

GLOSSARY AND APPENDICES

GLOSSARY

ACC	Advanced Certificate - Craft Award (Apprenticeship)
AIT	Athlone Institute of Technology
BA	Bachelor of Arts Award
BB	Bachelor of Business Award
BEng	Bachelor of Engineering Award
BSc	Bachelor of Science Award
CAO	Central Admissions Office
DA	Delegated Authority from HETAC
DES	Department of Education & Science
DCU	Dublin City University
EAS	Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds
ECTS	European Credit Transfer System
FC	Foundation Certificate Award (FETAC Level 5)
FE	Further Education
FETAC	Further Education and Training Awards Council
Galway VEC	City of Galway Vocational Education Committee
GOTEVET	General Organization for Technical Education and Vocational Training of Saudi Arabia
HC	Higher Certificate Award (2 years <i>ab initio</i>)
HEI	Higher Education Institution
HETAC	Higher Education and Training Awards Council
HPSU	High Potential Start-Up
IoT	Institute of Technology
IT Sligo	Institute of Technology Sligo
LYIT	Letterkenny Institute of Technology
MB	Master of Business
MEng	Master of Engineering
MIC	Mary Immaculate College Limerick
NC	National Certificate Award (2 years <i>ab initio</i>)
MSc	Master of Science
NCAD	National College of Art and Design
NCEA	National Council for Educational Awards
ND	National Diploma Award (3 years <i>ab initio</i> / 1 year add-on to NC)
NQF	National Qualifications Framework
NUIG	National University of Ireland Galway (formerly UCG)
NUIM	National University of Ireland, Maynooth
PI	Principal Investigator
PLC	Post Leaving Certificate
RCSI	Royal College of Surgeons Ireland
RTC	Regional Technical College
SPD	St. Patrick's College Drumcondra
St Angela's	St. Angela's College Sligo
TCD	Trinity College Dublin
TU	Technological University
UCC	University College Cork
UCD	University College Dublin
UCG	University College Galway
UL	University of Limerick

UU University of Ulster
VEC Vocational Education Committee
WIT Waterford Institute of Technology

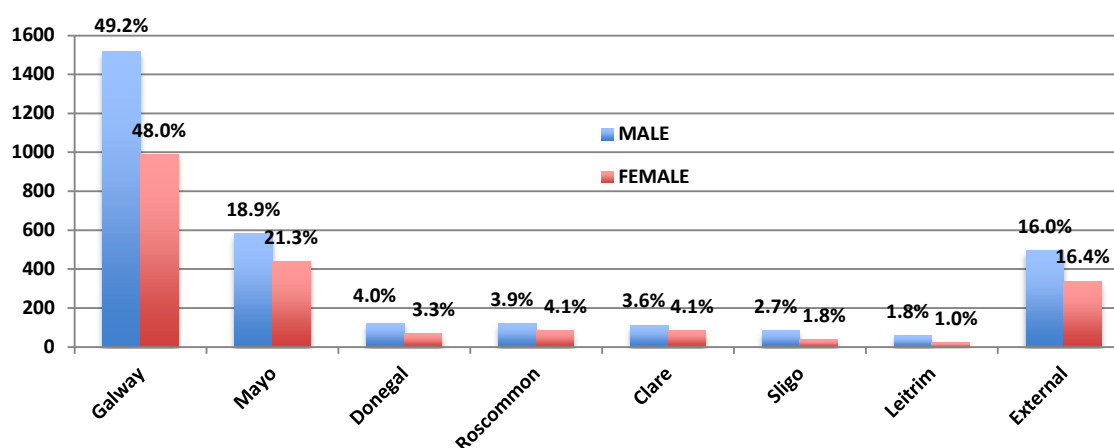
APPENDIX 1: GMIT - Campus Developments in the Region

Campus Location	Partnership	Date	Role/Accommodation
Galway		1972	Schools structure (1980), administration, incubation centre (2005), Learning Centre building (2003)
Letterfrack, Co. Galway	Connemara West - community organisation	1987	National centre of furniture and design education and training
Mountbellew, Co. Galway	Franciscan Agricultural College	1987	Agri-science and business, rural development
Castlebar, Co. Mayo		1994	Unique programmes: outdoor education, nursing, and social studies; local provision; incubation centre (2006), Health Sciences building (2008)
Cluain Mhuire, Galway		1994	Creative art and design, unique programme of national prominence - Film and Documentary; hosts <i>Galway Film Centre</i>

APPENDIX 2: Western Region - Analysis

THE WESTERN REGION

The region from which GMIT draws 84% of its students is referred to as the Western Region in this document, viz., the region comprised of counties Donegal, Leitrim, Sligo, Mayo, Roscommon, Galway and Clare (Fig. 1 - data in Appendices 7 & 8).



Source: HEA - County of permanent residence of full-time students residing in Ireland by gender I0T 09/10¹

Fig. 1: GMIT - Student Origin 2009/10

The Population of the Region: The population of the western region of Ireland² rose by 7.5% to 819, 851 from 2006 levels, but fell short of Ireland's increase on average (8.2%). The population living outside of towns with a population of 1,500 or more declined from 67% in 2006 to 64.9% in 2011, compared with just 32.1% in the rest of the country. Galway city is the sole city with a population of 75,529 in 2011.

Every county in the region has a population dip in the late teen and early 20s age-cohorts, typically because of migration for education and training. The exception is Galway city with a rise in population in these age-cohorts. The dependency ratio (the ratio of the population in those 'dependent' age groups to those in the working age category) in the region ranges from 0.35 in Galway city to 0.53 in Clare, 0.56 in Mayo, and 0.57 in Leitrim and Donegal. The higher dependency in these counties is a result both of higher older age populations and the migration of younger age groups for education or work.

Employment in the Region: The rate of unemployment in the region rose dramatically between 2007 and 2011 by 2.5 times to 54,900 people³, representing an unemployment rate of 14.5%. The corresponding increase for the rest of the state was a doubling, indicating that the labour market in the region experienced a greater shock, most likely linked to its greater reliance on the construction industry.

Educational Attainment in the Region: Although the gap in education attainment levels (see Fig. 2) between the region and the rest of the state has narrowed, the region's educational attainment

¹ See <http://www.heai.ie/en/node/1114>

² *This is Ireland: Highlights from Census 2011, Part 1 & Profile 1: Town and Country Overview of the Western Region* Western Development Commission, May 2012, available at

³ *Profile of Education, Enterprise and Employment (3Es) in the Western Region 2011* Report for the Western Development Commission, October 2011, available at <http://www.wdc.ie/publications/reports-and-papers/reports-2011>

profile remains weaker, given its larger proportion of working age people with lower education attainment and a smaller proportion with higher education attainment. Those with school leaving attainment are over represented among the unemployed and those with third level attainment are over represented among the employed. Just under 28% of the 15 - 64 age cohort had lower secondary school attainment compared to 18% of the cohort in employment in 2011 (see Fig. 5). The higher secondary attainment rate for the unemployed was 30.5 % compared to those in employment at just over 27%. The post leaving certificate (PLC) rate for the unemployed was 13% compared to those in employment at 9.7%, indicative of a trend towards higher qualifications in the workforce. By far the greatest disparity between the unemployed and those in employment was the third-level attainment: 24% against 42.4% respectively. Males disproportionately underperform those in the rest of Ireland and woman in the region with higher education attainment: 26.6% of men against 36.6% of woman in the region. Third level graduates have a higher rate of unemployment than those in the rest of the state: 9.0% against 7.5%.

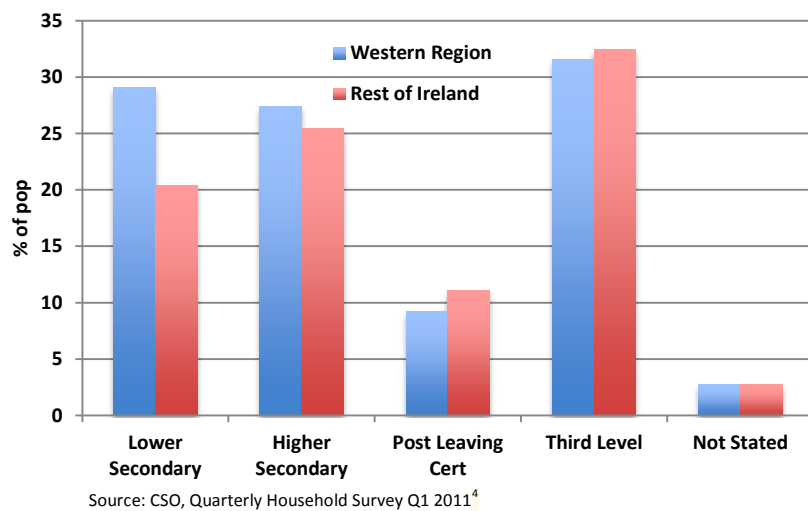


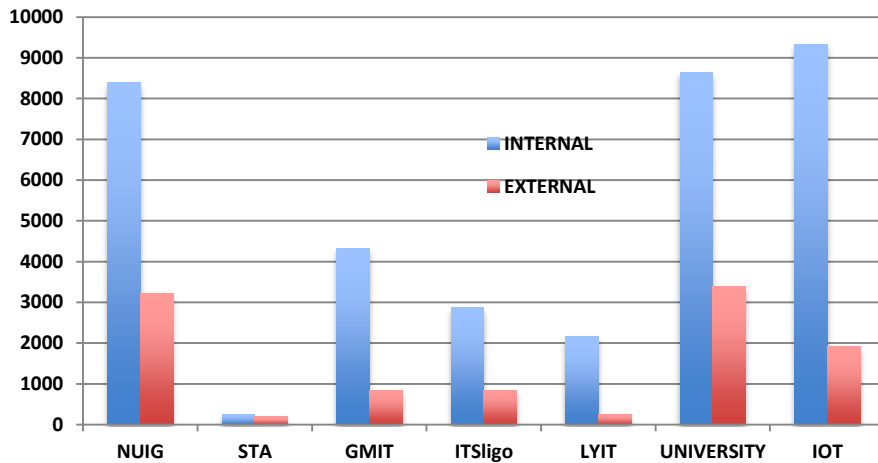
Fig. 2: Western Region: Educational Attainment of 15-64 Age Cohort - 2011

The number of students in the region reached 73,400 in 2011, an increase from 61,900 (18.6% compared to 2.4% in the rest of Ireland) in 2007, mainly driven by greater male participation (the number of apprenticeship entrants in the state has dropped from over 8000 in 2006 to 1200 in 2011, primarily due to the decline of the construction industry).

The three largest employment sectors in the region are industry, wholesale/retail, and health and social work, while construction, agriculture, food and hospitality, wholesale/retail, and industry have experienced declines in employment between 2007 and 2011. Irish-owned employment has declined more than foreign-owned. The largest exporting sectors are medical technology and biopharmaceutical, digital media and ICT, marine, tourism, agri-food, clean technologies and the energy sector.

Student Enrolments: The combined region's IoT enrolments are comprised of 83% from the region and 17% external to the region. This represents a greater regional service provision than in the combined university institutions - NUIG and STA (see fig. 3).

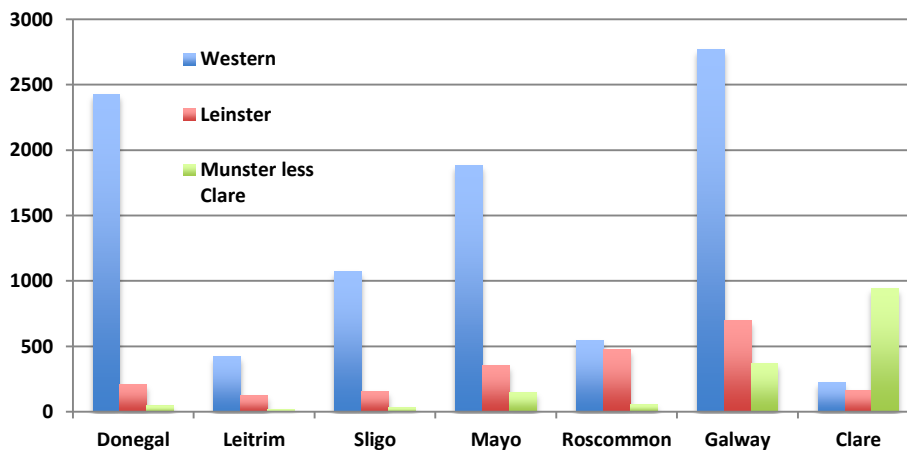
⁴ See <http://www.heai.ie/en/node/1114>



Source: HEA - 09/10⁵

Fig. 3: Western Region: Institutional and Combined Student Enrolments - 2009/10

Leakage of students from the region to other regions and vice versa is inevitable, especially in regional border areas and because of unique programme provision outside the region. Additionally the CAO entry system (based on supply and demand) may necessitate students seeking admission outside the region where undersupply exists. The Western region manages to retain 9339 IoT students with 2178 flowing to Leinster (Dublin) and 1606 to Munster (less Clare) in 2009/10 as shown in Fig. 4. Together these outflows represent 29% of the region's IoT students. AIT and DIT account for the bulk of the Leinster leakage and LIT for the Munster (less Clare) leakage.



Source: HEA - 09/10⁶

Fig. 4: Western Region: Student IoT Destination - 2009/10

There were 8642 university students retained in the region in 2009/10 with 4703 flowing to Leinster (Dublin) and 3713 Munster (less Clare) as shown in Fig. 5. UCD accounts for 1653 students and TCD for 1118 of the Leinster leakage. UL accounts for 2314 students and Mary Immaculate College (MIC) for 799 of the Munster (less Clare) leakage.

⁵ See <http://www.heai.ie/en/node/1114>

⁶ See <http://www.heai.ie/en/node/1114>

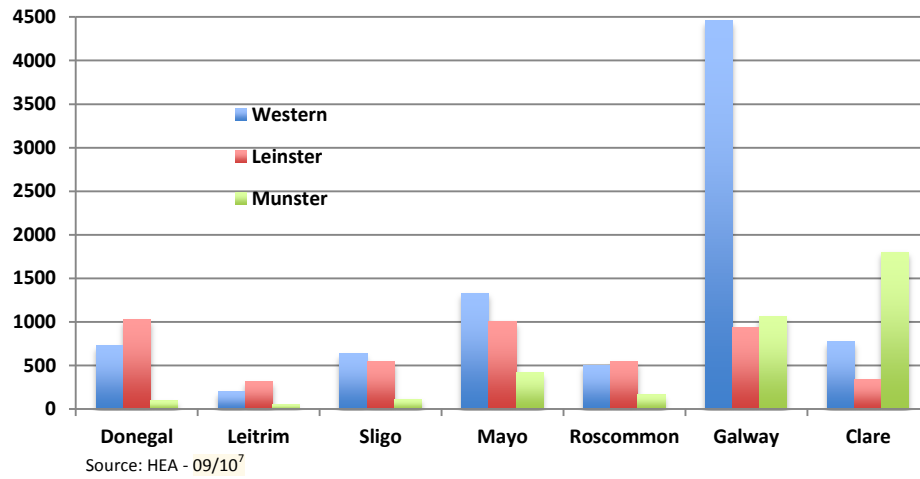


Fig. 5: Western Region: Student University Destination - 2009/10

⁷ See <http://www.heai.ie/en/node/1114>

APPENDIX 3: GMIT - Programmes for 2012/13

Discipline	Level	
Business		
HC in Business in Computer Applications	L6	
BA in Accounting & Financial Management		
BB in Accounting		L8
BB in Admin. & Information Systems	L7	L8
BB in Business	L7	L8
BB in Rural Enterprise & Agri-Business		
HDip in Business		L8
Postgraduate Dip. in Accounting		L9
ACCA Professional Level		L9
Postgraduate Diploma in Business		L9
MB in Strategic Innovation Management		L9
Social Sciences		
BA in Applied Social Studies	L7	L8
Humanities, Film & TV, Art & Design		
BA in Arts & Design	L7	
BA in Design & Textiles		L8
BA in Fine Art		L8
BA in Film & Documentary		L8
BA in Film & Television	L7	
BA in Heritage Studies	L7	
BA in Religious Studies	L7	L8
Culinary Arts, Hospitality, Tourism		
Advanced Cert - Craft in Professional Cookery	L6	
HC in Bar Supervision	L6	
HC in Culinary Arts	L6	
HC in Hospitality Studies	L6	
HC in Tourism	L6	
BB in Bar Management	L7	
BA in Culinary Arts (flexible delivery)	L7	
BB in Culinary Arts	L7	
BB in Event Management & PR	L7	
BB in Hotel & Catering Management	L7	L8
BB in Retail & Customer Service Management	L7	
BB in Tourism Management	L7	
Engineering, Design and Manufacturing		
ACC in Electrical Installation	L6	
ACC in Motor Engineering	L6	
BEng in Civil Engineering	L7	L8
BEng in Computer & Electronic Engineering	L7	L8
BEng in Electrical Services & Automation	L7	
BEng in Energy Engineering	L7	L8
BEng in Industrial Engineering		L8
BEng in Mechanical Engineering	L7	L8
BEng in Operations Engineering	L7	
BSc in Computer & Energy Systems	L7	
BSc in Furniture and Wood Technology	L7	L8
BSc in Furniture Design and Manufacture	L7	L8

APPENDIX 3: GMIT - Programmes for 2012/13 Continued

Discipline	Level	
Built Environment		
BSc in Construction Economics & Quantity Surveying	L7	L8
BSc in Architectural Technology	L7	L8
BSc in Construction Management	L7	L8
MSc in Environmental Systems		L9
Computing		
HC in Science in Information Technology Support	L7	
BSc in Computing in Business Computing & Digital Media	L7	
BSc in Computing in Information Technology Support	L7	
BSc in Computer Services Management		L8
BSc in Computing in Software Development	L7	L8
BSc in IT for Business		L8
MSc in Computing		L9
Science		
BSc in Applied Freshwater & Marine Biology	L7	L8
BSc in Applied Biology & Biopharmaceutical Science	L7	L8
BSc in Agriculture & Environmental Management	L7	
BSc in Chemical & Biopharmaceutical Science	L7	L8
BSc in Forensic Science & Analysis		L8
BSc in Medical Science		L8
BSc in Physics & Instrumentation	L7	L8
BSc in Rural Enterprise & Environmental Management		L8
Nursing		
BSc in General Nursing		L8
BSc in Nursing		L8
BSc in Psychiatric Nursing		L8

APPENDIX 4: GMIT: Programmes with Professional Body Accreditation - 2012/13

Discipline	Level	Professional Body Accreditation*
Business		
BA in Accounting & Financial Management	L7	Certified Public Accountants (CPA), Association of Chartered Certified Accountants (ACCA) Institute of Chartered Accountants in Ireland (ICAI)
BB in Accounting	L8	Certified Public Accountants (CPA), Association of Chartered Certified Accountants (ACCA)
BB in Business	L7	Association of Chartered Certified Accountants (ACCA), Certified Public Accountants (CPA), Certified Institute of Management Accountants (CIMA)
BB in Business	L8	Association of Chartered Certified Accountants (ACCA), Certified Public Accountants (CPA), Certified Institute of Management Accountants (CIMA)
BA in Human Resources Management	L7	Chartered Institute of Personnel and Development (CIPD)
Postgraduate Dip. in Accounting	L9	Institute of Chartered Accountants in Ireland (ICAI)
ACCA Professional Level Accounting	L9	Association of Chartered Certified Accountants (ACCA)
Culinary Arts, Hospitality, Tourism		
Advanced Cert - Craft in Professional Cookery	L6	Failte Ireland supported
BA in Culinary Arts (flexible delivery)	L7	Failte Ireland supported
Engineering, Design and Manufacturing		
BEng in Civil Engineering	L7	Institution of Engineers of Ireland (IEI), Chartered Institute of Building (CIOB)
BEng in Computer & Electronic Engineering	L7	Institution of Engineers of Ireland (IEI)
BEng in Energy Engineering	L7	Institution of Engineers of Ireland (IEI)
BEng in Mechanical Engineering	L7	Institution of Engineers of Ireland (IEI)
BSc in Furniture Design and Manufacture	L8	Teachers' Registration Council
Built Environment		
BSc in Architectural Technology	L7	Royal Institute of Architects of Ireland (RIAI), Chartered Institute of Building (CIOB)
BSc in Construction Economics & Quantity Surveying	L7	Royal institute of Chartered Surveyors (RISC), Chartered Institute of Building (CIOB)
BSc in Construction Management	L7	Chartered Institute of Building (CIOB)
BSc in Construction Management	L8	Chartered Institute of Building (CIOB)
Science		
BSc in Medical Science	L8	Academy of Medical Laboratory Science
Nursing		
BSc in General Nursing	L8	An Bord Altranais - Professional Register
BSc in Nursing	L8	An Bord Altranais - Professional Register
BSc in Psychiatric Nursing	L8	An Bord Altranais - Professional Register

- The level of Professional Body recognition is unique to each programme

APPENDIX 5: GMIT - Agreements with Regional Organisations

Partner(s)	Role	Date	Scope of Agreement
Franciscan Agricultural College, Mountbellew, Co. Galway	FE College	1987	Joint delivery agricultural programmes - Levels 6, 7, 8
Connemara West, Letterfrack, Co. Galway	Community Development Association	1987	Furniture education and training agreement
Galway Film Centre	Industry Association	1993	Cluain Mhuire campus accommodation, film development
NUIGalway	HEI	2011	Teaching & learning, research & innovation, student services, back office functions
Marine Institute, Galway	National Research Organisation	2011	Research, innovation, training
Mayo Medical Academy	GMIT, NUIG	2011	Medical education and training
CIT, NUIG, UCC, MI	HEIs/Research & Training	2011	Ship-to-Sea training using Marine Institute sea vessels
NUIGalway, AIT, IT Sligo, UL, Georgia Tech - Ireland	HEIs	2012	Established MeTric in GMIT - a one-stop shop to service the region's medical technology enterprise
Galway VEC	Regional FE providers	2012	Progression from Levels 5 and 6 (FETAC) award programmes to HE programmes
Letterkenny IT, IT Sligo	Regional HEIs	2012	Comprehensive strategic alliance

APPENDIX 6: Characteristics and Attributes of the GMIT Graduate

Academic Life	Professional Life	Social Life	Personal Life
Applied and professional orientation	Adaptable and transferrable skill set	Value different cultures and diversity	Value freedom of expression and democracy
Balance between theoretical knowledge and its practical application	Continued personal and professional development	Contribution to social capital of community	Recognise human rights
International experience and qualifications	Entrepreneurial within the workplace	Broad experience	Respect international cultures
Technology literate and oriented	Exercise reflective and critical judgement	Creative and innovative	Holistic overview of learning
Research skills for life-long learning and professional development	Entrepreneurial behaviour	Self directed	Independence in thought and action
Experience of diverse learning styles	Skills and knowledge profiling skills	Promote concepts of sustainable environment	Capitalise on learning
Skills and attitude for creativity and innovation	Sustainability	Leadership opportunities	Sustainability
Work experience	Leadership and promotion opportunities		Self reliance

APPENDIX 7: HEI Full-time Student Enrolment by Region⁸

HEI Internal and External Full-Time Student Enrolment 2009/10 - Western Region

Institution	Internal	External	Total
<i>NUIG</i>	8386	3208	11594
<i>St. Angela's</i>	256	192	448
GMIT	4309	830	5139
IT Sligo	2873	841	3714
LYIT	2157	246	2403
<i>University Total</i>	8642	3400	12042
IOT Total	9339	1917	11256

HEI Internal and External Full-Time Student Enrolment 2009/10 - BMW Region

Institution	Internal	External	Total
<i>NUIG</i>	9665	1929	11594
<i>St. Angela's</i>	301	147	448
GMIT	4691	448	5139
IT Sligo	3506	208	3714
LYIT	2310	93	2403
DKIT	2804	1275	4079
AIT	2965	323	3288
<i>University Total</i>	9966	2076	12042
IOT Total	16276	2347	18623

⁸ See <http://www.heai.ie/en/node/1114>

APPENDIX 8: HEI Full-time Student Enrolment from Western Region by County⁹

IoT Full-Time Student Enrolment from Western Region by County - 2009/10

County	AIT	CIT	DIT	DLIADT	DKIT	GMIT	ITB	ITC	ITS	ITT	ITTRA	LYIT	LIT	TI	WIT	Total
Donegal	23	13	116	15	31	191	5	10	313	0	9	1920	18	2	12	2678
Leitrim	31	3	54	8	12	77	1	11	316	1	4	29	11	0	5	563
Sligo	29	6	77	14	18	120	2	11	910	1	4	44	19	0	8	1263
Mayo	97	22	148	27	32	1019	5	23	768	2	17	94	107	0	17	2378
Roscommon	332	11	91	14	13	203	1	15	321	3	5	23	31	0	13	1076
Galway	442	65	123	32	22	2503	13	39	227	1	28	38	248	3	53	3837
Clare	26	80	41	9	2	196	1	13	18	1	67	9	790	12	57	1322
Total	980	200	650	119	130	4309	28	122	2873	9	134	2157	1224	17	165	13117

University Full-Time Student Enrolment from Western Region by County - 2009/10

County	NUIG	STA	UL	UCD	TCD	MIC	UCC	DCU	NUIM	SPD	RSCI	NCAD	MDEI	Total
Donegal	711	20	67	338	206	7	22	148	178	125	12	14	5	1853
Leitrim	196	8	50	95	65	5	1	36	74	34	6	2	3	575
Sligo	561	76	84	186	143	4	27	64	82	41	6	12	10	1296
Mayo	1278	52	301	356	211	71	49	157	108	119	17	9	24	2752
Roscommon	499	6	110	211	109	31	22	89	71	41	8	12	6	1215
Galway	4366	92	637	323	277	278	144	108	99	69	31	25	2	6451
Clare	775	2	1065	144	107	403	335	40	16	15	5	7	2	2916
Total	8386	256	2314	1653	1118	799	600	642	628	444	85	81	52	17058

⁹ See <http://www.heai.ie/en/node/1114>

APPENDIX 9: GMIT Profile 2010/11
Galway-Mayo Institute of Technology
Profile 2010/11

STUDENT NUMBERS

Entrants		Graduates		
	No.		No.	%
New Entrants (Full-time Undergraduate)	1,929	Undergraduate Graduates	1,745	95%
		Postgraduate Graduates	88	5%

Enrolments

	No.	Full-time	Part-time	Total		%	Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	121	343	464	Other Enrolments (IoTs only)	%	26%	74%	100%
Foundation	No.	94	0	94	Foundation	%	100%	0%	20%
FETAC Cert	No.	0	48	48	FETAC Cert	%	0%	100%	10%
FETAC Advanced Cert	No.	27	295	322	FETAC Advanced Cert	%	8%	92%	69%
of which are apprenticeships	No.	0	294	294	of which are apprenticeships	%	0%	100%	63%
Undergraduate	No.	5,363	960	6,323	Undergraduate	%	85%	15%	97%
Diploma/Cert	No.	307	53	360	Diploma/Cert	%	85%	15%	6%
Ordinary Degree (L7)	No.	3,493	653	4,146	Ordinary Degree (L7)	%	84%	16%	66%
Honours Degree (L8)	No.	1,563	81	1,644	Honours Degree (L8)	%	95%	5%	26%
Occasional	No.	0	173	173	Occasional	%	0%	100%	3%
Postgraduate	No.	154	13	167	Postgraduate	%	92%	8%	3%
Postgrad Diploma/Cert	No.	14	0	14	Postgrad Diploma/Cert	%	100%	0%	8%
Masters Taught (L9)	No.	73	6	79	Masters Taught (L9)	%	92%	8%	47%
Masters Research (L9)	No.	22	0	22	Masters Research (L9)	%	100%	0%	13%
PhD (L10)	No.	16	0	16	PhD (L10)	%	100%	0%	10%
Occasional	No.	29	7	36	Occasional	%	81%	19%	22%
Total Enrolments	No.	5,517	973	6,490	Total Enrolments	%	85%	15%	100%
Distance Education	No.			33	Distance Education	% of Enrolments			0.5%
E-Learning	No.			N/A	E-Learning	% of Enrolments			N/A
In-Service Education	No.			N/A	In-Service Education	% of Enrolments			N/A
Research & Taught (L9/10)	FTE			114	Research & Taught (L9/10)	% FTE L8 and All PG			6.5%
Research (L9/10)	FTE			38	Research (L9/10)	% FTE L8 and All PG			2.2%
Research (L10)	FTE			16	Research (L10)	% FTE L8 and All PG			0.9%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants				Full and Part-time PhDs				
	No.	%		No.	%		No.	%
General Programmes	0	0%	General Programmes	0	0%	Education Science	0	0%
Education Science	0	0%	Education Science	0	0%	Humanities & Arts	0	0%
Humanities & Arts	149	8%	Humanities & Arts	0	0%	Social Science, Business & Law	1	6%
Social Science, Business & Law	493	26%	Social Science, Business & Law	1	6%	Science	7	44%
Science	277	14%	Science	7	44%	Engineering, Manufacturing & Construction	7	44%
Engineering, Manufacturing & Construction	441	23%	Engineering, Manufacturing & Construction	7	44%	Agriculture & Veterinary	0	0%
Agriculture & Veterinary	57	3%	Agriculture & Veterinary	0	0%	Health & Welfare	0	0%
Health & Welfare	76	4%	Health & Welfare	0	0%	Services	1	6%
Services	436	23%	Services	1	6%	Combined	0	0%
Combined	0	0%	Combined	0	0%	Total	16	100%
Total	1,929	100%	Total	16	100%			

PARTICIPATION

<i>(% of Enrolments)</i>			<i>(% of New Entrants)</i>		
	No.	%		No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,006	15%	Mature Entrants (Full-time Undergraduate)	513	27%
Participants in Labour Market Activation (Springboard) <i>(% of National Participation)</i>	39	1%	Estimate: Entrants with Disability (EAS)	166	9%
Regional Intake <i>(% of Full-time Enrolments)</i> from the institution's county		51%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	458	24%
from the institution's county and bordering counties		86%			

APPENDIX 9: GMIT Profile 2010/11 continued*

INTERNATIONALISATION			TEACHING AND LEARNING		
International Students (Full-time) (% of Full-time Enrolments)	No.	%	Non-Progression Rate from 1st to 2nd Year		%
EU	90	2%	Level 8		22%
Non-EU	24	27%	Level 7		30%
Erasmus Students Outgoing (excl. work placements)	66	73%	Level 6		34%
	19				
RESEARCH					
No. of PhD Graduates per 10 Academic Staff	0.1		<i>(latest 5 year cumulative)</i>		
FP7 Income 2007-2010 per Academic Staff	€637		No. of Web of Science Documents per Academic		N/A
			Relative Citation Impact (World Average = 1)		N/A
KNOWLEDGE TRANSFER					
<i>(2010/2011 cumulative)</i>		No.	<i>(2010/2011 cumulative)</i>		
Patent applications - Ireland only	5		Licence agreements (institution - private industry)	0	
Patent applications - all other areas except Ireland	1		Spin-out companies created	1	
Patents granted - Ireland only	0		<i>(FDR 2010)</i>		
Patents granted - all other areas except Ireland	0		Level 8 Graduates in Employment		N/A
			Level 9/10 Graduates in Employment		N/A
STAFF			FINANCIAL 2009/10 DATA		
	No.	%		€ 000	%
Core Staff	621	100%	Total Income	63,590	100%
Academic Staff	352	57%	State Grants	31,125	49%
Support staff	269	43%	Fees	19,802	31%
Contract Research & Specialist Staff	26	100%	Exchequer	19,348	30%
Academic Staff	12	45%	Non-Exchequer	454	1%
Support staff	14	55%	Research Grants & Contracts	2,465	4%
Total Staff	647	100%	Other Income	10,198	16%
Total Academic	364	56%	Total Expenditure	62,087	100%
Total Support	283	44%	Core - Pay	42,465	68%
Academic/Non-Academic Staff Ratio (Core)	1.3		Core - Non-Pay	16,536	27%
Student/Academic Staff Ratio (FTE/Core)	17.0		Research Grants & Contracts - Pay	1,288	2%
			Research Grants & Contracts - Non-Pay	1,798	3%
Staff Age Profile (Proportion of Staff aged...)		%	Exchequer/Non-Exchequer Fees Ratio	42.6	
20-39		31%	Pay/Non-Pay Expenditure Ratio (incl. Research)	2.4	(70/30)
40-54		50%	Pay/Non-Pay Expenditure Ratio (excl. Research)	2.6	(72/28)
55 and above		19%			
Staff Qualifications (Proportion of...)		%	SPACE		
Full-time Academic Staff with Masters or higher qual.		81%		m ²	
Full-time Academic Staff with PhD qualification		18%	Net Space per FTE Student	8.0	
All Academic Staff with Masters or higher qualification		80%	Gross Space per FTE Student	10.9	
All Academic Staff with PhD qualification		17%			

* Source: HEA, June 2012

This Template seeks an indicative forecast only. It is recognised that it cannot be exact.
Institution Name Galway-Mayo Institute of Technology
Future Year 2017

STUDENT NUMBERS

Entrants		Graduates	
	% change over current		Nos. %
New Entrants (Full-time Undergraduate)	12	Undergraduate Graduates	2301 90
		Postgraduate Graduates	251 10
			100%

Enrolments

	Full-time%	Part-time%	Total		Full-time%	Part-time%	Total
Other Enrolments (IoTs only)				Other Enrolments (IoTs only)	%		100%
Foundation	100		100	Foundation	%	25	75
FETAC Cert		200	200	FETAC Cert	%	100	0
FETAC Advanced Cert		400	400	FETAC Advanced Cert	%	0	100
of which are apprenticeships			400	of which are apprenticeships	%	0	100
Undergraduate	5594	1250	6844	Undergraduate	%	83	17
Higher certificate	300	100	400	Higher certificate	%	75	25
Ordinary Degree (L7)	3341	750	4091	Ordinary Degree (L7)	%	83	17
Honours Degree (L8)	1953	400	2353	Honours Degree (L8)	%	83	17
Occasional	0	0	0	Occasional	%	0	0
Postgraduate	175	255	430	Postgraduate	%	20	80
Postgrad Diploma/Cert	40	160	200	Postgrad Diploma/Cert	%	40	60
Masters Taught (L9)	60	60	120	Masters Taught (L9)	%	63	37
Masters Research (L9)	50	25	75	Masters Research (L9)	%	72	28
PhD (L10)	25	10	35	PhD (L10)	%	0	0
Occasional	0	0	0	Occasional	%	75	25
Total Enrolments	5769	1505	7274	Total Enrolments	%		100%
Research & Taught (L9/10)			430	Research & Taught (L9/10)	% FTE L8 and All PG		15.5%
Research (L9/10)			110	Research (L9/10)	% FTE L8 and All PG		4.0%
Research (L10)			35	Research (L10)	% FTE L8 and All PG		1.3%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants

	%
General Programmes	0%
Education Science	0%
Humanities & Arts	8%
Social Science, Business & Law	26%
Science	18%
Engineering, Manufacturing & Construction	21%
Agriculture & Veterinary	3%
Health & Welfare	10%
Services	21%
Combined	0%
Total	100%

Full and Part-time PhDs

	%
General Programmes	
Education Science	15%
Humanities & Arts	10%
Social Science, Business & Law	5%
Science	25%
Engineering, Manufacturing & Construction	25%
Agriculture & Veterinary	
Health & Welfare	10%
Services	10%
Combined	
Total	100%

STUDENT PROFILE

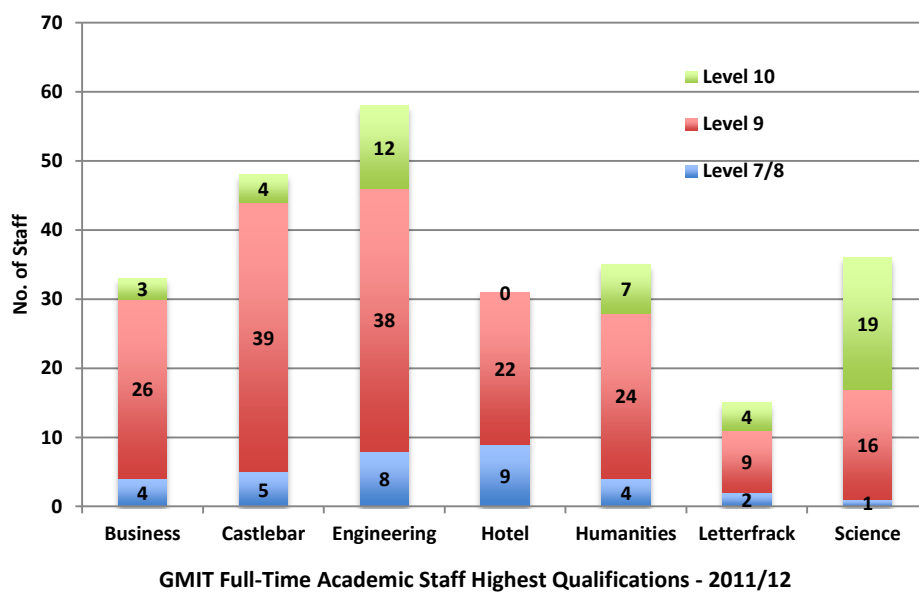
(% of Enrolments)	%	New Entrants)	%
Flexible Learners (Part-time, Distance, E-Learning)	30%	Mature Entrants (Full-time Undergraduate)	25%
International Students (Full-time)	5%	Estimate: Entrants with Disability (EAS****)	10%
Of which Non-EU	70%		

PROGRESSION Targets

Non-Progression Rate from 1st to 2nd Year	15%
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APPENDIX 10: GMIT - Academic Staff Qualifications 2012

The Institute has 350 core academic staff (57% of total staff) and 270 core support staff (43% of total staff) with only 26 contract staff. The increase in the staff/student ratio from 1:13 in 2008/09 to 1:17¹⁰ for 2011/12 represents a deteriorating trend in the context of the teaching ethos of the Institute. The current core academic staff/non-academic staff ratio of 1.3:1 is comparable to institutions with similar multi-campus structures. The Institute's staff development strategy is in alignment with the academic staff profile given that early career academic staff (aged 20 - 39) comprise just over 30% of the total academic staff presently. The chart below shows the breakdown of the full-time academic staff by School/Campus for the highest held qualification Level.



¹⁰ Full-Time Equivalent students/core staff

APPENDIX 11: GMIT - Masters (Research & Thesis) and Doctoral Degrees Awarded to Date

-

MASTERS	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	TOTAL
Business				1		3			1		1		1	7
Castlebar						1	1		2			1		5
Engineering	1	6	3	7	4	6	1	2	3		1	6	1	41
Hotel										1				1
Humanities						2	1	3	3			1		10
Letterfrack										2				2
Science	3	1	2	2	3	5	4	3	2	3	7	3	4	42
Total	4	7	5	10	7	16	7	5	9	6	9	9	6	108

DOCTORATE	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	TOTAL
Business														0
Castlebar														0
Engineering					1	1	2	1	1		1	1	2	10
Hotel												1		1
Humanities													2	2
Letterfrack														0
Science									2	1	1	1	3	8
Total	0	0	0	0	1	1	2	1	3	1	2	3	7	21

APPENDIX 12: GMIT Research Centres and Groups 2012

Centre	Competence	DA* to Level 10
Centre for the Integration of Sustainable Energy Technologies (CISET)	Characterisation of energy systems performance - <i>Cool Maritime</i> climate; design and testing of hybridised, integrated energy systems - emphasis on renewables	Mechanical Engineering
Galway Medical Technology Centre (GMedTech)	Virtual realistic, numerical modelling of hollow-body vessels and their fluid regimes; design of invasive devices, delivery systems for the treatment of pathologies of the human cardiac, cranial, arterial systems	Mechanical Engineering
Marine and Freshwater Research Centre (MFRC)	Sustainable management of fisheries and ecosystems; conservation of marine and freshwater diversity; environmental toxicology	Aquatic Science
West of Ireland Heritage, Arts & Tourism (WIHAT) Research Group	History, geography and heritage of west of Ireland in context of tourism	Tourism - Approved to Level 10

*HETAC delegated authority

APPENDIX 13: Research Centres - Engagement with Enterprise

Centre		Company	Location
Centre for the Integration of Sustainable Energy Technologies	CiSET	Thermo King Europe Ireland Ltd.	Galway
		Halton	Finland
		Enervent	Maynooth, Co. Kildare
		ProAir Ltd.	Tuam, Co. Galway
		Dunstar Ltd.	Clonakilty, Co. Cork
		A&M Renewables	Boyle, Co. Roscommon
		Shamrock Solar Ltd.	Co. Clare
		Energy Masters Ltd.	Co. Kerry
		MarVoy Ltd.	Galway
		Connelly Construction Ltd.	Ballinasloe, Co. Galway
		Oyster Homes Ltd.	Ballybrit, Galway
		Treanbeg Shellfish Ltd.	Westport, Co. Mayo
		Galway Medical Technology Centre	GMedTech
ANSAMed	Galway		
Boston Scientific	Galway		
Cappela Medical Devices	Galway		
Cook Medical	Limerick		
Creganna-Tactx Medical	Galway		
CrosponEmbricon	Galway		
Lake Region Medical Equipment	Galway		
Manus Coffey Associates	Ennis, Co. Clare		
Marvao Medical Devices	Galway		
MedtronicMerit Medical	Galway		
NeoSurgical Ltd.	Galway		
Neuravi Ltd.	Galway		
Theta Chemicals	Claremorris, Co. Mayo		
Ulbrich Precision Metals	Galway		
USCI	Ballinasloe, Co. Galway		
Veryan Endovascular Ltd.	Galway		
VivaSure Medical	Galway		
Vysera	Galway		
Nortev Ltd.	Galway		
Marine and Freshwater Research Centre	MFRC	Sofrimar Ltd.	Co. Wexford
		Malin Head Fishermens Co-Op Ltd.	Co. Donegal
		Comhar Caomhan Teoranta	Inis Oirr, Co. Galway
		Atlantic Jem Ltd.	Co. Donegal
		Ted Browne's Processing	Co. Kerry
		Burtonport Fishermen's Co-Op Ltd.	Co. Donegal
		PDS Irish Waters Perch Ltd.	Co. Cavan
		Emlagh Fisheries Ltd.	Co. Roscommon
		Cool Springs Artic Char Ltd.	Co. Sligo
		Abalone Chonamara Holdings Teoranta	Co. Galway
		Errigal Fish Processing Ltd.	Co. Donegal
		Atlan Fish Ltd.	Co. Donegal
		Vet Aqua Ltd.	Galway
Mullaghmore Sea Farm	Co. Sligo		
IB Aquatics	Co. Roscommon		

APPENDIX 14: Connacht-Ulster Alliance - Research Mapping

Alliance Partner Research Centres/Groupings

Institute	Research Centre	Acronym
GMIT	Centre for the Integration of Sustainable Technologies	CiSET
	Galway Medical Technology Centre	GMedTech
	Marine & Freshwater Research Centre	MFWRC
LYIT	Centre of Applied Marine Biotechnology	CAMBIO
	Wireless Sensor Networks Research	WiSAR
IT Sligo	Centre for Sustainability	Sustainability
	Geotechnical Research Group	GRG
	Mitochondrial Biology & Radiation Research	MBRR

Report of the Research Prioritisation Steering Group¹¹ - Mapping

National Research Priority Areas	Digital Platforms, Content & Applications	Future Networks & Comms.	Data Analytics, Management Security & Privacy	Connected Health & Independent Living	Medical Devices	Diagnostics	Therapeutic Synthesis, Formulation Processing & Drug Delivery	Food for Health	Sustainable Food Production & Processing	Marine Renewable Energy	Smart Goods & Smart Cities Technology	Manuf. Technology	Processing Technology & Novel Materials	Innovation in Services & Business Processes
GMIT					GMedTech				MFRC	MFRC				
LYIT	WiSAR/Epicentre									CiSET	CiSET			SERVICE INNOVATION
IT Sligo						MBRR				GRG		SUSTAINABILITY CforDI		

¹¹ Report of the Research Prioritisation Steering Group, Dec. 2011.

APPENDIX 15: GMIT's Incubation Centres

The Institute's two Innovation in Business Centres (liBCs) provide a range of incubation resources and facilities for start-up enterprises - concept desk, virtual incubation, and incubation, all with some measure of enterprise formation training and mentoring. The programmes include the Enterprise Platform Programme (EPP) run in partnership with AIT from 2009 to 2011, the New Frontiers Programme (NFP) run in collaboration with NUIG from 2012 to 2013 (value €150,000), the Graduate Enterprise Programme (GEP) for GMIT graduates run in collaboration with the Institute's Students' Union, and the Small Enterprise Programme run in partnership with the Galway County Enterprise Board and the Mayo Leader programme.

To date over 23 enterprises have graduated from the liBCs; together they provide over 170 jobs in the region, and have a combined investment of €45.5m from venture capitalists, private capital sources and Enterprise Ireland. Fourteen of the companies are high potential start-ups (HPSU - capable of creating 10 jobs in Ireland and realising €1 million in sales within three to four years of starting up). The companies are associated with research funding of €1.2m of Institute postgraduate students working on research projects linked to the needs of the companies.

The companies are mainly representative of vibrant sectors in the region: medical technology, software development and services, web-based products and services, and energy and *green-tech*. Three of the medical technology companies have advanced their products through pre-clinical trials to human trials.

The liBCs and their clients are employed by academic staff teaching modules on innovation and entrepreneurship in undergraduates who register on *business entrepreneurship* and *innovation* modules.

APPENDIX 16: GMIT - International HEI Agreements

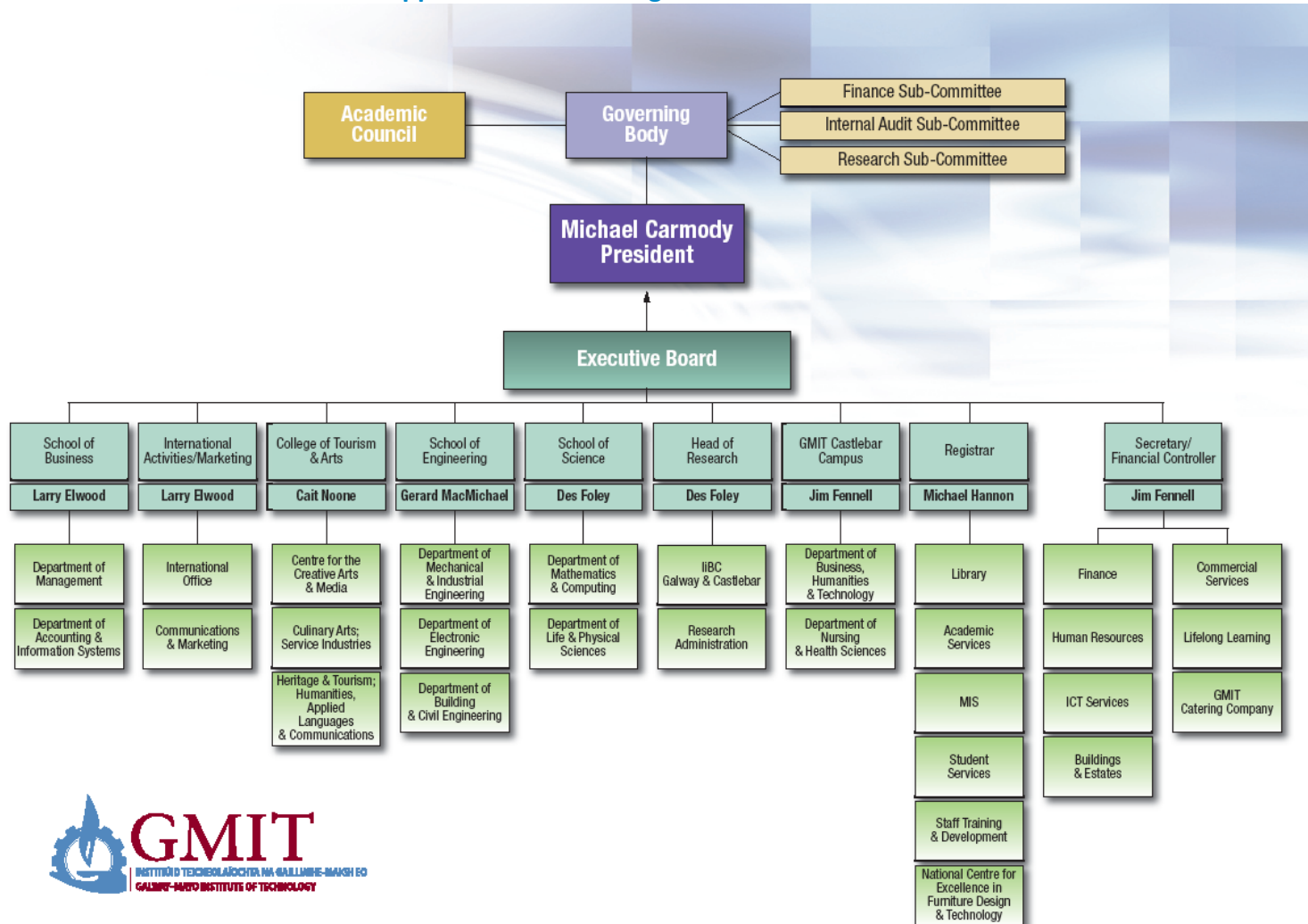
Date	Institution(s)	Scope of Agreement
1987	Western Carolina University, US	Student exchange
2005	University of Wisconsin-Platteville, US	Student exchange
2007	Nanchang University, China	Articulation onto Level 7 and 8 programmes for Nanchang students or graduates - Pre-study of English agreement
2009	Southern Utah University, US	Student and staff exchange
2009	Virginia Polytechnic Institute and State University, US	Student and staff exchange
2010 - 2013	Technical and Vocational Training Corporation, (GOTEVOT), Saudi Arabia	Progression from Level 6 and 7 equivalent programmes in Saudi Arabia onto GMIT Level 7 and 8 programmes - Pre-study of English agreement
2010	Johnson & Wales University, Rhode Island, US	Student and staff exchange
2010	Wuxi Sough Ocean College (WSOC), China	Progression from Level 6 and 7 equivalent programmes in WSOC onto GMIT Level 7 and 8 programmes - Pre-study of English agreement
2011	Ontario Colleges, Canada	Articulation of Ontario Colleges technician diploma programmes with GMIT Level 7 and 8 programmes

APPENDIX 17: Connacht-Ulster Alliance - Academic Staff Qualifications 2012

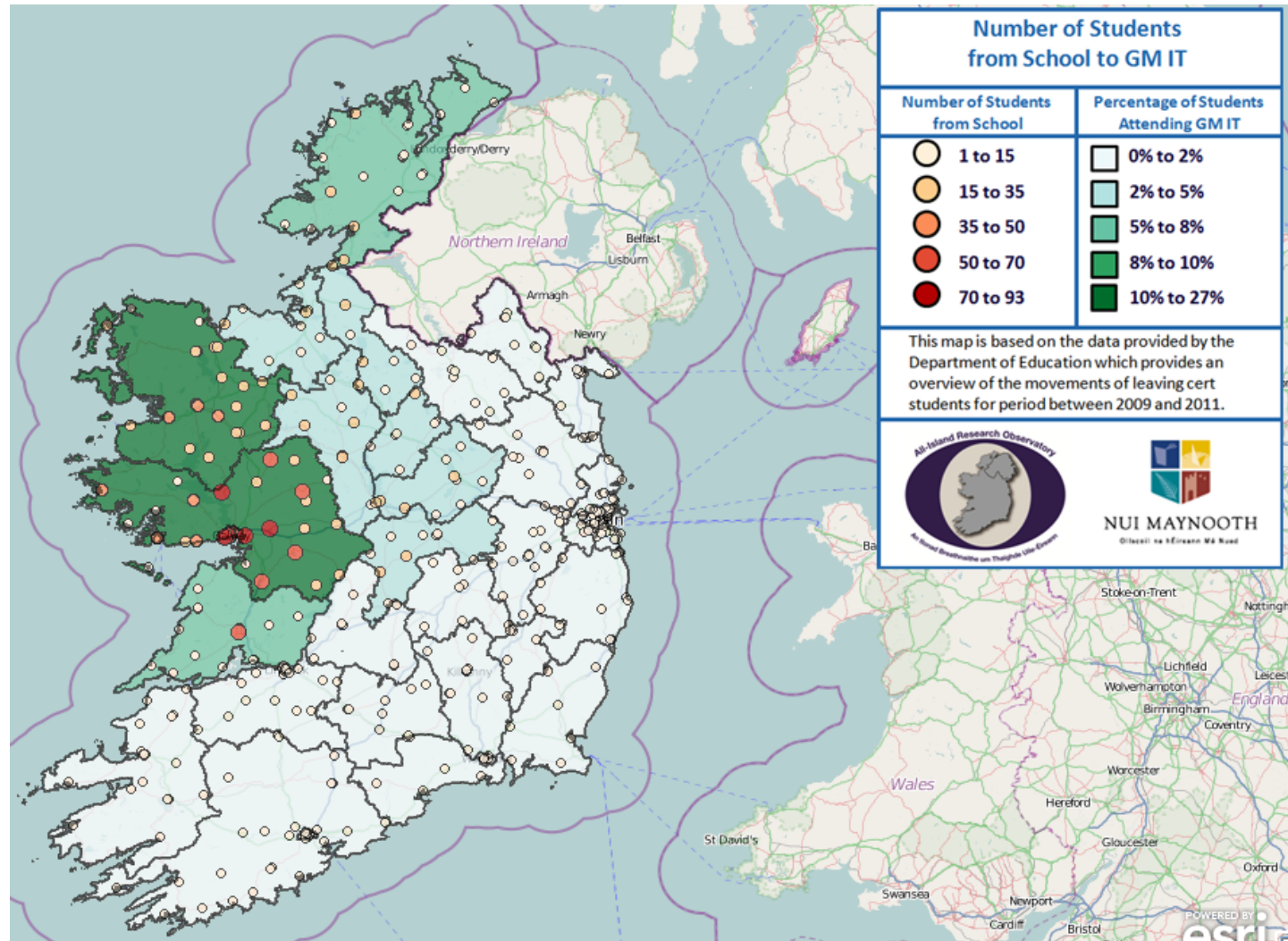
Criteria	GMIT	LYIT	ITS
Total Number of Full-Time Academic Staff	275	164	265
FT Academic Staff with a PhD Qualification	18%	16%	23%
FT Academic Staff whose highest qualification is L9	63%	70%	63%
Proportion of All FT Academic Staff with at least L9	81%	86%	86%
Total Number of Academic Staff	347	199	338
All Academic Staff with a PhD Qualification	17%	14%	22%
All Academic Staff whose highest qualification is L9	63%	69%	62%
All Academic Staff with at least L9	80%	83%	84%

Source: HEA 2012

Appendix 18: GMIT Organisational Structure

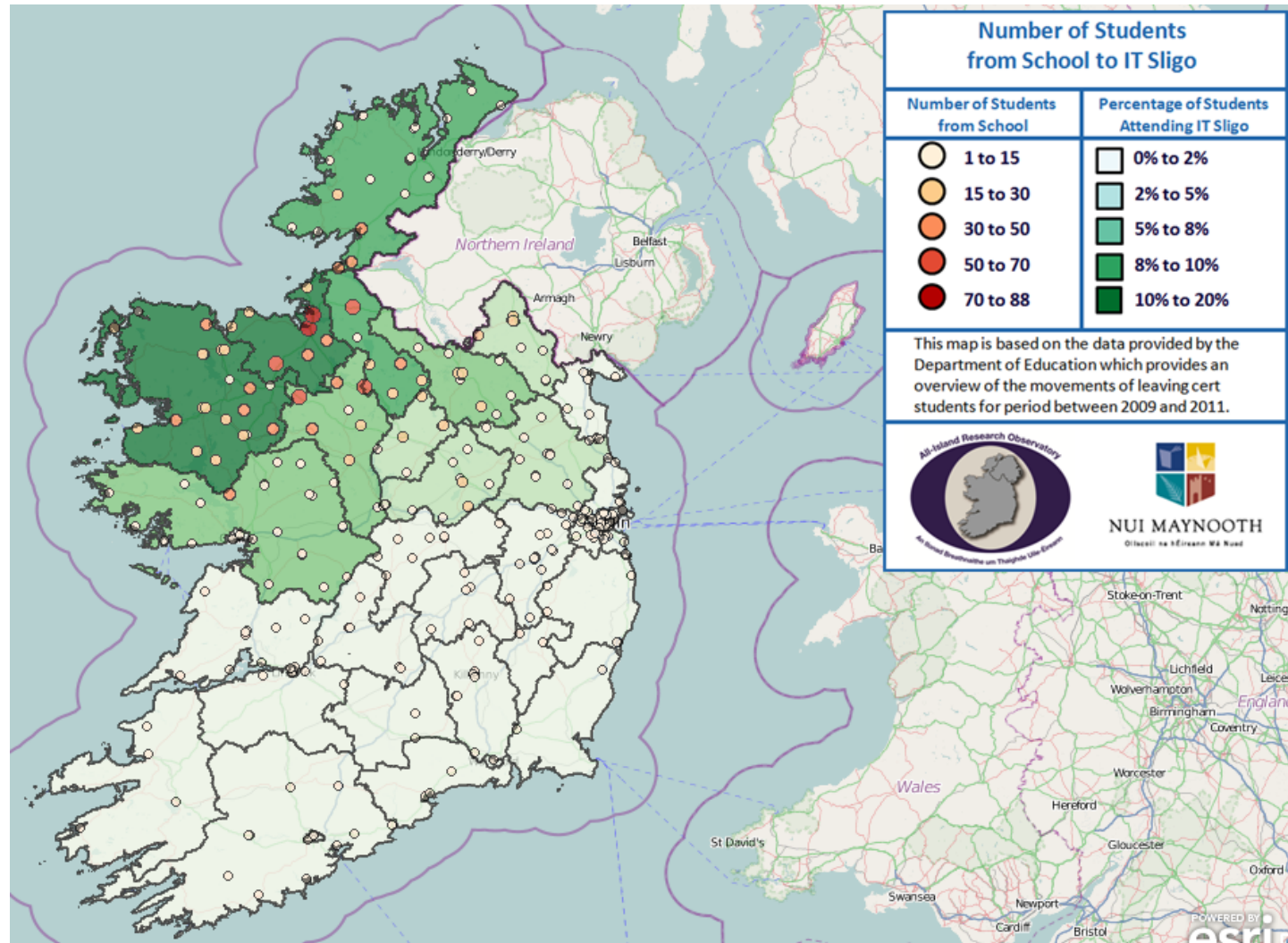


APPENDIX 19: GMIT Full-time Student Enrolment showing Feeder Schools¹²



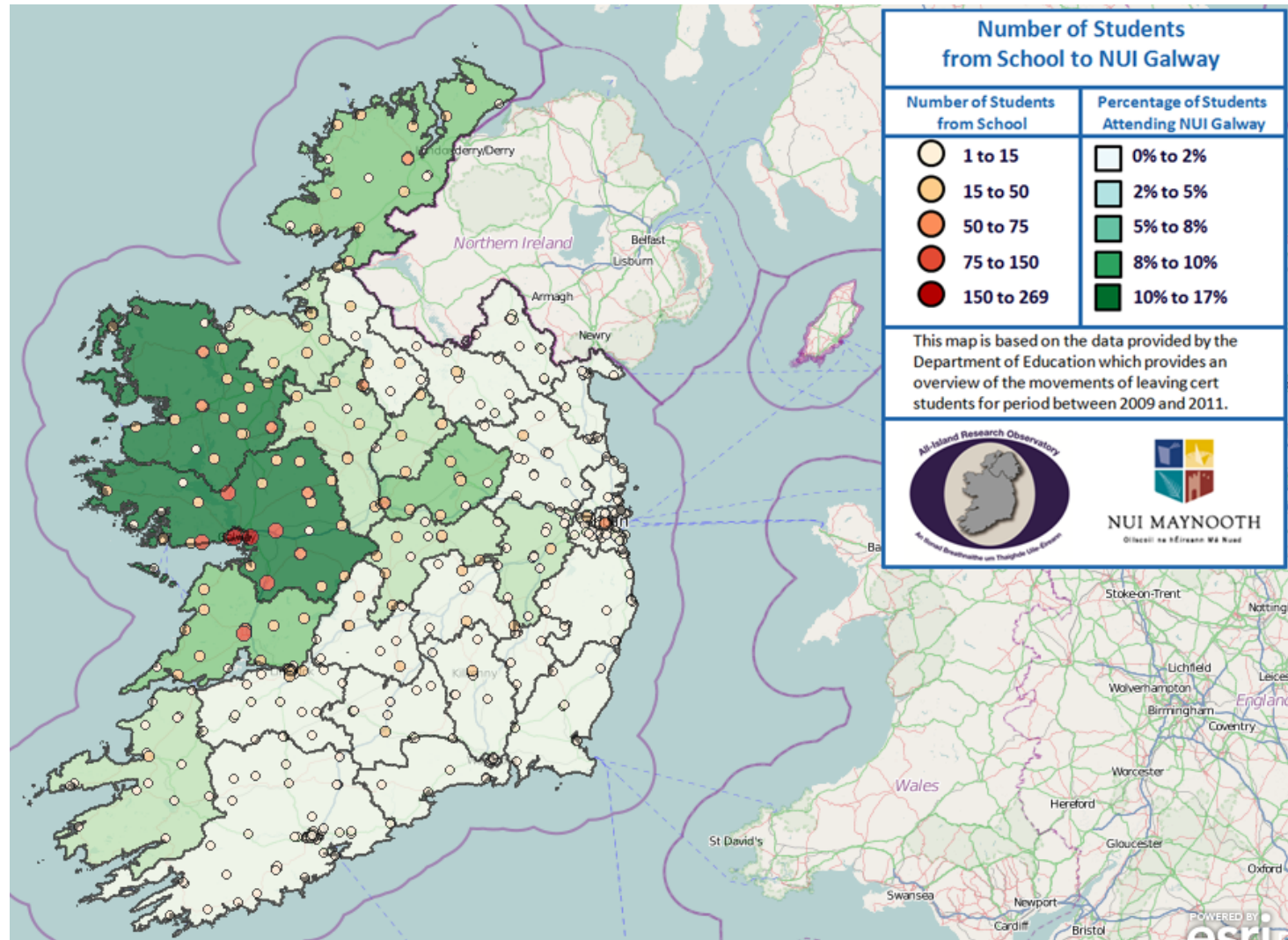
¹² All Island Research Observatory. See http://airomaps.nuim.ie/flexviewer/?config=HEA_FeederSchools.xml

APPENDIX 20: IT Sligo Full-time Student Enrolment showing Feeder Schools¹³



¹³ All Island Research Observatory. See http://airomaps.nuim.ie/flexviewer/?config=HEA_FeederSchools.xml

APPENDIX 21: NUIG Full-time Student Enrolment showing Feeder Schools¹⁴



¹⁴ All Island Research Observatory. See http://airomaps.nuim.ie/flexviewer/?config=HEA_FeederSchools.xml

APPENDIX 22: Western Region



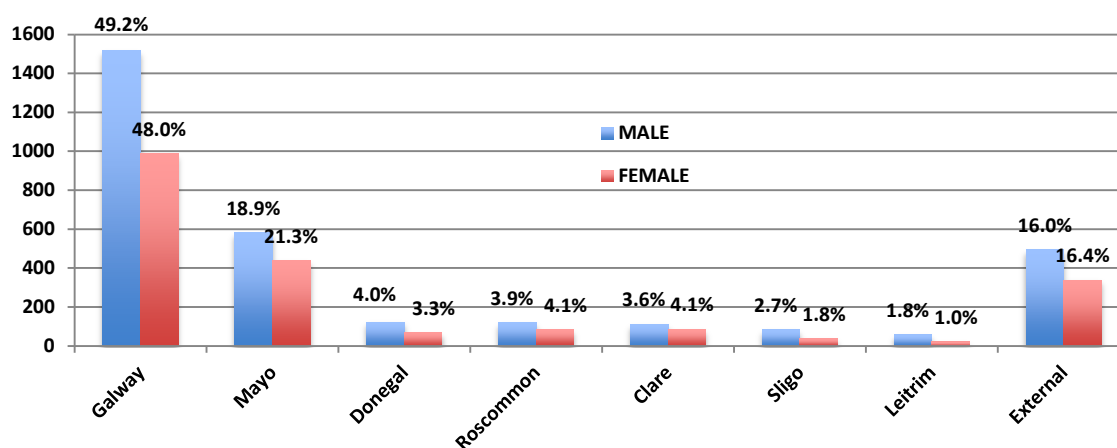
APPENDIX 23: Border Midlands West Region



APPENDIX 24: Western Region - Analysis

THE WESTERN REGION

The region from which GMIT draws 84% of its students is referred to as the Western Region in this document, viz., the region comprised of counties Donegal, Leitrim, Sligo, Mayo, Roscommon, Galway and Clare (Fig. 1 - data in Appendices 7 & 8).



Source: HEA - County of permanent residence of full-time students residing in Ireland by gender IOT 09/10¹⁵

Fig. 1: GMIT - Student Origin 2009/10

The Population of the Region: The population of the western region of Ireland¹⁶ rose by 7.5% to 819, 851 from 2006 levels, but fell short of Ireland's increase on average (8.2%). The population living outside of towns with a population of 1,500 or more declined from 67% in 2006 to 64.9% in 2011, compared with just 32.1% in the rest of the country. Galway city is the sole city with a population of 75,529 in 2011.

Every county in the region has a population dip in the late teen and early 20s age-cohorts, typically because of migration for education and training. The exception is Galway city with a rise in population in these age-cohorts. The dependency ratio (the ratio of the population in those 'dependent' age groups to those in the working age category) in the region ranges from 0.35 in Galway city to 0.53 in Clare, 0.56 in Mayo, and 0.57 in Leitrim and Donegal. The higher dependency in these counties is a result both of higher older age populations and the migration of younger age groups for education or work.

Employment in the Region: The rate of unemployment in the region rose dramatically between 2007 and 2011 by 2.5 times to 54,900 people¹⁷, representing an unemployment rate of 14.5%. The corresponding increase for the rest of the state was a doubling, indicating that the labour market in the region experienced a greater shock, most likely linked to its greater reliance on the construction industry.

Educational Attainment in the Region: Although the gap in education attainment levels (see Fig. 2) between the region and the rest of the state has narrowed, the region's educational attainment

¹⁵ See <http://www.heai.ie/en/node/1114>

¹⁶ *This is Ireland: Highlights from Census 2011, Part 1 & Profile 1: Town and Country Overview of the Western Region* Western Development Commission, May 2012, available at

¹⁷ *Profile of Education, Enterprise and Employment (3Es) in the Western Region 2011* Report for the Western Development Commission, October 2011, available at <http://www.wdc.ie/publications/reports-and-papers/reports-2011>

profile remains weaker, given its larger proportion of working age people with lower education attainment and a smaller proportion with higher education attainment. Those with school leaving attainment are over represented among the unemployed and those with third level attainment are over represented among the employed. Just under 28% of the 15 - 64 age cohort had lower secondary school attainment compared to 18% of the cohort in employment in 2011 (see Fig. 5). The higher secondary attainment rate for the unemployed was 30.5 % compared to those in employment at just over 27%. The post leaving certificate (PLC) rate for the unemployed was 13% compared to those in employment at 9.7%, indicative of a trend towards higher qualifications in the workforce. By far the greatest disparity between the unemployed and those in employment was the third-level attainment: 24% against 42.4% respectively. Males disproportionately underperform those in the rest of Ireland and woman in the region with higher education attainment: 26.6% of men against 36.6% of woman in the region. Third level graduates have a higher rate of unemployment than those in the rest of the state: 9.0% against 7.5%.

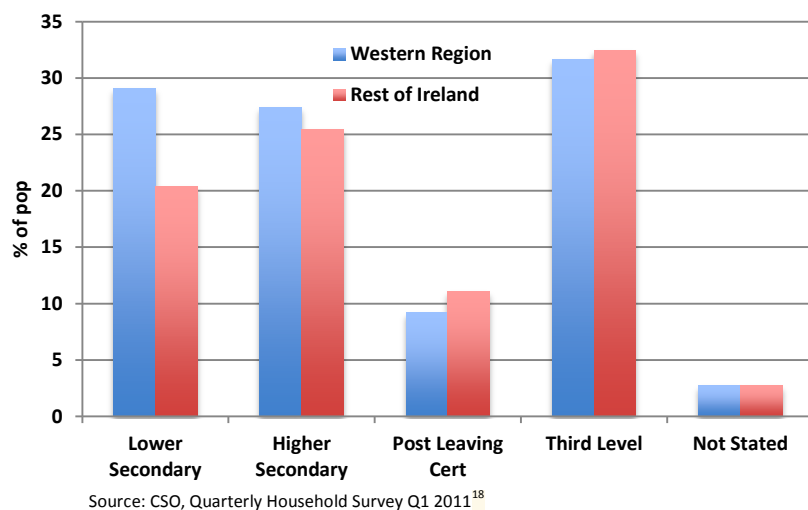


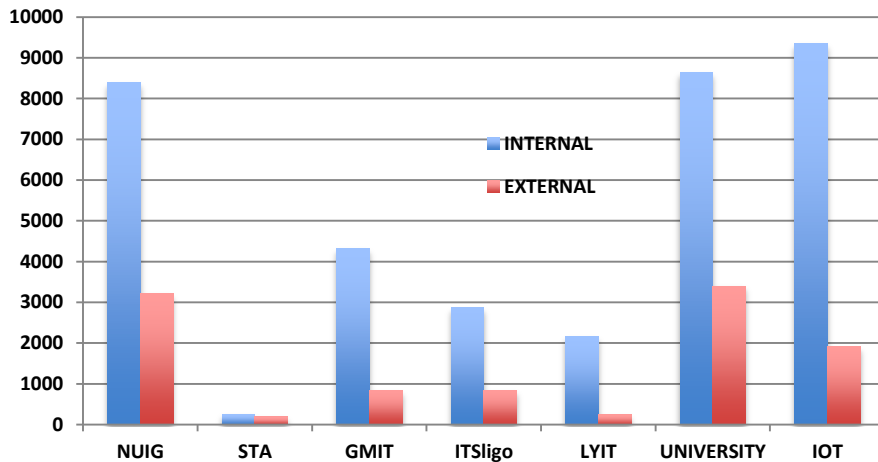
Fig. 2: Western Region: Educational Attainment of 15-64 Age Cohort - 2011

The number of students in the region reached 73,400 in 2011, an increase from 61,900 (18.6% compared to 2.4% in the rest of Ireland) in 2007, mainly driven by greater male participation (the number of apprenticeship entrants in the state has dropped from over 8000 in 2006 to 1200 in 2011, primarily due to the decline of the construction industry).

The three largest employment sectors in the region are industry, wholesale/retail, and health and social work, while construction, agriculture, food and hospitality, wholesale/retail, and industry have experienced declines in employment between 2007 and 2011. Irish-owned employment has declined more than foreign-owned. The largest exporting sectors are medical technology and biopharmaceutical, digital media and ICT, marine, tourism, agri-food, clean technologies and the energy sector.

Student Enrolments: The combined region's IoT enrolments are comprised of 83% from the region and 17% external to the region. This represents a greater regional service provision than in the combined university institutions - NUIG and STA (see fig. 3).

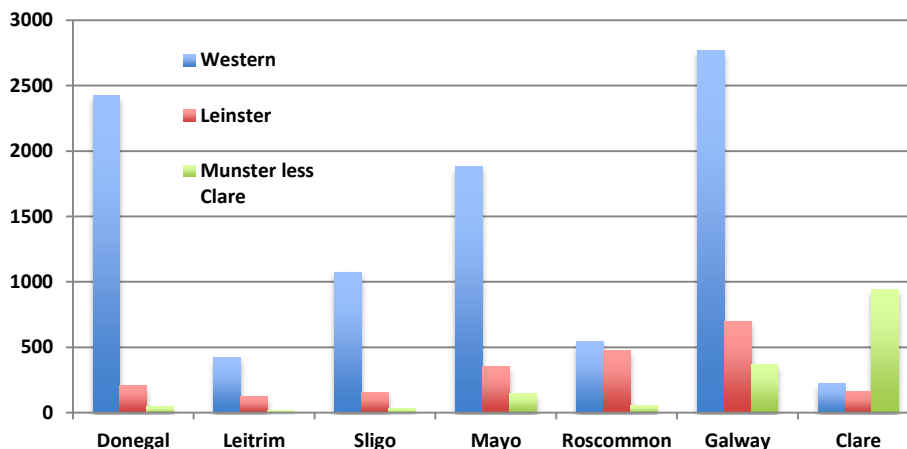
¹⁸ See <http://www.heai.ie/en/node/1114>



Source: HEA - 09/10¹⁹

Fig. 3: Western Region: Institutional and Combined Student Enrolments - 2009/10

Leakage of students from the region to other regions and vice versa is inevitable, especially in regional border areas and because of unique programme provision outside the region. Additionally the CAO entry system (based on supply and demand) may necessitate students seeking admission outside the region where undersupply exists. The Western region manages to retain 9339 IoT students with 2178 flowing to Leinster (Dublin) and 1606 to Munster (less Clare) in 2009/10 as shown in Fig. 4. Together these outflows represent 29% of the region's IoT students. AIT and DIT account for the bulk of the Leinster leakage and LIT for the Munster (less Clare) leakage.



Source: HEA - 09/10²⁰

Fig. 4: Western Region: Student IoT Destination - 2009/10

There were 8642 university students retained in the region in 2009/10 with 4703 flowing to Leinster (Dublin) and 3713 Munster (less Clare) as shown in Fig. 5. UCD accounts for 1653 students and TCD for 1118 of the Leinster leakage. UL accounts for 2314 students and Mary Immaculate College (MIC) for 799 of the Munster (less Clare) leakage.

¹⁹ See <http://www.heai.ie/en/node/1114>

²⁰ See <http://www.heai.ie/en/node/1114>

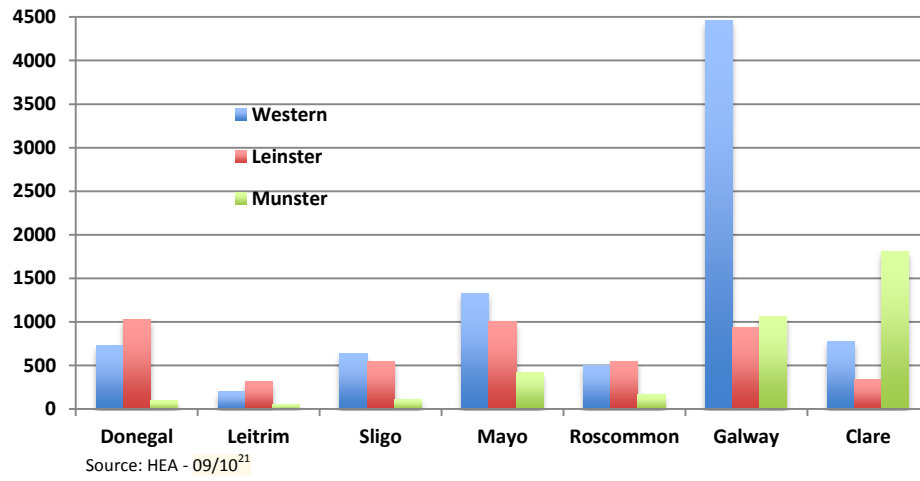


Fig. 5: Western Region: Student University Destination - 2009/10

²¹ See <http://www.heai.ie/en/node/1114>

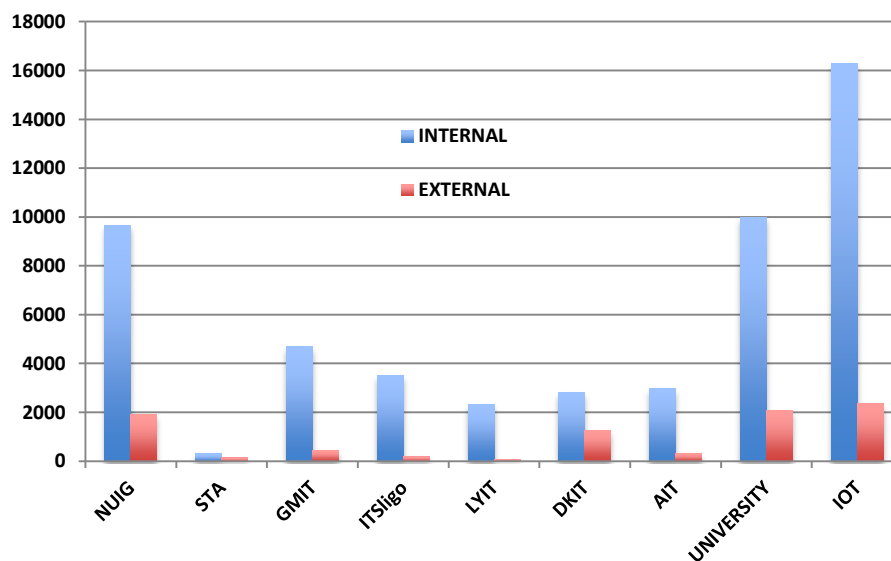
APPENDIX 25: Border, Midlands, West (BMW) Region - Analysis

THE BORDER MIDLANDS WEST (BMW) REGION

The BMW region covers 47% of the country and comprises 27% of the population. It is comprised of 13 counties from 3 regions: Border Region: Cavan, Donegal, Leitrim, Louth, Monaghan and Sligo
Midland Region: Laois, Longford, Offaly and Westmeath;
Western Region: Galway, Mayo and Roscommon.

There are 7 HEIs in the region - AIT, DKIT, GMIT, LYIT, NUIG, IT Sligo and STA.

Student Enrolments: Fig. 1 shows the combined IoT enrolments comprising of 87% internal to the region and 13% external to the region, a higher penetration of the regional demand than the university HEIs (82.76%).



Source: HEA - County of permanent residence of full-time students residing in Ireland by gender IOT 09/10²²

Fig. 1: Border Midlands West Region: Institutional and Combined Student Enrolments - 2009/10

Institutional Collaboration: The Institute is an active member of *Líonra*²³ - the Regional Higher Education Network, a network of the seven HEIs in the BMW Region. The network was founded in 2000 to develop a collaborative response by the HEIs to the developmental needs of the region. *Líonra* plans and implements collaborative projects, which address specific educational and training needs across the region. To improve access to third level and address educational disadvantage, the network has established strong links with local communities and outreach centres across the region. An important part of the *Líonra* function is liaison with social partners, the BMW Assembly, government departments and agencies, and international bodies. The network has established links with Government departments, the BMW Regional Assembly, Enterprise Ireland, the region's VECs, IBEC, SIPTU, FÁS, Skillnets and Údarás na Gaeltachta, which it employs to determine responses to the region's needs.

The most recent *Líonra* project was a *Knowledge of the Regions* research collaborative proposal in which the Institute's CiSET research centre contributed.

²² See <http://www.heai.ie/en/node/1114>

²³ See www.lionra.ie

APPENDIX 26: Connacht-Ulster Strategic Alliance Agreement

Connacht-Ulster Alliance

09/07/2012

Connacht-Ulster Strategic Alliance Agreement

between

the Institutes of Technology at Galway-Mayo, Letterkenny and Sligo

AGREEMENT: Made on July 9th, 2012.

BETWEEN: Institutes of Technology at Galway-Mayo, Letterkenny and Sligo (the partners).

WHEREBY: The partners commit to an alliance to deliver on jointly agreed strategic objectives that meet the higher educational service needs of the business and wider communities of the Connacht-Ulster Region of Ireland. This alliance will be known as the Connacht-Ulster Alliance (or the CU Alliance).

Scope: This strategic alliance agreement is intended to provide a clear statement of the depth and breadth of the proposed collaboration between the three partners. Throughout the collaboration proposed in this agreement, the partners will retain their legal independence.

Statement of ambition of the CU Alliance

The three institutions are forming the CU Alliance with the stated ambition of achieving re-designation as a Technological University.

The mission of the alliance will reflect the specific socio-economic profile of students in the Connacht-Ulster region, the opportunities presented by the region's magnificent natural landscape, the proximity to the border and the growth in high technology industries. Specifically, the CU Alliance will provide academic leadership to exploit existing strengths and collaboratively develop new opportunities in areas of strategic importance, in the realms of Business, Engineering, Science and Humanities.¹

In particular, the CU Alliance will bring coherence to higher education in the region by:

- a) Within 12 months, formally agreeing a common mission and vision and developing common, shared strategic objectives, with a focus on collaboration.
- b) Agreeing a trajectory to achieve re-designation as a Technological University.
- c) Forming a cluster with other higher education and further education providers in the Connacht and Ulster regions.

Characteristics of the CU Alliance

- a) Leadership of the social and economic development of the Connacht-Ulster region, through enhanced access and the provision of industry-relevant and professionally focussed programmes of higher education;
- b) Vibrant working relationship with the business community, including employers in the Connacht-Ulster region, who will have a corporate role in providing direction and guidance on the education provision. The collective suite of programmes offered by the CU Alliance will be developed to meet the needs of employers, students and the wider community;
- c) Flexible teaching and learning platform that builds on its established reputation for cost effective and online delivery;

¹ For example: life sciences, creative industries, ICT, marine, tourism, agri-food, and the energy sector.

- d) Enhanced student access, transfer and progression pathways between and through the institutions in the alliance;
- e) Externally acknowledged as a high profile higher education alliance in the European higher education arena in its provision of learning and teaching that is informed by applied research;
- f) A higher education alliance delivering an internationally recognised and valued learning experience for students, leading to greater employment opportunities, as indicated by the demand for its programmes and graduates who are employable upon completion of their programmes of study;
- g) Through partnership, delivering its services more cost effectively and efficiently;
- h) More direct and effective access by the business and the wider community to the full range of knowledge transfer, business support and incubation services.

Rationale

This agreement arises from the impetus created by the recently published National Strategy for Higher Education to 2030 (DES, 2011) in Ireland that creates a context in which the partners will provide a significantly more focussed range of educational services that respond better to the needs of learners and of the businesses and employers in the region.

The CU Alliance identifies areas where significant added value to the student experience, student learning, the engagement with the business community, resource management and community collaboration may be achieved. The institutions concerned have a track record of cooperation, for example within Lónra. Other examples include Ignite West – A regional Technology Transfer Consortium (NUIG (Lead), GMIT, LYIT and IT Sligo) and the New Frontiers Programme (LYIT and IT Sligo).

Alliance Profile

The demographics of the Connacht-Ulster region is particularly characterised by a rural population, on the periphery of Europe, spread across eight counties in the Republic of Ireland in addition to Northern Ireland. The North West is a recognised constituency of the European Parliament. The Alliance between the three Institutions, representing two of four provinces in Ireland, brings cohesion in higher education provision across this region.

The CU Alliance will maintain the professional and vocational education ethos of the constituent IoTs and will develop its programme offerings in close collaboration with industry. There will be a student-centred approach, underpinned by a shared staff development plan that builds on the existing high calibre pedagogical delivery that supports the currency, relevance and sustainability of programmes.

The alliance will develop a common overarching academic quality assurance framework that will be approved through each of its Academic Councils. The CU Alliance QA Framework will be aligned to the national QA Framework and the development of the proposed TU Quality Assurance procedures. Policies in the area of collaborative, transnational, and joint awards, in consultation with HETAC/QQAI will also be developed. A specific set of operational procedures for ensuring the quality assurance of the collaboration between the members of the Alliance will be developed.

The CU Alliance will form a cluster with universities and colleges of Further Education in the region. The cluster will provide tailored support for regional development, stakeholder engagement and

engagement between higher education providers, including cross border. The Alliance partners will explore the validation and provision of joint awards for levels 9 and 10 research programmes with cluster universities.

As part of this agreement, it is proposed to develop common strategies, with a view to consolidating services for the following functions across the alliance:

- Programme Offerings
- Online Provision
- Access Support
- Research and Innovation Support
- Library Services
- International Offices
- Careers Services
- MIS
- Human Resources
- Financial Services

Student and Graduate Profile

The CU Alliance will be a leader in providing accessible pathways and alternative routes to higher education. Specifically the alliance will further develop access initiatives for students from socio-economic disadvantage, mature, first time education and further education backgrounds and will actively promote and implement admissions based on the recognition of prior learning (RPL).

The portfolio of programmes offered by the CU Alliance will attract and be relevant to the needs of the growing population of students from the region.

The alliance will be defined by the quality and employability of its graduates. The alliance, through its academic programmes and approach to learning and teaching, will ensure that all its graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

Staff Profile

The CU Alliance acknowledges the achievements and capabilities of its staff and will continue to recruit staff with significant professional work experience and competence in relevant employment roles. The alliance is cognisant of the metrics and profile specified for academic staff in the criteria for TU and will have a heightened awareness of the need for coordinated recruitment of staff with the potential to contribute to teaching and research objectives.

Targeted professional doctorate provision will be established across the alliance for academic staff with potential for up-skilling. Research opportunities will be supported through bursaries and research capacity building initiatives, work allocations and through support for the dissemination of research findings through academic and professional publications and conferences and seminars.

Staff will be trained appropriately and will collaborate with their counterparts across the alliance.

The CU Alliance will develop administrative and technical support structures that ensure optimal integration of services, where appropriate, and will provide the necessary training and development for administrative staff to achieve this integration. The alliance will review its work practices across the 3 institutions with a view to developing more effective workflow efficiencies and businesses processes.

Teaching, Learning and Curriculum Development

Student centred learning will be the focus of the Learning and Teaching Strategy for the CU Alliance. The alliance will respond to the unique dimensions of disadvantage in our region. There will be a particular drive to develop part-time, flexible and blended delivery methods appropriate to the learning styles of the student cohort. There will be a high priority given to the development of online delivered programmes with a particular focus on bespoke delivery to meet the needs of industry.

The CU Alliance will deliver higher education major programmes at levels 6 to 10 on the National Framework of Qualifications (NFQ) and Minor, Supplemental, and Special Purpose Awards, based on the identified needs of students and employers.

As part of the common shared strategic objective, the alliance will collaborate to provide programmes in strategically important areas, in line with the Higher Education Strategy.

Research

The CU Alliance recognises that there is a significant effort required to achieve the metrics for research in the HEA Technological University criteria.

The alliance, together with regional businesses and the community, will agree a common Research, Development & Innovation Strategy that builds a vibrant and visible research and innovation community. This will be informed by the niche and differentiated research expertise of the three institutions, and the priorities of the geographical regions being served. The alliance will establish a small number of high quality research centres of excellence capable of competing for national and international funding. The alliance recognises that, while there is a high level of research expertise within the three Institutions, it will work towards growing new applied research areas.

The alliance proposes to develop a joint research strategy.

The partners in the CU Alliance will collaborate with each other in making joint applications for research funding.

International Profile

The partners will combine their resources to substantially grow the number of international students across the CU Alliance institutions. The alliance supports the objectives, targets and strategic actions outlined in Investing in Global Relationships² and will develop a common International strategy for the Connacht-Ulster region. The objectives of this strategy will be to identify niche markets for the recruitment of international students and establishment of structures to ensure the sustainability of the provision of a quality experience for international students. The strategy will also generate non-exchequer income through the recruitment of non-EU students and will optimise the utilisation of resources in the provision of education to these students.

The alliance will develop a strategy for teaching and research collaborations with international HE providers.

The alliance will also develop collaborations with international partners in the provision of student support services.

Leadership, Management and Governance

This agreement has the approval of the Governing Bodies of the three partner Institutions. A CU Alliance Working Committee will be constituted to consider the governance and management of the alliance. This committee will monitor and report on progress towards the objectives of the alliance,

² Investing in Global Relationships 2010-2015, Report of the High-Level Group on International Education to the Tánaiste and Minister for Education and Skills, September 2010.

to recommend actions and to oversee the communication process. The importance of coordinated and managed communication is recognised and a common approach will be established.

Implementation Plan

An immediate task following the signing of this agreement is the development of an implementation plan. This will clearly set out objectives and timelines. An early element in the process will involve developing and communicating a risk assessment and business plan.

A draft implementation plan will be approved by December 2012.

Signed under seal, on behalf of **Galway-Mayo Institute of Technology**

M Mahan Governing Body Chair

Date: _____
John J. Conroy President

Date: *9/7/12*

Signed under seal, on behalf of **Institute of Technology, Sligo**

Raymond Sharkey Governing Body Chair

Date: _____
Seamus Smith President

Date: *9th July 2012*

Signed under seal, on behalf of **Letterkenny Institute of Technology**

Henry McCarvey Governing Body Chair

Date: *9/7/12*
Paul Kenny President

Date: *9th July 2012*

APPENDIX 27: HEI Full-time Student Enrolment by Region²⁴

HEI Internal and External Full-Time Student Enrolment 2009/10 - Western Region

Institution	Internal	External	Total
<i>NUIG</i>	8386	3208	11594
<i>St. Angela's</i>	256	192	448
GMIT	4309	830	5139
IT Sligo	2873	841	3714
LYIT	2157	246	2403
<i>University Total</i>	8642	3400	12042
<i>IOT Total</i>	9339	1917	11256

HEI Internal and External Full-Time Student Enrolment 2009/10 - BMW Region

Institution	Internal	External	Total
<i>NUIG</i>	9665	1929	11594
<i>St. Angela's</i>	301	147	448
GMIT	4691	448	5139
IT Sligo	3506	208	3714
LYIT	2310	93	2403
DKIT	2804	1275	4079
AIT	2965	323	3288
<i>University Total</i>	9966	2076	12042
<i>IOT Total</i>	16276	2347	18623

²⁴ See <http://www.heai.ie/en/node/1114>

APPENDIX 27: GMIT-NUIG Alliance Agreement



Memorandum of Agreement

between

National University of Ireland, Galway (NUI Galway)

and

Galway Mayo Institute of Technology (GMIT)

1. Preamble

- 1.1 NUI Galway and GMIT hereby enter into a collaborative agreement to service the educational, social and economic needs of their students and the wider regional/national community while recognising the differentiation of mission and ethos of both institutions. Both institutions are key drivers of regional development and both exert a significant influence on the wider development of a national and innovative knowledge-based economy. Increasingly, higher education institutions, are finding new ways of pooling expertise, knowledge and resources as a means of releasing new energy and vision in the national interest. This agreement has been drawn up in that spirit. To give effect to this agreement collaborative opportunities will be sought in teaching and learning, entrepreneurship, regional development, commercialisation, innovation, distance education, work based learning, research collaboration and any other areas of common interest jointly agreed by the institutions.
- 1.2 This memorandum of agreement is not an exclusive agreement between NUIG and GMIT. It therefore does not inhibit either institution from forming collaborative partnerships with other parties where such partnerships do not conflict with the terms of this agreement. This memorandum of agreement will form the basis of an implementation plan overseen by a committee appointed by the Presidents of each institution.

2. Taught Programmes and Research

2.1 Taught Programmes

NUI Galway and GMIT recognise that the primary focus of NUI Galway programmes are at levels 8, 9 and 10 on the National Qualifications

Framework, while the primary focus of GMIT programmes is at levels 6, 7, and 8. Both institutions will continue to offer level 9 taught programmes. Collaborative arrangements regarding the introduction of new programmes and other developments, including flexible learning, flexible delivery, placements, internships, staff development and adjunct faculty will be facilitated where feasible. It is agreed that discussions will take place between both institutions on the rationalisation of existing programmes and the development of new programmes and the need to provide for staff members in either institution contributing to level 9 programmes in the other with due regard for workload considerations.

2.2 Research Programmes

Under this agreement postgraduate research progression will be a particular priority, recognising NUI Galway as the lead institution in the research domain and the established research experience of GMIT in areas of Aquatic Science and Mechanical Engineering. Wherever possible, the staff and students in both institutions will have access to the totality of research facilities with due regard to the capacity and the management of these facilities. Both institutions will work together to develop a collaborative strategy for research which will enhance the capabilities and expertise of both institutions. Both will seek to develop and award joint/dual research degrees at Masters and Doctoral levels in relevant and related research areas. It is envisaged that as the collaborative experience deepens and develops over time, joint/dual awards in these areas will become the norm. It is anticipated that a lead-in period of approximately two years will be required to facilitate this development. Joint awards are comprehended as awards involving a single parchment issued on behalf of both institutions, while dual awards are comprehended as awards involving parchments issued by both institutions. Arrangements will be put in place to encourage and provide opportunities for the joint supervision of research students in accordance with best standards in modern academic practice.

3. Teaching and Learning

GMIT and NUIG will devise a joint Teaching, Learning and Assessment strategy to provide programmes that focus on the needs of students, the workplace and the world of professional practice in the region, nationally and internationally. This will involve:

- a detailed consideration at the appropriate level in both institutions of the scope for programme connectivity and progression between levels 8 and 9 having regard where appropriate to minor programme modifications.
- A detailed consideration at the appropriate level in both institutions of the scope for programme connectivity to enable students transfer across level 8 programmes and to progress to the next programme level in both institutions where appropriate.
- the development of joint and dual awards appropriate to the context of the mission and ethos of each institution.

- the development of a framework for the provision of level 9 taught programmes that recognises the academic strengths of each institution.
- a review of the regional lifelong programmes of both institutions with a view to establishing a single, rebranded programme for the needs of the region that employs flexible delivery.
- an examination in consultation with other providers of the feasibility of establishing a joint mathematics teaching and pedagogy project to assist schools in the region in implementing the national 'Project Maths' programme and in supporting the teaching of mathematics in both institutions.
- an assessment of the feasibility of pooling resources to establish joint staff development and pedagogic research functions.
- a review of respective institutional work placement/internship/community engagement programmes with a view to establishing joint approaches to future programmes. This review will be sensitive to existing relationships with other institutions involved in adult and continuing education.
- The creation where feasible of adjunct positions for each institution's teaching staff.

4. **Research, Innovation and Technology Transfer**

Both institutions are committed to cutting edge research which supports the achievement of the knowledge and innovation economy and society. A key pillar of the joint approach to research development will be a strong cultivation of linkages with the world of industry on technology transfer and commercialisation. In developing and implementing a joint vision for research and development, both institutions will seek added value where appropriate through integration with existing alliances among regional/national organisations and bodies. In this regard, both institutions will work closely with the University of Limerick, LIONRA and other parties. In developing a joint Research, Innovation and Technology Transfer strategy, the following collaborative possibilities and actions will receive particular attention:

Research

- Alliance of GMedTech with the National centre for Biomedical Engineering and Science (NCBES) to pool research capability
- GMIT alliance with the Ryan Institute on Marine and Freshwater research
- GMIT alliance with the Ryan Institute on energy and environment research
- Exploring potential for research in education and pedagogy
- Participation of research staff and students in Graduate Schools
- Creation where feasible of adjunct positions for each institution's research staff.

Development

- Further exploration of collaborative enterprise development models for the region especially in the context of European policy.

Innovation

- Mapping the different strengths of NUIG and GMIT in business support, incubation, graduate entrepreneurship and enterprise platforms.
- Formation of a strategic alliance network comprising GMIT, NUIG, other entities and development of a one-stop-shop with single branding for enterprise formulation.

Technology Transfer

- Evaluation and exploitation of GMIT's potential Intellectual Property, through expertise available in NUIG's Technology Transfer Office and the joint creation of a market for existing IP in the region
- Development of an intellectual property trade/exchange service for the region.

Resource Sharing

- Facilitation of access to each institutions' libraries for research students and staff
- Encouragement where feasible, of laboratory and equipment sharing between institutions.

5. Shared Facilities and Services

- 5.1 Under this agreement a joint task group will be established to advise on the development of collaborative models in respect of student and staff clubs and societies in both institutions.
- 5.2 Bi-lateral collaboration at Head of Function and/or Director level will be encouraged in sharing best practice, knowledge, skills and technological expertise. Where practicable and having regard to in-house demands on resources in either institution, the cross-provision of services will be explored. Examples will include:
 - Pedagogical Practice and Emerging learning Technologies
 - Library and Bibliographic Services
 - Academic Administration (Registry)
 - Financial Management
 - Information Systems and ICT Standards and Practices
 - Human Resource Management
 - Careers
 - Access

- National and International Marketing in a Galway Branding Context
- Sports and leisure
- Gaeilge.

6. Internationalisation and Partnerships

The international higher education market poses particular challenges in respect of quality assurance for higher education institutions in Ireland.

- The parties will examine the potential of joint marketing and admissions for international students.
- Joint preparatory programmes for international students will be examined.
- A common quality assurance policy on joint/dual awards with international higher education partners will be jointly developed.
- Business models for international marketing that best meet the joint needs of the institutions will be evaluated.

7. Community Engagement in the Region

7.1 The engagement and support of communities across the region will be critical to the mission of both institutions and the future development of the region.

- GMIT and NUI Galway will become active participants in the planning and execution of the Galway 2040 initiative. (See section 8.2 below).
- Each party will advise the other on the development of community projects and actively seek ways to bring joint resources to bear in sustaining the benefits of those projects.
- The parties will explore international best practice experiences of community engagement, including civic and service learning models that might prove transferable to the region.
- The parties will promote and foster collaboration between their respective Students' Union organisations. A particular emphasis will be placed on fostering joint volunteering programmes as a means of promoting inter-institutional engagement with Non Governmental Organisations (NGO's) in the community
- The parties will develop and promote a common programme for the region's further education sector in terms of learner access and support.

7.2 *Fís gan Teorainn – Vision for Galway 2040*

Both institutions commit to support the emerging vision for Galway 2040. In the first instance, this will involve engaging with the Galway 2040 Steering Team in developing strategic ideas for the development and

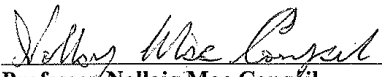
renewal of Galway city and county over the next thirty years. Other practical supports from both institutions will be:

- participation in a small executive Team for Galway 2040
- preparation of short trigger papers on ideas for programme innovation and training across multiple domains
- engagement with local community and business leaders on social and economic development opportunities
- engagement with local and national media on major initiatives as they emerge
- contributions to the development of action plans for key projects in the region
- provision of dedicated support to Galway 2040 from the graduate business schools of NUI Galway and GMIT.

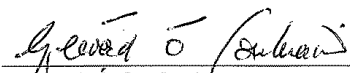
8. Irish Language and Culture

Given the importance of the Irish language and culture to the region and the key role of Government policy in catering for the social, cultural, economic and educational needs of the Gaeltacht community, NUI Galway and GMIT will collaborate where feasible in supporting and developing existing Irish medium programmes, implementing responsibilities in relation to Acht na dTeangacha Oifigiúla and sharing professional and material resources in catering for student and adult education needs. In propagating and promoting this strategy for the region, both institutions will work closely with Acadamh na hOllscolaíochta Gaeilge, an Roinn Gnóthaí Pobail, Comhionannais agus Gaeltachta, Údarás na Gaeltachta and a wide spectrum of relevant Irish language regional and national organisations.

Signed on behalf of National University of Ireland, Galway


 Signature
Professor Nollaig Mac Congáil
Registrar and Deputy-President

Date: 5/5/11

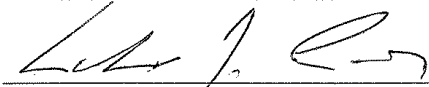
 Signature
Geórd Ó Conluain
Rúnaí

Date: 5/5/11

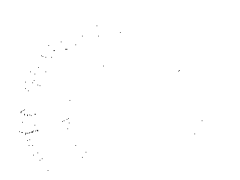
Signed on behalf of Galway-Mayo Institute of Technology

 Signature
Rory O'Connor
Chairman
Governing Body

Date: 5/5/2011

 Signature
Michael Carmody
President

Date: 5/5/11



APPENDIX 28: GMIT-VEC Alliance Agreement

MEMORANDUM OF UNDERSTANDING BETWEEN THE GALWAY-MAYO INSTITUTE OF TECHNOLOGY (GMIT) AND THE GALWAY CITY AND COUNTY VECs.

The Agreement

This Memorandum of Understanding is a Strategic Alliance Agreement for enhancement collaboration between the Galway-Mayo Institute of Technology (GMIT), the City of Galway Vocational Education Committee (VEC) and the County of Galway Vocational Education Committee (VEC). The collaboration partners are independent entities who choose to work together to better achieve the National Higher Education Policy objectives.

Rationale

This agreement responds to the changing requirements of Irish Higher Education and is fashioned in the light of the National Strategy for Higher Education published in January 2011. The National Strategy states that “across the various levels of education and training there is a clearly identified need for community-based approaches and for greater coordination between institutions and sectors. Services need to be more appropriate and locally responsive. This is particularly the case in the relationships between higher education, schools, further education and training providers and the wider community, where there is now much greater emphasis on principles of partnership, empowerment, participation and capacity building.” (Hunt 2011, p. 77).

The Institutions concerned have a consistent and continuing record of cooperation that has realised significant academic benefits in responding better to the needs of students. The agreement identifies areas where significant added value to student learning, services and programme provision, and improvement of engagement with the wider community may be achieved through building on existing levels of collaboration and cooperation. It is intended that the alliance will deliver:

- A range of access and progression pathways into and through Higher Education.
- Increased employer participation in programme design and validation.
- Promote community and civic engagement opportunities to serve the region.

Statement of Ambition

The National Strategy for Higher Education refers to the importance of Higher Education for economic recovery, amongst the implications are that the educational level of the Irish population will be further raised with increasing access to Higher Education. In this regard, the relationship within Further Education and Training (FET) providers and Higher Education Providers is critical from a number of perspectives, most particularly in relation to providing coherent educational training services to learners, and to other key stakeholders such as employers.

Strategic Areas

Access, Transfer and Progression (ATP)

Access. All applications for admission to first year programmes on offer at GMIT must be made to the Central Applications Office (CAO). Mature applicants, that is students who are 23 years of age on the 1st January on the year they are applying, do not have to meet the Leaving Certificate entry requirements. GMIT reserves a minimum of 10% of places on each programme for mature applicants.

A minimum of 5% of places is reserved on GMIT programmes for candidates with a FETAC award.

Students who successfully complete the Foundation Certificate (FETAC level 5) are eligible for admission to all GMIT programmes with the exception of Nursing degrees. Applicants applying for admission to programmes in Engineering or Science must have a maths performance of at least 60% in the Foundation Certificate. Where the demand exceeds the number of places available on a particular programme, students are ranked on the basis of the Foundation Certificate results.

This agreement will maintain, promote, and enhance the many access routes available to VEC students including those coming from the Leaving Certificate Established Programme; the Leaving Certificate Vocational Programme and Post Leaving Certificate Programmes at FETAC Level 5 or Level 6.

Transfer and Progression. To facilitate progression opportunities for learners across different levels of the National Framework of Qualifications (NFQ), it is essential that there is some coherence between those programmes / awards offered in Further Education and Training and the programmes / awards offered in Higher Education, in terms of their design, intended learning outcomes / standards and underpinning quality assurance. This is particular necessary at the transition points between Further Education and Training and Higher Education.

This agreement espouses genuine progression opportunities for learners and the parties to the agreement will collaborate to ensure that there is a mapping between cognate discipline areas in the FET sector and the GMIT programme offerings. This mapping will apply to FETAC level 6 award areas in cognate disciplines only and where the mapping is deemed to be equivalent holders of a FETAC level 6 award will be able to apply for advanced entry to cognate discipline areas in GMIT. Advanced entry routes are already in place for the FETAC level 6 programme in Furniture Design and Manufacture and the FETAC level 6 programme in Construction Studies. This agreement promotes a more extensive mapping of discipline areas for advanced entry for FETAC level 6 programmes from the Galway VEC sector.

Regional Clusters

The Higher Education Landscape document purports that “clusters will allow programmes of teaching and learning to be better planned and coordinated, resources to be used more efficiently, more flexible student pathways and better progression opportunities to be put in place, and better and more coordinated services to enterprise and society to be provided at a regional level.” This agreement recognises the independent status of each Institution in a regional cluster with a collaborative mission to serve Higher Education in the region.

The regional clusters will increase the range of access, transfer and progression pathways into and through the local Higher Education Institutions and provide opportunities for pathways between further education and higher education.

Regional clusters will provide a means to coordinate engagement with business and the community and to support small and medium sized enterprises, ensuring that graduates from both Institutions and personnel from the wider community have access to the full range of supports which the education system can offer, including knowledge transfer, business incubation services throughout the region and interaction with the wider community.

Foundation Programme (FETAC Level 5)

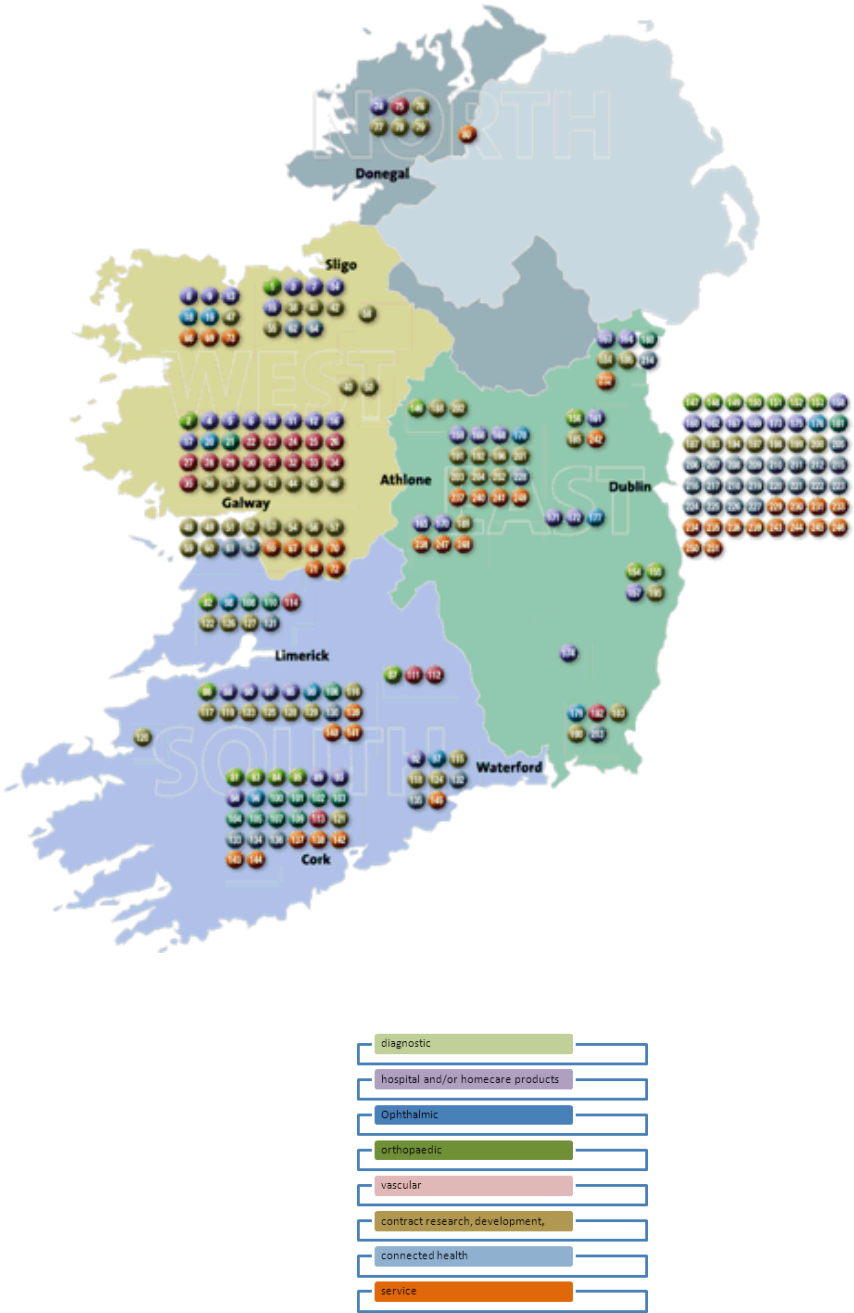
This agreement underpins a commitment to design, develop and deliver a joint foundation certificate programme between the local VECs and GMIT. The programme will be validated by FETAC at level 5. The programme involves approximately 20 hours lectures, tutorials and self-directed learning each week. There are no specific entry requirements but students must be 21 years of age or over on the 1st January of the year of application. Students who successfully complete this programme can progress to a Higher Certificate programme or a degree programme of their choice at GMIT.

This agreement further aims to allow progression to other Higher Education Institutions within the regional cluster for graduates coming from the FETAC Foundation Certificate.

Community and Civic Engagement

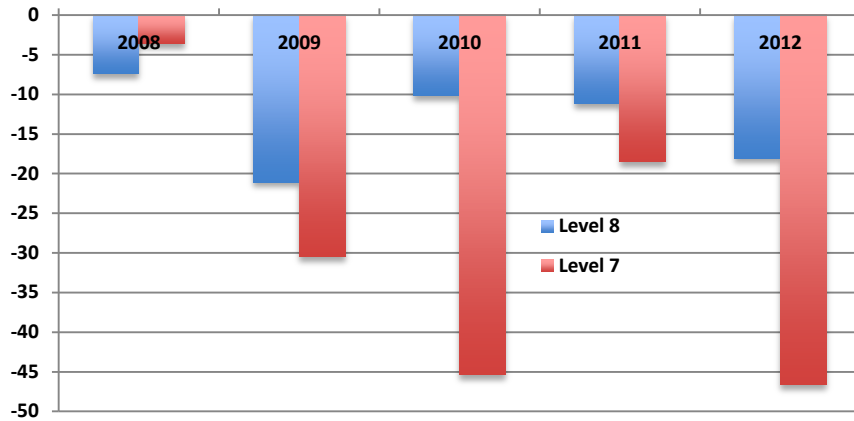
This agreement aims to enable students develop their capabilities through wider engagement. Staff in both Institutions will be encouraged to undertake student projects valued by the community. The parties to this agreement will work on building alliances in order to make transfer and progression seamless with a particular reference to life-long learners and under-represented cohorts. The two Institutions will work collaboratively to develop effective models for industry and community collaboration.

APPENDIX 29: Medical Technology Companies in Ireland by Technology²⁵



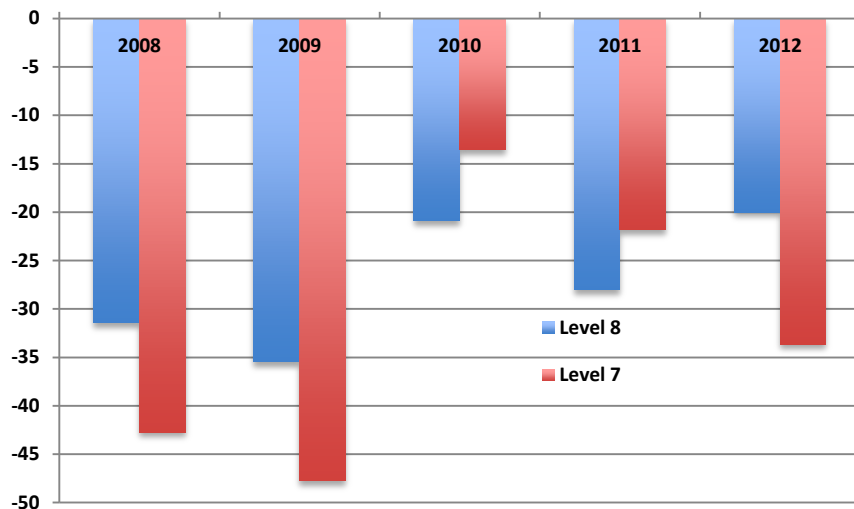
²⁵ See Irish Medical Device Association website at <http://www.imda.ie/Sectors/TMDA/IMDA.nsf/vPages/Home?OpenDocument>

APPENDIX 30: Architectural/Built Environment CAO Applications - 2008/12



Source: CAO²⁶

Architecture/Architecture Technology CAO 1st Preference Applicants - % change upon previous year



Source: CAO²⁷

Built Environment CAO 1st Preference Applicants - % change upon previous year

²⁶ See http://www.cao.ie/index.php?page=app_stats

²⁷ See http://www.cao.ie/index.php?page=app_stats

APPENDIX 31: Built Environment Regional Cluster - 2011/12 Provision

Level	AIT	LYIT	GMIT	ITSligo
	<i>Civil Engineering</i>	<i>Civil Engineering</i>	<i>Civil Engineering</i>	<i>Civil Engineering</i>
6	HC Civil Engineering			
7	BEng Civil Engineering	BEng Civil Engineering	BEng Civil Engineering	BEng Civil Engineering
8	BEng (Hons) Civil Engineering (add-on)		BEng (Hons) Civil Engineering (add-on)	BEng (Hons) Civil Engineering (add-on)
9				MEng Civil Engineering
	<i>Building Services Engineering</i>	<i>Building Services Engineering</i>	<i>Building Services Engineering</i>	<i>Building Services Engineering</i>
7		BEng Building Energy, Services & Design		
	<i>Construction Technology</i>	<i>Construction Technology</i>	<i>Construction Technology</i>	<i>Construction Technology</i>
6	HC Construction Studies			HC Advanced Carpentry & Joinery
7	BSc Sustainable Construction	BSc Construction & Fire Technology	BSc Construction Management	BSc Advanced Wood & Sustainable Building Technology
			BSc Construction Management - Refurbishment & Maintenance	
8	BSc (Hons) Sustainable Construction & Management	BSc (Hons) Fire Safety Engineering (add-on)	BSc (Hons) Construction Management	BSc (Hons) Construction Project Management (add-on)
9			MSc Environmental Systems	
	<i>Architectural Design & Technology</i>	<i>Architectural Design & Technology</i>	<i>Architectural Design & Technology</i>	<i>Architectural Design & Technology</i>
7		BSc Architectural Technology	BSc Architectural Technology	BA Interior Design
8			BSc (Hons) in Architectural Technology (add-on)	BA Interior Architecture
9				BA (Hons) Interior Architecture
	<i>Surveying</i>	<i>Surveying</i>	<i>Surveying</i>	<i>Surveying</i>
7		BSc Quantity Surveying	BSc Construction Economics & Quantity Surveying	BSc Quantity Surveying
8			BSc (Hons) Construction Economics & Quantity Surveying (add-on)	BSc (Hons) Quantity Surveying

