

Strategy and Performance Dialogue 2018 – 2021

1st September 2019 – 31st August 2020

HEI Self-Evaluation Report

Prepared by

Dundalk Institute of Technology

March 2021



Overview of institutional progress

Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.

The commencement of the Academic year 2019/2020 up until December 2019 was dominated at a strategic level by the successful drawing together of the Institute's new Strategic Plan 2020-2022. This plan reaffirmed and renewed DkIT's commitment to the North Leinster South Ulster region incorporating the Republic of Ireland's north east economic region and Northern Ireland's Down, Armagh, South Belfast region on the Belfast-Dublin corridor. The plan, informed by three externally commissioned studies and extensive structured external and internal consultation, commits the Institute to five strategic priorities that include achieving Technological University designation and Cross-Border Alliances. It was approved by the Governing Body in January 2020.

Shortly thereafter, the Institute, in common with every organisation worldwide, was pitched into tackling the global health emergency through rapid transitioning and transforming to largely remote digital delivery. For staff and students, this required a major adjustment to a predominately remote and on-line working regime and becoming proficient in technologies that permitted the delivery of academic, professional and support services. The seismic shift in provision marked a significant Institutional achievement in the first few weeks of the pandemic. From April-September, the Institute organised itself to plan for the remainder of academic year 2019/2020 with a focus on assessment models and planning for the new academic year 2020/2021 with huge uncertainty. A comprehensive COVID-19 Operating Plan set out a detailed risk assessed strategy for the delivery of programmes and the continuation of professional and support services to meet public health guidelines up to Level 5 restrictions. This was accompanied by an extensive financial planning exercise to determine the level of funding required to meet public health guidelines, which was secured from the HEA. A comprehensive communications plan was put in place to update staff and students via the website and emails on a weekly basis. The newly constituted Governing Body was fully briefed on developments and greatly supported and commended the work of staff in ensuring business continuity in what were extremely difficult circumstances. The Institute worked collectively and collaboratively to respond effectively and efficiently to major change and achieve a quality provision for its students. Responding to the ever-changing circumstances surrounding the Covid-19 pandemic exercised much of the Institute's focus and energy for 2020. DkIT contributed significantly to the national effort during the first wave of the public health crisis in early/mid 2020 via the provision of its supply of PPE, donation of campus infrastructure for testing facilities and laboratories and its student nurses working on the frontline.

Set against the COVID-19 pandemic and its impact, the Institute made significant progress against its HEA Compact targets for 2019/2020. 77% of targets have been met or exceeded and 23% 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).

Key System Objectives	Number of KPIs	Colour Coding
Providing a Strong Talent Pipeline	8	Green: 5 / Amber: 3
National and International Engagement	14	Green: 11 / Amber: 3
Research, Development and Innovation	5	Green: 5
Equality of Opportunity	4	Green: 1 / Amber: 3
Quality of the Learning Environment	5	Green: 5
Consistent Improvement in Governance, Leadership and Operational Excellence	3	Green: 3
6 Key System Objectives	39	Green: 30 (77%) / Amber: 9 (23%)

A number of additional notable developments/successes during academic year 2019/2020 include:

1. Overall student numbers registering for academic year 2019/2020 was 4,841 WTEs (5,617 headcount), representing 97% of target achieved;
2. Securing €4.7 million for the extension to the Regional Development Centre for its Connected Health and Well-being Research and Innovation Hub;
3. On-going implementation of major capital project for the refurbishment of the North and South Buildings and the STEM extension;
4. Continued focus on maintaining the financial sustainability of the Institute in returning a surplus in Draft Financial Statements 2018/2019;
5. Continued success in securing substantial funding in research and innovation and enterprise engagements;
6. Submission and resubmission of its Athena Swan Application.
7. Winner of the 30th IHI Hospitality Business Management Games 2019 in addition to being Chef Ireland Medal winners.

In summary, while it is noted that the COVID-19 pandemic demanded huge focus, nonetheless, as evident from this progress report, the core and essential work of the Institute continued at a pace with staff focussed on the delivery of the academic, professional and support services.

Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

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;

Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

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 2019/2020, the Institute set out its key strategic goal to achieve TU status, stating that DkIT will be the unequivocal leader for higher education and craft apprenticeships, and the engine for growth and social cohesion, in the globally connected North Leinster-South Ulster region through the achievement of TU status and Cross-Border alliances. This strategy will ensure growth in educational provision, which will deepen the talent pool, drive applied research and innovation and ultimately secure greater balanced regional development while addressing national priorities. In doing so, the Institute will ensure that greater numbers of students are attracted to the region and will contribute to economic, social and cultural fabric within the communities by choosing to stay and work in the region after they graduate.

This significant impact of the Institute was further verified in the PMCA Report (2021), demonstrating that for every €1 in state funding to the Institute is associated with €9.78 in total GVA, with DkIT's employment and GVA impacts strongest in its catchment area.

With over 1,630 students graduating in 2019/2020 (virtually), 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 2019). This strong regional engagement is reflected in DkIT's Institutional International U-Multirank Ranking 2019 with a top score rating of A, benchmarked against its international peers, for both Bachelors and Masters graduates working in the region. This is underpinned and enabled by the solid base of work-based learning in which 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.

Strategic Priority 1a: 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.

i. Institution Strategic Initiative(s)	1.1 The Institute's overarching AMBITION is to achieve greater scale. This will be enabled through the continued enhancement of a number of significant and strategic alliances.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Institute's Economic, Social and Cultural Impact	No baseline provided: Datasets derived from three studies to be completed by October 2018 from which the	The Institute has completed the three studies to set the baseline datasets. The Economic, Social and Cultural	1% increase in Economic, Social and Cultural Impact from baseline	14% increase in Economic, Social and Cultural Impact from 2018/2019 baseline. For every €1 in State funding to DkIT is

	baseline will be established to include: Socio-Demographic Profiling of the North Leinster-South Ulster region; Economic, Social and Cultural Analysis and Study Report; Scenario Planning and Foresight Report.	Impact of the Institute has been established in quantitative terms and demonstrates that for every €1 in State funding to DkIT is associated with €8.61 in total Gross Value Added in the sectors associated with DkIT and in other sectors of the Irish economy.		associated with €9.78 in total Gross Value Added in the sectors associated with DkIT and in other sectors of the Irish economy.
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. Data Sources and Benchmarks: PMCA Economic Social & Cultural Impact Study for DkIT (April 2019) PMCA Report (February 2021) DkIT Consideration of TU Partners Options (June 2020) Office of Vice President for Strategic Planning, Communications and Development	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>DkIT's Strategic Plan 2020-2022, approved by Governing Body in January 2020, articulates the Institute's strategic direction and commits to a renewed sense of purpose to contribute to the North Leinster-South Ulster region in the context of Technological University status, with key cross-border partners and the further development of core and strategic alliances with the Further Education (FE) sector and Dublin City University (DCU).</p> <p>Following the approval of the Strategic Plan, the Institute engaged in a comprehensive study of potential TU Partner options with extensive consultation with staff and wider external stakeholders. Discussions were held with the potential partner options. The consultations and subsequent analysis was captured within the DkIT Consideration of TU Partner Options (June 2020) document which presented the pros and cons of the identified partner options. In June 2020, DkIT's Leadership Team met to consider the feedback on the partner options with a view to making a recommendation to the Governing Body. Subsequently meetings with the Higher Education Authority (HEA) to discuss the TU Designation Process, identified a Developmental Pathway as a facilitated process in conjunction with the HEA. DkIT has since drafted its Vision as a Regional TU Campus of a Multi-Campus TU and has set out a project plan for the next 12-18 months to include its next submission under the Technological University Transformation Fund. A Committee of the Governing Body has been set up to oversee the implementation TU project.</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 €9.68 in total Gross Value Added in the sectors associated with DkIT and in other sectors of the Irish economy, representing an increase of 14% on the previous year taken as the baseline. This represents a significant achievement and reiterates the Institute's contribution to the economic, social</p>			

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.

Strategic Priority 1b: 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.

i. Institution Strategic Initiative(s)	1.2 DkIT Student Participation Initiative: DkIT's AMBITION reflects a "whole-of-the-organisation" strategic focus to increase overall student participation with a focus on Northern Ireland, Part-time/Flexible Provision and a fundamental analysis and enhancement of existing undergraduate provision.			
ii. Key Performance Indicators	Pre-compact Baseline (SRS March 2018)	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Overall Total Student Numbers (WTEs)	4922	4807 against target of 4734	4989	4841 (97% achieved)
Number of CAO Level 6-8 Students (WTEs)	4243	4106 against target of 4022	4100	4031 (98% achieved)
Number of Part-time students (WTEs)	340	381 (including Springboard WTEs and p/t postgraduates), against target of 370)	472	369 (78% achieved)
Number of Springboard students	85	189 against target of 100	120	180 (150% achieved)
Number of Postgraduate students: taught and research (WTEs)	115	96 (Full-time only taught and research. Including p/t = 129 WTEs) against target of 94	145	179 (123% achieved)
Number of Apprentices (WTEs)	224	224 against target of 248	272	312 (114% achieved)
Number of Work Placements	742	1220 achieved against target of 830	872	1207 (138% achieved)

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Data Source:

Banner
HEA SRS 2020 Return
Apprenticeship Registrations

Benchmarks:

HEA Higher Education
System Performance:
Institutional and Sectoral
Profiles 2017/2018

OECD Education at a Glance
2019

U-Multirank 2020

Please provide commentary on your Institution's achievement and progress towards Interim targets (qualitative and quantitative), as published in your Compact, in connection to the above Key System Objective as at September 2019.

The Institute has met and exceeded four of the seven student number targets and progressed between 78%-98% for the other three KPIs in respect of this Key System Objective. This represents a strong performance in the light of the impact of COVID-19 pandemic. From mid-March 2019, the Institute has excelled in its performance to migrate the academic delivery to on-line and remote provision.

In respect of its overall student participation rates, the Institute has achieved 97% of its target with a student population of 5,617 (4,841 WTEs). While continuing to deliver on its overall strategic goals in teaching and learning, research and engagement, the focus has been on:

1. Increasing the number of postgraduate taught and research students (35% increase from 133 WTEs in 2018/2019 to 179 WTEs in 2019/2020).
2. Increasing the number of postgraduate research students at Level 9 and 10 to meet the TU target by 2021/2022 (26% increase from 61 WTEs in 2018/2019 to 77 WTEs in 2019/2020).
3. Continued increase in the number of students from Northern Ireland (15% increase from 223 in 2018/2019 to 256 in 2019/2020).
4. Continued focus on maintaining international student numbers (from 465 (headcount) in 2018/2019 to 486 (headcount) in 2019/2020, representing 9% of student cohort).

The overall student figures reflect a slight decrease in part-time numbers (as a result of the COVID-19 pandemic) and a decrease in Level 6-8 student numbers. The following table provides a further breakdown of the part-time and postgraduate WTE numbers.

Student Cohort	WTEs
Overall Part-time (at all levels)	369 (833 Headcount)
Springboard only	106 (180 Headcount)
Part-time (excluding Springboard, including postgraduate)	263 (653 Headcount)
Overall Postgraduate (full-time and part-time) Taught and Research	179 (283 Headcount)
Postgraduate Research only (full-time and part-time)	77 (83 Headcount)
Postgraduate Taught only (full-time and part-time)	102 (200 Headcount)

According to the Irish Times Feeder Schools dataset 2020, almost 90% were students from schools within the DkIT catchment, with a clear north-east spatial pattern to the location of the Feeder Schools. Within undergraduate provision at L6-8, the Institute has met 98% of its 2019/2020 target. In terms of undergraduate new entrant enrolments (Level 6-8), the Institute's market share in 2019/2020 was 6% (maintaining 6% share in 2018/2019). The slight decrease in the undergraduate student numbers is attributable to: (a) demand is for programmes at Level 8. The traditional university sector is attracting students from the region through targeted and well-funded marketing campaigns (e.g. DkIT's marketing budget is 10% of the combined marketing budget of its two closest competing HEIs) and (b) the FE sector providing more competitive options at Level 6. In addition, the FE sector is seeking to hold on to their student base for the first two years before progressing to third level. During the process of School Programmatic Reviews, a number of programmes at Level 7 have been discontinued and as such, student numbers have declined at this level.

However, following on from the programmatic review, Schools have been very active in bringing on stream new programme provision across all levels to mitigate the challenges faced in some areas. The Institute submitted and was awarded places for 2020/2021 under the Human Capital Initiative across undergraduate programmes at Level 7 and Level 8. Additional new programmes coming on stream include, for example, Level 8 ab initio programmes and provision of a Level 9 progression option for graduates in science and agriculture as well as Level 8 add on programme in Veterinary Nursing, MSc in Data Analytics; BSc (Hons) in Mathematics and Data Science; BSc (Hons) and BSc in Augmented and Virtual Reality and BA in Musical Theatre and the BA (Hons) in Drama and Structured Masters programmes in Wind, Solar, Bio -Energy and Marine Renewables.

With the implementation of the major refurbishment of the North and South facilities and STEM extension, it is anticipated that there will be a resultant increase in performance in these areas.

The part-time participation rate for 2019/2020 is 16% (in terms of headcount) and 8.14% in terms of WTEs reflecting a slight decrease on the previous year (381 to 369) (benchmarked against the sector in 2017/2018, DkIT participation rate was 13% against IoT sectoral average of 26%). A number of the part-time programmes in the area of health and science did not run as a result of the COVID-19 pandemic. In particular, courses designed specifically for the HSE were put on hold as nurses and other healthcare staff were required on the frontline. This has impacted on the Institute performance in this area. The Institute continues to focus on its part-time provision. In particular, in the Department of Nursing, Midwifery and Early Years the priority has been the development of part time programmes at Level 7 -9, which have been in high demand. The Level 7 and 8 part time degree programmes in early childhood studies have been delivered both in DkIT and by outreach provision in Cork College of Commerce. All of these programmes have been developed in collaboration with Industry, local health service providers and County Childcare committees and reflect the needs of the services. In other areas, part-time provision reflects employer needs such as the part-time Level 7 Cert in Data Analytics for Business, Level 7 Cert in Management Fundamentals, Level 7 Cert in Lean Six Sigma, B.Sc. in Civil Engineering and BBS degree are producing graduates meeting demand from regional employers. All Schools work closely with industry across the region in upskilling their employees in such sector as pharma, engineering, fintech, manufacturing, ICT etc.

The Institute exceeded its target for participation in Springboard programmes. The Institute has increased its performance in the area of postgraduate taught provision with new programmes coming on line in Masters in Data Science/Analytics, Masters on Leadership Management, Masters in Renewables and Masters in Advanced Nursing Practice. The Masters in Advanced Nursing Practice has been developed in partnership with TU/IOT including MTU, AIT, GMIT, LyIT and WIT. Postgraduate provision and student numbers have increased albeit at a lower participation rate compared to IoT sectoral average (2017/2018: DkIT: 3%; IoT sectoral average: 4.1%). Under the Human Capital Initiative, the Institute applied for Level 9 Post graduate diplomas in the areas of Wind Energy, Marine Renewables, Solar Energy, Bio Energy and Building Surveying to support the demand in the expanding Green Economy locally and internationally. The Institute is strategically focussed on achieving the TU metric of 4% of research students by 2021/2022 from a baseline of 2.74% in 2019/2020.

The Institute has maintained its strong performance with international enrolments (2019/2020: 9% of the undergraduate and postgraduate full-time cohort of students, above OECD Average 2019: 6%. Sectoral comparisons in 2017/2018: DkIT: 14%; IoT sectoral average: 6%). Following the Covid-19 outbreak in March 2020, the International Office revised downwards anticipated intake for September in line with projected trends. The Institute performed better than forecasted by building on the strong relationships cultivated in the marketplace over the past number of years and adapting to innovative online marketing approaches

Apprenticeship numbers reflect market demand and there is now a significant backlog in Phase 4 and phase 6 apprenticeship provision. DkIT School of Engineering is responding to this and has submitted proposal to HEA assist with this backlog.

Work placements are discussed in the next section as the same target is reflected under Strategic Objective 2.

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;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

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 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.

The Institute continued to prioritise its community engagement. In 2019 a one-day conference entitled, 'The Changing Landscape of Domestic Abuse – a Multiagency Perspective' was organised by the School of Health and Science which in conjunction with the Department of Justice & Equality, Social Services and Tusla and brought together more than 250 delegates from relevant front-line agencies such as Women's Aid Domestic Abuse support services, Education, An Garda Síochána, the Health Service Executive and the Probation Service to share insights and knowledge. Minister for Justice and Equality, Charlie Flanagan, TD attended the event and gave the closing address.

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 exceeding sectoral norms for international enrolments at 9% of student cohort.

Strategic Priority 2a: To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers.

i. Institution Strategic Initiative	2.1 DkIT Corporate Employer Partnership Programme Initiative: The Corporate Employer Partnership Programme offers an organised framework for DkIT and industry/community to develop mutually beneficial relationships with high profile organisations within the region.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of MOUs with key strategic industry/community partnerships under the	0	5 achieved against target of 4	8	14: 7 secured and signed MOUs and 7 in the pipeline for signing delayed signing due to COVID-19

Corporate Employer Partnership Programme				
Number of innovation vouchers project agreements with industry	12	22 achieved, of which 3 were cross-border, against target of 14	15	21: 13 new vouchers secured and 8 on-going vouchers
Number of commercially relevant technologies (licences, options, assignments)	1	1 achieved against target of 1	2	3
Number of entrepreneurs/start-ups supported on development	45	69 achieved against target of 50	54	55
Annual occupancy of incubation companies	80%	93% achieved against target of 85%	90%	97% occupancy up to February 2020. This reduced due to COVID-19 with a yearly average occupancy of 86%.
Number of work placements	742	1220 achieved against target of 830	872	1207
<div> <div> iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. <u>Benchmarks:</u> KTI Annual Review and Knowledge Transfer Survey 2019 U-Multirank, 2020 <u>Data Source:</u> Regional Development Centre Office </div> <div> <p>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</p> <p>DkIT has a very strong track record in employer and community engagement and has met or exceeded all of its targets within this Key System Objective. It was ranked at a Score A against its international peers for regional engagement. The Institute met all of its knowledge transfer and innovation targets. Benchmarked against the sector, the overall performance in certain areas (licences, collaborative applied projects with industry) was at IoT sectoral average while DkIT is ranked 3rd within the sector for active spin-outs (KTI Review and Knowledge Transfer Ireland Survey, 2019). Benchmarked against its international peers, the Institute received a Score B in co-publication with industry partners reflecting strong engagement with industry (U-Multirank, 2020).</p> <p>In 2019, DkIT submitted and were awarded 2 grant proposals to the industry collaboration focused Institute of Technology Cluster Fund, one in collaboration with IT Sligo and Letterkenny IT for the Border Manufacturing Cluster, and one led by DkIT the Connected Health & Wellbeing Cluster. A notable highlight was the partnership led by DkIT with Louth County Council, Dundalk Enterprise Development Company, Dundalk Credit Union, Louth Enterprise Fund and other industry and stakeholders in the DkIT Connect DAC Connected Health and Wellbeing Project of total value €4.7m.</p> </div> </div>				

Careers and Employability
Office
Statistics Host Site Feedback
Survey
Student Work Placement
Feedback Survey
DKIT Careers Connect CRM

DkIT is also a strategic partner across a range of Regional Enterprise Development Fund funded projects with other stakeholders such as the North East Focused Engineering Network, the Bioconnect Innovation Centre, the Creative Spark Enterprise Centre FabLab and the Fintech Corridor Initiative. All the Schools collaborate with a wide range of organisations in programme development, student projects, student placements, guest lecture etc. These include sports bodies, youth organisations, engagement with local schools to enhance literacy, critical and creative skills engagement in community based projects such as in the early years (Genesis & ADHD Changing Lives Initiative) and mental health disciplines (Recovery College), Engineers Ireland etc.

To further bolster its industry engagement agenda DkIT continues to drive its Corporate Partnership Programme (CPP) which is a key strategic initiative designed to build on our track record offering an organised framework for DkIT and high profile organisations across industry, community and professions to develop sustainable and mutually beneficial relationships within the region, with the capacity to evolve and grow in a planned manner. To date, DkIT have signed MoUs with organisations across multiple sectors to include sports performance, construction, food, creative industries and engineering and has other high profile organisations in development with areas for exploration around workforce training, education and bespoke programme development, initiatives to better access DkIT Students and Graduates, access Research and Innovation collaboration and corporate sponsorship opportunities. The ambition for the CPP is to extend the model to work with clusters of companies to ensure scale and increased impact.

Additionally DkIT developed 3 projects for the Enterprise Ireland funded Border Enterprise Development Fund focusing on support for start-ups and SMEs in the region to include:

- “NRG Solutions Centre” Energy & Built Environment Hub with Louth County Council, Climote, KTF and Glenveagh Properties Plc: €2.5M
- “Athena STEM” with Louth, Cavan and Monaghan LEOs and AIB: €320K
- “North East Digital Transformation Network” with Monaghan LEO and Monaghan County Council: €2.9M.

DkIT received grant approval by IntertradeIreland to run the COCOON project in collaboration with Southern Regional College Northern Ireland focusing on Student Enterprise. However, due to COVID 19 this had to be deferred but again reflects strong engagement in the region and the coherence of strategy in teaching and learning, research and engagement.

The Institute has exceeded its targets in the number of work placements across programmes as well as the clinical placements in Nursing and Midwifery Programmes. The Schools and Careers & Employability Centre continues to support employability of its students and graduates with work-based learning projects and student work placements. For example, Social Care students and staff engage with a multiplicity of service users in both problem-based learning and in research activities, particularly with RehabCare. Placement sites ranged across several organisations, including Tusla, the Schools Completion

Programme, residential care, Women's Aid, Simon Community, Merchant's Quay and St. John of God's. Within Youth Work, a strong emphasis was placed on experiential learning at sites such as: Pavee Point, Youth Work Ireland, Ashdale Care, Youth Action Northern Ireland, Dundalk Youth Centre, Solas Project Dublin and Youth Action Northern Ireland.

While in March 2020, all current and future placements for the academic year were cancelled due to COVID-19, many placements were completed or sufficiently completed to reach their learning objectives. For a number of programmes either alternative assessments were devised by the programme team or placement will be accommodated at another point in time.

The Institute conducted a survey to obtain feedback from both host sites and students regarding their work placement experience.

- 98% of host site respondents said that DkIT students added value to their service. This is an important statistic as it boosts confidence for students going on work placement who have had no previous work experience and feel they have nothing to offer. 100% of host respondents said that they would hire a DkIT graduate.
- Professional Attitude and Willingness to Learn are the two most sought after skills from our host sites.
- Feedback from students was also useful where 95% of students who responded said that their work placement had a positive impact on their future career confidence. Over 50% of students who responded were offered paid employment following their placement.

To support the employability agenda, the Institute designed a 30 Credit Placement Module for applicability across all disciplines. This ensures a quality standard for all placement programmes across the Institute and guides the development of future placement programmes. The Certificate in Engagement & Employability (10 credit, Level 7 Special Purpose Award) aims to accredit the learning and skills developed through engagement. Eligible students will have 100 hours of engagement and complete a portfolio of employability activities.

Two additional initiatives to promote employability and engagement include:

- DkIT Partners in Employability: This project was funded by the National Forum for the Enhancement of Teaching and Learning's 2018 Enhancement fund. The project focus was to promote student engagement and partnership, provide a framework for engagement within DkIT, designed in partnership by students and staff, and to support students to recognise, articulate and evidence the employability skills developed in the course of engagement activities.
- DkIT Elevate Award (Honorary Award): Students are eligible for this award if they (i) have completed 45 hours of eligible engagement activity and (ii) submit a CV and Elevator pitch evidencing skills developed and a self-assessment of same.

Strategic Priority 2b: To widen learner experience and global awareness by sustained efforts in international market.				
i. Institution Strategic Initiative	2.2 DkIT Student Internationalisation Initiative: Enhancement of the Institute's Internationalisation agenda.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of students on Erasmus study abroad	16	17 against target of 17	19	17 (89% achieved)
Number of students on Erasmus work-placement abroad	19	25 against target of 19	21	25
Number of staff on Erasmus teaching and CPD mobility	4	9 against target of 6	10	9 (90% achieved)
Number of partner institutions	60	77 against target of 62	63	73
Number of Erasmus Strategic Partnerships	2	2 against target of 2	2	4
Number of registered non-EU students	494	465 against target of 450	510	486 (95% achieved)
Development of Advanced Entry pathways with international universities	0	11 against target of 2	4	5
Development of MOUs with international partners	1	11 against target of 2	4	15
iii. Interim targets, commentary and data source (maximum of 300 words)	Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31 st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.			

Please colour code this box in line with progress achieved.

Benchmarks:

HEA Higher Education System Performance: Institutional and Sectoral Profiles 2017/2018

Data Source

Banner
International Office

The Institute's strategic objective to widen learner experience and global awareness through sustained efforts in international markets was broadly on track for 2019/2020, having met and exceeded five of its eight targets for 2019/2020 with the remaining three targets achieved to the levels of between 89%-95%. This represents a strong performance in the context of the challenges presented by COVID-19. The Institute successfully managed to maintain international student participation, alongside growing student and staff engagement in the EU Erasmus+ Programme, consonant with the Institute's objective of providing a diverse and inclusive teaching and learning environment for all students and staff.

The Institute submitted its application for renewal of the Erasmus Charter for Higher Education (2021-2027) whose principles underpins institutional commitment to the EU Modernisation and Internationalisation Agenda priorities for higher education, namely: increasing attainment levels to provide the graduates and researchers that Europe needs; improving the quality and relevance of higher education; strengthening mobility and cross-border cooperation; linking higher education, research and business for excellence and regional development, and improving governance and funding.

The principles of the Modernisation and Internationalisation Agenda can be seen in some of the Institute's international achievements to-date for academic year 2019/2020 as follows:

1. The Institute has maintained its strong performance with international enrolments in 2019/2020 at 486 (95% of target, (9% of student cohort, above OECD Average 2019 of 6%. Sectoral comparisons in 2017/2018: DkIT: 13%; IoT sectoral average: 7%). The Institute's strategy of sustained recruitment in its existing markets of China, Malaysia and Southeast Asia, while continuing to explore new market opportunities for recruitment into direct and advanced entry pathways is proving successful. A notable example of success in this regard was an increase in applications from India. There was recruitment success in the Nigerian market in new student registrations this year with the recruitment drive in Jordan, Mexico, Brazil, USA and Canada yielded results for these fledgling markets this year.
2. The Institute maintained its student enrolment numbers in its key markets of China and Malaysia. This is an important achievement at a time of increased global competition in the Asian education market and changes in study-abroad modalities of Asian students, who are increasingly looking to English higher education programmes in their home country and seeking to do shorter study-abroad periods.
3. There has been strong demand for taught Level 9 postgraduate programmes at DkIT in STEM areas, in particular in Data Analytics, Computing, Renewable Energy and Agricultural Biotechnology, with an increased number of students progressing on to Level 10 research at the Institute.
4. The Institute has actively pursued advanced entry degree pathways through new transnational educational collaborations with Chinese, Canadian and US institutions in a range of fields. New MOUs to-date in 2019/2020 included 2 in the USA, and 3 in Canada. Memoranda of articulations have now been agreed with two of the Canadian colleges for advanced entry into Year 2 of Level 8 Computing programmes.
5. The Institute applied for accreditation of its programmes in Kuwait in September 19, which will open up new recruitment possibilities in the Middle East.

6. Under the Human Capital Initiative (HCI) for STEM programmes (20/21 and 21/22), planning is underway to target recruitment in the Czech Republic, Slovakia and Hungary and some of the Baltic States.

Notwithstanding the many positive achievements to-date in the Institute's international agenda in 2019/2020, there have challenges encountered in the academic year to-date that have impacted interim targets, most notably;

- An increasingly competitive educational recruitment market and changes in the patterns of international student study-modalities. More students are seeking to invest shorter time on study abroad. Recruitment onto the traditional model of one Foundation Year + 3-4 years Bachelor study is increasingly challenging. This is largely due to financial pressures, and due to the greater availability of English higher education provision for students in the home country.
- The inability of Saudi students to apply for King Abdullah Scholarship Funding (KASP) to study at DkIT is a significant factor in Saudi recruitment, with a drop in Saudi enrolments of 33% in 19/20 compared to 18/19.
- Visa issuing has been a barrier to international recruitment in 2019, in some markets including Nigeria, where there have been issues with visa capacity. The Institute noted 21 visa-refunds and/or non-progressed visa applications to-date in 2019/2020 due to lengthy delays in processing-time.

The COVID outbreak has directly impacted International registrations with the cancellation of Summer 2020 Pre-Sessional English Programme. In addition, Erasmus Semester 2 contracts have been severely impacted with the cancellation to-date of 12 study and placement student mobilities. 27 Teaching mobilities contracts have been disrupted.

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;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

DkIT has achieved all its targets within the Key System Objective and performs well against its peers in research and innovation performance.

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 & Wellbeing (ICH&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 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 & 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.

During 2019/2020, the Institute focussed on growing the postgraduate researchers at Level 9 and 10 to progress the TU metric as part of the strategic priority set by the Institute. In this regard, it is on a trajectory to achieve the 4% TU metric by 2021/2022.

Strategic Priority 3a: Prioritised Research Impact Initiative: To continue to focus and drive research excellence in prioritised research areas, which is internationally competitive and has societal and economic impact.

i. Institution Strategic Initiative	3.1 Enhanced Critical Mass within Prioritised Research Clusters: A focus on building critical mass centred on a select number of high performing research centres embedded within our prioritised research clusters.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of postgraduate researchers	63	68 against target of 65	70	83 (includes full-time and part-time)
Number of applied projects with industry	13	16 against target of 16	17	36: 15 applied projects in addition to 21 voucher agreement
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. Benchmarks: HEA Higher Education System Performance: Institutional and Sectoral Profiles 2017/2018 Data Source Banner Research Office Regional Development Centre	<p>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</p> <p>DkIT continues to excel in terms of its performance in research, innovation and graduate studies. The targets have been met or exceeded. Some key points include:</p> <ul style="list-style-type: none"> DkIT is now formally aligned to two SFI research centres, namely LERO (The Irish Software Research Centre) and MaREI (Marine and Renewable Energy Ireland); The three large scale cross border EU INTERREG projects are on track in terms of their performance to date; The Institute has reached the target in respect of the number of postgraduate researchers with substantial growth in the number of research postgraduate students to 83 well above the target of 70. This includes research students registered at both level 9 and level 10 through the DCU DKIT Joint Graduate School. Nearly all postgraduate research students are registered through the joint DCU-DKIT Graduate School. A new linked provider agreement, which will govern the operation of the Graduate School moving forward, was finalised. In 2019/2020 there has been 69 published works with an increasing citation count now over 7414; 12.8% success rate in securing Horizon 2020 funding placing the Institute 14th out of 19 RPOs; Research expenditure in 2019/2020 was €4.766m. 			

		The DCU-DKIT Graduate has significantly grown in recent years through the additional recruitment of a substantial cohort of postgraduate research students. There are now only 3 students out of 83 research students whom will receive a QQI award. The remaining students will receive a DCU award. Further alignment of policies and procedures with DCU has also occurred through the recent revision and approval of our Postgraduate Research Degree regulations. The number of postgraduate research degree graduations has also increased further and it is anticipated that over the next 2-3 years there will be close to 40-50 PG research graduations with an emphasis on Level 10. Through support from the Technological University Transformation Fund it is anticipated that postgraduate research numbers will reflect the 4% target by 2021/2022 (up from 2.74% in 2019/2020).			
		The Institute exceeded its target for the number of applied research projects with industry as discussed above.			
Strategic Priority 3b: To engage and support all researchers in an enabling environment.					
i.	Institution Strategic Initiative	3.2 Research Capacity Building Initiative: Achieved through (1) establishing a specific annual training programme for early career researchers and (2) fostering a culture of responsible conduct of research amongst the research community. In addition, the Institute aims to develop and roll out new training tools and aids to support researchers at all career stages in the submission of quality, competitive research funding applications to Horizon 2020.			
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	Number of researchers trained	30	150 against target of 35	45	80
	Number of trained researchers in research integrity	20	108 against target of 60	65	202
	% success rate in securing Horizon 2020 funding	9.4%	13.51% against target of 9.5%	10%	12.8% success rate in securing Horizon 2020 funding
iii. Interim targets, commentary and data source (maximum of 300 words)		Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31 st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.			
Please colour code this box in line with progress achieved. Benchmarks:		The Institute has achieved and exceeded its targets set out in its compact as detailed below. Key highlights regarding the institute’s performance with respect to its research agenda include: <ul style="list-style-type: none">16% increase in research income in 2018/2019 (€4.043 million in 2018/2019; €3.475 million 2017/2018);			

<p>HEA Higher Education System Performance: Institutional and Sectoral Profiles 2017/2018</p> <p>UMultirank, 2020</p> <p>Scopus</p> <p>12th Interim report on Ireland's performance with respect to H2020</p> <p>Data Source:</p> <p>Research Office Shared Drive National Research Integrity Report THEA ECorda data 12th H2020 Interim report SRS returns Banner</p>	<ul style="list-style-type: none"> • 12.8% success rate in securing Horizon 2020 funding placing the Institute 4th within the IoT sector in terms of funding secured; • Increased research dissemination through peer reviewed publications including journal articles and conference proceedings with an increase in citations; • Increased research supervisory capacity through support secured through the HEA landscape process; • Substantial numbers of researchers formally trained in Research Integrity through the Epigeum token system. <p>The Institute performed well against the sector in a number of areas as follows (HEA Higher Education System Performance: Institutional and Sectoral Profiles 2017/2018):</p> <ul style="list-style-type: none"> • EU Contract Research Income /Academic Staff is substantially higher than the sectoral average of €5962 versus €2151 • Doctorate Graduates per 10 Academic Staff ratio reflects sectoral average of 0.2. • Benchmarked against its international peers, the Institute received a Score A for knowledge transfer in art related output and Score B in interdisciplinary publications (U-Multirank, 2020). This again reflects the strong integrated strategy across research, teaching and learning and engagement. <p>The 2018 and 2019 Landscape funding was received and recent audit by Mazars was conducted in partnership with the Institute's Research Office. Through both tranches of Landscape funding the following has been achieved:</p> <ul style="list-style-type: none"> • 22 PhD researchers have been registered; • 12 academic staff have been supported to complete their Level 10 qualification. <p>Overall research and innovation continues to be a very strong area of performance for the Institute and succeeded in meeting and exceeding all targets during a challenging year.</p>
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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;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

In 2019/2020, the Institute had a total registered full-time and part-time undergraduate and postgraduate population (excluding apprentices: 624 headcount) of 4,993 (headcount) of which 95% are undergraduates and 5% postgraduates. DkIT continued to secure 6% share of the CAO acceptances and flexible learners accounting for 16% of student population. DkIT's students come mainly from Louth (42%), Meath (17.5%), Monaghan (13%), Cavan (6%), Dublin (11.5%) and Northern Ireland (3%), accounting for 90% of the total full-time and part-time enrolments. This year has seen increased effort in promoting pathways from FE to HE evidenced in the increased number of programmes allowing for Advanced Entry.

The new Strategic Plan 2020-2022 continues to place a strong focus on widening access and participation for diverse learner cohorts. Within DkIT's catchment area, the two largest towns of Drogheda and Dundalk, while favourably located within the Dublin-Belfast Corridor are also characterised by significant pockets of socio-economic deprivation (Pobal/Census data). Overall, the Institute met and exceeded 50% and significantly progressed 50% of its targets under this Key Strategic Objective. Two additional targets are no longer reported through the Equal Access Survey nationally for socio-economic groups as a result of GDPR concerns. These are therefore now excluded from the reporting targets. It should be noted that within this target group of students, the impact of COVID-19 is more severely impacted adding to the challenges already experienced. However, the Institute continued to innovate around new support and engagement strategies to meet learner needs.

Strategic Priority 4a: Continued commitment to strategic alliances with DCU MEND Cluster, FET2HE and NEFHEA

i. Institution Strategic Initiative	4.1 Enhancement of Cluster Alliances to include Northern Ireland			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of programmes offered which allow for Advanced Entry	11	13 against a target of 13	15	24
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. National Plan for Equity of Access to Higher Education 2015-2019 Equal Access Data as used by the HEA for the Recurrent Grant Allocation Model 2020. Admissions Office	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>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. 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.</p> <p>The Project Manager works closely with alliance partners to increase the options and opportunities for progression between Further Education (FE) and Higher Education (HE) and on a cross-border basis. Specifically the role aims to:</p> <ul style="list-style-type: none"> • Develop and implement a Joint Operational Plan for the collaborative hub to create a cross-border Region of Learning. • Develop a region specific data and indicators relating to: 			

Equal Access Data as collected for the HEA	<ul style="list-style-type: none">○ Access and Progression needs within the region○ Industry demand for graduates, up-skilling for industry and Life Long Learning.○ Detailed analysis on the destination and course of choice of learners. <ul style="list-style-type: none">• Develop the provision of the evidence base to implement the alignment of HE and FE resources within the region and the effective targeting of the needs of students and industry.• Develop the provision of an evidence base for the setting of cross-jurisdictional targets for industry upskilling, graduate outputs, and research and innovation for industry.• Analyse the critical mass required to ensure greater talent retention within region of learning.• Co-ordinate the NEFHEA Consortium ensuring that maximum opportunities for collaboration and resource sharing can be optimised through marketing, communication, webinars, open days etc. <p>The target for the number of programmes offering advanced entry has been exceeded. DkIT reports FET student numbers above the national target of 10% set by the HEA (National Plan for Equity of Access to Higher Education 2015-2019) and compares favourably with other HEIs.</p>			
Strategic Priority 4b: Widen participation from targeted under-represented groups				
i. Institution Strategic Initiative	4.2 The MEND College Connect Initiative: College Connect is a collaborative initiative, from the MEND Cluster, which comprises Athlone Institute of Technology (AIT), Dundalk Institute of Technology (DkIT), Dublin City University (DCU), and Maynooth University (MU). College Connect has been designed to address existing barriers and support the participation of marginalised groups in the MEND region.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
First time mature students	10.2%	12.8% against target of 11.5%	12.5%	18% mature students
% Non-manual worker group 18-20 cohort	28%	11.3% against target of 29%	30%	Data no longer collated nationally due to GPDR. This target will not be reported on going forward.
% Semi-unskilled manual worker group 18-20 cohort	33%	29% against target of 34%	35%	Data no longer collated nationally due to GPDR. This target will not be reported on going forward.

		[Semi-unskilled manual worker group includes semi-skilled, manual skilled and unskilled]		
% Participation from Students with a Disability	7%	9.43% against target of 7%	8%	6%
% FET Students	16%	19.3% FET students (referring to 1 st year new entrants) against target of 17%.	18%	15%
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p> <p>Data Source:</p> <p>Equal Access Data as used by the HEA for the Recurrent Grant Allocation Model 2020</p> <p>Banner</p> <p>Access and Disability Office</p> <p>Benchmarks:</p> <p>HEA Higher Education System Performance: Institutional and Sectoral Profiles 2017/2018</p> <p>Equal Access Data as used by the HEA for the Recurrent Grant Allocation Model 2020.</p>				
<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>The Institute achieved one and significantly progressed two of its three targets under this Key Systems Objective. Two of the targets are no longer reported through the Equal Access Survey nationally for socio-economic groups as a result of GDPR concerns. These are therefore now excluded from the reporting targets. In terms of overall performance in this area, DkIT continues to place a strategic focus on widening participation. This was particularly challenging in 2019/2020 due to the impact of the COVID-19 pandemic. Deprivation indices for the sector reveal that the Institute reflects sectoral norms for disadvantaged student cohorts (14% against average of 13%, Institutional and Sectoral Profiles 2017/2018).</p> <p>DkIT is a member of the MEND cluster, which received funding for the College Connect project, funded under the HEA's PATH 3 call. As part of the funding, a Community Connector post was created in each HEI. This post began in October 2018 in DkIT. Unfortunately, the opportunity for 'normal' outreach activities has now impacted by COVID. However, the College Connect project has been active in a number of areas to encourage and promote widening participation. The project developed a mentoring programme employing a 'whole of institution' approach towards relationship building with communities. It places the DkIT students in a mentoring role with a cross section of the target communities. Group mentoring is effective in reaching our target groups' students as they may be more willing to partake in a programme if they have positive role models among their peers.</p> <p>The College Connect project also has part-funded the provision of a Technology Assistant to work with DkIT students from under-represented groups. This is an area in which DkIT wishes to develop its expertise and will be of great benefit to students with disabilities in particular. The advantages of having a dedicated person in this role enables students to have:</p> <ul style="list-style-type: none"> • The ability to fully partake in third level programmes • Enhanced communication 				

EuroStudent Survey VII Report on the Social and Living Conditions of Higher Education Students in Ireland (2019)

- Enhanced access to information
- Higher academic achievement
- Increased participation and independence in student life.

In terms of mature students, 18% of students were mature students in 2019/2020 with 8% as first year students. Benchmarked against peers, this represents a strong performance with average for full-time mature undergraduate students at 11% and the average for all mature students at 16% (EuroStudent Survey VII, 2019). As the economy was at almost full employment (pre-COVID) pre entry for academic year 19/20, the pool of available mature applicants has diminished. This correlates with the situation at national level. A minimum of 20% of places on all undergraduate programmes are reserved for mature applicants. In reality, it is only on high-demand programmes (e.g. Veterinary Nursing, Social Care) that the 20% quota functions as a maximum for mature applicants (although it should be noted that mature applicants may also gain entry via Leaving Certificate or FET points). On a majority of our programmes, there is no barrier in terms of places.

Many of the mature students come from the FE sector. It has been observed that mature FE students were focused on entering the work-force upon gaining their FE qualification rather than embarking on a study at third level. FE students appear to be taking up study in areas directly related to particular employments rather than in more general areas that would be seen as more preparatory for third level study. It appears to be the case that those mature students who are younger and who are out of formal education for less time, are more likely to make the transition to third level from FE. A few mature students were forced to discontinue their studies at DkIT during the 19/20 academic year – these were excellent students who had progressed to DkIT after a period of study at their local FE college. They were students who had been out of the education system for a number of years prior to taking up an FE course and they had families. These mature students were being supported with a 1916 Bursary. However, the challenging logistics of transport and childcare (pre-COVID) were cited by these students as the reasons for not being in a position to continue their studies at DkIT. Funding alone cannot resolve these issues and a move to a more blended learning approach (as a result of Covid-19) may help students in this and the Institute will continue to examine these possibilities with our FE partners.

Most mature students at DkIT are reliant on the Back to Education Allowance (BTEA) or other DEASP payment in order to finance their period of study. Many of those who have lost employment due to the current pandemic are in receipt of the COVID-19 payment – this is not currently a qualifying payment for the BTEA. As things stand, these potential mature students would not be able to finance third level study in order to retrain and/or upskill. It would require changes at national level to allow these students to be in a financial position to take up a place at third level. Many mature students study part-time and this is not reflected in the undergraduate number.

DkIT has joined the HEAR programme and it is envisaged that membership of this high-profile national scheme may encourage more applications from those who are from under-represented socio-economic groups. Membership of HEAR is a bonus when working with groups for targeted schools i.e. DkIT and BITE (Ballymun Initiative for Third Level Education –

structured visit to campus from Trinity Comprehensive, Ballymun). The targets for particular socio-economic groups does not include targets for Traveller students, however DkIT has made strong progress in this area as evidenced in the Equal Access Data. It should also be noted that not all Travellers identify as such at the time of the Equal Access Data survey and as such Traveller numbers in excess of the recorded number.

DkIT continues to work in cooperation with Louth Leader Partnership (LLP) to deliver a 14-week 'taster' programme to those not currently in education / training / employment. Three modules are delivered over two hours one morning per week. The programme is delivered in three separate venues to learners in three different towns: Dundalk Library, Drogheda Library, "Dee Hub" community centre in Ardee. All costs are borne by LLP; DkIT provides staffing resources and also the use of our campus for elements of the programme. This programme provides an introduction to third level in a familiar environment. A number of the programme participants apply to DkIT and come onto full-time programmes. Others enrol in FET provision with a view to progressing to third level. A small number of participants are people who have previously started but not completed studies at DkIT in the past – disability, including mental health grounds, is a recurring reason. The programme provided these participants with an opportunity to positively re-engage with DkIT. Participants are made aware of supports including the 1916 Bursaries (PATH 2) and have been recipients of this bursary.

There is an ongoing issue within the sector of students' being reluctant to disclose their disability when registering in their HEI. There are still approximately 40 new 1st year students who indicated to CAO that they had a disability and have not yet applied for appropriate support. This could be for a number of reasons and these students can still register with the service throughout their time in DkIT. There are also students in DkIT who could benefit from support but will not disclose or do not have their disability verified by the appropriate professional, or their reports may be out of date. In these cases, a general level of support is offered. DkIT had its first intake of students with a disability through the DARE (Disability Access Route to Education) Scheme for the 2019-20 Academic year, having previously had its own supplementary access route for students with a disability. When Leaving Cert students are applying to CAO, it will be seen as an affirmation of DkIT's commitment to diverse learners that we are part of DARE. For 2019-20, there is will be a reduction in costs of Transport and PA's and Note Takers due to the Covid-19 restrictions, however we may see an increase in the use of Assistive Technology to facilitate remote learning and assessment. As FSD funding does not support NI who are currently a target group, nor international students, DkIT offers a limited general level of support unless funded by Student Finance NI. The Institute continued to increase its Assistive Technology support to students and is trialling reading pens and voice recognition software currently. The Institute aims to have a Part Time AT support person in situ for new academic year this post part-funded by PATH3 College Connect Project.

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;

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Quality programmes are offered by the Institute's Schools of Business and Humanities, Engineering, Informatics and Creative Arts and Health and Science from Apprenticeships to Level 10, aiming to produce highly skilled and motivated graduates with the necessary graduate attributes.

The challenges resulting from the global pandemic impacted substantially in the area of teaching and learning and overall learner experience. Academic staff and students shared in the task of shifting to a predominately remote and on-line delivery mode. This shift had a significant impact on the learner experience during 2019/2020, particularly for first years and those in the award year. The COVID-19 task force distributed a short student feedback survey to all students in early April 2020 about both their learning experiences and interactions with the college support services online. There were 647 responses (16% response rate). Responses indicated that experiences were mixed. The key difficulties reported were lack of access to internet and/or devices, home environment not conducive to online learning, caring responsibilities, lack of motivation and uncertainty, particularly around assessment. The key aspects that were working well were live online classes and recorded lecturers, the latter particularly valued for their accessibility. Student support services were considered to be working well by those who had accessed them. For a small minority of students, additional time to work on assignments and work at their own pace was positive. Responses were distributed to academic schools and functional areas for specific consideration and response. This feedback, in addition to other sources and national guidance, informed planning for the rest of the semester.

The Institute's focus was to ensure that staff and students had the resources and skills to cope with the new environment and a great deal work was undertaken across the institute to support digital learning and teaching. This included investment in hardware and software and professional development and training. The Centre for Excellence in learning and Teaching developed a repository of guides and resources for staff. Training covered use of digital platforms and specific tools, planning for online and blended learning at programme and module levels, online engagement and interaction, online assessment and feedback and alternative assessment design. There was a very high level of engagement in training and very positive feedback. Provision for students included sessions on online learning, study skills and alternative assessment. Guidelines for Academic Planning were developed to steer the Institute through quality assurance compliance in relation to delivery and assessment. The Guidelines were approved at Academic Council.

Any assessment of the performance of the Institute in dealing with the COVID-19 crisis is to be commended as staff adjusted to the challenges presented to ensure that students, in the context of remote learning, had the best experience possible under challenging circumstances.

Strategic Priority 5a: To provide effective learner centred supports

i. Institution Strategic Initiative

5.1 Framework for Assessed Group Work: The Institutional Strategic Initiative is the development, implementation and initial evaluation of a framework for assessed group work.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
% Participation in ISSE Survey	24% (2018)	30% against target of 27%	30%	32%
Institutional response to student feedback	Single DkIT ISSE report: summary of qualitative data to departments with ISSE data considered at Programme Boards.	Summaries of open-ended responses to ISSE 2018 were generated for each Department within each School. Summaries of responses to indices and key questions for ISSE 2019 are being generated for each School. A report on ISSE 2018 was generated and distributed to student representatives. This will be further developed for ISSE 2019.	Develop a framework and guidance to respond to and support the use of ISSE data at institutional and school/departmental level	Summaries were generated for departments. A working group was established to review responses and discuss and agree priorities with student representatives.
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. Data Source: StudentSurvey.ie CELT Office Benchmark: StudentSurvey.ie	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>The Institute achieved its targets under this Key System Objective. There was a 32% completion rate for StudentSurvey.ie (formerly ISSE). This was a slight increase on the rate for 2018/19 but was a little below the average for the technological sector (35%), despite considerable promotion.</p> <p>StudentSurvey.ie results indicated that 79% rated their experience as 'good' or 'excellent' and 3% as 'poor'. This is in line with the technological sector average (79% 'good' or 'excellent'), although it is lower than the 2019 DkIT rate of 85%. Considerable work has been undertaken to enhance the assessment and feedback over several years and the responses to these questions compare favourably (see Table below). While the scores themselves are lower than 2019 they are similar to 2018.</p>			

Responses to questions on feedback.

Received prompt and detailed feedback on tests and assignments

	DkIT 2020	DkIT 2019	TEIs 2020	ISSE 2020
<i>Very little</i>	13%	11%	17%	21%
<i>Quite a bit/ Very much</i>	53%	60%	50%	46%

Provided feedback on a draft or work in progress

<i>Very little</i>	10%	12%	14%	21%
<i>Quite a bit/ Very much</i>	56%	60%	51%	48%

In order to focus on 'closing the gap' with respect to the feedback from StudentSurvey.ie, the Learning and Teaching subcommittee set up a working group to examine the 2020 survey findings. This group includes representation from academic staff, Student Services and the Students' Union. This group identified potential priorities for action/enhancement that were then discussed with class representatives and two priorities for action were agreed: (i) Development of a strategy and structured process to support students who are considering withdrawing, (ii) enhancement of assessment feedback. An action plan has been developed and approved by Academic Council. Supporting this, the Student Voice Policy has been revised and has a greater emphasis on action and working towards partnership.

Departmental reports were created as in previous years. The impact of COVID-19 delayed the local analysis of the survey findings, particularly as the survey had been completed before the physical campus closure in March 2020 and local surveys focused on students' experiences of remote learning were prioritised. Consultation with the class representatives also took some time to organise, however the process has worked well and will increase our capacity to 'close the loop' and the impact of the Survey.

Strategic Priority 5b: To enhance learner retention rates and completion rates.

i. Institution Strategic Initiative

5.2 Enhanced Institutional Capacity Building to support Improved Completion Rates

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Overall Progression Rate	82% (2016/17)	83% (2017/18) against target of 83%	84% (2018/2019)	84%
Year 1 Progression Rate	75% (2016/17)	78% (2017/18) against target of 76%	77% (2018/2019)	78%
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).	The PDF is the preferred framework for academic staff. Accredited professional development in learning and teaching has been mapped and aligned to the PDF. The Library implemented the PDF to guide professional development.	Align non-accredited professional development provision in learning and teaching to the PDF as appropriate. Pilot implementation of the PDF recognition framework (if it is then available).	Non-accredited professional development has been aligned to the PDF. The PDF national recognition framework is not yet available.
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved. Data Source: Registrar's Office StudentSurvey.ie Benchmarks: HEA SRS March 2020 Return StudentSurvey.ie 2020	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>The Institute achieved its targets under this Key System Objective. The overall progression rate was 84%, meeting the target set. The first-year progression rate was 78%, exceeding the target. Progression rates are complex and influenced by many factors, nonetheless, it seems reasonable to assume that the institutional capacity building, particularly the focus on learner-centred support and high-quality learning, teaching and assessment, has played a role. The roles of Programme Director and First Year Convenor are particularly important in providing more structured support for students within their programmes. Student feedback from StudentSurvey.ie consistently demonstrates that approachable, accessible and supportive staff are a very positive feature of their experience here.</p> <p>As in previous years, DkIT compares favourably to sector averages on responses to questions on the Institute's emphasis on-learning and student support.</p>			

Provided support to help students succeed academically

	DkIT 2020	DkIT 2019	Av TS 20	Av StdSvy 20
Very little	8%	6%	9%	9%
Quite a bit/ Very much	59%	66%	58%	58%

Using learning support services

Very little	14%	12%	17%	16%
Quite a bit/ Very much	58%	64%	53%	55%

Provided support for your overall wellbeing

Very little	11%	13%	17%	16%
Quite a bit/ Very much	53%	58%	50%	51%

Professional development of staff has been a significant driver of quality enhancement and continues to be a priority, particularly in the light of COVID-19 for remote delivery.

DkIT reflects sectoral norms on responses to questions on learning outcomes.

Learning Outcomes	DkIT 2020	Av TS 2020		
	Qt a bit/ v much	V little	Qt a bit/ v much	V little
Writing clearly & effectively	57%	8%	55%	12%
Speaking clearly & effectively	57%	10%	57%	12%
Thinking critically & analytically	69%	4%	72%	4%
Applying numerical & statistical information	47%	18%	52%	17%
Solving complex real world problems	47%	14%	51%	15%

The Student Success Strategy was approved by Academic Council in March 2019. This has helped to promote the concept of student success as a way to understand and enhance the student experience within the institute and has informed a number of strategic objectives in the 2020-2022 Strategic Plan:

- To enhance student success by ensuring excellence and innovation in learning, teaching and assessment;
- To enhance the provision of effective learner-centred support for all our learners;
- To actively promote and support wellbeing and positive mental health;
- To enhance student engagement;
- Ensure that employability is identified as a key aspect of the learning experience.

Enhancing student support has been a priority. An online student support hub was developed to increase the flexibility and accessibility of student support. This work was funded under the HEA's 2018 Innovation and Transformation Fund. A needs analysis and subsequent development work were undertaken through 2019 and 2020. The hub went live in January 2021. While some of the development work was delayed as a result of COVID, the rapid shift of all activity online in March 2020 did accelerate the development of digital capacity in this area. Initial feedback from students and staff is very positive and a preliminary evaluation will be undertaken towards the end of this academic year.

The Careers & Employability Service is leading a project to develop agreed DkIT graduate attributes and develop tools and guidance to employability-proof our programmes. This is one of the projects funded by National Forum's 2019 SATLE fund. This project has been delayed as a result of COVID but work is progressing quickly now and the project will be completed this year.

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

The Institute demonstrated great agility and effectiveness in responding to the COVID-19 pandemic crisis. All staff are to be commended in transitioning the academic delivery to a predominately on-line provision and in providing a safe environment for staff and students within an extremely short timeframe. The staff worked extremely hard to ensure students were not disadvantaged and continued to engage in their learning experience within a changed virtual learning environment. In doing so, the Institute successfully completed its academic year 2019/2020. Preparation and on-going planning continued over a period of five months in readiness for the new academic year 2020/2021. Academic Schools prepared for on-line delivery across all programmes including on-line labs whilst professional and support staff transitioned their activities to be delivered remotely such as library services, marketing and communications, IT, finance and HR, student supports etc. while facilities management continued to ensure the Institute was compliant for up to Level 5 restrictions.

Within this context, the Institute's overall progress on this key system objective was focussed on (1) organising and aligning resources to meet the challenges arising from the COVID-19 pandemic with the formation of the COVID-19 Taskforce and increased responsibilities/focus for existing college structures to respond to COVID 19, (2) ensuring the organisation effectively supported all staff to be able to deliver and work remotely and (3) ensuring that staff and students were advised and kept informed of all developments on a weekly basis. The organisational focus was to ensure the best learning outcomes for the students within very challenging environment.

During this time, financial and resource management information continued to be refined and focussed so as to ensure timely monitoring of the Institute's on-going financial and resource position. With the evolving COVID-19 pandemic, a detailed budget was developed and secured for the implementation of the public health sector guidelines.

In addition, the regulatory and governance requirements continued to be executed effectively. This was particularly challenging as the five-year term for the Governing Body ended in March 2020 with a new Governing Body established in mid-2020. The new chair had been appointed previously in 2019 with the task of concluding the new Strategic Plan 2020-2022 in January 2020. This new Governing Body had to appraise itself of its governance role, establish new Committee structure and members, all during the pandemic.

During the 2019/2020 academic year each of the Institute's research centres underwent an external quality review process through the "Research Centre Designation Process" implemented through the Research Office. This exercise ensures appropriate governance and quality assurance implementation with respect to the alignment of institutional resources that underpin the Institute's strategic ambition to concentrate on excellent research with societal and economic impact. This process underpins governance, leadership and operational excellence within the research and innovation domain.

Whilst it proved a very challenging year across all aspects of the Institute, the organisation successfully met its targets under this key system objective.

Strategic Priority 6a: To ensure the long-term sustainability of the institute

i. Institution Strategic Initiative	6.1 Institutional Excellence: The Institute continually seeks to ensure its long-term sustainability and strives to achieve governance, leadership and operational excellence.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Operating Financial Position	Break-even	Operating Surplus	Operating Surplus	Operating Surplus for 2018/2019: €841K
Compliance with THEA Code of Governance	80%	85%	95%	95%

iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved.

Data Sources and Benchmarks:

HEA SRS March 2020 Return
Programmes and Budget March 2020

Finance and HR Office Records
Agresso and Core Systems
Governing Body and Committee
Meeting Agenda and Minutes
and associated documentation

Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.

The Institute continued to make progress to ensure its long-term sustainability and in striving to achieve governance, leadership and operational excellence reflecting a 95% compliance with THEA Code of Governance. The advancement on the previous year performance related to the (1) establishment of a new Governing Body and its Committee structure to include Finance, Audit and Risk Committee, Land and Buildings Committee and Equality, Diversity and Inclusion Committee, (2) the initiation of the recruitment and appointment of Vice President for Finance, Resources and Diversity, (2) timely submission of financial statements and annual governance statement and (3) returning an operational surplus and increasing revenue and capital reserves.

The Institute completed its reporting template for the Annual Governance Statement from Institutes of Technology and Statement of Internal Control as set out in the THEA Code of Governance for Institutes of Technology, which was approved in March 2019. The Governing Body, through its internal audit, ensured the effectiveness of the system of internal financial audits. The Internal Audit reviewed the following areas and reported to the Finance, Audit and Risk Committee in 2019/2020:

- Internal Audit Review Findings Follow-Up
- Internal Review of Preparing and Issuing Academic/Student Timetables for Academic Year 2018/2019
- 3 Year Rolling Internal Audit Plan 2020-2023.

In addition during 2019/2020:

- The Institute commissioned its **Review of Performance of the Governing Body** by Athrú Consultancy. This report was finalised in November 2020 and reviewed by the new Governing Body in February 2021;
- **Finance Management Initiative (FMI) Report (PwC)** was carried out during 2020 and presented to Finance, Risk and Audit Committee in February 2021;
- **HEA Rolling Governance Review:** Management responses to the HEA Rolling Review of Governance were submitted to FAR Committee in March 2020 and recommended for approval to Governing Body and subsequently approved;
- **Conflict of Interest Policy:** An external audit by Athrú Consultancy of the effectiveness of the Institute's Conflict of Interest policy was undertaken in 2020 and submitted to FAR Committee and Governing Body;
- Internal Review of the **DkIT Conflict of Interest Policy and the Consultancy Policy:** This policy was reviewed and updated and presented to FAR Committee in March 2020 and recommended for approval to Governing Body and subsequently approved;

- **Review of Risk Management Policy and Risk Register:** An external audit by Athru Consultancy of the effectiveness of the Institute's Risk Management was undertaken in 2020 and the report presented to FAR Committee and Governing.

As per draft Financial Statement for year ended 31st August 2019, the Institute has an accumulated surplus of €841K. (In 2017/2018, DkIT reflected lower expenditure per student at €9,772 compared to the IoT average of €10,654).

During the year, the Institute has engaged continuously with the Department of Education and Skills and the Higher Education Authority in conjunction with THEA in assessing the evolving and projected financial and operational impacts of COVID-19. A review of the expected financial impact of COVID-19 was conducted and responses provided to the Higher Education Authority and the Governing Body illustrating the Institute's financial and operational position with reference to a set of assumptions and guidelines. The Institute developed a comprehensive COVID-19 Operational Plan of which the Governing Body was informed through a detailed presentation and assured that there were sufficient funding for the Institute to meet its liabilities as they arose. The evolving financial and operational impacts of COVID-19 continued to be reviewed and monitored by the Governing Body through the Finance, Audit and Risk Committee.

Strategic Priority 6b: To enhance the institute's reputation as an Institute committed to ensure equality for all staff and students.

i. Institution Strategic Initiative	1.1 Athena Swan Initiative: The Institute will seek to attain the Athena Swan Bronze Institutional Award. Currently the Institute is in the process of establishing an overarching Steering Committee and appointing a Project Manager to manage the implementation of the Athena Swan Operational Plan.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Attainment of Athena Swan Bronze Award	No award in place.	Steering Committee and implementation team established.	Submit application for Athena Swan Accreditation	Application for Athena Swan Accreditation was submitted in November 2019 and resubmitted in January 2021.
iii. Interim targets, commentary and data source (maximum of 300 words) Please colour code this box in line with progress achieved.	<p><i>Please provide commentary on your Institution's achievement and progress towards Interim targets (qualitative and quantitative), as published in your Compact, in connection to the above Key System Objective as at September 2019.</i></p> <p>DkIT is committed to supporting gender diversity, equality and inclusion in the Institute. During the academic year 2018/2019 the Institute placed a strong focus on this agenda with the established an Equality Sub-Committee of the Governing Body as well as signing up to the Athena SWAN charter in May 2018. The Steering Group and Self-Assessment Team has been put in place with a full-time dedicated Project Manager. The DkIT Strategic Plan 2020–2022, which builds upon the Institute's long</p>			

Data Sources and Benchmarks:
Research Office
EDI Committee Meeting Agenda
and Minutes and associated
documentation

Higher Education
Institutional Staff Profiles by
Gender 2020

commitment to embedding gender equality and diversity at the core of what it does, was approved by Governing Body in January 2020. It features five succinct Strategic Priorities and its commitment to gender equality as an integral part of Strategic Priority Number 5, “Organisational Development and Corporate Excellence”, which unequivocally affirms its commitment to EDI and attaining Athena SWAN accreditation. In March 2020, a new Equality, Diversity and Inclusion (EDI) Committee replaced the steering committee, providing strategic oversight for the achievement of all EDI objectives, including Athena SWAN. This team comprises 27 members (16 Female and 11 male) from a cross-sectional representation from Schools and Functional areas within the Institute including the student voice. The Institute has finalised the recruitment of a Vice President Finance, Resources & Diversity. The new VP Finance, Resource and Diversity will join and chair the EDI committee.

In addition, a working group has been formed to develop and implement an action plan to tackle sexual violence and harassment drawing from a cross section from academic and functional areas, research, disability services, student counselling, student health service, academic staff union, students union, Human Resources, Athena Swan, Sports and Societies as well as outside experts from THEA, RCNE and the Garda Inspectorate. The Action Plan will be submitted to the Department of Further and Higher Education in March 2021. The Group will oversee the implementation of the Framework and report annually on the achievement of objectives and targets in this area.

Achieved gender balance:

Governing Body: Female 50%, Male 50%;

Leadership Team: Female 57%, Male 43% (Two of the Heads and School and both Vice Presidents are female and a male President);

Academic Council: Female: 42%, Male: 58%;

The number of staff is 654, of which females comprised 52% (IoT average of 51%);

Core Academic and Research Staff: Female 47%, Male 53% (IoT Average 47%);

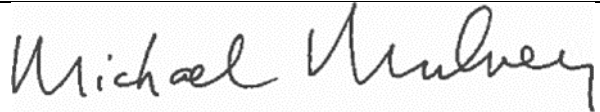
Core Professional Management and Support (PMSS) Staff: Female: 62%, Male: 38% (Higher Education Institutional Staff Profiles by Gender 2020: IoT Average 61%).

Benchmarked against Higher Education Institutional Staff Profiles by Gender 2020, the Institute performance reflected the sectoral average in terms of the % of Female Staff in Core Academic and Research (47% versus 47% IoT sectoral average) but performed better than sectoral average for Core Professional and Support Staff (62% versus 61% IoT sectoral average).

Female staff representation within STEM disciplines is 44% Academic and 58% PMSS, above the sector average of 38% and 48% respectively.

DkIT submitted its application for a Bronze Institution Award in November 2019, which was unsuccessful. The feedback provided has informed the current application and enabled the institute to refine its proposed Action Plan. The application was resubmitted in January 2021.

2. Signature: *Of the President or on behalf of the President (please sign in space below)*

Date:	12 th March 2021
Signature:	
President:	Michael Mulvey PhD