

Performance Agreement 2024–2028 between the HEA and Dún Laoghaire Institute of Art, Design and Technology

**Institute of
Art, Design +
Technology
Dún Laoghaire**

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Preamble

This Performance Agreement is established between the Higher Education Authority (HEA) and Dún Laoghaire Institute of Art, Design and Technology in accordance with the System Performance Framework 2023–28. The Agreement identifies Dún Laoghaire Institute of Art, Design and Technology’s performance objectives and the associated implementation, monitoring, assessment, and reporting processes.

This Performance Agreement will be used by the HEA to measure and assess the strategic performance of the institution via an annual cycle of reporting against the Agreement and Strategy and Performance Dialogue. Dún Laoghaire Institute of Art, Design and Technology should notify the HEA in writing of any proposed modifications to the Performance Agreement with a supporting rationale when submitting the annual report. Any agreed amendments to the Performance Agreement will be recorded by the HEA with the supporting rationale. This information may inform future monitoring and review processes and inform HEA reporting at a system level.

The HEA and Dún Laoghaire Institute of Art, Design and Technology acknowledge that policy underlying some or all of this Performance Agreement is subject to review from time to time by the HEA or Minister for Further and Higher Education, Research, Innovation and Science. The HEA and Dún Laoghaire Institute of Art, Design and Technology agree that if changes need to be made to the Performance Agreement because of such a review, the HEA will notify the institution in writing.

This Performance Agreement will be published on the HEA website in line with the HEA mandate to measure and assess institutions’ strategic performance with a view to strengthening the performance of the higher education and research system and of Higher Education Institutions, and to ensure institutions’ accountability. It is the responsibility of the institution to ensure that the information presented in the Performance Agreement (including qualitative and quantitative data) is accurate.

The term of this Performance Agreement is from September 2024 to August 2028 unless terminated earlier by agreement.

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Performance Agreement 2024–2028

Section 1: Context

Overview of the institution and its context

The Institute of Art, Design and Technology (IADT), located in Dún Laoghaire, Co. Dublin, is an institute of technology established pursuant to the Institutes of Technology Acts 1992–2006. Presently, we exercise degree-awarding powers for programmes up to Level 9 of the National Framework of Qualifications (NFQ), initially under delegation of authority and latterly (since 1 January 2020) as a Designated Awarding Body (DAB), as a consequence of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.

Strategic Plan

Responding to a significant period of change and development in higher education, and preparing for the economic, social and cultural needs of the years ahead, including the green and digital transitions underway across Europe, our Governing Body adopted in February 2024 an ambitious [Strategic Plan](#). This plan builds on our achievements as Ireland’s campus for the creative industries and as a founding member of FilmEU (one of 60 alliances supported through the EU European Universities initiative) and it declares our vision ‘to become Ireland’s university for the creative industries.’

In common with many others, we seek to understand the cultural and creative sectors and industries in a broad and non-exclusive fashion. This includes many sub-sectors (e.g. film, animation, audio-visual, sound, design, art, marketing, and new media), and the wider set of disciplines (e.g. business and psychology) on which we are focused. In particular, we know that teaching and research in respect of the creative industries require the bringing together — under one roof — of creative practices, critical and contextual study of arts and culture, and the social sciences and humanities. This holistic and inclusive understanding of the creative industries will enable us to develop, empower and support the next generation of creative leaders and practitioners.

IADT’s mission for the 2024–28 period encompasses three commitments as set out in the Strategic Plan:

- We are a community of ambitious students, scholars and professionals who know that creativity can be a transformative power for positive social and sustainable change.
- We set new standards for practice-based teaching, learning and industry-informed research to improve society for the common good.
- We inspire and enable our students to fulfil their aspirations and become unique and courageous global citizens.

Our six priority areas reflect the changing shape of the institution and the challenges that we must meet: education, sustainability, partnerships, research, international, and transformation. Our four underpinning fundamentals enable these changes and ensure that our progress is rooted in commitments to ethical responsibility: student experience, people and organisation, EDI and belonging, and strategic finance.

IADT is fully aware of the complexity of the legislation and the significant transformation of the Irish higher education landscape over the last decade. Our aspirations therefore reflect a need to develop and reform fundamental aspects of our organisation, governance, and management, to a level that is consistent with the wider transformation in the technological HE sector. These actions will ensure a focus on institutional priorities and how they relate to system-level objectives, underpinned by the strategic financial plan proposed in our Strategic Plan.

Staff and student profile

IADT employs approximately 500 staff. As of 31st August 2023, the division across post type (WTE) was 125 Academic, 57 Management, Administrative and Library, 18 Technical Support, 11 Non-Technical Support, and 5 Student Services (total: 216 WTE, rounded).

IADT typically sees between 2,000 and 2,500 full- and part-time student enrolments in a year (November 2023: 2,254), pursuing undergraduate and postgraduate qualifications in the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities. These programmes are at Levels 7–9 on the National Framework of Qualifications, and include 20 Level 8 degree programmes (BA, BSc, BBus) and 14 Level 9 degree programmes (MA, MSc, MBus). As of November 2023, our student numbers were 38 at Level 7 (teaching out of a programme closed to new admissions), 1,954 at Level 8, and 262 at Level 9. In 2023/24, we are offering our first Level 8 tertiary programme (BA Immersive Media Production) in collaboration with two ETBs (City of Dublin: Ballyfermot; Kildare/Wicklow: Bray) and are working towards further programmes for 2024/25.

Approach to the development of the Performance Agreement

This Performance Agreement has been developed in the context of six key initiatives at IADT, ensuring alignment across commitments and obligations and the identification of authentic performance objectives that support institutional transformation. These initiatives are:

- The consultation and development process in respect of IADT’s Strategic Plan throughout 2023. This process has included staff and student engagement, and consultation with sectoral peers, public and private sector experts, international comparators, and the local community. These inputs have been examined on a number of occasions by the Governing Body and Executive, including at a focused two-day meeting between the Executive and the consultants supporting the exercise.

- The institutional review of IADT through the **QQI CINNTE process**, including self-assessment reports in every academic department and functional area, a comprehensive self-evaluation report, engagement with the Students' Union and with students, the visit of an international expert panel in 2023, and the final report and recommendations published by QQI in December 2023.
- The work supported by the HEA's **Technological Universities Transformation Fund (TUTF)**, including a review of higher education in the creative industries nationally and internationally (January 2022), capacity-building and information systems in respect of the Research Office and the Library, engagement with staff (including reflecting national agreements and specific engagement with the TUI in respect of academic staff), and a review of processes and management information systems (2023–24).
- The expansion and evaluation of the **European University for Film & Media – 'FilmEU'**, including its adoption of a long-term vision and mission, its participation in the European Commission's monitoring framework, and its successful applications for funding for the period 2024–2028, across Erasmus+, Horizon Europe, and Erasmus Mundus Joint Masters. In particular, the extensive process carried out across the eight partner institutions to identify agreed values (creativity, diversity & inclusiveness, openness, enabling, community, collaboration & trust, education & research, and sustainability) significantly informs our own Strategic Plan and the mapping of this Performance Agreement to transversal areas of impact.
- IADT's implementation of its **Athena Swan action plan**, following the securing of a Bronze award in September 2022.
- IADT's first **Climate Action Roadmap**, adopted by Governing Body in May 2023.

These six initiatives, all carried out across the academic year 2022/23 and continuing into 2023/24, provide comprehensive information in respect of historic, current, and potential performance, backed by relevant data, benchmarking, and evidence. Targeted engagement with those responsible for this work, and supplementary requests for information, where necessary, have ensured that this Performance Agreement reflects sound evidence and a broad range of perspectives in respect of institutional capacity and trajectory.

IADT has also engaged with international peers under its initial TUTF-funded work, in order to inform our understanding of our operating context. In other jurisdictions, within the EU and within English-speaking HE systems (e.g. England & Wales; Canada), high-performing institutions with (a) university status and (b) a focus on the creative industries have changed in respect of their income, resources, and governance as part of their trajectory from earlier structures (e.g. polytechnic, art school, college) towards university status. Moreover, the international expert panel which reported under CINNTE specifically identified the following needs as relevant to IADT's trajectory and plans for growth: a strategic planning function closely linked to resourcing, a whole-of-institution review of allocation of resources, and a more proactive, strategic, structured and evidence-based approach to increasing efficiency and effectiveness.

IADT identified in its CINNTE self-evaluation three key areas for growth, all of which relate to the future direction and financial sustainability of the institution: research, internationalisation, and growth. The actions and targets being set under the Strategic Plan and the Performance Agreement translate these areas of institutional priority into meaningful propositions, and must be underpinned by whole-of-organisation change and reform. For instance, IADT’s proposals under TSAF (the Technological Sector Advancement Fund) include the establishment of a Governance Unit, the grouping of a number of key functions into a new Planning and Strategy Office (reflecting the CINNTE advice regarding strategic planning functions), the implementation of the TUTF-funded process review, a review of organisational structures, and attention to various policies (also a CINNTE recommendation). These new functions, and the associated staff and non-staff resources foreseen in our TSAF proposals, also provide multiple opportunities for evaluation and adaptation.

Our goals for the period of this Performance Agreement are further shaped by the broader European context. The European Universities initiative aims to enable deep institutional transformation of the participating HEIs. As a founder member of the European Universities alliance, FilmEU, with funding secured up to 2027 and indicated for the years beyond, we have a commitment to FilmEU's long-term joint strategy and its goal to ‘expand and deepen existing cooperation and integration by establishing a European University that will contribute greatly to Europe’s leading role as a provider of education, research and innovation in the creative and artistic areas’.

The opportunities, challenges, and risks for the performance objectives set out in this agreement are connected with the wider regulatory and legislative context for the higher education system in Ireland. Put simply, IADT will require the support of others (including legislative change) if its vision to be Ireland’s university for the creative industries is to become a reality. We are committed to demonstrating the need for, and viability of, a university of the creative industries. We begin this work immediately, not awaiting endorsement or a smooth path but instead making the required changes in our organisation to prepare for our future.

The institutional process for the authorisation of this Performance Agreement included: approval of the initial submission by the Executive (November 2023); approval of the revised submission by the Executive (March 2024); consideration and resolution approved at Governing Body (11 September 2024). The President was responsible for the drafting and review process, supported by the Director of Strategic Projects and Executive colleagues.

Relevant data has been drawn from the above-cited review exercises, from the main datasets generated by or available to IADT (e.g. student and staff number returns to HEA; National Student Survey outcomes), and from further sources as appropriate to specific objectives and outcomes. We have also revisited and reflected upon the closure of KPIs under the previous Strategic Plan, and the final report on the previous Compact including the expert evaluation thereof.

Specific consideration of climate, environment, and sustainability, including the approach to assessing and mitigating any negative effects or impacts, was carried out by the Head of the Faculty of Film, Art and Creative Technologies (the executive lead for sustainability) with the support of the Climate Action Committee (a new committee established at IADT). Equality, diversity, and inclusion issues, including approach to assessing and mitigating any negative effects or impacts, were

considered by the EDI Manager with the support of the EDI Committee (a sub-committee of the Governing Body).

Structures in place for evaluation

The President will provide regular updates to Governing Body and Academic Council in respect of the implementation of this agreement.

The IADT Executive will maintain oversight of the implementation of this agreement, with progress reports being presented by the responsible Executive member (Director of Strategy) to the wider Executive on a monthly basis, and a more detailed discussion each quarter. Currently, the Executive consists of the President, three Vice Presidents (Corporate Affairs (Secretary/Financial Controller); Academic Affairs (Registrar); Research, Development and Innovation), two Heads of Faculty, and the Director of Strategic Projects. Therefore, it has the ability to review activity across all academic departments and functional areas and to attend in particular to cross-functional activities.

The IADT Management Team consists of six academic Heads of Departments, ten managers of functional areas, and the members of the Executive. The substance of this Performance Agreement will be incorporated into the regular (quarterly) reporting of members of the Management Team, providing an opportunity for discussion of progress and challenges at Management Team meetings four times per year.

IADT will, in tandem with the approval of this agreement, adopt a new approach to data collection and evaluation (including a dashboard for clear and consistent communication to managers, Executive, and Governing Body). Specific human and IT resources to support this are foreseen as part of IADT's proposal under the TSAF, alongside posts and functions already created in the period leading up to this agreement e.g. Director of Strategic Projects (Executive role), Institutional Research and Data Officer (Academic Affairs).

The Executive has approved in principle an 'objectives and key results' approach with associated reporting cadences, encompassing the indicators in this agreement alongside other internal and external measures. Thus, a joint approach to the monitoring of progress under the Strategic Plan and this agreement will be adopted for the academic year 2024/25 and beyond, building on lessons learned from the previous period and, in particular, the need to collect data in a more effective fashion. The optimal communications and reporting strategy for the lifetime of the Agreement will be further discussed with Governing Body and Academic Council following the adoption of this agreement. Major milestones in respect of data will be reviewed quarterly, linked to the above-mentioned interaction with Executive and the Management Team.

Work is already underway (including as part of the review of processes and Management Information Systems (MIS) under TUTF) to improve the effectiveness of data collection and use through MIS, which will in turn feed into the monitoring and evaluation strategy in respect of this agreement. IADT is already aware (on foot of a very strong recommendation from CINNTE, alongside further feedback through internal audit and other mechanisms) of the need to take a systematic approach to data

collection, and address data gaps, while ensuring a proportionate approach is taken (e.g. ‘ask once, use often’) in line with business needs and the effective deployment of staff resources. We see this Agreement, alongside the work being carried out under TUTF, and the commencement in office of the new Governing Body (November 2023), as an opportunity to embed data-informed decision-making across the organisation and to ensure that evaluation is directly linked to institutional strategy and development, alongside IADT’s obligations to the HEA and to stakeholders.

Section 2: Performance Objectives

Performance Objective 1

To develop and grow new and innovative programmes that reflect our vision; provide foundational, undergraduate, postgraduate and professional education that aligns with our unique mandate; identify flexible pathways and promote lifelong learning and international mobility.

Pillar: Teaching & Learning

Transversals: Flexibility, Upskilling & Lifelong Learning; Student Success; International; Sectoral & Tertiary Cohesion; Equality, Diversity, Inclusion & Belonging.

Rationale for Performance Objective 1

IADT currently has a suite of undergraduate and postgraduate programmes that reflect the institution’s distinctive mandate across creative and digital disciplines and in respect of business, social sciences, and the humanities. This is a unique offering in Ireland and has been shown to reflect an important aspect of other HE systems, which support institutions that address multiple creative areas (in contrast with traditional ‘conservatoire’ or ‘academy’ models with a focus on, for instance, art or music) and support excellence in a broader range of academic disciplines without duplicating the offers of established, larger universities. It has allowed IADT to play a crucial role in the development of Ireland’s creative industries and, of course, to be a significant partner in the development of FilmEU towards being the European University with a focus on the creative and cultural sectors and industries.

This objective is IADT’s commitment to managed and sustainable growth. We recognise, for instance, that the great challenges of the 21st century, such as climate, EDI, social cohesion, and the ethical and responsible use of emerging technologies, require interdisciplinary and problem-driven approaches. We have the distinctive pedagogies and the disciplinary strengths to develop new programmes and to revitalise existing ones with these challenges in mind.

In programme development, and in the development of the Strategic Plan, IADT carries out research or takes receipt of evidence regarding, for instance, student application patterns, developments in other HE systems, and skills gaps. Our interrogation of national and European policies in respect of skills and labour market needs is the most relevant input, especially the gaps identified in a number of areas core to IADT’s strategy (e.g. design). In particular, the new *Digital Creative Industries Roadmap* (December 2023) has identified significant priorities for Ireland in respect of further development, complementing the existing attention to jobs and business development in areas like film, with a new focus on commercial design, UI/UX, games, content creation, and emerging platforms (e.g. VR/AR) — key domains of existing or developing expertise at IADT.

Our work through the HCI-funded Creative Futures Academy and FilmEU has led to a number of initial observations that have informed the rationale behind this performance objective. These observations include the absence of accredited (NFQ) provision in a number of creative industry skills areas or of stackable / scaffold approaches that allow for the attainment of higher qualifications, the attractiveness of programmes that allow for (physical, blended, and virtual) mobility and multidisciplinary, and employer needs for graduates with experience of project-based learning, collaboration, and entrepreneurship. In particular, IADT recognises and welcomes the evidence of immediate / near-term labour market needs in respect of the creative industries (which, on a conservative estimate, now represent €5bn–€8bn GVA in the Irish economy), but also the longer-term needs to train for revised or entirely new roles in sectors that are likely to see further growth in light of wider economic and geopolitical conditions, such as design (*Together For Design*, EGFSN, 2020–2025) and media (*Audiovisual Action Plan*, 2018–2023).

We respond to the OECD Skills Strategy Ireland Assessment, including the need for graduates to ‘adapt to new modes of work, behaviour, consumption and participation in society’ and for employers to ‘adopt more creative and productive ways of using their employees’ skills’, through a diversified supply of skills, more flexible and accessible lifelong learning opportunities, and the promotion of innovation in the context of digital leadership and the just transition. We align this work to the Funding the Future expectation that IADT, as a part of the HE system, address reform and performance priorities (e.g. skills needs, addressing under-representation, and enhancing quality of outcomes).

We aspire to lead through the timely development of academically innovative, industry-relevant programmes. In light of our understanding of international good practice in creative-focused universities, the evolving landscape in Irish higher education, and the above discussion of trends and opportunities, we have determined that growth in student numbers is a priority and is achievable. Our 10-year target of 5,000 learners (with the indicators below to 2027/28, 1.1 and 1.6, intended to serve as measures of progress towards this longer-term aspiration) strikes a balance between staged and manageable growth, on one hand, and the entrepreneurial pursuit of new opportunities and responsiveness to industry needs, on the other. Our indicator and associated data for international student enrolment (1.8) reflects an early stage of development alongside some initial indications of development.

To achieve, we will need to continue to support professional development of our staff. Indicator 1.4, which will see a new data collection approach and be a focus for the Head of Teaching & Learning and associated staff, recognises the importance of pedagogical innovation and the attainment of teaching and learning qualifications as an enabler of programme revision and development. There is internal evidence of interest and engagement, but robust data collection will now be in place.

This performance objective will also encompass, on foot of demographic factors, market trends, and the limitations of our campus and facilities, a change in the balance between different levels and modes of learning at IADT (e.g., NFQ levels, part-time, and online provision). Indicator 1.6 is framed by the recognition that other institutions have a higher proportion of part-time and online students (with the technological HE sector average adopted as a benchmark), with IADT’s objectives here reflecting robust demand for programmes such as those piloted through Creative Futures Academy funding, increases in skills and capacity (evident through N-TUTORR and FilmEU), and the effective utilisation

of campus space and physical resources. Moreover, the above-mentioned policy context for upskilling and evolution in the creative industries supports this rationale.

IADT currently runs a number of Springboard programmes (average student numbers around 100) and will seek to offer more places, subject to the availability of funding. Indicator 1.9 reflects our objective to seek additional places and to continue to fill them, informed by our experience of demand and capacity to date, including the filling of all funded places.

Included in this performance objective is IADT's commitment to tertiary programmes (see indicator 1.5). Our first programme commenced in 2023/24 with two FE partners (BA (Hons) Immersive Media Production, 13 students, four-year programme). In 2024/25, we plan to recruit a second intake, and from 2025/26 offer further programmes including in business & psychology (subject to agreement and validation), with others in the pipeline for discussion with ETBs.

IADT fully supports the need for institutions in the technological sector to go beyond current skills shortfalls and act 'as far-sighted and strategic partners and collaborators with industry and other employers in determining and meeting the skill needs of the future,' while also ensuring that learners are ready to act independently in the future economy and society (*TURN Report*, 2019). We also accept and embrace the need to design programmes and pathways in ways that address the demand for low-carbon skills across the economy (*Climate Action Plan 2023*, action 23/4), including in the context of a 'green recovery' for the cultural and creative sectors (*Programme for Government*, 2020), and address student needs through inclusivity, flexibility, clarity, coherence and sustainability (*National Access Plan*, 2022).

Accordingly, the chosen Irish Student Survey of Engagement (ISSE) indicators (1.2 and 1.3) are those that have a particular focus on collaboration, skills, and relationship with the workplace. These areas are distinctive aspects of IADT's pedagogy and programme development. Existing data demonstrates positive outcomes. The ISSE indicators referenced in indicator 1.2 have seen consistent above-average performance (relative to all institutions) and the sub-questions in indicator 1.3 have seen an upward trend in respect of IADT results. Benchmarks and targets are therefore identified on the basis of the need for further development and distinctiveness and to exceed national averages.

Through this PO, IADT will contribute to the 2021 NDP goal of 'promoting creative industries and skills, one of the fastest growing economic sectors worldwide', and to the *Digital Creative Industries Roadmap* targets and objectives for areas adjacent to audiovisual (where commitments already exist in Government strategies). A number of EU policies are also relevant to this PO, including the *European Strategy for Universities* (2022) e.g. 'students, staff and researchers from all parts of Europe can enjoy seamless mobility and create new knowledge together, across countries and disciplines', with a higher target for benefitting from mobility (50%) in place for European Universities (see indicator 1.7). As such, targets are set to reflect desired progress towards this objective, with internal data indicating that numbers have already increased since the commencement of FilmEU.

Implementation, monitoring, assessment, and reporting on Performance Objective 1

Building on the existing work led by IADT's Registrar under the auspices of the Programmes and Budgets process, IADT is adopting a medium-term plan for programme development for the lifetime of this agreement and beyond. This will involve engagement with the Faculties, with our partners (including in FE colleges), and with other internal functions (e.g. International Office) as appropriate. The indicators under this PO are linked to our plans. IADT will seek to open for admissions at least two new undergraduate programmes each year, complemented by new postgraduate programmes, tertiary offerings (as noted above), and other programmes, and will make significant revisions to existing programmes on a cyclical basis. In collaboration with employers, work–study pathways will be explored (whether within existing programmes or as part of planned new programmes).

The planned Future Programmes unit (identifying emerging opportunities and needs in advance of formal programme development) and the commitment to a new Lifelong Learning function that brings together the administration and marketing of short courses, micro-credentials, and CPD (continuing professional development), across multiple forms of delivery (including online), are key components of our implementation plan. We understand lifelong learning as it is now defined in section 47 of the HEA Act 2022, and we are addressing the commitments in the EU Recommendation on micro-credentials (16 June 2022). Our plans here also draw upon the lessons learned from participation in the HCI Creative Futures Academy (including cost and demand in respect of various models of part-time and hybrid delivery) and the exploration of digital transformation of learning through N-TUTORR.

These above points also represent, alongside Programmes and Budgets and a Strategic Plan commitment to optimising internal planning and resource allocation, our approach to programme sustainability and to robust evidence that supports new or expanded programmes related to growth.

Thus, a new and focused IADT Academic Plan, which will be adopted and monitored by a joint working party of the Executive and Academic Council, will set out the plans for programme development and new forms of delivery, linked with evidence in respect of needs (e.g. *Digital Creative Industries Roadmap*, and the analysis carried out by the Creative Futures Academy). The annual process for the determination of non-staff budgets and the oversight of staff resources (including new posts), in the context of CINNTE recommendations, will be aligned with this Plan and with the Strategic Finance Plan committed to in our Strategic Plan. New investment in particular areas and disciplines will be on a time-limited basis in the first instance, directly associated with the achievement of agreed goals in terms of student recruitment and retention. Our provision will remain predominantly at Levels 8 and 9 NFQ.

In order to support the above, and to improve student experiences across existing programmes, we will implement, in consultation with all stakeholders, the CINNTE recommendation for full semesterisation and a common curriculum framework, with a calibration / transitional year in 2024/25 and full implementation in September 2025. We will also implement our commitment to a living and learning campus, including enhanced availability of facilities and services outside of core teaching hours as currently understood, supporting the student experience and opening up opportunities for community engagement.

We will, in the context of commitments made by all institutions in the European University FilmEU, engage in renewed and extended efforts to promote and support student and staff mobility, cross-border collaboration, and the internationalisation of the higher education experience for all students. Other actions include those in respect of attracting and retaining international (non-EU) students to IADT, including the actions necessary for IADT to secure the International Education Mark (IEM), and further measures that implement the expected focus on ‘other international education opportunities beyond student recruitment’ (DFHERIS Consultation on International ERI Strategy, 2022). These actions support indicators 1.7 and 1.8.

Challenges in respect of the above actions and desired outcomes may include competition from other institutions, demographic shifts, push and pull factors (e.g. cost of living), and the physical constraints of IADT’s estate and facilities. Delivery of the range of programmes that underpin the indicators will be facilitated by an effective understanding and deployment of resources, including staff teaching capacity, use of rooms and studios (including at evenings and weekends), and marketing and recruitment expenditure. Supporting measures, such as securing IEM, updating policies and processes to support digital learning and micro-credentials, and improving evidence-based programme development, are also relevant. The mitigation measures we have identified (and reinforced in our Strategic Plan) include effective use of hybrid / blended approaches, drawing upon the results of the Space Utilisation audits, partnership with other institutions / providers, capital development projects already underway (Digital Media Building, January 2025) or proposed (Quadrangle), and high-quality market research.

Indicators and targets for Performance Objective 1

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.1	Number of students enrolled at IADT	HEA SRS	Quantitative	2023/24: 2,311 (March 2024)	Not available	2,650	2,900	3,200	3,500	51% increase on baseline
1.2	Student survey questions E4–7 (collaborative learning; learning, creative + social skills) – all responses¹	Student Survey.ie	Quantitative	2023: 31.4 out of 60 & 33.6 out of 60 (indicator scores on former survey)	Average scores, all HEIs (30.2 & 33.3 in 2023)	N/A	55%	60%	65%	Reach 65% on each question
1.3	Student survey question E8 – final-year responses²	Student Survey.ie	Quantitative	2023: 45%, 36%, 61% (subquestions on former survey)	Average scores, all HEIs (48%, 43%, 62%) in 2023)	N/A	50%	55%	60%	Reach 60% on this question
1.4	Proportion (%) of staff holding a T&L qualification	Core / Pure	Quantitative	2023/24: 82 academic staff (53%) with min. 10 ECTS at Level 9	Not available ³	N/A	60%	65%	70%	Increase by 17 p.p. by 27/28

¹ “How much has your experience at IADT contributed to your knowledge, skills, and personal development in communicating effectively; thinking creatively to solve problems; working and collaborating in teams; thinking critically and analytically?” (quite a bit/a great deal).

² “How much has your experience at IADT contributed to your knowledge, skills, and personal development in being prepared to enter the workforce?” (quite a bit/a great deal).

³ This data is not (it appears) collected systematically within Ireland. Consideration was given to UK comparators but in the context of developments under the UK Teaching Excellence Framework and related measures, the benchmark was not appropriate.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.5	Number of new enrolments on IADT tertiary programmes	HEA SRS	Quantitative	2023/24: 13, 1 st cohort	Not available	30	100	125	125	Annual enrolment 125 in 27/28 (more than 9-fold increase)
1.6	Proportion (%) of students on part-time and e-learning programmes	HEA SRS	Quantitative	2023/24: 13% – 289 of 2,254 (November 2023)	Increase with goal to align with Technological sector average in subsequent cycle (22% in 2023/24)	15%	16%	18%	20%	7 p.p. increase on baseline
1.7	Proportion (%) of students and staff benefitting from EU mobility	Internal	Quantitative	23% students, 17% staff	EU target for European Universities (50%)	37%, 25%	43%, 30%	47%, 40%	50%, 50%	20 p.p. increase (students) 30 p.p. increase (staff)
1.8	Proportion (%) of new international (non-EU/UK) student enrolments at IADT as proportion of total new enrolments in that year	HEA SRS	Quantitative	2022-24: 1.5% (2-year average) 5 in 2022/23 and 12 in 2023/24	Not available	2%	2.5%	3.5%	4%	2.5 p.p. increase on baseline
1.9	Proportion (%) of available Springboard places filled	Internal	Quantitative	100%	Not available	100%	100%	100%	100%	Maintain 100% places filled

Performance Objective 2

To advance a culture of creativity and innovation at IADT; drive research that pushes beyond disciplinary boundaries; cultivate dynamic partnerships with the creative industries; amplify regional and global impact through inventive solutions and cultural contributions.

Pillar: Research & Innovation

Transversals: Enterprise; Region; Institutional Leadership & Culture; Equality, Diversity, Inclusion & Belonging.

Rationale for Performance Objective 2

The development of research and innovation at IADT was identified as an institutional priority in the previous Strategic Plan and Performance Compact. Significant foundational work commenced in the second half of this period, led by a new Vice President of Research Development and Innovation (RDI) and supported by the filling of other key roles such as Head of Research, Enterprise & Innovation Manager, and by dedicated research expertise in the Finance Office and Library. Investment under the Technological University Transformation Fund, including in the implementation of a new research information system and the provision of support to staff, demonstrates an institutional recognition of and commitment to the role that research plays in the institution’s overall vision and mission. IADT is committed to advancing and deepening its research and to supporting impactful outputs, including through securing external research funding, growing our research capacity and infrastructure, and engaging with the creative and cultural sectors.

Work under the auspices of FilmEU, especially the Horizon 2020 project FilmEU_RIT (Research — Innovation — Transformation) and the EIT Digital project C-ACCELERATE, has allowed IADT’s performance to be considered against European standards and for the development of a community of practice and expertise in respect of, for instance, artistic (practice-based) research, creative entrepreneurship, and research management. FilmEU has produced reports⁴ on research supervision and on support for collaborative research groups, while [C-ACCELERATE](#) has provided insight through events, training and peer exchange on technology transfer, commercialisation, and entrepreneurship.

In the academic year 2023/24, IADT began working with Maynooth University, under the framework of a letter of intent signed by both Presidents and with financial support from TUTF, to develop doctoral pathways. The objectives included developing opportunities for graduates from IADT, Maynooth and other institutions to pursue doctoral studies, including practice-based and practice-informed projects utilising specialist facilities across IADT and MU, and creating opportunities for IADT academic staff to be trained for and supervise at Level 10. This engagement culminated in a memorandum of agreement between the institutions, approved by the appropriate bodies and signed by the respective Presidents in June 2024. Indicator 2.2 reflects this agreement. As with IADT’s earlier work in respect of creative

⁴ <https://cordis.europa.eu/project/id/101035820/reporting>;
<https://erasmus-plus.ec.europa.eu/projects/search/details/101004047> .

industries and higher education, the benchmarking for this target refers to the gradual development of postgraduate research provision in comparable UK institutions.

Research was one of three themes identified by IADT in its self-evaluation as part of the QQI CINNTE review process. This self-assessment allowed for the gathering of extensive data, including in respect of staff capacity and needs, as of the start of the academic year 2022/23. It identified, for instance, an increase in the number of submitted proposals (increased from 10 to 24), and promising patterns in terms of staff engagement with training and information events (increase in events from 1 to 4, 13 participants in a new training programme), alongside questions of time and workload constraints, the need to improve internal processes, and evolving student demand for postgraduate research programmes (reduction in applications for existing Level 9 programmes, increase in Level 10 provision in Ireland and other jurisdictions).

The resulting CINNTE recommendations as issued by the international panel, which include the need to review and develop a full set of research policies and the revisiting of workload arrangements in respect of the supervision of research students, inform this objective and the specific actions proposed. Implementation of the CINNTE recommendations has been commenced, including through IADT's discussions with the TUI under the Academic Futures Forum.⁵ Moreover, issues of policy, support, and workload are also being addressed in the context of the Maynooth–IADT agreement referenced above, informed by the National Framework for Doctoral Education.

This performance objective is therefore a reflection of the CINNTE self-assessment and recommendations and of the inclusion of research as one of the priority 'pillars' in the Strategic Plan. In pursuing this objective, IADT aims to create a compelling narrative around our research endeavours, aligning them with our unique mission, scale, and objectives, providing transparency for both internal stakeholders and those unfamiliar with IADT's profile and activities. Moreover, we are committed to an evidence-based approach. New performance indicators, including international benchmarking through initiatives like FilmEU, will be employed to enhance our evaluative framework. In pursuit of excellence, IADT recognises the importance of defining further markers of research impact and will report on the development of such as part of narrative reporting. The types of impact that IADT will seek to record, drawing upon insights such as those from the Campus Engage initiative, include research-enterprise collaborations and international partnerships, aligning with the goals outlined in the TU RISE ELEVATE project, specifically focusing on screen, design, and policy.

We aim to achieve a foundational level of research performance, considering factors such as postgraduate research student numbers, resource accessibility, and the unique composition of our academic staff. We have identified indicators of income, postgraduate enrolment, and postdoctoral

⁵ With financial support from the Technological Universities Transformation Fund (TUTF), IADT and TUI agreed a programme of talks through the creation of the Academic Futures Forum, to give consideration to a number of the policies, procedures and agreements in respect of academic staff working conditions considered and adopted as part of the establishment of Technological Universities in the State, seeking to make recommendations as to the extent to which IADT could and should adopt similar. The work of this Forum is in the context of ensuring, where appropriate and possible, parity of esteem for IADT academic staff within the Technological sector, and applying the principles of communication, consultation and engagement agreed between the Technological Higher Education Association (THEA), TUI, and the Department of Education and Skills in May 2017.

posts which are well-understood proxies (as in, for instance, the System Performance Framework and HERD), and set targets that represent steady growth in light of commitments to staff capacity-building (including through ELEVATE, as discussed below). In particular, achievement of IADT’s research income target will see a 42% increase in 3-year rolling average income from €1.2m for 2020/21–22/23, to €1.7m for 2024/25–27/28.

This objective and indicators are framed in the context of the agenda set out in *Impact 2030*, including, for instance, the emphasis on open research (pillar 2), engagement with industry (pillar 3), development needs of academic and research staff (pillar 4), and collaboration with European and international colleagues in respect of our disciplinary strengths (pillar 5), and the objective that research be ‘mindful of an ever-changing society, while also being agile and responsive to the need for innovation in business and industry’ (*Programme for Government*, 2020).

Implementation, monitoring, assessment, and reporting on Performance Objective 2

The TU RISE project at IADT (ELEVATE) has an ambitious agenda for research, focusing on the key industries of screen, design, and policy. Over the 4-year period of the project (and therefore this performance objective), it will provide essential resources, including strengthened research and innovation office supports, increase research capacity, develop research thematic areas and establish a framework for research groups. This comprehensive approach includes mapping industry needs (local, regional, and global), developing research clusters, facilitating academic and research staff mobility (into industry and/or other HEIs), infrastructure improvements, educational programme adjustments, and various training activities. This funding, and the strengthened Research Office, will support the activities that will be reported on under indicators 2.1–2.3.

The utilisation of Elsevier Pure, our new research information system, will ensure continuous recognition and evaluation of research activities (including the data that will support indicator 2.4). IADT will also participate in the development of new forms of research assessment, in the context of the European Research Area’s actions on assessment, through its role in the Horizon Europe project, FilmEU WIRE (Widening Innovation and Research Excellence). Other planned supports for implementation of this performance objective include seed funding, ideation workshops, grant development and writing support, approvals, monitoring and reporting on proposals, and a comprehensive plan for communication and dissemination.

IADT is seeking to establish supports for commercialisation and technology transfer, as part of the transition from the prevailing regional system (Dublin Region Innovation Consortium), through the current transitional measures (KT Evolve) and onwards to having a dedicated resource that matches the growth in ambition and collaboration. Building on the developments under the previous Compact (e.g. Media Cube activities, wide range of academic staff engaged with e.g. Innovation Vouchers), the ELEVATE work plan includes specific activities in support of enterprise and innovation. Such activities include staff training in research-to-enterprise activities, the establishment of an on-site Innovate Lab with audiovisual and AR/VR facilities to drive student/staff/industry collaboration, ‘trigger events’ to showcase and promote research agreements (including two with a focus on female founders), and a new online networking approach (including upgraded CRM and an online presence to provide routes

to contacts and expertise). This activity will be captured in detail as part of TU RISE reporting, with the most extensive engagements (formal collaboration) falling within indicator 2.5. Partners in collaborative projects will include, in particular, enterprises in the creative industries and within the Southern, Eastern and Midlands region; opportunities will also be explored with clients in the on-campus Media Cube and with those who have completed the IADT-led New Frontiers programme in collaboration with our partners in UCD.

IADT's ability to secure research funding (e.g. from national and European agencies) will depend in part on the nature of the funding calls issued (e.g. by the new agency Taighde Éireann and in the expected work programmes for the later years of the current EU Framework Programme), and the data below reflects some assumptions regarding potential funding sources. Other risks and challenges include academic staff capacity, especially in the context of how existing contractual arrangements for academic staff make limited provision in respect of research and innovation. IADT will pay careful attention to implementation of the OECD review and will, in its own name and through representative bodies, advocate for sufficient time to be made available so that staff can contribute to this objective. In parallel, IADT's present (TUTF-funded) engagement with the TUI through the Academic Futures Forum, and the implementation of CINNTE recommendations in this regard, have the potential to yield opportunities and solutions which may further support research and innovation (including the supervision of research students).

Indicators and targets for Performance Objective 2

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
2.1	Research Income (€)/ Academic Staff (FTE)	Financial Statement; HEA System Performance Dashboard	Quantitative	€0.75m (€6k per academic WTE in 2019/20)	TU Dublin (€11k per academic WTE in 2019/20)	€0.8m (€6.5k per WTE)	€1.5m	€1.5m	€2m (€13k per WTE)	€5.8m over 4 years (117% increase in research income per WTE)
2.2	Number of postgraduate research enrolments	HEA SRS	Quantitative	2023/24: 0	Up to 1% in UK comparator institutions ⁶	4	6	9	11	20 new PGR Enrolments at IADT (plus 10 candidates enrolled under IADT/MU Agreement) over 4 years – 1% of students
2.3	Number of postdoctoral researchers	Internal – CoreHR	Quantitative	2023/24: 2	Not available	3	5	7	10	500% increase
2.4	Proportion (%) of staff who are research active (R&I award, peer-reviewed publication or equivalent research output)	Internal - Pure database	Quantitative	2023/24: 28% ⁷	Not available	30%	33%	36%	40%	12 p.p. increase on baseline

⁶ E.g. University of the Creative Arts 0.7%, University of the Arts London 0.8%, Falmouth University 0.4%, Arts University Bournemouth 0.2% (HESA data).

⁷ Estimate as not all data fully reflected in Pure at this point; this estimate also takes account of peer-reviewed publications verified on ResearchGate or ORCID and other internally held data e.g. on funded projects.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
2.5	Number of formal industry collaborations⁸	Internal	Quantitative	2023/24: 6 ⁹	Not available	6	18	20	20	64 formal industry collaborations over 4 years (333% of baseline in 27/28)

⁸ As defined and reported under TU RISE: e.g. invention disclosures, licences, options, assignments, residencies, fellowships, spinouts, agreements.

⁹ Excluding Innovation Vouchers.

Performance Objective 3

To diversify the profile of our student community, providing new pathways into higher education for underrepresented groups (including those in our immediate region) and support retention and progression, ensuring that the future workforce in the creative industries represents Ireland’s diverse population.

Pillar: Access & Participation

Transversals: Flexibility, Upskilling & Lifelong Learning; Student Success; Society; Equality, Diversity Inclusion & Belonging; Sectoral & Tertiary Cohesion.

Rationale for Performance Objective 3

As a member of the technological HE sector, IADT is cognisant of the transformative role of education and the strides that have been made in opening up new chances and opportunities. In our particular case, there is a need for urgency and action because of the crucial role the creative and cultural sectors play in the formation of national identity and social cohesion. If Ireland’s creative industries are to succeed and expand, economically and socially, they must employ and be led by a cohort that reflects Ireland as it is today and as it will be in the coming decades. Moreover, the important role of arts, culture, and the media in storytelling and representation requires that IADT attract and retain a diverse body of students, who will go on to develop the future of these sectors.

This objective builds upon the evidence of work to date and the recognition that more needs to be done. IADT is one of the HE institutions that supports a high proportion of students with disabilities; in 2022/23, this was 28.8% of new entrants (relative to a national average of 13.9%), and the percentage has not fallen below 20% for three years running. As a result, we have some expertise in applying the adjustments and practices required to support this diverse cohort of students — although we need to identify or improve other measures that relate to the needs of other underrepresented or priority groups. This need is brought into sharp focus in the *National Access Plan* — in particular, the need to establish new priorities and measures that build upon progress to date and identify outstanding gaps in how the HE system is made accessible to all. We also seek to raise awareness of representation and participation issues (see also PO4) across programmes through, for instance, the mandatory EDI module taken by students across our programmes.

Our existing outreach and access work spans a number of initiatives. Various aspects of Dublin Learning City (PATH-funded, co-chaired by IADT), participation in HEAR and DARE, and related internal activities provide opportunities for a diverse range of learners, including those from underrepresented groups, to access higher education (including in areas that are part of IADT’s distinctive offering and not widely available across the sector). Recognising the complexity of needs, we are engaging with Traveller communities through a number of means — including collaborating with local partnerships and providers of primary and post-primary education — to engage with both under-18s and adults (see indicator 3.7).

Engagement over the recent period, most notably with a selected number of DEIS schools in south County Dublin and north Wicklow (through a 2023–2025 Performance Funding project, Open Doors), is addressing the need for early and ongoing intervention. This is resulting in a number of measures, including workshops and engagement with schools (Fourth Year onwards), reserved places, and a foundation route under development. Indicators reflect the aspirations associated with this body of activity, which complements the ongoing work of the Access Office.

Our enthusiasm for the tertiary initiative, including the launch of a wholly new and co-developed programme in Immersive Media Production in September 2023 in collaboration with two ETBs (City of Dublin; Kildare/Wicklow), provides a template for greater collaboration with ETBs and with local communities, in a way that is directly linked to emerging opportunities across the creative industries. We are beginning to explore the links between our work with schools and with our further education partners, including the identification of new opportunities and access pathways. Moreover, initial indications are that a tertiary option in the creative industries can attract a significantly different student cohort — including students entering without a Leaving Certificate.

During 2023, we investigated retention / non-progression through a working group, informed by revisiting earlier work on the topic, consulting HoDs and programme coordinators, working with students (including those who have already exited (surveys and focus groups)), and analysis of institutional and national data (including recent HEA releases). This work produced a granular analysis of reasons for withdrawal, identifying, for instance, academic factors, social dimensions (e.g. activities available for and by students), and structural factors pertaining to space and facilities (e.g. available rooms, timetabling, canteen). In particular, the data demonstrated that around half of the reasons were within the Institute's — at least partial — control (e.g., academic support, communications, programme expectations), although others (e.g., commuting time) reflected wider societal factors.

The results inform the selection of three complementary indicators reflecting the range of issues at stake. Indicator 3.1 is intended to address the need to ensure a high rate of completion across all programmes at IADT and to promote the identification and addressing of programme-specific challenges, bearing in mind the current disparity in completion rate observed across programmes (17 Level 7/8 degree programmes for which data is available, 7 with completion rate >75%, 9 between 50% and 75%). Indicators 3.2 and 3.3 are focused on progression from Y1 (overall and SED, respectively), where current data demonstrates outcomes broadly in line with national averages. The report identifies a number of remedial measures, which inform the implementation strategy below.

Implementation, monitoring, assessment, and reporting on Performance Objective 3

Expertise across a number of functions in IADT — Access Office, EDI Office, and others — supports the implementation and monitoring of this objective. In particular, the methodologies and insights that arose out of IADT's successful attainment of an Athena Swan Bronze award, and the communities of practice under the auspices of Dublin Learning City and N-TUTORR, are informing IADT's development of further actions in respect of access and participation.

Consideration is given to access and participation measures at a number of relevant committees: the Student Experience Committee and Teaching & Learning Committee (sub-committees of Academic Council) and EDI Committee (sub-committee of Governing Body). Academic Council will be asked to consider whether further structures are appropriate e.g. a widening participation task force or sub-committee. An existing mechanism ensures all committees across the organisation identify and reflect upon EDI issues across the full agenda of each meeting. Specific consideration of access matters is also part of the programme validation process. Furthermore, in terms of programme planning, IADT's first tertiary programme, further planned tertiary programmes, and improvements in forms of delivery including blended and online (Creative Futures Academy, N-TUTORR), are increasing points of access and entry to our programmes.

Actions under this objective are also linked with actions under PO1, in so far as a variety of forms of delivery can facilitate access to higher education on the part of underrepresented groups and mature learners. We support the principle set out in Funding The Future, whereby 'a focus on lifelong learning, supporting part-time and blended provision and micro-credentials will facilitate the ongoing adaptation of skills to areas of particular need and allow more flexible access by more diverse learners to higher education', and believe that there are opportunities to offer this for the types of programmes that we offer, including programmes with a focus on creative practice or technology. IADT has been able to pilot a number of approaches (with various models of blended and technology-enhanced learning) through its Springboard programmes and its contribution to the Creative Futures Academy and, as discussed under PO1, is seeking to commit resources under TSAF to the promotion and management of various lifelong learning programmes.

Current funding is allowing for the development of a number of pilot or novel initiatives. The Performance Funding project 'Open Doors' supports the development of a foundation route (for first delivery in 2024/25) and changes to admissions practices (which have been adopted by Academic Council during 2023/24). IADT's receipt of funding under successive PATH programmes and participation in Dublin Learning City also forms part of the funding and policy environment for access work, as do the various specific services that support students (currently a combination of in-house and outsourced). As part of our planned whole-of-organisation review of resources, we will have an early opportunity to address the related issues around administration and sustainability of non-recurrent funding and pilot activities. There is also the potential for streamlining administrative and data processes (as part of the current review of such) which can support the mainstreaming and upscaling of relevant activities. Where activity under this performance objective (PO3) is presently underpinned by non-recurrent funding, project teams will be asked to identify a strategy for financial sustainability and continued delivery during the lifetime of the funding.

The above-mentioned Retention Working Group has recently identified a range of measures and actions. These include a more universal system of 'Retention Support Officers/Tutors' linked to student support services, a range of new 'check-in' points for early identification, information management improvements and processes to respond to requests for deferrals/leaves of absence, and enhanced roles for programme coordinators and year tutors. A Retention Task Force will be in place from 2024/25. It has been identified that specific attention is needed for retention and progression issues in respect of access cohorts (indicator 3.3).

IADT is also engaging with our peer network and accessing sectoral expertise through activities including N-TUTORR — including understanding student motivation and engagement, improving approaches to study skills and academic integrity, and various ways to meet changing student needs including hybrid and technology-enhanced learning. Internally, the identification of variation across programmes supports the further assessment of programme-specific factors and resulting action plans, which is acknowledged in our choosing as an indicator the number of programmes meeting a benchmark (indicator 3.1). Other recent internal work includes development of exit awards and flexible pathways (including stackability). This full body of work will be linked to new programme development (PO1), both in terms of factoring in retention measures to programme design and in appreciating progression and completion as aspects of the financial sustainability of programme launch and continuation.

It is unlikely that HEAR status (CAO net acceptance data) will be a reliable measure of an increase over the cycle, due to the development of a range of new pathways; we therefore adopt DIS status as a measure (indicator 3.5), as utilised in the System Performance Dashboard; HEAR status will continue to be monitored and reviewed. Consideration will be given to other approaches, including any forthcoming recommendations from the HEA under the National Access Plan and data in respect of SUSI entitlement; this will be reviewed at the end of the first year of this agreement.

Indicator 3.8 reflects the forthcoming introduction of a foundation route (part of Open Doors). IADT's own student record system will record whether a student on this route continues to any IADT programme (including an IADT tertiary programme). Additional survey work will identify, where possible, whether those who complete a foundation course progress to another HEI (though we will replace this with any national / statistical approach as appropriate).

There are a host of contextual factors that affect any work on access and participation, including labour market trends and the availability of financial support through nationally delivered mechanisms e.g. grants and allowances. IADT can monitor these developments closely and work with school and FE partners to identify and understand barriers and enablers, including those beyond the control of IADT. We will also build in tracking and follow-up into new initiatives (e.g. Open Doors) and have reflected this in our proposed indicators.

Indicators and targets for Performance Objective 3

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
3.1	Proportion (%) of programmes with completion rate of at least 75%	HEA SRS, and internal	Quantitative	2020/21: 41% (7 of 17) Level 7/8 completion rate of 75% or higher (UG completion rate in IADT 69%)	Achieve average completion rate for all HEIs (75% in 2020/21) across all IADT Level 8 degree programmes by 2027/28.	50%	75%	75%	100%	All Level 8 ¹⁰ degree programmes achieving a minimum progression rate of 75%
3.2	Progression rate (%) new entrants	HEA SRS and Non-Progression Dashboard	Quantitative	2020/21: 86%	Exceed national average (88% in 2020/21)	85%	86%	88%	90%	4 p.p. increase on baseline.
3.3	Progression rate (%) new entrants from SED areas	HEA SRS	Quantitative	2020/21: 85%	Overall progression rate IADT (86% in 2020/21)	85% ¹¹	86%	88%	90%	To align with overall IADT rate (3.2) by 2027/28
3.4	Proportion (%) of new entrants with a disability	Equal Access Survey reported on HEA System Performance Dashboard	Quantitative	26% (3-year average, 2020/21-2022/23)	Maintain high performance relative to HE system average (13.8% in 2022/23), exceeding NAP target of 16%.	27%	28%	29%	30%	4 p.p. increase on baseline

¹⁰ Current Level 7 programmes will not be in place in 2028.

¹¹ As noted, HEA-held data limited by cohort size. Following a forthcoming Banner upgrade, SED progression will be tracked internally by identification of cohort (aligned with the disadvantage sub-measure in 3.5) so as to track non-progression rate in the cohort relative to the whole student population. This data will be included in reporting.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
3.5	Proportion (%) of new entrants from socioeconomically disadvantaged areas	HEA SRS	Quantitative	2020/21: 7% (DIS)	Match system average by 2028 (10% in 2020/21).	7%	8%	9%	10%	Increase the proportion of SED entrants (DIS) by 3 p.p.
3.6	Number of new entrants from the Traveller community ¹²	HEA SRS and NAP	Quantitative	██████ ██████ ██████ ██████	NAP Target Traveller 0.32%	No change	+1	+1	+1	+3
3.7	Number of people in Traveller community reached through engagement	Internal	Quantitative	2023/24: 50	Not available	75	75	80	80	310 over 4 years (60% increase on baseline)
3.8	Proportion (%) of learners who progress from IADT foundation programme to a HE or tertiary programme	Internal	Quantitative	0 (new initiative)	75% ¹³	0	0	75%	75%	75%

¹² The level of disaggregation of data disseminated publicly is subject to data protection considerations. Data disaggregated to a level which may allow individuals to be identified (even indirectly) is not disseminated publicly. See the HEA Statistics: [Privacy, Data Protection and Disclosure Control](#).

¹³ No formal data, 75% estimate through consultation with Access Offices in other HEIs.

Performance Objective 4

To ensure that EDI is at the centre of how we manage our organisation by embedding principles and practices of EDI in our culture, thereby supporting staff and student knowledge, awareness, and confidence.

Pillar: Engagement

Transversals: Region; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

Rationale for Performance Objective 4

IADT has identified, in light of the consultations with staff and students for the Strategic Plan and other mechanisms, a series of interrelated aspects of engagement (set out across this performance objective and also Performance Objective 5), which are linked to system priorities, the current set of applicable policies (HE and whole-of-Government), and the national approach to Education for Sustainable Development (ESD) and the broad SDG agenda. This performance objective has an emphasis on EDI issues (aligned with commitments in the corresponding Fundamental in our Strategic Plan). We have reflected on the outcomes of the Athena Swan process and on the engagement of students and staff in a range of projects and initiatives, including N-TUTORR and a number of GEEF projects.

We have seen the benefit across the organisation of the process of obtaining Athena Swan Bronze accreditation and have a greater understanding of how we can take the principles and practices emerging from that context and apply them to a wider set of EDI concerns. As set out below, the indicators identified in this performance objective are chosen because of their relationship to Athena Swan priority actions, read alongside the further self-assessment set out in IADT's agreed Performance Funding project, TEARMANN.

Our industry and community partners similarly recognise and support the need for IADT to demonstrate initiative and leadership in this regard, and to set a high standard with the potential for broader influence upon the creative industries. This need is underpinned by teaching and research expertise at IADT, including a new Masters programme in business and EDI, multiple exercises as part of Performance Funding and N-TUTORR, and leadership of a major European Union project on EDI education, [EDIFY EDU](#).

This performance objective builds upon the more detailed work carried out in respect of the *Athena Swan Action Plan* (2022). The AS Action Plan sets out 84 actions under the headings of governance and systems, building capacity on wider equality issues, career advancement, and culture, inclusion and belonging. Priority actions include addressing diversity data gaps, support for staff training and development, research training for staff, anti-racism education, mutual respect policy and training, policy on sexual violence and harassment, and remote working.

The indicators proposed reflect these priorities and reflect key, high-impact commitments in the Action Plan and Strategic Plan. The clustering of survey questions under indicators 4.1 and 4.2 allows for the monitoring of progress in respect of two key areas (complaints and culture, respectively) that are unquestioned enablers of an EDI-driven organisation. Progress in these areas will be supported (as set out below) by planned activities, on the basis of baseline data, as set out, and in the expectation that improvement is feasible in light of the combined effect of policy change, training, and staff engagement.

Indicators 4.3 and 4.4 take a different, complementary approach in providing for the regular assessment of the extent to which staff (4.3) and students (4.4) have engaged with appropriate training and awareness mechanisms (with the student measure specifically focused on consent, reflecting the national ESVH (Ending Sexual Violence and Harassment) Plan and associated local activities. Again, the baseline values read alongside emerging activities, and the discussions of Athena Swan action plan implementation (e.g. at the EDI Committee) demonstrate an appetite for setting targets that, relative to the baseline, demonstrate additional and sustained engagement, positioning participation in EDI-related training as a core aspect of staff and student calendars and workload.

Implementation, monitoring, assessment, and reporting on Performance Objective 4

The Executive will play a direct role in identifying the cross-cutting activities (i.e. spanning departments and functional areas) that relate to this performance objective, while also considering the links between POs (e.g. how IADT's engagement with the local authority and communities contributes to work on EDI).

Leadership in EDI comes from the EDI Manager with the support of the EDI Committee, the Athena Swan SAT, and the Consent/SVH Working Group. The necessary resources and monitoring mechanisms are already in place as part of the implementation of the Athena Swan Action Plan, including regular reports to the Committee and to wider audiences. In particular, the surveys that are referred to in the indicators below are in place or will shortly commence. IADT will seek to renew its Bronze status during the period of this agreement, laying foundations for a future Silver application.

The specific strategic actions that will support success here include those that are situated within the TEARMANN performance funding project (e.g. transforming cultural cycle programme, CPD course on consent and SVH), a number of commitments to adopt new policies and/or procedures (across mental health, dignity and respect, and other areas), a series of N-TUTORR activities (including a stream on EDI within the Staff Capabilities Plan and a number of staff/student Fellowships), the activities on EDI that form part of the TU Rise (ELEVATE) project, and a local seed fund.

The challenges and risks in relation to this PO include the availability of necessary resources (bearing in mind that a number of key activities are supported on a non-recurrent basis), and the competing pressures on time and engagement that affect staff and student willingness to participate (mitigated in part by a flexible range of delivery mechanisms, utilising in some cases nationally developed resources through N-TUTORR and other initiatives). As noted under PO5, there is also a need to monitor the interdependency of sub-objectives (e.g. the climate impact of a measure promoting EDI).

All of these risks and challenges are already on the agendas of the aforementioned committees and office-holders, and will require ongoing attention. Training and professional development for staff, including leadership, will support the addressing of these complex problems.

A developing body of work in respect of EDI data at IADT, which formed part of a recent external review of business processes and management information systems, will allow for a mid-cycle review of the indicators proposed here, especially alongside developments at national level that promote a greater understanding and comparability of a wider range of EDI indicators.

Indicators and targets for Performance Objective 4

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
4.1	Proportion (%) of staff reporting confidence that the Institute would appropriately manage complaints	Internal, Athena Swan biennial survey: complaints questions ¹⁴	Qualitative	2021: 41% and 55%	Not available	60%	N/A ¹⁵	70%	80%	80% (both measures) 39 p.p. increase for 1st question and 25 p.p. increase for 2nd question
4.2	Proportion (%) of staff reporting satisfaction with gender equality culture	Internal, Athena Swan biennial survey: gender equality culture questions ¹⁶	Qualitative	2021: 64% and 58%	Not available	65%	N/A	70%	75%	75% (both measures) 11 p.p. increase for 1st question and 17 p.p. increase for 2nd question)
4.3	Proportion (%) of staff who have completed at least 2 EDI training engagements	Internal, possibly with CoreHR	Quantitative	2023: 25% (estimate)	Not available	30%	40%	55%	70%	45 p.p. increase on baseline

¹⁴ “I am confident that the Institute would appropriately manage complaints about inequality, discrimination, dignity at work, bullying or harassment”; “I am confident that the Institute would appropriately manage complaints about sexual or gender-based harassment or misconduct.”

¹⁵ Aligning to Athena Swan renewal and other reporting, survey planned for calendar year 2025, 2026, and academic year 2027/28.

¹⁶ “The cultural ethos of the Institute is one that supports equality of opportunity in relation to gender”; “In general, managers in my workplace have a good understanding of gender equality issues.”

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
4.4	Proportion (%) of Year 1 students who have completed a consent and EDI workshop	Internal	Quantitative	2021: 58% of Y1 students	Not available	70%	75%	80%	85%	27 p.p. increase on baseline

Performance Objective 5

To pursue education for sustainable development (ESD) by placing sustainability at the core of every decision, enabling us to achieve a net zero campus; and to deepen our regional and national impact, increasing connections with our local, national, and European communities.

Pillar: Engagement

Transversals: Climate & Sustainable Development; Region.

Rationale for Performance Objective 5

As noted under Performance Objective 4, IADT has identified, in light of the consultations with staff and students for the Strategic Plan and other mechanisms, a series of interrelated aspects of engagement, which are linked to system priorities and the current set of applicable policies (HE and whole-of-Government) and set out across both engagement performance objectives.

IADT acknowledges and commits to, in the context of the Second National Strategy on Education for Sustainable Development (ESD to 2030), its wider obligations to its immediate community and at the Irish and European level. In particular, the activities monitored under this objective address Priority Action Areas 2 (Transforming Learning Environments, e.g. values and dispositions, whole-of-institution approaches including transport and buildings, embedding ESD in programmes), 4 (Empowering and Mobilising Young People, e.g. volunteering, training & development) and 5 (Accelerating Local Level Actions, e.g. enhanced collaboration with local authorities and civil society organisations, community linking). This is observed to be the subject of strong and vocal support and demand from students and initial outcomes of work through N-TUTORR (including staff–student Fellowships, the work of student Champions, and participation in national initiatives) provide evidence of interest and potential.

This performance objective therefore has a focus on sustainability and on impact and connection. In particular, IADT’s leadership role in respect of the creative industries provides the opportunity to set an example in sustainability and SDG engagement by taking action for sustainable regional development through our engagement, community contribution, and alumni.

Regarding sustainability, our consultations and our review of policy lead us to the view that we must incorporate sustainable practice into the daily life of the institution — in how we teach and learn, how we manage and inhabit our physical space, how we utilise our scarce resources and in ensuring the sustainability of our future as a leading creative industries academic institution. We have also adopted the ‘[Dublin Declaration](#)’ as part of FilmEU, encompassing ten joint actions including the embedding of sustainability in teaching programmes, reducing media and data footprint, and ‘offsetting by doing’ through awareness and community engagement, and have made further commitments as part of our role in the sectoral N-TUTORR initiative (including student engagement and curriculum development). The indicators 5.1 and 5.2 are therefore presented without benchmark as they are distinctive to IADT’s pedagogy and commitments; indicator 5.1 is aligned with a commitment across FilmEU.

Regarding impact and connection, the need for increased focus in this area was a very significant finding of our recent set of consultations (e.g. the formal consultations on the Strategic Plan with a range of stakeholders). In response, we commit to extending and deepening IADT’s regional and national impact through continued engagement with (a) our alumni, including those who have taken on roles of leadership – across the creative industries and elsewhere, (b) communities, especially in our immediate hinterland in Dún Laoghaire, (c) national and international creative industries, in light of our vision and mission, and through (d) supporting student volunteering and community engagement (which is an existing area of interest and strength). The choice of indicators 5.5, 5.6 and 5.7, with the first two of these being new data collection exercises, is linked to these findings and commitments.

We also respond to the particular role of the creative industries (including screen) in South Dublin / North Wicklow and welcome the recognition by Dún Laoghaire-Rathdown County Council that IADT’s location in the county is a ‘significant asset’, in the context of ‘the growing movement internationally by cities to become recognised and organised as ‘creative cities’. Of further relevance here is IADT’s agreement with the Council to occupy the former Carnegie Library and neighbouring offices, in Dún Laoghaire town centre, which commenced in 2023/24.

This objective builds upon the more detailed work carried out in respect of the *Climate Action Roadmap* (2023), which includes commitments to a new Sustainability and Climate Action Committee (chaired by a member of the Executive and reporting to the President), a new plan (including communications) for staff and student engagement, access to training, addressing the thermal energy emission reduction gap to target, and reaching the 2030 energy efficiency target of 50% (reflected in indicator 5.4, which is the standard measure used by SEAI and in the HEA System Performance Dashboard), carrying out a materiality assessment, and updating (in conjunction with the local authority) a mobility management (travel) plan (which supports indicator 5.3).

Implementation, monitoring, assessment, and reporting on Performance Objective 5

The Executive will play a direct role in identifying the cross-cutting activities (i.e. spanning departments and functional areas) that relate to this performance objective, while also considering the links between objectives (e.g. how IADT’s engagement with the local authority and communities contributes to work on EDI).

Sustainability: A member of the Executive has been assigned the role of climate and sustainability lead, and is being supported by a new Committee (first convened in 2023/24) and by colleagues with specialist knowledge, including senior staff in Estates + Facilities. Additional resources, especially in respect of data collection, formed part of IADT’s TSAF application, and new measures will be put in place alongside the commencement of this Performance Agreement. The mechanisms for reporting on the *Climate Action Roadmap* will be synchronised with this agreement and with the Strategic Plan. We are also giving active consideration to additional benchmarking and tracking in respect of carbon and energy usage, complementing and extending the four indicators as included in the table below.

Impact and Connections: IADT will update its agreement with Dún Laoghaire–Rathdown County Council and develop further instruments with other key stakeholders. New roles foreseen through TSAF support, including in respect of events and engagement, and alumni relations, will be of particular relevance to implementation and monitoring, and enable indicators 5.5 and 5.6. Extensive and well-planned use of the facilities at the Carnegie site from 2024 onwards will provide a showcase of IADT strengths and capacity and an additional ‘front door’ for stakeholders. We will convene a cross-functional Engagement Working Group to share contacts and good practice, and identify suitable information-sharing measures that allow for effective engagement with partners and potential partners. These measures will support and seek synergies regarding implementation of this PO and of the related items in the Strategic Plan (e.g. communications with industry and communities, providing access to information, knowledge and data on the creative industries, and a targeted approach to partnerships). Building on lessons learned from our roles in FilmEU, CFA, and N-TUTORR, we will adopt an organisation-wide approach to tracking participation/engagement in events and to the assessment of the impact and reach of such, and improve our awareness and understanding of student volunteering.

The body of work proposed here carries with it a number of opportunities, challenges, and risks. These risks include the availability of necessary resources (bearing in mind that many of the indicators proposed below seek to report on activity that has recently commenced or is yet to commence), and the ability of partner organisations, alumni, and the wider public to engage in light of competing commitments and priorities. The approach to mitigation includes the advance identification of relevant staff and non-staff resources, the commitment to develop enduring partnerships (including through MoUs and multi-annual approaches), and effective use of information technology (e.g. the TSAF-funded development of a database/CRM for alumni engagement). Various Strategic Plan commitments provide the context and visibility for the necessary focus on supporting the implementation activities outlined above. We are also considering the use of additional benchmarking and standards activities in respect of ESG (Environmental, Social and Governance) goals and Education for Sustainable Development (e.g. voluntary alignment to or use of, for instance, BCorp Impact Assessment and/or Global Reporting Initiative) and, alongside other public sector bodies, are giving consideration to voluntarily mapping against the Corporate Sustainability Reporting Directive. This is supported by the recent (and further planned) engagement of senior staff with training in respect of sustainability reporting.

We also recognise that there are some interdependencies between POs. For instance, a measure promoting EDI may have an impact on a sustainability indicator, or vice versa. We are gaining a greater understanding of such interactions through, for instance, the insights arising from the N-TUTORR programme (where sustainability and EDI are two of the six themes), and through how we reflect on, for example, the EDI implications across our full committee and decision-making structure. Training and professional development for staff, including leadership, will support the addressing of complex problems.

Indicators and targets for Performance Objective 5

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
5.1	Proportion (%) of student projects subject to CO₂ audit	Internal	Quantitative	0%	Not available	25%	50%	75%	80%	80 p.p. increase on baseline
5.2	Perceived leadership in sustainability at IADT (% students very satisfied)¹⁷	Internal, Materiality survey	Qualitative	2023: 13%	Not available	15%	20%	25%	33%	20 p.p. increase on baseline
5.3	Staff journeys to campus other than by private car¹⁸	TFI Smarter Travel	Quantitative	2023: 56%	Not available	58%	60%	62%	65%	9 p.p. increase on baseline
5.4	Energy savings since energy efficiency baseline	SEAI Monitoring & Reporting (M&R) System	Quantitative	2023: 22.9%	50% by 2030 (SEAI target)	25%	30%	35%	40%	17 p.p. increase on baseline
5.5	Public participation in or attendance at in-person and online events (excluding IADT staff/students)	Internal	Quantitative	2023/24: 1,500 (estimate) ¹⁹	Not available	2,000	2,500	3,000	3,500	11,000 attendees over 4 years 133% increase on baseline (estimated)

¹⁷ Materiality survey (own): % responding 'leader' or 'better than other HE' to the question 'How do you feel IADT's performance in sustainability compares to other HEIs'.

¹⁸ TFI Smarter Travel: count of all journeys to campus by foot, bicycle, public transport, or carpool. (Response rate on student data too low at this stage to be a robust measure).

¹⁹ First year of data collection in 2024/25, to review this estimate during the year and discuss as appropriate.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
5.6	Proportion (%) of alumni (a) in new database (b) who engage with IADT activity (c) who make € contribution	Internal	Quantitative	0 – new activity	Not available	0	(a) 30% (b) 10% (c) 5%	(a) 50% (b) 15% (c) 5%	(a) 70% (b) 20% (c) 10%	(a) 70% of alumni in database (b) 20% of alumni engaging with IADT activity (c) 10% alumni contributing financially
5.7	Proportion (%) of students that (i) take part in extra-curricular activities (societies, sports, volunteering through IADT) and (ii) volunteer outside IADT²⁰	Student Survey.ie	Qualitative	2023: 60% (previous question on Student Survey)	Aim to achieve national leadership (Current highest in HE: TCD, 61%)	N/A	60%	N/A ²¹	65%	5 p.p. increase (for each subquestion)

²⁰ From 2025, measured through Q A4 on revised Student Survey: % of students responding >1 hour per week (both aspects treated separately).

²¹ The revised taught Student Survey runs biannually and will not run in 2027.

Section 3: Matrix and Signatures

Framework Matrix

		Pillars			
		Teaching & Learning	Research & Innovation	Access & Participation	Engagement
Transversal areas of impact	Flexibility, Upskilling & Lifelong Learning	PO 1		PO 3	
	Climate & Sustainable Development				PO 5
	Student Success	PO 1		PO 3	
	Enterprise		PO 2		
	Society			PO 3	
	Region		PO 2		PO 4, PO 5
	International	PO 1			
	Digital Transformation				
	Equality, Diversity, Inclusion & Belonging	PO 1	PO 2	PO 3	PO 4
	Institutional Leadership & Culture		PO 2		PO 4
	Sectoral & Tertiary Cohesion	PO 1		PO 3	

Modification log

Tables below present indicators agreed in 2024 that have since been revised, replaced or removed via the Performance Agreement modification process.

Provision is made for modifications to Performance Agreements in the Strategy and Performance Dialogue Process 2025-2028. Modifications to Performance Agreements may be requested where there is a significant change in an institution’s strategy or policy. Changes to, or developments in, national strategy or policy and its implementation may also necessitate modifications. Modifications may only apply at Performance Objective or indicator level (e.g. adding, revising, or removing an indicator). Modification requests related to targets are not within the scope of this process.

Modification of a Performance Agreement is agreed as part of Strategy and Performance Dialogue for the year indicated. Targets set for years prior to modification continue to apply; where subsequent annual or cumulative targets no longer apply, they are shown in grey text below. Where indicators below have been revised or replaced, the revised or replacement indicator or indicators will have the same or related numbering. Relevant corresponding changes to the narrative are not recorded here, but earlier versions of the Performance Agreement are available on request from systemperformance@hea.ie.

Table 1: Indicators modified following the 2025 Strategy and Performance Dialogue process

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.2	Student survey: indicator scores (collaborative learning; learning, creative + social skills) – all responses²²	Student Survey.ie	Quantitative	2023: 31.4 out of 60 & 33.6 out of 60	Remain above average scores, all HEIs (30.2 & 33.3 in 2023)	31 & 33	32 & 33	32 & 34	33 & 35	Increase scores to 33 & 35 out of 60 by 2027 survey

²² Subject to change pending launch of revised national student survey.

No.	Indicator	Data source	Data type	Baseline	Benchmark	2024/25	2025/26	2026/27	2027/28	Cumulative target
1.3	Student survey: workplace sub-questions (% scores) — final-year responses²³	Student Survey.ie	Quantitative	2023: 45%, 36%, 61%	Match or exceed average scores, all HEIs (48%, 43%, 62%) in 2023)	46%, 37%, 61%	48%, 40%, 63%	49%, 43%, 64%	50%, 45%, 65%	Increase to 50%, 45% & 65% by 2027 to exceed national averages
1.4	Number of staff holding a T&L qualification	Core / Pure	Quantitative	36 (estimate of current figure) of 125 WTE (29%)	Not available ²⁴	40	45	50	60	Increase from 36 to 60 (48%) by 27/28, 19 p.p. increase
5.7	Proportion (%) of students that plan to do or have done community service or volunteer work	Student Survey.ie	Qualitative	2023: 60%	Aim to achieve national leadership (Current highest in HE: TCD, 61%)	58%	60%	60%	65%	5 p.p. increase

²³ “Explored how to apply your learning in the workplace” (often/very often); “blended academic learning with workplace experience” (often/very often); “how much has your experience contributed to acquiring job- or work-related knowledge and skills” (quite a bit/very much).

²⁴ This data is not (it appears) collected systematically within Ireland. Consideration was given to UK comparators but in the context of developments under the UK Teaching Excellence Framework and related measures, the benchmark was not appropriate.

Signatures

On behalf of Dún Laoghaire Institute of Art, Design and Technology



David Smith
President

Monday, 30 March 2026



David Holohan
Chair of the Governing Body

Monday, 30 March 2026

On behalf of the Higher Education Authority

Dr Alan Wall
Chief Executive Officer

Monday, 30 March 2026



Higher Education Authority

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