



## Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

### Section A: Summary Information

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## Section B: Overview of Institutional Strategic Development and Performance


<p><b>Critical Reflection</b></p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>The implementation of the Institute's Strategic Plan 2020-2022 and the delivery of the HEA Compact 2018-2021 was conducted during a period of major transformation in the Higher Education Sector's landscape as a result of the TU Act 2018 coupled with the impact on delivery of higher education during the COVID-19 pandemic. Overall DkIT performed strongly against its targets particularly in the areas in providing a talent pipeline, research, development and innovation and engagement, providing a quality learning environment and experience to its learners and thus providing work ready graduates for employers and the wider community in the region. The Institute is working closely with the HEA on its TU ambitions with the focus strongly on achieving the TU metrics and achieving success in a merger with a TU under Section 38 of TU Act 2018.</p> <p>The Institute has had a number of major achievements to include:</p> <ol style="list-style-type: none"> <li>1. Approval of the new Strategic Plan 2020-2022 committing the Institute to becoming a TU campus of a regional multi-campus regional TU, enhancing our role as a cross-border institute and our partnership with DCU.</li> <li>2. Successfully adjusting to a remote and on-line working delivery and assessment of higher education as a result of the COVID-19 pandemic and becoming proficient in technologies that permitted the delivery of academic, professional and support services.</li> <li>3. Set against the COVID-19 pandemic and its impact, the Institute made significant progress against its HEA Compact targets across the three years with on average 75% of targets have been met or exceeded and 25% of targets have been significantly progressed (two of the targets cannot be reported on as the data is no longer collated within the designated national survey).</li> </ol> <p>A number of additional notable successes include:</p> <ol style="list-style-type: none"> <li>1. Overall student numbers registering for academic year is 4,896 WTEs, representing 88% of the target achieved and graduating circa 1,700 work ready graduates;</li> <li>2. Securing €4.7 million for the Connected Health and Well-being Research and Innovation Hub;</li> <li>3. Securing €1.9 million of funding for apprenticeship provision expansion to 66 blocks in 2022/2023;</li> <li>4. Securing circa €2.9 million to advance TU metrics;</li> <li>5. On-going implementation of major capital project for the refurbishment of the North and South Buildings and the STEM extension;</li> <li>6. Diversifying our market base by increasing NI students from 70 to 250 which continues upwards;</li> </ol>
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	<p>7. Focusing greater resources to establish a marketing team and non-pay resources to professionalise promotion;</p> <p>8. Reviewing of all programmes, followed by successful international review and additional investment in full time academic posts to underpin new innovations;</p> <p>9. Achieving strategic change in mix of students through increasing levels of taught masters and research students;</p> <p>10. Awarding of the Athena Swan Bronze Award;</p> <p>11. Awarded the European Enterprise Centre in 2019.</p> <p>Learning from the self-evaluation process highlights that the key area of challenge centres on increasing student numbers particularly at level 7-8. This was particularly challenged by the COVID-19 pandemic. Two of our closest Dublin competitors increased their capacity and enrolment leveraging their new facilities. An analysis of the student numbers recruited over the past 4 years demonstrates that part-time numbers have increased by 7%, apprenticeship has increased by 56% but full-time numbers have decreased by 6% between 2018/2019 to 2021/2022. Learnings from analysis and findings suggest that whilst DkIT is maintaining its market share in terms of first preference mentions in CAO, the conversion to registered students is challenged with 1st preferences acceptances remaining somewhat static at Level 7 and 8 . This is currently being addressed via a number of routes: (a) communications engagement with the potential students on an on-going basis to reaffirm their choice; (b) work being completed on new programme development; (c) review of the admission routes to programmes and exploring cross-disciplinary opportunities.</p> <p>While progress was made on providing equality of opportunity to mature students, students with disabilities and those from the FET sector, COVID did have an impact on participation rates. Learnings have demonstrated that these students in particular require more face-to-face engagement. The Institute seeks to continue to support these student cohorts through its programme directors/ course convenors and student support services.</p> <p>Participation rates for part-time, Springboard and postgraduate continued to increase. Part-time numbers in particular now meet sectoral averages.</p> <p>The Institute did not achieve the targeted return to an operating surplus in 2020/21, due to student numbers decreases (due to deferrals, decreased applications in international markets), and other pressures on the income stream. This is being addressed via strategies centred on increasing student numbers and aligning contact hours to sectoral norms.</p>
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	<p>Overall, during the 3 years of the Compact, 75% (green) of the KPIs were met or exceeded and 25% (amber) significantly progressed.</p> <p>In summary, while it is noted that the COVID-19 pandemic demanded huge focus, nonetheless, as evident from this progress report, the Institute performed strongly against its 3 year Compact.</p>
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## Section C: Key System Objectives (KSOs)

KSO 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
<p><b>KSO 1 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DkIT Strategic Plan 2020-2022 sets out its key priorities in the areas of teaching and learning, the student experience, national and international engagement and organisational excellence. During 2020/2021, the Institute set out its key strategic goal to achieve TU status as part of a regional multi-campus TU, stating that DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion in the region. This strategy ensures growth in educational provision, which deepens the talent pool, drives research and innovation and ultimately secures greater balanced regional development while addressing national priorities. In doing so, the Institute ensures that greater numbers of students are attracted to the region and will contribute to the economic, social and cultural fabric within the communities by choosing to stay and work in the region after they graduate.</p> <p>This significant impact of the Institute was further verified in the PMCA Report (2022), demonstrating that for every €1 in state funding to the Institute is associated with €10.43 in total GVA, with DkIT's employment and GVA impacts strongest in its catchment area.</p> <p>With over 1,705 Students graduating in 2020/2021, the Institute made a significant contribution to the provision of a strong talent pipeline to meet employer needs. Ninety percent (90%) of graduates from DkIT work in the region following graduation (Graduate Outcomes Survey 2021). This strong regional engagement is reflected in DkIT's Institutional International U-Multirank Ranking 2021 with a top score rating of A, benchmarked against its international peers, for both Bachelors and Masters graduates working in the region and a score rating of B for student internships in the region. This is underpinned and enabled by the solid base of work-based learning in which circa 30% of all full-time undergraduate students have work placement within their programme. This demonstrates the prevailing inter-relationship between teaching and learning and employer engagement.</p>


Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation	Institute's Economic, Social and Cultural Impact	No baseline	2% increase	7 % increase: Each €1 in State funding to DkIT is associated with €10.43 in total Gross Value Added in the sectors associated with DkIT and in other sectors of the economy.
<b>SP 1.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>DkIT's Strategic Plan 2020-2022 articulates the Institute's strategic direction and commits to becoming a Technological University campus of a multi-campus Regional TU in the region. DkIT has put in place its TU Project Governance and Oversight Committee of the Governing Body to oversee the implementation of this strategic goal. The Higher Education Authority (HEA) works closely with the Institute in progressing its ambition and in providing funding through the TUTF fund to assist DkIT in meeting the TU metrics.</p> <p>In assessing the on-going Economic, Social and Cultural Impact of the Institute, an independent assessment has demonstrated that for every €1 in State funding to DkIT is associated with €10.43 in total Gross Value Added in the sectors associated with DkIT and in other sectors of the Irish economy. This represents a significant achievement and reiterates the Institute's contribution to the economic, social and cultural life of the region. The strategy to achieve TU designation seeks to future-proof the Institute in meeting the educational, economic, social and cultural needs of the region.</p>			<b>Colour rating for this Strategic Priority: Green</b> 

<b>Strategic Priority 1.2</b>  To increase student numbers with a particular focus on part-time and industry focused provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	<b>August 2021 KPI Value</b>  <i>Max. 210-character limit (30 words approx.)</i>
	Overall Total Student Numbers (WTEs)	4922	5,589	5,625 (headcount) 4,896 WTEs
	# of CAO Level 6-8 Students (WTEs)	4243	4,500	4,864 (headcount) 4,437 WTEs
	# of Part-time students (WTEs)	340	570	1,043 (headcount) 521.5 WTEs
	# of Springboard students	85	125	305 (headcount)
	# of Postgraduate students: taught and research (WTEs)	115	215	346 (headcount) 251.5 WTEs
	# of Apprentices (WTEs)	224	304	415 (headcount) 207.5 WTEs
	# of Work Placements	742	963	1,209
<b>SP 1.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	The Institute has met and exceeded three and significantly progressed four KPIs. This represents a strong performance in the light of the impact of COVID-19 pandemic. The Institute has achieved 87% of its target with a student population of 5,625 (4,896 WTEs). At Levels 6-8, the Institute has met 98.6% of its target. In terms of undergraduate new entrant enrolments (Level 6-8), the Institute's market share is maintained at 6%. The slight decrease in the undergraduate student numbers is attributable to: (a) demand is for programmes at Level 8. The traditional university/TU sector is attracting students from the region through well-funded marketing campaigns and (b) the			<b>Colour rating for this Strategic Priority:</b> Amber

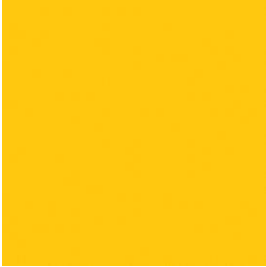
	<p>FE sector providing more competitive options at Level 6 and seeking to hold on to their student base for the first two years before progressing to third level. The part-time participation rate is 20% (headcount) (sectoral average 22% HE System Performance 2018/2019).</p> <p>Data Analysis at CAO suggests that DkIT is attracting students at first preference mentions but the conversion to registered students is a challenge. This is being addressed by targetting marketing and candidate engagement over a period of six months to ensure a greater conversion rate. Student participation rates have been examined across all Schools and a plan, to address areas where student numbers are falling, is being put in place.</p>	
<b>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</b>		
<p><b>KSO 2 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The Institute is on track and in some areas exceeding what it envisaged within this Key System Objective. Regionally, the Institute has continued to demonstrate its strong engagement with employers and the wider community resulting from the Institute's coherent and integrated approach to meeting employer and stakeholder needs from Schools, Regional Development Centre, Career and Employability Centre, Lifelong Learning and Regional Skills Forum. At a strategic level, this is reflected in the on-going development of its Corporate Employer Partnership Programme but, more significant, is the evidence of embedded engagement as part of the day-to-day operations across all Schools and functional areas with a wide range of stakeholders and organisations. Emphasis is placed on supporting industry and the community needs through research and innovation and engagement. Embedding employability is a core focus to ensure students have a quality learning experience through work-based learning or work placements.</p> <p>DkIT was ranked at a Score A against its international peers for regional engagement. The Institute met all of its knowledge transfer and enterprise development targets and achieved 83% of its innovation targets. Benchmarked internationally, the Institute ranked as a Score A across Knowledge Transfer (licences, collaborative applied projects with industry) (U-Multirank, 2021). Benchmarked against its international peers, the Institute received a Score B in co-publication with industry partners reflecting strong engagement with industry (U-Multirank, 2021).</p> <p>The Institute has focussed on maintaining its strong presence in international markets. This has been severely impacted on by the global pandemic. The Institute has adapted to engage with agents and agree articulation arrangements with the overseas universities via webinars and virtual meetings. It has succeeded in meeting sectoral norms for international enrolments at 11% of student cohort (Higher Education System Performance 2018/2019 (October 2021)).</p>	




	<p>A key element in the strategy that has worked well for the international office has been market diversification to limit dependence on particular destinations. While demand slows from traditional undergraduate student markets in areas including China and Malaysia, new opportunities are being explored in collaboration with Education in Ireland for both undergraduate and postgraduate education in India, Africa and the Middle East. A new model of development with the Ministry of Education in China offers opportunities for joint degree programmes. One such opportunity is under development in the engineering discipline.</p> <p>The Institute, as part of its focus on NI, built its links with Canada through naming the library, the De Chastelain Library, and took over the organisation of the annual D'Arcy McGee Summer School.</p> <p>Post Brexit, the Institute took the opportunity in 2021 to engage with European agents seeking opportunities for school leavers in higher education programmes delivered through English. This strategy delivered an additional 51 students to the Institute across a broad range of discipline areas. Work is underway to expand the cohort for this next academic year.</p>			
<b>Strategic Priority 2.1</b>  To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision, and continue to ensure learners are work-ready through enhanced engagement with employers	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	# of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme	0	12	13
	# of innovation vouchers project agreements with industry	12	17	13
	# of commercially relevant technologies (licences, options, assignments)	1	2	4


	# of entrepreneurs/startups supported on development	45	60	77
	Annual occupancy of incubation companies	80%	90%	75% 2020/2021 but has gone back up to 90% this year
	# of work placements	742	1207 (2020) No target provided for 2021	1,209
<b>SP 2.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Covid-19 pandemic created a challenging environment for enterprise clients of DkIT. Incubation rates were achieved at 75% as a result of companies in incubation leaving/closing and pipeline leads not converting. Through DkIT internal resources and externally won funding DkIT was able to provide additional supports to its client base getting back to 90%+ occupancy rates in the short term. Client engagement/entrepreneurs supported was significantly higher than expectations. Innovation Voucher engagement fell due to companies focussing on survival during the pandemic and Brexit. The Corporate Partnership Programme engagement was maintained in converting the pipeline to signed MOUs.</p> <p>The Institute has exceeded its targets in the number of work placements across programmes (over the period 2018 – 2021, the number of formal DkIT placement programmes have increased from 27 to 39 programmes) as well as the clinical placements in Nursing and Midwifery Programmes. Placement at DkIT is increasingly being recognised as the premium method for converting DkIT placement students into graduates employees. This meets the strategic priority of ensuring graduates have the necessary skills and are work-ready. The Schools and Careers &amp; Employability Centre continues to support employability of its students and graduates with work-based learning projects and student work placements.</p>			<b>Colour rating for this Strategic Priority: Green</b>  

Strategic Priority 2.2  To widen learner experience and global awareness by sustained efforts in international market	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	# of students on Erasmus study abroad	16	21	1 (23 Study Mobilities were applied for and received for 20/21. However only 1 Study mobility was possible, due to COVID. The 20/21 grant has been extended for HEIs up to May 2023
	# of students on Erasmus work-placement abroad	19	23	1 (28 Placements were applied for and received for 20/21. However only 1 Placement was possible, due to COVID. The 20/21 grant has been extended for HEIs up to May 2023.
	# of staff on Erasmus teaching and CPD mobility	4	12	0 (30 Staff mobilities were applied for. 16 mobilities awarded for 20/21. Staff unable to travel. The 20/21 grant has been extended for HEIs up to May 2023)
	# of partner institutions	60	64	74
	# of Erasmus Strategic Partnerships	2	3	5 (eGULIVRR Project/eJEU Project/AMIE Project/e-COAL project/SKILLS4CMT Project)

	# of registered non-EU students	494	572	393
	# of Advanced Entry pathways with international universities	0	6	6
	# of MOUs with international partners	1	8	27
<b>SP 2.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Erasmus targets would have been achieved (and exceeded) as evidenced by the pipeline but for the COVID pandemic. The National Agency for Erasmus acknowledged this challenge for HEIs and extended the grant-agreement from 16-36 months to enable uptake of awarded mobilities over an extended duration (up to May 2023). The Institute increased its participation in Erasmus Strategic Partnerships to 5 (from projected figure of 3). Additionally, the Institute enhanced its Erasmus engagement through application in 2021 for novel Erasmus Blended Intensive Mobility programmes, thereby enabling students to participate in a short, 3-ECTS Erasmus blended mobility abroad.</p> <p>Development of new recruitment markets in India, Africa, LATAM and Europe supported growth in new international student enrolments, despite the challenge of the Pandemic. International targets were exceeded viz. university collaborations and in the provision of increased programme pathways. Challenges to reaching 2021 enrolment targets included: a decrease in Chinese and Malaysian students; overall challenge of conversion of programme acceptances to registrations; insufficient supply of student accommodation to match growth in Accommodation Scholarships, increased competition from other institutions and a demand for more Postgraduate programme delivery commencing in January.</p>			<b>Colour rating for this Strategic Priority: Amber</b>  


KSO 3:	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
<p><b>KSO 3 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The Institute maintained its upward trajectory over the three-year period in terms of sustaining and enhancing its performance across its research and innovation domain. Key achievements included:</p> <p>(a) The Institute sought to build a critical mass centred on a select number of high performing research centres resulting in the formation of its Research and Innovation Institute of Connected Health &amp; Wellbeing (ICH&amp;W). This initiative was further endorsed with the securing of €4.7 million of capital and programme funding for Connected Health and Wellbeing Project. This aims to enhance industry links through the development of a sector-specific cluster of companies in addition to undertaking translational research, which cuts across multiple TRL levels, and engage with industry on research projects as well as the development of the Level 9 and 10 research student growth. The Research and Innovation Institute of Connected Health &amp; Wellbeing is a significant demonstration of the coherent and integrated adopted by the Institute in building research critical mass, linking into industry and the community for the benefit of the region. Further enhancement of our three research clusters (i.e. ICT, Health &amp; Ageing, Climate &amp; Natural Resources, Creative Arts, Humanities &amp; Social Sciences) with increases in researcher community reaching a critical mass of 116 academics, 73 research students and 17 career researchers.</p> <p>(b) Establishment of 4 new research groups and one Enterprise Ireland Technology Gateway. Drawing on DkIT's extensive experience in the area of research and innovation in the renewable energy sector, the CREDIT Gateway will have a particular focus on start-ups and SMEs, enabling companies to explore product innovation, source applied research opportunities and technology solutions for their 'close-to-market' needs. Led by a focused industry steering group the CREDIT Technical Gateway will provide a range of applied research and innovative solutions to industry under the following themes of energy optimisation, energy storage and renewables. 2021 also seen the CREDIT Technology Gateway securing €750K of funding for capital equipment for industry collaboration and research. With a Technology Gateway Manager in place since June 2021 the annual targets of industry engagement were exceeded by &gt;120% facilitating the release of additional funding to hire a Business Development Engineer to support the growth plans of the CREDIT Technology Gateway.</p> <p>(c.)22 Research Degree Graduations including 15 PhD graduations</p> <p>(d) In excess of €10M in external income including a 12.8% success rate in securing Horizon 2020 research funding</p> <p>(e ) Securing HEA Landscape awards in late 2018, 2019 and Technological Transformation Funding (TUTF) in 2021 to further build research capacity towards attaining the TU research targets</p>


	(f) Increases in our research dissemination metrics including 217 peer reviewed publications including 136 research articles and 41 conference proceedings (Source: Scopus).			
<b>Strategic Priority 3.1</b>  To continue to focus and drive research excellence in prioritised research areas, which is internationally competitive and has societal and economic impact	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	# of postgraduate researchers	63	75	74
	# of applied projects with industry	13	19	27
<b>SP 3.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The continued upward trajectory in the number of postgraduate research student numbers at both level 9 and 10 continued. In 2019, 2020 and 2021 there were 20, 19 and 13 new postgraduate research registrations. However during the 2020/2021 academic year there were 13 withdrawals from the postgraduate research register as opposed to 9 for 2018 to 2020. This higher number in 2020/2021 is primarily due to the impact of COVID-19. Through the support of the Technological University Transformation Fund, the institute is currently on track to reach the 4% TU target of 128 registered research students by September 2022.</p> <p>The DCU-DkIT Agreement was updated until June 2022 and this is currently under review to extend the agreement to allow for the on-going registering of postgraduate research students at Levels 9 and 10.</p> <p>The Institute exceeded its target for the number of applied research projects with industry as discussed above. The Institute when benchmarked against the sector performs well in engagement with industry.</p>			<b>Colour rating for this Strategic Priority: Green</b>  

Strategic Priority 3.2  To engage and support all researchers in an enabling environment.	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	# of researchers trained	30	55	In excess of 130 researchers (e.g. staff and students) were trained in generic transferable skills and research supervision
	# of trained researchers in research integrity	20	70	221 researchers through the Epigeum Research Integrity Platform
	% success rate in securing Horizon 2020 funding	9.4%	10.5%	Through the 12th interim report on Hozizon 2020 performance the institute had a 11.9% success rate thereby outstripping the set target.
SP 3.2 Commentary  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>An inherent part of the development of postgraduate research studies at the Institute has been the formalised approach to researcher and staff training in both discipline specific and transferrable skills in line with international best practice. Through the Research and Graduate Studies Office a series of annual structured training programmes, in addition to staff and postgraduate induction sessions have been implemented and enhanced annually. The non-accredited generic skill programmes for postgraduate researchers is structured around the Irish Universities Association (IUA) skills statement for PhD provision (<a href="https://www.iua.ie/publications/iua-phd-graduate-skills-statement-2021/">https://www.iua.ie/publications/iua-phd-graduate-skills-statement-2021/</a>). Through a national approach concerning training the research community in “Research Integrity” an online training course provided by Epigeum (<a href="https://www.epigeum.com/courses/research/research-integrity-uk-edition/">https://www.epigeum.com/courses/research/research-integrity-uk-edition/</a>) was utilised in conjunction with face to face workshops. In total over the initial three year pilot 221 researchers have been trained in research integrity. The Institute secured €1.86M in Horizon 2020 funding with</p>			<p><b>Colour rating for this Strategic Priority:</b> Green</p> 


	a success rate of 11.9% ranking it 12th in terms of this rate out of 24 institutions. The Institute had a score of A in art related output and a score of B in interdisciplinary publications when benchmarked against its peers internationally (U-Multirank, 2021).	
<b>KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population</b>		
<b>KSO 4 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>The year 2020/2021 has seen increased effort in promoting pathways from FE to HE in the Institute. For 2020, DkIT had the highest positive percentage change of all IoTs at 12.8% in access student numbers who include disadvantaged socio-economic groups, mature students and Travellers. This is far in excess of the average for the sector (all IoTs and now TU institutions) which was a positive percentage figure of 1.5%.</p> <p>50% of 1st year full time students in 2020/21 did not enter based on 2020 Leaving Cert, of these: 213 were FET award holders and 182 were mature students. DkIT is strong on a range of indicators but its figure for FET entrants is particularly strong as the HEA's National Access Plan set a target of 10% for 2019; a target few HEIs have been able to meet and which is exceeded by DkIT (12.8%).</p> <p>In light of changes brought about by legislation in 2021 (Student Support Scheme for people in the International Protection Scheme – asylum seekers) the DkIT Sanctuary Scheme was amended for intake 2021/22.</p> <p>The Access Service worked with 12 DEIS Schools in the region to facilitate the provision of an online tuition service for their students (Studyclix).</p> <p>The Access Service is engaged in discussions with second level DEIS Schools in the region to provide learning supports/resources to Traveller students in senior cycle. It is planned to supplement these supports to schools with access projects for Traveller students to encourage these students to progress to senior cycle and consider further and higher education.</p> <p>Due to Covid-19 restrictions, interaction via online presentations took the place of in-person visits to FET Centres and Adult Education Centres. Feedback has been positive to online delivery of talks to these centres.</p> <p>This was the first year in which HEAR applicants were assessed and admitted to DkIT through the HEAR access route. It is anticipated that membership of both HEAR and DARE National Schemes may encourage more applications from applicants with disabilities and those from under represented socio economic groups.</p> <p>Also within the year, a new work plan was developed with the MEND partners. DkIT has recently recruited a community connector for PATH 3 and this should allow DkIT to make some outreach gains from the project.</p>	




	The MEND Cluster launched a new Scholarship called “KickStart” which was established by the Probation Service, and supported by the Irish Prison Service, to support potential students with a criminal record who wish to return to Higher Education. In the past, DkIT has worked on projects targeting this group of potential learners. DkIT is partnering with other HEIs in the MEND cluster on a pilot scholarship scheme for former prisoners (funding from the Irish Probation Service) – the learnings from this scheme may prove useful at national level.			
<b>Strategic Priority 4.1</b>  Continued commitment to strategic alliances with DCU MEND Cluster, FET2HE and NEFHEA	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	# of programmes offered which allow for Advanced Entry	11	17	19
<b>SP 4.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	The number of FET students taking up third level study at DkIT is strong. This is due in part to the North East Further and Higher Education Alliance (NEFHEA) established by DkIT and its partner FET institutions, which has seen the establishment and expansion of advanced entry options, and streamlining of programme content. NEFHEA was expanded to include Southern Regional College in NI.  As of Spring 2020, DkIT appointed a full-time NEFHEA Co-ordinator to build on the work done to date in this area, to include an agreed strategic approach to student recruitment across the shared region. The on-going development and enhancement of the Institute’s Network of Alliances is a key pillar in achieving the Institute’s overall objective to facilitating pathways from FE to HE across Levels 6-10.			<b>Colour rating for this Strategic Priority: Green</b>  
<b>Strategic Priority 4.2</b>  Widen participation from targeted under-represented groups	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	% Full time mature student entrants	10.2%	13%	12%


	% Non-manual worker group 18-20 cohort	28%	31%	Data no longer collated
	% Semi-unskilled manual worker group 18-20 cohort	33%	36%	Data no longer collated
	% Participation from Students with a Disability	7%	8%	7%
	% FET Students	16%	19%	16%
<b>SP 4.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The Institute maintained or progressed all of its targets. Data from two of the targets is no longer collated nationally. In terms of overall progress in this area, the Institute continues to place a strategic focus on widening participation.</p> <p>The increased applications from mature students during Covid-19 may be difficult to sustain once the economy has reopened fully with increased job opportunities. However, the Institute performs well against its peers with 13% of first year matures well above the sectoral average of 8% (HE System Performance 2018/2019 (October 2021)).</p> <p>The numbers accessing disability supports following a declaration on their CAO has increased although still impacted by remote learning during Covid reducing the requirement for some to access supports. The Disability Service has been supported by the appointment of an Educational Psychologist and an Assistive Technologist and the development of an AT Training room. Many students particularly mature students have undiagnosed learning difficulties which might impact on their academic work and stress levels. These additional ongoing supports will have an impact on academic outcomes and retention.</p> <p>Online teaching and assessment through Covid-19 provided an opportunity for development of online supports including our student support hub on Moodle (our VLE) which will support students going forward.</p>			<b>Colour rating for this Strategic Priority: Amber</b>  


KSO 5:	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
<p><b>KSO 5 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>There has been consistent enhancement of the learning environment throughout the reporting period. In line with international best practice, student success has been used as a framework to guide enhancement activity and this is reflected in the Student Success Strategy and the revised Learning, Teaching &amp; Assessment Strategy, approved in May 2021. Progression rates increased steadily through 2018/19 and 2019/20, meeting or exceeding targets. However, while the first-year progression rate remained stable, there was a decline in overall progression for 2020/21 and rates declined for 2nd to 4th years. Unsurprisingly, Studentsurvey.ie data showed a reduction in student satisfaction in 2020/21. For example, 70% rated their experience 'excellent' or 'good' compared to 79% in 2019/20, this is lower than the sectoral average (75%) and national average (72%). Studentsurvey.ie responses to COVID questions were comparable to the sector and national norms. Significant work was undertaken to support digital learning, teaching and student support and feedback was sought from students and staff and used to inform actions. However, it is clear that for some students online learning was a negative experience.</p> <p>DkIT continued to benchmark favourably on StudentSurvey.ie questions relating to student support. The provision of learner-centred supports has been significantly enhanced by the development of a student support hub, integrated into the Virtual Learning Environment (VLE), funded by the 2018 Innovation and Transformation Fund. This was launched in January 2021 and has become an integral aspect of student support at DkIT. The preliminary evaluation shows that the hub is achieving its aims of making support more flexible and accessible; logs show that it is used by students on a 24/7 basis with approximately 30% of student use between 6pm and 6am. Use is considerable – approximately 165,000 views by students over its first year. DkIT has also enhanced its capacity to use and respond to student feedback. The StudentSurvey.ie targets have been met. A working group, reporting to the Academic Council Learning &amp; Teaching subcommittee, has been established to review findings and, in consultation with students, identify priorities for action to enhance student success, increasing the impact of the survey locally on the student experience. Capacity to work in partnership with students has also been enhanced over the period - the Students' Union has been a partner on a number of enhancement projects and students have directly contributed to a range of enhancement activities via student internships, including developing the DkIT Elevate Awards to recognise employability skills developed while contributing life at DkIT.</p> <p>There has been considerable enhancement activity across the period, focused on assessment and feedback, employability and digital capacity. A DkIT Employability Statement &amp; Graduate Attribute Framework was developed (approved October 2021) together with resources to support the embedding of employability in the curriculum. This is now being implemented and will inform curriculum development.</p> <p>There has been continued emphasis on professional development in learning and teaching. For 2020/21 this focused on online learning, teaching and assessment. All workshops and seminars were virtual (over 1,000 attendances at 22 events). Given how well</p>

	this worked, a blend of online and face-to-face provision has been adopted following the return to campus. A VLE learning and teaching hub for staff was set-up in 2019/20 and further developed in 2020/21. This has become an important resource for staff and is widely used. Efforts have been made to learn from the emergency remote experience. While the longer term impact is unclear, digital capacity has been enhanced and there is greater interest in online and blended approaches. This has informed the development of a policy for online and blended learning (approved 10/9/21). The recruitment of an Educational Technologist has also significantly increased capacity to develop online approaches and to support teams and individuals involved.			
<b>Strategic Priority 5.1</b>  To provide effective learner centred supports	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b>  <i>Max. 210-character limit (30 words approx.)</i>
	% Participation in ISSE Survey	24% (2018)	30%	30%
	Institutional response to student feedback	Single DkIT ISSE report: summary of qualitative data to departments with ISSE data considered at Programme Boards	Implement framework	StudentSurvey.ie working group operational
<b>SP 5.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	DkIT achieved its targets under this objective. The response rate for StudentSurvey.ie (formerly ISSE) was increased from a baseline of 24% to a consistent 30%+ rate over the reporting period. Considerable efforts ensured that a 30% response was achieved in 2021 despite the shift online. Capacity to use this information to enhance the student experience and 'close the gap' was enhanced. Summaries are prepared for each department and student representatives. The StudentSurvey.ie working group reviews the results annually and agrees potential priorities for action with class representatives. In response to the 2020 findings, support for students unsure of course choice was prioritised. This led to the 'Talk before you Walk' initiative. This includes raising student awareness of the support available and a structured process for staff to identify students who may need additional support. The 2021 results showed less positive responses to the questions on feedback relative to previous years. This pattern was mirrored nationally, indicating that the shift online played a role. While the DkIT responses were comparable to sectoral norms, they benchmarked less favourably than previously. Consequently, enhancing feedback was agreed			<b>Colour rating for this Strategic Priority:</b> Green  

	as an action. Work includes 'Focus on Feedback' - a SATLE 2020 funded project to aimed at students and staff.			
<b>Strategic Priority 5.2</b>  To enhance learner retention rates and completion rates	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	Overall Progression Rate	82% (2016/17)	85%	81%
	Year 1 Progression Rate	75% (2016/17)	77%	77%
	National professional development framework (PDF)	Strong track record in professional development in learning and teaching with preliminary work completed on the national Professional Development Framework (PDF)	Develop a process for capturing engagement with professional development in learning and teaching	Professional development has been aligned to the National Professional Development Framework. As the recognition model is not yet available, it has not been possible to develop this further.
<b>SP 5.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Progression rates increased throughout the reporting period, reaching 84% overall for 2019/20 but decreased to 81% in 2020/21. The progression rate for first-years was 77%, meeting the target. Rates for second, third and fourth years were between 85% and 90%, lower than 2019/20. It seems likely that the decrease is largely due to the shift online in response to COVID, reflected in an increase in both exemptions and deferrals.</p> <p>Professional development in learning and teaching continued to be a significant priority and driver of enhancement over the reporting period. Accredited and non-accredited provision was aligned to the national Professional Development Framework (PDF). However, as the recognition framework is not yet available it was not possible to progress this further and use it to capture levels of engagement.</p>			<b>Colour rating for this Strategic Priority: Amber</b>  

KSO 6:	Demonstrates consistent improvement in governance, leadership and operational excellence.
<p><b>KSO 6 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>DkIT, like many other HEI's, continued to manage the Covid 19 pandemic during 2020/21. The continuation of a Covid-19 Taskforce demonstrated the agility and effectiveness of this cohort of staff in addressing operational issues while also ensuring all colleagues were in a position to deliver an exceptional service to students. The Institute availed of funding streams made available from the HEA and produced detailed financial forecasts and areas where increased outgoings were expected (remote teaching facilities and enhanced health &amp; safety measures etc.).</p> <p>Due to a reduction in income the Institute recorded a draft deficit for the year 2020/21 of €936,000. Although the Institute availed of funding streams available however due to a reduction in income (student numbers including International) it was unable to return a breakeven position.</p> <p>The Governing Body and their subcommittees convened on a regular basis throughout the period addressing a wide variety of issues; from Technological University Status, a review of governance, financial planning etc., a total of 50 meetings. A self-assessment survey carried out by Governing Body members reflected, on a total basis, 70% of responses being "satisfied" or "very satisfied" with the questions put forward (refer to Appendix N of the THEA Code of Governance).</p> <p>A minimum of 40% gender representation continued to be achieved by the Governing Body, Academic Council and Executive / Leadership Team. Based on a headcount of 719 staff circa 54% are female. In order to have greater understanding of other intersectionality the Institute are proposing to survey staff during 2022.</p> <p>The Institute, on attainment of Athena SWAN Bronze accreditation in April 2021, set out immediately to commence the process of implementing the actions for the upcoming 3 years. (1) Completed an application for the Senior Academic Leadership Initiative (SALI), funded by the HEA, for a Chair of Engineering Education, New Technologies and Innovation. This has been a traditionally male dominated industry and although the Institute were not successful with this application the assessment panel noted the analysis of the potential impact of the proposed role as being "excellent" (SALI 2020/21 - Feedback). (2) The Institute also established an EDI Committee that was constituted between both staff and students allowing for greater communication and sharing of knowledge and experience between these two key stakeholders. (3) A parents' hub was also established with the aims being to create and foster a holistic and flexible environment that supports staff / students and their families. (4) A draft Gender Identity and Expression Policy was also prepared with this hoping to be implemented in early 2022 and this policy coincides well with (5) the provision of gender neutral toilets on campus.</p> <p>Although a very challenging year from a financial perspective the Institute are pleased with the incremental progress made on previous years in relation to the overall objective.</p>

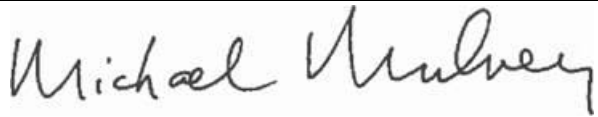
<b>Strategic Priority 6.1</b>  To ensure the long-term sustainability of the institute	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	Operating Financial Position	Break-even	Operating surplus	Deficit of €936K recorded
	Compliance with THEA Code of Governance	80%	100%	95%
<b>SP 6.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>As noted above, the Institute did not achieve the targeted return to an operating surplus in 2020/21. This has been attributed to the reduction in income due to student recruitment and other such pressures on the income streams. The Institute developed detailed budgets and forecasts that assisted in reducing this deficit from the initial forecasted amount of circa €2 million to €936,000. The Institute created a Strategic Capital Reserve of €1.2 m from its surpluses to meet anticipated capital needs. In addition reserves of € 4.839m were available in 2021.</p> <p>The Governing Body and its subcommittees have provided oversight through regular meetings with focus being placed on key areas for improvement. Four internal audits were carried out in the period across payroll, cyber security, financial controls along with a follow up review of previous audits. The recommendations from these audits are currently being implemented along with a plan to address other areas previously identified as requiring improvement via internal self reviews or externally commissioned reports. Feedback received from the HEA on the 2019/20 Annual Governance Statement has been incorporated into workplans for 2020/21 &amp; 2021/22 further strengthen the governance structures within DkIT.</p>			<b>Colour rating for this Strategic Priority: Amber</b>  
<b>Strategic Priority 6.2</b>  To enhance the institute's reputation as an Institute committed to ensure	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	Attainment of Athena Swan Bronze Award	N/A	Secure Athena Swan Bronze Award	Athena Swan Bronze Award Awarded

equality for all staff and students				
<b>SP 6.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>DkIT is committed to supporting diversity, equality and inclusion within the Institute. To date the Institute have constituted an Equity, Diversity &amp; Inclusion sub-committee of Governing Body in addition to the constitution of an Athena SWAN Steering Group and Self-Assessment Team. To this end the Institute successfully attained Bronze accreditation in April 2021.</p> <p>Benchmarked against the HEI sector, DkIT performs well in the percentage of senior academic staff grades that are female at 49% above the sectoral average of 45% (HE System Performance 2018/2019 (October 2021)).</p> <p>Post April 2021 the Institute has commenced the process of implementing the actions arising from the aforementioned plan and has continued the tenure of the Athena SWAN Project Manager in a now EDI Officer role. Furthermore, the recruitment of a Vice President for Finance, Resources &amp; Diversity has further cemented the Institute's intent on addressing equality, diversity and inclusion at leadership level.</p>			<b>Colour rating for this Strategic Priority: Green</b>  



## Section D: Signature

**Note:** This section should be signed by the President or on behalf of the President.

<b>Name of signatory</b>	Michael Mulvey
<b>Title</b>	President
<b>Signature</b>	
<b>Date</b>	11 April 2022