



National
College *of*
Ireland

60th

Anniversary
1951 - 2011

“To change lives
through education”

National College of Ireland

Annual Report
2010/2011

Contents

Foreword by Chairman of the Governing Body of National College of Ireland	2
Introduction by College President	3
Highlights of the Year	6
NCI's Governing Body	10
NCI Mission, Vision & Values	11
Review of the Strategic Plan	12
School of Business	14
School of Computing	16
Registrars Report	18
. Student Support Services	18
. Careers Service	23
. Norma Smurfit Library	25
NCI Commercial Office and Business Incubation Centre	26
Marketing and Student Recruitment	28
Early Learning Initiative	29
International Office	32
Centre for Research and Innovation in Learning and Teaching	34
Quality Assurance & Statistical Services	35
Statistics: NCI at a glance	37

Foreword by Chairman of the Governing Body of National College of Ireland

Mr Denis O'Brien



Mr Denis O'Brien
Governing Body Chairman

2010-2011 was a challenging year for Irish education. The shifting landscape of higher education funding and the recommendations of the National Strategy for Higher Education to 2030 (Hunt Report) created a climate of uncertainty within the sector, and impending changes to the current funding model will require that institutions are able to adapt and respond.

Within this environment National College of Ireland faces its own particular challenges, but a unique and particular strength of the institution is its ability to respond and adapt to the emerging needs of students, industry and government.

This year, NCI celebrated 60 years of changing lives through education. Throughout the years the college has built an enviable reputation for excellence in education and for designing programmes that are relevant to the workplace. It is distinguished by its highly supportive learning environment and distinctive student-centred approach, and has become a leading institution for subjects including human resource management and cloud computing. NCI has also made a significant and positive impact in community development, social inclusion and educational opportunity and is uniquely placed to drive change in these areas on a national level.

At a local level, National College of Ireland has a strong relationship with its community in the Dublin Docklands. Throughout 2010/2011 the college continued to raise the educational capital and aspirations within families and their children in the Docklands through its Early Learning Initiative (ELI), which has had significant impact on the local community. The initiative has been running as a pilot for 5 years, primarily through private funding; this year we were delighted to be recognised with funding from the National Early Years Access Initiative (NEYAI).

In 2011 the Governing Body approved a new strategic plan for the college with a revised and refined mission, vision and values. The plan will strengthen and consolidate the college's work in delivering excellent educational programmes, in the most cost efficient and effective way possible, while maintaining its ethos of making education accessible to all and providing the support required of our diverse student base.

Maintaining this distinctive ethos would not be possible without the commitment of our staff during what has been a very difficult year and I'd like to acknowledge their dedication and commitment. I'd also like to acknowledge the contribution of my colleagues on our Governing Body who have given of their time freely and with the same passion and commitment to maintaining NCI's unique place in Irish education.

“Throughout the years the college has built an enviable reputation for excellence in education and for designing programmes that are relevant to the workplace”

Introduction by College President

Dr Phillip Matthews



Dr Phillip Matthews
President

For the past 60 years National College of Ireland has made a unique and exceptional contribution to education in Ireland. From its foundation as the Catholic Workers College in 1951 the college has transformed over successive decades, constantly re-inventing itself to reflect and respond to the changing needs of Irish society. Today, NCI holds leadership positions in the areas of access/widening participation, early years learning, lifelong learning and workforce re-skilling. The college has made a significant and positive impact in community development, social inclusion and educational opportunity and continues to enhance its reputation for providing a student-centred educational experience through programmes that are industry informed and designed to meet current and emerging market needs.

2010-2011, NCI's 60th year, has been a challenging year despite the fact that revenues were 3% ahead of the previous year. Student fee income from our undergraduate part-time courses and programmes within the School of Community were particularly challenged. As a result we implemented a cost reduction programme and developed a new strategic plan that would enable us to deliver the revenue growth that we need over the five-year planning period.

Fundamental to the strategy is the realignment of cost with the development of revenues from new programmes and international development. The new programmes are being developed to meet emerging industry needs through collaboration with industry advisory groups. In 2010-2011 the School of Computing established a cloud computing advisory group drawn from the multinational and indigenous SME players in the Irish cloud computing sector. The first programme to come out of this collaboration, NCI's MSc in Web Technologies, was launched for the 2010-2011 academic year and work was also started on the development of further MSc programmes in cloud computing.

The School of Business signed an exclusive agreement with the Irish Institute of Pensions Management (IIPM) to develop a series of programmes in pensions administration and successfully launched its MSc in Management. Work was completed on a new MBA programme and MSc in Marketing, and work on further postgraduate and new undergraduate programmes commenced.

“Today, NCI holds leadership positions in the areas of access/widening participation, early years learning, lifelong learning and workforce re-skilling.”

Introduction by College President

Dr Phillip Matthews

Continued...



“NCI, as a community based third-level institution, working with children (from 0-18yrs), their families, their schools and their childcare workers is having a transformational impact on educational capital and aspirations.”

During 2010-2011 we put agreements in place with Hubei University (Wuhan, China) and Netaji Subhash Institute of Management Sciences (Delhi, India) for collaborative programmes that will see students coming to us directly from these two organisations and this year we had one student on exchange from Hubei. Faculty made three lecturing trips to Taiwan and India and we appointed an India Agent Manager and opened our first office in India.

The college continued its programme of industry seminars and conferences; this year's web technologies conference, the dot conf, was particularly successful and built upon the momentum established at last year's conference. A new series of breakfast seminars in partnership with Kellogg's and Metro Herald was launched. The School of Business was also honoured to be invited to host the annual Irish Academy of Management Conference in August 2011.

NCI submitted a Progress Report to HETAC in October 2011 detailing the follow-up actions arising from last year's Institutional Review.

NCI'S Progress Report was considered by HETAC Council in November and it recognised that a considerable amount of progress has taken place.

Also in October 2010 we received five students from the Soul of Haiti appeal and they took our Certificate in Entrepreneurship in the School of Business, personally delivered by Prof. Jimmy Hill, Dean of the School of Business.

This year our Early Learning Initiative (ELI) engaged 1,099 children, 869 parents, 299 childcare workers and we are now seeing the early results from the research conducted by Trinity College Children's Research Centre funded by Pobal Dormant Accounts. The early data is very positive. NCI, as a community-based third-level institution, working with children (from 0-18yrs), their families, their schools and their childcare workers is having a transformational impact on educational capital and aspirations. We see this work as vital to empowering families and the community to access third-level education in a way that interventions later in the child's development cannot do.

Finally I'd like to express my personal thanks to all of our staff and faculty for their continued dedication and commitment during what has been a very difficult year. I'd also like to thank our Chairman, Denis O'Brien and his colleagues on our Governing Body for their unstinting support and freely given time.



“National College of Ireland celebrated its 60th anniversary with events throughout the year.”

Highlights of the Year

- National College of Ireland celebrated its 60th anniversary with events throughout the year. An Anniversary Lecture Series drew high attendance figures to hear speakers including ICTU's David Begg, Prof. Paolo Quattrone from IE Business School, Madrid, Prof. Paddy Gunnigle from University of Limerick and Ciaran Quilty from Facebook. The celebrations culminated with past presidents of NCI, alumni, current students and staff being welcomed by president Dr Phillip Matthews at a glittering evening on campus. Old friends and colleagues mingled, and students from Ranelagh and the IFSC met up again with their old lecturers. In the speeches and conversations there was an overwhelming sense of the role NCI has played in changing so many lives.
- During the year the college community reviewed its mission, vision and values. We committed ourselves to a mission that is "to change lives through education". This mission is in keeping with our heritage and highlights our distinctiveness within Irish education.
- Amongst several exciting new programmes, the successful development of our MBA programme and our MSc in Web Technologies stood out as highlights in a busy schedule of programme development.
- NCI was delighted to introduce its first ever blended learning programme, with the Certificate in First Line Management being offered through a blend of traditional 'face-to-face' classes and e-learning instruction via online classes and tutorials. The blended format gives a richer student experience and offers the college fantastic potential for growth. Further programmes are being developed.



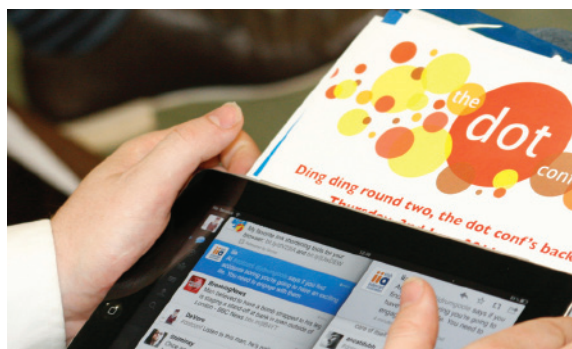
- The School of Business was honoured to host the 14th Irish Academy of Management Annual Conference. More than 120 academic papers were presented with 170 Irish and international academics in attendance.
- During the year we formed key strategic partnerships. Of particular importance is our partnership with the Irish Institute of Pensions Management (IIPM) which was launched by Joan Burton TD, Minister for Social Protection. We now offer programmes for IIPM members at certificate and diploma levels.
- The School of Computing committed to developing the Cloud Competency Centre. The vision for the centre has been developed in collaboration with a high-level industry advisory board. In addition to providing educational programmes and undertaking relevant industry research it will support Irish companies in migrating to the cloud and provide business incubation opportunities with routes to commercialisation.
- The year saw acknowledgements of the work of the college's Early Learning Initiative. A report by the Children's Research Centre, TCD was launched in May by Frances Fitzgerald TD, Minister for Children and Youth Affairs and stated that there were 'big changes' in practice in the Early Childhood Care and Education settings with children receiving higher quality learning experiences. Also a review of ELI carried out by the Review Board agreed that ELI had made a real impact on the Docklands community. In 2011, funding was received from the National Early Years Access Initiative to develop a programme to improve children's early numeracy and mathematical skills in the Docklands.



Highlights of the Year

Continued...

- Student Support continued to offer a range of services to learners throughout their time at NCI. Over 1,200 students used the Learning Development Service and over 1,000 availed of the Mathematics service. Services for students with disabilities continued to advance with the establishment of an Assistive Technology Centre. Participation in Clubs and Societies was up by thirty per cent. In a difficult employment landscape it was heartening to find that our first destinations report for NCI students found high levels of employment and further study with a comparably low figure of 4.5% seeking employment.
- The college continued its programme of industry seminars and conferences; this year's web technologies conference, the dot conf, was particularly successful and built upon the momentum established at last year's conference. A new series of breakfast seminars in partnership with Kellogg's and Metro Herald was also launched.
- NCI responded in a proactive and positive way to the Labour Market Activation Fund. This joint initiative by the Department of Enterprise Trade and Employment, the Department of Education and Science and the Higher Education Authority allowed funded places on certain part-time courses for the unemployed. Over 350 students participated in programmes across the School of Business and Computing at various levels on the National Framework of Qualifications. NCI was commended for both its engagement with the scheme and the programmes and services offered to this student cohort. This was reflected in further success in the subsequent Labour Market Activation 'Springboard' scheme.
- The annual graduation ceremony is always a key highlight of the college year. In the 2010-2011 academic year the ceremonies took place in the RDS, on Thursday 4th and Friday 5th November 2010. More than 1,000 people were conferred over the course of the two days. As part of the ceremony the college conferred an honorary fellowship on former O2 Chief Executive, Danuta Gray, for her business leadership and dedication to corporate social responsibility.





“The annual graduation ceremony is always a key highlight of the college year.”

NCI's Governing Body

The Governing Body of National College of Ireland is responsible for the strategic development of the college and for overseeing the mission of the college, monitoring the Learners Charter and delivery of the college's strategies in the areas of learning and teaching, research and enterprise.

The Governing Body meets a minimum of four times per year, retains full and effective control over the college and monitors the executive management and performance. During the year ending June 2011 the Governing Body met on seven occasions.

The Governing Body has a formal schedule of matters specifically referred to it for decision to ensure that the direction and control of the college is firmly in its hands. A number of sub-committees of the Governing Body have been established to assist in the effective performance of its duties:

- The Finance, Audit and Organisation Committee
- The Remuneration Committee
- The Nominations Committee
- The Risk Committee

NCI's Governing Body for the year ended June 2011 was comprised of:

- Mr Denis O'Brien: Chief Executive, Communicorp
- Mr Brendan McGinty: Director of IR/HR, IBEC
- Prof Aine Hyland: Retired, former Vice President, UCC
- Mr Billy Attley: Retired, former Secretary General of SIPTU
- Mr Peter McLoone: Retired, former General Secretary of IMPACT
- Dr Tony White: Registrar, Milltown Institute
- Fr Noel Barber S.J.: Jesuit Order
- Mr Eddie Sullivan: Retired, Former Secretary General, Department of Finance
- Mr Eoin O'Driscoll: Director, Aderra Ltd. (Retired October 2010)
- Mr John Hennessy: Retired, Chairman, L.M. Ericsson (Resigned February 2011)
- Ms Mayowa Soyingbe: President NCI Students' Union
- Ms Kim O'Sullivan: Executive Assistant, Student Services
- Mr Desmond Gibney: Lecturer, School of Business
- Mr John McGarrigle: Company Secretary

NCI Mission, Vision & Values

During 2010-2011 the Executive Board and staff worked in parallel teams to review NCI's mission, vision and values and to develop a series of initiatives that would help the college to generate new revenues that would be incorporated into the revised strategic plan. Whilst both groups worked in 'isolation', once integrated, the consistency of approach across all aspects of the work was both surprising and heartening. Particular thanks to all members of the staff group who participated and in particular to Grace O'Malley who assisted in facilitating the work.

The revised mission, vision and values for NCI are as follows:

NCI Mission

"To change lives through education"

NCI Vision

"NCI will provide an inspiring educational experience that is innovative, responsive and enterprise focused."

NCI Values

- **Inclusive** - we strive to break down barriers to third-level education; we value diversity and inclusiveness in all that we do; we provide the support that people need to participate fully in life at NCI
- **Community** - we are an interdependent learning community that shares a common set of principles where individuality and freedom of thought and expression are valued; each of us is encouraged to fulfil our ambition and realise our potential
- **Integrity** - in our individual and collective roles, we take responsibility and are accountable for our actions; we demonstrate respect and mutual regard for each other
- **Dynamic** - we are responsive to the needs of our students, colleagues and partners and an ever-changing society; we act in an innovative and flexible manner
- **Learner Centred** - we place the learner at the heart of everything we do; our combined energies are focused on their individual and collective, life-long needs
- **Excellence** - as an institution, we aspire to professional excellence in everything we do; we foster excellence in our learners through their learning experiences

Review of the Strategic Plan

Having completed the review of the college's mission, vision and values, the Executive Board developed a revised Strategic Plan for 2011 to 2015. Once again the staff volunteer group worked in parallel with Executive Board, this time, to develop a programme of revenue generating initiatives and structures that would enable the college to meet the challenges of a changing educational landscape and economic climate.

In order to execute the revised strategic plan, NCI's Executive Board then worked to develop a new set of eight strategic objectives that would reflect the college's key priorities during the plan period. In order to ensure that we deliver on these objectives, each of the eight objectives (below) has a key set of actions with clear ownership, KPI's and timelines.

NCI Strategic Objectives

1. Provide a student-centred and high quality learning environment, supported by academic rigour
2. Increase student numbers by developing a targeted programme and market strategy
3. Widen participation and provide access to higher education
4. Develop organisational capacity in research, creativity, innovation and enterprise
5. Further NCI's ability to remain connected with and responsive to the needs of business and community
6. Foster an organisation culture that is student-centred, high-performing, innovative and inspiring, where staff and faculty can fulfil their potential
7. Ensure that the college has effective planning processes and resources required to execute the strategic plan
8. Maintain fully compliant academic and corporate governance procedures



“a student-centred and high quality learning environment, supported by academic rigour”

School of Business

New programmes and modules

- The 2010/2011 academic year was a particularly successful one from a School of Business perspective. The School has been exceptionally busy on many fronts from the successful programmatic review of our full-time and part-time flagship PGDip/MA Human Resource Management degree to the development of a suite of new programmes.
- Most notable of the new programmes was the successful validation of our MBA. This programme has recruited well in its first year and promises to go from strength to strength. The quality of the applicants on the course is particularly outstanding.
- On the collaboration front we developed a strategic partnership with the Irish Institute of Pensions Management (IIPM) and developed programmes for their members at certificate and diploma levels. This is an excellent development for the School strategically as it consolidates our position within the IFSC and allows us to make a major impact on the financial services sector.
- Another collaboration with the ICM, the Institute of Commercial Management, has resulted in the provision of a Diploma in Marketing, Advertising and PR. This has proven to be a very popular programme.
- The School also developed and launched a suite of full-time and part-time MSc Programmes. The MSc in Management is now into its second cohort in both modes of delivery. The MSc in Marketing has launched successfully in part-time mode. In addition the School has just submitted an MSc in Finance to HETAC for validation.
- At both the diploma and certificate levels we have been busy with programmes from the Chartered Institute of Personnel and Development (CIPD). We have developed and are successfully offering Certificates in Human Resource Development and in Human Resource Management. At Diploma level we have offerings in both Human Resource Development and Human Resource Management as well as a number of other certified programmes.
- In addition the School developed and launched a Certificate in Entrepreneurship, a Certificate in Business Analysis, a Certificate in Financial Regulation and a blended learning version of the Certificate in First Line Management.
- Finally, the School also developed a BA and Higher Diploma in Psychology and this is due to run in September 2012, subject to successful HETAC validation. Two other degrees, a BA in Marketing Practice and BA in Finance and Economics are also at advanced stages of development and it is hoped that we will also offer these programmes in September 2012 subject to HETAC validation.

Research and Scholarship

- The School has been busy on the research and scholarship front and has made significant progress on a range of levels. Of particular note was the hosting of the 14th Irish Academy of Management Annual Conference, the foremost academic conference in management in Ireland. Dr Colette Darcy, Lecturer in Human Resource Management and Prof. Jimmy Hill, Dean of School were co-chairs of the conference. More than 120 academic papers were presented over two days and 170 academics passed through the college doors.
- Six members of staff are ad hoc reviewers for a number of international journals and conferences. Moreover, Prof. Jimmy Hill is on the Editorial Board of the International Journal of Entrepreneurial Behaviour and Research. Dr Colette Darcy is on the Editorial Board of the Journal of European Industrial Training.
- Five faculty acted as track chairs at a number of international conferences. Faculty have also presented twelve conference papers at a range of international conferences. In addition four members of staff attended and presented eight papers at various doctoral colloquia.
- Dr TJ McCabe, Lecturer in Human Resource Management won the Best Paper Award at the Irish Academy of Management 14th Annual Conference in the Public Sector Management Track. Dr Colette Darcy, Lecturer in Human Resource Management and Corina Sheerin, Lecturer in Finance received awards from the President's Research Fund. Corina Sheerin also received competitive funding from the IAFA, Irish Accounting and Finance Association, to support her PhD work. Desmond Gibney, Lecturer in Accounting was a prize winner at the Irish Accounting and Finance Association Doctoral Colloquium.
- Six faculty are progressing with PhD's. Three faculty have book chapters published and two have book chapters commissioned. Three have books commissioned. Faculty have six articles at various stages of review.
- With regard to publications Dr Colette Darcy and Prof. Jimmy Hill are guest editors of a special issue of the Irish Journal of Management. Dr Colette Darcy had three refereed publications in international journals. Prof. Jimmy Hill had one refereed publication. Karen Murray, Lecturer in Law had two refereed publications.

Staff and Faculty Developments

- Prof. Jimmy Hill has been appointed as an external examiner at Cork IT, Griffith College Dublin and The Institute of Bankers at UCD. Desmond Gibney has been appointed as external examiner at Cork IT. Karen Murray was appointed as external examiner at Dublin Business School. Prof. Hill chaired the Programmatic Review of the School of Business and Humanities at IT Sligo. Prof. Hill was invited to give the commencement speech at the liberal arts degree ceremony at St. Mary's University College, Belfast. Sheila Martin has become a member of the Mediators Institute of Ireland and was appointed as an academic member of the EAP Institute EU Research Round Table. Prof. Jimmy Hill and Dr Colette Darcy have been elected to the council of the Academy of Management 2010-2013.
- In terms of staffing changes, one member of staff went on sabbatical leave. Dr Garvan Whelan was appointed as Lecturer in Accounting. Dr Marina Pavan, Lecturer in Economics, left to take up an academic position in Spain and Dr Deirdre Bane has joined the School for one year to lecture in Economics.

School of Computing

New programmes and modules

- A new MSc in Web Technologies programme was successfully launched at the dot conf web technologies conference. The programme ran successfully in both full-time and part-time modes. The MSc in Web Technologies was also one of four courses shortlisted in the PostGrad Ireland Awards (Ireland's 100 Graduate Recruitment Awards), in the category Postgraduate Course of the Year - IT.
- The Certificate and Higher Diploma in Web Technologies (level 8) were launched and saw large numbers in both full-time and part-time modes, predominantly supported by the Labour Market Activation Fund. The Certificate in Web Technologies became the first programme of the School to run in off-campus centres – Roscommon, Portllington and Waterford.
- Two new awards were created in cloud computing – a Certificate in Cloud Computing (level 9) and Postgraduate Diploma in Cloud Computing (level 9). These programmes received government funding under the Springboard initiative.
- A Certificate in Web Development, a HETAC level 6 award, was specifically created to provide up-skilling in the area of web development. This programme also received government funding under the Springboard initiative.
- The School has introduced a universally-recognised professional SAP certification module as part of the BA (Honours) in Technology Management programme.
- An Industry Advisory Board was formed within the School to inform the development of new programmes as part of our five year strategy. Two Industry Advisory Board meetings were conducted in the past academic year. The Advisory Board endorsed the focus on cloud computing programmes. A number of industry events in the cloud computing area have been hosted by the college, initiating connections with industry leaders like IBM, Microsoft, Fujitsu and EMC at the top management level and allowing us to connect with a larger section of the IT industry.

Research & Scholarship

Academic:

- A 3P-learning strategy (puzzle, problem and project based learning) was adopted by the School as a strategy for learning and teaching. Problem Based Learning (PBL) expanded significantly in the school with five new modules being delivered during the academic year using PBL: Professional and Personal Development, Introduction to Computing and Web Technologies, Object Oriented Programming, Object Oriented Software Engineering, and Software Project. An induction seminar in PBL has been created for students and delivered to one undergraduate and one postgraduate class.
- Students of the MSc in Learning and Teaching collaborated with students from Purdue University (Indiana, USA) in the Technology Enhanced Learning module, to explore how different Web 2.0 technologies can be used for learning.

Research:

- **Students:** The current number of PhD research degree students as of April 2011 is 7. In January 2011, three of the students passed to the PhD register of HETAC. This number indicates good progress and reflects the focused work of both the students and their supervisors.

- **Funding:** Despite the difficult economic situation, external funding for research and teaching initiatives is developing very well. Three funding research proposals were approved by NAIRTL (the National Academy for Integration of Research, Teaching and Learning) in the areas of:

- Problem Based Learning
- Eye-tracking on the college Moodle system to improve student learning
- Using Moodle for flexible student support & diagnostics.

A number of minor funded projects have been completed by the National e-Learning Laboratory in the School.

- **Publications:** The proportion of conference proceedings and journal publications has improved which indicates and reflects an improvement of the quality of academic work. During the years 2010 and 2011, 12 journal papers/books and 14 peer reviewed conference papers have been published.

- **Technical Infrastructure:** The installation of NELL (the National e-Learning Laboratory) has tremendously improved the technical possibilities for academic e-Learning related research. At the same time NELL has become a hub for commercial research that provides many stimulations for the academic stream of research at NCI.

- The NCI President's Research Fund was awarded to faculty members Dr Orla Lahart and Dr Stephan Weibelzahl, to conduct research in problem based learning.

Staff and Faculty Developments

- In the past year, two more staff members have completed their PhD - Dr Paul Hayes and Dr Keith Maycock. This is an encouraging development from which other positive developments in terms of publications and development of supervision skill can be expected.

- **Development of Supervision Skills:** There has been good progress in this area. One member of staff (Dr Christina Muntean) in the School of Computing has completed a course in research supervision with the University of Sydney; another (Dr Stephan Weibelzahl) has recently supervised a PhD to completion.

- The Dean of the School of Computing, Pramod Pathak, was nominated to the Board of the Ireland India Council, which works to strengthen the existing relationship and promote understanding among the Irish India communities, business leaders, universities and institutions of Ireland and India. Dr Pathak will be focusing on academic and scientific collaboration between Ireland and India.

- **Conferences and Academic visits:** Dr Stephan Weibelzahl conducted a workshop as part of the Adaptive Hypermedia conference in 2010. Dr Dietmar Janetzko visited Hyderabad (India) for 6 weeks which was funded by the International Institute of Information Technology (IIIT), to conduct further research in the area of learning and knowledge from web mining. During this time he was invited to and delivered a talk at Google India. Dr Janetzko was also awarded a joint research project in the area of social network analysis, and Dr Cristina Muntean visited CEU Madrid University for research collaborations.

Registrars Report

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. 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, Mathematics Development, Disability Support and Sports and Recreation. Together, these services have a wide remit but broadly speaking, all activity can be distilled into five key responsibilities:

1. Coordinating a range of academic and personal support services to help students navigate their way through college.
2. Working collaboratively with the Schools and other departments to help nurture a caring, inclusive and supportive learning environment.
3. Acting as advisors to the college in our niche areas of support, helping to inform policy and shape strategy through representation on all relevant internal committees.
4. Contributing to the development of national good practices through collaborative research.
5. Proactively developing relationships with industry to foster goodwill and leverage support from, the business community.

Achievements in 2010/2011 Academic Year

Learning Development

- 1,222 students used the Learning Development service during 2010/2011 academic year. The services provided a range of supports including face-to-face appointments, seminars, workshops and support material both on-line and in hardcopy format.
- **Reusable Content:** The service has created online videos and a development manual for all students to utilise. These materials have been viewed over 820 times during the last academic year, which illustrates the benefit of using online materials to reach as many students as possible.
- **Research in Learning Development:** During the 2010/2011 academic year, the service produced 9 external publications, including, journal submissions and national white papers. Coupled with this, the service successfully obtained €18,000 in European funding to explore good practices in learning technologies.
- **CSSI International Conference:** Student Support coordinated and hosted this year's Confederation of Student Services Conference. The event attracted over 150 delegates from four continents.
- **ISL Course:** Learning Development coordinated an Irish Sign Language Course in association with Citi, O2, Bank of Ireland and State Street. A second course is planned for a January start.
- **Satisfaction Rates:** The service received a particularly strong 98% satisfaction rate in its annual review of off-campus supports.



“Student Support coordinates a range of services to ensure students have a rewarding and fulfilling experience, both personally and academically”

Registrars Report

Mathematics Development & Support

- **Examination Focused Revision Workshops:** During semester one, the service provided support to 404 students. During semester two, the service provided support to 355 students.
- **Repeat Examination Period:** During the summer period, the service provided support to 236 students.
- **Student Engagement Strategy:** This year, the service delivered a Collaborative Learning Strategy to Enhance Student Engagement with Mathematics. These activities were documented in the CSSI 2011 paper "A Study into the Effects of a Social Collaborative Learning Strategy to Enhance Student Engagement with Mathematics".
- **Reusable Content Development:** The service has recently developed a suite of reusable videos for a Higher Certificate in Business Year 1 Quantitative Analysis Module.
- **Postgraduate Support School of Business Masters Programmes:** This year, the service provided support at a postgraduate level in the School of Business, delivering sessions on quantitative analysis. Supporting this, the service also provided individual support for masters students, tailoring each session to suit the individual needs of the students' own research.
- **Orientation 2011-2012:** The service co-manages the orientation process for full-time and part-time students. As a new initiative, the service has established a Parents' Day, which will help parents of first generation students to more fully understand the academic transition from secondary to third-level education.

Disability Support

- **Student Footfall:** 108 students were registered with a disability in the 2010/2011 academic year. A number of support services were provided to these students including face-to-face appointments, workshops, assistive technology and examination accommodations.
- **AT Centre:** The development of an Assistive Technology Service was established in 2010/2011, with the creation of an AT Centre for students with a disability.
- **UNILINK:** In the 2010/2011 academic year, Student Support established a new mental health service for students. UNILINK is a task focused intervention which helps students develop a practical approach to dealing with problems. Through intensive one-to-one sessions with an occupational therapist, students set and achieve goals that help them manage their social and academic life at college.
- **The O2 Affinity Scheme:** The O2 Affinity Scheme was launched in 2010 to provide financial support for and raise awareness of the Disability Service in NCI. As part of the scheme, the O2 Disability Officer coordinated information events in semester one and two in order to encourage students and parents of students to sign-up to the scheme.
- **Disability Support Services Group:** As a recent initiative, the Disability Officer established and chairs the DSSG, which comprises of Disability, Learning Development, Mathematics Support, Assistive Technology, Computing Support and Library Services. This group was established in order to improve and develop effective communication between the number of support services.
- **Disability Access Route to Education (DARE) Communications Committee:** This year, the Disability Officer worked on the DARE communication strategy, amending the national application guide and website.



“A number of support services were provided to these students including face-to-face appointments, workshops, assistive technology and examination accommodations”

Registrars Report

Continued...

Sport and Recreation

- **Participation rates:** The service recorded that 1,609 (an increase of 22% from 2009-10) students participated in organised club activities and 1392 (an increase of 30% from 2009-10) students participated in organised Society activities.
- **Please Talk:** NCI was represented at the first Please Talk national conference and the campaign continues to be embedded into the Peer Mentor Programme and through social awareness events organised by the Peer Mentor Society.
- **Board of Irish College Societies (BICS) National Awards:** For the first time, NCI societies entered nominations to the BICS National Awards held in Galway. NCI societies entered against other small colleges in five categories and larger colleges in two categories and were judged winners of 'Best Fresher of the Year'.
- **National Ranking:** In a recent Colleges and Universities Sports Association of Ireland report, NCI was ranked 8th (up from 12th from 2009-10) out of 30 institutions for total team entries competing in their third-level run competitions.
- **Campus Connect:** This volunteer programme recruited 25 diverse students with over 75 hours volunteered throughout the academic year with opportunities offered ranging from sports leadership, education activities, IT mentoring and maths tuition.

- **Civic Engagement:** To mark the 2011 European Year of Volunteering the service and the ELI coordinated a Civic Engagement Exhibition in the college. The purpose of the exhibition was to recognise the contribution of student volunteering and promote volunteering opportunities.
- **Higher Education Access Route (HEAR):** As a means of widening participation, the service this year has overseen the college's entry and participation in the national HEAR scheme. HEAR is a third-level admissions scheme for school leavers from socio-economically disadvantaged backgrounds.



Careers Service

Careers Service

The Careers Service at NCI is dedicated to providing our students with the best resources, advice and opportunities to help them pursue their chosen career. From assistance with CV writing, interview preparation, cover letters and references, to information on current vacancies and a host of dedicated events with potential employers and NCI alumni, the Careers Service leverages all available opportunities to support students as they develop their professional careers. A key part of the service is advising on relevant postgraduate study options to benefit students in the advancement of their chosen career paths.

Student demand and activity levels for the Careers Service were up again on last year driven by student and graduate perceptions and anxieties on entering a very competitive recruitment market.

- **First Destinations:** The employment figures and trends for NCI graduates (full-time undergraduate programmes) remained strong. Our response rate was 93% overall. 56.5 % were in employment, 33% studying, 6% travelling or unavailable and 4.5% seeking employment. This was achieved whilst the universities reported unemployment rates of between 5 and 11%.
- **Employer Links:** Over 250 separate employers advertised opportunities through the Careers Service. Employer presentations were delivered on campus by over 20 employers. The Careers Office ran a very successful Alumni and Careers Fair in October 2010 and a Careers Day in April 2011.

- **Presentations:** The Careers Office delivered 50 presentations on a wide variety of topics including future options for graduates, career planning, networking, CVs, application forms and interview skills.
- **Student Interaction:** The Careers Officer had an average of 20 appointments a week together with class presentations and career events. They also interact with students via class visits, text, phone call, email and have started using media to increase awareness of events, services and more. Media utilised includes Facebook and LinkedIn. The NCI Careers page is the second most “liked” page of NCI’s Facebook pages, with over 600 “likes”. The weekly email newsletter reaches 1,300 students and graduates.
- **Media Relations:** The Careers Officer has given radio interviews on Newstalk, Nova, East Coast Radio and other local radio stations and has written articles. and contributed to pieces in the Irish Independent, Metro Herald, Star and Sunday Business Post.

“The Careers Service at NCI is dedicated to providing our students with the best resources, advice and opportunities to help them pursue their chosen career.”



“The library holds c.54,000 books and reports and subscribes to over 250 papers and periodical titles.”

Norma Smurfit Library

The Norma Smurfit Library at NCI is a resource for staff and students. It 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. The library holds c.54,000 books and reports and subscribes to over 250 papers and periodical titles. A fully integrated library management system is in operation, which allows automated lending and self-service loans and returns. The library has 225 reading spaces and 32 dedicated computers with wireless connectivity.

Information Services:

The library also offers a range of information and research services. A number of user guides are published in hardcopy and available electronically. 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 postal service from the library and requests for book loans can be made online. The library also offers an information service to these students including subject specific searches, online databases and web access. Each off-campus centre also receives a visit from the librarian once during term time. Internet and online database instruction is provided by a member of the library staff on site.

Library Developments 2010/2011

- The library commenced its service quality review which included a benchmarking exercise with external libraries, which it expects to complete in December 2011.
- A new self-service system was installed, which allows users to issue return and renew items as they require. As part of this process a new book security system was installed based on radio-frequency identification for every item in the library.
- The library moved to email notification for library borrowers in 2011.
- The student assistive technology room with specialised resources for students with disabilities was opened in the library in September 2010.
- A new one-stop search facility to many of the library online resources, including online databases, journals, e-books and the online library catalogue was established and has proved a valuable resource for users.
- The library launched e-books, with full access and printing capabilities.
- Several new databases were provided in this academic year. This included a new NCI Past Examination Paper Database which was launched in May 2011, replacing a previous in-house database. This database which the library staff commissioned is a web-based system, with open access to all of the past examination papers that the library holds.
- Acquisitions amounted to 11,592 pieces in 2010.

NCI Commercial Office and Business Incubation Centre

The Commercial Office

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.

Over the past year NCI has hosted commercial events on behalf of a number of organisations, including: Special Olympics Ireland, Irish Taxation Institute, KPMG, Ernst & Young, Irish Aviation Authority, VHI, Insurance Institute of Ireland, Irish Academy of Management and Chartered Accountants Ireland.

Business Incubation Centre

- The Business Incubation Centre opened in early 2004. The Centre's primary objective was to assist entrepreneurs and start-ups in the area of educational technology; this was expanded in 2007 to include start-ups with knowledge in the financial services and media sectors.

- At the start of July 2010 there were 13 companies hosted in the Business Incubation Centre who employed a combined total of 77 people in the areas of education, financial, and media software development. 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 2011 there were 16 companies employing a total of 102 people within the centre, which maintained an occupancy rate of 100% and a healthy waiting list.
- The 2010/2011 academic year was a very successful period for resident companies. One example is the Intertrade Ireland Seedcorn Competition: the 3 companies who represented the Dublin Region in the High Growth section of the competition were all resident companies at NCI - Davara Networks, Ikon Semiconductor and Barracuda FX, who went on to win the regional final, and the prestigious All Ireland high growth section of the competition with a total prize fund of €120,000.
- In September 2010 the Business Incubation Centre launched Innovation Unplugged, a series of masterclasses designed to promote open innovation in enterprise and to bring specialised knowledge to both visiting entrepreneurs and resident companies. The series attracted over 500 participants throughout the year. The events formed part of a wider approach to promoting open innovation; NCI worked with Dublin City Council and UCD as the Irish partners in a transnational programme. It was the first time that the NCI Business Incubation Centre worked transnationally and this has opened up great opportunities both for the centre and our client companies.

- Successful funding is a major part of business incubation and many of our client companies have successfully secured funding through investment rounds during the year, from VC Funds, Enterprise Ireland, private investors and Business Angels. Over 3 million euro was invested in client companies and many other companies are in funding rounds at present.
- The link between the college and the Business Incubation Centre is strengthened with client companies engaging with student initiatives; for example, the Newstalk Student Enterprise Competition, which promotes enterprise and entrepreneurial culture. 70% of our client companies engage with the college regarding student placements, supporting competitions, student project showcases, student mentoring and lectures. Our challenge is to ensure that all companies engage with the wider community in NCI.
- Current resident companies in the Business Incubation Centre include: Eventovate, Tapadoo, Storyful, Barracuda FX, Calom Technologies, Davra Networks, ClipSure, brite:bill and Lucey Technology.



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 early 2011 we received the findings from a qualitative market research study conducted by Behaviour and Attitudes. This concluded that the college seems to have a reputation for pragmatism, and an orientation to “the real world” which is of appeal and that the size of NCI and perceptions of a “personal” character to the college, emerge as strengths.

In line with these findings the college tailored its communication to students to emphasise the real world nature of the programmes, the approachability of staff, the 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, outdoor, online and press. In all communications real NCI students spoke in their own words. This testimonial approach was well received by potential students.

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

- Through our School Liaison Programme we visited over 100 schools and 50 educational fairs per year to inform senior cycle students about the CAO courses at NCI.
- Free Leaving Cert revision sessions were held to encourage potential CAO applicants to visit NCI.
- Open information events were held throughout the year for part-time and full-time students. The attendance at these events was very positive with part-time information evenings receiving record numbers.
- NCI filled all of its allocated places under the government labour market activation initiative. This was achieved through a range of targeted events for job seekers. We were also able to maximise the PR opportunity around the courses and our promotional events.
- Our new business breakfast series ‘Cornflakes and Commerce NCI’s Executive Breakfast Serial’ was launched with all events fully attended by senior managers. Speakers covered topics from HR to marketing and it profiled the activities of the college to a new audience with effective use of our partnership with Kellogg’s and Metro Herald newspaper.
- We hosted the second year of our web technologies conference, the dot conf, with 300 attendees, an eclectic range of high quality speakers and considerable media coverage, both new and traditional. The success of this event has had considerable benefits in positioning NCI as a centre for excellence in the web technologies and cloud computing arenas.
- Inside NCI, the magazine for friends of National College of Ireland, was published throughout the year and distributed to students, staff, alumni and friends of NCI.

Early Learning Initiative

The Early Learning Initiative (ELI) at National College of Ireland is a community-based educational initiative, which provides world-class educational support programmes at each stage of a child's/young person's educational journey.

Throughout 2010-11 ELI continued to embed its existing programmes in the community and this has been reflected in the increased interest in, and attendance at, various programmes and events over the past year. As a result, the educational aspirations of both children and parents have been raised and parents have a greater understanding of their pivotal role in supporting their own children's learning.

The Early Learning Initiative (ELI) has reverted to being a stand-alone project within NCI and will continue its involvement in various strategic partnerships between the college and the community, such as the Problem Based Learning (PBL) projects with the School of Computing, Campus Connect, Discover University and accredited courses. The Early Learning Initiative team would like to acknowledge and thank those who have supported our work over the past year, particularly the patrons; without their generosity and commitment the Early Learning Initiative would not have been able to develop its programmes to meet the educational needs of the local community. Their contributions have made a positive difference to the lives of many individuals in the Docklands.

Annual Overview:

- The report on the Early Years Continuous Professional Development programme by the Children's Research Centre, Trinity College was launched in May this year by Frances Fitzgerald TD, Minister for Children and Youth Affairs. It stated that there were 'big changes' in practice in the Early Childhood Care and Education (ECCE) settings. Relationships with parents have improved and children are receiving higher quality learning experiences. In 2010-11, the ECCE centres were actively engaged in planning for and implementing Síolta and Aistear, the national early years quality and curriculum frameworks.
- In 2011, funding was received from the National Early Years Access Initiative (NEYAI) to develop a programme to improve children's early numeracy and mathematical skills in the Docklands. Over the next three years, children, their families and educators will be taking part in all kinds of fun maths activities such as games, number hunts, storytelling and outdoor play sessions. There will also be training for staff and parents to help them support children's early mathematical learning.
- In 2010-11, an internal review of ELI was carried out by a subcommittee of the review board. It was agreed that the 2007 objectives have been achieved and ELI had made a real impact on the Docklands community. The learning from the project has been shared both nationally and internationally, including a submission on the Draft National Literacy and Numeracy Plan (DES 2010). Following this review, a strategy group was established to access more funding and develop the project further.

Programmes and Participant Numbers 2010-11

Programme	Outline	Numbers involved
Toddler Groups (0-3 years)	Based on Síolta, The National Quality Framework for Early Childhood Education (CECDE 2006) and Aistear, the Early Childhood Curriculum Framework (NCCA 2010), this programme gives parents an opportunity to learn how to support their children's development, while networking with other parents.	66 parents 78 children
Parents Together Community Course	A parenting programme, developed jointly with Parents Plus Charity, it is run in partnership with the Home School Community (HCSL) Coordinators in the local schools.	6 facilitators 36 parents
Continuous Professional Programme for ECCE Settings (0-6 years)	This programme is designed to improve the quality of service and education provided in the Early Childhood and Care 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 two storytelling workshops a year as part of this programme.	172 Early Childhood and Care Staff 41 parents 478 children
Parent Child Home Programme (18 months – 3yrs)	Local home visitors visit families twice a week to model talking, reading and playing with the children. A training programme is provided for the home visiting team. They also completed a FETAC Level 5 Major Award in Family and Community Support.	11 home visitors 65 children and their families
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.	288 children 260 adults
NCI Challenge (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.	Table Quiz: 84 children 54 parents Monopoly: 30 children 18 parents
Educational Guidance (5th & 6th Classes)	This problem-based learning programme aims to raise the awareness among students, parents and teachers of the importance of continuing their education.	125 children 35 parents attended the exhibition
Campus Connect (Third - level Volunteers)	Raising young people's educational and career aspirations is a key element of ELI's work. Involving NCI students in ELI's primary and second-level programmes allows young people in the area to see third-level education as an attainable, desirable and accessible prospect. It allows the third-level students to make a contribution to the community as well as enhancing their team work and employability skills.	25 students

Programme	Outline	Numbers involved
Stretch to Learn Awards	<p>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.</p> <p>The criteria are:</p> <ul style="list-style-type: none"> • Listener • Persistence • Communicator • Friendship • Good Student/Academic Excellence 	<p>Primary: 300 children (86 received awards)</p> <p>187 adults attended ceremony</p> <p>Second Level: 135 students (54 received awards)</p> <p>79 adults attended ceremony</p>
Tuition Support (14-18 years)	This programme provides tuition support in English and Maths for second - level students, both in NCI and the community.	56 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 second and third-level.	32 students 46 adults attended ceremony
Third-Level Support (17+ years)	This programme provides personal, career and financial support to third-level students from the area to help them develop the life skills they will need for college and future career.	13 students
Research and Development	<p>Using a community action research methodology, programmes are being evaluated and developed in partnership with the local community.</p> <p>Increased interest in ELI at both national and internal level</p> <ul style="list-style-type: none"> • involvement in national consultation processes e.g. Síolta, literacy and numeracy • invitations to speak about our work <p>The baseline evaluation of ELI by the Children's Research Centre, Trinity College continued and the final report was completed in November.</p> <p>A presentation highlighting the work of ELI has been developed. Several companies, who have a commitment to education and the Docklands, have been asked to get involved with ELI. Representations have also been made to the Department of Education and Skills and the Department for Children and Youth Affairs. This work will continue in 2011-12.</p>	<p>9 conference papers accepted last year</p> <p>(5 national and 4 international)</p>

International Office

International students are a vital part of the learning community at National College of Ireland. We now have full-time students from over 15 different countries and their presence on campus enriches the educational experience for all our students. International students are also vital for the growth of the college. In implementing the strategic plan we have increased our presence in international markets. We have established offices in China and India, strengthened our presence in Ireland and started to develop links into the Middle East. The International Office has over the last year appointed 3 new members to the team in the areas of pastoral care, an agent manager for India and a representative to recruit international students who are currently based in Ireland.

China

- The number of Chinese students at NCI continued to grow during this academic year with students recruited directly from China and from amongst the Chinese community based in Ireland. We hosted numerous events for students including the Chinese students association AGM.
- NCI established an office in Shanghai which has improved our services to potential Chinese students and agents.
- During the summer of 2011 NCI hosted a group of students from our partner college in Taipei. Students from Chihlee Institute of Technology visited NCI for a 3-week English language study programme and the first students came to study full-time in the School of Business.

India

- The NCI India Office opened in Secunderabad, close to Hyderabad in South India in July 2010. There are 4 people employed there and the office was set up and is now managed by our Indian partner. The office will be the centre of marketing activity and recruitment for NCI in India.

- We have seen the development of relationships with agents and partner educational institutions in India which has led to a growth in the number of Indian students particularly in our computing and web related programmes.
- We have established a partnership with Vignan University in South India with students studying on the BSc in Computing.
- We have increased our number of agents in India and we now have active agents recruiting students in all the main Indian centres.
- Academic visits to India in the year had a very positive effect on the development of relationships and on recruitment. The Dean of the School of Computing as well as Dr Keith Maycock and Paul Stynes had a measurable impact on the number of students recruited from India in this academic year.
- The NCI Cloud Competency Centre will be launched in India the early months of 2012. Given the positive response to the MSc in Web Technologies we are expecting a good response to the programmes in cloud computing.

Ireland

- In this academic year NCI enjoyed some success in recruiting international students from Ireland. We are developing the base of agents that are working within Ireland as well as in China. The market amongst international students based in Ireland has been reasonably productive for NCI in recent years.

Romania

- The International Office has been working closely with the School of Business on the project to deliver the NCI MA in HRM in Romania with our local partner. The programme is expected to run in Bucharest in the near future.



“International students are a vital part of the learning community at National College of Ireland.”

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 significant progress in all of these areas. A highlight was the development and successful implementation of NCI's first blended learning programme as the Certificate in First Line Management (CFLM) with the School of Business. The approach used a mix of on-line tutoring and face-to-face classes to facilitate instruction in a flexible and engaging manner. Blended learning has many advantages for both student and provider and we intend to build on the insights gleaned from the CFLM experience to inform further innovations in this area.

Throughout the academic year the staff at CRILT worked together with the two Teaching Fellows (Dr Orla Lahart and Ms Rachel Doherty) to organise events and activities to support the scholarship and practice of teaching and learning among faculty. The theme for the year was Problem Based Learning. The Faculty Development Day in September and Faculty Workshops in January and May each followed this theme. On Fridays during semester the regular Lunchtime Professional Development Seminar Series dealt with a range of topics

of interest to the academic community with both internal and external contributors. Modules from the postgraduate Diploma and Master of Arts in Learning and Teaching are available to staff to support their professional development. These programmes were successfully revalidated during the year.

CRILT was successful in obtaining EU funding with other partners for a project called E-View – to investigate best practice pedagogies for virtual campus settings especially online instruction. The centre also undertook and completed eight applied research projects under Enterprise Ireland's Innovation Voucher Scheme; these primarily involved usability testing using the facilities of the centre under the academic direction of Dr Stephan Weibelzahl.

The Director of CRILT, Dr Leo Casey published academic papers in the Journal of e-Learning and Digital Media and Proceedings of Society for Information Technology & Teacher Education International Conference. He also attended and presented at the International Conference on Engaging Pedagogy and the NAIRTL/LIN Conference.

Quality Assurance & Statistical Services

During the academic year 2010/11, the Quality Assurance & Statistical Services (QASS) office continued to support academic and service functions through policy and process development and improvement. The current improvement plan originated from the self-evaluation process and external panel recommendations of the statutory institutional review which took place in February 2010 under the auspices of the Higher Education & Training Awards Council (HETAC). These policies and processes included:

Policy Implementation

- Finalised implementation of Assessment & Standards (2009)
- Implemented HETAC's policy and criteria for validation (2010)
- Implemented of HETAC programme monitoring guidelines (2010)
- NCI became the first provider to agree its policy and procedures for Joint Awards, Collaborative & Transnational Provision with HETAC

Process Improvement

Programme Development & Evaluation

- Review of internal programme development and internal validation processes
- Strengthening of programme evaluation and monitoring processes
- Implementation of Coursebuilder – a management information system to manage programme and module information and the process of module amendment

Closing Feedback Loops to Learners

- Implementation of speedier turnaround of learner feedback to faculty and learners

Quality Assurance Systems

- Commencement of the quinquennial reviews of service functions



New Programme Validation (2010-11)

School	Programme Title	Award Type	Level	Credit (ECTS)
School of Business	Certificate in Entrepreneurship	Special Purpose Award	8	15
School of Business	Diploma in Pensions Management & Policy	Special Purpose Award	8	60
School of Business	Certificate in Pension Administration	Special Purpose Award	7	10
School of Business	Certificate in First Line Management (Blended Learning)	Special Purpose Award	6	30
School of Business	Master of Business Administration	Major	9	90
School of Business	Postgraduate Diploma in Science in Management	Major [†]	9	60
School of Computing	Postgraduate Diploma in Science in Cloud Computing	Major [†]	9	60
School of Computing	Certificate in Cloud Computing	Minor [†]	9	30
School of Computing	Certificate in Web Development	Minor [†]	6	30

[†]Validated by HETAC under the Springboard Labour Activation Fund

Seminars/Conferences Attended

- HEIR Network, Dublin City University, June 2010
- Presented at Sharing the Experience; A seminar on the implementation of the 2008 HETAC Policy on Collaborative programmes, transnational programmes and joint awards, February 2011

NCI at a Glance

I. General Enrolment Trends

Figure 1: Total Enrolments

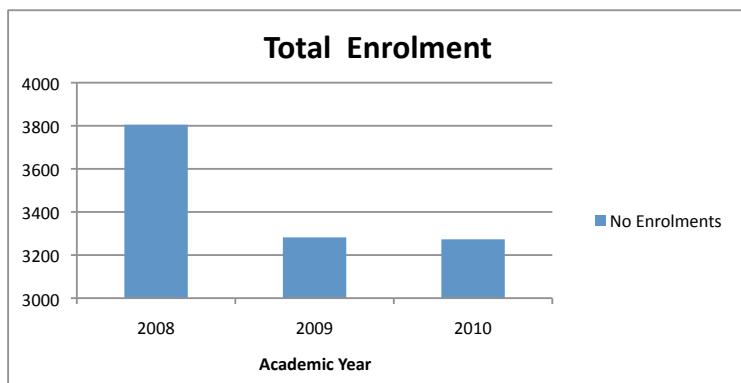


Figure 2: Full-Time enrolments by Level

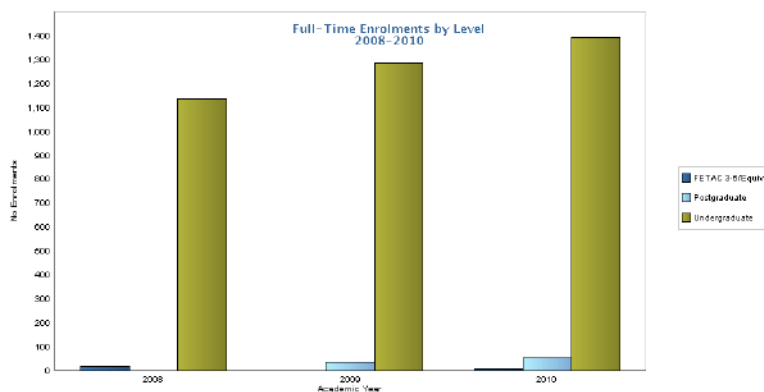
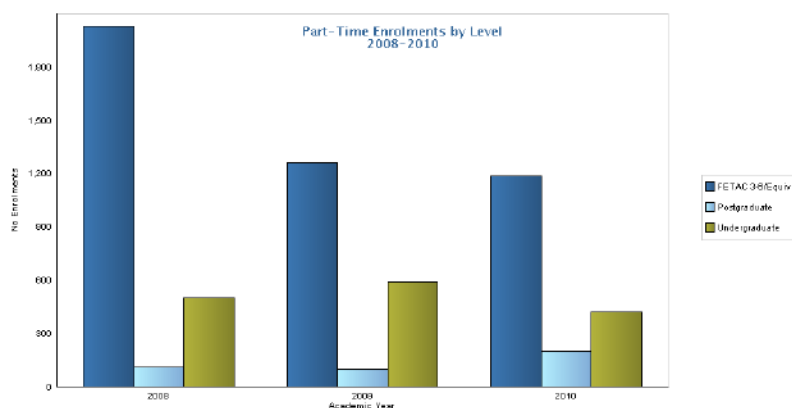


Figure 3: Part-Time Enrolments by Level



Figures 1-3 illustrate the rebalancing of programmes towards postgraduate level and a reduction in undergraduate enrolments due to the cessation of certain programmes in the School of Community Studies.

The increase in postgraduate activity at both full and part-time is as a result of the introduction of new programmes at level 9 in both Schools.

2. New Entrant Data

Figure 4: New Entrant (FT) Enrolment by Gender

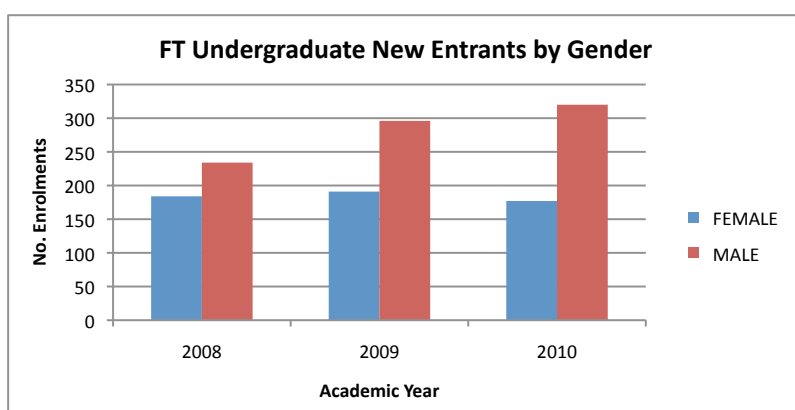
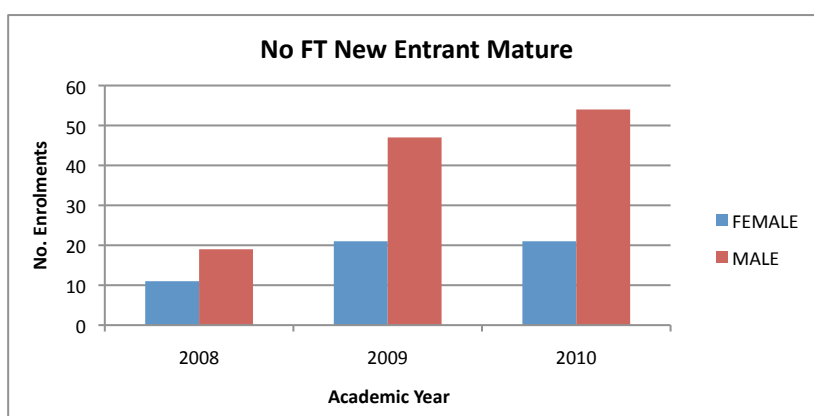


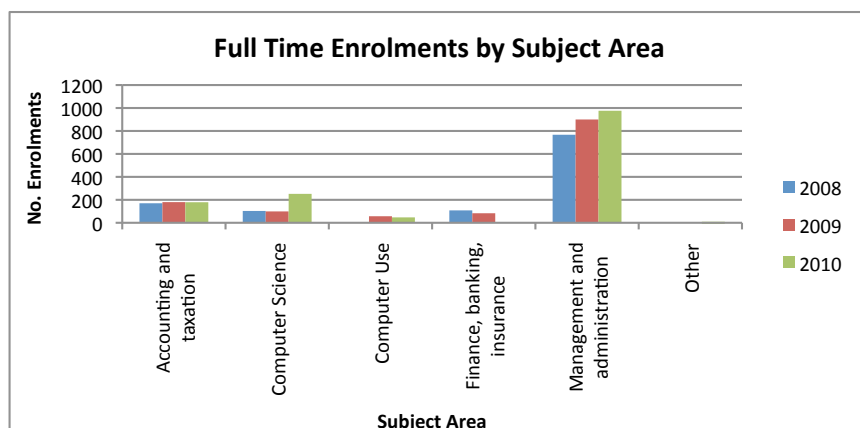
Figure 5: Mature New Entrants by Gender



It can be seen that the number of male new entrants has risen and that this is also evident in the increase of male new entrants who are mature students.

3. Programme Trends

Figure 6: Full-Time Enrolments by Subject Area



Figures 6 and 7 illustrate the expansion of business programmes beyond the general business, industrial relations and HRM area in both full- and part-time modes of delivery. This increased diversity is most obvious at postgraduate level, see figure 8 below, with a sharp incline in the number of postgraduate students in the computer science area.

Figure 7: Part-Time Enrolments by Subject Area

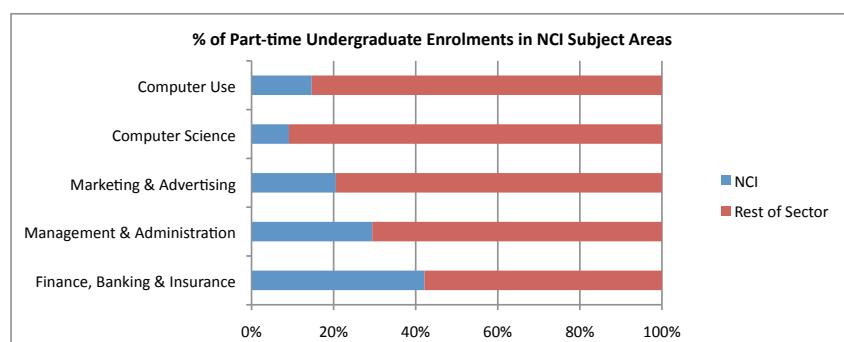


Figure 8: Postgraduate Enrolments by Subject Level

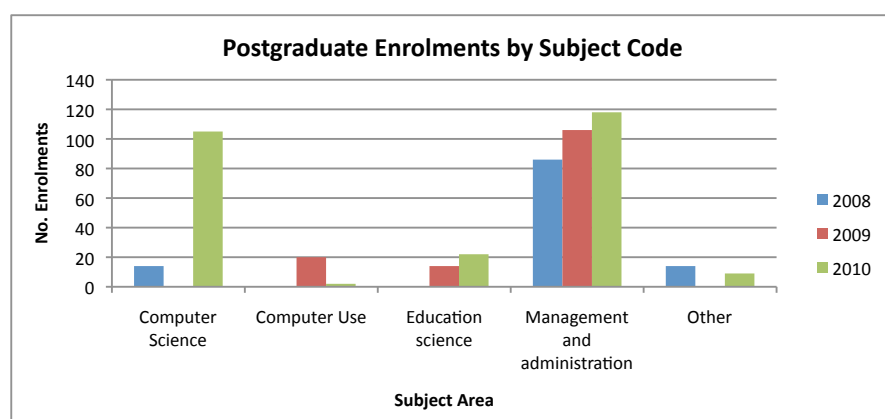


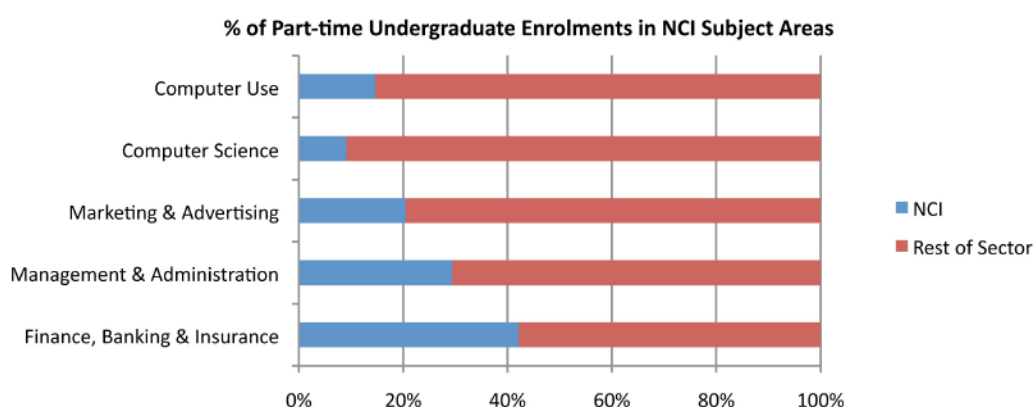
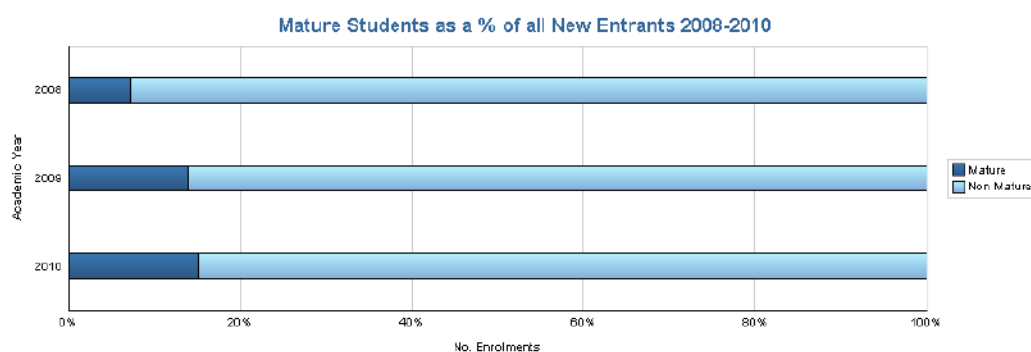
Figure 9: Percentage of Part-Time Enrolments in NCI Subject Areas

Figure 9 shows the number of part-time enrolments in subject areas where NCI specialises in comparison with the University and Institute of Technology Sector. The data for the rest of sector has been taken from the HEA published data available at <http://www.heai.ie/en/node/1428> accessed 5th December 2011. This demonstrates NCI's significant place in the provision of part-time undergraduate education in key applied areas of business.

4. Demographic & Socio-Economic Data

4.1 Mature Learners

Figure 10: Percentage of Undergraduate New Entrants that are Mature Students



Note: Much of the data in this section is provided voluntarily by students and is therefore incomplete.

Figures 10 and 11 illustrate the number of mature students participating in full-time undergraduate programmes. 17% of undergraduate new entrants are mature students. This represents a rise from 7% in 2008. This leaves NCI on target to achieve the national target for mature students of full-time new entrants which is 20%. Figure 12 below shows a decline in the number of part-time mature students entering undergraduate education. This coincides with the overall decline in enrolments in part-time undergraduate programmes. However, at 24% of all new entrants, it is only 3% behind the national target of 27% of all entrants being mature. (HEA (2008) National Plan

Figure 11: Mature Students as a Percentage of all Full-Time Undergraduate Learners

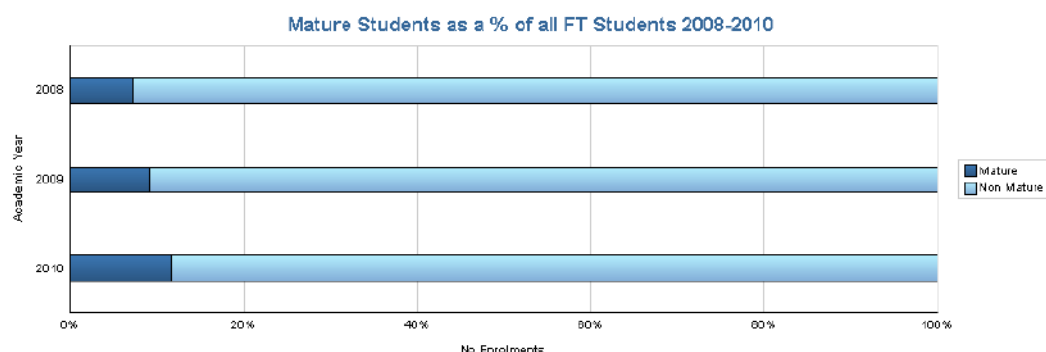
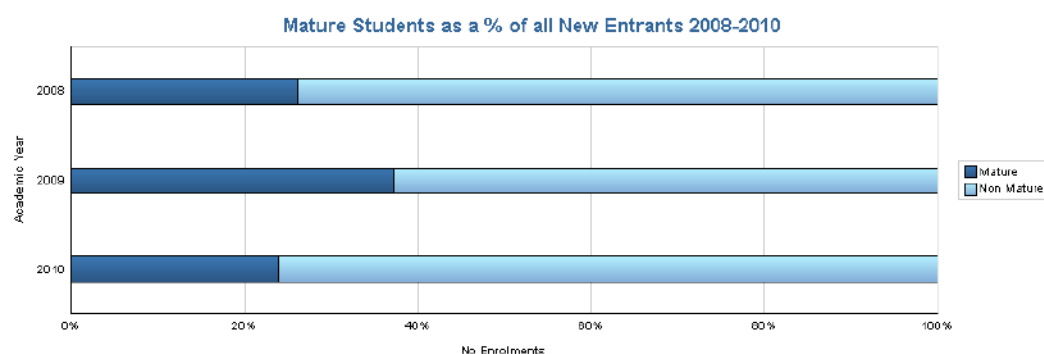


Figure 12: Mature Students as a Percentage of all New Entrants



4.2 Student in Receipt of Maintenance Grants

Figure 13: Percentage of Full-Time New Entrants in Receipt of Maintenance Grants

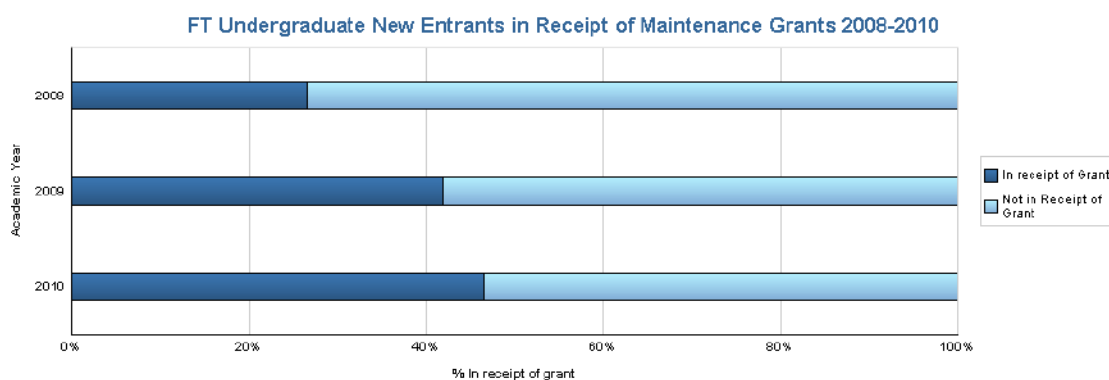
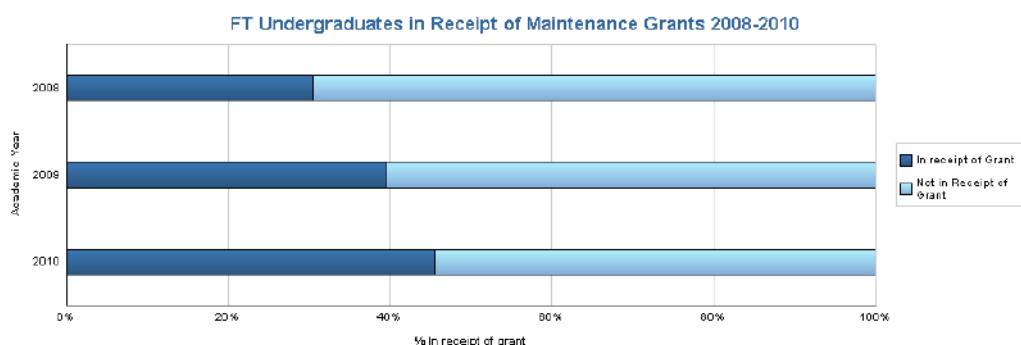


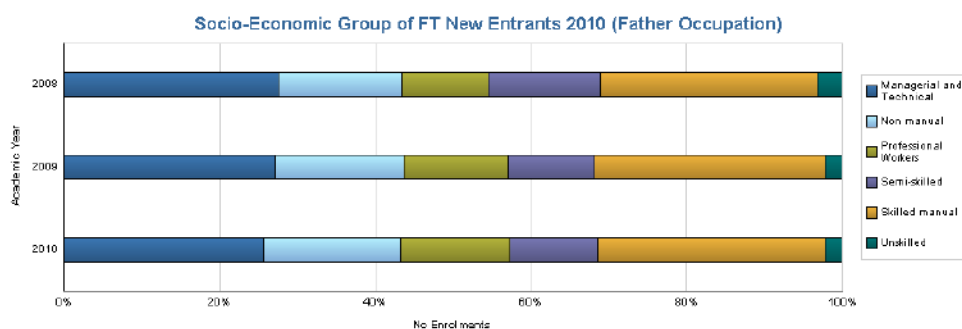
Figure 14: Percentage of all Full-Time Undergraduate Students in Receipt of Maintenance Grants



Figures 13 and 14 show a steady increase in the number of full-time undergraduate students in receipt of grant aid for registration fees.

4.3 Socio-Economic Background

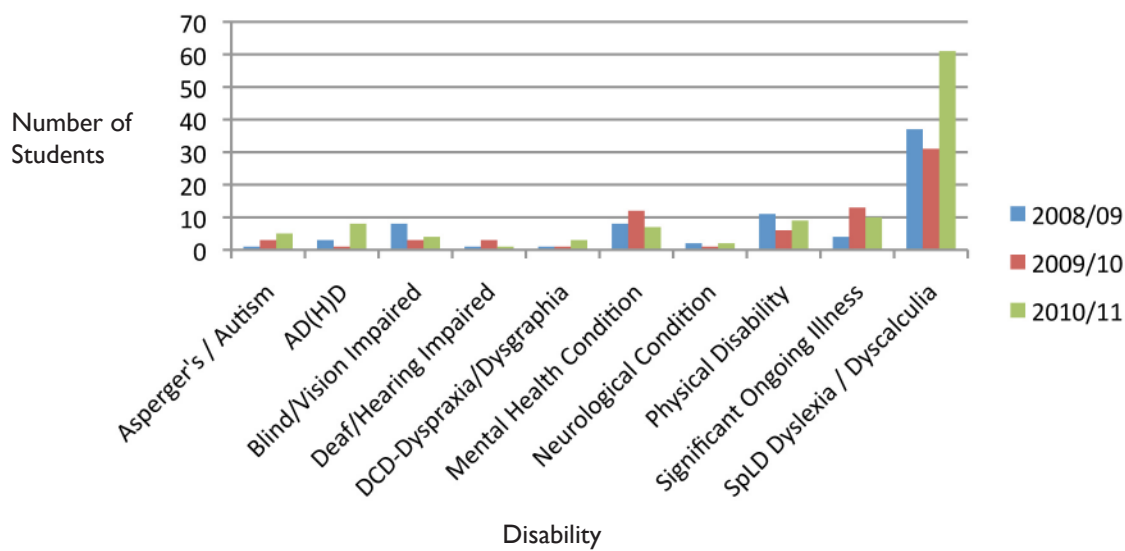
Figure 15: Father's Socio Economic Group



Of those full-time students that declared a parents occupation and status of employment, approx. 40% are from the Semi-Skilled, manual and unskilled sectors.

4.4 Disability

Figure 16: Number with and Category of Disability



5 Graduate Data

