CORK INSTITUTE OF TECHNOLOGY
INSTITIÚID TEICNEOLAÍOCHTA CHORCAÍ

Strategic Dialogue Cycle 2
HEI Self Evaluation Report

June 2015

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Introduction

This report outlines the performance of Cork Institute of Technology (CIT) in relation to targets agreed with the HEA in the Mission-based Performance Compact.

Overall CIT has made substantial progress in respect of the broad range of targets under the seven priority headings. In over 50% of cases we believe we have met the agreed targets and in a number performance is well ahead of those targets. In all other areas we believe that we are still on course to achieve the Compact targets by the end of 2016.

The Institute has experienced some challenges which have resulted in performance in some areas being out of line with the agreed targets. These challenges fall into three broad categories. Firstly, the continuing funding and resourcing challenges, brought about by the national fiscal crisis, are having a significant and ongoing negative impact on the Institute's ability to maintain current levels of performance. Coincidently, we believe the improved position in the broader economy, which has not yet been felt by the higher education system, is having an impact both in terms of the size of certain student cohorts and the expectations or requirements of our external partners/clients. Finally, there have been a number of industrial relations issues, largely caused by external factors, which have had an impact on the Institute's performance.

In summary, CIT is performing well and in line with the targets agreed in the Compact but we must continue to review those targets in light of the challenges identified.

This report consists of two main parts as follows:

- Benchmarking report
- Self-evaluation of progress in respect of Compact targets

Benchmarking Analysis

In agreeing the Mission-based Performance Compact with the HEA, CIT was guided and motivated by its overarching strategic goal to achieve Technological University designation, in partnership with IT Tralee, and create the Munster Technological University (MTU). Therefore when we devised our strategic priorities and objectives we were mindful of the mission and profile of Technological Universities or their analogues in other higher education systems internationally.

From our analysis we believe that the Australian Universities of Technology most closely resemble the type of institution the MTU will become. Many were formed from the re-designation of former Institutes of Technology or Colleges of Advanced Education, or from mergers of these institutions. They have an innovative, career-focused and enterprise facing profile and they successfully deliver programmes and services that often cover the entire spectrum from apprenticeship right through to PhD. They have continued to prioritise engagement with the communities in their regions and see the facilitation of inclusive access to higher education as an essential part of their mission. Since they were established approximately 15 years ago they have gone from strength to strength and now play a vital role in the Australian higher education system as well as having gained an international reputation. A further group of exemplar institutions is found in the European Consortium of Innovative Universities. This is a pan-European consortium of universities that share the following characteristics:

- All ECIU universities have strengths in engineering and social sciences;
- All are relatively young, either in age or spirit, and strongly committed to the encouragement of innovation and entrepreneurism;
- All have close ties to industry and to their regions;

- All are committed to developing new forms of teaching and learning;
- All wish to sustain and nurture internationally-minded staff;
- All are determined to offer their students high quality education with international focus.

Therefore in benchmarking the performance of CIT we chose institutions from these two groups.

We were facilitated in completing the benchmarking process through our participation in the U-multirank project. A related project is the U-map portal which allows for HEIs in Europe and beyond to be profiled and compared across a broad range of indicators. We have used this facility to benchmark CIT against five international institutions as follows:

- Sydney University of Technology - Australia
- RMIT University - Australia
- Aalborg University – Denmark and member of ECIU
- University of Twente – Netherlands and member of ECIU
- University of Aveiro – Partugal and member of ECIU

It is important to note that these institutions do not match CIT in many ways such as student numbers, size of staff cohort, maturity, etc. However, we believe that the institutional mission and profile corresponds broadly to what CIT hopes to achieve in the coming years.

The U-map project provides a useful tool for benchmarking institutions but in the context of this report the following should be noted. Firstly, the broad headings and detailed indicators used by U-map do not exactly match those in the HEA Compact. Secondly, the U-map comparisons rely on a data-set which they created in consultation with the HEIs. While every effort was made to achieve consistency it may be that certain data-points may differ between the U-Map data-set and the HEA Institutional profiles.

Benchmarking Overview

The complete benchmarking report in provided in Appendix A of this report and we provide a brief analysis of the report below. The report provides details of CIT and the five comparators against each of the U-map headings:

- Education Profile
- Knowledge Transfer
- Student Body
- International Orientation
- Research Activity
- Regional Engagement

As well as showing the relative positions of CIT and the chosen comparators the report also shows where CIT fits in relation to the complete cohort of institutions which have participated in the U-map project.

In general CIT compares favourably to the benchmark institutions. CIT is particularly strong in respect of it provision of taught, particularly undergraduate, programmes and this is in keeping with the Institute's mission and historical focus. The strong career-focused mature of its portfolio of programmes mirrors that of the Australian Universities of Technology. Postgraduate and research activity in CIT falls behind that 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. The Institute's engagement and technology transfer activities compare favourably with those of the other institutions and we are in-step with one or other of the Australian institutions on each of the indicators in this area. It is also noteworthy that the indicator we score

strongest on in the research area relates to engagement with enterprise also. The profile of our student cohort is comparable to the other institutions and CIT's part-time cohort size puts it in the top half of the comparator set. In addition CIT compares favourably to the other institutions in respect to its international profile. Finally, 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 our region consists of the whole of Republic of Ireland excluding the Borders, West and Midlands region.

This benchmarking exercise is extremely useful for us in that it provided a detailed comparison of our current position vis-à-vis the type of institution we are seeking to emulate and it allows us to identify areas of deficit where we need to focus our efforts.

Self-evaluation Report

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
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	Many inter-institutional relationships exist but no formalised cluster structure is in place	Agree and implement a governance framework for joint activities including: • 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	• 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	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities	Progress of the work plan is carefully monitored at the Cluster Board meetings. The five HEIs have agreed to reexamine the governance arrangments in place, specifically the possibility of an independent chairpersonship. The role and responsibilities of this position are being detailed.

			of agreed projects				
Improve Student Pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Many inter-institutional pathways exist but no complete mapping profile is available	Initial focus of the cluster is anticipated to be on improving student pathways given priority attached to the transitions initiative 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); Final output - mapping profile.	A baseline mapping has been completed focusing on secondary to tertiary education. This has captured provision at Levels 6-8 of the NFQ. 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.	Develop uniform access/progression scheme for the .cluster	Review pathways profile based on new academic developments	In addition to the ongoing work on improving student pathways, all five HEIs form part of the membership of one of the two Regional Skills Fora in the South West/ South East regions.
Shared Academic Planning	Develop a cluster wide academic planning structure	No cluster wide academic	Baseline mapping of academic programme	A baseline mapping of academic programmes across NFQ Levels	Implementation of joint academic developments	Review operation of academic	Work on this objective is ongoing.

	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	planning structure exists. *[to improve the formatting of the document the full baseline text is included as a footnote below]*[1]	provision across the cluster completed; Research mapping completed to identify potential research synergies; (Programme and research mapping will provide a profile across the cluster and will inform next steps – complete during academic year 2014/15)	6-8 has been completed. This is being continuously reviewed. A research mapping has been completed.	which are informed by the baseline mapping process across the cluster and targeted at delivering on regional economic and social needs	planning process with a view to identifying new areas for collaboration in the next round of institutional compacts	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 the cluster in the research areas.

[1] **Full baseline text:**

No cluster-wide academic planning structure exists. However there is an understanding that:

- Individual institutes will continue to provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given the geographical scale of region
- External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process
- The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative
- Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above
- Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster.

This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda.

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Increase the number of mature (full-time) entrants	Mature (full-time undergraduate entrants) students as % of new entrants	12%	13%	Mature (full-time undergraduate entrants) students represented 9% of new entrants in 2014. 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. 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 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	14%	15%	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.

				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.			
Increase numbers of flexible learners	Flexible learners as % of total enrolments	21%	23%	In 2014 25% of total enrolments were flexible learners. The changing economic environment has aided the Institute in growing its cohort of flexible learners. 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.	24%	25%	The Institute is currently ahead of projected targets and expects that this will continue allowing us to surpass the original targets.
Admit increased numbers of students with disabilities	Students with disabilities as % of new entrants	7%	8%	Based on our records 10% of entrants to CIT in 2014 had a disability. 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.	9%	10%	CIT has met its target in this area but the growth in this cohort represents significant

				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. Data source: HEA returns, numbers of students registered with the Disability Support Service. **Challenges ahead** (1)Funding allocations are not adequately covering the needs of higher support students. (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). (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).			challenges for the Institute.
Increase numbers of students from under-represented (non-manual, semi-skilled and non-skilled) socio-economic backgrounds	Entrants from under-represented socio-economic backgrounds as % of new entrants.	24%	25%	In 2014 the cohort of entrants from under-represented groups was 22%. CIT is committed to widening participation, increasing access and supporting positive educational outcomes for under-represented groups.	26%	27%	CIT did not achieve the target set in 2014. However the Institute does not wish to revise the targets

				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.			downwards at this stage pending detailed analysis of institutional and national data and trends.
Increase RPL Activity	Number of RPL applications processed and activity in Support of RPL in enterprise and other HEIS	We offer 3 'Learning Clinics' – in-company RPL/WBL facilitation sessions to grow awareness and stimulate demand. We support and consult on RPL for 3-4 other HEI providers per annum	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	4 learning clinics have been held and well-received within our enterprise partner base. 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. The RPL Practitioner Network has been launched and we continue to take a central role in supporting the initiative. 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.	Increase our offering to 5 Learning Clinics per annum. Aim to process 675 RPL applications and continue to support RPL within other HEIs as appropriate. Work with QQI on the development of an RPL network within Ireland	Increase offering to 6 Learning Clinics per annum and through-put to 700 applications	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.
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	(a) 34 (b) 33	(a) 45 (b) 40	In 2014 CIT admitted students via non-standard pathways as follows: (a) 109 (b) 51 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 FE	(a) 55 (b) 48	(a)67 (b)58	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.

				College, to access programmes of study at year 1 or year 2. 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.			

3. Excellent teaching and learning and quality of the student experience[2]

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To improve the 1st year student experience	First year student progression rates (combined level 6, 7 and 8) into the second year of his/her programme.	22% non-progression rate 2011/2012 (combined average for levels 6, 7 and 8)	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%. 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. 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.	17% (combined average for levels 6, 7 and 8)	15% (combined average for levels 6, 7 and 8)	Initial target has not been met but CIT is confident that the initiatives 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	n/a	Establish baseline via staff survey	The survey established that 3% of staff currently hold a pedagogical qualification. These qualifications range from Level 8 qualifications aimed at primary and post-primary teaching to Level 9 masters and	Initiatives including the integration of requirement for pedagogical qualification with	5% increase in staff holding pedagogical qualification.	The activities of the Institute's Teaching and Learning Unit (TLU) mean

[2] 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.

				postgraduate diploma awards in Higher Education Teaching & Learning. 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 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.	staff progression review.		that CIT is well positioned to meet these targets.
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	4 Programmes / 155 students (2012/2013)	8 Programmes / 250 students	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. In June 2015 a deal was agreed between CIT and the TUI to allow for the development of online delivery programmes. 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.	12 Programmes/ 350 students	16 programmes / 500 students	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.

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Research and Innovation Strategy focusing on excellence with impact	Aligns with CIT strategy Supports sustainable and focused research Is outward facing and supports industry engagement Supports multidisciplinarity and commercialisation of knowledge generated through research.	Current research strategywhich identifies the areas of strategic focus, the thematic research areas – TRAs) and the integration of research and innovation with both the teaching and learning activities of CIT and our strong track record of research and innovation with industry Focus on multidisciplinarity, translational research, collaboration, commercialisation, student experience, researcher careers, real-life testbeds	Update and consolidate R&I strategy Clear targets set for each of the TRA's	New R&I strategy for 2015-16 prepared by Research Office and reviewed by faculties with expected ratification in early 2015 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.	Implementation of R&I Strategy is ongoing since adoption in early 2015 Assessment of R&I Strategy ongoing as part of continuous process of improvement	Major assessment of research performance feeding into development of follow-on R&I Strategy which takes account of MTU developments	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.

		Wider R&I ecosystem					
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 % staff with level 10 qualifications to be in excess of 80% in TRAs	Researcher enrolment at level 9/10 is 3.5% of FTE at levels 8-10 Within TRAs the % of staff with doctorates averages approximately 60%	Researcher enrolment at level 9/10 will be 4% of FTE enrolments at level 8-10 In TRAs the % staff with doctorates to reach 65%	Researcher enrolment at level 9/10 is approximately 5% and therefore well ahead of target. In TRAs the % staff with doctorates remains at approx. 60%. This is slightly below the 65% and is due to the time taken to graduate new staff PhD's.	Researcher enrolment at level 9/10 is approximately 4.5% of levels 8-10.This target is likely to be met or exceeded. In TRAs the % staff with doctorates to reach 72%. This target is unlikely to be met due to the time taken to graduate new staff PhD's.	Researcher enrolment at level 9/10 will be 5% of FTE enrolments at level 8-10. This target is likely to be met, notwithstanding the national decline in level 10 registrations in 2012-2014. In TRAs the % staff with doctorates to reach 80%. This target will be challenging to meet as only a relatively small number of staff will graduate at level 10.	For researchers at level 9 and 10 there is a very good possibility that the targets to end 2016 will be met. They are currently exceeded. For staff with doctorates, the "staff doctorate scheme" will start to show significant numbers towards 2017 onwards, but challenging for 2014-16.
Enhance the researcher environment.	Formal training for all staff, academic and contract, engaged in supervision of PG students and/or research	Initial availability of PG-supervisor and researcher training modules PG regulations incorporate all key	Agreed suite of comprehensive modules for all postgraduate supervisors and researchers	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	Continued implementation, feedback and improvement cycle of training for supervisors and researchers to be maintained.	Continued implementation, feedback and improvement cycle of training for supervisors and researchers	Development of suite of modules for researcher and postgraduate supervisor is ongoing and expected to be

	Structured PhD fully integrated into PG regulations and operational across CIT	elements of Structured PhD	Mandatory participation in "Approved Learning" (min 30 credits) for all new PhD applicants	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.	60-credit generic skills programme to lead to special purpose award will no longer be a target. The 60-credit programme will be provided as a max of 30 credits and will not lead to a special purpose award. However, participation in structured PhD for all new entrants from Sept 2015 with a min of 15 credits and max of 30.	will be maintained. Structured PhD programmes mandatory across CIT is a target to be met in 2015, ahead of schedule Major review of operation of Structured PhD to be carried out.	significantly rolled out in late 2015. 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 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)	95 collaborative research agreements and research contracts 20% of research income for 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	110 collaborative research agreements and research contracts	115 collaborative research agreements and research contracts 25% of research income for	While targets were not fully met in 2014 we are confident that the original targets will be met over

	% of research income attributable to industry projects			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.	25% of research income for industry projects	industry projects	the course of the 3 year cycle.
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) 3 b) 3 c) 0 d) 19 e) 29	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.**	a) 5 b) 5 c) 1 d) 20 e) 30	a) 5 b) 5 c) 1 d) 20 e) 30	Targets mostly achieved. Target for Patents (b) was not fully achieved (60% < target) due to to a cut in the available funding by Enterprise Ireland.

*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 €.85m/€3.2m; LOA €2.4m/ €6.9m ; Spin Outs €17m/€27.2m;Patents filed €5.6m/ €6.3m;Collab research agreements €.43m/ €.6m

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
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	• Leading the REAP project- contributing to the development of National forum for engagement; • Collaborator in the university-business collaboration ecosystem model of the UIIN and on the Ireland Country report developed from the study undertaken for DG Education and Culture at the European Commission; • CIT Extended Campus established and model for CRM	• 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 national and international practice	• 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 phase to continue to Q2 2015, full strategy completed by Q4 2015. • Initial planning completed towards the establishment of an institute-wide	Feedback and mapping exercise used to inform practice and structures Institute-wide commitment to collating and sharing of knowledge on engagement channels and processes	CIT's engagement strategy informed by practice contributing to regional and national economic development and international scholarship	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. Continued contribution to development of regional and national approaches is achieved. Development of Institute-

		for engagement piloted		research group focusing on engagement activities. • CIT's continued support for REAP Network – Growing of membership, building repository in Arrow;			wide strategy is underway and will be completed in 2015. 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	• Significant levels of interaction in all stages of course proposal, development and delivery • No clearly aligned view of interactions and little sharing of information to contribute to organisational learning	• 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	• 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 below[3] • Entrepreneurship opportunities available to all students in CIT through the CIT module;	• Increase the opportunities for interactions and review structures to support engagement in curriculum development • Increase participation in initiatives aimed at building employability and entrepreneurial skills in undergraduates	Institute-wide view of engagement in graduate formation contributing to practice and strategy locally and regionally. Improved structures and experience for the external partner in engagement	Targets largely achieved, and on course to achieve 2015 and 2016.

[3] Case Studies here: http://extendedcampus.cit.ie/casestudies

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

Enhance the opportunities for enterprise and community groups to engage with CIT in employee development and lifelong learning	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	• Significant levels of engagement and pathways to learning developed in responsive and flexible modes • No clearly aligned view of interactions and little sharing of information to contribute to organisational learning and strategy • Varying experiences for the external partner in engagement	• 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	• Information collation and mapping process underway; • Raised awareness of good practices throughout the institution through published case studies and sharing of examplars. • 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.	• Mapping process used to inform structures and strategy • Greater alignment with higher education partners in the region	• CIT seen as strategic partner for emerging learning needs for key sectors within the region • Institute-wide view of engagement in employee development contributing to practice and strategy • locally and regionally • Improved structures and experience for the external partner in engagement	Good progress towards achieving targets. Later targets likely to be achieved.
Promote technology transfer activities and work to consolidate support mechanisms for enterprise start and development	Enhanced opportunities to collaborate with organisations to support entrepreneurship training, knowledge exchange, research and	• Significant interaction with enterprise in entrepreneur development, applied research activities, technology	• Increased participation in initiatives aimed at entrepreneurs and new enterprise development • Increase level of applied and	• 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	Work to consolidate support mechanisms for new enterprise developments within an	• Growth in applied research income and increase in participant numbers in enterprise	Specific quantitative targets for these outcomes are listed in the Research and Innovation

	development needs, contract research and licensing	transfer, innovation vouchers • Rubicon is nationally recognised successful business incubation centre	industry focused research engagement	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. 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. • 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.	informed regional context	development activities • Enhanced collaboration within the region on support mechanisms	section; targets achieved.

				• Continued to work with UCC as lead partner on the CIT/UCC/Teagasc Technology 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. • 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 population and the wider community.			

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
CIT will continue to establish significant strategic partnerships with selected overseas higher education institutions	Number of high quality partnerships with overseas higher education institutions	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation centres, commercial services, constituent colleges) it to be performed to determine the baseline for this performance indicator	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.	Increase above baseline by 20%	Increase above baseline by 30%	Erasmus partnerships have decreased for strategic reasons, but a significant opportunity exists to further develop international partnerships with priority markets.
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 placement, international student exchange option, collaborative international	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation centres, commercial services, constituent colleges) it to be performed to determine the baseline for this	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. **BBus in International Business** with **Language** was introduced in September 2014 which has mandatory language and international placement in Semester 6. **BA (Hons) in Multimedia** is a joint award with the Hochschule	Increase above baseline by 20%	Increase above baseline by 30%	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 targets

	programme development)	performance indicator		Darmstadt, which provides a strong international element to the programme. New developments include: **Masters in International Business** which will include international study visits. 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.			over the short term.
Increase international student intake by 60%	Number of non-EU students enrolled Number of EU International Students enrolled	246	297	CIT currently has 408 international students with that number made up of 210 EU and 198 non-EU. 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	348	400	On target, but risk factors exist, including scholarship programmes being halted.

				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. CIT expects this area to become more challenging in the coming years because some of the 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.			

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Achieve designation as a technological university through merger with IT Tralee	The establishment of the Munster Technological University	n/a	Stage 3 of the process towards technological university designation successfully completed	**April 2014 -** Development of Stage 2 submission. **May 2014 -** Peer review of the Stage 2 submission by panel of international experts. **May/June 2014 -** Presentation of the final Stage 2 submission to the Governing Bodies of ITT and CIT. **June 6th 2014 -** Stage 2 submission formally submitted to HEA. **September 2nd 2014 -** Stage 3 evaluation. **December 5th 2014 -** Informed of successful outcome from Stage 3 of process. **February 24th 2015 -** Governing Bodies of ITT and CIT re-affirm their decision to merge	Merger of CIT and IT Tralee substantially completed (70%)	Merger of CIT and IT Tralee completed	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 needed if the delays persist.

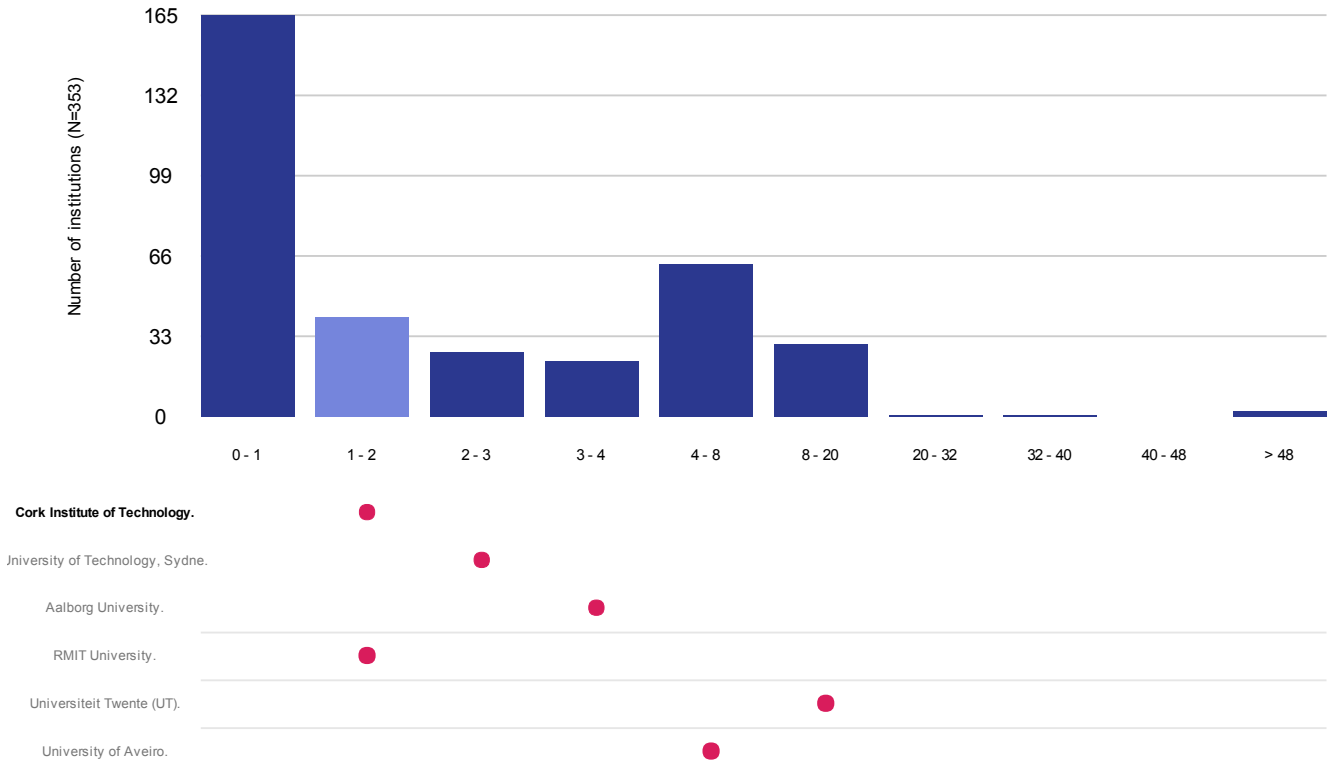
Appendix A: Benchmarking Report

Education profile

Teaching and learning is one of the three core activities of a traditional higher education institution. In this dimension the type of teaching and learning activities offered are characterized by level, scope and orientation. The importance of education within the full set of activities is characterized by expenditure on teaching.

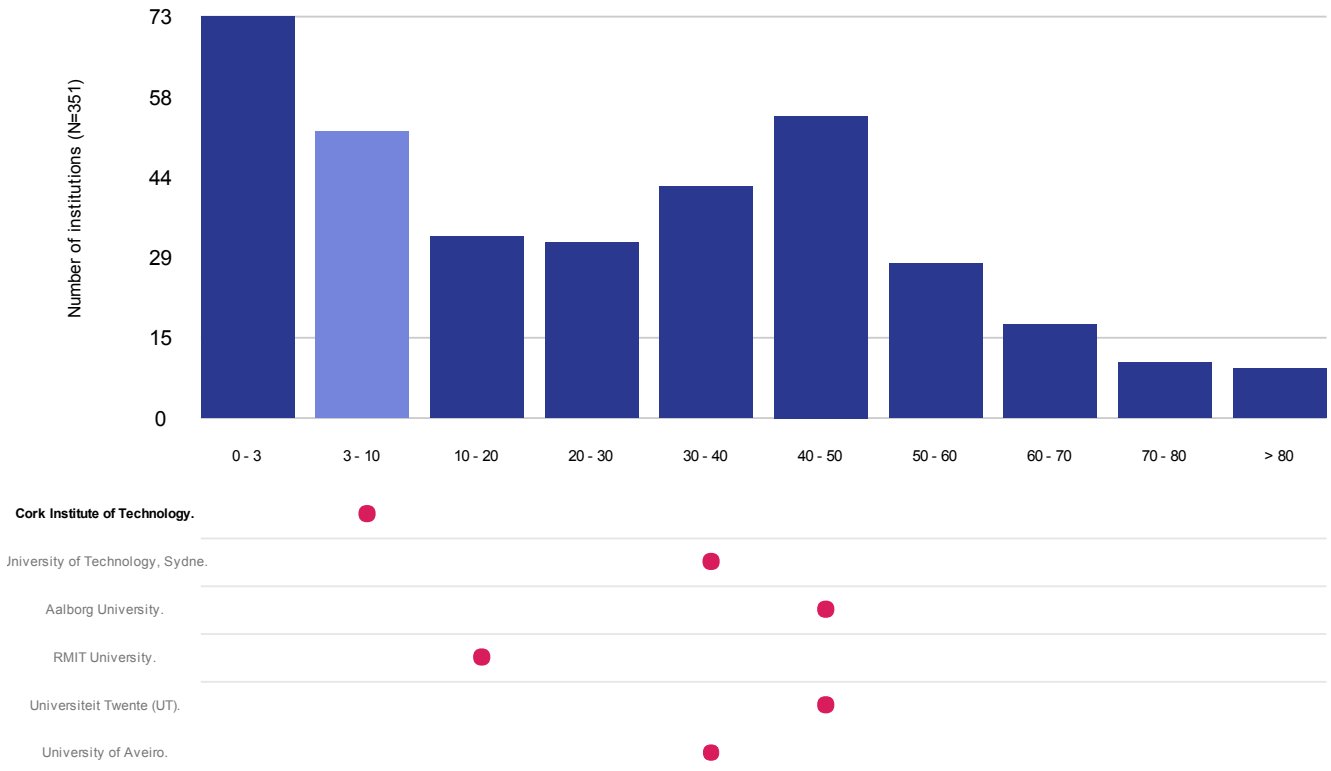
Doctorate degrees awarded (Number of doctorates awarded as % of total number of degrees awarded)

This indicator signals the focus of the institution on the highest degree level programme: the doctorate. A high percentage (a position in one of the categories to the right) can be interpreted as a heavy emphasis on doctorate education. There are two dominant models: the student model, where doctorate candidates are enrolled as students in doctorate programmes, and the staff model where doctorate candidates are part of (a separate category of) academic staff. For both models the number of doctorate degrees awarded is used in this indicator. The four indicators Master degrees awarded, Bachelor degrees awarded, short first degrees awarded and doctorate degrees awarded, provide an indication of the degree level focus of the higher education institution.



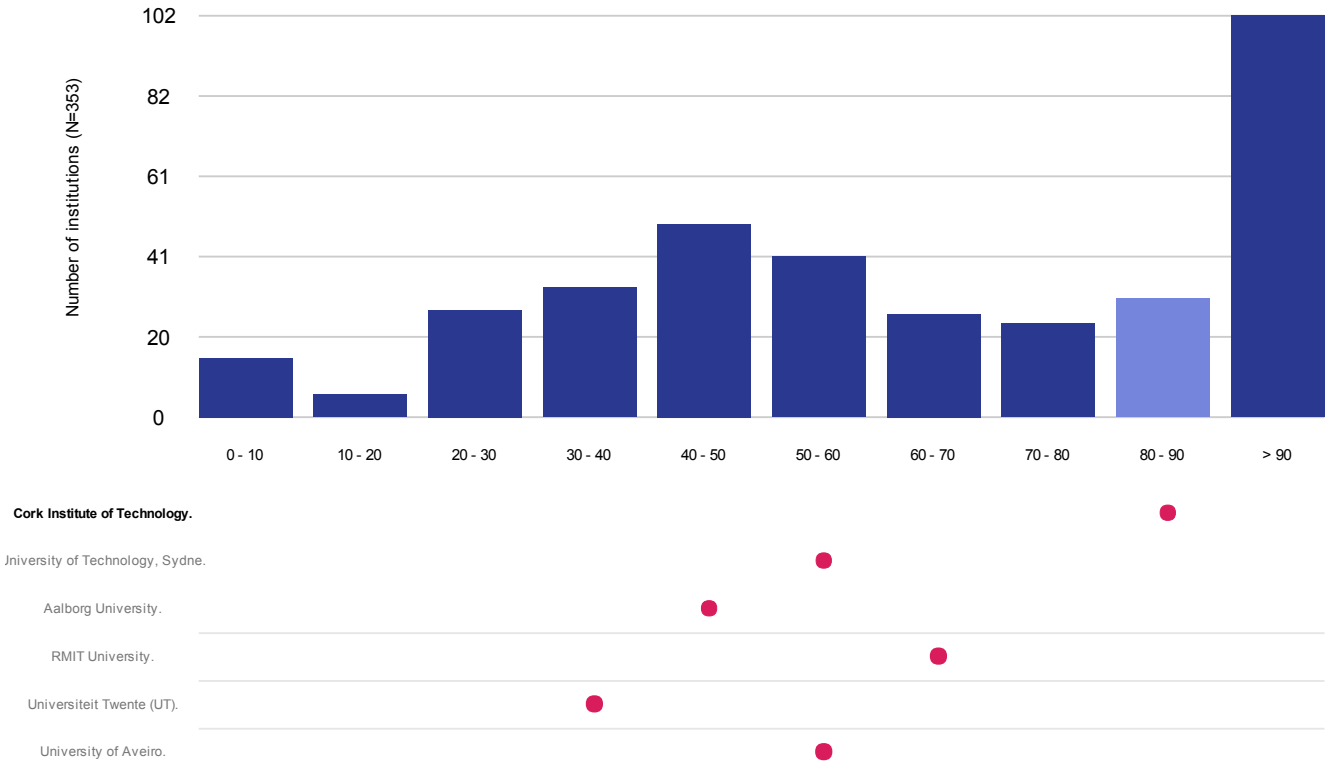
Master degrees awarded (Number of masters awarded as % of total number of degrees awarded)

This indicator expresses the focus on the master level programme. A low percentage can be interpreted as a limited focus on master education. In most part of continental Europe the master degree is relatively new. At the turn of the century a process started in which the then dominant first long degrees were transformed and separated into bachelor and master programmes. This process is not yet implemented in all European higher education and even though their number is rapidly decreasing, first long degrees are still awarded. Since the first long degrees are generally considered to represent a level that is comparable to the master degrees, first long degrees are included in this indicator, together with Master degrees. The four indicators Master degrees awarded, Bachelor degrees awarded, short first degrees awarded and doctorate degrees awarded, provide an indication of the degree level focus of the higher education institution.



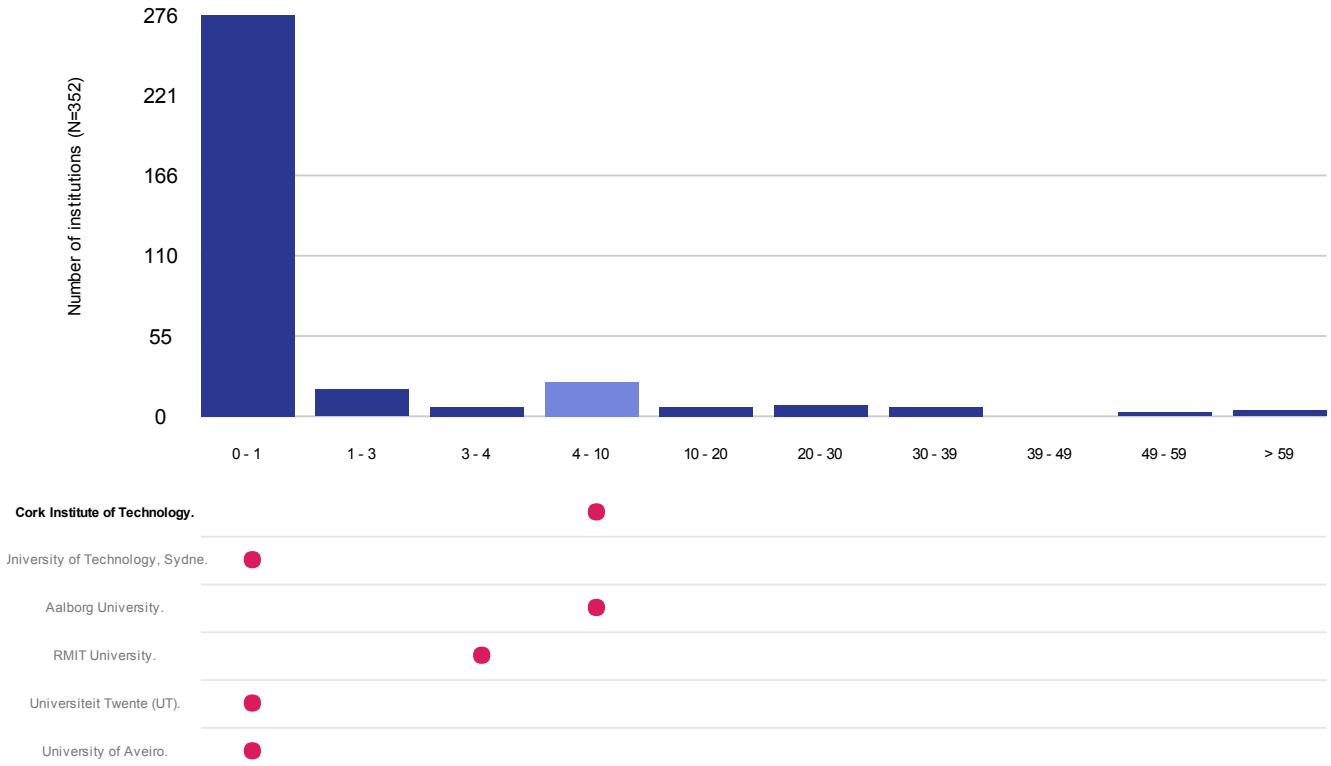
Bachelor degrees awarded **(Number of bachelor degrees awarded as % of total number of degrees awarded)**

This indicator shows the focus of the institution on the bachelor level programme. In most of continental Europe the bachelor degree is relatively new. At the turn of the century a process started in which the dominant first long degrees were transformed into bachelor and master programmes. In most countries the bachelor degree is the major first degree programme. Combined with the indicator doctorate degrees awarded, master degrees awarded and short first degrees awarded, this indicator provides an indication of the degree level focus of the higher education institution.



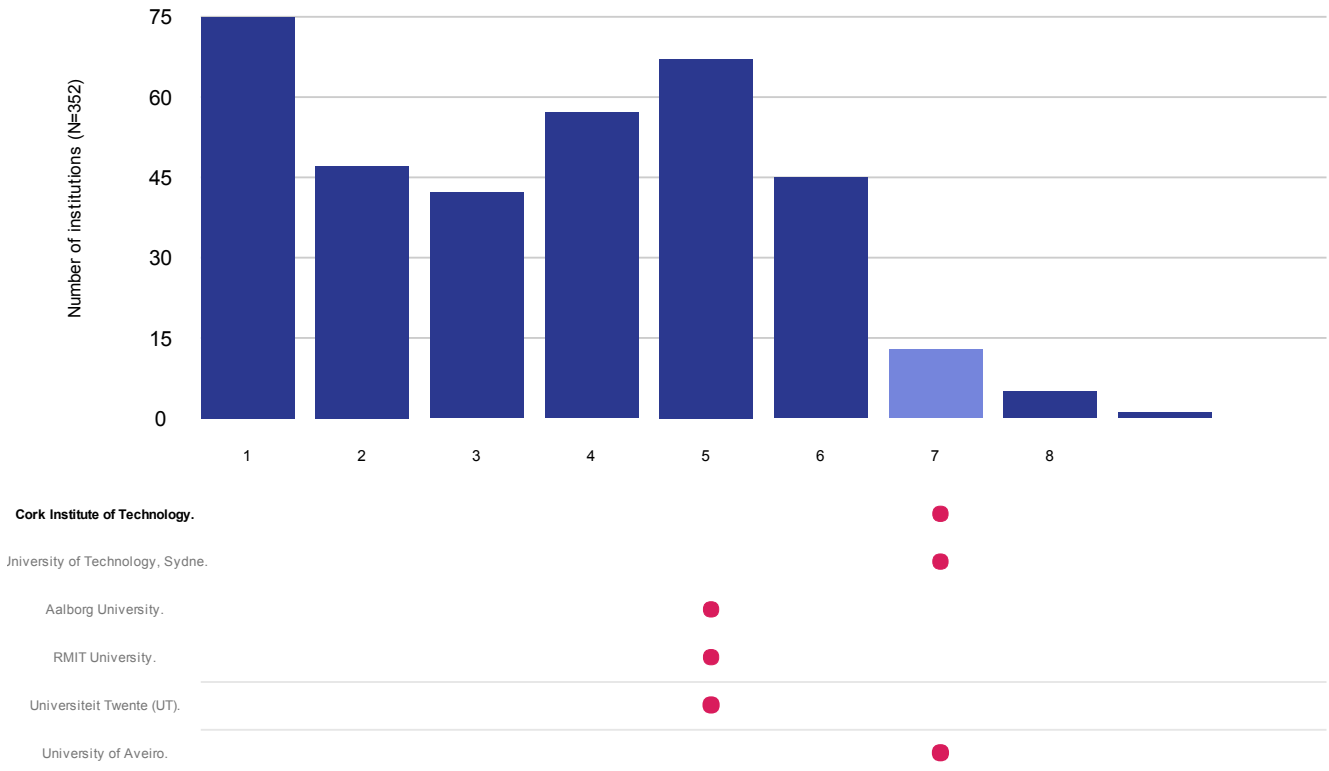
Short first degrees awarded **(Number of short first degrees awarded as % of total number of degrees awarded)**

This indicator shows the focus of the institution on the short first degree level programme. In some countries, short first degrees have a long history, serving a demand well articulated, whereas in other countries short first degrees are relatively new and their position in the higher education system and their effect on the labourmarket is still debated. Combined with the indicator doctorate degrees awarded, master degrees awarded and bachelor degrees awarded, this indicator provides an indication of the degree level focus of the higher education institution.



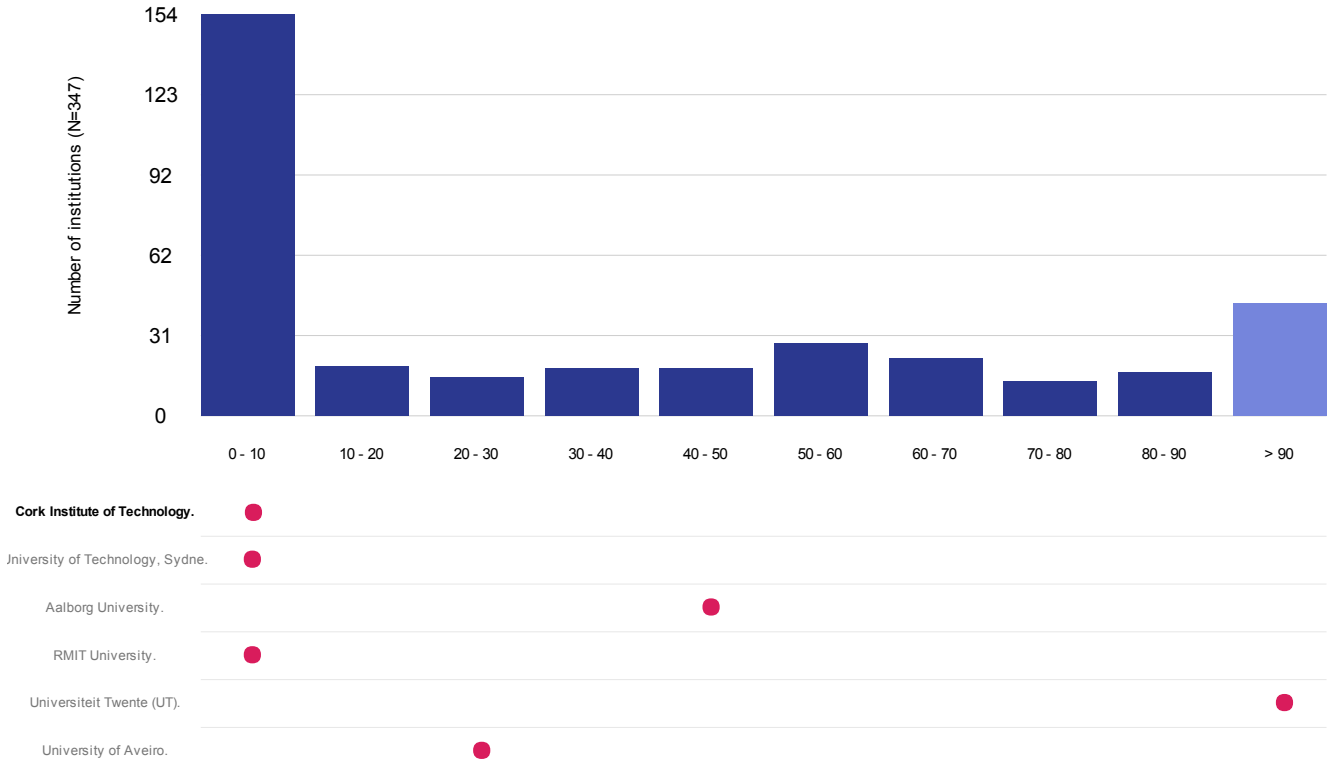
Scope (# Subject fields) **(Number of ISCED97 fields in which degrees are awarded)**

The number of broad subject fields reflects the degree of (disciplinary) specialization of the activities of the institution. A more narrow scope characterizes an institution as highly specialized, offering programmes in a limited number of subjects. Although the indicator is based on teaching activities, it is likely that an institution that carries out research will have a scope in research that reflects the same disciplinary specialization as in teaching.



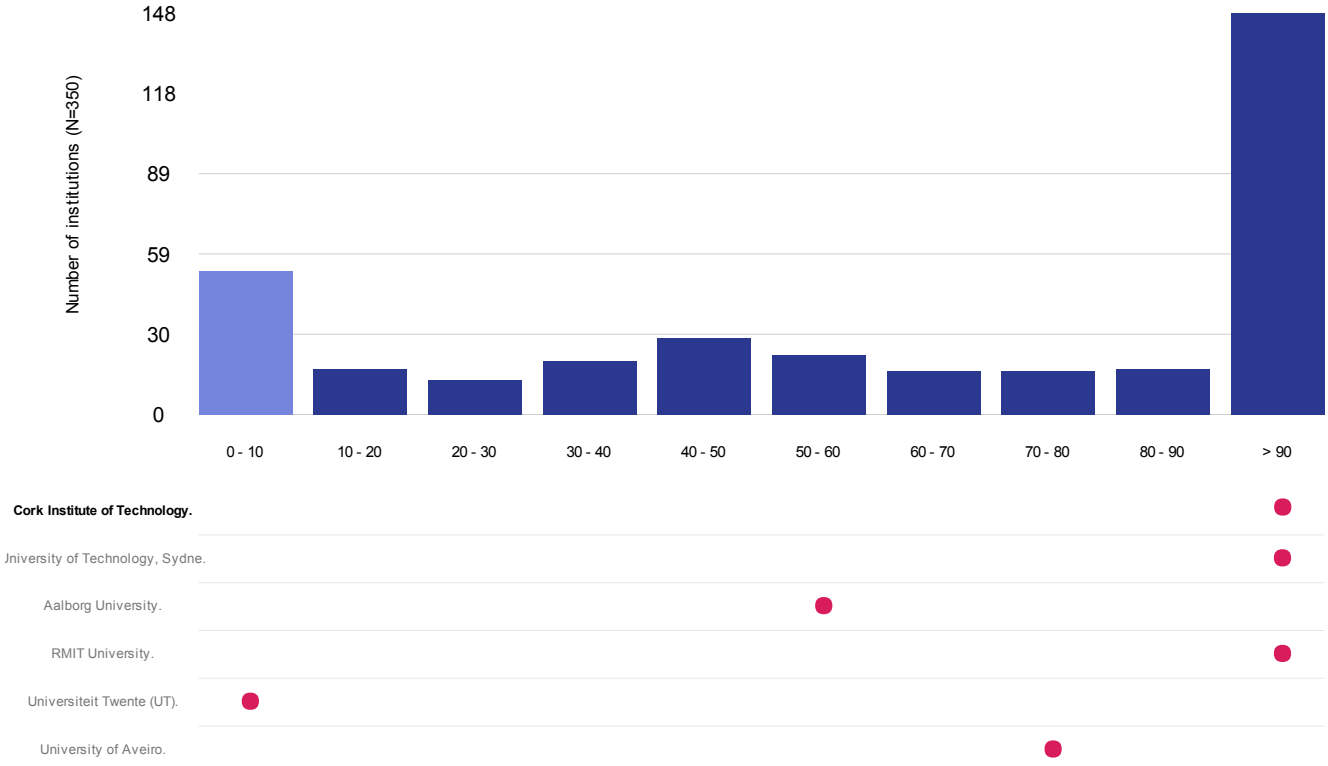
General formative orientation **(% of total degrees awarded which are categorised as general formative)**

General formative programmes do not have a direct relationship to a specific profession or a specific (line of) jobs. These programmes are in line with the Humboldtian tradition of Bildung and the American Liberal art programs. An example of this category would be a program leading to a Bachelor of Arts in Law (or: Bachelor of Laws, LLB). Combined with the indicator career oriented programmes, this indicator provides an indication of the orientation of the degrees awarded and programmes offered by the higher education institution.



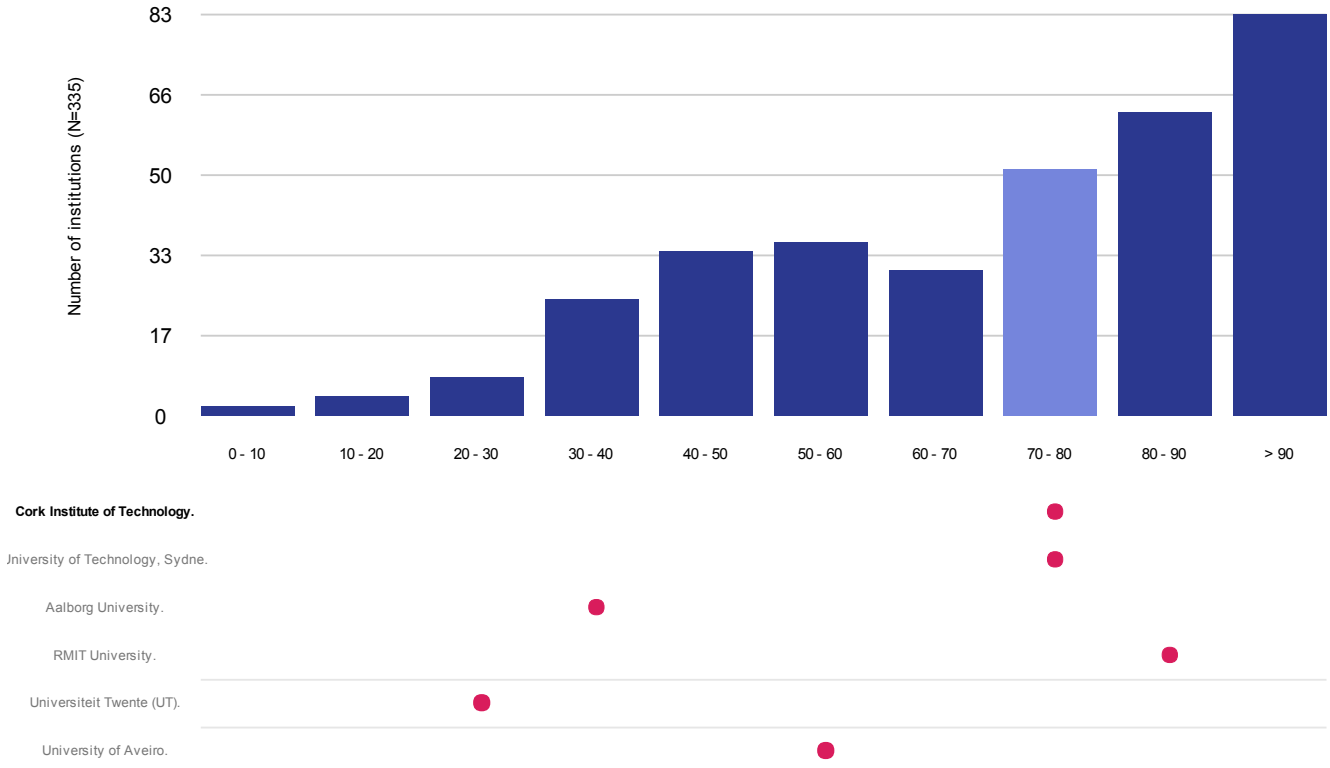
Career oriented programmes **(% of total degrees awarded which are categorised as career oriented)**

This indicator combines the information on licenced and regulated programmes. Since the demarcation between general formative and career oriented programmes is not as clearcut as in other indcators, these indicators provide insights in the orientation of the institution on the labourmarket and its broader societal orientation. Are the programmes offered by the higher education institution geared towards specific labourmarket and professional demands? Combined with the indicator general formative orientation, this indicator provides an answer to that question and describes the orientation of the degrees awarded and programmes offered by the higher education institution.



Teaching expenditure **(Expenditure on teaching as % of total expenditure)**

This indicator describes the focus on an institution on teaching activities as opposed to the other core activities of a higher education institution: research and knowledge transfer. A high percentage reflects a strong focus on teaching. A strong focus on teaching activities leaves only limited room for manoeuvering in the other two types of activities (research and knowledge exchange).

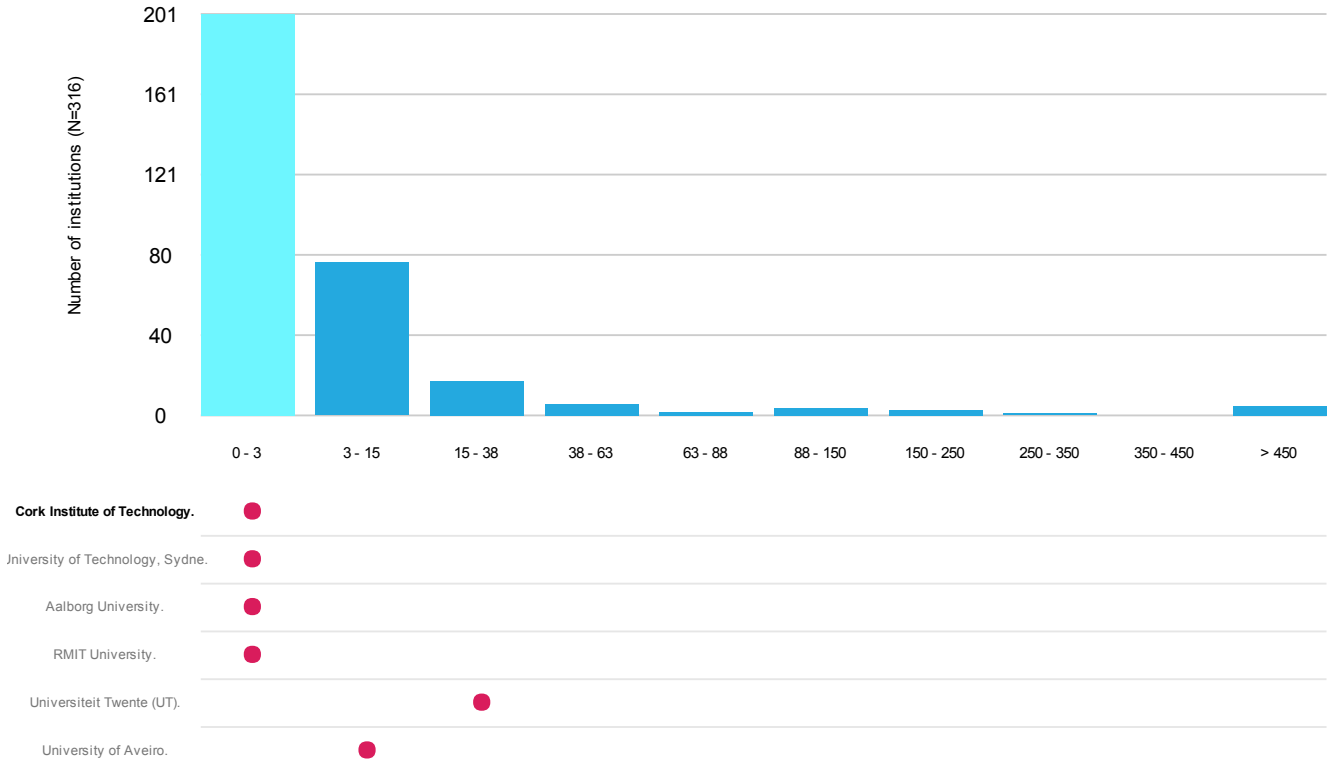


Knowledge transfer

Knowledge and knowledge creation is relevant only if it is shared and put to use. This sharing refers not only to sharing with students (teaching and learning) and peers within higher education (through academic publications), it refers also to the transfer and exchange of knowledge with wider society. The contribution higher education institutions can make to economic, technological and social progress has become an important characteristic of higher education institutions. The indicators in this dimension show the involvement in traditional aspects of knowledge transfer (commercialization of knowledge) but touch also on other ways of sharing knowledge.

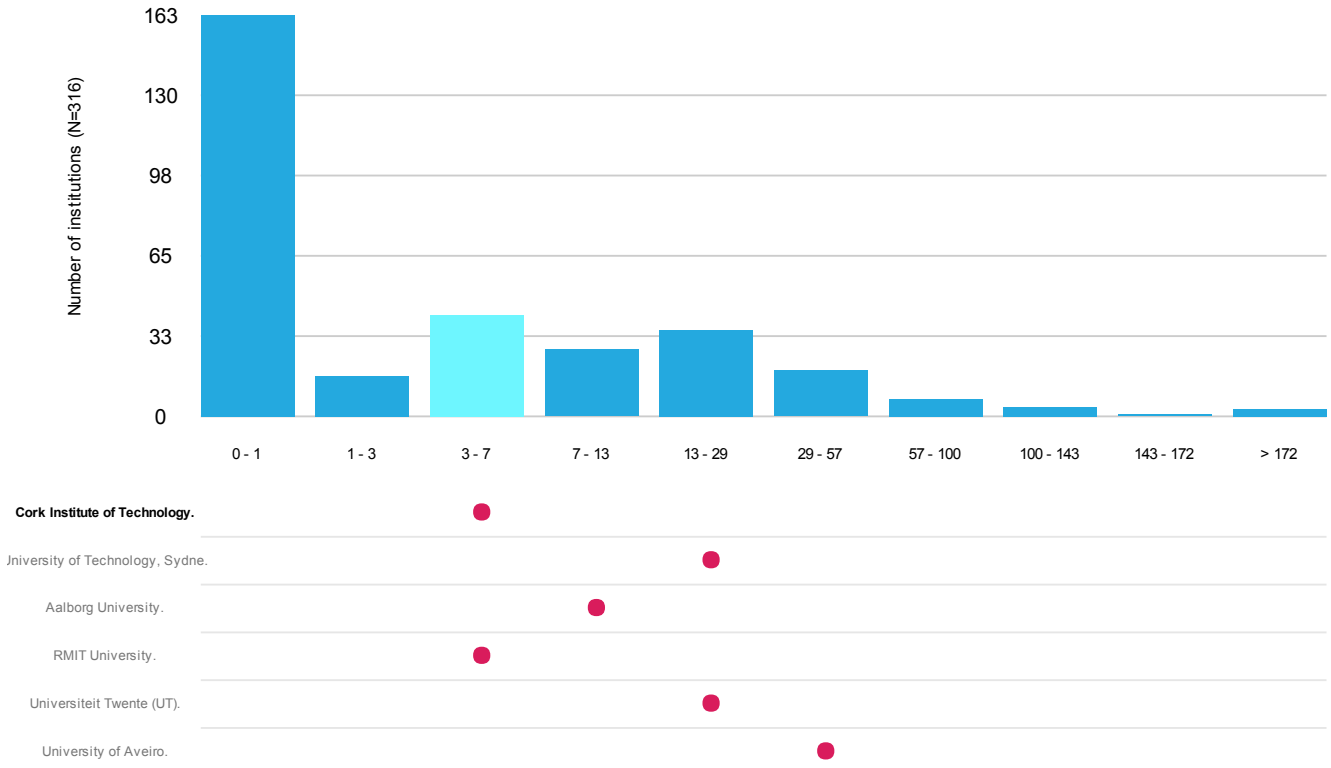
Start-ups (Number of start-up firms per 1000 FTE academic staff)

The number of start-up firms established in a period is considered to be an indication of the knowledge transfer activities of an institution. The more start-up firms are established the better the institution has succeeded in turning its knowledge production into knowledge that is actually used in society. This indicator focuses on the newly established start-up firms over the last three years.



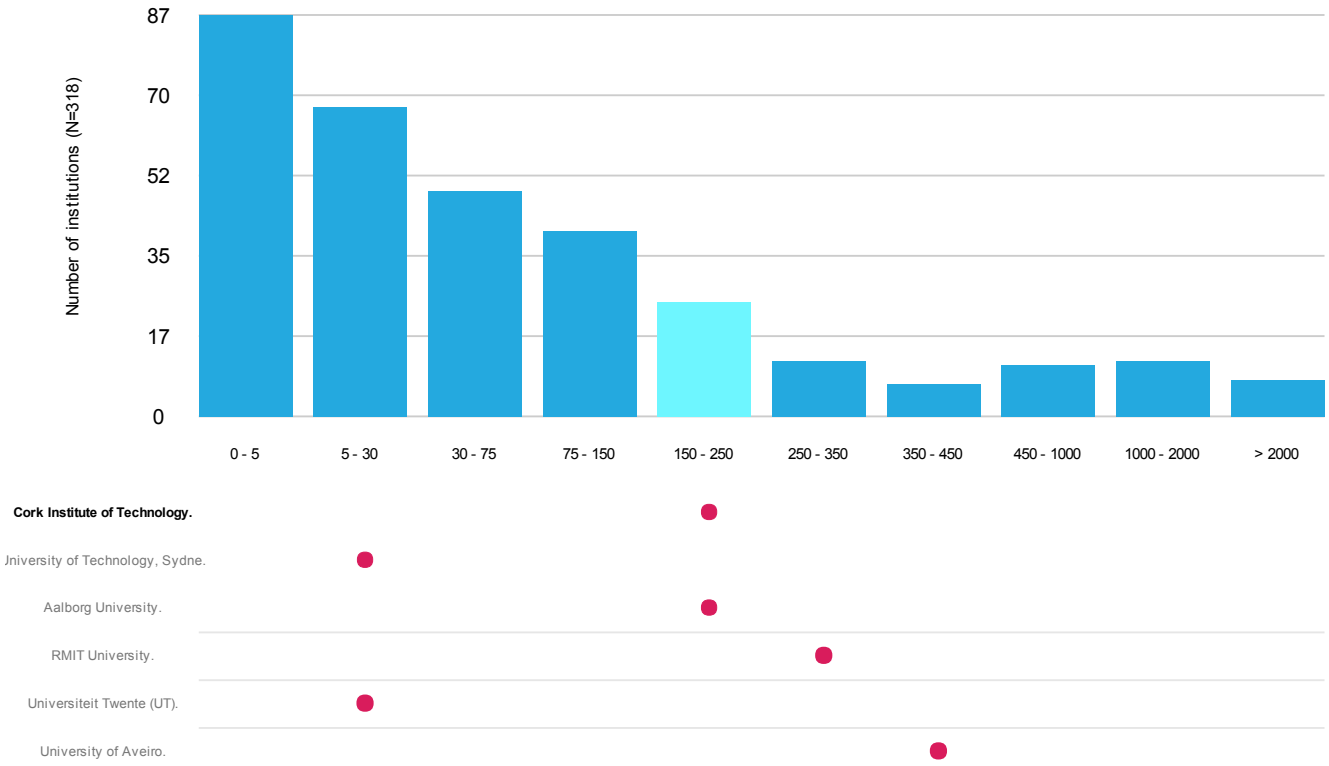
Patent applications **(Number of patent applications per 1000 FTE academic staff)**

The number of patents filed is a frequently used indicator to express technology transfer. A patent is a set of exclusive rights for a fixed period of time in exchange for a disclosure of an invention. The exclusive right granted is the right to prevent or exclude others from making, using, selling or offering to sell or importing the invention. Applications for patents are filed to national states or application agencies. Most patents and applications for patents are listed in national and international electronic databases (like the database of the European Patent Office). A high score reflects a strong focus of the institution on innovation activities and commercialization of knowledge. A low score does not necessarily mean that an institution is not very active in this field. It may also be due to the disciplines in which the institution is active as not all disciplines hold the same potential in terms of patenting and commercialization of research findings.



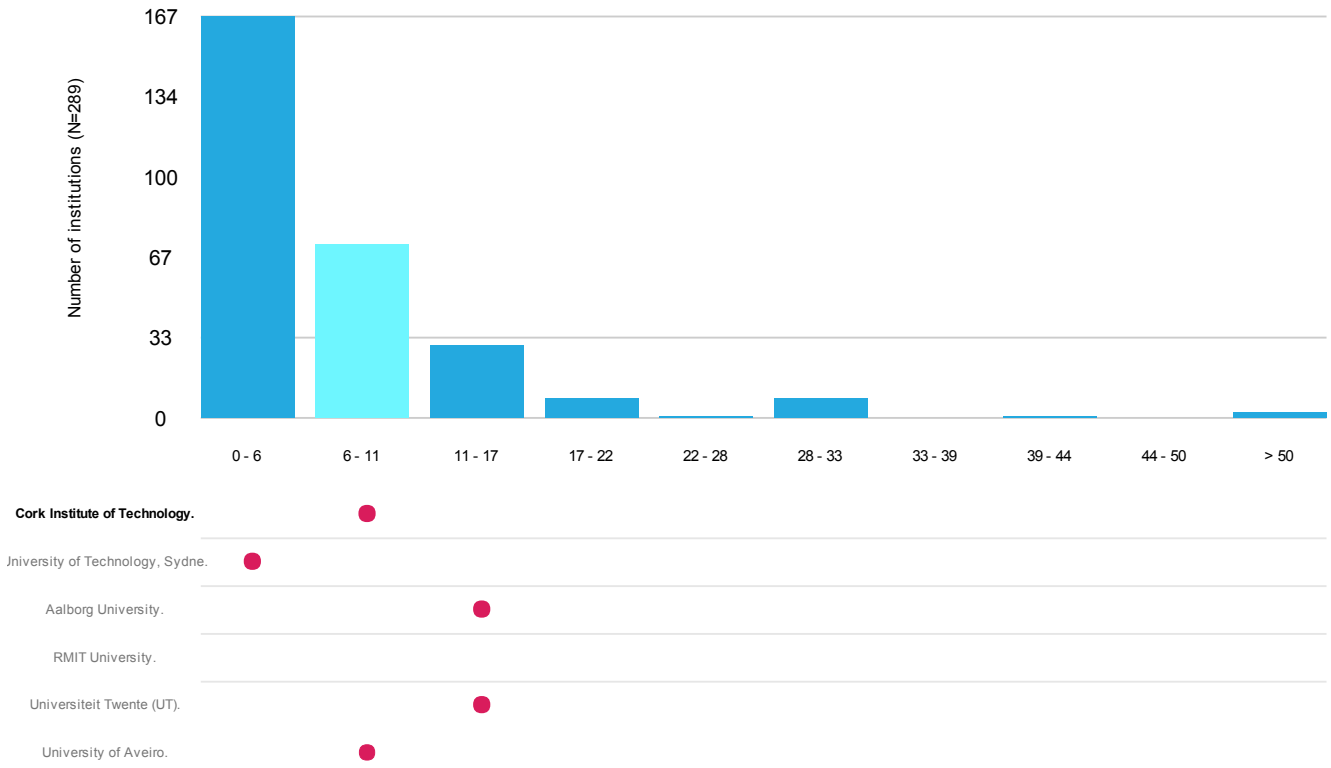
Cultural activities (Number of patent applications per 1000 FTE academic staff)

Cultural activities (exhibitions, concerts and performances (co)-organised by the institution or one of its departments) are another way of transferring and exchanging knowledge with society. Not all research activities result in products that can be codified and transferred via patents or journal publications. Disciplines like humanities and arts, or architecture use different ways to communicate their activities to their constituencies and the general public. The cultural activities covered allow the institution to be characterized on that aspect of their activities as well.



Income from knowledge exchange (Income from knowledge exchange as % of total income)

This indicator flags the priority the institution gives to knowledge exchange activities. A high percentage indicates that the institution is more successful in generating income. The mix of income-categories included implies that the indicator is relevant for institutions with a broad spectrum of knowledge transfer activities and disciplinary profiles.

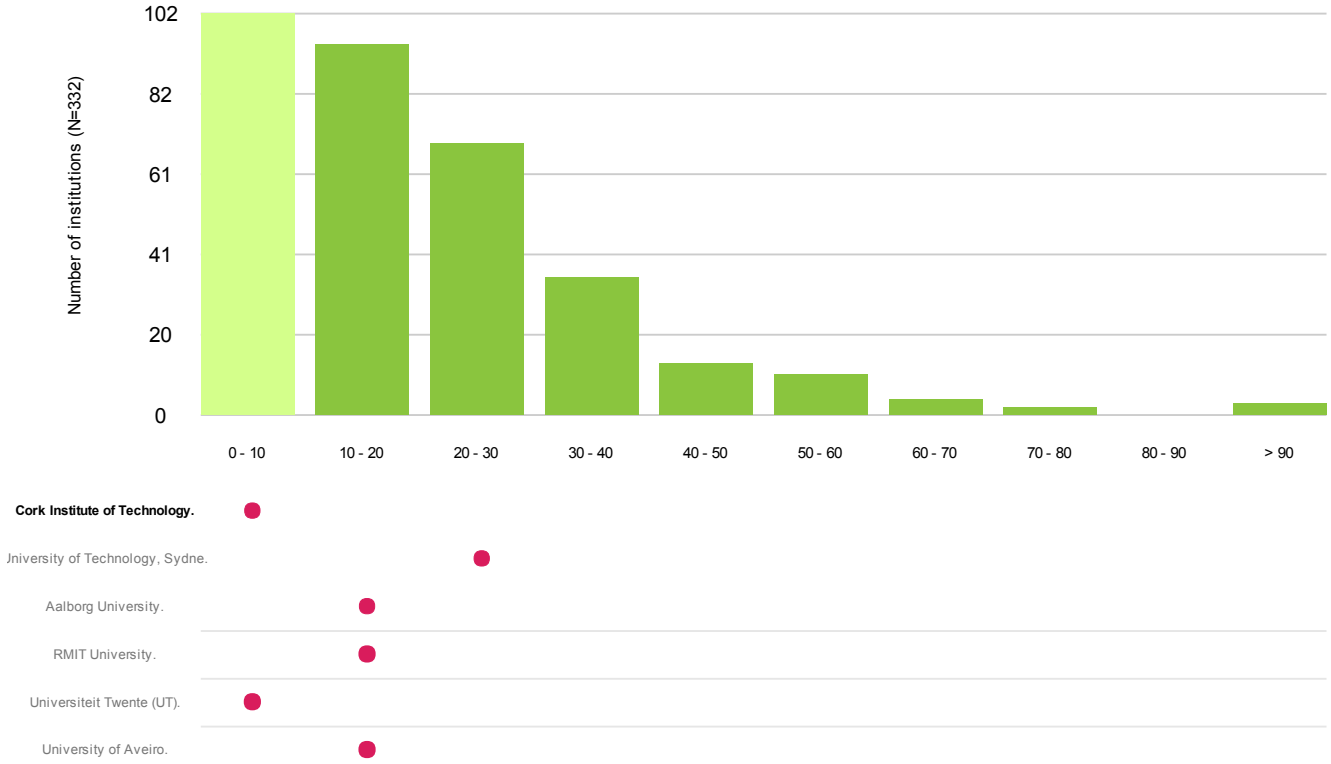


Student body

This dimension describes some general characteristics of the students enrolled in the institution. It gives an impression of the community a student will be part of and hints at the study experience that can be expected. Although not all indicators in this dimension can be influenced by the institution directly, it gives also an impression of the priorities the institution sets in a number of interesting issues like life long learning.

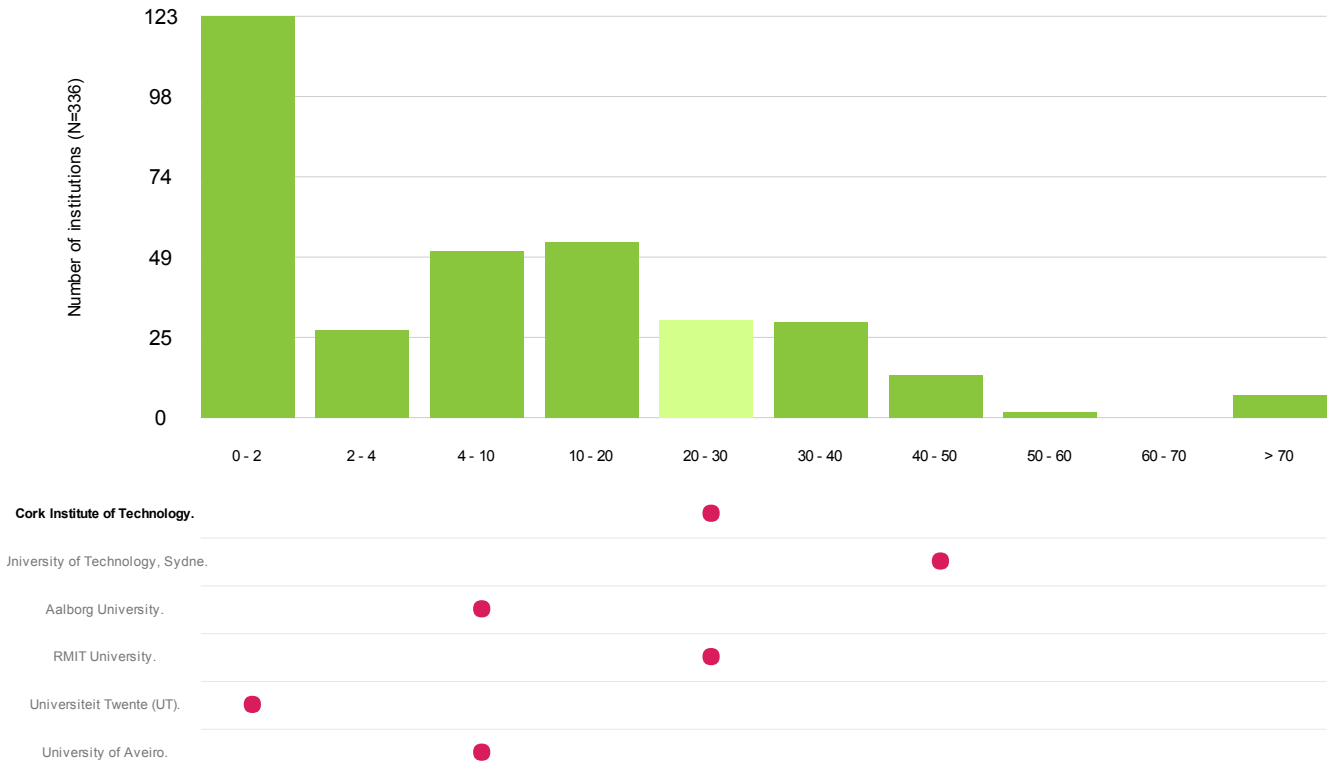
Mature students (Income from knowledge exchange as % of total income)

The proportion of mature students is an indication of the involvement of the institution in life long learning activities. A high proportion indicates that it is likely that the institution is more active in recruitment of mature students and offering programmes that are attractive to this particular interest group.



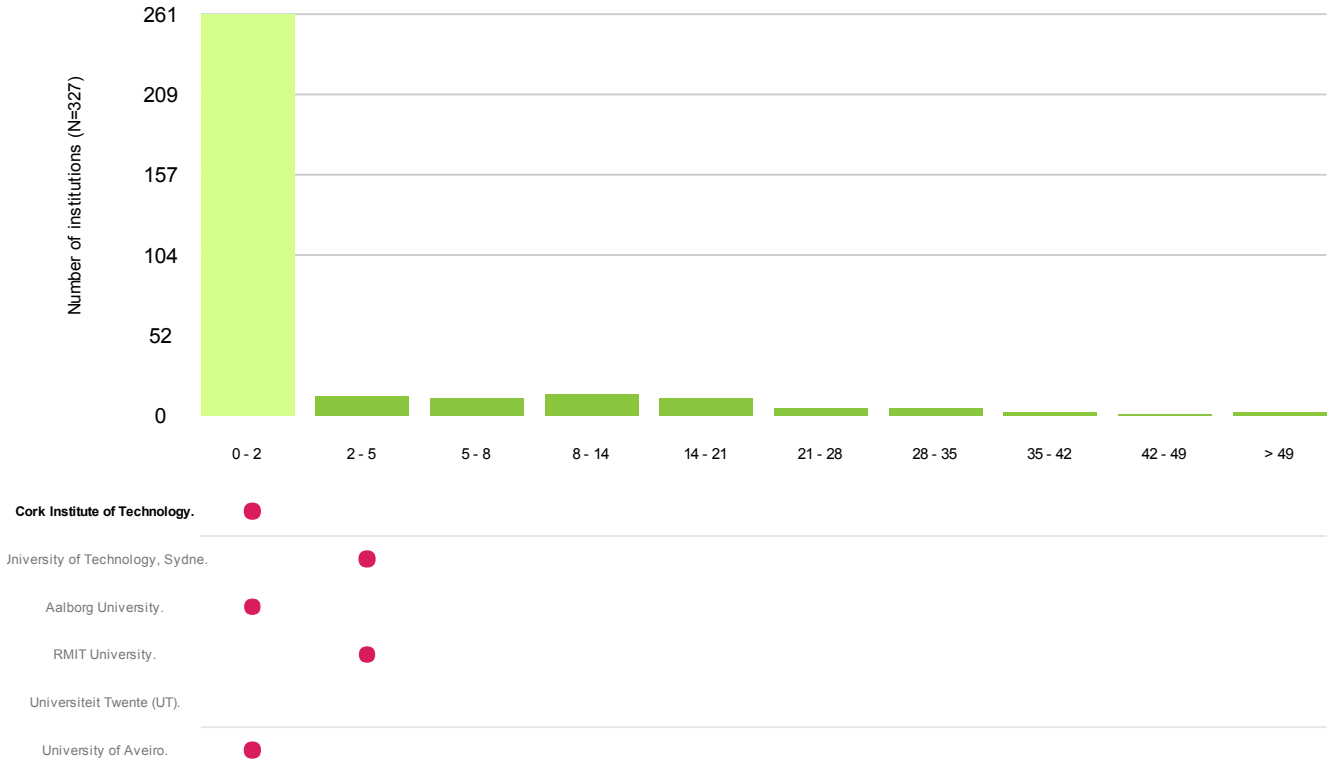
Part-time students (Part-time students as % of total enrollments)

Part time programmes is a distinct characteristic of the way the programs are offered to students. An institution that has relatively many part time programs is likely to have an opener attitude to its environment/ stakeholders. A high percentage of part-time students signals a high priority for flexibility in programme offerings and more openness to the external environment.



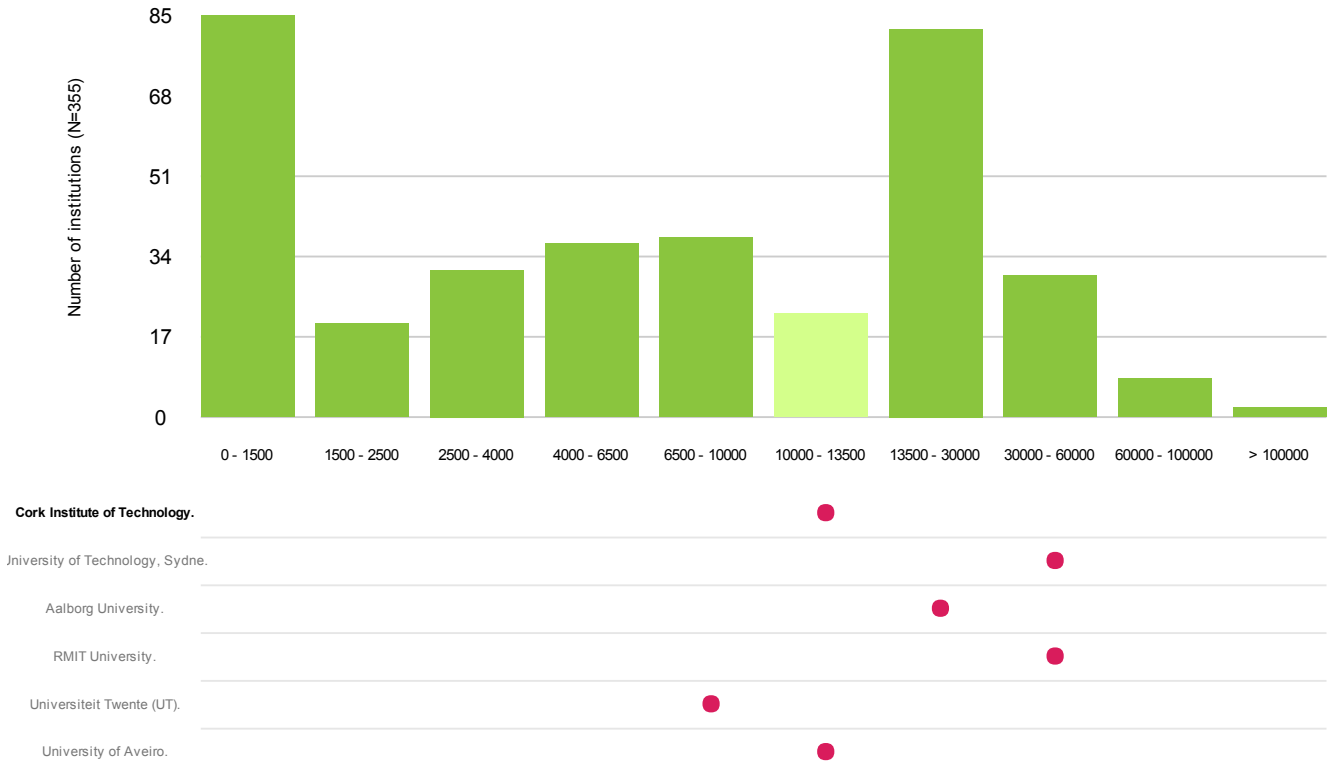
Distance education students **(Distance education students as % of total enrollments)**

Distance learning programs is a distinct characteristics of the way the programmes are offered to students. An institution that has relatively many distance learning programmes and students is likely to have an opener attitude to its environment/ stakeholders.



Total enrollment

This indicator is a straightforward indicator of the size and as such a basic characteristic of the institution.

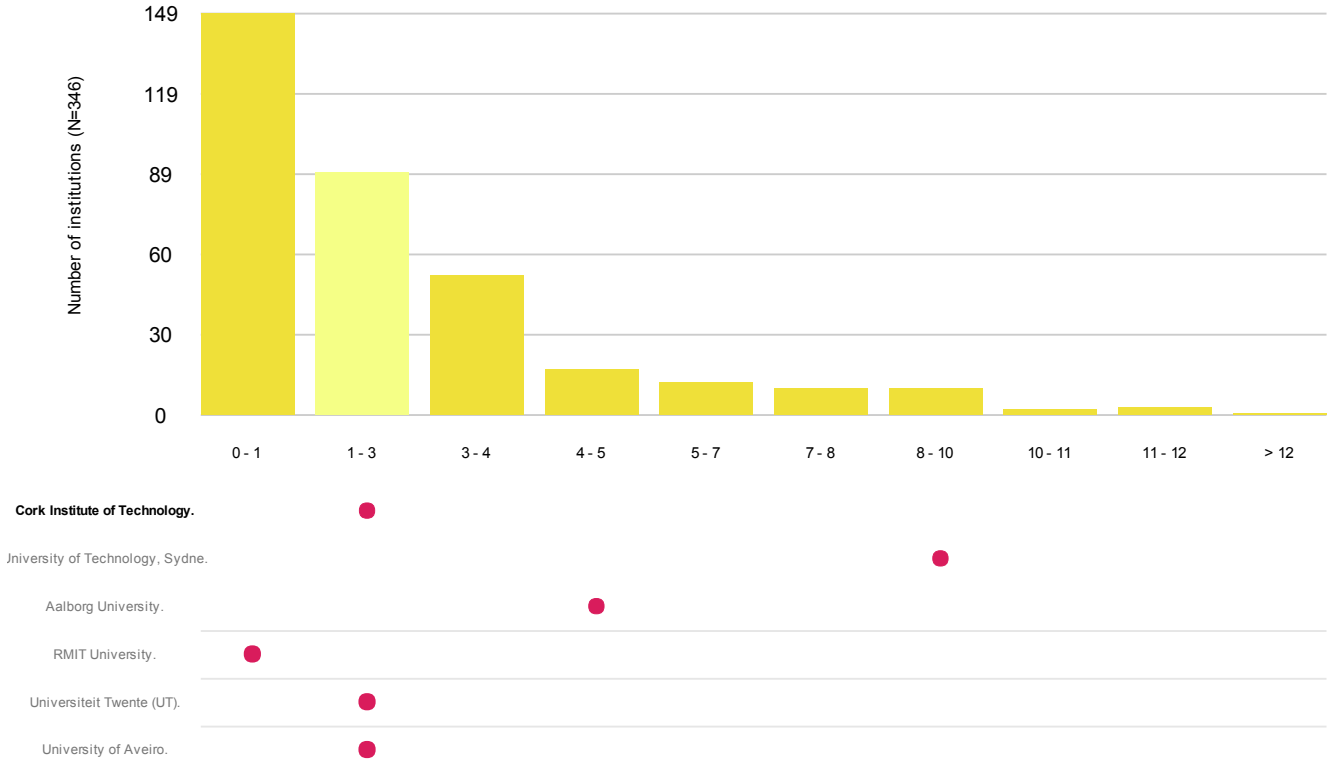


International orientation

With the rise of the knowledge society and continuing trends toward internationalization and globalization, it has become important to know how higher education institutions position themselves in these processes. The connectedness of institutions to the international communities and networks have become important conditions for success, be it maybe not for all types of institutions. The indicators in this dimension show how internationally oriented the institution is in its activities.

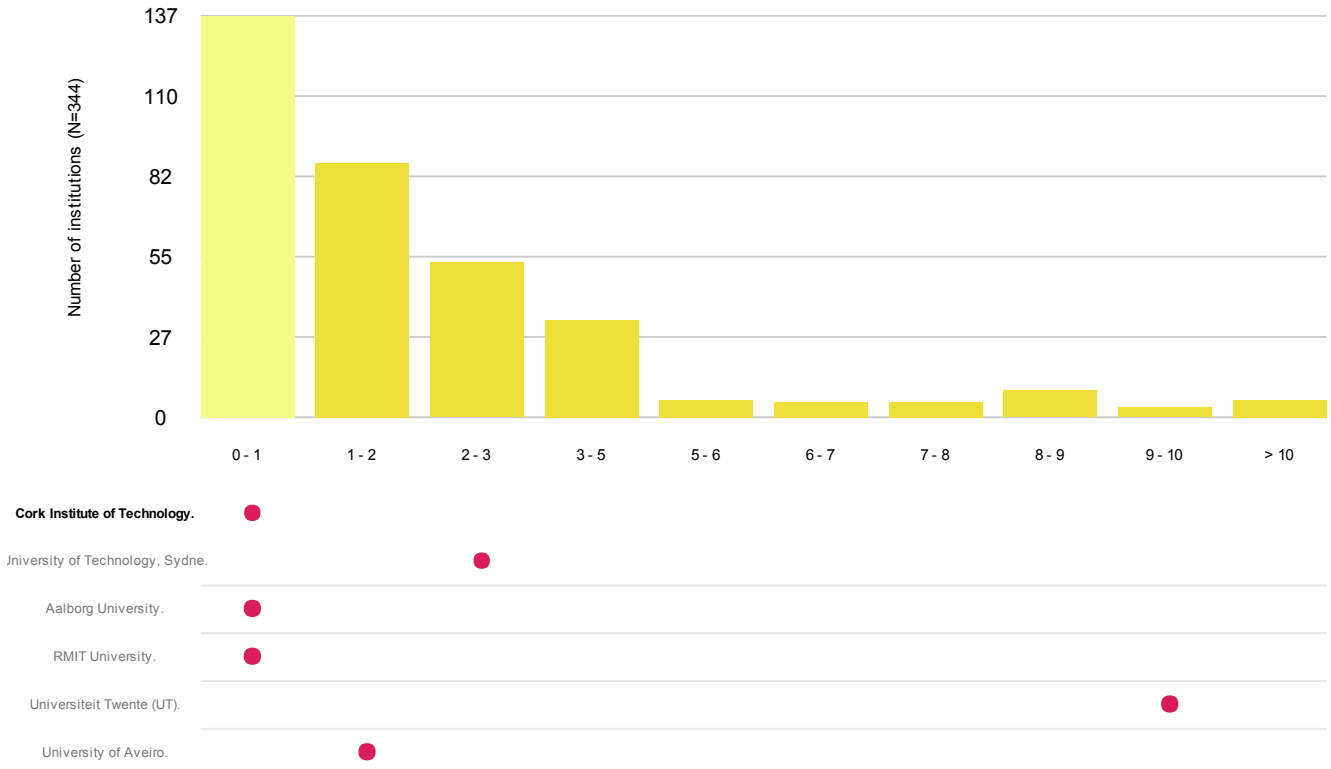
Exchange students incoming **(Incoming exchange students as % of total enrollments)**

The indicator reflects the international orientation of the institution. The assumption is that a strong international orientation will lead to a higher proportion of students coming in from abroad. All official international exchange programmes are included.



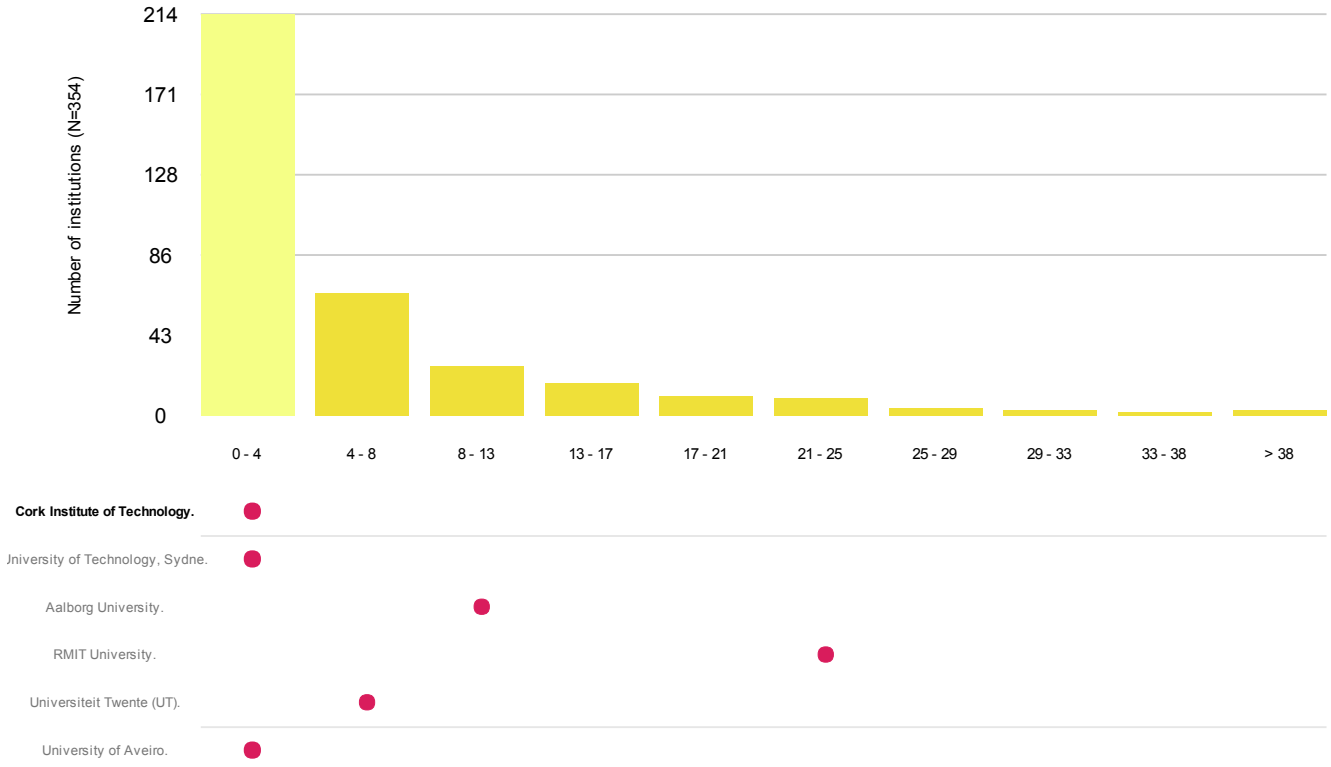
Exchange students sent (Outgoing exchange students as % of total enrollments)

The indicator reflects the international orientation of the institution. The assumption is that a strong international orientation will lead to a higher proportion of students sent out to heigher education institutions abroad. All official international exchange programmes are included.



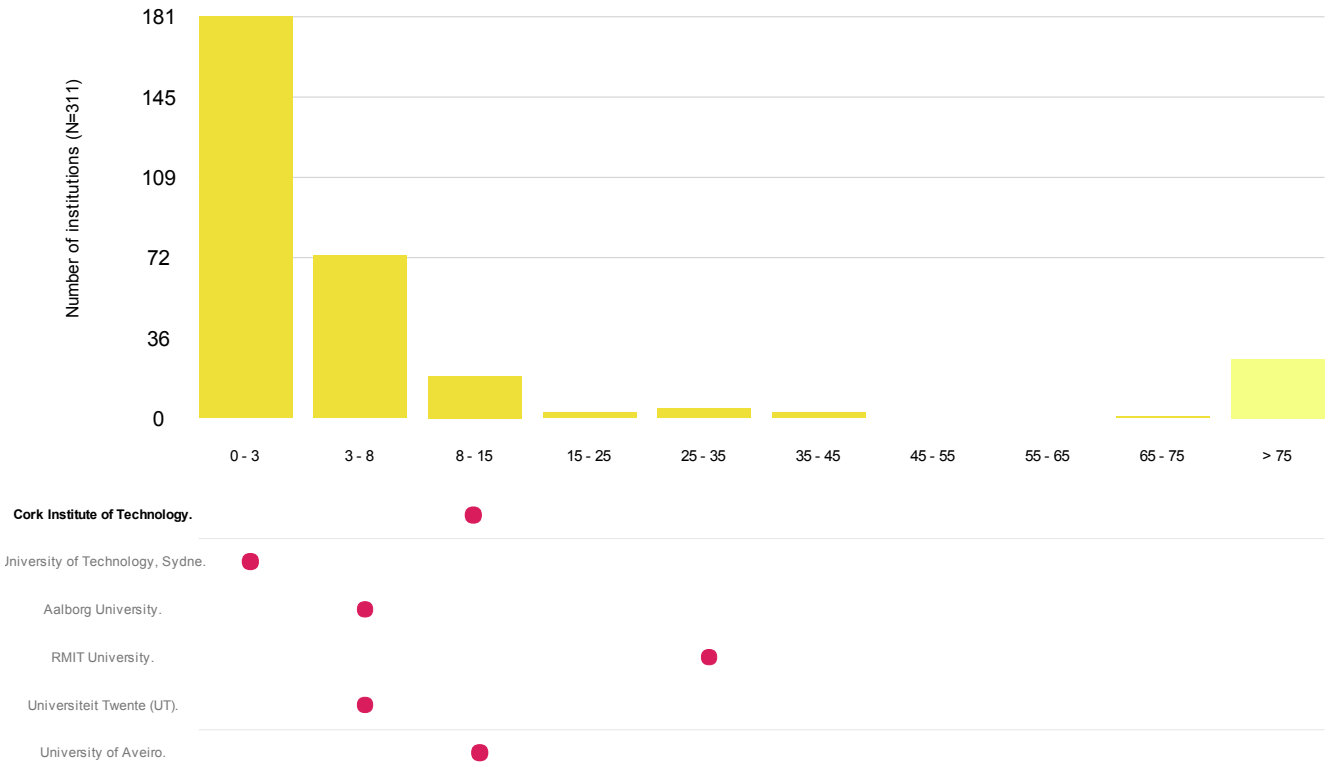
Foreign degree seeking students **(Foreign degree seeking students as % of total enrollments)**

A high percentage of foreign degree seeking students reflects a high attractiveness of the institution to international students, which is likely to be (partly) the result of internationally oriented recruitment activities and programme offerings. If the institution is close to a national border, this may result in a high score on this indicator.



International income **(Income from Internationalisation activities as a % of total income)**

If the relative size of international sources of income is large this indicates a strong international orientation.

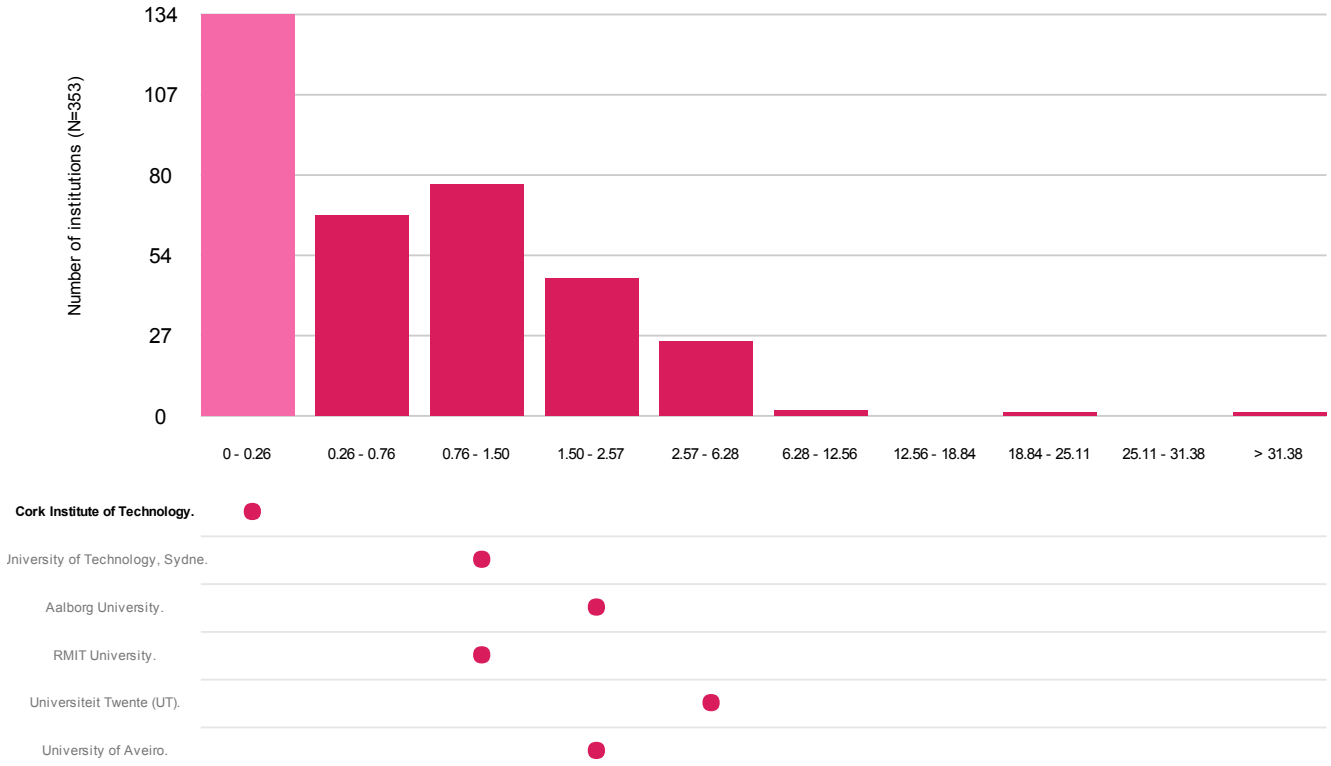


Research activity

Research is at the heart of the traditional university. Generating knowledge and sharing it within the academic community are for these institutions essential and crucial activities. However, with the expansion of higher education new types of research activities have evolved, with a focus on professional development and applied research. New types of higher education institutions that used to focus on teaching and learning have become active in this growing type of research activities. The indicators in this dimension therefore refer not only to traditional academic research activities but capture also the involvement in other research activities.

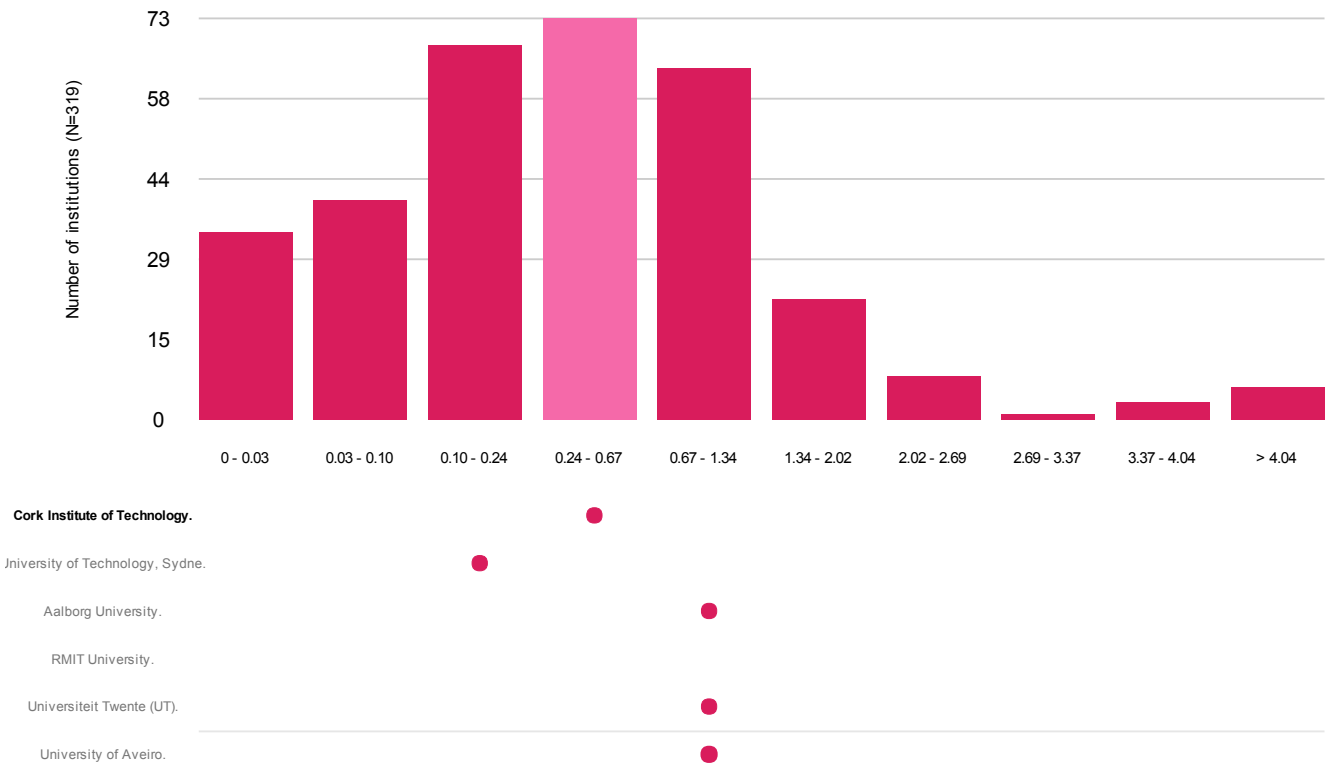
Academic publications **(Number of publications per FTE academic staff member)**

The number of peer reviewed academic publications is seen as an important indicator for the involvement in academic research. This indicator includes PhD dissertations and books. Peer review (also known as refereeing) is a process of subjecting an author's scholarly work, research, or ideas to the scrutiny of others who are experts in the same field, before a paper describing this work is published in a journal, book or conference proceedings.



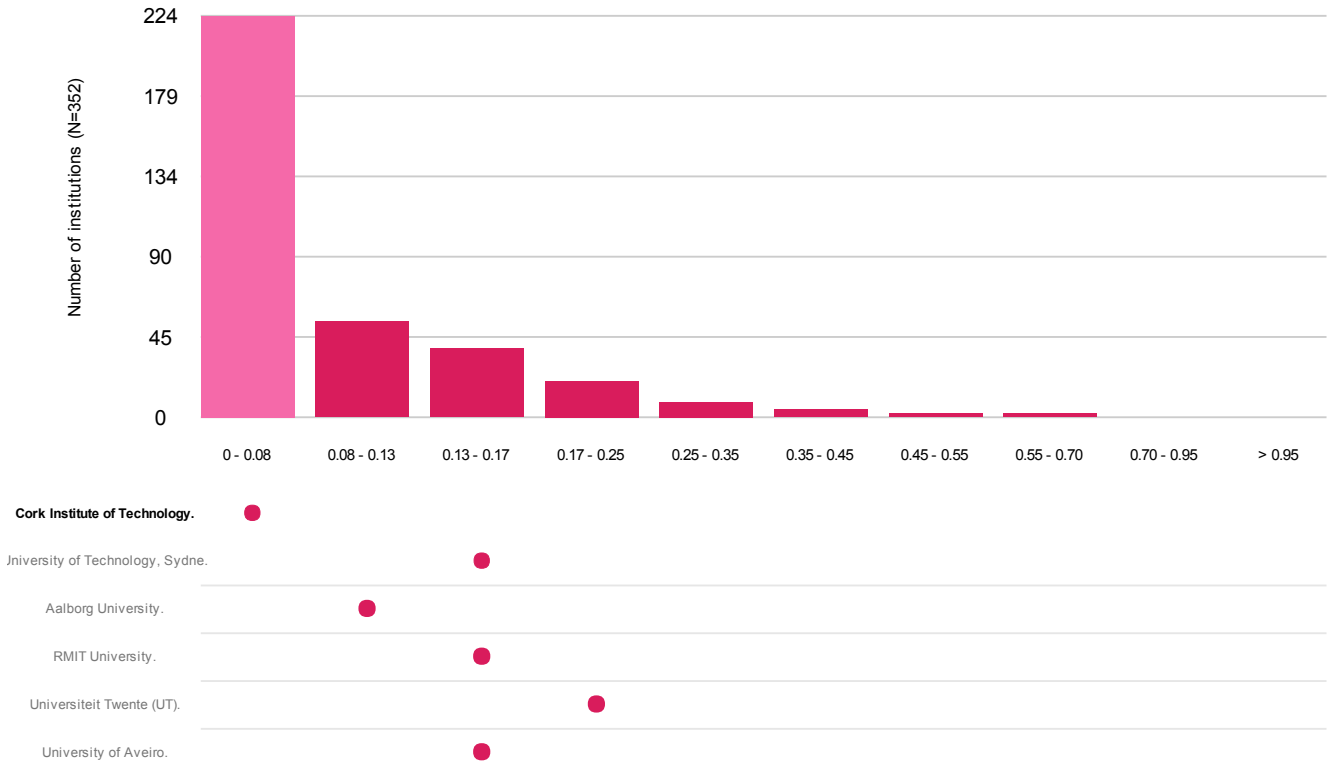
Professional publications **(Number of professional publications per FTE academic staff member)**

This indicator points at the more professional oriented research activities of an institution. A high score reflects that the institution is strongly connected to the professional fields and has a higher emphasis on applied research and development.



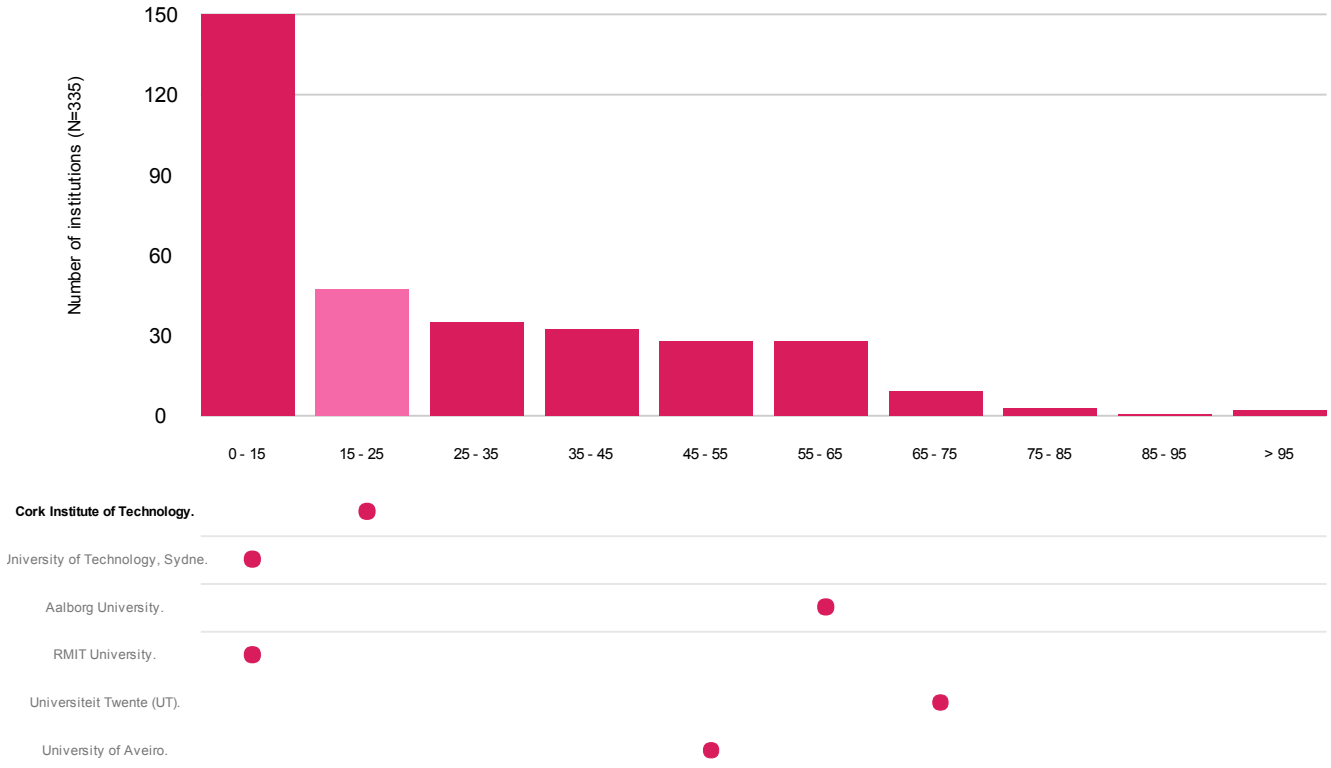
Doctorate production **(Number of doctorates awarded per FTE academic staff member)**

In most higher education systems the 'production' of a doctorate degree is part of an institution's as a research intensive activity of a higher education institution. The doctoral thesis is in most cases a significant research publication. A high score on this indicator therefore signals a strong involvement in academic research.



Research expenditure (Expenditure on research activities as % of total expenditure)

Research expenditure is seen as a strong indicator for an institution's involvement in research.

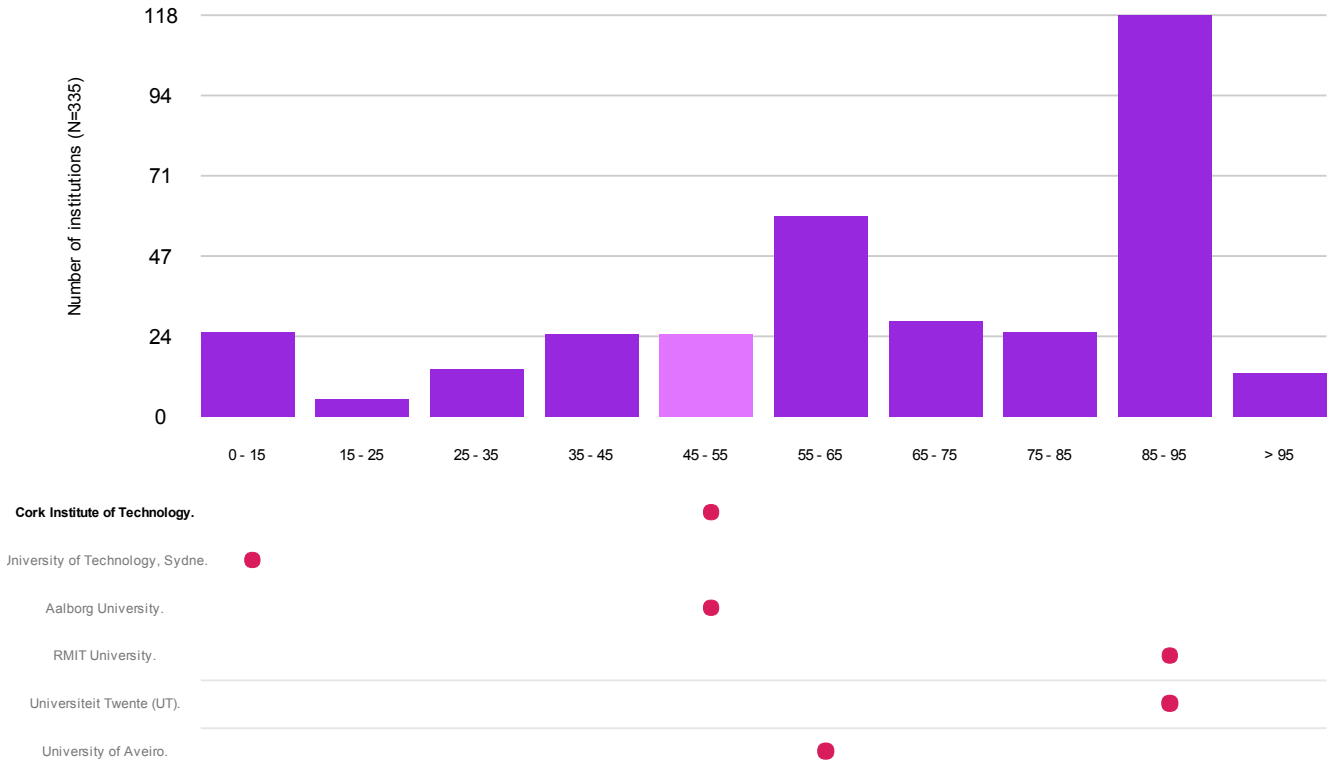


Regional engagement

The presence of a higher education institution has a strong impact on the region where it is located. This impact is to some extent related to the engagement of the higher education in the region. Strong linkages show that an institution sees the embeddedness in the region as an important part of its activities.

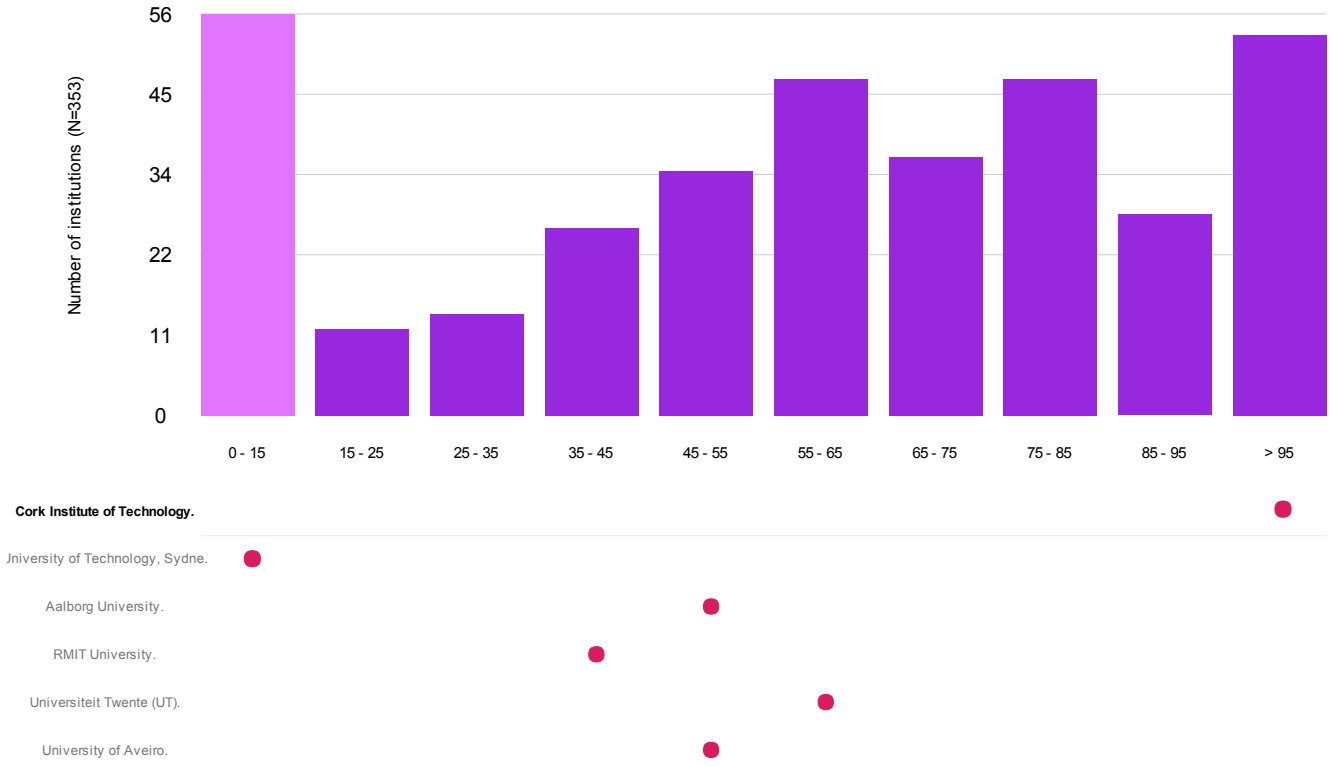
Graduates in the region **(Number of graduates employed in the region as % of total graduates)**

A high proportion of graduates working in the region indicates a close relation between the higher education institution and the region it is located in.



New entrants from the region **(Number of new entrants from the region as % of total new entrants)**

This indicator characterizes the linkages and embeddedness of the institution in its region. An institution that draws many of its students from the region is likely to be more embedded in the region than an institution with only few new entrants from the region.



Regional income **(Income from regional sources as % of total income)**

A high proportion of income from regional/local sources indicates a intense relation between the higher education institution and the region. The focus on income may capture not only regular teaching activities but also linkages regarding research activities and life long learning.