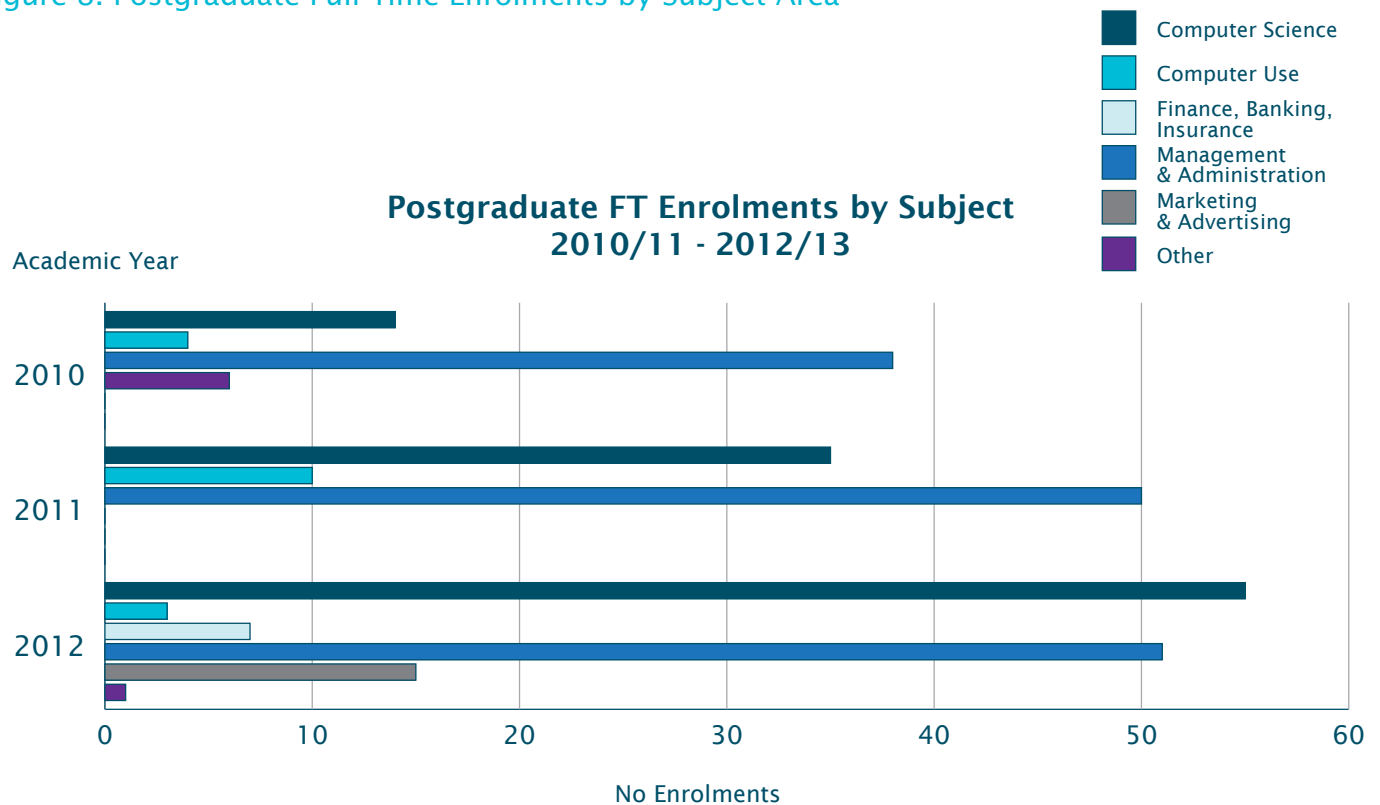
Figure 9: Postgraduate Part-Time Enrolments by Subject Area

Legend:
- Computer Science
- Computer Use
- Educational Science
- Finance, Banking, Insurance
- Management & Administration
- Marketing & Advertising
- Other

Postgraduate PT Enrolments by Subject 2010/11 - 2012/13

Academic Year (vertical axis): 2010, 2011, 2012

No Enrolments (horizontal axis): 0, 30, 60, 90, 120, 150
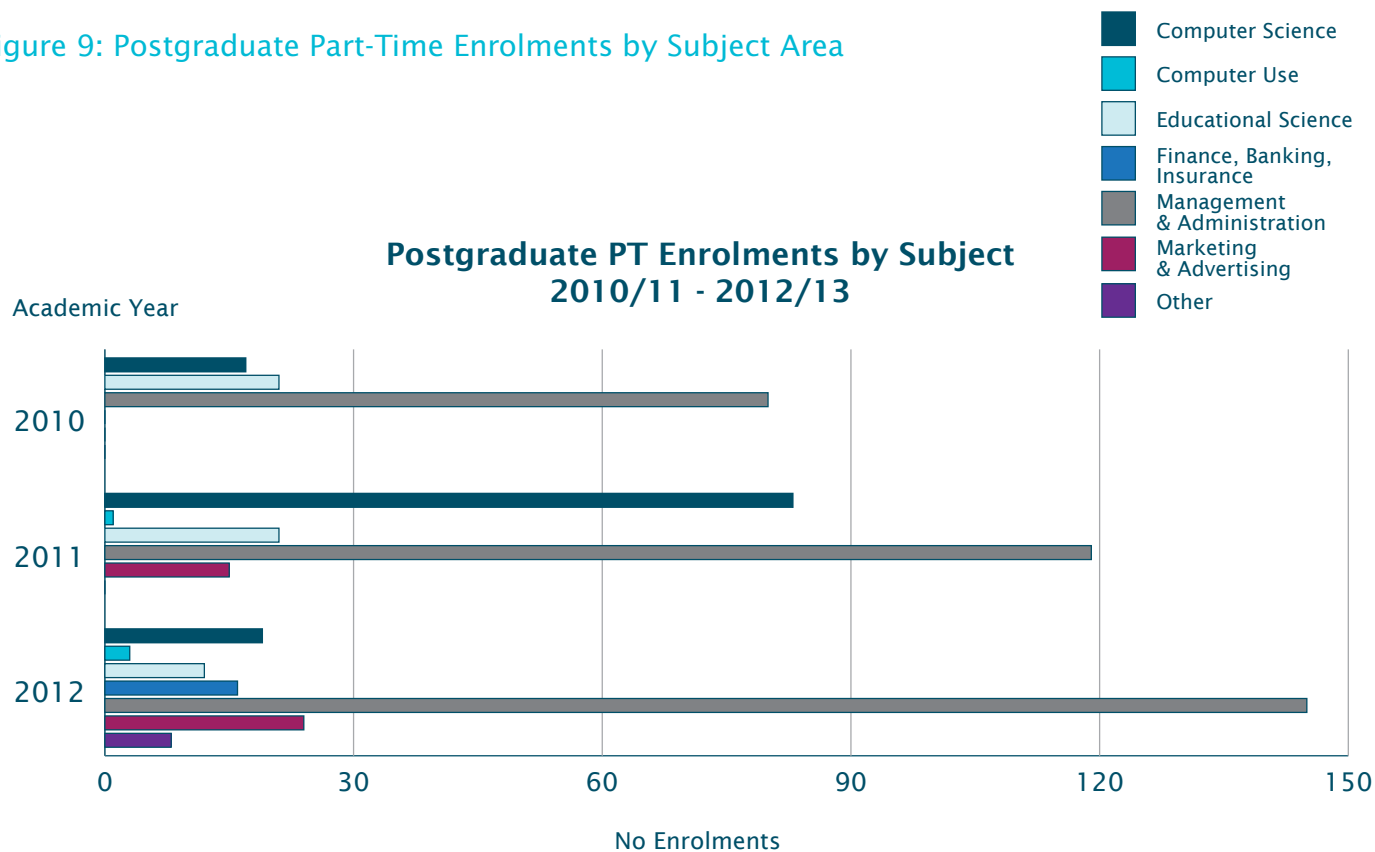
4. Demographic & Socio-Economic Date

4.1 Mature Learners

Figure 10: Percentage of Full-Time New Entrants that are Mature Students

Mature Students as a % of all New Entrants 2010/11 - 2012/13

Legend:
- Mature
- Non Mature

Academic Year (vertical axis): 2010, 2011, 2012
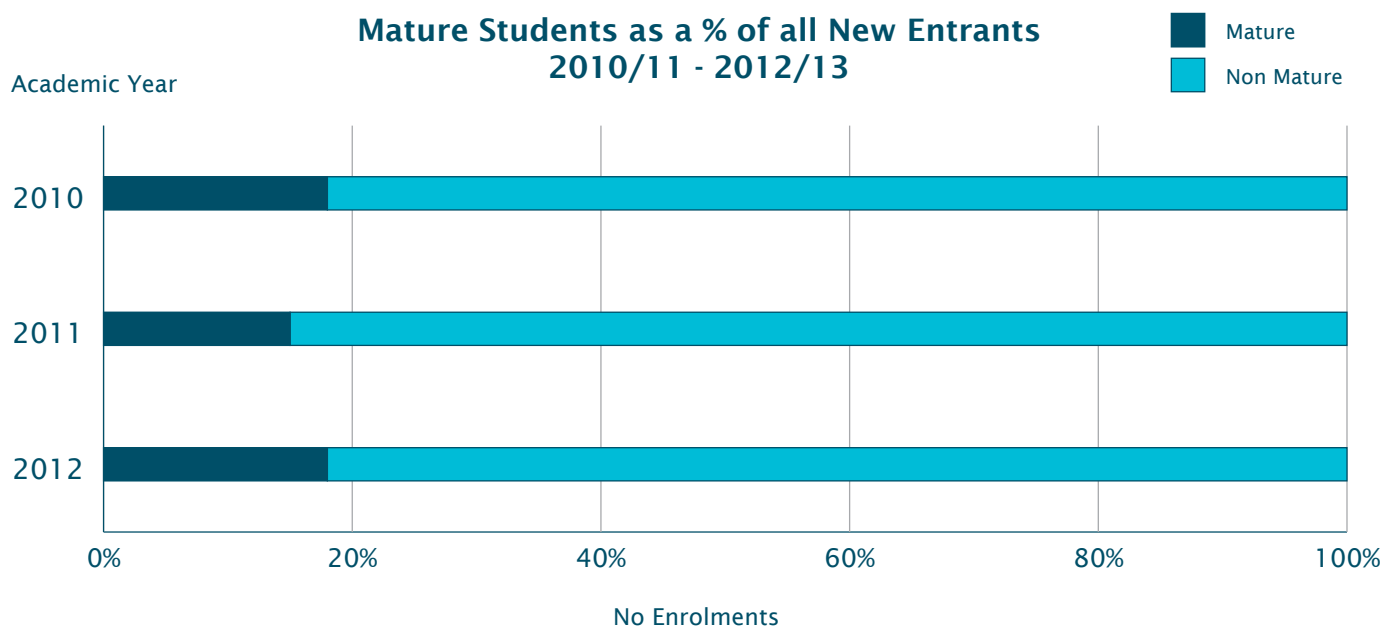
No Enrolments (horizontal axis): 0%, 20%, 40%, 60%, 80%, 100%

Figure 11: Mature Students as a Percentage of New Entrants

Mature Students as a % of FT Students 2010/11 - 2012/13

Academic Year

Legend:
- Mature
- Non Mature

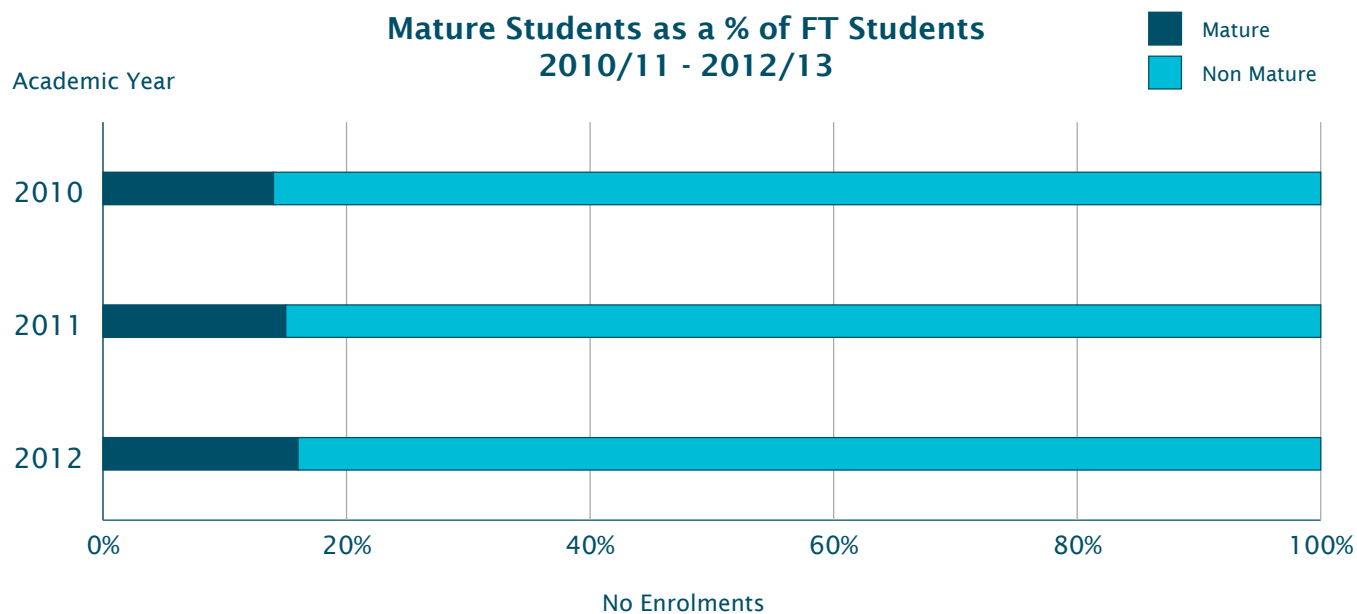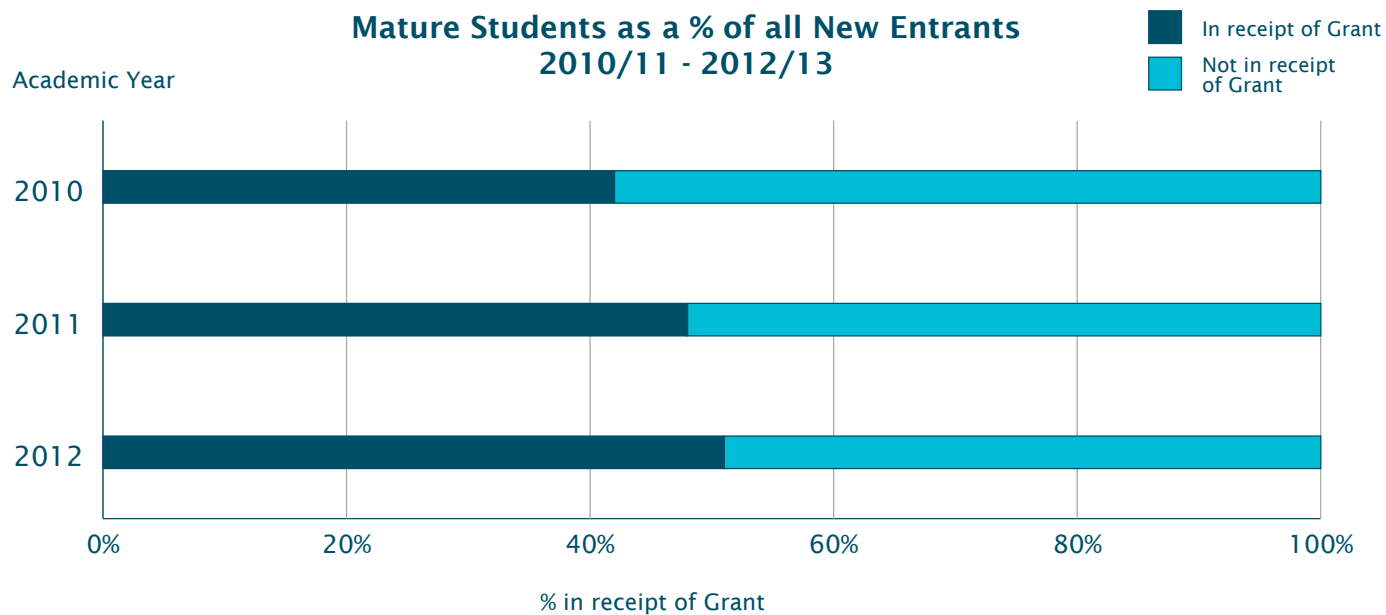| Year	
2010	
2011	
2012	

0%   20%   40%   60%   80%   100%

No Enrolments

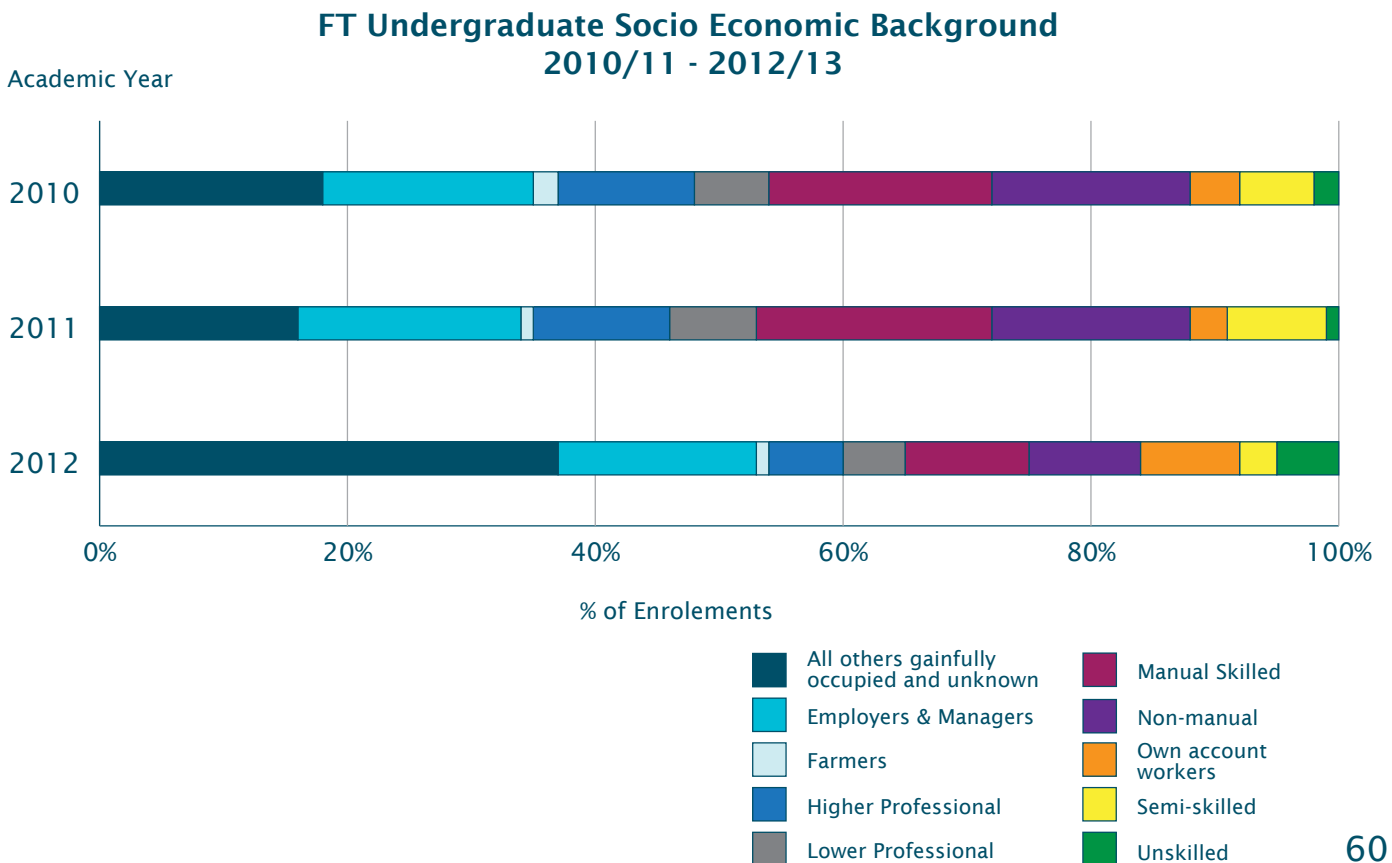## Figure 12: Mature Students as a Percentage of all Full-Time Undergraduate Students

Mature Students as a % of all New Entrants 2010/11 - 2012/13

Academic Year

Legend:
- In receipt of Grant
- Not in receipt of Grant

Year	
2010	
2011	
2012	

0%   20%   40%   60%   80%   100%

% in receipt of Grant

59

4.2 Students in Receipt of Maintenance Grants

Figure 13: FT Undergraduate Students in Receipt of Maintenance Grants

FT Undergraduates in Receipt of Maintenance Grants 2010/11 - 2012/13

Legend:
- In receipt of Grant
- Not in receipt of Grant

Academic Year

2010

2011

2012

0%   20%   40%   60%   80%   100%

% in receipt of Grant
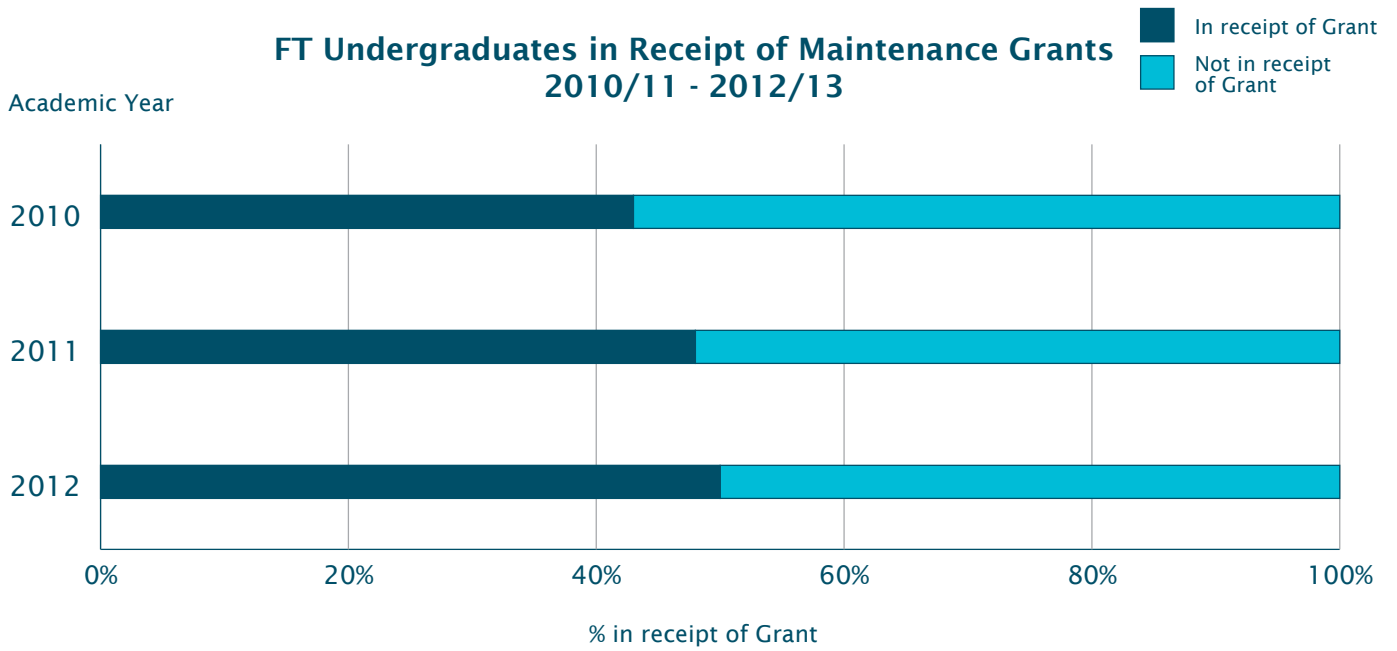
4.3 Socio-Economic Background

Figure 14: Mature Students as a % of all New Entrants

FT Undergraduate Socio Economic Background 2010/11 - 2012/13

Academic Year

2010

2011

2012

0%   20%   40%   60%   80%   100%

% of Enrolements

Legend:
- All others gainfully occupied and unknown
- Employers & Managers
- Farmers
- Higher Professional
- Lower Professional
- Manual Skilled
- Non-manual
- Own account workers
- Semi-skilled
- Unskilled

60

5. Graduate Data

Classification of Graduates : FT Undergraduates

Legend:
- H1
- H21
- H22
- Pass

Academic Year

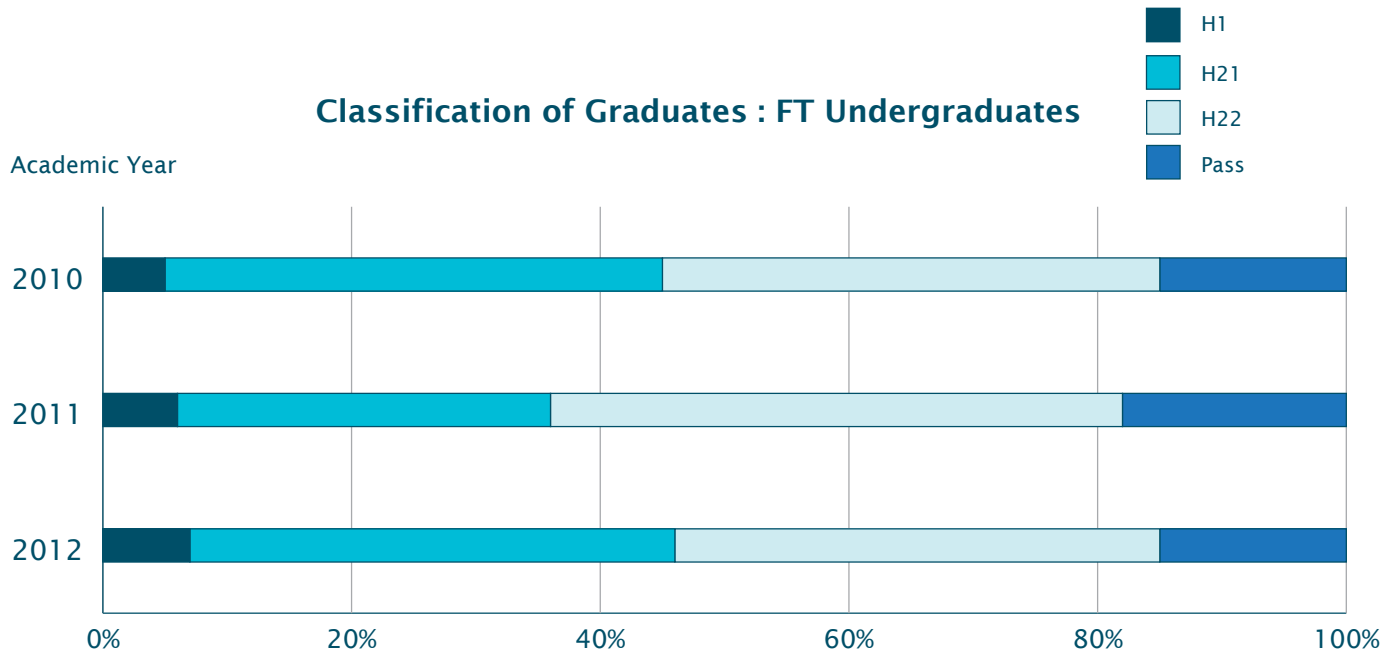| Year	
2010	
2011	
2012	

0%   20%   40%   60%   80%   100%

Figure 16: Part-time Undergraduate Enrolments in All HEA-Funded Institutions
by field of study (ISCED)1 at 1 March 2013

Field of Study (ISCED)*	Grant Total	NCI
(342) Marketing and advertising	94	102
(343) Finance, banking, insurance	79	157
(345) Management and administration	1,279	616
(481) Computer Science	1,508	312
(482) Computer Use	186	29

* Please note that a number of additional broad fields have been added to the ISCED classification to cater for students taking courses
with balanced combinations of subjects. These are described at http://www.hea.ie/index.cfm/page/sub/id/976
For an explanation of the ISCED subject classification system, please see the ISCED Manual at http://www.hea.ie/uploads/pdf/EurostatISCED.pdf

Figure 17: NCI Part-Time Undergraduate Enrolments as a % of HEA Sector

NCI Part-Time Under Graduate Enrolments
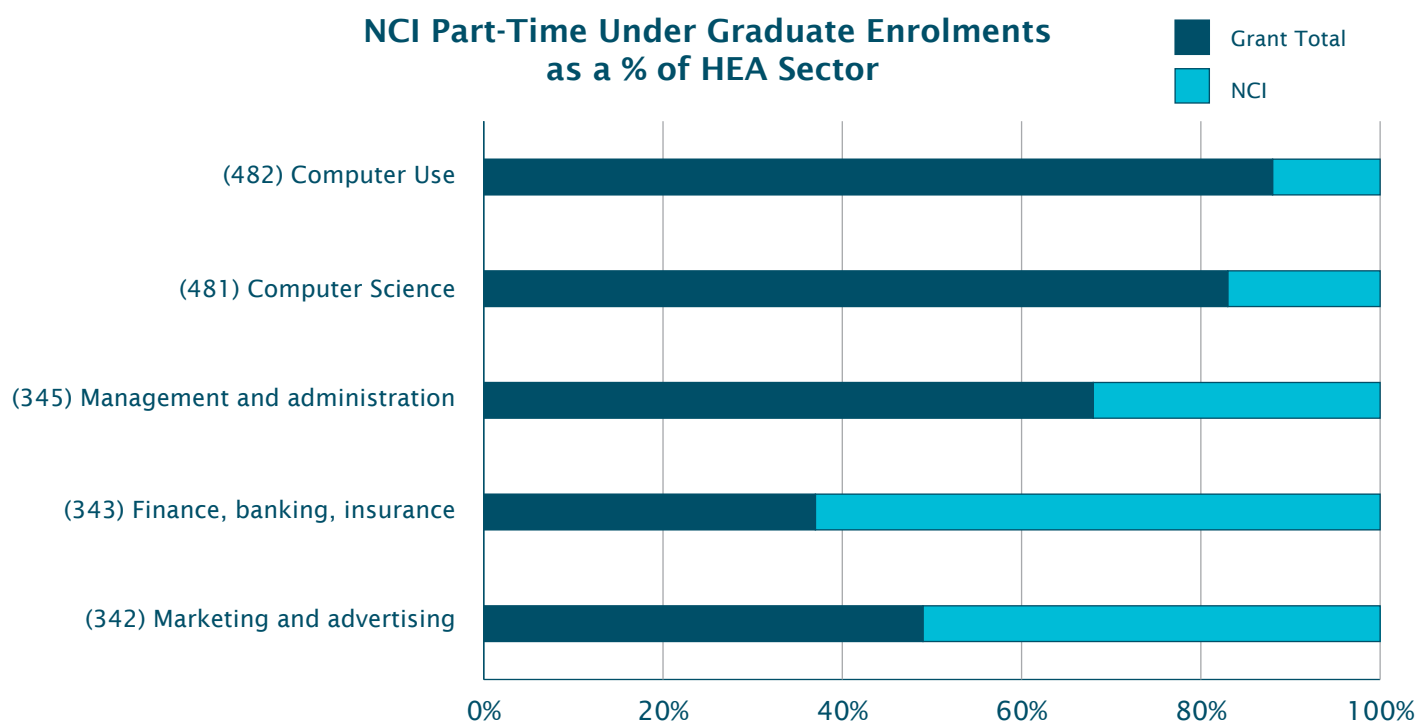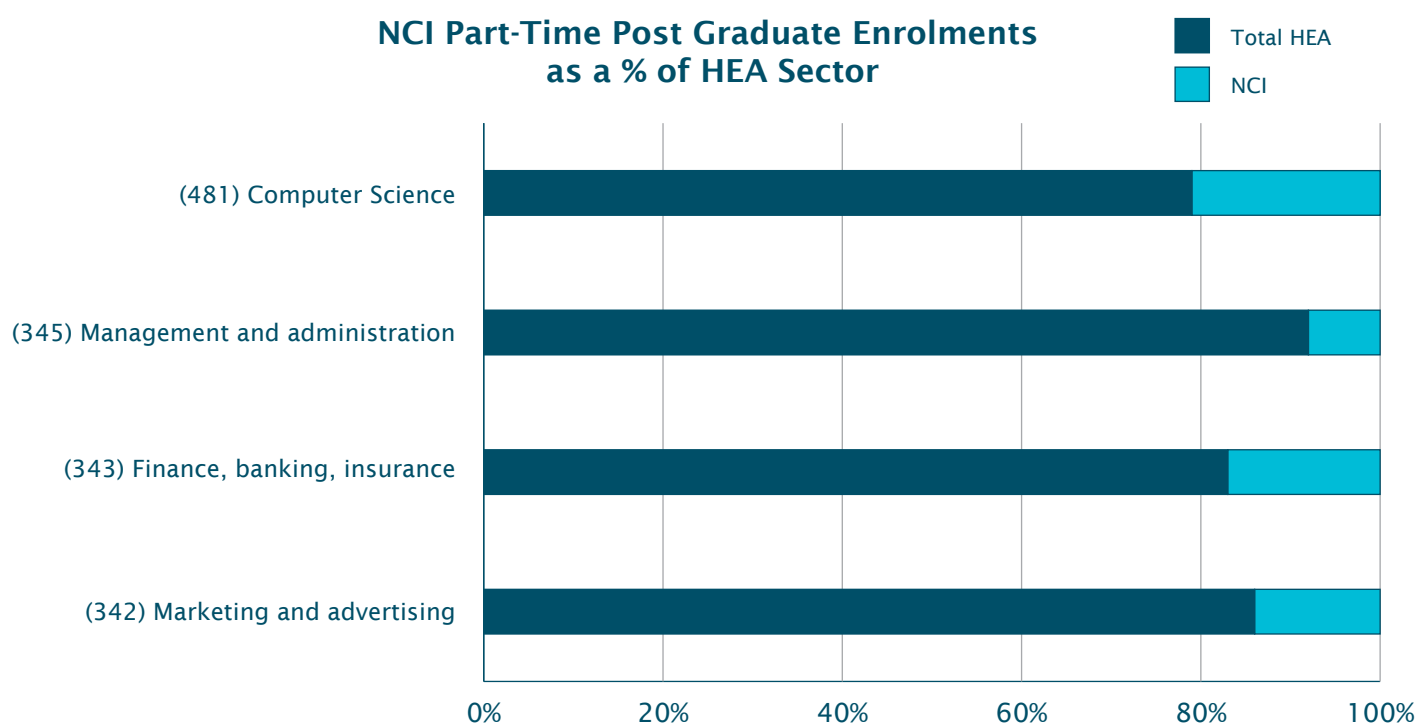as a % of HEA Sector

Figure 18: Part-time Postgraduate Enrolments in All HEA-Funded Institutions
by field of study (ISCED)* at 1 March 2013

Field of Study (ISCED)*	Total HEA	NCI
(342) Marketing and advertising	254	40
(343) Finance, banking, insurance	179	33
(345) Management and administration	1,601	146
(481) Computer Science	1,027	276

* Please note that a number of additional broad fields have been added to the ISCED classification to cater for students taking courses
with balanced combinations of subjects. These are described at http://www.hea.ie/index.cfm/page/sub/id/976
For an explanation of the ISCED subject classification system, please see the ISCED Manual at http://www.hea.ie/uploads/pdf/EurostatISCED.pdf

Figure 19: NCI Part-Time Post Graduate Enrolments as a % of HEA Sector

NCI Part-Time Post Graduate Enrolments
as a % of HEA Sector