



Mission-based Performance Compact

between

Dublin Institute of Technology

and

The Higher Education Authority

Date: February 2014



Context

This Compact is an agreement between the Higher Education Authority and Dublin Institute of Technology (DIT) and is the outcome of a process of strategic dialogue between the two bodies.

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

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

The Compact recognises that DIT 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 DIT. It sets out how DIT's mission and goals align with national goals for higher education.

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

The principles of State funding support

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

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

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1. Establishment of the Compact

The Higher Education Authority and DIT agree that:

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

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

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

2. Performance Funding Framework

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

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

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

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

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

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

3 Mission and Strategy Statement

DIT'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 DIT acknowledge that DIT's mission and strategy may evolve.

DIT and the Higher Education Authority recognise that DIT 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.

CONTEXT

The implementation of the current strategic plan for Dublin Institute of Technology (DIT) as approved by its Governing Body continues to 2014/15. This plan aims to reinforce DIT's national and international positioning through enhancement of programme provision and facilities, appropriate institutional designation, merger and collaborations. DIT with the Institute of Technology Blanchardstown and the Institute of Technology Tallaght has established a Dublin Technological University Alliance (DTUA) with the goal of creating a 'Dublin Technological University' (DTU) ¹. The mission and strategic direction for this formed part of DTUA's submission to the HEA (Appendix 1) on the future Irish higher education landscape². The DTUA submitted successfully to the HEA Strategic Innovation and Development Fund for resources to support the creation of this new merged unitary higher education institution. These resources have enabled the preparation of a detailed development plan up to 2016/17. Current and future plans of the three DTUA partners will be aligned into a single cohesive plan over this period. This Performance Compact provides details of measures to be completed within the current DIT Strategic Plan for the period up to 2014/15 and sets out strategies underpinning the achievement of the institutional profile projected for the remainder of the Compact period.

DIT STRATEGIC PLAN 2011-2014

Introduction

Over a unique one hundred and twenty year history, DIT has been recognised nationally and internationally as a pioneer in career-oriented technological higher education. DIT alumni play important roles in technical and scientific innovation, economic and social development and cultural and educational leadership both in Ireland and internationally. DIT (i) nurtures innovation and creativity, (ii) is committed to making education accessible to people from diverse backgrounds, (iii) develops knowledge for the wider benefits of society, and (iv) provides numerous opportunities for academic progression for students at different stages of their careers.

DIT is one of the largest higher education institutes (HEIs) in Ireland, with almost 15,000 full-time equivalent students, studying a diverse range of apprenticeship, ordinary degree, honours degree, masters and doctoral programmes. To better ensure the translation of research achievements into innovation there has been a significant enhancement of technology transfer services. DIT's vibrant Community Links initiatives work with local communities to enhance their access to education. The continuing implementation of organisational change enhances effectiveness and efficiency. The development of DIT's Grangegorman campus supports the consolidation onto one site of the almost 10% of Irish higher education provision represented by DIT.

¹ 'Dublin Technological University' is solely a working project name for the end goal of our institutional alliance

² This submission was made to HEA in July 2012 in response to 'Towards a Future Higher Education Landscape'

DIT is thus engaging proactively with changes and reform in Irish higher education, embracing the opportunities for institutional collaboration, widening participation, growing community engagement and enhancing internationalisation.

The vision, mission and values of DIT are set out in Tables 1, 2 and 3

Recognised internationally, DIT will be the first choice in Ireland for people who seek professional, career-focused learning and discovery in a vibrant environment renowned for innovation, creativity, the application of research and engagement with the community.

Table 1 DIT Vision

Located in the heart of Ireland's capital city, Dublin Institute of Technology provides an innovative, responsive and caring learning environment for a diverse range and level of programmes to students of all ages and backgrounds. In doing so, DIT:

- combines the academic quality of a traditional university with career-focussed learning, discovery and the application of knowledge
- emphasises excellence in learning, teaching, scholarship, research and support for entrepreneurship,
- contributes to technological, economic, social and cultural progress, and
- is engaged with and within our community.

Table 2 DIT Mission

Student-centred – Students know what, when and how they will learn and be assessed on each specific part of their programme with opportunity to provide timely feedback on programme content and delivery. Library, ICT, social and specialist resources provide environments for individual and group work that form integral parts of programmes. Administrative services and supports are of a quality to facilitate students in fully participating in their programmes of study and are appropriately responsive to their needs.

Useful – Preparing students for professional careers including exposure to international perspectives emphasising the importance of integrity, responsibility and entrepreneurial skills alongside the utility of knowledge and contributions to economic social and cultural development.

Challenging – Challenge orthodoxy via rigorous processes of discovery, critical enquiry and innovation. Making distinctive, relevant and timely research contributions to advance human knowledge.

Inclusive – Striving to create a friendly, collaborative and trusting community, where diversity is valued, individuals are treated with respect, encouraged to develop their potential and make their contribution, and pride is shared in our collective identity.

Open, honest, professional and accountable – Proactive sharing of information; acting in the Institute's best interests; with devolved authority and accountability for decisions and actions within a framework of regulations, policies and procedures.

Table 3 DIT Values

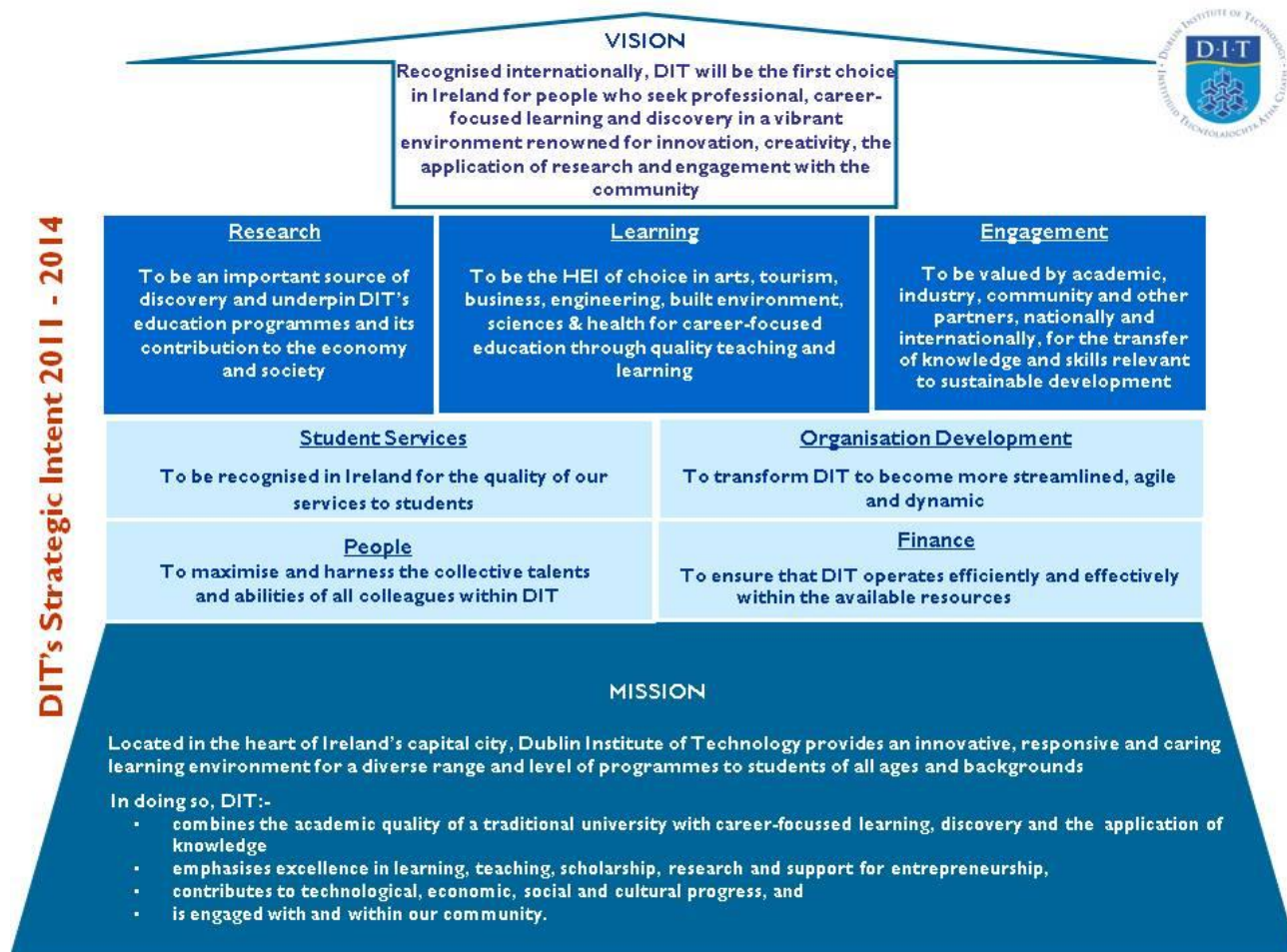


Figure 1 Strategic Intent

As shown in Figure 1 the 2011-2014 Strategic Plan is built around the Institute's three main strands of activity; (i) learning and teaching and the assimilation of knowledge; (ii) research and scholarship and the creation of knowledge; and, (iii) engagement with industry, community, academia and the public sector in the support of the transfer of knowledge. Underpinning these are strands concerned with (i) delivering excellence in student services, (ii) utilising the skills and knowledge of all colleagues, (iii) the organisational development of DIT to ensure institutional effectiveness and responsiveness to the needs of key stakeholders and (iv) the need to operate efficiently and effectively within our financial resources.

Table 4 details the respective objectives under each of these seven strands of DIT's Strategic Intent up to 2014/15. A detailed action plan with timelines and action-owners for each of these objectives is in place and implementation and monitoring of progress is done through DIT's management and governance structure.

DIT is now organised as four colleges and five support services, as shown in Figure 2. The overall governance and committee structure is set out in Figure 3. The structure provides for the oversight of the management of risk; monitoring of implementation of policies; and development of recommendations for corrective action as necessary. Each committee has clear responsibility for a unique and defined set of risks and opportunities.

LEARNING - To be the HEI of choice in arts, tourism, business, engineering, built environment, sciences & health for career-focused education through quality teaching and learning	
1.	DIT's provision will be focused on offering professional, career-focused learning and discovery for a diverse range of students supported by strong industry engagement
2.	Maintain standards of teaching and learning, curriculum development including modularisation and quality assurance, within the available financial envelope
RESEARCH - To be an important source of discovery and underpin DIT's education programmes and its contribution to the economy & society	
3.	To concentrate and consolidate research activity, including PhD study, in fields of verifiable strength and national significance in order to achieve greater coherence and enhance competitiveness and sustainability
4.	Ensure greater integration between research and innovation, and teaching and learning;
5.	Strengthen and embed technology transfer and entrepreneurial activity.
ENGAGEMENT - To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant to sustainable development	
6.	DIT will embed engagement with key external stake-holders (including Government, national/regional development organisations and local communities) within our core activities
7.	DIT will continue to apply its resources to support underpinning the economic, social and cultural development of the country focussed on the development of Irish enterprise and employment creation
STUDENT SERVICES - To be recognised in Ireland for the quality of our services to students	
8.	We will continue to improve the student experience across DIT underpinned by the development of an integrated student services function.
PEOPLE - To maximise and harness the collective talents and abilities of all colleagues within DIT	
9.	Ensure that the talents and ability of our staff are recognised and developed to their fullest possible potential.
10.	Through strategic and tactical deployment/re-deployment ensure that the individual and collective skills and abilities of our staff support the ongoing delivery of DIT objectives
ORGANISATIONAL DEVELOPMENT - To transform DIT to become more streamlined, agile and dynamic	
11.	Complete the structural and process change phases of the Organisation of DIT and EIA programmes
12.	Progress the necessary detailed planning required to underpin the relocation of DIT to its new campus at Grangegorman and ensure that the new campus will underpin DIT's Strategic Plan and foster the goal of 'one DIT' across the Institute.
13.	Enhance DIT's national and international positioning through appropriate designation, mergers and collaborations.
FINANCIAL - To ensure that DIT operates efficiently and effectively within available resources	
14.	Fully implement agreed framework for the allocation of resources across colleges, schools and support services including identification of priority areas for investment

Table 4 Strategic Objectives to achieve our Strategic Intent

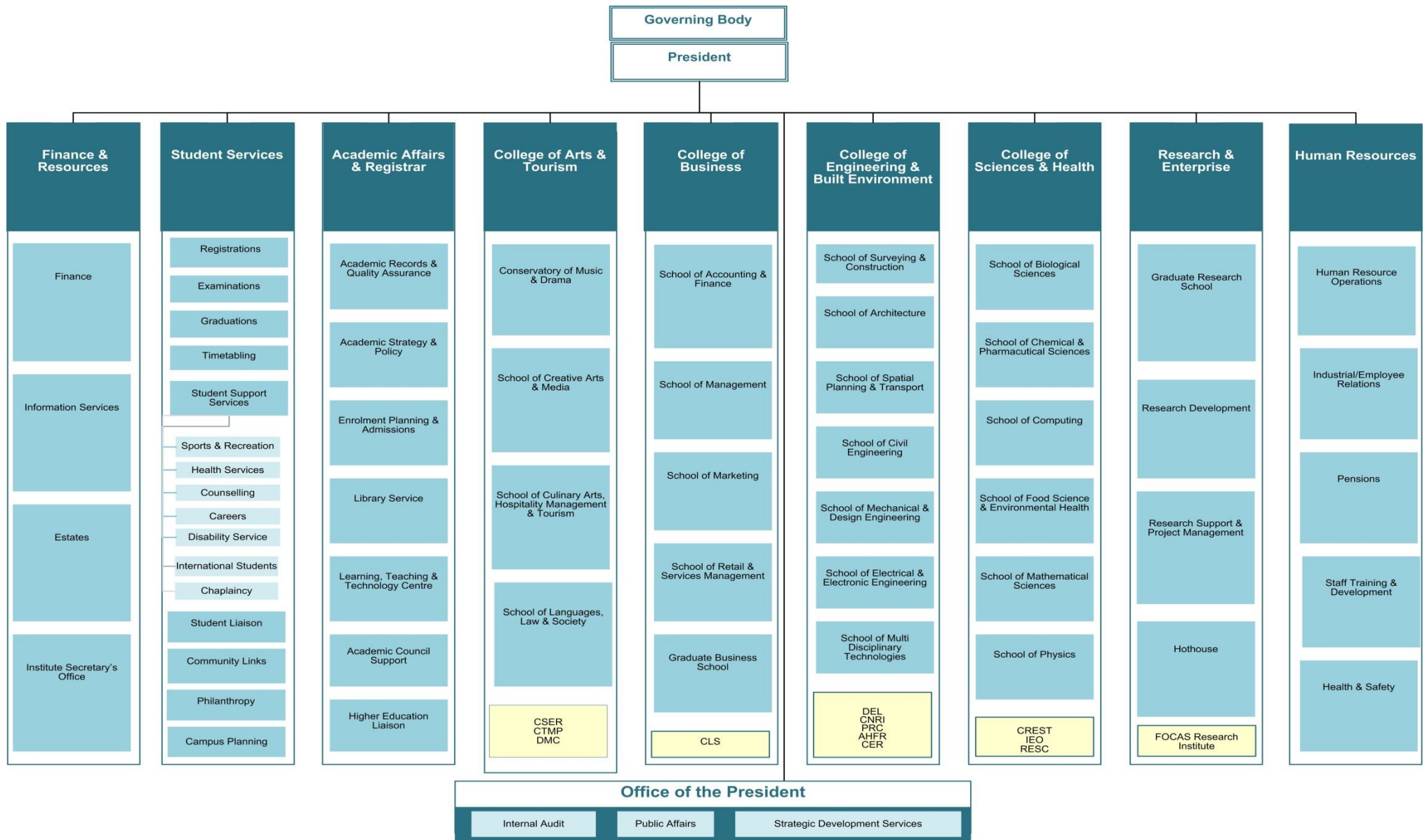


Figure 2 DIT Organisation Chart

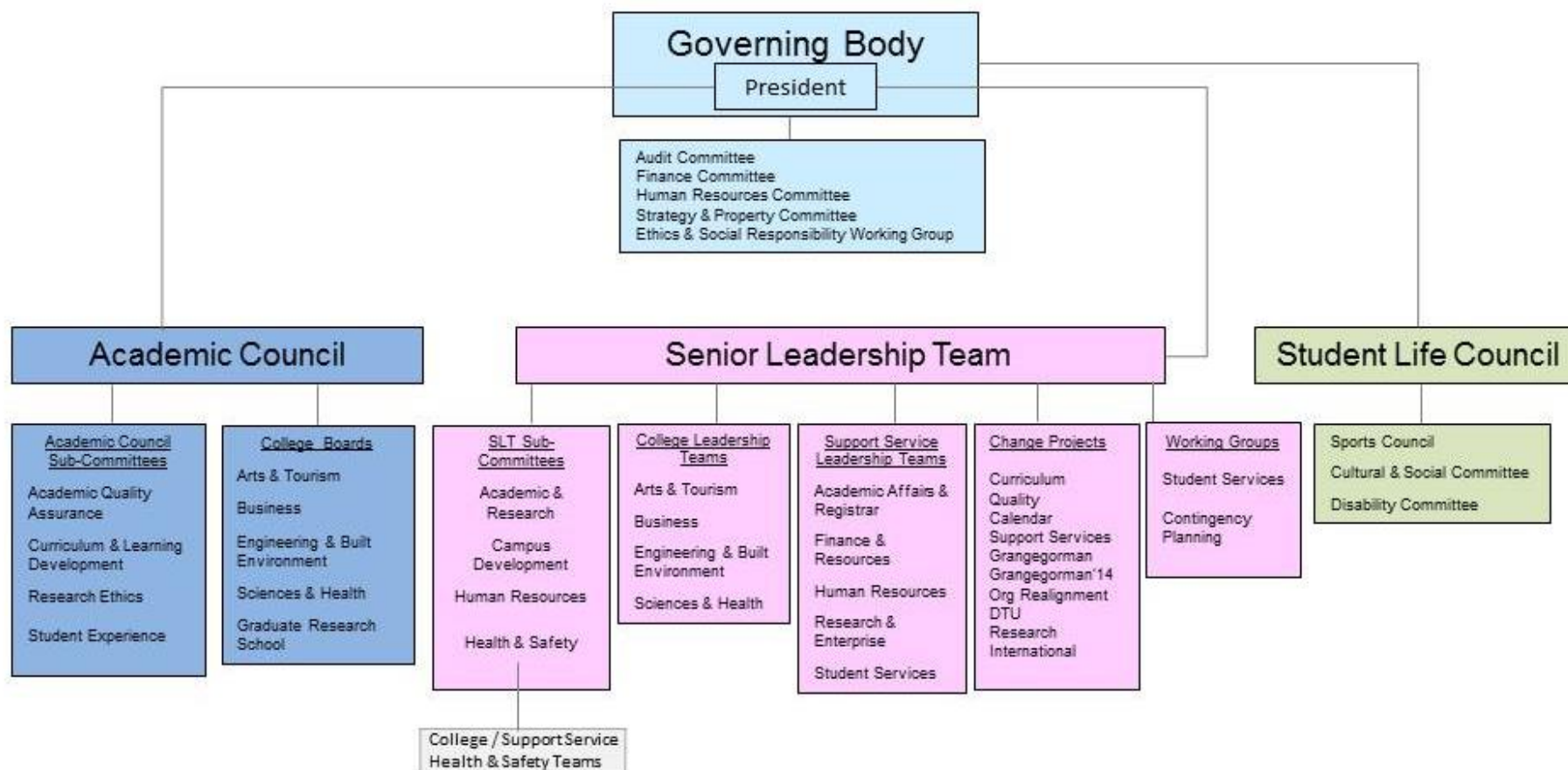


Figure 3 DIT Governance and Committee Structure

3.1 Changes to the mission and strategy statement

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

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

DTU DEVELOPMENT

DIT's commitment to the creation of a technological university for Dublin will involve significant change during the period of this Compact. Recognising the scope and complexity involved in the development and establishment of a technological university, the three DTUA partner institutions have prepared a comprehensive overall programme plan to achieve transitional and longer-term arrangements. This includes details of the project governance, timeframes, resourcing and risk mitigation required to deliver the end-state vision successfully, and it also identifies dependencies and provides critical path analysis. Over 300 colleagues have been involved in this process across the three institutions to date, with a major thrust in the last quarter of 2013 that developed a detailed project plan and continued the change management programme already in train. Table 5 summarises the principal work-streams. A detailed programme plan will be available within the first quarter of 2014.

The Programme Implementation Project Office has been established, coordinated by a DIT Director who has been assigned on a full-time basis. This team, currently comprising nine dedicated colleagues from across the three partner institutions (to be joined by a further six to ten colleagues over time), is focused on driving the delivery of the implementation plan. The implementation of the DTUA Programme Plan is being overseen by the DTUA Steering Group within the structure given in Figure 4. Standard governance and risk management practices apply.

A significant area of focus in establishing the technological university is the development of the workplace to support the delivery of a unique educational experience. A proposal to address this issue, from the group of HEIs that are potential TU applicants, was not supported under the HEA Strategic Innovation & Development Fund. However, the DTUA have continued to engage with social partners with a view to establishing a process to map out what that workplace could be and how it might be achieved. The framework envisaged to enable these discussions to take place will be facilitated by a neutral Chair. Further work on this important strand will continue through the period of this Compact.

Key indicators for the DTU development are included in Section 5.7.

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

Table 5 DTUA Programme Plan Themes & Work-streams.

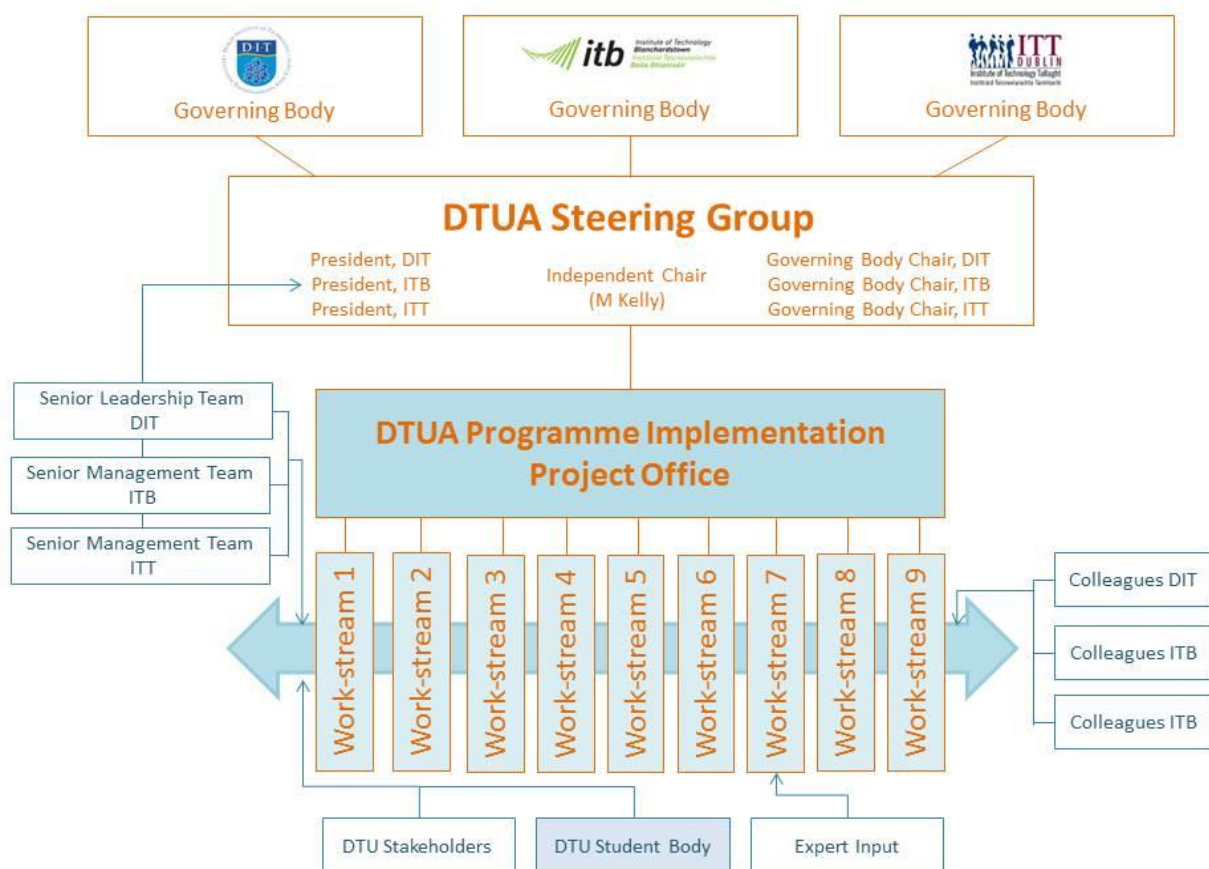


Figure 4 DTUA Project Governance Structure

NEW CAMPUS AT GRANGEGORMAN

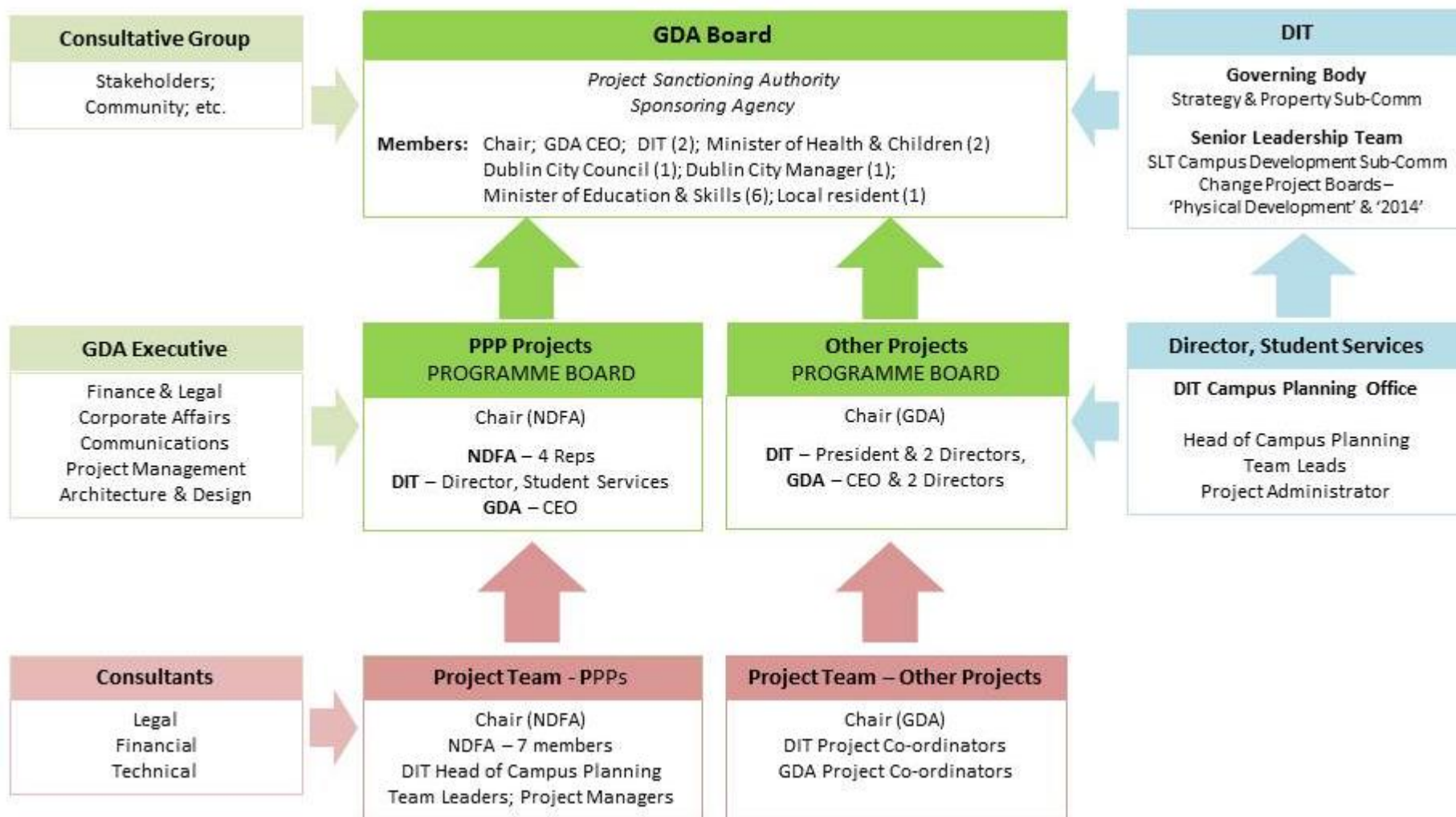
DIT's new campus at Grangegorman is a significant change project that by integrating operations onto one campus satisfies the practical application of its mission. Substantial preparatory work has been undertaken for this unique development. An overview is provided in Appendix 2. The Grangegorman development is not an end in itself; rather, it is a leading-edge, state-of-the-art physical infrastructure to facilitate DIT in delivering its educational mission. The campus is designed to underpin the delivery of a high-quality student experience supporting effective contemporary approaches to learning. The strategic brief prepared for the Masterplan (Appendix 2(a)) reflects the principles of a creative learning environment:

- Imaginative – energising and inspiring learners and colleagues
- Supportive – developing the potential of all learners, recognising the diverse student body
- Flexible – accommodating both current and evolving pedagogies
- Future-proofed – enabling space to be reassigned and reconfigured
- Bold – looking beyond current technologies and pedagogies.

Grangegorman will bring onto a single campus almost 10% of all Irish higher education provision that DIT represents – currently distributed over more than 30 separate sites across the city. This consolidation will enhance academic provision via fit-for-purpose buildings co-located with research and innovation within a 21st century environment. It facilitates the Institute with its regional role through a comprehensive and cohesive engagement with the local communities and with industry partners.

The Grangegorman Development Agency (GDA) (www.ggda.ie) is the statutory body, established in 2006, and is responsible for the development and delivery of the campus. To specify requirements to GDA, DIT has a dedicated Campus Planning Office that works hand-in-hand with the GDA. This office also supports associated implementation plans in DIT. In addition, DIT has established a formal change management process to support the relocation of students and colleagues onto the new campus. All these activities are also examined by process audits and internal audit. The governance structure for the project is reflected in Figure 5.

Key milestones for the development of the campus are provided in Table 6.



[Figure 5 Governance & Implementation Structure for the Grangegorman Campus development](#)

Phase	Description	Areas/Activities Involved	No. Students
Phase I €50m Sept 2014	Opening of DIT Campus at Grangegorman 8,000 sq. metres of refurbished facilities Relocation of activities currently operating from Mountjoy Square, Portland Row and Temple Bar Site infrastructure & public realm	Art, Design, Social Sciences & Access & Civic Engagement	1,100
Sept 2015	Occupation of the 'Green Way' Building 4,500 sq. metres of new build New research and incubation facilities Playing fields	EHSI research & incubation Playing fields in operation	120 researchers / 100 entrepreneurs
Phase II €220m Sept 2017	Completion of Central & East Quads 50,000 sq. metres of new build Relocation of Kevin Street, Cathal Brugha St, Rathmines Rd and some of Aungier St to new facilities Energy Centre Provision of Student accommodation (600 beds) Provision of sporting & recreational facilities	Colleges of Science & Health; Arts & Tourism & some Engineering & Built Environment Energy Centre Plans being finalised	9,000
Phase III Sept 2018	Opening of West Quad 12,000 sq. metres Relocation of College of Business Library Phase II Science Park Development	College of Business	3,500
Sept 2020	Opening of East Quad II Relocation of Bolton St Provision of further student Accommodation	College of Engineering & Build Environment	5,000

Table 6 Key Milestones in the Implementation of the Grangegorman Campus

The first key project milestone as given in the Table 6, will be realised in 2014. The first higher education new-build (the 'Greenway' building) is in train for completion in 2015, and will house environmental sciences research and incubator facilities (funded through PRTL and Enterprise Ireland respectively). The Government Stimulus Plan³ includes a commitment to Public-Private Partnership (PPP) financing of elements of the campus. This will enable 50% of DIT students to be accommodated on-site by 2017. Construction of the site infrastructure and public realm for the campus is under way currently.

DIT's plans are dependent on the roll-out of the Grangegorman development. A full risk analysis and mitigation plan is in place that identifies key interdependencies. As illustrations of this, the completion of refurbishment and construction has implications for when academics, students and administrative support services, currently across multiple locations, can be brought together on the single campus. The progress of the different phases of the Grangegorman development also has an impact on the financial profile of the Institute. Facilities with rental costs need to be maintained until the new campus can accommodate them. Conversely, the progress on the development of the new campus is obviously dependent on the scheduling of financial investment. That includes DIT's ability to self-finance portions of the investment package through (i) savings, including exiting of leased properties; (ii) optimisation of value and timing of the sale of existing properties that will be influenced by market demand; and (iii) donations dependent on potential philanthropic generosity. DIT is confident of delivering these, but there is a delicate balance in achieving the optimal timing for different elements.

³ The Stimulus Plan announced on 17 July 2012 comprises a capital investment programme totalling €2.25bn.

CURRENT OPERATIONS & OBJECTIVES

DIT's most important activity is to provide quality educational provision to current students. Many of the objectives of the 2014/15 Strategic Plan satisfy this goal. To complete the remaining actions in this plan, change management projects have been established in the areas shown in Table 7. As these are mainly institute-wide activities for each project, a designated DIT Director leads a working group that delivers the key objectives within the scope of the project. These will ensure that while the two major Grangegorman and DTU change projects are under way, maintaining the effectiveness of ongoing operations remains of central and critical importance. Much of the work within these projects will become aligned with those associated with the DTU development programme plan. Such alignments will enable DIT projects, and similar activities within ITB and ITT, to be streamlined effectively into the DTUA programme of work.

Plan	Broad Scope	Leader
Curriculum, Pedagogy & Coherent Modular Provision	Review, redesign and implementation of curriculum and pedagogy to achieve consistent and coherent provision across the Institute	Director & Dean, College of Arts & Tourism
Quality Enhancement Plan	Oversee and ensure implementation of the actions as set out in the Institute's Quality Enhancement Action Plan (Jan 2012)	Director & Dean, College of Business
Academic Calendar	Oversee and ensure implementation of the new Academic Calendar for 2014/15	Director, Academic Affairs & Registrar
One-DIT Approach to Support Services for the Student Lifecycle	Development and delivery of integrated and aligned administration and management information systems for the management of student data from application to graduation	Director & Dean, College of Sciences & Health
Grangegorman Physical Development	Oversee and ensure the completion of physical elements of implementation programmes of the campus development in Grangegorman, ensuring buildings are completed and ready for occupancy and operation as specified.	Director, Student Services
Grangegorman 2014	Oversee and ensure relocation of identified operations to Grangegorman as specified within the implementation programme, enabling students to have a full DIT experience in Grangegorman from 1 September 2014.	Director, Human Resources
Completion of organisational realignment in DIT	Completion of outstanding organisational change actions provided for in the 'Organisation of DIT' and 'Excellence in Administration' projects	Director, Finance & Resources
Development of DTU	Guide and oversee the contribution of DIT in the development of the Implementation Plan for the creation of DTU.	Former Director & Dean, College of Engineering & Built Environment (now reassigned to this project)
Research Action Plan	Implementation of the research elements of the DIT Strategic Plan 2011-2014, specified in the Research Action Plan	Director & Dean, College of Sciences & Health
International Student Recruitment Plan	Development and implementation of detailed action plan to deliver international student recruitment strategy	Director, Student Services

Table 7 Operational Change Management Plans

OVERSEAS CAMPUS

DIT has had initial discussions with potential partners that may lead to delivery of DIT provision on dedicated campuses overseas within the period of this Compact. Full due diligence, including assessment of internal capacity, risks and operational contexts will be undertaken should any such initiative progress. DIT will keep HEA fully briefed on all relevant matters concerning these developments.

4. Current and Planned Profile

The following pages are provided in Appendix 3:

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

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

DIT has always engaged with other HEIs in its region and with other HEIs nationally and internationally. Figure 6 (adopted from that included in the DTUA submission in respect of the higher education landscape) sets out the broad scope of DIT/DTUA's international and regional engagements.

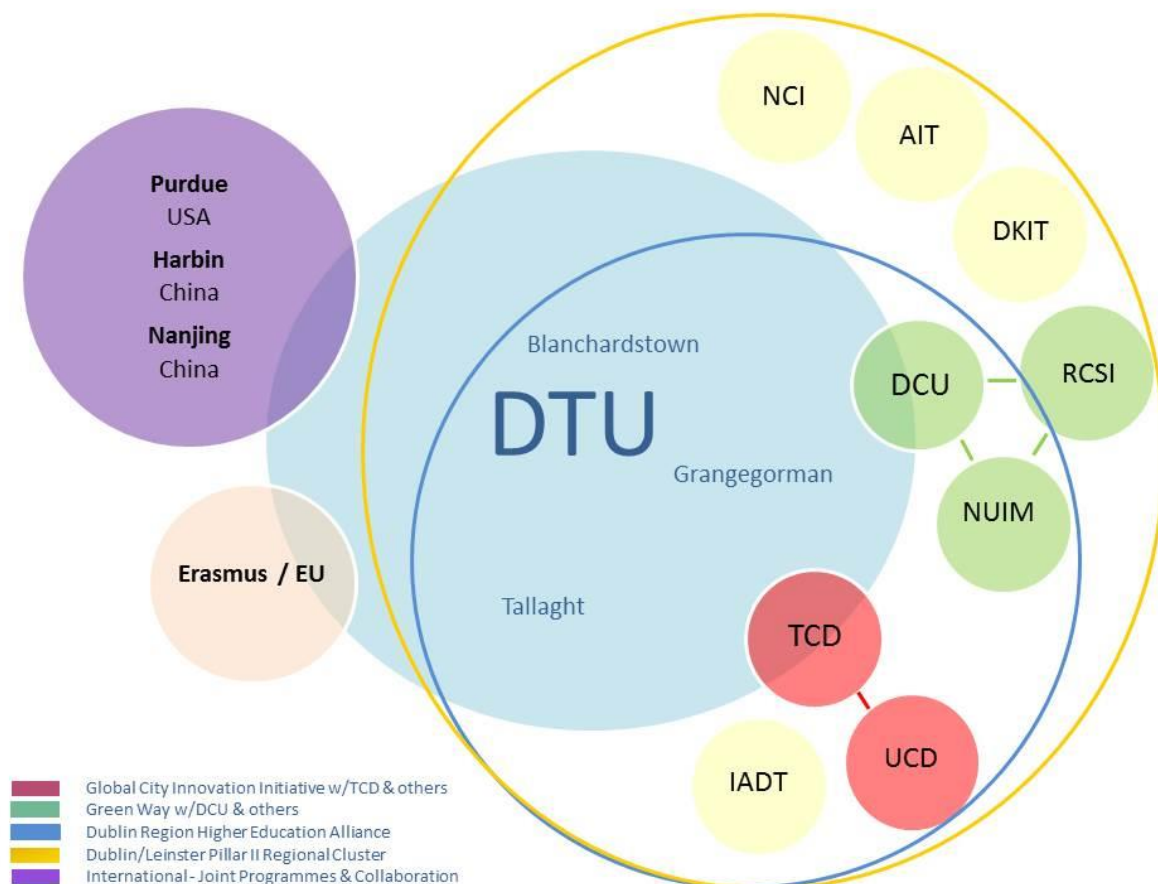


Figure 6 International & Regional Collaborations

DIT/DTU will continue to foster international relations with Purdue University (USA), Harbin Institute of Technology and Nanjing University (both in China), and with other partners for joint programme provision, research partnerships and student and staff exchanges. In addition, it will continue relationships with the extensive network of European universities established through Erasmus and other initiatives.

Figure 6 also illustrates DIT's assignment to the Dublin / Leinster Pillar II cluster as set out in the report to the Minister on the higher education system reconfiguration⁴. The other members of this regional cluster are: Athlone Institute of Technology (AIT), Dublin City University (DCU), Dundalk Institute of Technology (DKIT), Institute of Technology Blanchardstown (ITB), Institute of Technology Tallaght (ITT), National College of Ireland (NCI), National University of Ireland, Maynooth (NUIM), and Royal College of Surgeons in Ireland (RCSI). The members of the cluster recognise the potential of the cluster to support the region and have agreed a sequence of engagements to progress shared academic planning and coordination of access, transfer and progression, noting (as do the HEA and the Minister) that the primary focus for DIT, ITT and ITB in the short to medium term is the very significant restructuring to create DTU and the physical relocation of DIT's activities onto one campus in Grangegorman.

The development of DTU, as a subset of the regional cluster, will be addressed through the DTU development programme plan, and initial objectives are set out in section 5.7.

DIT/DTU will continue to engage regionally in the:

- Dublin Regional Higher Education Alliance (DRHEA), comprising the eight founding HEIs, working to strengthen the higher education sector for the whole of the Dublin region
- Green Way, developing an internationally recognised clean-tech corridor in the heart of the region. Founding partners are: DIT, DCU, Dublin City Council, Fingal County Council, Ballymun Regeneration Ltd., Dublin Airport Authority, and North Dublin Chamber of Commerce.
- Global City Innovation Initiative, a collaboration with Trinity College Dublin (TCD) and Dublin City Council for the co-production of knowledge through teaching, research and discovery.
- Creative Dublin Alliance, a collaboration led by Dublin City Council, whose partners include DIT, TCD, UCD and DCU.

⁴ *Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education, Higher Education Authority April 2013*

Regional clusters:

Institution objectives and performance indicators

Institution objective:

To be an active participant in the Dublin/Leinster Pillar II cluster, so as to enhance DIT's contribution to Dublin's regional development.

Performance indicator:

Number of active collaborative initiatives

Baseline

Four initiatives, namely: DRHEA, Green Way, the Global City Innovation Initiative and the Creative Dublin Alliance.

Interim target, end 2014

Maintain current engagements

Interim target, end 2015

Maintain current engagements

Final target, end 2016

Maintain current engagements

Plus engagement in 1 new active cluster-wide collaborative initiative.

5.2 Participation, equal access and lifelong learning

Strategy summary

PARTICIPATION

Demand for higher education will increase as a result of projected growth in the age cohort of college-going students⁵. Projections indicate that the number of new undergraduate entrants will increase by circa 7% up to 2016/17. In its overall projected numbers for undergraduates, contained in the profile for 2016/17, DIT has taken account of these growth figures with an anticipated rise in new entrants of 4% between 2012/13 and 2016/17. It should be noted that DIT increased the number of its new entrants by over 20% from 2010/11 to 2012/13. Successful and timely roll-out of facilities at Grangegorman is a prerequisite to any further significant increase in capacity.

In the current 2011-2014 Strategic Plan, DIT has projected the level of participation for full-time taught postgraduate students at 10% of all full-time students for 2014/15. Its projections for future years, within the DTUA family, are of the order of 11-12%. The impact of the economic situation in full-time postgraduate participation between 2010/11 to 2012/13 has been a small decline. However, given sustained economic recovery, the planned projected numbers will still be achieved within the timeframe.

Noting the relatively low base of postgraduate research student numbers registered currently in DIT, the Institute has ambitious targets for growth, with projections to double numbers to over 600 FTE students by 2016/17. This is underpinned by a plan to build capacity and capability comprising support measures detailed in section 5.4.

EQUAL ACCESS

DIT has promoted equal access to provision via a dedicated access support function since 1995. DIT's current strategy for widening participation has seven key objectives shown in Table 8 and 2014/15 targets for the recruitment of different student categories shown in Table 9. The strategy for the period post 2014/15 is in development and will take account of the National Access Plan that is also currently being prepared. The key actions in delivering the strategy include:

1. Access Entry Routes
 - National level - Continue to deliver HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education)
 - Regional level - Increase level of progression from FE through FE-HE links scheme in collaboration with the regional hub and education training boards.
 - Local/targeted high support access entry route - Through the high support access entry route, increase participation in DIT for school-leavers from areas with high levels of disadvantage; Travellers; children in care; inner city DEIS schools
 - High support Access Foundation Programme for all ages who have experienced socio-economic and educational disadvantage (SED)
2. Support for Access Students
 - Supports to include Orientation Programme; financial support; additional academic support; peer mentoring and personal support and enable SED students to develop their career skills through volunteering, student leadership and internship opportunities.
3. Access Outreach
 - To ensure that sufficient numbers of people from SED backgrounds apply to HE and are in a position to meet minimum entry qualifications:

⁵ Projections of Demand for Full Time Third Level Education, 2013-2027, Department of Education & Skills, July 2013; and A Study of Future Demand for Higher Education in Ireland, ESRI, Dec 2012

- Delivery of targeted pre-entry programmes for young people and adults who require significant support to consider and apply to HE
- Disseminate student-friendly overview of pathways to HE
- Draw on Bridges to Higher Education Resource pack to provide high-quality sessions to targeted groups
- Taster programmes delivered in partnership with FE organisations
- Embed guidance and information on pathways and access entry routes on relevant outreach programmes such as DIT-Ballymun Music Programme and Computer Learning in Communities Programme

Theme	Objective
Communication & Partnership	Enhance internal and external widening participation communication and collaboration
Student Experience	Provide a high quality student experience in DIT to ensure that students of all backgrounds are supported in developing their learning to their highest achievable level, while also fulfilling their personal potential
Clear Pathways	Expand current and provide new access, transfer and progression routes to increase the number of students in higher education and DIT from under-represented groups
Community Outreach	Root DIT in the relevant communities in order to develop current and additional bridges to higher education for students and communities
Mainstreamed	Embed widening participation into all institutional structures and processes
Evidence Based	Contribute to a research-base for widening participation that contributes to the development of practice
Reflective	Develop the basis for real world learning which informs research and our research agenda.

Table 8 Equal Access Objectives

Student Category	Projected % of New Entrants
Mature Students	15%
Students with Disability	7%
Young Students (under 23) from socio-economically disadvantaged backgrounds	7%
Travellers	< 1%

Table 9 Targets for Access Students

In the development of the new strategy, likely areas of focus to be considered will be:

- Closer alignment of access entry mechanisms and post-entry supports to ensure progression of access students
- Delivery of more flexible pathway and access entry route options through taster, bridging, modular and part-time options on the DIT Access Foundation Programme
- Further engagement with FE, adult and community sectors in relation to the alignment and communication of pathways from and through these sectors into DIT.

LIFELONG LEARNING

Since its foundation DIT has provided and promoted lifelong learning. Currently flexible learning programmes represent about a quarter of all enrolments in DIT. About one-third of these students participate in industry-sponsored programmes, at Levels 6 to 9 and across a range of industry sectors.

DIT is a prominent provider of Labour Market Activation programmes with on average over 400 students annually enrolled on these programmes. This accounts for more than one-tenth of the national provision.

As mentioned above, the Institute initiated the Access Foundation Programme to encourage 'second chance' students to access DIT's provision to return to education, update their skills, gain a new qualification, or achieve a personal goal or ambition. This is a one-year full-time programme run from September to June each year to prepare mature students and young adults who have experienced disadvantage, for entry into undergraduate programmes at DIT.

DIT will continue to engage in further such initiatives as part of its lifelong learning strategy. Within the context of DTU targets for 2016/17, it is projected that the proportion of flexible learners as a percentage of total enrolments will be of the order of 35%.

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

Institution objective 1:

To be the HEI of choice in arts, tourism, business, engineering, built environment, science & health for career-focused education

Performance indicator:

Numbers of students recruited under selected categories (*numbers to the nearest 100*)

1. Number of new full-time undergraduate entrants
2. Number of all full-time undergraduate students
3. Number of all part-time undergraduate students
4. Number of postgraduate students (FTE)
5. Number of postgraduate research students (FTE)

Baseline (Year 2010/11)

1. 2,900
2. 10,600
3. 3,700
4. 1,700
5. 400

Interim target (Year 2014/15)

1. 3,500
2. 11,500
3. 3,000
4. 1,700
5. 400

Final target (Year 2016/17)

1. 3,700
2. 11,700
3. 3,700
4. 2,400
5. 600

Institution objective 2:

To provide professional, career-focused learning and discovery for a diverse range of students

Performance indicator 1:

Diversity of student population as indicated by percentage of new entrants from traditionally under-represented groups, as set out in the National Access Plan

1. Mature students as percentage of new entrants
2. Students with disability as percentage of new entrants
3. Young students (under 25) from socio-economic disadvantage backgrounds as percentage of new entrants
4. Travellers as percentage of new entrants

Baseline (Year 2012/13)

1. 12%
2. 6%
3. 7%
4. <1%

Interim target (Year 2014/15)

1. 15%
2. 7%
3. 7%
4. <1%

Final target (Year 2016/17)

To be developed in line with the new National Access Plan

Performance indicator 2:

Flexibility of accessing provision as indicated by the percentage of part-time, distance and e-learning students

Baseline (Year 2010/11)

24%

Interim target (Year 2014/15)

28%

Final target (Year 2016/17)

35%

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Key elements of DIT's Learning and Teaching strategy are captured in Figure 7 on the following page. Many of the priorities and indicators within this strategy have already been achieved.

The recent focus has been on 'employability skills' and on 'the first year experience'. In terms of the former, the Institute has approved a policy (provided in Appendix 4(a)) on the development of graduate attributes that enhance employability. Three current priority measures included in this Compact that contribute to this overall objective are (i) work placement, (ii) activities involving 'Students Learning with Communities' and (iii) entrepreneurship. Specific targets are set out for these measures.

The particular importance of the first year experience has led to a significant focus on developing and delivering actions that support student engagement in first years. Full engagement with college life enables students to both acquire and demonstrate key capabilities such as critical thinking, problem-solving, teamwork and effective written and oral communication skills. Student engagement is enhanced through involving students in their own education, enabling them to personalise their learning and knowledge acquisition. DIT adopted a formal Strategy for Student Engagement in 2012, provided in Appendix 4(b) that identifies a range of actions and recommendations to deliver on this strategy. Actions taken to date are shown in Table 10.

Theme	Objective
Support for Students	<ul style="list-style-type: none"> – Launch of a Research Fellowship on the 1st year experience. – Developing and piloting of specific transitions sessions for first year students to be delivered during the induction and transition period of first year students
Advice for Students	<ul style="list-style-type: none"> – Development of the First Year Students webpage to support and guide first year students - see http://www.dit.ie/fyi/
Support for Staff	<ul style="list-style-type: none"> – Development of a Staff Information Page http://www.dit.ie/staffcampuslife/ – this will be supplemented with a support service advice booklet for all staff – Running of a 'Light Lunch' series for first year tutors
Institutional Advocacy	<ul style="list-style-type: none"> – The STEER (Student Transitions: Expectations, Engagement, Retention) initiative http://www.dit.ie/ltrc/events/specialevents/201213-studentengagement/fyi-engagementevent/ – FYI - 10 Steps to engage your First Year students – 10 Steps to Student Engagement & Retention – Classroom environments to support interactive and collaborative learning – Establishment of a Working Group on the First Year Transition into Higher Education

Table 10 Enhancing the First Year Student Experience

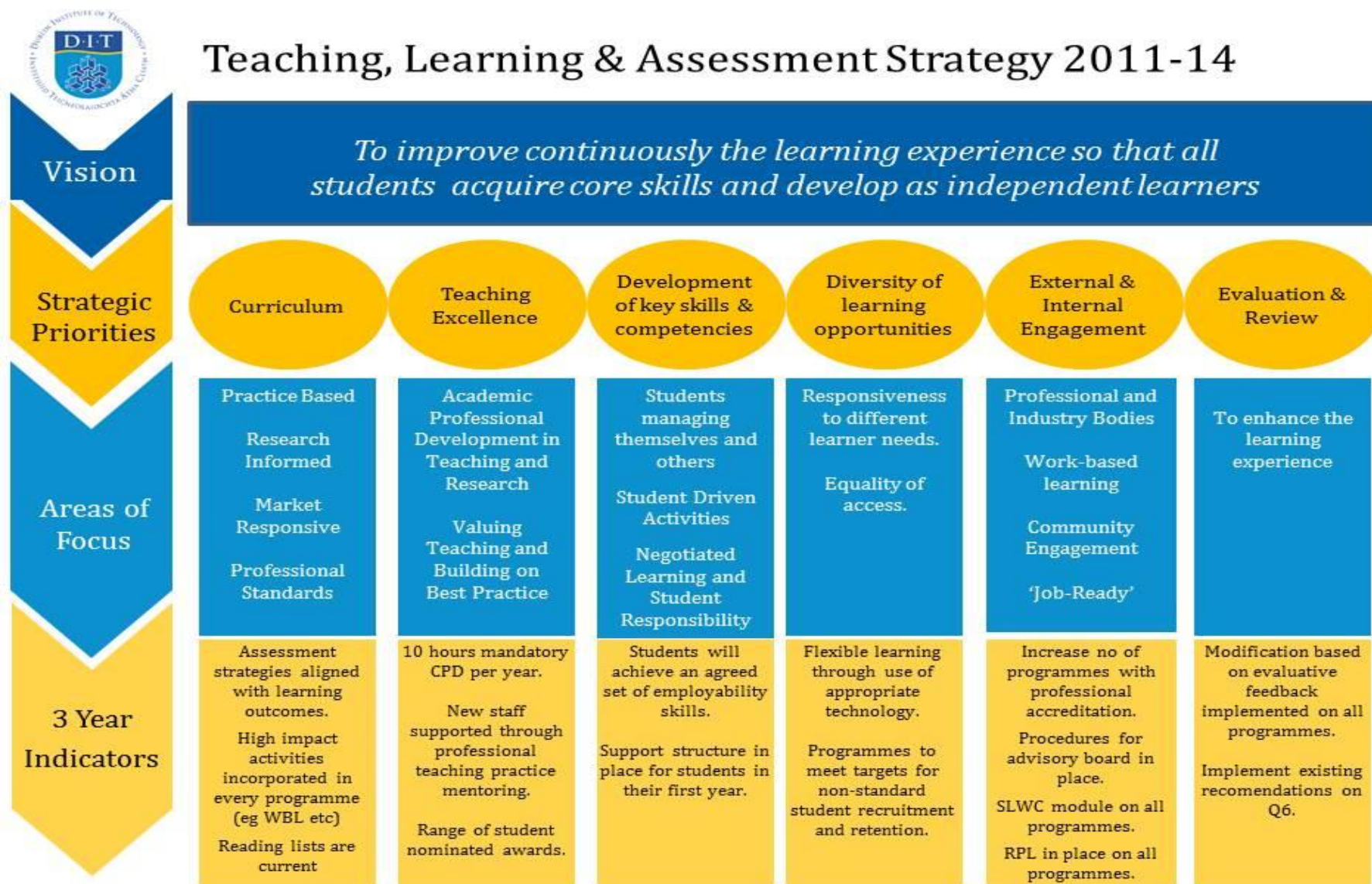


Figure 7 Teaching, Learning & Assessment Strategy 2011-2014

As retention is a constant focus within DIT, there has been a dedicated Retention Officer in place for over ten years. The Retention Officer monitors trends, conducts exit interviews with early-leaving students and works with colleagues to develop and implement appropriate interventions in areas of concern. Two specific interventions address generic retention challenges: (i) the development of a new Academic Calendar, (a project listed in Table 7, page 14) that removes a break in the 'learning momentum' for students, and (ii) the introduction of the student engagement strategy that aims to target, in particular, vulnerable first year students. Along with generic interventions, DIT will continue to develop targeted plans to address retention issues for specific disciplines and levels, and the targets included in the Compact reflect this. However, many external factors affect retention and non-presence rates within HE. There are particular challenges for programmes at Levels 6 & 7, partly arising from the central admission system, in that students often join such programmes only after they have failed to gain a place on a Level 8 programme. Not only are students entering the system with lower points, but their motivation can be low and in many cases they are not fully informed of the nature of the programme. Economic conditions also play a part; some Level 8 programmes can be affected by students choosing to leave education to take up job opportunities as these arise. On the other hand, learners who would have previously taken up apprenticeships are now registering on Level 6 & 7 programmes because the economic downturn has virtually eliminated provision of apprenticeship places.

In terms of overall quality, the Institute's Quality Enhancement Plan was developed in response to the most recent review of DIT's quality assurance procedures in 2011⁶. Areas being addressed are contained within the Action Plan – 14 February 2013, (Appendix 4 (c)). As has previously been stated, there is a dedicated project in place (see Table 7), with a dedicated working group assigned to drive the completion of the implementation of the plan.

⁶ Review by the National Qualifications Authority of Ireland of the effectiveness of the quality assurance procedures of the Dublin Institute of Technology, 2011. See the following documents::
http://www.dit.ie/media/qualityassuranceandacademicprogrammerecords/nqaireviewdocs/nqai_review_report_2011.pdf and
http://www.dit.ie/media/documents/services/qualityassurance/dit_response_nqai_review_2011.doc

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

Institution objective 1:

To improve continuously the learning experience so that all students acquire skills and develop as independent learners

Performance indicator 1:

All programmes provide students with the opportunity to develop key employability skills or graduates attributes as set out in the approved policy document

Baseline (Year 2012/13)

Suite of graduate attributes agreed

Interim target (Year 2014/15)

For each programme, identification where attributes are in place and identification of any gaps

Final target (Year 2016/17)

Programmes revised to close any gaps and graduate attributes for all programmes made visible on the website and within other programme material

Performance indicator 2:

Percentage of programmes with work placement/internship element

Baseline (Year 2012/13)

17% with work placement/internship element

Interim target (Year 2014/15)

20% with work placement/internship element

Final target (Year 2016/17)

25% with work placement/internship element

Performance indicator 3:

Percentage of programmes with 'Students Learning with Communities' (SLWC) element

Baseline (Year 2012/13)

14% with SLWC element

Interim target (Year 2014/15)

20% with SLWC element

Final target (Year 2016/17)

20% with SLWC element

Performance indicator 4:

Percentage of programmes with formal entrepreneurship element

Baseline (Year 2012/13)

10% with formal entrepreneurship element

Interim target (Year 2014/15)

20% with formal entrepreneurship element

Final target (Year 2016/17)

30% with formal entrepreneurship element

Performance indicator 5:

Non-presence rates of undergraduate full-time new entrants

Baseline (Year 2011/12)

Varied non-presence rates across different DIT programmes

Interim target (Year 2014/15)

Establish specific targeted non-presence rates for each DIT programme with clear action plans

Final target (Year 2016/17)

Achieve non-presence rates at or below the national average for comparable disciplines and levels

Institution objective 2:

To provide robust quality assurance and affirm that the quality of educational provision and the standards of awards are being consistently maintained

Performance indicator:

Delivery of the actions contained in the Quality Enhancement Plan (Jan 2012)

Baseline (Year 2012/13)

Actions identified and some implemented

Interim target (Year 2014/15)

Full implementation of actions as laid down in the Quality Enhancement Plan
Review of actions required for quality assurance in the context of DTU

Final target (Year 2016/17)

Implementation of series of actions to be determined for DTU

5.4 High quality, internationally competitive research and innovation

Strategy summary

DIT aims to be an important source of research and discovery – underpinning its education programmes and contributing to the economy and society. In the last five years it has secured and invested over €100M in research activity, supported almost 1,800 research student places, and is currently awarding almost 70 research degrees annually. DIT has been building critical mass and developing areas of substantial strength. Two areas that have been identified internationally are Engineering and Food Science, resulting in DIT being ranked in the top 1% of world research institutions in the fields of Engineering and Agricultural Sciences⁷. DIT is proud of the impact of its research across its portfolio as reflected in its increasing publication record, with citation rates growing year on year and the significance of its research translating into a citation impact indicator notably above average, as shown in Figures 8 and 9⁸ respectively.

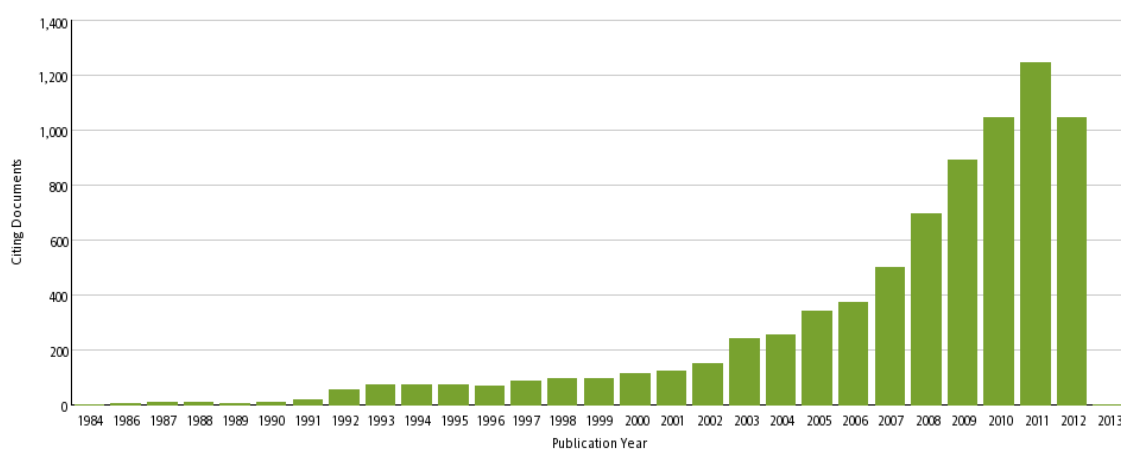


Figure 8 Citation Rate for DIT Publications by Year

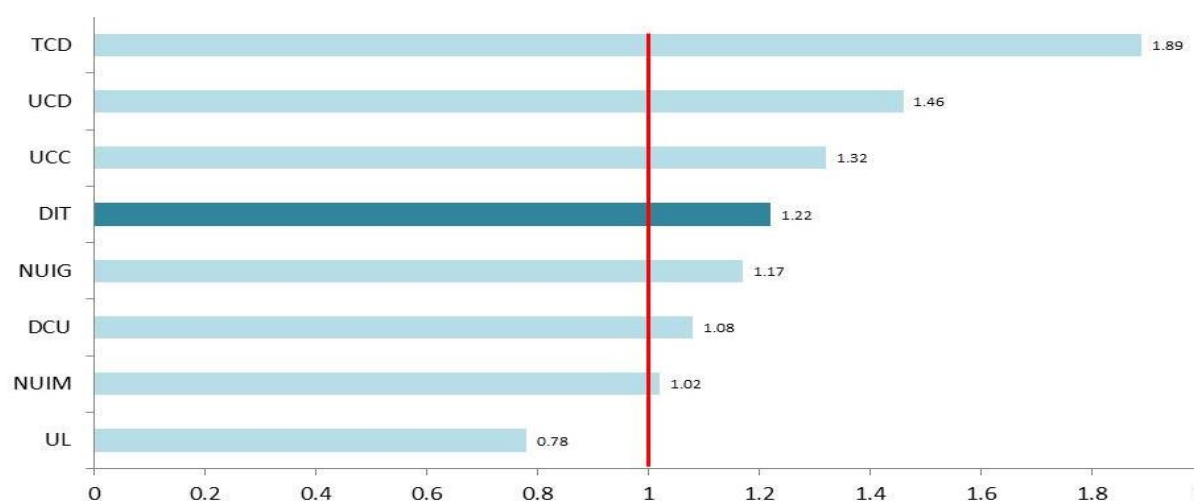


Figure 9 Relative Citation Impact

Core objectives set out in the current Strategic Plan that will continue through to 2016/17 are:

- Concentrating and consolidating research activity, including PhD study, in focuses of coherent verifiable strength and national significance to enhance competitiveness and sustainability.

⁷ From Essential Science Indicators – May 2013

⁸ Figures 8 & 9 are taken from Thomson Reuters Incites, 2012. Figure 9 represents the citation impact relative to the world, the red line indicating the average, with anything above this deemed 'above average'.

In this regard, DIT will focus on:

- Environment, Energy and Health
 - Information, Communications and Media Technologies
 - New Materials and Devices
 - Society, Culture and Enterprise
- Strengthen and embed technology transfer and entrepreneurial activity – plans under this heading are provided in section 5.5.

Specific areas of focus to achieve these objectives include:

1. The implementation of an Institute strategy to grow and diversify research funding and sustain its long-term development.

To date DIT has secured reasonable levels of national funds for research and development. It has been particularly successful in securing awards from bodies such as Enterprise Ireland for collaborative research and proof of concept support. The aim now is to increase the level of funds secured from Science Foundation Ireland (SFI) and the Irish Research Council (IRC) through increased numbers and quality of applications. More importantly the focus will increasingly target EU funds through Horizon 2020. The Institute is currently preparing collaborative bids to Horizon 2020. It is expected that in time EU funding will represent of the order of 30% of all research and development funds attracted by DIT.

2. Development of research capacity through
 - a) increasing the number of full-time academic staff that hold a PhD qualification or equivalent and
 - b) growing the proportion of research-active colleagues

In this area, the action plan contains several specific interventions intended to support and/or incentivise academic colleagues to engage in research for the first time, to re-engage or build their engagement further in terms of research activity. This is being stimulated by a significant investment programme funded by DIT and underpinned by a team of research support staff across the Institute.

3. Increase number of research students

This area will receive a great deal of attention within the Institute research plan. Ambitious levels are set for increased student numbers and in 2014/15 the following broad numbers are targeted across the four research themes as shown in Table 11.

Research Themes	2014/15 Target FTE
Environment, Energy and Health	90
Information, Communications and Media Technologies	110
New Materials and Devices	90
Society, Culture and Enterprise	110

Table 11 – Target Research Student Numbers by Research Theme 2014/15

These target numbers will be enabled by the following initiatives:

1. Completion of a PRTL-funded research facility on the Grangegorman campus that will house over 100 researchers in the Environment, Energy & Health theme

2. Delivery of a range of types of PhD provision including structured modules, work-based PhDs and PhDs based on prior publications (experiential)
3. A proactive targeted recruitment drive for doctoral students, championed by the Graduate Research School
4. Specific actions for EU research student recruitment including:
 - A marketing campaign aimed at DIT undergraduate and taught postgraduate students and students at other Irish HEIs
 - Funding applications to national schemes with a focus on IRC especially the Enterprise Partnership and Employment-based programmes
 - Building on our industry contacts to sponsor PhD research
 - Building on our Erasmus contacts to attract PhD students
 - Funding applications to EU schemes with a focus on Marie Skłodowska-Curie actions
5. Non-EU students will be recruited from:
 - Brazil, funded through the Science without Borders programme particularly in the Environment, Energy & Health and New Materials & Devices themes
 - China, funded through the Chinese Scholarship Council particularly in the Environment, Energy & Health and Information, Communications & Media Technologies themes
 - Middle East (Iraq, Iran, Libya, Oman, Saudi Arabia, Kuwait, UAE), funded by home country governments in all research themes
 - Southeast Asia (Vietnam, Malaysia, Philippines, Indonesia), funded by home country governments in all research themes
6. A PhD bridging module has been developed to improve the English language skills of non-EU students. This will be delivered starting in June 2014 and is intended to help non-EU applicants achieve the entry requirements of our PhD programmes.
7. A new model of work-based PhD delivery will be rolled out over the period of the plan aimed particularly at attracting faculty staff at international universities who require up-skilling to PhD level. This has been requested by universities in China, Vietnam and the Philippines.

The main metrics and targets for research are provided on the following page.

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

Institution objective:

To be an important source of research and discovery and underpin DIT's education programmes and its contribution to the economy and society

Performance indicator:

Level of research activity under selected metrics

Baseline (Year 2012/13)

CATEGORY	2012/13
% of Academic Staff with PhD	39%
Research Students (FTE)	300
Research Income (€m)	10
Publications per year	588

Interim target (Year 2014/15)

CATEGORY	2014/15
% of Academic Staff with PhD	40%
Research Students (FTE)	400
Research Income (€m)	20
Publications per year	800

Final target (Year 2016/17)

CATEGORY	2016/17
% of Academic Staff with PhD	45%
Research Students (FTE)	650
Research Income (€m)	35
Publications per year	1,000

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

Strategy summary

DIT is recognised for being close to industry and promotes this at all levels of activity, whether that is through industry representation at programme board level, on interview panels for staff recruitment, through work placement for students with industry partners, recruitment of graduates, or opportunities to collaborate on research and technology transfer.

The DIT Corporate Partnership Network was developed as a framework for companies in a number of key sectors to facilitate access to expertise and knowledge in DIT and to support innovation. It enables companies to gain a wider knowledge of DIT and gives them the opportunity to network with academic colleagues and researchers, and often with other DIT corporate partners. In addition, the Head of Corporate Partnerships engages directly with specific companies, trade organisations, Chambers of Commerce, commercial attachés for embassies, and professional bodies to ensure that partners are fully informed about all areas of DIT. These activities will continue over the period of the strategic plan.

Hothouse, is DIT's award-winning Innovation and Technology Transfer Office, whose aim is to be 'the place where business meets innovation'. Between 2005 and 2012, Hothouse achieved the following:

- Worked with 180 new businesses and 272 entrepreneurs
- Helped to create 1,055 jobs
- Supported early stage companies in raising €94m of equity investment
- Secured 23 licences in 2011

Illustrative examples of the businesses with which Hothouse has engaged:

- SONY: audio technology now used worldwide in Playstation SingStar karaoke game; has received rave reviews from industry analysts;
- General Paints: coating in market trials with local hospitals under the brand name 'Hygen';
- Decawave: antenna design being offered to LG Innotek along with real-time location service chip;
- Taoglas: WiMax and LTE antenna designs;
- Microsoft: WLAN utilisation software licence;
- Bausch & Lomb: research to reduce macular pigment degeneration;
- Moletest UK Ltd: the world's first online skin cancer screening system based on an exclusive licence awarded by DIT.
- Cambridge University Press: suite of computer-aided English language learning tools for Chinese speakers.

Figure 10 shows the range of many of the companies to whom Hothouse has provided support.



Figure 10 Logos of Hothouse Companies

Through the 'New Frontiers Programme' (funded by Enterprise Ireland), Hothouse supports the launch of knowledge-intensive start-ups with the potential to generate significant economic benefits for Ireland. The target is to maintain the current activity in this area with 30 entrepreneurs being supported annually on this programme.

Technology transfer support is the other major strand of activity within Hothouse that also receives substantial support from Enterprise Ireland. The technology transfer team strive to commercialise technologies developed by DIT researchers. Currently, 50 technologies are available to license. Targets for technology transfer and incubation support activities for 2016/17 are provided in Table 12.

CATEGORY	2016/2017
Spin-outs	4
Licences/Options/Assignments	10
Research Agreements with Industry	5
Invention Disclosures	32
Priority Patent Applications	12
PCT Patent Applications	6
Spin-outs	4
No. of Hothouse New Frontiers Programme	2
Total No. participants Hothouse New Frontiers Programme	30

Table 12 – Technology Transfer Targets

In terms of civic engagement DIT is a founding member of the Creative Dublin Alliance (CDA). The CDA is a network led by the Dublin City Manager, with members drawn from the most senior level in local government, commerce, industry, education, state agencies and the not-for-profit sector. The objectives of CDA are to:

- Develop a city leadership that understands, manages and promotes the role of Dublin as an internationally competitive city
- Build on Dublin's capacity for innovation and its development as a smart city
- Facilitate civic engagement that elicits people's participation in their quality of life
- Develop Dublin's international brand marketing campaign and build dynamic innovation and communication networks

DIT has been pro-actively involved in many CDA projects

(<http://www.creativedublinalliance.ie/projects>) and will continue to do so as part of its civic engagement strategy.

DIT is also a founding member of 'The Green Way', a green economic corridor initiated by a powerful alliance of businesses, academic institutions and local authorities including DIT and Ballymun Regeneration, Dublin Airport Authority, Dublin City University, Fingal County Council, Dublin City Council and North Dublin Chamber.

The Green Way fosters green economic development in Dublin through the creation of jobs and trade opportunities – activating and developing an internationally recognised cleantech cluster and helping to transition the Irish economy into an exemplar of a sustainable green economy. Its mission is to:

- Support existing green economy companies and eco innovation projects
- Foster and accelerate green economy start-ups and
- Facilitate multinational corporations capable of bringing transformative green economy jobs and investment to the Dublin region.

DIT has been proactively involved in the Green Way activities (<http://www.thegreenway.ie/>) as part of its civic engagement and research and innovation strategies.

The DIT Programme for Students Learning with Communities supports staff and students engaging in community-based learning and research (also known as service-learning), and builds links with communities. The programme involves DIT staff and students collaborating with under-served community partners (local groups, not-for-profit organisations, charities etc.) to develop real-life projects for mutual benefit. Learning comes alive for the students as they work on these projects – developing professional transferable skills, enhancing their understanding of their specialist subject skills and appreciating the community they work with. Students receive course credits as projects are embedded into programmes. Community partners become part of the teaching process through the collaboration, contributing to the education of students, and increasing the relevance of DIT's programmes of study. These projects give all participants the opportunity to engage in critical thinking, with the ultimate aim of energising participants to work for social change.

In 2012/13, over 1,100 students across DIT were involved in learning with communities, with over 100 community partners. These projects took place across 49 programmes of study, both undergraduate and postgraduate. Approximately one in three undergraduate Programmes had students involved in collaborative projects with communities. Since its beginnings in 2008, the Programme has supported projects involving over 5,300 students in collaborations with communities.

The aim now is to continue to:

- Encourage, support and develop the practice of community-based learning and community-based research within programmes across DIT.
- Produce socially-conscious graduates with applied and transferable professional skills.
- Build sustainable relationships with community and voluntary organisations.

- Create appropriate links with industry in support of community-based learning and community-based research.

DIT has set the following specific objectives:

- Develop, pilot and review measures for effective, embedded civic engagement
- Develop, pilot and review approaches for effective communication with communities
- Incorporate effective civic engagement into all aspects of DIT

Another aspect of DIT's engagement with its communities is the Grangegorman Labour and Learning Forum, a group of stakeholders from the north-west inner city focused on ensuring that the local community benefits from the regeneration potential of the Grangegorman development. DIT is a proactive participant in the Forum. The Forum developed the Grangegorman Employment Charter that ensures, as far as practicable, structural and social regeneration of the Grangegorman neighbourhood for the local people and businesses, encouraging a synergy between the public and private interests for the benefit of the Grangegorman community. The Charter includes, for example, a commitment that the GDA will seek to ensure that a minimum of 20% of new jobs created on projects will be on offer to residents of the Grangegorman neighbourhood in the first instance and after that, to those in the surrounding areas. To assist potential local employees, DIT delivers sessions on CV preparation and interview skills.

A key strand of the Forum is to promote access to education and training. The first collaborative education project was the Next Step Science Programme, a pre-access course aimed at people who are unemployed or have less than Leaving Certificate qualifications, and who now wish to improve their skills and qualifications to return to further education, training and employment. The programme was developed and is run by City of Dublin Education & Training Board, DIT, North West Inner City Network and the GDA. Throughout the programme, information and guidance is available to learners on their options for progression onto other programmes of learning.

As a key player in the Forum, DIT supports the objectives to:

- Develop an integrated strategy for adult training provision, addressing barriers and identifying gaps in adult and continuing education and training provision.
- Promote access for adults' to further and continuing education in the GDA area and to ensure that adults who engage with the continuing education services can progress at a pace and in a way that is appropriate to them.
- Identify clear progression routes and deliver appropriate information, advice and guidance to adult learners.
- Establish clear linkages between education and training and employment/job opportunities.

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

Institution objectives and performance indicators

Institution objective:

To be valued by academic, industry, community and other partners, nationally and internationally, for the transfer of knowledge and skills relevant at to sustainable development

Performance indicator 1:

Number of participants in the DIT Corporate Partnership Network

Baseline (Year 2012/13)

20 organisations

Interim target (Year 2014/15)

25 organisations

Final target (Year 2016/17)

30 organisations

Performance indicator 2:

Level of technology transfer and enterprise support activity under selected metrics

Baseline (Year 2012/1)

Spin-outs	3
Licences/Options/Assignments	10
Research Agreements with Industry	1
Invention Disclosures	23
Priority Patent Applications	5
PCT Patent Applications	3
No. of Hothouse New Frontiers Programme	2
Total No. participants Hothouse New Frontiers Programme	26

Interim target (Year 2014/15)

Spin-outs	3
Licences/Options/Assignments	10
Research Agreements with Industry	1
Invention Disclosures	23
Priority Patent Applications	5
PCT Patent Applications	3
No. of Hothouse New Frontiers Programme	2
Total No. participants Hothouse New Frontiers Programme	26

Final target (Year 2016/17)

Spin-outs	4
Licences/Options/Assignments	10
Research Agreements with Industry	5
Invention Disclosures	32
Priority Patent Applications	12
PCT Patent Applications	6
No. of Hothouse New Frontiers Programme	2
Total No. participants Hothouse New Frontiers Programme	26

Performance indicator 3:

Active participation in regional/civic networks

Baseline (Year 2011/12)

- Founding member of 3 key networks: Creative Dublin Alliance, The Green Way & Activating Dublin.
- Active member of the Dublin Chamber of Commerce and IBEC's Dublin Region
- Strong relationship with Dublin City Council.

Interim target (Year 2014/15)

- Active participation in Creative Dublin Alliance, The Green Way & Activating Dublin below board level, on at least 1 initiative
- Two new active collaborative initiatives within the Dublin/Leinster Pillar II, commencing since October 2013, as set out in 5.1.
- Continued participation in Dublin Chamber of Commerce and IBEC's Dublin region
- Continued engagement with Dublin City Council

Final target (Year 2016/17)

- Active participation in Creative Dublin Alliance & The Green Way below board level, on at least 4 initiatives
- Four new active collaborative initiatives within the Dublin/Leinster Pillar II, commencing since October 2013, as set out in 5.1.
- Continued participation in Dublin Chamber of Commerce and IBEC's Dublin Region
- Continued engagement with Dublin City Council
- Partnership with the Railway Procurement Authority on the launch of the LUAS Cross-city line.

Performance indicator 4:

Active participation in community-related initiatives

Baseline (Year 2012/13)

- 14% of programmes with SLWC element, as in section 5.3
- Founding member Grangegorman Labour and Learning Forum
-

Interim target (Year 2014/15)

- 20% of programmes with SLWC element, as in section 5.3
- Active participation in the Grangegorman Labour and Learning Forum on at least 2 initiatives

Final target (Year 2016/17)

- 20% of programmes with SLWC element, as in section 5.3
- Active participation in the Grangegorman Labour and Learning Forum on at least 3 initiatives

5.6 Enhanced internationalisation

Strategy Summary

DIT's vision for internationalisation is captured by the following features;

- An international student population at home and overseas, from which there is appropriate integration and the cross-fertilisation of ideas and experiences;
- An appropriate international mix of teaching, research and support staff;
- A curriculum which is international in content and a range of co-curricular options that reinforce awareness of different cultures;
- The promotion of an element of overseas study as an integral part of academic and research programmes;
- International teaching, research and administrative collaborations and exchanges;
- High quality support systems for international students

This is underpinned by embedding of internationalisation across key corporate strategies and practices so that the commitment to internationalisation becomes rooted in the organisational culture and is reflected in programme reviews, school reviews, recruitment policies, PMDS and supported by appropriate financial resources at all levels.

In the period to 2018, the following actions will be taken:

- Further internationalisation of the curriculum and student and staff mobility strategies and agreements between institutions;
- Increase non-EU student enrolment to 1,000 by 2018.
- Implement more efficient processing of non-EU applications at both undergraduate and postgraduate levels;
- Provide a centrally coordinated international exchange process to ensure a high quality of service to all inward and outward mobile students;
- Develop a student-centred approach to ensure that all inward mobile students receive an appropriate standard of service;
- Develop and adopt quality assurance system to comply with the Irish Higher Education Quality Network (IHEQN) guidelines and future Q-Mark legislation;
- Establish an International Office Advisory Board
- Innovate and support the International Foundation Programme (IFP)
- Establish a more sustainable staffing structure

In addition, initial discussions have commenced that may lead to delivery of DIT provision on a dedicated campus overseas.

Enhanced internationalisation: Institution objectives and performance indicators

Institution objective:

To ensure a sustainable position for DIT as an international higher education provider

Performance indicator:

Numbers of international student enrolments

Baseline (Year 2010/11)

240

Interim target (Year 2014/15)

495

Final target (Year 2016/17)

995

5.7 Institutional consolidation

Strategy Summary

DTU DEVELOPMENT

DIT is committed with its Dublin TU Alliance partners, ITB and ITT, to the integration of the three institutions to create the Dublin Technological University. As has been stated the detailed programme plan will be finalised in first quarter 2014.

NEW CAMPUS AT GRANGEGORMAN

The Grangegorman campus development will enable the consolidation of DIT's activities onto a single campus, representing almost 10% of Irish higher education provision. As before, please see Section 3.1. and Appendix 2 for further details.

INTERNAL ORGANISATION DEVELOPMENT

In terms of the current DIT organisation, the Institute continues to implement major internal restructuring through the completion of the Organisation of DIT and Excellence in Administration (EIA) projects. These initiatives include:

Organisation of DIT

- Changes in academic units – Colleges have been consolidated from 6 to 4, while Schools are to be consolidated from 27 to 22 - The next phase will involve completion of the transition to new school structures in the College of Arts & Tourism and the College of Engineering & Built Environment.
- Implementation of Cross Cutting Themes (CCTs) - establishment and implementation of a pilot CCT in ICT/Digital Media
- One-DIT processes - Review of all key business processes to ensure that they are operated in a consistent fashion regardless of physical or organisational location – This will be addressed under the linked Project 4 in Table 7 (page 14).
- Committees – Remaining work includes review of committees reporting to Academic Council ensuring that each is the unique custodian of a specific set of risks and that clear responsibility and reporting lines are in place.

Excellence in Administration

Completion of review and implementation of approved administration processes relating to college administration; financial, pay support and procurement administration; and HR administration.

Institutional consolidation: Institution objectives and performance indicators

Institution objective 1:

Enhance DIT's national and international positioning through appropriate designation, mergers and collaborations

Performance indicator:

Establishment of a Dublin technological university with formal designation, with DTU Alliance partners, ITB and ITT

Baseline (Year 2012/13)

- MOU in place
- Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister
- Programme plan for DTU development in train

Interim target (Year 2014/15)

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

Final target

- Implementation of priority actions within DTU programme plan
- Application for designation as a Technological University

Institution objective 2:

To progress the necessary detailed planning required to underpin the relocation of DIT to its new campus at Grangegorman

Performance indicator:

Programmes as set out are completed

Baseline (Year 2012/13)

Required plans completed

Interim target (Year 2014/15)

Relocation of 1,100 students and staff to Grangegorman as set out in Implementation Programme 1 of the development.

Final target (Year 2017/18)

Relocation of 10,000 students to Grangegorman as set out in Implementation Programme 2 of the development.

Institution objective 3:

To complete the structural and process change phases of the organisation of DIT and EIA Programmes

Performance indicator:

Programmes as set out are completed

Baseline (Year 2012/13)

80% of elements of programmes completed

Interim target (Year 2014/15)

100% elements of programmes to be completed

Final target (Year 2016/17)

As above

6. Annual Compliance Statement

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

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

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

7. Performance Funding

Having regard to the performance of Dublin Institute of Technology in the strategic dialogue process leading to this compact, performance funding of

€443,000

has been allocated to the Institute.

8. Agreement

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

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

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Dublin Institute of Technology

Date:

Appendices

We DIT include the following appendices with our performance compact.

<input type="checkbox"/>	Appendix 1: TU Dublin alliance submission to HEA in response to 'Towards a Future Higher Education Landscape'
<input type="checkbox"/>	Appendix 2: Overview of the Grangegorman Campus development Appendix 2(a): Strategic Brief for Grangegorman Masterplan
<input type="checkbox"/>	Appendix 3: DIT Institutional Profile: (1) 2010/11 and (2) projected 2016/17
<input type="checkbox"/>	Appendix 4 (a): Policy on Graduate Attributes Appendix 4 (b): Strategy for Student Engagement Appendix 4 (c): Quality Enhancement Action Plan – January 2013