DkIT - Leading and Serving the North Leinster-South Ulster Region

1.   Context

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

1:   Establishment of the Compact

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.

2:   Performance Funding Framework

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.

Glossary

ATP	Access, Transfer and Progression
CAO	Central Applications Office
CASALA	Centre for Assistive Solutions for Ambient Living Awareness
CELT	Centre for Excellence in Learning and Teaching
CELT	Certificate in Learning and Teaching
CPD	Continuous Professional Development
CREDIT	Centre for Renewable Energy at DkIT
DCU	Dublin City University
DkIT	Dundalk Institute of Technology
EI	Enterprise Ireland
EU	European Union
FE	Further Education
FET	Further Education and Training
H2020	Horizon 2020
HE	Higher Education
HEI	Higher Education
HEA	Higher Education Authority
HoS	Head of School
HSE	Health Service Executive
INES	OECD Indicators of Education Systems
IoT	Institute of Technology
KPI	Key Performance Indicator
MALT	Masters in Learning and Teaching
MEND	Midlands- East-North Dublin
MOU	Memorandum of Understanding
NEFHEA	North-East Further and Higher Education Alliance
NFETL	National Forum for the Enhancement of Teaching and Learning
NFQ	National Framework of Qualifications
OECD	Organisation for Economic Co-operation and Development
RDC	Regional Development Centre
RGAM	Recurrent Grant Allocation Model
SFI	Science Foundation Ireland
SIDF	Strategic Innovation Development Fund
STEAM	Science, Technology, Engineering, Arts and Mathematics
TEAM	Technology Enhanced Assessment Methods
TEL	Technology Enhanced Learning
The Region	North Leinster-South Ulster
VPAAR	Vice President for Academic Affairs and Registrar
VPSCD	Vice President for Strategic Planning, Communications and Development

Structure of the DkIT Draft Mission-Performance Based Compact

This Draft Mission-Performance Based Compact is structured as follows:

Section 3 provides an overarching statement on DkIT's Mission, Vision and Strategic Goals for the period 2018-2021. This section details the rationale for the pivotal move in strategic focus from the current Strategic Plan 2017-2019.

Section 4 provides a detailed description of DkIT's Institutional Strategic Objectives setting out the approach adopted in delivering on each of the six key system objectives. The Institute has set out two strategic objectives and initiatives against each key system objective to be implemented over the lifespan of the Compact. The Compact sets out the key performance indicators and targets for each strategic objective. The strategic objectives and initiatives under each of the key system objectives are mapped to the high level targets in Appendix 3. The verification and benchmarks by which these strategic objectives are measured is set out in Appendix 4.

Section 6 provides the Agreement between the HEA and DkIT (signed on completion of the strategy and performance dialogue process in October 2018).

This is followed by a series of Appendices which provides additional detail in support of DkIT's Institutional Strategic Objectives across each of the six key system objectives as follows:

Appendix	Information Provided
Appendix 1: Overview of DkIT.	Appendix 1 provides a summary overview of the profile and key statistics for DkIT.
Appendix 2: Institutional Strategic Goals and SMART Objectives Mapped to Key System Objectives, High Level Targets and National Policies.	Appendix 2 sets out DkIT's strategic goals, as detailed in its current Strategic Plan 2017-2019 and its associated strategic objectives reflecting the Institute's AMBITION. These strategic objectives are mapped against the Key System Objectives, High Level Targets and National Policies reflecting the Institute's overall contribution to the national agenda.
Appendix 3: Coherence and Integration of Institutional Strategic Objectives, Identification of External and Internal Risk Factors and Risk Mitigating Measures.	Appendix 3 sets out how the Institutional Strategic Objectives addressing the HEA Key System Objective feeds into the delivery of the overall Institute strategy in a coherent and integrated manner. The external and internal risks factors and the associated risk mitigation measures have been identified for each strategic objective.
Appendix 4: Institutional Strategic Objectives, Data Source, Verification Methods, Benchmarks and Leadership Responsibility.	Appendix 4 outlines how each of the Institutional Strategic Objectives will be measured, verified and benchmarked and the Leadership responsibility identified.
Appendix 5: Summary of the DkIT Strategic Plan 2017-2019.	Appendix 5 The following provides a summary of the strategic goals, objectives and key performance indicators as set out in the current Strategic Plan.

The overarching Institutional priorities, reflecting the Institute's Vision and Mission and the needs of DkIT's students and the region it serves, set out the strategic intent and organisational focus of the Institute over the lifetime of the Compact. Appendix 2 summarises DkIT's Strategic Goals and SMART Objectives mapped to the HEA's Key System Objectives, High Level Targets and National Policies. The strategic priorities, embedded in its strategic institutional objectives and evidenced through the delivery of its metrics, seek to differentiate the Institute but also to represent a performance stretch in ambition. To achieve this, DkIT aims to excel in key differentiating areas and to build on its key strengths and delivering impact through an integrated and coherent strategy, as set out in Appendix 3. In this regard, the Institute's performance against targets will be reviewed on a bi-annual basis to ensure that progress is in line with the trajectory set out. Any external or internal factors challenging progress will be identified and effective responses and actions taken accordingly.

DkIT benchmarks against a number of national and cross-border international HEIs that are modelled on an innovative, agile and student-centred learning environment underpinned by research-informed teaching and learning, with strong regional links with industry and community and which proactively seeks to widen access and participation. Benchmarking data, both quantitative and qualitative, are obtained from published data to include, but not restricted to, the HEA's Higher Education System Performance: Institutional and Sectoral Profiles, U-Multirank, HEInnovate, Irish Survey of Student Engagement (ISSE), Scopus and the Annual Knowledge Transfer Survey.

3:   Mission and Strategy Statement

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.

Enter a short summary of your mission and strategy statement here along with a link to your institution's published strategy.
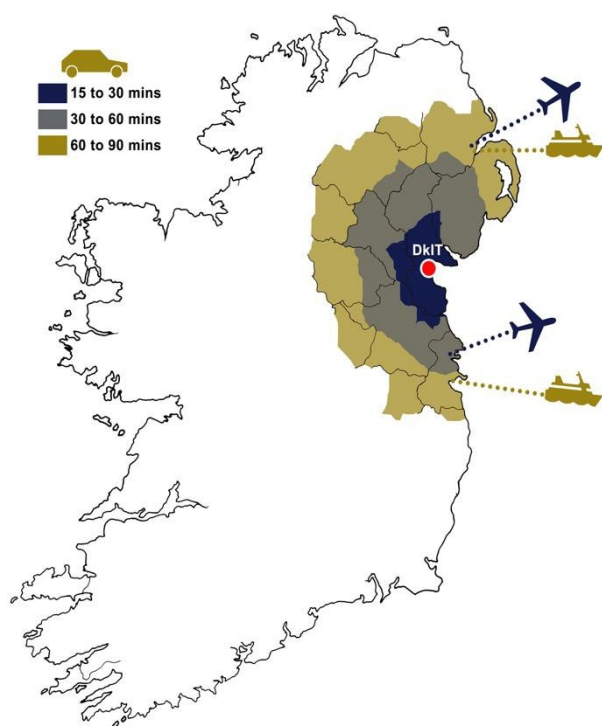
Dundalk Institute of Technology (DkIT) has earned its reputation as the leading higher education provider in the North Leinster- South Ulster region (serving Cavan, Monaghan, Louth, Meath, North County Dublin, Armagh and Down) through its first- class teaching and learning, research and engagement. Set in a state-of-the-art 87 acre campus, DkIT provides quality learning and teaching to circa 5,480 students across four Schools in Business and Humanities, Health and Science, Engineering and Informatics and Creative Arts at undergraduate and postgraduate degrees from Level 6 to PhD level, in addition to its track record of excellence in apprenticeships. (Appendix 1 provides a summary overview of the profile of DkIT).

DkIT differentiates itself from other Higher Education Institutions (HEIs) as a cross- border Institute with its distinctive mission and commitment to the educational, economic, social and cultural development of the North.

Leinster-South Ulster region. Situated on the border with Northern Ireland, DkIT is at the epicentre between the two main metropolitan cities of Belfast and Dublin along the M1 Economic Corridor. With a large and growing population DkIT, from many perspectives is the most strategically located HEI in the country in terms of geography, population growth, infrastructure and wealth.

Dundalk Institute of Technology's (DkIT) Strategic Plan 2017-2019 (Appendix 5: https://www.dkit.ie/strategy) was developed within the context of the National Strategy for Higher Education to 2030 and subsequent papers published by the Higher Education Authority (HEA) on the future landscape of higher education. The Institute is currently in the process of reviewing and developing a new Strategic Plan to reflect its AMBITION to strategically position itself as a cross-border Higher Education Institute within the HEI landscape, with the drive to achieve greater scale in terms of student numbers and campus development.

The Mission and Vision for the Institute has been updated to reflect its AMBITION for 2018- 2021.

Mission

DkIT provides learner-centred higher education dedicated to serving the educational needs of its learners, empowering its staff and delivering high quality learning and teaching, research and engagement relevant to the educational, economic, social and cultural development of the North Leinster-South Ulster region and beyond.

Vision

DkIT will be recognised as a cross-border Higher Education Institute achieving scale commensurate with the economic, social and cultural intensity of the region and will be the Institute of first choice for learners, employers and community in North Leinster-South Ulster.

Rationale for the Re-focusing of the current Institute Strategy

Since its formation in 1970, DkIT has always been innovative, forward thinking and entrepreneurial in its development of the Institute. This has materialised in a state-of-the-art 87 acre campus (of which 15 acres are greenfield serviced sites) with circa 52,000m2 of quality teaching and research space with the option to develop a further 10,000m2 and in-door sports facility. With the purchase and subsequent development of both the PJ Carroll facility and DkITSports and the construction of the first on-campus wind turbine in Ireland, the Institute is of such a scale so as to position itself for significant growth.

In this context, the Institute is set to move to its next evolutionary phase in terms of transitioning from a campus of circa 5,480 students to serving circa 7,100 students by 2021/2022 in serving the North Leinster-South Ulster region. This is set within the context of national policy in supporting regional development and in particular the Drogheda-Dundalk-Newry axis as articulated in the National Spatial Strategy 2040.

While the Institute will continue to deliver on its overall strategic goals in teaching and learning, research and engagement, the immediate "whole-of-the-organisation" strategic focus will be on three key areas for the next 12/18 months.

1. Northern Ireland market with a greater level of resources: Approximately 3% of the Institute's students come from the catchment areas of Armagh, Down and South Antrim. There are opportunities to increase the number of students from Northern Ireland given that fifty percent of our hinterland is in Northern Ireland. A number of key initiatives, which have already commenced, include:

   - Extending the membership of the NEFHEA Alliance to include FE Colleges from Northern Ireland. A key focus of the work of the Alliance is to identify and implement pathways across a number of programmes for the advancement from FE to HE;

   - Identifying progression routes from Northern Ireland FE programmes to DkIT programmes across all disciplines;

   - Establishing a dedicated DkIT recruitment office with a recruitment officer based in Northern Ireland linked into the School Liaison Office for schools promotion in Northern Ireland.

2. Part-time/Flexible Provision. The Institute's current part-time student numbers is below sectoral average. Given the geography and profile of the region, there are clear opportunities to greatly increase participation by part-time and flexible learners including bespoke programmes for industry. Through the engagement agenda, the Regional Development Centre in conjunction with the Lifelong Learning Centre, the four Schools and the Regional Skills Forum will identify and deliver continuous professional development and accredited part-time programmes to meet industry needs across the North Leinster-South Ulster.

3. Fundamental analysis and enhancement of existing undergraduate provision including the academic programmes structure having regard to Northern Ireland. The Institute is currently undergoing a major Academic Portfolio Planning exercise to plot a ten year strategy for programme provision at all levels and across all modes of delivery. The outcome of the portfolio planning exercise is to position the Institute to:

   - Re-establish the School of Engineering to its natural scale (double its Current size) reflecting the demand from the engineering sector in the region;
   - Re-orientation of the portfolio to increase the range of innovative part-time/flexi

provision and CPD bespoke provision for industry;

- While it is anticipated that Level 6 and Level 7 provision will remain static, Level 8 provision will be enhanced to ensure that the Institute acquires its "fair share" of the CAO market.

To ensure effective realisation of the Institute's AMBITION, the Institute has:

1. Adopted a Coherent and Integrated Strategic Approach: Within the broader sub-strategies of teaching and learning, research, engagement and internationalisation, specific focus will be on how these sub-strategies can contribute to the overarching AMBITION to increase student numbers. This requires a re-focussing of the current strategic plan and a campus-wide integrated and coherent strategic approach to increasing student numbers, as shown below and detailed in Appendix 3.

Sub-Strategy	Student Numbers	Contribution to Overarching Strategic Objective to Increase Student Numbers from baseline in 2017/2018 to 2020/2021
Overall	Total WTE Student Numbers	Increase from 4922 WTEs to 5589 WTEs
Teaching and Learning	Undergraduate WTE Student Numbers	Increase from 4243 WTEs to 4500 WTEs
	Apprenticeships WTE Numbers	Increase from 224 WTEs to 304 WTEs
Access and Participation/ Engagement	Part-time/Flexible/ Springboard WTE Student Numbers	Increase from 340 WTEs to 570 WTEs
Research	Postgraduate (taught and research) WTE Student Numbers	Increase from 115 WTEs to 215 WTEs
Internationalisation	International Student Numbers	Increase from 494 student numbers to 572.

2. Established its AMBITION Steering Committee to oversee the planning framework necessary to achieve such scale.
The Institute is undertaking a number of key processes to include:

- New Strategic Plan 2020-2023;
- New HEA Compact 2018-2021;
- Considering options under the Changing HE Landscape;
- Considering the implications of Brexit and the implications for DkIT;

- Institutional Review/ Academic Portfolio Planning Strategy /
  School Programmatic Reviews;
- Financial Plan 2015-2018;
- Athena Swan (Gender Equality) Accreditation.

To ensure coherence and integration of strategy around these processes and to ensure the Institute engages with our region in the development and delivery of its AMBITION, DkIT has established an overarching AMBITION Steering Committee.

The overarching Steering Committee comprises:

- Chair / Deputy Chair
- Members of the Leadership Team
- Representatives from:
  - Governing Body
  - Student Union President
  - Staff Representative
  - Northern Ireland/Cross-Border SME
  - Further Education Sector
  - Business Representative Organisation
  - Local Government Representation (North and South)
  - Industry (MNE and SME)
  - Community/Tourism/Culture/Heritage.

The AMBITION Steering Committee will oversee the AMBITION Planning Framework to ensure the Institute achieves greater scale by 2020/2021. While not restricting the interpretation of scaling, it is manifest most clearly in (1) increased student numbers from circa 5,480 students to circa 6,465 students having regard to the access, transfer and participation agenda; (2) enhanced campus development, (3) deepening and enhanced regional engagement to encompass all of its catchment area (north and south), (4) increased research and innovation activities and (5) position to effectively compete.

It is anticipated that the Steering Committee will meet 3/4 times per year.

4. Development Plans and Key System Objective

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.

Strategy summary:

Dundalk Institute of Technology (DkIT) has earned its reputation as the leading higher education provider in the North Leinster-South Ulster region attracting learners nationally and internationally. DkIT's learners are principally drawn from Louth (41.8% of the total) followed by Meath (17.5%), Monaghan (12.7%), Cavan (6.4%), North Dublin (11.4%) and Down, Armagh and South Antrim (3%).

DkIT therefore caters for a geographically distinctive segment of the Institute of Technology (IoT) sector and has a total learner population of 5,480 of which 98% are undergraduates and 2% postgraduates. Flexible learners account for 8% of total enrolments, mature learners account for 16% of full-time undergraduate entrants with 25% of learners coming from targeted socio-economic groups. DkIT has the largest number of international learners in the IoT sector, standing at 9% of total full-time enrolments. *(SRS March 2018 Return).*
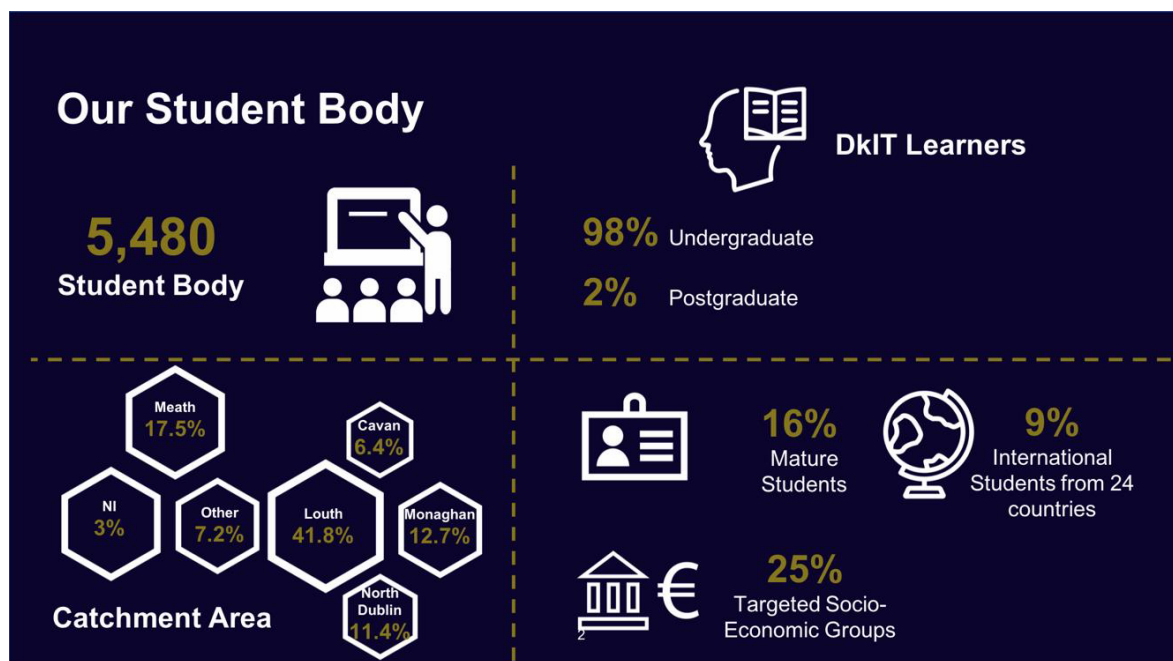
DkIT create their own enterprises and/or delivers highly skilled creative graduates that meet the needs of the employers. This is achieved through interrelated activities in the Institute's academic, research and enterprise and knowledge transfer activities aimed at developing graduates with the necessary skills, attributes and qualities for their working life. DkIT offers a broad range of programmes in Business, Humanities, Engineering, Informatics, Creative Arts, Health and Science, providing Awards from Level 6 to Level 10 on the NFQ.

DkIT will continue to provide higher education programmes from Levels 6-10 across its discipline areas. Given the demographic profile of the region, DkIT will place a particular focus on a number of areas as follows:

- Employability skills: The Institute is committed to continually embedding employability skills across the curriculum to include oral and written communication, team-working, problem solving, professionalism and career development;

- New modes of delivery: DkIT will respond to employer and industry needs through the provision of focussed accredited training and upskilling programmes delivered through flexible and lifelong learning provision. The Institute will provide CPD as appropriate to staff to facilitate the development and implementation of these modes of delivery;

- Through Programmatic and Institutional Reviews: DkIT will address the educational needs of the full-time and flexible learners in the choice of programmes from Levels 6-10 and will look to innovate in this area by leading the development of new curriculum in: artificial intelligence, virtual reality, smart manufacturing and sustainable food production and processing;

- Continue to deliver on its core programmes across all disciplines while exploring
  opportunities and advancing opportunities for inter-disciplinary STEAM programme development and delivery;
- Increase STEM provision;
  - Graduate Education: DkIT will further develop its range of programmes offered at Levels 9 and 10 to meet educational needs within the region for high-tech companies in such sectors as pharma, ICT, engineering, fintech and food.

DkIT's two Institutional Strategic Priorities under this Key System Objective 1 are:

- Strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation.

- Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.

Institutional Strategic Objective 1:
Strategically position DkIT within the national higher education landscape as the cross- border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation.

Strategic Initiative: Network of Alliances
In line with the National Strategy for Higher Education to 2030 and the Higher Education System Performance 2018-2020, the Institute's overarching AMBITION is to achieve greater scale. This ultimately reflects the ambition of the region and the major contribution that the Institute makes to its economic, social and cultural development (as articulated in the recently published Investing in National Ambition: A Strategy for Funding Higher Education, National Spatial Strategy 2020 and Ireland's 2040 National Planning Framework). Achieving greater scale includes:

1. increased overall student numbers from circa 5,480 (4,922 WTEs) students in 2017/2018 to 6,463 (5,589 WTEs) students by 2020/2021, having regard to the access, transfer and participation agenda;
2. enhanced campus development;
3. deepening and enhanced regional engagement to encompass all of its catchment area (North and South);
4. increased research and innovation activities;
5. positioning DkIT to effectively compete in the higher education landscape.

This organic growth will be enabled through the continued enhancement of a number of significant and strategic alliances to include:

1. MEND (Midlands, East, North Dublin) Cluster;
2. Dublin City University;
3. NEFHEA to include North Leinster-South Ulster FE Colleges. As the only Third Level Higher Education provider in the North Leinster-South Ulster region, such alliances have:

a. enhanced progression opportunities for students at all levels,
b. facilitated in building supervision and research capability within the academic staff, and
c. leveraged greater research-industry engagement and enterprise development.

MEND (Midlands, East, North Dublin) Cluster

The work of the MEND Cluster (Midlands, East and North Dublin - MEND Cluster), involving DkIT, Athlone Institute of Technology (AIT), Dublin City University (DCU) and Maynooth University (MU), has directly supported DkIT in achieving its academic planning and access and participation objectives as well as providing opportunities to better map engagement activity within the Institute in terms of applied research, industry training, student placements and student projects etc. DkIT is fully committed to engaging in clustering activities and has identified this as a key priority in meeting its core strategic goals. The Institute will continue to actively progress the overall aims and objectives of the Cluster in terms of academic planning and development and enterprise engagement.

Dundalk Institute of Technology and Dublin City University Strategic Alliance

Dundalk Institute of Technology (DkIT) and Dublin City University (DCU) partnership consolidates the education and research foundations for the Dublin-Belfast economic corridor. DCU and DkIT have placed service to Irish society and its economy at the core of their mission since their foundation. Through national and global engagement, they both deliver on this mission using the key drivers of teaching, research, knowledge transfer and enterprise and innovation for all of the citizens that they serve. Their shared outlook and history of mutual co-operation was further developed through an enhanced Strategic Alliance and articulated within a Memorandum of Understanding signed in July 2012. The rationale for this Strategic Alliance was based primarily on the following:

Successful existing collaborative activities;

- Clear opportunities for further collaboration on Academic Programmes, Research and Innovation and Regional Development;
- A common presence in, and focus on, Ireland's Eastern Corridor;
- A common view of the importance of cross-border collaboration.

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

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

During the period of the last Compact, DkIT and DCU successfully established the DkIT-DCU Graduate School. During this Compact 2018-2021, DkIT will seek to sustain and develop opportunities for further collaboration in such areas as research post-graduates and research, innovation and enterprise development initiatives.

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

With this in mind, Cavan Institute, Drogheda Institute of Further Education (DIFE), Dunboyne College of Further Education, Monaghan Institute of Further Education & Training (MIFET) and DkIT, signed a Memorandum of Understanding to form the North East Further and

Higher Education Alliance (NEFHEA). The membership of NEHFEA has been enlarged to include the Southern Regional College from Northern Ireland in line with the overall strategy to position as a cross-border Institution. The focus of NEFHEA is:

- To promote access, transfer and progression between further and higher education in the region;
- To maximise progression opportunities for students from Further Education to Higher Education;
- To identify expertise and supports that could be shared between Further and Higher Education Institutes that support student learning, retention and progression.

The on-going development and enhancement of the Institute's Network of Alliances is a key pillar in achieving the Institute's overall AMBITION to organically grow. The impact of this organic growth will be measured in terms of (1) increased student numbers (detailed under Strategic 2) and the economic, social and cultural impact in North Leinster-South Ulster.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 1	Strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation.
Performance indicator	Institute's Economic, Social and Cultural Impact
Baseline	Datasets derived from three studies to be completed by October 2018 from which the baseline will be established to include: • Socio-Demographic Profiling of the North Leinster-South Ulster region • Economic, Social and Cultural Analysis and Study Report • Scenario Planning and Foresight Report.
Interim target, academic year 2018/2019	Economic, Social and Cultural Impact as per baseline.
Interim target, academic year 2019/2020	1% increase in Economic, Social and Cultural Impact from baseline
Final target, academic year 2020/2021	2% increase in Economic, Social and Cultural Impact from baseline.

Institutional Strategic Objective 2
Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.

Strategic Initiative: DkIT Student Participation Initiative
The demographic profile of the Institute's catchment area presents opportunities for the Institute to further extend its participation agenda:

- Whilst the levels of unemployment in the region have decreased, they remain above national averages. The labour force participation rate for the Border region is the lowest in Ireland at 56.5% (Regional Skills Bulletin, 2016). This contrasts with the employment rates for Armagh and Down averaging at 73% above Northern Ireland employment rate of 69.5% (NIRSA, 2017);

- The Border region's share of the population aged 30-34 that have completed tertiary education is 43% (Regional Skills Bulletin, 2016). In Armagh and Down for those aged 16-64 who were qualified to NVQ Levels 4-8 is 34% (NIRSA, 2017);

- The Border region's share of population (aged 25-64 years) that engaged in lifelong learning ranged is 4.6% (Regional Skills Bulletin, 2016);

- Deprivation indices indicate some of the most disadvantaged areas in Ireland are located in the border region. Armagh and Down do not feature in the 2017 top ten most deprived multiple deprivation indices for Northern Ireland. However in the income deprivation domain, four of the ten most deprived areas are in Newry, Mourne and Down.

DkIT's AMBITION reflects a "whole-of-the-organisation" strategic focus to increase overall student participation. Research suggests that where you choose to study is a contributing factor in where you choose to live, find employment or build an enterprise thus bringing prosperity to the region. DkIT's academic programmes include awards ranging from Level 6 to Level 10 on NQF and a wide range of programmes and disciplines. The demand for full- time programmes is towards Level 8 provision. Whilst there is a growing demand for programmes at this level, the capacity of the Institute to capitalise on this is impaired due to infrastructural insufficiencies. However, this will be addressed in the medium term with the refurbishment of the North and South Buildings with the addition of STEM facilities over the coming three to four years. It is anticipated that demand for full-time programmes at Level 6 and Level 7 will remain static.

Student Numbers by Level 2015/2016, 2016/2017 and 2017/2018

	2015/2016 SRS Return March 2016	2016/2017 SRS Return March 2017	2017/2018 SRS Return March 2018
Full-time			
Certificate (Level 5)	39	67	
Diploma and Certificate (Level 6)	168	122	140
Ordinary Degree (Level 7)	1962	1835	1705
Honours Degree (Level 8)	2312	2415	2437
Postgraduate (F/T only)	86	70	87
TOTALS (F/T WTEs)	4567	4509	4369
Part-Time (including p/t p/g WTEs)	315	335	330
Apprentices (WTEs)	136	176	224
Overall Total (WTEs)	5018	5020	4923
Overall Total (Headcount)	5469	5531	5477

(HEA SRS Returns March 2016, 2017, 2018)

In this regard, and as articulated above, a number of key targeted areas have been identified to advance this strategic priority of increasing student numbers:

- Continued strategic focus on the Northern Ireland market.

- Focus on Part-time/Flexible Provision
- Fundamental analysis and enhancement of existing undergraduate provision including the academic programmes structure having regard to Northern Ireland.

This will require:

- A re-orientation of strategic and operational focus of the entire organisation and a collective vision to position DkIT to deliver on its AMBITION in terms of increased student numbers, commensurate with the scale of the region and its hinterlands.

- Implementation of the refurbishment of the North and South Buildings to permit capacity building in the STEM area and also in Business and Humanities. The Institute's capital refurbishment project involves the modernisation and upgrading of the original 1970s building stock (principally the North and South buildings) with an area of approximately 16,000 square metres. The refurbishment will accommodate current student numbers but also increased intake to existing programmes and projected increases in planned growth in new courses as set out in its Strategic Plan 2017- 2019.

- The Institute has invested heavily in the creation of a Marketing and Communications Unit. This unit will develop a targeted marketing strategy specifically focussed on increasing numbers across the three student groups: CAO (UCAS in NI); part-time and postgraduate. The International Recruitment and School Liaison Offices will both be co-located with the Marketing and Communications unit to ensure a coherent and integrated strategic and operational approach to overall student recruitment.

NEFHEA plays a key role in enhancing participation and equal access within the region. The provision of higher education options and clearly defined pathways are crucial for the students, given that 93% come from the Institute's core hinterland. Promoting part-time provision and supporting members of the workforce as they seek additional educational qualifications is a role identified for IoTs by National Higher Education policy. DkIT's strategy, in promoting blended learning, technology enhanced learning (TEL), and its support for continuing professional development (CPD) will position it to respond to this aspect of educational provision.

Emphasis will therefore be on increased participation in accredited part-time and Springboard provision and upskilling within industry. A number of programmes have been developed in response to the needs of local stakeholders (e.g. health service providers, ETBs etc.) many of which are being offered using blended learning delivery modes. For example, the Department of Nursing, Midwifery and Health Studies is currently leading a national consortium of IoTs in the delivery of a programme in acute medicine nursing in response to a HSE tender. The School of Engineering, following extensive discussions with industry (to include Anord, Combi-lift, Cargo/Moffett and Multihog), have developed a new part-time Certificate in Electrical Engineering programme. In the School of Business and Humanities the Department of Hospitality Studies, in response to the Boyne Valley Food Strategy 2016-2020, are delivering a Level 7 Special Purpose Award in Applied Business Development for Food Tourism. In collaboration with the local LEO offices this programme was designed by the School with the objective of empowering entrepreneurs in the food tourism sector in the region to strategically develop and grow their businesses. In addition DkIT, having a strong track record in industry engagement in the region, aims to leverage these linkages to increase income streams through CPD training for industry. This will be strongly supported by the Department of Education and Skills Regional Skills Fora initiative as part of the educational and training sectors' response to the Regional Action Plan for Jobs

Initiative. This further affords the Institute the opportunity to identify training and upskilling requirements for industry. This will lead to the identification of new and additional accredited programme provision.

The work of the Regional Development Centre (RDC) supports the development of the student learner and the quality of the student experience. The RDC engages with the academic community in supporting the formal learning processes with extra-curricular activities for the students aimed at the development of their entrepreneurial traits and behaviours aimed at enhancing student's employability, as articulated in the Action Plan for Jobs and the National Policy Statement on Entrepreneurship. All of the Schools have close links with relevant industry partners with each School operating Industry Fora bringing real world experience and expertise into the classroom and embedded in the programme provision. Industry informs programme development and delivery and in the design of learning assessment strategies in order to reflect real case studies of problems to be solved by industry.

An important link to industry is the inclusion of work placements within programmes. The majority of the Institute's programmes now contain at least one semester- long work placement element and many programmes contain two such placements. This gives DkIT graduates an edge on completion of their studies, as they present for interview with a significant skill set gained while on work placement during their studies. The Careers and Employability Office, with support from the RDC, facilitates placements and project work with industry for a broad range of student disciplines, both at Masters and Undergraduate level, and facilitates engagement through the participation of guest speakers to enhance the student teaching and learning experience. For example, the School of Engineering, in its continuous collaboration with companies such as Moffett, Anord, Glen Dimplex, carry out student projects for industry each year. The Institute also leverages off its strong engagement with industry through the hosting of its Industry Day and Careers Fair on campus. This provides opportunities for industry to meet with students and potential graduate recruits. It also provides opportunities for academics to meet with industry to discuss future skills needs and thus feed into its programme development.

The academic portfolio planning and Programmatic Review processes will also identify opportunities for postgraduate provision further supported via the industry links through the work of the Regional Development Centre, Regional Skills Forum and the Research Office. The strategic alliance with DCU on the DkIT-DCU Graduate School will be enhanced to increase postgraduate research provision and research student numbers.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 2	Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.

Performance indicator	Student Numbers: Overall Total Student Numbers (WTEs) Number of CAO Level 6-8 Students (WTEs) Number of Part-time students (WTEs) Number of Springboard students Number of Postgraduate students: taught and research (WTEs) Number of Apprentices (WTEs) Number of work placements
Baseline	SRS March 2018 Returns/Programmes and Budgets Submission 2018 Overall total Student Numbers (WTEs) = 4922 Number of Level 6-8 Students (WTEs) = 4243 Number of Part-time students (WTEs) = 340 Number of Springboard students = 85 Number of Postgraduate students: taught and research (WTEs) = 115 Number of Apprentices (WTEs) = 224 Number of work placements = 742
Interim target, academic year 2018/2019	Overall total Student Numbers (WTEs) = 4734 Number of Level 6-8 Students (WTEs) = 4022 Number of Part-time students (WTEs) = 370 Number of Springboard students = 100 Number of Postgraduate students: taught and research (WTEs) = 94 Number of Apprentices (WTEs) = 248 Number of work placements = 830
Interim target, academic year 2019/2020	Overall total Student Numbers (WTEs) = 4989 Number of Level 6-8 Students (WTEs) = 4100 Number of Part-time students (WTEs) = 472 Number of Springboard students = 120 Number of Postgraduate students: taught and research (WTEs) = 145 Number of Apprentices (WTEs) = 272 Number of work placements = 872

Interim target, academic year 2020/2021	Overall total Student Numbers (WTEs) = 5589
	Number of Level 6-8 Students (WTEs) = 4500
	Number of Part-time students (WTEs) = 570
	Number of Springboard students = 125
	Number of Postgraduate students: taught and research (WTEs) = 215
	Number of Apprentices (WTEs) = 304
	Number of work placements = 963

The proposed targets for 2019/2020 and 2020/2021 are qualified and caveated as follows:

- The preliminary indications for CAO 2019/2020 appear to suggest a decrease in first preferences. Whilst every effort will continue to be made, it is nonetheless a sharp drop especially in light of renewed and additional resources applied to promoting the Institute and its programmes. However, the additional marketing and promotional resources have yet to make their full impact as the team has only been assembled since September 2018.

- It is the our observation that what is considered to the Institute's natural catchment area and hinterland is subject of very targeted competitor actions directed at our traditional markets by the Dublin based universities – all publicly funded Institutions that have heavily invested in new facilities with borrowed money.

- Whilst we have confidence we can counter this threat as our own professional marketing increasingly gains traction, we have a concern about the level of additional duplicative capacity being brought on stream in Dublin and the necessity for this. We welcome further discussion with the HEA/DES on this matter.

The Institute is focussed on strengthening its student base thereby providing possibilities to re-balance from other areas.

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.

Strategy summary:
Engagement with industry and the wider community is a central part of DkIT's Strategy. The Regional Development Centre (RDC) at DkIT, acting as the commercially oriented interface between DkIT and the industrial, commercial and business life of the region, has been an engine for regional economic growth and development since 1989. The RDC makes available the expertise, facilities and resources of the Institute for the wider benefit of the regional economy and provides extensive enterprise support that is supplemented through

ongoing research. The work of the RDC, which has received ISO9001:2008 certification, ranges from the promotion of entrepreneurship to students, supporting knowledge based start-up businesses and providing specialised supports to meet the needs of established business through innovation and applied research projects. Since it was founded the RDC has supported more than 1,362 entrepreneurs, incubated 204 knowledge based start-up enterprises and conducted 315 applied research projects. Particular highlights include Digiweb, Statsports, Intact Software and Nova Leah (spin-out)

Cross-Border, Regional and Community Engagement activities in DkIT include a wide range of projects involving both the staff and student population. For example, the Institute has played a key role in the area of social innovation as exemplified in its work in ageing. These engagement activities have served to enrich the educational experience of the student population and have a major social impact on the region which DkIT serves. Examples include: Global Programme Initiative, Music Performance, VEX Robotics, MegaDogo, Monaghan Institute and Literacy initiatives. The OECD Case Study, the role of non-STEM subjects in delivering social innovation and addressing societal challenges was highlighted and Netwell/CASALA at DkIT was identified as a showcase of the importance of multi and transdisciplinary research. DkIT was also cited as a best practice exemplar of how *"effective local collaborations can result in mutually beneficial relationships with the overall impacts being greater than the sum of the individual parts"*.

In line with Enterprise 2025 and Innovation 2020, the Institute works closely with Enterprise Ireland in the development of knowledge based start-ups through its enterprise support programmes and incubation facilities and through research projects with industry. Over 30% of DkIT's secured research funding since 2005 has been awarded by Enterprise Ireland thus underpinning the Institute's commercialisation agenda and its strong engagement with industry. The Institute has conducted over 315 research projects with industry through Enterprise Ireland's Innovation Partnership, Research Voucher and Commercialisation Fund schemes and InterTradeIreland's Fusion Programme. Many of research projects with industry have involved researchers from the Centres. Other research projects have been carried out by research active staff across all the Schools, particularly the School of Engineering and Informatics and Creative Arts, thus supporting research-informed teaching and learning. Creating the opportunities to enhance DkIT's potential to further support entrepreneurship and innovation through the identification of suitable projects and individuals, the nurturing of resources, the building of internal capability and engagement capacity, particularly across the Refreshed Priority Areas of Research 2018–2023, is a key focus of the Institute's RDC. This focus is further augmented by the development of closer functional links with the DkIT Research Office, combining resources and supporting a strategy of clustering of current research capability where synergies and convergence opportunities exist to establish greater critical mass in organised research and capability units.

At the heart of the Institute's strategy is a core focus on all of its learners. DkIT will continue to facilitate meaningful learner engagement and work with learners as partners. The Institute will provide learners with both discipline-specific and employability skills required for the working world. In particular the Institute will have a clear focus on attracting and supporting a more diverse range of learners. On-going innovation in curriculum development, delivery and assessment and in particular the inclusion of work placement within programmes to ensure students are work-ready will continue.

International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. DkIT has a very strong international focus. In doing so, it actively formulates links with other Higher Education Institutions internationally to maximise the opportunities for its students to access the global higher education system. In this regard, the Institute has a dedicated international office which provides a suite of well-developed supports for its international students. In addition, seeing engagement as global as well as local has enabled DkIT to enrich the community by increasing its diversity, creating awareness of global issues and by promoting internationalisation. This ensures that its learners and graduates are able to work effectively globally as well as locally. It enhances the quality of the student learner experience. The Institute will continue to pursue its internationalisation agenda.

DkIT's two Institutional Strategic Priorities under this Key System Objective 2 are:

- To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers.
- To widen learner experience and global awareness by sustained efforts in international markets.

Institutional Strategic Objective 3:
To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers.

Strategic Initiative: DkIT Corporate Employer Partnership Programme Initiative
A key strategic initiative for the period of the new Compact is the introduction of a Corporate Employer Partnership Programme with industry and the community. The Corporate Employer Partnership Programme will offer an organised framework for DkIT and industry/community to develop mutually beneficial relationships with high profile organisations within the region. By providing an informal yet structured approach, carefully managing the interaction rather than relying on an ad hoc process, opportunities will be optimised to facilitate mutually beneficial interactions in all areas of activity will be explored including, inter alia, new programme development, student placements, targeted CPD programmes, professional postgraduate programmes, research, sponsorship, recruitment, staff placement, student/staff mentoring and advisory boards. Establishing this coordinated and managed programme will provide for a sustainable approach to partnership which has the capacity to evolve and grow in a planned manner.

Participation on the Corporate Employer Partnership Programme will facilitate enhanced and informed access to a wealth of expertise and knowledge within DkIT and the participating companies. Equally it will also enable companies to inform DkIT of current challenges and through various networking events, companies will be able to avail of opportunities to meet with researchers, staff, students and senior managers of the Institute to explore and develop ideas and establish a dialogue that can support and drives multiple agenda within teaching and learning,

research and engagement and to ultimately contribute to the economic, social and cultural development of the region. For example, the School of Health and Science, has with collaborated the HSE, Sports Partnerships, County Childcare Committees and Teagasc on a number of projects and has worked closely with the Food industry in scoping out a higher level apprenticeship programme. In the School of Business and Humanities, industry

involvement for the Honours Bachelor in Accounting and Finance Degree has resulted in an Annual Accounting Lecture which is attended by hundreds of local industry participants and leads to the awarding of accounting firm sponsored prizes for students of the programme.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 3	To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers.
Performance indicator	Number of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme;
	Number of innovation vouchers project agreements with industry;
	Increase number of commercially relevant technologies (licences, options, assignments);
	Increase the number of entrepreneurs/start-ups supported on development;
	Annual occupancy of incubation companies;
	Number of work placements.

Baseline	Number of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme = 0
	Number of innovation vouchers project agreements with industry = 12
	Increase number of commercially relevant technologies (licences, options, assignments) = 1
	Increase the number of entrepreneurs/start-ups supported on development = 45
	Annual occupancy of incubation companies = 80%
Interim target, academic year 2018/2019	Number of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme = 4
	Number of innovation vouchers project agreements with industry =14
	Increase number of commercially relevant technologies (licences, options, assignments) = 1
	Increase the number of entrepreneurs/start-ups supported on development = 50
	Annual occupancy of incubation companies = 85%
Interim target, academic year 2019/2020	Number of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme = 8 (four new additional)
	Number of innovation vouchers project agreements with industry = 15
	Increase number of commercially relevant technologies (licences, options, assignments) = 2
	Increase the number of entrepreneurs/start-ups supported on development = 54
	Annual occupancy of incubation companies = 90%
Final target, academic year 2020/2021	Number of MOUs with key strategic industry/community partnerships under the Corporate Employer Partnership Programme = 12 (four new additional)
	Number of innovation vouchers project agreements with industry =17
	Increase number of commercially relevant technologies (licences, options, assignments) = 2
	Increase the number of entrepreneurs/start-ups supported on development =60
	Annual occupancy of incubation companies = 90%

Institutional Strategic Objective 4
To widen learner experience and global awareness by sustained efforts in international markets.

Strategic Initiative: DkIT Student Internationalisation Initiative

International student numbers at DkIT represent 9% of the total full-time student registrations (international and Erasmus exchange student numbers combined) in 2017/2018. In line with *Irish Educated, Globally Connected 2016 – 2020 strategy*, international experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. Enhancement of the Institute's Internationalisation agenda is multi-faceted, encompassing:

- Recruitment of international students;
- Promotion of international European mobility for students and staff through the Erasmus+ programme;
- Building Global Awareness, international Diversity and Integration on campus for all stakeholders.

The Erasmus programme at DkIT enhances the Institute's internationalisation agenda by providing students and staff with Study Abroad and Work-Placement opportunities in Europe, along with opportunities for Staff to conduct Teaching, Research and CPD mobility at the Institute's network of 60+ EU partner universities and industries. The Institute is also engaged in mobility opportunities with international partners through *Erasmus Strategic Partnership* programmes. These intensive interdisciplinary programmes foster transversal skill development in Communications; Intercultural Competence; Team-Working and the capacity for Critical Thinking that is needed to thrive in an increasingly globalised work-place. The Institute recognises the importance of modern-language learning as a graduate skill and makes French, Spanish and Chinese available on a range of full- and part-time programmes. Language-learning is enhanced through the implementation of a virtual *Telecollaboration* language exchange project with France and the facilitation of a Cultural Exchange to France annually. In line with the ambitions of the *National Strategy for Higher Education to 2030*, the Institute promotes global, work-based virtual learning through initiatives like the real-time Work-Integrated Learning Project (WIL) with partner institutions in Finland and Austria. The Institute's full-time MBS programme provides for study mobility to Germany and the facilitation of a weeklong Residential, incorporating live industry-based projects. The MBS in Entrepreneurship and Marketing was recently awarded two prestigious *Education Awards 2018* for Best Academic Partnership and Best International Collaboration Project.

The Institute will continue its sustained recruitment drive in China, Malaysia and Southeast Asia, while exploring new market potential in India, Nigeria, Jordan, Mexico, Brazil, North America and Canada. The focus on recruiting international students onto Foundation-level programmes continues, with students spending an average of 4 years of study at the Institute. The Institute is currently pursing Advanced Entry Degree pathways through Transnational Education collaborations with Chinese, Canadian and US institutions in the fields of Engineering and Health Sciences. The Institute's objective is to continue to diversify and to grow the number of non-EU international student registrations year-on-year through the recruitment of a second International Marketing Officer in 2018/2019. Additional strategic initiatives at exploratory stage include bespoke intensive English Language Summer programme provision for identified target markets. The Institute is a specialist provider in English-Language Teaching through the delivery of Foundation and Pre-Sessional English programmes, as well as delivering bespoke English modules for incoming Erasmus students.

It is also planned to grown the Institute's scope of taught- and research-based Master-level programmes in line with international demand. Market development in Canada, USA, Brazil and Mexico is in its infancy in the current academic year. It is expected to recruit 16 Direct-Entry and Advanced-Entry Undergraduate students and 20 Postgraduate students from these markets in

2019/2020, with numbers of recruited students from the USA growing, once FAFSA approval has been achieved.

In a bid to create a global learning environment on campus in line with the principles underpinned in the current *Code of Practice for Provision of Programmes of Education and Training to International Learners (QQI)* , the Institute is proactive in fostering international student integration through a variety of innovations including: International Culture Café; pastoral supports including medical, mental health and well-being; out-of-hours emergency supports; Immigration support; Class-Attendance Recording; Accommodation provision; International Welcome Days; one-to-one Academic Learning Supports in Maths, IT and English Language; Intercultural Pre-Departure Workshops for study- and placement-abroad; Intercultural Training for Institute Staff; Hosting of social events incorporating Irish, Erasmus and International Students; Group-Project-Teams incorporating diverse nationalities, and the successful Integration of International Students into the Erasmus+ mobility programme.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 4	To widen learner experience and global awareness by sustained efforts in international markets
Performance indicator	Number of students on Erasmus study abroad; Number of students on Erasmus work-placement abroad; Number of staff on Erasmus teaching and CPD mobility; Number of partner institutions; Number of Erasmus Strategic Partnerships; Number of registered non-EU students; Development of Advanced Entry pathways with international universities; Development of MOUs with international partners.
Baseline	Number of students on Erasmus study abroad: 16 Number of students on Erasmus work-placement abroad: 19 Number of staff on Erasmus teaching and CPD mobility: 4 Number of partner institutions: 60 Number of Erasmus Strategic Partnerships: 2 Number of registered non-EU students: 494 Development of Advanced Entry pathways with international universities: 0 Development of MOUs with international partners: 1
Interim target, academic year 2018/2019	Number of students on Erasmus study abroad; 17 Number of students on Erasmus work-placement abroad: 19 Number of staff on Erasmus teaching and CPD mobility: 6 Number of partner institutions: 62 Number of Erasmus Strategic Partnerships: 2 Number of registered non-EU students: 450 Development of Advanced Entry pathways with international universities: 2 Development of MOUs with international partners: 2

Interim target, academic year 2019/2020	Number of students on Erasmus study abroad:19 Number of students on Erasmus work-placement abroad: 21 Number of staff on Erasmus teaching and CPD mobility: 10 Number of partner institutions: 63 Number of Erasmus Strategic Partnerships: 2 Number of registered non-EU students: 510 Development of Advanced Entry Programmes with international universities: 4 Development of MOUs with international partners: 4 Number of Non-EU Staff Exchanges: 2
Final target, academic year 2020/2021	Number of students on Erasmus study abroad: 21 Number of students on Erasmus work-placement abroad: 23 Number of staff on Erasmus teaching and CPD mobility: 12 Number of partner institutions: 64 Number of Erasmus Strategic Partnerships: 3 Number of registered non-EU students: 572 Development of Advanced Entry pathways with international universities: 6 Development of MOUs with international partners: 8

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

Strategy summary:

DkIT continues to be recognised as one of the leading research intensive IoTs within the sector and is currently among the top four performing IoTs in terms of research funding. DkIT has:

- Enhanced its strong research base and reputation in selected prioritised research areas in line with National and European policy;

- Concentrated and consolidated its research strengths within Institute designated research centres and groups;

- Continued to concentrate on research excellence as a primary driver for conducting research;

- Increased the critical mass of a talented pool of researchers within our prioritised research clusters;

- Diversified the research funding base to ensure sustainability through increased participation in European research programmes;

- Increased dissemination and impact of research activities;

- Established spin-out companies from the research base.

The Institute's approach to research has always been to invest in growth areas of strategic importance, which are aligned with the Institute's research strengths and which are informed by the external environment and is founded upon excellence led by global needs with real- world societal and economic impacts. Through the National Research Prioritisation Exercise, Horizon 2020, Innovation 2020 and a recent Institute self-assessment exercise, DkIT identified both its current research strengths and emerging research areas. The Institute's research agenda within both these established and emerging areas is driven by a number of research teams, which are embedded across the Institute's four academic schools.

DkIT Research Themes

Prioritised Established Research Clusters: (a) ICT, Health and Ageing; (b) Energy and the Environment and (c) Creative Arts.

Emerging Research Clusters: (a) Humanities and Social Sciences; (b) Teaching and Learning and (c) Entrepreneurship.

DkIT's two Institutional Strategic Priorities under this Key System Objective 3 in driving the research, development and innovation and in contributing to the economic, social and cultural development of the region through its strong enterprise and community engagement in the North-Leinster South-Ulster region are:

- To continue to focus and drive research excellence in prioritised research areas which are internationally competitive and have societal and economic impact

- To engage and support all researchers in an enabling environment.

Institutional Strategic Objective 5: Prioritised Research Impact Initiative

To continue to focus and drive research excellence in prioritised research areas which is internationally competitive and has societal and economic impact.

Strategic Initiative: Enhanced Critical Mass within Prioritised Research Clusters

DkIT has always recognised the need to have a diversity of research centres and groups, including academic, industry facing and mission-orientated centres. Established research centres have created a critical mass of the Institutes world class researchers with:

- Established international track records in their own right;
- Research outputs which are internationally benchmarked;
- Interdisciplinary in nature cutting across traditional academic schools;
- State-of-the-art infrastructure and facilities.

In view of the relatively small size of the Institute, in terms of its research community, collaboration between existing research centres and groups and consolidation of existing groups and centres has been achieved with on-going further consolidation and development of collaborative synergies between existing teams of researchers. This will allow a focus on building higher critical mass centred on a select number of high performing research centres embedded within our prioritised research clusters. Within its cross disciplinary research teams, through both fundamental and applied research programmes, the Institute continues to ensure that its research has real impact, whether it is contributing to the knowledge gap, aiding economic development, solving societal challenges, informing national and international policy or informing the teaching remit of the Institute.

The Institute has recently secured over €15m in external funding from both national and international sources culminating in €52m secured research income since 2007. Over the past 2 years national research funding awards, such as, Science Foundation Ireland (SFI) (36%) and the Marine Institute (31%), have accounted for 20% of all research awards, with European programmes (i.e. Horizon 2020, Interreg VA, AAL) accounting for 78% of all research awards. By comparison, national awards accounted for 60% of all funding awarded between 2007-2013, with 60% of these stemming from Enterprise Ireland. A primary aim of DkIT is to continue to diversify the research funding base towards more European schemes. To date this has resulted in the Institute securing a 10.7% success rate in securing Horizon 2020 funding, just above the IoT sector average at 10.3%.

DkIT is committed to the further development of its PhD research programmes through the DkIT-DCU Graduate School aimed at increasing student numbers and meeting the needs of students in the region. The research programmes align with the academic department and school structure and are supported by the DkIT-DCU Graduate School. DkIT continues to build its research supervision capacity through staff development to PhD qualification level with over 70 formally trained research supervisors. In 2017/2018, the proportion of all academic staff with Doctorate qualifications stands at 34% (42% to include professional qualifications).

The curriculum continues to be research-informed particularly in discipline areas where the Institute has a growing research capability. For example the Centre for Freshwater and Environmental Studies led out on the development of a BSc (Hons) Environmental Science and MSc Agricultural Biotechnology in partnership with the Department of Applied Science. Staff from the Smooth Muscle Research Centre input into the undergraduate programmes in Health and Science in particular through undergraduate project supervision. CREDIT (Centre for Renewables and Energy at DkIT) has been instrumental in developing and delivering the Masters in Renewable

Energy on a full- time and part-time basis. In this regard the research activities of the Institute have informed programme development. DkIT's research activities also continue to undertake translational research which has a real societal and economic impact regionally, nationally and internationally.

The Institute will continue to recruit and retain high calibre researchers in our prioritised translational research areas which underpin Innovation 2020. Key actions include:

- Support and mentor increased external postgraduate research applications to national funders;
- Internally invest in postgraduate scholarships in prioritised research areas;
- Increase PhD completion rates through structured training and mentoring initiatives.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 5	Continue to focus and drive research excellence in prioritised research areas which is, internationally competitive and has societal and economic impact.
Performance indicator	Number of postgraduate researchers Number of applied projects with industry.
Baseline	Number of postgraduate researchers = 63 Number of applied projects with industry = 13
Interim target, academic year 2018/2019	Number of postgraduate researchers = 65 Number of applied projects with industry = 16

Interim target, academic year 2019/2020	Number of postgraduate researchers = 70
	Number of applied projects with industry = 17
Final target, academic year 2020/2021	Number of postgraduate researchers = 75
	Number of applied projects with industry = 19

Institutional Strategic Objective 6
To engage and support all researchers in an enabling environment.

Strategic Initiative: Research Capacity Building Initiative
DkIT recognises that it is the quality and expertise of our researchers which underpins its research success to date. The Institute strives to actively support its research community in their endeavours, both established and early career researchers. This strategic objective will be achieved through:

■ Establishing a specific annual training programme for early career researchers;

■ Fostering a culture of responsible conduct of research amongst the research community.

This will further embed and enhance an ethical and sustainable research culture within the research community. The Institute will seek to formally join large scale national research platforms and European platforms. In addition, the Institute aims to develop and roll out new training tools and aids to support researchers at all career stages in the submission of quality, competitive research funding applications to Horizon 2020. This will be underpinned by the strengthening of connections with European funders and research policy makers.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 6	To engage and support all researchers in an enabling environment
Performance indicator	Number of researchers trained
	Number of formally trained researchers in research integrity
	% success rate in securing Horizon 2020 funding
Baseline	Number of researchers trained = 30
	Number of trained researchers in research integrity = 20
	% success rate in securing Horizon 2020 funding = 9.4%
Interim target, academic year 2018/2019	Number of researchers trained = 35
	Number of trained researchers in research integrity = 60
	>9.5 success rate in securing Horizon 2020 funding

Interim target, academic year 2019/2020	Number of researchers trained = 45
	Number of trained researchers in research integrity = 65
	>10% success rate in securing Horizon 2020 funding
Final target, academic year 2020/2021	Number of researchers trained = 55
	Number of trained researchers in research integrity = 70
	>10.5% success rate in securing Horizon 2020 funding

4.3 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:

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:

DkIT has a strong record in increasing access and participation rates for under-represented groups. The demographic profile of DkIT's regional catchment area shows educational attainment to degree level among the population in a number of counties to be at low levels when compared to the State average of 16.4% (A Socio-Economic Profile of the DkIT catchment, AIRO, 2012). DkIT demonstrated its commitment to widen participation and equal access within this region having due regard to on-going policy priorities as outlined in the National Plan for Equity for Access to Higher Education 2015-2019. This is reflected in the Institute's performance in its participation, equal access and lifelong learning strategic objectives as a result of the investment made by the Institute in supporting its diverse learners. Mature student entry is encouraged on all programmes and a minimum of 20% of places on all first year programmes are reserved for mature applicants. Working relationships with Junior Achievement Ireland, Ballymun Initiative for Third Level Education,

the local Community Training Centre, among others, ensures that there is a targeted focus on making entry to DkIT a realistic and compelling prospect for those from a background of socio-economic disadvantage. At a county-wide level, DkIT works closely with Louth Leader Partnership to advance our mutual goals around access and participation in third level from under-represented groups.

Many of the students studying at DkIT are at the median points for entry to higher education (300-410). Students therefore require more support to help them to achieve their learning goals. This is reflected in feedback from students and in particular their desire for smaller class sizes, more group work and continuous assessment and the need to access the initiatives and supports from the Student Learning and Development Centre. The Institute's stage convenors and programme directors provide additional and direct learner supports.

In order to advance DkIT's commitment to the access and participation agenda, Institute is furthering the development and implementation of an overall Student Success Strategy. The Student Success Working Group (formerly the Student Retention Working Group) was first established in June 2017 and was tasked with developing a Retention Policy for the Institute. This followed the adoption of Student Retention as an Academic Council theme for three academic years (2015/2016, 2016/2017 and 2017/2018). During the development of the policy the Institute decided to broaden its remit to develop a Student Success Strategy. This is in line with the requirement of the most recent Higher Education System Performance Framework (HEI SPF) 2018-2020. This objective aims to "s*ignificantly improve the quality of opportunity to education and training and recruit a student body that reflects the diversity and social mix of Ireland's population*". One of the high-level targets under this objective is that "*all HEI's will have a student success strategy in place by 2020 which will embed whole of HEI approached to Institutional access strategies".* DkIT's strategy in the first instance will focus on student retention (as directed by Academic Council) and can be further expanded to include access initiatives in order to meet the HEA deadline of 2020. The aim is to develop a holistic, student-centred strategy across all dimensions of the student experience to foster measurable improvements in:

- Retention, progression and completion rates;
- Learner achievements;
- Learner engagement;
- Graduate outcomes.

The development of the strategy is nearing completion and will be submitted to Academic Council in February 2019.

DkIT's two Institutional Strategic Priorities under this System Objective in improving the equality of opportunity are:

- Continued commitment to strategic alliances with DCU, MEND Cluster, FET2HE and NEFHEA;
- Widen participation from targeted under-represented groups.

Institutional Strategic Objective 7:
Continued commitment to strategic alliances with DCU, MEND Cluster, FET2HE and NEFHEA to support the equal access agenda.

Strategic Initiative: Enhancement of Cluster Alliances to include Northern Ireland
DkIT's Strategic Plan 2017-2019 outlines DkIT's continued commitment to widen participation, having due regard to the on-going policy priorities as outlined in the National Plan for Equity for Access to Higher Education 2015-2019 and Supporting Progression from FET to HE – Making it Happen 2016. DkIT recognises that equal access and participation initiatives are best progressed in collaboration with its regional partners. This move away from a fragmented, institutionally- focused approach to a collaborative approach is in line with Goal 5 of HEA's National Equity o f Access Plan 2015-2019. As detailed above, the Network of Alliances plays a key role in enhancing participation and equal access within our region through NEFHEA and the MEND Cluster. The work of the MEND Cluster to date has directly supported DkIT in achieving its access and participation objectives in addressing issues related to Access, Transfer and Progression. Progression pathways have been identified to ensure a more inclusive approach to progression and to promote equal access

The MEND Cluster has continued to demonstrate its commitment to the on-going development of the cluster and collaborative achievements of the cluster within access and participation to date include:

- Cluster collaboration with All-Island Research Observatory (AIRO) to develop FE-HE portal
- Establishment of FET2HE cluster network and strategy
- Development of a Regional Access Network to share and develop good practice and to progress shared approaches and innovation to broaden access to higher education across the region.

The objectives for the MEND Cluster 2018-2023 include:

- Academic planning: MEND has prepared a shared enrolment analysis. This was a useful exercise in demonstrating shared awareness of enrolment and projected enrolment. The main task going forward is the updating of the enrolment data in each institution in a common format

- Engage collectively with the skills agenda: Responding to national and regional skills needs is one of the key objectives for HEIs. Although in four different Regional Skills fora, there is an opportunity for the cluster to engage collectively with the Regional Skills coordinators. They have already compiled data on skill needs, and so there is an opportunity to examine how we can respond. There may be particular opportunities in part-time provision. DkIT will lead on this initiative and will deliver a workshop to identify responses to the skills deficit in the region.

- The FE-HE portal has been developed by the MEND Cluster. A regional prototype was developed and then this was scaled up to a full national database. An institutional home, which will have the resources to update it annually, maintain the data and develop the user interfaces remains to be resolved.

- Collaboration in doctoral education and research. DkIT and DCU have effective working arrangements in place. Similar arrangements between MU and AIT will be explored as part of MEND Cluster development.

The HEIs involved in the MEND regional cluster have a strong track record in recruiting and retaining a diverse student body. Each of the HEIs has over the past decades developed strong partnerships, innovative deep sustained outreach mechanisms, new pathways and post-entry supports for students under-represented in high education.

The MEND Cluster's 1916 Bursaries Fund (PATH 2) project is consistent with the MEND Clusters strategic approach to promoting equity of access. It aims to enhance the educational aspirations and opportunities for the most socio-economically disadvantaged people in the region who typically would not consider pursuing higher education due to the perceived and actual costs involved. Potential students will be supported through the provision of comprehensive information about the dedicated financial bursaries, pre-entry programme choice support, preparation for college initiatives and ongoing personal, professional and academic support post-entry. The 1916 Bursaries Fund programme will achieve this through a regional strategy and project management team who will build on and invigorate a regional network of widening participation stakeholders whose collective expertise will provide the knowledge base of sustainable and effective engagement with the target groups. The Programme aims to identify the most disadvantaged students from the target groups across the region, using data collected through AIRO (All Island Research Observatory) and the existing knowledge base and partner network. This targeted approach is underpinned by regionally coordinated sustained deep engagement with a wide range of stakeholders across the region which will inform our policies and practice. The project recognises the importance of a single point of coordinated regional financial information, advice and guidance and this critical element is built into the project. The dissemination of financial information will be developed as part of a regional communications strategy and will include events, advice clinics and information evenings.

The Cluster recognises and strongly supports the novel approach of providing 'bursaries' as students can be 'pre-selected' and will therefore not have the uncertainty of wondering whether their SUSI applications will be successful or if the institutions are able to support them financially upon entry. This certainty of funding will appeal particularly strongly to the target groups, who are 'debt averse' and will often therefore never even explore possible entry routes. Furthermore, the bursaries provide a mechanism to reach and pre-counsel students who would otherwise never have entered into a conversation about progression into a third level programme.

The 1916 Bursaries Fund Programme targets the following groups:

- Entrants from socio-economic groups with low participation in higher education
- First time, mature student entrants

- Students with disabilities
- Part-time/flexible students
- Further education award holders
- Irish Travellers
- Lone Parents
- Programme Refugees.

Likewise, the Institutes work with the NEFHEA Alliance has identified pathways to NEFHEA applicants to HE. In line with the transitions agenda, the Institute offers a number of programmes with a common first year and permits students to transfer internally to an alternative programme after the close of CAO offer rounds subject to availability and provided applicants have the necessary entry qualifications/points.

DkIT operates an internal Institute Northern Ireland Working Group with the specific aim of identifying and facilitating access and progression routes for all students in Northern Ireland in second level and Further Education. The recent addition of the Southern Regional College in Northern Ireland strategically aims to enhance the access and participation agenda on a cross-border basis.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 7	Continued commitment to strategic alliances with DCU, MEND Cluster and NEFHEA to support the Equal Access Agenda
Performance indicator	Number of programmes offered which allow for Advanced Entry.
Baseline	Number of programmes offered which allow for Advanced Entry = 11
Interim target, academic year 2018/2019	Number of programmes offered which allow for Advanced Entry = 13
Interim target, academic year 2019/2020	Number of programmes offered which allow for Advanced Entry = 15
Final target, academic year 2020/2021	Number of programmes offered which allow for Advanced Entry = 17

Institutional Strategic Objective 8
Widen participation from targeted under-represented groups

Strategic Initiative: The MEND College Connect Initiative
In line with the National Plan for Equity of Access 2015-2019 and Supporting progression from FET to HE - Making it Happen 2016, the MEND College Connect Initiative (PATH 3) aims to enhance educational aspirations for the most socio-economically disadvantaged people in the MEND region through a participative and sustainable suite of activities and resources to illuminate pathways and

provide opportunities into, through and beyond higher education. College Connect will achieve this through a project management team and Community Connectors who will invigorate a regional network of stakeholders whose collective expertise will strengthen the knowledge base for effective engagement with target groups.

Four hundred additional students from disadvantaged groups across the region will enter MEND HEIs over the course of the programme. These students will be systematically tracked through their engagement with the programme, entry into HE, their student experience and academic and employment outcomes. College Connect will facilitate the development of regional relationships, fora, strategies, structures and processes involving target group stakeholders who will take ownership of, and lead on sustainability beyond the funding period.

College Connect comprises four innovate education interventions which have been designed to address existing barriers and support the participation of marginalised groups in the MEND region: Connecting the Cluster, Connecting the Region, Connecting the Learner, Connecting to College. The *College Connect* programme has built in elements that will support student success. MEND will review current transition and post-entry supports, share models of inclusive practice and develop additional specialised transition supports. The learning from College Connect will be captured and used to modify and improve existing initiatives at institutional level.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 8	To widen participation from targeted under-represented groups
Performance indicator	% of "First Time" Mature Students % of Non-manual worker group 18-20 cohort % of Semi-unskilled manual worker group 18-20 cohort % participation from Disability Students % FET students
Baseline	10.2% "First Time" Mature Students 28% Non-manual worker group 18-20 cohort 33% Semi-unskilled manual worker group 18-20 cohort 7% participation from Disability Students 16 % FET students
Interim target, academic year 2018/2019	11.5% "First Time" Mature Students 29% Non-manual worker group 18-20 cohort 34% Semi-unskilled manual worker group 18-20 cohort 7% participation from Disability Students 17% FET students

Interim target, academic year 2019/2020	12.5% "First Time" Mature Students
	30% Non-manual worker group 18-20 cohort
	35% Semi-unskilled manual worker group 18-20 cohort
	8% participation from Disability Students
	18 % FET students
Final target, academic year 2020/2021	13% "First Time" Mature Students
	31% Non-manual worker group 18-20 cohort
	36% Semi-unskilled manual worker group 18-20 cohort
	8% participation from Disability Students
	19 % FET 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.

Strategy summary:

DkIT continues to adopt a learner-centred approach to its educational provision, aimed at enhancing the student learner experience and supporting learners through innovative learning and teaching strategies. Learner-centred assessment strategies and core strategic themes and are embedded in all programmes. DkIT is committed to the improving student retention rates and provides a number of centrally provided initiatives to support this aim:

- The first year student induction process had been reviewed and improved and a dedicated induction process for advanced entry students has been introduced. A leaflet has been developed for friends and family detailing how they can support students during their transition to higher education;

- Training for staff filling the roles of Stage Convenors and Programme Directors was carried out, focussing on supporting successful transition;

- The Student Learning and Development Centre (SLDC) provide pre-induction academic writing tutorials, in addition to basic IT tutorials, to mature students;

- The SLDC academic writing workshops already in place for full-time DkIT students are now available (on request) for part-time learners;

- All new academic staff (both full-time and part-time) receive training on learning and teaching as part of their induction process;

- Specific programmes on learning and teaching have been designed and are available on request to staff delivering on part-time programmes.

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These continue to be priority objectives within the current strategy and will be further enhanced during the period 2018-2021.

DkIT's two Institutional Strategic Priorities under this System Objective in improving the quality of the learning environment are:

- To provide effective learner centred supports

- To enhance learner retention rates and completion rates.

Institutional Strategic Objective 9:
To provide effective learner centred supports.

Strategic Initiative: Framework for Assessed Group Work
The Institutional Strategic Initiative is the development, implementation and initial evaluation of a framework for assessed group work. DkIT's Student Voice Policy has been important in enabling the institution to respond more effectively to student feedback. Student feedback from programme boards, ISSE consistently highlighted assessed group work as both a positive and negative feature. In response, the Learning and Teaching Sub-Committee of Academic Council was tasked with responding to this. Following a review of the literature and extensive consultation with staff and students, a framework and guidelines for assessed group work were developed and approved by Academic Council in December 2016. https://www.dkit.ie/system/files/groupwork_framework_guidelines_2016.pdf. These were designed to provide staff and programme teams with a structure for considering the purpose and nature of group work in their programmes and modules, with the ultimate aim of

enhancing the student experience. To support implementation, a number of workshops and seminars were offered to staff while the Student Learning and Development Centre developed two tailored workshops for students.

Generally policies/initiatives are reviewed every five years, however, DkIT increasingly recognises the need for on-going evaluation and it was decided to conduct an initial evaluation of impact in order to ensure effective implementation of the policy. The evaluation was conducted December 2017-March 2018 and involved student representatives, academic staff and key informants from Student Services and Registry. The findings indicate that the framework is beginning to have a positive impact on both the staff and student experience of group work. The evaluation demonstrated the need for ongoing support in interpreting and implementing the framework, particularly at a programme level and there is scope for deeper engagement with students on this issue.

The outcome of the evaluation has informed the ongoing implementation of the framework, particularly within the context of the upcoming Institutional and Programmatic Reviews. It features as a case study on leading change in assessment in the National Forum's resource on programme approaches to assessment (http://www.teachingandlearning.ie/wp- content/uploads/2017/06/ Final-[Programme-Assessment-Resource-with-doi-and-author-](Programme-Assessment-Resource-with-doi-and-author-) [290617-1.pdf](290617-1.pdf)). Funding was secured for a workshop on this, co-facilitated with a student representative. A proposal to report on the work has been accepted for the *Higher Education Pedagogies, Special Issue on Transforming Assessment* (the paper is now under review) and the work will also be presented to the SEDA *Spring Assessment Conference* 2018 in the UK.

DkIT has shown leadership in the area of Digital Citizenship, which is essential in developing a positive digital culture that promotes learning. This is also linked to the Social Networking Policy. All Student Ambassadors are trained to deliver the Digital Citizenship programme.
They deliver this to all first-years as part of induction. DkIT is part of the National Forum's DESSI (Data Enhanced Student Success Initiative) and will be working this year to develop policies and practices to provide a framework to use data, including learning analytics, to support learning and achievement.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 9	To provide effective learner centred supports
Performance indicator	Participation in ISSE Survey Institutional response to student feedback
Baseline	24% participation in ISSE Survey (2018) Single DkIT ISSE report: summary of qualitative data to departments with ISSE data considered at Programme Boards
Interim target, academic year 2018/2019	27% participation in ISSE Survey Generate individual ISSE reports for each School Generate ISSE summaries for student representatives

Interim target, academic year 2019/2020	30% participation in ISSE Survey
	Develop a framework and guidance to respond to and support the use of ISSE data at institutional and school/departmental level
Final target, academic year 2020/2021	Maintain at least 30% participation in ISSE Survey
	Implement framework.

Institutional Strategic Objective 10
To enhance learner retention rates and completion rates.

Strategic Initiative: Enhanced Institutional Capacity Building to support Improved Completion Rates
A key strategic objective in DkIT's overall AMBITION to increase student numbers is to improve overall student success rates through improved retention and completion rates. DkIT has pioneered new approaches to learning and pedagogical innovation through the work of the Centre for Learning and Teaching (CELT). Technology Enhanced Learning (TEL) is now used in most programmes in a range of diverse manners to enhance the student learning experiences. DkIT continues to develop new pedagogical approaches, assessment and delivery methods and continues to support its students through the Student Learning and Development Centre. The Institute has observed that the need for this service has expanded and intensified with demand being driven by 2nd, 3rd and 4th year students requiring support in such areas as academic writing and maths. Progression figures are monitored at programme and Institute level. The work of the Centre for Learning and Teaching and the Student Learning Development Centre are key factors in improving these rates.

DkIT has a strong track record in professional development in learning and teaching. The Centre for Excellence in Learning and Teaching offers a comprehensive programme of both accredited and non-accredited professional development supports staff to engage in learning and teaching scholarship and research and supports capacity building through involvement in enhancement projects.

- The MA Learning and Teaching/ Certificate in Learning and Teaching are recognised internally and externally as a driver of enhancement. Teaching Experts' by the National Forum of the Enhancement of Teaching. The MALT Team was one of only seven 'Teaching Experts' selected for a special commendation, in their case for 'Facilitating Systemic Cultural Change (see http://www.teachingandlearning.ie/priority-themes/learning-impact-awards/teaching-expert-awards-2015/teaching-expert-team-awardees-2015/

- The programme of unaccredited professional development via TEL workshops is important in building capacity in strategic priorities and responding flexibly to needs. It is focused on enhancing learning. Considerable capacity has been built in Departments and Schools, many of whom show leadership in Learning and Teaching:

  - TEAM project in Health and Science,
  - DELTA Awards.

- Enhancement projects: DkIT has been successful in winning funding under each round of the National Forum's Enhancement Funds and has been/is a partner or

leader in seven such projects, two of these are specifically focused on professional development.

- Scholarship: The impact of MALT and the enhancement projects has led to a growth in the Scholarship of Teaching and Learning (SOTL).

The most significant development in this area is the Professional Development Framework (PDF) developed by the National Forum. DkIT has been actively involved in piloting and raising awareness of the PDF:

- Two DkIT staff were partially seconded to the National Forum to work on implementing pilots to test the PDF https://www.teachingandlearning.ie/pilot-study-implementation-national-professional-development-framework/. This work will inform support for professional development in learning and teaching.
- DkIT a partner in the ATLAS project. This project seeks to map and align existing accredited professional development to the PDF. Mapping is now complete for DkIT and an alignment plan has been developed. This will be implemented as part of Programmatic Review.
- The DkIT Library leads the L2L project which is exploring the use of the PDF to librarians who teach.

The Institute will place greater emphasis on the development and implementation of a plan for the continuous upskilling of existing staff in existing and new knowledge domains.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 10	To enhance learner retention rates and completion rates
Performance indicator	Overall Progression Rate Year 1 Progression Rate Engagement in Continuous Professional Development Framework
Baseline	Overall Progression Rate: 2016/2017 = 82% Year 1 Progression Rate: 2016/2017 = 75% Strong track record in professional development in learning and teaching with preliminary work completed on the national Professional Development Framework (PDF).
Interim target, academic year 2018/2019	Overall Progression Rate: 2017/2018 = 83% Year 1 Progression Rate: 2017/2018 = 76% DkIT adopts the national PDF for all academic staff as its preferred framework. Align accredited professional development provision in learning and teaching to the PDF.

Interim target, academic year 2019/2020	Overall Progression Rate: 2018/2019 = 84%
	Year 1 Progression Rate: 2018/2019 = 77%
	Align non-accredited professional development provision in learning and teaching to the PDF as appropriate. Pilot implementation of the PDF recognition framework (if it is then available).
Final target, academic year 2020/2021	Overall Progression Rate: 2018/2019 = 85%
	Year 1 Progression Rate: 2018/2019 = 78%
	Develop a process for capturing engagement with professional development in learning and teaching.

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.

Strategy summary:

DkIT aims to continue to be a transformational driving force in the North Leinster-South Ulster region by maintaining and enhancing its profile and position in learning and teaching, research, innovation, engagement and internationalisation. The Institute aims to deliver on its promise to learners, to the community and to the region and is committed to promoting equality of opportunity.

DkIT's two Institutional Strategic Priorities under this Key System Objective 6 in improving the governance, leadership and operational excellence are:

- To ensure the long term sustainability of the Institute.

- To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff.

Institutional Strategic Objective 11:

To ensure the long term sustainability of the Institute.

Strategic Initiative: Institutional Excellence

The Institute continually seeks to ensure its long term sustainability. This is reflected in its overall AMBITION as articulated above. In this regard, the Institute has strived to achieve governance, leadership and operational excellence. This is articulated through a series of governance and operational policies and procedures and reviewed by both internal and external audit teams. The Institute is currently in the process of reviewing its current financial and HR policies and procedures to amend and update in line with the revised THEA Code of Governance. In addition senior staff and Committee and Board members at all levels of management and oversight of the organisation are being upskilled on best practice governance practices.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 11	To ensure the long term sustainability of the Institute
Performance indicator	Operating Financial Position Compliance with THEA Code of Governance
Baseline	Operating Financial Position = Breakeven Compliance with THEA Code of Governance = 80%

Interim target, academic year 2018/2019	Operating Financial Position = Breakeven
	Compliance with THEA Code of Governance = 85%
Interim target, academic year 2019/2020	Operating Financial Position = Operating Surplus
	Compliance with THEA Code of Governance = 95%
Final target, academic year 2020/2021	Operating Financial Position = Operating Surplus
	Compliance with THEA Code of Governance = 100%

There are a number of key enablers, which if in place, would "fast-track" the realisation of the Institute's AMBITION and ensure its long term sustainability. These include:

1. The positive response received by the Institute in securing €18.5m funding for capital refurbishment for the North and South Building and additional STEM facilities;
2. Continued access to Landscape Funding as evidenced in the recent success in collaboration with Athlone Institute of Technology in respect of research capacity building;
3. Facilitate DkIT to compete on a level playing field through the provision of a borrowing framework. As discussed earlier, the Institute campus estate is valued at €300 million and the Institute has no capital debt. In order for the Institute to compete DkIT requires access to capital. In this event, the Institute would realise its Campus Development Plan 2011-2021 with priority projects to include:

    a. STEM Research Building with the additional teaching laboratory space to meet demand currently in the region. This facility will be focussed in particular on new and emerging areas of teaching, research and engagement addressing regional opportunities in immersive technologies such as augmented and virtual reality, artificial intelligence, data analytics, sustainable food production and processing and smart manufacturing;

    b. Completion of the refurbishment of the P. J. Carroll facility to house central administration so that the T. K. Whitaker Building can be expanded to facilitate the expansion of the library and the establishment of innovative learning hubs for students;

    c. Expansion of the Regional Development Centre to cater for the current and future demand to support new knowledge based enterprises contributing to job creation in the region;

    d. Access to capital to implement a systematic rolling equipment and technology infrastructural renewal and replacement programme.

4. Openness to imaginative arrangements with Northern Ireland. DkIT is a major player and contributor to the development and sustainability of the North Leinster-South Ulster region. This region is now undergoing a demographic, socio-economic and cultural transformation. A number of key developments, at national level, have significant implications for both the future development of the Institute and hence the region as a whole:

    a. Changing Landscape: The National Strategy for Higher Education 2030 provides for a diversified education landscape: (1) traditional universities, (2) new technological

university, (3) Institute of Technology (IoT) and (4) other Further and Higher Education Institutes. Currently there is no compelling analysis which allows DkIT to determine the best way forward or to provide an understanding of the implications and the impact any new configuration will have on the region, including Northern Ireland. In relation to fulfilling its role in the region and its natural place in the landscape in proportion to the other seven Universities and fourteen Institutes of Technology, there is currently an inherent imbalance in the current scale of the Institute, namely with low numbers of students from Northern Ireland (circa 200). The passage of time continues to put a distance between the historical focus that has caused this imbalance. It is now tenable to redress this provided for in this document.

b. Brexit: The departure of the United Kingdom (UK) from the European Union (EU) presents an unprecedented and serious challenge to Ireland as a whole given its close historical, economic, political and cultural links with the UK. For communities in the Border region, this is particularly acute as the need to safeguard the Peace Process is of paramount importance and presents additional complex challenges. Only two Higher Education Institutes are situated on the border with one other slightly removed. DkIT is by far the most strategically located Higher Education and Research Border Institution in terms of population, infrastructure and enterprise. It follows from this that it can make a major impact on how Brexit is mediated with relation to higher education. The impact of Brexit cannot be under-estimated. Events in Northern Ireland have a profound impact on the border counties (as history has shown). DkIT's identity has always been shaped by its proximity to Northern Ireland and its cross-border culturally, social and economic ties. DkIT's region is determined as serving Counties Louth, Cavan, Monaghan, Meath, North Dublin, Armagh, Down and South Antrim. For an Institute of Technology situated at the UK's only land border with the EU, Brexit is of particular relevance. Any future planning process must articulate the Institute's commitment to a renewed sense of purpose to contribute to the North Leinster-South Ulster region along the Belfast-Dublin Economic Corridor.

From the Institute's perspective, the changing higher education landscape in the Republic of Ireland and Brexit are equally hugely impactful processes. In considering how DkIT can best serve the region, consideration must be given to equally both, irrespective of administrative boundaries. For DkIT, Brexit and the changing landscape in the Republic of Ireland are not independent processes but are inextricably linked and interconnected. DkIT must consider and seek imaginative strategies given its geography and history.

Given the complexity of the issues and the implications for the future of the Institute and the region, any decision must be analytical and process driven. In respect of exploring the most appropriate strategy, a comprehensive dataset is required to inform the decision-making process. Such a dataset is extremely important in facilitating the Institute to build the compelling narrative of the story of DkIT – where we have come from and where we are going, what differentiates DkIT and which long term strategy best suits our region. The Institute will engage in a scenario planning and foresight exercise to augment the Institute's overall AMBITION by creating and substantiating multiple stories about the future. This allows DkIT to more fully explore and reach informed decisions, in a robust way, about how best to realise its own potential and how best to advance the region it serves. It will also inform the effective positioning of the Institute as a cross-border Institute and to discover any emergent opportunities as well as recognising any threats. This is in the context of the uncertainty provided by such processes as (1) the changing configuration of the

Higher Education landscape and possible TUs; (2) Brexit; and (3) HE future funding models etc. This will facilitate the Institute to both plan and act in a more strategic and informed way, having critically assessed a variety of options. The options to be considered within this changing higher educational landscape include:

a. Organic Growth – building on the Institute's current alliances, namely with DCU and as part of the NEFHEA, and existing/planned marketing initiatives and campus development;

b. Organic Growth + links with NI FE college & NI HEI;

c. TU with another IoT/consortium of IoTs;

d. Organic Growth + TU with another IoT/consortium.

Within this contextualisation, the North-South political progress, the development of the all- island economy, the enhancement of the Belfast-Dublin Economic Corridor and the implications of Brexit, the Institute seeks to play a significant role in development of the North Leinster-South Ulster region. In this regard, the Institute provides the impetus for change and seeks assistance and support in exploring imaginative solutions to ensuring that DkIT is a truly cross-border HEI. Within the context of Brexit, this presents both risks and opportunities to the Institute. In respect the risks, consideration is given to risk mitigation strategies to safeguard its objectives in respect of increased student numbers from Northern Ireland. The Institute has sought to strengthen its alliances with the Southern Regional College through the NEFHEA Alliance and also to develop its strategic alliance with Belfast Metropolitan College through the formation of a three year Memorandum of Understanding detailing a joint work programme. Brexit offers opportunities for greater working relationships with higher education in Northern Ireland and indeed the UK in respect of research and innovation and joint programme development, particularly at postgraduate level. The Institute has a long history of working closely with HEIs in Northern Ireland and Scotland in EU INTERREG and PEACE Programmes in areas of mutual interest, collaboration and advancement in research, innovation, enterprise and community engagement. The Institute aims to further develop its interests in these areas and in securing its historic linkages with its Northern Ireland partners.

The Institute has presented its vision and ambition for the short to medium term. In giving due regard to ensuring a balance between the Institute's overall ambition and risk, a number of risks associated with the implementation of the Institute's strategy is detailed in Appendix 3.

The key risk is the non-achievement of student numbers as presented in the plan, which could negatively affect the long term sustainability of the Institute. There are a number of risk mitigation strategies identified to include:

- Diversification of the student base to include Northern Ireland;
- Detailed examination of the academic programme provision at all levels and across all student cohort groups: access and participation, part-time, postgraduate, international and undergraduate with particular focus on Northern Ireland;
- Greater utilisation of campus facilities to attract part-time and postgraduate students;
- Identifying operational efficiencies.

A key strategy of the Institute is to position itself as a cross-border Institute. The Institute aims to adopt both top-down and bottom-up approaches to secure this position within the landscape

processes. These include:

- Consultation with key external stakeholders to include Department of Education and Skills and Higher Education Authority, cross-border partners on the DkIT AMBITION Steering Committee;
- Enhancement and strengthening of alliances and partners in Northern Ireland and FE, HE, industry and community levels;
- Exploration of provision on a cross-border basis through Northern Ireland Working Group;
- Development of strategic teaching and learning, research and innovation cross-border initiatives;
- Positioning of the Institute in its branding and promotional materials etc.

The longer terms sustainability of the Institute and the strategy to position within the landscape process as a cross-border Institute will be reflected as key areas of focus within the Institute's overall governance arrangements at Governing Body and reflected in the work programmes for the Finance, Audit and Risk Committee, Leadership Team, Academic Heads Forum and Institute Management Planning Committee and the DkIT AMBITION Planning Framework.

Institutional Strategic Objective 12

To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff.

Strategic Initiative: Athena Swan Initiative
The Institute will seek to attain the Athena Swan Bronze Institutional Award. Currently the Institute is in the process of establishing an overarching Steering Committee and appointing a Project Manager to manage the implementation of the Athena Swan Operational Plan.

Institution's Strategic Objectives, Key Performance Indicators, Targets

Institutional Strategic Objective 12	To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff
Performance indicator	Attainment of the Athena Swan Bronze Award
Baseline	N/A
Interim target, academic year 2018/2019	Establish Steering Committee and Implementation Team
Interim target, academic year 2019/2020	Submit application for Athena Swan Accreditation
Final target, academic year 2020/2021	Secure Athena Swan Bronze Award

5:   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.

6:   Agreement

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: :   14|2|2019

Chief Executive, Higher Education Authority

Signed: Michael Mulvey

Date: 28|1|2019

President, Higher Education Institution

Signed: _____

Date: 28-1-19

Chair, Governing Body, Higher Education Institution

Appendices

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

X	Appendix 1: Overview of DkIT.
X	Appendix 2: Institutional Strategic Goals and SMART Objectives Mapped to Key System Objectives, High Level Targets and National Policies.
X	Appendix 3: Coherence and Integration of Institutional Strategic Objectives, Identification of External and Internal Risk Factors and Risk Mitigating Measures.
X	Appendix 4: Institutional Strategic Objectives, Data Source, Verification Methods, Benchmarks and Leadership Responsibility.
X	Appendix 5: Summary of the DkIT Strategic Plan 2017-2019.
☐	Appendix 6:
☐	Appendix 7:

Appendix 2: Institutional Strategic Goals and SMART Objectives Mapped to Key System Objectives, High Level Targets and National Policies

The following sets out DkIT's strategic goals, as detailed in its current Strategic Plan 2017-2019 and its associated strategic objectives reflecting the Institute's AMBITION. These strategic objectives are mapped against the Key System Objectives, High Level Targets and National Policies reflecting the Institute's overall contribution to the national agenda. Overall DkIT's is contributing to all six 6 Key System Objectives and to 76% of the High Level Targets as shown below:

DkITs' Contribution to High Level Targets (HLT)	Key System Objective (OJB)					
	OBJ 1	OBJ 2	OBJ 3	OJB 4	OJB 5	OJB 6
HLT 1	X	X	X	X	X	X
HLT 2		X		X	X	X
HLT 3				X	X	X
HLT 4	X	X		X		X
HLT 5	X	X	X	X	X	X
HLT 6	X		X	X	X	X
HLT 7	X					X
HLT 8		X				X
HLT 9						X
HLT 10						X
HLT 11						X

DkIT Strategic Plan 2017-2019: Strategic Goals (SG)	Institutional Strategic Objectives	Key Performance Indicators	Mapped to High Level Targets	Reference to National Policy
HEA 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.				
Strategic Goal 1: Regional Clusters & Strategic Goal 7: Institutional Consolidation	Strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation.	Institute's Economic, Social and Cultural Impact	*Key System Objective 6 High Level Target 10: HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities.* DkIT's contribution to these High Level Targets: ■ Contributing to the educational, economic, social and cultural needs of the region it serves, reflecting the Institute's overall AMBITION demonstrated through its quantifiable economic, social and cultural impact increasing annually by 1%. *Key System Objective 6 High Level Target 11: Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.* DkIT's contribution to these High Level Target: ■ Reflecting the overall coherence and capacity for delivery on Institutional	National Strategy for Higher Education to 2030 The Higher Education System Performance Framework 2018-2020 Ireland 2040 National Planning Framework

			objectives and hence feed into the overall HEI System Performance Framework.	
			Key System Objective 5 High Level Target 2: All HEIs to engage in International benchmarking by 2020. DkIT's contribution to this High Level Target: ▪ DkIT will employ U-Multirank International Benchmarking tool for each of the three years of the Compact.	
Strategic Goal 2: Participation, Equal Access and Lifelong Learning	Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.	Employability Statements	*Key System Objective 1 High Level Target 5:* *Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked).* DkIT's contribution to the overall System Performance: ▪ Introduce Employability Statements across its four discipline areas of Engineering, Health & Science, Informatics and Creative Arts and Business & Humanities by 2020.	National Strategy for Higher Education to 2030 Action Plan for Education 2016-2019 National Skills Strategy 2025 Review of Apprenticeship Training in Ireland 2013 Action Plan to Expand Apprenticeship and Traineeship in Ireland
		Overall Total Student Numbers (WTEs)	DkIT's contribution to the overall System Performance: ▪ Increasing student numbers overall within the Institute from circa 5,480 (4922 WTEs) students to 6,463 (5,589 WTEs) students by 2020/21.	

			Number of Level 6-8 Students (WTEs)	DkIT's contribution to the overall System Performance:
				▬ Increasing student numbers overall within the Institute from circa 4922 WTEs students to 5589 WTEs students by 2020/2021.
			Number of Part-time students (WTEs):	*Key System Objective 1 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%.*
				DkIT's contribution to this High Level Target:
				▬ Increasing the number of part-time students (those aged 25-64) engaged in lifelong learning from 340 WTEs in 2017/2018 to 570 WTEs in 2020/2021.
			Number of work placements	*Key System Objective 1 High Level Target 4: All students 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).*
				DkIT's contribution to this High Level Target:
				▬ Increasing the number of work placements for full-time undergraduate students from 742 in 2017/2018 to 963 in 2020/2021.
			Number of Springboard students	*Key System Objective 1 High Level Targets 6: Increase number of available Springboard places by 30% by 2021 in both universities*

			and institutes of technology.	
			DkIT's Contribution to this High Level Target:	
			- Increasing participation on Springboard programmes from 85 in 2017/2018 to 125 in 2020/2021.	
		Number of Postgraduate students: taught and research (WTEs):	DkIT's contribution to the overall System Performance:	
			- Increasing the number of postgraduates from 115 in 2017/2018 to 215 in 2020/2021.	
		Number of Apprentices (WTEs):	*Key System Objective 1 High Level Target 7: Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place.*	
			DkIT's contribution to this High Level Target:	
			- Increasing number of apprenticeships from 224 in 2017/2018 to 304 in 2020/2021.	
HEA 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.				
Strategic Goal 5: Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange	Increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through	Number of MOU with key strategic industry/ community partnerships under the Corporate Partnership Programme	DkIT's contribution to the overall System Performance in this regard:	National Strategy for Higher Education to 2030
			- Improving the regional, national, international and cross border profile of DkIT as a centre of excellence for engagement and partnership through the implementation of 12 new	Enterprise 2025

			Corporate Employer Partnerships.	Action Plan for Jobs
		Number of innovation vouchers project agreements with industry	*Key System Objective 2 High Level Target 4: Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016).* DkIT's contribution to this High Level Target: ■ Increased strategic industry engagement resulting in an increase in numbers of innovation voucher agreement with industry from 12 in 2017/2018 to 17 in 2020/2021.	Innovation 2020 National Policy Statement on Entrepreneurship
		Increase number of commercially relevant technologies (licences, options, assignments)	*Key System Objective 2 High Level Targets 5: Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017).* DkIT's contribution to this High Level Target: ■ Increased strategic industry engagement resulting in an increase in number of commercially relevant technologies from 1 in 2017/2018 to 2 2020/2021.	
		Increase the number of entrepreneurs/start-ups supported on development and Annual occupancy of incubation companies	DkIT's contribution to the overall System Performance in this regard: ■ Increasing the breadth of engagement with start-up companies, established companies and external organisations through applied research, consultancy and bespoke training reflected in (a) an increase in the number of entrepreneurs/start-ups businesses	

The row above "enhanced engagement with employers." appears at the top:

enhanced engagement with employers.

			supported from 45 in 2017/2018 to 60 in 2020/2021 and (b) an increase in occupancy of incubation companies from 80% in 2017/2018 to 90% in 2020/2021.	
		Number of work placements (as shown above)	*Key System Objective 1 High Level Target 4: All students 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).* DkIT's contribution to this High Level Target: ■ Increasing the number of work placements for full-time undergraduate students from 742 in 2017/2018 to 963 in 2020/2021. ■ Increase the level of bespoke programmes for industry.	
Strategic Goal 6: Internationalisation	To widen learner experience and global awareness by sustained efforts in international markets	Number of registered non-EU students	*Key System Objective 2 High Level Target 1:* *Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15).* DkIT's contribution to this High Level Target: ■ Increase in the output value of internationalisation via increased international student income from €3.2m in 2017/2018.	National Strategy for Higher Education to 2030 Irish Educated, Globally Connected

			Key System Objective 2 High Level Target 2:	
			International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all full-time students in HEA-funded higher education institutions were international students).	
			DkIT's contribution to this High Level Target:	
			■ Increase in the numbers of international students from 494 in 2017/2018 to 572 in 2020/2021.	
			Key System Objective 2 High Level Target 8:	
			Participation in Erasmus+ in Higher Education and other study and work placements abroad to reach 4,400 by 2022 (3,125 in 2016) in accordance with international strategy.	
			DkIT's contribution to this High Level Target:	
			■ Increase in the numbers of number of students on Erasmus study abroad and on Erasmus work-placement abroad.	
HEA 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				
Strategic Goal 1: Regional Clusters & Strategic Goal 4:	Continue to focus and drive research excellence in prioritised research areas which is, internationally competitive and has	Number of postgraduate researchers	*Key System Objective 3 High Level Target 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.*	National Strategy for Higher Education to 2030 Enterprise 2025

High Quality, Internationally Competitive Research and Innovation	societal and economic impact.		DkIT's contribution to this High Level Target: - Recruit and retain high calibre researchers in our prioritised translational research areas with an increase in the number of postgraduate researchers from 63 in 2017/2018 to 75 postgraduate researchers in 2020/2021.	Innovation 2020
		Number of applied projects with industry	*Key System Objective 3 High Level Target 6: Increase applied research in the Institutes of technology.* DkIT's contribution to this High Level Target:	
			- Increase in the number of applied research projects with industry from 13 in 2017/2018 to 19 in 2020/2021.	
	To engage and support all researchers in an enabling environment	Number of researchers trained	DkIT's contribution to the overall System Performance in this regard: - Increase in the number of researchers trained from 30 in 2017/2018 to 55 in 2020/2021.	
		Number of trained researchers in research integrity	DkIT's contribution to the overall System Performance in this regard: - Increase in the number of trained researchers in research integrity from 20 in 2017/2018 to 70 in 2020/2021.	
		% success rate in securing Horizon 2020 funding	*Key System Objective 3 High Level Target 5:* *Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016).* DkIT's contribution to this High Level Target: - Increasing the Institute's success rate in Horizon 2020 funding from 9.4% in 2017/2018 to 10.5% in 2020/2021.	

HEA 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.

Strategic Goal 1: Regional Clusters	Continued commitment to strategic alliances with DCU, MEND Cluster and NEFHEA	Retention of students and successful completion of programme	*Key System Objective 4 High Level Target 1: All HEIs will have a Student Success Strategy in place by 2020 which will embed a whole-of-HEI approaches to institutional access strategies*	National Strategy for Higher Education to 2030 National Plan for Equity of
			DkIT's contribution to this High Level Target: ■ As part of the Institute's 10 year Academic Strategy, a Student Success Strategy will be put in place to reflect its access and participations ambitions. *Key System Objective 4 High Level Target 2: Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019.* DkIT's contribution to this High Level Target: ■ Under MEND, develop new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019; ■ Increase the number of advanced entry programmes from FE-HE. *Key System Objective 4 High Level Target 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.* DkIT's contribution to this High Level Target: ■ Support the implementation of te National Plan for Equity of Access 2015-2019 through the financial supports under PATH 2 MEND Bursary Programme. *Key System Objective 4 High Level Target 6: Completion rates for students from*	Access to Higher Education 2015–2019

			disadvantaged cohorts will be specifically targeted for improvement. DkIT's contribution to this High Level Target: ◼ Actively target disadvantaged student cohorts within the overall strategy to improve completion rates.	

Strategic Goal 2: Participation, Equal Access and Lifelong Learning	Widen participation from targeted under-represented groups	% of "First Time" Mature Students	*Key System Objective 4 High Level Target 4: Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes.*
			
			DkIT's contribution to this High Level Target:
			
			◼ Increasing participation from targeted under-represented groups from:
			
			  o 10.2% "First Time" Mature Students
			
			  o 28% Non-manual worker group 18-20 cohort
			
			  o 33% Semi-unskilled manual worker group 18-20 cohort
			
			  o 7% participation from Disability Students
			
			  o 16% FET students to in 2020/2021
			
			to 2020/2021 target of:
			
			  o 13% "First Time" Mature Students
			
			  o 31% Non-manual worker group 18-20 cohort
				National Plan for Equity of Access to Higher Education 2015–2019
				
				Supporting Progression From FET to HE – Making it Happen, 2016
				
				Action Plan for Education 2016-2019
				
				Unbundling of Higher Education 2016

		% of Non-manual worker group 18-20 cohort		
		% of Semi-unskilled manual worker group 18-20 cohort		
		% participation from Disability Students		
		% FET students		

			36% Semi-unskilled manual worker group 18-20 cohort 8% participation from Disability Students 19 % FET students. *Key System Objective 4 High Level Target 5: Increase enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme.* DkIT's contribution to this High Level Target: - Seek to increase enrolments from DEIS schools.	

HEA 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.

Strategic Goal 3: Excellent Learning and Teaching and Quality of the Learner Experience	To provide effective learner centred supports	Participation in ISSE Survey	*Key System Objective 5 High Level Target 5: All HEIs to have in place policies for digital teaching and learning by 201.* DkIT's contribution to this High Level Target: - Having policies in place for digital teaching and learning; *Key System Objective 5 High Level Target 6: The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.* DkIT's contribution to this High Level Target: - Developing guidelines to steer the process of total quality management, in line with best international practice	National Strategy for Higher Education to 2030:

			DkIT's contribution to System Performance in this regard:	
			▬ Increasing participation in ISSE Survey from 24% in 2017/2018 to 30% in 2020/2021.	
		Institutional response to student feedback	DkIT's contribution to System Performance in this regard:	
			▬ Develop a framework and guidance to respond to and support the use of ISSE data at institutional and school/departmental level.	
Strategic Goal 2: Participation, Equal Access and Lifelong Learning	To enhance learner retention rates and completion rates	Engagement in Continuous Professional Development Framework	*Key System Objective 5 High Level Target 1: Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs.* DkIT's contribution to this High Level Target: ▬ DkIT adopts the national PDF for all academic staff and aligns accredited and non-accredited professional development provision in learning and teaching to the PDF.	
		Overall Progression Rate	*Key System Objective 5 High Level Target 3: Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15).*	National Strategy for Higher Education to 2030
		Year 1 Progression Rate		National Plan for Equity of
			DkIT's contribution to this High Level Target: ▬ Improving Overall Progression Rate from 82% to 84% by 2020/2021;	Access to Higher Education 2015–2019

			■ Improving Year 1 Progression rate from 75% to 77% by 2020/2021.	

HEA Key System Objective 6: Demonstrate consistent improvement in governance, leadership and operational excellence.	

Strategic Goal 8: Implementing Change	To ensure the long term sustainability of the Institute	Operating Financial Position Compliance with THEA Code of Governance	*Key System Objective 6 High Level Target 3,4,5,6,7, 8 & 9:* ■ All HEIs to submit their annual Governance Statements to HEA on time; ■ 100% compliance by HEIs with public procurement rules; ■ Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines; ■ Full transparency in HEI financial statements about accounting for Trusts and Foundations ■ 100% compliance by HEIs with public pay policy; ■ 100% compliance by HEIS with public sector numbers controls; ■ Implementation of recommendations from rolling governance reviews. DkIT's contribution to these High Level Targets: ■ Increasing compliance with THEA Code of Governance rate to 100% by 2020/2021.	The Higher Education System Performance Framework 2018–22 HEA: Financial Review of the Institutes of Technology 2016 Expert Group on Future Funding for Higher Education (Cassells Report, 2016) Investing in National Ambition: A Strategy for Funding Higher Education Scanning Higher Education Landscape in Ireland

			▬ Annual operating surplus.	
Strategic Goal 8: Implementing Change	To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff.	Attainment of the Athena Swan Bronze Award	*Key System Objective 6 High Level Target 1: Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations.* *Key System Objective 6 High Level Target 2: HEIs to have attained an Athena Swan Bronze Institutional Award by 2019 (TUs within 3 years of establishment).* DkIT's contribution to this High Level Target: ▬ Secure Athena Swan Bronze Award by 2020/21.	National Review of Gender Equality in Irish Higher Education Institutions

Appendix 3: Coherence and Integration of Institutional Strategic Objectives, Identification of External and Internal Risk Factors and Risk Mitigating Measures

The following outlines how the Institutional Strategic Objectives addressing the HEA Key System Objective feeds into the delivery of the overall Institute strategy in a coherent and integrated manner. The external and internal risks factors and the associated the risk mitigation measures have been identified for each strategic objective as set out below.

DkIT Strategic Plan 2017-2019: Strategic Goals (SG)	Institutional Strategic Objectives	Coherence & Integration of Institutional Strategic Objectives	External & Internal Risk Factors	Risk Mitigating Measures
HEA 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.				
Strategic Goal 1: Regional Clusters & Strategic Goal 7: Institutional Consolidation	Strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation. Focus on addressing the current imbalance in recruitment at undergraduate level from Northern Ireland.	■ Opens up opportunities to attract students to DkIT from diverse groups; ■ Shared academic experience and expertise, informing teaching and learning and thus positively impacting on the student learning experience; ■ Meets the skills needs of employers supporting the requirement to	Fail to scale

Dilution of core Institutional strategic focus arising from external factors in the context of | The Institute has established an overarching Steering Committee (comprising Leadership Team members, representatives from staff, students, Governing Body, industry (MNCs and SMEs), the community, and the FE sector and cross-border representatives to monitor progress and address any barriers to progress.

Prioritisation of the strategy to increase student numbers with |

		increase part-time/flexible student numbers.	the changing higher education landscape.	particularly focussed on Northern Ireland, part-time and flexible provision and strategic academic portfolio planning exercise.
			Lack of funding to support the Institutional development with regard to the Technological University (TU) metrics.	Continued discussions with Department of Education and Skills and HEA to seek to support the provision of a diversified Higher Education System as envisaged by the Hunt Report.
			Impact on the strategic development of relationships with Northern Ireland FE and HE Institutes in the context of on-going developments relating to Brexit.	Targeted and focussed marketing strategy for Northern Ireland; Establishing a presence in Northern Ireland; Realising the potential within the Strategic Alliances with FE Colleges in Northern Ireland; Building on current relationships with Northern Ireland institutions, industry and the community;

				Ensuring the DkIT campus and promotional materials reflects its Northern Ireland catchment area in terms of branding and profiling. Effective academic portfolio planning exercise to identify part-time opportunities; Resource planning to ensure timely responses to opportunities; Reviewing of systems and processes to ensure efficiencies whilst ensuring adherence to quality assurance processes
Strategic Goal 2: Participation, Equal Access and Lifelong Learning	Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision. Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision particularly in the	◾ Affords students access to education from Level 6 – Level 10 on NFQ; ◾ Provides opportunities for student progression to postgraduate education in the region. ◾ Supporting the strategy to increase student numbers	The increased provision and student numbers is predicated on securing funding for the refurbishment of the North and South Buildings. The strategy seeks to grow STEM and scale Engineering provision in particular. In addition the Institute's engagement strategy seeks to develop significant strategic alliances with key companies in the region. The current poor quality infrastructure and equipment would be a deterrent to the development of those strategic relationships (Ref: Investing in National Ambition: A Strategy for Funding Higher Education).	Continued discussions with Ministers, Department of Education and Skills and the HEA on the urgent need to provide the requested €16m for the refurbishment project, following the funding submission and Multi Criteria Analysis documentation.

	School of Engineering.	from this learner cohort.	Fail to achieve part-time student numbers.	Effective academic portfolio planning exercise to identify part-time opportunities; Resource planning to ensure timely responses to opportunities; Reviewing of systems and processes to ensure efficiencies whilst ensuring adherence to quality assurance processes.
HEA 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.				
Strategic Goal 5: Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange	To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers. .	■ Delivering graduates with the necessary employability skills and attributes to meet the needs of employers; ■ Enhancing the student learning experience through student placements, industry project, guest speakers; ■ Enhancing student experience through community	-	DkIT has an exemplar track record in external engagement.

		engagement projects;		
		■ Supporting the increase in part-time student numbers through the provision of industry training arising from industry engagement.		
Strategic Goal 6: Internationalisation	To widen learner experience and global awareness by sustained efforts in international markets	■ Delivering graduates with the necessary awareness of globalisation and internationalisation to meet the needs of employers; ■ Enhancing the student learning experience through exposure to diverse student groups; ■ Enhancing the student learning experience through internationalisation through staff exchange; ■ Enhancing engagement with	Issues relating to visa systems for international students seeking to come to Ireland and market trends in the Far East.	Mitigate against reduced international student numbers arising from issue relating to visa systems through exploration of new markets to include North America, Canada, Nigeria and Jordan.

		- industry through international linkages. - Supporting the strategy to increase international student numbers.		

<table>
<tr><td colspan="5">HEA 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.</td></tr>
<tr>
<td>Strategic Goal 1:
Regional Clusters
&
Strategic Goal 4:
High Quality, Internationally Competitive Research and Innovation</td>
<td>Continue to focus and drive research excellence in prioritised research areas which is, internationally competitive and has societal and economic impact.</td>
<td>- Meeting the needs of industry through applied research projects and knowledge transfer activities;
- Ensures teaching and learning is research informed;
- Creates postgraduate research opportunities across the four academic schools;
- Producing quality graduates with the skills to meet the needs of industry;
- Supporting the strategy to increase postgraduate</td>
<td>The availability of cross-border EU INTERREG funding post-Brexit.

Fail to attract the calibre of postgraduate student into the research centres and not achieve both taught and research postgraduate student numbers.</td>
<td>To limit the exposure by seeking to secure greater research funding from Horizon 2020 and other national funds to include Science Foundation Ireland.

Effective promotion of postgraduate opportunities

Effective academic portfolio planning in identifying postgraduate opportunities

Effective relationship management with key strategic alliances to support increased</td>
</tr>
</table>

		student numbers.		postgraduate provision.
	To engage and support all researchers in an enabling environment	■ Research related modules embedded in programmes to encourage academic staff to pursue research; ■ Continuous professional development of staff to ensure quality teaching and learning experience for the students.		

HEA 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.

Strategic Goal 1: Regional Clusters	Continued commitment to strategic alliances with DCU, MEND Cluster and NEFHEA	■ Opens up opportunities to attract diverse groups of students; ■ Programmes developed in conjunction with stakeholders are aimed at increasing student participation from diverse groups and meeting the	Increased employment opportunities resulting in reduced participation rates from certain cohorts and in particular mature learners.	Provision and effective promotion of part-time and flexible options to attract a diverse student cohort to include mature learners.

Strategic Goal				
		needs of the region;		
		◼ Supporting the strategy to increase student numbers from FE-HE and postgraduates.		
Strategic Goal 2: Participation, Equal Access and Lifelong Learning	Widen participation from targeted under-represented groups	◼ Responds to the educational needs of students and the region.		
HEA 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.				
Strategic Goal 3: Excellent Learning and Teaching and Quality of the Learner Experience.	To provide effective learner centred supports.	◼ Ensuring quality student learning experience;	Limited resources to support the completion agenda in terms of Student Support Services.	Resource planning to prioritise supports for retention initiatives.
Strategic Goal 2: Participation, Equal Access and Lifelong Learning	To enhance learner retention rates and completion rates	◼ Ensuring students have the competences and attributes for employability; ◼ Ensuring teaching and learning remains research-informed; ◼ Industry-informed teaching and learning; ◼ Improving		

		progression rates;		
		■ Supporting the strategy to retain and increase overall student numbers;		
		■ Provision of programmes to meet skills needs of the region;		
		■ Continuous professional development of staff to ensure quality teaching and learning experience for the students.		

HEA Key System Objective 6: Demonstrate consistent improvement in governance, leadership and operational excellence.

Strategic Goal 8: Implementing Change	To ensure the long term sustainability of the Institute	■ Builds capacity internally to realise DkIT's overall AMBITION;	Lack of availability of borrowing framework for IoT sector.	Continued discussions with Department of Education and Skills, HEA and THEA to unlock the borrowing framework for IoT sector.
	To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff.	■ Facilitates staff engagement in the AMBITION process; ■ Builds Brand Identity to support teaching and	Industrial Relations (IR) framework for IoT sector.	Continued discussions with Department of Education and Skills, HEA and THEA on IR Framework

		learning, research and engagement remit of the Institute.	Fail as an organisation to be agile, innovative and responsive.	Communicating a collective vision; Identifying innovative solutions to resource and systems restrictions.
		■ Enhancing Brand Identity to support greater numbers of students.		

Appendix 4: Institutional Strategic Objectives, Data Source, Verification Methods, Benchmarks and Leadership Responsibility

The following outlines how each of the Institutional Strategic Objectives will be measured, verified and benchmarked and the Leadership responsibility identified.

Institutional Strategic Objectives	Data Source	Verification Methods	Benchmarks	Leadership Responsibility
HEA 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.				
Strategically position DkIT within the national higher education landscape as the cross-border Higher Education Institute serving the North-Leinster South-Ulster region with agility, responsiveness and innovation.	DkIT Socio-Demographic and Mapping Tool DkIT Economic, Social and Cultural Study DkIT Scenario Planning and Foresight Report. Institutional Profile Data	Independent Economic, Social and Cultural Impact Assessment DkIT's national ranking in terms of WTE student numbers: CAO, part-time and postgraduate.	HEA Higher Education System Performance: Institutional and Sectoral Profiles Key Institutional Statistics Sectoral and Trend Data HEA Annual Grant Allocation Education at a Glance, OECD Indicators of Education Systems (INES) Sunday Times University Guide U-Multirank Scores	Vice President for Strategic Planning, Communication and Development (VPSCD)
Increase student numbers with a particular focus on part-time and industry focussed provision in Lifelong Learning and postgraduate provision.	SRS March Data Return Banner Registrations Annual CAO Figures DkIT First Year Registration Survey Apprenticeship Registrations	Annual SRS Returns for March	HEA Higher Education System Performance: Institutional and Sectoral Profiles Key Institutional Statistics Sectoral and Trend Data HEA Annual Grant Allocation	Vice President for Academic Affairs and Registrar (VPAAR) Heads of School

Place the learner at the centre of strategy maintaining access and participation pathways, while continuing to deliver on its existing provision across all disciplines including growing STEM provision, particularly in the School of Engineering.				

HEA 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.				
To increase the level of responsiveness to industry with particular reference to Lifelong Learning and course provision. Continue to ensure learners are work-ready through enhanced engagement with employers.	DkIT internal share drive, under: S:\RDC_ISO\ Shared Drive: / Placement/ Office Administration/ Stats Banner System	Data Reports to Enterprise Ireland KTI Annual Reports Annual Report on the number of work placements per course of study	NESTA (2011). Incubation for Growth: A review of the impact of business incubation on new ventures with high growth potential https://www.nesta.org.uk/sites/default/files/incubation_for_growth.pdf http://www.cses.co.uk/upl/File/Benchmarking-Business-Incubators-main-report-Part-1.pdf http://www2.nbia.org/resource_library/peer/benchmark/resource_library/facilities_management.php New Frontiers Programme. https://www.enterprise-ireland.com/en/Start-a-Business-in-Ireland/Supports-for-High-Potential-Start-Ups/New-Frontiers-Entrepreneur-Development-Programme.html KTI Annual Review & Annual Knowledge Transfer Survey	VPSCD VPAAR
To widen learner experience and global awareness by sustained efforts in international markets	Shared Drive: International Office Banner System	Annual SRS March Return	HEA Higher Education System Performance: Institutional and Sectoral Profiles Key Institutional Statistics Sectoral and Trend Data HEA Annual Grant Allocation Education at a Glance, OECD	VPAAR

			Indicators of Education Systems (INES)	
HEA 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.				
To continue to focus and drive research excellence in prioritised research areas which is, internationally competitive and has societal and economic impact.	Scopus database Shared Drive: Research Office Shared Drive: RDC	Attendance Records DkIT KTI Annual Report	European Commission's European Charter for Researchers and a code of conduct for the Recruitment of Researchers Scopus Database	VPAAR Head of Research VPSCD Innovation and Business Development Manager
To engage and support all researchers in an enabling environment	EU ECORDA Data from EI Shared Drive: Research Office	Attendance Records EU ECORDA Data	HEA Higher Education System Performance: Institutional and Sectoral Profiles Key Institutional Statistics Sectoral and Trend Data EU ECORDA Data Sunday Times University League Table	VPAAR Head of Research
HEA 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.				
Continued commitment to strategic alliances with DCU, MEND	DkIT Access Office Banner System Validation Reports	MEND Path 2 and 3 Annual Reports to HEA	HEA Higher Education System Performance: Institutional and Sectoral Profiles	VPAAR Heads of

Cluster and NEFHEA	Curriculum Documents		Key Institutional Statistics Sectoral and Trend Data	School
	Minutes of Programme Board Meetings Department/Programme records.		HEA Annual Grant Allocation	
	Admission records		HEA Annual SRS Return	
	Exam result broadsheets		Equal Access Survey Data	
	Advanced entry application files (in School Office)		A Study of Progression in Higher Education 2013/2014 to 2014/2015	
	MOUs with FE colleges			
	Minutes of NEFHEA meetings			
	DkIT-DCU Graduate School Minutes and Documentation			
	Quality Assurance Processes Documentation			
	Supporting documentation for the development of structured PhD pathways			
Widen participation from targeted under-represented groups	Annual SRS March Returns	SRS March Returns for March	HEA Higher Education System Performance: Institutional and Sectoral Profiles	VPAAR
	Banner Registrations			Heads of School
	Annual CAO Figures 2016	Banner Registrations	Key Institutional Statistics Sectoral and Trend Data	
	DkIT First Year Registration Survey Equal Access Survey	CAO Figures	HEA Annual Grant Allocation	
		DkIT First Year Registration Survey Equal Access Survey	HEA Annual SRS Return	
			Equal Access Survey Data	

HEA 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.				
To provide effective learner centred supports	External Examiner Reports. Curriculum Documents. Programme Validation Reports Assessment records. Minutes of Department meetings. Programme Board Meetings' Minutes -Programme Board Reports -Assessment schedules -Annual student surveys Programmatic reviews involving industry and academic peer reviews; Academic Council and PEC Minutes of Meetings DkIT Graduate Outcomes Survey DkIT Irish Survey of Student Engagement National employers survey; Cyclical institutional reviews under QQI Banner System CPD Events SLDC use – SLDC database TEL Survey: E-learning Unit	SRS March Returns for March Banner Registrations CAO Figures DkIT First Year Registration Survey Equal Access Survey	Education at a Glance, OECD Indicators of Education Systems (INES) European Commission - HEInnovate Self-Assessment Tool National Forum for the Enhancement of Learning and Teaching Expert Awards. The Irish Survey of Student Engagement (ISSE) ISSE DkIT Report (available from CELT)	VPAAR Heads of Schools Head of Teaching and Learning

	Moodle Usage data – Piwik analytics on DkIT website			
	Student Services Survey – Student Services http://eprints.dkit.ie/525/			
	SLDC Review Report			
	www.heinnovate.eu – self assessment report			
To enhance learner retention rates and completion rates	Banner System		HEA Higher Education System Performance: Institutional and Sectoral Profiles A Study of Progression in Higher Education 2013/2014 to 2014/2015	VPAAR Heads of School
HEA Key System Objective 6: Demonstrate consistent improvement in governance, leadership and operational excellence				
To ensure the long term sustainability of the Institute	Shared Drive: Finance Office		Programmes and Budgets Annual HEA Grant Allocation	Leadership Team
To enhance the Institute's reputation as an Institute committed to ensure equality for all students and staff.	Shared Drive: HR Office		HEA Staff Statistics Return Key Facts and Figures Higher Education Staff Profiles by Gender	Leadership Team

Appendix 5: Summary of the DkIT Strategic Plan 2017-2019

The following provides a summary of the strategic goals, objectives and key performance indicators as set out in the current Strategic Plan 2017- 2019.

Strategic Goals	Strategic Objectives	Key Performance Indicators (KPIs)
Regional Clusters	Continued commitment to strategic alliances with DCU, the MEND Cluster and NEFHEA.	■ Annual identification of access, transfer and progression from FE to HE; ■ To support high-quality achievement in the DkIT-DCU Graduate School; ■ To continue to actively participate in the Dublin/Leinster 2 (MEND) Cluster.
Participation, Equal Access and Lifelong Learning	To increase the level and range of flexible and lifelong learning provision.	Increase: ■ Overall Learner numbers (WTE); ■ Number of flexible learners (WTE); ■ Number of apprentice blocks; ■ Number of new apprenticeship programmes; ■ Number of accredited and higher level CPD offerings to employers.
	Widen participation from targeted under-represented groups.	■ % participation from targeted under-represented groups.
Excellent Learning and Teaching and Quality of Student Learning Experience	To provide effective learner-centred supports.	■ Participation in ISSE Survey and response to feedback.
	To enhance learner retention and completion rates.	■ Number of common entry level options; ■ Learner retention rates and completion rates.

	To respond to stakeholder needs through the development and delivery of employer relevant programmes which include employability skills.	■ Number of STEM learners (WTE); ■ Number of inter-disciplinary programmes.
High Quality, Internationally Competitive Research and Innovation	Continue to focus and drive research excellence in prioritised research areas which are internationally competitive and have societal and economic impact.	■ Level of exchequer and non-exchequer research income leveraged by researchers including cross-border funding; ■ Number of Level 9 and 10 researchers.
	To engage and support all researchers in an enabling environment.	■ Number of postgraduate research supervisors.
	To ensure learning and teaching remain research informed.	■ The number of peer-reviewed research articles and citations; ■ The number of summer undergraduate research programmes.
Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange	To continue to ensure learners are work-ready through enhanced engagement with employers.	■ Number of learner work placements; ■ Number of learner projects with industry/community/cultural organisations.
	Support economic, social, cultural and community development within the region and on a cross-border basis.	■ Number of entrepreneurs/start-ups supported; ■ Occupancy rates in incubation facilities; ■ Number of research/innovation projects with industry/community and cultural organisations; ■ Number and breadth of intellectual property outputs.
Enhanced Internationalisation	To widen learner experience and global awareness by sustained efforts in international markets.	■ Incoming number of international learners; ■ Number of learners, staff and research collaborations with partner colleges.

Institutional Consolidation	To enhance the Institute's regional, cross-border, national and international positioning through appropriate designations and collaborations.	▪ Collaborations with partners and a possible re-designation as a TU, if such becomes appropriate.
	To seek Delegated Authority at Level 9 and 10 in areas of research strength.	▪ Submission to QQI for Delegated Authority to make research awards at Levels 9 and 10.
Implementing Change	To ensure long term financial sustainability of the Institute.	▪ Implementation of organisational structures, systems and processes to deliver effectively on the Institute's strategic goals and objectives within budget.
	Build brand awareness of the Institute regionally, nationally and internationally.	▪ Adoption of traditional, digital and social media marketing tools to promote the Institute.
	To enhance the Institute's reputation as an Institute committed to its staff and to ensure equality for all learners and staff.	▪ Work to achieve Athena Swan Accreditation; ▪ Work towards the compliance of the Public Sector Duty; ▪ Develop and implement the third Irish Language Scheme.
	To enhance the Institute's physical environment and IT infrastructure.	▪ Update current Campus Development Plan 2011-2021; ▪ Update IT Plan.