Mission-based Performance Compact

2018-2021

between

Cork Institute of Technology

and

The Higher Education Authority

Date: 07/02/2019

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

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

The purpose of strategy and performance 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 Higher Education Institution 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 Higher Education Institution. It sets out how Higher Education Institution's mission and goals align with national goals for higher education.

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 Higher Education Institution 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 Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

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

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 by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance 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 strategy and performance dialogue.

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

3   Mission and Strategy Statement

Higher Education Institution'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 Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

Higher Education Institution and the Higher Education Authority recognise that Higher Education Institution 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.

Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Higher Education Institution may adjust its mission and strategy from time to time. Higher Education Institution agrees that the following will be the subject of strategy and performance 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.

CIT Strategic Vision

Building on our institutional experience and aligning with the National Strategy for Higher Education to 2030, as well as trends in tertiary education internationally, we expect that in the next 10 to 15 years the higher education landscape in which we operate will have changed in the following significant ways:

- Changes to student profiles and requirements

- Requirements for multiple modes of delivery

- Increased numbers of students

- Expanded range of services and offerings

- Increased globalisation of Higher Education, enterprise and society

- Changes to funding opportunities and challenges

To avail of the opportunities offered by this future landscape (and to overcome the accompanying challenges), CIT will grow and change as an institution. We will become a leading international Technological University which is focused on making a positive impact and enriching the social, cultural and economic life of the region and nationally. This impact will be achieved through our ongoing provision of education, research and other services which retains the strong link between our activities and

the needs of our stakeholders while also enabling ambition and further innovation. Our provision will consist of a broad discipline mix, including STEM, business studies, humanities and the creative and performing arts, which balances the needs of society and enterprise with the ambitions of prospective students and the strategic priorities of the University.

The new university will continue to be characterised by an organisational culture which is focused on responsiveness and inclusivity. We will provide educational and advancement opportunities to the broadest possible cohort of individuals.

Knowledge, and in particular the use of knowledge, is our principal means of fulfilling our mission and achieving our goals. The use of knowledge describes the broad range of our activities from education and training to research and knowledge exchange/transfer. Our principal focus as an institution is to use knowledge to widen and increase the range of opportunities we provide for individuals and maximise the positive impact we have on the region.

This institutional focus and culture is encapsulated in our vision statement which is:

To empower individuals and enrich society through innovative use of knowledge.

As we pursue our vision by progressing and growing as an institution we will continue to honour our distinct mission and role. Our mission is:

To provide student-centred, career-focused education and research for the personal, professional and intellectual development of the student and for the benefit of the broader society in the region and beyond.

Our values articulate the Institute's ethos, principles and ideals which are at the core of our organisational culture. As this Strategic Plan is implemented these values will underpin and guide our actions and our decisions. Our values are:

Inclusivity

We strive to support and nurture inclusivity, diversity and equality, recognising the value it has to the future of our students, staff and the wider community.

Collaboration

We continue to build the CIT community with respect, dignity and mutual support amongst staff and students. We seek opportunities to collaborate and engage with local and international communities.

Creativity and Innovation

We nurture and celebrate creativity and innovation, fostering staff and students' abilities to imagine, innovate and find new solutions to complex problems and issues.

Integrity

We are committed to acting ethically, honestly and fairly.

Excellence

We strive for excellence in every aspect of our activities.

CIT Strategy to 2023

We have developed an ambitious and challenging Strategic Plan, grounded in our mission and values and inspired by our exciting strategic vision, to stimulate and guide the growth of the Institute during the period to 2023.

The Strategic Plan will be implemented and developed over the coming years through the Institute's plans, strategies and initiatives which include, but are not limited to, the Academic Plan, Financial Plan, Research Strategy, External Engagement Strategy and Capital Development Plan.

The Plan identifies our Strategic Priorities (i.e. the key areas where the Institute will have substantial achievements during the timeframe of the Strategic Plan) as well as the Strategic Enablers which are essential to our strategic success. In the case of both Strategic Priorities and Enablers we have set out ambitious high-level objectives as well as the actions and initiatives required to achieve these objectives.

We have identified the following Strategic Priorities:

1. Social, cultural and economic impact, regionally and nationally

2. Excellent student experience and high quality education

3. Research, engagement and knowledge transfer which is innovative, relevant and impactful

4. Inclusive access to education opportunities and a diverse student-body

In addition, we have identified the following Strategic Enablers:

1. Engaging and empowering staff

2. Organisational maturity and operational excellence

3. Effective and sustainable provision of requisite infrastructure

4. Ensure financial sustainability and fiscal responsibility

In the following sections we outline the strategic objectives and initiatives which will allow us to achieve our goals and contribute to the performance of the higher education sector overall. It should be noted that the high-level strategic priorities identified below equate to Strategic Objectives from our Strategic Plan and the related targets are also taken from our Strategic Plan.

4. Development Plans and Key System Objectives

Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.

- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).

- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

Objective 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
Objective 2	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
Objective 3	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
Objective 4	Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population
Objective 5	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
Objective 6	Demonstrates consistent improvement in governance, leadership and operational excellence.

4.1   Key System Objective 1

Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability.

High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;

2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);

3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);

4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);

5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);

6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;

7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;

8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);

9. Achievement of the targets in the new ICT Action Plan.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 1. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

We understand and embrace our leading role in enriching the social, cultural and economic life of our region. We are committed to collaboration and partnership with enterprises, public bodies and community organisations through providing talented graduates, education services, enterprise support and research, and by collaborating in relevant initiatives and partnerships both regionally and nationally. We will actively engage with government, policy makers and other stakeholders to

develop our mission and role in order to deliver an effective national higher education system and the best possible return for the Irish economy and the broader society. Our provision of education, research and other services will consist of a broad discipline mix, including STEM, business studies, humanities and the creative and performing arts, which balances the needs of society and enterprise with the ambitions of prospective students and the strategic priorities of the Institute.

The CIT Academic Plan (currently in development) will set-out a roadmap for our provision over the short to medium term and will ensure alignment with the needs of stakeholders locally, regionally and nationally. In addition, the Academic Plan will address issues such as programme structures, employability, work placement and modes of study in order to ensure that our portfolio of offerings provides opportunities to the broadest possible range of learner profiles and delivers highly sought after graduates.

Our proposal to establish the Munster Technological University, in partnership with IT Tralee, is key to developing our activities and increasing our impact while remaining loyal to our fundamental mission.

We have a long-standing reputation as a leader in the provision of programmes to flexible learners. While maintaining the current range of activities including part-time provision, short courses, in-work courses, etc, we are growing our provision of online and blended programmes.

In the Faculty of Business and Humanities we have developed a Special Purpose Award in Leadership Development in partnership with Boston Scientific where 90 staff have gone through this programme, delivered in the workplace and CIT and co delivered by both industry and academics.

We also run an Advocacy Programme with Cope Foundation welcoming 30 Adults with intellectual disabilities to CIT yearly to participate in specialised designed programme in life skills. They graduate and become Alumni of our Institute and for many have the confidence to make the first steps towards independent living.

Our recently launched Technology Enhanced Learning strategy provides a roadmap for the ongoing development and growth of this activity in the coming years. Building on the great success achieved with the launch of the MSc in Cloud Computing several years ago, we are continuing to develop and launch new programmes in line with current and projected industry demand, within the parameters of financial sustainability.

We have a number of initiatives aimed specifically at promoting the study of STEM programmes and the development of STEM skills and graduates. For example, the iWish programme is aimed at encouraging female students to pursue STEM studies. We also engage fully in initiatives such as SciFest, Vex Robotics and Engineering Your Future (Engineers Ireland), in addition to providing a broad range of STEM outreach activities throughout our region and through CIT Blackrock Castle Observatory (which has attracted in excess of one million visitors over the past ten years). In addition, we have partnered with industry and the IDA to establish Cyber Ireland, the new national cybersecurity cluster which will accelerate the provision of cybersecurity graduates on a national basis. We are also developing the CIT STEM Academy to increase the visibility of our part-time programmes and R&I services to industry, and to accelerate their evolution in line with current and projected industry demand.

The Access Service Linked Schools Programme works in partnership with school staff, local communities, CIT staff and students from primary and secondary schools to support greater participation by students who experience socio-economically disadvantage in higher education. Maths Revision Classes are led by a group of local post-primary teachers (all female). The Science for Life Officer, a female, also works with these schools in relation to pre-entry activities. CIT is the lead partner in an SFI funded consortium (€298k) which is working to expand the VEX Robotics competition for primary and post-primary students.

In the Faculty of Business and Humanities we received funding for a new Springboard programme in Capital Markets which is addressing a skills shortage in the Financial Services Sector. To increase the

number of students studying a foreign language we have a dedicated programme BBus(Hons) in International Business with Language which we are promoting through CAO.

The future of technology on the farm was supported by staff in the Department of Accounting & Information Systems who engaged with a project titled SMART Rural. This has helped to enhance technology capability within the farming community. The project was a collaboration with the Department of Technology Enhanced Learning in CIT.

First Graduation Programmes in the Faculty this year included:

Bachelor of Business (Hons) in International Business with Language, Master of Arts in Global Business Practice, Master of Science in Digital Marketing Strategy

We remain committed to our provision across our broad range of disciplines and at all NFQ levels form apprenticeship to PhD. Our significant, longstanding and ongoing commitment to apprenticeship provision must be viewed in the context of the current apprenticeship education model and our role in same. The employer led and nationally coordinated approach casts CIT more in the role of service provider rather than true strategic partner. In this context it is difficult for us to be strategic and set strategic targets for areas of provision and numbers of students. We would welcome a broader dialogue in respect of these issues in order to allow us to fully realise our potential for provision of apprenticeship programmes. In relation to "new apprenticeships", we are actively engaged in the rollout of two programmes on a national basis and leading the development of a third national programme currently.

CIT is a partner in various consortia of HEI's delivering new apprenticeship programmes including a BEng in Manufacturing Engineering (lead academic partner GMIT) and Level 7 offerings in Culinary Skills (partners including IT Tralee, LyIT and the Restaurants Association of Ireland (RIAI)). Development of a 60 ECTS two-year part-time Apprenticeship programme BEng in Engineering Services Management is in train. CIT is lead academic partner in this initiative and has engaged with HEA and CIF in relation to it.

A working group has been set up to lead the development of employability statements. The Institute's employability statement is now complete and has been sent to the HEA. The working group will now proceed to develop a template for employability statements for disciplines in order to ease and streamline completion of employability statements at programme level.

Compact Priorities	Actions & Initiatives

- Provide enhanced educational opportunities, increased economic capital and positive societal impact for Cork and the region.

- Advance the creation of the Munster Technological University, in partnership with IT Tralee.

- Develop and foster strategic relationships and partnerships underpinned by shared value initiatives which reflect our priorities.

- Lead and advocate, through membership of key national and regional groups, and industry clusters to shape policy and influence decisions which impact upon key aspects of our priorities, e.g. the establishment of Cyber Ireland.

- Develop programmes and initiatives with partners to increase the skills and qualifications of the regional population and to boost graduate retention in the region, e.g. through the establishment of the CIT STEM Academy and strong participation in national initiatives such as Springboard+.

- Support Ireland's Research and Innovation Strategies for Smart Specialisation (RIS3), e.g. through our participation as founding members of the Agri-Tech Innovation Hub supported by the Regional Development Fund.

- Develop and promote a wide range of flexible online distance education offerings aligned to regional and national workplace needs, e.g. in the area of artificial intelligence.

- Ensure that our activities, priorities and goals are aligned with key regional goals and strategies, where appropriate, e.g. through participation in the MTU, regional action plans, industry associations, and regional and national clusters.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Achieve designation as a Technological University	n/a	Approved	First Registrations	Full integration
Online or blended learning students	300	350	425	500
Flexible learners as % of total enrolments	28%	29%	31%	33%

System Performance Framework High-level targets addressed
2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners).
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked).
5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked).
9. Achievement of the targets in the new ICT Action Plan.

4.2 Key System Objective 2

Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.

High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);

2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);

3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;

4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);

5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);

6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);

7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);

8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 2. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

CIT has a strong track record in the area of engagement and knowledge transfer. This activity is an essential pillar of our mission because it is impossible to provide education and research which are responsive to the needs of stakeholders unless you have the means to engage with those

stakeholders and understand their requirements. CIT has led many national programmes aimed at improving policy and practice in areas such as enterprise engagement, RPL and workplace-based learning. We have also been a leading performer in terms of the standard knowledge transfer metrics such as spin-outs, patents, licenses, etc. Our approach to entrepreneurship and business development has been innovative and productive as is evidenced in the success of our business incubation centre. In addition, we have a strong commitment to entrepreneurship education and student entrepreneurship which has resulted in a number of national and international entrepreneurship awards for our activities and our students.

We were a proud recipient of a DELTA (Disciplinary Excellence Award) for Entrepreneurship Education last year.

CIT's Hincks Centre for Entrepreneurship Excellence also has received funding for a number of National and EU Projects e.g. WREN Project - Women's Rural Entrepreneurship Network project, which aims to promote entrepreneurial skills among women in Cork and Limerick rural areas. Other projects included:

- SilverSMEs: SilverSMEs general objective is to improve the implementation of Regional Policies for SMEs' competitiveness by taking better advantage of opportunities derived from the Silver Economy.

- Start In: The aim of Start In is to design and develop a new model of entrepreneurship education in schools in Europe.

- ECORIS3: ecoRIS3 addresses the transfer of innovation and knowledge produced by Research and Technological Organisations and Higher Educational Institutes to all types of Enterprises.

- WBL: Creating an open source online platform that supports school staff in gaining professional knowledge to create their schools' career and Work-Based Learning training path.

First Cohort of Students graduated from the Certificate in Enterprise Development in collaboration with SECAD, Ballyhoura, Hincks and Rubicon CIT.

CIT won an Atlantic Project Award for its work in leading the Cool Route project. The 2018 Atlantic Award recognizes CIT's work in Creating a Socially Inclusive and Sustainable Model of Regional Development and the project was led by the Hincks Centre.

Erasmus and other Links with Vietnam strengthened in the Faculty of Business and Humanities with 11 graduating students from Vietnam amongst the conferees this year.

We are committed to further development of our activities and they will underpin our development as a Technological University. However, there are a number of issues which need to be addressed, at a sectoral or national level, in order to provide an environment more conducive to these activities.

A key consideration is the very definition of engagement and knowledge transfer and the resultant metrics used to measure the activity. This definition and the metrics are, to say the least, extremely restrictive as they do not give due recognition to the broad range of interactions and activities which occur as the HEI engages with various organisations, enterprises and individuals. These interactions and activities are meaningful and productive resulting in positive outcomes for those involved. We would urge a broader dialogue, either in the context of this compact or through another forum, with all interested parties (e.g. Government departments, national bodies, enterprises, non-profit organisations and professions) to detail and recognise the full range of engagement activity. We believe this would allow CIT to highlight our strengths and performance in this area as well as allowing us to establish relevant and challenging targets in this area. CIT, through its Extended Campus, has developed a framework to categorise the types of engagement activities underway, and also to demonstrate how engagement activities can be built and grown across a continuum starting from a small or singular base. This framework can be applied to the wide range of CIT's engagement activities with industry, business and community enterprises.

A second issue relates to the knowledge transfer targets. There are targets contained within the National Higher Education Performance Framework in relation to patents, spin-outs, etc which directly contradict those developed and agreed between Knowledge Transfer Ireland (KTI) and the various consortia of HEIs. It is difficult to engage in a meaningful way with this aspect of the performance framework and the strategic dialogue process in light of these inconsistencies. We would urge a dialogue between the various parties to try to address this and provide some guidance for the HEIs.

A related issue is that of funding. As stated above CIT has a strong track record and is a leading performer with respect to the existing metrics. This performance has been achieved and maintained in spite of significant funding and resourcing challenges. In this context, the expectation that there will be a significant increase in performance/delivery across the various metrics is unrealistic. As outlined above the HEIs have agreed realistic 5-year targets with KTI which reflect both the high-level of performance already achieved and the resourcing/funding deficit. If there is a serious desire on the part of the policy makers to achieve a substantial increase in performance in these areas, then this will need to be matched with a substantial increase in resourcing and funding.

There are a number of mechanisms available to assist with the expansion of strategic international partnerships.

- In autumn 2018, CIT joined the International Association of Universities (https://www.iau-aiu.net/) and has participated in the annual conference in KL, Malaysia. Attending events such as this will bring about networking and potential collaboration opportunities.

- CIT also participates in a number of EU InterREG projects, and through these interactions builds new partnerships.

- CIT is involved with many research projects, especially in H2020, which provide a wide range of potential future collaborative partners.

- CIT is now operating in two Universities in Vietnam, as a result of work with partners under the Vietnam Ireland Bilateral Exchange (VIBE) programme operated by Irish Aid (Department of Foreign Affairs). These have the potential to develop into solid partnerships in the future.

- CIT is developing a Study Abroad programme in partnership with a private US university. As a result, CIT has appointed a full-time Study Abroad Coordinator, who will support the existing US and Study Abroad activities, but who will also enable the development of new partnerships in the US.

- Individual staff have connections across a wide range of UK universities, many of which are interested in maintaining post-Brexit connections and deeper partnerships in the face of the looming uncertainty in the UK.

Cork Learning City Initiative

The Learning City initiative aims to enhance the quality of life for citizens in each partner country; in particular the areas of education and learning, health, community, ecology and economy. Cork Institute of Technology is committed to supporting Cork to create an inclusive, sustainable Learning City for everyone, throughout their lives. Through strategic partnerships with Cork City Council, Cork ETB, UCC, HSE and long term planning & multi agency cooperation, our efforts have been recognised by UNESCO, as we move to achieve Learning City status.

A Memorandum of Understanding exists between CIT, UCC, Cork ETB and Cork City Council, formally giving a commitment to growing Lifelong Learning in Cork (GLLiC) and advancing the UNESCO Lifelong Learning City agenda. All believe there are significant benefits to collaborating in the development of Cork as a learning city. With this Memorandum of Understanding we have committed to advancing aspirations on Learning for all; Promoting Inclusion; Prosperity and Sustainability.

In November 2017, Dr. Barry O'Connor, CIT President hosted a dinner in CIT to acknowledge the work and contribution of staff from participating organisations.

In November 2018 a Breakfast Seminar was hosted by CIT on 'Learning in the Workplace'.

In association with its involvement in the Growing Lifelong Learning in Cork initiative, CIT continues to support Music Generation Cork City. This is a major project of Cork City Music Education Partnership which is also part of Music Generation, Ireland's national music education programme, initiated by Music Network, co-funded by U2, The Ireland Funds and The Department of Education and Skills, with matched funding from Cork City Council, Cork ETB, the HSE, CIT and UCC.

CIT also reaches out to the community through its arts offerings, be those programmes in the creative and performing arts, the successful conservatoire music programme for primary and post-primary programmes, or a diverse and extensive range of concerts, shows, exhibitions and other events throughout the year. With the development of further performance offerings in Music and Theatre Studies, along with the availability of performance and exhibition spaces in Bishopstown and 46 Grand Parade, there is a host of events which are open to the public and free of charge. The year 2017 saw Cork City host Fleádh Cheoil na Mumhan, and it was agreed that CIT's support, through hosting various concerts, competitions and classes in the state-of-the-art facilities of the CIT Cork School of Music, was key to a very successful event which was attended by thousands of musicians, singers, dancers, storytellers and visitors from Munster and beyond.

CIT also plans to continue to host the Cork Primary School Sports Day. Approximately 6,000 primary school students attend this annual event, along with their parents, teachers and supporters. This is an important event for CIT as the Institute gets extensive and very positive exposure in every Primary School across Cork City and County, in what is one of the biggest outdoor sports events in Europe. The Institute has developed excellent outdoor sports facilities. While the main focus of these is the enhancement of student experience and wellbeing, we will often share these facilities with local clubs, schools, etc. as needs arise and as deemed appropriate. Staff of the Department of Sports, Leisure and Childhood Studies have developed and delivered Project Spraoi. This programme provides hands on support and assistance to schools and teachers with any initiatives that will increase the quantity and quality of physical activity and improve healthy eating. Since its launch in 2013, it has been delivered in 10 primary schools in Cork including over 3000 children and more than 200 teachers.

Compact Priorities	Actions & Initiatives
• CIT will continue to be a leader regionally and nationally in respect of its high-performing enterprise engagement and knowledge transfer/exchange activity. • Continue to develop relevant, high-value internationalisation activities aimed at making CIT an international HEI with an internationalised student body.	• CIT will continue to develop, enhance and promote the full range of engagement activities which form a strong bridge to enterprise and underpin the success of both enterprises and the Institute. • Identify and eliminate barriers to effective technology transfer activity. • Develop the supports and resources needed to grow innovation and entrepreneurship activities. • Expand and increase opportunities for student participation in work placement, study opportunities abroad and to gain an international experience. • Expand and enhance our strategic international partnerships.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Broad-based engagement activity	Framework developed to classify and categorise engagement activities with public, private and non-profit organisations – the full range of engagement activity is detailed and recognised.	Exploration of models to support mapping of engagement activities	Engagement Impact measurement Framework developed	Wide dissemination and usage of this framework both within CIT, and across the THEA sector.
Maintain sector leading knowledge transfer activity	KTI agreed metrics	KTI agreed metrics	KTI agreed metrics	KTI agreed metrics

4.3   Key System Objective 3

Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an innovation Leader in Europe.

High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);

2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);

5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);

6. Increase applied research in the Institutes of technology.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 3. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

We will develop and deliver research, engagement and knowledge transfer activities which are consistent with, and complementary to, our overall mission. These activities will inform and support all other activities including teaching and learning, as well as innovation, entrepreneurship and enterprise incubation activities.

CIT has a comprehensive Research and Innovation Strategy which sets out an ambitious but sustainable roadmap for the ongoing development of the Institute's research activity. This strategy aligns closely with Innovation 2020, Ireland's strategy for research and development. CIT has been very successful and is currently the highest performing Institute of Technology under the Horizon 2020 frameworks as well as being the leading Institute of Technology in terms of our involvement in SFI centres.

Our infrastructure to support research and our structures to support individual researchers continue to develop and now include our School of Graduate studies, a researcher career framework, research

scholarships, structured PhD programmes including generic and specific skills training, and ongoing development of policies, regulations and services to support researchers.

It should be noted that all of our research activity is entirely self-funding and we receive no dedicated research funding in our grant allocation. This funding is achieved through competitive funding calls and the work associated with winning this funding occupies a significant proportion of our research resources. We welcome recent indications that a reformed funding model will make provision for dedicated research funding. and we welcome the proposed allocation of €5 million to the technological higher education sector for 2019, of which 14% or €700K will come to CIT. This is essential to enable ongoing development and will allow us to continue to build on our considerable success to date.

We note with some concern the high-level target from the national performance framework which aims to "increase applied research in Institutes of Technology". We have long argued against the applied label because is a limiting view of the research activity in the Institutes of Technology and more broadly it relies on what many practitioners and policy makers now consider to be a false dichotomy between applied and basic research. All research can be assessed using a range of criteria including academic merit, impact, the context in which it was developed (e.g. multi-disciplinary team, multi-institution team, international collaboration, HEI-enterprise collaboration), etc. We are committed to our mission which requires that all of our activities, research included, are developed in response to the needs of our stakeholders within the region and beyond. We believe that we should be free to pursue this mission free from limiting barriers or restrictions on the activities we can pursue.

In the Faculty of Business and Humanities we have committed resources to eight new funded research scholarships this year aligned to out thematic research areas. We have supported the VLinc Research Group which has resulted in over 1million euro in Research funding from three EU funded projects.

Industry collaboration continues to expand in the Faculty of Business and Humanities across the programmes with live cases with Lidl, Littlewoods, Frank & Honest, TLI Dunkettle project, Keogh's and Chef.

Compact Priorities	Actions & Initiatives
• CIT will continue to build on its established research and innovation ecosystem to maximise impact regionally and nationally. This development will be ambitious but sustainable and will be pursued in collaboration with enterprise and public partners. • Continue to grow research activity and postgraduate student enrolments in line with the CIT research strategy and national priorities.	• Focus on multidisciplinary, translational research addressing real-world problems and which facilitates collaboration and commercialisation, where appropriate. • Continue to implement the researcher career framework such that CIT can attract and retain high quality researchers. • Grow the number of research projects delivered with industry, e.g., with significant support from the CIT STEM Academy. • Provide targeted studentship/scholarship initiatives to build critical mass in existing disciplines as well as providing support for emerging research areas. • Ensure a high-quality student experience for postgraduate students through the provision of postgraduate-specific services and supports. • Identify and eliminate barriers to effective technology transfer activity. • Develop the supports and resources needed to grow innovation and entrepreneurship activities.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Postgraduate research student enrolments	153	178	205	Increase by 50% (230)
Research funding per-annum	€14m	€14.2m	€14.5m	Increase by 5% (€14.7m)
Research projects delivered with enterprise partners	173	185	197	Increase by 20% (210)

System Performance Framework High-level targets addressed
1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15).
3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014).
4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878).
5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016).
6. Increase applied research in the Institutes of technology.

4.4   Key System Objective 4

Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.

High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;

2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;

6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 4. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

We will continue to be committed to the principles of widening participation and fair access, and will ensure that those who have the ambition and talent, will have access to higher education.

We will provide education opportunities which will empower all motivated individuals to pursue personal, intellectual and professional enhancement. We will respect and protect the dignity and rights of individuals through practices which promote fairness and equal opportunity. Our commitment to equal opportunity and inclusive access will provide opportunities for learners with a variety of personal circumstances and from all groups in society. CIT will therefore have a diverse and inclusive student body which represents Irish society and has a strong international element.

PATH Funding

CIT (in partnership with IT Tralee, UCC, IT Carlow and WIT) collaborated on a PATH Funding Proposal in 2018 and the consortium has had significant success in achieving funding for its activities. Funding was approved under PATH 2 and PATH 3 strands. This has resulted in the award of 35 bursaries under the programme to prospective students (7 bursaries per year per HEI).

Funding was also approved under PATH 3 which focuses on initiatives that support Traveller engagement and progression to third level, transitions for students with disabilities and connecting curriculum to communities (ie. Mentoring as proposed in the National Plan for Equity of Access 2015-19). A CIT Traveller Education Coordinator has just been appointed using PATH funding. The recruitment process for an Occupational Therapist to work with students with disabilities is underway.

HEAR/DARE

The Institute has operated the DARE (Disability Access Route to Education) for many years and this year CIT has committed to participating in the HEAR programme commencing with CAO entry in 2019. It is anticipated that being part of this national access entry route will facilitate a greater increase in the number of students, who experience socio-economic disadvantage, entering CIT.

DEIS School Activity

CIT Access Service has a very comprehensive programme of pre-entry activities for students from DEIS schools in Cork city and county. Activities are delivered from first year to leaving cert and are delivered both on campus and within the schools. The Access Service works very closely with Principals and Guidance Counsellors in ensuring that the activities and initiatives that are delivered support student engagement, allow for prospective students to explore all educational opportunities across a range of disciplines. The CIT Access Service offers DEIS schools opportunities to avail of 'Science for Life' activities which promote progression into programmes of study in STEM.

Post-entry supports

The Access Service provides a range of post-entry supports for all Access students. Supports include personal, academic and financial. Within the Disability Support Service along with the Disability Support Officer, we have a Learning Support Coordinator, an Academic Tutor, an Assistive Technology Officer and a Project Coordinator. All provide one to one and group post-entry support for students.

As part of the post-entry supports for Mature Students, we have a dedicated Mature Student Officer and an Academic Support Worker who supports mature students on a one-to-one and group basis.

For students from Linked Schools, two Project Coordinators provide the pre-entry and post-entry supports required.

All first year students from target groups have bespoke orientation programmes at the beginning of the academic year.

Data Management Initiatives

CIT is committed to implementing new data initiatives and is in the process of developing a Customer Relationship Management Tool to track students within the Access Service. To date data on the numbers of students coming from DEIS schools (Access Linked Schools) has been recorded annually. The numbers of students who register with the Disability Support Service is recorded annually. The number of mature students is also captured annually. The development of a CRM will allow for a complete record of engagement with access target groups.

Further Education Access Programmes

Cork Institute of Technology has a strong working relationship with the Further Education Colleges in Cork City and County. The Cork Colleges Progression Scheme (CCPS) has been in operation since 2006. Under the CCPS a number of programmes of study in CIT are linked to certain courses in the participating FE colleges. CIT reserves a number of places on its linked courses for applicants

achieving specified levels and other requirements in their awards, allowing eligible candidates an additional opportunity for accessing CIT.

In recent months, CIT has also invested significant time into creating more transparent links from QQI programmes of study. Level 7 programmes and more recently some level 8 programmes are now linked to QQI level 5 programmes, allowing for greater opportunities for progression.

Student Engagement

CIT has a long and well-earned reputation for being student focused. Our students matter and every student counts. CIT's enunciated goal is that every CIT student will be provided with a positive and supportive learning environment. We aim to achieve a high-quality student experience and high-quality programmes.

CIT continues to invest in improving student engagement, progression and success. This cross-Institute commitment is evidenced by the proactive establishment and resourcing of AnSEO – The Student Engagement Office. AnSEO actions this commitment through relationship building, consultation, partnership and collaboration across the entire student and staff community. The aim is to build institutional trust and capacity for new ways of thinking about and 'doing' impactful student engagement and communications across the Institute, enabling expansion of reach and impact and development of tailored SE&C activities that best reflect student need and discipline context. Since 2014, CIT student progression has improved by 10%.

AnSEO is committed to a 'working together is better' approach: partnership with staff and students delivers continuous improvement of the CIT student experience. The AnSEO team is very focused on building and maintaining strong collaborations with all academic departments (management, teaching teams) across all campuses, library, student services (e.g. Careers Office, Alumni Office, Clubs and Societies, CIT Students' Union, and Access Office), and with all students, from pre-entry to post-graduation.

The current programmes of AnSEO are: Good Start Student Induction Programme, Academic Learning Centre (ALC), Academic Success Coaching, sparq at CIT (Student Partnership in Quality), Peer Assisted Learning and Support (PALS) and Transitions to CIT projects (Department-led induction activities supported by AnSEO).

The Student Engagement Officer works directly with faculty management teams, CITSU and Student Services to lead the development of tailored SE&C interventions. These links provide solid engagement and communication channels. In 2018/19 an Academic Success Coach has been allocated to each faculty so that staff and students have a direct link to and relationship with an AnSEO team member. Also, in response to increasing demand and to enable faster responses to students, we have now moved our Early Alert profiling online. This allows us to identify students who may be unhappy/unsure and enables us to generate very timely information from First Year Students at key points as we can more easily repeat the profiling process they progress through First Year.

Development of a new initiative called *EDGE3 at CIT - Engaging and Developing Graduates for Employability, Entrepreneurship and Effective Citizenship* is in train. This will allow CIT to recognise, incentivise and value attainment of skills and knowledge by engaged students that add significantly to our students' 'graduateness'. Birmingham City University have agreed to partner with us based on their expertise in this space and have presented to the EDGE3 planning team in October 2018.

Recent achievements in this space include: the development of working relationships with relevant partners/ expertise external to CIT including NStEP – The National Student Engagement Programme, NFETL – National Forum for the Enhancement of Teaching and Learning, sparqs (Student Partnership in Quality, Scotland), European First Year Experience Network, Birmingham City University, Edinburgh Napier University and the John N Gardner Institute (USA).

Through the AnSEO Office, CIT is leading the NStEP national project - Building Staff Capacity for Student Engagement. It the PASS/PAL (Peer Assisted Learning and Support) Leader Conference in 2017. Based on our growing reputation for Student Engagement and Communications, CIT won the international bid to host the prestigious European First Year Experience conference in June 2019.

Teaching & Learning

Best practice internationally and nationally suggests that, increasingly, the teaching and learning development functions are both staff and student facing. CIT is well placed currently to follow best practice as CIT's Student Engagement activities gain momentum and the numbers of collaborations increase within academic departments. Enhancing student engagement and success cannot be done in isolation from those who work with our students to create learning opportunities on our campuses and support diverse learners to reach their potential.

To that end, we continue to build on the work taken forward in 18/19 taking a dual approach to activities that reflects our mission to be both developmental and supportive. Such activities include the maintenance of a vibrant TLU website and social media information and awareness raising campaign; the MA in Teaching and Learning in Higher Education and a Special Purpose Award in Effective Teaching in Higher Education; Staff induction and development activities such as seminars, workshops (topics include Assessment and Feedback, Enhancing Student Engagement, Recognising and referring distressed students etc.); the Teaching and Learning Development Fund 18/19 to support small projects from a variety of academic disciplines (24 such up and running this year).

An induction mentoring scheme for new/early career academic staff is in place and it is planned to introduce an in-house coaching skills development programme with accreditation from the European Mentoring and Coaching Council.

CIT has successfully applied to the National Forum for Teaching & Learning to host 4 national seminars this year. It has also collaborated with external partners such as UCD, UCC, Edinburgh Napier University and Angela Ruskin University to further develop web based T&L support and development resources. For example, the *In the Deep End* resource is now available to new lecturers, and a set of TACIT (Teaching and Assessment in CIT) Guides is available to staff. Ongoing

The TLU also supports the development of discipline based communities of practice and Early Career Lecturer Development and Support Network.

In addition to the specific targets outlined below, we are committed under this compact to achieving the targets set out under the various national access programmes.

As described above, CIT invests significant resources in the delivery of a comprehensive range of STEM outreach opportunities for prospective students. These outreach activities provide specific opportunities for engagement with DEIS students and also place a heavy focus on providing engagement opportunities for female students in STEM disciplines.

As well as the various access programmes we have developed a wide-ranging and innovative suite of student support services and activities aimed at enabling student success once they have enrolled. These, award-winning, activities are described in detail under Key System Objective 5 below but it is important to emphasise that these activities, while provided for the full student cohort, do play a very important role in helping students from under-represented groups to successfully complete their programme of study.

Compact Priorities	Actions & Initiatives
• CIT is committed to principle of inclusive access to higher education. CIT aims to provide opportunities for all motivated individuals to pursue personal, intellectual and professional development.	• Support and encourage increased numbers of students from under-represented groups to access higher education. • Continue to develop opportunities for student access via non-standard routes. • Increase the opportunities for mature, work-based, lifelong, part-time and flexible learners. • Support the academic and social needs of students with disabilities and diverse needs. • Develop initiatives to increase international student intake. • Utilise distance education as an egalitarian force to break down personal, social, political and economic barriers. • Support inclusive pathways recognising and valuing learning whether gained through formal, non-formal or informal means.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Lifelong learners as % of total enrolments	26%	27%	28%	30%
Students with disabilities as % of new entrants	9%	10%	11%	13%
Number of students per-annum admitted via non-standard pathways	7%	8%	9%	10%

System Performance Framework High-level targets addressed
1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies.
4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes.
5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme.

4.5   Key System Objective 5

Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence.

High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;

2. All HEIs to engage in International benchmarking by 2020;

3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);

4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);

5. All HEIs to have in place policies for digital teaching and learning by 2019;

6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 5. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

We will offer an enriching student experience, characterised by social diversity, cultural relevance and a global perspective. We will continue to strive for the highest international standards in terms of the delivery and quality of education. Furthermore, it is essential that our education offerings are relevant to the learners' needs and are made accessible through flexible and open provision. We will continue to develop and foster the talents of our students in a supportive environment which challenges them to succeed and prepares them to make a positive contribution in their chosen careers and as members of society. During the period of this Compact, CIT will strive for continued development of student services and continuous improvement of the overall student experience. We will prepare our students for the globalised society and workplace through international study opportunities and internationalisation of the CIT student body.

CIT is a leader nationally in the area of student engagement. CIT is unique in having established a Student Engagement Office (AnSEO) with committed resources and working collaboratively with academic departments to enhance student progression and success. Placing AnSEO together with teaching and learning development has allowed us to start looking at how we might maximise the obvious synergies between the two functions. For example, the SParQ at CIT (Students as partners in Quality) project can often illuminate the need for staff support/development in certain areas. Our

activity in this area has won a number of national awards and CIT was chosen as one of five institutions for the pilot phase of the National Student Engagement Project (NStEP). Following on from that pilot CIT will lead a project, focusing on staff roles and capacity building, during the next phase of the programme.

We have commenced work on a Student Engagement, Progression and Success Strategy and a Teaching and Learning Strategy which will build on the existing activities to create a suite of innovative and coordinated services, supports and practices which drive both the quality of our programmes and the success of our students.

CIT has also invested significant levels of resources in the creation of a Faculty Dashboard System to provide visibility to student success trends as well as to many of the key factors that influence student achievement trends. Continued investment in this context will be key to the achievement of future success.

In relation to STEM disciplines in which non-progression rates present challenges, CIT will perform comprehensive reviews as required covering the entire life cycle from prospective student engagement models to development of student success strategies to the provision of discipline-specific supports.

The achievement of our ambitious vision will depend largely on our dedicated and talented staff. We will encourage and enable staff to engage with our vision and see their role in achieving that vision. We will ensure staff are empowered to deal with both the opportunities and challenges they will encounter along the way. We will recognise and celebrate the success and excellence of individuals and teams who make CIT what it is. A key element of this are continued professional development (CPD) opportunities for all staff. These opportunities must be developed and provided in the context of the Institute mission and vision and must have particular relevance to the quality of our academic programmes and the success of our graduates and students. In addition to CPD we will continue to develop our structures and processes to ensure that staff are provided with a supportive and respectful workplace and that they are empowered to contribute to the success of the Institute.

In recognition of its role as an essential enabler of future success, we will continue to develop and enhance the infrastructure of the Institute, including the physical and built environment as well as classroom and laboratory equipment. For many year CIT has suffered from chronic levels of underinvestment in this essential educational infrastructure and this is having a significant impact on our ability to deliver effectively on our mission. At this point in time it is estimated that CIT has a requirement for a capital investment of between €40m and €60m to address these issues.

In the Faculty of Business and Humanities we have increased our response rate to 46% for the Irish Survey for Student Engagement and have run a number of workshops facilitated by the AnSeo office to ensure the student voice is heard.

We have embedded work placement on all programmes within the School of business and last year 382 business students successfully completed a minimum of 15 weeks' placement with 281 organisations located in Cork, as well as in Ireland and internationally.

In the Faculty of Business and Humanities we ran an International Study Programme in Global Leadership with Niagara College Canada where 20 students and staff participated in the programme which included workshops, meetings with CEO's of Multinationals and cultural activities.

In relation to developing graduate attributes of good communications skills and work readiness we have arranged mock interview workshops with all third years with the assistance of many alumni who are happy to give back.

Compact Priorities	Actions & Initiatives

- CIT will continue to pioneer and implement innovative approaches aimed at improving the student experience, progression and success.

- Enable staff to pursue their career goals and contribute to the success of the Institute in a workplace environment which is inclusive, respectful and supportive.

- Improve and customise our student support services.

- Review and improve prospective student engagement processes, as required.

- Work in partnership with our students to ensure the continued meaningful inclusion of the student voice at decision-making level.

- Develop our policy, strategy and infrastructure for digital teaching and learning.

- Expand and increase opportunities for student participation in work placement, study opportunities abroad and to gain an international experience.

- Expand and enhance our strategic international partnerships.

- Develop graduates with the skills, attitudes and capabilities to use knowledge which enables them to succeed and progress in their careers.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Develop and implement a student success strategy	n/a	Strategy Developed	Implement plans	Review and revise
Student non-completion rate.*	17%	15.8%	15.2%	14.5%
Combined graduate employment and further study rates.	92%	91%	90%	≥ 90%
CPD programme activity	45%	50%	57%	≥65% participation (all staff)

System Performance Framework High-level targets addressed
1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs.
3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15).
4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines).

* Blended average across NFQ levels 6,7 and 8 – breakdown available in Appendix 5

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;

2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);

3. All HEIs to submit their annual Governance Statements to HEA on time;

4. 100% compliance by HEIs with public procurement rules;

5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;

6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;

7. 100% compliance by HEIs with public pay policy;

8. 100% compliance by HEIs with public sector numbers controls;

9. Implementation of recommendations from rolling governance reviews;

10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;

11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 6. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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.

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

Strategy summary:

We recognise our responsibility to ensure that our institution is a successful, effective and well managed organisation which makes proper use of the funding we receive on behalf of the nation's taxpayers. Therefore, we are committed to ongoing improvement in governance, leadership and operational excellence. CIT has redoubled its efforts to implement best practice in governance,

operational excellence. CIT has redoubled its efforts to implement best practice in governance, leadership and management as well as playing a significant role in developing robust, fit-for-purpose policies and practices within THEA and the broader HE sector.

We have a strong commitment to equality, diversity and inclusion. This is reflected in our mission, vision and values as well as being reflected in a number of key strategic initiatives. Our Athena Swan project commenced in January 2017, initial work was completed on an Athena SWAN bronze institutional award submission, and the document was submitted in time for the 30 November 2018 deadline. Part of the submission entails a comprehensive 3-year gender action plan, and regardless of the outcome of the Athena SWAN awards process, the Institute is committed to implementing the fully-costed plan.

Compact Priorities	Actions & Initiatives
• CIT will be a leader nationally in terms of compliance and the practice of good governance. We will implement rigorous financial practices and controls and strive for the highest standards of fiscal responsibility. • CIT will ensure that all staff can pursue their career goals and contribute to the success of the Institute in a workplace environment which is inclusive, respectful and supportive.	• Implement the THEA Code of Governance for IoTs, as well as leading the ongoing development of good governance practice within the sector. • Achieve enhanced institutional performance through the implementation of a strategic management framework which is based on analytics, performance data and best-practice research. • Implement leadership and management development programme. • Develop and support the Athena SWAN initiative to achieve and maintain Bronze institutional award by 2023. • Continue full transparency in financial statements. • Ensure continued compliance with public pay policy and public-sector numbers controls.

Performance indicator	Baseline	2019	2020	Target (Sept 2021)
Athena SWAN institutional accreditation	Institutional submission for Athena SWAN bronze award in November 2018, under pre-2015 Charter	Implementation of Athena SWAN Action Plan commenced, with expanded Self-Assessment Team in place preparing for application under the post-2015 Charter	Institutional level Bronze Award achieved	Athena SWAN departmental awards achieved by at least two Departments in CIT
Leadership and management development programme	n/a	Programme Developed	20% Participate	50% of Senior Staff Participate
Risk management and risk-based audit to ensure good governance	n/a	Implement for Sept 19	Compliance Reviewed	Compliance Reviewed
Achieve a financial surplus to fund capital projects and strategic initiatives	3%	3%	3%	3% per-annum
Funds from non-exchequer sources	€100k	€150k	€200k	€250k per-annum
Compliance with public procurement and PSN regulations	100%	100%	100%	100%

System Performance Framework High-level targets addressed
1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations.
2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment).
4. 100% compliance by HEIs with public procurement rules.
5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines.
6. Full transparency in HEI financial statements about accounting for Trusts and Foundations.
7. 100% compliance by HEIs with public pay policy.
8. 100% compliance by HEIs with public sector numbers controls.

5. Annual Compliance Statement

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 governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.

6. Agreement

To be completed following the conclusion of the strategy and performance dialogue process.

The HEA and Higher Education Institution 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 the place of Higher Education Institution within the system.

Signed: _____

Date: _____26\2\19_____

Chief Executive, Higher Education Authority

Signed: _____

Date: _____7/2/19_____

President, Higher Education Institution

Signed: _____

Date: _____7/2/19_____

Chair, Governing Body, Higher Education Institution

Appendices

We (Higher Education Institution) include the following appendices with our performance compact.

List the appendices here:

☐	**Appendix 5:** Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence

Appendix 5

Student non-completion rates:

Baseline: 17%

2019 Targets

L6 non-completion rate – 28.5%

L7 non-completion rate – 17.3%

L8 non-completion rate – 13.8%

Blended average - 15.8%

2020 Targets

L6 non-completion rate – 27.0%

L7 non-completion rate – 16.6%

L8 non-completion rate – 13.2%

Blended average - 15.2%

Final 2021 Targets

L6 non-completion rate – 25.5%

L7 non-completion rate – 15.8%

L8 non-completion rate – 12.7%

Blended average - 14.5%