



# Mission-based Performance Compact

*between*

Dundalk Institute of Technology

*and*

The Higher Education Authority

Date: February 2014



# Context

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

By detailing HEA funding commitments and reciprocal Dundalk Institute of Technology 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 Dundalk Institute of Technology 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

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The Higher Education Authority and Dundalk Institute of Technology 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.

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

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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 Dundalk Institute of Technology 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 Dundalk Institute of Technology 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 Dundalk Institute of Technology.

## 3 Mission and Strategy Statement

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Dundalk Institute of Technology'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 Dundalk Institute of Technology acknowledge that Dundalk Institute of Technology's mission and strategy may evolve.

Dundalk Institute of Technology and the Higher Education Authority recognise that Dundalk Institute of Technology 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.

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### Mission

Dundalk Institute of Technology (DkIT) is fully committed to its role in the economic, social and cultural development of the region. Its strategic plan has a particular focus on developing learners and graduates with the following qualities:

- Excellent in their discipline;
- Able to apply disciplinary and trans-disciplinary knowledge, especially focusing on entrepreneurship and sustainability;
- Able to contribute globally as well as locally;
- Personal and employability qualities to include an ability to solve complex problems; critical thinking; systems thinking and capacity for on-going learning.

### Strategy Statement

Dundalk Institute of Technology (DkIT) is providing dynamic university-level education to a national and international student body. The vibrant learning environment, in which collaboration, research and enterprise flourish, is underpinned by modern pedagogical expertise, a clear commitment to sustainability in all its forms, creativity and resourcefulness. This is how DkIT ensures its graduates excel in their specialised disciplines as critical thinkers with the confidence, resilience and entrepreneurial flair to thrive in an ever changing and challenging world.

### Strategic Plan

DkIT's Strategic Plan, which can be accessed using this link: <https://www.dkit.ie/strategy>, was developed within the context of the *National Strategy for Higher Education to 2030* and subsequent papers published by the Higher Education Authority (HEA) on the future landscape of higher education.

### Status

While DkIT will not seek to attain Technological University (TU) status, it is actively working towards achieving TU metrics. It is doing so because it strongly recognises what university level activity brings to its graduates and the regional economy. This parity of status is important as it plays a critical role in supporting the Institute to realise its mission and achieve its strategic objectives. This will continue to enable the Institute to build on significant achievements to date, for example:

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- DkIT was named as runner up for Institute of Technology of the Year in the Sunday Times University Guide 2013;
  - DkIT has an excellent access record as 80% of students attending the college are the first people in their families to undertake a degree programme;<sup>1</sup>
  - Schools within the region provide 77% of new entrants to DkIT;<sup>2</sup>
  - The Regional Development Centre (RDC) has supported more than 864 entrepreneurs, incubated 117 knowledge-based start-up enterprises and conducted 212 applied research projects. Since 2001 it has also managed €23.1 million of externally funded projects. The 2013 published Socio-Economic Impact Study of Dundalk Institute of Technology outlined that impacts generated by the activities of the Regional Development Centre amounted to €38.9 million GVA per year and supporting 632 jobs;
  - There has been a continual growth in the Institute's research expenditure over the past decade, with research funding, in excess of €40M, being secured;
  - DkIT has been one of the first institutes of technology to have put in place an open access digital research repository (<http://eprints.dkit.ie/>);
  - DkIT is the first institute of technology to run National Academy for the Integration of Research, Teaching and Learning (NAIRTL) supervisory training for Masters and Ph.D. supervisors;
  - The Regulated Software Research Centre is developing a Software Process Improvement (SPI) reference model consisting of processes that will provide comprehensive coverage of all the Food and Drug Administration (FDA) and European Council guidelines, and associated standards. Research partners are from universities and corporations all over the globe;
  - In its cluster, DkIT is the only provider of education in agriculture. For example, it offers a suite of programmes from Level 6 to 8 in agriculture in collaboration with TEAGASC in Ballyhaise, Co. Cavan;
  - As part of its commitment to the wider community, DkIT has been running the Certificate in Skills for Independent Living for 5 years and has had over 40 graduates. This programme enables learners with an intellectual disability to develop relevant knowledge and competence and to be able to use a range of skills under supervision so that they will develop a lifelong learning ethos with the promotion of inclusion to third-level education;
  - Within the last 2 years 28 members of staff have completed an MA in Learning and Teaching;
  - An independent study has shown that for every €1 DkIT received in state funding, it generated €7.54 in economic impact.<sup>3</sup>

### Key Priorities

- 1. Developing cluster collaboration which is outlined in section 5.1;**
  - 2. Developing increased access opportunities which are outlined in section 5.2;**
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<sup>1</sup> 2010/2011 DkIT internal survey of new students

<sup>2</sup> 2012/2013 DkIT records for submission to HEA

<sup>3</sup> BIGGAR Economics, (2013). Socio-Economic Impact Study of Dundalk Institute of Technology.



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### 3. Financial Sustainability:

Financial sustainability is a major priority for DkIT. The 28% reduction in the state grant since 2009 has posed significant challenges. While stringent efforts have been made to reduce costs, the fact remains that 85% of the budget is spent on payroll. Although a number of staff are due to retire, additional actions are required to increase student numbers and are summarised below:

1. Increase part-time programme provision
2. Develop online programme delivery
3. Increase recruitment of international students
4. Increase student recruitment activity in Northern Ireland
5. Develop new undergraduate and postgraduate programmes
6. Continue to develop initiatives to improve student retention
7. Grow collaborative provision of programmes
8. Increase capacity in existing programmes where demand is strong
9. Review marketing and promotional activity

Projections for 2016/2017 are partly based on successful execution of these actions. The demographic profile of the region indicates that the demand for third level places is likely to grow significantly in the next 5–10 years in line with the population growth in the region. The socio-economic profile indicates that students find it financially difficult to travel outside the region and that a regional provision of a wide range of educational programmes is of key importance. It is being assumed that these factors will also have a positive impact on student numbers.<sup>4</sup>

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## 3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Dundalk Institute of Technology may adjust its mission and strategy from time to time. Dundalk Institute of Technology 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.

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<sup>4</sup> All-Island research Observatory (AIRO), (2012). *Foundations for Future Growth: A Socio-economic profile of the Dundalk Institute of Technology (DkIT) catchment*. National University of Maynooth, Ireland.

## 4. Current and Planned Profile

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The following pages contain:

- Dundalk Institute of Technology's current profile 2010/11 (as supplied by the HEA); and
- Dundalk Institute of Technology's planned profile 2016/17 (completed).

## 5. Development Plans and Objectives

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### 5.1 Regional clusters

#### Strategy summary

Please provide a brief summary of Dundalk Institute of Technology's strategy and chosen objectives in relation to its regional cluster.

This should set out:

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

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

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#### Regional clusters:

DKIT is fully committed to engaging in clustering activities and has identified it as a key priority.

#### Dundalk Institute of Technology and Dublin City University Strategic Alliance

North–South political progress, the development of the all-island economy and the emergence of the Dublin–Belfast Corridor and the North East region as Ireland's dominant economic driver provide the impetus for a significant partnership between Dundalk Institute of Technology (DKIT) and Dublin City University (DCU). This partnership will consolidate education and research foundations for this economic corridor. DCU and DKIT have placed service to Irish society and its economy at the core of their missions since their foundation. This goal unifies both Institutions. Through national and global engagement, they both deliver on this mission using the key drivers of teaching, research, knowledge transfer and enterprise and innovation for all of the citizens that they serve. Their shared outlook and history of mutual cooperation is now being further developed through an enhanced Strategic Alliance. This Alliance will ensure greater access and progression opportunities for all learners, from all backgrounds, with more flexibility and efficiency of delivery as key features. Combined, the two institutions will support enterprise and innovation in the economy in a manner that both operating independently could not achieve. In July 2012, both institutions signed a Memorandum of Understanding to establish a Strategic Alliance.

The rationale for this Strategic Alliance is based primarily on the following:

- Successful existing collaborative activities;
- Clear opportunities for further collaboration on academic programmes, research and innovation, and regional development;
- A common presence in, and focus on, Ireland's Eastern Corridor;
- A common view of the importance of cross-border collaboration.

The Memorandum of Understanding between the two institutions provides a framework for deep engagement and collaboration in the following areas:

- Teaching and Learning, including defined access, progression and articulation between the institutions and development of a Graduate School focusing on postgraduate research provision;
  - The further development of existing research collaborations, including the
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establishment of joint research centres and joint cross-border, national and international research funding proposals;

- Further development of existing activities in regional innovation and engagement with enterprise

### **Dublin/Leinster 2 Cluster**

Initially, to demonstrate their commitment to regional clustering, in August 2013, Dundalk Institute of Technology, Dublin City University, the National University of Ireland Maynooth, and Athlone Institute of Technology submitted a joint funding application to the Strategic Innovation and Development Fund (SIDF).

This proposal included the following high priority objectives:

- to establish and support a sustainable, shared, academic planning process to ensure coherent, coordinated and rational educational provision across the region;
- to develop a regional approach to access, transfer and progression;
- to foster a regional approach to enterprise and community engagement and to support regional development through knowledge transfer, placements and student entrepreneurship.

### **Governance arrangements**

#### **Overview**

The cluster objectives will be pursued by all of the partner institutions working collectively and collaboratively. The governance structure for the cluster will consist of a Regional Cluster Board (RCB) comprising the presidents of the two universities and the two institutes of technology. The RCB will provide oversight of the Cluster Plan as approved by the respective governing authorities and agreed with the HEA. Each president will report on a regular basis to their respective governing authority on the delivery of the Cluster Plan.

### **Dundalk Institute of Technology and Dublin City University Strategic Alliance**

The Memorandum of Understanding signed between Dundalk Institute of Technology and Dublin City University articulates the intentions of the parties to work cooperatively but does not create any legally binding commitments. Should the parties agree at any stage to undertake specific joint projects that are legally binding they shall conclude separate written agreements to govern specific projects or collaboration. In both institutions normal governance structures remain in place.

### **Dublin/Leinster 2 Cluster**

The Registrars/Deputy Presidents from the four institutions have been delegated to manage this programme, and will form a SIDF Steering Group with oversight of all components. Within each component, one institution will act as convenor and take responsibility for coordination and reporting. The high level steering group will prepare quarterly summary reports and full annual reports for the HEA, covering all components of the programme, and reporting progress against the planned outputs. The overall governance will be provided by a Regional Cluster Board comprising the presidents of the collaborating partners.

### **Assumptions, external factors, dependencies**

The introduction of regional clusters as a new component of the higher education landscape is a very recent development that is challenging in its complexity for both the institutions and the HEA. The successful incorporation of this component into the landscape will require time, leadership, flexibility and resources. It will also require careful planning in order to safeguard

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the quality of the student academic experience and institutional reputation.

Progress in developing the regional cluster will be critically dependent on two factors that are outside the control of the institutions: resources and the responsiveness of students to new models of programme provision.

### **North East Further and Higher Education Alliance (NEFHEA)**

National Higher Education Policy acknowledges that HEIs have a primary responsibility to the development of people and to enable our learners to reach their full potential. Learning and teaching practices, assessment methods that encourage progression and development, the transition to HE, flexible delivery and the provision of choice to learners are all issues addressed in this strategy and reflective of a wider discourse.

With this in mind, Cavan Institute, Drogheda Institute of Further Education (DIFE), Dunboyne College of Further Education, Monaghan Institute of Further Education & Training (MIFET) and DkIT, signed a Memorandum of Understanding to form the North East Further and Higher Education Alliance (NEFHEA). The parties agreed to collaborate on the following:

- To promote access, transfer and progression between further and higher education in the North East Region;
- To increase progression from further education colleges to Dundalk Institute of Technology;
- To identify expertise and supports that could be shared between further and higher education institutes that support student learning, retention and progression;
- To develop collaboratively a Pre-Entry to College Module.

To date 218 students have accessed programmes in DkIT as a result of NEFHEA collaboration.

Following a period of change within the further education sector, the group is currently repositioning itself and developing a strategy to build on its success and strengthen future collaboration. A key part of this work includes a new mapping of programme provision between the colleges and the identification of more access routes.

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## Regional clusters: Institution objectives and performance indicators

1.	Institution objective	Develop a multi-faceted alliance with DCU.
	Performance indicator	Specific, deep collaborative initiatives developed.
	Baseline	MOU signed; collaborations in entrepreneurship and innovation.
	Interim target, end 2014	Establish a model for a DCU-DKIT Graduate School; Identify options for joint Master's degree programmes.
	Interim target, end 2015	Implement model for a DCU-DKIT Graduate School; Establish common student entrepreneurship platform.
	Final target, end 2016	Offer 2 new (joint) Master's programmes.
2.	Institution objective	<p>Agree and implement processes to establish and support a sustainable and shared academic planning process to ensure coherent, coordinated and rational higher educational provision across the region. The shared academic planning process will involve:</p> <p>(a) preparation of projections of demand for higher education in the region and consideration of options for a strategic approach to provision by the cluster institutions;</p> <p>(b) preparation of a scoping study that will map existing course provision, student numbers, catchment areas, and arrangements for access, transfer and progression. It will seek to identify areas of demand, potential for collaboration, and potential for more coherent and rational provision, and</p> <p>(c) a review of the student records and administrative systems and agreement of protocols for the development, approval, management and delivery of joint programmes, and also shared registration, alignment of marks and standards, and quality assurance procedures.</p>
	Performance indicator	The cluster institutions will agree and implement a regional cluster enrolment plan for higher education provision. More specifically, we will monitor (a) the number of CAO entry routes by institution and (b) the number of, and enrolment on, joint academic programmes.

Baseline	There is a complete absence of systematically compiled data and information at the regional cluster level.
Interim target, end 2014	<ul style="list-style-type: none"> <li>• Agree methodology for projections of regional demand;</li> <li>• Complete scoping study data collation and analysis;</li> <li>• Complete draft report on review of systems, protocols and procedures for joint academic programmes.</li> </ul>
Interim target, end 2015	<ul style="list-style-type: none"> <li>• Outputs from scoping study and high level demand projections reviewed by Cluster Board, and management and governance structures in each institution. A draft Plan for regional academic programme provision will be completed and agreed among participating institutions, and discussed with the HEA. The draft plan will include high level targets for undergraduate and postgraduate provision, and an agreed approach to CAO entry routes in line with the national process;</li> <li>• Develop and collectively approve proposals in relation to systems, protocols and procedures for shared and joint academic programmes, and also agree performance indicators for collaborative provision.</li> </ul>
Final target, end 2016	<ul style="list-style-type: none"> <li>• Commence implementation of plan for regional academic programme provision and commence implementation of rationalised entry routes;</li> <li>• The number of, and enrolment on, joint academic programmes as agreed in shared academic programmes finalised in 2015;</li> <li>• Complete review of pilot phase of delivery of shared and joint programmes at undergraduate and postgraduate levels.</li> </ul>
<b>3.</b>	
Institution objective	Develop a regional approach to access, transfer and progression (ATP).
Performance indicator	The cluster institutions will (a) develop an integrated regional approach to access, transfer and progression, and (b) prepare regional inventory of all options and mechanisms for ATP from FE to HE at programme and institutional level. The quantitative performance indicator will be the number of students transferring into or between institutions.
Baseline	There is a complete absence of systematically compiled data and information at the regional cluster level.

	Interim target, end 2014	<ul style="list-style-type: none"> <li>Complete inventory of current options and mechanisms for ATP into or between cluster institutions and from FE to HE at programme and institutional level.</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>Identification of new progression routes and agreement on pathways to be enabled in 2016; performance indicators agreed for transfer and progression.</li> </ul>
	Final target, end 2016	<ul style="list-style-type: none"> <li>Full implementation of new transfer and progression pathways under way.</li> </ul>
<b>4.</b>	Institution objective	Increase participation in higher education in the region.
	Performance indicator	Number of programmes offered to NEFHEA graduates; Number of programmes offered which allow for advanced entry.
	Baseline	4 specific programmes offered to NEFHEA graduates who may enter second year;  6 advanced entry programmes for students with FETAC Level 6 Advanced Certificates.
	Interim target, end 2014	<ul style="list-style-type: none"> <li>Undertake new programme mapping study;</li> <li>Identify new access routes and make recommendations.</li> </ul>
	Interim target, end 2015	<ul style="list-style-type: none"> <li>Increase the number of programmes offered to NEFHEA graduates who may enter second year by at least 2, but subject to recommendations of the mapping study.</li> <li>Increase the advanced entry programmes for students with FETAC Level 6 Advanced Certificates by at least 2, but subject to recommendations of the mapping study.</li> </ul>
	Final target, end 2016	<ul style="list-style-type: none"> <li>Targets dependant on outcomes of mapping study and success of initiatives undertaken in 2015 but clear intentions to expand offering.</li> </ul>



## 5.2 Participation, equal access and lifelong learning

### Strategy summary

Please provide a brief summary of Dundalk Institute of Technology's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

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

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

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#### Participation, equal access and lifelong learning:

Both national and EU strategy is to achieve a 60% third level attainment rate for 25 to 34 year olds by 2020. In the catchment area of DkIT, this could be considered an opportunity for the Institute if funding could be assured because:

1. The population growth in the DkIT region between 2006 and 2011 has been very significant. In Cavan, Fingal and Meath, for example, the growth of the Age 5-12 age cohort was double the national average;
2. A number of counties in the region are within the lowest nationally in terms of population attainment of education to degree level;
3. Levels of unemployment in the region have increased significantly: 18% above state average;
4. Deprivation indices indicate some of the most disadvantaged areas in Ireland are located in our region.

Promoting lifelong learning and supporting members of the workforce as they seek additional educational qualifications is a role identified for IoTs by national higher education policy. DkIT's strategy, in promoting blended learning, technology enhanced learning (TEL), and its support for continuing professional development (CPD) will position it to respond to this aspect of education. In addition, the Lifelong Learning Centre at Dundalk Institute of Technology is a resource for the whole community of the North-east and it plays an important role in supporting those who wish, for whatever personal reasons, to up skill. Other initiatives, such as Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL) can facilitate college entry for mature learners, in many cases advanced entry. 19% of DkIT's student body is categorised as mature which is 1% above the national benchmark of 18%. Students with disabilities are strongly supported and comprise 7% of the current student cohort. To date, as mentioned earlier in this document, 218 students have acquired places in the Institute a result of the access initiatives undertaken through NEFHEA. This work will be continued and expanded.

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

1.	Institution objective	Support Lifelong learning and increase our level of part time programme provision.
	Performance indicator	Evidence of functioning RPCL and RPEL Procedures; Level of increase in part-time programme provision.
	Baseline	Lifelong learning opportunities are currently promoted through Admissions Office, and Lifelong Learning Office through annual Open Days and media advertising and liaison with stakeholders; RPCL and RPEL policy is in place; There is limited access to programmes using this route currently; 435 part-time students are currently registered. <sup>5</sup>
	Interim target, end 2014	Explore the possibility of offering certification for individual modules from existing programmes giving students incremental credits towards a major award and make recommendations; Explore which full-time programmes could be offered on a part-time basis and make recommendations; Develop the following part-time programme: <i>Level 8 BSc in Engineering Entrepreneurship.</i> Respond to requests from stakeholder groups for part-time programmes e.g. HSE; Training for staff to become Academic Advisers and Academic Assessors of RPCL and RPEL is under way. Appoint RPL Officer.
	Interim target, end 2015	Implement the recommendations for certifying individual modules subject to appropriate resourcing; Implement recommendations on part-time programme provision subject to appropriate resourcing; Plan programme provision for 2016; Develop the following part-time programmes: <i>Level 8 Bachelor of Business Studies;</i> <i>Level 8 BA in Social Care.</i> Provision of refresher training for Academic Advisers and Academic Assessors; 2 workshops to advise applicants on the construction of an RPL portfolio; Web promotion of RPL opportunities.

<sup>5</sup> Part-time students registered in DkIT in 2013/2014

Final target, end 2016	Implement plans developed in 2015.
2.	Institution objective
	Improve response to needs of unemployed in the region.
	Performance indicator
	Evaluation of programmes and support provided to learners.
	Baseline
	All programmes in DkIT are designed to meet the requirements of the unemployed, specifically the Springboard programmes; 7 Internships are currently being provided; A part-time dedicated careers adviser for Springboard learners is available; Support services from the Student Learning and Development Centre are available (SLDC); Supports for entrepreneurs are available through the Regional Development Centre (RDC); Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL) policy is in place and there is limited access to programmes using this route currently.
	Interim target, end 2014
	All schools will respond to Springboard or similar funding calls as appropriate; Subject to funding and demand, existing programmes, both full and part-time, including Springboard programmes, will continue to be offered; 7 Internships will continue to be provided; A dedicated part-time careers adviser for Springboard learners will continue to be provided; Supports through the SLDC and RDC will continue to be provided; Increase access through RPCL and RPEL routes.
	Interim target, end 2015
	Targets as per 2014.
	Final target, end 2016
	Targets as per 2014 with the following amendment: 8 Internships will be provided.

## 5.3 Excellent teaching and learning and quality of the student experience

### Strategy summary

Please provide a brief summary of Dundalk Institute of Technology's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

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

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

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

#### **Excellent teaching and learning and quality of the student experience:**

##### **Knowledge Asset Pillar**

DKIT's primary purpose is to offer opportunities to students to acquire, develop and apply knowledge. This is achieved through our academic, research and knowledge transfer work and regional development activities. The term **Knowledge Asset** is used in the Institute's Strategic Plan to describe these core functions of DKIT in creating, developing and transferring knowledge. It is also used to describe how the processes of learning, teaching, research and knowledge transfer are interrelated. This Knowledge Asset is a critical component in creating graduates with the qualities articulated in the Strategic Plan, and objectives such as pedagogical innovation and curriculum change are essential aspects of graduate formation.

##### **Learning and Teaching**

Over the past 40 years, DKIT's academic programmes have deepened to include award levels from apprenticeships to PhDs and have broadened to include a wide range of programmes and disciplines. DKIT has pioneered new approaches to learning and pedagogical innovation, most recently through the work of our Centre for Learning and Teaching (CELТ). To meet the needs of society, the economy and our students, we need to continue to develop new pedagogical approaches, assessment and delivery methods. DKIT places significant emphasis on the continuing professional development of its staff. This emphasis is reflected in numerous Institute initiatives, including the setting up of its Centre for Excellence in Learning and Teaching (CELТ) in 2008, a Master of Arts in Learning and Teaching (2009) and, significantly, the creation of a Student Learning and Development Centre (2009). The MA Programme provides an accredited and modularised professional development pathway incorporating a flexible/blended learning philosophy.

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## Goals and Objectives

The new needs and challenges that need to be addressed in the coming years include:

- enabling flexible delivery (including blended learning and technology-enhanced learning);
- offering a curriculum that offers flexibility and choices to the learner – including work-based learning;
- working with learners to ensure they are excellent in their discipline but who also have well-developed transferable skills;
- embedding learner-centred teaching and assessment approaches;
- creating a curriculum that increases the opportunities available to DkIT graduates;
- continuing to support research activity and ensuring that it informs teaching, learning and knowledge transfer and regional development;
- supporting the economic, social and cultural development of the region;
- finding the capacity to innovate through collaboration with other HEIs and by changing existing approaches in response to new needs.

Each of the goals and objectives articulated in the Knowledge Asset Pillar has a role to play in creating graduates with these qualities and require the use of particular approaches to teaching strategies, assessment, the cultivation of academic practice and staff expertise, access to research informed curricula and an appreciation of the impact of teaching and research on the external world through knowledge transfer.

The following are the key goals associated with this pillar in DkIT's Strategic Plan

***Goal 1 Learning and Teaching: Placing focus on the learner to fully realise their potential through the provision of high-quality relevant programmes.***

***Goal 2: Flexible Delivery: To systematically embed blended learning and technology-enhanced learning within the Institute.***

As a result of the MA in Learning and Teaching, there is a body of well trained staff with the expertise needed to develop technology-enhanced learning programmes. They have all completed a module called 'Enhancing Student Learning through e-Pedagogy'.

This approach is delivering on DkIT's mission. A graduate survey conducted at the conferring ceremony in November 2013 indicated that 52% of graduates had already found work and 23% had gone on to further study. Of those surveyed, 95% rated their experience in DkIT as either good or excellent and comments such as those below were frequent:

*"DkIT offers fantastic opportunities, make the most of it"; "Excellent choice of college, thanks DkIT"; "I will always present the positive aspects of my time in DkIT to any person thinking of going to study there. It is a superb education Institute".*

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

1.	Institution objective	Continue to enhance learning through the development and implementation of learner-centred strategies in all programmes (including learner-centred assessment strategies).
	Performance indicator	Feedback from student surveys on learning experience; Programmatic Reviews* and validation processes to demonstrate innovation in learner-centred strategies; Evidence of application of policy on assessment in validation process and programme development; Evidence of use of different assessment methods and of manageable assessment schedules.
	Baseline	Embedded learner-centred and assessment strategies in all programmes in all Schools where Programmatic Review is complete. At the time of writing, the Schools of Business & Humanities and Health & Science have undergone this process.
	Interim target, end 2014	Ensure learner-centred and assessment strategies are embedded in all programmes on completion of the Programmatic Review process.
	Interim target, end 2015	Oversight and monitoring of embedded learner-centred and assessment strategies in all programmes leading to improved retention figures. Make recommendations, if necessary.
	Final target, end 2016	Implement recommendations and continue to monitor learner-centred and assessment strategies.

\*See <https://www.dkit.ie/registrar/policies/handbook-programmatic-review> for Programmatic Review Handbook

2.	Institution objective	Promote excellence in learning, teaching and assessment.
	Performance indicator	Master classes offered and attendance rates monitored; Number of workshops offered and attendance rates monitored; Feedback from student surveys; Number of lecturers nominated for National Teaching and Learning Excellence Awards.

Baseline	<p>28 staff members have completed MA in Learning and Teaching within the last 2 years;</p> <p>37 staff members currently on MA in Learning and Teaching Programme;</p> <p>2 Master Classes and 10 Professional Development events in Learning and Teaching organised each semester;</p> <p>Formal mechanism in place to nominate lecturing staff for National Teaching and Learning Excellence Awards through the Centre for Learning and Teaching (CELT).</p>
Interim target, end 2014	<p>2 Master Classes and 10 Professional Development events in Learning and Teaching organised each semester;</p> <p>1 Learning and Teaching showcase organised per academic year;</p> <p>12 staff members of the above cohort to complete MA in Learning and Teaching;</p> <p>A further 20 staff members to continue on MA in Learning and Teaching Programme;</p> <p>Each School to nominate 2 lecturers for National Teaching and Learning Excellence Awards.</p>
Interim target, end 2015	<p>Targets as per 2014 but:</p> <p>15 of the above cohort of 20 to complete MA in Learning and Teaching;</p> <p>15 staff members to join MA in Learning and Teaching Programme;</p> <p>Offer MA in Learning and Teaching to colleagues in other educational institutions, for example, NEFHEA partners.</p>
Final target, end 2016	<p>Targets as per 2014 but:</p> <p>A further 15 staff members to join MA in Learning and Teaching Programme.</p>
<b>3.</b>	
Institution objective	Improve the first year experience to support learners' transition to higher education and improve retention.
Performance indicator	<p>Feedback from first year learners on their overall experience and their Induction;</p> <p>First Year retention data provided through upgraded Management Information System (MIS);</p> <p>Number of attendees at Student Learning and Development Centre;</p> <p>Number of information literacy (IL) sessions;</p> <p>Actions on student feedback and retention figures.</p>

Baseline	<p>Pre-Induction website;          First-year student induction organised in all Departments in conjunction with centrally-organised activities;          First-year convenors in all departments;          Student ambassadors in all departments to assist with Induction and after;          Information literacy sessions provided by Library to all first year students;          Academic support provided by Student Learning and Development Centre, Mathematics Learning Centre and IT Learning Centre;          Student Services provide a range of student support services;          End-of-semester surveys on student experience;          Professional development events for all staff;          77% of first-year students passed all examinations on their first attempt in 2012/2013;          13% of first-year students gained exemptions giving them the opportunity to repeat in 2012/2013.</p>
Interim target, end 2014	<p>Maintain the support services provided by the above;          Continue to develop DkIT analytical capacity to accurately interpret retention data and provide reliable completion figures;          77% of first-year students to pass all examinations on their first attempt*;          13% of first-year students to gain exemptions giving them the opportunity to repeat.</p>
Interim target, end 2015	<p>As per 2014 with the exception of:          77.25% of first-year students to pass all examinations on their first attempt;          12.75% of first-year students to gain exemptions giving them the opportunity to repeat;          Provide completion figures.</p>
Final target, end 2016	<p>As per 2015 with the exception of:          77.5% of first-year students to pass all examinations on their first attempt;          12.5% of first-year students to gain exemptions giving them the opportunity to repeat;          Provide completion figures.</p>

\* DkIT Retention Briefing included in Appendix 3a



4.	Institution objective	Ensure that curriculum development embeds the core strategic themes and fosters graduate qualities identified in the DkIT Strategy. <i>(Core strategic themes are: Sustainability, Entrepreneurship and Local &amp; International Engagement)</i>
	Performance indicator	Core themes and graduate qualities addressed in curricula documents, annual programme board reports and external examiner reports.
	Baseline	The core strategic themes and graduate qualities are currently embedded in the programmes in the Schools of Business & Humanities and Health & Science as the Programmatic Review process has been completed.
	Interim target, end 2014	Core strategic themes and graduate qualities identified in the DkIT Strategy will be embedded in all programmes following conclusion of Programmatic Reviews in 2014; Develop systems to monitor the deployment of the strategic themes across the Institute and make recommendations on how to evaluate them.
	Interim target, end 2015	Targets as per 2014
	Final target, end 2016	Targets as per 2014
5.	Institution objective	Support the personal and academic development of learners through our support services.
	Performance indicator	Feedback from users, Student Services survey and annual report; % awareness level of students of at least one support service available to them; Number of students using the Student Learning and Development Centre.
	Baseline	Student–staff forums established and students sit on Programme Boards; Student Learning and Development Centre (SLDC) established; Students Services Centre established; 92% awareness level of first year students of at least one support service available to them at the end of the 2012 academic year; 1,159 students used the services of the Student Learning and Development Centre in 2012/2013.

Interim target, end 2014	<p>Student–staff forums to meet at least once per semester;</p> <p>Maintain the current service provision of the Student Learning and Development Centre (SLDC) and the Student Services Department, including mental health initiatives;</p> <p>Promote the SLDC and Student Services through on-campus events and the DkIT Times;</p> <p>1,165 students to use the Student Learning and Development Centre;</p> <p>95% awareness level of students of at least one support service available to them.</p>
Interim target, end 2015	<p>Targets as per 2014 with the exception of:</p> <p>1,180 students to use the Student Learning and Development Centre;</p> <p>97% awareness level of students of at least one support service available to them.</p>
Final target, end 2016	<p>Targets as per 2014 with the exception of:</p> <p>1,195 students to use the Student Learning and Development Centre;</p> <p>98% awareness level of students of at least one support service available to them.</p>
<b>6.</b>	
Institution objective	Develop and strengthen the work and community based components of academic programmes.
Performance indicator	<p>Action Plan from Industry Advisory Forum in each School;</p> <p>Number of academic programmes which include work and community based components;</p> <p>Online placement supervision system in place;</p> <p>Feedback from students on placement;</p> <p>Uptake of placement through partner colleges.</p>
Baseline	<p>Industry Advisory Forum set up in each School;</p> <p>21 academic programmes which include work and community based components;</p> <p>No online placement supervision system in place;</p> <p>16 work placements taken up through sister colleges.</p>

Interim target, end 2014	<p>Advance a fully representative Industry Advisory Forum in each School and develop Action Plan;</p> <p>Maintain and consolidate industry/community student project links subject to resources available;</p> <p>Provide Professional Body engagement on each programme subject to resources available : e.g. guest lectures;</p> <p>Retain work placement opportunities in each of the Schools subject to the resources available;</p> <p>Develop the use of online resources for the supervision of work placement: audit current practice; develop and evaluate new policy;</p> <p>Survey students and evaluate feedback on placements; develop action plan for next year;</p> <p>Collect placement testimonials for inclusion on website;</p> <p>Promote placement opportunities through our partner colleges and make recommendations;</p> <p>Identify new employer links for placement opportunities.</p>
Interim target, end 2015	Targets as per 2014
Final target, end 2016	Targets as per 2014
7.	<p><b>Institution objective</b> To offer a suite of programmes that is responsive to local and global needs.</p> <p><b>Performance indicator</b> Following completion of the Programmatic Review process, all programmes can be considered responses to local and global needs.</p> <p><b>Baseline</b> Programmatic Review is complete in the Schools of Business &amp; Humanities and Health &amp; Science.</p> <p><b>Interim target, end 2014</b> Schools of Engineering and Informatics &amp; Creative Arts: reviewing skills needs and global trends will form part of Programmatic Review in 2014 and targets for 2015 and 2016 will be determined accordingly;</p> <p>Schools of Business &amp; Humanities and Health &amp; Science: monitor future skills needs and make recommendations;</p> <p>Investigate means of resourcing new programme development and make recommendations.</p>
Interim target, end 2015	Targets as per 2014
Final target, end 2016	Targets as per 2014

8.	Institution objective	Implement learner-centred approaches to blended and technology enhanced learning (TEL).
	Performance indicator	Number of programmes offering blended learning opportunities; Number of staff who have participated in TEL training.
	Baseline	TEL Policy* in place; TEL Support Unit established in 2010 and a defined pathway to nurture and extend staff capabilities in the application of blended learning and TEL exists; Blended and TEL used in a selective manner throughout the Schools; Blended learning modules in some part-time programmes.
	Interim target, end 2014	Schools to: <ul style="list-style-type: none"> <li>• Explore the resourcing of the tasks outlined in the TEL policy document;</li> <li>• Gather information relating to current TEL provision and forward to CELT;</li> <li>• Identify specific projects, training needs;</li> <li>• Identify specific TEL support requirements;</li> <li>• Plan and evaluate TEL interventions;</li> <li>• Organise one TEL workshop per semester to extend staff skills.</li> </ul>
	Interim target, end 2015	Implement TEL interventions (subject to resources); Review progress; Make recommendations and determine 2016 targets.
	Final target, end 2016	Implement new targets; TEL “Communities of Practice” evident within each School; Evidence of collaboration with other institutions.

\*See Appendix 3b

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

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

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

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

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#### **High quality, internationally competitive research and innovation:**

**Past Performance:** There has been a continual growth in the Institute's research expenditure over the past decade, with research funding, in excess of €40m, being secured from both national and international sources such as, Enterprise Ireland, Science Foundation Ireland, Irish Research Council, the Higher Education Authority, Environmental Protection Agency, the Wellcome Trust, National Institutes of Health, cross-border funds, Atlantic Philanthropies and the European Union Framework programmes. DkIT is committed to developing its Ph.D. research programmes and at present there are 53 registered postgraduate researchers, representing a 250% increase since 2005. Over the past few years DkIT has had significant involvement in structured Ph.D. programmes within its prioritised research areas. This has been achieved through formal membership of large-scale university-led national research and graduate education platforms. Over 30% of DkIT's secured research funding since 2005 has been awarded by Enterprise Ireland with the objective of underpinning the Institute's commercialisation agenda. This has led directly to the establishment of two applied research enhancement centres, each funded over a four-year period with seed funding worth €2m per centre – these are in the areas of ambient assisted living technology and drug development for targeting the treatment of diseases which affect society. A range of other industrial orientated institutional projects are supported through Enterprise Ireland's Innovation partnership, research voucher and commercialisation fund schemes primarily within the ICT, ageing and health areas. DkIT has always recognised the strategic advantages to be gained through successful collaboration and cooperation with national and international partners, whether these come from the academic, industrial or wider communities. The Institute is currently involved in several formal strategic research partnerships in line with its prioritised research areas.

Current and recent strategic research projects of note include:

- **Bosch Telehealth Trial** – Robert Bosch Healthcare, Inc. undertook its first UK/Ireland trial of the Health Buddy remote patient monitoring system in Ireland in collaboration with the Casala and Netwell research centres at DkIT;
- **Fujitsu Laboratories Limited and Fujitsu Ireland Ltd** are funding and working with the Casala research team at DkIT, in partnership with the TRIL and Clarity research teams on the KIDUKU Project, a research initiative that aims to provide monitoring services and assisted independent living for senior citizens and patients who live in smart houses;
- **COLLAGE**, Collaboration on Ageing, is Ireland's 3-Star reference site for the European Innovation Partnership on Active and Healthy Ageing. It involves the Netwell and Casala

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research teams at DkIT in collaboration with teams at UCC, Trinity Engage, Cork: A WHO Healthy City and the Louth Age Friendly County initiative;

- **National Biophotonics and Imaging Platform (NBIP)** – HEA PRTL Cycle 4 Funded institutions within the NBIP include RCSI, DIT, UCC, NUIG, DCU, NUIM, DKIT, TCD and international partners;
- **BIOAt Structured Ph.D. programme** – HEA PRTL Cycle 5 funded, institutions include DCU, RCSI, NUIM, AIT and ITT Dublin;
- **LERO CSET** – Lero is funded by Science Foundation Ireland through the CSET programme involving an academic – industry partnership within the field of software engineering with an emphasis on Evolving Critical Systems. Lero is led by the University of Limerick (UL) with DCU, NUIG, UCD, TCD and DKIT as formal partners;
- **HEA Irish Aid Water is Life** project is being led by the Centre for Freshwater and Environmental Studies at DKIT and involves DCU, TCD, NUIM, RCSI, UCD and Makerere University, Uganda;
- **An Foras Feasa**: the Institute for Research in Irish Historical and Cultural Traditions funded through PRTL cycle 4 is a consortium of four partner institutions: NUI Maynooth, St Patrick’s College Drumcondra, Dundalk Institute of Technology and Dublin City University.

### **Strategic Vision – Prioritisation and Strategic Imperatives**

At Dundalk Institute of Technology there is an emphasis on research that has the potential for real societal and economic impact and that addresses current global challenges. Through an internal strategic prioritisation exercise and, in line with the National Research Prioritisation exercise, the Institute has consolidated and concentrated its research into key thematic established areas through the formation of “research clusters”, in which the Institute possesses real international reputation namely:

- ICT, Health and Ageing;
- Energy and the Environment;
- Creative Arts.

These clusters are comprised of the Institute’s research centres, research groups and its two Enterprise Ireland-funded Applied Research Enhancement Centres, which are all embedded across the Institute’s four academic schools. It is these clusters which define and drive the strategic vision of the Institute.

For the period 2014–2016 the Institute will:

- Focus on research led by global needs that has societal and economic impact;
  - Drive research excellence in our prioritised areas;
  - Ensure the learning and teaching agenda remains research informed;
  - Engage and support researchers;
  - Identify and build strategic partnerships;
  - Enhance the visibility and impact of our research.
-

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

1.	Institution objective	Focus on research led by global needs that has societal and economic impact.
	Performance indicator	Number of publications with private partners; Commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs); External funding sourced for research commercialisation.
	Baseline	1 publication with private partners; Commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs); External funding sourced for research commercialisation.
	Interim target, end 2014	2 publications with private partners; External funding sourced for research commercialisation; 25% increase in commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs).
	Interim target, end 2015	3 publications with private partners; External funding sourced for research commercialisation; 50% increase in commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs).
	Final target, end 2016	4 publications with private partners; External funding sourced for research commercialisation; 50% increase in commercialisation outputs (i.e. invention disclosures, licences, patents, spin-outs).
2.	Institution objective	Ensure the learning and teaching agenda remains research informed.
	Performance indicator	School and Departmental Research Days; Research Summer Schools; Support final year student project opportunities in Research Centres where appropriate; As appropriate, researchers are involved in programme development; As appropriate, researchers contribute to the teaching agenda.

Baseline	<p>4 School and Department Research Days;</p> <p>4 Research Summer Schools (2008-2013, 80 students);</p> <p>10 final year project opportunities in Research Centres for students in school;</p> <p>Researchers contribute to programme development as requested;</p> <p>Researchers contribute to the teaching agenda as appropriate.</p>
Interim target, end 2014	<p>4 School and Departmental Research Days;</p> <p>1 Research Summer School (15 students);</p> <p>Subject to resources, increase the number of final year project opportunities in Research Centres for students in school;</p> <p>Continue to have researchers contribute to programme development as appropriate;</p> <p>Continue to have researchers contribute to the teaching agenda as appropriate.</p>
Interim target, end 2015	Targets as per 2014
Final target, end 2016	Targets as per 2014

3.	Institution objective	Drive research excellence in our prioritised areas.
	Performance indicator	<p>Level 9 and 10 postgraduate research students</p> <p>Research dedicated space;</p> <p>External research awards;</p> <p>President's Research Excellence Award;</p> <p>Number of citations;</p> <p>Number of peer-reviewed publications.</p>
	Baseline	<p>53 Level 9 and 10 postgraduate research students</p> <p>approximately 2000m<sup>2</sup> of research dedicated space;</p> <p>€3.2M (2012) in external research awards;</p> <p>No President's Research Excellence Award;</p> <p>255 citations (2012 figure through Scopus);</p> <p>45 peer-reviewed publications (2012 figure through Scopus).</p>
	Interim target, end 2014	<p>55 Level 9 and 10 postgraduate research students</p> <p>approximately 2100m<sup>2</sup> of research dedicated space;</p> <p>€3.0M in external research awards;</p> <p>1 President's Research Excellence Award;</p> <p>270 citations;</p> <p>45 peer-reviewed publications.</p>



Interim target, end 2015	60 Level 9 and 10 postgraduate research students approximately 2200m <sup>2</sup> of research dedicated space; €3.25M in external research awards; 1 President's Research Excellence Award; 280 citations; 50 peer-reviewed publications.
Final target, end 2016	65 Level 9 and 10 postgraduate research students approximately 2500m <sup>2</sup> of research dedicated space; €3.5M in external research awards; 1 President's Research Excellence Award; 300 citations; 55 peer-reviewed publications.
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4. Institution objective	Engage and support researchers
Performance indicator	Number of staff supported through training; Number of postgraduate supervisors; Staff with Level 10 qualifications; Staff formally trained in research supervision through the Institute's formal structured supervisory programme launched in 2012; Emerging Researcher Awards; Staff supported through research career development programme; Staff supported through formal research skills programme.
Baseline	42 postgraduate research supervisors; 26% of FTE Academics with Level 10 qualifications ; 20 (2012) formally trained supervisors; No Emerging Researcher Awards; 6 Staff supported through research career development programme; 35 Staff supported through formal research skills programme.
Interim target, end 2014	Provide an annual Careers Workshop for researchers in CV preparation, job hunting and interviews; 45 postgraduate research supervisors; 26% of FTE Academics with Level 10 qualifications; 25 formally trained supervisors; 1 Emerging Researcher Award; 6 Staff supported through research career development programme; 35 Staff supported through formal research skills programme.

Interim target, end 2015	Provide an annual Careers Workshop for researchers in CV preparation, job hunting and interviews; 50 postgraduate supervisors; 30% of FTE Academics with Level 10 qualifications; 30 formally trained supervisors; 1 Emerging Researcher Award; 10 Staff supported through research career development programme; 45 Staff supported through formal research skills programme.
Final target, end 2016	Provide an annual Careers Workshop for researchers in CV preparation, job hunting and interviews; 55 postgraduate supervisors; 35 formally trained supervisors; 1 Emerging Researcher Award; 10 Staff supported through research career development programme; 55 Staff supported through formal research skills programme.
5. Institution objective	Identify and build strategic partnerships particularly with alliance partner DCU.
Performance indicator	Joint research funding submissions (i.e., regional, national, cross border, European, international); Participation in new SFI Research Centres; Visiting researcher awards; International authors on joint research publications from strategic research partners.
Baseline	60% of all applications are joint research funding submissions (i.e., regional, national, cross-border, European, international); No participation in new SFI Research Centres; 2 Visiting researcher awards given in 2012; 27 international authors on joint research publications from strategic research partners in 2012.
Interim target, end 2014	Align with university partner on the delivery of structured Ph.D. National Institutes of Health programmes; 70% of all applications are joint research funding submissions; Participation in 1 SFI Research Centre; 4 Visiting researcher awards; 30 international authors on joint research publications from strategic research partners.

Interim target, end 2015	75% of all applications are joint research funding submissions; Participation in 1 SFI Research Centres; 4 Visiting researcher awards; 35 international authors on joint research publications from strategic research partners; Align with university partner on the delivery of structured Ph.D. programmes.	
Final target, end 2016	80% of all applications are joint research funding submissions; Participation in 1 SFI Research Centres; 4 Visiting researcher awards; 35 international authors on joint research publications from strategic research partners; Align with university partner on the delivery of structured Ph.D. programmes.	
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6.	Institution objective	Enhance the visibility and impact of our research.
	Performance indicator	School and Departmental Research Open Days. Peer-reviewed conference papers. Promotional research and innovation brochure. Population of Research Repository. Research Conferences / Workshops Attendance.
	Baseline	4 School and Departmental Research Open Days. 16 peer-reviewed conference papers in 2012; No promotional research and innovation brochure; Population of Research Repository: 75%; 15 – 20 Research Conferences / Workshops attended.
	Interim target, end 2014	4 School and Departmental Research Open Days 20 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 25 Research Conferences / Workshops Attended.
	Interim target, end 2015	School and Departmental Research Open Days; 25 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 30 Research Conferences / Workshops Attended.
	Final target, end 2016	School and Departmental Research Open Days; 30 peer-reviewed conference papers; One promotional research and innovation brochure; Population of Research Repository: 100%; 30 Research Conferences / Workshops Attended.

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

### Strategy summary

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

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

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

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

The Regional Development Centre (RDC) at Dundalk Institute of Technology is a commercially-oriented interface between DkIT and the industrial, commercial and business life of the region, and has been an engine for regional economic growth and development since 1989. The RDC makes available the expertise, facilities and resources of the Institute for the wider benefit of the regional economy and provides extensive enterprise support that is supplemented through ongoing research. The work of the Regional Development Centre ranges from the promotion of entrepreneurship to students, supporting knowledge based start-up businesses and providing specialised supports to meet the needs of established business through innovation and applied research projects. The Centre, which has received ISO9001:2008 certification, provides the following:

1. **Business Development Support Services aimed at innovative knowledge-based start-up enterprises. The supports offered are provided through the following programmes:**
  - a) Business Viability Assessment (for early stage concept testing)
  - b) Enterprise Development (to develop the idea into a business plan for investment and implementation)
  - c) Incubation support (to launch the business, conduct product and process development R&D and develop the customer base)
  - d) Graduator support (where the business is consolidating and trading).
  
2. **Knowledge Transfer Services aimed at established enterprises and external organisations. These services include:**
  - a) Innovation support services
  - b) Business growth and transition
  - c) Sectorial support (e.g. digital content)
  - d) Applied Research that links organisational R&D needs with the Research expertise of the Institute
  - e) Consultancy and Advisory services of a customised nature
  - f) Technology Transfer
  
3. **Support for the Commercialisation of Institute Intellectual Property.** This service is aimed at identifying, protecting and exploiting IP developed through the Institutes research activities. The services include:
  - a) Auditing Commercialisation potential

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- b) Provision of IP protection advice and access to specialist advice and financial support programmes
  - c) Commercialisation services and partnering opportunities.

- 4. **Special Development Projects of a strategic nature** undertaken on behalf of the Institute and in partnership with external partners and agencies.

During this time, the RDC has accumulated a vast volume of primary data and knowledge on how to support knowledge based start-up entrepreneurs, how to grow businesses and how to support sectorial clusters and networks.

Since it was founded the RDC has supported more than **864 entrepreneurs, incubated 117 knowledge-based start-up enterprises and conducted 212 applied research projects. Since 2001 it has also managed €23.1 million of externally funded projects.** The 2013 published Socio-Economic Impact Study of Dundalk Institute of Technology outlined that **impacts generated by the activities of the Regional Development Centre amounted to €38.9 million GVA per year and supporting 632 jobs.**

The RDC is actively engaged with the external business community liaising on an ongoing basis with relevant state, semi-state and regional bodies.

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

1.	Institution objective	Promote the Regional Development Centre as the commercially oriented interface between DKIT and the commercial, industrial and business life of the region.
	Performance indicator	Number of representations on business and industry committees; Distribution figures for the bi-annual LINK publication; Number of publications, promotional events, information workshops and conferences.
	Baseline	6 representations on business and industry committees; 1,000 LINK publications distributed bi-annually; 8 publications, promotional events, information workshops and conferences.
	Interim target, end 2014	6 representations on business and industry committees; 1,100 LINK publications distributed bi-annually; 10 publications, promotional events, information workshops and conferences.
	Interim target, end 2015	6 representations on business and industry committees; 1,200 LINK publications distributed bi-annually; 12 publications, promotional events, information workshops and conferences.
	Final target, end 2016	6 representations on business and industry committees; 1,300 LINK publications distributed bi-annually; 15 publications, promotional events, information workshops and conferences.
2.	Institution objective	Encourage and support new venture creation
	Performance indicator	Number of entrepreneurs/start-ups supported; Number of incubation companies located in the RDC and Millmount.
	Baseline	45 entrepreneurs/start-ups supported; 75% occupancy in incubator facilities.
	Interim target, end 2014	55 entrepreneurs/start-ups supported; 80% occupancy in incubator facilities.
	Interim target, end 2015	65 entrepreneurs/start-ups supported; 85% occupancy in incubator facilities.
	Final target, end 2016	65 entrepreneurs/start-ups supported; 95% occupancy in incubator facilities.

3.	Institution objective	Support established enterprises aimed at business development and sector-specific development.
	Performance indicator	Number of established enterprises engaged in business development; Development/implementation of a sector specific programme on a regional and cross-border basis.
	Baseline	10 established enterprises engaged in business development; Development of a sector specific programme on a regional and cross-border basis.
	Interim target, end 2014	15 established enterprises engaged in business development; Development of a sector specific programme on a regional and cross-border basis.
	Interim target, end 2015	20 established enterprises engaged in business development; Implementation of a sector specific programme on a regional and cross-border basis.
	Final target, end 2016	20 established enterprises engaged in business development; Development of a new sector specific programme on a regional and cross-border basis.
4.	Institution objective	Provide knowledge transfer services
	Performance indicator	Number of IP clinics/promotional events; Number of IDs, patents filed and licence agreements; Number of campus companies; Number of research projects with industry.
	Baseline	3 clinics/Promotional events; 4 IDs, patents filed and licence agreements; 0 campus companies; 18 research projects with industry.
	Interim target, end 2014	4 IP clinics/promotional events; 25% increase in IDs, patents filed and licence agreements; 0 campus companies; 20 research projects with industry.
	Interim target, end 2015	5 IP clinics/promotional events; 50% increase in IDs, patents filed and licence agreements; 0 campus companies; 25 research projects with industry.

	Final target, end 2016	6 IP clinics/promotional events; 50% increase in IDs, patents filed and licence agreements; 1 campus company; 30 research projects with industry.
5.	Institution objective	Special Development Projects of a strategic nature undertaken on behalf of the Institute and in partnership with external partners and agencies.
	Performance indicator	Evidence of: Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.
	Baseline	There is: Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.
	Interim target, end 2014	Engagement at a national level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.
	Interim target, end 2015	Engagement at a national /international level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.
	Final target, end 2016	Engagement at a national/international level of the campus entrepreneurship initiative; Engagement with strategic partners in Technology Transfer and Enterprise initiatives.



6.	Institution objective	Develop strategic partnerships to support regional economic development.
	Performance indicator	Level of funding secured (additional); Number of strategic partnerships.
	Baseline	€150K external funding sourced for enterprise activities; 10 Strategic partnerships.
	Interim target, end 2014	€200K external funding sourced for enterprise activities; 12 Strategic partnerships.
	Interim target, end 2015	€250K external funding sourced for enterprise activities; 13 Strategic partnerships.
	Final target, end 2016	€250K external funding sourced for enterprise activities; 13 Strategic partnerships.

7.	Institution objective	Encourage an entrepreneurship culture
	Performance indicator	Number of student enterprise Interns; Number of President's Awards for Enterprising Students; Number of student-led extra-curriculum activities that support the development of an enterprise cultures among students; Number of student participants on an enterprise programme.
	Baseline	5 Student Enterprise Interns; 1 President's Award for Enterprising Students; 5 student-led extra-curriculum activities that support the development of an enterprise cultures among students; 10 student participants on an enterprise programme.
	Interim target, end 2014	5 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 10 student-led extra-curriculum activities that support the development of an enterprise cultures among students; 15 student participants on an enterprise programme.
	Interim target, end 2015	5 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 12 student-led extra-curriculum activities that support the development of an enterprise cultures among students; 17 student participants on an enterprise programme.
	Final target, end 2016	5 Student Enterprise interns (subject to funding); 1 President's Awards for Enterprising Students; 15 student-led extra-curriculum activities that support the development of an enterprise cultures among students; 20 student participants on an enterprise programme.

## 5.6 Enhanced internationalisation

### Strategy summary

Please provide a brief summary of Dundalk Institute of Technology's strategy and chosen objectives in relation to **enhanced internationalisation**.

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

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

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#### **Enhanced internationalisation:**

International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate to further educational opportunities, has given particular impetus to the intensification of international linkages generally. DkIT has, as a college, a very strong international focus with articulation agreements in place with over 70 international universities and colleges in Europe, Brazil, Canada, the United States, China and Singapore. It actively formulates links with other university level institutions internationally to maximise the opportunities for its students to access the global higher education system.

The Institute will continue to expand its international focus. Seeing engagement as global as well as local has enabled DkIT to enrich the community by increasing its diversity, creating awareness of global issues and by promoting internationalisation. This ensures that its learners and graduates are able to work effectively globally as well as locally.

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## Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Develop a Business Plan for the promotion and recruitment of DkIT to the international student market.
	Performance indicator	Business Plan complete.
	Baseline	Informal, less structured planning process.
	Interim target, end 2014	Complete Business Plan.
	Interim target, end 2015	Implement and evaluate Business Plan.
	Final target, end 2016	Implement and evaluate Business Plan.
2.	Institution objective	Widen learner experience and global awareness by increasing numbers of European and International Students.
	Performance indicator	Incoming number of non-EU students ; Incoming number of EU students (non-fee paying/ERASMUS); Incoming number of EU students (fee-paying); Number of bilateral agreements and levels of active collaborations; Number of new market opportunities identified.
	Baseline	351 non-EU students; 183 EU students (non-fee paying/ERASMUS) (2012); 5 EU students (fee-paying); 68 EU partner college bilateral agreements and 8 non-EU partner colleges; Students being recruited from China, India, Malaysia, Nepal, Singapore, US and Oman.
	Interim target, end 2014	385 non-EU students; 120 EU students (non-fee paying/ERASMUS); 5 EU students (fee-paying); Agreements signed with agents in Russia and Thailand; Review existing agreements and terminate inactive relationships.
	Interim target, end 2015	425 non-EU students; 120 EU students (non-fee paying/ERASMUS); 8 EU students (fee-paying); Identify new market opportunities.

	Final target, end 2016	470 non-EU students; 120 EU students (non-fee paying/ERASMUS); 8 EU students (fee-paying); Identify new market opportunities.
3.	Institution objective	Promote and support staff, student and research exchange programmes with our International partners.
	Performance indicator	Number of placements secured at partner colleges for <i>out-bound</i> staff, students, and researchers.
	Baseline	16 ERASMUS <b>placements</b> secured at partner colleges and host consortia; 13 students going on <b>study abroad</b> through ERASMUS.
	Interim target, end 2014	16 ERASMUS placements secured at partner colleges but projected take-up is 20; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 15 students going on <b>study abroad</b> through ERASMUS.
	Interim target, end 2015	22 students projected to take-up ERASMUS placements; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 20 students going on <b>study abroad</b> through ERASMUS.
	Final target, end 2016	24 Projected take-up of ERASMUS placements; 11 teaching staff exchanges; 3 non-teaching staff exchanges; 22 students going on <b>study abroad</b> through ERASMUS.

## 5.7 Institutional consolidation

### Strategy summary

Please provide a brief summary of Dundalk Institute of Technology's strategy and chosen objectives in relation to **institutional consolidation**.

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

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

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#### **Institutional consolidation:**

- **This section does not apply to Dundalk Institute of Technology.**

## **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

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

**€ 104,000**

has been allocated to the Institute.



# 8. Agreement

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**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 Dundalk 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:

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Chief Executive, Higher Education Authority

Date:

Signed:

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Chief Officer, Dundalk Institute of Technology

Date:

# Appendices

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We (Dundalk Institute of Technology) include the following appendices with our performance compact.

List the appendices here:

<input checked="" type="checkbox"/>	<b>Appendix 1:</b> Regional clusters: MOU between DCU and DkIT
<input type="checkbox"/>	<b>Appendix 2:</b> Participation, equal access and lifelong learning
<input checked="" type="checkbox"/>	<b>Appendix 3:</b> 3a. DkIT Retention Briefing ; 3b. Excellent teaching and learning and quality of the student experience: Transforming Learning Through Technology: a policy for DkIT
<input type="checkbox"/>	<b>Appendix 4:</b> High quality, internationally competitive research and innovation
<input type="checkbox"/>	<b>Appendix 5:</b> Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	<b>Appendix 6:</b> Enhanced internationalisation
<input type="checkbox"/>	<b>Appendix 7:</b> Institutional consolidation

Other Appendices

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**Appendix 8:** Link to DkIT Strategic Plan: <https://www.dkit.ie/strategy>

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**Appendix 9:** List of Abbreviations

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*Add more rows as necessary*

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Appendix 1: Regional clusters:  
MOU between DCU and DkIT

## Appendix 2: Participation, equal access and lifelong learning

No appendix

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

### 3a. DkIT Retention Briefing and 3b. TEL Policy Document

## Appendix 4: High quality, internationally competitive research and innovation

No appendix

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

No appendix

## Appendix 6: Enhanced internationalisation

No appendix



## Appendix 7: Institutional consolidation

No appendix

Appendix 8: Link to DkIT Strategic Plan:  
<https://www.dkit.ie/strategy>

## Appendix 9: List of Abbreviations