

Cork Institute of Technology (CIT)

Strategic Dialogue Cycle 2 Reflections on Performance

Prerequisites

A cycle 2 self-evaluation report has been received from CIT

All sections have been completed, reporting progress against the 2014 targets as set out in the published compact.

Overview

CIT provided a very robust self-evaluation with respect to a number of targets as set out in the original compact but which were not achieved by end 2014. In a number of these cases CIT state that they do not wish to revise the original targets at this stage.

It would appear that there is significant slippage in the context of achieving the stated 2016 targets as per original compact;

- Non progression rate
- Level 9 Research numbers
- Number of research projects delivered with industry
- International students (reliance on Science Without Borders students noted)

It is noted that in some cases 2016 targets have been already exceeded such as those targets set in respect of flexible learners, students admitted via non-standard pathways, L10 numbers. In such instances, CIT should consider whether revisions are necessary.

SRS Reporting Issues

In the earlier January meeting, there was a discussion regarding the reporting of EU and non EU students in the SRS returns. This does not appear to be addressed in terms of numbers stated by CIT in the progress report and those reported in the HEA statistical data. Similar SRS reporting issue with the number of remote learners.

Addition/Revision to Original Compact

CIT have revised the objective no. 5 under High Quality, internationally competitive research and innovation; *CIT will maintain its significant technology transfer/exchange activity. This objective reflects the existing high level of performance, targets agreed with Enterprise Ireland, and current resourcing*

levels. They added an additional performance indicator – Licences Options and Assignments (LOA). CIT informed HEA Executive 26 Jan 15.

CIT have added a new objective under Enhanced engagement with enterprise and the community and embedded knowledge exchange; Enhance the opportunities for enterprise and community groups to engage with CIT in graduate formation

Benchmarking Report

CIT carried out a benchmarking exercise and benchmarked themselves against 2 Australian institutions and 3 institutions from the European Consortium of Innovative Universities. CIT state that it is important to note that these institutions do not match them in many ways such as student numbers, size of staff cohort, maturity, etc. However, they believe that the institutional mission and profile corresponds broadly to what CIT hopes to achieve in the coming years.

Brief summary

CIT compares favourably to the benchmark institutions.

- Strong in respect of provision of taught, particularly undergraduate, programmes and this is in keeping with the Institute's mission and historical focus.
- The strong career-focused nature of its portfolio of programmes mirrors that of the Australian Universities of Technology.
- CIT falls behind in the Postgraduate and research activity of the comparator institutions but not overly so and there is evidence under a number of indicators (e.g. number of doctorates awarded and spending on research) that CIT is on the right trajectory.
- Engagement and technology transfer activities compare favourably with those of the other institutions
- The indicator in which CIT scored strongest was in engagement with enterprise.
- They compare favourably to the other institutions in respect of international profile.
- The report indicates that CIT has strong performance in terms of regional profile but these results are somewhat skewed by the fact that for the purpose of the U-map project NUTS2 regions are used and for CIT this means the region consists of the whole of Republic of Ireland excluding the Borders, West and Midlands region.

Self-evaluation report - domain level review

1. Regional clusters:

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
Create a formal regional cluster between the named member institutions	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Agree and implement a governance framework for joint activities including: <ul style="list-style-type: none"> The establishment of a cluster board Creation of an MOU for operation of the cluster Development of arbitration procedures Development of a co-ordinated work-plan for the implementation of agreed projects 	<ul style="list-style-type: none"> A cluster board has been established comprising of the Presidents and Registrars of the five cluster HEIs. An MoU (Framework for Cooperation) comprising of terms of reference for the cluster has been agreed and signed for the cluster. The Chair of the cluster rotates on a six-monthly basis between the five HEIs. In 2014, the Chair was held by UCC, WIT and IT Tralee. Arbitration procedures have been agreed as part of the Fraemwork. A workplan focusing on the areas of mapping, academic progression and research is in place 	<p>Progress of the work plan is carefully monitored at the Cluster Board meetings.</p> <p>The five HEIs have agreed to re-examine the governance arrangements in place, specifically the possibility of an independent chairpersonship. The role and responsibilities of this position are being detailed.</p>	<p>The MoU Framework referred to was not supplied.</p> <p>No details of the work-plan are given. It would have been useful to have a copy of the plan as an appendix as evidence that this target has been met</p>
Improve Student Pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines	Initial focus of the cluster is anticipated to be on improving student pathways given	A baseline mapping has been completed focusing on secondary to tertiary education.	In addition to the ongoing work on improving student pathways, all five HEIs	No details of what the baseline mapping has shown.

	and levels across the cluster region which will assist in future academic planning and delivery	<p>priority attached to the transitions initiative</p> <p>Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies);</p> <p>Final output - mapping profile.</p>	<p>This has captured provision at Levels 6-8 of the NFQ.</p> <p>Individual HEIs have engaged with secondary, FE providers and the recently formed ETBs as part of continually enhancing student pathways. Formal agreements are now in place between HEIs and ETBs/FE providers.</p>	<p>form part of the membership of one of the two Regional Skills Fora in the South West/ South East regions.</p>	<p>No evidence or detail regarding how many and what FE providers and secondary schools were engaged with and no evidence of the formal agreements in place. How many students will progress through these agreements? Are there targets</p>
Shared Academic Planning	<p>Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Initiative, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region</p>	<p>Baseline mapping of academic programme provision across the cluster completed;</p> <p>Research mapping completed to identify potential research synergies; (Programme and research mapping will provide a profile across the cluster and will inform next steps –</p>	<p>A baseline mapping of academic programmes across NFQ Levels 6-8 has been completed. This is being continuously reviewed.</p> <p>A research mapping has been completed.</p>	<p>Work on this objective is ongoing.</p> <p>One of the key achievements has been the development of shared research symposia. It is intended that up to 3 a year will take place across the cluster HEIs. This facilitates engagement and networking across</p>	<p>There is no information provided on what this mapping showed and what outcomes might be. What does it tell us about the cluster in terms of overlapping discipline provision, etc.</p> <p>There are no details provided on the research mapping exercise. What did it involve? Again what issues did it identify? What will the outcomes of this be?</p>

		complete during academic year 2014/15)		the cluster in the research areas.	
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2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
Increase the number of mature (full-time) entrants	Mature (full-time undergraduate entrants) students as % of new entrants	13%	<p>Mature (full-time undergraduate entrants) students represented 9% of new entrants in 2014.</p> <p>CIT continues to promote educational opportunities and establish pathways for mature learners. Academic staff and the Access Service staff provide pre-entry programmes to encourage applications from prospective mature students and provide the necessary supports for them once they enter.</p> <p>Despite continued commitment to developing and expanding support for mature students there has been a drop off in the % of new entrants. Our initial analysis suggests two issues that may be having an impact</p>	<p>Based on the current figures and trends CIT believes it may be difficult to meet the stated targets. However, for now we do not wish to revise those targets downwards pending a detailed analysis of institutional and national data and trends.</p>	<p>2014/15 HEA stats agree with 9%</p> <p>Some factors outside their control – upturn in economy etc.</p> <p>The college are below the IOT and system wide norms in terms of mature participation, although in terms of absolute numbers (as opposed to %s) there has been an increase from 13-14 to 14-15. The college do seem to have done some reflection on this and note that they do not want to revise target.</p>

			<p>on the % of mature entrants to CIT. Firstly, there has been a significant upturn in the national economy with a corresponding drop in the numbers seeking employment. It may be the case that the numbers of mature students pursuing education opportunities has decreases as more and more are able to find employment. If this is the case the same trend should be evident across the HE and FE sectors. As a single institution CIT does not have access to this system-wide data so we cannot corroborate our hypothesis. A secondary factor arises from the fact that this metric is relative to the size of the total number of new entrants. It follows that an increase in the number of standard new entrants (i.e. 17 to 22) will have the effect of reducing this indicator. As the school leaver cohort is growing year on year and this trend is expected to continue for some time to come it may be prudent to revisit the indicator and use a direct (i.e. number of students) rather that relative measure.</p>		<p>They continue to promote this objective</p>
<p>Increase numbers of flexible learners</p>	<p>Flexible learners as % of total enrolments</p>	<p>23%</p>	<p>In 2014 25% of total enrolments were flexible learners.</p> <p>The changing economic environment has aided the Institute in growing its cohort of flexible learners.</p>	<p>The Institute is currently ahead of projected targets and expects that this will continue allowing us to</p>	<p>Target exceeded and at 2016 target</p> <p>CITs figures agree with HEA figures (24.76%)</p>

			Consequently, the current cohort is already at the level projected for 2016 and based on our updated projections we believe that we may achieve a flexible learner cohort of 27% by 2016.	surpass the original targets.	
Admit increased numbers of students with disabilities	Students with disabilities as % of new entrants	8%	<p>Based on our records 10% of entrants to CIT in 2014 had a disability.</p> <p>CIT is part of the DARE programme which is a supplementary admission scheme providing places on CIT programmes on reduced points for eligible school leavers with disabilities.</p> <p>CIT is continually building links and relationships with external advocacy groups, such as the Dyslexia Association of Ireland, DCD Ireland, AHEAD, ChildVision, NLN, Fresh Start, Cork Autism Assoc, Dyspraxia Association of Ireland, the Irish Guide Dogs, ASPECT, etc.</p> <p>Data source: HEA returns, numbers of students registered with the Disability Support Service.</p> <p>Challenges ahead</p> <p>(1)Funding allocations are not adequately covering the needs of higher support students.</p>	CIT has met its target in this area but the growth in this cohort represents significant challenges for the Institute.	<p>Based on HEA stats 2013/14 – 11% and 2014/15 is 13% so 2016 target already achieved?</p> <p>Note: EA figures refer to NE but the target refers to “Entrants”. If entrants covers p/t as well as f/t, then 8% would have presented a bigger challenge as p/t students cannot be supported under the FSD.</p>

			<p>(2) Part time students are not receiving the same level of support as full-time students (principally because they are accessing the Institute outside normal office hours).</p> <p>(4) Supporting students in a timely manner to ensure necessary supports are in place as early in the academic year as possible is becoming increasingly difficult with limited staff (due to ECF and funding cuts).</p>		
<p>Increase numbers of students from under-represented (non-manual, semi-skilled and non-skilled) socio-economic backgrounds</p>	<p>Entrants from under-represented socio-economic backgrounds as % of new entrants.</p>	<p>25%</p>	<p>In 2014 the cohort of entrants from under-represented groups was 22%.</p> <p>CIT is committed to widening participation, increasing access and supporting positive educational outcomes for under-represented groups.</p> <p>Despite this commitment and the efforts of the access service this cohort has reduced in 2014. We believe this has in part been brought about by the change in the economic climate and the availability of employment. If this is the case we would expect to see a similar across the system.</p>	<p>CIT did not achieve the target set in 2014. However the Institute does not wish to revise the targets downwards at this stage pending detailed analysis of institutional and national data and trends.</p>	<p>Based on HEA stats 2013/14 – 28% and 2014/15 is 29% so 2016 target already achieved?</p> <p>Were original targets ambitious?</p> <p>Again, does “entrants” cover p/t students?</p> <p>If so the HEA data is not a like-for-like comparison (based on f/t NE only) and the 22% figure may be the one by which to judge them. On the other hand, is SEG background (or Mature) a relevant category for p/t students?</p>

<p>Increase RPL Activity</p>	<p>Number of RPL applications processed and activity in Support of RPL in enterprise and other HEIS</p>	<p>Increase our offering to 4 Learning Clinics per annum. Aim to process 650 RPL applications and continue to support RPL within other HEIs as appropriate. Work with QQI on the development of an RPL network within Ireland</p>	<p>4 learning clinics have been held and well-received within our enterprise partner base.</p> <p>In addition to supporting 650 applications we have worked to consolidate reporting mechanisms to capture RPL for exemption, entry, advanced entry and progression through the records systems.</p> <p>The RPL Practitioner Network has been launched and we continue to take a central role in supporting the initiative.</p> <p>In addition to several national and international events we have undertaken a research project on RPL in Ireland funded through the National Forum for the Enhancement of Teaching and Learning.</p>	<p>The research project on RPL will provide for the first time in Ireland a comprehensive review of practices in higher education as well as the employer and the policy perspective.</p>	<p>Target Achieved and RPL initiative in CIT long established</p>
<p>CIT will continue to increase the numbers of students admitted via non-standard access pathways.</p>	<p>(a) Number of students admitted to 1st year (b) Number of students admitted to 2nd year</p>	<p>(a) 45 (b) 40</p>	<p>In 2014 CIT admitted students via non-standard pathways as follows:</p> <p>(a) 109 (b) 51</p> <p>CIT provides a number of non-standard pathways for under-represented groups. The Cork Colleges Progression Scheme (CCPS) facilitates students with a FE Level 5 or Level 6 from a participating</p>	<p>CIT has a long and successful track record in the provision of non-standard access pathways and has met the targets agreed in the compact.</p>	<p>Targets well exceeded for 2016 target in respect of no of students admitted into 1st</p>

			<p>FE College, to access programmes of study at year 1 or year 2.</p> <p>The Progression Scheme for Linked Schools is an access route for students who have the ability to succeed academically, but lack the economic and necessary social support and encouragement. Students from the 22 Access Linked Schools, students from the Traveller Community and students in foster care registered with Tusla, can apply through the Progression Scheme for consideration.</p>		
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3. Excellent teaching and learning and quality of the student experience¹

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comments
To improve the 1st year student experience	First year student progression rates (combined level 6, 7 and 8) into the second	19% (combined average for levels 6, 7 and 8)	The non-progression rate in 2014/15 (combined level 6, 7 and 8) remains at 22%.	Initial target has not been met but CIT is confident that the initiatives	CIT state continued commitment to achieve targets but still have a way to go to 2016 targets.

¹ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

	year of his/her programme.		<p>CIT established an Institute Strategic Student Engagement and Retention Initiative (CITSSERI) in September 2012. This initiative seeks to put in place a range of supports and activities across the various academic departments and student services units. Substantial resources have been committed to this initiative.</p> <p>The targets which were set out in the compact are ambitious and challenging but CIT remains committed to them. We believe that our efforts in the area of retention have a long lead time and that return on effort will not be immediate or linear in nature.</p>	in place will bear fruit and progress will be achieved towards the agreed targets.	
To increase the number of staff with a pedagogical qualification	Number of staff with a pedagogical qualification	Establish baseline via staff survey	<p>The survey established that 3% of staff currently hold a pedagogical qualification.</p> <p>These qualifications range from Level 8 qualifications aimed at primary and post-primary teaching to Level 9 masters and postgraduate diploma awards in Higher Education Teaching & Learning.</p> <p>This number is expected to increase as the range of postgraduate programmes in Teaching and Learning in Higher Education designed and delivered by CIT come fully on stream. These programmes comprise a suite of modules arranged in thematic streams in areas such as</p>	The activities of the Institute's Teaching and Learning Unit (TLU) mean that CIT is well positioned to meet these targets.	Survey completed and baseline established

			effective teaching and assessment, educational technology and curriculum design. There are currently 53 staff enrolled on these programmes with an additional cohort of staff attending the modules on a not-for-credit basis.		
To increase the number of programmes delivered to off-campus students	Number of programmes delivered using online technology Number of students enrolled on fully online programmes	8 Programmes / 250 students	<p>In 2014/15 academic year CIT has 7 online programmes and 169 students. While the 2014 targets have not been fully met there was a confounding factor in the form of industrial action by the TUI. The net effect of this action was that new programme development was precluded from the period June 2014 to May 2015.</p> <p>In June 2015 a deal was agreed between CIT and the TUI to allow for the development of online delivery programmes.</p> <p>Further growth in line with the agreed targets is expected but a year of growth and development has been lost and therefore the targets may need to be revised to reflect this fact.</p>	It was not possible to meet targets due to industrial action. It is hoped that the deal now in place will allow for the future targets to be met but these may need to be revised to take account of the fact that a year of growth was lost.	<p>TUI issue was reported to HEA at earlier meeting in January.</p> <p>Note impact on future year target.</p> <p>Reminder to CIT re SRS reporting on this category of students.</p>

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
Research and Innovation Strategy focusing on excellence with impact	<p>Aligns with CIT strategy</p> <p>Supports sustainable and focused research</p> <p>Is outward facing and supports industry engagement</p> <p>Supports multidisciplinary and commercialisation of knowledge generated through research.</p>	<p>Update and consolidate R&I strategy</p> <p>Clear targets set for each of the TRA's</p>	<p>New R&I strategy for 2015-16 prepared by Research Office and reviewed by faculties with expected ratification in early 2015</p> <p>TRA's significantly better defined by embedding formal research entities within each TRA at centre or group level. Each entity to have its own targets which aggregate to TRA-level targets.</p>	<p>New R&I Strategy substantially complete by end 2014. Formation of designated research entities allows for better planning and tracking of R&I activity. Targets for research entities still being agreed, hence the second 2014 interim target not yet fully achieved.</p>	<p>R&I strategy not finalised and targets not set for TRA's</p> <p>CIT has a citation impact of 1.01 from Scopus SciVal (2010-14). World average is 1.</p>
Align researcher and postgraduate student metrics to TU criteria	<p>Researcher enrolment at level 9/10 not less than 4% of FTE enrolments at levels 8-10</p>	<p>Researcher enrolment at level 9/10 will be 4% of FTE enrolments at level 8-10</p>	<p>Researcher enrolment at level 9/10 is approximately 5% and therefore well ahead of target.</p> <p>In TRAs the % staff with doctorates remains at approx.</p>	<p>For researchers at level 9 and 10 there is a very good possibility that the targets to end 2016 will be met. They are</p>	<p>Based on HEA stats would not agree that the target is well ahead.</p> <p>L10 numbers have increased from 53 in 2011/12 to 116 in</p>

	<p>% staff with level 10 qualifications to be in excess of 80% in TRAs</p>	<p>In TRAs the % staff with doctorates to reach 65%</p>	<p>60%. This is slightly below the 65% and is due to the time taken to graduate new staff PhD's.</p>	<p>currently exceeded.</p> <p>For staff with doctorates, the "staff doctorate scheme" will start to show significant numbers towards 2017 onwards, but challenging for 2014-16.</p>	<p>2014/15, an increase of 118%. CIT have exceeded their 2016 target of 101 for Level 10. Should this target be revisited? This increase is reflected in the sector as a whole although the sector will need to double PhD enrolments to meet the 2016 target.</p> <p>Its L9 (research) numbers have decreased from 70 in 2011/12 to 54 in 2014/15. Its target in 2016 is 86, not clear if this target will be met.</p> <p>At the interim meeting in January 2015, CIT noted that there were difficulties in reporting research student figures in the Banner system and that this issue would be resolved in the March 2015 SRS return. Has this been resolved yet?</p> <p>Also note staff doctorate challenges</p> <p>Should targets be revisited?</p>
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					CIT have had 11 IRC postgraduate scholarships since 2010.
Enhance the researcher environment.	<p>Formal training for all staff, academic and contract, engaged in supervision of PG students and/or research</p> <p>Structured PhD fully integrated into PG regulations and operational across CIT</p>	<p>Agreed suite of comprehensive modules for all postgraduate supervisors and researchers</p> <p>Mandatory participation in "Approved Learning" (min 30 credits) for all new PhD applicants</p>	<p>Module suite based on NAIRTL "PG Lifecycle" forms the template for the modules. Module content being developed in association between Research Office and research community</p> <p>No mandatory participation. Agreed to push "mandatory" to Q3/4 of 2015 as modules need further testing and trialling to illicit feedback and gain an understanding of the logistics of providing them. Minimum of 30 credits under review to reduce to 15 in light of feedback from trialling and looking at best practice elsewhere.</p>	<p>Development of suite of modules for researcher and postgraduate supervisor is ongoing and expected to be significantly rolled out in late 2015.</p> <p>Mandatory Structured PhD agreed by Academic Council to commence in Sept 2015 for all new entrants. All necessary PG regulations to support this are in place. However, the min number of credits of approved learning is now set at 15 (max 30) which although less than targeted</p>	<p>Work re modules is still ongoing and note no mandatory participation as yet</p> <p>CIT received funding under PRTL Cycle 5 to establish a structured PhD programme in the life sciences, Ed4Life.</p> <p>Note amendment of 2015 target.</p>

				in original compact is a better fit to the requirements for PG training and aligns better with best practice elsewhere.	
Grow number of research projects delivered with industry	Number of research projects involving an industry partner (including collaborative research agreements and research contracts) % of research income attributable to industry projects	105 collaborative research agreements and research contracts 22% of research income for industry projects	90 collaborative research agreements. 18% of research income from industry projects. 95% of targets achieved and based on 2013 KTI survey CIT represents 10% of such contracts for all the HEI's and Research Institutes in the whole country (990) The amount of income from industry has increased but the overall research income has also increased, hence underachievement in this target.	While targets were not fully met in 2014 we are confident that the original targets will be met over the course of the 3 year cycle.	Appear to be under baseline figure. From HEA stats Research income some fluctuations over past years. Based on 2012/13 figures income expected to increase by c 27% in order to meet 2016 target. However, we are aware that CIT is the third best performing IoT (DIT & WIT) in drawing down SFI funding in 2013/14, €721,000. PRTL Cycle 5 funded project, CREATE, leveraged €1.8m in external funding in 2014 including €300k for Marie Curie ITN and €384k in postgraduate scholarships from the IRC

CIT will maintain its significant technology transfer/exchange activity. This objective reflects the existing high level of performance, targets agreed with Enterprise Ireland, and current resourcing levels.	a) Licences, Options & Assignments (LOA) b) Patents c) Spinouts d) invention disclosures e) collaborative research agreements with companies	a) 5 b) 5 c) 1 d) 20 e) 30	a) 7 b) 3 c) 1 d) 21 e) 40 Please note that the original signed compact had an error in this section. A corrected version was provided to HEA in January 2015 and this report refers to the corrected version.	Targets mostly achieved. Target for Patents (b) was not fully achieved (60% < target) due to a cut in the available funding by Enterprise Ireland.	Based on revision all targets exceeded/achieved with exception of patents (60% < target)
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*Based on research spend of approx. €17m in CIT these outputs are above average as per the MERIT, European Knowledge Transfer Indicator survey 2011/2012 . i.e. Average cost per indicator (million euros) CIT /EU; IDF €0.85m/€3.2m; LOA €2.4m/ €6.9m ; Spin Outs €17m/€27.2m; Patents filed €5.6m/ €6.3m; Collab research agreements €4.3m/ €6m

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
Continue as practice leader in engagement with external organisations at a local, national and international level	Consolidation of CIT's role as leader of an aligned regional approach to engagement for economic development informed by national and international best practice	<ul style="list-style-type: none"> • Map the institute-wide range and extent of engagement with a number of key partners in the region • Build on feedback mechanisms and forums for external organisations engaging with CIT • Continue to contribute to the development of regional and national approaches to engagement • Develop an institute-wide, integrated engagement strategy informed by current 	<ul style="list-style-type: none"> • Initial mapping exercise completed for a number of partners Sources: CRM updates and paper on Cope Engagement for IAM September 2015 as examples of the depth and breadth of work • Continued contribution to the development of regional and national approaches to engagement via publication of papers, hosting and organising conferences with an engagement agenda (e.g. EI); feedback on emerging strategies on engagement from organisations such as the HEA; continued national and international leadership on RPL (ref. QQI conference, National Forum Research, Seminar on valuing Learning, RPL Practitioners Network) • Strategy development underway; planning phase completed by December 2014; consultation 	<p>While there is work still to be completed on the mapping exercise, which is a 2014 target, there is nonetheless additional progress against the 2015 and 2016 targets in parallel.</p> <p>Continued contribution to development of regional and national approaches is achieved.</p> <p>Development of Institute-wide strategy is underway and will be completed in 2015.</p>	<p>Engagement strategy is still underway and note comment that the work is still to be complete on the mapping exercise.</p> <p>No reference to the feedback mechanisms.</p> <p>However continued progress being made</p>

		national and international practice	<p>phase to continue to Q2 2015, full strategy completed by Q4 2015.</p> <ul style="list-style-type: none"> • Initial planning completed towards the establishment of an institute-wide research group focusing on engagement activities. • CIT's continued support for REAP Network – Growing of membership, building repository in Arrow; 	Research group established and information disseminated.	
Enhance the opportunities for enterprise and community groups to engage with CIT in graduate formation	Improvement in practice and extent of external organizational involvement in guest lectures, seminars, placements, student projects, entrepreneurship and employability skills development and recruitment opportunities	<ul style="list-style-type: none"> • Collate information on current level of interactions with enterprise and community groups and develop an institutional and regional perspective • Increase participation in initiatives aimed at building employability and entrepreneurial skills in undergraduates 	<ul style="list-style-type: none"> • Efforts underway to collate the substantial level of interactions with enterprise and community groups. • Exemplars of such interactions captured and published via Case Studies and Extended Campus Newsletters • Case studies and newsletters below² • Entrepreneurship opportunities available to all students in CIT through the CIT module; 	Targets largely achieved, and on course to achieve 2015 and 2016.	<p>New objective added to compact</p> <p>Case study reference provided and work appears well underway</p>

² Case Studies here: <http://extendedcampus.cit.ie/casestudies>

Newsletters here: <http://extendedcampus.cit.ie/newsletter/backissues>

<p>Enhance the opportunities for enterprise and community groups to engage with CIT in employee development and lifelong learning</p>	<p>Enhanced channels to cooperate with higher education and enterprise partners in the region to forecast and anticipate skills and development needs and the development of customised and flexible learning opportunities including recognition of experiential and work-based learning</p>	<ul style="list-style-type: none"> • Collate information on current interactions and identify sectors or areas for improvement • Complete mapping process • Implement structured guidelines for course development and aligned service level agreements 	<ul style="list-style-type: none"> • Information collation and mapping process underway; • Raised awareness of good practices throughout the institution through published case studies and sharing of exemplars. • Participation in regional and cluster-based related activities (include Cork Chamber, IBEC Event, DoES events) • CIT, along with DIT, successfully piloted the Postgraduate Certificate in Professional Practice, in partnership with industry, and participated in review of same. • Strong CIT participation in HEA Springboard and ICT submissions • Initial strategy development includes a focus on knowledge and actions based on informed position. 	<p>Good progress towards achieving targets. Later targets likely to be achieved.</p>	<p>No reference is made to 2 of the sub points in the 2014 targets</p>
<p>Promote technology transfer activities and work to consolidate support mechanisms for enterprise start and development</p>	<p>Enhanced opportunities to collaborate with organisations to support entrepreneurship training, knowledge exchange, research and development needs, contract research and licensing</p>	<ul style="list-style-type: none"> • Increased participation in initiatives aimed at entrepreneurs and new enterprise development • Increase level of applied and industry focused research engagement 	<ul style="list-style-type: none"> • CIT represented on regional steering group for newly formed StartUp Ireland and continued to actively participate in Cork Innovates as a steering group member. • CIT's Rubicon Incubation Centre is the only organisation outside Dublin to receive EI funding for a Female Entrepreneurship Programme. Hired a case manager to specialise in female entrepreneurship and Exxcel programme commenced in Autumn 2014 with 9 participants. 	<p>Specific quantitative targets for these outcomes are listed in the Research and Innovation section; targets achieved.</p>	<p>A lot of detail provided regarding the progress under the objective. Note collaboration with UCC re joint programme.</p>

			<p>Completed 9th PINC programme for female entrepreneurs bringing total to 100 female Entrepreneurs supported through this programme since 2011. Applications for New Frontiers increased over 2013. External enquiries to Rubicon Centre running at approximately 300 per annum. Established an in- house Angel Investor group within Rubicon to add to support services available to new enterprises in CIT's Rubicon and the Region. Through an EU funded project (TESLA) provided support to 10 small enterprises throughout the region to access markets in UK, US and Germany.</p> <ul style="list-style-type: none"> • Engaged with newly formed Local Enterprise Offices (LEO's) on initiatives to support undergraduate entrepreneurship (CIT Prize for innovation and Student Inc). LEO's included as important stakeholder in CIT/Rubicon New Frontiers Programme. • Commenced dialogue with UCC on joint programme in the region for Student entrepreneurship. • Continued to work with UCC as lead partner on the CIT/UCC/Teagasc Technology 		
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			<p>Transfer Consortium, sharing best practice and availing of UCC experience in this space. Commenced engagement with UCC Technology Transfer personnel to provide commercialisation support to CIT researchers in life sciences in particular.</p> <ul style="list-style-type: none"> • CIT's Technologies for Embedded Systems (TEC) Technology Gateway exceeded targets on applied research and industry-focused research engagement delivering 30 innovation voucher projects (CIT total 40 for 2014). Now one of the most successful Technology Gateways in the country. • CIT is a partner on 4 of the 7 new SFI Centres established in 2013/2014 leading to increased research engagement with a broader range of companies • Over 2,000 people (staff, students and external companies) participated in CIT's Innovation week in 2014, an increase of 20% over 2013. The week consisted of events throughout the Institute aimed at showcasing CIT's Innovation and entrepreneurship ecosystem and raise awareness among the CIT 		
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			population and the wider community.		
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6. Enhanced internationalisation

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
CIT will continue to establish significant strategic partnerships with selected overseas higher education institutions	Number of high quality partnerships with overseas higher education institutions	Increase above baseline by 10%	The number of overseas partnerships is 131 (113 Erasmus + 18 International). Although the total number of Erasmus partnerships may reduce somewhat as the focus shifts to developing more strategic partnerships, there will be significant opportunity to increase CIT's wider international partnerships, particularly with Brazil, USA, Malaysia, Canada and China.	Erasmus partnerships have decreased for strategic reasons, but a significant opportunity exists to further develop international partnerships with priority markets.	Baseline no of HEI partnerships is unknown so difficult to verify 2014 progress.
Equip staff, students and graduates of CIT to participate in the international professional environment and global society	Percentage of CIT programmes (taught and research) which feature a significant international dimension (e.g. international language taught, international work	Increase above baseline by 10%	The baseline survey established that the following programmes had significant international dimension: BBus in Tourism with a mandatory foreign language module.	The initial target has been met but there are a number of challenges (e.g. funding, IR climate) which will make it difficult for CIT to achieve the	Again difficult to verify baseline number

	<p>placement, international student exchange option, collaborative international programme development)</p>		<p>BBus in International Business with Language was introduced in September 2014 which has mandatory language and international placement in Semester 6.</p> <p>BA (Hons) in Multimedia is a joint award with the Hochschule Darmstadt, which provides a strong international element to the programme.</p> <p>New developments include:</p> <p>Masters in International Business which will include international study visits.</p> <p>There is significant opportunity to develop other international dimensions, including increased international student exchange opportunities. There is increased interest from CIT students to study abroad for one/two semesters, particularly due to the exchange agreements signed with institutions in the USA and Canada. There is also significant opportunity to develop CIT's outgoing Erasmus student mobility.</p>	<p>targets over the short term.</p>	
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<p>Increase international student intake by 60%</p>	<p>Number of non-EU students enrolled Number of EU International Students enrolled</p>	<p>297</p>	<p>CIT currently has 408 international students with that number made up of 210 EU and 198 non-EU.</p> <p>CIT International student recruitment numbers have been increasing ahead of target. This is largely due to significant success in the Brazil Science Without Borders Scholarship programme, with 39 students recruited for 2013/14, and 83 for 2014/15. A further 64 Brazilian students will commence in CIT in 2015/16 under this programme. CIT was added to the Saudi Arabia MOHE approved institution list in June 2014, which has also resulted in a significant increase in students recruited from this country, with 11 students in 2014/15, and up to 30 students due to commence in 2015/16. Additionally, CIT's increased linkages with Canadian institutions through the Colleges Ontario partnership has resulted in a significant increase in student numbers from this location.</p> <p>CIT expects this area to become more challenging in the coming years because some of the</p>	<p>On target, but risk factors exist, including scholarship programmes being halted.</p>	<p>Based on HEA stats as at 2014/15 EU = 51 but there is a SRS reporting issue which was discussed with CIT at the January meeting so difficult to verify the 210 EU figure referred to.</p> <p>HEA stats as at 14/15 for Non EU = 195 and 2016/17 is 214 but need to take Brazilian students into account.</p> <p>If you exclude these category of students from 14/15 there may be some work for CIT to achieve 16/17 non EU target</p>
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			current scholarship schemes (e.g. Brazil Science Without Borders) may be discontinued. For this reason we do not expect that growth in this area will be flat and we do not see a reason to revise the initial targets set.		
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7. Institutional consolidation

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 target, commentary and data source	Summary	Comment
Achieve designation as a technological university through merger with IT Tralee	The establishment of the Munster Technological University	Stage 3 of the process towards technological university designation successfully completed	<p>April 2014 - Development of Stage 2 submission.</p> <p>May 2014 - Peer review of the Stage 2 submission by panel of international experts.</p> <p>May/June 2014 - Presentation of the final Stage 2 submission to the Governing Bodies of ITT and CIT.</p> <p>June 6th 2014 - Stage 2 submission formally submitted to HEA.</p>	CIT has completed Stage 3 of the process. A number of delays have occurred including in drafting the legislation and industrial action by the TUI. These delays have not resulted in a change to the timelines but changes may be	<p>Similar progress noted in ITTRa.</p> <p>TUI difficulties and possible timeline delays noted</p> <p>As noted at the January meeting, CIT stated that once a decision has been taken to merge, detailed project plans for merger funding</p>

			<p>September 2nd 2014 - Stage 3 evaluation.</p> <p>December 5th 2014 - Informed of successful outcome from Stage 3 of process.</p> <p>February 24th 2015 - Governing Bodies of ITT and CIT re-affirm their decision to merge</p>	<p>needed if the delays persist.</p>	<p>would follow. HEA said that some form of baseline figure in terms of the priority projects would be needed.</p> <p>Also significant challenges in terms of completing stage 4 T Boland Letter Dec 14.</p> <p>Benchmarking analysis provided</p>
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8. Additional Notes:

Changes to compact:

Section 4 High Quality, Internationally Competitive Research and Innovation

CIT have revised the objective no. 5

CIT will maintain its significant technology transfer/exchange activity. This objective reflects the existing high level of performance, targets agreed with Enterprise Ireland, and current resourcing levels. They added an additional performance indicator – Licences Options and Assignments (LOA). CIT informed HEA Executive 26 Jan 2015.

Section 5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

CIT have added a new objective: *Enhance the opportunities for enterprise and community groups to engage with CIT in graduate formation.* No rationale was given for the addition of this objective. This should be discussed with the institute at the bilateral meeting.

2014 targets met and/or exceeded

Section 2 Participation, equal access and lifelong Learning

Increase number of flexible learners

As CIT achieved an interim outcome of 25% for this target (the interim target was 23%) and has met the 2016 target, the institute should consider revising their final 2016 target.

CIT will continue to increase the numbers of students admitted via non-standard access pathways:

(a) Number of students admitted to 1st year

(b) Number of students admitted to 2nd year

The 2014 interim target for (a) was 45 and for (b) 40. In 2014 CIT admitted (a) 109 students and (b) 51 students via non-standard pathways. As CIT has exceeded the 2016 target, the institute should consider revising their final target.

Section 4 High Quality, Internationally Competitive Research and Innovation

Align researcher and postgraduate student metrics to TU criteria

- Researcher enrolment at level 9/10 not less than 4% of FTE enrolments at levels 8-10

In 2014, researcher enrolment at level 9/10 is approx. 5%, CIT have exceeded the 2014 target (4%) and met its 2016 target, and the institute should consider revising their final target. Although it's important to note that whilst the Level 10 numbers have increased (CIT has exceeded its 2016 target), enrolments at Level 9 master's has decreased from 70 in 2011/12 to 54 in 2014/15. This should be discussed with the institute at the bilateral meeting.