



INSTITUTE OF TECHNOLOGY TRALEE

ANNUAL REPORT

September 2019 to December 2020



Ireland's EU Structural Funds
Programmes 2007 - 2013
Co-funded by the Irish Government
and the European Union



HEA
Higher Education Authority
An tÚdarás um Ard-Oideachas

 **ENTERPRISE
IRELAND**

Institute of Technology Tralee
Clash
Tralee
Co. Kerry

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The Institute acknowledges the contribution of the Department of Education and Skills and the European Union for their support and funding.

Bheireann an Coláiste míle buíochas don Rionn Oideachais agus Scileanna agus don Aontas Eorpach as ucht a dtachaoícht idir airgid agus eile.



Business/IT & Library & Information Resource Centre, North Campus

ITT North Campus



Kerry Sports Academy, North Campus

Sólás Building, North Campus



Main Building, South Campus

Tom Crean Business Centre, North Campus

Chairman's Report

I am delighted to present the September 2019 to December 2020 Annual Report for the Institute of Technology Tralee.



I am very proud to be the Chairman of the Governing Body at IT Tralee.

I would also like to thank management and staff of IT Tralee for their dedication to the Institute in what continues to be a challenging time for the Higher Education Sector.

Tá súil agam go leanfaimid orainn ag fás agus ag forbairt sna blianta atá romhainn agus go mbeidh torthaí breátha ár saothair againn i gcónaí.

Lionel Alexander

Chairman—Governing Body

President's Report



I am pleased to present the Annual Report for the sixteen month period September 2019 to December 2020

I would like to echo the words of the Institute's Chairman to thank Management and staff of IT Tralee for their dedication to the Institute in what continues to be a challenging time for the Higher Education Sector and also for their commitment to what will be an exciting and challenging time for the Institute as we continue to work towards the establishment of the Munster Technological University in Kerry.

I would like to take this opportunity to wish those who retired from the Institute over the past sixteen months the very best of luck.

Arís be mhaith liom míle buíochas a ghabháil le gach éinne a bhí ag obair san Institúid le linn na tréimhse ó Mheán Fomhair 2019 go Nollaig 2020.

Brendan O'Donnell

Interim President



Corporate Governance

(16 month period from 1 September 2019 to 31 December 2020)

As set out in the THEA Code of Governance for Institutes of Technology, the Institute wishes to outline the following:

1. Each Institute should note the agreement reached with the HEA in its annual report regarding their level of compliance with this Code. This should explain whether certain requirements are to be phased-in over a longer period of time, or otherwise varied in some way. (Compliance Requirements)
The Institute has reached an agreement with the HEA regarding their level of compliance with the THEA Code of Governance.
2. The Governing Body of each Institute should approve an Annual Programmes and Budgets and should formally undertake an evaluation of actual performance by reference to the plan and/or budget on an annual basis and reflect this, as appropriate, in the annual report. (1.17 –Code of Practice)
The Programmes & Budgets 2020 was approved by the Governing Body on the 21st May 2020.
3. It must be stated in the annual report that the Governing Body are responsible for preparing the annual report and financial statements and whether they consider the financial statements to be a true and fair view of the Institute’s financial performance and its financial position at the end of the year. (1.18 – Code of Governance)
The Institute of Technology Tralee in conjunction with the Governing Body prepare the Financial Statements. The Financial Statements are considered to be a true and fair view of the Institutes Financial Performance and its financial position at the end of the year. The Financial Statements for year ended 31 st December 2020 were approved by the Governing Body on the 3rd February 2022.
4. The Governing Body should state in the annual report and financial statements how the performance evaluation of the Governing Body and its committees has been conducted. An external evaluation proportionate to the size and requirements of the Institutes should be carried out at least every 3 years. (4.6 – Code of Governance)
In January 2017, the Institute of Technology, Tralee commissioned the Institute of Public Administration (IPA) to independently undertake an evaluation of the Governing Body and to report findings and recommendations. A Governing Body Self Assessment Review was carried out in December 2018/January 2019 and the findings were presented to the Governing Body at their meeting on the 22 nd January 2019.
5. The annual report should include a statement of how the Governing Body operates, including a high level statement of which types of decisions to be taken by the Governing Body and which are to be delegated to management. (4.7 Code of Governance)



The Governing Body as part of its normal programme has standard items for each meeting such as:

- Conflict of Interest
- Approval of Minutes
- Matters Arising
- Update on Institute Finances
- Update on the MTU
- Correspondence
- Corporate Governance
- Report from President
- Staff Matters
- Audit & Risk Committee Update
- Industrial Relations
- Media Report
- Student Union

The Governing Body met a total of 27 times from September 2019 to December 2020

During the sixteen month period the Governing Body reviewed the following over various meetings:

- Institute's Finances
- Internal Risk Register
- Programme & Budget Review
- Strategic Plan
- Student Retention & Attraction
- Marketing & Communication
- MTU
- Audit Committee Reports
- Relevant Policies and procedures
- Presentations from Executive Members and other Management Staff [Academic & non Academic areas]
- Health & Safety
- Academic Council
- Kerry Sports Academy
- Internal Audit Reports
- GDPR

Key issues to be addressed on a continuous basis during this period were:

- The proposed merger with Cork to form the MTU
- Financial / Budgetary Issue
- Institute growth opportunities – International Students/Research etc

The reserved functions of the Governing Body are:

1. Deciding what courses of study are appropriate (Section 5(1)(a) RTC Act 1992 as amended).
2. Entering into arrangements with (or approved by) HETAC/FETAC and/or such other authority approved by NQAI for the purpose of having higher education and training awards made (Section 5(1)(b) RTC Act 1992 as amended) Note: This is now superseded by QQA Act.



3. Deciding on appropriate research, consultancy and development work and related services (Section 5(1)(c) RTC Act 1992, as amended).
4. Entering into arrangements with other institutions in or outside Ireland for the purpose of offering joint courses of study and of engaging jointly in programmes of research, consultancy and development work (Section 5(1)(d) RTC Act 1992, as amended).
5. Deciding on the promotion/formation/shareholding and management participation in companies for promoting or assisting in the performance by the Institute of its functions. (Section 5(1)(e) RTC Act 1992 as amended).
6. Approval of award of scholarships, prizes and awards (Section 5(1)(f) RTC Act 1992, as amended).
7. Maintain, manage, administer and invest all the money and assets of the college (Section 5 (1)(g), RTC Act 1992 as amended).
8. Accept gifts of money, land or property upon such trusts and conditions specified by the donor provided that nothing in the conditions is contrary to the provisions of the Institutes of Technology Acts 1992- 2006 (Section 5 (1)(h), RTC Act 1992 as amended). THEA Code of Governance for Institutes of Technology.
9. Acquisition of land subject to an tÚdarás' approval (Section 5 (1)(i), RTC Act 1992 as amended).
10. To act as necessary to further the objects and development of the college (Section 5 (1) (j) RTC Act 1992 as amended).
11. To control and administer the land and other property of the college (Section 7(1), RTC Act 1992, as amended).
12. Appoint and select the Director in accordance with procedures including the formation of a selection board as determined by an tÚdarás (Section 9 (1), RTC Act 1992 as amended)
13. Appoint and terminate the appointment of an Acting Director (Section 9(4) RTC Act 1992 as amended).
14. Appointment of staff as necessary (Section 7, RTC Act 1992 as amended).
15. Appointing and directing as many committees (consisting wholly or partly of governing body members) as necessary to assist in the performance of its functions (Section 7, RTC Act 1992 as amended).
16. Approval of the functions and confirmation of the acts of the committees of the Academic Council (Section 10 (4)(b) &10 (5), RTC Act 1992 as amended).
17. Approval of a strategic development plan and provision of a copy of the approved plan to an tÚdarás and the Minister. (Section 21, RTC Act 1992 as amended).
18. Performing such other functions as are conferred by statute (Section 7(1)(c) RTC Act 1992, as amended).
19. Appointing an Academic Council and to provide for its membership and terms of office. (Section 10, RTC Act 1992 as amended).
20. Approval of Policies in relation to access to education and equality (Section 21, RTC Act 1992 as amended).



21. Establishment of dispute resolution procedures for disputes (other than industrial relations disputes) (Section 21(e), RTC Act, as amended).
22. Preparation of (and submission to an tÚdarás on the 1st day of March each year) a statement of proposed expenditure and expected income of the college (RTC Act 1992 Section 13 (1) as amended).
23. Preparation and publication of a report of its proceedings within 3 months of the end of each academic year (with copy to an tÚdarás and the Minister) (Section 14(1) RTC Act 1992 as amended). The report of the governing body should normally refer to specific aims and targets proposed by the institute in its strategic plan, the expected outputs and outcomes and the key performance indicators by which the achievement of the aims and targets is assessed [Code of Governance January 2012 Section 2.14.2]
24. Provision of such information as is required to an tÚdarás and the VEC regarding the performance of its functions (Section 14(2) RTC Act 1992 as amended).
25. Provision and retention of a seal of the college (Second Schedule RTC Act 1992, as amended).
26. Appointment of deputy chairman of governing body as occasion requires (Second Schedule section 5 (1) RTC Act 1992, as amended).
27. Appointment of acting chairman for governing body meeting in the absence of a chairman and deputy chairman (Second Schedule RTC Act 1992, as amended).
28. Hold meetings as necessary for the performance of its functions (Second Schedule RTC Act 1992, as amended).
29. The determination of a procedure for student admissions (Second Schedule RTC Act 1992, as amended).
30. The determination of a procedure for the exclusion of students. (Second Schedule RTC Act 1992, as amended).
31. Engage such consultants or advisors as is considered necessary for the performance of its functions (Second Schedule RTC Act 1992, as amended).



6. The Audit and Risk Committee should meet at least four times a year and invite outsiders with relevant experience to attend meetings if necessary. In the event that four meetings is not considered necessary the Chairperson of the Institute should make a statement in the Institute's annual report that he/she is satisfied that the Audit and Risk Committee discharged its role with fewer than four meetings in a year. (1.13 – Audit and Risk Committee Requirements)

In the AY2019/2020, the Audit & Risk Committee met 12 times. Details can be found in the Annual Governance Statement attached in the Appendices.

7. The names of the Chairperson, the deputy Chairperson (if any), the President and members of the Governing Body and its committees. (6.3 Code of Governance)

The names of the Chairperson, the deputy Chairperson, the President and members of the Governing Body and its committee can be found in the Annual Governance Statement attached in the Appendices.

8. The number of meetings of the Governing Body and its committees and the attendance of each Governing Body member at Governing Body meetings should be reported in the annual report. (6.4(iv) Code of Governance)

In the AY 2019/2020, the Governing Body met 27 times. Details can be found in the Annual Governance Statement attached in the Appendices.

9. Each Institute should publish (or where publication is not required, submit to the Minister and HEA) its annual report and financial statements not later than one month following completion of the audit of the financial statements by the Comptroller and Auditor General. (6.4(ii)Code of Governance)

The Financial Statements for the 16 month period to 31.12.2020 were approved by the Governing Body on the 3rd February 2022. The 2020 Annual Governance Statement was brought to the Governing Body on the 28th June 2021 in draft. The 2020 Annual Governance Statement was approved by the Governing Body on the 9th December 2020 following the formal signing off of the Financial Statements for year ended 2019 by the Comptroller & Auditor General in December 2020. The Financial Statements for IT Tralee are available on www.ittralee.ie

10. Confirmation that the Governing Body has carried out an appropriate assessment of the Institute's principal risks, including a description of these risks, where appropriate and associated mitigation measures or strategies. (7.2 – Code of Governance)

The Institute carried out a detailed review of its Risk Register in AY19/20.
The Risk Register is reviewed and updated every 6 months by management
The Risk Register was brought to the Audit & Risk Committee and approved by the Governing Body on the 15th July 2020 and the 20th November 2020.

11. The Chairperson of each Institute should confirm in the annual report that the Institutes adhering to the relevant aspects of the Public Spending Code. (8.22 – Code of Governance)

IT Tralee along with all Institutes of Technology are obliged to follow set policies and procedures on procurement under the Public Sector and EU guidelines thus adhering to the Public Spending Code. IT Tralee has a documented purchasing policy and procedures which comply with these guidelines.



12. The Annual Governance Statement and the Statement of Internal Control (paragraph 6.5(v) – Code of Practice should be included in the annual report of the Institute. This statement should be reviewed by the Comptroller and Auditor General to confirm that it reflects the Institute’s compliance with the requirements of paragraph 6.5(v) and is consistent with the information of which they are aware from their audit work on the financial statements. The Comptroller and Auditor General should include their report on this matter in their audit report on the financial statements. (6.9- Code of Governance)

The Annual Governance Statement and the Statement of Internal Control can be found in Appendix 1



Governing Body

The composition of the Governing Body of the Institute of Technology Tralee is determined by the Regional Technical Colleges Act (1992) and the Institute of Technology Act 2006. The Governing Body comprises of 18 members. The new Governing Body's term of office commenced on the 1st April 2015 and will run for a five-year term.

Mr. Lionel Alexander	Chairman
Dr. Brendan O'Donnell	Interim President (from 14/05/20 & Interim Acting President up to 14/05/20)

Six VEC nominees under Section 4 (1) (a) and (b) of the Regional Technical Colleges Amendment Act (1994):

Cllr. Terry O'Brien	Kerry Education & Training Board & Deputy Chairman
Cllr. Jim Finucane	Kerry Education & Training Board (from 25.10.2019)
Cllr. Seamus Cosai Fitzgerald	Kerry Education & Training Board (to 25.10.2019)
Mr. Owen O'Donnell	Kerry Education & Training Board (to 27.04.2020 & from 11.09.20 -31.12.2020)
Mr. Stephen Goulding	Kerry Education & Training Board (from 28.04.2020 to 10.09.20)
Ms. Maria O'Gorman	Kerry Education & Training Board
Mr. Sean Kennedy	Limerick & Clare Education and Training Board
Cllr. Ann Norton	Limerick & Clare Education and Training Board

Two nominees under Section 4 (1) (c) of the Regional Technical Colleges Amendment Act (1994):

Mr. John Jones	Male Academic staff representative
Ms. Edel Randles	Female Academic staff representative

One nominee under Section 4 (1) (d) of the Regional Technical Colleges Amendment Act (1994):

Ms. Siobhan O'Callaghan	Admin / Technical staff representative (from July 2019)
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Two nominees under Section 6 (1) (e) of the Regional Technical Colleges Amendment Act (1994):

Ms. Petrina Comerford	Student Union President
Mr. Joseph Kavanagh	Student's representative (to the 30.06.2020)
Mr. Pa McElligott	Student representative (from 01.07.20 to 31.12.2020)

One nominee under Section 6 (1) (f) of the Regional Technical Colleges Amendment Act (1994):

Mr. Donal O'Connor	Irish Congress of Trade Unions (from 10.01.2020)
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One nominee under Section 6 (1) (g) of the Regional Technical Colleges Amendment Act (1994):

Ms. Monica Sheehan	Health Service Executive
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Four nominees under Section 6 (1) (a) and (b) of the Regional Technical Colleges Amendment Act (1994):

Ms. Helena Buckley	Marketing Institute of Ireland
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Mr. Jerry Moloney	Enterprise Ireland
Ms. Majella Moloney	Teagasc
Mr. Jeremiah Flynn	Engineers Ireland
Ms. Niamh O’Hora	Tralee Chamber Alliance (from 11.09.2020)

Audit & Risk Committee

Mr. Jerry Moloney	Chairman
Ms. Maria O’Gorman	Member
Ms. Monica Sheehan	Member
Mr. John O’Connor	External Member



Academic Council

Introduction

The Academic Council of the Institute of Technology, Tralee is a statutory body whose functions are defined in Section 11 of the 1992 Regional Technical Colleges Act and Section 3 of the Institutes of Technology Act 2006. The Academic Council conducts its business by means of Council and Sub-Committee meetings. The minutes of meetings record decisions taken which are communicated and acted on as required by the Chair, who is President of the Institute and by the Secretary who is the Vice-President Academic Affairs and Registrar.

The Academic Council has established 4 Sub-Committees which are mandated to deal with certain matters. The sub-committees conduct their business through meetings and report to the Academic Council. The Academic Council ratifies and approves decisions of the Sub-Committees. The minutes of the Sub-Committees are recorded in the minutes of the Academic Council meetings. The minutes of meeting of the Academic Council and its Sub-Committees and the Academic Council Annual Report are published on the [:\dept\Staff-Info\Academic Council & Sub-Committees Minutes of Meetings](#).

This Annual Report provides a summary of the work of the Academic Council and its Sub-Committees for the Academic Year 2019/2020.

Membership

The members of the Academic Council are appointed by the Governing Body for a three year term of office. Members were appointed to the current Academic Council on 1st January 2019. The term of office terminates on 31st December 2021 and new members were appointed for a three year term.

The membership consists of ex-officio members, elected academic staff members and student members. Over the course of the term of office, members may change for a variety of reasons and this is recorded in the membership for the Academic Council.

Membership of Academic Council from AY 2019/2020:

Ex-officio Members

Interim President (Chairperson) - *Dr. Brendan O'Donnell*

Vice President Academic Affairs & Registrar (Secretary) - *Ms. Aileen Kennedy*

Assistant Registrar - *Vacant*

Vice President Research Development & External Engagement - *Ms. Brid McElligott*

Head of School Business, Computing & Humanities - *Ms Mary Rose Stafford*

Head of School Science, Technology, Engineering & Mathematics - *Prof. Joseph Walsh*

Head of School Health and Social Sciences - *Dr. Seamus O'Shea*

Head of Dept. Creative Media & Information Technology/Computing - *Ms. Brigid Crowley*

Head of Dept. Business & Hotel, Culinary & Tourism - *Mr. Ray O'Connor Desmond*

Head of Department Technology, Engineering & Mathematics - *Dr. Patrick Carney*

Head of Department Biological and Pharmaceutical Science - *Dr. Noel Mulligan*

Head of Department Health and Leisure Studies - *Dr. Michael Hall*



Head of Department Nursing & Healthcare Sciences - Dr. Gerardina Harnett

Head of Department Social Sciences - Ms. Aisling Sharkey

Librarian - Mr. Pat Doherty

Students' Union President - Ms. Petrina Comerford

Students' Union Vice-President Education - Mr. Joseph Kavanagh

Elected Academic Members

Elected Academic Staff AY 2019/2020	
<i>School of Business, Computing & Humanities</i>	
Mr. Siobhan Creedon	Mr. Tadgh O Shea
Mr. Michael Galvin	Mr. Simon Quinn
Ms. Catherine Woods	Ms. Breda O Dwyer

Elected Academic Staff AY 2019/2020	
<i>School of Science, Technology, Engineering and Mathematics</i>	
Ms. Anne Marie Courtney	Dr. Gerard Corkery
Dr. Therese Higgins	Ms. Fiona O Flynn
Mr. Sean O Mahony	Dr. Eugene Ross

Elected Academic Staff AY 2019/2020	
<i>School of Health and Social Sciences</i>	
Ms. Mary Fitzgibbon	Dr. Jackie Gallagher
Ms. Anne Marie McCarron	Ms. Miriam McGillicuddy
Ms. Una Moynihan	Mr. Martin O Grady
Dr. Dawn Farrell	

Elected Student Members from ITT Students Union for AY 2019/2020	
<i>Students Union</i>	
Ms. Petrina Comerford	Mr. Joseph Kavanagh



Schedule of Meetings –2019/2020

The Academic Council meets six to seven times per Academic Year. Additional meetings are scheduled if required. Its four Sub-Committees has five to seven meetings throughout the Academic Year. The schedules for all committee meetings are agreed in advance of the Academic Year. In addition to the scheduled meetings, a number of supplementary/special meetings are held to accommodate business as it arises. The following meetings of the Academic Council were held during the Academic Year 2019/2020.

Monday, 16th September 2019	Monday, 24th February 2020
Monday, 4th & 11th November 2019	Monday, 30th March 2020
Monday, 9th December 2019	Wednesday, 18th May 2020
Monday, 3rd February 2020	Monday, 15th June 2020

In the **Academic Year 2019/2020** the **Programmes & Planning Sub-Committee** met on the follow dates:

Monday, 7th October 2019	Friday, 3rd February 2020
Monday, 18th November 2019	Friday, 27th March 2020
Monday, 16th December 2020	Wednesday, 22nd April 2020
Monday, 27th January 2020	Friday, 12th June 2020

The **Student Affairs Sub-Committee** met on the following dates in Academic Year 2019/2020

Monday, 30th September 2019	Monday, 20th January 2020
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The **Research and Development Sub-Committee** met on the following dates in Academic Year 2019/2020

Monday, 14th October 2019	Monday, 11th February 2020
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The **Quality Assurance Sub Committee** met on the following dates in Academic Year 2019/2020:

Monday, 23rd September 2019	Monday, 21st October 2019
Monday, 4th October 2019	Monday, 2nd December 2019



Membership of Academic Council - September 2020 to December 2020:

Ex-officio Members

Interim President/ Vice President Academic Affairs & Registrar (Chairperson) - *Dr. Brendan O Donnell*

Assistant Registrar - *Ms Aileen Kennedy*

Vice President Research Development & External Engagement - *Ms. Brid McElligott*

Head of School Business, Computing & Humanities - *Ms Mary Rose Stafford*

Head of School Science, Technology, Engineering & Mathematics - *Prof. Joseph Walsh*

Head of School Health and Social Sciences - *Dr. Michael Hall*

Head of Dept. Creative Media & Information Technology/Computing - *Mr. John Walsh*

Head of Dept. Business & Hotel, Culinary & Tourism - *Mr. Ray O Connor Desmond*

Head of Department Technology, Engineering & Mathematics - *Dr. Daniel Riordan*

Head of Department Biological and Pharmaceutical Science - *Dr. Eilish Broderick*

Head of Department Health and Leisure Studies - *Ms. Fiona O'Flynn*

Head of Department Nursing & Healthcare Sciences - *Dr. Dawn Farrell*

Head of Department Social Sciences - *Ms. Aisling Sharkey*

Librarian - *Mr. Pat Doherty*

Students' Union President - *Ms. Petrina Comerford*

Students' Union Vice-President Education - *Mr. Chris Clifford*

Elected Academic Members - September 2020 to December 2020

Elected Academic Staff (Sept to Dec 2020)	
<i>School of Business, Computing & Humanities</i>	
Mr. Siobhan Creedon	Mr. Tadgh O Shea
Mr. Michael Galvin	Mr. Simon Quinn
Ms. Catherine Woods	Ms. Breda O Dwyer

Elected Academic Staff (Sept to Dec 2020)	
<i>School of Science, Technology, Engineering and Mathematics</i>	
Ms. Anne Marie Courtney	Dr. Gerard Corkery
Dr. Therese Higgins	Ms. Fiona Boyle
Mr. Sean O Mahony	Dr. Eugene Ross



Elected Academic Staff (Sept to Dec 2020)	
<i>School of Health and Social Sciences</i>	
Ms. Mary Fitzgibbon	Dr. Jackie Gallagher
Ms. Anne Marie McCarron	Ms. Miriam McGillicuddy
Ms. Una Moynihan	Mr. Martin O Grady

Elected Student Members from ITT Students Union (Sept to Dec 2020)	
<i>Students Union</i>	
Ms. Petrina Comerford	Mr. Chris Clifford

Schedule of Meetings—September 2020 to December 2020

The **Academic Council** met on the follow dates:

Friday, 4th September 2020
Monday, 2nd November 2020
Friday, 27th November 2020
Monday, 14th December 2020

The **Programmes & Planning Sub-Committee** met on the follow dates:

Wednesday, 9th September 2020
Monday, 5th October 2020
Friday, 9th October 2020
Monday, 9th November 2020
Monday, 7th December 2020

The **Student Affairs Sub-Committee** met on the following date:

Monday, 16th November 2020

The **Research and Development Sub-Committee** met on the following date:

Friday, 23rd October 2020

The **Quality Assurance Sub Committee** met on the following dates:

Monday, 19th October 2020
Wednesday, 28th October 2020
Monday, 30th November 2020



Senior Management—September 2019 to December 2020

President	Dr. Oliver Murphy up to 25/04/20) (Dr. Brendan O'Donnell (Interim President from 14/05/20 & Interim Acting President up to 14/05/20)
VP Academic Affairs & Registrar	Ms. Aileen Kennedy
VP Corporate Affairs	Ms. Ciara Looney (from 18/03/20)
VP Research, Development & External Engagement	Ms. Brid McElligott
Head of Strategic Development	Mr. Tim Daly
Head of Implementation MTU Academic Planning & Policies	Dr. Seamus O Shea (from 19/10/20)
Head of School of Health & Social Sciences & Head of Dept of Nursing & Health Care Sciences	Dr. Seamus O'Shea (up to 18/10/20) Dr. Michael Hall (from 09/11/20)
Head of Department Health, & Leisure Studies	Dr. Michael Hall
Head of Department – Nursing & Health Care Sciences	Ms. Gerardina Harnett Dr. Dawn Farrell (covered period of leave from 05/10/20)
Head of Department – Social Sciences	Ms. Aisling Sharkey
Head of School STEM	Prof. Joseph Walsh
Head of Department Technology, Engineering & Maths	Dr. Pat Carney (up to 31/08/20) Mr. Daniel Riordan (from 24/08/20)
Head of Department STEM	Dr. Eilish Broderick
Head of Dept Biological & Pharmaceutical Sciences	Dr. Noel Mulligan (up to 06/10/20) Dr. Eilish Broderick (from 19/10/20)
Head of School Business, Computing & Humanities	Ms. Mary Rose Stafford



Head of Department – Business Studies, Culinary Arts and Tourism	Mr. Ray O’Connor Desmond
Head of Department – Computing	Ms. Brigid Crowley (up to 08/03/20) Mr. John Walsh (from 09/03/20)
Academic Administration & Student Affairs Manager	Ms Gillian O’Sullivan
Finance & Compliance Manager	Mr. John Fox
Head of Research	Dr Siobhan MacSweeney
External Services Manager	Dr Helena McMahan
Human Resources Manager	Ms. Siobhan Garvey
Estates Manager	Mr. Donal Hunt
Computer Services Manager	Mr. Andrew Quirke
Librarian	Mr. Patrick Doherty
Business Development Officer	Mr. Eddie Scully
Manager for Institutional Records & Reporting	Ms. Brigid Crowley (from 09/03/20)



Development Office

The Office of the Vice President of Research, Development and External Engagement incorporates a number of key strategic functions within the Institute of Technology Tralee including:

- Research
- International Office
- Marketing
- Enterprise
- Lifelong Learning
- External Services

Research

Key Deliverables of the Research Office in 2019/20 Include:

- Managed the Institute's > €12m research portfolio.
- Monitored and supported the Institute's trajectory towards achieving its KPIs within the IT Tralee Research & Innovation Strategy Plan 2017-2021.
- Enhanced the postgraduate research governance structures. A number of the Institute's QA research degree policies and procedures were revised to reflect best modern national and international practices in the period 2019/20.
- Leadership roles in the relevant sub committees of Academic Council (R&D, IPC, IREC).
- Managed the ITT Master by Research Scholarship Programme, including validation of research degree programmes, scholarship funding competition, and recruitment and registration support for postgraduate students who registered on level 9 research degree register in the period 2019-20.
- Delivered two institute postgraduate research colloquia.
- Technology Transfer Support: developed > 40 industry collaborative research contracts and agreements and led the negotiations.
- Supported intellectual property management and the commercialisation of research outputs.
- Managed and provided research training supports (including staff CPD and the student research degree training programme).
- Engagement with industry and management of professional research and consultancy services.
- Co-chaired MTU research, research council and graduate studies working groups.

These institute-wide deliverables supported the development and fostering of a research environment in which academic staff, professional researchers and research degree students were provided with all the appropriate supports and QA processes by the research office.



In 2019/20 Research Office provided the following services:

- Implementation of the Institute's R&I Strategic Plan;
- Management of the Institute's postgraduate research degree programmes;
- Management of the Institute's postgraduate research scholarship programme;
- Provision of support for staff seeking assistance in identifying funding opportunities;
- Provision of support in the development of funding applications and final submissions to funding agencies;
- Management of the administration of grants once awarded including contract requirements;
- Liaison with funding bodies on all pre and post-award matters including progress and final reports and the preparation of financial statements;
- Assisting researchers in assessing their inventions for commercial potential, and provision of guidance on Intellectual Property protection, and commercial inventions, working with companies within the region and beyond in joint research and innovation activities;
- Enhancement of the IT Tralee research profile at both a national and international level;
- Development and implementation of the Institutional research policies;
- Representation on the Institute's Technology Gateway industry steering committees;
- Advanced the alignment of institutional research policies & procedures with CIT to support the creation of the MTU;
- Represented ITT on relevant national bodies e.g. THEA RDIE and KTIE.

Innovation Vouchers 2019/2020 – Value €5,000

No.	Company	Consultant
1	PCS Financial Services (Kerry) Ltd	Keith O Faolain
2	HoxWi Ltd	Keith O Faolain
3	Howard Farms Ltd	Brendan McCarra
4	Ascal Cu Kit Ltd	Krishna Panduru
5	Smart Compliance Ltd	Keith O Faolain
6	Embedded Control Technologies Ltd	Keith O Faolain
7	JN FEMME Ltd.	Joanna Tierney
8	Stongbo Ltd	Krishna Panduru
9	Midland Engineering Profiles Ltd	Daniel Riordan
10	John Rice Medicolegal Ltd	Daniel Riordan
11	Facesso Technologies Ireland Ltd	Keith O Faolain
12	HoxWi Ltd	Keith O Faolain
13	Nemeduada Ltd	Krishna Panduru
14	PCS Financial Services (Kerry) Ltd	Keith O'Faolain
15	Thornton Engineering Ltd	Keith O'Faolain
16	Portmagee Distilling & Brewing Company Ltd	Daniel Riordan
17	Scláta Teoranta	Krishna Panduru
18	Neotech Software Solutions Ltd	Keith O'Faolain
19	Nutramara Ltd	Tim Yeomans
20	Embedded Control Technologies Ltd	Keith O'Faolain

Research Grants Awarded 2019/2020

Funding agency	Programme	Date approved	Amount approved	Project Title	PI/ contact
INTERREG	Atlantic Area Call 2 2018	01/09/2019	€268,600	Funding Atlantic Network for Blue Economy Technology Transfer (FANBEST)	Breda O Dwyer
INTERREG NORTH-WEST	Priority Axis 1 Innovation	24/09/2019	€260,000	Integrated Zero Waste Biorefinery utilising all fractions of Willow feedstock of the production of high to medium based Bio-Chemicals/Materials, Renewable Energy in the form of Bio Methane production and Natural Fertilisers	Tim Yeomans
Private	Deerland Ireland Contract Research	26/09/2019	€2,150	Cell toxicity testing of Bacillus coagulants	Tim Yeomans
HEA Erasmus +	Co-operation for innovation and the exchange of good practices	01/10/2019	€47,469	Humanizing Healthcare Education through the use of Storytelling	Kristin Brogan
HEA Erasmus +	Co-operation for innovation and the exchange of good practices	01/10/2019	€53,549	Internationalization Service Officer - new WBL profession in duty of SME internationalization	Kristin Brogan
HEA NFTL	Strategic Alignment of Teaching and Learning	01/11/2019	€99,000	Strategic Alignment of Teaching and Learning	Tom Farrelly
Enterprise Ireland	Regional Technology Clustering Fund	13/11/2019	€325,897	Irish AgTech Cluster	Joseph Walsh
Enterprise Ireland	Regional Technology Clustering Fund	13/11/2019	€325,897	Biotech cluster	Helena McMahon
Erasmus +	Collaborative Partnerships	21/11/2019	€50,490	Four-minute barriers: Foster the inclusion of visually impaired youngsters through sport methodologies and sport activities	Catherine Carty
Environmental Protection Agency	EPA Research Programme 2014-2020	26/11/2019	€148,770	Managing biodiversity in forests and urban green spaces	Peter Stuart
Environmental Protection Agency	EPA Research Programme 2014-2020	27/11/2019	€66,924	Efficient Food	Jennifer Attard
Science Foundation Ireland	Marie Curie Fellowship	04/12/2019	€120,764	Impact of individual cow sensors on health status, level of reproductive performance and profit of dairy herd	Joseph Walsh



Environmental Protection Agency	Water Call 2019	16/12/2019	€29,005	Biological Tools to Measure the Impact of Flow on Ecology in Irish Rivers	Lynda Weekes
Science Foundation Ireland	SIP Targeted Work Programme	19/12/2019	€775,687	Digital Transformation of AgriTech Manufacturing in Ireland (TAGMI)	Joseph Walsh
HORIZON 2020	Coordination and support action	06/01/2020	€100,819	BIOSWITCH: Encouraging Brand Owners to Switch-to-Bio-Based in highly innovative ecosystems	James Gaffey
Enterprise Ireland	Feasibility Study	22/01/2020	€9,000	Development of a sustainable filter media - uses and sources	Patrick Quille
Science Foundation Ireland	Marie Curie Fellowship	06/02/2020	€120,764	Development of a prototype for a milk analyser based on its physical properties towards an AI Based online milk analyser	Joseph Walsh
Private	Deerland Ireland Contract Research (2)	06/02/2020	€3,400	Investigating antioxidant and cell protection properties of Deerland's Solarplast product	Niall Burke
Enterprise Ireland	Innovation Partnership	19/02/2020	€88,937	An interactive retail platform and business service that allows to investigate design and experience based on customer behaviours data	Joseph Walsh
Bord Iascaigh Mhara	Knowledge Gateway Scheme	28/02/2020	€77,953	Development of commercialisation pipeline of Microalgal bioFACTORIES starting from biodiscovery screening (M-FACTORIES)	Tim Yeomans
Enterprise Ireland	Feasibility Study	25/03/2020	€9,000	Ingredient screening and efficacy testing development for new menopause health supplement	Joanna Tierney
Council of Europe	Human Rights Education in and Through Sport/ Thematic Priority 2	03/04/2020	€52,890	Democratic and Inclusive School Culture in Operation (DISCO)	Catherine Carty
Enterprise Ireland	Feasibility Study	22/04/2020	€9,000	Development and validation of unique bioactive human health supplements	Niall Burke
Enterprise Ireland	Feasibility Study	22/04/2020	€9,000	Investigation of machine vision algorithms to detect the loss of coating on stents	Krishna Panduru
Enterprise Ireland	Feasibility Study	23/04/2020	€9,000	Online monitoring of a stent cropping system for identifying mechanical defects for increased quality and efficiency	Krishna Panduru
Enterprise Ireland	Equipment Call 2020	22/05/2020	€169,386	RFID Test and Development Suite	Daniel Riordan
Enterprise Ireland	Equipment Call 2020	22/05/2020	€85,700	Manufacturing in-line product inspection system suite	Daniel Riordan



Enterprise Ireland	Equipment Call 2020	22/05/2020	€106,000	High throughput ELISA Suite	Aleksandra Augustyniak
Enterprise Ireland	Equipment Call 2020	22/05/2020	€36,000	Plate Reader	Tim Yeomans
Enterprise Ireland	Equipment Call 2020	22/05/2020	€86,042	Cosmetic Suite	Niall Burke
Enterprise Ireland	Equipment Call 2020	22/05/2020	€79,700	Reconfigurable Automated Manufacturing Cell	Daniel Riordan
HORIZON 2020	Coordination and support action	28/05/2020	€204,938	Building bridges between consumers and producers by supporting short food supply chains through a systemic, holistic, multi-actor approach-based Toolbox	James Gaffey
HORIZON 2020	Coordination and support action	28/05/2020	€206,259	Cooperation of bio economy clusters for bio-based knowledge transfer via innovation dissemination techniques in the primary production sector	James Gaffey
HORIZON 2020	Coordination and support action	28/05/2020	€300,375	Modifying Institution by Developing Gender Equality Plans	Helena McMahon
International Centre of Martial Arts	Private MOU	09/06/2020	€35,000	USD 39,679 Develop an innovative e-learning platform through creating high quality contents aligned with best practices for inclusive martial arts education	Catherine Carty
NPWS	Bursary Funding	01/07/2020	€30,000	Research on Biodiversity primarily focused within Killarney National Park	Lynda Weekes
Private	Contract Research NemedNuada Ltd	29/07/2020	€10,000	Development of a mobile application and associated database back-end to log sensor data from a wearable device.	Keith O Faolain
Irish Human Rights and Equality Commission	Human rights and Equality Grant Scheme 20-21	02/09/2020	€17,000	Empowering rights holders and mobilising public sector equality and human rights duty	Catherine Carty
Science Foundation Ireland	Research Infrastructure Call	12/10/2020	€123,873	National Autonomous Technologies Data Platform (NATDaP)	Joseph Walsh
Enterprise Ireland	Innovation Partnership	18/11/2020	€10,480	Enrichment of Quarried Topsoil Using Novel Soil Improvers and Fertilisers for Horticultural Applications	Patrick Quille
Teagasc	Teagasc Walsh Scholarship 2021	26/11/2020	€96,000	Moove ' Investigations into the clinical and physiological status of unweaned calves undergoing existing and improved methods of long-distance transportation	Gearoid Sayers
HORIZON 2020	Research & Innovation Action	02/12/2020	€381,313	Diversifying revenue in rural Africa through circular, sustainable and replicable bio-based solutions and business models	James Gaffey

€5,042,029



Marketing

Advertising Campaigns

Comprehensive advertising campaigns were carried out around the following key dates and programmes:

- CAO applications –Feb 1st
- CAO Change of Mind applications July 1st
- Part-time Programmes (Springboard+)
- Graduation
- Open Day
- Sports Scholarships
- Vacant Places under CAO
- Kerry Science Festival
- Kerry Month of Enterprise
- Ad hoc campaigns for new/one off programmes

Press releases and media activity AY 2019/2020

- CAO (inc. new programmes, bursaries etc.)
- CAO Information Evening
- IT Tralee Graduation pre event
- IT Tralee Graduation post event
- Cantillon Entrepreneur Award
- Kerry Month of Enterprise
- IT Tralee Enterprise Showcase
- New Frontiers Programme
- Open Day
- Scholarships & Awards Evening
- SciFest
- Springboard+
- Masters by Research Scholarship
- Travel & Tourism recruitment
- Access 21 Programme
- Research – IMaR, Shannon ABC, UNESCO etc.
- Programme Funding announcements – ACE, Shannon ABC etc.
- Kerry Sports Academy announcements
- MTU announcements
- STEM Roadshow
- Opening of Kerry Sports Academy by An Tanasite
- UNESCO winning AmCham award, Golf Partnerships
- Planning lodged for new STEM building.
- BigPitcher Finalist Awards
- IT Tralee students at national awards

Institute Events & Launches for AY 2019/2020

- Cantillon
- Kerry County Enterprise Board Student Awards
- ITT Enterprise Showcase
- Business Leaders Ball
- SciFest



- STEM Roadshow
- Women in STEM
- Kerry Science Festival
- KSF STEM Family Day
- Goalmine & Steaming Ahead Summer Camps

Other Marketing Activities

- Online digital marketing campaigns and updates across all social media channels – organic and paid
- Coordination and production of all promotional material/brochures for events and new programmes
- Coordination of press and radio interviews
- Market Research

Schools Liaison Activities

Key Events

School Visits

The school visits programme for AY 19/20 was curtailed in March 2020 due to the Covid19 pandemic. In total, 51 schools from Kerry, Cork, Clare, Limerick and Tipperary were given presentations about IT Tralee, its courses, facilities, scholarships and progression opportunities: :

- ◇ Ardscoil Naomh Mhuire, Ennistymon
- ◇ Bishop McEgan College, Macroom
- ◇ Boherbue Comprehensive School, Cork
- ◇ Castleisland Community College
- ◇ Causeway Comprehensive School
- ◇ CBS Mitchelstown
- ◇ CBS the Green, Tralee
- ◇ Colaiste Chiarain, Croom
- ◇ Colaiste Gleann Li, Tralee
- ◇ Colaiste Ide, Dingle
- ◇ Colaiste Iosaef, Kilmallock
- ◇ Colaiste Mhuire, Ennis
- ◇ Colaiste na Ríochta, Listowel
- ◇ Colaiste Pobail Bheanntrai (Jackie Gavaghan)
- ◇ Colaiste Treasa, Kanturk
- ◇ Ennis Community College
- ◇ Gael Cholaiste Chiarrai, Tralee
- ◇ Hazelwood College, Dromcolliher
- ◇ John the Baptist Secondary School, Hospital
- ◇ Killarney Community College
- ◇ Kilorglin Community College
- ◇ Laurel Hill Secondary School, Limerick
- ◇ Mean Scoil Nua an Leith Triuigh, Castlegregory
- ◇ Mercy Mounthawk, Tralee
- ◇ Millstreet Community College, Cork
- ◇ Mount St. Michael, Rosscarbery
- ◇ Nenagh College, Nenagh
- ◇ Pobal Scoil Chorca Dhuibhne

- ◇ Presentation Secondary School Miltown
- ◇ Presentation Secondary School, Castleisland
- ◇ Presentation Secondary School, Listowel
- ◇ Presentation Secondary School, Mitchelstown
- ◇ Presentation Secondary School, Tralee
- ◇ Rice College, Ennis
- ◇ Sacred Heart Secondary School, Clonakilty
- ◇ Scariff Community College
- ◇ Shull Community College (Jackie Gavaghan)
- ◇ Scoil Mhuire agus Ide, Newcastlewest
- ◇ Scoil Mhuire Gan Smal, Blarney
- ◇ Scoil Mhuire, Kanturk
- ◇ Scoil Naomh Eoin Bosco, Kildysert
- ◇ Scoil Pobail Sliabh Luachra
- ◇ Skibbereen Community School (Jackie Gavaghan)
- ◇ St. Brendan's Killarney
- ◇ St. Brigids, Killarney
- ◇ St. Fanahan's Mitchelstown
- ◇ St. Flannans, Ennis
- ◇ St. Joseph's CBS, Nenagh
- ◇ St. Mary's Secondary School, Mallow
- ◇ St. Patrick's Secondary School, Castleisland
- ◇ Tarbert Comprehensive School

In the AY 20/21 up to December 2020 there were no in-person school visits due to health and safety restrictions imposed by the pandemic. The schools visit programme continued online with talks presented virtually through the use of the College's Blackboard Collaborate Ultra system. In addition, a short video was compiled with input from the three academic schools and circulated to all secondary schools. This video was widely used in careers classes and feedback was very positive.

Career Fairs & Exhibitions

Careers Events

The Institute was represented at the following careers events and conferences during the 2019/2020 academic year:

- ◇ Careers Exhibition, Scoil Ruain, Killenaule, Tipperary
- ◇ Careers Fair, The Abbey School, Tipperary – Other schools in attendance:
 - ◇ St. Anne's Secondary School, Tipperary Town
 - ◇ St. Ailbe's Secondary School, Tipperary Town
 - ◇ Higher Options, RDS, Dublin
 - ◇ IGC Mid-West Careers Exhibition, Limerick
 - ◇ IGC Career Options, Cork
 - ◇ IGC Options West Careers Exhibition, Galway
 - ◇ IGC Kerry Careers Exhibition, Killarney
 - ◇ IRD Duhallow Careers Exhibition, Kanturk



With the exception of Higher Options, none of the above events took place during AY 20/21 due to restrictions imposed by the pandemic. Higher Options transitioned to an online platform and IT Tralee and CIT were represented on a combined stand due to the forthcoming merger.

Parents Evening

This event was aimed at the parents and guardians of Leaving Certificate students who intend to progress to Higher Education in September 2019. Its focus was to provide information to help parents to help their student to make the transition from second to third level education.

This year the Institute invited the eminent psychotherapist, Stella O'Malley, to act as guest speaker and areas covered included:

- ◇ Dealing with stress during the Leaving Certificate;
- ◇ Tips and strategies to help students make the transition from 2nd to 3rd level;
- ◇ Typical pitfalls that adolescents/young adults face when leaving home for the first time;
- ◇ Things parents can watch out for, if they have concerns for their son/daughter's wellbeing;



Following the keynote, there was a panel Q&A session which included a representative from Student Universal Support Ireland (SUSI) along with IT Tralee staff from the Admissions Office and HEAR and DARE who provided practical advice on issues around making a CAO application. The event attracted over 150 potential leaving certificate applicants, parents and mature students.

In the AY 20/21 this event moved online and took place in January 2021.

Open Day

On Friday 25th October 2019, the Institute welcomed in excess of 1,100 potential students and their families to its annual Open Day. Visitors came from across Kerry and further afield including Cork, Clare, Limerick, Tipperary, Offaly and Galway.

Open Day is the biggest event on campus each year and is structured to help potential students to get the most from their visit to IT Tralee with a full schedule of talks, tours and events and is supported by staff across all departments. It is also an opportunity to showcase the student experience and a number of student societies got involved to highlight the full range of non-academic activities available on campus. The Students Union were on hand with popcorn, candyfloss and inflatables to entertain and welcome potential students to the campus.

As always, our students were at the forefront of many of the activities on campus, providing tours, greeting visitors and showcasing their courses and facilities. A number of international students also took the opportunity to get involved this year as student buddies and really helped to give a flavour of the more than 70 different nationalities studying at IT Tralee each year.

In AY 20/21, open day transitioned into a number of online events. Each academic department hosted a webinar, which replicated the information sessions normally delivered as part of the traditional open day. The Admissions and Student Services teams also hosted webinars, which aimed to address the queries of potential students and their parents.



Guidance Counsellor Information Session

The annual Guidance Counsellor Information Session took place on Wednesday 25th September 2019. Representatives of the Institute's Executive met with the Guidance Counsellors from schools in the IT Tralee catchment area to update them on academic and strategic developments including the planned merger with CIT to form Munster Technological University. The AY 19/20 meeting with Guidance Counsellors was held online on Wednesday 7th October.



Spring Open Day

Due to the Covid-19 pandemic, the Spring Open Days for both AY 19/20 and AY 20/21 were held virtually. The AY 19/20 event consisted of a series of Q&A sessions hosted via Pubble, the AY 20/21 event consisted of a series of webinars with live Q&A. There was a strong focus by many attendees on the support services available to students with particular interest in the HEAR and DARE access to education schemes.

SciFest 2020

SciFest is an all-inclusive, all-island science initiative, which fosters active, collaborative and inquiry-based learning among second-level students. SciFest is funded primarily by Science Foundation Ireland, Intel and Boston Scientific. In 2020 due to the ongoing pandemic, the SciFest@College event scheduled to take place on March 6th was cancelled and the competition was moved to an online platform. In collaboration with the organisers for SciFest 2020, we invited students to submit their projects online. Students were asked to upload their project book and a short video outline their project via an online portal.

IT Tralee had 20 entries to the SciFest Online competition, which was a great achievement considering schools closed on 12th March 2020.

The SFI Best Project Award, went to Conor Casey from Pobalscoil Inbhear Scéine for his project, "AMSIMP: An Open-Source Ensemble Prediction Scheme Using Recurrent Neural Networks to Improve Numerical Weather Prediction"

Conor went on to participate in the SciFest 2020 Virtual National Final, which took place on a bespoke platform from Thursday 19 November to Saturday 21 November 2020. IT Tralee did the best of all the regional venues coming away with no less than 3 awards.

SciFest SFI Runner-Up Award (Trophy, €1500 and the opportunity to represent Ireland at Regeneron ISEF 2021)

Conor Casey, AMSIMP: Using Machine Learning to Improve Numerical Weather Prediction, Pobalscoil Inbhear Scéine, Kenmare, Co. Kerry. Teacher: Sarah Abbott

Boston Scientific Medical Devices Grand Award (Trophy, €500) Dara Newsome, Conor Bradshaw, David Hughes, Specs - An Adapted Spectacle System for Dementia Patients Mercy Secondary School Mounthawk, Mounthawk, Tralee, Co. Kerry, Teacher: Eimear Nolan

Intel Technology Award (Trophy, €500) Dara Newsome, Conor Bradshaw, David Hughes Specs - An Adapted Spectacle System for Dementia Patients Mercy Secondary School Mounthawk, Mounthawk, Tralee, Co. Kerry, Teacher: Eimear Nolan

Enterprise

Turning innovative ideas into successful businesses requires a powerful blend of people, place, culture and imagination. Developing an enterprise culture is about providing the right environment for new ideas to grow alongside existing flourishing enterprises. The shared vision has resulted in the development of one of Ireland's most successful business environments - Kerry Technology Park. The shared campus has become a national role model and the interchange of ideas, skills, knowledge and energy between the Institute and Park-based enterprises involving students, researchers, lecturers and entrepreneurs, underpins the success of the campus as a whole.

A range of enterprise programmes and projects are delivered by IT Tralee on campus, and at the Tom Crean Business Centre, supported by the Centre of Entrepreneurship and Enterprise Development (CEED).

Student Enterprise Activities at IT Tralee



Student Inc. The Student Incubation Programme also known as *Student Inc.* is a programme set-up to encourage student entrepreneurs to develop their business ideas. From June – August 2020 inclusive, this HEA 3-year funded programme 2019-2022. 2020 saw eight students locate at the Tom Crean Business Centre for a 12-week accelerator programme. The programme also funds the placement of a Masters by Research student based at the Tom Crean Business Centre to support enterprise activity at the centre for the duration of their 2-year Masters programme.

The expanded programme gives all third level students in the South West Region the opportunity to see if business ideas or inventions are viable commercial opportunities or social enterprises. The programme is a universal programme: all students regardless of their year of study or academic discipline can apply for a place on the programme.

The HEA funding allows for a total of 90 students across the three colleges to take part in Student Inc. over the summers of 2019, 2020 and 2021. Student Inc. was delivered online for the month of June; however, students were able to complete the remainder of the programme for July & August in Tom Crean Business Centre.

Thomas Kearns	Student Inc	June – September 2020
Dwight Bacalso	Student Inc	June – September 2020
Sinead O'Mahony	Student Inc	June – September 2020
Shane Murphy	Student Inc	June – September 2020
Jack O'Hara	Student Inc	June – September 2020
Tre Shine	Student Inc	June – September 2020
Clodagh Teahan	Student Inc	June – September 2020
Stephanie Collins	Student Inc	June – September 2020

17 Tralee Student Inc. Participants 2020



Dwight Bacalso
BA (Hons) Information
Systems Management
'Statlethe'



Stephanie Collins
B.Sc. (Hons) in Computing with
Software Development
'GirlCode'



Jack O'Hara
B.Sc. (Hons) in Computing
with Media Development
'StoryJakk'



Thomas Kearns
B.Sc. (Hons) Health & Leisure
'My Student Life'



Sinead O'Mahony
MA by Research
'OMRA Events'



Shane Murphy
B.Sc. (Hons) Health & Leisure
'Your Club Champions'



Tre Shine
Certificate in Artificial Intelligence
'FUSED AI'



Clodagh Teahan
BA Culinary Arts
'Clo-dough'



Goalmine 2020

Goalmine was redesigned to specifically target the 15-16 age bracket and to develop entrepreneurial skills and knowledge of the enterprise landscape. Delivered virtually into classrooms over a two-day interactive programme, engaging 200+ TY students across six participating educational settings. This programme was run from November 2020 – January 2021.





SuperSolvers

Entrepreneurial programme aimed at primary level children aimed at developing problem solvers and innovative thinkers. Due to COVID-19, this programme did not take place in 2020.

Additional Enterprise Activities at IT Tralee

CEED

The Centre for Entrepreneurship and Enterprise Development (CEED) located in the Tom Crean Business Incubation Centre, is responsible for the development of an Entrepreneurship & Enterprise Development strategy for the Institute [funded under the FP7 TRADEIT project]. Managed by Breda O'Dwyer [also appointed MTU nomination to Kerry LEO Evaluation Committee] CEED is a focal point for entrepreneurship bringing together academics, spinouts, student entrepreneurs, start-up businesses and researchers for the study and practice of innovation, entrepreneurship and enterprise. Particular focus on research into entrepreneurial learning, incubation, mentor intervention, social entrepreneurship and new venture creation and sustainability.

IT Tralee Enterprise Showcase

The annual Enterprise Showcase was held in March 2019 and formed part of Kerry Month of Enterprise. This annual showcase featured exhibitors from IT Tralee New Frontiers participants (past and present), Tom Crean clients and other start-ups from around the County. The panel of judges was represented by IT Tralee, (Kerry Innovation Centre) KIC and Enterprise Ireland. Radio Kerry broadcasted live from their outside broadcasting unit on the day, interviewing several participants from the showcase. Overall, the day provided an ideal opportunity for budding entrepreneurs or those with an interest in enterprise to examine the market for their emerging companies and to learn more about New Frontiers and the Tom Crean Business Centre. The stands were of a very high standard. There was a large turnout on the day with much interest from the students of the college and businesses within the park. Informal mentoring took place during the day with much information and support being shared between the participants at all levels. The Showcase included a Start-up pitch competition with a prize fund of €5,000 [sponsored by KIC] which was won by The Busy Botanist and a Student Enterprise Pitch competition with a first-place prize of €500 which was won by Con Roche.

The Tom Crean Business Incubation Centre

The Tom Crean Business Centre provides start-up businesses with the right environment to build and scale an international business, combining office space with business support services in an environment rich with a network of entrepreneurs that share their experiences and knowledge. With established support structures and flexible licensing, businesses can flourish in this entrepreneurial environment.

From September 2019 to August 2020 Kerry Innovation Centre (KIC) / Tom Crean Business Centre was managed by Sarah Flaherty. From August to December 2020, the centre was managed by Brid McElligott while interviews took place to find a replacement for Ms. Flaherty's position.

Other staff employed by KIC during this time were: Eve Savage, Research Assistant and Pat Slattery, Finance & Accounts. Additional administrative and managerial support was provided by members of the IT Tralee Finance Team, Ms Ciara Shanahan and John Fox, VP for Corporate and Affairs and Ailish Segal from the Office of Research Development and External Engagement. The Tom Crean Business Centre totals 1100 m², 64.7 m² of which encompasses meeting, boardroom, storage and reception with lettable space of 569.7 m².



In addition to working space, the Tom Crean Business Centre provides a number of supports and opportunities designed to enable entrepreneurs to convert concepts into thriving, commercial businesses. These supports include:

- Business training and workshops
- Consultancy support
- Mentoring on business strategy and operations
- Access to IT Tralee's research and development community
- Access to IT Tralee facilities – specialist IT equipment, library and reports etc.
- Access to IT Tralee students and alumni for project work and graduate positions
- Access to an extended ecosystem of mentors, investors, researchers and advisers.
- Relationships with state agencies, business angels and strategic partners

Occupancy

Provision for 16 clients plus, including 2 R&D groups, plus 9/10 New Frontiers companies. In addition to the provision of accommodation, the centre also facilitated the support of a number of entrepreneurs based at the centre through business training and mentoring. A number of clients were also supported through collaborative projects with staff, students and graduates of the IT, Tralee including research, work placements and training.

Client Incubation (as of 31/12/2020)

(I.e. occupying incubation units as opposed to co-working space)

Collaborative Workspace / Concept Space

Client Name	Type	Centre entry date (mm/yy)	No. of employees	
			Male	Female
Nicholas Lucid	New Frontiers	Sept 2019 – Apr 2020	2	0
Sinead O Connor	New Frontiers	Sept 2019 – Apr 2020	0	1
Caroline Sugrue	New Frontiers	Sept 2019 – Apr 2020	0	1
Shauna Cashell	New Frontiers	Sept 2019 – Apr 2020	0	1
Clodagh Shannon	New Frontiers	Sept 2019 – Apr 2020	0	1
David Lyons	New Frontiers	Sept 2019 – Apr 2020	1	0
Chris Barrett	New Frontiers	Sept 2019 – Apr 2020	1	0
Lorraine Hanly	New Frontiers	Sept 2019 – Apr 2020	1	0
Krista Clem-O Sullivan	New Frontiers	Sept 2019 – Apr 2020	0	1
Donal Lyne	New Frontiers	Sept 2020 -	1	0
Maire Griffin	New Frontiers	Sept 2020 -	0	1
Denise Hofler	New Frontiers	Sept 2020 -	0	1
Wayne McMahon	New Frontiers	Sept 2020 -	1	0
Noel McGlynn	New Frontiers	Sept 2020 -	1	0
Shane Cronin	New Frontiers	Sept 2020 -	1	0
Davin Kelly	New Frontiers	Sept 2020 -	1	1
Dwight Bacalso	New Frontiers	Sept 2020 -	0	1
Melissa Dwyer	New Frontiers	Sept 2020 -	0	1
Sarah Flaherty	Programme Manager			
Total Number	21			
<i>No of companies led by women</i>	9			



Thomas Kearns	Student Inc	June – September 2020
Dwight Bacalso	Student Inc	June – September 2020
Sinead O’Mahony	Student Inc	June – September 2020
Shane Murphy	Student Inc	June – September 2020
Jack O’Hara	Student Inc	June – September 2020
Tre Shine	Student Inc	June – September 2020
Clodagh Teahan	Student Inc	June – September 2020
Stefanie Collins	Student Inc	June – September 2020

Commercial R&D

Name	Details/ Source	Commercialisation Plan (in brief)	Centre Entry Date
CEED	Centre for Entrepreneurship & Enterprise Development	1	December 2013
IMaR	Intelligent Mechatronics and RFID (IMaR) Technology Gateway	4	November 2009
Postgraduate Research Projects	Nursing Students	3	September 2019
	Total no. employed	8	

Clusters

Client Name	Cluster Name	Centre Entry Date (mm/ yy)	No of Employees	
			M	F
Aoife O Brien	KerrySciTech	April 2018	-	1
Dr Sara Morrissey-Tucker	Agricultural Centre of Excellence (ACE)	January 2019	3	1
Total no. employed			5	

Graduating Clients

Name	Unit	Exit date (mm/ yy)	New location	Retained links with centre/ institution
Laganti Ltd	6 & 21	Nov 2020	Monavalley	Moved for bigger location (Monavalley Industrial Centre)
Ragathan Ltd		June 2020	Kerry	Set up home office due to Covid19



Activities at the Tom Crean Business Centre for AY 2019/2020

Covid-19 Response

- The Tom Crean Business Centre closed on Monday 16th of March 2020 in line with government directives due to COVID-19 restrictions. Throughout the closure staff continued to support clients remotely and regularly engaged with all clients and provided continued supports. Continued events were promoted to reduce isolation for clients and to provide updated information.
- Clients continued to work remotely, except for essential services.
- MTU's Health and Safety Officer assisted Tom Crean in introducing safety measures into the centre, to safely be able to reopen to tenants who were an essential service. A full Covid-19 Response plan was implemented in 2020. Tenants continue to maintain 2 metres apart and adhere to wearing masks in all the public places.
- Health & Safety Guidelines session for Tom Crean tenants was also delivered. Approximately 60x tenants attended this online training on the 24th of June 2020.
- The centre was able to reopen to tenants from June 29th, 2020, while continuing to follow all government guidelines.
- Rent deferments in the first instance and a rent freeze for four early-stage start-up clients were made available on a confidential case by case basis from April – September 2020.

Funding

- The centre applied for the Atlantic Economic Corridor Hub Outreach Scheme in July 2020 and was awarded the maximum allocation of €5,000 to upgrade the conferencing facilities at Tom Crean Business Centre, to include 3x 60" Samsung 4k Screens with Stands and 2x Logitech Group Conferencing Solutions.
- The centre applied for the Business Restart Grant fund provided by Kerry County Council and received €5200 grant funding to assist in the reopening of services. The fund was utilised for signage, the implementation of sanitation equipment and addition of safety measures throughout the building.
- The centre applied for the Enterprise Ireland, Powering the Regions: Enterprise Centre Fund to the value of €95,067 in 2020. This grant is to cover Fixed Assets, Employment, Consultancy and Promotional Activities. Match funding of 20% was required to be provided by KIC. The funding was granted in December 2020 with the following breakdown and work will commence in 2021:

Grant Type	Grant Schedule	€
Fixed Assets Grant	Schedule A1	40,987
Employment Grant	Schedule A2	39,680
Consultancy Grant	Schedule A3	7,200
Promotional Grant	Schedule A4	7,200
	Total	95,067

Programmes

The centre applied for the new round of 5-year funding for EI's New Frontiers Programme 2021-2025 together with the Rubicon Centre in Cork, to the value of €3.5 million in 2020.

Tenancy

As of December 2020, occupancy stands at 92%.



Engagements between client companies and host institution:

- ⇒ Delivery of the Goalmine Programme 2020 by Eve Savage CEED and Tom Crean Business Centre client Gearoid Kearney of MyAccessHub.
- ⇒ Several TCBC cluster clients were involved in Kerry Science Festival 2020 events including ACE, IMaR, KerrySciTech.
- ⇒ Intern programme was coordinated to provide work placements for 6 IT Tralee students paired with start-up founders of the New Frontiers Phase 2 programme between September and December 2020.
- ⇒ Tom Crean Business Centre was the host venue for the Student Inc summer 2020 programme enabling 8 IT Tralee students to participate.
- ⇒ Student Inc promotional activities highlighting enterprise and entrepreneurial collaborative opportunities for IT Tralee students September to December 2020.
- ⇒ IMaR & ShannonABC virtual events / Innovation voucher-based R&D.
- ⇒ Access to IT Tralee Library facilities.
- ⇒ Access to IT Tralee Creative Media facilities.

Engagements between centre and IT Tralee:

- ⇒ Participation on the selection of participants for Phase 1 of the New Frontiers programme online.
- ⇒ Participation on the selection of participants for Student Inc.
- ⇒ Staff attendance at Tech Tuesdays online.
- ⇒ Research project work.
- ⇒ Participation in RD&I event, including representatives from all Research centres within IT Tralee

Companies & Centre – General Updates 2018/2020 (including funding secured, key contracts won, etc.)

- ⇒ CSF Funding – New Frontiers Shauna Cashell shortlisted for pitching round in Female Founders category
- ⇒ Crua Outdoors raised €250,000+ in new crowd-funding campaign
- ⇒ February 2020 merger of ViClarity with American company PolicyWorks
- ⇒ Support for companies preparing CSF applications and interview stage
- ⇒ ViClarity, Salaso and CRUA all hired several additional staff members during 2020.

Programmes:

In addition to the above activity, a range of programmes and projects were delivered by IT Tralee at the Tom Crean Business for AY 2019/2020.

New Frontiers Entrepreneur Development Programme

New Frontiers is Ireland's national entrepreneur development programme which is funded by Enterprise Ireland and is delivered at a local level by the Institutes of Technology from the Tom Crean Business Centre. IT Tralee is one of the 14 Institutes of Technology/Technological Universities, in partnership with CIT, which provides budding entrepreneurs and start-ups with a package of supports to help accelerate business development and equip the entrepreneurs with the skills and contacts needed to successfully start and grow a company. Since 2012, 250+ budding entrepreneurs have completed Phase 1 and 75 have completed Phase 2 of the programme. In 2020, a total of 18 New Frontier participants (Phase 2 Year 4 ended April 2020; Phase 2 Year 5 commenced September 2020) undertook the programme at the Tom Crean Business Centre. Workshops were delivered in person for Phase 2 Year 5 promoters until March 16th, 2020. Phase 2 & Phase 3 were completed online.

Our Year 5 Phase 1's for 2020, March was delivered online from the 16th of March and for June, this programme was completely delivered online.

Due to Covid restrictions, Year 5 Phase 2's for 2020 programme was also delivered fully online.



Projects/Initiatives

Kerry Month of Enterprise

This initiative is coordinated through the Office of the VPRDEE at MTU - Kerry Campus and KIC. Kerry Month of Enterprise (KMOE) is a month-long celebration of Enterprise activities that take place around County Kerry throughout the year. Tom Crean Business Centre is a Coordinating Partner of KMOE, and a series of events are organised throughout the month which gives established businesses and budding entrepreneurs an opportunity to network and discover the assistance available to them in growing and sustaining a business in Kerry.

The month is a collaborative initiative between MTU Kerry Campus (Centre for Entrepreneurship Enterprise Development – CEED), Kerry County Council, Kerry Local Enterprise Office, Enterprise Ireland, North, East & West Kerry Development (NEWKD); South Kerry Partnership Development (SKDP), IRD Duhallow, IDA Ireland and Udarás na Gaeltachta. The Kerry Month of Enterprise is also supported by media partners The Kerry's Eye, The Kerryman and Radio Kerry

In 2020, over 50 enterprise events were planned as part of KMOE. Due to COVID-19, some events a number of events were delivered online.

Kerry Hub Network

The Kerry Hub Network is a cluster of Enterprise and Innovation Hubs from across Kerry. Founded in 2019 in association with KerrySciTech and the Guinness Enterprise Centre. Members of the network include the Tom Crean Business Centre, Dingle Creativity & Innovation Hub, RDI Hub, Sneem Digital Hub, Killarney Innovation Centre, Kenmare Innovation Hub, HQ Tralee & Listowel, and Box Co-Work Killarney, among others. The network also includes emerging Hubs, such as the planned innovation hub on Valentia Island. The extended membership and direct network of this group reaches into over 100 companies across the county.

The group is Chaired by Sarah Flaherty on behalf of Tom Crean Business Centre up until August 2020. From August – January 2021, Breda O'Dwyer took over the Chairing of this network. Meetings are arranged monthly. Early identified priorities for the network are:

- 1) dissemination of information to all hubs across the county and
- 2) where possible and as appropriate, joint marketing to promote the hub network and supports across the county
- 3) ensure hub clients receive the most appropriate support through an organic practice of referrals and signposting between hubs and programmes.

Incubation Centre Managers Network

Tom Crean Business Centre actively engage in quarterly meetings with the incubation centre managers' network.

New Frontiers Programme Managers Network

Tom Crean Business Centre actively engage in quarterly meetings with the New Frontiers programme managers network and the EI national programme manager, Paula Carroll.

Kerry Science Festival 2020 November 27th, 2020

The Enterprise function of Development Office at MTU Kerry Campus and KIC play a coordinating role for the SFI-funded Kerry Science festival. Due to COVID-19, events took place online.

Hosted by Tom Crean clients the Agricultural Centre of Excellence: Description: Experience the near Future of Education as existing resources are utilized, enhanced and enriched through the use of Augment and Virtual Reality.

Kerry Prosper Series

KIC is active in the Kerry Prosper Series, which was launched in the Guinness Enterprise Centre in Dublin in November 2017. This event is held 3 times a year – twice in Dublin and once in Kerry. The aim is to collaborate and network with the Kerry Diaspora in Dublin to provide opportunities in networking, mentoring, business collaboration, and possibilities of funding in time to come. These events were put on hold in 2020 until further notice, due to COVID-19.

Engagement with Regional and National representative bodies

KIC is represented actively on the SW Regional Enterprise Plan Hub Strategy via participation on the Steering Committee and various subgroups such as the Enterprise and Hubs Subgroups to support active plan implementation and development of the forthcoming enterprise plans. KIC actively engages with the Chambers across Kerry, LEO offices, EEN Network, Local Development Agencies (e.g., NEWKD, SWKDP) & Atlantic Economic Corridor, in particular on Enterprise Hub Strategy and Grow Remote on remote working developments. KIC via the Enterprise Coordinator role is a member of the THEA led Enterprise Managers Network and meets at least quarterly facilitated via THEA. When appropriate KIC also engages with Government Departments such as DEBER and the Southern Regional Assembly.

Events & Networking

Organising deliberate networking and sharing of expertise between clients of the Tom Crean Business Centre. These events are informal and have led to significant collaboration between the clients in the centre along with supporting each other in mock panels for upcoming presentations and/or sharing of models of best practice in pitching and presentation templates.



Regular events hosted at Tom Crean:

Friday Bites

Pre-Covid these were informal Friday morning coffee with all client companies, with each company providing the bites each week. Opportunity for clients to interact and share information. During Covid all were virtual get togethers held on a monthly basis.

Tech Tuesday

Tech Tuesday is an informal network gathering which shares, discusses and debates new and developing insights on technology related topics. It focuses on the current application of different technologies across sectors. The aim is to allow larger corporates, SMEs, start-ups and researchers to meet and form future alliances. Pre-Covid these events were hosted in person in Unit 19. During Covid all events were held virtually.

Tech Tuesday guest speakers included:

- ◇ Digital Marketing During Covid-19 - *Bespoke Business Solutions*
- ◇ Aoife O'Carroll - *Creating Blog Content for Media Channels*
- ◇ Support from IMaR & Shannon ABC Research Centres - *Daniel Riordan & Tim Yeomans*
- ◇ CARA Credit Union - *Personal Finances and Products*



Social Media

We have increased our presence on social media, focusing specifically on Twitter & LinkedIn. We believe that these two channels are most appropriate for reaching key stakeholders.

Website project is yet to be commenced; an application was submitted to fund this project in September 2020. This Powering the Regions Funding Call was approved in December 2020 and work to commence in 2021.

International Office

Inward Student Mobility

In AY 2019/2020 (Sept 19-May 20) IT Tralee welcomed 414 students from overseas in total.

In September 2020 IT Tralee welcomed 275 students from overseas in total

Academic Year 2019/2020	
Category	No. Students
Non-EU	181
EU Fee Paying	11
Erasmus	67
IMCP	155
Total	414
September 2020 Intake	
Non-EU	139
EU Fee Paying	2
Erasmus	19
IMCP	115
Total	275

Academic Year 2019/2020 Programme Title	No. of Students
Bachelor of Science (Honours) in Pharmaceutical Science	1
Bachelor of Science (Honours) in Veterinary Bioscience	1
Bachelor of Science (Honours) in Wildlife Biology	1
Bachelor of Science in Animal Bioscience	1
Bachelor of Science in Pharmaceutical Science	2
Higher Certificate in Science in Biological and Environmental Studies	1
Bachelor of Arts (Honours) in Event Management	1
Bachelor of Arts in Culinary Arts	4
Bachelor of Arts in Hotel Management (TMDP)	1
Bachelor of Arts Travel & Tourism Management	11
Bachelor of Business	3
Bachelor of Business - Management	1
Bachelor of Business (Honours)	2
Bachelor of Business (Honours) - Accounting Stream	3
Bachelor of Business (Honours) - Management Stream	1



Programme Title	No. of Students
Bachelor of Business (Honours) - Marketing Stream	1
Higher Certificate in Culinary Arts	1
Bachelor of Arts (Honours) in Business Information Management	1
Bachelor of Science (Honours) in Computing with Media Development	1
Bachelor of Science (Honours) in Computing with Software Development	5
Bachelor of Science (Honours) in Manufacturing Engineering	1
Bachelor of Science in Computing	1
Bachelor of Science in Computing with Software Development	3
Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design	6
Bachelor of Arts (Honours) in Music Technology	3
Bachelor of Arts (Honours) in TV, Radio and New Media Broadcasting	2
Bachelor of Engineering in Agricultural Engineering	1
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical Stream)	7
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical and Manufacturing Engineering Stream)	8
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical and Mechatronics Engineering Stream)	1
Bachelor of Engineering in Manufacturing Engineering	2
Bachelor of Science (Honours) in Agricultural Engineering	1
Bachelor of Science (Honours) Health & Leisure with Massage	2
Bachelor of Science in Coaching and Sports Performance	2
Bachelor of Science (Honours) in General Nursing	1
Bachelor of Science (Honours) in Nursing Studies (3 Semester Programme - September 2019 Intake)	6
Bachelor of Science (Honours) in Nursing Studies (2 Semester Programme - January 2020 Intake)	18
Bachelor of Science (Honours) in Nursing Studies (Final Semester Sept 2019-Dec 2019)	11
Master of Science in Nursing (International)	40
Bachelor of Arts (Honours) in Early Childhood Care and Education	17
Bachelor of Arts in Early Childhood Care and Education	5
Bachelor of Business - Management	2
Bachelor of Business - Marketing Stream	2
Study Abroad Programme - Autumn & Spring Semesters	2
Study Abroad Programme - Autumn Semester	2
Bachelor of Engineering in Civil and Environmental Engineering	1
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical and Manufacturing Engineering Stream)	1
Bachelor of Science (Honours) in Civil Engineering	1
Total Non-EU 2019/2020	192



September 2020 Intake Programme Title	No. of Students
Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design	8
Bachelor of Arts (Honours) in Business Information Management	2
Bachelor of Arts (Honours) in Early Childhood Care and Education	12
Bachelor of Arts (Honours) in Music Technology	3
Bachelor of Arts (Honours) in TV, Radio and New Media Broadcasting	2
Bachelor of Arts in Culinary Arts	1
Bachelor of Arts in Early Childhood Care and Education	4
Bachelor of Arts in Hotel Management (TMDP)	1
Bachelor of Arts in Social Care	1
Bachelor of Arts Travel & Tourism Management	1
Bachelor of Business - Management	1
Bachelor of Business - Management	1
Bachelor of Business - Marketing Stream	1
Bachelor of Business - Marketing Stream	1
Bachelor of Business (Honours)	3
Bachelor of Business (Honours) - Accounting Stream	2
Bachelor of Business (Honours) - Management Stream	3
Bachelor of Business (Honours) - Marketing Stream	2
Bachelor of Business (Ordinary) - Accounting Stream	1
Bachelor of Engineering in Agricultural Engineering	1
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical Stream)	3
Bachelor of Engineering in Manufacturing and Mechatronics Engineering (Mechanical and Manufacturing Engineering Stream)	2
Bachelor of Engineering in Manufacturing Engineering	4
Bachelor of Science (Honours) Health & Leisure with Massage	2
Bachelor of Science (Honours) in Agricultural Engineering	1
Bachelor of Science (Honours) in Civil Engineering	1
Bachelor of Science (Honours) in Computing	1
Bachelor of Science (Honours) in Computing with Media Development	1
Bachelor of Science (Honours) in Computing with Software Development	2
Bachelor of Science (Honours) in General Nursing	1
Bachelor of Science (Honours) in Manufacturing Engineering	2
Bachelor of Science (Honours) in Nursing Studies (2 Semester Programme)	18
Bachelor of Science (Honours) in Nursing Studies (3 Semester Programme)	6
Bachelor of Science (Honours) in Pharmaceutical Science	2
Bachelor of Science (Honours) in Veterinary Bioscience	1
Bachelor of Science (Honours) in Wildlife Biology	3
Bachelor of Science in Animal Bioscience	1
Bachelor of Science in Coaching and Sports Performance	2
Bachelor of Science in Computer Systems and Networking	1
Bachelor of Science in Computing	1
Bachelor of Science in Computing with Software Development	1
Bachelor of Science in Pharmaceutical Science	3
Higher Certificate in Culinary Arts	1
Master of Science in Nursing (International)	30
Total	141



The Mixed Erasmus students took a selection of subjects for academic credit from programmes in the Schools of Business, Computing & Humanities, Science, Technology, Engineering & Mathematics and Health and Social Sciences. The Erasmus students came from partner institutions in Brazil, Czech Republic, Finland, France, Germany, Italy, Netherlands, Poland, Slovakia, Spain and Sweden.

Medical Commencement Programme

154 students enrolled on the IMCP programme in 2019/2020. In September 2020, 115 students enrolled on the IMCP programme.

2019/2020 & September 2020 saw the continuation of the very successful International Medical Commencement Programme into its 11th & 12th years respectively – the joint programme delivered in conjunction with The Royal College of Surgeons, prepares international students to join year 1 foundation medicine in the RCSI.

Academic Year 2019-20			
Programme	Medical Commencement	Pharmacy Commencement	Total
Bahrain	1	0	1
Kuwait	53	15	68
Oman	22	0	22
Qatar	2	0	2
Saudi Arabia	47	0	47
United Arab Emirates	15	0	15
Total	139	15	154
September 2020 Intake			
Programme	Medical Commencement	Pharmacy Commencement	Total
Bahrain	1	0	1
Kuwait	16	24	40
Oman	17	0	17
Qatar	8	0	8
Saudi Arabia	43	0	43
United Arab Emirates	6	0	6
Total	91	24	115

Outward Student mobility – Work Placement

6 students took part in the EU funded Erasmus Work Placement Mobility in the UK

Outward Teaching Staff Mobility

Two staff members availed of EU Erasmus funding to visit and teach/train in partner institutions in Finland and the UK.

Inward Staff Mobility

IT Tralee welcomed staff from a number of partner Universities from across the world including France, Spain, Germany, Malaysia, France & China.

Lifelong Learning 19/20

The following programmes were delivered in Academic Year 19/20. A number of these programmes were funded under the Springboard+ Initiative. There has been a significant growth in the overall numbers registered through the Lifelong Learning Office from 18/19 with an increase of 8.5% resulting in an additional 121 students registering in 19/20.

Springboard Funded Programmes AY 19/20	No. of Students
Certificate in Culinary Skills	16
Certificate in Food & Beverage Operations	2
Certificate in Social Media for Digital Marketing	21
Certificate in Artificial Intelligence	21
Certificate in Development Operations	15
Certificate in Lean UX	8
Certificate in Building Information Modelling BIM with Revit	63
Certificate in Industrial Instrumentation & Automation	73
Certificate in Quality Management Tools & Techniques in Practice	41
Certificate in Mechatronics	31
Certificate in Industry 4.0 and Industrial Internet of Things	14
Certificate in Computer Aided Engineering and Finite Element Analysis	8
Certificate in Validation	20
Certificate in Biopharmaceutical Processing	15
Postgraduate Diploma in Bioeconomy with Business	30
Total	378

Springboard Continuing Students (Semester 2) AY 19/20	No. of Students
Certificate in Biopharmaceutical Processing	16
Certificate in Validation	19
Total	35





Non-Springboard Funded LLL Programmes AY 19/20	No. of Students
Trainee Manager Development Programme Year 1	10
Trainee Manager Development Programme Year 2	15
Trainee Manager Development Programme Year 3	22
Trainee Manager Development Programme Year 1 New Intake	19
Liebherr Apprentices Year 1	14
Liebherr Apprentices Year 2	23
Liebherr Apprentices Year 3	23
Liebherr Apprentices Year 4	22
Liebherr Apprentices Year 1	21
Agricultural Mechanisation Year 2	12
Agricultural Mechanisation Year 3	13
BSc in Automotive Engineering Year 1	5
BSc in Automotive Engineering Year 2	16
Moving on Project - Introduction to IT	41
Kostal - High Power Electronics	8
Physics Module - Single Subject Certification	33
Certificate in Revenue Management	21
Certificate in Irish Sign Language	11
Certificate in Tourism Destination Management	10
Certificate in Culinary Management & Innovation	13
Certificate in AgriTech Development	30
Total	382

Springboard Funding 2019

Successful submissions were made to the Higher Education Authority for the provision of major, minor and special purpose awards under the Springboard+ initiative commencing in September 2019. Funding was awarded for 472 places across 16 programmes.

Industry Led & Self-Financing Training

There was a significant increase in company training with the first intake to the Certificate in Tourism Destination Management. This special purpose award was developed in consultation and collaboration with Údarás na Gaeltachta as a professional upskilling solution to meet the needs of their sector across the Gaeltacht regions.

In January 2020 the Institute had the first intake of 11 student to the Certificate in Irish Sign Language. The primary objective of this programme is to upskill those who held a FETAC Level 5 Award in Sign Language.

The Institute had its first intake of 30 students to the Certificate in AgriTech Development, this programme was developed in conjunction with ACE, AgriTech Centre of Excellence. The purpose of this programme is to address the current skills gaps in the AgriTech sector and provide students with the broad range of skills needed in the industry today.



External Services

A key remit of the University is to support, enable and contribute to the development and advancement of the Southwest region. This is achieved through a variety of services and activities through which the University initiates and contributes collaboratively to new projects with Industry and enterprise, community groups, government, and NGOs.

Regional Technology Clustering Fund

MTU was awarded over €580,000 for two projects under the Regional Technology Clustering Fund. The Regional Technology Clustering Fund provides a platform for engagement between enterprise and regionally based academic institutions in order to drive productivity and competitiveness in and across the regions. The fund aligns with the Future Jobs Ireland framework and the Regional Enterprise Plans by building on regional strengths and supporting the expansion of Irish exporting businesses. The two projects funded for MTU (Kerry Campus) included the AgriTech Cluster and Circular BioEconomy Cluster. The AgriTech cluster is led by Professor Joseph Walsh, Head of School of STEM at IT Tralee and Dr Fiona Boyle, Centre Manager for the AgriTech Centre of Excellence (ACE), strives to deliver excellence in terms of learning and development for the AgriTech Sector and offers a new approach to AgriTech sectoral learning and development by using eLearning, virtual, and augmented reality technologies. The Circular Bioeconomy Cluster Southwest, led by External Services Manager Dr Helena McMahon and James Gaffey, Principal Investigator of the Circular Bioeconomy Research Group will focus on strengthening collaboration between researchers, technology providers, and industry - from SMEs to Multinationals - to develop, scale and internationalise next generation bio-based products, services and value chains, whilst in tandem driving forward to transition to a low carbon economy.

European BIOSWITCH Initiative

MTU (Kerry Campus) received funding to participate in a new Horizon 2020 Biobased Industries Joint Undertaking (BBI JU) project called "BIOSWITCH", working directly with brand owners, consumers and other stakeholders to support market-uptake of biobased products. At MTU, the BIOSWITCH project will be led by James Gaffey and Dr. Helena McMahon principal investigators of the Circular Bioeconomy Research Group (CIRCBIO) at Shannon Applied Biotechnology Centre. The BIOSWITCH initiative will play a crucial role to assist brand owners and improve the market penetration of many of the bio-based products that are emerging during the last years. In addition, BIOSWITCH is a relevant initiative to support the society and the economy in its green transition from fossil-based to bio-based.

Regional Engagement

Southwest Regional Enterprise Development Plan

The South-West Regional Enterprise Plan builds on the success of the South-West Regional Action Plan for Jobs to ensure that it remains effective and that it continues to deliver jobs across the South-West region and can be robust to address the challenges we face, including Brexit. As a key Higher Education stakeholder in regional development, MTU has participated in the full development process which extended over a 12-month period, via workshops and written contributions, participating in Working groups, such as the Hub Working Group, charged with the progression of actions under Strategic Objective 2: Develop the Region's Enterprise Hubs.

Regional Skills Forum

As part of the Universities regional and enterprise development activities, it engages extensively with the Regional Skills Forum. This has involved the Chairing of the Forum by Brid McElligott the VP for Research, Development and External Engagement in addition to close collaboration between the External Services Manager and the regional skills forum manager, on the skills and talent needs of regional enterprise. This collaboration has been a key pillar of the Springboard+ development activities.



Western Development Commission—Atlantic Economic Corridor

The WDC is the co-ordinating agency for the Atlantic Economic Corridor Project, a key initiative of Ireland 2040, which seeks to grow the region from Donegal to Kerry significantly in the coming 20 years. As a key stakeholder through Kerry Innovation Centre / Tom Crean Business Centre, MTU was consulted on the development of a strategy for the Atlantic Economic Corridor, identifying key priorities and opportunities to collaborate.

Foreign Direct Investment—IDA

Lifelong Learning, Skills & Talent, and Innovation Supports are a key pillars of the IDA service promotion portfolio when engaging with companies exploring Ireland as a potential location base. This has led to the development of a close collaborative relationship between MTU and the IDA and the establishment of MTU as a fixed itinerary location for any company visiting the South West. This involves the hosting of a meeting at the University in which the service offering of the University is showcased and a detailed conversation held on the needs and requirements of the company in question.



Estates Office

Introduction

The ITT has two campuses in Tralee town with a total building area of 41,222m². The North Campus consists of the ITT occupying 65 acres of campus with 27,871 m² and the South Campus consists of 10 acres with 13,351 m². It is estimated that the college contributes some €40m annually to the local economy. The Estates Office at IT Tralee is responsible for Facility and Estates Management of both campuses, buildings, grounds, roads and boundaries as well as Energy concerns.

The following list of events were supported by the Estates Office and its contracted service providers as follows:

September 2019:

- North Campus – Student Social Event in HCT building to welcome first years and their families to ITT
- Game of Thrones Event held in North Campus
- H&L department relocated from South Campus to KSA.
- Careers open day held in LIRC building – Estates assisted in the setting up of the exhibition stands (tables moved from SC storage).

October 2019:

- ITT Graduation – took place for the first time on ITT North Campus (this included BIT building & Kerry Sports Academy)
- Addiction Conference held in Sólás Building
- Mega Dojo event took place in North Campus

November 2019:

- Open Day held on both Campuses
- Careers Fair in North Campus
- Science Fest Event took place, 1500+ attendees (700 spaces available at workshops).
- Student Union held Road Safety event to provide safer driving to students and staff
- Student Union held Christmas Tree Event

January 2020:

- Tim Segal, resigned from his position, as Building Officer and returned to lecturing half time and remainder of his time was spent working on the PPP Project STEM & ITT's Masterplan.

March 2020:

- Due to the global pandemic of Covid 19, ITT along with all other Third Level Institutions, non-essential businesses were advised to close on 12th March 2020 until further notice.
- Non-essential Staff were requested to work remotely to contain the outbreak of the virus.
- This resulted in the majority of the Summer Works projects being put on hold to give priority to Covid works required across campus.

April 2020:

- Aidan O'Sullivan (ITT Maintenance Supervisor – was appointed Buildings Officer and commenced his role in Estates on 20th April).



May 2020:

- Due to Covid-19 restrictions, this year's Summer Exams took place online from 8th to 19th May via Blackboard.

July 2020:

- KSA re-opened 6th July 2020 following campus closure due to Covid-19.
- 1 Day Activity Summer Camps took place at the KSA during the months of July & August for ages 6-10 years.

August 2020:

- Due to the Covid-19 crisis, the Institute decided that the autumn repeat, final written examinations could not go ahead as planned on site. These were replaced by remote assessments and examinations which took place from 17th August to 28th August 2020.

September 2020 – December 2020 :

- Any annual events due to take place between this period either were postponed or took place virtually.

Projects undertaken by the Estates Office during AY 2019/2020

Weather:

There were no major weather alerts re adverse weather to cause concern or issue to the facilities of ITT. The Christmas break of 2019 saw the standard operation of checks to all building and weather monitoring to prevent frost damage and ITT Estates responding accordingly.

Storm Damage:

January 20, Maintenance Supervisor, D. Hegarty reported the banner located on the Cube was becoming loose as a result of broken tie wraps. This was removed due to several storms in February & March.

Disability Access:

- Repairs to the medical hoist in the disabled toilet located in S109b were carried out in November 19 and February 20.
- A maintenance contract was put in place in February to service this hoist on a biannual basis to help prevent future breakdowns.

Pest Control:

- Fly infestation occurred in South Campus canteen & first floor foyer. ITT contractors Pest Control – resolved this on 17.01.20 by spraying insecticides in the affected areas.
- Silverfish infestation in R104 in September 2020 – resolved by use of insecticides fog spray.

Car Park:

- Carpark signage was installed in Bays 6 & 7 at North Campus in December 19.
- Repairs to Traffic Barrier at South Campus were carried out in November 19, February and March 20.

Heating Works:

- CHP cylinder was replaced on the CHP unit on 18.03.20 costing €1,400.



Canteen:

- Between the period of December 19 and July 20 both periodic and the final phase roof repairs were carried out on the prefab canteen out costing €5,576. Project to relocate canteen services to HCT building is ongoing and works to commence in 2021.
- Meetings were held at planning & drawing stages throughout the year.

Landscaping Works:

- Tree Felling was carried out at NC on 22.09.20 - €3,700 ex vat
- Outdoor teaching area was created at NC on 07.10.20 -€2700 ex vat

Roof Access:

- Annual recertification for the HCT & Tom Crean Centre fall arrest system failed in January 20 due to repairs required.
- These repairs to the HCT guardrail & loose toggles to the safe line of TCC were delayed due to COVID and works completed in July 20.

Furniture & Works:

- Re-upholster services were carried out on required seating and lecture halls in North Campus.
- Repairs were carried out to 15 blinds in the South Campus (classrooms / labs) in June 20 costing €1,658

KSA Works:

- 11th January 20 – external signage was installed at Kerry Sports Academy ahead of official opening to the public on 15th January 20.
- Following H&L Department's move to KSA in September 19, complaints received from Michael Hall relating to extreme heat / glare in the staff offices with the current blinds installed. Additional €5,617.88 was expended in installing black out blinds and new blinds to the CARA offices to rectify these issues.
- Defects Liability was extended from 31.01.20 to 30.04.20 .
- There has been ongoing issues with the Fire Alarm System, Lifts & Security on site in the KSA. Vast amount of Estates time and resources have been spent attending numerous meetings to help resolve all issues mentioned above.

Signage:

- The following signage was installed between December 19 & July 20
 - ◇ Non Smoking Signs (South Campus) to enforce ITT's non-smoking policy.
 - ◇ External directional signage was installed at North Campus in July *see image ref (a)*
 - ◇ KSA / Education Centre, Tralee & Sports Pitches panels to be installed in October 20.
 - ◇ MTU designation date – January 2021, entrance signage at the North Campus was refaced in December 2020 ahead of this

HV Maintenance:

- Essential HV maintenance was carried out on 14.11.20 at NC. Costing €9,672 ex vat. This resulted in all buildings at NC being closed during completion of works.



Projects:

- SC Fire alarm maintenance was carried out on 14.04.20 costing €5,365.90
- 38 BGU's were replaced in SC Fire Alarm System on 19.05.20
- NC Fire Alarm Upgrade works on hold.
- Emergency Lighting (BIT building) began tender preparation October 2021. Works to be carried out in Summer 2021.
- Summer works – list compiled for planned Summer Works 2021.
- R107 was converted to an Virtual Reality Suite for Agri Centre of Excellence – O'Connell Electrical were involved in this project which commenced on 31.08.20.

Green Campus:

- Apiary approved by Brendan O'Donnell –
- 8 bee hives, fencing and a container to be installed beside the old cottage and the Fairy Fort at north campus. *see image ref (b)*
- On 05.06.20 ITT provided the groundworks for this costing €3,020.
- Trees for the Green Campus campaign were to be planted between the car park bays at North Campus – these were temporarily planted in April at a temporary location due to the college closure during Covid.

Sportsgrounds:

- Repairs to 4 ball stop nets was carried out in May costing €2,200.
- Drainage works to the sports pitches took place early March costing €15,425.
- Annual Maintenance of GAA Pitch and the Sand Carpet Running Track were carried out in July costing €18,132.
- Additional works to Pitch Lighting were put on hold due to COVID works.

External Works:

- Installation of new gutter to Agri Workshop was installed in September 19, costing €3,975.
- Removal of broken branches in Main Carpark took place in South Campus in January 2020.
- Removal & cutting down of trees took place in North & South Campus in July & August 20 costing €5,020.
- Soffit damage to the Cube - these works are ongoing since February 2020.
- Scaffolding was erected on 25.02.20 and area blocked off to students & staff.
See image ref (c – d).
- Investigative works were carried out by Maintenance - soaps removed on 12.03.20
See image ref (e – h).
- Meetings have been ongoing between ITT & MRG / Punch Consulting Engineers.
- Steel remedial works planned to be carried out in AY20/21

STEM PPP Project:

The development of a new STEM facility in North Campus continues to progress. Completion of this project will allow the consolidation of all Institute activities in one location. The project is part of the first bundle of projects in a nationally funded €200m PPP package which will provide 11 new buildings for higher education around the country.

Academic Year 2019-2020 saw the completion of the planning process for 6 of the 11 projects in bundle 1, including the IT Tralee STEM facility, and the continued preparation of tender documentation for the schemes. The planning application for the IT Tralee project was lodged on the 19th of July 2019. Further information was requested by Kerry County Council on 11th September 2019. The final submission of the responses to the RFI request was lodged by the design team on 31st October 2019. Planning permission was eventually granted on 20th March 2020 with 10 conditions.

Parallel to this Local Authority planning process, IT Tralee participated in a review of the project with the HEA conducted by the European Investment Bank as part of the value monitoring process for the PPP schemes. It is expected that the 6 projects in bundle 1 will be tendered together in Q3 of 2020 with construction set to begin early 2022. The IT Tralee STEM project is on track to open in Q1 of 2025.



(a) View of Directional Signage Installed



(b) View of proposed location of Apiary @ North Campus.

Supporting Images of Damage to Soffit at the Cube



(c.) View of Loose Banner



(d.) View of Scaffolding erected @ Cube 25.02.20
& Banner Removed

View of Soffit Damage 12.03.20



(e.)



(f.)

Location where soap was removed – 12.03.20



(g.)



(h.)

COVID 19 Works

The commencement of the Covid 19 lockdown took effect on Friday 13th March. All Colleges and Schools were instructed to close and remained closed until September 2020.

On the 16th March 2020 – E Block closed to KETB staff - this facility was used by HSE for COVID 19 Testing / isolation area until 19th July 20 where the test centre was relocated to Tralee Army Barracks, in Ballymullen.

The KSA reopened on 06.07.20 following government guidelines.

COVID 19 continued to effect the resources of the Estates team on an ongoing basis to ensure the health & safety of staff, students and visitors to ITT.

As of 31.08.20 approximately €120K was expended by Estates on the following COVID works across North & South Campuses:

- ⇒ Sanitising Supplies / Dispenser Holders
- ⇒ Signage (Holders / Posters / H&S posters/ Social Distancing)
- ⇒ Actuators – Skills Labs in Sólás Building
- ⇒ 10 Individual Wash Stations across campus *See image ref (i)*
- ⇒ Plumbing Works
- ⇒ 77 Automated Hand dryers
- ⇒ Maintenance Works
- ⇒ Replacement of Air Handling Unit filters
- ⇒ Room Analysis – based on 2m / 1m rule



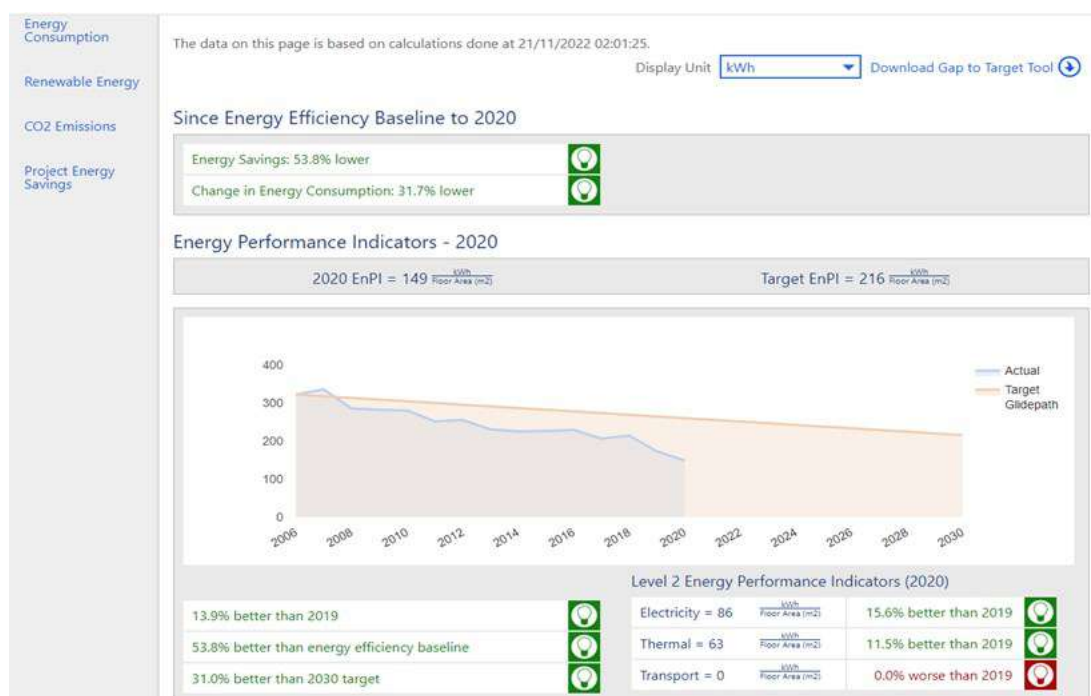
(i.) View of Individual Hand Wash Station - @ KSA

Annual Energy Report 2020 (Estates)

The Estates Department have driven the Energy management programme since 2007 in line with Ireland's National Energy Efficiency Action Plan (NEEAP) and the 2009 European Renewable Energy Directive (2009/28/EC). The Sustainable Energy Authority of Ireland (SEAI) are the national body overseeing this challenge and offer assistance to anyone who seeks it. All publicly run buildings had an obligation to reduce their energy consumption by 33% by the end of the year 2020. The Institute are reporting its energy consumption to the SEAI annually (calendar year), therefore subsequent figures shown will be for 2020 calendar year.

On the path to achieving a 33% reduction by 2020, ITT have consistently reached its annual consumption reduction targets since it began returning its consumption details to the SEAI Monitoring and Reporting (M&R) programme in 2013. In 2020, the Energy reduction recorded on the M&R was 53.8% lower than the baseline years of 2006-2008 average, see Fig. 1 for M&R scorecard for 2020.

Figure 1



ITT have been returning their energy consumption figures to the SEAI M&R system since 2013. In that time ITT have overachieved on all annual energy targets with the result that on the actual reduction in consumption, ITT had Energy reduction cost savings of €965,145, yielding an average annual saving of €120,643 Ex VAT, (See Fig. 2.)

From Fig. 2, the Energy savings %, which is the figure returned by the SEAI incorporates both actual energy reduction as well as efficiencies in fuel and energy transmission. Should ITT/MTU use this figure as their reduction in energy usage, then the savings for the 8-year period would be in excess of €2,000,000, yielding an average annual saving of over €250,000.

Figure 2

SEAI M&R Scorecard results			ITT/MTU cost analysis		
Scorecard Year	Energy Savings %	Actual Reduction in Energy Consumption %	Actual Energy costs for year Ex VAT	Costs excluding energy reduction, Ex VAT	Cost saved
2013	41.2	21.9	€452,407	€579,266	€126,859
2014	34.9	21.5	€438,293	€558,335	€120,042
2015	34.3	21.7	€413,381	€527,945	€114,564
2016	28.5	19.6	€369,653	€459,767	€90,114
2017	36	28.1	€361,816	€503,221	€141,405
2018	33.2	24.9	€385,411	€513,197	€127,786
2019	45.7	19.8	€376,807	€469,834	€93,027
2020	53.8	31.7	€326,088	€477,435	€151,347
Total M&R recorded savings					€965,145
Average saving PA Ex VAT					€120,643

Energy Usage at IT Tralee

For the year 2020, I.T.T. consumed 4,211 MWh (Mega Watt Hours) of energy, consisting of:

- 1,860 MWh of electricity (548 tonnes Co₂);
- 2,351 MWh of fuels, including 1,382 MWh of kerosene consumed (348 tonnes Co₂) and 969 MWh of LPG consumed (222 tonnes Co₂);

Total Co₂ footprint for the year was 1,118 tonnes.

The following illustrates the Institutes Energy Consumption/Costs Ex VAT for the period 2020:

- Imported Electricity Consumption – 1,859,656 Kwh (€219,419)
- Heating Fuel Kerosene – 140,753 Litres (€62,303)
- LPG deliveries – 145,607 Litres (€44,294)

Total Energy Cost 2020 - €326,088 Ex VAT.

Ongoing efforts by the ITT Estates Department and all others involved in the Institute's Energy management programme will continue to endeavour to reduce energy consumption across the campus. In the past number of years Capital Funding for projects has been scant, but Estates continue their efforts in the form of control where possible.

The overall energy consumption for 2020 is down by 13% from 2019, the possible reason being the reduced numbers on campus due to COVID 19.

Actions undertaken in 2020

As an unwritten policy, any lighting installed as a part of construction/upgrade projects are to be LED and the emergency lighting in the area is to be installed to IS: 3217 standards.

Estates continue to use the Building Management System (BMS) as the primary tool for the control of energy consumption throughout the campus.

Estates Office

Mr. Donal Hunt, Estates Manager / Mr. Aidan O Sullivan, Buildings Officer



School of Business, Computing & Humanities

The School of Business, Computing & Humanities is comprised of four Departments:

- Business Studies
- Computing
- Creative Media & Information Technology
- Hotel, Culinary Arts & Tourism

Minor Award (MA)/ Special Purpose Award (SPA) Programmes

Certificate in Culinary Skills (MA)

Certificate in Food & Beverage Operations (MA)

Certificate in Supervisory Management (SPA)

Certificate in Computing (Information Technology Support)

Certificate in Artificial Intelligence (SPA)

Certificate in Development Operations (MA)

Certificate in Lean UX Design (SPA)

Certificate in Social Media for Digital Marketing (SPA)

Certificate in Sustainable Tourism Destination Management (SPA)

Certificate in Front Office & Revenue Management (SPA)

Certificate in Software Testing (MA)

Certificate in Cloud Services (MA)

Certificate in Leadership & Transformation Change (SPA)

Post Graduate Certificate in Management Excellence (MA)

Certificate in Food & Beverage Service (SPA)

Certificate in Nature Animation (SPA)

Staff & Student Engagement Sessions

Computing

The first Industry engagement session of the year, 'Digital Transformation' on 25th September 2019, was from VMWare Inc, a subsidiary of Dell. VMWare are a global leader in the provision of cloud computing and virtualisation software and services. VMware provide excellent support to Academic Institutions, including IT Tralee, through the VMWare Academy. Last year they took on three of our graduates and this year they are looking to expand their involvement with the Institute through their internship program.

Mr. Terry MacSweeney from Fexco was guest speaker at IT Tralee on 2nd October 2019. Terry is the Software Development Manager for Fexco's Technologies Solutions and possesses great knowledge and experience in rolling out complex software solutions. The presentation was on the migration of software solutions to the cloud. Fexco provide excellent support to IT Tralee through work placement opportunities, project work, site visits and graduate employment.



Mr. Noel McGrath from Continuum spoke to the student on 9th October 2019. Noel is a graduate of the Department of Computing and is a senior software developer with the Company. Continuum is a Financial Technology Company, operating from Tralee, providing innovative software solutions in dynamic currency conversion and multicurrency pricing in the eCommerce sector. The company employs people in Ireland, the UK, India and South America and their global customers include Banks, Airlines, Retailers and Travel companies. The company was established in Tralee, employs a number of graduates from the Institute and supports the Institute's work placement programme. They employ a range of computing professionals including Project and Product Managers, Software Architects and Developers, Quality Assurance Engineers, IT Engineers and Account Managers. Amongst other things, Noel gave an overview of RabbitMQ.

The presentation, 20 years in Technology and Open Source, on 16th October 2019 was given by Mr. Keith Lynch from Red Hat. Keith heads up Red Hat's Irish business; he spoke about his experience in the software industry over the last 20 years and gave a broad overview of the career paths in technology and the opportunities for people with information technology and software development skills. He also gave an overview of his experiences with open source and how open standards and open technologies have affected our lives and continues to shape our world. He was accompanied by Mr. Cormac McDonald. Red Hat is the world's leading provider of enterprise open source solutions, including high-performing Linux, cloud, container, and Kubernetes technologies.

Richard Lord, Director of Engineering at VT iDirect, was the speaker on Wednesday 12th February. His presentation was entitled '*How Software Technologies are employed in the Telecommunications and Satellite sectors*'. VT iDirect established a research hub in Killarney in 2015, as part of the ST Engineering iDirect group of companies with over 22,000 employees worldwide. The research hub is responsible for developing software solutions that marry satellite technologies to mobile systems, providing broadband and telephone services across a number of platforms in the aeronautical, maritime and mobile (including 5G) sectors. VT iDirect employs graduates of the Computing Department and is a consistent partner in our work placement programme.

Mike Godley presented to the students on 29th January 2020. Mike is an expert in strategies for developing, deploying and supporting full stack solutions in cloud environments, particularly for the IoT and Telecommunications sectors. He has previously acted as an external examiner for the Department of Computing and hired many students and graduates for various work placements and full time employment over the years. This talk highlighted how the provision of software solutions has evolved. The advantages offered by developing applications in terms of cost, scalability, reliability, security, etc in a cloud environment are enormous and the services offered by cloud providers like AWS are critical.

A representative from IMaR presented to the students on 19th February 2020. The Intelligent Mechatronics and RFID (IMaR) Technology Gateway is based at IT Tralee and is part of the Technology Gateway Network, a nationwide resource for industry based in the Institutes of Technology delivering solutions on near to market problems for industrial partners. IMaR provides solutions for companies using Intelligent Mechatronics, RFID and Internet of Things. Computing expertise is an essential requirement in developing these solutions and Department of Computing lecturers, graduates and students have been, and continue to be, involved in IMaR research projects. IMaR employs a number of full time researchers as well as offering work placements to students and generating research opportunities through bursaries for Master's students.



Fran Johnston Concept Artist /Boulder Media was guest lecturer to the Creative Media students on Friday 21st February 2020.

Fran gave a presentation on his works, the industry etc. before delivering workshops to the Animation students, discussing the entire concept art process for an animation studio and portfolio for industry.

The inaugural Institute of Technology Tralee - *Women in Tech* Lunch was held on Friday 11th October, 2019 at 12.30pm in Room L104 in the Sólás Building in IT Tralee. The event supports and celebrates women in technology. All women graduates of the Computing / Creative Media Information Technology Departments were invited to this networking event that included lunch and invited speakers, all of who are graduates of the Computing Dept:

- ◇ Ellen O'Neill, Principal Program Manager, Microsoft
- ◇ Louise Buckley, Director, DELL EMC Global Business Operations
- ◇ Marta Doberschuetz O'Shaughnessy, Software Developer, Continuum Commerce Solutions

This event was sponsored by Microsoft (Ireland).



Hotel Culinary & Tourism

Monday 21st October 2019: Lecturer Dan Browne and some students attended 'Food on the Edge', a two-day symposium that took place in Galway. It is for chefs & food enthusiasts all around the world who want to create a better global network-<https://foodontheedge.ie/>

Thursday 24th October 2019: HCT Restaurant - BA Hotel Management (TMDP) Year 2 students hosted a launch event (on behalf of client Bank of Ireland) for their new 'Bank at Work' product to staff of IT Tralee and Kerry Technology Park. This was part of the assessment for their 'Conference & Event Operations Management' module. The event was well attended, and took the format of an informal lunch, short presentation from BOI, and draw for some great prizes including Munster rugby hospitality tickets, hotel breaks etc.

Monday 30th September 2019: Culinary students attended a Masterclass with Master Fishmonger Hal Dawson in conjunction with Bord Iascaigh Mhara.

Wednesday 2nd October and Thursday 3rd October 2019: BA in Culinary Arts Year 3 students were working at Blas na hEireann Irish Food Awards on Wednesday evening and Thursday. This was an amazing opportunity for these students to cook and familiarise themselves with some of the best food produce that Ireland has to offer. <https://www.irishfoodawards.com/>

Wednesday 2nd October and Saturday 5th October 2019: BA (Hons) in Event Management Year 1 students were working at Blas na hEireann Irish Food Awards from Wednesday through to Saturday. This formed part of the volunteering which is part of the students Event Industry Practice Module, whilst also providing a networking opportunity for the students. <https://www.irishfoodawards.com/>

Wednesday 2nd October and Saturday 5th October 2019: BA (Hons) in Event Management Year 1 students were working at Blas na hEireann Irish Food Awards from Wednesday through to Saturday. This formed part of the volunteering which is part of the students Event Industry Practice Module, whilst also providing a networking opportunity for the students. <https://www.irishfoodawards.com/>

Friday 4th October 2019: A team of Culinary Students from IT Tralee took part in the Dingle Invitational Culinary Pentathlon (Dan Browne)

Karl Noctor (Chef De Partie Apprenticeship)
Aidan King (BA Culinary Arts - Year 3)
Kerrie Daley (BA Culinary Arts - Year 2)
Shannon Curtin (BA Culinary Arts - Year 2)



<https://www.dinglefood.com/eventscalendar/dingle-invitational-culinary-pentathlon/>

Wednesday 16th October 2019: Travel and Tourism students attended an information session in the Tom Crean Business Centre about the corporate travel industry hosted by FROSCH CTM a corporate travel agency based in Cork. Jackie Sheehan their Business Development Manager for the South West Region was the guest speaker providing details on their business offering and the development of their company in the wider global context.

Monday 11th November 2019: The Mixology and Hotel Operations students attended a cocktail masterclass in Adare Manor. Ariel Sanecki who had just returned from China where he was representing Ireland in the World Cocktail Championships, brought the group on a journey of discovery into the world of mixology as a true art form.

Students attended a Masterclass with Greta McCarthy O'Brien, Author of the Book *'Gretas Herbs - Growing Wild in the West of Ireland'* at the College. The main emphasis of the class was on the growing and care of herbs and their respective Culinary Uses. See more info: <https://gretasherbs.com/>



Monday 25th November 2019: Tom O Donohoe (Key Account Manager) of Monin gave a demonstration and talk on how Monin products can be used as part of bars , cocktail and mocktail offerings. He highlighted the trends in consumer tastes and the cost savings of using Monin products.

Tuesday 26th November 2019: TMDP students attended a Workshop on the IVvy Conference and Banqueting system by Rachel Grimsey in Sólás Building.

TJ O Connor and some Culinary Arts students attended the 'Chef Network National Student-Industry Forum' which took place in GMIT.

Wednesday 27th November 2019: Year 2 Culinary Arts Students Shannon Curtin and Ewa Kazimierska took part in the inaugural Kerry Cookery Championship at the Brehon Hotel Killarney.

Monday 2nd December 2019: Cheese Making Master class with Massimiliano Bagaglini took place in J116 and focused on Mozzarella making with a demo and a lesson on the different types of cutting and shaping of it. Once Upon a Cheese is an Italian cheese makers located in Tralee. Massimiliano Bagaglini is an Italian cheese maker and 4th generation involved in food business with a keen interest in handmade food. He specialised in fresh Italian handmade soft and semi hard cheese. All products are made with fresh high quality local farmer cow's milk. Products include Mozzarella, Ricotta, Cream Cheese, Stracciatella and Caciotta.

Monday 20th to Wednesday 22nd January 2020: The annual visit of German Master Chefs, Liam McMahon and Thomas Kraus took place over 3 days, working with Culinary Arts students and staff, culminating in the Fine Dining Meal experience on Wednesday night in the HCT Restaurant.

School of BCH & Tralee Chamber Alliance hosted a **Business Breakfast** on the Future of Retail on 5th November 2019 at the Ashe Hotel. Gene O Donnell was MC for the event and Martha Farrell and Maria Clifford participated. Ken Tobin spoke on: Retail Vision 2020 - Submission on retail for Tralee and Vinny O'Brien on Ecommerce Applied - Key Learnings for local retailers from the E-commerce Summit. Stephen Stack, AIB closed the event.

IT Tralee hosted **DojoMór** on Saturday 12th October 2019 from 10am-4pm, which invited young people aged from 7-17 to learn to code games, websites, electronic kits, create animations and more. There were child friendly Tech Talks by speakers, Stephen Howell Academic Engagement Manager at Microsoft Ireland who presented a talk on Computer Science from primary to third level - preparing for a career in Computing and James Nagle, Data Architect at Doctonow who gave a talk on data science. This event was supported in ITT by the Departments of Computing, Creative Media and Information Technology and Tralee CoderDojo. The HEA provided funding and DojoMórs took place simultaneously at five third level institutions across Ireland on the day. Tralee students joined over 5,000 young people from Letterkenny, Dundalk, Cork and Maynooth for Ireland's largest coordinated youth coding event in 2019.

Gold for IT Tralee : Craig Lynch and Karl Noctor, both in the final year of the National Culinary Apprenticeship (BA Level 7) won Gold and best in class in the Mystery Basket Competition at the National Chef Ireland Culinary Competitions - Food and Bev Live 2020 at the City West Hotel, Dublin on 5th February 2020. Lecturer Dan Browne accompanied the students.

**IT TRALEE CULINARY APPRENTICESHIP
STUDENTS GET GOLD AT FOOD AND BEV LIVE
2020**

February 2021



The Governor of The Central Bank, Mr Garbiel Makhlof gave a guest talk to BCH staff and students on February 14th 2020, followed by a Q&A.

The School of BCH hosted a **Masterclass in Customer Experience (CX)** at the IT Tralee on Wednesday 5th February 2020. Michael Killeen was the Guest Speaker; he spoke about the CS company, the CS awards, the future of customer experience and how best in class companies are using it to differentiate themselves. Michael spent a decade in the USA with General Electric and set up their world-wide Customer Experience (CX) programme. He worked with Harley Davidson, Microsoft, FAO Schwartz, American Airlines and Corvette. He returned to Ireland to launch Dialogue in 1994 and is Chairman of the New York Caples Awards programme. Michael has a wealth of CX experience working with both large international clients and scaling Irish companies. He currently Chairs the Inter Direct Network, an independent global agency group with USD\$1 billion billings. He also chairs The CX Company, The CX Academy and sits on the Sunday Business Post Board and Bank of Ireland Customer Board and the MII.

Taster Days

On 27th February, BCH School held a taster day where secondary school students were invited to come in and sample what each of the four departments had to offer. There were other sessions planned for March and April but due to the Covid-19 Pandemic, they did not go ahead.

Head of School:

Ms. Mary Rose Stafford

Head of Department (Business Studies):

Mr. Ray O Connor Desmond

Head of Department (Hotel, Culinary & Tourism):

Mr. Ray O Connor Desmond

Head of Department (Computing):

Ms. Brigid Crowley / Mr John Walsh (March 2020)

Head of Department (Creative Media & Information Technology):

Ms. Brigid Crowley / Mr John Walsh (March 2020)



School of Science, Technology Engineering & Mathematics

The School of Science Technology Engineering & Mathematics offers a range of programmes at higher certificate, bachelor degree, and honours bachelor degree and at postgraduate level. The combination of theory and practice in the school's programmes provide a solid foundation for a rewarding career.

The School places a strong emphasis on professional and personal development. Our programmes focus on the practical problem-solving techniques and methods appropriate to each career. Students have opportunities to avail of various work placements which introduce the student to work-based learning and the development of essential life-long learning.

General

The staff played an active role in events to promote the School and the Institute e.g.

- ◆ School Visits
- ◆ Career/Guidance Teacher Events
- ◆ Institute Open Day
- ◆ SciFest
- ◆ Several Internal Workshops with different Depts on the layout and requirements for the new STEM Building

Staff retirements this academic year were: Mr. Con O'Connor, Dr. Pat Carney & Dr. Noel Mulligan

Events 2019/2020

- ◆ The Kerry Chapter of the Irish Woodturners Guild held their monthly workshops in C129.
- ◆ The STEM Mobile Display unit was used at the National Ploughing Championships in Ballintrane, Fenagh, Co. Carlow from 17th to 19st September 2019. Feedback was very positive.

Graduation

- ◆ The Patrick Flynn Engineering Award went to Eugene McCarthy BENG300 who received the award at conferring in November 2020
- ◆ Congratulations to Michael Clarke AE400 who received the John Deere Award of Achievement for outstanding student of the year.
- ◆ Also, at conferring students and apprentices received the following industry/STEM awards
 - ⇒ Kieran O'Neill Agricultural Mechanic – JR Perry Memorial Award by FTMTA
 - ⇒ Padraig Webb - Tobin Engineering Award for best Wildlife project in WB Level 8
 - ⇒ Daniel Murphy - Carmella Sheehy Award for Academic Excellence
 - ⇒ Denys Kostenkov - STEM Award of Achievement for outstanding student of the year in MF Level 8
 - ⇒ Shane O'Sullivan - STEM Award of Achievement for outstanding student of the year in CENV Level 7
 - ⇒ Jason Drought - STEM Award of Achievement for outstanding student of the year in AE Level 7
 - ⇒ Miron Piwonski - STEM Award of Achievement for outstanding student of the year in CE Level 8
 - ⇒ Norette Casey - STEM Award of Achievement for outstanding student of the year in AGSC Level 7
 - ⇒ Darren Kelly - STEM Award of Achievement for outstanding student of the year in AGSC Level 8
 - ⇒ Laura Lane - STEM Award of Achievement for outstanding student of the year in PHTC Level 6
 - ⇒ Roisin O Regan - STEM Award of Achievement for outstanding student of the year in PHRM Level 8
 - ⇒ Alan Deery - STEM Award of Achievement for outstanding student of the year in VETB Level 7

- ◆ Prof. Joseph Walsh attended the American Chamber of Commerce Ireland Summit in Dingle on 29th November 2019.
- ◆ Heads of School and Heads of Department attended the Postgraduate Research Colloquium on Wednesday 11th December, 2019.
- ◆ Eilish Broderick represented the School at the Agri Careers Expo in Dublin.

- ◆ Shannon ABC Secures Over €1M In Funding For New Equipment. Shannon Applied Biotechnology Centre (ABC), an Enterprise Ireland funded Technology Gateway, has been awarded in excess of €1 million for new equipment to help support Irish companies. Shannon ABC is a collaboration between Institute of Technology Tralee and Limerick Institute of Technology, and works with companies in the Life Sciences, Food and Biotech sectors. Minister for Business, Enterprise and Innovation, Heather Humphreys TD announced the successful applicants of the Capital Equipment Fund administered by Enterprise Ireland through the Technology Gateway Network Programme. There were 43 successful applicants from the Institutes of Technology (IoT) and TU Dublin to the €6 million Technology Gateway Network Programme's capital fund. Shannon ABC, which primarily focuses on the Life Sciences, Food and Biotechnology sectors, had 12 successful applicants to the capital fund.



- ◆ IT Tralee officially joined CONFIRM. IT Tralee is the 9th addition to the consortium along with existing member: Athlone Institute of Technology, Maynooth University, University of Limerick, Limerick Institute of Technology, NUI Galway, Cork Institute of Technology, University College Cork and Tyndall National Institute. Professor Joseph Walsh (ITT) has become a Funded Investigator with Confirm and will act as the point of contact between IT Tralee and the Centre. Professor Walsh is Head of the School of STEM and Head of Intelligent Mechatronics and RFID (IMaR) Research Centre at the Institute of Technology, Tralee (ITT), Co Kerry.
- ◆ September 23rd 2019: IT Tralee Awarded Funding To Host Kerry Science Week. Week Of Free Public Activities Will Run From November 10th - 19th IT Tralee has been awarded funding of €25,500 by Science Foundation Ireland (SFI) to host the 2019 Kerry Science Festival. The Kerry Science Festival themed "A Prospective on Climate Change" will inform how science can inspire and enable people to act positively to mitigate climate change and will include a programme of free public engagement events, community talks, exhibitions, shows and school workshops.

- ◆ As part of Science Week, the School hosted various events which was attended by approx. 300 national school students including our Family Showcase day which was attended by 2000 students and parents.



- ◆ Oct 9th 2019: IT Tralee Awarded €1.5 Million For Research Collaboration On Driverless Vehicles. Heather Humphreys TD, Minister for Business, Enterprise, and Innovation, has launched a €4.2m research collaboration on driverless vehicles, which includes a contribution by Government of over €2 million through Science Foundation Ireland, and will be led by Lero, the Irish Software Research Centre. As part of the programme, researchers from Irish academia, including IT Tralee, global automotive and Irish firms will collaborate on key international challenges facing the development of driverless vehicles, especially those working in the same environments as pedestrians, animals and human-operated vehicles. The project brings together 11 companies to work on a variety of autonomous systems projects across the automotive, industrial and agricultural sectors. Lero@ITTralee's collaborating industry partners are contributing 650k towards this research programme over the next 5 years.



- ◆ Prof. Joseph Walsh Invited Speaker: The International John McCarthy AI Summer School, 3rd and 4th of Sept 2020, “AI for Sustainable Agriculture”

Research funding secured throughout the year:

The TEM Department currently delivers Phase 4 and Phase 6 modules on the Agricultural Mechanics apprenticeship

Source/Programme	Year	Total value	Value to ITT	Duration	Role/Comment
SFI - Science Foundation Ireland Research Centres (Confirm - 16/RC/3918)	2020	€2,214,822	€1,154,822	4 Years	PI - Digital Transformation of AgriTech Manufacturing in Ireland (TAgMi)
Lero – ALECS EU Marie Curie Postdoc Fellowship	2020	€116,250	€116,250	2 Years	PI - Impact of Individual Cow Sensors on Health Status, Level of Reproductive Performance and Profit of Dairy Herd
SFI Spoke Programme	2019	€4,200,00	€1,550,00	5 Years	Co-PI - Blended Autonomous Vehicles
SFI Infrastructure Call - 18/RI/5810	2019	€1.1 million	€ 150,000	3 Years	National Autonomous Technologies Data Platform (NATDaP)
Enterprise Ireland - AgTech Cluster	2019	€355,897.18	€355,897.18	3 Years	PI - AgriTech SME productivity, competitiveness and internationalisation
Science Foundation Ireland	2019	€25,500	€25,500	1 Years	PI - Kerry Science Festival 2019 (Chair of Festival)
Interreg NWE REAMIT	2019	€4,875,170	€191,430	3 Years	The Development of Sensors along the Food Chain
Kilkenny Group	2020	€250,000	€100,000	1.5 Years	Enterprise Ireland, PI Innovation Partnership
HCI Rethinking Engineering Education in Ireland (REEdI)	2020	€8.9million	€7.1 million	5 Years	Project Lead
HCI Cyber Skills	2020	€8.1 million	€567,954	5 Years	Project Partner

courses. The Institute of Technology Tralee is the only college in the country which offers craft level apprenticeship courses in Agricultural Mechanics. We also deliver Phase 4 modules on the Carpentry & Joinery apprenticeship. Here, the apprentices will experience and study with the state-of-the-art technology employed in their chosen field.

Joint Academic Workshops (JAWs)

In line with Institute Academic Council procedures, there are a number of meetings held each semester with class tutors and student representatives. These are referred to as Joint Academic Workshops. These meetings provide the students the opportunity to raise any concerns that they might have in relation to course content/delivery. Students with personal issues are referred to the relevant Head of Department.

Departmental Meetings

Due to the commonality of staff, content, facilities and equipment course board meetings were divided along Department lines:

Technology, Engineering & Mathematics (TEM)

Biological and Pharmaceutical Science (BPS)

School Board meetings and Engineering Executive meetings are also held during the year.



The School of STEM offered the following courses for Academic Year 2019/2012:

TEM Department

TL744 Bachelor of Engineering in Agricultural Engineering
TL844 Bachelor of Science Honours in Agricultural Engineering
TL745 Bachelor of Engineering in Civil & Environmental Engineering
TL845 Bachelor of Science Honours in Civil Engineering
TL747 Bachelor of Engineering (Manufacturing & Mechatronics)
TL827 Bachelor of Science Honours in Manufacturing Engineering
Bachelor of Science in Agricultural Mechanisation - direct application
Certificate in Engineering Technology (Liebherr)
On-line Certificate in Mechatronics
On-line Certificate in Industrial Instrumentation and Automation
On-line Certificate in Quality Management Tools and Techniques in Practice
On-line Certificate in Automotive Manufacturing Engineering
On-line Certificate in Building Information Modelling with Revit
Single Subject Certification in EACCS modules for local companies

BPS Department

TL652 Higher Certificate in Science in Pharmacy Technician
TL651 Higher Certificate Science in Biological and Environmental Studies
TL851 Bachelor of Science in Wildlife Biology
TL748 Bachelor of Science in Agricultural Science
TL848 Bachelor of Science (Hons) in Agricultural Science
TL755 Bachelor of Science in Pharmaceutical Science
TL855 Bachelor of Science (Hons) in Pharmaceutical Science
TL758 Bachelor of Science in Animal Bioscience
TL858 Bachelor of Science Honours in Veterinary Bioscience
On-line Certificate in Biopharmaceutical Processing
On-Line Certificate in Validation
International Medical & Pharmaceutical Commencement Programmes

Head of School: Prof. Joseph Walsh

Head of Department - TEM: Dr. Patrick Carney

Head of Department - BPS: Dr. Noel Mulligan

Claire Horan – School Administrator

Mairead Enright – School Secretary outgoing

Maggie Griffin – School Secretary incoming



School of Health & Social Sciences

(This report covers the 16 month period from September 2019 to December 2020)

The School of Health & Social Science was formed in September 2012 following restructuring of departments across the Institute. The new school is made up of three departments: Health & Leisure Studies, Nursing & Health Care Sciences and Social Sciences.

Head of School:	Dr. Seamus O'Shea
Head of Department: Health & Leisure Studies	Dr Michael Hall
Head of Department: Social Sciences	Ms. Aisling Sharkey
Head of Department: Nursing & Health Care Sciences	Dr Gerardina Harnett

Notes:

- ⇒ Dr Seamus O'Shea was seconded to the MTU QA procedures project in November 2020.
- ⇒ Dr. Michael Hall was appointed Acting Head of School from the same date and also continued as Head of Department for the remainder of 2020.
- ⇒ Dr. Dawn Farrell was appointed Acting Head of Department of Nursing and Healthcare Sciences from September 2020 for the academic year 20/21.

The School offers taught programmes ranging from Ordinary Degree to Masters Degree. Courses are being developed and offered in partnership with colleges both nationally and internationally. The School continues to explore and develop blended learning and on-line learning opportunities and associated resource requirements and some modules can be taken using a blended learning approach, i.e. a combination of attendance and on-line learning.

Learners are also enrolled on Masters (taught mode and research mode) and PhD programmes.

The school's programmes focus heavily on theoretical foundations, evidence-based practice, active citizenship, community engagement, work placement, research methodology and embedded relevant professional / sectoral qualifications students so that learners develop professional (often transferrable) knowledge, skills and competences through experience of authentic situations.

The school is developing its postgraduate (taught mode) programmes and has a modest postgraduate by research community. Many staff have completed doctorate qualifications and more are currently pursuing PhDs so in the near future, there will be more potential supervisors of postgraduate research leading to PhD. This maturation of the school also points to the value of recruitment of staff experienced in or ambitious for a mixture of teaching, research and engagement activity as a standard allocation model.

There is substantial expertise within the School on innovative models of teaching, learning and assessment, and a significant interest in active citizenship, community-engagement, service learning, relevant international models of practice, research innovation and participation at major conferences and peer-reviewed journals.

Academic programmes offered by departments in the School of Health and Social Sciences are presented in the table below:

School of Health and Social Sciences
Department of Nursing and Healthcare Sciences
<p>Major Awards, NFQ Level 7,8,9</p> <p>Master of Science in Nursing</p> <p>Master of Science in Nursing (International)</p> <p>Master of Science in Professional Nursing</p> <p>Master of Science in Advanced Practice Nursing</p> <p>Postgraduate Diploma in Advanced Practice Nursing.</p> <p>Bachelor of Arts (Honours) in Counselling with Addiction (1 year)</p> <p>Bachelor of Science (Honours) in Counselling with Addiction (4 Years ab initio)</p> <p>Bachelor of Science (Honours) in General Nursing (4 Years ab initio).</p> <p>Bachelor of Science (Honours) in Mental Health Nursing, (4 Years ab initio)</p>
<p>Minor Awards and Short Courses</p> <p>Certificate in Acute Medicine Nursing</p> <p>Certificate in Advanced Practice Nursing</p> <p>Certificate in Emergency Nursing</p> <p>Certificate in Nursing/Midwifery Medicinal Product Prescribing</p> <p>Certificate in Wound Management</p>



Department of Health and Leisure Studies

Major Awards, NFQ Level 7,8,9

Adapted Physical Activity Leadership, (Master of Science)

Applied Exercise for Health, (Master of Science)

Coaching and Sports Performance, (Bachelor of Science (Honours))

Coaching and Sports Performance, (Bachelor of Science)

Health and Leisure Studies, (Bachelor of Science (Honours))

Stream: in Health and Leisure Studies

Stream: in Health and Leisure Studies with Adapted Physical Activity

Stream: in Health and Leisure Studies with Physical Education

Health and Leisure, (Bachelor of Science)

Stream: in Health and Leisure

Stream: in Health and Leisure with Adapted Physical Activity

Stream: in Health and Leisure with Physical Education



Inclusive Sport and Physical Activity, (Bachelor of Science (Honours))

Inclusive Sport and Physical Activity, (Bachelor of Science)

Health and Leisure with Massage, (Bachelor of Science (Honours))

Health and Leisure with Massage, (Bachelor of Science)

Outdoor Learning, (Bachelor of Arts). Stream: in Outdoor Learning

Adapted Physical Activity, (Bachelor of Science (Honours)). 1 Year, Add-On.

Health, Fitness and Leisure (Bachelor of Science (Honours)). 1 Year, Add-On.

Health and Leisure with Massage, (Bachelor of Science (Honours)). 1 Year, Add-On.

Physical Education, (Bachelor of Science (Honours)). 1 Year, Add-On.

Minor Awards and short courses

Fitness Instruction (Certificate in Science in). Apply to MTU Kerry Admissions Office, 1 Year.

Several opportunities for part-time professional certifications and single subjects for CPD in healthcare, fitness professional and sports sectors.

Department of Social Sciences

Major Awards, Level 7,8,9.

Social Studies (Advanced Professional Practice), (Master of Arts)
Early Childhood Education and Care, (Bachelor of Arts (Honours))
Early Childhood Education and Care, (Bachelor of Arts)
Social Care, (Bachelor of Arts (Honours))
Stream: in Social Care
Social Care, (Bachelor of Arts)
Social Care, (Bachelor of Arts (Honours)). 1 Year, Add-On.

Minor Awards and short courses.

Health and Social Care, (Diploma in Developing Safe Environments in)Apply to MTU Kerry Admissions Office, 1 Year.
Irish Sign Language, (Certificate) Apply to MTU Kerry Life Long Learning, 1 Year.



Learners are also enrolled on Masters (taught mode and research mode) and PhD programmes.

Postgraduate Research (All Departments)
Masters By Research (MA or M.Sc.)

The strategic research area / centre of excellence most associated with the School of Health and Social Sciences is the UNESCO Chair in Inclusive Physical Education, Sport, Fitness and Recreation.

This research centre is hosted by the Department of Health and Leisure Studies in which most of the research undertaken is allied to the mission of the UNESCO Chair, while other areas evolve, strengthen or decline as staff explore potential research topics.



Strategic Research and Outputs	
UNESCO Chair project and associated research and development activity.	Emerging areas of research: Living Well (care pathways and strategies for people living with disability and chronic illness and frailty) – thematic area
Language and Intercultural Communications research.	Emerging areas of research: Coaching practice and supports for elite sports development

The academic staff Department of Nursing and Healthcare Sciences and the Department of Social Sciences engage in a significant level of research and related practice activity across the Health Care and Social Care areas, particularly under the themes of 'Advancement of Inter-professional Education', 'Language and Cultural Sustainability' and 'Social Entrepreneurship'. These departments also engages with the other research centres within the Institute in exploring and developing research applications and projections. The School recognises the value of strategic alliances as a mechanism for obtaining feedback, for strengthening our core activities and creating opportunities for our stakeholders and ourselves. Each Department within the School has developed a network of partnerships with a diverse range of organisations in our region, nationally and internationally.



In 2019/20 the following courses were validated:

Major Awards:

- Postgraduate Certificate in Science in Professional Nursing (30 Credits, Level 9)
- Postgraduate Diploma in Science in Professional Nursing (60 Credits, Level 9)
- B.Sc. (Hons) in Inclusive Sport and Physical Activity (240 Credits, Level 8)
- B.Sc. in Inclusive Sport and Physical Activity (180 Credits, Level 7)
- Master of Science in Professional Nursing (90 Credits, Level 9)
- Master of Science in Applied Exercise for Health (90 Credits, Level 9)
- Postgraduate Diploma in Science in Applied Exercise for Health (60 Credits, Level 9)
- Master of Science in Advanced Practice (Nursing) (90 Credits, Level 9)
- Postgraduate Diploma in Science in Advanced Practice (Nursing) (60 Credits, Level 9)
- Postgraduate Diploma in Science in Professional Nursing (60 Credits, Level 9)

Minor Awards:

- Postgraduate Certificate in Science in Professional Nursing (30 Credits, Level 9)
- Certificate in Nursing/Midwifery Medicinal Product Prescribing (30 Credits, Level 8)
- Postgraduate Certificate in Science in Advanced Practice (Nursing) (30 Credits, Level 9)

Student numbers in the School (2019/20) are 1,125, including 84 part-time learners and 91 international learners. This represents a small decline on the previous year. There are currently 134 students registered for level 9 and 10 studies (taught and research), an increase on the previous year.

Learner Enrolments

HSS learner enrolment had been projected to grow by 16.5% in the period 2010/11 to 2016/17 and 13% of the 16.5% was achieved and largely maintained through to 2018/19. By this review period, full-time learner numbers just exceeded 50% of its projected growth and ACCS student growth was close to target. International growth exceeded all expectations. The change in enrolments over the period 2014/15 to 2018/19 was:

- ◆ 94% to 82% FT, 5% to 8% ACCS and 1% to 9% international;
- ◆ 48% to 27% at level 7, 48% to 60% at level 8 and 3% to 9% at level 9.
- ◆ Mature entrants as a percentage of first year students decreased from 28% to 22% but still exceeds the national target of 16% for 2019;
- ◆ HSS percentage of new entrants from QQI (FET) has been fluctuating around 21% where there was a national target of 10% for 2019;
- ◆ New enrolments to HSS through the pathfinders programme account on average for 3% of HSS year 1 enrolments but accounts for 39% of institute enrolments.
- ◆ HSS new entrants with disabilities climbed from 10% to 12% for two years but has settled back at 10% for the 2018/19AY where national target of 8% by 2019. This national target is being revised upwards to 12% for future years.



Programmatic Review

The School of Health and Social Sciences completed its 5-yearly Programmatic Review process in advance of the review period and an external panel recommended approval of the review documentation and continued validation of each of the Departments' portfolios of programmes in April 2020. Each department submitted a formal response to their respective Programmatic Review panel reports and these were approved at the Institute's Academic Council.

The review period included the following events and achievements:

- ◆ The School Board was presented with the School of Health and Social Sciences Research Draft Strategic Plan (to 2021) by Prof Muiris O'Laoire.
- ◆ Catherine Carty accepted an invitation from Dr Victoria Brownlee, Head of Athena SWAN Ireland, to join the intersectionality working group of Athena Swan Ireland
- ◆ Prof. Lauren Lieberman (Brockport University, USA) visited the Health & Leisure department for 4 weeks on a Fullbright scholarship.
- ◆ The European Outdoor Education Conference 2019 was hosted by the Department of Health and Leisure Studies and the UNESCO Chair with assistance from HCT Department and students from Event Management, Hotel Operations, Health and Leisure and Outdoor Learning. The conference attracted 200 delegates – the largest ever.
- ◆ Doireann Ní Dalaigh was successful in obtaining a scholarship to participate in the Nightingale Challenge which is a global nursing initiative for young nurse leaders which extended throughout 2020. Doireann is one of the MSc Bursary students being supervised by Dr Dawn Farrell and Dr Anna Marie Greaney and is a member of the Irish Chapter of Sigma Theta Tau International.
- ◆ There were numerous meetings of senior management, academic staff representatives, research-active staff in preparation for merger with Cork Institute of Technology to form the Munster Technological University. The School and individual departments were represented on the various MTU project working groups.

The following EU-funded research projects were active during the review period

- ◆ StoryAidEU (October 2019 - September 2021)
- ◆ ISO (October 2019 – September 2021)
- ◆ IRENE (September 2018 - August 2021)
- ◆ CIT4VET (October 2018 - September 2020)
- ◆ LEAP (September 2017 - August 2020)
- ◆ Tourism 4 Careers (October 2018 - March 2021)
- ◆ Teachers of Tomorrow (October 2019 - October 2021)
- ◆ INTERMOVE FOR TRAINERS (December 2018 - July 2021)
- ◆ HUNT FOR EUROPE (2017-2019)
- ◆ SAFEMEDIC - Personal Safety of Medical Personnel in Difficult Professional Situations (2018-2020)
- ◆ CORE, Cooking for the future (2018-2020)
- ◆ VOCAL IN NEED (2017-2019)
- ◆ ECO-Smart (2017-2019)
- ◆ European Sports Sector Alliance Careers and Employment Survey (2018 – 2020)

More details on most of these projects can be found at the following link; <https://www.ittralee.ie/en/InformationAbout/Research/EUCommissionProjects/>



Library Report



Database trials

In September 2019 the Library facilitated an extended trial to a number of databases, including Medicines Complete; Proquest Central; Social Sciences Full Text; and SocIndex with Full Text.

Bookshare

In March 2020 the library shared details of Bookshare Ireland making it simpler for students with print disabilities to access their digital book platform which is the largest accessible digital library in the country.

Irish Times Online

Students were reminded in late March that all students in IT Tralee are entitled to a free subscription to the Irish Times online and can self-register for access.

Coronavirus Research Database

In early April all staff and students were notified regarding Proquest extending free access to their Coronavirus Research Database to all through the Library website.

New Library Guides launched - including 'Learning and Working Remotely'

In order to support staff and students working remotely during COVID-19, in early April the Library staff created a number of additional Library Guides: *Learning and Working Remotely*; *Linking to ebooks*; *Multisearch the basics*; and *Finding and using ebooks*. This was in addition to the recently created Library Online Guides in Science, Business, Engineering and Nursing.

Journal of Advanced Nursing and Journal of Nursing Management

The Library informed all staff in the Department of Nursing and Healthcare Sciences on April 16th that the Department's new journal subscriptions from Wiley Online Library - Journal of Advanced Nursing and Journal of Nursing Management - had gone live with access to content online from 1997.

JoVE Science Education Collection

The Library facilitated a trial in late April of the Jove Science Education Video Collection.

Click and Collect service for borrowing books

On August 31st the Library informed all students and staff that it had launched a new Click and Collect service which allows Library users to request books and collect them from outside the Library.

Library reopens under COVID-19 restrictions September 2020

The Library reopened on Monday 21st September with seating numbers reduced to approximately 25% capacity due to social distancing restrictions as a result of COVID-19. Capacity in the Cube and in the South Campus Reading Room was similarly reduced.

Library Book Cabinet South Campus (Self Issue)

The Library introduced a new Self Issue Book Cabinet in the South Campus Reading Room on September 23rd. The unit allows staff and students to both borrow and return books using their T Card. The unit holds approximately 110 key text books.

Webinar presentation from Samantha Holman, Irish Copyright Licensing Agency (ICLA): Irish HE Licence

In October the Library organised a Webinar - in conjunction with Brigid Crowley - delivered to IT Tralee staff by Samantha Holman from ICLA on the Higher Education Licence. A video of the webinar was later made available to view on the Library Blackboard page.

Library Staff 2019 2020

Patrick Doherty, [Librarian](#)

Catherine Murray, [Deputy Librarian](#)

Donal O'Sullivan, [Assistant Librarian](#)

Angela O'Connor Desmond, [Systems Librarian](#)

Catherine O'Neill, [Senior Library Assistant](#)

Siobhan O'Callaghan, [Library Assistant](#)

Mary Warner, [Library Assistant](#)

Phyl Guerin, [Library Assistant](#)

Lorraine Goodall, [Library Assistant](#)

Jennifer Murphy, [Library Assistant](#)

Mary Cooke, [Library Assistant](#)





Programmes

IT Tralee provides a range of full-time programmes in Business Computing & Humanities, Science, Technology, Engineering & Mathematics and in Health & Social Studies. The Institute has Delegated Authority from the Higher Education & Training Awards Council to make awards at Levels 6, 7, 8 and 9 (taught programmes) of the National Framework of Qualifications.

Programme Listing by Department

Business	Bachelor of Business
Business	Bachelor of Business (Honours)
Business	Bachelor of Business (Honours) - Management
Business	Bachelor of Business (Honours) - Marketing
Business	Bachelor of Business (Honours) - Accounting
CMIT	Certificate in Social Media for Digital Marketing Lv06
CMIT	Certificate in Administration Management
CMIT	Higher Certificate in Administration Management
CMIT	Bachelor of Arts in Information Systems Management with Multimedia
CMIT	Bachelor of Arts in Information Systems Management with Web Technologies
CMIT	Bachelor of Arts in Information Systems Management—Business Administration
CMIT	Bachelor of Arts (Honours) in TV Radio and New Media Broadcasting
CMIT	Bachelor of Arts (Honours) in Administration Management
CMIT	Bachelor of Arts (Honours) in Music Technology
CMIT	Bachelor of Arts (Honours) in Information Systems Management—Business Admin
CMIT	Bachelor of Arts (Honours) in Interactive Multimedia
CMIT	Bachelor of Arts (Honours) in Information Systems—Web Technologies
CMIT	Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design
Computing	Certificate in Artificial Intelligence
Computing	Certificate in Development Operations
Computing	Higher Certificate in Computing Systems Networking
Computing	Higher Certificate in Computing in Information Technology Support
Computing	Bachelor of Science in Computing with Streams
Computing	Bachelor of Science in Computing with Systems Networking
Computing	Bachelor of Science in Computing with Software Development
Computing	Bachelor of Science in Computing with Games Development
Computing	Bachelor of Science in Computing with Digital Media
Computing	Bachelor of Science in Computing in Information Technology Support
Computing	Bachelor of Science (Honours) in Computing with Streams
Computing	Bachelor of Science (Honours) Computing with Software Development
Computing	Bachelor of Science (Honours) in Computer Systems Networking
Computing	Bachelor of Science (Honours) in Computing with Digital Media
Computing	Bachelor of Science (Honours) in Computing with Games Development
Computing	Master of Science by Research & Thesis
Computing	Higher Diploma in Science in Applied Computing



Engineering	Certificate in Industrial Instrumentation
Engineering	Certificate in AgriTech Development
Engineering	Certificate in Computer Aided Engineering
Engineering	Certificate in Industry 4.0 and Industrial Internet Of Things
Engineering	Certificate in Building Information Model with Revit
Engineering	Certificate in Mechatronics
Engineering	Certificate in Quality Management Tools and Techniques in Practices
Engineering	National Craft Certificate in Agricultural Mechanics Phase 4
Engineering	National Craft Certificate in Agricultural Mechanics Phase 6
Engineering	National Craft Certificate in Carpentry & Joinery Phase 4
Engineering	National Craft Certificate in Carpentry & Joinery Phase 6
Engineering	Bachelor of Engineering
Engineering	Bachelor of Engineering in Civil Engineering
Engineering	Bachelor of Engineering (Honours) in Civil Engineering
Engineering	Bachelor of Science in Agricultural Engineering
Engineering	Bachelor of Science in Agricultural Mechanisation
Engineering	Bachelor of Engineering in Automotive Manufacturing Engineering
Engineering	Higher Certificate in Engineering - Liebherr
Engineering	Bachelor of Science (Honours) In Agricultural Engineering
Engineering	Bachelor of Science (Honours) In Agricultural Engineering Management
Engineering	Bachelor of Science (Honours) In Manufacturing Engineering Management
Engineering	Bachelor of Science (Honours) In Manufacturing Engineering
Engineering	Masters of Engineering by Research and Thesis
Engineering	Masters of Science in Engineering (Research)
Health & Leisure	Certificate in Fitness Instruction
Health & Leisure	Bachelor of Science In Outdoor Education
Health & Leisure	Bachelor of Science in Coaching with Sports Development
Health & Leisure	Bachelor of Science in Health and Leisure - Physical Education
Health & Leisure	Bachelor of Science in Health and Leisure with Adapted Physical Activities
Health & Leisure	Bachelor of Science in Health and Leisure with Massage
Health & Leisure	Bachelor of Science in Health & Leisure
Health & Leisure	Bachelor of Science (Honours) in Athletic Performance
Health & Leisure	Bachelor of Science (Honours) in Health and Leisure with Adapted Physical Activities
Health & Leisure	Bachelor of Science (Honours) in Health and Leisure - Physical Education
Health & Leisure	Bachelor of Science (Honours) in Health and Leisure with Massage
Health & Leisure	Bachelor of Science (Honours) in Sports Development
Health & Leisure	Bachelor of Science (Honours) in Health, Leisure and Fitness
Health & Leisure	Bachelor of Science (Hons) In Health and Leisure Studies
Health & Leisure	Bachelor of Science (Hons) In Health and Leisure Studies—Health and Well being
Health & Leisure	Bachelor of Science (Honours) in Performance Sports Development
Health & Leisure	Masters of Science by Research and Thesis



Hotel & Catering	Culinary Arts Apprenticeship
Hotel & Catering	Culinary Management and Innovation
Hotel & Catering	Certificate in Food & Beverage Operations
Hotel & Catering	Certificate in Front Office Management
Hotel & Catering	Certificate in Culinary Skills
Hotel & Catering	Certificate in Culinary Management and Innovation
Hotel & Catering	Certificate in Tourism Destination Development
Hotel & Catering	Higher Certificate in Hotel Operations
Hotel & Catering	Higher Certificate in Arts in Culinary Arts
Hotel & Catering	Bachelor of Arts in Travel and Tourism Management
Hotel & Catering	Bachelor of Arts in Hotel Management
Hotel & Catering	Bachelor of Arts in Culinary Arts
Hotel & Catering	Bachelor of Arts in Culinary Management and Innovation
Hotel & Catering	Bachelor of Arts (Honours) in Event Management
Hotel & Catering	Bachelor of Arts (Honours) in Hotel Management
Hotel & Catering	Bachelor of Arts (Honours) in Travel and Tourism
Humanities	Certificate in Irish Sign Language
Humanities	Bachelor of Arts in Social Care
Humanities	Bachelor of Arts in Early Childhood Care and Education
Humanities	Bachelor of Arts in Early Childhood Practice
Humanities	Bachelor of Arts (Honours) in Early Childhood Care and Education
Humanities	Bachelor of Arts (Honours) in Social Care
Humanities	Masters of Arts (Humanities Department) - by Research and Thesis
Humanities	Doctor of Philosophy (Humanities Department) by Research and Thesis
Life Science	Certificate in Validation
Life Science	Certificate in Bio Pharmaceutical Process
Life Science	Higher Certificate in Science in Pharmacy Technician
Life Science	Higher Certificate in Science in Biological and Environmental Studies
Life Science	Medical Commencement Programme
Life Science	Pharmacy Commencement Programme
Life Science	Bachelor of Science in Agricultural Science
Life Science	Bachelor of Science in Pharmaceutical Science
Life Science	Bachelor of science in Animal Bioscience
Life Science	Bachelor of Science (Honours) in Veterinary Biosciences
Life Science	Bachelor of Science (Honours) in Wildlife Biology
Life Science	Bachelor of Science (Honours) in Field Biology with Wildlife
Life Science	Bachelor of Science (Honours) in Agricultural Science
Life Science	Bachelor of Science (Honours) in Pharmaceutical Science
Life Science	Graduate Diploma in Bioeconomy with Business
Life Science	Doctors of Philosophy - Life Science by Research
Life Science	Master of Science (Biological & Pharmaceutical Sciences Dept) by Research & Thesis



Nursing	Certificate in Wound Care Management
Nursing	Certificate in Emergency Nursing
Nursing	Certificate in Acute Medicine
Nursing	Bachelor of Arts (Honours) in Counselling with Addiction Studies
Nursing	Bachelor of Science (Honours) in General Nursing
Nursing	Bachelor of Science (Honours) in Mental Health Nursing
Nursing	Bachelor of Science (Honours) in Nursing
Nursing	Diploma in Nursing Leadership
Nursing	Master of Science in Nursing by Research & Thesis
Nursing	Master of Science in Nursing (Taught)



External Examiners

External examiners are appointed by the Institute to ensure regulation of standards at examinations moderated by the Council. External examiners may be appointed in relation to a programme as a whole or to individual subjects.

The functions of the external examiners are to:

- Ensure the appropriate standards are applied
- Ensure comparable standards between institutions
- View the drafts of all examinations papers, model answers and marking schemes and make revisions, corrections, amendments etc., which they deem appropriate
- Form a judgement on the appropriateness of marking, at all levels of classification, of examination materials presented to candidates
- View assessment material presented by students
- Visit the Institute once in each academic year

The following worked as external examiners to the Institute during the Academic Year 2019/2020

School of Business, Computing & Humanities

Ms.	Nuala	Gordon	Higher Certificate in Arts in Hotel Operations
Mr.	Sean	Connell	Bachelor of Arts in Hotel Management
Mr.	Paul	Gardiner	Bachelor of Arts (Honours) in Music Technology Bachelor of Arts (Honours) in TV, Radio and New Media Broadcasting Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design Bachelor of Arts (Honours) in Information Systems Management
Mr.	Dermot	Logue	Certificate in Artificial Intelligence Bachelor of Science (Honours) in Computing with Games Development Bachelor of Science in Computing with Games Development Higher Certificate in Science in Computer Systems and Networking Bachelor of Science (Honours) in Computing with Media Development Bachelor of Science (Honours) in Computing with Digital Media Bachelor of Science in Computing with Digital Media Bachelor of Science (Honours) in Computing with Software Development Bachelor of Science in Computing with Software Development Bachelor of Science (Honours) in Computing with Software Development Bachelor of Science in Computer Systems and Networking Certificate in Development Operations Certificate in Lean UX Design



Mr.	Terry	McSweeney	Bachelor of Science (Honours) in Computing with Games Development Bachelor of Science in Computing with Games Development Higher Certificate in Science in Computer Systems and Networking Bachelor of Science (Honours) in Computing with Digital Media Bachelor of Science in Computing with Digital Media Bachelor of Science in Computing with Software Development Bachelor of Science (Honours) in Computing with Software Development
Ms.	Mairead	McCann	Modules examined by Module Externs
Dr.	Ian	McCurdy	Bachelor of Arts (Honours) in Animation, Visual Effects and Motion Design Bachelor of Arts (Honours) in Music Technology Bachelor of Arts (Honours) in TV, Radio and New Media
Mr.	Tim	Moriarty	Bachelor of Science (Honours) in Computing with Games Development Bachelor of Science in Computing with Games Development Higher Certificate in Science in Computer Systems and Networking Bachelor of Science (Honours) in Computing with Digital Media Bachelor of Science in Computing with Digital Media Bachelor of Science in Computing with Software Development Bachelor of Science (Honours) in Computing with Software Development
Mr.	Joseph	Mulcahy	Bachelor of Arts in Culinary Arts Higher Certificate in Arts in Culinary Arts Bachelor of Arts in Culinary Arts
Mr.	Ronan	O'Brien	Bachelor of Business (Honours) Bachelor of Business
Ms.	Ann	O'Connor	Bachelor of Arts in Culinary Arts
Dr.	Chris	O'Riordan	Bachelor of Business (Honours) Bachelor of Business
Mr.	Paul	O'Sullivan	Bachelor of Business (Honours) Bachelor of Business

Dr. PJ Ryan	Bachelor of Business (Honours) Bachelor of Business
Dr. Theresa Ryan	Certificate in Sustainable Tourism Destination Management Bachelor of Arts (Honours) in Event Management Higher Certificate in Arts in Travel and Tourism Bachelor of Arts in Travel and Tourism Management
Dr. Mairead Seery	Modules examined by Module Externs
Dr. Margaret Tynan	Bachelor of Business (Honours) Bachelor of Business Bachelor of Arts (Honours) in Information Systems Management Bachelor of Arts in Information Systems Management





School of Science, Technology, Engineering & Mathematics

Mr.	Brian	Byrne	Bachelor of Science (Honours) in Civil Engineering Bachelor of Engineering in Civil and Environmental Engineering
Dr.	Ger	Colleran	Higher Certificate in Science in Biological and Environmental Studies Certificate in Biopharmaceutical Processing Bachelor of Science (Honours) in Field Biology with Wildlife Tourism Bachelor of Science (Honours) in Pharmaceutical Science Bachelor of Science in Pharmaceutical Science Bachelor of Science (Honours) in Wildlife Biology
Dr.	Thomas P	Curran	Bachelor of Science in Agricultural Mechanisation Bachelor of Science (Honours) in Agricultural Engineering Bachelor of Engineering in Agricultural Engineering Bachelor of Science (Honours) in Agricultural Engineering
Dr.	Ian	Grout	Bachelor of Science (Honours) in Automotive Manufacturing Engineering Bachelor of Engineering in Manufacturing Engineering Certificate in Computer Aided Engineering with Finite Element Analysis Bachelor of Science (Honours) in Manufacturing Engineering Bachelor of Science (Honours) in Manufacturing Engineering Certificate in Mechatronics Certificate in Quality Management, Tools and Techniques in Practice
Dr.	Simon	Harrison	Higher Certificate in Science in Biological and Environmental Studies Bachelor of Science (Honours) in Field Biology with Wildlife Tourism Bachelor of Science (Honours) in Wildlife Biology
Dr.	Lisa	Jardine Wright	Certificate in Biomedical Sciences - International Medical Commencement Programme - Medical Stream International Pharmacy Commencement Programme
Mr.	Alan	Kearney	Higher Certificate in Science (Pharmacy Technician)



Dr.	Mary	Kinston	Bachelor of Science in Agricultural Science Bachelor of Science (Honours) in Agricultural Science Bachelor of Science (Honours) in Agricultural Science—add on
Dr.	Arun HS	Kumar	Bachelor of Science (Honours) in Veterinary Bioscience Bachelor of Science in Animal Bioscience
Dr.	William	Lyons	Bachelor of Science (Honours) in Automotive Manufacturing Engineering Bachelor of Engineering in Manufacturing Engineering Certificate in Computer Aided Engineering with Finite Element Analysis Certificate in Industrial Instrumentation and Automation Bachelor of Science (Honours) in Manufacturing Engineering Bachelor of Science (Honours) in Manufacturing Engineering Certificate in Mechatronics Certificate in Quality Management, Tools and Techniques in Practice Higher Certificate in Engineering in Engineering Technology
Mr.	Michael	O Donoghue	Bachelor of Engineering in Civil and Environmental Engineering
Prof.	Denis	O Dwyer	Bachelor of Science in Agricultural Mechanisation Bachelor of Science (Honours) in Agricultural Engineering Bachelor of Engineering in Agricultural Engineering Bachelor of Science (Honours) in Agricultural Engineering
Dr.	Thomas	Patton	Higher Certificate in Science in Biological and Environmental Studies Certificate in Biopharmaceutical Processing Bachelor of Science (Honours) in Field Biology with Wildlife Tourism Bachelor of Science (Honours) in Pharmaceutical Science Bachelor of Science in Pharmaceutical Science Bachelor of Science (Honours) in Wildlife Biology
Dr.	Philip	Perrin	Higher Certificate in Science in Biological and Environmental Studies Bachelor of Science (Honours) in Field Biology with Wildlife Tourism Bachelor of Science (Honours) in Wildlife Biology
Dr.	Siobhan	Walsh	Bachelor of Science (Honours) in Agricultural Science Bachelor of Science in Agricultural Science



School of Health & Social Sciences

Dr. Richard	Bailey	Bachelor of Arts (Honours) in Social Care Bachelor of Arts in Social Care Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure Bachelor of Science (Honours) in Physical Education
Dr. Simon	Beames	Bachelor of Science (Honours) in Adapted Physical Activity Bachelor of Science (Honours) in Health and Leisure in Athletic Performance Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure Bachelor of Arts in Outdoor Learning Bachelor of Science (Honours) in Sports Development Bachelor of Science (Honours) in Physical Education
Dr. Richard	Bolger	Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure
Dr. Ann	Bourke	Bachelor of Science (Honours) in Health and Leisure with Massage Bachelor of Science in Health and Leisure with Massage Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure
Ms. Deirdre	Breatnach	Bachelor of Arts (Honours) in Early Childhood Care and Education Bachelor of Arts in Early Childhood Care and Education
Dr. Paula	Carroll	Bachelor of Science (Honours) in Health and Leisure with Massage Bachelor of Science in Health and Leisure with Massage Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure
Dr. Aiden	Carthy	Bachelor of Arts (Honours) in Early Childhood Care and Education Bachelor of Arts (Honours) in Early Childhood Care and Education Bachelor of Arts in Early Childhood Care and Education Bachelor of Arts (Honours) in Social Care Bachelor of Arts in Social Care



Dr.	Desmond	Cawley	Diploma in Leadership Master of Science in Nursing
Dr.	Susan	Crawford	Bachelor of Arts (Honours) in Early Childhood Care and Education Bachelor of Science (Honours) in Health and Leisure with Massage Bachelor of Science in Health and Leisure with Massage Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure
Ms.	Aileen	Fitzgerald	Bachelor of Science (Honours) in Health and Leisure with Massage Bachelor of Science (Honours) in Adapted Physical Activity Bachelor of Science in Health and Leisure with Massage Bachelor of Science (Honours) in Physical Education
Dr.	Teresa	Graham	Bachelor of Arts (Honours) in Counselling with Addiction
Ms.	Pauline M	Jordan	Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure
Dr.	Marie	Kelly	Bachelor of Arts in Early Childhood Care and Education Bachelor of Arts in Social Care
Ms.	Briege	King	Certificate in Emergency Nursing Bachelor of Science (Honours) in General Nursing
Dr.	Mary	McDonnell Naughton	Bachelor of Science (Honours) in General Nursing
Ms.	Mary	McSkeane	Bachelor of Arts in Early Childhood Care and Education
Dr.	Breda	McTaggart	Bachelor of Arts (Honours) in Social Care Bachelor of Arts in Social Care
Mr.	Barry	Mullane	Bachelor of Science (Honours) in Coaching and Sports Performance Bachelor of Science in Coaching and Sports Performance
Dr.	Wesley	O'Brien	Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure Bachelor of Science (Honours) in Coaching and Sports Performance Bachelor of Science in Coaching and Sports Performance Bachelor of Science (Honours) in Physical Education



Dr.	Ian	O Cathain	Modules examined by Module Externs
Dr.	Margaret	O Keeffe	Bachelor of Arts (Honours) in Social Care Bachelor of Arts in Social Care
Dr.	Declan	Patton	Bachelor of Science (Honours) in Mental Health Nursing
Dr.	Jennifer	Pope	Bachelor of Arts (Honours) in Early Childhood Care and Education Bachelor of Arts in Early Childhood Care and Education
Mr.	Jakob	Frimann Porsteinsson	Bachelor of Science (Honours) in Health and Leisure Studies Bachelor of Science in Health and Leisure Bachelor of Arts in Outdoor Learning Bachelor of Science (Honours) in Wildlife Biology
Mrs.	Amanda	Smith	Certificate in Irish Sign Language
Prof.	Arnd	Witte	Modules examined by Module Externs
Ms.	Trudie	Young	Certificate in Wound Management

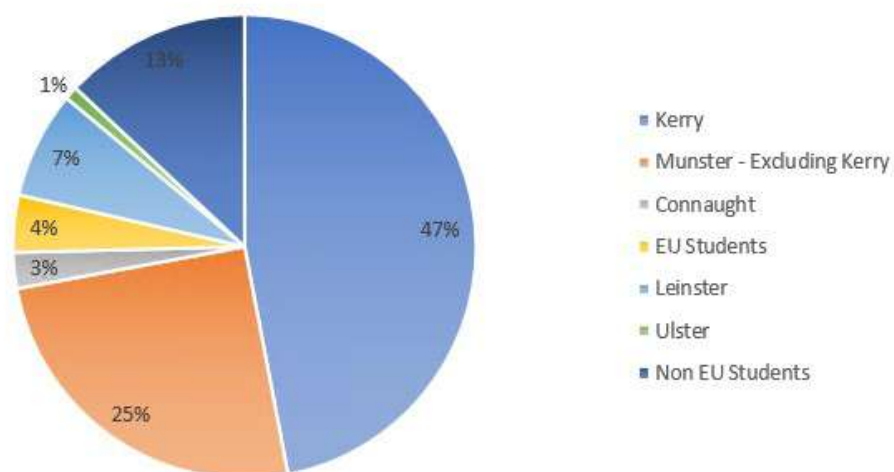


Student Statistics

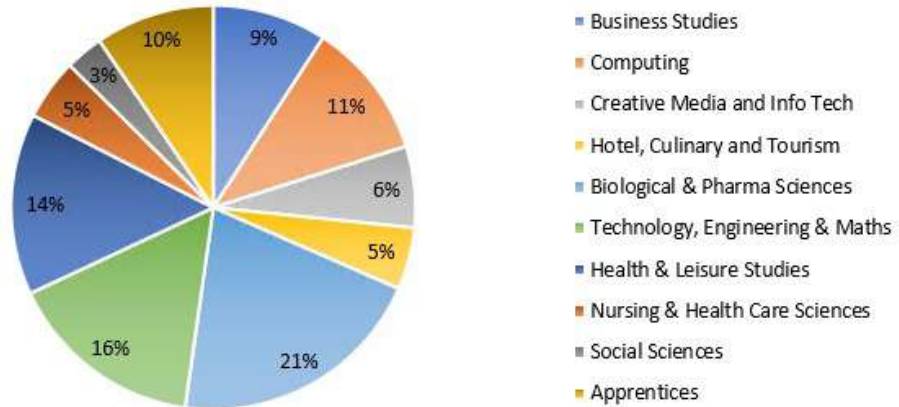
INSTITUTE OF TECHNOLOGY, TRALEE		
ANNUAL RETURNS - FULL-TIME STUDENT REGISTRATION 2019/20 (at 1st March 2020)		
Third Level Enrolments by Level of Award and Department	Total No	Percentage
Higher Certificate/Certificate - Level 06		
Hotel, Culinary and Tourism	17	0.63%
Business Studies	2	0.07%
Biological & Pharma Sciences	209	7.73%
Level 06 Total	228	8.43%
Ordinary Degree - Level 07		
Business Studies	152	5.62%
Computing	69	2.55%
Creative Media and Info Tech	8	0.30%
Hotel, Culinary and Tourism	108	3.99%
Biological & Pharma Sciences	68	2.51%
Technology, Engineering & Maths	109	4.03%
Health & Leisure Studies	97	3.59%
Social Sciences	155	5.73%
Level 07 Total	766	28.33%
Honours Degree - Level 08		
Business Studies	130	4.81%
Computing	82	3.03%
Creative Media and Info Tech	137	5.07%
Hotel, Culinary and Tourism	25	0.92%
Biological & Pharma Sciences	298	11.02%
Technology, Engineering & Maths	90	3.33%
Health & Leisure Studies	198	7.32%
Nursing & Health Care Sciences	367	13.57%
Social Sciences	177	6.55%
Level 08 Total	1504	55.62%

Full and Part Time Post Graduates Level 09 and 10		
Business Studies	0	0.00%
Computing	4	0.15%
Biological & Pharma Sciences	16	0.59%
Technology, Engineering & Maths	11	0.41%
Health & Leisure Studies	7	0.26%
Social Sciences	6	0.22%
Nursing & Health Care Sciences	43	1.59%
Post Graduate Total	87	3.22%
Apprenticeships (End of Academic Year)	119	4.40%
COLLEGE TOTAL:	2704	100.00%

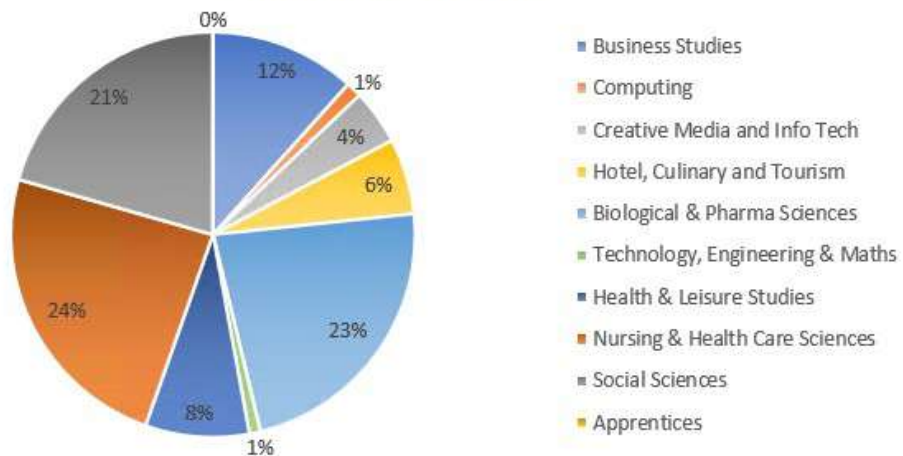
Domiciliary Origin of Full-Time Third Level Students



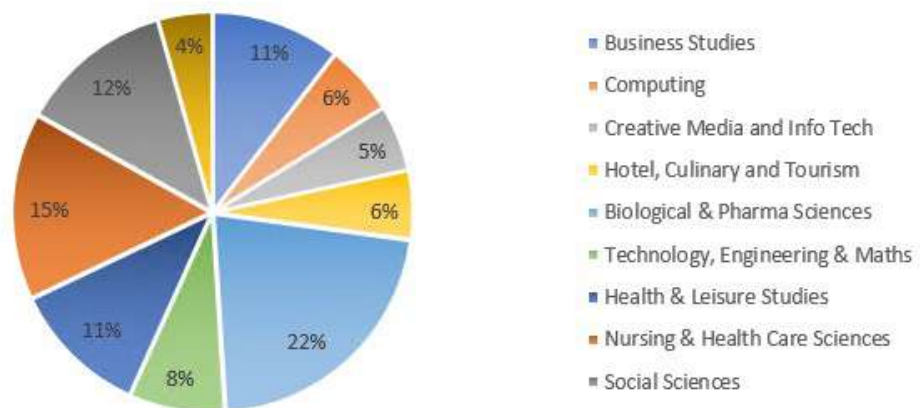
Full-Time Third Level/Apprenticeship/Postgraduate Enrolments - Male



Full-Time Third Level/Apprenticeship/Postgraduate Enrolments - Female



Full-Time Third Level/Apprenticeship/All Postgraduate Enrolments - by discipline



Student Support Services

The Institute has a comprehensive Student Support Services team to cater for the needs of an increasingly diverse student population. The aim of the service is to provide the necessary support to enable students pursue their academic programmes and career goals. Considerable personnel and financial resources are in place to facilitate the fullest participation by all students in the academic and social life of the Institute.

From the academic, financial and personal support, to the provision of health services and extra-curricular activities, we ensure that our students are empowered to develop personally as well as academically. To encourage the development of additional life skills, we promote development through involvement in our societies and sports clubs.

Student Support Services is a team of professional service providers who help and support students to actively engage in their third level experience by providing supports including:

- Access (including disability, pathfinders, travellers, mature students)
- Careers
- Learning Support
- Chaplaincy
- Counselling
- Health Care Service
- Financial Support
- Personal Support
- Sports & Societies
- Retention support
- SU Forums and committees
- Other Services

The Service aims to facilitate students to participate as fully as possible in all aspects of their chosen course and Institute life in general. The Service strives to achieve this aim through direct engagement with students, their lecturers, support personnel and the wider IT Tralee community.

The Service is promoted through the Institute website, Institute literature and through Support Services staff. The Student handbook is given to all newly registered students and is available online also.





Service for Students with Learning Difference 2019/2020

Service Activity

All Service activities directly relate to student retention. All numbers and figures quoted below have been drawn down from Banner, May 2020 in line with annual practice.

Students availing of the Service

Students availing of the Service: **214**

Students with Learning Difference constitute **74%** of students registered with a disability within the Institute-AHEAD Participation Rates Survey 2019/2020

All numbers and figures quoted below have been drawn down from Banner student record system in May 2020 in line with annual practice.

Year	Number of students
2019/20	214
2018/19	243
2017/18	226
2016/17	234

Breakdown of the 214 students with Learning Difference:

Dyslexia	134
Dyspraxia	14
Specific Language Disorder	7
Dysgraphia	1
	Total C1 Students 156
Acquired Brain Injury	1
ADD/ADHD	7
ASD/Asperger's syndrome	23 (200% rise in ASD students since 17/18)
Borderline Mild General Learning Disability	6
Neurological disorder	1
Other	2
	Total C2 Students 40
Screened as showing indicators of dyslexia	8
Screened as showing indicators of generalised learning difficulties.	2
RACE only (No diagnosis - paperwork from State Examination Commission only.)	8
	Total C2 Students 18



Note – The number of “C3L3 RACE only” category of student (i.e. Students with no diagnosis - paperwork from State Examination Commission only) is on a par with last year. With awareness of impending changes within DARE regarding the proposed removal of the eligibility requirement for a psycho-educational assessment report for students with dyslexia, there will be a knock on effect on the number of students with dyslexia presenting to third level whose evidence of disability does not include a psycho-educational assessment report. A current C3 L3 category student may well be considered a C1DY category student in the future depending on future eligibility requirements yet to be defined.

- ◇ Students who deferred: 1
- ◇ Students who deferred – not full programme: 2
- ◇ Students who withdrew: 4
- ◇ Full time students: 204
- ◇ Part time students: 10
- ◇ Male student: 106
- ◇ Female students: 108
- ◇ Year 1: 67 students
- ◇ Year 2: 68 students
- ◇ Year 3: 40 students
- ◇ Year 4: 33 students
- ◇ Doctorate: 1 student
- ◇ Apprenticeship Phase 4: 5 students

Profile of schools

- ◇ Business/Computing/Humanities: 80 students (98 students 18/19)
- ◇ Health and Social Sciences: 83 students (87 students 18/19)
- ◇ Science /Technology/Engineering/Maths: 51 students (58 students 18/19)
- ◇ While numbers have fallen across all schools, the drop is more significant in Business /Computing and Humanities (18%) while numbers in Health and Social Sciences have dropped by less than 5%.

Departments carrying higher numbers of students with Learning Difference:

- ◇ Social Sciences: 46 students
- ◇ Biological and Pharmaceutical: 43 students
- ◇ Health and Leisure: 33 students
- ◇ Creative Media: 18 students
- ◇ Computing: 15 students
- ◇ Nursing: 14 students
- ◇ Business: 11 students
- ◇ Agricultural Engineering: 10 students



Funding

European Social Fund (ESF)

First time applicants: 77

Returning applicants: 91

Total: 168

There is a noted rise (34%) in first time applicants for the second year running due to the widening of criteria around evidence of disability for dyslexia.

Year	First Time	Returning	Total
2019/20	77	91	168
2018/19	51	65	116
2017/18	34	77	111
2016/17	34	83	117
2015/16	41	61	102

Additional Tuition ESF/ITT

ESF funded students approved for Additional Tuition/ Academic Writing/Study Skills support: **35**

ITT funded students approved for Additional Tuition/ Academic Writing/Study Skills support: **6**

Clearance for Summer support

ESF	8 students
ITT funded	0 students

Note: Costings quoted below are interim and do not constitute the final annual spend, however, they serve to reflect trends and facilitate comparisons as figures quoted are drawn down annually in the same timeframe

ITT Disability Fund Spend

The outlay from the fund for the period September 2019 - June 2020 stands as follows:

Photocopying allocation: Euro 1,010.00

One to One tuition: Euro 1,788.23

Total Spend: Euro **2,798.23**

Comparative:

Year	Total ITT spend (Euros)
2019/20	2,798.25
2018/19	7,374.20
2017/18	6,123.20
2016/17	8,665.00



ESF Fund Spend

Photocopying allocation:	Euro 5,190.00
One to One Tuition:	Euro 15,429.38
Total Spend:	Euro 20,619.38

Comparative:

Year	ESF spend	Number of ESF funded students
2019/20	20,619.38	168
2018/19	12,202.40	116
2017/18	8,174.68	111
2016/17	8,512.92	117

There is a noted increase in spend, again influenced by a 34% rise in first time applicants including a rise in students with complex profiles.

Assistive Technology Training

ATAC Activity

Semester One

With the termination of the ATAC Service Level Agreement, five site visits were agreed to facilitate the transition to an alternative model of assistive technology support for students with learning difference.

During ATAC site visits 7 students availed of individual training in live scribe pen, text read software and one student availed of a refresher training in Dragon Naturally Speaking.

A co-facilitated ATAC/ IT Tralee one day Training in Assistive Technologies event was offered to all second level teachers in Kerry as part of the Enabling Transitions project (October 17 2019).

Morning Community of Practice - open to DEIS Schools, co – facilitated by Jane Brennan and Conor Hartigan. 3 teachers in attendance.

Afternoon AT training delivered by Conor Hartigan – 9 teachers registered, 4 teachers attended.

Training in the use of technologies to support reading, academic writing and study skills at third level – an integrated model.

The Service has initiated a change in direction to the manner in which students are introduced to technologies to support academic reading, writing and general study skills, utilising the skill set of Jane Brennan, Enabling Transitions and Study Skills Facilitator. The focus has moved away from mastery of particular soft wares to a wider academic skills training incorporating the use of technologies. Students are introduced to technologies as a means of enhancing the effectiveness of their approach to course and assignment requirements with the aim of learning to use technologies to enhance the development of core academic skills. Group workshops and 121 sessions were conducted during both semesters and a series of training videos were compiled to facilitate remote learning.

121 sessions: 49 students were referred from the Service and availed of support.

Group sessions: 18 group sessions addressing technologies to support a range of core academic skills. 57 attendees. Group sizes ranged for a maximum of 9 students to a minimum of 1 student.



Class group sessions by lecturer invitation: Note making/ Active Study Methods. 2 class sessions, attendees 80 students (approx.).

Response to Covid- Training videos on the use of technologies to support remote learning and exams: Five videos disseminated to students

Response to Covid- Training videos to promote effective study skills while studying remotely/ exam skills: Two new videos disseminated to students.

Assistive technology to support sensory disabilities

Following the termination of the ATAC agreement, Jane Brennan in her roles as both PATH Enabling Transitions Facilitator and Study Skills Facilitator has continued to upskill and train in available technologies. Following a recent DAWN survey on technologies currently in use across Disability Services, it is evident that Jane has competence across many of the technologies currently in use by students with sensory disabilities. Possible further training to ensure competence across the full range of assistive technologies for sensory disabilities is currently under discussion with the Access Officer, who has responsibility for students in this cohort.

Software (licensed and unlicensed)

The move towards an integrated model of training in the use of technologies to support the development of core academic skills corresponds with a national promotion of the utilisation of free wares across third level. The improvements in accessibility features and the availability of mobile apps have revolutionised how Disability Services are viewing purchase of expensive software licences and other pieces of technology. The Service is watchful of trends across the DAWN and PATH network groupings and current usage and spend in continuously under review.

Exam Reading Pens

Following the move of Examinations to the North Campus venue and with input from the experiences of our colleagues in U.L, Exam Reading Pens have been purchased to enhance the provision of reading support for students who merit same for Institute based examinations. This move away from the provision of human readers ensures further development of independent learner skills and improves the quality and availability of reading support for the student. The introduction of reading pens also removes concerns about maximum numbers in the alternative exams venue and will also serve to reduce noise levels in these venues. A plan for roll out for Institute based end of semester examinations examination has been formulated in draft form. Further plans for the use of these reading devices across practical examination and class based CA examinations are under development. All of the above planning is subject to the ongoing Covid 19 situation.



ASD Mentoring

With a 200% rise in ASD student numbers over the past two years additional specialist tutor support has been sourced through Unijobs. A meeting booth in a quiet location was secured as a venue for ASD support sessions. All students with ASD were offered weekly sessions to support time management, study skills and assignment completion.

9 students availed of regular mentoring support with Lucille O Sullivan, Specialist ASD Tutor, Unijobs.

5 students availed of regular mentoring support with the OSLD.

1 student availed of regular mentoring support with a member of the Unijobs tutor panel.

Those who did not avail of regular mentoring support were monitored by the OSLD.

Introduction of Specialisterne

Considerable planning has taken place to prepare for the introduction of the services offered by Specialisterne (a not for profit recruitment Consultancy, funded by Ability) during the academic year 2020/21. Specialisterne promote employment for people on the autism spectrum and people with "similar challenges" which can include the full cohort of students with Learning Difference. Specialisterne work among undergraduate students in their preparation for work placement through a focused intensive interview skills programme. After work placement Specialisterne then assist the undergraduate student to incorporate their newly gained relevant placement experiences into their profile to enhance their job seeking / interview skills after graduation.

During Semester One of the upcoming 2020/21 academic year it is planned that Specialisterne will provide a six week programme of one to one remote sessions for a number of our students who are due to go on work placement during Semester Two. This support will be offered over and above the mainstream work placement preparation programme offered to the general student body. Specialisterne wish to complement the existing work placement preparation programme on offer within the institute and will complement all existing CV and other relevant templates currently in use. During Semester Two it is planned that Specialisterne will work with a number of final year students who are preparing to enter the workforce after graduation.

It is anticipated that over time Specialisterne will develop partner relationships with local employers, as has happened in other regions. In line with the experience in other HEIs, it is hoped that such partner relationships would serve to enhance opportunities for students with learning difference to find and maintain meaningful employment in the local region in a supported manner.

As a pilot for the Specialisterne experience one final year student with ASD availed of their service during Semester Two of the current academic year. Student engagement commenced early March and continued after the covid lockdown. Feedback from all parties regarding this engagement has been very positive.

The OSLD has engaged with both the Careers Officer and Access Officer during the planning period and engagement with Work Placement Co-ordinators will take place at the opening of Semester One.

Following extensive planning (as outlined above) the Institute is now ready to enter into a Memorandum of Understanding with Specialisterne during Semester One which will be facilitated in line with national health directives.

PATH 3 Enabling Transitions Project

In line with a review of the goals and challenges for this project as outlined in the Service End of Year Review 18/19, this project progressed with considerable activity. Ongoing in-house review of the project saw the development of nine specific goals which were delivered across the academic year. Jane Brennan, Enabling Transitions Schools Facilitator, furnished a monthly report to the Cluster Group on the specific goals identified and targets achieved.



Key outcomes for the 19/20 academic year are as follows:

33 teachers received training in the use of AT to promote class room learning.

The Enabling Transitions Schools Facilitator delivered “in school” sessions to class groupings across three schools reaching 65 students, 9 teachers and 4 SNAs. One DEIS school has expressed particular interest in further development of an “in school” programme for the academic year 2020/21.

The Enabling Transitions Schools Facilitator made a Presentation on the use of technologies to support learning at the annual Disability Seminar reaching 10 prospective students and 7 support workers from the community.

The Enabling Transitions Facilitator facilitated two Community of Practice meetings and members found these meetings both engaging and supportive. The Community of Practice was established among committed teachers from outreach schools as a means of sharing experiences and learnings, with an agreement to meet twice yearly.

The ETSF responded to the Covid 19 situation with the production of six training videos addressing adjustment to change and the use of technologies to support remote study and remote exams. 522 views were recorded March 2020. These videos were shared across the IT Tralee student body and relevant videos were disseminated to schools for circulation among teachers and students

Following feedback from peer activities at Cluster meetings, an approach was made to the Teacher Centre (Dromtacker campus) and agreement was reached to locate teacher training and Community of Practice meetings in this venue (pre Covid 19). Future teacher training sessions will be advertised through the Teacher Centre calendar which is the recognised centre for CPD offerings across the county. It is hoped that the numbers of teachers availing of training and possible engagement with the project will grow, leading to more sustainable outcomes around the use of technologies to support learning at second level.

(Note The ETSF has secured timetabling of Teacher training sessions for September 2020 which will be advertised through the Teacher Centre and delivered by Webinar.)

Transition study skills including the use of technologies to support learning were provided in one to one and group settings to post entry students as reported above.

Approval was received through TLASE for a Learning Enhancement Project (LEP) to provide embedded support for Semester One academic writing in two modules in collaboration with the lecturers assigned to these modules (Science and Creative Arts), to be rolled out Semester One 2020/21. This LEP has been viewed positively by the Cluster Group as an achievement of the overall aim of the Enabling Transitions project i.e. the mainstreaming of student support within the classroom setting utilising technologies to enhance skills development and support learning. Due to the Covid 19 situation planning for the LEP have been somewhat disrupted and delivery may be subsequently somewhat delayed.

Outreach Project Achievements from Project inception to date:

The project descriptor and table below report the cumulative achievements of the AT training outreach aspects of the Enabling Transitions Project to date – compiled by Jane Brennan, Enabling Transitions Schools Facilitator.

IT Tralee has taken a ‘train the trainer’ approach to assistive technology, training and supporting teachers across County Kerry to integrate AT into their daily teaching practice.

Training in a range of formats has been made available to teachers, including off-site training at IT Tralee and the Education Centre, Tralee and on-site CPD sessions in individual schools. Six teachers also participated in a level 6 accredited course through Enable Ireland.

Initial training has been followed up with supports including in-class partnership teaching and an ongoing Community of Practice where teachers learn from each other’s experience and address any difficulties arising.

As well as SEN teachers and SNAs, a number of mainstream subject teachers, particularly of English, have now become involved. Online training planned for the autumn term will focus on using AT as part of a UDL approach in fully inclusive mainstream classrooms.

Training has also been provided directly to senior cycle students in school and to students and their parents in evening “Skills for College” workshops.



Total number of schools worked with	17
Total number of school sessions for students	8
Total number of students that attended	166
Total number of teacher/SEN/SNA training sessions	9
Total number of teacher/SEN/SNAs that attended	60 attendances (44 unique individuals)
Total number of community based sessions (e.g. NCBI)	3
Total number of participants of community based sessions	18
Types of community organisations (e.g. Dyslexia Group)	Parents Associations, Disability information session, IT Tralee
Names of teacher education centres linked with	Education Centre Tralee

Schools:

Cloister Gleann Li, Pobailscoil Sliabh Luachra, Colaiste na Ríochta, Causeway Comprehensive, Killarney CC, Killorglin CC, Castleisland CC, Mercy Mounhawk, Tarbert Comprehensive, Kerry College, Intermediate School Killorglin, Presentation Tralee, Presentation Miltown, Presentation Castleisland, Kerry College Listowel, St Ita's and St Joseph's, Pobailscoil Inbhear Sceine

School sessions for students:

Colaiste na Ríochta, Killarney CC, Colaiste Gleann Li, Causeway Comprehensive, Mercy Mounhawk

Screening

In line with changes introduced following the introduction of the Reasonable Accommodation Policy Document, ratified 2017, students presenting for Screening manifesting significant difficulties suggesting a need for reasonable accommodation in examinations are referred for Institute funded external assessment.

Number of students	Descriptor
16	Referred/ self-referred for screening post orientation with issues relating to reading and academic writing.
9	Mature
13	First years
2	Second years
1	Third years
0	Fourth year
5	Referred for external assessment
4	Completed external assessment
4	Incomplete screening (3 were Covid 19 related)
5	Stayed with the Service to avail of reasonable accommodation
3	ESF applications submitted
1	ESF application pending
16	Referred to technology enhanced academic writing and study skills sessions



Comparative

Year	Number of students screened	Number referred for external assessment	Number who completed external assessment	Number referred back to mainstream	Advised re external assessment	Number who registered with the Service
2019/20	12 out of 16 Impact of Covid 19	5	4	3	3	5
2018/19	6	5	5	0	0	5
2017/18	17	9	6	8	0	9

Entry routes of students who underwent screening

CAO	4
PLC	7
Mature Student Entry Exam only (no PLC)	3
Advanced Entry	0
Other	2

With only 25% of students presenting for screening coming through the CAO route, it is not expected that future changes in DARE regarding evidence of disability for dyslexia will significantly impact on demand for screening. As more than 50% of students presenting for Screening are mature students with no previous history of intervention or support, it is expected that screening will remain a relevant and necessary aspect of Service Provision. Whether the Institute will continue to request an external psycho-educational assessment report to support requests for reasonable accommodation will be determined by possible future amendments to the evidence of disability criteria for dyslexia agreed at national level. Any changes of criteria at national level will result in subsequent updating of related policy at Institute level

Updating of Literacy testing to inform reasonable accommodation requests

Literacy testing administered: 4 students

DARE

The OSLD attended national DARE information sessions facilitated by UCC November 2019 and acted as a DARE Advisor at the national DARE Information Day Jan 2020 held in IT Tralee.

The OSLD is the nominated IoT representative on the DARE SPLD working group which is charged with the review of DARE criteria for specific learning difficulties in the light of changes in the NEPS model of practice at second level. This is a significant and important piece of work which will impact on the evidence of disability requirements for students with dyslexia at third level and subsequently on the future ESF funding model.

DAWN

The OSLD continued engagement and attendance at DAWN meetings which moved to a zoom platform following lockdown. Communications around practices/challenges experienced by Disability Officers across the sector were relayed as relevant at planning meetings across the Institute for the benefit of all.

The OSLD is participating in a DAWN working group charged with the compilation of a set of guidelines for remote examinations. Based on the findings of a DAWN commissioned piece of national and international research (conducted by Dr Alison Doyle) the working group is tasked with compilation of a set of guidelines to promote consistency across HEIs.



The OSLD participated in a pilot online Coaching Programme facilitated by Mary O Grady (Life Coach and Disability Consultant). This programme covered the principles, skills, competencies and benefits of coaching and provided some valuable tips and resources to enhance work with students in one to one settings.

ASD - Kerry Intervention Disability Services

The OSLD addressed the annual Parent/Student evening facilitated by Kerry Intervention Disability Services (October 2019) around the transition needs of individuals with autism. Feedback from the event found that both this address and the overall OSLD contribution to the general discussion were well received.

MTU

The OSLD engaged meaningfully in the TLASE working group in the lead up to the Mock Review Panel – December / January/February 2020. This provided the opportunity to promote those elements of the Draft Plan for Student Success which belong within teaching and Learning with particular reference to Universal Design for Learning across all elements of the working group discussions.

New Initiatives

- ⇒ Planned introduction of Exam Reading Pens.
- ⇒ Provision of a specialist ASD Tutor to provide mentoring support and location of a tutoring booth in quiet location within the Institute .
- ⇒ The planned introduction of Specialisterne, a not for profit organisation (funded by Ability) who promote employment for people on the autism spectrum and people with "similar challenges"
- ⇒ Dissemination of training videos in response to Covid 19.
- ⇒ The change in direction in the provision of assistive technology training away from training in mastery of specific technologies towards academic skills development training incorporating the use of technologies .
- ⇒ PATH 3, Enabling Transitions outreach - Teacher Centre events and approval for a Learning Enhancement Project (LEP).
- ⇒ Engagement with the TLASE Working Group MTU.
- ⇒ The introduction of a twelve month contract for the OSLD role has enabled the OSLD to fulfil Service delivery roles in line with student need and student and staff expectation. In addition it has allowed the OSLD time for input into review and development of policy and procedure both within the Service and across wider Institute activities. The OSLD has also been provided with adequate time to pursue initiatives for the benefit of the student cohort e.g. planning for the introduction of Specialisterne. The extension of the contract has also opened the possibility for OSLD engagement at national "working group" level which constitutes an opportunity for IT Tralee to contribute to national debate and development and also to showcase the expertise associated with the OSLD role. The OSLD is currently engaged at national level as follows:
 - DAWN - Member of the working group charged with further development of the DAWN Examination Policy - Recommendations for the Application of Reasonable Accommodation for Remote Assessments.
 - DARE – IoT representative for the SPLD working group .



Service for Students with Learning Difference 2020/2021

Service Activity

All Service activities directly relate to student retention. All numbers and figures quoted below have been drawn down from Banner, May 2021 in line with annual practice.

Students availing of the Service

Students availing of the Service: **240**

Students with Learning Difference constitute **74%** of students registered with a disability within the Institute-AHEAD Participation Rates Survey 2020/2021

All numbers and figures quoted below have been drawn down from Banner student record system in May 2019 in line with annual practice.

Year	Number of students
2020/21	240
2019/20	214
2018/19	243
2017/18	226
2016/17	234

Breakdown of the 240 students with Learning Difference:

Dyslexia	142
Dyspraxia	18
Specific Language Disorder	7
Dysgraphia	1
Dyscalculia	2
	Total C1 Students 170
ADD/ADHD	7
ASD/Asperger's syndrome	24 (24 Students have declared ASD as their primary disability however there are 26 students with ASD currently availing of the Service)
Borderline Mild General Learning Disability	11
Neurological disorder	1
Acquired Brain Injury	1
Other	2
	Total C2 Students 46
Screened as showing indicators of dyslexia	12
Screened as showing indicators of generalised learning difficulties.	1
RACE only (No diagnosis - paperwork from State Examination Commission only.)	11
	Total C2 Students 24



- ◇ Students who deferred: 5
- ◇ Students who deferred – not full programme: 2
- ◇ Students who withdrew/ deregistered: 9
- ◇ Students repeating exam only: 6
- ◇ Full time students: 218
- ◇ Part time students: 22
- ◇ Male student: 117
- ◇ Female students: 123
- ◇ Year 1: 65 students
- ◇ Year 2: 68 students
- ◇ Year 3: 62 students (a noted increase of 20 students on 19/20 number)
- ◇ Year 4: 29 students
- ◇ Year 6: 2 students
- ◇ Year 7: 2 students
- ◇ Apprenticeship Phase 4: 8 students
- ◇ Apprenticeship Phase 6: 4 students

DARE: 73 First Year students who registered on programmes were listed as coming through CAO via DARE. Of these 73 students 50 students presented to a Service Provider regarding their primary disability with 74% of these students (37 students) presenting to the Service for Students with Learning Difference. Of these 37 students, 8 students had been offered places on reduced points with the other students securing their places on their programme by merit of the points received in their Leaving Certificate exams.

Profile of schools

- ◇ Business/Computing/Humanities: 79 students (80 students 19/20)
- ◇ Health and Social Sciences: 98 students (83 students 19/20)
- ◇ Science /Technology/Engineering/Maths: 63 students (51 students 19/20)

There has been a rise of a little over 15% in students with learning difference on Health and Social Science programmes and a rise of 8% on STEM programmes.

Number of students in each Department:

- ◇ Biological and Pharmaceutical: 58 students (25% increase from 43 students 19/20)
- ◇ Social Sciences: 40 students
- ◇ Health and Leisure: 39 students
- ◇ Nursing: 19 students
- ◇ Creative Media: 18 students
- ◇ Business: 17 students
- ◇ Engineering Apprenticeships: 12 students
- ◇ Computing: 10 students
- ◇ Agricultural Engineering: 9 students
- ◇ Hotel Culinary and Tourism: 9 students
- ◇ Manufacturing Engineering: 5 students
- ◇ Construction and Civil Engineering: 3 students



Funding

European Social Fund (ESF)

First time applicants: 52
 Returning applicants: 117
Total: 169

Year	First Time	Returning	Total
2020/21	52	117	169
2019/20	77	91	168
2018/19	51	65	116
2017/18	34	77	111
2016/17	34	83	117

Additional Tuition ESF/ITT

ESF funded students approved for Additional Tuition/ Academic Writing/Study Skills support: **24**

ITT funded students approved for Additional Tuition/ Academic Writing/Study Skills support: **5**

Clearance for Summer support

ESF	5 students
ITT funded	0 students

Note: Costings quoted below are interim and do not constitute the final annual spend, however, they usually serve to reflect trends and facilitate comparisons as figures quoted are drawn down annually in the same timeframe.

The move to remote learning has significantly impacted on Service spend and any observations about trends in spending for 20/21 require interpretation through the lens of the impact of Covid 19. There was a dramatic reduction in requests for printing allowances and while less students sought to one learning support, some vulnerable students were approved for considerably more support hours than would have been approved previously.

ITT Disability Fund Spend

The outlay from the fund for the period September 2020 - June 2021 stands as follows:

Photocopying allocation: Euro 100.00 (The move to online learning saw a drop in requests for printing allowances)

One to One tuition: Euro 1,804.05

Total Spend: Euro **1,904.05**

Comparative:

Year	Total ITT spend (Euros)
2020/21	1,904.05
2019/20	2,798.25
2018/19	7,374.20
2017/18	6,123.20
2016/17	8,665.00



ESF Fund Spend

Photocopying allocation: Euro 775.00 (the move to online learning resulted in a dramatic drop in requests for printing allowances)

One to One Tuition: Euro 11,789.63

Total Spend: Euro **12,564.63**

Comparative:

Year	ESF spend	Number of ESF funded students
2020/21	12,564.63	169
2019/20	20,619.38	168
2018/19	12,202.40	116
2017/18	8,174.68	111
2016/17	8,512.92	117

Training in technologies to support academic reading , writing and study skills.

As previously reported, the Service has initiated a change in direction to the manner in which students are introduced to technologies to support academic reading, writing and general study skills. The focus has moved away from mastery of particular softwares to a wider academic skills training incorporating the use of technologies. Students are introduced to technologies as a means of enhancing the effectiveness of their approach to course and assignment requirements with the aim of learning to use technologies to enhance the development of core academic skills.

As a consequence of Covid 19 training was delivered online for the full academic year. A very small number of face to face meetings were facilitated on campus during Semester One for vulnerable students.

One to One referrals for support

Semester One: **42 students** – the greater number of referrals related to initial training in technologies to support reading, a lesser number of referrals related to training in aspects of the academic writing process.

Semester Two: **25 students** – referrals mostly related to study-related queries including: understanding assignment briefs, technological requirements of assignments (e.g. Office 365, OneNote, Pathbrite, narrated PowerPoints), planning assignments, revising drafts, research skills, managing time and deadlines, dealing with study stress, preparing for exams, understanding lecturer feedback.

Total number of One to One referrals: **67 students**

Group Workshops – made available to the mainstream student body.

Workshops were delivered on line through Blackboard Collaborate with recordings and additional resources available on Blackboard.

A total of **70 workshops** were provided covering 20 topics.

Total number of attendees: **891 students.**

A full report on workshop activity can be found in Review of the Academic Year 2020/21” - Jane Brennan, Study Skills and Enabling Transitions Facilitator.



Embedded and department based workshops

A number of workshops were provided during students' class time or were separately added to their timetables through departments - Social Science, Nursing, Business and Creative Media. Such workshops were effective in reaching lesser motivated students who may not otherwise have accessed or engaged with such support. This is an initiative that the Study Skills Facilitator is interested in developing across Departments in forthcoming year.

Software (licensed and unlicensed)

The Service moved to training in the utilisation of freeware (as opposed to licensed software) for the academic year 2020/21 and feedback from stakeholders has been extremely positive. The promotion of the use of free wares is not currently part of the MTU Cork provision and this matter has been raised for initial consideration and discussion. It is expected that this matter will come under further address during the review/ alignment of Service Procedures to be undertaken by the MTU Reasonable Accommodation Policy working group.

Exam Reading Pens

Introduction of the Examination Reading Pens into the Alternative Venue with Reading Support for "on campus" end of semester exams was postponed following the move to remote learning and assessment. The introduction of these pens remains a priority for the Service Plans for future "on campus" Final Exam Scheduled sessions held in the Alternative Venue with Reading Support.

ASD Mentoring

Covid 19 brought both challenges and opportunities for students with ASD. In situations where challenges led to deferral of programme (3 students), considerable time was given by the OSLD to departmental and external family liaison to ensure smooth transitioning out and smooth planning for returning next year.

20 students availed of some level of mentoring support with the OSLD with 5 students availing of 4 or more sessions.

3 students availed of regular intensive support with the Autism Tutor Lucille O' Sullivan. All three students were very challenged in the covid environment and under such exceptional circumstances approval was given for extensive weekly contact up to 4 times per week.

Those who did not avail of regular mentoring support were monitored by the OSLD who prioritised ongoing communication with this cohort.

Specialisterne Ireland activity.

Semester One saw the launch of the partnership with Specialisterne Ireland, a not for profit organization (funded by Ability), who promote employment for people on the autism spectrum and people with similar challenges. Specialisterne provided a six-week programme of one to one remote sessions for 7 students with learning difference (including 5 ASD students) who were all due to go on work placement during Semester Two. While initially this service was planned for on campus delivery, students readily adjusted to the remote offering. Work Placement Coordinators were briefed on this initiative through email communication circulated by the Careers Office and the Officer for Students with Learning Difference was available to provide any additional information / guidance regarding the initiative.

Feedback from both students and Specialisterne Ireland has been extremely positive both in term of student engagement and ensuing development of skills. Students were provided with mock interview experiences and received one to one feedback on their performances. All seven students reported that they found the programme helpful and felt that their interviews skills had developed. All seven students continue to remain engaged with Specialisterne. and the organisation has also maintained regular contact with the Officer for Students with Learning Difference and provided detailed interim reports on the individual progress of each student.



All Academic staff were emailed an outline of the above activity and engagement was encouraged from Work Placement Co-ordinators and interested parties keen to forge stronger networks across the wider Kerry region to support students with learning difference in finding meaningful employment/career experiences.

A similar Specialisterne offering was piloted to a small number of students with ASD on the Cork campus. Following the successful piloting of the Specialisterne offering across the MTU campuses, plans are now underway for the signing of a Memorandum of Understanding between MTU and Specialisterne with a view to each campus promoting Specialisterne activity in a manner best suited to local needs.

PATH 3 Enabling Transitions Project.

A full report of PATH 3 Enabling Transitions workstream activity can be found in PATH “Enabling Transitions Report April 2021, MTU Kerry.”

Outreach Pre- entry activity

In the light of the impact of Covid 19 on school activities, the link up with Kerry Education Centre (previously reported) has proved central to programme delivery.

Teacher and SNA training.

Training in assistive technologies for teachers and SNAs was delivered online through the Tralee Education Centre with workshops advertised nationally. Five workshops were provided plus one additional follow up meeting reaching a total of 133 teachers and SNAs.

Teacher Survey

A survey of attendees of previous training was carried out in March 2021 with the reported findings providing useful feedback regarding teacher comfort with and usage of various technologies. The findings of this survey have also highlighted identified needs within the Further Education sector which will be addressed in the goals and objectives of Phase Two of the MTU Kerry Enabling Transitions programme.

AT training for second level students

Four virtual training events were provided directly to school students reaching approximately 120 students. An online workshop aimed at second level students and their parents was provided in February through Tralee Education Centre. This was attended by 68 people, mainly students and parents but also including some teachers.

Link with Travellers in Education programme

Interviews have been carried out with 18 women interested in joining a QQI level 6 programme in Education and Mentoring. The Enabling Transitions Facilitator supported the interview selection process also provided participants with on-campus study skills/academic writing support incorporating the use of technologies.

Post Entry activity

One to one support

In addition to the One to One support offered to students with disabilities reported above. One to One sessions were also offered to largely Access students who self-referred or responded to email invitation or by word of mouth. Number of students: 19.

Group Support.

Group workshop activities as outlined above.



Screening

Due to the work from home directive it was not possible to administer standardised tests remotely during Semester Two as online versions of the testing materials required additional licences. The table below reflects on campus screening activity during semester one only.

Comparative

Number of students	Descriptor
3	Referred/ self-referred for screening post orientation with issues relating to reading and academic writing.
3	Mature
2	First years
1	Second years
1	Referred for external assessment
2	Referred to mainstream supports
1	Students awaiting outstanding assessment from 19/20 referral
2	Total awaiting external assessment
2	Availing of reasonable accommodation while awaiting assessment
4	Referred to technology enhanced academic writing and study skills sessions

Entry routes of students who requested screening 2020/21:

Year	Number of students screened	Number referred for external assessment	Number of Institute funded assessments completed
2020/21	3 During Sem 1	2 From 19/20 on waiting list for assessment	0 Two students (one 2nd year & one 3rd year awaiting assessment)
2019/20	12 out of 16 Impact of Covid 19	5	4
2018/19	6	5	5
2017/18	17	9	6

All students came through FETAC entry route.

Matters arising

The impact of Covid 19 on the screening service is reflected in this year's numbers. The lack of initial student enquiries about screening during Semester Two is also notable.

The practice of referral for Institute funded external psycho-educational assessment (introduced in 2017 following the ratification of A13.4 Reasonable Accommodation and Support for Students with Disability Policy and Procedures) was intended as a retention mechanism to support the implementation of reasonable accommodation for students who met screening criteria for dyslexia and who had previously not had the opportunity to have their learning difference formally diagnosed. MTU Cork do not provide such a screening service, however to date they have advised students to avail of SAF if they wish to pursue a dyslexia diagnosis through external psycho-educational assessment. A number of HEIs have used SAF for this purpose to date.



There have been significant changes in thinking and practice at an international level regarding the identification of dyslexia resulting in a series of incremental changes initiated in schools by NEPs following a review in 2017. These changes have seen a move away from the requirement for a diagnostic psycho-educational assessment dyslexia report and a move towards the identification of dyslexia through school-based records which identify the persistence of literacy difficulties as evidenced by standardised testing. Such literacy difficulties are noted as persistent despite evidence over time of appropriate targeted intervention. It is expected that school leavers with dyslexia availing of DARE 2021/22 will be evaluated in line with the above outlined criteria.

This impending change will see the removal of the mandatory requirement for a psycho-educational assessment report as evidence of dyslexia for students at third level. Students coming from QQI or alternative entrance routes who may have an unidentified dyslexia will most likely continue to have difficulty sourcing the nature of alternative school evidence outlined above. These students will therefore remain vulnerable unless a mechanism can be put in place whereby such students can access reasonable accommodation. This matter has yet to be addressed by Disability Services at a national level as all parties await the announcement of the changes in DARE 2021/22.

During this interim period and while aligning practice with our Cork counterpart the OSLD will continue to administer standardised testing in order to determine whether vulnerable students from the QQI – alternative entrance route cohort meet criteria for reasonable accommodation. Whether these students should then be advised to pursue assessment through SAF funding, or whether MTU Kerry will continue to fund such assessment requires immediate clarification in advance of the academic year 2021/22. Depending on decisions made Service literature will be updated to reflect intended practice.

It should be noted that a possible consequence of the changes outlined above could see students who have come directly from school requesting screening and external assessment for their personal information and because they may feel let down by their school for not providing same. It would not be advisable to respond to such requests from school leavers and it is important that Service literature does not mislead on this matter.

DARE

The OSLD is the nominated IoT representative on the DARE SPLD working group which was charged with the review of DARE criteria for specific learning difficulties in the light of changes in the NEPS model of practice at second level. This group held several meetings across the academic year and the OSLD contributed significantly to deliberation and discussion. Recommendations for changes in criteria were presented to the HEAR/DARE Practitioners Group and following an impending final meeting of the SPLD Working Group it is expected that the agreed changes will be implemented for DARE applicants 2021/22.

Following allocation of full-time hours to the OSLD role, the OSLD has taken over the role of HEAR/DARE Practitioner for MTU Kerry with responsibility for attending HEAR/DARE meetings and dispersal of communications to HEAR/DARE Advisers/personnel on the Kerry Campus.

DAWN

The OSLD continued engagement and attendance at DAWN meetings which moved to a zoom platform following lockdown. Communications around practices/challenges experienced by Disability Officers across the sector were relayed where relevant at planning meetings across MTU Kerry for the benefit of all. Where required the OSLD sought examples of good practice elsewhere to advise regarding local issues – e.g. remote scribe support in examinations.

MTU

The OSLD engaged meaningfully in the activities of the Access Working group in the formulation of the draft Equity of Access and Participation Policy and the draft Reasonable Accommodation Policy, both of which are now due to be forwarded to the next stage in the process. Work will shortly commence on a related Reasonable Accommodation Procedures document. In addition, the OSLD is an active member of the HEAR/DARE Admissions subgroup tasked with the formulation of an agreed HEAR/DARE Procedure document. Work is ongoing within this subgroup.



Role of the OSLD

The full-time hours allocated to the OSLD role have continued to impact positively within the Service and across the wider university community. In terms of Service provision, student support needs (in particular high needs students) continue after the close of the academic year and it is even more vital that such students have a point of contact when lecturers are no longer available for contact. In addition, the OSLD has fielded quite a number of queries from parents of prospective ASD students since the close of the academic year. Given the high case load being handled by the OSLD, the additional time available with the extension of hours has allowed for greater scope to attend to the development of service materials and updating of Service literature.

The OSLD has assumed the role of HEARDARE Practitioner and this scheme requires that the nominated Practitioner has availability at key times during the summer months to fulfil duties at local and national level.

Availability to engage in the activities of the MTU policy and procedure working groups has ensured that OSLD experience and expertise can inform policy development and the OSLD contribution has been significant to date. With the OSLD holding responsibility for at least 74% of students with disability on the Kerry campus, their informed input will continue to be required in any working groups addressing the development and alignment of Disability Services within MTU. With this level of significant involvement, OSLD availability for such engagement across the calendar year will be essential.

The OSLD is also now available to engage at a national working group level and to bring the MTU Kerry campus expertise to the discussion table – this is particularly evident in opportunities arising through both DAWN, DARE and AHEAD with recent roles including :DAWN - Member of the working group charged with further development of the DAWN Examination Policy - Recommendations for the Application of Reasonable Accommodation for Remote Assessments ;DARE – IoT representative for the SPLD working group ; MTU Kerry HEAR/DARE Practitioner and the upcoming AHEAD/DAWN RAPP project (Reasonable Accommodation for Professional Placements and National Competence Standards) where the OSLD has been invited to sit on the national Working Group addressing Nursing.

New Initiatives

The impact of Covid 19 and the switch to remote learning impacted on Service activity with the continuous uncertain situation acting as primary dictator of Service planning during the academic year 2020/21. In addition, MTU policy development work engaged considerable OSLD time during Semester Two.

- ⇒ Move to online Service Provision. There was a move from face to face student needs assessment meetings to mostly remote needs assessment meetings held on the Microsoft Teams platform. On line Cognito versions of all relevant forms (designed by Myra B Lynch, Student Services Clerical Officer) were produced swiftly for use during needs assessment meetings. Procedures were designed to facilitate on campus tutoring for high needs students and associated online Cognito forms, were again rapidly produced by Myra B Lynch.
- ⇒ Learning support workshops were delivered online with positive consequences seeing a noticeable increase in student engagement. A resource bank of workshop recordings is now available for student viewing on Blackboard. (See 1.4.2 above). As a consequence of the noted rise in student engagement with the online offering, future plans regarding learning support workshops will include both pre-recorded online screen-casts in addition to on campus face to face workshops.
- ⇒ The move to remote learning saw the introduction of a new procedure detailing remote scribe provision for students sitting CA and Final exams scheduled. Considerable planning went into ensuring the quality assurance of this remote scribe provision. Feedback from all parties indicate satisfaction with the roll out of this procedure.
- ⇒ The first roll out of the Specialisterne Ireland initiative was delivered on line with students making ready adjustment to the online environment. Student attendance was reportedly excellent which may well have been a positive consequence of the shift online.



- ⇒ Initial engagement with Further Education colleges (as reported in 1.6.1 above) has opened the door to opportunities for future planning through PATH 3 Phase Two project goals and other MTU initiatives (e.g. SATLE funded projects) which will address improving the transition experience for students moving from Further Education to Third level.
- ⇒ Engagement in feedback sessions for the National Access Plan - the OSLD contributed meaningfully to feedback sessions both at University and PATH 3 levels.
- ⇒ The OSLD took responsibility for the MTU Kerry feedback to the DHEIS regarding current HEI provision for students with intellectual disability and liaised with local expertise to nominate a suitable MTU Kerry representative for future round table discussions.

Review of Academic Year 2020/21 – Jane Brennan Enabling Transitions and Study Skills Facilitator.

(Post-transition work)

Headstart programme

4 x 3 hour sessions were delivered to two groups of mature students attending socially distanced on-campus sessions. Topics covered included note making, research skills online, academic writing basics, citation and referencing, time management and mindset for learning.

Formal feedback was not requested but positive unsolicited feedback was received. The experience would be improved if students had already registered and had access to online systems and software.

One-to-one meetings

A total of 182 individual meetings have been held with students, mainly via MS Teams but occasionally using Zoom or socially distanced in-person meeting when restrictions allowed. Students were referred for one to one by Siobhan Mac Garry, Valerie Moore and a number of lecturers. Other students self-referred, either in response to all student emails or by word of mouth.

58 of the meetings concerned the use of assistive technology. Most commonly, this involved introducing students with specific learning difficulties to text to speech and speech to text options using Microsoft Word and Natural Reader. Other AT conversations, however, included technological and non-technological supports for students with colour blindness, deafness, hearing loss, visual impairment, and mental health issues.

The remaining meetings covered a wide range of study-related queries including: understanding assignment briefs, technological requirements of assignments (e.g. Office 365, OneNote, Pathbrite, narrated PowerPoints), planning assignments, revising drafts, research skills, managing time and deadlines, dealing with study stress, preparing for exams, understanding lecturer feedback.

Students from a wide range of disciplines attended. First-year students were the largest group but students at all stages of study including postgraduates availed of the service.

Online study skills workshops

A total of 70 online study skills workshops have been provided, covering 20 different topics. Student attendances totalled 891.

Topics covered by workshops:

- Learning online
- Note-making
- Technology for study
- Time management
- Finding and evaluating information
- Citation and referencing



- Academic style
- Online presentations and narrated PowerPoints
- Beating procrastination
- Proofreading your work
- Mind mapping using paper or software
- Mindset for learning
- Studying for exams
- Staying motivated
- Zotero
- Critical thinking
- Skilful use of sources in academic writing
- Paraphrasing
- Managing time under pressure
- Developing as an academic writer

Most workshops were offered on a weekly basis with one or two topics covered each week on a choice of days/times. Others were provided to class groups on request from lecturers in Social Care, Business and Nursing. Two workshops were provided to a class group (Nature Animation) on request from the students via class rep. Workshops were recorded and recordings, along with some additional resources, have been made available on Blackboard.

Observations and future recommendations

Importance of one-to-one offering for all students

Although a large number of those attending one to one sessions had been referred through the Learning Difference service, a wide variety of other students also made use of the service. Reasons for requesting a meeting were equally varied but generally students were 'stuck' in some aspect of their study. Frequently they had been disappointed with a grade or were unclear about a lecturer's feedback. The availability of a flexible and individual service allowed these students to redirect themselves and move forward.

Evaluations of one-to-one academic writing support elsewhere have shown that students value the flexible availability of learner-centred support and such services may have a 'positive impact on degree performance' (Nathan, 2021)

One-to-one booking system

The system of referrals via email has worked well and the great majority of those referred have attended meetings by Teams or phone. Sign Up Genius has also been used for general student bookings but this has some serious limitations, including advertising.

For students not attending via referral, an 'official' booking system hosted on the website would be helpful, as is the case for MTU Cork.

Online booking systems have been shown to improve equity in access to services, provide additional data on student needs and greater efficiency in use of staff and student time (Morris and McDermott, 2020)

Need for technology orientation(s)

Very many of the students met this year have had large gaps in their awareness of software available to them. Many had to be instructed in logging in to Office 365 and to downloading the desktop versions of Word, PowerPoint etc. Many also were unaware of their access to Microsoft Teams and the ways in which they can use this.



Text to speech and speech to text options are potentially useful for all students but few are aware of these. The same applies to bibliographic software.

It may be helpful to offer technology-related orientation sessions, in addition to Blackboard training, for all incoming students. These could be provided synchronously and with recordings made available asynchronous viewing later. A library of videos could be made available also covering module-specific tech skills such as narrating PowerPoints, using Pathbrite or OneNote etc.

Specific technology orientations could be provided targeting students with specific learning difference. These may still need to be supplemented with some individual sessions.

Choice of face-to-face and online workshops and one to ones

Online study skills workshops have proven successful during lockdown with significantly higher attendance than previous in-person sessions. A greater range of time slots could be offered using this method and students were able to attend without the need to walk around the campus or miss lunch breaks.

Although all workshops have been recorded and made available on Blackboard, a continued programme of 'live' workshops will be important. Students have suffered from extreme isolation during the past year and more than ever opportunities to engage in person with peers and staff will be important. Ideally students would be offered a choice of in-person and synchronous online workshops, in addition to asynchronous offerings.

One to one meetings have generally worked surprisingly well on MS Teams. In some cases, though, especially earlier in the year and with the most 'at risk' students, physical meetings will be important.

Embedded and department-based workshops

Where workshops have been provided during students' class time or separately added to their timetables through departments, attendance has been much higher. Generally, students who attend workshops independently are those who already have a higher degree of autonomy and self-management. Providing study skills workshops within class time allows those with lower self-management skills to benefit and enhances the status of the information. Collaboration with lecturers also means that workshops can be more effectively targeted.

AT to support literacy

The combination of Immersive Reader and Natural Reader seems to have met most of the reading needs of students with literacy difficulties. Two types of text are still inaccessible using the free version of Natural Reader: scanned documents and DRM (digital rights management) protected documents (i.e. most of the online content of the library).

Accessible formats of library information may be available on request from the librarian to the database provider. EBSCO require an email to accessibility@ebSCO.com with the name of the library, title and ISBN of the eBook in question, and the targeted assistive technology. A DRM-free version of the book will be returned to the library within a few days.

For scanned text, OCR scanning technology is required. This is available on the premium version of Natural Reader and this may be the most effective support for students dealing with this type of text. The Natural Reader plan which includes OCR costs \$199 as a one-time payment. ClaroRead Plus or Pro which also include OCR cost a similar amount for a perpetual site license. Annual site licenses are also available, price on request. Free OCR scanners are available but this would involve an extra technological step for reading each document – first scan, then download and open with chosen text to speech app. OCR technology would also provide a work-around method for reading library resources.

Morris, L. and McDermott, L., 2020. Enhancing academic skills appointments through a new booking system. *Journal of Learning Development in Higher Education*, [online] (19). <https://doi.org/10.47408/jldhe.vi19.582>.

Nathan, P., 2021. "We make the invisible visible": Investigating and evaluating the one-to-one consultation service at a UK higher education institution. *Journal of English for Academic Purposes*, 52, p.101000. <https://doi.org/10.1016/j.jeap.2021.101000>.



Enabling Transitions Report MTU, Kerry.

Jane Brennan Enabling Transitions Facilitator.

Initial responses to lockdown

In the early weeks of the pandemic, work centred on re-establishing connection with post-transition students and with schools. Post transition students were supported through videos distributed via email and social media on establishing new study routines for learning online. Videos were also created on various aspects of study using a smartphone for those without access to better devices. These were distributed to schools as well as to post-transition students. Support was also provided to post-transition students on preparing for the first session of online examinations.

Teacher and SNA Training

Training in Assistive Technology for teachers and SNAs has been provided online through Tralee Education Centre.

The following workshops have been provided:

- Creating Inclusive Classrooms through Assistive Technology
Initial webinar 5th October, attended by 21
Follow-up meeting 2nd November attended by 7
- Further Education Teachers: Supporting Inclusion and Progression through Assistive Technology
23rd November, attended by 21
- Jigsaw Method: An inclusive online teaching method integrating assistive technology
10th February, attended by 20
- Technology to Help with Reading and Writing
19 April, attended by 30
- Mind mapping Software for Study
12 April, attended by 34
- Teacher Survey

A survey of attendees of previous training was carried out in March 2021. This showed second level SEN teachers generally to be confident in using assistive features of MS Word with students. However, the teachers called for this technology to be considered a mainstream study tool and for its use to be modelled by mainstream teachers in their own work.

The survey also showed that Natural Reader, a universal and highly accessible text to speech technology which had been covered in all training, has yet to be widely adopted by teachers.

Further Education teachers expressed a strong need for further training and time to 'play' with the technologies.

AT Training for Second Level Students

In addition to videos distributed early in the pandemic, several virtual training events have been provided directly to school students. Four workshops were provided in November to students in the classroom at Colaiste Gleann Lí. These were each relayed simultaneously to students in two or three classrooms. Total attendance was approximately 120.

An online workshop aimed at second level students and their parents was provided in February through Tralee Education Centre. This was attended by 68 people, mainly students and parents but also including some teachers. A repeat of this workshop and an additional one on mind-mapping software were run in April but were attended mainly by teachers.

Link with Travellers in Education Programme

Interviews have been carried out with 18 women interested in joining a QQI level 6 programme in Education and Mentoring. COVID-19 restrictions are impacting this programme particularly heavily but it is hoped to begin the programme very soon. Enabling Transitions facilitator has supported the interview selection process and will provide participants with on-campus study skills/academic writing support incorporating the use of technologies.



Post transition support

A total of 66 online study skills workshops have been provided to current students with total attendances of 887 students. These have presented a range of software as an integral part of modern study skills. Software presented includes: text-to-speech, dictation options, mind-mapping software, transcription software and bibliographic software. Recordings of these workshops have been made available to all students via Blackboard.

183 individual meetings with students have also been held with current students, offering 'just in time' support for all aspects of study. New mature students were supported through a one week 'Headstart' programme in September.

Next Steps

- Further Education sector to be targeted with a view to streamlining teaching of research and writing skills using appropriate technology
- Work with school managers and mainstream teachers to promote integrating software as part of research and writing skills for all students
- Post-entry supports to include study skills and academic writing supports, both as standalone workshops and embedded within modules and courses.

Quotes from participants

"I found the webinar very helpful. Thank you for providing it free of charge" (Student/parent attendee)

"Just wanted to say a big thank you for your very informative webinar last night. I picked up a lot of tips and have already passed info to my colleagues."

Briefing for Academic Departments— MTU Kerry Specialisterne Ireland

Work Placement preparation skills training – students with ASD and similar challenges.

MTU Kerry Campus are delighted to have partnered with Specialisterne Ireland during the academic year 2020/21 and look forward to a continuation of this opportunity to strengthen and develop the support offering to students with learning difference in their preparation for work placement and graduate positions in future years.

Specialisterne Ireland.

Specialisterne Ireland, a not for profit organization (funded by Ability) promote employment for people on the autism spectrum and people with similar challenges. Specialisterne Ireland works with the Careers and Disability Services across partner third level institutions to provide students with the skills necessary to interview for internships and graduate positions. Specialisterne Ireland work on an individual basis with students to aid them in developing interview skills with mock interviews and CV preparation. They support candidates throughout the interview process and are available to provide guidance once on work placement.

The Specialisterne Ireland input is offered over and above the mainstream work placement preparation programme offered to the general student body in any third level institution. Specialisterne Ireland seek to complement the existing work placement preparation programmes by working with the same CV templates as are used in mainstream class. After placement Specialisterne Ireland continue to reach out to students for the duration of their academic programme. This process includes updating their CVs and supporting them to recognise the best of their new experience in preparation for graduation as well as mock interviews. Candidates will be supported after they graduate as long as they engage with the programme. If graduate opportunities arise in any of the Specialisterne Ireland partner companies, they will facilitate these placements, but they will also support candidates to find their own work if no placements are available.

The MTU Kerry Campus experience 2020/21

Following considerable planning 2019/20, the services offered by Specialisterne Ireland were made available to students with ASD and other learning difference on the Kerry Campus for the academic year 2020/21. During Semester One 2020/21 Specialisterne Ireland provided a six-week programme of one to one remote sessions for 7 students due to go on work placement during Semester Two. While initially this service was planned for on campus delivery, students readily adjusted to the remote offering.



Work Placement Co-Ordinators were briefed on this initiative through email communication circulated by the Careers Office and the Officer for Students with Learning Difference was available to provide any additional information / guidance regarding the initiative.

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Feedback from both students and Specialisterne Ireland has been extremely positive both in term of student engagement and ensuing development of skills. Students were provided with mock interview experiences and received one to one feedback on their performances. All seven students reported that they found the programme helpful and felt that their interviews skills had developed. All seven students continue to remain engaged with Specialisterne. and the organisation has also maintained regular contact with the Officer for Students with Learning Difference and have provided detailed interim reports on the individual progress of each student.

Academic Year 2021/22.

Candidates for the Specialisterne programme will be selected prior to the commencement of the academic year 2021/22 and they will be encouraged to link in with their Work Placement Co-ordinators to ensure that they have identified the appropriate CV template materials being used by their class group. It is anticipated that the six week one to one programme will be offered remotely and will roll out during semester One. The Officer for Students with Learning Difference welcomes communication with Work Placement Co-ordinators regarding any observations, suggestions, comments or queries and can be contacted at Siobhan.MacGarry@staff.ittralee.ie.

We look forward to the further development of the Specialisterne offering to our students with learning difference and both Disability and Careers Services aim, over time, to foster local connections with Specialisterne Ireland for the ultimate benefit of enhanced work placement / career opportunities for students with learning difference in the Kerry area. We also look forward to further engagement with Work Placement Co-ordinators and other interested staff members who are keen to forge stronger networks across the wider Kerry region to support students with learning difference in finding meaningful employment/career experiences.

More information about Specialisterne Ireland can be found at <https://www.specialisterne.ie/>. In addition, Noreen Murphy, Senior Assistant and Support Executive would be happy to speak with any Work Placement Co-ordinator who may have queries about their organisation and /or the support that they will be offering to students. Noreen can be contacted at Noreen.Murphy@Specialisterne.com

Service for Students with Learning Difference – Developments and Enhancements Supports and Resources for Learners. September 2019 – December 2020.

Compiled by the Officer for Students with Learning Difference (OSLD).

Work Placement preparation skills training – students with ASD and similar challenges

Overview:

Following considerable planning during 2019/20, the services offered by Specialisterne (a not for profit recruitment Consultancy, funded by Ability) have been introduced and made available to students with ASD and similar challenges for the academic year 2020/21. It is expected that this offering will become part of the annual Service offering to students. Specialisterne promote employment for people on the autism spectrum and people with similar challenges. Specialisterne work among undergraduate students in their preparation for work placement through a focused intensive interview skills programme. After work placement Specialisterne will continued to reach out to students for the duration of their academic programme. This process will include updating their CVs and supporting them to recognise the best of their new experience in preparation for graduation as well as mock interviews. Candidates will be supported after they graduate as long as they engage with the programme. If opportunities arise in Specialisterne partner companies for graduates, they will facilitate these placements, but they will also support candidates to find their own work if no placements are available.



Impact:

During Semester One 2020/21 Specialisterne provided a six-week programme of one to one remote sessions for 7 students due to go on work placement during Semester Two. While initially this service was planned for on campus delivery, students readily adjusted to the remote offering. This support was offered over and above the main-stream work placement preparation programme offered to the general student body but every effort was made to complement existing CV templates. The OSLD engaged with the Careers Officer to ensure the briefing of Work Placement Co-Ordinators regarding this project. Communications with Specialisterne have been ongoing and regular feedback reports have been provided regarding student engagement in the programme, progress and outcomes.

Feedback from both students and Specialisterne has been extremely positive both in term of student engagement and ensuing development of skills. Students were provided with mock interview experiences and received one to one feedback on their performances. All seven students reported that they found the programme helpful and felt that their interviews skills had developed. All seven students continue to remain engaged with Specialisterne and the organisation has also maintained regular contact with the OSLD and have provided detailed interim reports on the individual progress of each student.

Training in the use of technologies to support reading, academic writing and study skills at third level – an integrated model.

Overview:

Through the academic year 2019/20 the Service initiated a change in direction to the manner in which students are introduced to technologies to support academic reading, writing and general study skills, utilising the skill set of Jane Brennan, Enabling Transitions and Study Skills Facilitator (PATH/FSD funded). The focus has moved away from mastery of particular soft wares towards provision of a wider academic skills training incorporating the use of technologies. Students are introduced to technologies as a means of enhancing their approach to their course and assignment requirements with the aim of learning to use technologies to enhance the development of core academic skills. Group workshops and 121 sessions were conducted during both semesters.

Impact:

Academic year 2019/20

121 sessions: 49 students were referred from the Service and availed of one to one support.

Group sessions offered across the main student body: 18 group sessions addressing technologies to support a range of core academic skills. 57 attendees. Group sizes ranged for a maximum of 9 students to a minimum of 1 student.

Class group sessions (by lecturer invitation:.) Note making/ Active Study Methods .2 class sessions, attendees 80 students (approx.).

The challenge of engaging already heavily timetabled students in additional workshops was identified as the principle barrier impacting on student attendance at the above offerings. Class group sessions where the Lecturer invited the Facilitator to join the scheduled class session were identified as a preferable means of reaching students as no additional time burden was placed on the student.

As a consequence of this finding a successful funding application was made through the Strategic Alignment of Teaching and Learning Enhancement Fund 2019 for a Learning Enhancement Project which aimed to “Provide embedded support for first-semester academic writing in 2 modules in collaboration with subject lecturers”. This was perceived as an opportunity to pilot a more integrated model of teaching core academic writing skills to students while encouraging incorporation of the use of technologies. Unfortunately, the impact of covid and the emergency remote teaching period left the nominated lecturers unable to engage with this pilot which was discontinued as it could not be achieved within the funding timeline. However further planning initiatives are underway for similar projects which aim to promote this integrated model within mainstream delivery.



Response to Covid:

Five training videos on the use of technologies to support remote learning and exams were disseminated to students.

Two additional new training videos to promote effective study skills while studying remotely/ exam skills were disseminated to students

522 views were recorded during the initial lockdown emergency March 2020.

Semester One 2020/21

During the remote delivery of Semester One 2020/21 a series of training workshops were delivered addressing remote learning, study skills and academic writing skills development, all incorporating the use of technologies to enhance performance. All workshops were recorded and a suite of videos and useful resources (15 plus items) is available on Blackboard for student viewing and further reference. This initiative is continuously reviewed by Enabling Transitions and Study Skills Facilitator in consultation with the OSLD whereby topics for delivery are identified through reflection on previous workshop feedback and identified student need.

In addition, students have been offered one to one sessions to support their adjustment to remote learning, management of technologies and study skills/ academic writing training needs during Semester One. **51 students** availed of individual sessions with the large majority availing of some element of technology training within these sessions.

Key observations from these sessions include the following:

- Difficulties with mastery of technology can form a considerable barrier to students' ability to complete and submit academic assignments in the remote environment. This was noted as a challenge for the non-traditional college entrant. Difficulties with mastery of the pre-requisite technical skills for an assignment can at times dominate student thinking leaving little room for addressing the actual assignment brief – for example, an assignment that requires a voice over power point submission on a given topic. Difficulties following technical instructions regarding Turnitin and One Note were also identified as barriers to assignment submission.
- Students are responding positively to training in the accessibility features of Office 365 and the use of text read free wares within Blackboard. Follow up contact with students indicates a wide usage of these features/free wares for assignment completion and remote examinations.

The above observations will be communicated across departments to inform future planning around student support needs regarding assessment completion.

ASD Mentoring

Overview:

With a 200% rise in ASD student numbers from 2017-2019 additional specialist mentoring support was sourced in the form of a specialist ASD Tutor through Unijobs. A Meeting Booth in a quiet location on the North Campus was secured as a venue for ASD mentoring support sessions for the opening of the academic year 2019/20. All incoming First year students with ASD were offered weekly sessions to support time management, study skills and assignment completion.

Impact:

9 students were offered and availed of some level of mentoring support with Lucille O Sullivan, Specialist ASD Tutor, Unijobs.

5 students availed of mentoring support with the OSLD.

1 student availed of mentoring support with another member of the Unijobs tutor panel.

Those who did not avail of regular mentoring support were monitored by the OSLD.

Following review at end of Semester One, the allocation of student mentoring hours was readjusted to reflect student engagement and student need.



Following covid lockdown March 2020 mentoring continued to be offered on line and by phone. While maintaining contact was at times challenging, all students who were engaged in mentoring retained some level of connection and the Service was fully briefed of challenging issues impacting for some students. As a consequence, liaison on behalf of this cohort was ongoing across lecturers, Heads of Department and Management and all of the above students were supported in their course / exam requirements and had access to guidance and mentoring according to their particular needs.

Course delivery remained largely online for the duration of Semester One 2020/21 but students from this cohort were offered one to one mentoring support on campus where there was an identified need for same. There was a noted drop in the number of students engaged with the specialist ASD tutor, however the level of individualised support offered to those students who remained engaged rose – this support was delivered mostly on campus. There was a noted increase in engagement with the OSLD with **25** hours recorded across **9** students, much of which took place on phone or on Microsoft Teams.

While some 20% of this cohort have negotiated deferrals /reduction of modules during Semester One 2020/21 these negotiations have been planned and supported with clear strategies and lines of communication in place. Overall the ASD mentoring initiative has achieved its objective of ensuring that students from this cohort have regular ongoing access to guidance from an identified Service Provider. The impact of the pandemic on this cohort has been considerable, and due to this initiative, the Service was equipped to respond to students and provide essential guidance to these students, their families and external support workers.

Introduction of Exam Reading Pens to enhance the student exam experience.

Overview:

Following the move of the Examination Centre for students with additional requirements from the South Campus to the North Campus (2018/19) and with input from the experiences of our colleagues in U.L, Exam Reading Pens have been purchased to enhance the provision of reading support for students who merit same for Institute based examinations. This move away from the provision of human readers is designed to ensure further development of independent learner skills and an improvement in the quality and availability of reading support for students. The introduction of reading pens also removes concerns about maximum numbers in the alternative exams venue and will also serve to reduce noise levels in these venues.

Impact:

A plan for roll out for Institute based end of semester examinations examination had been formulated in draft form early 2019/20. Further plans for the use of these reading devices across practical examination and class-based CA examinations were also under development.

Due to the Covid situation and the emergency move to remote exams the introduction of the Exam Reading Pen has been delayed until the academic year 2021/22 when it is anticipated that the 2019/20 draft plans will be updated and use of this assistive technology will be launched.

Reasonable accommodation for remote assessment

Overview :

The OSLD participated in a sub group of the Disability Advisors Working Group (DAWN) charged with the compilation of a set of national guidelines for remote examinations. Following the emergency exam period May 2020 and based on the findings of a DAWN commissioned piece of national and international research (conducted by Dr Alison Doyle TCD), this group was tasked with compilation of a set of guidelines to promote consistency across HEIs with regards to remote examinations following the emergency session May 2020.

Impact:

A draft document Recommendations for the Application of Reasonable Accommodation for Remote Assessments was accepted by DAWN September 2020 and currently awaits incorporation into the wider DAWN Reasonable Accommodations in Examinations document. This draft document informed the guidelines for lecturers for timed remote exams issued locally by the Registrar with regard to Semester One Alternative Assessment November 2020.



The Guidelines for Invigilators procedure document was updated to reflect the covid situation for on campus examinations provided to the apprentice cohort December 2020. The content of this update was informed by above OSLD engagement with the DAWN working group and reflects the accumulated experience of other HEIs in the provision of on campus exam support during the pandemic.

Teaching and Learning, Assessment and Student Engagement

Overview:

The OSLD engaged meaningfully in the TLASE working group in the lead up to the MTU Mock Review Panel – December /January/February 2020.

Impact:

This provided the opportunity for the OSLD to promote those elements of the Draft Plan for Student Success 2016-2021 (Service Delivery Plan) which belong within teaching and Learning with particular reference to Universal Design for Learning across all elements of the working group discussions. The TLASE vision document submitted to the Mock Review Panel reflects this input.

Membership of the DARE Specific Learning Difficulty Working Group

Overview:

The OSLD is the nominated IoT representative on the DARE SPLD working group which is charged with the review of DARE criteria for specific learning difficulties in the light of changes in the NEPS model of practice at second level. This is a significant and important piece of work which will impact not only on the evidence of disability requirements for students with dyslexia availing of the DARE entry route to third level but also, most importantly, on the future FSD funding model which supports learners with specific learning difficulties at third level.

Impact:

Engagement with this group is ongoing and to date the OSLD has contributed meaningfully by highlighting the challenges experienced with providing much needed learner support for a cohort of learner who (often due to disadvantage) are unable to provide evidence of disability in line with current funding criteria. It is anticipated that the findings of this working group will see adjustment to the DARE criteria 2022/ in favour of identification of those who continue to be most impacted by literacy difficulties at the end of their second level education. The subsequent impact on the FSD funding model will enable funded support for a cohort of student whose needs have been addressed to date at a local level through IT Tralee Disability Fund. This will constitute a welcome move at national level away from a medical model towards a social model of funded learner support which has historically been the practice in IT Tralee. Timing is apt for the beginning of the MTU story.

Access Office

The remit of the Access Services is to promote access to higher education for groups that are under-represented in higher education in Ireland including mature students, students with disabilities and the Traveller community. Informed by the National Plan for Equity of Access to Higher Education 2015-2019 (2021 amended), the Institute's commitment to widening participation is underpinned by its policies including its Equity of Access and Participation Policy and its Reasonable Accommodations Policy, its Strategic Plan 2017-2021 and its Mission-based Performance Compact with the HEA 2018-2021. The Institute collaborates with its regional and local partners and stakeholders to progress the access agenda.

New initiatives in 2019/20 included:

- ◆ Mature Student Orientation, all based on the North Campus for 1st time
- ◆ DARE Orientation – 1st year of student enrolments
- ◆ HEAR Orientation – 1st year of student enrolments
- ◆ 1st Year Orientation – Access presentations re-introduced
- ◆ Orientation for Personal Assistants; campus map, library, facilities, Blackboard, Turnitin. New PA's did not attend on the day. The PA's that did attend were already experienced.
- ◆ CPD for H&L Department in creating accessible digital documents; well attended,
- ◆ ESF Student Assistance Fund – 1st year of applications in SSB
- ◆ SUSI training attended (August 2019)
- ◆ Disability Support Services Privacy Statements and Consent Forms rolled out
- ◆ Guidelines for Supporting Students with Learning Difference on Clinical Placements extended to include all students with disabilities and 2 new students with disabilities completed the Practice Placement Planning process.
- ◆ Sanctuary Scholarship launched pre-entry
- ◆ Immigration and Protection CDP with NASC
- ◆ Access support during COVID-19
- ◆ Mitigating Educational Disadvantage national group
- ◆ Mature Student Study (HEA/Indecon), working group member for MSI submission
- ◆ PEIL Moving On - new group enrolled in Semester 1, team of lecturers assigned
- ◆ MTU Preparatory Panel visit and feedback days
- ◆ Mission-based Performance Compact Self Evaluation
- ◆ eCohesion validation process completed for the period 2014-2018 inclusive for FSD and SAF recipients
- ◆ TENI training organised for all staff
- ◆ Social & Equality Network (NEWKD)
- ◆ Virtual Open Day - Spring



The Access Officer continues to collaborate with selected community-based initiatives to progress the widening participation agenda through partnership:

- ◆ PEIL Moving On programme
- ◆ Tralee Access Network of people with disabilities
- ◆ NEETs (Not in Education, Employment or Training) working group for ages 16-24 years
- ◆ Social & Equality Network facilitated by NEWKD
- ◆ Kerry Travellers Health and Community Development Project
- ◆ Kerry Interagency Travellers in Education Forum (Chair)
- ◆ Kerry Interagency Travellers in Education Forum – Mentoring Subgroup
- ◆ Progressive Pathways Fair Interagency Organising Group
- ◆ Vocational Training Opportunities Scheme (VTOS)

The Access Officer also participated in the following::

- ◆ Student Affairs Subcommittee of the Academic Council (ITT)
- ◆ TLAE Subcommittee of the Academic Council (ITT)
- ◆ ESF Student Assistance Fund Assessment group (ITT)
- ◆ THEA Access Officers group
- ◆ Mature Students Ireland
- ◆ DAWN (Disability Advisors Working Network) and Coaching/Mentoring CPD
- ◆ AHEAD (Board Member) and Webinars on Accessibility during COVID-19
- ◆ HEA ESF Fund for Students with Disabilities Review group
- ◆ Mitigating Educational Disadvantage (HEA Covid-19 Response Group)
- ◆ The Implications of COVID 19 for Traveller and Roma transfer to and progression within Higher Education, Pavee Point and Maynooth University, Community consultation and HE response.





The following table shows the current national participation rates and targets set in the National Plan for Equity of Access to Higher Education 2015-21 and ITT's performance.

Target Group	Current National participation rate NAP 2015-2019	NAP Target 2019	NAP Interim Review	ITT's Participation Rates 2017/18	ITT's Participation Rates 2018/19	ITT's Participation Rates 2019/20
Non-manual worker group (percentage of 18-20 cohort)	23%	30%	27%	Combined SEG ² 31% in <u>2016/17</u> (197 HEA 2016-17)	Combined SEG ¹ 27% in <u>2017/18</u> (196 HEA 2017-18)	Not Available ¹
Semi/unskilled manual worker group (percentage of 18-20 cohort)	26%	35%	36%			
Students with disabilities as a percentage of all new entrants to HE ⁴	6%	8%	10%	14%	12%	12%
Number of students ⁵ with physical mobility disability	390	570	667	8	11	9
Number of students ⁶ who are deaf/hard of hearing	210	280	306	2	1	4
Number of students ⁶ who are blind/have a vision impairment	140	200	174	4	8	9
Number of Irish Travellers in HE (full and part-time undergraduate new entrants)	35	80	41	0	1	1
Full-time mature new entrants to HE	13%	16%	9%	18%	13%	17%

¹ Please note that the HEA has decided that the 2019/20 SAF allocation will be based on 2017/18 student numbers. This is due to delays associated with institutional returns to the HEA Student Record System (SRS) meaning a full set of student data is not available for 2018/19. In addition, issues relating to GDPR compliance have resulted in insufficient data being available from the Equal Access Survey for 2018/19 (SAF 2019-20 Allocation Letter, 24 January 2020).

² As per the HEA Equal Access Survey reports – breakdown not provided and figure includes Traveller students

³ Includes agricultural worker group

⁴ Taken from AHEAD Participation Rates

⁵ All full-time students in receipt of the Fund for Students with Disabilities (each student only counted once)

⁶ All full-time students in receipt of the Fund for Students with Disabilities (each student only counted once). Up to and including 2018/19 figures were taken from AHEAD Participation Rates Survey.



Mature Students

The following is an update on the planned developments for 2019/20 as referenced in the Access Officer's Annual Report for 2018/19

Planned Developments 2019-2020

1. Develop an Access and Foundation programme as committed to in the Institute's Strategic Plan 2017-2021, offering 20 places per annum.
 - This did not proceed in 2019/20, with management for feedback.
2. Promote and participate in the HEA's Mature Student Study
 - Public consultation closed in April 2020. The Access Officer participated in Mature Student Ireland's 5-person team that drafted a submission on behalf of MSI.
 - The mature student survey deadline was extended to June 2020 and was promoted across IT Tralee students after exams ended on 19th May 2020.
 - HEIs understood that they would be consulted directly, however, this no longer seems to be the case and MSI is pursuing this with the HEA and the appointed consultants, Indecon, as this consultation is deemed essential to a meaningful study.
3. New Initiative - Enhance the promotion of the Open Day seminar and include a session on preparing the CAO Personal Statement as evidence from Mature Students Ireland is that student's personal statements could be stronger.
 - This event was held on Open Day and 15 attended, a significant decline on the previous year (32). Overall, full-time mature student participation rates have been declining nationally in recent years.
4. Review the Mature Student Peer Mentor Programme.
 - This was originally scheduled for Spring 2020 and in light of COVID-19 it was postponed and is to be reviewed at the earliest and most appropriate opportunity.

Activities and Statistics

- ◆ Mature Student Orientation (78)
- ◆ Mature Student Peer Mentors (18)
- ◆ VTOS Killarney Outreach Visit (20)
- ◆ College Awareness Week (27)
- ◆ KCFE Outreach Visit (38)
- ◆ PEIL Moving On group registered on Business & IT module (55)
- ◆ Open Day Seminar (32)
- ◆ In this unprecedented year in which COVID 19 broke out, priority was given from 13th March 2020 to allocating funding to students in need of support for remote access, co-ordinating access to devices suited to remote access, guiding students through their options should they struggle to complete their studies on time, mentoring and advocating for students experiencing special circumstances. Students parenting alone with infants and school-age children experienced significant challenges during this period.



Mature Student Entrant Data

MATURE STUDENTS	2019/20	2018/9	2017/18	2016/17	2015/16
CAO candidates	332	540	505	554	555
Offers	148	171	155	203	224
Acceptances (Admissions)	132	121	102	164	171
New Entrants - HEA EAS	132	101	121	143	161
New Entrants - ITT Target ⁷	-	-	-	24%	25%
New Entrants as % all NE	17%	13%	17%	20%	24%
MS 1 st yr Progression Rate %	85.00	75.56	68.85	75.5	76.2
All 1 st yr Progression Rate %	78.62	76.0	72.2	66.9	70.1

⁷ NAP Target 2015-2021 for full-time mature students 16%

Recommendations for 2020/21

1. Engage in the findings of the HEA's Mature Student Study
2. Liaise with new and continuing Mature Students on the impact of COVID-19 to identify their support needs
3. Management review of Mature Student applications and enrolments to inform a strategy to increase engagement, to include review of progression from part-time programmes.

Traveller Access Programme

Due to an ongoing review of the Service Level Agreement between Kerry Travellers Health and CDP and IT Tralee, the Traveller Access Officers' posts did not resume until January 2020.

In March 2020, the Institute recruited for a PATH 3 Traveller Facilitator for 2 days per week during term-time to June 2021 and Christina Boland was successful in her application.

Following is an update on planned developments for 2019/20:

1. Enhance the relationship developed between the Access Office and the Guidance Counsellors in schools across the County with a view to making guidance support available to all first year Traveller students to support Junior Certificate subject choice.
 - NEWKD and SKDP through SICAP were successful in securing funding for the provision of one-to-one Guidance Counselling for all first year students in mainstream post-primary schools in Kerry. From 29 January 2020, when she returned to the project, to 12th March 2020, Katie Coffey was networking with students and their families for their consent to participate. This activity ceased due to COVID-19 restrictions and Katie turned her focus to mentoring post-primary students studying remotely (New initiative).
2. Actively encourage and support Traveller students to participate in their Student Council.
 - Kerry ETB undertook to progress this item in its schools.
3. Continue to collaborate with partners to secure funding for the continuation and development of the programme.
 - In addition to SICAP support above, IT Tralee supported KTHCDP in its application to the Ireland Fund for educational supports for schools. The application was successful and KTHCDP is rolling out an educational support programme in primary schools.

4. Provide Cultural Identity Workshops to Star Pupils and Junior Star Pupils.
 - This goal was to be facilitated as part of the PATH 3 TCAT partnership. As this partnership has taken a different route, the resources for this planned development will be revisited.
5. Host a group consultation event with post-primary students each year
 - This consultation was designed to occur in conjunction with the Star Pupil Awards Ceremony planned for November 2019 which did not go ahead.
6. Implement the recommendations of the Star Pupil evaluation
 - Due to delays in the SLA, the Star Pupil Committee had not met prior to 13th March and the evaluation report was due to be ratified at the next meeting.
7. Facilitate the development and roll-out of a Traveller led Special Purpose Award (PATH 3).
 - Dr Tom Farrelly has been appointed as the lead academic on the development of two modules; Peer Mentoring and History of Education; Infrastructure, Supports and Travellers in education. Christina and Tom are collaborating on drafting the content and arranging consultation with the Traveller community to inform the final content. COVID-19 has caused delays in the development of the programme content. Christina continues to network with the community and the 40 Travellers who have expressed an interest in participating.
 - Participated in the preparation for Ethical Approval at UCC with Dr Tom Farrelly.

Other Activities and Statistics

- Collaborated on the Implications of COVID 19 for Traveller and Roma transfer to and progression within Higher Education, Pavee Point and Maynooth University, Community consultation and HE response

Recommendations for 2020/21

- Reassess priorities for the Traveller community in light of COVID-19 and the review the role that Star Pupil can play in access to education.
- Deliver the PATH 3 Travellers in Education Special Purpose Award
- Co-ordinate the provision of one-to-one Career Guidance to 1st year, 5th year and 6th year Star Pupils and build relationships with Career Guidance Counsellors in the relevant schools
- Support progression from Primary to Post-Primary school through the Junior Star Pupil Programme
- Continue to co-operate with the Kerry Interagency Travellers in Education forum



HEAR and DARE Programmes

HEAR/DARE acceptance figures for Institute of Technology, Tralee (based on agreed rating format):

Junior Star Pupil Participation Rates

Year	DARE Supported	DARE Merit	HEAR Supported	HEAR Merit	Total
2019	12	28	17	33	90
2020	10	33	6	37	86
2021	11	40	8	27	86



Disability Support Service

(Also see the Officer for Students with Learning Difference's Annual Report)

Planned Developments 2019-2020

1. Policy and procedures development for MTU
 - Projects identified and ranked in order of priority.
 - An MTU role was agreed to facilitate these developments (pending)
2. Full participation in the DARE programme, National Information Days and DARE Orientation
 - The Access Officer represents the Institute on the HEAR DARE Practitioners Group and the HEAR DARE Advisory Group.
 - HEAR DARE Open Evening held with UCC at IT Tralee (65)
 - IT Tralee hosted its first National Information Day in the Clinical Studies Building on 11 January 2020. UCC Schools Access and Disability Services attended to support as the Institute's designated HEAR DARE mentors (55).
 - Joint HEAR DARE Orientation session held, September 2020 (63)
 - Access Officer participated in the DARE Review and Appeals Panel, July 2020. This constituted a significant commitment of more than one full working week (41 hours).
3. Progressing the Student Success plan: Students with Disabilities
 - GDPR compliance prioritised; Disability Services Student Privacy Statement and Consent to Disclose Forms developed and implemented
 - WAM interne programme for graduates with disabilities discussed with the incoming Careers Officer and opportunities identified to raise the profile of WAM in Kerry through links with the Institute's employers
 - Links established with IWA Ability Programme to support students with high needs on work placement / graduate employment.
 - Met with Specialisterne regarding tailored support for Students with Disabilities attending work placement/graduate employment.
4. Support UDL developments on campus
 - UDL CPD opportunities and literature shared with Assistant Registrar
 - TLAE subcommittee of the Academic Council didn't meet in 2019/20
5. Collaborate on the development of an Institute AT Service Plan
 - Ongoing, PATH 3 Enabling Transitions / FSD Study Skills Facilitator provided support for students. ATAC provided support for students with specific AT requirements and CPD for staff in how to create accessible documents.
 - ATAC SLA ended, new arrangements negotiated for students with sensory disabilities for 2020/21
6. Complete the Guidelines for Supporting Students on Clinical Placement
 - Guidelines completed and ratified internally
 - Presented to the ITT/HSE Joint Working Group and agreed to be implemented for new students (2) in the interim while advice is being sought by the HSE on the appropriate and necessary flow of information
7. Request the allocation of resources to review and implement data management systems that streamline and validate the range of reports necessary to inform the development of services and the realisation of national targets.
 - Pending TU approval



Participation Rates for Students with Physical, Sensory, Mental Health and Significant Ongoing Illness and Neurological Disabilities

Description	2019/20	2018/19	2017/18	2016/17	2015/16
New SWD	36 ⁸	27	29	21	17
All SWD	86	68	65	62	69
Physical & Sensory ⁹	9	20	14	16	16
New FSD Applicants ¹⁰	14	16	19	17	15
All FSD Applicants ¹¹	56	49	48	39	34
FSD Allocation ¹²	€119,214	€94,879	€65,462 ¹³	€86,005	€128,645
Progression Rate ¹⁴	77.8%	81.4%	73.9%	51.9%	50.00%
ITT Progression Rate	85%	76%	72.2%	66.9%	70.1%

⁸ All SWD 2019/20 manually counted with reference to Access Officer files – Figures for previous years were provided from Banner using Activity Dates which are not reliable due to recurring and regular rollovers.

⁹ All students in receipt of the Fund for Students with Disabilities

¹⁰ Students with Physical, Sensory, Mental Health and Significant Health Conditions, Neurological

¹¹ Students with Physical, Sensory, Mental Health and Significant Health Conditions, Neurological

¹² FSD Full allocation for all students, SWD and SLD. See 9 below.

¹³ FSD Allocation period changed in October 2018 from an academic year to a calendar year. For 2017/18, IT Tralee was allocated €65,462. In October 2018, an additional calendar year allocation was made of €100,800 for the period 1 January – 31 December 2018.

¹⁴ First Year Students with Physical, Sensory, Mental Health and Significant Health Conditions (excluding Neurological)

Other Activities and Statistics

- 2019/20 was an unprecedented year with the outbreak of COVID 19 and the introduction of restrictions from 13th March 2020 during which time the Institute was closed for the remainder of the semester and classes and assessments took place remotely. During this time, all efforts were focused on engaging with students with disabilities to ensure their access to teaching, learning and assessment during this time. Exam strategies and reasonable accommodations were negotiated for students, needs assessments were carried out and ILRS updated to reflect their needs. Supports were co-ordinated in the home for students with PA support and Health and Safety protocols were agreed between the external service provider and IT Tralee.
- Retendering process for transport, ISL and PA support services initiated
- ITT's Annual Disability Seminar, November 2019 (17)
- DARE queries facilitated at Open Evening and Open Day
- Plan for Student Success 2016 – 2021: Students with Disabilities is under its annual review by the Access Officer and Officer for Students with Learning Difference. SASC approved the plan in 2017/18 and recommended that relevant components be included under the Institute's TLAE strategy. While the local TLAE strategy group did not meet in 2019/20, an MTU TLAE group was set up but progress was impeded due to COVID 19 outbreak.
- New Invigilator training provided.
- Continued participation as AHEAD Board Member
- eCohesion self-validation processes completed for all FSD recipients for the period 2014-2018 inclusive
- Needs assessments and FSD applications completed
- Member of organising committee and ITT exhibited at the 3rd Progressive Pathways Fair, Kerry
- The Access Officer continues to represent the IOT sector on the HEA's Review of the Fund for Students with Disabilities Implementation group.
- The Institute continues to be an active member of both DAWN and AHEAD (Board member) and participates in all HEA, AHEAD and DAWN surveys.
- Student Affairs Sub Committee of the Academic Council (AO is a member)



- Teaching, Learning, Assessment & Engagement Committee (AO is a member)
- Tralee Access Group (AO is a member of this group which focuses on access to the built environment)
- Attends conferences and CPD as appropriate to inform the development of the service

Recommendations for 2020/21

- ◆ As the Institute enters a new academic year with COVID 19 restrictions still in place, priority should be given to supporting student transition to remote teaching, learning and assessment, communication channels and social engagement in an acceptable manner. Implementing anticipated new COVID 19 Contingency Initiatives will demand all available time in Semester 1 and Semester 2 subject to the pattern of restrictions.
- ◆ To comply with the requirements of making online material accessible by 23rd September 2020.
- ◆ To undertake strategic related pre-entry work to achieve the national targets for new entrants with physical and sensory disabilities. The Institute requires additional resources to build capacity in the school communities and amongst potential students. The Institute, through the PATH 3 Enabling Transitions project has seized the opportunity to progress this work specifically in the area of Assistive Technology through Access 21 in our 5 DEIS schools.
- ◆ To comply with the requirements of eCohesion, the recording of FSD recipient detail in Banner would support the streamlining of administration.

ESF Student Assistance Fund

The ESF Student Assistance Fund is allocated to each Higher Education Institute in Ireland from the Third Level Access Measure and the amount allocated each academic year is based on the number of FTE students, the number of SEG students and the number of lone parent and part-time students.

‘The model of allocation for the SAF normally allocates 40% of funding for each HEI based on FTEs and 60% socio-economic groups (SEGs) as collected through the Equal Access Survey based on the previous academic year’s student numbers. Please note that the HEA has decided that the 2019/20 SAF allocation will be based on 2017/18 student numbers. This is due to delays associated with institutional returns to the HEA Student Record System (SRS) meaning a full set of student data is not available for 2018/19. In addition, issues relating to GDPR compliance have resulted in insufficient data being available from the Equal Access Survey for 2018/19. The 2019-20 allocation for Institute of Technology, Tralee is €129,924’ (HEA, SAF 2019-20 Allocation Letter, 24 January 2020).

ESF Student Assistance Fund	2019/20	2018/19	2017/18	2016/17	2015/16
Allocation €	129,924	129,924	135,289	121,256	125,455
Successful Applicants ¹⁵	312	226	264	136	177
No. applications ¹⁶	386	232	346	394	341
Successful applications ¹⁷	312	226	293	312	329
Unsuccessful applications ¹⁸	74	6	33	82	12
Successfully completed AY	271	196	201	284	259
Success in Exams ¹⁹	92%	87%	76%	72%	76%

¹⁵ This reporting line was introduced in July 2018 reflecting the number of applicants captured through eCohesion

¹⁶ This heading was changed on 13 June 2018 from ‘applicants’ to ‘applications’ to accurately reflect the parameters of the Banner reports.

¹⁷ This heading was changed on 13 June 2018 from ‘applicants’ to ‘applications’ to accurately reflect the parameters of the Banner reports.

¹⁸ This heading was changed on 13 June 2018 from ‘applicants’ to ‘applications’ to accurately reflect the parameters of the Banner reports.

¹⁹ From Disabanner pivot tables

Activities and Statistics

- Campus meetings taking place each semester to prepare and monitor the performance of the fund and to review the local assessment criteria to reflect the needs of the applicants and the funding available.
- From March 13th, facilitating access to the unspent balance in SAF became a priority and students were advised and facilitated to make applications for which payments were fast tracked.
- It was expected that SAF models would be reviewed alongside CIT's as part of MTU designation but COVID 19 impacted on these developments.

Recommendations for 2020/21

In light of COVID-19, increased funding and an increase in the number of applications to the fund is expected for 2020/21. A model of assessment that expedites the allocation of funding to students will be required while retaining the connection with students lacking opportunity and significantly impacted during transition to higher education.

PROGRAMME FOR ACCESS TO HIGHER EDUCATION (PATH)

PATH 2 AND PATH 3 projects got underway in Summer 2018.

PATH 2:

1916 Bursaries – IT Tralee was awarded 7 Bursaries per annum at €5,000 each per year x 3 years. The Path Co-ordinator represents IT Tralee on the PATH 2 Working Stream and co-ordinates the application, interview and assessment process at IT Tralee.

1916 Bursaries	2019/20	2018/19	2017/18
Number of applications received	86 Part I 48 Part II	48	34
Number of eligible applications	18	29	29
Number of offers	8	7	7
Number of awards	8 ²⁰	7	7
Number of community partner nominations	N/A	3	2
Number of appeals	1	3	4
Number of successful appeals	0	0	0
Number of reallocated bursaries ²¹	0	0	1
Progression rate	100%	71%	100%

²⁰ IT Tralee was allocated an extra bursary due to the low number of eligible applications in a partner HEI

²¹ A Bursary awarded in 2017/2018 was reallocated in 2018/2019.

Recommendations for 2020/21

HEIs have strongly recommended that a new national model of application be introduced to support the principle that the funding should follow the student, thereby allowing each student the freedom to choose their path to HE. The HEA recognised the validity of this recommendation and is developing a new application process for 2020/21. The HEA requested HEIs to continue to administer the 1916 bursaries for one additional year (2019/20) after which time it would have implemented a central application process.



PATH 3:

The South Cluster proceeded with 3 Projects for which €1.6 million was awarded over a period of 3 years to June 2021. IT Tralee received €265,000 for Travellers in Education, Enabling Transitions and Connecting Community, Connecting Curriculum (see PATH reports to HEA for more detail on each work stream).

Over the lifecycle of PATH, ITT is to recruit an additional 80 students across the target groups and commit to ensuring that 10% of the places are for lone parents and that there will be a focus on increasing part-time provision across the Cluster.

Participation by Target Group: Target 80 new students

Target Group - New Entrant	Baseline 2017/18	2018/19	2019/20	2020/21
Mature ²²	121	101 ²³	132 ²⁴	
Disability/Learning Difference ²⁵	89	85	83	
Travellers ²⁶	0	1	1	
Lone Parents ²⁷	7	11	5	
SED ²⁸	196	N/A	N/A	

²² HEA's RGAM Allocation

²³ From MIS

²⁴ From MIS

²⁵ HEAD Participation Rates Survey – Total number of New Entrant Undergraduate Students (1st year of Undergraduate Study) registered with the Disability/Access Service

²⁶ HEA's RGAM Allocation

²⁷ SAF & 2019 Bursary

²⁸ HEA's EAS Survey/RGAM Allocation letter

During COVID 19, the Travellers in Education programme experienced another series of significant setbacks as consultation with the community on the development of the programme was delayed and the Academic Lead Lecturer had to commit their resources and time to the COVID 19 response.

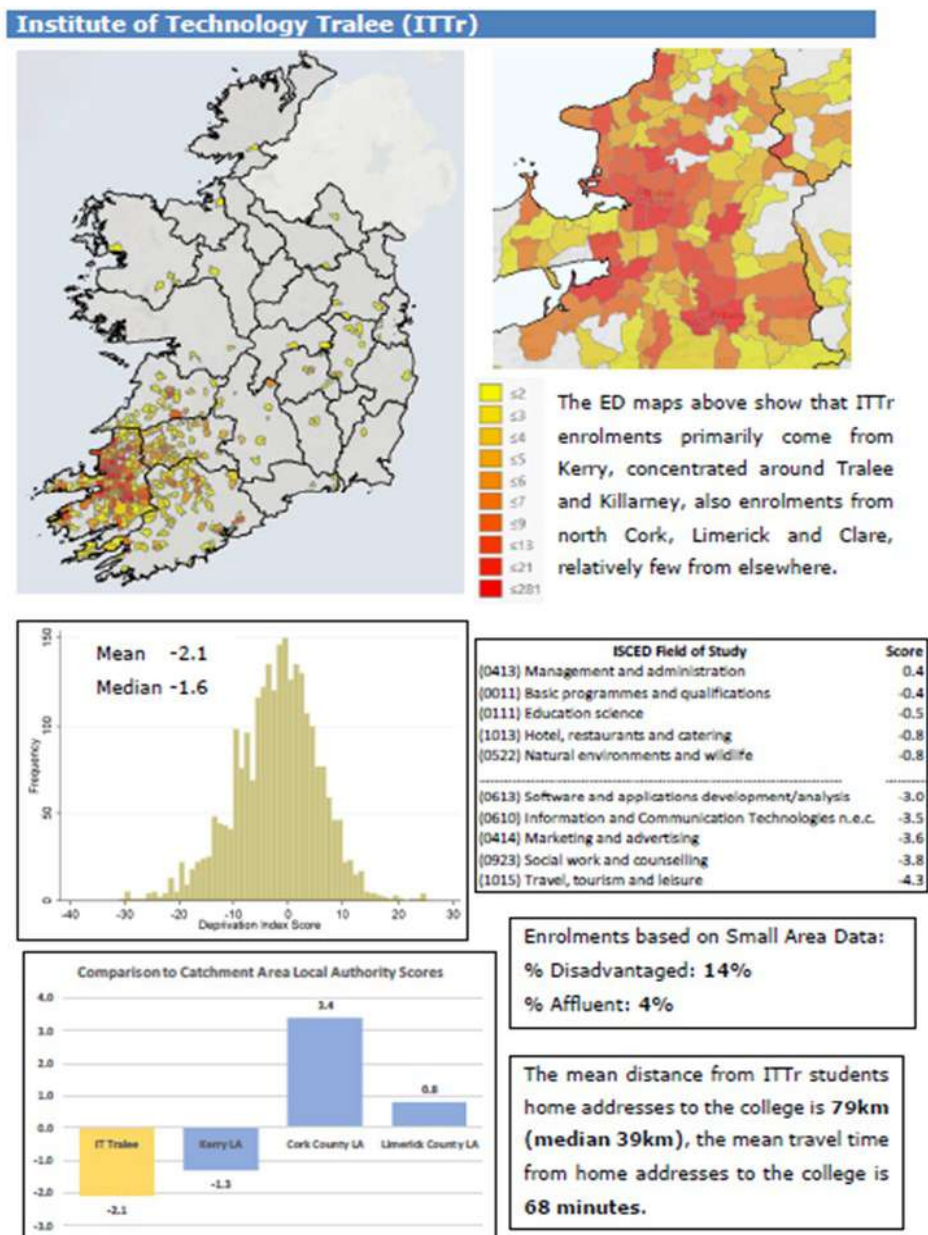
Recommendations for 2020/2021

- That IT Tralee management review the targets agreed under PATH and the relationship between the PATH work streams and the agreed targets. Independent efforts are required if targets are to be achieved.
- IT Tralee can only record the number of Lone Parents attending the Institute through its SAF and/or PATH 2 applications. The HEA reports a figure on its SAF Allocation letter which includes a figure for Lone Parents. Collaborate with the Students Union to give Lone Parents the opportunity to identify themselves through other channels.
- Prioritise the development, accreditation and delivery of the Travellers in Education award to mitigate for continued educational disadvantage historically and during COVID 19.

Deprivation Index Score Data

To gather accurate data and evidence on access and participation and to base policy on what that data tells us' is one of the five goals of the National Access Plan 2015-21, p.24. In October 2019, the HEA published its first report *A Spatial & Socio-Economic Profile of Higher Education Institutions in Ireland: Using Census Small Area Deprivation Index Scores derived from Student Home Address Data, Academic Year 2017/18*. Deprivation index scores range from around -40 to +40. -10 and less is considered disadvantaged, +10 and greater is considered affluent.

Following is IT Tralee's profile page from this 2019 report:



Societies Office

Societies are an integral part of student experience on campus and play a vital role in balancing the academic and social aspects of student life. A society is essentially a student group that focuses on a particular artistic, creative or social area.

There are many benefits to being involved in societies, including learning new skills and making lasting friendships and having fun in the process. Societies provide a huge range of activities both on and off campus, throughout the academic year including.

- ◇ Leadership Training
- ◇ Student Lead Media i.e. Campus Radio Station
- ◇ Guest Speakers
- ◇ Socials Nights
- ◇ National Awards

Societies Day

21 Societies took part for Societies Day in Semester 1. It took place in the BIT building in North Campus. The Societies Officer arranged a stand in the South Campus canteen and the Kerry Sports Academy in order to get as many sign ups as possible. We introduced an online sign up through Google Forms which took out the administration of converting all paper sign ups to an online platform. We had over 700 sign ups to over 27 societies and each society group that had a stand on Societies Day had a computer on their desk to make it as convenient as possible for the students to sign up.

Semester 1: September 2019 – December 2019: Societies got off to a great start. We had 42 events take place in this period. Events cover everything from meetings in classrooms to social events off campus such as nights out in Tralee town.

Semester 2: January 2020 - May 2020: Societies returned after their Christmas break, the last week of January 2020. We carried on as usual having on campus events until March 2020 when COVID-19 hit stopped all in person events. Online events and meetings began to happen on a weekly basis. Zoom was the main method of online calls. Active societies went from 27 to 7 for the rest of the Semester.



National Awards: BICS Awards

The Board of Irish College Societies took place in July 2020. Due to the decreased society activity across the country the awards ceremony had less applications but still took place online. We had a group of approx. 30 students from IT Tralee tuning in live on YouTube. We had 2 applications put forward for the awards. Best Online Event and Best Poster.

Most Successful Society

The NAG society who represent the Nursing and Agricultural students held 5 events, making almost €4,500 which was to go towards their NAG BALL in a local Tralee hotel but due to COVID these plans were cancelled. Monies were also due to be donated to a charity but has been put forward to the next committee when on campus events resume.



Sports Office

The Sports Office is responsible for the organisation, administration and development of the Institute's Sports Programme. IT Tralee offers a wide range of sports clubs which cater for both competitive and recreational sport that welcome both the beginner and accomplished athlete.

Students in IT Tralee have a choice of over thirty clubs to choose from and the Institute promotes a policy of 'Sport for All'. Students are actively encouraged to get involved in the Sports Programme. The majority of our sports teams now compete at the highest levels in Intervarsity sport and have recorded many significant victories in recent years. If students do not wish to get involved in competitive sports there is also an extensive choice of recreational activities.

Involvement in sport provides students with many opportunities to meet new friends, develop new skills, travel and generally contributes greatly to academic and personal development while creating an enriched and dynamic student life.

The Institute's Sports Programme is launched on Clubs Day in the early days of first term. All students are encouraged to sign up for the sport/club of their choice on this day, however it is possible to get involved at any stage throughout the year.

Registered Sports Clubs

Aerobics
 Athletics
 Badminton
 Ladies Basketball
 Men's' Basketball
 Boxing
 Brazilian Jiu Jitsu
 Cricket
 Cycling
 Camogie
 Darts
 Equestrian
 Hockey
 Golf
 Gymnastics
 Handball
 Football
 Hurling
 Judo
 Kickboxing
 Karate
 Ladies Football



Outdoor Pursuits

- | | | |
|---------------------------|-----------------|--------------------|
| • Kayaking/canoeing | • Rugby | • Swimming |
| • Rock-climbing/abseiling | • Women's Rugby | • Squash |
| • Orienteering | • Ladies Soccer | • Racquetball |
| • Hill walking | • Men's Soccer | • Tae Kwon Do |
| • Caving | • Indoor Soccer | • Tennis |
| • Sky Diving | • Sailing | • Ultimate Frisbee |
| • Olympic Handball | • Surfing | • Volleyball |

Facilities

Our sports facilities are available to all students, from casual participants looking for fitness and fun to star competitors aiming for national and international success.

The Kerry Sports Academy (KSA) opened its doors to our students for the first time in the 2019/2020 academic year. The KSA is a world class facility and offers huge potential for the development of Sport within IT Tralee.

- International sized indoor sports arena
- Hydrotherapy suite
- Teaching gym
- High performance gym
- Aerobic and dance studios
- Floodlit all-weather synthetic pitches
- Floodlit GAA pitch
- Grass Running Track
- Dry, outdoor and wet changing areas
- Extensive walking and jogging routes

We also use many facilities in the locality to support our extensive Sports Programme. These include Tralee Regional Sports and Leisure Complex which is adjacent to the Institute campus and offers excellent facilities for Swimming, indoor games and fitness training, Presentation Secondary School, John Mitchel's GAA Club and the many wonderful natural amenities presented by our coastal location.

Sports Scholarship Programme

The Institute's Scholarship Programme has significantly expanded in recent years and now includes, IT Tralee, Kennedy Coaches and FAI Activator Scholarship, Munster GAA and Kerry GAA Bursaries.

A new Scholarship Scheme for the 2019/2020 academic year was also introduced following the announcement of a partnership with the Kerry District League & IT Tralee at the end of last year. IT Tralee & the Kerry District League will co-fund 2 scholarships for elite footballers who are current Kerry District League - National League players and who wish to continue their education in IT Tralee.

This year we awarded 36 Sports Scholarships and Bursaries across 12 different sports.





ITT Sports Scholarships 2019/2020

Recipient	Discipline
Monika Dukarska	Rowing
Gavin Crowley	Football
Shona Heaslip	Athletics
Jack Morgan	Gaelic Football
Aine Nash	Ladies Football
Shane Dunne	Handball
Yvonne O' Shea	Women's Rugby
Nell Fox	Boxing
Conor Byrne	Gaelic Football
Greg Horan	Gaelic Football
James Duggan	Gaelic Football
Labhaoise Walmsley	Basketball/Ladies Football
Jayden Lucey	Ladies Football
Ashley Deane	Rugby
Dara Moynihan	Gaelic Football
Rhiannon O'Donoghue	Rowing
Aoife O'Callaghan	Ladies Football
Aoife Power	Camogie
Tony Brosnan	Gaelic Football
Darragh Lyne	Gaelic Football
Marc Kelliher	Gaelic Football
David Clifford	Gaelic Football

Kerry GAA Bursary Scheme

Recipient	Discipline
Keith O'Leary	Gaelic Football
Mark O'Shea	Gaelic Football

Kennedy Coaches Scholarships

Recipient	Discipline
Jack Savage	Gaelic Football
Ciara Murphy	Ladies Football

ITT/Kerry District League

Recipient	Discipline
Jack Sheahan	Soccer

FAI Activator Scholarship

Recipient	Discipline
Patrick McElligott	Recreational Soccer



Munster GAA Bursary

Recipient	Discipline
Shauna Canny	Camogie
Sean O'Connor	Hurling
Brendan O'Brien	Hurling
Sean O'Connell	Gaelic Football
Mark Fitzgerald	Gaelic Football
Anthony Darmody	Gaelic Football
Gary Vaughan	Gaelic Football
Cathal Ferriter	Gaelic Football

Notable Achievements 2019/2020:

Unfortunately, due to the Covid 19 Pandemic many of our competitions were cancelled. However, before the country entered lockdown we still managed to celebrate notable success in Gaelic Football, Handball, Soccer & Judo with many students excelling in their chosen sports both within and outside of the Institute Sports Programme:

Men's Soccer Team won the CFAI Challenge Cup for the first time since 2010. IT Tralee defeated IT Carlow 1-0. Captain, Dan Kinsella, received the Cup on behalf of IT Tralee & Lachlan McDonald (IT Tralee) received the Player of the Match Award.

Fresher Football team won the Division 2 League defeating Dundalk IT with Gary Vaughan accepting the Cup on behalf of IT Tralee.

Handball (ICHA Intersivity Championships)

- ⇒ Shane Dunne won his 3rd 60 x 30 Men's Open Singles Handball title in a row.
- ⇒ Shane Murphy won the Men's A Singles title
- ⇒ Tommy Quirke won the Men's C Singles title
- ⇒ Shane Dunne & Gearoid O'Connell won the Open Doubles title defeating IT Tralee's Shane Murphy & Evan Murphy in the final.

Judo

IT Tralee won a total of 11 medals at the Intersivity Judo Championships hosted by NUIG.

- ⇒ Micheala Murphy: 1 Gold Medal & 1 Silver Medal
- ⇒ Ciara Cahill: 1 Silver medal & 1 Bronze Medal
- ⇒ Alessandra Amber de Leo: 1 Gold Medal & 1 Bronze medal
- ⇒ Laura Hynes: 2 Bronze medals
- ⇒ Michaela, Alessandra & Ciara also won Bronze in the team event

Special mention also to the following:

- ⇒ David Clifford won his 2nd All-Star Award in Gaelic Football and was announced as Captain of the Kerry Senior Football team.
- ⇒ Shane Dunne won the All Ireland Intermediate 60x30 title and therefore moved up to the Senior Ranks
- ⇒ Shane Dunne also won the Men's Open Singles at the 68th USHA National Collegiate Handball Championships held in Austin, Texas. Gearoid O'Connell won a silver medal in the Men's A Singles competition at the same event.
- ⇒ Nell Fox won her 3rd Elite All Ireland title at the National Elite Championships.

2019/2020 Events

- This year Ciara Griffin, Irish Senior Women's Rugby Captain, was our guest speaker at the Scholarship Awards Evening. Unfortunately, our Clubs & Societies Awards evening & Clubs & Societies Ball did not go ahead this year.
- IT Tralee along with many other IT's & Universities in the country signed up to be part of the National 20x20 Campaign. This national campaign was an initiative aimed at increasing the participation of women in sport & physical activity. It was a campaign about creating a cultural shift in our perceptions of girls & women in sport. Students & staff volunteered to be part of this campaign on campus and we organised many activities including, walks, talks & exercise classes. At the end of the year IT Tralee received the inaugural 20x20 Initiative Award from Student Sport Ireland. This award was presented to IT Tralee in recognition of one of the initiatives rolled out during the campaign by our students, Thomas Kearns, Hannah Cleary, Rachel O' Shea, Michaela Murphy, Daniela Balama & Laura Clarke.
- A Recreational Soccer league was held in each semester as part of the FAI Activator Programme. Over 20 teams were entered in both leagues in what proved to be a very successful programme once again.
- International Students GAA - IT Tralee entered 2 teams in the 4th Annual Go Gaelic Cup hosted by UL. All students thoroughly enjoyed the experience as it gave them an opportunity to experience Irish culture through sport.
- When competitive sport was postponed because of Covid-19 Student Sport Ireland organised the first ever "Back Garden Intervarsity Challenge" IT Tralee students rose to the challenge and submitted plenty of videos showcasing their many sporting skills.
- The Sports Office, in conjunction with the Marketing Department, produced a number of promotional videos for the Sports Scholarship Advertising Campaign again this year. Once again these proved to be a very successful and beneficial marketing tool for the Institute.





September 2020 to December 2020

Unfortunately, Covid 19 led to the suspension of all on campus sporting activity during this time. We organised many online activities & talks and linked in with the Kerry Sports Academy on various initiatives aimed at keeping students active during lockdown.

ITT Sports Scholarships 2019/2020

Recipient	Discipline
Shona Heaslip	Athletics
Aine Nash	Ladies Football
Nell Fox	Boxing
Conor Byrne	Gaelic Football
Greg Horan	Gaelic Football
James Duggan	Gaelic Football
Labhaoise Walmsley	Basketball/Ladies Football
Jayden Lucey	Ladies Football
Dara Moynihan	Gaelic Football
Rhiannon O'Donoghue	Rowing
Aoife O'Callaghan	Ladies Football
Aoife Power	Camogie
Michael Potts	Gaelic Football
Tony Brosnan	Gaelic Football
Darragh Lyne	Gaelic Football
Jack Sheehan	Soccer
Jordan Lee	Athletics
Becky Bryant	Camogie
Danielle O'Leary	Ladies Football
Darragh Lowth	Soccer
Paul O'Shea	Gaelic Football
Dylan Doona	Soccer
Colin Walsh	Hurling/Soccer
Sean O'Connor	Hurling/Soccer
Caoimhe Evans	Ladies Football

Kennedy Coaches Scholarships

Recipient	Discipline
Ciara Murphy	Ladies Football
Tomas O'Se	Gaelic Football

Careers

The Careers Service at the Institute of Technology Tralee provides professional, impartial, person-centred, confidential support to all students and recent graduates.

The IT Tralee Careers Service/ Office Supports Students Career Development by:

- Providing one to one confidential career guidance.
- Delivering employability related workshops and lectures.
- Collaborating with academic departments to deliver bespoke employability and careerrelated workshops and events to students.
- Organising Career and Graduate Recruitment events such as Careers Fair, Meet Your Future Employer Series, which facilitate graduate, employer and student interactions.
- Student Mentorship Programme
- Providing students with access to employment opportunities in Ireland and internationally.
- Making students aware of a wide range of postgraduate study opportunities.

Employability Skills:

- Organised initiatives and events that support students to develop their employability skills in preparation for entering the world of work. This is achieved by all career events organised by the service.
- Ensure that students and graduates can avail of a wide range of employment opportunities. This is achieved by promoting graduate employment opportunities to students and graduates using a range of communication platforms including web-based vacancy databases, social media and traditional on-campus events.

Careers/ Recruitment Fair - 25th September 2019.

The Careers Office coordinated and managed the University-Wide Career Fair on the 25th September 2019 for students and graduates. This fair included 28 companies that ranged from local companies to national and international employers and graduate recruiters. The Fair was coordinated and executed within 5 weeks, as I commenced my role as Careers Officer 5 weeks prior to the fair date.

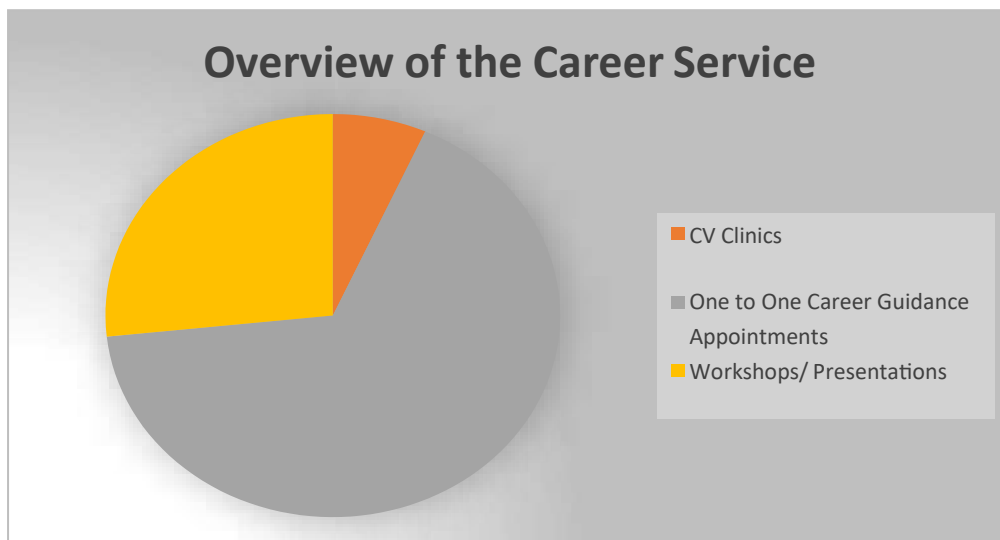
The Careers Fair began with a morning networking event, where employers and academic staff and work placement coordinators availed of the opportunity to meet over breakfast.

Over 400 students attended the event. The Careers Fair was also attended by many graduates, members of the Institute of Guidance Counsellors Kerry branch, the local college of Further Education and staff from the institute.

The Careers Fair built on the success of previous years and received positive feedback from students, staff and exhibitors.



Service Delivery:



Workshops	Final Year Students Workshops
CV Preparation	Interview Skills
Work placement Workshops/ Class Presentations	Graduate CV
LinkedIn Profile	Top Employability Skills 2020
My Options after Graduation...what next!	Interview Preparation
Discover Your Skills- Sell Yourself	Transition to the Workplace

March 2020 presented its own challenges with the emergence of Covid 19. Despite the circumstances, the career service responded to ensure that students, graduates, and employers had access to the support and services they needed. Relatively quickly, we completely shifted to virtual operations that included virtual career guidance appointments, drop-in virtual services, online CV reviews, and continued access by phone.

In addition to the above and in response to the changing marketplace, the careers office created new services and resources that help students and graduates navigate the job market, determine their next steps, and identify ways to stand out in the job search.

New programmes and services included:

Virtual Graduate Bootcamp - A week of online interactive workshops offering information on:

- ⇒ The Future of Work
- ⇒ Entering the Workforce Post-Covid
- ⇒ Target your Graduate CV
- ⇒ LinkedIn Profile & Job Search

Meet Your Future Employer Series (online)

- ⇒ Employers met with final year students online to answer questions, advertise their vacancies and advise on graduate application in the current climate. Employers: JRI America, DairyMaster, KOSTAL, Peter McVery Trust, St John of Gods.



Are you Career READY?

⇒ CPL Recruitment *Secure a Graduate Role*

CPL Recruitment meet with final year students to offer advice and tips on how to secure graduate employment.

Combined Workshops & Presentations	Number of Students Reached
21	1,200

Planning Ahead for 2020

Integrate careers into the student experience.

Transform the service by launching a Career Management System

- To enable students, access the careers service easily and timely. This system will enable students to view and book appointment times with the careers officer
- Access employer database, job vacancies and career resources in one place.
- Impact on the service- increase our ability to use data to inform decisions and strategy and as this evolves, we can then shift our focus from utilisation to impact.
- Define and build career readiness
- Engage employers and alumni to provide meaningful experiences
- Mentoring connections and industry knowledge.

Training and set up of the new careers management system took place over the Summer months and will continue in to academic year 20/21.

Careers Service 2020

We provided a full remote service to students and graduates in 2020. Continuing to provide professional, impartial, person-centred, confidential support to all students and recent graduates. Supporting students develop their employability skills and prepare for the world of work through a programme of online and interactive events and workshops.

Virtual Careers Fair 2020

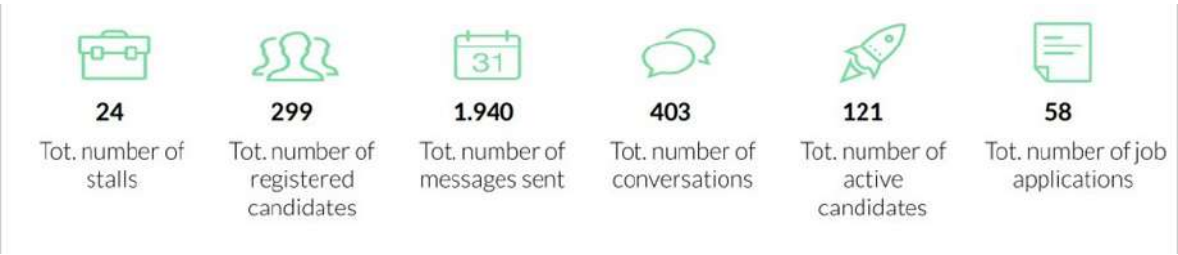
Preparation for the virtual careers Fair began in April 2020. With the support of the Association for Higher Education Careers Services, we researched and attended different virtual platforms and established that GraduateLand were the best suited to meet our needs and budget.

The Career Service ran 6 workshops for students and graduates in preparation for registering and participating in the virtual events. Online lunchtime information sessions were also organised. The event was advertised via the webpage and social media pages.

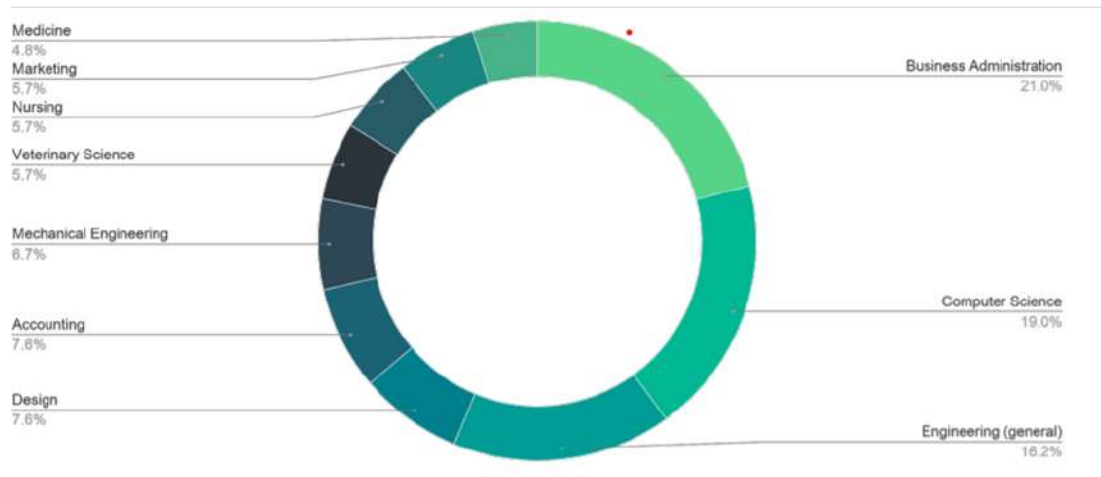
The Careers Fair took place the 20th October 2020 12pm-3pm

20
20
VIRTUAL
CAREERS
FAIR

Overview of the Virtual Careers Fair

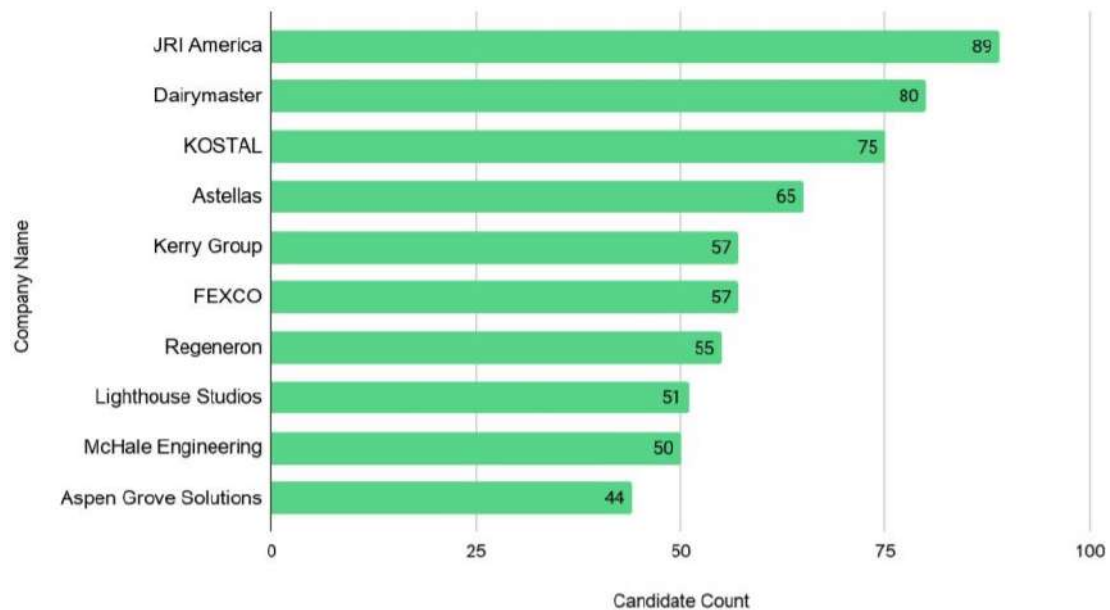


Top interests of participants that attend

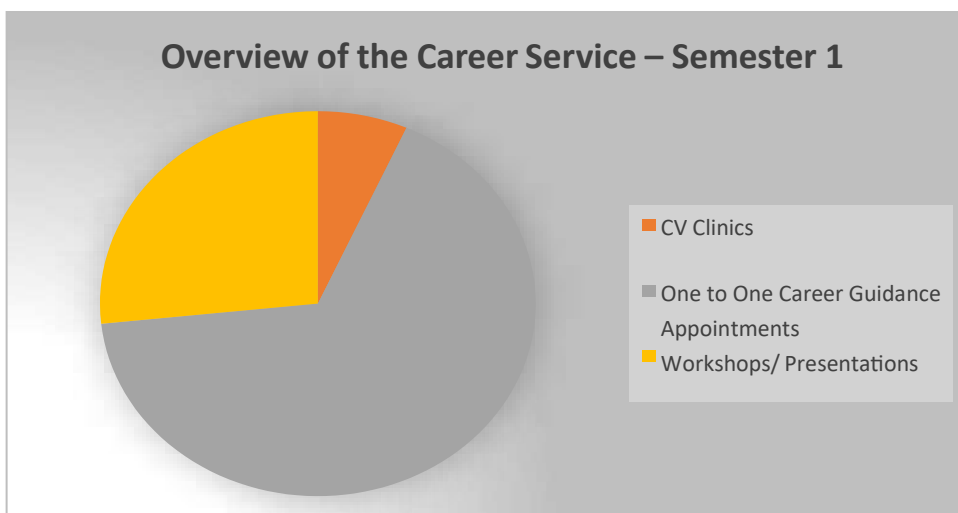


Top 10 Stall Visits

Stall Visitors



Overview of the Career Service – Semester 1



Webinar/ Workshops 2020
Boost Your Brand - Digital Transformation
Boosting Careers Resilience
Graduating during Covid 19
Work Placement Workshops run at Lunchtime
Class Presentations for 1st Year Students

Staff Webinar/ Training
Digital Transformation LinkedIn Profile

Specialisterne - Collaboration

Led by Siobhan Mac Garry, Officer for Students with Learning Difference and supported by the Careers Service IT Tralee availed of the Services offered by Specialisterne (a not for profit recruitmentConsultancy, funded by Ability) during the academic year 2020/21.

Specialisterne promote employment for people on the autism spectrum and people with "similar challenges" which includes the cohort of students with Learning Difference. Specialisterne work among undergraduate students in their preparation for work placement through a focused intensive interview skills programme. After work placement Specialisterne then assist the undergraduate student to incorporate their newly gained relevant placement experiences into their profile to enhance their job seeking / interview skills after graduation.

One to One Remote Sessions

Semester One Six-week Programme	Students who are due to go on work placement during Semester two.
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This support was offered over and above the mainstream work placement preparation programme offered to the general student body. Specialisterne wish to complement the existing work placement preparation programme. During Semester Two it is planned that Specialisterne will work with a number of our final year students who are preparing to enter the workforce after graduation.



Careers Connect—GTI Target Connect

Transform the service by launching a Career Management System

- To enable students, access the careers service easily and timely. This system will enable students to view and book appointment times with the careers officer
- Access employer database, job vacancies and career resources in one place.
- Impact on the service- increase our ability to use data to inform decisions and strategy and as this evolves, we can then shift our focus from utilisation to impact.
- Define and build career readiness
- Engage employers and alumni to provide meaningful experiences
- Mentoring connections and industry knowledge.

In 2021 the careers service will roll out a new career management system to allow the service expand to meet the needs of the students. The IT Banner Dept are supporting the data transfer and single sign on.

GTI Target Connect provided intensive training on how to set up, use and manage the system throughout the Summer and this will continue through January 2021.

Chaplaincy

The last year was one of very little physical contact with the student body, and what contact there was, was on-line. I've included a very brief summary of the year.

The chaplaincy service provides pastoral care, emotional support and assistance and spiritual care to students of all faiths, and none. Priority is given to students who are vulnerable - especially in times of sickness, anxiety or bereavement. It also provides financial assistance re the Benevolent fund, and this is a great way of meeting students and identifying their particular needs. Likewise attending funerals is a great point of contact.

Last year, because of Covid 19 restrictions, it meant that many students stayed at home, therefore there was not an urgent need for financial help. Those that asked for help - I met them down town in Tralee, as it saved coming in to a confined space in the college. I also linked up with the other services in the Student Support Services to stay connected and exchange ideas and suggestions. Most students seemed fairly okay with working from home - there was a general acceptance of it. While they missed out on college life, and all that goes with it, there seemed to be less anxiety about it than what I expected.

This year it is great to see life back in the college again, and for the students themselves it is great to meet others, to engage, to manage their accommodation and food, to budget, join societies and so on. All these are very much part of student life and maturing. I imagine there will be some mental health backlash from last year, as some students have expressed a lack of confidence in engaging with others and being sociable generally. Getting back into "the system" can be difficult, but with a little help it can be done. I intend to work closely with the Student Union in facilitating this. I also kept in touch with staff over the year, as indeed for them it was new territory as well, and it's important to feel connected.

I found the on-line meeting of all the student support service providers very good. It was a chance to listen to the others and engage with them and find out how the year was going for them and the challenges they faced. Hopefully this will be kept up.

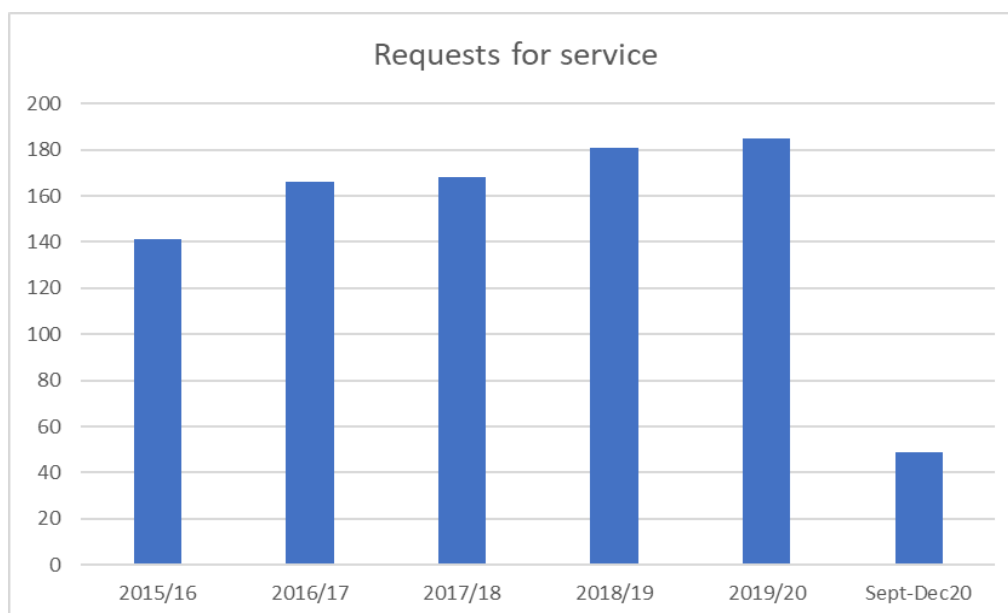
All in all, it was a different year in so many ways, and there is not much to report back on. From my engagement with the students on-line, they seemed to have a reluctant resignation to the way things were, but in fairness to them they got on with it.



Student Counselling Service

Service Usage

Overall requests for service continue to steadily increase from previous years. The major work of the Counselling Service is to provide access for students who present with issues that currently impact them during their time at the Institute. This requires an initial assessment and may require psycho-education regarding the presenting issue, access to regular counselling sessions and /or referral to other support services within the institute.



Academic year	2015/16	2016/17	2017/18	2018/19	2019/20	Sept to Dec 2020
Requests for service	141	166	168	181	185	49

Generally, students self-refer to the Service though referrals are made by other service areas in the Institute with the student's permission: Health Centre/ Disability Office /IMCP/Academic Departments. Students are more likely to engage with the service when they self refer as they take responsibility for their psychological and emotional health.

Breakdown of Numbers Requesting Service	2019/20	Sept to Dec 2020
Total number requesting service	181	49
Number seen for initial screening	137	34
Number who failed to attend initial screening	39 + 13*	3
Screenings booked but no longer required	9	2

Number of counselling sessions offered	771	49
Number of sessions attended	719	34
Average sessions for clients who attended	5.7	

*13 students who had been allocated to the trainees in the service at the time of the closure due to the pandemic had to cease sessions as trainees were not permitted to provide online services to clients (instructions came from the training bodies).



During AY 2019/20 and up until 31st December 2020, initial appointments were offered to 234 students; however only 169 attended.

Following the initial contact with the service students are offered an initial screening appointment as soon as possible with the Counsellor. Response time from query/registration with the service and initial appointment has improved since administrative support have responsibility for booking these appointments. Almost 80% of initial appointments are within two weeks of first contact. The majority of appointments during 2020 period took place online due to Covid 19 pandemic.

Factors that impact response time include: Counsellor availability; student availability /timetable; failed appointments and time of academic year. Though the service operates throughout the year many students do not make themselves available outside the academic calendar.

Student Health Centre

2019/2020

This year approx. 1,086 students (GP numbers may be a little higher as these numbers were calculated by payment types, Private student/GMS/EHIC) at Fuchsia Medical Centre who accessed the health centre services. This is reflective of the Health Centre closure from 20th March 2020, as per Government guidelines. Of these, 616 of students were seen as nurse visits, (presenting as drop ins to health centre or appointments made directly with nurse) of which the majority, as seen below were evaluated for URTI. Nurse referred 11 students to ER at UHK (this number does not include numbers sent by GP).

Of note 13 students presented directly to Nurse with Mental health issues.

Health centre referred 13 students to counselling, of which 12 were referred internally and 1 externally. There was 8 documented cases of alcohol related injuries.

Breakdown of Nurse visit types:

URTI (168), STI (5), SPORTS INJURY(/MS (51), DRESSINGS (40), ACCIDENTAL INJURY/CUTS BURNS (20), GI (30), PHLEBOTOMY (84), MHI (14), CARDIAC (5), GU/UTIS (40), NEURO/MIGRAINES/FAINTS/ HEAD INJURY (16), ER REFERRALS (11), PROCEDURES (13), GYNAE/OC (55), STAFF VISITS (6), ADVICE/EDUCATION RESULTS (88), VACCINATIONS (88)

Five documented students with STI'S which represented 22% of STI'S performed.

Nurse continues to operate a Nurse triage led Health Centre facility, booking appointments for nurse and GP's which continues to be very effective with the waiting times for non-urgent appointments within 2-3 days.

Guidelines/Procedures implemented include:

- Paracetamol Protocol for use in Health Centre
- Ventolin Protocol
- Multi Use Vaccine Consent

Training & Education

⇒ Epilepsy Training Awareness with Epilepsy Ireland in collaboration with Health/Safety Department, ITT.



Student Health Centre

2020/2021

This year approx. 653 students (GP numbers may be a little higher as these numbers were calculated by payment types, Private student/GMS/EHIC) at Fuchsia Medical Centre who accessed the health centre services. There were 268 nurse visits 9/20 – 1/21. Compared with 18/19 (917) absolutely due to appointment only OPERATION and STRICT POLICY of no symptomatic respiratory students allowed as “Drop-ins “. Numbers reflective of the Government guidelines beginning academic year in 9/20 and eventually level 5 lockdown in 1/21. Health Centre continues on appointment only basis in line with Government /ICGP guidelines. Health visits were both blended tele-consults and face to face as needed. Nurse referred 6 students to ER AT UHK (this number does not include numbers sent by GP)

Approximately 800 calls/messages retrieved during academic year.

Health centre referred 8 students to counselling, of which 8 were referred internally.

There was 2 documented cases of alcohol related injuries.

Breakdown of Nurse visit types:

URTI (0), STI (3), SPORTS INJURY/(MS (2), DRESSINGS (28), ACCIDENTAL INJURY/CUTS BURNS (7), GI (1), PHLEBOTOMY (53), MHI (9), CARDIAC (0), GU/UTIS (21), NEURO/MIGRAINES/FAINTS/ HEAD INJURY (0), ER REFERRALS (6), PROCEDURES (4), GYNAE/OC (27), STAFF VISITS (2), ADVICE/EDUCATION RESULTS (20), VACCINATIONS (85)

There were 3 documented students with STI'S which represented 25% of STI'S performed.

Nurse continues to operate a Nurse triage led Health Centre facility, booking appointments for nurse and GP's which continues to be very effective with the waiting times for non-urgent appointments within 1-2 days.

Guidelines/Procedures implemented include:

- Multi Use Vaccine Consent
- MMR Vaccine Protocol
- Hepatitis B Protocol
- Varicella Protocol
- Epinephrine Protocol

Training & Education

⇒ National Anaphylaxis programme for Health Care Professionals at UHK 6/20

Human Resources

The Institute of Technology Tralee employs over 400 staff members across a range of disciplines. The HR office plays an integral part in supporting the strategic aims of the Institute through the management of the recruitment, training, development, industrial and staff relations and remuneration processes.

In line with Child Protection Legislation the HR office are vetting all new staff on appointment.

During the period to 31st December 2020, in addition to the normal work carried out by the HR office, a number of MTU ready projects were developed including the COREHR merger project and key policy and procedures.

Recruitment in the Institute continues to grow. In total the HR office recruited 66 new staff members. 5 long serving staff member retired between September 2019 and December 2020..

Research recruitment has grown significantly over the last number of years and continues to be a growth area for the Institute. In 2020, 28 researchers were recruited.

Through the Training and Development programme 32 staff were supported to achieve additional academic qualifications.

A Retirement Planning Seminar was held in 2020.





Financial Report

The financial statements for the 16 month period ended 31 December 2020 were certified by the Comptroller & Auditor General on 16 February 2022. The financial statements, extracts of which are set out below, have been prepared under the historical cost convention, and in accordance with Financial Reporting Standard 102 (FRS 102) issued by the Financial Reporting Council, and promulgated for use in Ireland by Chartered Accountants Ireland and with the requirements of the Higher Education Authority.

Income & Expenditure

The results for the period show an operating deficit of €132k to give an accumulated deficit to 31 December 2020 of €1,491k for the Institute. The current income for the period included state grants of €22,606k, tuition fees of €17,220k, deferred pension funding of €13,888k and non state funding of €255k. The current expenditure for the period for the Institute amounted to €65,939k, which included staff costs of €37,958k and retirement benefit cost of €13,888k. An amount of €68k was allocated from the state recurrent grant to fund capital expenditure.

Capital Account

The Institute acquired fixed assets totalling €1,908k during the period and disposed of €1,098k. The depreciation charge for the period amounted to €3,497k and the net value of tangible assets at 31 December 2020 had decreased to €52,585k.

Land & Buildings

A full valuation of Land & Buildings is due to be carried out by the Valuations Office and on completion the values determined will be incorporated in the financial statements. Pending the outcome of this exercise, land is valued at nil and buildings are valued on a depreciation replacement cost basis. Other fixed assets in existence at 1 January, 1993 have been valued on the basis of open market value for existing use. All subsequent additions are stated at cost.



Institute of Technology Tralee
Consolidated and Institute Statement of Comprehensive Income
For the sixteen month period ended 31 December 2020

		Consolidated 16 months 31/12/20 €000's	Consolidated 12 months 31/08/19 €000's	Institute 16 months 31/12/20 €000's	Institute 12 months 31/08/19 €000's
Income					
State Grants	3	22,606	14,154	22,606	14,154
Tuition Fees and Student Contribution	4	17,220	12,959	17,220	12,959
Research Grants & Contracts	5	5,759	3,314	5,759	3,314
Student Support Funding	7	402	272	402	272
Other Income	8	2,592	3,446	2,559	3,434
Amortisation of Deferred State Capital Grants	19	3,373	2,177	3,373	2,177
Deferred Pension Funding	18	13,888	10,349	13,888	10,349
Total Income		65,840	46,671	65,807	46,659
Expenditure					
Staff Costs	9	37,958	27,015	37,958	27,015
Retirement Benefit Cost	18	13,888	10,349	13,888	10,349
Other Operating Expenses	10	10,640	8,207	10,596	8,061
Depreciation	13	3,497	2,177	3,497	2,177
Total Expenditure		65,983	47,748	65,939	47,602
Deficit for the Period before Appropriations		(143)	(1,077)	(132)	(943)
Experience (Losses)/Gains on Retirement Benefit Obligations	18	(3,836)	1,584	(3,836)	1,584
Reduction in Pension Liabilities arising from Retirements in the period	18	7,739	3,998	7,739	3,998
Changes in Assumptions underlying the Present Value of Retirement Benefit Obligations	18	2,592	(26,570)	2,592	(26,570)
Total Actuarial (Losses) / Gains in the Year		6,495	(20,988)	6,495	(20,988)
Adjustment to Deferred Retirement Benefits Funding	18	(6,495)	20,988	(6,495)	20,988
Total Comprehensive Deficit for the Period		(143)	(1,077)	(132)	(943)

All items of income and expenditure relate to continuing activities.

Notes 1-27 form part of these financial statements

Signed on behalf of the Governing Body

Mr. Jimmy Deenihan
 Governing Body Chair
 Munster Technological University

3 February 2022

Date

Professor Maggie Cusack
 President
 Munster Technological University

3 February 2022

Date



Institute of Technology Tralee
 Consolidated Statement of Changes in Reserves and Capital Account
 For the sixteen month period ended 31 December 2020

	Note 19 Consolidated Deferred State Capital Grants €000's	Note 20 Consolidated Capital Development Reserve €000's	I&E Consolidated Revenue Reserves €000's	Consolidated Foundation Reserves €000's	Consolidated Total Reserves €000's
Opening Balance as at 31 August 2018	46,824	3,888	(4,304)	171	46,579
Deficit for the Year before Appropriations	-	-	(1,077)	-	(1,077)
Amortisation of Deferred State Capital Grants	(2,177)	-	-	-	(2,177)
State Grant Allocated to Capital	1,103	-	-	-	1,103
Foundation Reserves	-	-	134	(134)	-
Other Capital Grants	156	-	-	-	156
Dept. of Transport, Tourism and Sport Capital Grant	494	-	-	-	494
Transfer from Capital Development Reserve	-	(3,888)	3,888	-	-
Movement for the Period	(424)	(3,888)	2,945	(134)	(1,501)
Balance at 31 August 2019	46,400	-	(1,359)	37	45,078
Opening Balance as at 31 August 2019	46,400	-	(1,359)	37	45,078
Deficit for the Period before Appropriations	-	-	(143)	-	(143)
Amortisation of Deferred State Capital Grants	(3,373)	-	-	-	(3,373)
State Grant Allocated to Capital	68	-	-	-	68
Foundation Reserves	-	-	11	(11)	-
Other Capital Grants	1,448	-	-	-	1,448
Dept. of Transport, Tourism and Sport Capital Grant	126	-	-	-	126
Minor Capital Works	11	-	-	-	11
Movement for the Period	(1,720)	-	(132)	(11)	(1,863)
Balance at 31 December 2020	46,680	-	(1,491)	26	43,215

Notes 1-27 form part of these financial statements.

Signed on behalf of the Governing Body

Jimmy Deenihan

Mr Jimmy Deenihan
 Governing Body Chair
 Munster Technological University

3 February 2022

Date

M. Cusack

Professor Maggie Cusack
 President,
 Munster Technological University

3 February 2022

Date



Institute of Technology Tralee
 Consolidated and Institute Statement of Financial Position
 As at 31 December 2020

	Note	Consolidated 16 months 31/12/2020 €000's	Consolidated 12 months 31/08/2019 €000's	Institute 16 months 31/12/2020 €000's	Institute 12 months 31/08/2019 €000's
Fixed Assets					
Property, Plant & Equipment	13	52,585	54,174	52,585	54,174
		52,585	54,174	52,585	54,174
Current Assets					
Receivables	15	3,658	2,278	3,658	2,278
Cash and Cash Equivalents	16	3,952	918	3,922	880
		7,610	3,196	7,580	3,158
Less Payables: amounts falling due within one year	17	(16,980)	(12,292)	(16,976)	(12,291)
Net Current Liabilities		(9,370)	(9,096)	(9,396)	(9,133)
Total Assets less Current Liabilities		43,215	45,078	43,189	45,041
Retirement Benefits					
Retirement Benefits Obligations	18	(207,575)	(198,310)	(207,575)	(198,310)
Deferred Retirement Benefit Funding Asset	18	207,575	198,310	207,575	198,310
Total Net Assets		43,215	45,078	43,189	45,041
Deferred State Capital Grants	19	44,680	46,400	44,680	46,400
Foundation Reserve		26	37	-	-
		44,706	46,437	44,680	46,400
Unrestricted Reserves					
Income & Expenditure Reserve		(1,491)	(1,359)	(1,491)	(1,359)
Total		43,215	45,078	43,189	45,041

Notes 1-27 form part of these financial statements.

Signed on behalf of the Governing Body

Jimmy Deenihan

Mr. Jimmy Deenihan
 Governing Body Chairperson
 Munster Technological University

3 February 2022
 Date

M. Cusack

Professor Maggie Cusack
 President
 Munster Technological University

3 February 2022
 Date



Institute of Technology Tralee
Consolidated Statement of Cash Flow
For the sixteen month period ended
31 December 2020

	Year Ended 16 months 31/12/2020 €000's	Year Ended 12 months 31/08/2019 €000's
Net Cashflow from Operating Activities		
Excess Expenditure over Income	(143)	(1,077)
Depreciation of Fixed Assets	3,497	2,177
Amortisation of Deferred State Capital Grants	(3,373)	(2,177)
(Increase) / Decrease in Receivables	(1,380)	7,084
Increase / (Decrease) in Payables	4,688	(369)
Decrease in Capital Development Reserve	-	(3,888)
State Funds Allocated to Capital	1,653	1,753
Non-State Funds Allocated to Capital	-	3,888
Profit on Disposal of Fixed Assets	(12)	(2)
	<hr/>	<hr/>
Net Cash Flows from Operating Activities	4,930	7,389
Cash Flows from Investing Activities		
Payments to acquire Property, Plant & Equipment	(1,908)	(7,202)
Proceeds on disposal of Property, Plant & Equipment	12	2
	<hr/>	<hr/>
Net Cash Flows from Investing Activities	(1,896)	(7,200)
Cash Flows from Financing Activities		
Interest Received	-	-
	<hr/>	<hr/>
Net Cash Flows from Financing Activities	-	-
Net Increase in Cash Equivalents in the Period	3,034	189
Cash and Cash Equivalents at 1 September	918	729
	<hr/>	<hr/>
Cash and Cash Equivalents at 31 December	3,952	918

Notes 1-28 form part of these financial statements.

Signed on behalf of the Governing Body

Mr. Jimmy Deenihan
Governing Body Chair
Munster Technological University

3 February 2022

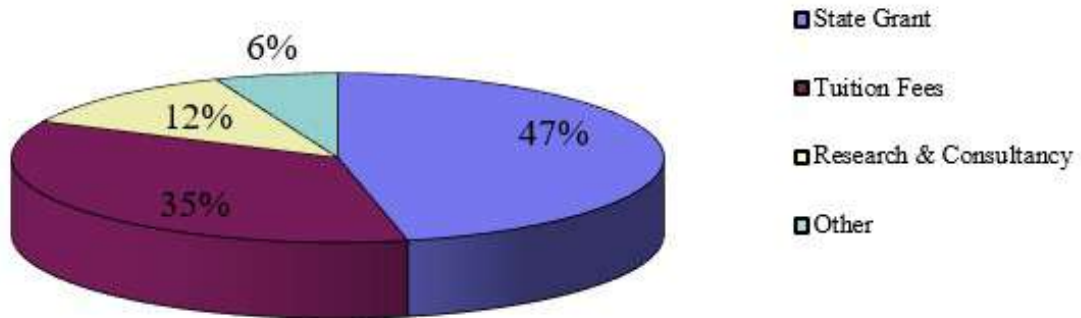
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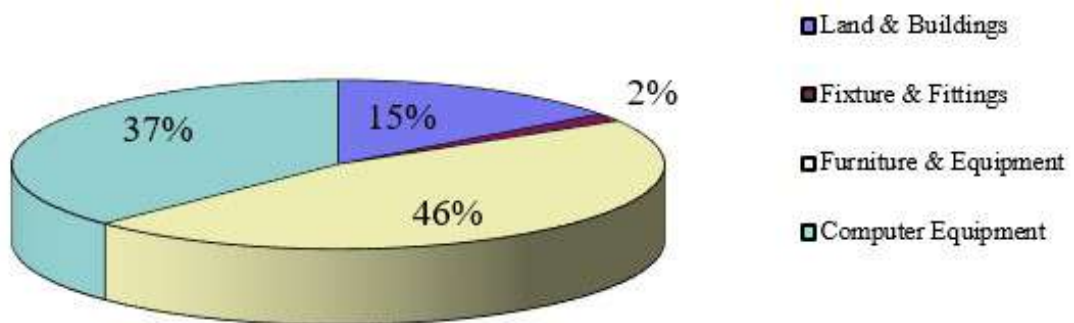
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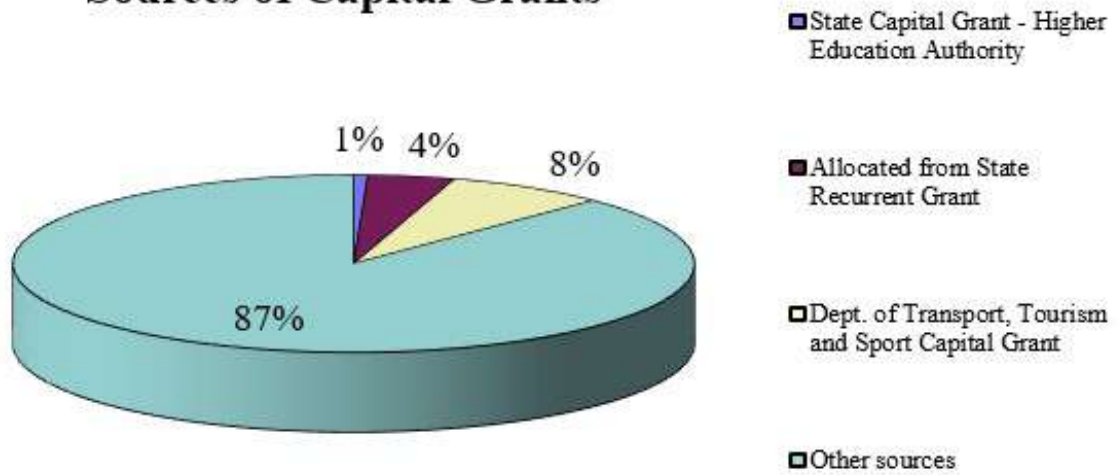
Income



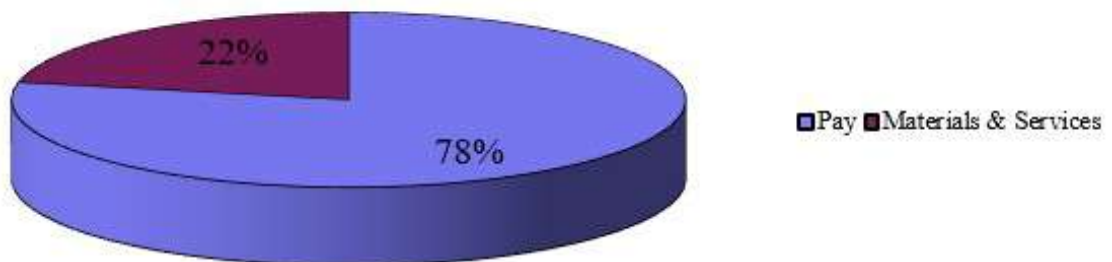
Capital Expenditure



Sources of Capital Grants



Expenditure





Statutory Obligations & Notices

Code of Practice for Governance of State Bodies

The Code of Practice for the Governance of State Bodies, approved by the Government in October 2001, has been adopted by the Institute and steps have been taken to ensure that the Institute complies with the Code.

Data Protection Acts, 1988 and 2003

The purpose of the Data Protection Acts is to protect the privacy of individuals' personal data which is being processed. The Acts give individuals rights to obtain a copy of all personal data relating to them which is held by the Data Controller. The Institute of Technology Tralee is a Data Controller and complies with the legislation.

Ethics in Public Office Act, 1995 and Standards in Public Office Act, 2001

In accordance with the Ethics in Public Office Act, 1995 and the Standards in Public Office Act, 2001, Governing Body Members furnish statements of interest each year to the Secretary.

Equality

The Institute is committed to a policy of equal opportunities and adopts a positive approach to equality in the organisation. The Institute operates a number of schemes, providing staff with options in relation to meeting their career and personal needs, such as job sharing, study leave, educational programmes and career breaks.

Energy Efficiency

The Institute is looking at ways to improve energy efficiency within the Institute.

Freedom of Information Acts 1997 and 2003

The provisions of the Freedom of Information Act 1997, which was amended by the Freedom of Information (Amendment) Act 2003, applies to the Institute of Technology Tralee.

The Institute came under the remit of Freedom of Information on the 1st October 2001.

The Acts establish three statutory rights for all members of the public

- The right to access records held by public bodies,
- The right to have personal information relating to him/herself amended where it is incomplete, incorrect or misleading, and
- The right to obtain reasons for decisions taken by public bodies affecting oneself.

Official Languages Act, 2003

Institute Annual Reports effective from 2002/2003, Financial Statements and other relevant documents are published simultaneously in both official languages, in compliance with the general provisions of the Act. The Institute is currently working through its published Dreacht Sceime to ensure it can achieve the targets set out in same.



Prompt Payment of Accounts Act, 1997

The Prompt Payment of Accounts Act 1997 (the Act), which came into operation on 2 January 1998, was amended by the European Communities (Late Payment in Commercial Transactions) Regulations 2002.

The payment practices of the Institute, as required by the Act, are reported on below for the year ended 31st August 2010.

- (a) It is the policy of the Institute of Technology Tralee to ensure that all invoices are paid promptly. Specific procedures are in place that enables the Institute to track all invoices and ensure that payments are made before the due date. Invoices are registered daily and cheques/EFT's are issued as required to ensure timely payments.
- (b) The system of internal control incorporates such controls and procedures as are considered necessary to ensure compliance with the Act. The Institute's system of internal control includes accounting and computer controls designed to ensure the identification of invoices and contracts for payment within the prescribed payment dates defined by the Act. These controls are designed to provide reasonable, and not absolute, assurance against material non compliance with the Act. The Accounts Department produces a report that identifies unpaid outstanding invoices and this report is reviewed regularly.

Management is satisfied that the Institute of Technology Tralee complied with the provisions of the Act in all material respects.

There have been no material developments since 1st September 2006.

Details of late payments under the Prompt Payment of Accounts Act 1997

The total number of late payments was 3,692

The total value of invoices of late payments €6,828,771

Safety, Health & Welfare at Work Act 2005

In accordance with the Safety, Health & Welfare at Work Act 2005, the Institute has prepared a safety statement that encompasses all the aspects affecting staff, student and visitor welfare.



**Annual Governance Statement and Statement of Internal Control
for the 16 month Financial Period September 2019 - December 2020
For the Institute of Technology Tralee**

We are pleased to present the Annual Governance Statement for the Institute Of Technology Tralee (ITT) in accordance with the THEA Code of Governance for Institutes of Technology.

1. Code of Conduct for Members

On an annual basis, Governing Body members are requested to complete Statement of Interest Declarations issued by the Standards in Public Office (SIPO) as set out in the Ethics in Public Office Acts 1995 and 2001. These forms are submitted to SIPO for their records where there is an interest declared. The Chairman and the President affirm that a code of practice has been put in place for Governing Body members and that it is being monitored. The Governing Body reviewed and approved an update to the Code of Business Conduct for Governing Body members on the 20th November 2019. This code is implemented and includes clear conflict of interest and ethics in public office policies. There is a standing agenda item for all in relation to Conflict of Interest.

2. Code of Conduct for Employees

A Code of Conduct Policy was approved by the Governing Body of the Institute on 24 September 2014. The Code of Conduct Policy was nationally agreed and includes clear reference to ethics in public office and conflict of interest. The disclosure of interest declaration for management is completed on an annual basis and therefore it is being monitored. On an annual basis, the General Management Team are requested to complete Statement of Interest Declarations issued by the Standards in Public Office (SIPO) as set out in the Ethics in Public Office Acts 1995 and 2001. Completed forms are retained by the Institute as instructed by SIPO. Since the merger with Cork IT the MTU Code of Governance was approved by the MTU Governing Body on the 1st January 2021. Appendix D of the MTU Code of Governance sets out the Code of Conduct for Governing Body Members and the Code of Conduct for Employees.

3. Financially significant developments

- (i) ***The Institute did not establish any subsidiaries or joint ventures*** nor were there any acquisitions during the period. The Governing Body approved a Sustainability Plan for the Institute at its meeting on the 18th October 2019 and this was brought to submitted to the HEA in February 2020.
- (ii) ***Investigations:*** The Institute have no details to report in respect of investigations and enquiries on internal matters.
- (iii) ***Expenditure to external consultancy/advisors:*** The total amount paid to external consultancy/ advisors in the 16-month period to 31st December 2020 amounted to €1,011,040. Please see Appendix 1 for details of payments in excess of €3k to external consultants/advisors.



- (iv) **Commercially significant developments:** The Institute was designated a Technological University on the 1st January 2021 following its merger with Cork IT. Substantial completion of the Kerry Sports Academy took place in January 2019. The KSA opened for its first intake of students in September 2019.
- (v) **Details of financing arrangements attaching to any joint venture:** The Institute has no financing arrangements attaching to any joint venture or similar arrangements. The Institute received advanced funding of €5m from the HEA in 2018 which remains outstanding.
- (vi) **Aggregate cost to the Exchequer:** There is no direct cost to the Exchequer in relation to point 3(v) above.
- (vii) **Confirmation of Financial position of institute:** There is no material uncertainty regarding the Institute's ability to meet its liabilities as they fall due, and to continue as a going concern. On this basis, the Institute considers it appropriate to prepare financial statements on a going concern basis. As stated above the Institute merged with CIT to form Munster Technological University (MTU) on 1 January 2021. The Technological Universities Act 2018 provided for the dissolution of ITT. As all the functions, operations, assets and liabilities of ITT were transferred to Munster Technological University (MTU) on a going concern basis, it is therefore appropriate to continue to prepare the financial statements on a going concern basis

The COVID-19 crisis has created major business and educational challenges for all third level institutions. The Institute continues to assess the ongoing and projected financial and operational impacts. The expected financial impact of COVID-19 has been considered in the Institute's Programmes and Budgets. These budgets have been reviewed by the Governing Body which was satisfied that there is sufficient funding for the Institute to meet its liabilities as they fall due and to continue as a going concern. The Governing Body further considered this matter on the approval of the financial statements. On this basis the Institute considers it appropriate to prepare financial statements on a going concern basis. Accordingly, these financial statements do not include any adjustments to the carrying amounts and classification of assets and liabilities that may arise if the Institute was unable to continue as a going concern. The Governing Body will continue to monitor the evolving financial and operational impacts of COVID-19. The Institute has developed an operational plan for the 2020/21 academic year.

4 Pay & Pensions

- (i) The Institute confirms that Government policy on pay is being complied with. The majority of research staff are aligned to the IUA salary scales, however, there are a small number who are on standalone contracts which are based on the funding originally received. A plan is in place to align all research staff with IUA salary scales. This is currently being implemented. An additional payment was made to a manager following approval by the Governing Body.
- (ii) The Institute confirms that no severance payments have been made without the consent of the Department of Education & Skills.
- (iii) External Work: The Institute has an External Activities Policy. All employees undertaking external paid activities must seek approval in writing on an annual basis before undertaking such activities.

5 Financial reporting

- (i) The Institute affirms that appropriate procedures have been put in place for financial reporting and that these are complied with. These procedures and processes are subject to audit by the Comptroller & Auditor General. The Financial Statements for period ended 31st December 2020 were submitted to the C&AG on the 30th April 2021.



- (ii) The Institute confirms that it is reporting through the medium of annual financial statements, the specific disclosures required by the THEA Code of Governance for Institutes of Technology with reference to the State Code.

6. Off Balance Sheet Transactions

The Institute wishes to confirm that it does not have any Off Balance Sheet transactions.

7. Trusts & Foundations

The Institute wishes to confirm that the Financial Statements for the Tralee Institute of Technology Foundation Company CLG are consolidated into the Institute of Technology Tralee's Financial Statements.

8. Internal Audit

- (i) The Institute affirms that appropriate procedures have been put in place for internal audit and that these are complied with. A comprehensive Internal Audit Plan is in place. The Institute's Internal Auditors up to the 31st December 2019 were PwC and from the 1st January 2020 are Deloitte.
- (ii) There were 6 internal audits carried out in the period
- (iii) The Internal Audits carried out during the period were:
- Review of compliance with financial aspects of Internal Control Framework ('ICF') -November 2019
 - Review of Staff Utilisation & Timetabling – January 2020
 - THEA Follow-up Review – July 2020
 - Internal Financial Controls Review – December 2020
 - Internal Audit of Risk Management Process – November 2020
 - Follow up review of Open Internal Items – On-going

9. Procurement

The Institute wishes to confirm that:

- (i) **Procurement Procedures:** The Institute is in compliance, to the best of its knowledge, with current procurement rules and guidelines as set out by the Office of Government Procurement ("OGP") and Education Procurement Service ("EPS") and all appropriate procedures for procurement have been developed, published to all staff and are being carried out. The Institute has developed a Corporate Procurement Plan which was approved by the Audit & Risk Committee on the 19th February 2020. The Corporate Procurement Plan was approved by the Governing Body on the 17th June 2020 and the 20th November 2020. The Governing Body also approved the Institute's Procurement Policy on the 20th March 2019. All staff were notified of changes to the Institute's Procurement Policy by email on the 9th May 2019. On the 9th April 2021, the Governing Body approved the MTU Procurement Guidelines and MTU Purchasing Procedures.
- (ii) **Procurement Non-Compliance:** Procedures are in place to detect non-compliance with procurement procedures including confirmation that a contracts database/listing for all contracts/payments in excess of €25,000 with monitoring systems is in place to flag non-competitive procurement. The Institute reviews all payments to suppliers in excess of €25k (ex VAT) on a 4 monthly basis via a 'look back' report. This report assists the Institute in identifying spend that may require a tender to be completed. This report is also reviewed by the Institute's Audit & Risk Committee.
- (iii) **Details of Non-Competitive Procurement:** Details of non-competitive procurement (aggregate total). The non-compliance figure for period ended 31st December 2020 was €72,497.
- (iv) **Corporate Procurement Plan:** The Institute has developed a Corporate Procurement Plan which was approved by the Governing Body on the 17th June 2020 and the 20th November 2020. The Corporate Procurement Plan is being adhered to where appropriate.
- (v) **Office of Government Procurement:** The Institute is engaged in on-going communications and exchange of information with the Office of Government Procurement. The Institute is using the services and frameworks of the OGP, and of the EPS, whenever applicable. of the OGP, and of the EPS, whenever applicable.



10 Asset Disposals

The Institute affirms that appropriate procedures have been put in place for asset disposal and that these are complied with. The ITT Governing Body approved the Institute's Fixed Asset Policy on the 20th March 2019. On the 22nd January 2021, the MTU Governing Body approved an updated MTU Fixed Asset Policy. There were no disposals of assets or grants of access to property or infrastructure for commercial arrangements with third parties above the threshold of €150,000.

11 Management of Capital Projects

We confirm that the Guidelines for the Appraisal and Management of Capital Proposals are being adhered to where appropriate.

12 Travel policy

The Government policy on travel and subsistence is being complied with by the Institute, including procedures and systems in relation to Travel and Subsistence. The Institute has a Travel Policy in place which was approved by the ITT Governing Body on the 29th October 2019. The MTU Governing Body approved an MTU Travel and Expenses Policy on the 22nd January 2021.

13 Guidelines on Achieving Value for Money in Public Expenditure

The Institute is in compliance with the guidelines for achieving Value for Money in Public Expenditure. The Institute is working actively with Office of Government Procurement and the Educational Procurement Service [EPS] (purchasing consortium) involving the majority of the higher education Institutes in Ireland in order to achieve better compliance and VFM (Value for Money) along with more efficient procurement. Larger contracts are being procured through the EPS\OGP and the Institute currently tenders contracts not being procured through this mechanism. On the 9th April 2021, the Governing Body approved the MTU Procurement Guidelines and MTU Purchasing Procedures.

14 Tax Laws

We can confirm that the Institute, to the best of its knowledge, has complied with its obligations under tax law.

15 Legal Disputes

The Institute wishes to confirm that it currently does not have any legal disputes involving other State Bodies.

16 Confidential Disclosure Reporting – Protected Disclosures Act 2014

- (i) The Institute has in place an Interim Protected Disclosures policy in line with the Protected Disclosures Act 2014 pending a nationally agreed policy. This was approved by the Governing Body on the 25th April 2018. The MTU Governing Body approved an MTU Protected Disclosures Policy on the 9th April 2021.
- (ii) The Institute Annual Report under section 22(1) of the Act for the periods 2017 to 2020 have been published on our web-site at the following location: <https://www.ittralee.ie/en/InformationAbout/ProceduresPlansandReports/>
- (iii) No Protected Disclosures were made to the Institute during the period 2019/2020.

17 Governing Body meetings

The Governing Body met on 20 occasions in the 16-month Financial Period (Sept 19 – Dec 20). Details of attendance at these meetings up to the 31st December 2020 are attached in Appendix 2. There was one meeting held with the Governing Body where Exec/Management were not in attendance. This took place on the 21st May 2020.



18 Audit and/or Risk Committee meetings

The Audit & Risk Committee of the Governing Body met on 12 occasions in the 16-month Financial Period (Sept 19-Dec20). Details of attendance at these meetings up to the 31st December 2020 are attached in Appendix 2.

19 Review of Governing Body performance

The Governing Body reviews its own performance. An external review of the Governing Body was carried out by the Institute of Public Administration in 2017. The Governing Body undertook a self-assessment of its performance for the 16-month Financial Period in November 2019. The results of same were brought to the Governing Body at their meeting on the 22nd January 2020.

20 Salary of President

The President for the 16-month Financial Period (Sept 19 – Dec 20) was on the following salary scales:

From the 1st September 2019, the salary scale was €157,561

From the 1st October 2020, the salary scale was €160,712

21 Data provided to HEA

The Institute wishes to confirm that it has:

- (i) Satisfied itself as to the integrity and robustness of any data on student numbers provided to the HEA for the purpose of calculating and allocating the core grant.
- (ii) Satisfied itself as to the integrity and robustness of staff numbers provided to the HEA under the Employment Control Framework.

22 The Framework for Promoting Consent in Higher Education Requirement:

The Institute confirms that the Institution has applied institutional processes which will support achievement of the objectives of the Framework for Promoting Consent and Preventing Sexual Violence in Higher Education.

23 Child Protection Policy

The Institute adopted a Child Protection Policy on the 30th April 2014. An updated Child Protection Policy was approved by the Governing Body on the 23rd January 2019. The updated Child Protection Policy in compliance with the requirements of the Children First legislation and rules.

24 Disability Act 2005

The Institute confirms that the Institution is meeting its obligations under the Disability Act 2005.

The Institute has measures in place to ensure that students can access the following supports

- Exam accommodation / supports
- Assistive Technology and equipment
- Learning Support
- Liaise with Academic staff on behalf of or with students (with consent)
- Alternative Media Formats
- Academic Personal Assistants
- Sign Language Interpreters
- Note takers/use of Assistive Technology in lectures
- Speed text / Stereo type operators
- Access to buildings

The Institute has a Code of Practice for the Employment of People with Disabilities.



25 Fees and expenses

The Institute can confirm that fees and/or expenses paid to members of the Governing Body are in accordance with the guidelines from the Department of Finance. The Institute can also confirm that these figures are included in the Institute's Annual Report. A schedule of fees and aggregate expenses payable to the Governing Body can be found in Appendix 3.

26 Subsidiaries and interests in external companies

Tralee Institute of Technology Foundation CLG T/A The ITT Foundation is the only subsidiary at the end of the financial period to 31st December 2020. The Foundation provided an annual statement to the Governing Body on the 19th February 2020 for year end 31st August 2018. On the 21st May 2021, the Foundation provided an annual statement to the Governing Body for 31st August 2019 and 31st August 2020 along with the Foundation's Financial Statements for the same years.

The Institute wishes to confirm that:

- (i) The Tralee Institute of Technology Foundation Company CLG continues to operate solely for the purpose of which it was established, remains and continues to remain in full compliance with the terms and conditions of the consent under which it was established.
- (ii) The Tralee Institute of Technology Foundation Company CLG will comply with the THEA Code of Governance
- (iii) The Institute:
 - owns 9% in Niche Protein Ltd.
 - has an associated company link with the Kerry Innovation Centre Limited [Company Reg no: 138543], which provides incubation units.
 - has an associated company link with Dromtacker Crèche Limited [Company Reg No: 369309], a company limited by guarantee which provides onsite crèche facilities in our North Campus for the children of our registered students. The Institute committed to a payment of €50k in the AY19-20.
 - has an associated company link with Agri Centre of Excellence (ACE) - [Company Reg No: 609585] , ACE uses immersive learning technologies such as e-learning and virtual reality platforms to deliver excellence in learning and development for the AgriTech sector. Industry-led, ACE works to enhance the capabilities of Ireland's AgriTech companies, enabling them to expand their reach and global ambition. The vision is to position Ireland at the forefront of the international AgriTech industry.
 - has an associated company link with RDI Hub - [Company Reg No: 609517] , RDI Hub built a state-of-the-art workspace in Killorglin, Co. Kerry for tech teams and innovators to do their best work. RDIHub create accelerator programmes to help teams and innovators scale and connect with investors, mentors, pioneering technology and R&D to accelerate tech innovation.

27 Intellectual Property (IP) and Conflict of Interest

The Institute wishes to confirm that:

- (i) The Institute has in place a single IP policy, published on its website at the following location <http://www.ittralee.ie/en/InformationAbout/Research/ServicestoIndustry/TechnologyTransfer/> which:
 - Reflects the requirements of the national IP Protocol
 - Clearly sets out all IP processes and researcher obligations
 - Includes a clear description of IP commercialisation decision-making processes
 - Includes a clear dispute resolution process The Institute is currently reviewing this section of its IP policy. A new revision of the ITT IP policy is in draft and is expected to be disseminated for internal stakeholder consultation in the coming weeks with a final draft published in 2019. The new revision will incorporate a clear dispute resolution process.
 - Describes revenue share mechanisms:
 - Describes potential for conflicts of interest and directs researchers to the relevant sections of the HEI's Conflict of Interest Policy. The Institute is liaising with CIT and this will form part of our new revision of the ITT IP policy.



- (ii) The Institute currently does not have a single Conflict of Interest Policy published on its website. One is being drafted as part of the MTU process. This is currently being developed in consultation with Unions and will be brought to the Governing Body for approval once finalised .
- (iii) The Governing Body at their meeting on the 16th September 2020 reviewed IP Commercialisation for the Institute for the Academic Years 2018/2019 & 2019/2020 following a briefing from the Secretary.
- (iv) There were no major commercialisation of intellectual property, including spin-out companies in the period to December 2020.

28 **HEA Principles of Good Practice in Research in Higher Education Institutions**

The Institute confirms that it commits to the key characteristics of good research practice as set out in the HEA Framework.

29 **General Governance and accountability issues**

There are no other general governance or accountability issues that the Institute wishes to bring to the attention of the HEA. The lack of capital \ funding in the sector is causing difficulties in the Institute and the student experience. The Institute is engaged with the HEA and the DOES in relation to its funding for 2020.

Statement of Internal Control

30 **Governing Body responsibility for system of internal control**

We, the Chairperson of the Governing Body and President of IT Tralee, acknowledge that the Governing Body is responsible for the Institute's System of Internal Control.

31 **Reasonable assurance against material error**

We, the Chairperson of the Governing Body and President of IT Tralee, wish to confirm that such a system can provide only reasonable and not absolute assurances against material error.

32 **Review of the Statement of Internal Control (Governing Body and Audit and/or Risk Management Committee)**

Following the review by the internal auditors the statement on the System of Internal Controls has been reviewed by the Audit & Risk Committee and the Governing Body to ensure it accurately reflects the control system in operation during the reporting period.

33 **Review of the Statement of Internal Control (External Auditors)**

We, the Chairperson of the Governing Body and President of IT Tralee, confirm that the statement on the System of Internal Controls has been reviewed by external auditors to confirm that it reflects the Institute's compliance with the requirements of paragraph 1.9 (iv) BFRR and is consistent with the information of which they are aware from their audit work on the financial statements and where this is not the case, the external auditor should report on this in the audit report on the relevant financial statement.

34 **Key procedures put in place designed to provide effective internal control**

- (i) **Appropriate Control Environment:** *The Governing Body has taken steps to ensure an appropriate control environment is in place by:*
 - Clearly defining management responsibilities
 - Developing procedures and regulations which are reviewed regularly and are documented, implemented and up to date.
 - Establishing formal procedures through various committee functions to monitor the activities and safeguard the assets of the organisation.
 - Developing a strong culture of accountability across all levels of the organisation.
 - Establishing procedures for reporting significant control failures and ensuring corrective action is taken
 - Adopting and adhering to the Code of Practice for the Governance of State Bodies as encapsulated by the THEA Code of Governance for Institutes of Technology
 - Ensuring the control environment includes an active Audit and Risk Committee, internal audit function and regular reporting to the Governing Body on financial results.



- (ii) **Business Risks:** Institute of Technology Tralee has developed processes to identify and evaluate business risks. This is achieved in a number of ways including:
- Adoption of a Risk Management Policy.
 - Identifying key risks, risk owners and the controls to mitigate these risks.
 - Developing annual and longer term targets and reporting on results achieved.
 - Implementation of an Internal Control Framework.
 - A comprehensive budgeting system with an annual budget which is reviewed and agreed by the Governing Body.
 - Regular reviews by the Governing Body and its committees of periodic and annual financial reports which indicate financial performance against forecasts.
 - Setting targets to measure financial and other performances.
 - Clearly defined capital investment control guidelines.
- (iii) **Information Systems:** Institute of Technology Tralee has implemented a number of Management Information Systems to provide a means of comparing actual results to targets and forecasts. These systems include:
- Financial Management – Agresso
 - Human Resources and Payroll Management – CoreHR
 - Travel and Expenses – CoreHR
 - Student Administration – Banner
 - Timetabling – Syllabus
 - Library - Koha
- iv) **Financial Implications of Major Business Risks:** Institute of Technology Tralee employs a range of actions to reduce the potential for fraudulent activity. Institute of Technology Tralee’s internal control policy framework includes written policies and procedures requiring transactions to be properly authorised and providing for sufficient segregations of duties.
- (v) **Monitoring the Effectiveness of the Internal Control System:** We confirm that Institute of Technology Tralee has procedures to monitor the effectiveness of its risk management and control procedures. The Governing Body’s monitoring and review of the effectiveness of the system of internal control is informed by the work of the Institute Executive and Management who have responsibility for the development and maintenance of the internal control framework, the Audit and Risk Committee, the Internal Auditors and comments made by the Comptroller and Auditor General in his management letter. Institute of Technology Tralee has an outsourced internal audit function, which is in accordance with the Internal Audit Terms of Reference approved by the Governing Body and the THEA Code of Governance for Institutes of Technology.

35 **Review of the Effectiveness of the System of Internal Control**

We, the Chairperson of the Governing Body and President of IT Tralee, confirm that we conducted an annual review of the effectiveness of the system of internal control for the period ended 31 December 2020 on 9 December 2020.

36 **Weaknesses in Internal Control**

Pay - The majority of research staff are aligned to the IUA salary scales, however, there are a small number who are on standalone contracts which are based on the funding originally received. A plan is in place to align all research staff with IUA salary scales. This is currently being implemented.

Procurement – There were purchases from two suppliers totalling €72,497 for which tenders were not in place.

37 Description of the action taken to correct weaknesses

Area of non-compliance or weaknesses in internal control	Actions to be taken to attain compliance or correct weaknesses	Due date
<i>Pay</i>	<i>A small minority of research staff are on standalone contracts which are based on the funding received. All future research staff will be aligned to a salary scale and will stay on that salary scale for the duration of their contract. Existing research staff will remain on their existing scale until the end of their contract.</i>	<i>December 2021</i>
<i>Procurement</i>	<i>The Institute has put in place tenders for all expected expenditure in excess of €25k. A look-back is carried out three times a year in order to identify any additional tenders that may be required. A full-time Procurement Officer has been appointed.</i>	<i>Immediate</i>

Chairperson:	<i>Jimmy Deenihan</i>
President:	<i>M. Curack</i>
Name of Institution	Munster Technological University
Date:	21 March 2022



**Appendix 2– Institute of Technology Tralee – Expenditure to External Consultants/Advisors
1 September 2019 to 31 December 2020**

Supplier Name	Amount
A Carey & Assoc Ltd	5,389
Arthur Cox	69,786
Averian Consulting Ltd T/A Bridgewater Management	14,881
Bluebio Alliance	18,044
Brendan Harty & Associates	11,291
Bridgespan Ltd	22,794
Conor O Brien Consulting Ltd	17,816
Crowleys DFK	6,199
David Butcher	44,889
David Nolan & Co	4,379
Deloitte Ireland LLP	70,221
Design Sense Creative Ltd	5,274
Donncha Hughes	6,852
EAP Consultants Ltd	3,305
Eircasa Ltd T/A Hirehood Recruitment	4,245
Elaine O Sullivan	81,750
Elecsafe Limited T/A Egan Safety Solutions	58,933
Enterprise Ireland	12,910
Eugene Hanly	6,700
Gannon Consulting Accountants	9,468
Glavin & Wiseman Chartered Accountants	6,235
Global Education	9,820
Higher Studies Abroad Ltd	3,143
Hollilander Ltd	3,185
Ienc Edu Ltd	4,004
Irish International Education Centre	4,686
John J Casey & Co	10,842
Kom Consultants O/A 3099296 Canada Inc	39,549
Linkproconsult Integrated Limited	4,140
Methodist College Kuala Lumpur	14,317
Micromail Ltd	20,691
Midstorm Ridge Ltd	3,432
Minana International Limited T/A Goodpeople	19,852
MRG Consulting Engineers	12,890
Negxy Concept Limited	5,295
Office of The Comptroller & Auditor General	79,200
Peter McGrath	11,987
Pierce McCarthy Lucey	14,282



Appendix 2– Institute of Technology Tralee – Expenditure to External Consultants/Advisors
1 September 2019 to 31 December 2020 *Cont'd*

Supplier Name	Amount
PWC	15,498
Punch Consulting Engineers	3,291
Reddy A+U	36,900
Seceducare SDN BHD	35,013
Siemens Building Technologies Ltd	6,174
Siena Design Ltd T/A Ecoreview Ireland	4,235
Technological Higher Education Association (THEA)	8,549
Visionary Education Consultancy	4,708
Wonder Works	20,516
XD Sustainable Energy Consulting Ltd	20,472
Total	€898,031



Appendix 3– Governing Body Attendance at meetings September 2019 to December 2020

	S12 GB Meetings		GB Meetings		Audit & Risk Committee	
	<i>Scheduled</i>	<i>Attended</i>	<i>Scheduled</i>	<i>Attended</i>	<i>Scheduled</i>	<i>Attended</i>
Mr. Lionel Alexander (Chairman)	7	6	20	18		
Dr. Brendan O'Donnell (Interim President)	7	7	20	18		
Ms. Helena Buckley			9	1		
Ms. Petrina Comerford	1	1	20	19		
Cllr. Seamus Cosáí Fitzgerald			3	0		
Cllr. Jim Finucane			16	11		
Mr. Jeremiah Flynn	1	1	20	18		
Mr. Stephen Goulding			5	0		
Mr. John Jones	1	1	20	17		
Mr. Joseph Kavanagh			11	10		
Mr. Sean Kennedy			20	10		
Mr. Pa McElligott			9	8		
Mr. Jerry Moloney			20	12	12	10
Ms. Majella Moloney			20	9		
Cllr. Ann Norton			20	11		
Cllr. Terry O'Brien	1	1	20	16		
Ms. Siobhan O'Callaghan	1	1	20	20		
Mr. Donal O'Connor			15	13		
Mr. Owen O'Donnell			15	3		
Ms. Maria O'Gorman			20	16	12	10
Ms. Niamh O'Hora			6	3		
Ms. Edel Randles	1	1	20	19		
Ms. Monica Sheehan			20	12	12	9
Mr. John O'Connor (External)					11	10



**Appendix 4 - Governing Body Expenses
September 2019 to December 2020**

<i>Governing Body Member</i>	<i>Expenses</i>	<i>Fees (interviews etc.)</i>	<i>Total Paid</i>
ANN NORTON	€1,782.09	€0.00	€1,782.09
JEREMIAH FLYNN	€78.40	€5,838.42	€5,916.82
LIONEL ALEXANDER	€3,031.11	€577.00	€3,608.11
MARIA O' GORMAN LYNCH	€771.94	€7,155.03	€7,926.97
SEAMUS C FITZGERALD	€53.75	€0.00	€53.75
SEAN KENNEDY	€196.71	€0.00	€196.71
TERRY O'BRIEN	€121.11	€0.00	€121.11
MONICA SHEEHAN	191.42	€4,094.52	€4,285.94
			€23,891.50



Institute of Technology Tralee,

Clash,

Tralee,

Co. Kerry

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