Draft Mission-based Performance Compact

2018-2021

between

Dun Laoghaire Institute of Art, Design and Technology (IADT)

and

The Higher Education Authority

Date: March 21st 2019

This Compact is an agreement between the Higher Education Authority and Higher Education Institution and is the outcome of a process of strategic and performance dialogue between the two bodies.

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

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

The Compact recognises that Higher Education Institution is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Higher Education Institution. It sets out how Higher Education Institution's mission and goals align with national goals for higher education.

This Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Higher Education Institution agree that this Compact will be published.

The principles of State funding support

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

■ Institutional autonomy balanced with public accountability for high quality outcomes; and

■ Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

Contents

The Higher Education Authority and Higher Education Institution agree that:

■ This Compact consists of this document and the accompanying data report on the performance

■ The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

Higher Education Institution acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Higher Education Institution agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Higher Education Institution of this in writing and will consult with Higher Education Institution accordingly.

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

Performance Funding will be allocated by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategy and performance dialogue.

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

Higher Education Institution's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

Higher Education Institution and the Higher Education Authority recognise that Higher Education Institution is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Changes to the mission and strategy statement

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

■ Any significant change that it proposes to make to its mission during the term of the Compact

■ Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

IADT is the only Institute of Higher Education in Ireland with a specific mission to drive and inform the creative, cultural and technological industries through teaching, learning, research and innovation. We specialise in creativity and innovation as expressed in the arts, media, technologies and entrepreneurship. Our programmes embrace the opportunities and challenges of the digital age and are set in an educational environment that values the whole student experience.

IADT is uniquely positioned in terms of our courses and research. We are mission-focused and hold a distinct position in Ireland as an Institute of Art, Design and Technology, leading in courses for the technological and the creative and cultural industries. We have created an interdisciplinary environment drawing on our strengths in visual arts, media arts, enterprise, technology and human factors. We create spaces for scientists to work with graphic designers, for business people and entrepreneurs to work with fine artists, for poets and technologists to work with photographers – for everyone to see the potential of collaboration and its capacity to release and enable new ideas about how we live, how we understand, and how we work. We have a national and international remit articulated through our student body, our Strategic Plan and our range of partners.

The Institute is organised into two Academic Faculties: the Faculty of Enterprise and Humanities and the Faculty of Film, Art and Creative Technology. In the current academic year, there are 2,500 full-time students enrolled on undergraduate and postgraduate courses.

IADT'S new strategic Plan 2019-2023 was published in February 2019. The draft compact has been revised to align with developments and outcomes from the Strategic Planning process.

Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.

- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).

- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

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

4.1   Key System Objective 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.

High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;

2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);

3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);

4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);

5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);

6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;

7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;

8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);

9. Achievement of the targets in the new ICT Action Plan

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 1. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

IADT Response:

(1) **To attract, retain and grow student numbers through our unique suite of courses within the HEI sector, to include flexible and part-time learning, regionally and nationally to meet the skills needs of the Creative and Cultural Industries (CCI) sector, as well as the public and community sectors.**

High Level Targets referenced

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;

2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);

3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);

7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place.

Strategy summary

IADT has a commitment to develop and grow our provision to meet the needs of the creative, cultural and technological industries. We have been successful in growing and developing our full-time undergraduate and our full-time and part-time postgraduate courses. We offer a successful range of part-time accredited and non-accredited courses, including Special Purpose Awards targeted at industry and returners to education, and we offer non-accredited taster and portfolio courses. We will continue to further develop our range of opportunities for lifelong learning and flexible learning to meet Government targets, and to meet the needs of the workforce and returners to education.

The EU measure of lifelong learning is the number and share of adults aged 25-64 years who had participated in formal and/or non-formal learning activities in the preceding four weeks. Non-formal education and training is defined as any organised and sustained educational activities that do not correspond to the definition of formal education. It may or may not take place in educational institutions and cater to persons of all ages. It may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills and general culture. One of the key targets set out by the Action Plan for Education (September 2016) includes an ambition to increase Ireland's lifelong learning participation rate to 10% by 2020 and to 15% by 2025. The EU has also set a lifelong learning target of 15% by 2020.

Ireland's National Skills Strategy 2025 builds on the progress made under the previous strategy 'Towards Tomorrow's' Skills, and aims to underpin Ireland's growth as an economy and as a society over the coming years. Through the vision, actions and targets set out, the Strategy will support development of a well-educated, well-skilled and adaptable labour force, creating and sustaining a strong pool of talented people of all ages living in Ireland. IADT's Strategic Plan is closely aligned with the National Skills Strategy 2025.

The National Skills Strategy 2025 recognises the growing importance of core transferable and transversal skills which are becoming ever more important to an individual's successful and sustainable employment. These skills enable people to move between jobs and careers, to participate in lifelong education and training and also to improve the flexibility and competitiveness of the labour market. IADT's Strategic Plan is aligned with the provision of transferable and transversal skills in all its programmes. Modules that provide these skills set

include: Communications, Team Working, Critical Thinking, Design Thinking, Research Methods and Entrepreneurship amongst others.

Objective 4 of the National Skills Strategy states: People across Ireland will engage more in lifelong learning. The Strategy recognises that lifelong learning and skills development is a shared responsibility. While the State and education and training providers have a role to play, employers and citizens must also take responsibility for ensuring their skills needs are met. IADT's Strategic Plan is aligned with the National Skills Strategy through working with Government Departments, State agencies and representative groups to promote an understanding of what lifelong learning is, and the benefits of participating in lifelong learning to individuals, the self-employed and employers.

In delivering this objective, IADT is acutely aware of the need for the provision of a cost-effective and diverse range of provision to meet the needs of workers across all sectors of the economy. It will also require greater flexibility in how learning opportunities are delivered to support participation, particularly by employees and managers in micro enterprise and SMEs and the self-employed.

At regional level, there is a range of lifelong learning initiatives provided by the Dublin and Dún Laoghaire Education and Training Board (DDLETB), for adults returning to education and wanting to build their confidence, develop and learn new skills, try out different subjects and gain accreditation. IADT has signed a number of MOUs with Further Education providers, to facilitate lifelong learner's access and progression to IADT.

Eurostat (2017) data shows the share of adults aged 25-64 in formal and/or non-formal learning activities amounts to 10.7% and for Ireland this figure is 6.5%. IADT's Strategic Plan and the HEA Compact aims to increase this figure to 10% for those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025.

- o **For academic years: 2018/2019 to 2019/2020**
  IADT will grow student numbers in the age range 25-65 to 10% from a base line of 6.7% for the academic years 2018/2019 to 2019/2020: This amounts to 1.65% growth per academic year in student numbers from this age cohort.

- o **For academic years: 2020/2021 to 2024/2025**
  IADT will grow student numbers in the age range 25-65 to 15% from a base line of 10% for academic years 2020/2021 to 2024/2025.

Examples of IADT's flexible course provision includes: Springboard labour market activation courses for upskilling and re-skilling, Level 9 (offered on a part-time basis), and a number of Special Purpose Awards using flexible delivery. Students on these latter courses may participate over eight to ten weekends, one day per week.

Since 1989, an Accumulation of Credits and Certification of Subjects (ACCS) scheme has supported students in the Institutes of Technology in studying part-time at a pace that suits their circumstances. An ACCS student gains credit for each module they successfully complete and can accumulate accredited modules, over time, towards a full award. Fees are charged to students on a per-module basis. IADT offers ACCS.

A number of higher education institutions have made themselves more accessible to part-time and off-campus students through increased use of learning technology and online delivery. To date (2018-19), IADT has piloted online delivery with a group of postgraduate students from Canada, as part of the Colleges Ontario Consortium, where Students are brought on-campus from Canada for one semester to complete practical components of their programme.

- o **For academic years: 2018/2021**
  IADT will increase the number of students studying on a flexible basis by 25% by 2021.

Potential qualitative measures to be developed

- Develop new courses to meet industry demand as identified by the IADT Academic Plan and Strategic Plan;

- Increase the numbers engaged in lifelong learning by 2020;

- Every programme to have a minimum of one module delivered exclusively online to support flexible and distance learning for students by end 2021;

- Develop a suite of new professional certificates (SPA's) and postgraduate programmes by 2021 to meet identified industry needs;

- Intake in animation, film, applied psychology and creative music production to be increased by 15% per annum to meet demands of industry;

- Expansion of portfolio courses at IADT to meet progression demand;

- Increase the numbers studying in our two city centre locations by 2021;

- Review and grow sustainable part-time and continuing professional development provision with a focus on industry provision;

- Explore opportunities for joint programme development and delivery with other education providers and private training companies, both nationally and internationally;

- Review and explore opportunities to develop a higher apprenticeship programme for the creative industries sector.

(2) **To transfer and embed knowledge, skills and employability in IADT students and graduates for leadership roles regionally and nationally, that respond to Europe's skills needs in the CCI sector as well as the public and community sectors.**

High Level Targets referenced

4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);

5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked).

Strategy Summary

IADT recognises that graduates emerge from their studies with considerable skills in their discipline, but perhaps lacking some of the practical skills of business to gain and maintain ever changing employment. It is also recognised that a "one size fits all" business studies module would not be appropriate. Bridgstock (2010) notes that "while the majority of creative performing and literary artists are self-employed, relatively few art schools attempt to develop capabilities for venture creation and management and few do so effectively".

Employability skills are therefore central to IADT's profile. Our IADT graduate surveys carried out annually, show strong relationships between the disciplines studied and the kinds of employment graduates enter. We recognise that many of the programmes we offer lend themselves to graduates becoming sole traders, self-employed or working on a project or contract basis. The nurturing and developing of a range of skills, for working in business, industry or the cultural or technological sectors or for sole trading, have to be paramount. Programmatic Review 2018-2019 has as one of its stated aims, to develop and embed Employability Statements for all disciplines in IADT, tracked through Programme Boards, Annual Reports, Graduate Destination Surveys and Employer Surveys.

Work placements have been defined in a number of ways, some more expansive than others. All definitions, however, include the key notion that work placements involve 'gaining experience on the job' and are now a recognised part of many third-level programmes. Coco (2000) suggested that work placements are a "planned transition from the classroom to the job, and are a natural bridge between college and the work world".

Work placements provide positive opportunities for learning, as one of the main aims of all work placements, is to promote reasoning, analytical and evaluative abilities in students through reflective practice. Students will develop reflective abilities during the course of their learning on placement. Boud et al. (1985) also believe that reflective practice is an important feature in work placements, as it features the individual and his or her experiences, leading to a new conceptual perspective or understanding.

The changing need for higher education to interface more effectively with industry has been widely documented, as has the rising awareness of those attributes which most benefit graduates seeking employment. Today, students need skills for lifelong learning, information literacy, problem solving and critical thinking, the ability to work autonomously, alone and in groups. Reported 'information deficits', where students know about specific subjects, but not necessarily how to operate in a working environment, highlight the need for third level education, through its curricula, to foster this transition (Havard et al. 1998). A key way in which third level institutions can build stronger partnerships with employers, and assist their students in postgraduate success, is through the provision of work placements.

Work placement and industry-based projects have been part of IADT's offering for a number of years. A review of work placements carried out by the Faculties for the 2015 Programmatic

Review, found that key stakeholder attitudes towards placement were positive (students and employers). IADT's 2018-2019 Programmatic Review aims to embed student work placements or work-based projects across all its programmes. Student work placements already operate in a number of IADT programmes, as reported in previous HEA compact agreements which reported against Interim Targets for 2016, consisting of Student Placements in the Faculty of Enterprise and Humanities with approximately 80 active placements as well as 12 student placements in the Faculty of Film, Art and Creative Technologies. IADT firmly believes that work placements provide a unique and valuable learning experience for students, particularly providing students with a range of personal experiences that relate to and integrate with their prior academic experiences; in addition placements are seen to encourage students to participate in the adult world of work. Exposure to actual or simulated workplace tasks and problems allows students to experience a wide variation in knowledge application, and to recognise the limits of their understanding and how those limits need to be addressed.

The development and embedding of employability skills in IADT education curriculum design is a necessity, as employment is the focus of students after the end of their academic programme. HEIs can be principally guided by employability frameworks to help shape and embed graduate employability into curriculum design and execution. There is however, a growing need for Irish higher education providers to comprehend and prioritise the concept of employability for their third level students as a whole of student approach, rather than limiting a student's success to specific skills and experience. With responsibility falling back to higher education providers to empower and support students when they transition from academia to employment, a resource with specific job readiness and employment information, skills and knowledge, can potentially encourage and define a structured transition to a professional career. Throughout the suite of validated programmes IADT has embedded employability skills facilitated by the national framework of qualifications as supported by syllabi content.

Potential qualitative measure to be developed

- Review of all programmes for entrepreneurship and employability skills content;

- Embed digital literacy across all programmes;

- Offer increased opportunities for cross-institute modules in key employability skills development;

- Establish an integrated curriculum and extra curricula programme of personal and professional education for all stages;

- 100% of undergraduate programmes to have an embedded work placement or work-based project by end 2021;

- Create opportunities for developing employability outside the curriculum through voluntary and community work and placements.

4.2   Key System Objective 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.

High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);

2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);

3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;

4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);

5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);

6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);

7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);

8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 2. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

IADT Response:

(1)   Increase IADT's international profile to include increases in international student numbers, joint projects and partnerships.

And

(2)   Increase the output value of internationalisation per annum by 2020.

High Level Targets referenced

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);

2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);

3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad.

Strategy summary

The National Strategy for Higher Education 2030 states that 'internationalisation' includes:
   "…attracting more international students, making it easier for staff and students to study and engage in research abroad, making Ireland attractive to international staff, establishing more collaborative institutional links, internationalising curricula, developing trans-national education, and participating in EU programmes".

IADT's Internationalisation Strategy and related operational plan for overseas student recruitment is designed to develop our profile and reputation as a truly international specialist institution, aligned to the vision and mission of IADT. Firstly, we will focus on the generation of non-exchequer funding through planned and targeted growth of non-EU international student recruitment, within a limited geographical market, with specific institutions that reflect the ethos of IADT. Secondly, we will develop an international network of institutions which will enhance the teaching, research and enterprise environment of IADT through the leveraging of these links for staff and student exchanges, research programmes, and business links to develop our innovation and enterprise activities.

Our international objective will be achieved through the development of an international network of institutions through which student and staff exchanges, research, innovation and enterprise activities can be progressed.

The internationalisation of IADT's campus requires a balanced mix of overseas students across the different programmes and levels, from undergraduate, postgraduate, and research, with staff exchange programmes between the collaborating institutions enhancing our learning, teaching and cultural environment.

One of the challenges with increasing our proportion of overseas students is our capacity to support an international learning environment without negatively impacting on the local/national undergraduate recruitment base. This approach needs to balance the number and progression routes of direct entry undergraduate students, and the variety of postgraduate and research study opportunities, while providing a rich cultural mix of students from different overseas countries and educational backgrounds. As such, our approach will be rolled out on a phased basis to ensure the necessary quality assurance, student support and marketing systems are established and aligned to the needs of this new student base.

A key objective of IADT's Internationalisation Strategy is to build the reputation of IADT in stated discipline priorities in key target territories in partnership with organisations that reflect

and develop our mission and vison. IADT will build our strategic partnerships that facilitate the mobility agenda as identified in 'Irish Educated, Globally Connected' Strategic Priority 2 and 4 (pg. 43 and pg. 45). Internationalisation activity at IADT includes student recruitment for undergraduate and postgraduate programmes (taught and research); Institute partnerships for programme collaboration, staff and student exchanges and mobility projects.

IADT will prioritise activities that contribute to increasing the output value of internationalisation over the next two years. IADT's Strategic Plan for internationalisation will address the goals identified in "Irish Educated, Globally Connected", taking into account relevant goals and outputs identified in other national strategies in particular, and will cross-reference Innovation 2020. IADT has focused on the strategic development of partnerships with a view to programme development/collaboration and student recruitment.

IADT engages in internationalisation activity through Education Ireland, THEA, Enterprise Ireland, IDA as well as directly with the Department of Foreign Affairs, for example Alumni relations and embassy projects. The main territory focus since 2015 has been Ontario, Canada which will continue to be a focus for the next five years. IADT will also expand and explore potential partnerships in British Columbia. Additionally, IADT has in excess of 25 partners in Europe through the Erasmus+ programme and partnerships in Russia and Eastern Europe through EU funded programmes.

Internationalisation is a key priority for IADT. The developments have increased the growth in international students through formal connections with HEIs oversees via Erasmus, Erasmus+, MOUs, and joint ventures. For example, we have developed two Masters Programmes, one with George Brown College, Ontario, Canada (MA in Interdisciplinary Design Strategies) and one through Erasmus Mundus/Viewfinder (MA in Cinematography), and we are in the process of developing the first trans-national MA in Animation with Sheridan College, Ontario – widely regarded as the world's premier school for animation.

Potential qualitative measures to be developed

- Development and Implementation of a Strategic Partnership Development Plan with key identified partners in key identified territories;

- Explore opportunities for joint programme development and delivery with other education partners and private learning companies, both national and international;

- Development and implementation of a Student Recruitment Business Plan to increase student numbers in target territories;

- Creation of an International Office to assist in the widening of international activities;

- Increase representation of students from the Island of Ireland, EU and international;

- Identify a priority list of international high ranking institutional partners/collaborators on priority programmes, mobility and RDIE opportunities in priority regions.

4.3   Key System Objective 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.

High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (Baseline 2,235 in 2014/15);

2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);

5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);

6. Increase applied research in the Institutes of technology.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 3. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

IADT Response:

(1) **Grow our research activity, including applied research from 2018–2021 as measured by increased research student numbers and increased research income.**

High Level Targets referenced

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020 (baseline 2,235 in 2014/15);

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

6. Increase applied research in the Institutes of technology.

Strategy summary

Research, development, innovation and industry engagement are key features of IADT. Advancement in this area will be critical in the continued success of IADT to inform our teaching, diversify our income streams, and enhance our industry profile and reputation as a specialist institution.

At IADT, research has a wide variety of meanings and effectively incorporates practice. The staff engage with research and/or practice as appropriate to their discipline. Parallel to the relevant research for the discipline/practice, there is academic research such as critical and contextual studies in humanities and the arts, as well as the scholarship of teaching and learning.

There are three distinct yet overlapping models of research practice within IADT at both staff and postgraduate level. The first, most traditional model, is that of scholarship with outputs published in journal articles and books for academic readerships. The second is an emergent model of creative practice-led research resulting in, for example, the production of exhibitions, films and other cultural artefacts. The third model is commercially driven involving collaboration with industry on innovation research and design with a view to developing products for market. IADT recognises and supports scholarly research and publications, applied research, practice based research and research for industry as integral parts of our research profile. We will develop IADT's research profile through publications and professional practice outputs, and through industry-based and applied research.

The HEA has stated that "*provision of applied research expertise driven by industry engagement with focus on stimulating regional SME innovation*" is one of three elements of the role of IOTs (Working Paper 8, HEA, 2017). IADT's academic staff are active in a range of applied research in engaged (non-profit, community-based) and industry contexts.

The draft IADT Research Strategy 2019-2023 recognises the Government's intention to encourage IoTs to develop research projects requiring a practical output and impact over the next five years. The summary action plan as part of the Draft Research Strategy identifies a range of actions to increase research activity by staff and students over the next five years.

The draft Strategy takes cognisance of the EU and Irish Strategy, Policy and Funding frameworks for research. Applied research activity will focus on identified IADT priority disciplines (as stated in the draft Academic Plan).

Greater industry engagement and the provision of innovation support for start-up enterprises in the fields of digital media technology and enterprise is important, and is facilitated through our on-campus business incubator, the Media Cube. We will advance and expand our incubation offering in conjunction with partners, and pursue opportunities to engage with our region.

Our Knowledge Transfer service will identify intellectual property from students and staff projects and make this available for the benefit of start-up enterprises and industry partners.

Success in this area is integral to meet the needs of the creative, cultural and digital technology industries in Ireland and to develop new areas of expertise in for example usability and human behaviour and digital humanities research.

- IADT is a member of the Dublin Regional Innovation Consortium (DRIC) and has a contractual agreement in place to ensure ongoing and increasing output of research income derived from industry engagement. There is a broad range of activity facilitated within this contract.

IADT will therefore develop our research profile across our defined areas and facilitate staff to be actively involved in research; whether scholarly, practice-based and commercial.

We recognise that in order to develop our research profile we will have to find ways to increase our external research funding, nationally and internationally, to enable staff to be supported in their research work and to grow the research income generated by the Institute.

Potential qualitative measures to be developed

- Support and enhance the status and reputation of IADT's research capacity, both scholarly and applied/practice-based in key areas, as defined in the Research Strategy and Academic Plan;

- Further develop the connectivity between our research activity and our programmes;

- Develop further our research outputs in our key identified areas through active sourcing of research funding to provide funding opportunities and incentives for staff;

- Build capacity for research (inputs and outputs) and innovation activity through collaboration and the creation of additional funding sources, and new sources of postgraduate research funding for Level 9 scholarships, in order to increase current numbers of postgraduate research students;

- Publication and implementation of Staff Research policy, processes and procedures to include digitisation of processes;

- Plan for growing sustainable funding for RDIE activity in place;

- Increase external national and international funding to support staff engaged in formal professional research activity at IADT.

(2) **Grow our enterprise and innovation partnerships to include increased innovation vouchers, industry and community partnerships and projects.**

High Level Targets referenced

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);

5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);

6. Increase applied research in the Institutes of technology.

Strategy Summary

Engaging with industry has been core to IADT's mission for many years. Recently IADT has been responding to industry needs for specific educational solutions tailored to the needs of the business. This has involved adapting and modifying programmes or modules within programmes for specific delivery to industry and the public sector. Examples include the delivery of UX design to IBM, Data Visualisation to the HSC and the RCSI and the creation of new programmes in design strategy for the Irish Computer Society.

Our strategy also includes the development of community partnerships and projects. Recent examples of this include: IADT students from a number of programmes working for TUSLA to develop digital platforms, Film students working with St John of God to produce promotional material, running courses in Coding for our DEIS schools, hosting Coder Dojo on campus, and student projects with Wexford Festival Opera and Macnas.

This is not just about providing a service for industry or community but is about embedding industry projects in the curriculum to allow the opportunity for students to engage with real clients and solve real and complex problems

Our Knowledge Transfer service identifies intellectual property from students and staff projects and makes this available for the benefit of start-up enterprises and industry partners.

Greater industry engagement and the provision of innovation support for start-up enterprises in the fields of digital media technology and enterprise is important, and is facilitated through our on-campus business incubator, the Media Cube. We will advance and expand our incubation offering in conjunction with partners, and pursue opportunities to engage with our region. IADT operates a busy research and innovation programme, in partnership with the two Faculties. The Innovation Voucher Schemes (Enterprise Ireland and IDA) provides the first tier experience for all research activity between staff, students and start-up enterprises.

As previously stated, IADT is a member of the DRIC, which has contractually agreed targets and identified metrics for Innovation Vouchers with Government Departments. IADT liaises with DRIC partners, Enterprise Ireland and the IDA (new Innovation Voucher scheme 2018) to source start-up enterprise partners for the research projects funded through the Innovation Vouchers scheme. This scheme is extremely valuable and has far reaching impacts for research staff, students, as well as start-up enterprises. The participation in Innovation Voucher activity allows, in particular, early stage researchers the opportunity to engage directly with industry on specific research projects. Additionally, some of these companies have taken on interns as well as graduates. IADT will seek to develop our industry and community-based work including Innovation Voucher projects with industry by 2020.

Potential qualitative measures to be developed

- Maximise utilisation of our business incubation centre to develop spin-in and spin-out businesses;

- Plan of Media Cube facilities upgrade produced;

- Establish Media Cube Advisory Board and mentor panel;

- Liaise directly with start-up enterprises in identified priority disciplines/sectors with a view to securing and increasing Innovation Vouchers;

- Develop a plan to increase applied research in liaison with industry and the CCI sectors;

- Develop further our industry and community based projects through our curriculum offering;

- Expand the range of partnerships and collaboration opportunities with the creative industry sub-sectors of television, film, and animation, art and design, leveraging key opportunities provided by Enterprise Ireland and through Horizon 2020;

- 5 start-up enterprise support initiatives for staff, students and external clients through communications and promotion about the initiatives and closing dates;

- Extend current external stakeholder partnerships by 10% annually.

4.4   Key System Objective 4

Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.

High Level Targets referenced:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;

2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;

6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 4. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

Strategy summary

IADT Response:

(1)   Increase participation of under-represented groups in IADT through the development of engagement and outreach programmes to include: community groups, junior and senior cycles, and further and adult educational programmes.

High Level Targets referenced

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme.

Strategy summary

An objective of the National Education Agenda is to promote access for disadvantaged groups and put in place coherent pathways into higher education from second level education, further education and other non-traditional entry routes. At IADT, we pride ourselves on providing a supportive and inclusive campus in which diversity is positively valued. Since 2010, we have made considerable progress to integrate and mainstream access practices and initiatives, supported by IADT's Equal Access and Participation Strategy, Learning, Teaching and Assessment Strategy, and IADT's Learner Charter which guides student and Institute interactions.

The Vision of IADT's Student Experience Team is to contribute to the creation of an inspiring learning environment where all students find their individual aspirations and maximize their potential through availing of a wide range of student supports. We encourage and promote student success with the establishment of academic, career and personal goals. We provide a range of professional services in the areas of Careers, Health and Student Counselling, Access to Education and Learning Support, Disability Services, Assistive Technology Services, as well as the co-ordination of the First Year Matters (FYM) programme for undergraduate students.

Our programme offering is differentiated through our specialised and responsive programmes that are designed and delivered with the varied needs of our diverse student, industry and stakeholder base in mind. The unique aspects of our learning and teaching model allow for greater focus on practice-based learning, thereby reducing traditional barriers to entry onto higher education programmes, and therefore attracting students from a wide range of backgrounds. A critical aspect of the IADT's student experience and therefore progression, is the breadth and level of support our students receive. IADT currently has the highest level of students with a disability in HEIs. It is anticipated that this success rate will be maintained in tandem with additional efforts to target students from lower socioeconomically disadvantaged backgrounds;

Whilst mindful of resource constraints, IADT will continue to provide ongoing supports for all students registered with the Access Office. IADT's Access Office will continue to work with a range of local partners to develop supportive community relationships and activities, and to improve social inclusion in the local area.

Strategic Objectives

IADT continues to create a supportive and inclusive campus in which diversity is positively valued. This priority is an important building block for current students, and in the attraction and retention of future students, and will be supported by the following objectives:

- Strengthen relationships to support progression between further education and higher education, and higher education and employment, to create progression pathways and ease of transition for students through the education system;

- Develop access, transfer and progression arrangements particularly with programmes in further education colleges where formal arrangements are not currently in place;

- Develop supportive community relationships and activities through the Access Office, to facilitate participation and improve access;

- Facilitate entry to and participation in our programmes by mature students, students from non-traditional entry routes, students who are experiencing socioeconomic disadvantage, and those with needs arising from a health or disability issues;

- Ensure our students have access to the highest standard of tuition and facilities within their discipline, and within real and virtual centres of excellence in their region.

Potential qualitative measures to be developed

- Increase the numbers of primary and secondary schools we are engaging with;

- Further develop pre-entry supports delivered on IADT campus during and after school hours to cover the academic, personal and professional needs of targeted student groups;

- Continue to collaborate with UCD and Southside Traveller Action Group (STAG) to strengthen links with the Traveller community. Extend this programme to primary level students;

- Strengthen links with Dún Laoghaire Rathdown (DLR) Refugee Project;

- Build on the HEA PATH initiatives in collaboration with partner HEIs in the Leinster Pillar to develop joint outreach activities (Creative Summer Schools, Mentoring Programmes, Open Learning, and to promote Dublin as a learning City);

- Develop a specialist accredited Foundation and transitional programme of study for future learners;

- Respond to Springboard+ call for expressions of interest;

- Review and explore opportunities to develop a higher apprenticeship programme for the cultural industries;

- Increased involvement with the corporate sector, alumni, educators, community, voluntary and public sector;

- Plan of action produced to enhance student sporting facilities;

- Increase our DEIS School participation by 10%;

- Establish IADT as a formal College of Sanctuary;

- Development of campus physical environment in order to develop accessible signage throughout the campus, and to develop efficient access routes for those with access requirements.

(2) Ensure an enriched student experience in a diverse community through the provision of opportunity. Empower students during their time in IADT so that they have the graduate attributes to support a fulfilling and successful career.

High Level Targets referenced

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;

2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019.

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

Strategy Summary

IADT is committed in principle and practice to the achievement of equity of access, increased participation and improved retention and progression rates for all our learners. From their first contact with IADT, including the intensive First Year Matters induction programme, the individual needs of all students are recognized and supported in a variety of ways.

The Institute aims to help students reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff are involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. Accordingly, the curriculum, teaching and learning and assessment at IADT are centered on the student. Policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of all studying at IADT.

IADT is a member of the national HEAR/DARE programme with its first entrants joining in September 2018.

IADT's Teaching and Learning Committee ensures that we provide an educational environment which is inclusive and widens participation through using the principles of Universal Design. IADT delivers a Universal Design for Learning (UDL) module for teaching and professional staff to ensure access is everyone's business so that we are working towards a diverse and inclusive college environment in order to maximize opportunities for all our learners.

Through the Programme for Access to Higher Education (PATH), IADT will work collaboratively with other members of the funding cluster (UCD, NCAD, Marino Institute and TCD) to achieve viable project outcomes with specific measures to target lone parents, travellers, ethnic minorities and part-time learners. This will support the implementation of the National Plan for Equity of Access to Higher Education 2015-2019. IADT has been successful in attracting a diverse community of students. We need to develop further our systems for specific tracking of students from disadvantaged backgrounds, or those with disabilities and/or learning difficulties. This will enable us to specifically monitor and support the transition from second level or further education for defined groups, and will also enable us to support their progress through college to fulfilling and successful careers or future study.

Potential qualitative measures to be developed

- Allocation of 10% of first year undergraduate places for Access Students on reduced entry points through the national HEAR/DARE scheme;

- Ensure appropriate supports are in place to facilitate students transitioning into higher education;

- Expand mechanisms for tracking students including an alumni forum;

- Develop a Student Support Policy for students entering IADT from underrepresented groups;

- Allocate a portion of the Equal Access Funding, specifically for the post-entry support of these target groups;

- Develop a mentoring/ambassador programme which will build on an existing First Year Matters (FYM) Student Induction Programme which will be expanded across the life cycle of the students.

4.5   Key System Objective 5

Demonstrate 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.

High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;

2. All HEIs to engage in International benchmarking by 2020;

3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);

4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);

5. All HEIs to have in place policies for digital teaching and learning by 2019;

6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 5. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

IADT Response:

(1)   IADT will review and assess the quality of its academic provision and systems of academic quality enhancement through a systematic process of benchmarking key disciplines against international best practice.

High Level Targets referenced

1. Implement from 2018 continuous Professional Development Framework for all academic staff in all HEIs;

2. All HEIs to engage in International Benchmarking by 2020;

6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

Strategy summary:

IADT operates under the guidance of the policies of the QQI nationally, which includes any joint or collaborative programmes that we offer. Internationally, IADT is committed to implementing the following international guidelines/regulations:

*   Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG) (2014);

*   The Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, Lisbon (1997);

*   The Committee of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, Recommendation the Recognition of Joint Degrees, Strasbourg (2004);

*   The OECD/UNESCO Guidelines for Quality Provision in Cross-Border Higher Education (2005);

*   The UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education (2007);

*   Bologna Follow-up Group, European Approach for Quality Assurance of Joint Programmes, 2014

IADT aims to benchmark both its programmes and processes against both national and international best practice and commits to developing a robust, evidence-based benchmarking system for its key disciplines.

Benchmarking process in IADT

> **External Approval and Validation for New Programmes**

> IADT appoints External Examiners for each programme. Their nominations are reviewed and approved by IADT's Academic Council, giving due regard to their qualifications and depth of knowledge in their disciplines. We currently have international external examiners who work in Higher Education Institutions or Industry in the UK, Italy, Iceland, Denmark and Canada. External Examiners use their expert judgement and experience in education and industry both nationally and internationally to consider and comment on the standards set for our programmes, the standards achieved by our students, the operation of our assessment processes, the quality of learning, and the learning and

teaching environment. They are required to visit at least once a year and, at the end of their visit, will report on their findings. These findings are then fed back into the programme via Programme Board meetings and other fora.

➢ **Developing and Maintaining Academic Partnerships**

Current collaborative partners include:
- o George Brown College, Canada
- o Sound Training College, Dublin
- o FETAC Colleges (Blackrock, Bray, Dún Laoghaire, Sallynoggin and Stillorgan);
- o Erasmus+ partners in countries such as Finland, Slovakia, Belgium, France, UK, Spain, Estonia, Czech Republic, Germany, Denmark, Poland, Turkey, Italy, Hungary, Sweden and Latvia
- o NARFU (Northern Artic Federal University)
- o Loras College, USA

➢ **Delegated Authority**

IADT received Delegated Authority from QQI up to Level 9 on the NFQ Framework on 20th February 2017. This approval is evidence that IADT conforms to all QQI policies and procedures and is a quality assured organisation in terms of its programme offering, delivery, resources and staffing.

➢ **Staff participation on Expert Validation Panels and as External Examiners**

Both academic and management staff regularly participate in, or Chair Quality Assurance Panels both nationally and internationally for other Higher Education Institutions. Members of staff also act as External Examiners for other Higher Education Institutions.

➢ **Erasmus+**

Erasmus+ offers training opportunities for academic staff, both in teaching and non-teaching capacities. Training periods abroad can consist of job shadowing, observation periods, professional development courses or specific competence-building events. However, Erasmus+ does not provide funding to attend conferences. IADT staff members can train at a higher education institution in an Erasmus+ Programme (Europe) or Partner (outside of Europe) country; or at an organisation outside the sector in a Programme country.

➢ **Membership of International Bodies**

IADT is a member of several international professional bodies in key disciplines. These include:
- o CILECT, the international body committed to developing and promoting the highest standards of education, research and training for film, television and related media through establishing and organising global and regional forums for the exchange of artistic, pedagogical, methodological and managerial best practice for all its members. The organisation includes over 180 institutions from 65 countries on 6 continents with 9,000+ teachers that annually train 55,000+ students and a 1,330,00+ strong alumni;

- GEEECT is the regional association of CILECT in Europe, Israel and the Lebanon. It aims to promote and stimulate cooperation between higher education and research institutions in the field of film and television as well as between the teaching body and students of these schools and between industry professionals with the suitable spectrum of knowledge and years of teaching, practical and/or research experience in film and television. It has 93 member institutions in 34 countries;
- IADT is a member of ELIA, which is the major multidisciplinary membership organisation for higher arts institutions with approximately 250 members across 49 countries and represents 300,000 students in all art disciplines.

Potential qualitative measures to be developed

- Develop, implement and monitor a defined system of national and international benchmarking;

- Develop a co-ordinated system of academic staff acting as External Examiners both nationally and internationally;

- Develop further the training opportunities for administrative and academic staff through Erasmus+;

- Seek out new professional and educational memberships of organisations in order to network and observe best practice.

(2) **IADT will undertake a systematic review of the quality of the Learning Environment and implement specific and measurable improvements tailored to meet the needs of our key disciplines; seeking to provide students with both industry standard and academically excellent spaces and resources.**

High Level Targets referenced

3. Improve problematic non-progression rates by 10%
5. All HEIs to have in place policies for digital teaching and learning by 2019

Quality of the Learning Environment

IADT has sought to foster a world class learning environments for our students across a range of key disciplines. We have done this through the provision of Institute-wide Wi-Fi, as well as offering 'eduroam' Wi-Fi which is the secure, worldwide roaming access service developed for the international research and education community, and which allows students, researchers and staff from participating institutions to obtain Internet connectivity across campus and when visiting other participating institution.

The Virtual Learning Environment 'Blackboard Learn' (a web-based server software) is used by all Faculties, to offer students access to lectures and notes both on and off campus. IADT also provides all students and staff access to Lynda.com which is an online learning platform that supports learning in the areas of business, software, technology and creative skills. Remote File Access is available for all staff and students, which allows them to work on-the-go, on campus and off**.** The majority of disciplines in the Faculty of Film, Art and Creative Technologies have base rooms and studios for learning and teaching in the creative areas. This allows hands-on experience for students, taught in small groups. Facilities provided to students include two TV/Film Studios, Art Studios, Virtual Learning Environment, full Radio Broadcasting studio and production suites, a number of computer labs, both for PCs and MACs**.** In 2017, IADT saw a refurbishment of our Atrium Building which is the key hub of IADT activity. Collaborative, flexible spaces for groups to work in have been provided with modular compact furniture to enable flexibility of group sizes.

Each area can easily accommodate individual pixel boxes, facilitating spontaneous collaboration, stand-up meetings, seminar and presentation spaces, workshops and discussions in small, informal, settings. Students have spacious hot desking areas with individual pods for studying as well as informal group breakouts. A new Digital Media building was recently secured which will support the growth of courses in the emerging digital industries and will generate graduates for the design and technology industries. The new teaching spaces will accommodate an additional 1,320 students in Animation, Design and User Experience. Students studying computing, entrepreneurship and creative technologies will also be accommodated which will assist in fostering collaborative working environments across the range of disciplines offered by IADT.

Potential qualitative measures to be developed

*   Develop and publish an updated ICT Strategy for the institute;
*   Develop policies and procedures on space provision and physical infrastructure appropriate to each of the disciplines;
*   Develop policies and procedures in relation to the provision of VLE's that allow for online and distance learning;
*   2017 Campus Masterplan reviewed reprioritising projects as a result of mapping against programme expansion/development;

- Review space utilisation and review and implement transparent criteria for space utilisation that prioritises study spaces and student centres;

- Plan for investment in technology platforms and equipment drafted;

- Implement a fully integrated digital 'CRM' system for student registration; administration; assessment and academic records – through to graduation and continuing Alumni engagement;

- Opportunities for the development of on Campus Student Accommodation identified and explored;

- Campus external spaces upgraded;

- New Digital Media Building opened;

- Additional space for City Centre Programmes sourced;

- Opportunities for additional Campus Space in Dún Laoghaire explored and developed.

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;

2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);

3. All HEIs to submit their annual Governance Statements to HEA on time;

4. 100% compliance by HEIs with public procurement rules;

5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;

6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;

7. 100% compliance by HEIs with public pay policy;

8. 100% compliance by HEIs with public sector numbers controls;

9. Implementation of recommendations from rolling governance reviews;

10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;

11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.

Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 6. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

IADT Response:

(1) IADT will enhance its current compliance record and will demonstrate leadership and an exemplar position in respect to Institutional Governance and Compliance over the period of the Compact.

High Level Targets referenced

3. All HEIs to submit their annual Governance Statements to HEA on time;

4. 100% compliance by HEIs with public procurement rules;

5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;

6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;

7. 100% compliance by HEIs with public pay policy;

8. 100% compliance by HEIs with public sector numbers controls;

Strategy summary

Effective and compliant governance is important to IADT. We strive to ensure that we meet government and HEA set targets in order to maintain good financial and regulatory systems. IADT is currently compliant with High Level Targets in this Section: 3, 4, 5, 7 and 8. High Level Target 6 is not relevant to IADT as IADT does not have any Trusts or Foundations.

IADT is committed to implementing all recommendations from rolling Governance Reviews where these are relevant to IADT. Our Strategy involves a rigorous system of internal reviews, audits and risk processes and risk register updating. Our staff at all levels across the Institute are trained in appropriate governance and compliance issues, both through internal training and staff development and through facilitation to attend external courses. We have a full-time GDPR Officer in place and regard data protection and freedom of information as key and important processes.

IADT has strong Policy and Procedures for the Protection of Children and Vulnerable Adults, Protected Disclosure mechanisms and other policies in place to ensure an effective and fair work environment for all. The Governing Body receives relevant training and undertakes an annual Effectiveness Review.

IADT's strategic aim is to remain compliant and to review how we can revise our processes and procedures to further enhance good governance

Potential qualitative measures to be developed

• Benchmark key operational services against national and international exemplars. These benchmarks will include efficiency metrics as well as improved performance metrics;

• Action plans and follow-up systems to be developed in relation to internal audit reviews and rolling reviews;

• Review all existing statutory policies and develop such new policies as are appropriate;

• Provide Leadership training for staff;

• Develop further our Risk Register system to identify early potential governance issues;

• Devise an annual updating plan for staff around governance issues;

• Register of Processes and Procedures in place in all areas.

(2) **IADT will create a positive and diverse campus with a focus on equality of opportunity and diversity.**

High Level Targets referenced

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;

2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment).

Strategy summary

Following the publication of the Report of the Expert Group: HEA National Review of Gender Equality in Irish Higher Education Institutions (June 2016), the HEA published the second iteration of the Higher Education Institutional Staff Profiles by Gender, presenting gender-disaggregated data for 2016 on the leadership, governance, management and staffing of the universities, affiliated colleges and the Institutes of Technology, along with updated three-year average data (for 2014–2016) on the gender-breakdown of professors, associate professors, senior lecturers and lecturers.

The new data shows that there were only small improvements (1-2%) in addressing the under-representation of women at senior levels and on the governance and management of institutions between 2015 and 2016. Although a step in the right direction, these improvements are marginal, and there still exists a significant lack of representation of women on key decision-making bodies in the institutions and at senior levels of academic staff.

The issue of gender equality is of prime importance to IADT. We recognise that across the higher education sector, women are underrepresented, however we recognise that they may face a range of specific issues, including conscious and unconscious bias, sexism and inappropriate behaviour. We also recognise that many may have additional responsibilities as parents or carers. IADT has publicly stated our commitment to a diverse campus, to promote opportunities to all and to targeted intervention specifically around gender equality. IADT seeks to promote a work environment which is free from discrimination on grounds of gender, marital status, family status, religious beliefs, sexual orientation, disability, age, race or membership of the Traveller community. IADT has a committed, well-qualified and dynamic staff who understand and share the vision and mission of the Institute. Our staff are essential in realising the vision and mission of IADT. Their positive and professional interactions and engagements around gender equality with a range of stakeholders, internally and externally, will determine the continued success and development of the Institute.

IADT has been actively promoting the issue of gender equality both in terms of staffing but also in supporting student events, e.g. Young Women in Film annual event. We have made good progress in terms of staff numbers in higher positions across the Institute as shown below:
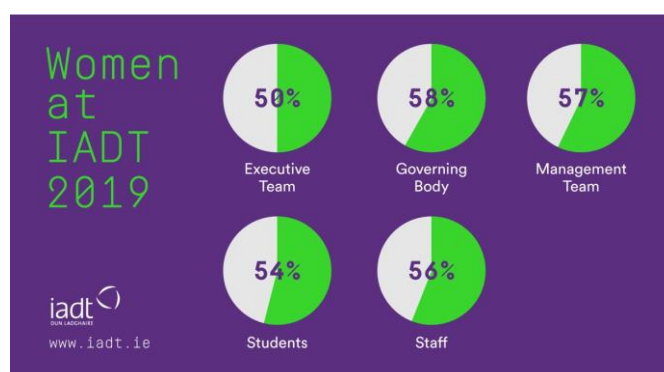
IADT encourages the personal and career development of female staff. IADT remains an active participant in the Aurora programme and two to three female members of staff complete the programme each year. Aurora is an innovative leadership development training programme. It aims to encourage women in academic and professional roles to think of themselves as leaders; to develop leadership skills and to help institutions like IADT optimise the leadership potential of our female colleagues.

The HEA has recommended that all higher education institutions should achieve an Athena SWAN award within 3 years and that, in order to be eligible for funding, research-funding agencies should require HEIs to have attained a Bronze Athena SWAN award within 3 years, or in the case of merged institutions, within 3 years of the merger. The Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine employment in higher education and research. In a major national initiative supported by the HEA, the Athena SWAN Charter was launched in Ireland in early 2015 in an event led by the Department of Education and at which the HE sector was represented by the Presidents of UCD, Prof. Andrew Deeks, and the President of IADT, Dr Annie Doona. In May 2015, the Charter was expanded to recognise the work undertaken in arts, humanities, social sciences, business and law. Dr Andrew Power became a member of the Athena SWAN National Committee in June 2017. Following a successful application, IADT was accepted into membership of Athena SWAN in March 2017

In February 2017, Dr Andrew Power was appointed as Vice President for Equality and Diversity. This initiative by IADT was in line with the recommendations of the HEA National Review of Gender Equality in Irish Higher Education Institutions published in June 2016. IADT has set up an Athena SWAN Self-Assessment Team, and intends to apply for a Bronze Award over the life of this Compact. In January 2019 Niamh Clifford was appointed as Manager for Equality, Diversity and Inclusion, to support the work of the Vice President for Equality and Diversity, and progress IADT's Athena SWAN application for Bronze Award.

Potential qualitative measures to be developed

- Develop and publish a comprehensive EDI Policy for IADT;
- Establish an EDI staff network(s);
- Publish an annual suite of EDI Metrics to determine areas of development;
- Achieve the Attainment of Athena SWAN accreditation during the life of the Compact;
- Review HR policies and procedures to ensure they are gender equality supportive;
- Find international best practice partners to benchmark against;
- Review talent management and career planning strategies regarding diversity;
- Develop and display positive role models across the Institute in our visual and printed materials;
- A rolling programme of EDI Training for all staff developed;
- Facility for short periods of paid absence for staff to pursue staff development, industry placement etc. to improve, update and broaden their skills implemented;
- Flexible and family friendly working HR Policies developed and implemented;
- Accommodations to support employees with specific needs developed promoted and implemented to attract and retain staff;
- Increase to 5% the number of staff declaring a disability;
- 10% increase in staff from under-represented backgrounds;

- Develop Aurora programmes to include additional staff annually.
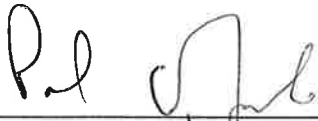
6.   Annual Compliance Statement

The HEA will take into account ongoing compliance with important foundational requirements such as:

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

Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.

To be completed following the conclusion of the strategy and performance dialogue process.

The HEA and Higher Education Institution agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the place of Higher Education Institution within the system.

Signed: _____

Date: _____ 10/4/19 _____

Chief Executive, Higher Education Authority

Signed: _____

Date: _____ 26/3/2019 _____

President, Higher Education Institution

Signed: _____

Date: 27/3/2019.

Chair, Governing Body, Higher Education Institution

We (Higher Education Institution) include the following appendices with our performance compact.

List the appendices here:

☐	Appendix 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
☐	Appendix 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
☐	Appendix 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
☐	Appendix 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
☐	Appendix 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
☐	Appendix 6: Demonstrates consistent improvement in governance, leadership and operational excellence
☐	Appendix 7: Institutional quantitative data return (September 2018)

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
4.1 *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.*	**To attract, retain and grow student numbers through our unique suite of courses within the HEI sector, to include flexible and part-time learning, regionally and nationally to meet the skills needs of the Creative and Cultural Industries (CCI) sector, as well as the public and community sectors.**	• Develop new courses to meet industry demand as identified by the IADT Academic Plan and Strategic Plan; • Increase the numbers engaged in lifelong learning by 2020; • Every programme to have a minimum of one module delivered exclusively online to support flexible and distance learning for students by end 2021; • Develop a suite of new professional certificates (SPA's) and postgraduate programmes by 2021 to meet identified industry needs; • Intake in animation, film, applied psychology and creative music production to be increased by 15% per annum to meet demands of industry; • Expansion of portfolio courses at IADT to meet progression demand; • Increase the numbers studying in our two city centre locations by 2021; • Review and grow sustainable part-time and continuing professional development provision with a focus on industry provision;	**To transfer and embed knowledge, skills and employability in IADT students and graduates for leadership roles regionally and nationally, that respond to Europe's skills needs in the CCI sector as well as the public and community sectors.**	• Review of all programmes for entrepreneurship and employability skills content; • Embed digital literacy across all programmes; • Offer increased opportunities for cross-institute modules in key employability skills development; • Establish an integrated curriculum and extra curricula programme of personal and professional education for all stages; • 100% of undergraduate programmes to have an embedded work placement or work-based project by end 2021; • Create opportunities for developing employability outside the curriculum through voluntary and community work and placements.

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
		• Explore opportunities for joint programme development and delivery with other education providers and private training companies, both nationally and internationally; • Review and explore opportunities to develop a higher apprenticeship programme for the creative industries sector.		
4.2 *Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community*	**Increase IADT's international profile to include increases in international student numbers, joint projects and partnerships**	• Development and Implementation of a Strategic Partnership Development Plan with key identified partners in key identified territories; • Explore opportunities for joint programme development and delivery with other education partners and private learning companies, both national and international; • Development and implementation of a Student Recruitment Business Plan to increase student numbers in target territories; • Creation of an International Office to assist in the widening of international activities;	**Increase the output value of internationalisation per annum by 2020.**	• Development and Implementation of a Strategic Partnership Development Plan with key identified partners in key identified territories; • Explore opportunities for joint programme development and delivery with other education partners and private learning companies, both national and international; • Development and implementation of a Student Recruitment Business Plan to increase student numbers in target territories; • Creation of an International Office to assist in the widening of international activities; • Increase representation of students

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
		• Increase representation of students from the Island of Ireland, EU and international; • Identify a priority list of international high ranking institutional partners/ collaborators on priority programmes, mobility and RDIE opportunities in priority regions.		from the Island of Ireland, EU and international; • Identify a priority list of international high ranking institutional partners/ collaborators on priority programmes, mobility and RDIE opportunities in priority regions;

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
4.3 *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.*	**Grow our research activity, including applied research from 2018–2021 as measured by increased research student numbers and increased research income.**	• Support and enhance the status and reputation of IADT's research capacity, both scholarly and applied/practice-based in key areas, as defined in the Research Strategy and Academic Plan; • Further develop the connectivity between our research activity and our programmes; • Develop further our research outputs in our key identified areas through active sourcing of research funding to provide funding opportunities and incentives for staff; • Build capacity for research (inputs and outputs) and innovation activity through collaboration and the creation of additional funding sources, and new sources of postgraduate research funding for Level 9 scholarships, in order to increase current numbers of postgraduate research students; • Publication and implementation of Staff Research policy, processes and procedures to include digitisation of processes; • Plan for growing sustainable funding for RDIE activity in place;	**Grow our enterprise and innovation partnerships to include increased innovation vouchers, industry and community partnerships and projects.**	• Maximise utilisation of our business incubation centre to develop spin-in and spin-out businesses; • Plan of Media Cube facilities upgrade produced; • Establish Media Cube Advisory Board and mentor panel; • Liaise directly with start-up enterprises in identified priority disciplines/sectors with a view to securing and increasing Innovation Vouchers; • Develop a plan to increase applied research in liaison with industry and the CCI sectors; • Develop further our industry and community based projects through our curriculum offering; • Expand the range of partnerships and collaboration opportunities with the creative industry sub-sectors of television, film, and animation, art and design, leveraging key opportunities provided by Enterprise Ireland and through Horizon 2020; • 5 start-up enterprise support initiatives for staff, students and

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
		• Increase external national and international funding to support staff engaged in formal professional research activity at IADT.		external clients through communications and promotion about the initiatives and closing dates; • Extend current external stakeholder partnerships by 10% annually.

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
4.4 *Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population*	**Increase participation of under-represented groups in IADT through the development of engagement and outreach programmes to include: community groups, junior and senior cycles, and further and adult educational programmes.**	• Increase the numbers of primary and secondary schools we are engaging with; • Further develop pre-entry supports delivered on IADT campus during and after school hours to cover the academic, personal and professional needs of targeted student groups; • Continue to collaborate with UCD and Southside Traveller Action Group (STAG) to strengthen links with the Traveller community. Extend this programme to primary level students; • Strengthen links with Dún Laoghaire Rathdown (DLR) Refugee Project; • Build on the HEA PATH initiatives in collaboration with partner HEIs in the Leinster Pillar to develop joint outreach activities (Creative Summer Schools, Mentoring Programmes, Open Learning, and to promote Dublin as a learning City); • Develop a specialist accredited Foundation and transitional programme of study for future learners;	**Ensure an enriched student experience in a diverse community through the provision of opportunity. Empower students during their time in IADT so that they have the graduate attributes to support a fulfilling and successful career.**	• Allocation of 10% of first year undergraduate places for Access Students on reduced entry points through the national HEAR/DARE scheme; • Ensure appropriate supports are in place to facilitate students transitioning into higher education; • Expand mechanisms for tracking students including an alumni forum; • Develop a Student Support Policy for students entering IADT from underrepresented groups; • Allocate a portion of the Equal Access Funding, specifically for the post-entry support of these target groups; • Develop a mentoring/ambassador programme which will build on an existing First Year Matters (FYM) Student Induction Programme which will be expanded across the life cycle of the students.

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
		• Respond to Springboard+ call for expressions of interest; • Review and explore opportunities to develop a higher apprenticeship programme for the cultural industries; • Increased involvement with the corporate sector, alumni, educators, community, voluntary and public sector; • Plan of action produced to enhance student sporting facilities; • Increase our DEIS School participation by 10%; • Establish IADT as a formal College of Sanctuary; • Development of campus physical environment in order to develop accessible signage throughout the campus, and to develop efficient access routes for those with access requirements.		

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
4.5 *Demonstrate 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.*	**IADT will review and assess the quality of its academic provision and systems of academic quality enhancement through a systematic process of benchmarking key disciplines against international best practice.**	• Develop, implement and monitor a defined system of national and international benchmarking; • Develop a co-ordinated system of academic staff acting as External Examiners both nationally and internationally; • Develop further the training opportunities for administrative and academic staff through Erasmus+; • Seek out new professional and educational memberships of organisations in order to network and observe best practice.	**IADT will undertake a systematic review of the quality of the Learning Environment and implement specific and measurable improvements tailored to meet the needs of our key disciplines; seeking to provide students with both industry standard and academically excellent spaces and resources.**	• Develop and publish an updated ICT Strategy for the institute; • Develop policies and procedures on space provision and physical infrastructure appropriate to each of the disciplines; • Develop policies and procedures in relation to the provision of VLE's that allow for online and distance learning; • 2017 Campus Masterplan reviewed reprioritising projects as a result of mapping against programme expansion/development; • Review space utilisation and review and implement transparent criteria for space utilisation that prioritises study spaces and student centres; • Plan for investment in technology platforms and equipment drafted; • Implement a fully integrated digital 'CRM' system for student registration; administration; assessment and academic records – through to graduation and continuing Alumni engagement; • Opportunities for the development of

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
				on Campus Student Accommodation identified and explored;
				• Campus external spaces upgraded;
				• New Digital Media Building opened;
				• Additional space for City Centre Programmes sourced;
				• Opportunities for additional Campus Space in Dún Laoghaire explored and developed.

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
4.6 *Demonstrate consistent improvement in governance, leadership and operational excellence*	**IADT will enhance its current compliance record and will demonstrate leadership and an exemplar position in respect to Institutional Governance and Compliance over the period of the Compact.**	• Benchmark key operational services against national and international exemplars. These benchmarks will include efficiency metrics as well as improved performance metrics; • Action plans and follow-up systems to be developed in relation to internal audit reviews and rolling reviews; • Review all existing statutory policies and develop such new policies as are appropriate; • Provide Leadership training for staff; • Develop further our Risk Register system to identify early potential governance issues; • Devise an annual updating plan for staff around governance issues; • Register of Processes and Procedures in place in all areas.	**IADT will create a positive and diverse campus with a focus on equality of opportunity and diversity.**	• Develop and publish a comprehensive EDI Policy for IADT; • Establish an EDI staff network(s); • Publish an annual suite of EDI Metrics to determine areas of development; • Achieve the Attainment of Athena SWAN accreditation during the life of the Compact; • Review HR policies and procedures to ensure they are gender equality supportive; • Find international best practice partners to benchmark against; • Review talent management and career planning strategies regarding diversity; • Develop and display positive role models across the Institute in our visual and printed materials; • A rolling programme of EDI Training for all staff developed; • Facility for short periods of paid absence for staff to pursue staff development, industry placement etc. to improve, update and broaden

Strategic Objective	IADT Strategic Priority 1	Potential Qualitative Measures	IADT Strategic Priority 2	Potential Qualitative Measures
				their skills implemented;
				• Flexible and family friendly working HR Policies developed and implemented;
				• Accommodations to support employees with specific needs developed promoted and implemented to attract and retain staff;
				• Increase to 5% the number of staff declaring a disability;
				• 10% increase in staff from under-represented backgrounds;
				• Develop Aurora programmes to include additional staff annually.