Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.

- The format of the template should not be altered.

- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement, and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.

- Where word count limits apply, these limits should not be exceeded.

- Appendices are not permitted.

- Reporting should be clear, concise, and evidence based.

- Narrative or bullet point formats may be used, and the use of plain English is encouraged.

- Reporting should be cognisant of the information provided in the System Performance Framework 2023–2028 and System Performance Framework Glossary.

- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.

- Data presented in the report should be the most recent data available to the institution (timeframe should be specified).

- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.

- Redaction may be agreed with the HEA prior to publication, as appropriate.

- The report must be signed by the head of the institution prior to submission.

- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's Data Privacy Notice.

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Dundalk Institute of Technology Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA's assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and Dundalk Institute of Technology (DkIT) in accordance with the System Performance Framework 2023–2028.

In line with the HEA's mandate to measure and assess institutions' strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions' accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

The most up-to-date data available should be reported in the **'Benchmark data'** and **'2024/25 result'** columns.

The year or range of years to which the reported data relates should be added after the data source in the **'Data source and timeframe'** column.

Pillar: Teaching & Learning

Performance Objective 1

To enhance the curriculum and provide student-centred, practice-based, research-informed, inclusive approaches to Teaching, Learning and Assessment to ensure that all students can achieve their potential and contribute sustainably to society.

Transversal areas of impact: Student Success; International; Climate and Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	**Number of students enrolled (headcount, excluding apprentices)**	HEA SRS_2025 Return, 2024/25	2023/24: 5,218	Maintain 5% market share of Technological sector (100,390 total enrolments in the Technological	**Achieved (5240) 5.05% market share of Technological sector (103,585) of total enrolments in 2024/25**	**5,270**	**5,311**	5,322	5,374	5,426	**4-year average increase of 52 student headcount per year** **4% increase on baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
				sector in 2022/23)							
1.2	**Number of graduates (headcount)**	[HEA SRS, Graduating Year 2024](#)	2022/23: 1,620	Maintain 5% share of Technological sector (32,950 graduates from Technological sector in 2022)	**Graduating Year 2024.** **Maintained 5.26% (1635) share of Technological sector (31080)**	**1,645**	**1,635 graduates in 2024**	1,670	1,695	1,720	**4-year average number of graduates (headcount) of 1,680** **6% increase on baseline**
1.3	**Completion rate (%)[1]**	DkIT Registrar's Office, New Entrants 2020/21 by 2023/24, [HEA – Progression and Completion Report 2025](#), New Entrants 2018/19 by 2023	2018/19 New Entrants: 64% by 2022	Maintain TU sector average completion rate (64% of 2018/19 New Entrants by 2022)	**2018/19 New Entrants by 2023 Technological sector average: 69%** **DkIT: 68%**	**64%**	**78%**	64%	65%	65%	**4-year average of 64%**

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[1] Completion rate does not include Advanced Entry

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.4	**Graduate Employment rate (%)**	Graduate Outcomes Survey 2024	2022: 84% of graduates in employment	Exceed average rate of graduates in employment, all HEIs (83% in 2022)	**84.4% of DkIT graduate in employment benchmarked against all HEIs sectoral average of 75.7% Graduate Outcomes Survey 2023**	**85%**	**86%**	85%	85%	85%	**4-year average of 85%**
1.5	**Graduate Further Education rate (%)**	Graduate Outcomes Survey 2024	2022: 9% in further education	Achieve average, all HEIs rate (10.2% in 2022)	**7.9% of DkIT graduates in further study benchmarked against 17.3% average for all HEIs Graduate Outcomes Survey 2023**	**10%**	**6%**	10%	10%	10%	**4-year average of 10%**
1.6	**Student Survey Effective Teaching Practices Score**	Student Survey.ie	2023: 35.4	Exceed average score, all HEIs (33.1 in 2023)	**N/A**	**N/A**	**N/A**	35 (+/- 1)	35 (+/- 1)	35 (+/- 1)	**3-year average of 35**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.7	**Student Survey Quality of Interactions Score**	Student Survey.ie	2023: 42.2	Exceed average score, all HEIs (40.5 in 2023)	N/A	N/A	N/A	42 (+/-1)	42 (+/-1)	42 (+/-1)	**3-year average of 42**
1.8	**Student Survey Supportive Environment Score**	Student Survey.ie	2023: 31.7	Exceed average score, all HEIs (29.2 in 2023)	N/A	N/A	N/A	32 (+/-1)	32 (+/-1)	32 (+/-1)	**3-year average of 32**
1.9	**Non-progression rate (%) new entrants**	DkIT Registrar's Office, 2023/24 New Entrants HEA – Progression and Completion Report 2025, 2022/23 New Entrants	2021/22: 27%	Achieve Technological Sector average by 2028 (23% in 2021/22)	**2022/23 New Entrants Technological Sector average: 17% DkIT: 24%**	**26%**	**28%**	25%	24%	23%	**4-year average of 24.5% 4 p.p. improvement**
1.10	**Second- and third-year**	2023/24 DkIT Registrar's	2022/23: 2nd and	Maintain ranking within the	N/A	**19% and**	**14% and**	19% and	18% and	18% and	**4-year average 18.5% and**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	non-progression rate (%)	Office	3rd year non-progression rate: 19% and 12% respectively	Technological Sector		**12%**	**17%**	12%	11%	11%	**11.5% respectively** **1 p.p. improvement in both**

Technical note on indicator data for PO 1:

1.1: The reported number of students enrolled for 2024/25 of 5,311 includes FETAC and Exchange student numbers. The HEA published data for the period shows the number of students enrolled as 5,240, which excludes FETAC and Exchange student numbers. The figure of 5,240 was used for benchmarking purposes to align with the Technological Sector data.

1.3: The Completion rate of 78% reported refers to undergraduate major awards Level 6-8 with Level 8 entering in 2020/21 and Level 6 and 7 entering in 2021/2022 and exiting in 2023/24.

1.6-1.8: StudentSurvey.ie paused its taught student survey in 2024 and 2025 to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.

1.9-1.10: DkIT is using internal data for reporting results, which is more recent than the published data used for benchmarking.

1.10: Second year non-progression rates for Level 7:18% and for Level 8:12%. Third year non-progression rates for Level 7:26% and for Level 8:12%. The figures refer to 2023/24 students that progressed into 2024/25.

Pillar: Research & Innovation

Performance Objective 2

To continue to drive research and innovation excellence with a focus on growing and building research clusters of scale with sustainable impact in the region.

Transversal areas of impact: Region; Society; Climate and Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	**Number (headcount) of postgraduate research enrolments (Level 9)**	HEA SRS, 2024/25	2022/23: 25 (headcount) (0.5% of DkIT total enrolments)	Maintain performance relative to the Technological Sector Average (1.1% of total enrolments in 2022/23)	**Technological sector average: 0.92% 2024/25** **DkIT: 0.19% 2024/25**	**10**	**10**	10	10	15	**4-year average 11**
2.2	**Number (headcount) of postgraduate research enrolments (Level 10)**	HEA SRS, 2024/25	2022/23: 85 (headcount) (1.7% of DkIT total enrolments)	Exceed Technological Sector Average (1.4% in 2022/23)	**Technological sector average: 1.59% 2024/25** **DkIT: 1.53% 2024/25**	**80**	**80**	85	90	95	**4-year average 88**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.3	**Postgraduate Research (Level 9) completion rate (%)** [2]	DkIT Research Office, 2023/24	2022/2023: 95%	Maintain the average L9 PGR completion rate for the Technological Sector	N/A	**95%**	**95%**	95%	95%	95%	**Maintain completion rate of 95%**
2.4	**Postgraduate Research (Level 10) completion rate (%)**	DkIT Research Office, 2023/24	2022/2023: 95%	Maintain the average L10 PGR completion rate for the Technological Sector	N/A	**95%**	**95%**	95%	95%	95%	**Maintain completion rate of 95%**
2.5	**Bibliometric Citation Impact**	SciVal, 2024/25 as reported on the System Performance Dashboard	2020/2021: 1.2	Maintain performance against the Technological Average Impact (1.29 in 2020/21)	**Technological Sector Average: 1.07% in 2024** **DkIT: 1.53% in 2024**	**1.2**	**1.25**	1.2	1.2	1.2	**Maintain impact 1.2**
2.6	**Research Income**	Financial Statements 20	2019/20:	Maintain	**Technological Sector**	**€15.5K**	**€23.5K**	€15.5K	€15.5K	€15.5K	**Maintain**

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[2] Completion rates for Level 9 and Level 10 refer to the percentage of research students who commence and complete a programme.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	(€)/ Academic Staff (FTE)	24 and DkIT Academic Staff Return 2024 and System Performance Dashboard, 2021/22	€15,237 per Academic Staff (FTE)	performance against the Technological Sector Average (€17,347 in 2019/20)	**Average: €17,012 in 2021/22** **DkIT: €15,675 in 2021/22**	**(+/- 5%)**		(+/- 5%)	(+/- 5%)	(+/- 5%)	**per annum average €15.5K (+/- 5%)**
2.7	**Number of Collaboration, Innovation Voucher and Consultancy Agreements with industry/non-commercial entities**	KTI Annual Knowledge Transfer Survey 2024 DkIT RDC Office and DkIT Academic Staff Return 2023	2023: 9.2 per 100 academic FTE	Maintain performance relative to Technological Average (2.8 per 100 academic FTEs in 2023)	**Technological Sector Average Number: 162 in 2024** **DkIT Number: 31 in 2024**	**9.2**	**9.2**	9.2	9.2	9.2	**Maintain baseline of 9.2 per 100 academic FTE**
2.8	**Number of Licenses, Options and Agreements**	KTI Annual Knowledge Transfer Survey 2024 2024/25 DkIT RDC Office	2023: 2	Technological Sectoral Average (4.57 in 2023)	**Technological Sector Average Number: 5 in 2024** **DkIT Number: 0 in 2024**	**2**	**0**	2 (+/-1)	2 (+/-1)	2 (+/-1)	**8 over 4 years** **Maintain baseline**

Technical note on indicator data for PO 2:

2.3: The data is collated from the annual activity reports where completion rates for students are tracked in terms of their original registration timelines to final examination. 24/25 results refer to Level 9 Masters by Research student who started in 2023/24.

2.4: The data is collated from the annual activity reports where the completion rates for students' area tracked in terms of their original registration timelines to final examination. The denominator includes the cohort of doctoral candidates that commenced that year for their doctoral studies and students that transferred to the PhD register. The targets are based upon all doctoral students who commenced from a cohort that complete on time and pass through the final examination. 24/25 results refer to PhDs started in 2021/22.

2.7: The benchmark data is provided as a number as the Technological Average per 100 academic FTE is not available for 2024.

2.8: Modification to the benchmark in 2023 and updated in the PA.

Pillar: Access & Participation

Performance Objective 3

To provide accessible and inclusive approaches to Learning, Teaching and Assessment by offering a wide range of programmes and access routes that ensures all students can flourish and achieve their potential.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Equality, Diversity, Inclusion and Belonging; Climate and Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	**Proportion (%) of new entrants that are from socioeconomically disadvantaged (SED) areas**	DkIT Admissions Office, 2024/25 and System Performance Dashboard 2023/24	2020/21: 15%	Exceed Technological Sector average (14% in 2020/21)	**Sector average: 12.3%, DkIT: 14% in 2023/24**	**15%**	**15.2%**	16%	17%	17%	**4-year average, 16% 2 p.p. increase on baseline**
3.2	**Proportion (%) of new entrants from SED areas that are mature entrants**	DkIT Admissions Office, 2024/25 and System Performance Dashboard, 2023/24	2020/21: 11%	Increase DkIT's % towards national target of 20%	**Sector average: 9.2%, DkIT: 12% in 2023/24**	**11%**	**13.4%**	12%	12%	13%	**4-year average, 12% 2 p.p. increase on baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.3	**Proportion (%) of new entrants with disabilities**	DkIT Admissions Office, 2024/25 and [System Performance Dashboard, 2023/24](#)	2022/23: 10.2%	Continual improvement towards Technological Sector average (16.9% in 2022/23)	**Sector average: 19.1%, DkIT: 12.7% in 2023/24**	**10.5%**	**13.4%**	11%	12%	12.5%	**4-year average, 11.5%** **2.3 p.p. increase on baseline**
3.4	**Number of new entrants from the Traveller community[3]**	DkIT Admissions Office, 2024/25 and [System Performance Dashboard, 2023/24](#)	2022/23: ▮ (0.2% of total new entrants)	Exceed Technological Sector average (0.14% in 2022/23)	**Sector average: 0.14%, DkIT: 0.2% in 2023/24**	**Maintain baseline**	▮ **0.42%**	No change	+ 1	Maintain increase	**+ 1**
3.5	**Proportion (%) of new entrants that are mature entrants**	DkIT Admissions Office, 2024/25 and [System Performance](#)	2022/23: 8.4%	Exceed Technological Sector average (6.7% in 2022/23)	**Sector average: 6.9%, DkIT: 7.2% in 2023/24**	**8.5%**	**11%**	8.7%	9.0%	9.2%	**4-year average, 8.9%** **0.8 p.p. increase on baseline**

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[3] The level of disaggregation of data disseminated publicly is subject to data protection considerations. Data disaggregated to a level which may allow individuals to be identified (even indirectly) is not disseminated publicly'. See the HEA Statistics: [Privacy, Data Protection and Disclosure Control](#).

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
		Dashboard, 2023/24									
3.6	**Proportion (%) of new entrants from FET**	DkIT Admissions Office, 2024/25 and System Performance Dashboard, 2023/24	2022/23: 9%	Exceed Technological Sector average (5.8% in 2022/23)	**Sector average: 6.87%, DkIT: 12.7% in 2023/24**	**10%**	18%	11%	12%	13%	**4-year average, 11.5%** **4 p.p. increase on baseline**
3.7	**Proportion (%) direct-entry route new entrants**	DkIT Admissions Office, 2024/25 and System Performance Dashboard, 2023/24	2022/23: 12.3%	Exceed Technological Sector average (5% in 2022/23)	**Sector average: 4.71%, DkIT: 6.2% in 2023/24**	**12.5%**	6%	12.5%	13%	13%	**4-year average, 12.75%** **0.7 p.p. increase on baseline**
3.8	**Proportion (%) HEAR and DARE new entrants**	DkIT Admissions Office and System Performance Dashboard, 2024/25	2022/23: 4%	Continually improve towards Technological Sector average (9.4% in 2022/23)	**Sector average: 8.9%, DkIT: 4% in 2023/24**	**4%**	8%	4%	4.5%	4.5%	**0.5 p.p. increase on baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.9	**Proportion (%) of students who are part-time (headcount)**	DkIT Admissions Office - 2024/25 and [System Performance Dashboard](#), 2024/25	2022/23: 20%	Achieve Technological Sector average (22% in 2022/23)	**16.5%**	**21%**	**20.6%**	21%	22%	22%	**4-year average, 21.5%** **2 p.p. increase on baseline**
3.10	**Number of Craft Apprentice Students enrolled (headcount)**	National Apprenticeship Office, 2024/25	2022/23: 1,056	N/A	**N/A**	**1,152**	**1,152**	1,152	1,152	1,536	**45% increase on baseline** **Blocks increased from 66 to 72 blocks**
3.11	**Number of Higher Apprentice Students enrolled (headcount)**	DkIT School of Engineering, 2024/25	2022/2023: 0	N/A	**N/A**	**20**	**0**	80	140	180	**4-year average, 105 higher apprentices p.a.**

Technical note on indicator data for PO 3:

3.1 and 3.2: These indicators have been recalibrated to reflect all new entrants eircodes being mapped to Pobal's Deprivation Index.

Pillar: Engagement

Performance Objective 4

To deliver on our remit to support regional development and work-ready, globally minded graduates through enhanced engagement with key stakeholders locally, nationally and internationally.

Transversal areas of impact: Region; Society; International; Enterprise.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	**Number of MOUs with key strategic HEI/ industry/ community partnerships**	DkIT President's Office, 2024/25	2022/23: 15	N/A	**N/A**	**15**	**19**	17	19	20	**71 over 4 years** **4-year average of 18**
4.2	**Number of entrepreneurs/ start-ups supported**	DkIT RDC Office, 2024/25	2022/23: 60	N/A	**N/A**	**60**	**171**	65	70	75	**270 over 4 years** **4-year average of 68**
4.3	**Annual occupancy of incubation facilities**	DkIT RDC Office, 2024/25	2022/23: 77% occupancy	N/A	**N/A**	**80%**	**98%**	80%	85%	85%	**83% average occupancy rate over 4 years** **8 p.p. increase on baseline**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.4	**Proportion (%) of graduates who undertook work placements/ internships**	HEA Graduate Outcomes Survey 2024	2022: 59%	2022 TU Sector Average: 40.3%	**Technological Sector average: 44.8%%; DkIT: 63% in 2023**	**60%**	**62%**	62%	64%	65%	**4-year average of 63%, 6 p.p. increase on baseline**
4.5	**Number of new programmatic pathway articulation agreements to facilitate students progressing through Tertiary routes to HE**	DkIT Registrar's Office, 2024/25	2023/24: 0	N/A	**N/A**	**5**	**11**	5	5	3	**18 over 4 years** **Average 4.5 per year**
4.6	**Full-time non-EU enrolment as % of total full-time enrolment**	[HEA SRS_2025 Return](#), 2024/25	2022/23: 9.9%	Exceed TU Sector Average (5.1% in 2022/23)	**Technological sector average: 7.3%**	**7%**	**9.5%**	8%	8.5%	9%	**4-year average of 8.5%**
4.7	**Number of international students entering year 2 and year 3 of programmes**	DkIT Admissions Office, 2024/25	2023/24: 11	N/A	**N/A**	**6**	**9**	8	9	10	**33 over 4 years** **4-year average: 8**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.8	**Number of outward student/staff mobilities**	DkIT International Office, 2024/25	2023/24: 37 (31 students and 6 staff)	Total number of outward Erasmus mobilities nationally (7,844 students, 1,700 staff)	**N/A**	**32 (27 students 5 staff)**	**71 (60 students 11 staff)**	36 (30 students 6 staff)	38 (32 students 6 staff)	42 (35 students 7 staff)	**148 mobilities over 4 years 4-year average of 37 (maintain baseline of 31 students, 6 staff**
4.9	**Number of students attending blended mobilities (BIPs) via Erasmus+**	DkIT International Office 2024/25	2023/24: 45	N/A	**N/A**	**40**	**74**	40	45	45	**170 over 4 years 4-year average of 43**

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement, and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.

- Changes to the organisation's structure and/or senior leadership.

- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.

- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.

- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

The implementation of DkIT's Strategic Plan 2024–2028 is in line with the reporting timelines for the Performance Agreement 2023-2028. The Institute placed the student at the heart of its Strategic Plan 2024-2028 underpinned by a number of core principles to include: (1) achieving university designation; (2) serving the region; (3) serving the students; (4) deepening the engagement with the Further Education (FE) sector; (5) strengthening existing relationships and building new alliances with key partners in Northern Ireland and internationally; and (6) achieving sustainability.

There is an increasingly diverse student body on the campus, with more coming from underrepresented and disadvantaged backgrounds, mature students, international students, part-time learners and students entering via alternate routes to the Central Applications Office (CAO) including from the Further Education and Training (FET) sector. Targeted initiatives aimed at improving access and participation and meeting the growing demand for work-ready talent has contributed to this increase in non-traditional students. The changing student profile requires the Institute to respond in an innovative, flexible and timely manner with the necessity

to adapt teaching methods, modes of delivery and requiring increased support services to meet these diverse needs. This is coupled with the ever-increasing role of higher education (HE) to deliver on its broader remit within climate action and sustainability, digital transformation, internationalisation and impacting positively on equality, diversity and inclusion (EDI) and addressing the potential impact of Artificial Intelligence (AI).

The Institute performed well in meeting these challenges and achieving 82.8% of its targets for the reporting period 2024–25.

Pillar	Teaching & Learning	Research & Innovation	Access & Participation	Engagement	TOTALS
Number of Targets for 2024/25	7	8	11	9	35
Number of Targets Achieved or Exceeded in 2024/2025	4	7	9	9	29
Number of Targets progressed/not achieved	3	1	2	-	6
% Performance against Target	57.10%	87.50%	81.80%	100%	82.80%

In line with fulfilment of the objectives within its Strategic Plan 2024-2028, the Institute has had a number of major achievements which include:

- Signing the Letter of Intent with Maynooth University (MU) in June 2024 and subsequently scoping the potential models of strategic engagement between DkIT and MU.
- Launch of the MU–DkIT Regional Research Academy to enable the provision of Level 10 structured PhD programmes across key disciplines.
- Embedding of sustainability and EDI themes and graduate attributes within programmes as part of the Programmatic Review process for the Schools of Engineering and Health and Science.
- Enhanced engagement with the FET sector to promote additional pathways from FE-HE.
- Successfully securing €8.2 million in research and innovation funding.
- Receipt of €9.74 million in PEACEPLUS funding to launch the SECBA project to develop cross-border skills strategies.
- On-going development as a centre of excellence in apprenticeship provision.
- Enhanced performance in attracting, retaining and supporting students from diverse backgrounds particularly disadvantaged, mature and minority groups.
- Maintaining its role as a leader in internationalisation.

The main challenges centre on non-progression rates. In this regard, DkIT sought to enhance its expertise with the recruitment of a data analyst to conduct further analysis in key areas of challenge.

[Word count: 509]

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to this Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:

  o Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.

- Assessment of implementation, e.g.:

  o Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.

  o Internal or external factors that have supported or impeded the achievement of targets.

  o Any additional evidence of performance, e.g. qualitative evidence of outcomes.

- Strategic reflection, e.g.:

  o Any learning from the analysis of the institution's performance.

  o How learning is being applied to maintain and/or enhance implementation and outcomes in future.

  o How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.

  o New or emerging opportunities, challenges, and risks related to the Performance Objective.

  o Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

  Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To enhance the curriculum and provide student-centred, practice-based, research-informed, inclusive approaches to Teaching, Learning and Assessment to ensure that all students can achieve their potential and contribute sustainably to society.

Transversal areas of impact:

Student Success; International; Climate and Sustainable Development.

In 2024-25, DkIT had a student population of 6,460 to include 5,311 full and part-time students and 1,149 apprentices. The full and part-time student enrolment increased by 1.75% between 2023-24 and 2024-25 from 5,150 to 5,240 (excluding Fetac, Exchange and apprentice students). This compared to a technological sectoral increase of 6% in 2024-25.

Student Enrolments	2021/22	2022/23	2023/24	2024/25
Technological Sector				
Full-time	70,465	67,530	67,235	70,680
Part-time	24,030	22,115	20,605	17,065
Other	9,570	9,135	9,830	15,840
Total	**10,4065**	**9,8780**	**97670**	**10,3585**
DkIT				
Full-time	3,980	4,005	4,065	4,160
Part-time	970	1,010	1,085	1,080
Other	-	-	-	-
Total	**4,950**	**5,015**	**5,150**	**5,240**

The catchment analysis shows that DkIT is an important destination with 76.4% of all student enrolments coming from the North East and cross-border region with the distribution remaining

constant.

% Catchment of Student Enrolments (full-time and part-time)	2022/2023	2023/2024	2024/2025
Louth	35.4%	36.1%	38%
Meath	11.1%	11.5%	11.9%
Dublin	10.5%	10.1%	9.6%
Monaghan	9.5%	8.7%	8.9%
Cavan	4.3%	4.2%	3.9%
Northern Ireland	4.6%	4.6%	4.1%

The % change in the student numbers of 1.75% is due to increased undergraduate students during the period 2023-24 to 2024-25. Undergraduate numbers account for 90% of the student cohort with 10% postgraduate (technological sector average 85.5% undergraduate, 14.5% postgraduate, 2024/25). There was a significant increase of 9.8% in postgraduate numbers between 2023/2024 and 2024/2025 predominately at Level 9 Taught. Historically, taught postgraduate student numbers increased from 95 to 200 between 2021-22 to 2024-25 due to additional provision, including for example, the development of the MSc in Digital Health Innovation with students from the medical, business and technology domains.

Student Numbers	20/21	21/22	22/23	23/24	24/25	% Change (2020-2024)
Undergraduate	4670	4510	4485	4615	4715	2.16%
Postgraduate	480	440	530	535	525	-1.9%
TOTAL	**5150**	**4950**	**5015**	**5150**	**5240**	**1.75%**

The Institute's full-time new entrant (based on nett acceptances) was 1,279 students in 2024-25. The demand remains positive for Level 8 programmes. This is attributable to the FE sector providing more competitive options at Level 6 and seeking to hold their student base for the first two years before progressing to HE.

The student success framework continues to guide the enhancement of the learning environment, reflected in Student Success Strategy and the Learning, Teaching and Assessment Strategy. For example, DkIT (General Nursing Team) was awarded the DELTA Award for innovative

teaching methods, collaboration with clinical partners and commitment to improving student learning and wellbeing.

With 1635 students graduated in 2024 (projected 1,690 students graduating in 2024-25, (maintaining its circa 5% share of the technological sector), the Institute makes a significant contribution to the provision of a strong work-ready graduate pipeline to meet employer needs.

Trend in graduate numbers has remained relatively constant.

	2020	2021	2022	2023	2024
Number of Graduates	1,635	1,700	1,620	1,570	1,635
% share of Technological sector	5%	4.7%	5%	5%	5.3%

84.4% of DkIT graduates are employed (against target of 85%, benchmarked against 75.7% for all HEIs, 2023), enabled by the solid base of work-based learning in which 62% of all full-time undergraduate students have work placement/ internships within their programme, compared to 44% for all HEIs in 2023-24. 7.9% in further education represents a decrease from baseline 9% and against target of 10% (Graduate Outcomes 2023). This is primarily due to full employment and accounted for in the increased enriched response rates of 69.25%, up 24.58% from 44.67% in 2024.

Non-progression of students remains a challenge at 28% (2023-2024) — Technological sector average: 17%; DkIT:24%; 2022-23. Attendance is a continuous concern across all years of programmes as students are reporting that they are working many hours in jobs, impacting on pass rates in some programmes.

The Institute engaged in a wide range of strategies to tackle challenges to non-progression: (i) provision of additional mental health resources, (ii) ongoing pastoral care to identify and support vulnerable students, (iii) implementation of early feedback initiatives and (iv) the SATLE-funded "Talk Before You Walk" initiative.

Non-progression rates for 2023-24 shows that while the second-year non-progression rate for Year 2 is ahead of target at 14% (vs target of 19%), the Year 3 rate of 17% is considerably higher than the target of 12%. The reasons for this are unclear and there is considerable variation between programmes. DkIT has a relatively high proportion of students from socially disadvantaged areas — 15.2% in 2024–25. The evidence indicates that financial pressures are a significant concern for many students. The most recent StudentSurvey.ie (2023) found that 13% of DkIT respondents had considered dropping out for financial reasons compared to 10% across all respondents and 11% across the technological sector. Post COVID students were more inclined not to repeat failed modules. Analysis at programme level has found that larger (>5 credit) modules are a barrier to progression for some students. Two Schools underwent Programmatic Review in 2024–25 and reduced the number of 7.5 and 10 credit modules. Removing entry points requirements for Level 8 degrees has possibly resulted in a cohort of

weaker students academically. This is ameliorated by: (i) support services but several of these students will not avail of the services offered, (ii) timetabling in blocks to suit work-study patterns for students and (iii) online options which may support students in attending class.

The Institute's performance in Teaching and Learning of 57.1% of targets achieved represents stretch targets. However, the statistical data obscures the implementation of a wide array of enabling actions to meet student needs to include: (i) embedded themes and attributes within programmes through Programmatic Review; (ii) engagement with the FE sector; (iii) implementation of retention strategies and (iv) focussed recruitment campaigns.

The key learnings from the analysis suggests that the Institute continues to engage well with a diverse and complex student cohort and attracting and supporting students from a wide range of entry routes (CAO, direct entry, FET, international etc). The key challenges relate to responding to diverse needs within static resources and the issue of non-progression rates. A priority for the coming year is to better understand and address the non-progression rates across all years.

[Word count: 1,004].

Pillar: Research & Innovation

> **Performance Objective 2**
>
> **To continue to drive research and innovation excellence with a focus on growing and building research clusters of scale with sustainable impact in the region.**
>
> **Transversal areas of impact:**
>
> **Region; Society; Climate and Sustainable Development.**

The Institute continues to excel in the area of research and innovation (R&I) having achieved 87.5% of its targets.

The Institute maintains its position within the technological sector as a R&I focussed organisation (in key areas of Climate & Natural Resources, Connected Health and Wellbeing) as evidenced by:

- Increased R&I income with €23.7K of R&I income per academic staff member.
- Maintaining the number and completion rates of postgraduate research students.
- 1.25 Field Weighted Citation Index (FWCI) placing the Institute ahead of the technological sector.
- Maintaining the number of commercially relevant technologies directly linked to R&I clusters of scale.

The trend in postgraduate student numbers at Level 9 by Research and Level 10 are shown below:

Postgraduate L9 Research and L10 student numbers	2021/22	2022/23	2023/24	2024/25
L9 Research	15	25	10	10
L10	60	85	70	80
Total	**85**	**110**	**80**	**90**

Research students account for 2.16% of full-time student enrolments compared to the technological sector average of 3.68% for 2024–25.

DkIT had exceptional success of 67% increased R&I income between 2023–24 and 2024–25. This has been achieved through major successes in PEACEPLUS, Enterprise Ireland's funded DigiBio project, Science Foundation Ireland (SFI)–funded research and HEA-funded TU Rise. DkIT has exceeded the target for research income per academic staff member at €23,577 compared to the latest reported technological sector average of €17,012 in 2021–2022.

Research & Innovation Indicators	2022/2023	2023/2024	2024/2025
Research Income (€ '000)	5,349	4,903	8,200
Number of Licences, Options and Agreements	0	2	2
Number of Agreements with industry/non-commercial entities	39	32	32

DkIT's has maintained its commercialisation performance in terms of the number of licences, options and agreements for the reporting period and has excelled in the number of agreements with industry and non-commercial entities at 9.2 per 100 academic staff compared to the technological sectoral average of 2.8 per 100 academic staff in 2023–2024.

The robust R&I performance evidenced over the 2024–2025 academic year can be attributed to specific enabling actions:

- Launch of the MU—DkIT Regional Graduate Academy (RGA) between MU and DkIT enabling the ongoing provision of Level 10 at DkIT in approved disciplinary areas: Computer Science, Biology, Environmental Science, Electronic Engineering (Renewables), Applied Social Sciences and Media Studies.
- Outputs relating directly to specific initiatives (TU Rise, DigiBio Health Tech Innovators Initiative, Credit Technology Gateway project) is reflected in the increased research income. This directly impacts on the role of R&I in teaching and learning and engagement as evidenced in the increased student placements.
- Scaling the THRIVE-4-Women initiative, focused on female-led tech entrepreneurship and STEM leadership, with an emphasis on cross-border collaboration.
- Co-founded and early-stage lead of the ECO (East Coast Offshore) Wind Cluster, targeting supply chain development within the M1 Economic Corridor.
- DkIT is part of the Ulster University initiative which was awarded €9.1 million in funding by PEACEPLUS to drive R&I in digital health and MedTech.
- DkIT was Co-PI on the €32.3 million Research Ireland ICT ARC Hub project led by TU Dublin.
- Engaged in PEACEPLUS initiatives, including the €6.1M awarded Mini-Digi Hubs and Rural Regeneration and Social Inclusion programmes, supporting digital innovation and skills development.
- Enhanced the R&I supports through the CREATE TU Rise project engaging in areas such as national funding, compliance and industry engagement.
- Streamlined policies and processes with regard to grant management and postgraduate recruitment.

- Increased supports for the postgraduate research community through mentoring programmes and co-supervision arrangements.

Whilst the Institute has outperformed its targets, a number of challenges exist:

- Changes in researcher criteria for some national calls has led to ineligibility of researcher cohorts.
- The volume of PhD scholarships submitted to the Irish Research Council (IRC) leading to a significant lowering of the national success rate. A significant challenge will be maintaining the Institute's postgraduate numbers. In the last round of IRC PhD scholarships there was a 30-40% increase in the application numbers with no increase in government budget for this scheme.
- The Institute's performance, in terms of research income within Horizon Europe has declined as shown below:
    - 2019/2020 - €3 million
    - 2020/2021 - €2.27 million
    - 2021/2022 - €2.86 million
    - 2022/2023 - €1.25 million
    - 2023/2024 - €0.44 million
- This will be one of the priorities for the Institute moving forward.
- Whilst TU Rise has been extremely beneficial for the Institute in terms of increasing the number of R&I support staff, a key concern relates to the sustainability of the support roles beyond TU Rise funding.
- The academic contract in terms of significant undergraduate teaching does not allow and encourage R&I involvement.
- The doubling in Innovation Voucher value from €5k to €10k, while beneficial for industry, has increased demands on academic staff. This has led to longer timelines and reduced engagement.
- Recruitment and retention difficulties at industry partner level have impacted project timelines, particularly in cross-border collaborations.

To address these challenges, the Institute is:

- Exploring incentive structures and resourcing models to support greater academic participation in R&I funding calls and projects.
- Developing a streamlined academic-industry matchmaking process to improve early engagement.

Review of performance demonstrates continued strong and strategic focus with both societal and economic impact through increased knowledge transfer in peer reviewed output and engagement with industry. The development of the MU—DkIT RGA is critical to the wider region and the Institute's sectoral cohesion agenda with respect to the relationship with Maynooth University. Level 9 by research enrolments is low in comparison to the technological sector. This is partly due to the interest from students to do a PhD as the majority of external funding schemes

are for PhDs.

The priority going forward is to further enhance the focussed actions with a particular emphasis on:

- Increasing postgraduate enrolments.
- Ensuring compliance with national policy.
- Increasing the number of career researchers across the campus.
- Launch a further research cluster in Humanities and Creative Arts.
- Diversify R&I funding through both national (i.e., Research Ireland) and European levels.
- The focus on key industry clusters is proving beneficial resulting in better outcomes and impacts. Whilst the Institute has a strong track record of engagement with industry, the Mini-Digi hubs project further ventures into the area of social innovation.

[Word count: 1,019]

Pillar: Access & Participation

Performance Objective 3

To provide accessible and inclusive approaches to Learning, Teaching and Assessment by offering a wide range of programmes and access routes that ensures all students can flourish and achieve their potential.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Equality, Diversity, Inclusion and Belonging; Climate and Sustainable Development.

The socio-economic demographic of the student population from large sections of the Institute's catchment area reflects high levels of deprivation. The majority of the students (38%) come from Louth which has the third lowest deprivation index in the state (Pobal, 2022) and a further 13% of come from Cavan and Monaghan showing high levels of deprivation.
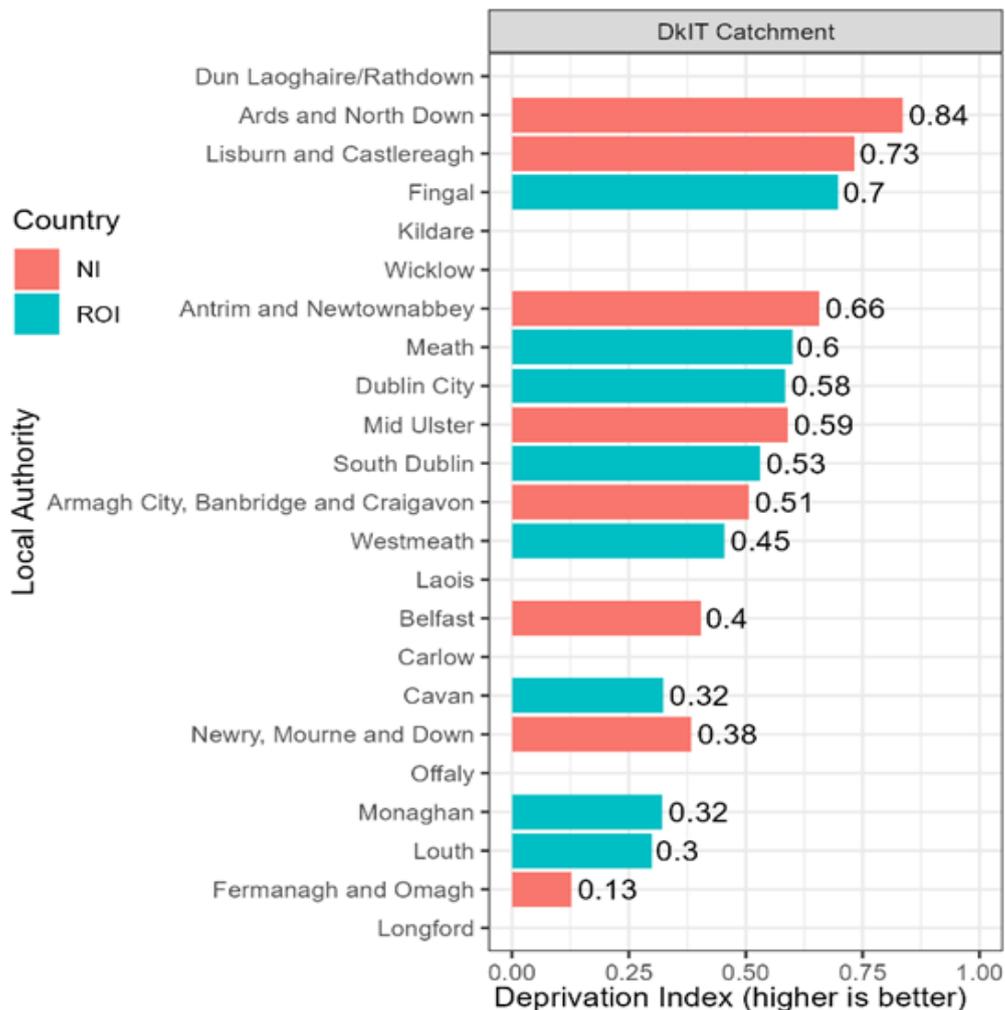
DkIT new entrants (NE) from socio-economically disadvantaged (SED) areas in line with its target of 15.2% against target of 15% (2024–25) and is in excess of the technological sector average of 14% (2020–21). Overall, DkIT has strategically focussed on the access and participation agenda and has exceeded targets for all target groups with the exception of direct entrants (6% against target of 12.5%, 2024–25) although it does exceed the technological sector average 5% at 2022–23.

With respect to new entrants from the FE sector (18% achieved against target of 10%, 2024–25), a source of many of our mature students, in an economy at technical 'full employment' the Institute focus is on creating and promoting routes into third level. To enhance FET access routes, DkIT has implemented quotas on all its CAO offerings to permit earlier FET offers.

Access for new entrant mature students (11% achieved against target of 8.5%, 2024–25), and FET students has been greatly enhanced by articulation agreements with Louth & Meath Education and Training Board (LMETB) and with Cavan & Monaghan Education and Training Board (CMETB). These agreements, in addition to the existing advanced entry routes, allow FET students to study the first two years of a DkIT degree in their local FET institution. This flexibility is particularly supportive of lone parents, those with disabilities and those with caring responsibilities. Examples include articulation agreements for advanced entry pathways:

- Eight Honours programmes in Business and Humanities.
- Audio Music Production L7/L8 programmes.
- Creative Media L7/L8 programmes.
- BSc (Hons) Intellectual Disability Nursing, the BSc Bioscience and the BSc Pharmaceutical Science.
- BSc and BSc (Hons) in Architectural Technology and Building Surveying programmes.

Three DkIT Schools (Informatics and Creative Arts, Health and Science and Business and Humanities), in collaboration with Southern Regional College, Monaghan Institute, Cavan Institute, and local industry, received €9.74 million in PEACEPLUS funding for the SECBA project to transform education and industry along the border region. The initiative will develop cross-border skills strategies in software development, biopharmaceuticals, and business/sports management, while supporting educational pathways and fostering regional growth.

DkIT continues to develop access initiatives for mature learners offering a taster programme, Pathways (and a follow up programme Headstart), in conjunction with Louth Local Development (LLD). DkIT received €1M in Performance Funding in 2024–25 for work carried out on the HeadStart and Pathways programmes. These Access programmes have provided pathways into degree programmes for second chance education for those from disadvantaged backgrounds.

In respect of the younger age cohort, DkIT has dedicated resources to the Delivering Equality of Opportunity in Schools (DEIS) schools through PATH funding key in order to provide practical learning supports to students in these schools. Engagement with DEIS schools is being deepened

with plans in place to recruit a Community Liaison Worker through PATH 3 funding to build sustainable, collaborative relationships and partnerships with DEIS Schools and communities experiencing deep disadvantage to support access to higher education.

DkIT established a Regional Access Forum (RAF) whose membership is comprised of community organisations, FET partners, local second level school personnel, community training centres, TUSLA, Youthreach, DkIT staff and students, etc. The aim of the RAF is to work together to build capacity, share knowledge and increase effectiveness around improving access and participation rates from those most disadvantaged. The Institute has worked with HEIs to establish the Care Experienced Education Network of Ireland. This Network will see access personnel in HEIs work with TUSLA and other stakeholders to improve access and progression outcomes for care-experienced students.

DKIT has adopted a multi-pronged approach to attracting new entrant students from the Traveller community (0.42% achieved against target of 0.2%, 2024–25). PATH funding has been key to encouraging Travellers to continue in second level education and to consider third level education. Structured visits to the DkIT campus for learners in Youthreach and Community Training Centres are key outreach initiatives.

The proportion of new entrants declaring a disability exceeds the target (13.4% achieved against target of 10.5%, 2024–25. The Institute exceeded its HEAR and DARE new entrants target at 8% achieved against target of 4%, 2024–25. The measures contributing to the increasing numbers of students with disabilities include:

- Provision of enhanced academic and support services.
- Embedding Universal Design for Learning (UDL) principles.
- Development of facilities and the implementation of an Autism Friendly Action Plan.
- Specialised induction programmes.
- Introduction of a Mental Health Nurse Advisor to provide expert support and guidance for students experiencing mental health challenges.

In October 2024, DkIT was awarded an Autism Friendly University Award from AsIAm, Ireland's Autism Charity.

DkIT faces several significant risks that could impact access and participation efforts. Current economic conditions, including the rising cost of living and full employment, may discourage potential students from pursuing higher education in favour of immediate employment. The sustainability of key funding streams poses a challenge as student demand grows. With increasing numbers of students registering with a disability, there is mounting pressure on support services. Furthermore, the success of community-focused initiatives relies heavily on sustained engagement and presence; any disruption in funding or staffing could undermine the trust built with marginalised groups.

Participation rates for part-time continued to meet the target of 21% exceeding the technological

sectoral average of 16.47% (2024–25) for part-time enrolment — sectoral average for part-time/ other programmes: 31.7%.

DkIT has focused heavily on its apprenticeship provision and met its target of 1,152 apprentices originally (3 students left resulting in a final registration of 1,149).

The target of higher apprenticeship was not achieved due to a number of external factors:

- Delays in joining the Manufacturing Engineering Consortium and provision of funding for equipment.
- Delays in obtaining preliminary approval for the development of the new apprenticeship in Building Surveying.

The key priority going forward is to deepen and expand the enabling actions discussed above so as to provide inclusive access pathways for underrepresented and disadvantaged.

[Word count: 1,033]

Pillar: Engagement

Performance Objective 4

To deliver on our remit to support regional development and work-ready, globally minded graduates through enhanced engagement with key stakeholders locally, nationally and internationally.

Transversal areas of impact:

Region; Society; International; Enterprise.

The Institute is reporting a strong performance with engagement having achieved 100% of its targets for the reporting year.

The number of Memorandum of Understanding (MOUs) with key strategic HEI—industry—community partnerships (19 versus a target of 15) and the numbers of entrepreneurs supported (171 versus a target of 60) demonstrates strong engagement with the stakeholders in the region. The latter exceptional performance reflects the Institute's success in engaging in three new one-off initiatives resulting in an additional 103 entrepreneurs supported over and above what was initially anticipated.

DkIT facilitated engagement with a broad value network of companies and external organisations including through the Connected Health & Wellbeing Cluster initiative that has over 70 active members and the recently cofounded DkIT ECO Wind Industry cluster (East Coast Offshore wind industry supply chain cluster). The MoU development within the period included a focus on provision of enhanced engagement opportunities for placement of students demonstrated through innovation training workshops with 63 students mentored by industry. Students were supported as part of the Start for Futures programme, providing mentoring, advice and incubation supports — a pan Europe project funded by the EU. DkIT is a partner in the (i) ReSPONSE project, a Masters Programme with Incubation Option to be offered in the coming year and (ii) Student INC project led by MTU.

This strong and established relationship with industry and employers in the region is also reflected in the 62% of graduates who undertook work placements/internships. The most recent HEA Graduate Outcomes Survey highlights steady growth in the proportion of DkIT graduates who complete work placements or internships, rising from 59% in 2022 to 62% for the 2024 graduating cohort, exceeds the technological sectoral average of 44.8% in 2023. This trend reflects both student demand and the strategic expansion of work-integrated learning within the Institute. Importantly, through ongoing programmatic review, a growing number of programmes have formally embedded placement into their curriculum.

DkIT has excelled in areas of community engagement. For example, the DkIT RiVeR Project — DkIT

responding to the impacts of domestic, sexual and gender-based violence (DSGBV): Multi-Agency education, research and training initiatives — is a three-year project funded by the Higher Education Authority through Performance Funding. The RiVeR Project (2023-2026) is an exemplar of the collaborative efforts of DkIT with a multitude of external organisations, both in its governance and outputs. DkIT aims to become the national centre for excellence in the provision of robust and sustainable multi-agency education and training initiatives that include active engagement in research, dissemination and capacity building in the area of DSGBV.

Internationalisation is hugely significant to the Institute in terms of the Institute providing a diverse student experience. An analysis of the indicator data shows that the Institute has exceeded the sectoral average (5.1%) in respect of international student full-time enrolments with the Institute achieving 9.9% full-time international enrolments in 2024–25.

The trend of non-EU student numbers from the academic years 2020–2021 to 2024–2025 is shown below:

Student Enrolments	20/21	21/22	22/23	23/24	24/25
Non-EU	7.8%	8.0%	10.0%	9.7%	9.9%
Other EU	0.3%	1.5%	3.6%	4.0%	9.3%

While this exceeded the 2024–25 target of 7%, it reflects an overall drop in international enrolments, compared with the 2022–23 baseline (490 non-EU students in 2023–24 to 395 in 2024–25). International recruitment is affected by precarious factors, which impact target-setting; these include higher rates of visa rejections; a requirement by the Irish Government that students from non-visa-required countries need to demonstrate proof of having €10,000 annually to study in Ireland (June 2025); geo-political instability; markets demand for the Institute to deliver more full-time programmes — especially at postgraduate level — a growth in demand among domestic students for more part-time postgraduate programmes (which does not align with international study-visa-requirements). University branding is critical in recruiting alongside technological universities.

It should be noted that the rates of progression of current international students are in line with sectoral norms, with 70% of international students at the Institute progressing to the next stage of their Bachelor programme.

The Institute also engages in a number of agreements with international providers. For example, DkIT recruit students from a collaboration with Marshall University and Bridge Valley Community College in West Virginia onto a Summer programme which is a bespoke Certificate course built on the Boyne Valley and its rich heritage and archaeology.

The Institute recently completed a comprehensive application process for the QQI TrustEd Ireland Higher Education Pathway as part of the Institute's initiative to achieve an International Education Mark (IEM), with the outcome to be notified in Autumn 2025.

Outward Erasmus+ mobilities are positive and report a 69% increase in long-term mobilities from 2023–24 to 2024–25. As Erasmus+ mobilities are not mandatory, targets are set to factor in the Erasmus+ option. Participation in short-term blended Erasmus+ mobilities increased by 45% increase from 2023–24 to 2024–25, with growing numbers of students benefitting from a short, intensive programme, which stimulates participation in a semester-long (or year-long) Erasmus+ mobility. Erasmus+ mobilities carry European Credit Transfer and Accumulation System (ECTS) recognition.

The key observation on performance is that the Institute continues to excel in the area of engagement regionally, nationally and internationally. The Institute will enhance its targeted actions to continue this strong performance. The key priority is to ensure that the investment in international recruitment and engagement is targeted to yield expected outcomes given the macro factors cited.

[Word count: 900]

Section 3: System Learning and Policy Development

Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.

Word limit: 300

Insights from the self-evaluation of performance in relation to the Performance Agreement include:

The policy frameworks for enhanced access and participation are readily in place. The key challenges are the implementation of sustainable, focussed strategic actions to deliver real outcomes and impacts. In this regard, whilst specific funding initiatives are welcomed, ringfenced recurrent funding would allow for medium-long term planning and implementation.

In the light of the changing profile of the student body and in the context of technological advances (e.g., AI), a revision of the fundamental funding model for higher education is required to ensure higher education delivers on its expanding remit to international standards.

A fundamental challenge for the Institute is access to IReL for staff and students engaged in research. It is difficult to compete at national and international level with limited access to core resources where such costs are prohibitive.

The on-going challenge with international visa processing lies outside of the control of the higher education sector. Significant marketing and recruitment initiatives are put in place to attract non-EU students much of which becomes redundant when visas are delayed or refused. The administrative burden in refunding fees etc is not insignificant. There is a requirement for inter-departmental alignment of policy and functioning processes in respect of international students.

The Institute has been hugely successful in securing cross-border funding via the PEACEPLUS calls. There are major opportunities for higher education on both sides of the border to engage in greater strategic manner with respect to joint challenges. In this regard, consideration should be given to policy and initiative development for a specific measure under Shared Island for higher education planning and development following on from the Shared Island Dialogue on the theme "Learning from each other: The future of education on a shared island".

[Word count: 297]

Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of **Dundalk Institute of Technology**, I declare that the particulars supplied in this report are true and correct.	
Signature:	*Diarmuid O Callaghan*
Print Name:	Dr. Diarmuid O'Callaghan
Date:	22nd January 2026