Waterford Institute of Technology (WIT)

Strategic Dialogue Cycle 2 Reflections on Performance

Overview

- Waterford Institute of Technology appear to have met the majority of the 2014 interim targets as outlined in the published compact.

- Issues relating to the TU process between IT Carlow and WIT was a contributing factor to WIT not achieving two of its 2014 interim targets.

   WIT clarified that discussions on the formation of a TU with IT Carlow were suspended in October, 2014. The Minister for Education and Skills appointed Mr Michael Kelly to examine inter alia the feasibility of the creation of the TU in the South East and his report was published in July, 2015. WIT is engaging with Ms Jane Williams who has been appointed as facilitator as a result of Mr Kelly's report.

- There are issues that remain a concern, for example, although there has been progress in meeting their targets for flexible and part-time learning, it's unlikely that WIT will meet its 2016 targets. This may have a knock-on effect on Level 6 provision and mature student provision. WIT does acknowledge that the targets set for part-time learners were (and still are) challenging and suggests that a broader definition of part-time student may be required as the institute recruits a significant number of part-time students, both on accredited and non-accredited, night and other part-time programmes. The narrative report suggests that WIT has more part-time and flexible learners than reported, potentially including adult education.

WIT clarified that they will use the current School Review process to grow and refresh Lifelong Learning offerings for industry with a view to achieving consistency across all six Schools in the institute. They also propose examining how the model of engagement may be changed to incentivise part-time/flexible learning provision for the Schools of the institute. Discussions are planned on an institute wide drive to increase and widen part-time/flexible-learning provision. They also wish to highlight their active participation in the Regional Skills Forum which will act as a catalyst for part-time/flexible course development. As mentioned in the submission, they believe that we have not captured a complete picture of our part-time/flexible learning population in the domain level review. They will provide revised figures in our next Strategic Dialogue submission.

- In Section 3 (excellent teaching) clarity is required about its total numbers registered. WIT states that 8,138 students are registered in 2014/15 whereas HEA's stats (based on SRS returns) shows that 7,980 students are registered for 2014/15. In the narrative report WIT expressed concerns that capacity constraints will limit future growth.

  WIT clarified that it is constrained in its ability to grow its student numbers due to a lack of physical, fiscal and human resources. They are confident that they could achieve growth in student numbers particularly in the areas of Science and Engineering. They estimate that they have a space deficiency of up to 40,000 square metres for our existing and projected student numbers. New buildings for the Engineering School; Business School; Science and Student Services would greatly enhance WIT's ability to recruit and maintain additional students across these key disciplines. Also, additional laboratory, computer and engineering facilities and equipment would enable the institute to enhance their quality assurance for teaching, learning, research opportunities and the learning environment. The recruitment of additional key staff in these growth areas would also enable WIT to expand student numbers.

- In relation to the growth in numbers at Level 10 although WIT appear to be progressing this target, concerns were expressed by the HEA at the interim dialogue meeting that WIT were funding expansion at this level using institutional funds at a time when the institute is experiencing financial instability. WIT has met its 2016 target of 105 Level 10 students. In 2014/15, there are 112 Level 10 students.

  WIT appreciates the HEA's acknowledgement of success in meeting targets with respect to the number of level 10 researchers at WIT. This success must also be measured against a backdrop of a fall across the sector. The enhancement of postgraduate training at level 10 is both a national and institutional priority. Although concern was expressed by the HEA in respect of the use of institutional funds to support this growth it is worth noting that there is income associated with these students including

their contribution to teaching. WIT clarified that the annual cost in terms of stipends is €170,000 for these 17 students.

- Its Level 9 research numbers are decreasing from 100 students in 2011/12 to 67 students in 2014/15. It's unlikely that WIT will meet its 2016 target of 110 Level 9 research students.

WIT clarified that it is important to view level 9 and 10 postgraduate research students together. There are a significant number of level 9 students who will transfer over to the PhD register. It is evident that WIT is well on track to meet its 2016 target of 4.1% for level 9 & 10 students. WIT is currently have a total of 176 students which represents 3.8% of all students pursuing level 8-10 programmes.

- As noted above the HEA has expressed concerns about WIT's precarious financial position and its dependence on research income to fund other institutional activity. In its narrative report WIT reported that that the lack of baseline research funding is an impediment to growth and noted that its research office is funded from research income. Without this basic infrastructure, WIT claim that the research activities of the Institute would be significantly compromised.

WIT has constantly drawn attention to the lack of support that exists for the IOT sector particularly in terms of baseline funding for research activity. WIT has outperformed the IOT sector and indeed many other HEIs to date in attracting and leading major research projects and funding. In the absence of such support, WIT has been obliged to draw from its own resources to support and maintain its excellent research performance. This performance is evidenced by its achievement of the 2016 level 10 student numbers in 2015. This performance is consistent with one of Government's key priorities. However, it cannot continue to do this without the recognition and resources necessary to maintain these levels of activity. WIT has developed expertise in at least three areas of knowledge/study as outlined in the TU designation criteria.

- In Section 5 (enhanced engagement) it was difficult to judge progress as the institutional objectives were qualitative. In this section, WIT state that the metrics only capture a snapshot of the activity taking place in this area, as WIT has a long tradition of engagement with all of its stakeholders. In a recent meeting (July 2015) with the HEA, WIT indicated they are developing blended and distance learning courses that will meet the needs of industry.

WIT clarified that it does not currently record online or distance learners. They intend to commence recording such data as soon as possible. There are also a number of proposals to offer some of our existing courses by blended learning. Examples of such programmes include the MSc in IT Systems which is currently offered to Sun Life; Certificate in Management of Work Related Stress and the MSc in Analytical Science.

- WIT have developed a number of courses that have direct relevance to regional employment deficits, for example, an MSc in ICT was specifically

developed for Sun Life staff (a significant regional employer), an MSc in Global Financial Information Systems was developed to address a shortfall in the financial services sector and a degree programme on the Internet of Things was developed to exploit this emerging area. WIT has also developed a DBA programme. According to WIT, this Level 10 award is the first of its kind in the country. The programme has now recruited its third cohort, it is the capacity of the institute that is constraining its further expansion.

WIT stated that it welcomes the acknowledgement from the HEA of its achievements in terms of supporting regional employment initiatives. As outlined above, WIT is constrained in its ability to grow its student numbers due to a lack of physical, fiscal and human resources. Despite these limitations, WIT will continue to serve its region to the best of its ability.

- In Section 6 (internationalisation) WIT has exceeded its 2014 targets for the number of full-time, international students. Its 2014 target was 180 and the actual number is 438 international students. However the sustainability of these targets is questionable given the volatility of the market and the inclusion of 204 Brazilian students, as noted by WIT in the narrative report. They describe it as 'a cyclical activity and short-term programmes can boost the numbers'. WIT had 1 Brazilian student in 2012/13 and 63 in 2013/14. In 2014/15, Brazilian students represent almost half of WIT's non-EU students. WIT claim that interim and final targets will be met despite the cyclical nature of the international students market. WIT note that this is another area of activity in which the metrics do not capture the full breadth of activity in this area.

WIT stated that it has a long tradition in international student recruitment and welcomes the acknowledgement by the HEA of its success in being one of the leading HEIs in this area. WIT is conscious of the volatile and unpredictable nature of the international student recruitment market. It recognises that it cannot become over-dependent on any one country or market. An international strategy is being planned at national level at present. WIT is also reviewing its international student recruitment with a view to achieving a balanced growth of new markets and consolidation of existing markets.

Self-evaluation report - domain level review

1. Regional clusters

Cluster objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Improve student pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Initial focus of the cluster is anticipated to be on improving student pathways given priority attached to the transitions initiative; Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies); Final output - mapping profile.	A baseline mapping has been completed focusing on secondary to tertiary education. This has captured provision at Levels 6-8 of the NFQ. Individual HEIs have engaged with secondary, FE providers and the recently formed Education and Training Boards as part of continually enhancing student pathways. Formal agreements are now in place between HEIs and ETBs/FE providers	• No details of what the baseline mapping has shown. • No evidence or detail regarding how many and what FE providers and secondary schools were engaged with and no evidence of the formal agreements in place. How many students will progress through these agreements? Are there targets
Shared academic planning	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme,	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	A baseline mapping of academic programmes across NFQ Levels 6-8 has been completed. This is being continuously reviewed. A research mapping has been completed.	• Now that a baseline mapping of academic programmes across levels 6-8 has been competed there is no information given on what this mapping showed and what will the outcomes of this mapping be. What does it tell us about the cluster in terms

	Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.	profile across the cluster and will inform next steps – complete during academic year 2014/15)		of overlapping discipline provision, etc. • It is not clear what the research mapping is. What did it involve? Again what issues did it identify? What will the outcomes of this mapping be?
Meet the criteria for technological university designation	Achievement of technological university criteria	Submission and approval of Stage 2 Business Plan for TU	Substantially meet targets for TU designation. Discussions suspended in relation to merger	• WIT have flagged that they would like to amend this metric as follows: WIT to meet the performance metrics of an internationally performing TU. WIT are commended on the provision of information on their progress to TU designation criteria. However, TU designation is based on the merger of ITC and WIT. WIT clarified that discussions on the formation of a TU with IT Carlow were suspended in October, 2014. The Minister for Education and Skills appointed Mr Michael Kelly to examine inter alia the feasibility of the creation of the TU in the South East and his report was published in July, 2015. WIT is engaging with Ms Jane Williams who has been appointed as facilitator as a result of Mr Kelly's report. •

2. Participation, equal access and lifelong learning

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Continue to make available life-long learning and flexible learning opportunities to the learner population	Number of part-time and flexible learners as a % of the total enrolment	Each School to review part time and flexible learning portfolio and develop new initiatives	14% (1,121/8,138). Source: SRS Returns, March 2015. Each School is reviewing its portfolio of and access to part-time programmes as part of their School Reviews For example, the School of Business has just completed its review and expanded its part-time/flexible programme offering The institute has identified a number of areas that will be targeted in order to achieve and exceed the compacts agreed with the HEA. The opportunities for growth include: • Part-time and flexible degree programmes in Early Childcare, ICT and Science • Minor and Special Purpose Awards at levels 6-9 in industry focused programmes in Science; Engineering; Business and Education • The graduates on such programmes have increased from 40 in 2007 to 334 in 2014 • International collaborative programmes for international HE sector in areas such as English; Research and Pedagogy • International collaborative post graduate programmes in Science; Business and Education	• It should be noted that WIT's proportion of flexible learners declined in 2014, from 15% to 14%. • Significant progress in reviewing their portfolios of, and access to, part-time programmes as part of Schools' reviews. Some examples of where part-time and flexible programme offerings have increased in Schools was provided, but no numerical evidence was provided. • The narrative report suggests that WIT has more part-time and flexible learners than reported, potentially including adult education. • HEA figures show declines in mature participation and socio-economic target group participation with increases in the students with disabilities cohort. • In the narrative report WIT notes that the targets set for part-time learners were (and still are) challenging. However, a number of initiatives are in progress with a view to increasing the number of part-time students. WIT suggest that a broader definition of part-time student may be required as the institute recruits a significant number of part-time students both on accredited and non-accredited night and other part-time programmes. In the narrative report, WIT notes that the equal access target is being achieved. However, they believe that this is another

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<td>example of a target that is not fully reflecting the breadth of activity in this area. They state that a quantifiable metric that will comprehensively reveal WIT's performance on the equal access agenda probably does not exist.

WIT clarified that they will use the current School Review process to grow and refresh Lifelong Learning offerings for industry with a view to achieving consistency across all six Schools in the institute. They also propose examining how the model of engagement may be changed to incentivise part-time/flexible learning provision for the Schools of the institute. Discussions are planned on an institute wide drive to increase and widen part-time/flexible-learning provision. They also wish to highlight their active participation in the Regional Skills Forum which will act as a catalyst for part-time/flexible course development. As mentioned in the submission, they believe that we have not captured a complete picture of our part-time/flexible learning population in the domain level review. They will provide revised figures in our next Strategic Dialogue submission.</td>
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<td>**Continue to provide a series of coordinated supports to learners and potential learners to meet both their academic**</td>
<td>Enrolment as a measure of the reach and influence of these programmes</td>
<td>Enrolments on EIPs of 180 new entrants per annum.

Annual impact is</td>
<td>new entrants = 267
total participants = 620
Total families direct impact = 45</td>
<td>• Target appears to have been met, with an increase in new entrants.</td>
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and personal development needs. In particular, build upon the existing Early Intervention Programmes (EIP) to foster engagement with hard to reach groups.		600 participants		

3. Excellent teaching and learning and quality of student experience

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
To continue to develop the programme portfolio in areas which are relevant to sustainable economic, social and cultural development with a view to increasing the capacity of the higher education system in the region	Total students enrolled (UG and PG)	8,020	8,138 (Source: SRS Returns, March 2015)	• HEA stats 14/15 – 7,980 • It's not clear how this target reflects the objective. No information has been provided on the development of the programme portfolio or if they are relevant to the sustainable economic, social and cultural development of the region. In the narrative report, WIT notes that there was a slight increase in

				enrolled student numbers and expressed concerns that capacity constraints will limit future growth.
				• WIT have developed a number of courses that have direct relevance to regional employment deficits, for example, an MSc in ICT was specifically developed for Sun Life staff (a significant regional employer), an MSc in Global Financial Information Systems was developed to address a shortfall in the financial services sector and a degree programme on the Internet of Things was developed to exploit this emerging area.
				• WIT has also developed a DBA programme. According to WIT, this level 10 award is the first of its kind in the country and helps raise the education attainment of the region whilst contributing to a practice led research agenda. The programme has now recruited its third cohort, it is the capacity of the institute that is constraining its further expansion.
				WIT clarified that it is constrained in its ability to grow its student numbers due to a lack of physical, fiscal and human resources. They are confident that they could achieve growth in student numbers particularly in the areas of Science and

				Engineering. They estimate that they have a space deficiency of up to 40,000 square metres for our existing and projected student numbers. New buildings for the Engineering School; Business School; Science and Student Services would greatly enhance WIT's ability to recruit and maintain additional students across these key disciplines. Also, additional laboratory, computer and engineering facilities and equipment would enable the institute to enhance their quality assurance for teaching, learning, research opportunities and the learning environment. The recruitment of additional key staff in these growth areas would also enable WIT to expand student numbers.
Develop research programmes, in particular continue to develop doctoral (level 10) and research masters (level 9) offerings	% of learners on level 9 (research) and level 10 programmes (as a % of level 8, all level 9 and level 10 students)	Improvement on baseline Progress towards final target	3.4%, 151 FTE (151/4462) (Source: SRS Returns, March 2015)	• WIT appear to be progressing this target. • Level 9 (Research) – there has been a 33% decrease since 2011/12 (100 students) to 2014/15 (67 students). 2016 target is 110. The sector as a

				whole is not on track to meet the 2016 target.
				• Level 10 – there has been an 83% increase in student numbers since 2011/12 (61) to 2014/15 (112). They have exceeded their 2016 target, 105 students. The sector as a whole is not on track to meet the 2016 target although numbers have increased by 10% in the last year (HEA analysis).
				• Concerns were expressed by the HEA at the interim dialogue meeting that WIT were funding expansion at Level 10 using institutional funds at a time when the institute is experiencing financial instability. In 2014 WIT advertised 17 fully funded PhD studentships. WIT clarified that the annual cost in terms of stipends is €170,000 for these 17 students. Since 2010, WIT has only secured three IRC postgraduate scholarships (2011, 2012 and 2013). It has secured eight postdoctoral fellowships since 2010.
				WIT clarified that it is important to view level 9 and 10 postgraduate research students together. There are a significant number of level 9 students who will transfer over to the PhD register. It is evident that WIT is well on track to meet its 2016 target of 4.1% for level 9 & 10 students. WIT is currently have a total of 176 students which

				represents 3.8% of all students pursuing level 8-10 programmes.
Expand the flexibility of the programme portfolio through supporting broadening entry for first year cohort	Number of broad based entry programmes in line with national transitions strategy	Reduce the number of programmes at level 8 by broadening entry in line with agreed transitions group strategy and targets.	37 programmes (At the end of 2014) There has been a redesign of a number of programmes to facilitate common entry (e.g. Business, Science & Humanities) and greater choice and flexibility for students	• Progress is being made. CAO offerings at Level 8 were 40, down from 41 in 2014.

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Support and develop high quality research of national and international standing	National and EU Funding success, i.e. cumulative value of research contracts signed on research support unit (RSU) supported projects.	Research income 2013/2014 of €12m	Research contracts signed y/e August 2014 = €13.14m	• It appears that progress is being made although more detail on the source of the research contracts would have been welcomed, i.e. Exchequer, EU?

Support and develop high quality research of national and international standing	Development and implementation of national and international research collaborative strategies	Utilise research-active definition at School level; define a series of research performance metrics at School/Centre level; develop appropriate collaboration strategies at School/Centre level	Metrics for main centres have been set and captured Research performance across all schools captured through annual reporting informing the School Review process and development of research strategy at school level Significant national and international partnerships formed in 2014 – e.g. SFI Research Centres, IRC International Fellowships, ERC award, incoming & outgoing Fulbright Scholars, EU FP7 and SFI ISCA projects	• It was difficult to assess this target, more information on the partnerships would have been welcomed, e.g. what does a partnership mean exactly in this context? • International Fellowships – how many? WIT have indicated that they wish to revise a number of the KPIs, this is recorded in Section 8.
Value and support research career development	Achievement of EU HR Excellence Logo and delivery of Action Plan	Achievement of EU HR Excellence Logo; Action Plan launched; training and development strategy for researchers implemented	Achievement of Logo; T & D strategy for researchers implemented HRS4R Logo approved by EU. Action Plan being implemented by Operational Committee. Postgraduate Researcher Forum established Academic Researcher forum established	• Progress on targets. Only six Irish HEIs have been awarded the EU HR Excellence Logo and WIT is the only IoT to receive the award. (Other Irish HEIs are NUIG, UCC, UCD, RCSI and UL). • In the narrative report, WIT report that the lack of baseline research funding is an impediment to growth and notes that its research office is funded from research income. Without this basic infrastructure, WIT claims that the research activities of the Institute would be significantly compromised. During the 12 month period September 2013 to August 2014 there were 151 research funding applications submitted to

				external funding agencies through the RSU.
				WIT have indicated that they wish to revise a number of the KPIs, this is recorded in Section 8.
				WIT has constantly drawn attention to the lack of support that exists for the IOT sector particularly in terms of baseline funding for research activity. WIT has outperformed the IOT sector and indeed many other HEIs to date in attracting and leading major research projects and funding. In the absence of such support, WIT has been obliged to draw from its own resources to support and maintain its excellent research performance. This performance is evidenced by its achievement of the 2016 level 10 student numbers in 2015. This performance is consistent with one of Government's key priorities. However, it cannot continue to do this without the recognition and resources necessary to maintain these levels of activity. WIT has developed expertise in at least three areas of knowledge/study as outlined in the TU designation criteria.
To develop a multi-campus Graduate School in collaboration with ITC as a key component of a	Progress towards a multi-campus graduate school initiative	Through the TUSE Graduate School working group, development of the overarching framework for	Head of Department of Graduate Studies has been appointed. Initial discussions held at cluster level on creation of Southern Graduate School. This supports the achievement	• In the narrative report, WIT notes that the focus on the graduate school remains and it will now be actioned through the regional cluster mechanisms. The graduate school will support the

technological university of the South East		the Graduate School of the South East	of a Technological University as articulated in Section 1 above. WIT Research Centres linked to National SFI Centres of Excellence (Connect & SSPC 2)	delivery of a Technological University.

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

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Further strengthen links with industry and enterprise agencies as part of the continuing development of the knowledge region by moving towards a sectoral model of engagement with stakeholders	Develop a sectoral model of engagement with stakeholders	Engage with sectors of critical importance to the region and bring together the actors within those communities.	WIT engagement model of open innovation articulated and presented at a number of regional and national fora. Clear governance structures in place at research centre level which involve participation from industry partners in the ICT, Advanced Manufacturing, Services and Pharmaceutical Sectors WIT leading a series of regional workshops between enterprise, HEI and government on prioritising the development of agri/ tech in South East	• Appear to have met their targets but it is difficult to judge what exactly has been achieved. • In the narrative report, WIT claim that the metrics only capture a snapshot of the activity taking place in this arena, as WIT has a long tradition of engagement with all of its stakeholders and the institutional record on knowledge exchange is very strong. WIT have indicated that they wish to revise a number of the KPIs, this is recorded in Section 8.

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Prioritise the translation of research for societal and economic benefit	Level of formal research activity that incorporates defined statements on impact/translation Commercialisation targets (number of spin-outs, licence agreements, patents filed, invention disclosures and agreements with industry in excess of €25k)	Establishment and definition of priority areas and partners for translational research engagement at School/Centre level Progress towards cumulative commercialisation targets (see 'Final Targets, end 2016)	Priority areas and commercialisation targets have been met and exceeded including: Licences (5) Spin-outs (1) IDF (17) Patents filed (3) Contracts with industry (125) WIT spin out acquired for €63.5m q4 2014 International panel review of WIT and TT consortia partners undertaken and received 'A' rating	• Again, appear to have met their targets but it is difficult to judge what exactly has been achieved. In the narrative report, WIT state that it has performed well at translating research for societal and economic benefit. However, they would like to remove the targets with regard to this as it now effectively redundant because an element of this objective was the articulation of a defined statement on impact with every research project.
Enhance our contribution to the economic, social and cultural development of the region through the expansion of partnerships and alliances across all our activities.	Establishment of Regional Engagement Forum as per TU Stage 1 submission Staff and institute engagement audits	Regional Engagement Forum established Work plan developed	HEI Future Skills Forum established WIT is a member of the Project Delivery Team leading the development of the Action Plan for Jobs For the South East Region WIT leads the EU e-DigiRegion project partnering with regional stakeholders. Project focuses on the development	• Again, appear to have met their targets.

			of high potential research clusters in the South East.	

6. Enhanced internationalisation

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Further develop the international environment to a critical mass of international students. Support the international learner to enable them manage the regulatory, financial and emotional challenges of living and studying in a new cultural environment	Number of full time, incoming international students (domicile not Ireland and not on exchange programme - domiciliary is the student's country of permanent residency (3 years or more) prior to entry to the programme of study.)	180 full time, incoming international students	There are currently 438 Full-time, fee paying students. However, the recruitment market is very cyclical and so these figures will reduce significantly in the coming year but the interim and final targets will be achieved	- WIT met their targets, however the sustainability of these targets are questionable given the volatility of the market and the inclusion of 204 Brazilian students, as noted by WIT in the narrative report. They described it as 'a cyclical activity and short-term programmes can boost the numbers'. WIT had 1 Brazilian student in 2012/13 and 63 in 2013/14. In 2014/15, Brazilian students represent almost half of WIT's non-EU students. - Erasmus incoming students have declined from 206 (13/14) to 191 (14/15) whilst Erasmus outgoing has increased from 24 (13/14) to 37 (14/15).

				• Again in the narrative report WIT notes that the metrics do not capture the breadth of activity taking place in this area. WIT stated that it has a long tradition in international student recruitment and welcomes the acknowledgement by the HEA of its success in being one of the leading HEIs in this area. WIT is conscious of the volatile and unpredictable nature of the international student recruitment market. It recognises that it cannot become over-dependent on any one country or market. An international strategy is being planned at national level at present. WIT is also reviewing its international student recruitment with a view to achieving a balanced growth of new markets and consolidation of existing markets.
Grow the international research profile by diversifying the funding base further, particularly through the development of international strategic collaborations.	Income generated through EU framework programme. Cumulative target from 2014 to 2016	Progress towards 2016 cumulative target	€2.36m research contracts signed with EU for y/e 2013/14 plus €1.2m international funding awarded.	• Appear to have met their target. More detail on the breakdown of the sources of the international funding and the research areas in which €2.36m of EU funding was secured (for example, are they in priority areas?) would have been welcomed. It was announced on 8 July that the Telecommunications, Software and Systems Group (TSSG), WIT is coordinating an EU-

				funded project to help build the global technical infrastructure for a fifth generation (5G) telecommunications network and mobile internet. The 30-month CogNet (Cognitive Networks) project has received almost €6m in EU funding as the only Irish-led project approved under the Horizon 2020-financed, 5G Public, Private Partnership programme (5G-PPP).

7. Institutional consolidation:

Institution objective	Performance indicator	Interim target, end 2014	Progress against 2014 Target, commentary and data source	Comment
Contribute to the development of the region through the creation of a multi campus TU necessitating the consolidation of WIT and ITC.	Progress towards the achievement of Technological University designation in line with the process set out by the HEA in 2012	Establish the potential and timeline to realise a TU Submission of stage 2 business plan which will also outline consolidation process. Due diligence exercise undertaken	Stage 1 complete Due Diligence partially completed	• WIT reported this as red due to the suspension whilst stating that WIT is on course to meet the TU criteria and the due diligence has been partially completed, merger activity has been suspended.

8. Additional Notes:

Waterford Institute of Technology has requested changes to a number of targets, as follows:

Regional Clusters

5.1.4 WIT is already meeting many of the TU criteria and is confident that by the end of the compact period it will have achieved all the criteria. Therefore, as part of the dialogue to re-articulate the compact targets, WIT would suggest that a more realistic target for 2016 would be "WIT to meet the performance metrics of an internationally performing Technological University".

High quality, internationally competitive research and innovation

5.4.2 Target 2015 was "implement collaborative strategy, 1 colloquium per school, 20 visiting professors"

Revised Target 2015 "Priority partnership and funding strategies identified at school level through the School review process to support the enhancement of research capacity and international positioning"

5.4.3 Target 2015 was "review of logo, development of career structures for researchers"

Revised Target 2015 "Ensure delivery of key 2 year milestones of Action Plan in areas of: research ethics and integrity policy enhancement, recruitment, working conditions and social security, career development support and training"

Target 2016 was "career structures for researchers in place, research related PMDS in place"

Revised Target 2016 "performance on progress on it HRS4R Action Plan to be evaluated by EU and HRS4R status to be maintained based on reaching key milestones "

Revisions are requested on the grounds that some of the indicators for 2015 and 2016 needed to be finessed in light of the passage of time and a clearer picture of the future trajectory for the particular activity.

Enhanced engagement with enterprise and the community and embedded knowledge exchange

5.5.5 Target 2015 was "develop a plan with each sector to engage collectively with the Institute"

Revised Target 2015 "Develop an institutional framework to enable an integrated approach by WIT to its engagement with these industry sectors connecting all levels of activities / programmes within the Institute"

Target 2016 was "establish a platform of activities to support these sectors"

Revised Target 2016 "Implement an integrated external engagement strategy with defined objectives, governance structures, systems and processes in place to manage engagement"

Revision is sought on the grounds that the model of sectoral engagement is working well and as new model evolves there is a desire to recalibrate the targets.

Targets met/exceeded

Excellent teaching and learning and quality of student experience

WIT met its 2016 target of 105 Level 10 students; in 2014, there were 112 students. The institute should consider revising this target.

Enhanced engagement with enterprise and the community and embedded knowledge exchange

WIT appeared to meet its targets under this section, however, it was difficult to judge what exactly had been achieved due to the qualitative nature of the targets. These targets will be discussed with the institute at the bilateral meeting, e.g. what exactly has been achieved, how does it affect WIT and the region?

Enhanced internationalisation

WIT has exceeded its 2016 target for the number of full time, incoming international students. The 2014 interim target is 180 and the 2016 final target is 220. In 2014/15 there are currently 438 Full-time, fee paying students. However, as WIT notes in its narrative report the recruitment market is very cyclical and these figures will reduce significantly in the coming year but the interim and final targets will be achieved. In 2014/15, Brazilian students represent almost half of WIT's non-EU students. Given the volatility of the market it might be best for WIT to continue to work towards its 2016 target and make the targets more sustainable.

WIT has also met its 2014 target for income generated through EU framework programmes. Given the competitive nature of Horizon 2020 programmes (success rates is an average 12-14%), it could be discussed with the institute how it intends to sustain its success rate in Horizon 2020 and in other research funding agencies.