Mission-based Performance Compact

between

The Institute of Technology, Tralee

and

The Higher Education Authority

Date: February 2014

Context

This Compact is an agreement between the Higher Education Authority and the Institute of Technology Tralee (ITT) which 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 Tralee 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 the Institute of Technology, Tralee. It sets out how the IT Tralee's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal ITT 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 the Institute of Technology, Tralee 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.

Contents

1. Establishment of the Compact

The Higher Education Authority and IT Tralee 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 Tralee 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 Tralee agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify IT Tralee of this in writing and will consult with IT Tralee 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 Tralee 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 Tralee 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 Tralee.

3 Mission and Strategy Statement

IT Tralee'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 Tralee acknowledge that IT Tralee's mission and strategy may evolve.

IT Tralee and the Higher Education Authority recognise that IT Tralee 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.

The Institute of Technology, Tralee has a proud history that has seen it become an important provider of higher education services in the South West of Ireland.

The Institute has matured and is now an autonomous university level provider. Strategic planning is an activity which the Institute views as ongoing, one that while providing direction also provides the flexibility to respond to mission-critical situations. The size of the Institute lends the advantage of a certain amount of agility, an operational aspect which not all HEIs can boast. The region within which IT Tralee sits, not to mention the related industries, communities and stakeholders which the Institute serves are critical to its success. In turn the region's success is in no small part supported by the effectiveness of the relationships that the Institute has fostered with regional stakeholders. To this extent IT Tralee's mission is as relevant now as it was when originally crafted:

'To excel in teaching, research and development work, for the benefit of students, industry and the wider community'.

Four goals have been established by the IT Tralee and priority areas have been identified to guide activities and goals of the Institute as follows:

Goal 1: Quality Learning and Teaching Experience
The Institute is learning-centred in its approach to its education role. It will enhance its physical resources, its programmes and the systems and supports for excellence in teaching and learning to create a quality learning and teaching experience for all its learners.

Goal 2: Academic Differentiation
The Institute has an attractive character and identity of its own. Some of the things we do and the way we do them differentiates us from other providers. We will create further academic differentiation to add value and strengthen the role of the institute as a provider of higher education relevant to national and regional development needs.

Goal 3: Greater Significance in the Region
The Institute has a significant opportunity and capacity through its staff and facilities to have greater influence and benefit the social, economic and cultural development of the South West Region. This needs to be more widely recognised, realised, and promoted so that as a strategic resource, IT Tralee becomes more widely engaged across the spectrum of activity in the region thus achieving greater significance in the region.

Goal 4: Enhanced Alliances and Collaboration
The Institute recognises the power of collaboration to leverage its capacity in all its activities. This applies internally where synergies between individuals, departments and especially pan-institute groups can bring about significant improvements and developments. In addition, the

Institute will continue to add its weight to external alliances and so will widen its influence by being involved in enhanced alliances and collaboration in an increasingly competitive higher education space, while retaining and strengthening its own identity.

Pan-institute priority areas have also been identified by the IT Tralee. These provide the focus for the Institute's collective efforts in achieving the Strategic Plan goals. The priority areas provide the framework for Strategic Plan implementation. Priority areas also provide the reference points against which progress in achieving the Strategic Plan goals can be monitored, evaluated and reported. These five priority areas are:

• Programme development;
• Teaching and learning;
• Access and lifelong learning;
• International activity;
• Research.

Over time as the Institute has evolved, our priorities have refocused and our endeavour has been to respond to local, regional, national and international demands. As previously outlined the ability to respond to our stakeholders is central to our effective operation, and our strategic plan has been shaped with this in mind. At the time of finalising this compact document, IT Tralee has begun to revise its strategic plan. The new strategic plan will align with the compact framework and will have the advantage of including the results of consultation with our partners in CIT. The new plan is currently being prepared in the knowledge that IT Tralee intends to merge with CIT and seek designation as the Munster Technological University.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that IT Tralee may adjust its mission and strategy from time to time. IT Tralee 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.

Together with our partner, the Cork Institute of Technology, IT Tralee has outlined its intention to proceed through the process of consolidation with the intended goal of attaining designation as the Munster Technological University (MTU). Further sections in this compact directly address planned impacts which this significant and positive change will have on Institutional objectives and targets (section 5.7). It is the intention of both IT Tralee and Cork IT that through the course of this compact, that institutional objectives and annual targets will move from those of individual institutions to redefined combined missions, strategies and targets.

4. Current and Planned Profile

The following pages contain:

- IT Tralee's current profile 2010/11 (as supplied by the HEA); and
- IT Tralee'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 Tralee'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

Members of Regional Cluster - South Region

Cork Institute of Technology

Institute of Technology Carlow

Institute of Technology Tralee

University College Cork

Waterford Institute of Technology

Governance Arrangements

The following provides a summary of the current agreed position for governance of the Southern Cluster:

- Parity of esteem for all stakeholders is essential to the successful operation of cluster
- Clear terms of reference and an MOU for the operation of the cluster is to be prepared as soon as possible
- The use of a rotating rather than an independent chair has been agreed. The rotation period will be for one year.
- Presidents and at least one other member of senior management to be nominated by each institute to the cluster board
- Agreement that industry, further education and other stakeholder participation is required in cluster specific projects
- Compact objectives on clusters will be harmonised across all members of the cluster
- A strategic work-plan including governance structures is to be developed for delivering on cluster objectives by the end 2014
- Arbitration mechanisms will be established as part of the governance structure
- Recommendations which impact on the operation of higher education institutions will require approval by all governing authorities

Primary Objectives of the South Region Cluster

- Increase the capacity and responsiveness of the Irish higher education system
- Deepen partnerships and collaborations among the cluster of higher education institutes

- Provide improved progression pathways between institutions
- Enhance cooperation across the institutions in support of regional economic, social and cultural development
- Build on existing successes in the areas of course development, collaborative research, entrepreneurship and innovation

External Factors

- Availability of funding and resources to deliver on cluster objectives.
- The potential for lack of agreement among cluster institutions on expected objectives
- Insufficiently robust or poorly designed processes at a national level that may inhibit the sucessful creation of regional clusters

Regional clusters:
Institution objectives and performance indicator

1.	Cluster objective	Create a formal regional cluster between the named member institutions
	Performance indicator	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects
	Baseline	Many inter-institutional relationships exist but no formalised cluster structure is in place.
	Interim target, end 2014	Agree and implement a governance framework for joint activities including • The establishment of a cluster board • Creation of an MOU for operation of the cluster • Development of arbitration procedures • Development of a coordinated work-plan for the implementation of agreed projects
	Interim target, end 2015	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects.
	Final target, end 2016	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.
2.	Cluster objective	Improve student pathways
	Performance indicator	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery
	Baseline	Many inter-institutional pathways exist but no complete mapping profile is available
	Interim target, end 2014	• The initial focus of the cluster is expected to be on improving student pathways, given the priority attached to the transitions initiative • Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies) • Final output - mapping profile.
	Interim target, end 2015	Develop uniform access/progression scheme for the cluster.
	Final target, end 2016	Review pathways profile based on new academic developments

3.	Cluster objective	Shared academic planning
	Performance indicator	Develop a cluster-wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.
	Baseline	No cluster-wide academic planning structure exists. However there is an understanding that: - Individual institutes will continue to provide a broad base of undergraduate course opportunities up to Level 8 to satisfy needs of individual hinterlands given the geographical scale of region - External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process - The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative - Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above - Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda
	Interim target, end 2014	Baseline mapping of academic programme provision across the cluster completed Research mapping completed to identify potential research synergies. (Programme and research mapping will provide a profile across the cluster and will inform next steps – complete during academic year 2014/15)
	Interim target, end 2015	Implementation of joint academic developments which are informed by the baseline mapping process across the cluster and targeted at delivering on regional economic and social needs
	Final target, end 2016	Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts.

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of IT Tralee'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's policy on access is designed to promote and facilitate entry to and participation in the academic programmes and student life of the Institute by mature students, students with disabilities and students who experience social or economic disadvantage and lack of educational opportunity. Across the spectrum of participation, equal access and lifelong learning, it is widely accepted that the Institute meets and exceeds national targets. The Institute has operated several initiatives to support increased participation of target access groups. For example, the Pathfinders programme facilitates entry of students from disadvantaged socio-economic backgrounds, and other special cases as nominated by their secondary school. The Star Pupil programme supports students from the Travelling community in completing second level education and progression to third level. Significant value has been realised through the joint mapping of progression paths for programmes offered by the Kerry Education & Training Board onto IT Tralee programmes – all with the intention of facilitating student progression.

In recent years the Institute has made considerable progress in providing common first year modules across a number of its programmes.

Supported by the Institute's Equality of Access and Participation Policy and the ITT Access Services Strategic Plan, specific key access commitments are being pursued Institute-wide. These include:

- To facilitate non-standard admissions where possible;

- To facilitate mature learners' access to higher education;

- To support students with disabilities to participate fully in the academic life of the Institute;

- To develop teaching and learning practices that are effective in creating a positive learning environment that promotes access and participation for disadvantaged students;

- To provide fair, regular and ongoing support to students experiencing disadvantage (through the work of the ESF Student Assistance Fund Deciding Committee); and

- To facilitate students from all ethnic minorities, especially members of the Travelling Community, the largest individual minority ethnic group in Ireland.

IT Tralee has a well-developed mature applicant examination system that facilitates entry of applicants who have been out of education for a significant period of time. The targets in this compact recognise the Institute's achievements to date with respect to the attraction and retention of mature learners. With that success in mind it is, however, reasonable to predict that because of significant budgetary changes that directly impact this particular student cohort, maintaining these numbers into the future will be challenging. These changes include the reduction in direct funding via the Back to Education Allowance and the reduction in Student Maintenance Grants.

The strategic objectives, baseline figures and targets proposed in this submission are based

on the Institute's Access Service's draft Strategic Plan. IT Tralee's Access Service has adopted a results-based management (RBM) framework to assist its strategic planning. This approach incorporates a complete monitoring and evaluation system. The RBM process and the plan were developed and have been implemented since October 2013. It is accepted that the remaining steps in the consultation process may yield changes to the targets proposed.

IT Tralee's Access Service is working with Cork Institute of Technology (CIT) to align the RBM strategic approach in preparation for the creation of the Munster Technological University. This approach is building on ongoing dialogue between ITT and CIT Access Services regarding development of common access initiative and resources, and has a particular focus on using digital media to provide a common approach and practice for access to the new university.

The Institute's Strategic Plan has highlighted Access and Lifelong Learning as a priority area for the coming years. IT Tralee has strong working relationships with education providers within the region. Progression routes from FÁS (and Solas) and the Kerry ETB have been mapped to provide clear progression opportunities and linked courses within the region. All of the programmes offered by Kerry ETB and FÁS at FETAC Levels 5 and 6 are mapped to programmes at IT Tralee, offering learners in the region defined pathways to third level education. The Institute actively engages in the Springboard Initiative, through which it facilitates circa 120 students a year.

Risks and external factors; *ITT has traditionally been very successful at meeting national targets set in the arena of Participation, Access and Life Long Learning. Maintaining the high standards which the Institute has achieved to date becomes increasingly difficult as direct funding and supports for specific identified groups are reduced, as has happened over recent years.*

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

1.	Institution objective	Increase the participation rate on Institute programmes of new entrants with specific sensory, physical or multiple disabilities.
	Performance indicator	Increase the percentage of new entrants with specific sensory, physical or multiple disabilities.
	Baseline	In the academic year 2010/11, 11% of new entrants at IT Tralee have a registered disability (this is one of the highest percentages in any publicly funded HEI). Of these, approximately 21% have a sensory, physical or multiple disability.
	Interim target, end 2014	21%
	Interim target, end 2015	22%
	Final target, end 2016	24%

2.	Institution objective	Increase the progression of students with disabilities who successfully complete the first year of their programme of study, through enhancement of student support including teaching and learning strategies for inclusion with a specific focus on students with disabilities. Increase the progression of students with disabilities through their programme of study to graduation.
	Performance indicator	Percentage of students with disability who successfully complete the first year of their programme of study.
	Baseline	60% of all students with disabilities progressing to second year of college compared to 68% of the general student population. Note - for the purposes of establishing this baseline data, the following reference years have been selected 2009/2010, 2010/2011 and 2011/2012. The average figure from these three years is the accepted baseline figure. This is in line with the IT, Tralee's Access Service Strategy Plan 2014-2020.
	Interim target, end 2014	60%
	Interim target, end 2015	61%
	Final target, end 2016	62%

3.	Institution objective	To increase the participation rate of mature student entering full-time undergraduate programmes of study at the Institute.

	Performance indicator	The percentage of mature student entering full-time undergraduate programmes of study at the Institute.
	Baseline	In the academic year 2010/11, 24% of all new full-time students were classified as mature.
	Interim target, end 2014	24% of full time new entrants will be mature students
	Interim target, end 2015	25% of full time new entrants will be mature students
	Final target, end 2016	26% of full time new entrants will be mature students

4.	Institution objective	To increase the participation rate of students from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.
	Performance indicator	The percentage of new entrants from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.
	Baseline	In the academic year 2010/11, 25% of all new entrants were from non-manual, semi and unskilled worker groups.
	Interim target, end 2014	25%
	Interim target, end 2015	26%
	Final target, end 2016	27%

5.	Institution objective	To increase the participation rate of students from the Travelling Community on Institute programmes.
	Performance indicator	The number of new entrants from the Travelling Community on Institute programmes.
	Baseline	In the academic year 2010/11, 1 student self-declared that they were a member of the Travelling Community.
	Interim target, end 2014	Develop a bespoke programme to address needs of this target group
	Interim target, end 2015	Enrol approximately 5 on the bespoke programme
	Final target, end 2016	Meet HEA target for this cohort.

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of IT Tralee's 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

The Institute is learner-centred in its approach to education. It will continue to enhance its physical resources and its academic programmes. In line with the Hunt Report, the Institute also intends to respond to trends in learner profile and new technologies to assure continued excellence in its support for teaching and for learning. The Irish economic and educational landscapes are changing. Learners increasingly demand relevant higher education and training programmes delivered in traditional full-time, part-time modes, as well as, in the case of certain programmes, delivery though blended learning mode to facilitate distance learning and lifelong learning.

The Institute's learning support and development activities include the Centre for Education Development (CED), and the E-learning Support and Development Unit (EDSU). In consultation with the Access Office, the CED provides targeted and general learning skills supports to the entire student body; and it provides annual financial support to academic departments to deliver subject-specific interventions. Workshops in Teaching and Learning, including learning/assessment approaches, skills and regulations, are also provided by the CED to the academic staff. The CED also coordinates the delivery of the Institute's postgraduate Education Development Programme and Postgraduate Supervisors Training Programme. The Institute reaffirms its commitment to continue its objective to increase access to higher education by under-represented groups, and has enshrined this policy in its Access Plan. The Human Resources office coordinates an annual facility, based on the PMDS consultative process, for applications by staff for further certified learning, prioritising postgraduate qualifications.

The EDSU coordinates the development of the Institute's e-learning resources, including development of online programmes and conversion of existing programmes to online/electronic format, as market intelligence determines. Educational programmes will include part-time and full-time major and minor awards.

The Institute continues to instil in the learner the ownership of learning and responsibility each learner has for their own learning. The Institute maintains and will further enhance its learner-centred approach through a caring and encouraging approach in all aspects of the learning process. All of the ordinary degree programmes within the Institute now have a built-in work placement element. This requires students to complete a comprehensive work placement

during their time at the institute. The focus on related work experience helps develop a deeper learning experience for students, allowing them experience work environments in which they have the opportunity to practise their knowledge to date while developing additional skills to prepare them for entry into the workplace.

The Institute operates specific processes and initiatives to enrich the students' experience during their studies at IT Tralee. For example, it is policy to include learners in programme review and development meetings. Student representatives participate in regular joint academic workshops (JAWS) and a Student Open Forum to discuss Programme-related and Institute-related issues. The Institute has a comprehensive career guidance service that is evolving to encompass the career opportunities arising from work placement, which is a mandatory element of the Institute Level 7 and Level 8 programmes.

Additionally, in the academic year 2013/2014 the Institute launched the SipITT and Health Promotion initiatives. The SipITT programme is being piloted by the Department of Health and Leisure Studies this year. The programme provides a variety of initiatives to encourage students to take a responsible approach to alcohol consumption and to engage in a healthy and balanced lifestyle. The Health Promotion Unit has an Institute mandate and will focus on developing strategies and initiatives in the areas of mental health and wellbeing, alcohol and substance abuse, sexual health, physical activity, food and nutrition.

The Institute continues to ensure that its physical facilities are state-of-the-art and as appropriate, closely match the facilities and practices of the relevant professional and industrial sectors. Focused research activity ensures efficient use of resources and development of expertise to support regional communities and industry. This strategy provides academic staff with opportunities to collaborate constructively with the Industry, community and other academic Institutions, as well as enriching the learning experience for students. Quality and Qualifications Ireland (QQI) recently asked the Institute to carry out a self-evaluation of its postgraduate research degree programmes. The Institute is currently implementing the improvements identified in its self-evaluation and the recommendations of the QQI expert panel. The Institute analyses its operation and portfolio of programmes, staff and learner supports on a regular, ongoing basis and through the formal institutional review and programmatic review processes. The Institute will continue to support these elements of its learning support and development activity towards enhancement of its teaching and learning environment.

Risks and external factors; *Maintaining sufficient funding to support the ongoing Teaching and Learning strategy of the Institute including adequate financial support for the CED & EDSU.*

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

1.	Institution objective	Increase completion and progression rates through enhanced generic and specific student supports leading to greater retention in specific categories: students with disability, students with specific learning difference, pathfinders.
	Performance indicator	Percentage completion and progression rates for Students with disability, students with specific learning difference, pathfinders.
	Baseline	Retention data for first year provision AY 11/12. Retention at: Level 6 – 65%; Level 7 – 73%; Level 8 – 86%
	Interim target, end 2014	Level 6/7 - Plus 1% - Level 8 – maintain
	Interim target, end 2015	Level 6/7 - Plus 1% - Level 8 – maintain
	Final target, end 2016	Level 6/7 - Plus 1% - Level 8 – maintain

2.	Institution objective	Development of postgraduate qualifications profile of the Institute's staff.
	Performance indicator	Staff registered for a postgraduate degree programme annually
	Baseline	26 Staff registered on postgraduate degree programmes in AY 2012/13
	Interim target, end 2014	5 extra staff registered on postgraduate degree programmes.
	Interim target, end 2015	5 extra staff registered on postgraduate degree programmes.
	Final target, end 2016	15 extra staff registered on postgraduate degree programmes (cumulative)

3.	Institution objective	Increase the number of students involved in civic engagement activity
	Performance indicator	The number of students registering for the Community Service Initiative modules

	Baseline	14 students registered on Community Service Initiative module (2012/13)
	Interim target, end 2014	10% increase in registrations
	Interim target, end 2015	10% increase in registrations
	Final target, end 2016	24% increase in registrations from baseline

4.	Institution objective	To increase the number of programmes delivered using blended learning approach.
	Performance indicator	Number of programmes delivered in a blended learning capacity. Number of students enrolled on blended learning programmes.
	Baseline	2 Blended learning programmes 50 students enrolled
	Interim target, end 2014	4 programmes 80 students enrolled
	Interim target, end 2015	6 programmes 120 students enrolled
	Final target, end 2016	8 programmes 160 students enrolled

5.	Institution objective	Objective is to increase the level of health awareness among staff and students
	Performance indicator	Number of departments operating the SipITT programme.
	Baseline	1 department operating the SipITT programme in the academic year 2013/2014
	Interim target, end 2014	3 departments operating the SipITT programme
	Interim target, end 2015	5 departments operating the SipITT programme
	Final target, end 2016	All departments operating the SipITT programme

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of IT Tralee'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:

IT Tralee will continue to prioritise research themes built upon its established and emerging strengths – these are aligned with national research priority areas and the Innovation Union flagship initiatives of the Europe 2020 strategy for a smart, sustainable and inclusive economy. The Institute pledges its commitment to close coordination and cooperation with our south regional cluster partners to advance our shared commitment to regional economic and social development by targeting the delivery of high quality high impact collaborative research outputs.

Connecting minds globally is the research ethos at the Institute and research collaborations will continue to be fostered across all research disciplines. Interdisciplinary and multidisciplinary research will continue to be developed at the Institute, where new ideas are explored at the intersection of previously distinct fields. Issues such as societal challenges and competitive industries, as prioritised by the EU Horizon 2020 programme, transcend national borders and demand international collaboration. Through the conduit of collaborative research networks across European Institutions the Institute will optimise the future procurement of both national and international research funding awards.

IT Tralee's Research Strategy to 2016 sets demanding targets and defines the associated necessary actions required to grow research on the right trajectory to meet the criteria designation (jointly with CIT) as a technological university. These targets are designed to support academic staff to achieve their ambitions in the near future in the Institute. These actions will be supported by an investment programme for CPD, a Governing Body Bursary Scheme, and through attracting new researcher talent during the period to 2016.

IT Tralee has developed five dedicated research centres of excellence (Strategic Research Areas) which span across the three schools of the Institute:

School of Science Technology Engineering and Mathematics

- Intelligent Mechatronics and RFID Technology Gateway (IMaR)
- Shannon Applied Biotechnology Centre (Shannon ABC)

School of Business, Computing and Humanities

- Centre for Entrepreneurship and Enterprise Development (CEED)
- Irish Academy of Hospitality and Tourism (IAHT)

School of Health and Social Sciences

- UNESCO Chair Research

The research centres at the Institute will in addition target the procurement of direct industry funded research opportunities through the outreach promotion of our research expertise and the delivery of high impact innovative technology solutions to our industrial partners. The Institute will continue to invest in its technology gateways which are devoted entirely to a research agenda defined by an industry-led representatives' board and core-funded by Enterprise Ireland. Through the Technology Transfer Strengthening Programme 2 (TTS1 2), the Institute will optimise the commercial potential of new technologies created at the Institute and target new enterprise creation through spin-outs, licences, patents, and researcher entrepreneurship.

At the heart of research at IT Tralee is the desire to make a substantial and original contribution to knowledge, leading to peer reviewed publications to benchmark our research internationally.

The volume of publications emerging annually from the Institute has traditionally been low This is in line with the high proportion of industry collaborative research projects ongoing at the Institute where non-disclosure agreements are requested by our industry partners seeking to safeguard their competitiveness. The Institute is committed to encouraging an easing of publication rights with external stakeholders during the project planning stages to facilitate the publication of aspects of high quality research outcomes that would not adversely impact future patent security.

Each of the Institute's research centres will continue to be supported by strong research degree programmes within their respective schools. These programmes are reviewed periodically to ensure alignment with the evolving focus areas of the research centres and to ensure a seamless link between undergraduate and postgraduate provision. The Institute will continue to set ambitious targets to increase the number of PhDs amongst its academic staff and will facilitate the ongoing apportioning of CPD funding to the support of academic staff pursuing postgraduate studies. The Institute promotes a growing diversity of inter- and multidisciplinary postgraduate research degree programmes through the IT Tralee President's Bursary Award Scheme (launched in 2012) and is committed to supporting the growing numbers of research candidates and supervisors who wish to achieve their academic and professional ambitions at IT Tralee.

Risks and external factors; *Non-disclosure and intellectual property (IP) agreements, assignment of IP rights in applied research, the absence of core HEA funding to the IoT sector to support research.*

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

1.	Institution objective	Continue to grow and develop the level of research being undertaken within the Institute, ensuring that the quality and standard of research engaged is of an international standard.
	Performance indicator	Growth in researcher headcount.
	Baseline	50 researchers
	Interim target, end 2014	55 researchers
	Interim target, end 2015	65 researchers
	Final target, end 2016	70 researchers

2.	Institution objective	Recognising that the Institute should not overly rely on exchequer funding for research the Institute will actively pursue non-Exchequer sources for investment in research with particular focus on the existing research centres.
	Performance indicator	Increase in proportion of non-Exchequer investment
	Baseline	30%
	Interim target, end 2014	35%
	Interim target, end 2015	40%
	Final target, end 2016	42%

3.	Institution objective	Growth in number of publications across the research community within IT Tralee
	Performance indicator	Growth in no of publications and % world output
	Baseline	10
	Interim target, end 2014	12
	Interim target, end 2015	14
	Final target, end 2016	16

4.	Institution objective	Grow number of research projects delivered with industry

	Performance indicator	Increased number of research collaborations with Enterprise
	Baseline	40
	Interim target, end 2014	50
	Interim target, end 2015	60
	Final target, end 2016	65

5.	Institution objective	Alignment of postgraduate researcher numbers to TU criteria
	Performance indicator	Growth in level 9/10 research degree students
	Baseline	36
	Interim target, end 2014	25% increase on intake
	Interim target, end 2015	25% increase on intake
	Final target, end 2016	25% increase on intake

6.	Institution objective	Increase commercialisation activity within the Institute's research centres through licences, invention disclosures and patent applications.
	Performance indicator	Increase in commercialisation activity, as specified above.
	Baseline	5
	Interim target, end 2014	8
	Interim target, end 2015	9
	Final target, end 2016	10

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

Strategy summary

Please provide a brief summary of IT Tralee'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

Recognising the important role which enterprise and the community play in promoting both societal and economic progress within the region, IT Tralee will continue to maintain a strategic focus on these areas with particular attention to the area of knowledge exchange. Past experience has shown that mutual exchange and collaboration can benefit academic teaching and research. The Centre for Entrepreneurship and Enterprise Development (CEED) located in the Tom Crean Business Incubation Centre, plays a key role in fostering and developing the entrepreneurial mindset as part of the innovative ecosystem of IT Tralee. We practise and promote real-time engagement between our academics and students and business and social communities – offering strategic support and intervention with business ideas and knowledge transfer. We aim to become an international model of best practice which cultivates the entrepreneurial mindset through our philosophy of collaboration, inclusion and innovation with the wider business and academic communities.

CEED offers a range of both bespoke and generic solutions through its inclusive portfolio of services, which operate in the following sectors at local, regional, national and international levels:

- Commercial
- Social
- Basic and Applied Research
- Education.

Collaboration is a core policy of CEED as indicated in its partnerships across the range the public and private sectors – including Kerry Enterprise Development Unit (KEDU), Enterprise Ireland, and Kerry County Enterprise Board from the public sector; larger multinationals such as Kerry Group plc, Dairymaster, FEXCo, Aspen Grove; and SMEs such as BioAtlants, ViClarity, as well as hotel and tourism operators and retailers. The innovative and collaborative culture of CEED and the IT Tralee was a key contributor in Kerry receiving the prestigious European Entrepreneurial Region (EER) title in 2011 – this offers an expanding international network driven by change and innovative solutions and knowledge transfer.

Turning innovative ideas into successful businesses requires a powerful blend of people, place, culture and imagination. Developing an enterprise culture and mindset is about providing the right environment for new ideas to grow alongside existing flourishing enterprises. The shared vision of IT Tralee and Shannon Development for the seamless

integration of the business and learning communities has resulted in the development of one of Ireland's most successful business environments – Kerry Technology Park. The shared campus has become a national role model and the interchange of ideas, skills, knowledge and energy between IT Tralee and enterprises based in the technology park underpins the success of the campus as a whole. This is an interchange that involves students, researchers, lecturers and entrepreneurs.

Risks and external factors; *The potential for breakdown in relationships between key personnel in the identified organisations; change in personnel within organisations; change and shift in focus in associated organisations; change in criteria for HPSU status and or funding requirements; funding restrictions at a regional, national and regional level.*

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

1.	Institution objective	Employment creation
	Performance indicator	Business start-up programmes outputs
	Baseline	• New Frontiers Programme, IT Tralee's DiscoverITT start-up programme[1] • ITTs enterprise programme for food researchers in the FP7 funded TRADEIT[2]
	Interim target, end 2014	• 2 Enterprise Ireland, high potential start-ups (HPSUs) - 6 employment positions • 2 DiscoverITT generated businesses - 4 employment positions • 1 international spin out through TRADEIT - 2 employment positions
	Interim target, end 2015	• 2 high potential start-ups (HPSUs) - 6 employment positions • 2 DiscoverITT generated businesses - 4 employment positions • 1 international spin out through TRADEIT - 2 employment positions
	Final target, end 2016	• 2 high potential start-ups (HPSUs) - 6 employment positions • 2 DiscoverITT generated businesses - 4 employment positions • 1 international spin out through TRADEIT - 2 employment positions

2.	Institution objective	Regional Enterprise Collaboration
	Performance indicator	Business Support for Micros and SMES

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[1] **Discover ITT** in partnership with Enterprise Ireland and Kerry County Enterprise Board is a 9 week enterprise programme exclusively for students at the Institute of Technology, Tralee to help transform your idea into a business. Working alongside a mentor students interact and pitch to a panel of business experts throughout the programme while creating a solid business plan..

[2] The TRADEIT project is a multidisciplinary, multi-sectorial collaborative project of 19 European Partners supporting a Network of Traditional Food SMEs and Food Researchers in the areas of Collaboration, Innovation, Entrepreneurship, Knowledge and Technology Transfer to increase the competitiveness and inter-regional advantage of Traditional Food Producing SMEs.

Baseline	Member of KEDU (joint group of IT Tralee, Kerry County Council, Enterprise Ireland, IDA, County Enterprise Board, Údarás na Gaeltachta, North and East Kerry Development, and South West Kerry Partnership)
	Engagement for regional economic development between IT Tralee, CIT, UCC, WIT and Carlow ITT
Interim target, end 2014	• Appoint an innovation officer for the county operating from the ITT campus as one stop information point for setting up and running a business in Kerry.
	• Award 3 local innovation support scheme to a value of €2,000 each.
	• Complete 1 Enterprise Ireland innovation voucher to a value of €5,000.
	• Provide training programmes for innovation idea generation to 30 individuals (3 training programmes with 10 participants) in the county.
	• Promote the Brussels School of Management Learning By Doing model to 10 SMEs who then become part of the European Network.
	• Promote employee development, enterprise support and development and graduate formation through an integrated 5 partner-led programme of activities and support.
Interim target, end 2015	• Award 5 local innovation support schemes to a value of €2,000 each.
	• Complete 2 Enterprise Ireland Innovation Vouchers €5,000 each.
	• Provide training programmes for innovative idea generation to 30 individuals (3 training programmes with 10 participants) in the county.
	• Promote the Brussels School of Management Learning By Doing model to 10 SMEs who then become part of the European Network.
	• Promote employee development, enterprise support and development and graduate formation through an integrated 5 partner-led programme of activities and support.

	Final target, end 2016	• Award 6 local innovation support schemes to a value of €2,000 each. • Complete 3 Enterprise Ireland Innovation Vouchers to a value of €5,000 each. • Provide training programmes for innovative idea generation to 30 individuals (3 training programmes with 10 participants) in the county. • Promote the Brussels School of Management Learning By Doing model to 10 SMEs who then become part of the European Network. • Promote employee development, enterprise support and development and graduate formation through an integrated 5 partner-led programme of activities and support.

3.	Institution objective	Interactive and Applied Learning
	Performance indicator	Real time learning
	Baseline	Applied Market Research Projects Institute wide work-based learning and placement
	Interim target, end 2014	• 12 applied market research projects for both the commercial and social sector, public and private and 300 work-based placements
	Interim target, end 2015	• 12 market research projects for both the commercial and social sector, public and private and 400 work-based placements
	Final target, end 2016	• 12 market research projects for both the commercial and social sector, public and private and 600 work-based placements

4.	Institution objective	Community Engagement
	Performance indicator	Integrated Activities
	Baseline	Enterprise Development and Networking events

Interim target, end 2014	• Enterprise Week – in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community • Host the County School Enterprise Awards to a community of 12 second-level schools with an attendance of 200 approximately. • Host the New Frontiers showcase and awards with an attendance of 20 participants, 20 business mentors and 100 members of the general public. • Host the DiscoverITT showcase and awards with an attendance of 20 students, 20 business mentors and 200 members of the general public. • Host the Entrepreneurial School Academy for TRADEIT targeting 30 Irish and European food researchers and food SMEs for training and 100 SMEs and public agencies for the key networking event. • Initiate a Social Entrepreneurship Programme with an attendance of 100 at a local and national level for the headline conference. • Launch the ITT 30-hour intergenerational innovative challenge targeting 20 family intergenerational teams of 3 each (60) and 100 attendance at the final showcase.
Interim target, end 2015	• Enterprise Month / Enterprise Week in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community. • Host the County School Enterprise Awards to a community of 14 second level schools with an attendance of 250 approximately. • Host the New Frontiers showcase and awards with an attendance of, 20 participants, 20 business mentors and 100 members of the general public. • Host the DiscoverITT showcase and awards with an attendance of 30 students, 30 business mentors and 250 members of the general public. • Develop the Social Entrepreneurship Programme with an attendance of 250 at a local and national level for the headline conference. • Grow the ITT 30-hour intergenerational innovative challenge targeting 30 family intergenerational teams of 3 each (90) and 150 attendance at the final showcase.

	Final target, end 2016	• Enterprise Quarter in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community and international business and educational institutes partners • Host the County School Enterprise Awards to a community of 16 second level schools with an attendance of 300 approximately. • Host the New Frontiers showcase and awards with an attendance of, 20 participants, 20 business mentors and 100 members of the general public. • Host the DiscoverITT showcase and awards with an attendance of 40 students, 40 business mentors and 350 members of the general public. • Develop the Social Entrepreneurship Programme with an attendance of 400 at a local and national level for the headline conference • Grow the ITT 30 hour Intergenerational Innovative challenge targeting 40 family intergenerational teams of 3 each (120) and 200 attendance at the final showcase.

5.	Institution objective	Alumni engagement
	Performance indicator	Active database of graduates and strength of engagement between them and the IT Tralee
	Baseline	Relationship database system monitoring the type of engagement – e.g. mentoring, guest speakers, panel members
	Interim target, end 2014	200 active business alumni
	Interim target, end 2015	400 active business alumni
	Final target, end 2016	800 active business alumni

Risks and external factors; *Change and shift in focus in associated organisation and funding restrictions at a national and regional level.*

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of IT Tralee'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

International education is now estimated to be a €1 billion sector for the Irish economy, with international students in higher education contributing around €700m – (Education in Ireland; International Students in Higher Education 2011-2012). In Australia, 21.5% of tertiary students have come to the country in order to pursue their studies. Similarly, international students represent 15.1% of total tertiary enrolments in Austria, 14.6% in New Zealand, 14.9% in Switzerland and 15.3% in the United Kingdom. (Student mobility in tertiary education:www.OECD.org , 2009) This same report indicated the OECD average as being above 6%; with Ireland performing just above that. IT Tralee consistently outperforms the OECD average and reaches the average among the higher performing countries. Based on this level of success in internationalisation, IT Tralee will continue to manage the diversity of its international portfolio to ensure that potential risk is minimised.

Aligned with national policy the IT Tralee's international strategy will seek to deliver a high-quality education, accompanied by strong integration of international with domestic students and with a view to offering an international dimension and experience to students that will add significant value to their career outcomes. IT Tralee will continue to identify international markets within which to recruit fee-paying international students. It is an established fact that the economic benefit arising from a successful international student recruitment strategy results in financial benefits which positively impact a multitude of facets of the higher education institution. The ensuing capital development and increased service provision provide not only benefits to international students but to the wider student population.

The sustainability of this strategy for enhanced Internationalisation will require the balancing of the requirements of our domestic students, the fiscal benefits of recruiting fee-paying non-EU students and fulfilling the regional development mandate of the ITT.

Our internationalised campuses will continue to be hugely important for incoming international students. A core principle for IT Tralee is to appreciate that the intercultural learning at home through encounters with international students directly benefits the domestic student population. Adding cultural diversity will enrich not just the horizons of the academic environment but will also broaden the diversity of the non-academic activities both on and off campus.

The international inter-institutional linkages formed by IT Tralee will reach beyond staff and student mobility spheres and will feature the widening and intensification of collaborative institutional and research links with international partners, cooperative revenue generation initiatives, transnational education and enhanced knowledge transfer. IT Tralee will continually seek to improve and innovate across a range of activities, delivering curricula that are appropriately internationalised and structured to meet the educational needs of the

international student cohort. The development of models of best practice will be aided considerably by the ability to learn from partner institutes.

Central to this strategy lies IT Tralee's plan to build critical mass around research specialisms which will include the ongoing recruitment of postgraduate and postdoctorate researchers via international recruitment websites and additionally targeting programmes such as COST actions, Marie Curie Research Fellowships and International Staff Exchange Schemes (IRES).

Risks and external factors; *In striving to realise IT Tralee's strategy for enhanced internationalisation it is important to identify the external factors and risks that have the potential to impact the level of achievement. These include: the potential for breakdown in partner relationships; susceptibility to shifts in demand from international markets; high reliance on government scholarship programmes in certain geographies which can be subject to political influences; proposed rationalisation of the Garda Naturalisation and Immigration Bureau and increased competition from the UK.*

Enhanced internationalisation:
Institution objectives and performance indicators

1.	Institution objective	Grow fee paying student recruitment (onto ITT Award Programmes)
	Performance indicator	Registration of fee-paying international students
	Baseline	110
	Interim target, end 2014	10% increase per annum
	Interim target, end 2015	10% increase per annum
	Final target, end 2016	Annual 10% increase in fee paying students over the duration of the compact

2.	Institution objective	Maintain and manage the population of international students at ITT in line with the percentages of international students attending higher education in the top performing destination countries for internationalised education.
	Performance indicator	The percentage of international students attending ITT
	Baseline	15% (2012/13)
	Interim target, end 2014	15%
	Interim target, end 2015	15%
	Final target, end 2016	16%

3.	Institution objective	Grow and maintain a sustainable portfolio of international student markets, thus reducing over reliance on any particular fee-paying market(s). This will also enhance the internationalised learning environment within ITT.
	Performance indicator	The number of countries where ITT regularly sources international students. (portfolio of countries)
	Baseline	20
	Interim target, end 2014	22
	Interim target, end 2015	25
	Final target, end 2016	28

4.	Institution objective	Maintain and manage the ITT/RCSI Medical Commencement Programme
	Performance indicator	New students registered
	Baseline	170

Interim target, end 2014	170
Interim target, end 2015	170
Final target, end 2016	170

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of IT Tralee'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 institutes of technology in Cork and Tralee share a common vision for the establishment of a strong regional technological university. This is evidenced in the fact that we have been in discussions and working together towards the creation of a technological university since 2009.

The creation of a technological university sector in Ireland is, we believe, a necessary and natural progression in the development of Irish higher education. The establishment of the institutes of technology (then the regional technical colleges) in the 1970s was a response to an identified lack of skilled manpower at technician and technologist level to meet the economic expansion of that time. As Irish economic and social development continued apace over the following decades, the institutes of technology remained responsive to the needs of the broader society and expanded the breadth and level of their course provision. This enhanced mission was recognised and facilitated by enabling legislation in 1992 and again in 2006, which among other things provided for the development of the institutes' research activities. The *National Strategy on Higher Education* acknowledges that 'the high calibre graduates produced by the higher education system have been critical to the development of high technology, indigenous industry and to the attraction of very substantial FDI into the country.' The Report goes on to state 'however, what has served us well in the past will not serve us well in the future without significant change'. The acceptance by the Government of the National Strategy points the way towards a technological university sector. The institutes of technology in Kerry and Cork are fully committed to, and very proud of, their history and mission and we believe that the creation of the Munster Technological University will allow enhanced delivery of that mission as envisaged in the National Strategy.

The Munster Technological University, born out of a merger of strong partners with shared philosophies, will make a vital and positive contribution to the society and economy of the region through:

- its enhanced critical mass facilitating the high quality distributed provision of focused and relevant research and taught programmes;

- improved effectiveness and efficiency, through the accompanying economies of scale;

- a reinforced spirit of enterprise and entrepreneurship across all parts of the

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institution, including:

- o the capacity to generate funds from non-traditional sources,

- o incubation centres in partnership with relevant agencies supporting spin-in and spin-out start-up companies

- o closeness to the world of work and the professional readiness of graduates,

- o a staff base which will be as engaged with the business, industrial and professional community as it is with academia;

- a focused research mission which stresses application and enterprise collaboration;

- a renewed national and international perception of capability in research, innovation and entrepreneurialism;

- enhanced international collaborations including fee-paying incoming students, student and staff exchanges, research projects and combined courses of study,

- full awarding powers at NFQ Levels 6-10 supported by demonstrably robust quality assurance processes underpinning taught and research degrees, and appropriate administrative services;

- its explicit channels of access, transfer and progression through and from all levels;

- the enhanced portability and recognition of graduates' qualifications nationally and internationally.

The merged institution will be well positioned to reach the necessary criteria for the establishment of a TU. Furthermore, it is anticipated, based on the experience of newly designated universities at home and abroad, that re-designation will result in a significantly enhanced capacity, allowing the new university quickly to surpass the level required by the relevant criteria.

Institutional consolidation:
Institution objectives and performance indicators

1.	Institution objective	Achieve designation as a technological university through merger with CIT
	Performance indicator	The establishment of the Munster Technological University.
	Baseline	n/a
	Interim target, end 2014	Stage 3 of the process towards technological university designation successfully completed.
	Interim target, end 2015	Merger of CIT and IT Tralee substantially completed (70%).
	Final target, end 2016	Merger of CIT and IT Tralee completed.

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 Institute of Technology, Tralee in the strategic dialogue process leading to this compact, performance funding of

€ 81,000

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, Tralee 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, Tralee

Date:

Appendices

We IT Tralee include the following appendices with our performance compact.

List the appendices here: (note not applicable)

☐	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

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