

Appendices

We (Institute of Technology Carlow) include the following appendices with our performance compact.

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Appendix 1: Regional clusters

Extract from the Regional Cluster SIDF Proposal to the HEA 1st July 2013

Engagement for Regional Economic Development

Collaborating partners

The collaborating partners in this proposal are:

Cork Institute of Technology (CIT), Institute of Technology Carlow (ITC), Institute of Technology Tralee (ITT), University College Cork (UCC) and Waterford Institute of Technology (WIT).

Rationale

This proposal recognises the key role that higher education institutions can play in ensuring that excellence in teaching and research is, through engagement, effectively translated into tangible economic and social benefits for the region. There is a need for a deepening of relationships between HEIs and industry to 'differentiate teaching and learning programmes, support the funding and application of research, and reinforce the role of universities as drivers of innovation and growth' (Ernst and Young 2012: 4).

This initiative proposed by the South Regional Cluster of Higher Education Institutions (HEIs) builds directly on the work of the *Education in Employment* and *REAP* projects and is based on national and international best practice in higher education engagement with enterprise and community to deliver comprehensive, measureable, transferable outcomes and regional impact. It responds directly to Strand 1 (4.3) of the call but also has implications for 4.1 in the development of open flexible and blended learning opportunities. Through collaboration and a common approach this initiative will combine and mutually inform the efforts of the partner HEIs within the regional cluster in supporting regional development and effective engagement through:

- Exploring and sharing existing practice within the consortium and the efficient use of technological supports for engagement
- The implementation of a benchmarking process to facilitate an understanding of the current interactions and their impact and an informed consultation process
- Collaborating with employers and employer groupings (with particular attention to SMEs) to identify and target a range of specific appropriate interactions
- The collaborative development of a transferable, evidence-based practitioner

framework for HEI enterprise engagement and partnerships recognising the diversity of challenges within and between regions

In Ireland, the National Strategy for Higher Education places significant emphasis on engagement with the wider society, along with teaching and research as a means by which higher education can contribute to addressing societal and economic challenges. While recognising that higher education institutions have been involved in a wide range of engagement activities the national strategy document suggests that these activities have not always been coherent and coordinated or embedded in the core of higher education missions generally.

However, the means by which the interactions and activities of the higher education institutions can be tailored to meet the needs of specific regional circumstances and opportunities has been less well-explored. This comprehensive approach to engagement will encompass the incubation and new business development opportunities, but will equally embrace the challenges of supporting growth and development of existing enterprises and will recognise that 'a strategic approach to the local economic development role is compatible with the pursuit of excellence in the university's traditional primary missions in education and research (Lester 2005). The effects of the economic crisis in Europe are being felt very keenly by small and medium-sized enterprises (SMEs) (European Commission 2013) and the proposed work packages recognise the challenges that SMEs can face in interacting with HEIs.

Common Approach:

Recognising the importance of the Higher Education Institutions within the region and the unique climate for cooperation within the current higher education policy landscape, the partner institutions are committed to adopting a common approach to understanding and furthering sustainable regional economic development and to making the learning from the initiative available on a broader stage to the national and international community. The proposal recognises the emergence of a 'technological spine' to support the engagement interactions which can work across the collaborating partners to allow efficiencies, reach and scalability of the initiative. The development of the proposal has been achieved through a series of meetings and workshops involving the presidents and senior management of the institutions as well as practice experts within the proposed thematic areas. At each stage of the proposal development from concept to implementation plan all partners have contributed and all recognise the opportunity that a common approach provides for a unique set of outputs and outcomes which encompass a diverse range of institutions and a diverse and complex region. In

all cases the partners recognise that this initiative is in line with their core values and strategic plans.

Added Value:

The initiative will result in measurable benefits to the participating institutions and the higher education system in Ireland generally, to the current and future student body and to the broader economic community within the region. Prioritising the engagement role of the HEIs and addressing the system and structure changes to enhance our contribution to regional economic development and making a visible commitment to working collaboratively in this space will bring about significant cultural changes and will result in the development of boundary spanning roles. Students will benefit from increased relevance and currency of the curriculum, enhanced employability and job-shaping as well as job-seeking skills. The enterprise community will benefit in a measureable way through helping to deliver on current and relevant curriculum, yielding work-ready graduates, flexible and accessible upskilling for employees and access to research and innovation excellence.

This proposal is underpinned by the principle that this engagement is not a simple service arrangement but is a two-way partnership requiring 'relationships, resources and realistic expectations'. The model is one of knowledge exchange and co-creation rather than transfer. To deliver effectively for a region these often separate and disparate interactions need to form part of a comprehensive strategic approach with measurable outcomes. In the context of the region in question, it is recognised that there is a diversity of challenges and opportunities and a diversity of institutions. However, there has never been a greater impetus for an effective, aligned, measureable approach to regional economic development.

It is envisaged that the institutions will have a greater or lesser involvement in particular thematic areas and work packages but that the learning and outcomes will be shared by all and will contribute at a broader level to a national framework for engagement. The proposal is formulated as a three year plan initially. The governance and operational structure will mirror that used effectively under the SIF-Funded REAP project and will include an industry and international advisory panel.

Appendix 2: Participation, equal access and lifelong learning

Statistical Overviews of Specific Targeted Access Groups

Table 1. Mature Students: Full-Time Undergraduate entrants compared to total first year entrants over the period 2008-2013

	2008/9	2009/10	2010/11	2011/12	2012/13
1 st Year Entrants	1054	1128	1212	1252	1176
# Mature Entrants	190	272	372	317	334
% Matures Entrants	18%	24%	30.7%	25.3%	28.4%

Institute of Technology Carlow is not part of the HEAR / DARE scheme. Institute of Technology Carlow has implemented a policy since 2004 targeting first year undergraduate applicants completing the leaving certificate at second level but who for reasons of socio-economic disadvantage (SED) may not meet the CAO cut-off points required for admission to a programme of study but who meet the minimum academic requirements for entry. The types of SED include long-term unemployed parent(s); low family income; no culture/tradition of progression to third level. Those who apply under this scheme are required to supply authenticated documentation to support their application. Other criteria for eligibility include attendance at a school designated as disadvantaged by the Department of Education.

Table 2. Carlow Access Programme (CAP) for socio-economic disadvantaged second level learners; number of participants on full-time undergraduate programmes over the period 2008- 2013

	2008/9	2009/10	2010/11	2011/12	2012/13
CAP	39	56	67	70	79

CAP is specifically targeted as a direct entry scheme devised to advance the social and cultural needs of our region. Learners entering through this are awarded a financial scholarship throughout each year of their studies. Cumulatively, the number of learners participating has risen from 39 to 79 over 2008-2013: a 100% increase. In addition in 11/12 an additional 194 learners with financial pressures were supported through the Student Assistance Fund. In 12/13 this figure jumped to 311.

Table 3. Full-time Learners with Disabilities availing of the Special Fund for learners with Disabilities over the period 2008-2013.

	2008/9	2009/10	2010/11	2011/12	2012/13
Number of Learners	50	75	90	141	183

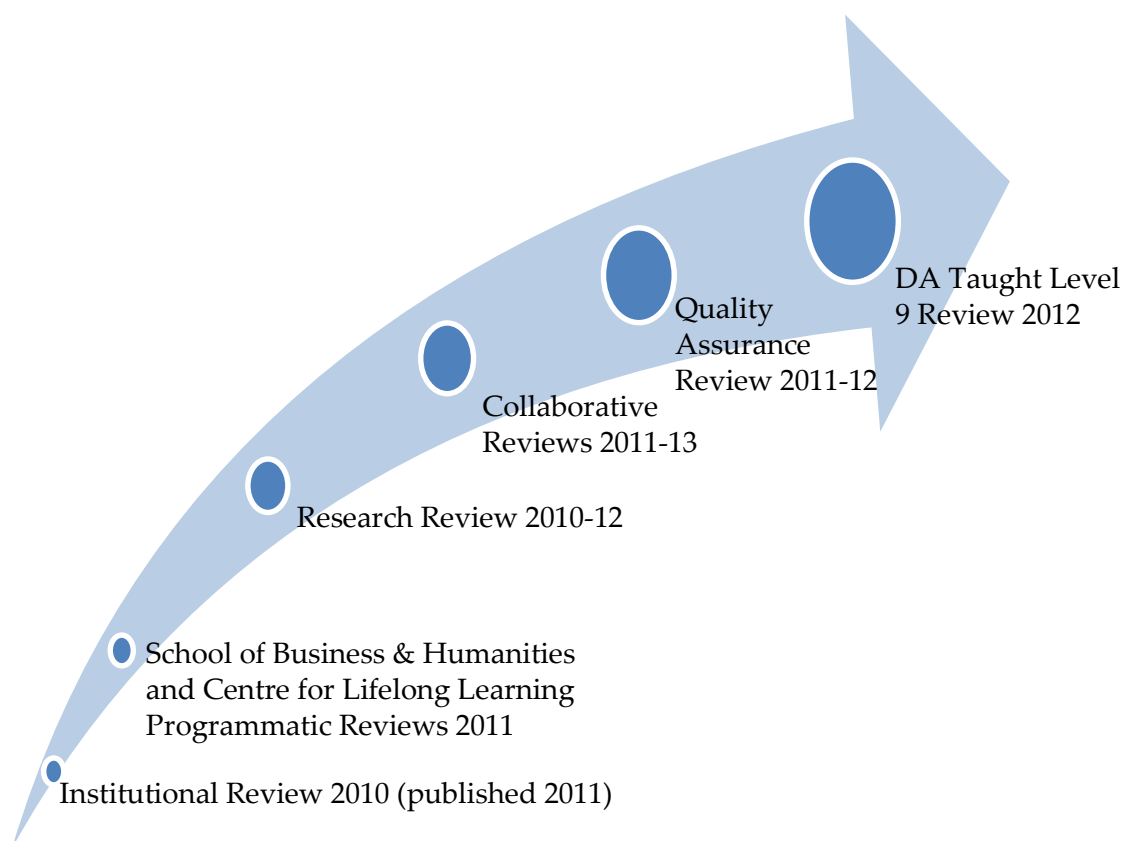
This funding is available to facilitate, encourage and support learners with disabilities to participate in third level education. Institute of Technology Carlow operates a proactive approach to these learners; those who have indicated a disability on their application to Institute of Technology Carlow are contacted by Institute of Technology Carlow Access Officer who makes an assessment for application to the fund so the person's special needs can be supported. Those who have a disability but who for personal reasons do not indicate this, are given opportunities to engage with our Student Support Services (including the Access Officer) at first year registration or at any point during their first year studies.

Table 4. Lifelong Learning Student numbers 2008-2013

	08/09	09/10	10/11	11/12	12/13
# Life Long Learners	1334	1205	1452	1517	1583
Total # Student	4084	4383	4860	4832	5396
Proportion of LLL	32%	27%	30%	31%	29%

Appendix 3: Excellent teaching and learning and quality of the student experience

Since undergoing an Institutional Review in 2010, Institute of Technology Carlow has undertaken a significant body of work to address the requirements highlighted. This entailed the implementation of planned and requirement-specific reviews as shown below.



The result of these reviews is as follows;

- Collaborative and Transnational Provision – Granted May 2013.
- Delegation of awarding authority Level 8 of the NFQ Granted 2005, renewed 2011 subject to conditions and recommendations, conditions discharged fully in May 2013.
- Delegation of awarding authority Level 9 and Level 10 Research Programmes in Biotechnology and Molecular Environmental Science - Granted 2009.
- Delegation of awarding authority Level 9 of the NFQ - Granted 2013.
- Research Programmes Provider Status - Granted 2012

- Computing, Level 9 and 10 Research
 - Engineering, Level 9 and 10 Research
 - Sport and Health Sciences Level 9 Research
 - Business and Humanities Level 9 Research
- Product Design and Innovation Level 9 Research Provider Status (2011)
- QQI devolution of specified responsibilities in the area of research (validation and review) – Granted May 2013.
- Joint Awards Recommended September 2013

INSTITUTE OF TECHNOLOGY CARLOW QA & I WORKPLAN					
No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Overarching Policy					
1.1	The institute's strategy for quality and standards	Strategy in place through QA/QI Framework	Review commenced. Is being conducted in parallel with the development of Strategic Plan 2014-2018 and in line with HETAC, TUQAF (and future QQI) guidelines	Senior Management Team chaired by President	December 2013
1.2	The organisation of the Quality Assurance system				
1.3	The responsibilities of Departments/Schools/Campus/ Centre, Organisational units and individuals for the assurance of quality	As part of the comprehensive review of all academic policies and procedures within the Institute, each updated policy and procedures definitively identifies the responsibilities of each post-holder for implementation and ongoing review	Designate within every policy and procedure to clearly define responsibilities	Registrar	In line with status
1.4	The involvement of learners in Quality Assurance	Clear policy to be drafted to reflect and enhance current procedures and practice			Completed April 2013
1.5	How policy is implemented, monitored & revised	Implementation of use of template on policy and procedure. As part of the comprehensive review of all academic policies and procedures within the Institute each updated policy and procedures incorporates revision control history.	Review of all policies and procedures incorporates this	Chair , QA&I Committee	In line with status
1.6	The relationship between teaching and research	Not specifically defined	Review teaching and learning policy to articulate and further develop relationship.	Chair, TLSS Committee with Chair, R & D Committee	June 2013

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Programmes and Awards					
2.1	New Programme proposal	Included within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ as indicated in the review	Revision via PPVC to Academic Council March 2013	Chair, PP&V Committee	Complete
2.2	Types of Awards	In place	Review in line with QQI Requirements- Adopt formally as arise	Registrar	Adopted
2.3	Programme Development Committee	Policy & Procedure in place	Revision via PPVC to Academic Council March 2013	Chair, PP&V Committee	Complete
2.4	General Programme Design Principles	Included within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ	Revision being submitted via PPVC to Academic Council	Chair, PP&V Committee	Complete
2.5	Development of explicit learning outcomes	Institute of Technology Carlow Guide to writing Learning Outcomes	Approved by Governing Body 30/3/2011	Chair, TLSS Committee	Completed
2.6	Specific Department/School/Campus/Centre Policy on design and content	Include within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ	As required	Chair, PP&V Committee	June 2013
2.7	Formal Policy and Procedures on Modes of delivery - full time; part-time; distance learning; e-learning; Problem-based learning etc.	Teaching & Learning Policy Institute of Technology Carlow Quality Assurance & Improvement Policy and Framework Manual - Pgs 35-37	Approved by Governing Body February 2007 Revision ongoing	Chair, TLSS Committee	June 2013
2.8	Resource implications of new Programme delivery	Included within Policy & Procedure for the Design, Development & Validation of New Minor and Major Awards at Level 6-10 NFQ	Minor Revisions via PPVC to Academic Council	Chair, PP&V Committee	In line with status
2.9	Senior Management and Academic Council Approval			Registrar	
2.10	External Programme Validation				

2.11	Implementation of validated programme Programme Boards, response to External Panel conditions & recommendations				
2.12	Monitoring progress and achievement of learners	Policy for Ongoing Monitoring of Programmes	Revision via PPVC to Academic Council	Heads of School/ Campus/ Centre	In line with status
2.13	Annual Review of programmes/change implementation	Policy for Ongoing Monitoring of Programmes	Revision via PPVC to Academic Council	Registrar	In line with status
2.14	Differential review	Collaborative Provision Policy – Appendix C	Completed and revision submitted. Awaiting QQI approval	Registrar	May 2013
2.15	Quinquennial External Programmatic Review	Policy & Procedure for Programmatic Review	Approved by Governing Body November 2012	Registrar	Completed
2.16	Obtaining feedback from employers, graduates, other stakeholders	National Employers Survey Policy & Procedure on Programmatic Review Professional Recognition Submissions Industry Advisory Boards	Formal policy/ process documented to reflect current practice- at QA & I committee	Chair QA & I Heads of School/ Campus/ Centre	June 2013
2.17	Learner feedback	Irish National Student Survey QA 1 and QA 3 Postgraduate Student Survey	Institute surveys have been customised and are deployed annually	Registrar	Next iteration January – March 2014
2.18	Learner involvement in Programme Quality Assurance	As per point 1.4. above			
2.19	Recognition of Prior Learning - APCL, APEL, informal & non- formal learning	Academic Standards & Assessment Regulations Appendix 5 Additional information to be inserted on APEL procedures	Approved by Governing Body December 2011	Chair, Academic Regulations	APEL procedure updated by May 2013
2.20	Formal Institute policy on Credit, credit accumulation credit transfer	From HETAC guidelines		Registrar	Adopted

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Assessment of Learners					
3.1	Recognised methods of assessment - formative; summative continuous, terminal examination, types of examination - multiple choice, open-book/closed book, practical, portfolio, project, thesis, performance original composition etc.	Academic Standards & Assessment Regulations	Approved by Governing Body December 2011 Revision of elements required	Registrar Chair Academic Regulations Committee	Completed
3.2	Linking Assessment to Learning Outcomes	Academic Standards and Assessment Regulations Appendix 4	Approved by Governing Body December 2011	Chair, TLSS Committee	Completed
3.3	Marks & Standards - criteria for marking/grading; accumulation of marks and grades (weighted averages etc); Classification of awards	Academic Standards and Assessment Regulations Marks & Standards Examinations & General Procedures for Apprentice Programmes	Approved by Governing Body December 2011 Approved by Governing Body June 2006	Registrar	Completed
3.4	School/Department special conditions	APS and Programme Documents	Formal Policy via Academic Regulations Committee to Academic Council	Chair, Academic Regulations	Adopted
3.5	Ensuring staff are competent to assess	Human Resources Policy and Procedures	Human Resources and Teaching & Learning Centre review	HR Manager Coordinator T & L Centre Heads of School/Campus/Centre	Addressed on annual basis
3.6	Double marking/Joint marking/anonymous marking	Revision required	From Academic Regulations. Committee to Academic Council May 2013	Chair TLSS Committee	May 2013
3.7	Assessment of Group Projects - Fairness and consistency	Revision required	Submitted via T&L Committee to Academic Council Jan 2013	Chair, TLSS Committee	Completed

3.8	Late submission of assignments	Revision required	Via Academic Regulations. Committee to AC	Chair, Academic Regulations	Adopted
3.9	Plagiarism	Currently defined in Student handbook Enhanced by formal policy and procedure T& L Committee 2012-2013	On website Adopted	Chair, TLSS Committee	Completed
3.10	Examination Regulations	Examination Regulations	Reviewed by Academic Regulations Annually	Registrar	Completed
3.11	Ad Misericordiam arrangements - illness, mitigating circumstances, assistive technology, amanuensis, tape recording, etc	Disability Policy	Review via TLSS to Academic Council	Chair, TLSS Committee	June 2013
3.12	Administration of Examinations	Academic Administration	Reviewed by Academic Administration Annually	Head of Academic Admin and Student Affairs	Completed
3.13	External Examination	Policy and Procedure for External Examiners Academic Standards & Assessment Regulations	Approved by Governing Body November 2012	Registrar	Completed
3.14	Conduct of Examination Boards	Academic Standards & Assessment Regulations	Reviewed by Academic Regulations Annually	Chair of Academic Regulations Committee	Completed
3.15	Publication of Results				
3.16	Appeals				
3.17	Resit / repeat policy				
3.18	Availability of information to learners	Handbook / web and exam location	Reviewed by Academic Regulations Annually	Head of Academic Administration and Student Affairs	Completed

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Quality Assurance of Teaching Staff					
4.1	Recruitment policy - should address qualifications; skills in teaching, learning and assessment	In line with and exceeding selection procedures determined by the Minister for Education and Skills	In line with Dept. of Education & Skills	HR Manager	Completed
4.2	Policy on developing staff teaching skills	Teaching & Learning Policy Staff Development Policy	Human Resources	Yes	Completed
4.3	Policy on developing staff assessment skills	Link to point 30 above			
4.4	Policy on developing staff Programme Design Skills	Staff Development Policy	Revision required	Senior Management Team chaired by President HR Manager	Completed on annual basis
4.5	Policy on developing staff Research skills				As per status
4.6	Performance Management & Development Scheme PMDS	In line with national policy	In line with national policy development		
4.7	Policy on measuring effectiveness of teaching	Staff Development Policy	Review as part of part 1.1 and 1.2 above	Registrar	Dec 2013
4.8	Policy on dealing with ineffective teaching staff				

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Learning Resources and Student support					
5.1	Library	As part of the Learning Resource Centre Regulations	Completed	Librarian	Completed
5.2	Information Technology			Computing Services Manager	
5.3	Learning Resources/Support - literacy, numeracy, disability etc	Disability Policy	Review via TLSS to Academic Council	Chair, TLSS Committee	June 2013
5.4	Student representation - from governance to course Boards	Link to point 1.4 above			
5.5	Students' union	In place	Completed	President SU	Completed
5.6	Support services - counseling, Medical, Career, Sports etc	In place	Minor Revision required	Head of Student Services	Completed
5.7	Strategy for monitoring, periodic review and improvement of the adequacy and effectiveness of Student Support Services				

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Information Systems					
6.1	Collection, analysis and use of statistical information for quality assurance and management purposes to include: Application and Admission deferral Student Progression and Completion Rates. Withdrawal and Dropout Employment of Graduates	Policy on Ongoing Monitoring of Programmes Policy on Programmatic Reviews	Revision via PPVC to Academic Council	Heads of School/ Campus/ Centre	In line with status
6.2	Students' satisfaction with services etc	As per point 2.17 above			
6.3	Institute's Key Performance Indicators (KPIs)	Quality Standards	Review as part of preparation of Strategic Plan 2014-2018 in line with national (IoTI) guidelines on KPI and the strategic dialogue with HEA	Senior Management Team chaired by President	Dec 2013

No	Policy Requirement	Status of Policy and Procedure	Proposed Review Plan	Responsibility	Date
Public Information					
7.1	NQAI information determinations - Access, Transfer & Progression, Awards, Standards etc.	Requires revision	Review in line with QQI Requirements- Adopt formally as arise	Registrar	Ongoing
7.2	Quantitative and qualitative information on programmes	Partially addressed	Formal policy to be developed in line with national strategy	Registrar	January 2014
7.3	Quantitative and qualitative information on awards	Further improvements ongoing e.g. Module Builder implementation to be complete 2013			
7.4	Teaching & Learning; Assessment Procedures	Link to point 3.1. above			
7.5	Employment destinations of graduates	Graduate Survey Policy on Ongoing Monitoring of Programmes Policy on Programmatic Reviews	Implemented on annual basis but to be linked to national benchmarks when defined	Head of Development	Dec 2013
7.6	Information available in Prospectus	Implemented on annual basis	Review on annual basis	Registrar	Next iteration July 2013
7.7	Information Available on line			Head of Development	Next iteration August 2013
7.8	Objectivity and impartiality of public information	Quality Standards	Review as part of preparation of Strategic Plan 2014-2018 in line with national (IoTI) guidelines on KPI and the strategic dialogue with HEA	Senior Management Team chaired by President	Dec 2013
7.9	Data Protection	In place to meet legislative requirements	Completed	Senior Management Team	Completed
7.10	Freedom of Information				
7.11	Complaints	Student Complaints & Appeals Procedure	Approved by Governing Body February 2005	Registrar	Completed
7.12	Institute's Regulations	In place	Regular Review	Registrar	Completed

Appendix 4: High quality, internationally competitive research and innovation

The role of the Institutes of Technology in research is now strongly endorsed by the Government in eg the SSTI (*Strategy for Science, Technology and Innovation 2006-2013*) and FORFAS Research Prioritisation Report (2012). The Institute, under its Strategic Plan 2009-2013 and its new 2014-2018 plan, aims to provide for the continued development of its RDI activities, underpinned by the essential physical infrastructure and human resources required. The Institute of Technology Carlow goal for research is clearly divided into a series of key objectives and actions addressing the key themes of Capacity Building, Economic and Social Development, Fourth Level and Knowledge Transfer.

Some relevant Institute of Technology Carlow Research, Development and Innovation (RDI) performance indicators to-date are listed below:

- 36 Doctoral Degree Awards to date
- Average of 40 postgraduate research students registered annually (42% PhD & 58% Masters)
- > 200 Publications in past 5 years
- 7.55 million income in past 5 years
- 21% FT academic staff involved in postgraduate research supervision
- 30% FT academic staff involved in broader RDI activities
- 42 EPP / NF Companies in past 3 years
- 51 Incubation / Innovation Campus Companies in past 3 years
- 76 RDI Company Projects Programme in past 3 years
- Interreg 4 Projects, WISE and INSPIRE providing training and consultancy to 63 SMEs.

There are five Centres of Research and Enterprise (CORE) underpinned by strong interdisciplinary teams of staff in the following areas:

- BioEnvironmental Technologies (EnviroCORE)
- Industrial Design and Product Innovation (Design CORE),
- Green Energy Optimisation (GeoCORE)
- Interactive Applications Software & Networks (GameCORE)
- Advanced Security Technologies for Risk/ Crisis Management (SecurityCORE).

It is envisaged that the COREs listed will engage / continue to engage in postgraduate research using appropriate research projects as vehicles for higher degrees by research. Of the five areas identified above, one is currently underpinned by DA to level 10 (EnviroCORE), three have provider status level 10 research (GameCORE, SecurityCORE and GeoCORE) and one has provider status level 9 (DesignCORE).

Institute of Technology Carlow faces several challenges in realising its RDI agenda. Many of these are common to the sector (*Framework for the Development of Research in the Irish Institutes of Technology, 2008-2013, CIRCA*). However, the single most significant impediment to growth in Institute of Technology Carlow has been the shortage of dedicated physical research facilities. The new RDI centre, the Dargan Centre, is due to open in January 2014.

The purpose of the Dargan Centre will be to provide an integrated and high quality physical research environment for relevant academic staff researchers, postgraduate research students, postdoctoral researchers, administrative and management staff associated with the development and delivery of the Institutes targeted high priority areas for research. It is envisaged that the Centre will also serve as a base for the development of synergetic links with other institutions of higher education (nationally and internationally), industry, commerce and the public sector, for research purposes. The provision of such dedicated physical research facilities will support the Institutes existing Principal Investigator cohort and enable them to expand their RDI activities in a planned manner, whilst also providing the infrastructure which will enable the Institute to participate in externally-funded programmes focused on the funding of research personnel. This facility will undoubtedly assist the Institute of Technology Carlow in progressing its RDI agenda.

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Engagement with Enterprise and the Community operates through a number of distinct but connected programmes including the following;

New Frontiers Programme A collaborative New Frontiers Programme (NF) between the Institute of Technology Carlow (ITC) and Waterford Institute of Technology (WIT), builds on the success of the same programme run across both institutes in 2012-13. The consortium operates an integrated programme where staff of both institutes interact with and support participants based in both institutes. The forerunner of NF, the Enterprise Platform Programme (EPP), has been at the heart of the Entrepreneurial Development Strategy of both Institutes producing a combined 154 companies with a combined turnover of 32.5 million in the last six years. The entrepreneurial development activities have been critical for the growth and development of the two incubation centres in Institute of Technology Carlow (ERIC) and WIT (ArcLabs). As the New Frontiers programme cohorts are located within the incubation centres the interactions between the programme and the centres are seamless from the participant perspective.

INSPIRE European Programme: This programme consists of mentoring and seminars aimed at inspiring creativity and helping 50 entrepreneurs over 2 years to develop ideas for new products and services. The New Frontiers is a good fit for their next stage of development as such this programme develops a pipeline of potential participants

Technology Transfer: The TTSI2 consortium comprises of NUI Maynooth (NUIM) as lead higher education institution and the partner institutes of Waterford Institute of Technology (WIT), Athlone Institute of Technology (AIT) and Institute of Technology Carlow (ITC). NUIM provide general Technology Transfer (TT) management support, best practice advice and leadership to the consortium including case management support to AIT and Institute of Technology Carlow in Industrial Technology / ICT and Biosciences and provide case management support in Biosciences to WIT. The consortium acts as a unit, sharing resources and adopting common policies and management systems to ensure efficiencies and excellence in TT as appropriate.

The following table are Institute of Technology Carlow agreed targets for 2013/14 with EI for technology transfer.

Activities	2013	2014	2015	2016
Spin outs	0	1	1	1
Licences/Options /Assignments	1	2	3	3
Research agreements with industry (>25K)	1	1	2	2
Invention disclosures	2	3	4	4
Priority patent applications	1	2	2	2
PCT Patent Applications	0	0	1	1
Research agreements with industry (<25K)	45	50	50	50
Start-ups, spin-ins etc)	10	15	15	15

Institutes Research Centres: We place a strong emphasis on researchers' engagement with Industry. 63 industry partners were involved in a research or innovation project in partnership with Institute of Technology Carlow which was supported by Exchequer, EU or direct industry funding during the calendar year 2012. In addition Institute of Technology Carlow is working with 51 Spin-ins, defined as any companies established in the Institute of Technology Carlow incubation or innovation centres (e.g through New Frontiers (42) and other initiatives (9))

Institute of Technology Carlow is involved in many community initiatives including Service or Community based learning and the Presidents Volunteers Award.

Service or community based learning is experiential education with a civic underpinning. In practice, what this means is that students attain academic credit for the learning that derives from reflecting on the academic experience and 'service' within community. Institute of Technology Carlow have begun to explore and embed this pedagogical approach which enhances the student learning experience examples of programmes using this approach are the BA (Honours) in Art and work based projects with the Irish Defence Forces. The Art module is about civic engagement and active

participation in the social and community environment of Wexford and aims to foster greater appreciation amongst learners of the issues and needs of their local community.

This course aims to create awareness about the importance of civic participation in the locality, cross cultural engagement, personal and social responsibility, leadership skills, listening skills and critical reflection

The Institute of Technology Carlow President's Award has been established in association with UNUM (A US based multi-national corporation with a centre in Carlow) and Carlow Volunteer Centre to harness, acknowledge and support the contribution that students at the Institute make to their communities whether in Institute of Technology Carlow itself, Carlow town and its environs or within their own local community outside of Carlow.

The main aims of the awards are:

1. To develop active citizenship and civic engagement amongst the student population.
2. To create joint projects with our volunteer communities.
3. To support the contribution that our student volunteers make to our communities.
4. To create civic and leadership skills amongst students.

Appendix 6: Enhanced internationalisation

Institute of Technology Carlow Internationalisation Strategy 2013-2018

Context

In creating a strategic document it is understood that Institute of Technology Carlow is prompted by those areas that are highlighted in the *HEA Strategic Plan 2012-2016*. This is further informed by the *“Investing in Global Relationships – Irelands International Education Strategy 2010-2015”* report which outlines in more detail what needs delivered by the sector. In particular the strategy is developed in line with Appendix A **Criteria for a Technological University (Towards a Future Higher Education Landscape HEA, 2012)** which states the following in section 7 (International Profile);

“7.1 The international engagement of a technological university will specifically reflect its mission and orientation.

7.2 At the time of application, an applicant will demonstrate a developmental trajectory for the enhancement of internationalisation related to teaching and learning, research and staff development and a sustainable range of international collaborations such as joint projects, student and staff exchanges including the collaborative provision of academic and training programmes.”

The key elements of these documents assisted us in framing the Institute of Technology Carlow strategic document in a way that is coherent with the reports listed above. In addition this appendix has considered extracts from various national policy documents which we needed to be aware of in drafting our strategy.

Our non EU students come mainly through articulation agreements with HEIs in China and Malaysia and through agents in these countries + South Korea and Oman. Priority markets for Institute of Technology Carlow, in accordance with national policy, are China, Malaysia, India, Brazil, and the Middle East. Institute of Technology Carlow is also a participant in an agreement with Colleges Ontario and Wisconsin Colleges. A small number of students come annually from two US universities

Institute of Technology Carlow attracts an average of 130 non EU and a similar number of EU students annually.

Number of non EU Students by Country by Year (Headcount)					
	08/'09	09/'10	10/'11	11/'12	12/'13
China	139	165	112	75	79
Korea	8	12	11	11	15
Malaysia	-	-	2	18	18
Russia	1	2	2	2	2
Middle East	3	2	1	11	10
USA	21	7	11	11	10
Others	5	2	2	4	12
Number of Non EU Students	177	190	141	132	146
Number of Erasmus Students	140	133	165	26	132
TOTAL	317	323	306	258	278

In 2009/10 the Institute made a strategic decision to reduce our exposure to the Chinese market which at that time accounted for over 70% of our annual intake of non EU students, largely in the Computing Department. In the short term this impacted negatively on our intake but due to sustained marketing efforts the markets entered above have been opened and in 2013/14 Chinese students will account for approximately 50% of new non EU entrants. This will allow a sustainable pipeline of new entrants from multiple markets and in multiple disciplines to be developed and maintained.

Strategic Intent

Institute of Technology Carlow's strategic intent is to achieve the following;

- Balanced international student recruitment
- Promoting study and work placement in industry (for industrial projects) abroad;
- Student and staff mobility programmes;
- Developing an internationalised curriculum;
- Providing a culturally diverse environment to study in; and
- Ensuring that the ethos in which students learn reflects the global nature of education today.

Operational implementation

Institute of Technology Carlow utilises a number of recruitment strategies dependent on the conditions applying in the national marketplace. These may be broadly summarised as follows;

▶ China	Partnership model
▶ Malaysia	Articulation Model
▶ Middle East	Government Scholarships
▶ India	Direct Recruitment
▶ Brazil	Government Scholarships
▶ USA	Semester and Junior Year Abroad
▶ Canada	Articulation Model
▶ European Union	Erasmus & Fee Paying

Through working with Education in Ireland and colleagues across the sector the objectives listed in the compact are achievable and realistic.

Appendix 7: Institutional consolidation

MEMORANDUM OF UNDERSTANDING

between

Institute of Technology Carlow and Waterford Institute of Technology

towards a

Technological University of the South East

Preamble

This Memorandum of Understanding (MOU) is made between the Governing Bodies of the Waterford Institute of Technology (WIT) and Institute of Technology, Carlow (ITC). It is effective from the 19th July, 2012. With the agreement of both Parties it is conceivable that other institutions may join an extended partnership beyond the core members.

The Parties are both institutions of higher education established under the Institutes of Technology Acts 1992 to 2006.

The Parties agree, in accordance with the Programme for Government 2011-2016, to explore together the establishment of a multi-campus Technical University¹ in the South East region of Ireland (the South East), in pursuit of this outcome and in consultation with the Higher Education Authority (HEA) and the Department of Education and Skills (DoES), in line with the National Strategy for Higher Education to 2030. The Parties will jointly participate in the creation and development of a model for the evolution and strategic amalgamation of both Institutes into a new entity. This model will be based on the fundamental principle of a strategic amalgamation for mutual growth of the two institutions, leading to the amalgamated new entity becoming a Technological University (TU).

In the creation of the definition, vision and mission of a TU appropriate to the South East region, the two institutions are committed to a joint consultative process with all relevant stakeholders.

The imperatives driving this joint enterprise include an enhanced contribution of the TU to economic, social and cultural development, regionally, nationally and internationally. The TU will be an entrepreneurial and outward looking higher education and research institution. It will have an enhanced capacity to deliver regional, national and international objectives in a coordinated, efficient and market responsive manner across professional and technological education, research, innovation and knowledge transfer, enterprise development, lifelong learning, postgraduate education and

¹ Referred to as Technological University throughout this document.

related activities. The TU model will be designed to enhance the regional environment for the development of indigenous enterprises, the creation of new high-potential start-up companies and the attractiveness of the region for future foreign direct investment.

The new TU will draw on international best practice in devising an appropriate distributed management and administrative support structure for the new multi-campus higher education institution in the South East. There will be a co-ordinated approach to the development of complementary institutional specialisations and strengths. This approach will maintain and strengthen institutional performance and capacity for access, transfer and progression opportunities for the population of the South East and adjoining counties which have traditionally been catchment areas for both Institutions.

This MOU establishes a framework for collaboration and co-operation between the Parties and sets out the general principles for the strategic amalgamation.

1 Objectives of the MOU

This MOU represents the Parties' intent to cooperate in developing and implementing a model for strengthening higher education and research in the South East region of Ireland through creating together a multi-campus Technological University in the South East.

The major objectives of the MOU are to:

- 1.1 Provide a framework within which the two institutions will jointly develop a definition, vision and mission of the TU appropriate to the South East, with the relevant operational characteristics and elements.
- 1.2 Provide for the establishment of various collaborative initiatives for the growth and mutual benefits of the two institutions in the context of a shared vision for a consolidated institution.
- 1.3 Build on the current strategic development trajectories of both Parties and enhance regional performance in education and research provision.
- 1.4 Facilitate both Parties in working together to create a Technological University of the South East which will enhance the education, research and development opportunities regionally, nationally and internationally.
- 1.5 Provide a basis for an immediate collaboration to develop and implement structures and

processes leading to a new higher education entity, and, as soon as possible thereafter, to seek designation as a Technological University for the South East of Ireland (title to be determined) as provided for in the National Strategy for Higher Education.

1.6 Encourage any other activities that the Parties agree to be of mutual benefit.

2 General Provisions

2.1 Relationship between the Parties

2.1.1 The Parties are committed, through cooperation, to the establishment of a multi-campus Technological University in the South East of Ireland. This cooperation will be based on the principles of equality and respect. To maximise the prospect of success both Parties recognise that each is an independent legal entity with full control and responsibilities for activities undertaken by and on its behalf.

2.1.2 It is further agreed that:

- a) All media briefings and press releases in relation to the TU will be agreed by both Parties and issued jointly.
- b) All meetings with regional stakeholders and interests on the TU will be conducted jointly, as will any consultations with the DoES and the HEA.

2.2 Relationship of the Parties with Others

2.2.1 The provisions of this MOU shall not diminish or impair in any way the independence of the Parties in any of their respective functions or relationships or cooperation with other parties.

2.3 Good Faith and Fairness

2.3.1 The Parties recognise that successful collaboration will require trust, good faith, open communications and commitment from all members of both Institutions.

2.3.2 The Parties undertake to act in good faith with respect to each other's rights and obligations under the terms of this MOU.

2.3.3 The Parties, their representatives, and their staff shall at all times, either during or after the term of this MOU, respect the confidentiality of any proprietary information relating to the other Party.

- 2.3.4 The Parties recognise the impracticality of providing for every contingency, which may arise during the life of the MOU and agree to operate fairly and without detriment to the interests of either Party.

3 Collaboration and Amalgamation

3.1 Collaboration Process

- 3.1.1 Collaboration between the Parties will include the following:

- a) Mapping the collective strengths and complementarities of the two institutions in teaching and learning, lifelong learning, research, knowledge exchange and related activities.
- b) Mapping the opportunities and synergies offered by the unified entity in each of the above areas. This includes joint programmes, staff development, student access, transfer and progression, new initiatives and collaborative research development and innovation.
- c) Developing and implementing initiatives designed to enhance performance and capacity across all activities.

- 3.1.2 The Parties will jointly develop plans and implementation strategies to facilitate the above, for both academic and non-academic areas.

3.2 Strategic Amalgamation Process

- 3.2.1 The Parties will:

- a) Develop a detailed business case for the new entity, including risk assessment, due diligence and cost / benefit analyses.
- b) Design new governance, management and organisational structures to underpin the proposed amalgamated new entity and TU.

- 3.2.2 On successful completion of a business case, including approval by the HEA, and commitment by the constituent Governing Bodies, the Parties will proceed to amalgamate as part of the process of designation as the TU.

- 3.2.3 Specific agreements and/or projects of collaborative activities between Programmes/Centres/Departments/Schools or Institutes shall be developed within the terms of the MOU and, after approval, may become Annexes to the MOU.

4 Financing of Programmes

- 4.1.1 A central budget to cover the costs of the initiatives in this MOU will be agreed between the Parties, as will their respective contributions. Funding will be sought from the HEA, private funding and other appropriate sources to cover this work.

5 Operation and Duration of the MOU

- 5.1 The MOU will gain effect through the establishment of Joint Working Groups, including a Strategy Group as well as Operational and Thematic Groups.
- 5.2 The MOU is effective from the date of signing and will remain in force for three years. Prior to the expiry date the MOU may be extended for a further period as agreed by the parties.
- 5.3 If the two Parties agree to extend the MOU, the extension shall be initiated at least six months before the expiry date.

6 Modification and Amendment

- 6.1 Modification of the terms and conditions of this agreement including modification of the scope of collaboration and responsibilities of the Parties may only be made by written agreement between the Parties and signed by the authorised officers of the Parties.
- 6.2 Either Party proposing to modify or amend the MOU shall give the other Party two months written notice of such intentions and shall send the proposed modification or amendments within the two month notice period.
- 6.3 The modification or amendment proposal will be discussed by the other Party who will make recommendations to its Governing Body. If approved by both Governing Bodies the MOU will come into force on the signature of the authorised signatories of both institutions.
- 6.4 Where a question of interpretation arises with any agreements initiated under the MOU, it will be subject to the terms of the MOU.

7 Suspension and Termination

- 7.1 In the event of either Party not fulfilling its obligations as set out in this MOU and where one Party is aggrieved, the aggrieved Party shall, through its authorised signatories, give written notice of its intention to suspend its cooperation under this MOU. Suspension will become effective thirty days after issuance of such notice. The aggrieved Party shall call for renegotiation within the thirty days of notice. In the event that the matter is resolved to the satisfaction of both parties the suspension will be withdrawn.

- 7.2 In the event that either Party does not avail itself of the opportunity to renegotiate, the aggrieved Party may give the other Party a notice of termination. The Parties are obliged to ensure that further deterioration or harm does not occur or escalate in these circumstances.
- 7.3 Cooperation will continue with respect to activities that were initiated under this MOU before the date of notification of suspension.
- 7.4 Either Party may terminate the MOU if the other Party is in breach of the terms of this MOU. The aggrieved Party shall give the other Party three months notice of the termination of the MOU, provided that the other Party has been given one months notice and the breach has not been rectified.
- 7.5 Either Party may terminate this MOU by giving six months written notice. However, cooperation will continue with respect to activities that were initiated under this MOU before the date of notification.
- 7.6 In the event of termination of the MOU any on-going activities under the collaboration shall be dealt with as mutually agreed by the two Parties. Moreover, information obtained, communication exchanged, intellectual properties generated, and other achievements and/or gains obtained under this MOU will continue to be treated in the manner prescribed in this MOU even after termination of the MOU.
- 7.7 Any gains or losses incurred in the pursuance of the objectives of this MOU at the time of termination shall be shared in agreed ratios.

8 Settlement of Disputes

- 8.1 The Parties shall use their best efforts to settle amicably all disputes arising out of or in connection with this MOU or interpretation hereof.
- 8.2 Any dispute, difference or question which may arise at any time between the Parties, which cannot be settled amicably within thirty days after receipt by one Party of the other Party's request for such amicable settlement, shall be referred to the decision of a single arbitrator. The arbitrator and the terms of reference of the arbitration process shall be agreed between the Parties.

Signatures

Signed *D. Mearns*

Date 19/7/2012.

Chair of the Governing Body,
Waterford Institute of Technology

Signed *Seaidhne Healy*

Date 19/7/2012

President,
Waterford Institute of Technology



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Signed *John Mearns*

Date 19-7-2012

Chair of the Governing Body,
Institute of Technology Carlow

Signed *Patricia Mulvihill*

Date 19/7/2012

President,
Institute of Technology Carlow

Institiúid Teicneolaíochta Cheatharlach



At the Heart of South Leinster

Appendix 8: Mission and Strategy (Section 3)

Context

The Institute of Technology Carlow published its second Strategic Plan in early 2009 covering the time period 2009-2013. The third Strategic Plan, 2014-2018, is currently in preparation following:

1. A series of annual reviews of the 2009-2013 plan, culminating in a final review in May 2013 (see Table 1).
2. Extensive consultation with all stakeholders over an 18-month period.
3. A comprehensive series of self-evaluation and peer reviews throughout 2010-2013 incorporating Institutional, Programmatic, Strategic, Research, Collaborative, Quality Assurance / Enhancement and Delegated Awarding Authority reviews;
4. A joint proposal to the HEA in July 2012 from the Institutes of Technology at Carlow and Waterford to progress to stage 2 of the process for Technological University designation;
5. The publication of national priorities and policy for Irish higher education addressing system reconfiguration, inter-institutional collaboration and system governance. Within the evolving national higher education context, Institute of Technology Carlow has been positioned as follows:
 - a. Institute of Technology Carlow to advance to the planning stage (Stage 2) of the published process for designation as a Technological University in conjunction with Waterford Institute of Technology;
 - b. Institute of Technology Carlow to participate in the South Regional Cluster incorporating University College Cork, Cork Institute of Technology, Institute of Technology Tralee and Waterford Institute of Technology.
6. The publication of the *South East Economic Development Strategy 2013-2023* by the Oireachtas Joint Committee on Jobs, Enterprise and Innovation in September 2013.
7. The strategic planning process is summarised in Figure 1. The Institute of Technology Carlow has recently completed Stage 3 of this process and has now commenced Stage 4. The output to date is summarised in the following Section of this Appendix.

Table 1. Summary of progress on the Institute of Technology Carlow Strategic Plan 2009-2013 adopted by Governing Body in May 2013.

Goal	Number of objectives / targets in plan.	Number of objectives / targets achieved.	Number of objectives / targets in progress.	Number of objectives / targets not achievable in current economy.
Academic Portfolio	37	24	10	3
Learner Population	51	45	6	0
Research, Development, Innovation	32	22	5	5
Lifelong Learning	32	25	6	1
Organisational and Staff Development	38	30	4	4
Physical Infrastructure	22	17	4	1
Economic, Social & Cultural Development	21	16	5	0
National & International Positioning & Alliances	16	11	5	0
Total	249	190	45	14
		(76.3 %)	(18.1 %)	(5.6 %)

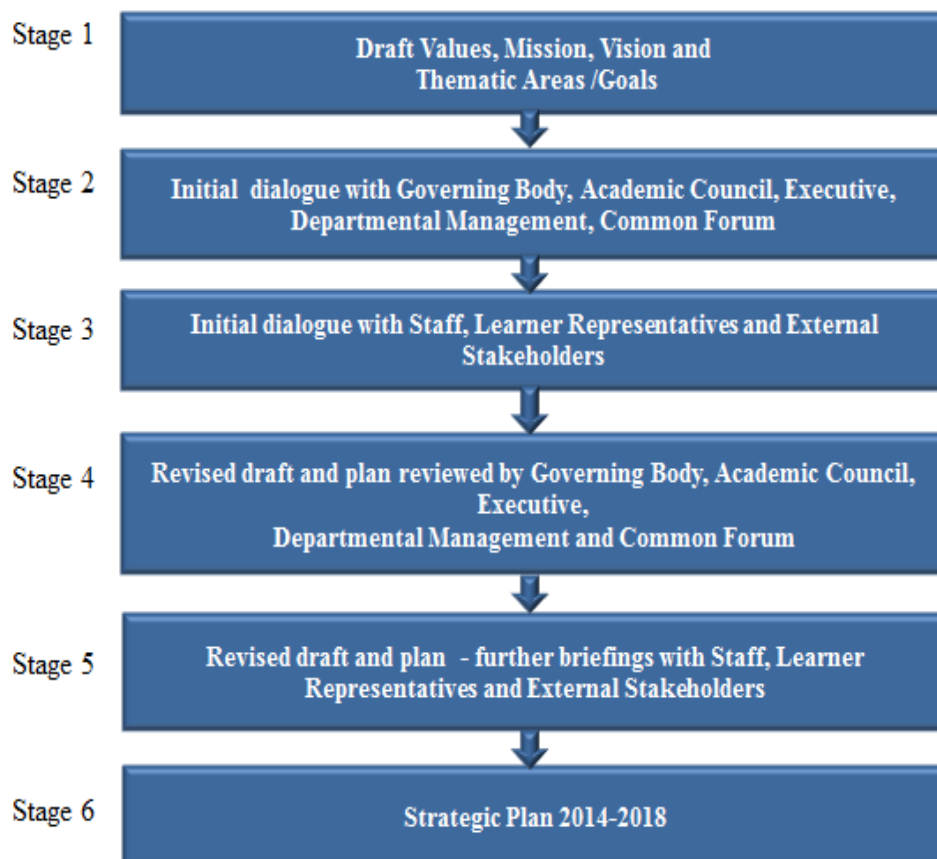


Figure 1. Towards a new Strategic Plan for Institute of Technology Carlow- Summary of the ongoing process. The Institute is currently at Stage 4 with plans to publish the plan in late 2013.

Institute of Technology Carlow Strategic Plan 2014-2018 – Output todate

The key elements of the new strategic plan are summarised in Figure 2. Work is on-going to clearly articulate the **Values** of Institute of Technology Carlow, its staff and its learners, following all-day workshops with staff and student representatives over the 4th to the 9th September 2013 (approximately 450 participants over a five-day period). These workshops further confirm that Institute of Technology Carlow has developed a strong culture and set of core values which puts the **Learner Experience** at the centre of our values system, supported by the core values of the **Achievement of Excellence, Connectedness, Knowledge, Creativity & Innovation**. All of these values are underpinned by high **Ethical** standards. It has been agreed that the core values will continue to guide everything that we do and that the key values may be represented as summarised in Figure 3.

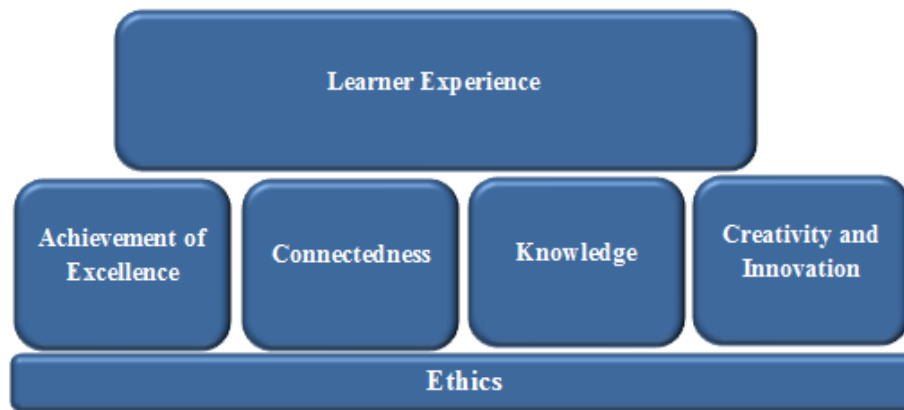


Figure 2. Key elements of the new Strategic Plan 2014-2018 for Institute of Technology Carlow.

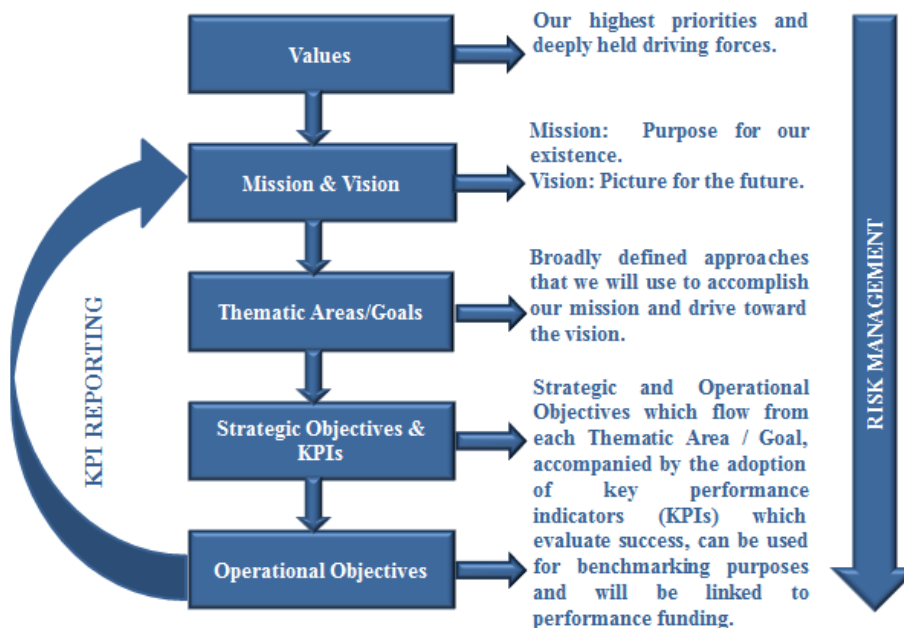


Figure 3. Diagrammatic representation of the values of Institute of Technology Carlow, its staff and learners, currently under development following an extensive consultation process in September 2013.

The **Mission** has been derived from the joint Mission developed in conjunction with Waterford Institute of Technology in July 2012 as part of the collaborative proposal for the development of higher education in the South East Region, with particular emphasis on the establishment of a multi-campus Technological University of the South East.



Figure 4. Diagrammatic representation of the Mission of Institute of Technology Carlow, jointly developed with WIT in July 2012 as part of its collaborative Stage 1 application for Technological University designation.

In the context of the new Strategic Plan 2014-2018 for Institute of Technology Carlow, the four elements of the Mission have been elaborated upon as follows:

Engage: We provide higher education opportunities across multiple campuses with centres across the regions we serve, strategically enhancing and expanding our regional reach, ensuring access and progression opportunities. We proactively engage and collaborate with each other, our learners, graduates, collaborative partners, industry, the professions and communities, regionally, nationally and internationally.

Learn: We offer a comprehensive range of programmes from NFQ level 6 to 10 with a significant proportion of life-long learners across multiple sites. We deliver an increasingly-interdisciplinary curriculum, informed by our engagement activities and taking approaches to teaching, learning and assessment that encourage active learning, critical thinking, and self-direction through project- and problem-based, research-inspired delivery. We are strongly committed to innovative experimentation and a robust self-evaluation ethic.

Challenge: We are a place of enquiry where the skills of critical thinking are honed and exercised, through industry / community engagement, research-inspired education, cross-disciplinary education and research, collaborative provision, and internationalisation. We challenge each other and our learners to develop, contribute and make a difference.

Innovate: We are innovative and outward looking and will continue to develop capacity and specialisms in specific domains, with an emphasis on generating and exchanging new knowledge. We are committed to knowledge production and transmission,

ensuring the convergence of education, research and knowledge exchange in a globally connected and industry facing manner. We encourage and foster social entrepreneurship and civic renewal, while operating as a responsive and sustainable higher education institution

The **Vision** statement has also been derived from the joint Vision developed in conjunction with Waterford Institute of Technology in July 2012 as part of the proposal for the development of higher education in the South East Region, with particular emphasis on the establishment of a multi-campus Technological University of the South East.

Vision Statement 2014-2018

In a vibrant environment for creative teaching and research, we educate and inspire a lifelong passion for learning, exploration and discovery that will ensure leadership with a global outlook and innovative designs for sustainable economic, social, cultural and personal development.

We embrace access and equality of opportunity and progression as a diverse population of learners are empowered to succeed as citizens of a challenging world.

We blend theoretical with applied enquiry, scholarly, professional and vocational pursuits with scientific and creative expression.

With a wide portfolio of multi-disciplinary programmes, we serve to improve our region, our country and our world by being at the heart of a co-operative teaching and research ecosystem, which includes other higher and further education institutions, schools, industry, regional communities, government and non-governmental development agencies.

We actively nurture continuous enhancement of our relationships to progress excellence in a globally-benchmarked higher education and knowledge transfer environment.

The **Thematic Areas** are summarised in Figure 5. These have been agreed for Institute of Technology Carlow 2014-2018 following the recent consultation process in September 2013, which were informed by national and international priorities / objectives.

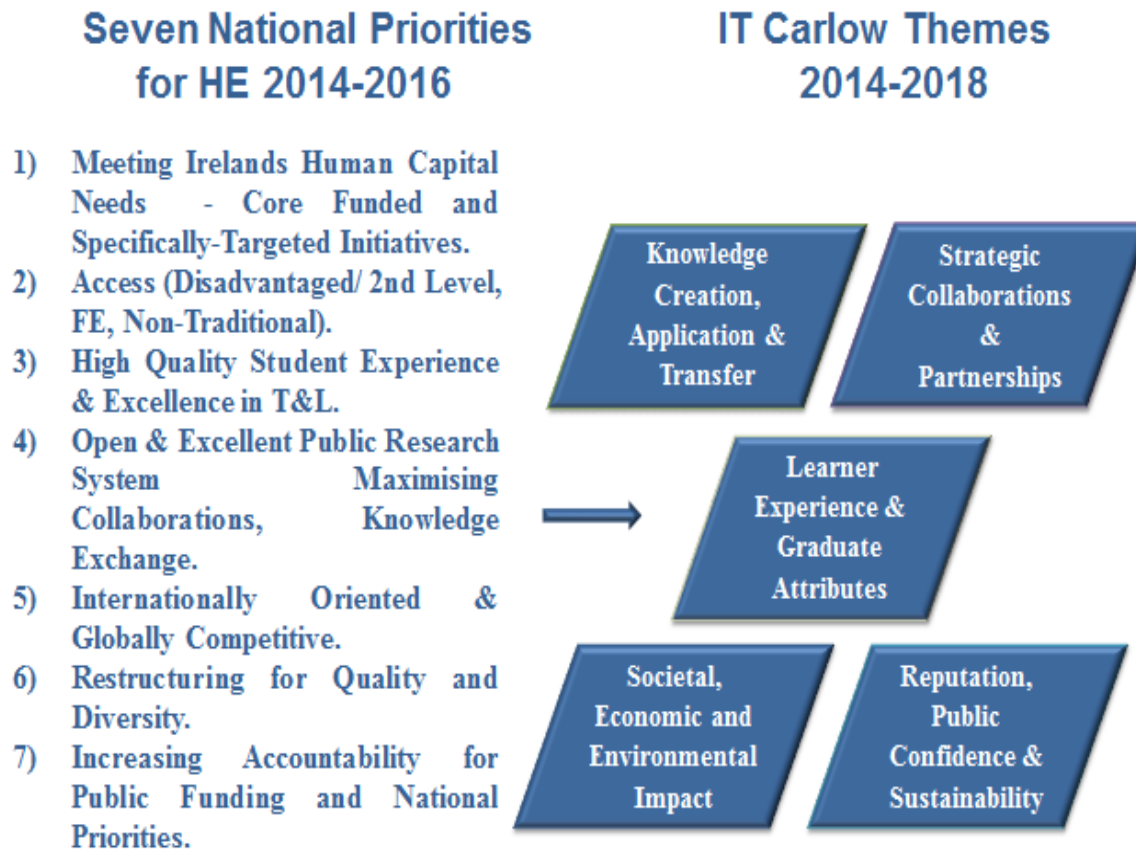


Figure 5. Summary of the Thematic Areas identified for the new Strategic Plan 2014-2018 of Institute of Technology Carlow.

Goals 2014-2018

Goal 1. Learner Experience and Graduate Attributes

We will optimise the learner experience and prioritise the development of Graduate Attributes that meet the needs of learners, social innovation, public and private enterprise, nationally and globally.

Goal 2. Knowledge Creation, Application and Transfer

We will expand capacity and develop expertise within specific core domains. We will generate, apply, innovate and exchange knowledge.

Goal 3. Strategic Collaborations and Partnerships

We will further develop our strategic collaborations and partnerships, nationally and internationally, which enhance our capacity, extend our reach and maximise our impact.

Goal 4. Societal, Economic and Environmental Impact

We will strengthen our engagement with the regions, communities and sectors we serve, ensuring access and progression opportunities, sharing our knowledge and resources, learning from their feedback, so that we will enhance our contribution to the development of a creative, sustainable and fair society.

Goal 5. Reputation, Public Confidence and Sustainability

We will further develop an internationally-oriented organisation, with a robust self-evaluation, peer review and quality enhancement culture, as we strive to embody the highest international standards of service, transparency and stewardship of resources.

Strategic Objectives and KPIs are currently under discussion and development for Goal 1 in the following areas for Institute of Technology Carlow Strategic Plan 2014-2018

- Developing our academic portfolio in line with areas of strategic importance, regionally and nationally, which support sustainable economic development, and which is informed by our engagement activities.
- Enhancing our life-long learning and flexible learning opportunities, with a particular focus on RPL and work-based learning L6-L10.
- Enabling the transition of a range of learners to higher education.
- Establishing closer links between the undergraduate and postgraduate (taught and research) programmes.
- Internationalising the curriculum and the widening of cross-cultural experience and understanding for staff and learners.
- Enhancing the learner experience by ensuring a vibrant high quality learning experience underpinned by best practice in pedagogy and learning technologies.
- Upgrading the physical and operational infrastructure (including a high quality ICT capability).
- Prioritising Institute of Technology Carlow Graduate Attributes and broadening the Curriculum (L6-L10) and Extra-Curricular opportunities accordingly.
- Finalising and implementing an Institute policy on the establishment and operation of Industry Advisory Boards.
- Systematically embedding our internationally-benchmarked QA/QE Framework, Policies and Procedures across all activities and organisational units in a consistent manner.
- Facilitating communities of practice within, and across, academic disciplines and related activities.
- Developing a vibrant community and identity, which meets the personal and professional needs of our learners and staff.
- Developing the facilities and support services including learning support, health, sport & recreation activities.
- Meeting TU Criteria through achieving the objectives under Goal 1.

Strategic Objectives and KPIs are currently under discussion and development for Goal 2 in the following areas for the Institute of Technology Carlow Strategic Plan 2014-2018

- Contributing to the States RDI agenda & research priorities.
- Assembling the essential components of a sustainable Institute of Technology Carlow RDI management and support infrastructure.
- Expanding the range of supportive policies which encourage the generation, dissemination and application/ commercialisation of new knowledge / IP.

- Enhancing RDI capacity in areas of strength via staff development, attracting career researchers and collaborative activities.
- Developing new forms of L9 and L10 programmes including structured L9 and L10 research programmes and work-based programmes.
- Prioritising the attainment of Institute of Technology Carlow Postgraduate Research Attributes.
- Delivering on the new QQI MOA for delegation of specified responsibilities for research
- Embedding a research, innovation and collaboration ethos across all programmes.
- Supporting / driving enterprise development (spin-in and spin-outs).
- Developing National and International Partnerships.
- Enhancing research in undergraduate programmes and retaining outstanding graduates.
- Meeting TU Criteria through achieving the objectives under Goal 2.

Strategic Objectives and KPIs are currently under discussion and development for Goal 3 in the following areas for the Institute of Technology Carlow Strategic Plan 2014-2018

- Developing additional active partnerships with professions, industries and organisations, regionally, nationally and internationally.
- Meeting national priorities under the new Higher Education Landscape (South East Technological University / Southern Regional Clustering).
- Consolidating current national and international strategic collaborative arrangements with the Irish Defence Forces, An Cosan and Gestair to achieve optimal reputational recognition and to maximise future developmental potential.
- Implementing the new Governance and Management Framework for Collaborative and Transnational Provision.
- Identifying new collaborative arrangements with state, semi-state, private and international organisations which build capacity, develop staff expertise, extend institutional reach, and enhances the learning experience for all.
- Developing and implementing an Internationalisation Plan including off-shore delivery.
- Meeting TU Criteria through achieving the objectives under Goal 3.

Strategic Objectives and KPIs are currently under discussion and development for Goal 4 in the following areas for the Institute of Technology Carlow Strategic Plan 2014-2018

- Identifying partners to provide additional routes into and through higher education and research for learners - Access.
- Deepening engagement in Civic and Social Entrepreneurism.
- Outreach Activities: Wexford, Wicklow, Kilkenny, Dublin and Shannon.
- Supporting intensive and broad-based links with regional business, enterprise, professions, communities and other stakeholders that inform curriculum, teaching and learning, assessment and research (Theme 3).
- Strengthening our engagement with the regions we serve to enable competitive Regional Development.
- Developing graduate attributes to meet the needs of social innovation and enterprise (Theme 1).
- Meeting the requirements of the national research, innovation and enterprise agenda for the creation, application and distribution of knowledge to achieve optimal social and commercial impact (Theme 2).
- Meeting TU Criteria through achieving the objectives under Goal 4.

Strategic Objectives and KPIs are currently under discussion and development for Goal 5 in the following areas for the Institute of Technology Carlow Strategic Plan 2014-2018

- Developing, articulating and communicating clear Strategic Priorities for the Institute, which are designed to realise the institutional mission, address the needs of the individual learner, while proactively contributing to the social and economic wellbeing of Irish society.
- Prioritising the quality, reputation and productivity of the institutes Human Resources via recruitment and retention of high quality staff; staff development and qualifications profile; enhanced flexibility and performance management framework; further development of a safe and supportive workplace culture.
- Revising our QA/QE Framework in light of recent developments in HE (European Higher Education Area, European Standards and Guidelines) to ensure that it is fit for purpose, that it is embedded consistently across all activities, that it supports our new strategic goals, avoids unnecessary bureaucratic complexity, and that it is benchmarked against good international practice.
- Promoting further development of an institutional Quality Culture, underpinned by engagement with staff, learners, industry, local communities and collaborative partners (national and international), with mechanisms to demonstrate this in a clear and transparent manner to all stakeholders.

- Developing mechanisms for the improved and consistent collection and analyses of relevant data across all activities.
- Maintaining and publishing accurate and objective information on activities, including corporate governance and financial matters, to ensure continued public support and confidence.
- Communicating the quality of the activities of the Institute, its achievements, its competitiveness, the quality and importance of its programmes and partnerships, and its contribution to society and the economy.
- Consolidating and diversifying the Institutes income streams.
- Meeting TU Criteria through achieving the objectives under Goal 5.