

Mission-based Performance Compact

between

Institute of Technology Tallaght

and

The Higher Education Authority

Date: February 2014

Context

This Compact is an agreement between the Higher Education Authority and IT Tallaght and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that IT Tallaght is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and IT Tallaght. It sets out how IT Tallaght's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal IT Tallaght commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and IT Tallaght agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and IT Tallaght agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

IT Tallaght acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and IT Tallaght agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify IT Tallaght of this in writing and will consult with IT Tallaght accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher Education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and IT Tallaght agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, IT Tallaght must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to IT Tallaght.

3 Mission and Strategy Statement

IT Tallaght 's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and IT Tallaght acknowledge that IT Tallaght's mission and strategy may evolve.

IT Tallaght and the Higher Education Authority recognise that IT Tallaght is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

The mission of the Institute of Technology Tallaght is to be the centre of higher education and knowledge creation within South Dublin County and its environs, to broaden participation in Higher Education in the region, to be recognised as a leader in supporting research and commercial innovation, and to assist in the advancement of the economic, social and cultural life of the region.

The Institute will: provide:

Career Focused Higher Education

- Offer a range of relevant and flexible learning opportunities, which are career focused, within a professional and supportive learning environment
- Provide increased lifelong learning opportunities commensurate with the career requirements of those living in the region and the developmental needs of business, industry and society
- Promote equality of access and opportunity to widen participation and facilitate all learners in achieving their potential
- Cultivate a range of national and international partnerships and initiatives to advance the role and core activities of the Institute and the region

Research, Innovation and Enterprise

- Serve as a leading centre for the advancement of research, commercial innovation and enterprise development within the region

Civic Engagement

- Implement civic engagement initiatives to increase opportunities for, and maximise participation of, all citizens in the development of the region.

ITT Dublin's strategic plan 2009 to 2014 is focused on three key thematic areas, which reflect the broad mandate of roles which a major higher education institution must fulfill in its region:

- **Career Focused Higher Education** – this theme will focus on the continued development of the core educational activities of the Institute as set out in the previous strategic plan which
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places the excellence of our service to our students at the centre of the strategic planning process

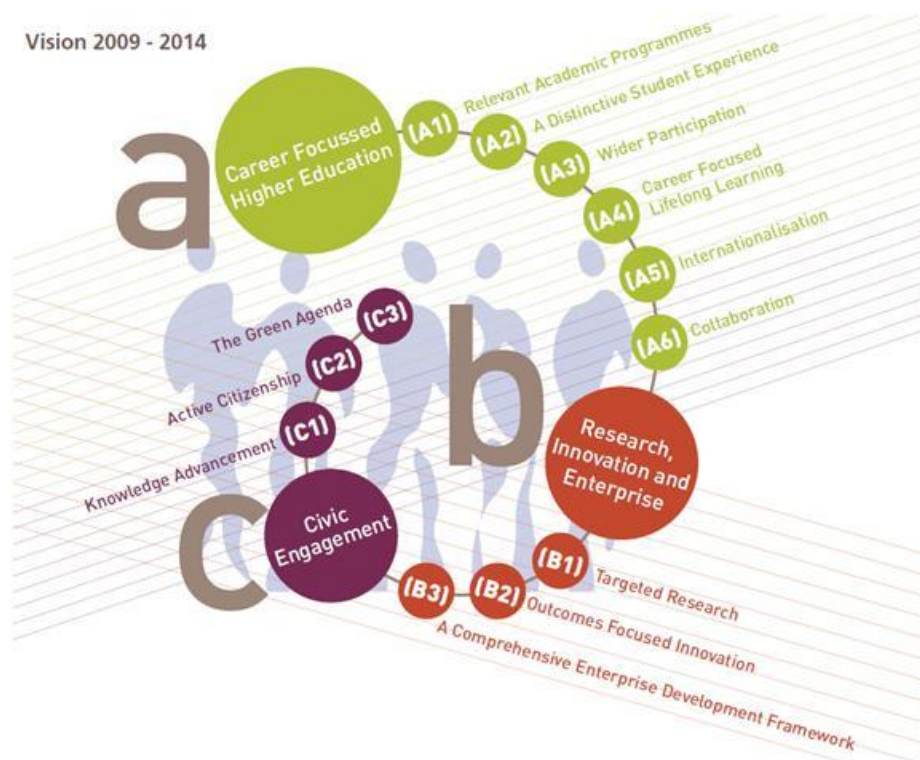
- **Research, Innovation and Enterprise** – the development of this theme within the timescale of this plan envisages the strengthening of the continuum of initiatives from research through innovation to enterprise development with an emphasis on the impact of our activities on the economic growth of the region.

- **Civic Engagement** – the inclusion of civic engagement as a major new thematic area in our strategic planning is a reflection of the recognition by the Institute of the importance of the role it plays as a leader in the socio-economic development of the region.

- **Enabling ITT Dublin's Vision** – the Institute will ensure through these initiatives that the ambitions set out under the three thematic areas above are matched by an equal development of the capacity of the Institute to deliver to its targets. Each of these strategic themes is divided into a set of goals as described below, and accompanied by a set of high level objectives. Each objective is supplemented by a more detailed set of supporting actions, which are outlined in the Institute's detailed strategic implementation plan. The high level objectives set out in this plan will also be supported by detailed operational plans within the schools and functional support areas.

Delivery against the 2009-2014 plan has been impacted by the diminishing resources available to us via state subvention. We are however, looking to develop alternative revenue and resource streams for example through greater emphasis on internationalization and traded services.

- **Our Vision**



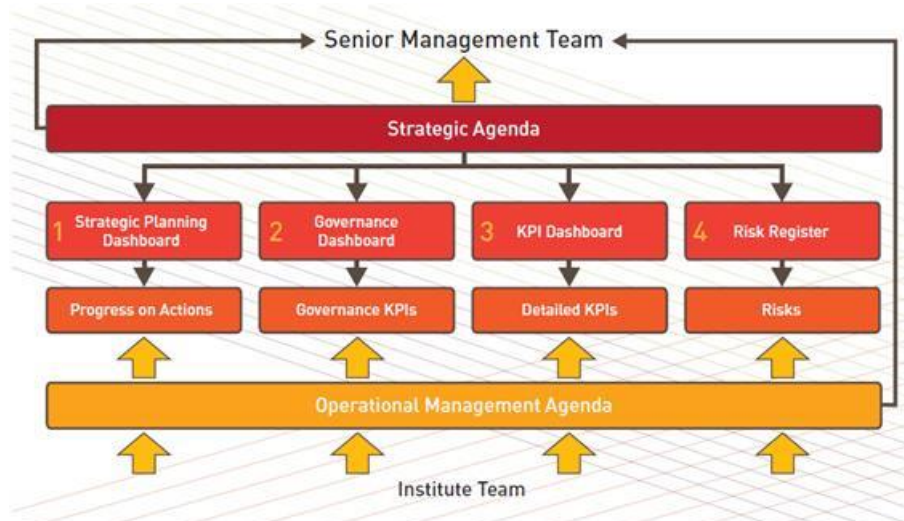
- **Our Values**



- **Monitoring and Review**

Since 2011 we have been engaged in Dublin Technological University Alliance (DTUA) discussion and as a result our strategic focus has been refined to take cognisance of our plans for TU designation. We have modified our approach to the 2009–2014 Strategic Plan whereby some projects and proposals have been and will be reframed within a DTUA project context.

Our normal strategic planning and review framework is represented below and this will continue to be our approach albeit with the DTUA as our planning focus.



- **TU Status**

We will continue to operate against the plan as outlined above while simultaneously working with our partners, DIT and ITB, in the Dublin Technological University Alliance (DTUA) to pursue the creation of the new Technological University as outlined in our submission to the HEA in July 2012.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges IT Tallaght may adjust its mission and strategy from time to time. IT Tallaght agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

As indicated above we are part of the DTUA and as such are committed to the pursuit of TU status. This will result in our now deploying resources to deliver that objective and in so doing logically shift the focus from some of our original plans set out in our existing Strategic Plan 2009–2014.

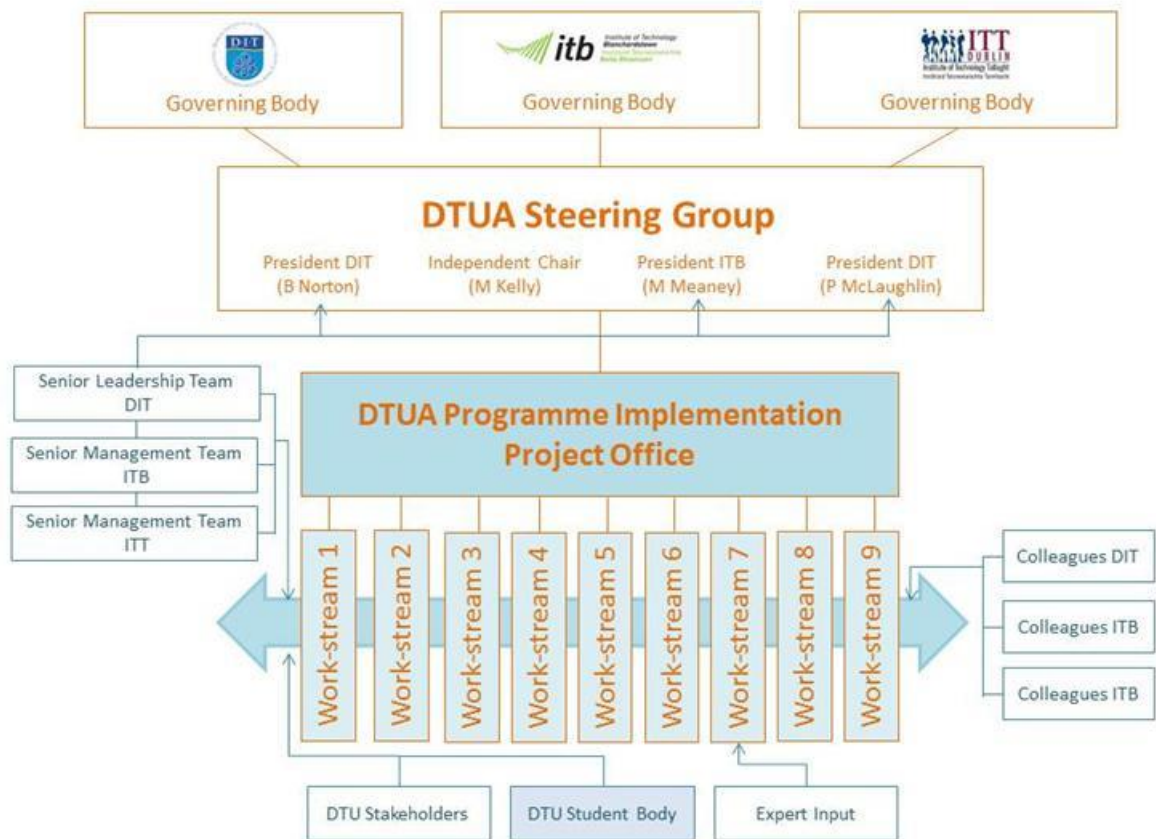
After extensive consultation with over 400 colleagues across the three DTUA institutions we are currently finalising an implementation plan that will be presented to the HEA in Q1 2014. This plan will outline our collective approach to our being designated as a TU. Only high level descriptors will be included in this document as the plan will address the specific details of our work on TU designation. Table 1 below outlines the main work streams (high level projects) and have been and will be operated within the context of normal governance and risk management practices.

Theme	Work-stream
Governance	Mission, Vision, Values
	Governance
	Organisational Design
Academic	Teaching & Learning
	Standards, Quality & Programme Provision
	Research & Innovation
	Engagement / External Collaboration
Professional Services	HR Service
	Finance
	Funding
	Legal & Contractual
	Information Systems
	Campus & Infrastructure
	Student Services
Underpinning	People Strategy
	Staff & Student Engagement
	Change Management
	Marketing & Communications

Table 1 Main DTUA Project Work Streams

Figure 1 below provides an overview of the DTUA project structure and in addition to those shown on the DTUA Steering Group GB Chairs are also members who attend a number of Steering Group meetings.

We have consolidated our research activity to provide greater focus in areas where we can build critical mass with collaborators within the DTUA.



4. Current and Planned Profile

The following pages contain:

- IT Tallaght's current profile 2010/11 (as supplied by the HEA); and
- IT Tallaght's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

The institute is part of the Leinster Pillar II cluster with DIT, ITB, DKIT, AIT, DCU, NUIM, RCSI and NCI.

As the DTUA sub-cluster a number of projects have been undertaken by the DTUA members and other organisations as outlined below.

New Frontiers – Joint Delivery of a Regional Basis

The Institute, through its on-site business incubation facility – Synergy Centre – delivers the Enterprise Ireland funded “New Frontiers” programme for Entrepreneurship development, in partnership with Institute of Technology Blanchardstown (ITB). Programme funding was successfully secured (3-year funding to a value of c. €2million) on the basis of a joint funding application. The programme is promoted and delivered on a shared basis, with module delivery taking place on a tightly coordinated basis between both sites – the LINC centre ITB and Synergy Centre at ITT Dublin, Tallaght.

Programme delivery is also coordinated on a broader regional basis. For example, in order to maximise regional impact and minimise duplication, quarterly meetings are held with DIT and IADT addressing items such as :

- Calendar of New Frontiers activities within the Dublin Mid-East region including the coordination of start dates
- Networking events
- Mutual referral of applicants

Institute Strategies for Entrepreneurship

IT Blanchardstown (ITB) and IT Tallaght (ITT) are established providers of enterprise development supports to entrepreneurs in the Dublin Mid-East region. They have successfully collaborated in the delivery of New Frontiers during 2012 as DTUA members and now wish to build on an already successful and impressive track record:

- Collectively delivered Enterprise Development Programmes to more than 220 entrepreneurs since 2001.
 - Delivered Phase 1 to 47 participants and Phase 2 to 27 participants during 2012.
 - Conversion rates exceeding 60% from programme participation through sustainable enterprise formation.
-

The two institutes maintain multiple linkages with neighbouring third-level institutes (DIT, IADT) and with regionally active players in the enterprise support sector (CEBs, Chambers, County Development Boards, Enterprise Centres). They are a key resource to local employers, meeting the need for R&D, training and development supports, and providing access to specialist expertise, facilities and equipment.

The two institutes operate Business Incubation Centres known respectively as The LINC, Synergy Centre and Synergy Global. These centres are complemented by campus-based research facilities, creating a unique and particularly compelling offer for technology-based start-ups in pharma/life sciences, medical devices, ICT and Engineering.

The two institutes are located along the M50 corridor – a region of high economic activity, populated by a highly skilled workforce and home to a cross-sectoral base of high-tech and export-orientated employers. By delivering New Frontiers, they are responding to strong regional demand for entrepreneurial supports. In 2012 alone, there were 120 applicants onto Phase 1 (47 accepted), with 27 progressing to Phase 2.

New Frontiers perfectly complements the broader educational, research and enterprise support mandates of the parent institutes. The programme takes place in the on-campus incubators, meaning that participants are located in a highly entrepreneurial and networked environment, alongside existing start-ups and with ready access to range of business, R&D and infrastructural supports.

Technology Transfer Office (TTO) on Regional Consortium Basis (DIT, ITT, ITD, ... with IADT and NCI)

The vision is to apply the technology transfer and research commercialisation expertise of the DIT Hothouse team to the extensive applied research under way in the consortium partners and to leverage the vibrant entrepreneurial alumni network that we have collectively developed. This will maximise the return on investment in research and technology transfer and create real economic impact (jobs, investment, growth) in the Dublin region. Specifically, consortium members have committed over a 4-year period (2013-2016) to delivering:

- 197 jobs
- 19 spin outs
- 53 licences, options or assignments
- 28 research agreements where the industry partner contributes €25k+

We are hoping to build on an existing track record as evidenced in the following brief media clip:

Innovation Consortium beats targets with 18 commercial licenses & 6 start-ups

*“The Dublin Region Innovation Consortium (DRIC) has beaten its targets for commercialisation of research developed within **DIT, IT Tallaght, IT Blanchardstown, IADT and National College of Ireland** in 2013. The consortium was established to maximise the impact of research in the member institutions and last year completed a total of 18 licenses of new technologies and has launched 6 start-up companies. This record represents excellent value per million of research funding invested by the state, with four times more commercial licences and four times the number of spin-out companies compared to higher education institutions generally in Ireland and internationally.”*

ConnectED - Enhancing Engagement between Industry and DTU Alliances Partners

Towards Collaborative Partnership

The DTUA institutions are working on the development of a joint Graduate Research School, which they hope to launch in Q2 of 2014. Additionally, posts falling vacant across the three institutions are being advertised with a DTUA perspective to enable further progress toward TU designation.

The ConnectED project seeks to create an enhanced online interface (portal) that supports improved industry/institute engagement. It will provide focused and relevant information including engagement opportunities and examples, guidance on engagement process and opportunity for dialogue.

The first six months of the ConnectED project has achieved the targeted critical factors for a successful outcome, most notably the establishment of collaborative, inter-Institute relationships. To date, the work accomplished has been underpinned by coherent and constructive dialogue, focused on determining and meeting the objectives of the Alliance, unhindered by subjective interest.

The features of the enhanced online interface have been detailed as to “look and feel”, navigation and logic, so that visitors can find their area of interest within two clicks. There are opportunities to access relevant case studies at every stage and to make contact with the Director of ConnectED using the medium of choice. The portal storyboard has been developed and has benefitted from inputs from business start-up focus groups and feedback from a range of industry sectors.

Context-sensitive, impactful case studies have been gathered to reflect the broad range of engagement types. Similarly, details of the functionality, availability and book-ability of sophisticated equipment, measurement / analytical services, laboratory and incubation space, have been documented in preparation for details about them being made public in the ARROW repository.

The topology of the Portal, including management strategy for the associated documents, has been designed to be extensible and sustainable in the future. Each case study, success story or civic engagement will be published in the DTUA ConnectED Community (working title pending official branding) within ARROW, which is embedded in RIAN and ultimately Digital Commons. In this way the activities of the DTUA will have a worldwide presence, which is search-optimised, reporting citations and downloads, and including periodic document access analytics.

The work plan for the next six months features an ambitious array of checkpoints and milestones which will see more case study content being captured and approved for publication.

ConnectED is a REAP project funded by the Higher Education Authority.

Postgraduate Certificate in Professional Practice In response to a call from the HEA for proposals to participate in a pilot Postgraduate Certificate in Professional Practice (PCPP) in December 2013, the DTUA partner institutions formed a consortium in January 2014 to develop an award that will be available as part of the pilot. As part of the consortium discussions, the partner institutions have explored issues around the development of DTUA awards and related operational matters.

The HEA have scheduled a briefing on future provision under the Springboard and ICT Skills initiatives. Building on the platform of the PCPP collaboration, the DTUA partners will further explore synergies in developing proposals for these initiatives and further opportunities as they now arise.

Regional clusters:
Institution objectives and performance indicators

1.	Institution objective	Functioning Graduate Research School
	Performance indicator	Number of Registered Students
	Baseline	Existing PG FTEs
	Interim target, end 2014	+2%
	Interim target, end 2015	+4%
	Final target, end 2016	+6%
2	Institution objective	Improved course provision and student entry and progression pathways
	Performance indicator	Number of improved courses and pathways
	Baseline	176 individual CAO Handbook entries with limited collaborative provision and pathways
	Interim target, end 2014	2 new improved collaborative courses and pathways (confidence building across DTUA institutions)
	Interim target, end 2015	10 new improved collaborative courses and pathways
	Final target, end 2016	15 new improved collaborative courses and pathways
3	Institution objective	Improve entrepreneurship conversion rates
	Performance indicator	Percentage rate of increase
	Baseline	Existing conversion rate of 60%
	Interim target, end 2014	62%
	Interim target, end 2015	64%
	Final target, end 2016	66%
4	Institution objective	Knowledge Transfer Framework in place
	Performance indicator	Spin-outs
	Baseline	+2 per annum
	Interim target, end 2014	+3 per annum
	Interim target, end 2015	+3 per annum
	Final target, end 2016	+4 per annum
5	Institution objective	TU Designation achieved by DTUA partners

Performance indicator	TU project development
Baseline	N/A
Interim target, end 2014	TU implementation team has delivered key (<i>prioritised in Q1 2014</i>) projects for 2014 to completion
Interim target, end 2015	TU implementation team has delivered key (prioritised) projects for 2014 to completion
Final target, end 2016	TU designation achieved

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to participation, equal access and lifelong learning.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

The institute continues to promote equal access to HE via a range of initiatives. Given the regional demographic of the institute it is imperative that we retain a sharp focus on promoting equality of access and the equally important opportunity to successfully complete a programme of study with appropriate support and encouragement.

With the implementation of the Employment Control Framework (ECF) it has proved difficult to sustain the levels of engagement with the under-represented communities in the region we serve. Additionally, it has been difficult to maintain the levels of support often required by students from those same communities if we are to deliver on successful completion of courses of study.

The strategy for the institute to enable access effectively is to retain a relatively high number of programmes at Level 6. This approach seeks to create opportunities for nominally weaker CAO students, second chance learners and matures in particular.

In 2013 approx. 50% of our students were admitted to Level 6/7 programmes.

We additionally run a number of summer events for people in the community to sample our courses. One very popular programme is a maths taster course for adults, some of whom go on to enter our programmes as either full or part time students.

We have in partnership with South Dublin County Council implemented a unique Education Credits Scheme whereby people who have made a significant contribution to their community can access modules on our programmes free of charge. This year the organisers of the Tallafest donated 2,000 such credits to individuals who would benefit from accessing HE with us

The teaching and learning model we deploy to support access is of necessity labour-intensive as students require support in the initial year(s) of their study. This model is becoming increasingly difficult to sustain given the impact of the ECF and funding reductions. The fear is that this would become a vicious circle when one adds the implications for retention and associated funding.

We continue to promote the part-time programme as our main avenue for LL learners but enrolments have dropped dramatically as a result of the economic crisis. Discretionary spend for lifelong learning purposes has reduced, particularly in a region such as ours. Springboard provision is also impacting on the more traditional part-time provision with many people opting for Springboard programmes as opposed to the part-time offerings. Lifelong learning provision, which is currently a mirror image of our full time provision to ensure synergies, will be reviewed in the coming months to assess:

The implications of recent national agreements on lifelong learning provision

Financial sustainability

Management and resourcing models

Recruitment processes

Delivery modes

Internationalisation

It is our stated objective to retain as many of those students who enrol on and engage with our programmes of study as possible while retaining academic standards. Our retention strategy is based on the belief that at some point in their studies students will experience difficulty that they can overcome with a little support from us.

We will continue to participate in national networks and monitor those further afield to ensure that our retention strategy and operation are informed by best practice. We will do all we can within the available financial resources to continue to develop the staff cohort in relation to improving student retention.

The quantum of support that we can give in a structured manner is dictated by the resources we have available. We will be mindful of equity when deploying that resource in so far as we will try to provide the same level of support to all students who seek it. Obviously, individual staff will continue to provide varying degrees of ad hoc support to their specific students but from an institute perspective we must set limits on the support we can give to individuals to ensure equity, quality and effective resource utilisation.

When we speak of supporting students we are talking about those students who are actively participating on a programme. In this context active participation means that the students in question are regularly attending classes and exhibit a motivation to overcome the academic problems they face.

Our retention interventions are not designed as an alternative to students attending lectures and other course events nor are they intended to provide solutions to the problems of academically passive students. Students must have attempted to solve their own problems before seeking support towards *their* finding a solution. Those attempts will form the point of departure for us on the journey toward a sustainable solution for the student.

Given there is only so much we can do or indeed wish to do, it is critical that we provide support only to those students who are actively participating on their programmes of study and who have no outstanding debts with the college. We cannot allow ineligible individuals to displace institute students legitimately seeking support. The detailed retention strategy is supplied as Appendix 5.

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Maintain level 6/7 programmes at 50% of total provision
	Performance indicator	Percentage of provision at level 6/7 courses
	Baseline	50%
	Interim target, end 2014	50%
	Interim target, end 2015	50%
	Final target, end 2016	50%
2.	Institution objective	Prudently grow lifelong learning enrolments in current climate
	Performance indicator	Part-time student numbers
	Baseline	1200
	Interim target, end 2014	1200
	Interim target, end 2015	1300
	Final target, end 2016	1400
3.	Institution objective	Retain and prudently grow level of support for students in need
	Performance indicator	Weekly hours provided by CeLT to students in need
	Baseline	2 WT staff equivalent
	Interim target, end 2014	2 WT staff equivalent
	Interim target, end 2015	3 WT staff equivalent
	Final target, end 2016	3 WT staff equivalent
4	Institution objective	Improve first year retention rates
	Performance indicator	Percentage of students progressing from year 1 to year 2
	Baseline	Varies by department and specific course
	Interim target, end 2014	Each department to increase retention by 3% on previous year
	Interim target, end 2015	Each department to increase retention by 4% on previous year
	Final target, end 2016	Each department to increase retention by 5% on previous year

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of IT Tallaght strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

Our broad educational philosophy can be summed up diagrammatically as shown below in Figure 33. Our Student Retention strategy is also included as Appendix 5.

We continue to offer staff development through a variety of bilateral agreements with other institutions such as DIT. The topics for this development have covered issues such as:

- Curriculum design and assessment
- Retention
- Technology in teaching
- Project Based Learning

We have implemented a President's Teaching Award Scheme which recognises and rewards innovation in teaching.

We have had institutional agreement on the implementation of a Learning-to-Learn at 3rd level module in all departments for first-year students and have a Teaching and Learning Policy now adopted by Academic Council.

ITT Dublin students will experience a dynamic, personalised, student-centric, learning atmosphere, in which they are encouraged to learn effectively and develop personal initiative and life skills to support their holistic development and achieve their ambitions and full potential.

The Institute will create an environment where the academic, personal, social and emotional development of the student is encouraged and enriched through the promotion of an ethos where respect, care and concern are both individually and collectively acknowledged and developed. We will:

- Provide a healthy and enjoyable environment for students through a broad range of cultural, leisure, sporting and recreational activities.
 - Develop the range of academic, pastoral and support services to students.
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- Maintain and develop relationships with our alumni.

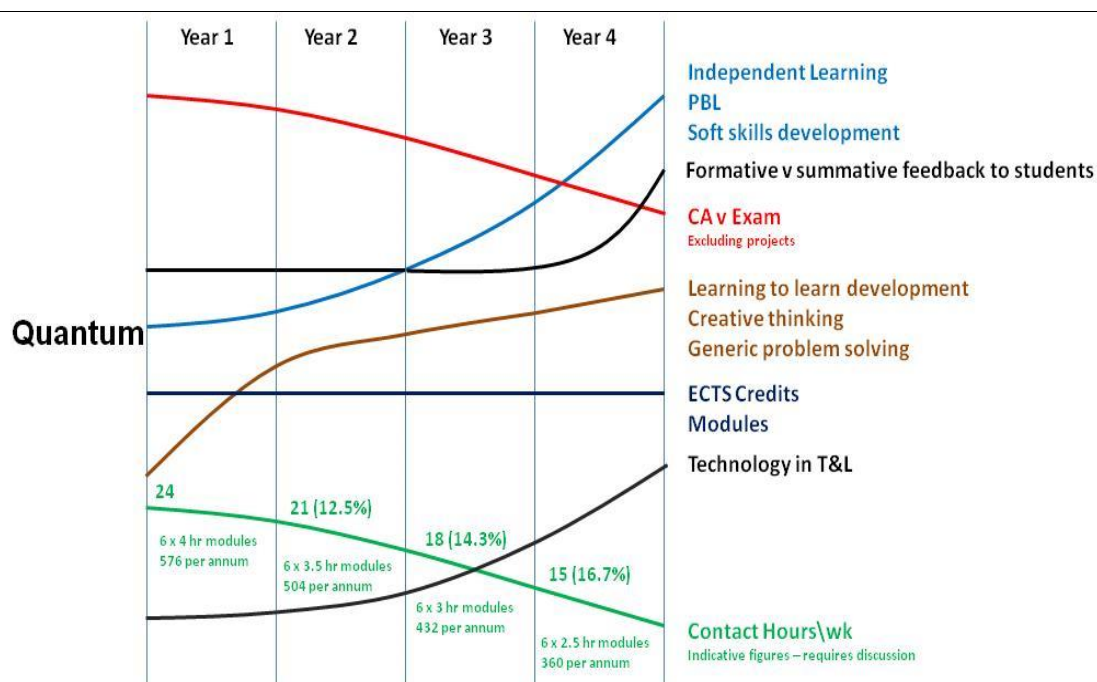


Figure 3 Diagrammatic Representation of Educational Philosophy

We will review the nature of the First Year Experience (FYE) in order to ease the transition into HE for all entrants they come in via CAO or are mature students.

Programmatic reviews in all three schools of the Institute are currently underway and will address some or all of the philosophy above and the FYE subject to resource availability, particularly for student support.

Retention and First Year Experience Initiatives (CeLT)

(See also the retention strategy supplied as Appendix 5)

- Induction activities – the Academic Administration and Student Services teams continue to co-ordinate the Institute's Registration and Induction Programme, including the renewal of online information in line with student and applicant feedback.
- Centre for Learning and Teaching (CeLT) continues to provide support to students with learning technologies, Moodle VLE, assistive technologies, Academic English, Mathematics, and miscellaneous advice throughout the academic year.
 - Number of students attending Maths drop-in support sessions in 2012/13: 68. So far in 2013/14: 55.
 - Number of students attending Academic English drop-in support sessions in 2012/13: 46. So far in 2013/14: 19
 - Number of students using CeLT PCs in 2012/13: 216. So far in 2013/14: 137.
 - Bookings for CeLT Seminar Room: 2012/13: 308. 2013/14 to-date: 169.

For the calendar year 2013, 100s of support calls were received and closed by the Centre for Learning and Teaching (CeLT).

- Examinations video produced – this popular YouTube video gives students a detailed running order of procedural events that are key to the first year examination experience. By 22 January 2014, 1,902 hits had been recorded. This visual walkthrough acts as a preliminary element of the examination process and is a clever and integral method of immersing first year students in the examination process as a whole event.

Academic Administration

Significant improvements have been made to systems and processes to enhance academic administration and student interactions:

- Online forms – available for students to complete and submit via email (<http://www.it-tallaght.ie/studentforms>)
- Redesign of web pages/updated information
- Student administration communications calendar development underway
- Institute policy of using student private email addresses which students can update in Moodle which updates nightly to Banner greatly assists with communicating with students about fees and other administration issues.
- Use of Institute-wide electronic notice boards for regular communications with staff and students.
- Reviews of key processes underway – Examinations Process review completed in 2013
- Implementation of new online system for applicants to Advanced Entry advanced entry and Part-Time part-time programmes to streamline information flow and decision making process.

Student Services

The Institute continues to provide a range of student support services:

- Careers – also assisting with development of new module to recognise community engagement activities
- Student Counselling Service – student mentoring programme initiated
- Disability – undertaking activities to increase number of disabled students supported
- Chaplaincy
- Health Centre (including Medical Service – tender underway)
- Sports, Clubs and Societies – continue to be vibrant and well represented at the national BICS awards.
- Scholarships (in 2012/13, approximately 49 awards, totalling €32,750)
- Centre for Learning and Teaching (student academic support, learning and assistive technologies, academic professional development for staff)
- Childcare Assistance Funding subsidy towards student use of our on-site crèche (Fledglings)
- Student Assistance Fund

Graduate Employability

While some programmes offer placement opportunities to students, it is not always possible to guarantee placements or internships across the complete course spectrum. In instances where placement or internship is not available, students often undertake projects for industry-based partners and/or simulated work projects.

Some initiatives we have undertaken have produced encouraging results. For instance, we invite the local Chamber of Commerce to a showcase evening presenting our students' capabilities, and we try to partner with companies for student projects. A number of student projects have resulted from this activity. For example, Fiat Ireland commissioned final-year marketing students to design and develop a new marketing campaign for the Fiat 500 model. This was a competitive commission and the winning students were presented with 4 iPads for their innovative campaign.

We are currently running a competition involving our third year Advertising students with Kinetic, the out-of-home media agency and one of their clients, Innocent Drinks. Teams of third-year Advertising students are developing out-of-home campaigns (including digital displays etc.) for the Innocent brand. The winning team win a prize, and their ideas will be used by Innocent. All of the students also gain academic credit for their work.

Our work with companies in the region sees us continually trawl

We have additionally used partner institutions in Europe to help place students for work experience and while small-scale at present, there is potential to grow this approach particularly with our Northern European partners.

We also invite alumni back to talk to current students about their career experiences to date and regularly invite companies and community organisations to talk to students about the modern workplace and career development.

We run the Synergy Student Awards competition in conjunction with the County Enterprise Board. All full-time students can enter the competition, which fosters cross-discipline innovation and team work. Brief details are as follows:

- Innovation – a new idea providing either a new product or service
- Team work – the minimum requirement for valid applications is two full-time students (preferably from two different schools or departments- – this mix will certainly assist in successful short listing and winners). You can have many more in your team which may include part-time students and/or other external expertise where warranted in your proposal and final Business Plan.business plan.
- If you haven't been able to find business partners to realise your innovative idea and/or would still like to be involved, earn some cash, and be part of a team, where possible we will assist in matching students across schools/departments..

This competition has proved very successful in recent years with prizes of €3k, €2k and €1k for first, second and third respectively. We hope to grow the participation rates in the coming years.

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	Continue staff development in T, L & Q Domains
	Performance indicator	Number of staff participating in development events per annum
	Baseline	10
	Interim target, end 2014	15
	Interim target, end 2015	20
	Final target, end 2016	25
2.	Institution objective	Development of student facilities on campus
	Performance indicator	New facilities added to infrastructure
	Baseline	-
	Interim target, end 2014	Better breakout areas for student groups
	Interim target, end 2015	Improved IT infrastructure for students and staff including open access facilities
	Final target, end 2016	Improved sports and recreational facilities on campus
3.	Institution objective	Recognition of student volunteering and other such initiatives for academic credit
	Performance indicator	Number of courses with credits available for volunteering and other such initiatives
	Baseline	-
	Interim target, end 2014	1
	Interim target, end 2015	3
	Final target, end 2016	5
4.	Institution objective	Increase employability of graduates
	Performance indicator	Participation in Synergy Student Awards
	Baseline	30 students participating
	Interim target, end 2014	10% growth in student participation
	Interim target, end 2015	20% growth in student participation
	Final target, end 2016	50% growth in student participation

To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

Some of this has been addressed in the Regional Clusters section 5.1.

ITT Dublin will support targeted research in designated priority areas, which will act as a significant resource for regional and national industry and contribute to the success of the knowledge economy.

The Centre for Applied Science for Health is recognised as a national research centre of excellence; the Institute will consolidate and build on this strong position. ITT Dublin will develop strength and depth in its research capacity and will consolidate other Institute research priorities into a second major thematic research area during the period of this plan.

- Build research capacity and capability
- Consolidate and build on research priorities
- Enhance infrastructure and sourcing of funds to ensure the future growth and development of research in a structured and sustainable manner

ITT Dublin will strengthen its position as a hub for the advancement of commercial innovation within the region. It will collaborate with research funding partners and other institutions (cluster members in particular) to create a comprehensive innovation support framework for industry. This will include facilities, equipment and innovation management services.

It will exploit its research expertise and capabilities to progress commercial innovation in partnership with industry and other higher education institutions. It will also provide design, development and validation services, within its areas of expertise, to those engaged in applied research and innovation regionally and nationally. Specifically we will:

- Establish the Institute as a regional hub supporting innovation
- Exploit expertise within the Institute's research priorities to support innovation
- Develop and promote a comprehensive innovation support framework

We are now reviewing our research strategy and resources in light of the DTUA and its associated joint Graduate Research School. The school will allow us combine human and physical resources across the DTUA partnership and also provide joint structured PhD programmes that will be attractive to postgraduate students.

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	Develop core research capacity
	Performance indicator	Sustainability of R&D activity
	Baseline	Current R&D capacity
	Interim target, end 2014	Consolidate R&D activity as part of the DTUA Graduate Research School
	Interim target, end 2015	Develop sustainable R&D communities of practice across the DTUA
	Final target, end 2016	Prudently grow R&D activity in concert with our other DTUA partners

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

The Institute will serve as a leader in supporting the advancement and growth of knowledge-based enterprise through the provision of a comprehensive enterprise development package including facilities, equipment, and business development support. It will actively engage and collaborate with business, industry and their representative groups to support structured and effective economic development.

- Develop and promote a comprehensive enterprise development framework to help build Ireland's entrepreneurial economy

The Institute will be a leading resource for knowledge advancement and dissemination. It will provide expertise and advice within its spheres of competence, allowing business, industry and the community to participate in, and leverage, advances in knowledge, process, business, technology, science and the arts.

- Encourage and promote the use of the Institute as a leading regional resource for knowledge advancement and dissemination

It will support the concept of civic engagement by facilitating all students, staff and citizens to engage in activities which support a fairer and more balanced region. It will promote dialogue and action on pertinent issues, enhance the knowledge and skills of the community and contribute positively to the life and profile of the regional community.

- Support and embed the concept of active citizenship in regional society

The Institute will actively engage in and collaborate with regional society (business, industry and the community) to support an environmentally friendly region and will develop an energy efficient and environmentally friendly campus. It will collaborate nationally and internationally on initiatives to support sustainable and renewable energy.

- Encourage and promote an environmentally friendly campus and society
- Develop and support the innovative application of energy-efficiency

We are a centre for the Coderdojo movement and operate on a fortnightly basis on campus on Saturdays. Unlike some centres we provide participants with the hardware required, as a lot of our participants are unable to afford a laptop. This is another concrete example of our

connectedness with our local communities.

We have a partnership with the neighbouring Priory Institute and have worked with them and QQI to have their theology programme validated under our delegated authority.

We have initiated a Volunteering Scheme and have already had students providing hundreds of hours to charity and other organisations in the region. We have yet to give academic credit for this work but will look at developing a framework for same in the future.

**Enhanced engagement with enterprise and the community and
embedded knowledge exchange:
Institution objectives and performance indicators**

1.	Institution objective	Engage with industry and business
	Performance indicator	Number of industry and business projects undertaken e.g. Innovation Vouchers and partnerships
	Baseline	10 vouchers per annum
	Interim target, end 2014	10 vouchers per annum
	Interim target, end 2015	15 vouchers + 1 partnership per annum
	Final target, end 2016	20 vouchers + 1 partnership per annum
2.	Institution objective	Community engagement
	Performance indicator	Number of active engagement channels developed with schools and community groups
	Baseline	2 Accessing College Education - ACE & Clondalkin Higher Education Access Project - CHEAP
	Interim target, end 2014	3
	Interim target, end 2015	4
	Final target, end 2016	5
3.	Institution objective	Community service
	Performance indicator	Hours volunteered by students per week
	Baseline	100
	Interim target, end 2014	200
	Interim target, end 2015	300
	Final target, end 2016	400

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

It is arguably a 21st century educational imperative that students be educated on an internationalised campus, as part of their formation for work and life in a globally connected, multicultural world.

The Institute will continue to internationalise its campus, programmes and activities, and encourage student and staff mobility to support a more diverse student experience. It will engage proactively with international partners, promote and market the Institute abroad, and provide a welcoming and supportive environment for its diverse student population, with particular supports for those travelling from other international countries.

- Celebrate and support student diversity
- Support student and staff mobility to enhance the ITT Dublin experience

Our strategy is to develop international institution-to-institution links such that we can build and closely manage sustainable international partnerships. We have not followed other institutions in the use of agents to recruit students overseas as we believe we have an obligation to ensure students arriving on campus have a real chance of success. Ethically, we must place the students' needs, and not their fee income, at the centre of our strategy.

We have a well-developed Erasmus programme in place with the bulk of the activity being inward student transfers and outward staff visits.

To date we have developed strong collaborations in China (Nanjing University of Technology), Malaysia (University of Malaysia, Phang), Indonesia (Pancasila University, Jakarta)

We participate in national initiatives such as the Brazil SWB Programme and hope to increase our international student numbers from Brazil in addition to Vietnam and Malaysia.

Our approach to date has focused on ensuring the quality of our provision internationally by taking co-ownership of all the QA processes associated with our joint programmes. Our model for international QA builds on the national model and where appropriate engages with the national QA agencies for advice and if necessary oversight. Our QA policy and procedures for Quality Assurance of Collaborative and Transnational programmes are approved by QQI.

We have employed and located three contract staff (Irish nationals all qualified for lecturing posts here in ITT and hired via normal interview procedures) in Nanjing University of Technology (NJUT) and they also provide daily oversight and feedback on QA processes and

procedures.

Additionally, we enter our international programmes in our risk register and seek to identify and categorise associated risks so that we can manage them, and we have contingency plans in place to deal with any problems that arise.

In 2013 we had a total 80 NJUT students transfer to the final year of our programmes in Mechanical Engineering, Electronics and Pharmaceutical Science. This model ensures that we do not displace any Irish students as we have latent capacity in the final years of these three programmes. In addition we admitted 12 Brazilian students to programmes in Engineering and Business.

Our partnership with NJUT has proven very successful to date. NJUT is a prestigious university and has partnerships with some of the world's top universities. For example, they have a partnership in Chemistry with Sheffield University from the UK (QS Rank 71) ..

We continue to explore similar strategic partnerships internationally and are in the process of formalizingformalising agreements with institutions in another Chinese province, Vietnam and Indonesia.

A recent and interesting development on the international front has arisen from our participation in the EU Erasmus Mundus programme. We have admitted 12 fee paying German students to the final year of our 4 year honors degree in International Tourism and Hospitality Management programme. These students had limited options to progress their study within the German system and saw ITT as a very attractive proposition, particularly with advanced entry.

In the absence of direct strategic alliances with Brazilian institutions we have developed our website to make it more user-friendly for prospective individual applicants from Brazil, including some pages in Portuguese. We have also produced a guide for parents of students from Brazil.

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Internationalise the campus
	Performance indicator	Non-EU students as a percentage of FT enrolments
	Baseline	2011 < 1%
	Interim target, end 2014	1%
	Interim target, end 2015	3%
	Final target, end 2016	5%
2.	Institution objective	Increase international staff exchanges
	Performance indicator	Inward and outward visits
	Baseline	5
	Interim target, end 2014	7
	Interim target, end 2015	10
	Final target, end 2016	15
3.	Institution objective	Increase the international dimension to our programmes
	Performance indicator	Unit or module in each programme with an international focus
	Baseline	0 (with the exception of marketing)
	Interim target, end 2014	1 module in honours courses reflective of international dimension
	Interim target, end 2015	1 module in level 7 courses reflective of international dimension
	Final target, end 2016	Modules on all level 9 programmes to have international dimension

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of IT Tallaght's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

The institute is, in collaboration with DIT and ITB, pursuing the creation of the Dublin Technological University. A joint submission outlining the vision and mission for this new institution was made to the HEA on July 31st 2012.

We have currently committed resources to the project and are awaiting the outcome of applications for funding to the HEA.

Some key milestone projects (yet to be prioritised) on our journey to TU designation are as follows:

- Detailed planning completed
Implementation of priority actions within DTU programme plan (to be finalised, but likely to include):
 - Establishment of a Curriculum Commission (to finalise audit of common provision, develop DTU programme characteristics, review pathways for DTU provision for Levels 6,7,8)
 - Development and implementation of 1st Year Experience strategy
 - Establishment of joint Graduate Research School
 - Development and implementation of Structured PhD programmes
 - Delivery of joint technology transfer measures
 - Joint prospectus and entry in CAO handbook/website
 - Development and delivery of a joint internship programme
 - Joint marketing to international student markets
 - Finalise mapping of professional services functions; develop action plan and implement initial key actions
 - Scoping of DTU digital campus
 - Finalise a DTU financial model
 - Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future'
 - Agree and put in place a framework/structure for engagement with the collective DTUA student body
 - Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for Technological University designation
-

Institutional consolidation:
Institution objectives and performance indicators

1.	Institution objective	Implement the DTUA Project plan
	Performance indicator	Key project milestones achieved
	Baseline	N\A
	Interim target, end 2014	Priority projects for 2014 identified and delivered
	Interim target, end 2015	Priority projects for 2015 identified and delivered
	Final target, end 2016	Acting as a TU across the DTUA
2.	Institution objective	Curriculum Commission Established
	Performance indicator	Number of collaborative programmes and improved student entry and progression pathways
	Baseline	N\A
	Interim target, end 2014	Improvement opportunities identified and agreed across the DTUA
	Interim target, end 2015	Improvement projects implemented across the DTUA
	Final target, end 2016	New opportunities identified for collaborative programmes and improved student entry and progression pathways

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of IT Tallaght in the strategic dialogue process leading to this compact, performance funding of

€ 90,000

has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Institute of Technology, Tallaght agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Institute of Technology, Tallaght

Date:

Appendices

We, IT Tallaght, include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8:

Appendix 9:

Appendix 10:

Add more rows as necessary

Appendix 1: Regional clusters

Appendix 2: Participation, equal access and lifelong learning

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

Appendix 4: High quality, internationally competitive research and innovation

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

Appendix 6: Enhanced internationalisation

Appendix 7: Institutional consolidation