Self-Evaluation Report 2025 Template

Template Guidance Note

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

- The format of the template should not be altered.

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

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

- Appendices are not permitted.

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

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

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

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

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

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

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

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

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

Data Protection

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

Table of contents

Dún Laoghaire Institute of Art, Design and Technology Self-Evaluation Report 2025

Introduction

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

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

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

Part A: Performance Indicators

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

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

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

Pillar: Teaching & Learning

Performance Objective 1

To 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.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Student Success; International; Sectoral & Tertiary Cohesion; Equality, Diversity, Inclusion & Belonging.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	**Number of students enrolled at IADT**	HEA SRS 2024/25	2023/24: 2,311 (March 2024)	Not available	**Not applicable**	**2,650**	**2,470**	2,900	3,200	3,500	**51% increase on baseline**
1.2	**Student survey: indicator scores**	Student Survey.ie	2023: 31.4 out of 60 & 33.6 out of	Remain above average scores,	**Not available**	**31 & 33**	**Not available**	32 & 33	32 & 34	33 & 35	**Increase scores to 33 &**

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	(collaborative learning; learning, creative + social skills) — all responses[1]		60	all HEIs (30.2 & 33.3 in 2023)							**35 out of 60 by 2027 survey**
1.3	**Student survey: workplace sub-questions (% scores) — final-year responses[2]**	Student Survey.ie	2023: 45%, 36%, 61%	Match or exceed average scores, all HEIs (48%, 43%, 62%) in 2023)	**Not available**	**46%, 37%, 61%**	**Not available**	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 2024–25	2023/24: 82 academic staff (56%) with min. 10 ECTS at L9	Not available[3]	**Not applicable**	**40**	**87**	45	50	60	**Increase from 36 to 60 (48%) by 27/28, 19 p.p. increase**
1.5	**Number of new enrolments on IADT tertiary**	HEA SRS 2024/25	2023/24: 13, 1st cohort	Not available	**Not applicable**	**30**	**20**	100	125	125	**Annual enrolment 125 in 27/28**

[1] Subject to change pending launch of revised national student survey.

[2] "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).

[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 & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	programmes										(more than 9-fold increase)
1.6	Proportion (%) of students on part-time and e-learning programmes	HEA SRS 2024/25	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)	22% (no change)	15%	15.1%	16%	18%	20%	7 p.p. increase on baseline
1.7	Proportion (%) of students and staff benefitting from EU mobility	Internal 2024/25	2023/24: 23% students, 17% staff	EU target for European Universities (50%)	EU target 50% is unchanged	37%, 25%	23%, 18%	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) enrolments as % of total new enrolments in that year	HEA SRS 2024/25	2022–24: 1.5% (2-year average) 5 in 2022/23 and 12 in 2023/24	Not available	Not applicable	2%	2.06%	2.5%	3.5%	4%	2.5 p.p. increase on baseline
1.9	Proportion (%) of available Springboard	Internal 2024/25	100%	Not available	Not applicable	100%	100%	100%	100%	100%	Maintain 100% places

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	places filled										**filled**

Technical note on indicator data for PO 1:

1.2 & 1.3: StudentSurvey.ie paused its taught student survey in 2024 and 2025 to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.

1.4: Updated baseline (to replace estimates) is 82 academic staff (Level 9, at least 10 ECTS) in 2023/24. The percentage on 31/8/24 is 56%.

1.7: Updated baseline for students (to replace estimates) is 23% (not including virtual mobilities) in 2023/24. Data presented for 2024/25 also does not include virtual mobilities.

1.7: Updated baseline for staff (to replace estimates) is 17% in 2023/24. This is an increase from 13% in 2022/23.

Pillar: Research & Innovation

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.

Transversal areas of impact: Enterprise; Region; Institutional Leadership & Culture; Equality, Diversity, Inclusion & Belonging.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	**Research Income (€)/ Academic Staff (FTE)**	IADT Financial Statements 2023/24	€0.75m (€6k per academic WTE in 2019/20)	TU Dublin (€11k per academic WTE in 2019/20)	**€11k per WTE (no change)**	**€0.8m (€6.5k per WTE)**	**€5.94m (€33k 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 2024/25; HESA, 2023/24 (comparator)	2023/24: 0	Up to 1% in UK comparator institutions[4]	**Up to 1.2% in UK comparator institutions**	**4**	**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 2024/25	2023/24: 2	Not available	**N/A**	**3**	**2**	5	7	10	**500% increase**

---

[4] 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).

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.4	**Proportion (%) of staff who are research active (R&I award, peer-reviewed publication or equivalent research output)**	Internal - Pure database 2024/25	2023/24: 28%[5]	Not available	**N/A**	**30%**	**42%**	33%	36%	40%	**12 p.p. increase on baseline**
2.5	**Number of formal industry collaborations[6]**	Internal records, 2024/25	2023/24: 6[7]	Not available	**N/A**	**6**	**11**	18	20	20	**64 formal industry collaborations over 4 years (333% of baseline in 27/28)**

Technical note on indicator data for PO 2:

2.1: We note the limitations of how Research Income is reported in financial statements in the sector in that a broader range of funded projects are included under a single categorisation. This is partially mitigated by the change made with effect from FY 2024/25 whereby a number of (non-research) projects that have previously been reported under this category (research grants and contracts) now appear under another heading, making the figure in 2024/25 a more accurate measure of research income.

2.2: The figure of 4 represents Masters by Research registrations at IADT; two additional learners are enrolled under the Maynooth/IADT PhD agreement.

2.4: The figure is now drawn exclusively from Pure.

2.5: The figure matches the return in respect of engagement through TU RISE.

---

[5] 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.

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

[7] Excluding Innovation Vouchers.

Pillar: Access & Participation

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.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Student Success; Society; Equality, Diversity Inclusion & Belonging; Sectoral & Tertiary Cohesion.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	**Proportion (%) of programmes with completion rate of at least 75%**	HEA SRS, with additional local work to calculate by programme	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	**HEI total 78%**	**50%**	**50%**	75%	75%	100%	**All Level 8[8] degree programmes achieving a minimum progression rate of 75%**
3.2	**Progression rate (%) new entrants**	HEA SRS and Non-Progression Dashboard, New Entrants	2020/21: 86%	Exceed national average (88% in 2020/21)	**87%**	**85%**	**87%**	86%	88%	90%	**4 p.p. increase on baseline**

[8] Current Level 7 programmes will not be in place in 2028.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
		2022/23									
3.3	**Progression rate (%) new entrants from SED areas**	HEA SRS and Non-Progression Dashboard, New Entrants 2022/23	2020/21: 85%	Overall progression rate IADT (86% in 2020/21)	**85.23% (indicator 3.2)**	**85%[9]**	**89%**	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 2024/25	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%	**NAP target 16% is unchanged. System average is 15% (2023/24)**	**27%**	**32.6%**	28%	29%	30%	**4 p.p. increase on baseline**
3.5	**Proportion (%) of new entrants from socio-economically disadvantaged areas**	HEA SRS 2024/25	2020/21: 7% (DIS)	Match system average by 2028 (10% in 2020/21)	**11%**	**7%**	**8%**	8%	9%	10%	**Increase the proportion of SED entrants (DIS) by 3 p.p.**

---

[9] 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 & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.6	**Number of new entrants from the Traveller community**[10]	HEA SRS and Equal Access Survey 2024/25	▮ (4-year average 2020/21 to 2023/24)	NAP Target Traveller 0.32%	**NAP target 0.32% is unchanged**	0	▮	+1	+1	+1	**+3**
3.7	**Number of people in Traveller community reached through engagement**	Internal 2024/25	2023/24: 50	Not available	**N/A**	**75**	**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	0 (new initiative)	75%[11]	**No change to estimate**	0	0	0	75%	75%	**75%**

Technical note on indicator data for PO 3:

3.7: A record of engagement is maintained by the Access Office and Student Experience team and is included within IADT's OKR framework.

3.8: No data will be available until 26/27 as the programme commences in 25/26 (this is already reflected in the targets).

---

[10] 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.

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

Pillar: Engagement

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.

Transversal areas of impact: Region; Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	**Proportion (%) of staff reporting confidence that the Institute would appropriately manage complaints**	Internal, Athena Swan biennial survey: complaints questions[12]	2021: 41% and 55%	Not available	**N/A**	**60%**	**Not available**	N/A[13]	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	2021: 64% and 58%	Not available	**N/A**	**65%**	**Not available**	N/A	70%	75%	**75% (both measures)** **11 p.p. increase for 1st question & 17 p.p. increase for 2nd question**

---

[12] "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."

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

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
		questions[14]									
4.3	Proportion (%) of staff who have completed at least 2 EDI training engagements	Internal, 2024/25	2023: 25% (estimate)	Not available	N/A	30%	27%	40%	55%	70%	45 p.p. increase on baseline
4.4	Proportion (%) of Year 1 students who have completed a consent and EDI workshop	Internal, 2024/25	2021: 58% of Y1 students	Not available	N/A	70%	50%	75%	80%	85%	27 p.p. increase on baseline

Technical note on indicator data for PO 4:

4.1 & 4.2: As per the original note, this data is due for collection in 'calendar year 2025'. In alignment with the revised Athena Swan cycle this collection will proceed in the second half of the calendar year and therefore be reported in 2025/26.

4.3 & 4.4: Revised (and fully verifiable) data collection introduced in 2024/25. 4.3 entails a record of training completed matched to staff data and incorporated into IADT's OKR framework. 4.4 utilises student participation data.

---

[14] "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."

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.

Transversal areas of impact: Climate & Sustainable Development; Region.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.1	**Proportion (%) of student projects subject to CO$_2$ audit**	Internal	0%	Not available	**N/A**	**25%**	**0%**	50%	75%	80%	**80 p.p. increase on baseline**
5.2	**Perceived leadership in sustainability at IADT (% students very satisfied)[15]**	Internal, Materiality survey 2024/25	2023: 13%	Not available	**N/A**	**15%**	**10%**	20%	25%	33%	**20 p.p. increase on baseline**
5.3	**Staff journeys to campus other than by private car[16]**	TFI Smarter Travel	2023: 56%	Not available	**N/A**	**58%**	**Not available**	60%	62%	65%	**9 p.p. increase on baseline**

[15] 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'.
[16] 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).

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.4	**Energy savings since energy efficiency baseline**	SEAI Monitoring & Reporting (M&R) System 2024/25	2023: 22.9%	50% by 2030 (SEAI target)	**SEAI target 50% is unchanged**	**25%**	**33%**	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 2024/25	2023/24: 1,500 (estimate)[17]	Not available	**N/A**	**2,000**	**2,020**	2,500	3,000	3,500	**11,000 attendees over 4 years** **133% increase on baseline (estimated)**
5.6	**Proportion (%) of alumni (a) in new database (b) who engage with IADT activity (c) who make € contribution**	Internal	0 – new activity	Not available	**N/A**	**0**	**(a) 0%** **(b) 0%** **(c) 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**

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

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.7	**Proportion (%) of students that plan to do or have done community service or volunteer work**	Student Survey.ie	2023: 60%	Aim to achieve national leadership (Current highest in HE: TCD, 61%)	**Not available**	**58%**	**Not available**	60%	60%	65%	**5 p.p. increase**

Technical note on indicator data for PO 5:

5.1: Commencement of activity deferred to 2025/26 so data not available for report in 2024/25.

5.2: Note low response rate (<5% of students) to the survey from which this indicator is taken.

5.3: No data as TFI survey not carried out in 2024/25.

5.5: Data collection now in place through a reporting mechanism maintained by the Events Office and incorporated into IADT's OKR framework; 2024/25 data reflects part rather than all of the year.

5.6: Database launches, as planned, in 2025–26.

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

Part B: Performance Evaluation and Strategic Reflection

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

Section 1: Context

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

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

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

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

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

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

Word limit: 500

Institutional strategy

IADT's strategic plan, *Towards a university for the Creative Industries*, was adopted by Governing Body in February 2024 and launched by the then-Minister for Further and Higher Education, Research, Innovation and Science, Patrick O'Donovan TD, in June 2024. This reporting year is therefore the first year of the Strategic Plan. As foreseen in both the Strategic Plan and Performance Agreement, IADT adopted at the start of 2024/25 a single implementation, monitoring and reporting framework (for this Performance Agreement, Strategic Plan and HEA funded transformation projects), encompassing the articulation of Objectives and Key Results, supported by staff training and a dedicated information system.

Progress towards the strategic vision — to be Ireland's university for the creative arts and industries — and the six priorities of education, sustainability, partnerships, research, internationalisation, and transformation, and transversal enablers for the student experience,

people and organisation, EDI and belonging, and strategic finance, has been made.

In 2024/25, a major organisational review took place (see below) and various improvements resulted from the final months of N-TUTORR, the initiation of TSAF activities, and the implementation of the 2024 PwC review of processes and data.

Structure and Leadership

IADT initiated a full external review of its organisational structures in 2024/25. Crowe were appointed (with TSAF funding) and delivered a full report, including a recommended structure, capability assessment, and implementation plan, in June 2025. New structures and supporting decision-making frameworks will be introduced in 2025/26 with the expectation that a fully-revised and enhanced organisational structure will be fully implemented (subject to recruitment) in 2026/27.

Following retirements and resignations at Executive level, three senior managers were co-opted to contribute to Executive meetings in 2024/25 to broaden the base of expertise available to support implementation of the Strategic Plan and deliver on other institutional priorities. Vacant Executive roles which are now aligned with the recommendations of the Crowe report will be filled in 2025/26.

Profile

Incremental growth in student and staff numbers continued in 2024/25, with a year-on-year increase of 7% in students (2311 to 2470, per census in March 2023 and 2024) and 9% in staff (252 to 274, average WTE, per Financial Statements in August 2023 and 2024).

Data

The recently established Planning and Strategy Office has taken responsibility for the collection and evaluation of data relevant to the Performance Agreement, supported by staff across the organisation including the Institutional Research and Data Officer (Academic and Student Affairs), Professional Systems Officer (Research Office), and a newly appointed Data Analyst (Information Systems). In 2024/25, the MS Viva Goals system was used; a dedicated Objectives and Key Results platform, Mooncamp, will be used from 2025/26.

Further work is underway to supplement this system with additional dashboard-based reporting for business data. Initial enhancements have come through N-TUTORR-supported upgrades and through ongoing engagement with MIS suppliers via EduCampus. Work plans for a number of activities referred to in this report (e.g. sustainability, community engagement, alumni, EDI) also contain specific commitments to improvements in the collection and evaluation of data.

[Word count: 499]

Section 2: Evaluation of Performance

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

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

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

- Assessment of implementation, e.g.:

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

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

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

- Strategic reflection, e.g.:

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

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

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

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

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

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To 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.

Transversal areas of impact:

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

Analysis of the indicator data for this PO

The outcomes here demonstrate progress in respect of student enrolments at IADT, towards the longer-term targets in this Agreement and those outlined in our Strategic Plan. Interim indicators have been met in respect of international students, part-time students, and Springboard students — with plans in place to continue this development and to reach the more ambitious targets in later years, including the work of the Academic Planning Office to support programme development and the adoption of an International Strategy.

Student numbers have increased by 7% (and the numbers as of the March census do not take account of some students on short programmes late in the academic year or during the summer), as have Tertiary student numbers, though neither reach the 2024/25 target (see further discussion below). Targets under this PO for staff training have been met, and assessment of the 2024–25 data has facilitated a greater understanding of the baseline position and areas for further development. Mobility estimates have been updated with actual figures for 2023/24 (increases from 2022/23) and reported numbers for 2024/25 are broadly similar to 2023/24. We regret that the absence of the Student Survey has hindered our assessment under a number of headings and look forward to addressing this in 2025/26.

Assessment of implementation

A number of the early indicators here reflect activities that predate the Performance Agreement due to, for instance, the programme development and validation cycle. Internal reviews of recruitment and marketing, admissions processes, RPL, and programme validation have been carried out during 2024/25, the results of which will be reflected in returns throughout the remainder of the Agreement.

Other key enhancement activities during the year included the implementation of a whole of Institution programme of semesterisation (agreed in 2023/24 and rolled out during the year), engagement with peer institutions in respect of international student recruitment, agreement of MoUs with leading creative industries institutions in Switzerland and Czechia, the development

of an innovative Joint BA through FilmEU (led by IADT and validated by QQI) and the FilmEU Micro-credentials Academy, the completion and submission of an application for the TrustEd mark, and joining Advance HE (and initiation of work towards fellowship for a group of staff).

Substantial work on programme planning took place during 2024/25, including the first outputs of the 'Future Programmes Lab' funded under TSAF (completion of a horizon-scanning exercise with all academic departments and agreement of key principles, development phases, and future development/market opportunities), an assessment of lifelong learning and Tertiary programme development pipelines presented to Executive, and a joint workshop of Registry and Faculties — alongside the regular annual audit and appraisal of our 'Programmes and Budgets' forecast. This body of work is a core commitment in the Strategic Plan and is linked with a number of TSAF deliverables, and so represents our implementation of the commitments which will be fully evidenced through the programme offer & admissions numbers from September 2026 onwards.

The completion of 12 'case studies' by the IADT team in the Creative Futures Academy has provided an extensive body of evidence in respect of a number of aspects of implementation as set out in the Performance Agreement implementation statement, including micro-credentials, mentoring, industry alignment, pedagogy, technologies, and the professional skills framework.

Strategic reflection

A review of performance has demonstrated the need for concentrated attention to programme development which supports sustainable growth across established and emerging disciplines and the need for more diverse modes of delivery to provide future learners with flexibility and choices across our full portfolio of programmes. New programmes (targeted at meeting key skills needs in industry) commencing in September 2025, include undergraduate programmes (BA Hons) in Game Design, Film, and (Tertiary – BA Hons) Business and Psychology.

As articulated in the Performance Agreement, and evidenced through the above-mentioned CFA-aligned case studies, IADT has a particular focus on identification of programmes that address the priorities set out in the *Digital Creative Industries Roadmap* and its core areas for growth of design (including UX/UI), AR/VR/XR, digital games, and digital content creation. The Institute Executive and Academic Leadership are committed to ensuring that all academic and functional units make operational decisions that are consistent with the Performance Agreement targets for student numbers through to 2028 and consistent with the objectives of our Strategic Plan and wider commitments to industry stakeholders and partners. Enhanced reporting through the updated OKR process will underpin this commitment.

A new and wholly revised Academic Plan and Common Curriculum Framework will be adopted in 2025/26. Additionally, and already identified, a pipeline of future programmes (including CAO programmes and Tertiary programmes with an expanded range of FE partners) for first delivery in 2026/27 and 2027/28, subject to validation, is in place. The Academic Planning Office has carried out work (funded by TSAF) to support programme development and lifelong learning

business planning, which will be further implemented in the final year of TSAF. Through the Creative Futures Academy (funded through to end 2026), and ongoing engagement with others including CCI Skillnet, along with support from our local authority, DLR CoCo, in developing and accessing facilities, IADT can continue to develop and broaden its education pathways for learners and professionals at all stages of their education journey.

The work of the AP Office and of Human Resources in respect of staff development will address the appropriate indicator while building capacity for future delivery; work is in progress to put in place a 'stackable' MA in teaching and learning.

[Word count: 908]

Pillar: Research & Innovation

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.

Transversal areas of impact:

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

Analysis of the indicator data for this PO

All indicators under this PO have been met, supported by the investment in the research and innovation offices (through TU RISE) and the reaching of agreement for postgraduate research programmes (including a new PhD pathway) with Maynooth University (supported by TUTF). This data demonstrates that IADT is undergoing significant change measured against baseline and has made substantial progress towards sectoral benchmarks in respect of research income and research activity, notwithstanding the continued advantage that institutions with a longer track record of activity and investment may enjoy when it comes to supporting new activity and capturing new funding. Postgraduate student numbers are slowly growing though with the need to identify and stimulate demand in areas of high employment and different learner preferences for e.g. advanced taught programmes.

Research outputs in the last six months include peer-reviewed articles in journals such as *Cultural Trends*, *Studies in Comics*, *Journal for Library Culture*, and *International Journal of Stereo and Immersive Media*, and books and book chapters on literature, climate policy, graphic design, equality, education, art, and film. A number of staff have completed doctoral studies, and others have produced public-facing outputs including podcasts (e.g. *In Bits* on digital lives) and digital resources (e.g. *MythCloud* on shared stories and mythologies).

Research income as measured in the most recent Financial Statements reflects the expenditure associated with a number of successful, peer-reviewed research funding applications including Feminist Art Making Histories (IRC/AHRC), the heritage impact assessment project SoPHIA (Horizon 2020), Digital Mythologies (Erasmus+), the EDI and management education project EDIFY_EDU (Erasmus+), and the CresCine project on film industries in smaller states (Horizon Europe), as well as the funding of FilmEU's research and other activities through Horizon Europe, EIT, and Erasmus+.

New research applications were made in the period to a number of national and EU schemes including COALESCE, Ulysses, and the Centres programme (Research Ireland), the North–South

Research Programme (HEA), Erasmus+, and Creative Europe. We await the confirmation of further funding schemes through Research Ireland bearing in mind that a number of those of relevance to IADT have been paused or are being reconfigured.

Assessment of implementation

As noted, TU RISE has funded staff and expenditure increases in the research and innovation offices, which is supporting a greater level of engagement with academic and research staff across the Faculties in support of their generation of research outputs and funding proposals.

Key achievements include the delivery of research impact training to 26 staff, the participation of 18 staff in European University activities in respect of research, and the reaching of MoUs and other collaboration with major employers (Eisner Amper, Accenture Song) and an internationally recognised STEM research institution (NIBRT). Three leading researchers from within the academic staff have been seconded to ELEVATE as 'Creation Bridge Leads' and will work alongside postdoctoral researchers (being appointed) and holders of Masters by Research studentships in 2025/26.

An assessment of research and research management capabilities is included in Crowe's report on organisational design and reflects a greater understanding of the approaches needed to support further implementation. 2024/25 saw the registration of IADT's first PhD researchers through the agreement with Maynooth University, the adoption of a comprehensive Research Policy and substantially modernised and revised Intellectual Property Policy by Academic Council, the compilation of a catalogue of creative industries in support of future collaboration (to be finalised early in 2025/26), and the reaching of agreements on workload with the TUI.

In terms of digital infrastructure, activities completed included further development (and increase in use) of the research information system (Elsevier PURE), the completion and further testing of the institutional repository (Illustro), and investment in equipment and facilities through N-TUTORR, FilmEU, CFA, and TU RISE, including a new immersive space (LED volume wall, motion capture rig, and VR equipment) and additional sound studios.

Strategic reflection

As noted above, support for research and innovation was a significant theme of Crowe's work on organisational structures. This is timely as it will allow for the non-recurrent investment through TU RISE to be joined with IADT's development of a longer-term infrastructure for research, matching the ambitions as set out in this Performance Objective and its focus on transdisciplinary approaches, meaningful collaboration, and impact. The forthcoming recruitment of the Executive lead for research will provide focus and leadership in this regard.

Moreover, IADT will continue to engage through FilmEU with developments in EU research policy (including assessment, security, integrity, and societal challenges) and the development of a critical mass of research and innovation capacity in the creative industries, including practice-

based research and the fostering of entrepreneurship and innovation. The articulation of the FilmEU joint research office, and the implementation of the C-ACCELERATE Plus project funded through EIT Creativity and Culture, in 2025/6 is a milestone in this regard.

Priorities identified for 2025/26 that will support the ambition of this PO and the reaching of this year's and future years' indicators include training and mentoring for academic and research staff, the implementation of an intention-to-submit process and funding calendar, the launch of a toolkit for research in the creative industries, a range of open research activities, and the development of an additional level 9 research programme.

Finding appropriate time that will allow academic staff to carry out high quality research (and related dissemination and impact activities which benefit industry and the public) remains a challenge given the longstanding contractual arrangements in place; we are seeking to mitigate this through local workload arrangements and a continued focus on securing additional funding.

[Word count: 918]

Pillar: Access & Participation

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.

Transversal areas of impact:

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

Analysis of the indicator data for this PO

Indicators under this PO demonstrate a continuing diversification of the IADT student body as progress towards the longer-term targets and meeting the expectations of the National Access Plan. All targets applicable in 2024/25 have been met or exceeded — in respect of disability, socio-economic disadvantage, completion, progression, and Traveller engagement.

The data on new entrants is, within the limitations of the data sources, evidence of progress. Students identified (through EAS) with a disability were recorded as a further increase against what was already significantly above the national median and the NAP targets and indeed the 2028 value under this PO — though further work is necessary to ensure such students are receiving the necessary supports, as the numbers are in excess of those identified through DARE or local records. Data regarding students identified as SED runs in arrears but does show progress towards longer-term targets, consistent with local experience and with the accumulation of engagement with, for example, DEIS schools over a number of years.

Progression and completion has been the subject of internal and external attention; the indicator data in this return potentially demonstrates a stabilisation though with further work necessary to reach later targets in this PO. Although based on a smaller number of students (meaning that variations between years may appear more significant than they are), the progression rate for SED students is at present *in excess of* the median in the institution (where we had sought to ensure at the least consistency with the median).

The new indicator on Traveller engagement (which as compared with the other PO3 indicators is distinctive to the institution rather than an established nationally aligned indicator) was met in its first year and contains within it a range of activities (*see* below). The intention is to support the NAP goal of increasing participation in HE through building up engagement including with primary and post-primary learners and with adult populations. The breakdown of engagements

demonstrates this 'spread'.

Assessment of implementation

Implementation activities in the period are in some cases in anticipation of indicators that will be the subject of later reports (due to the nature of how access and participation data are recorded). A substantial number of activities were carried out through the Performance Funding 'Open Doors' project, including the first year of the 'Access IADT' route of reserved places, the launching of free portfolio course places for learners at our partner DEIS schools (30 students supported with fees, travel, subsistence, and materials), and engagement across fourth (Transition Year), fifth- and sixth-year pupils.

CFA and Springboard courses also provided affordable routes including for mature applicants and 'returners' to education. Significant preparatory work (and validation) during 2024/25 was carried out in preparation for the first cohort on the new foundation programme (from September 2025), progress on which will begin to be reported under this PO from 2026/27.

Most notably the first group of learners took the *Creative Pathways* programme for students with intellectual disabilities (PATH 4). The success of the programme and the progress of the learners is a matter of great "professional pride" for the Institute and all involved. IADT continued to work with partners as co-leads of Dublin Learning City, delivering for instance the Dublin Learning City Festival in April 2025 and the availability of 'Open Learning' modules across the participating institutions. A highlight this year was the 'Access and Inclusion On Show' event, hosted at IADT's new presence in Dún Laoghaire at the former Carnegie Library, which included panel presentations, overviews of support services, and the launch of new case study videos on access journeys.

While Tertiary student numbers are noted under PO1 we continue to take the view, including in our engagement with ETBs, that the development of Tertiary routes complements the more established access and participation mechanisms and is therefore a core part of our access strategy. Experience to date is that access to HE for students without a Leaving Certificate is a distinctive feature of our applicant cohorts. Traveller engagement activities in 2024/25 included a film project with St Kieran's PS, an Access College week delivered with Southside Travellers' Action Group (STAG), and work with the Bray Traveller Group and with Pavee Point (Roma Day).

To support implementation in respect of retention (progression and completion), reporting mechanisms (e.g. persistence and attrition) are in place through programme boards. Analysis was carried out in respect of factors including blended delivery (a positive for retention) and space utilisation and commuting concerns (negative). A pilot project identified some features of assessment that were positively correlated with attendance, persistence and module completion.

Strategic reflection

As noted, progress has been positive but we are aware of the existence of factors outside of IADT's control that affect access and participation, including the labour market and other alternatives to HE, cost of living increases and related pressures, and perceptions in respect of HE as captured in the National Access Plan. We are seeking to focus on longer-term engagement (including with schools and community groups) and on providing opportunities that improve access and participation while also opening up and demystifying career and development opportunities in the creative arts and creative industries, reflecting our distinctive mandate in this area.

Internally, work has been carried out towards the development of the institutional Access Plan, including focus groups and stakeholder engagement. Actions for 2025/26 include the approval, adoption and implementation of this plan (for 2025–28) and the completion of the remaining deliverables under *Open Doors*, most notably the first intake to the foundation programme in September 2025; 2025/26 will see the evaluation of this pilot and the putting in place of longer-term arrangements for its delivery.

[Word count: 942]

Pillar: Engagement

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.

Transversal areas of impact:

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

Analysis of the indicator data for this PO

Two of the four indicators here will be reported upon next year on account of the timing of the next survey as part of the Athena Swan action plan and ultimate preparation for the next application. With the change in 2024 from a four- to five-year cycle, the next staff survey is scheduled for the second half of calendar year 2025 (therefore being part of the 2025/26 return under this PO).

The other two indicators demonstrate some successes in engaging with staff and students on key EDI issues. It is acknowledged that 2024/25 indicators are short of the targets and that the appropriate response is to ensure engagement across the full body of staff and students in order to ensure that the 2028 targets can be met.

A review of the more detailed data indicates where progress has been made and where additional efforts can be directed. For instance, two-thirds of staff have participated in at least one EDI training activity, while one-quarter have completed two or more. Student participation in consent workshops (50% overall in 2024/25) sees Faculty-level variation; over half (56%) of first year students in the (larger) Faculty of Film, Art and Creative Technologies completed consent training, compared to 28% in the Faculty of Enterprise and Humanities. A number of interventions are planned to help close this gap in 2025/26.

Assessment of implementation

A range of actions have been carried out related to the four indicators and to the Institute's work on EDI more generally, through the EDI Office, HR Office, through specific activities falling within ELEVATE, N-TUTORR, and FilmEU, and through other functions. Additionally, staff networks (Queer Staff Network; Family Carers Group) are in place and provide distinctive perspectives to the Institute and peer supports to their members, as does an increasingly active Retired Staff

Association.

Following an extensive consultation process with staff, staff representatives, students, and external specialist organisations, the Institute's new Dignity and Respect Policy (with separate procedures for bullying/harassment and sexual misconduct) was approved in January 2025. A mandatory training programme was subsequently rolled out for all managers and staff, delivered both internally and externally depending on the target group; 62% of IADT staff have completed it to date, with further sessions planned for early 2025/26 to ensure full compliance and to maximise its impact on institutional culture, a need identified by our last Athena Swan self-assessment. Female staff have been supported through participation in externally delivered programmes (e.g. Aurora, Lead Inc.) and through bespoke delivery of training from the IPA (2024/25) and Advance HE (2025/26).

IADT has supported staff participation in various EDI capacity-building opportunities, including e-learning courses, workshops, and development programmes. A new reporting template tracks staff engagement. It has been observed that participation rates are higher in PMASS cohorts but that online, asynchronous e-learning modules are seeing high engagement on the part of academic and research staff. Consent workshops have been embedded into the core academic timetables for first year students, along with supplementary sessions on bystander intervention and IADT policies and procedures on dignity and respect and EDI.

An EDI student survey has gathered additional information on uptake and engagement (e.g. 59% of respondents reported being aware of IADT's work to implement the Consent/ESVH Framework). Additionally, all student ambassadors, class representatives, and student society leaders undergo consent training, which includes a briefing on peer-to-peer disclosures.

Strategic reflection

IADT is seeing the successful implementation of the existing Athena Swan action plan and exploring the links between EDI work and other areas of strategic growth, including research and innovation and the European University. At this juncture, the emerging priority is to generate the roadmap for successful renewal of the Athena Swan Bronze Award, including the establishment of a new self-assessment team that is broadly representative of IADT staff and student body, carrying out the next staff survey (including in respect of the above-mentioned indicators), and exploring the new Impact Awards discussed at national level in place of departmental awards.

Key actions for 2025/26 are linked to the completion of the Performance Funding dignity and respect project, *TEARMANN*. Specific activities across this project and other initiatives include the appointment of IADT Dignity and Respect Contact Persons from among staff volunteers (including a mandatory training programme), further training sessions for managers in relation to key aspects of dignity and respect (e.g. handling disclosures of SVH, tackling microaggressions), increased awareness-raising of the 'Speak Out' tool, and training of up to 50 staff on EDI-related issues in an RDI context (e.g. the Gender Dimension in Research, a mandatory

component for national and European funding agencies, and Intersectionality in Research).

The Institute's EDI Policy will be revised, to better incorporate IHREC/PSD requirements and to align with sectoral frameworks (e.g., Athena Swan Ireland Charter, HEA Anti-Racism Principles, HRS4R, etc.) and to integrate equality impact assessments into the IADT policy development framework. Enhanced processes (including technical upgrades to management information systems) for the collation and reporting of staff diversity data will come into force, starting with salaried employees in 2025/26.

[Word count: 844]

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.

Transversal areas of impact:

Climate & Sustainable Development; Region.

Analysis of the indicator data for this PO

Limited data is available in respect of this PO for a number of different reasons, as set out in the notes above (and comments on progress for the non-reported indicators is also found below).

The indicator on energy efficiency demonstrates progress towards the longer-term target running ahead of expectations due to ongoing work including with the *Optimising Power @ Work* initiative — through coordinated behaviour-change campaigns, smarter scheduling of building use, and closer monitoring of high-consumption areas. The indicator on sustainability leadership is not at target but on the basis of a very low response rate to a survey.

The indicator on events meets the target even though the data is for part of the year, giving confidence in the ability to continue and meet higher targets (supported by TSAF investment and by a solid relationship with Dún Laoghaire–Rathdown County Council and other partners).

Assessment of implementation

Many of the actions for implementation are, as set out in the Performance Agreement, aligned with the *Climate Action Roadmap (*in the case of sustainability) and with TSAF (in the case of engagement with alumni and communities). While the time taken to fill a number of fixed term posts has meant that some activities commenced late in 2024/25 or are in preparation for delivery

in 2025/26, the presence of a strengthened team as 2025/26 begins is a positive result.

In respect of sustainability, implementing actions in 2024/25 included the launch of new climate student electives, the introduction of programme learning objective on sustainability for level 9 programmes, the publication of the 'Good Guide' to sustainable creative practice for students, a range of staff- and student-led events including as part of N-TUTORR Week, and the initiation of a working group for a 'Green Campus' application. All members of management participated in climate action and sustainability training delivered in IADT by Sustineo (N-TUTORR funded), and wider staff development opportunities were available (formal training in energy awareness and climate action fundamentals; CPD via LinkedIn Learning).

An agreement reached with a new catering supplier ensures a commitment to the GPP food waste standard (reduction and segregation), water refill points are in place in all buildings, and paper-based processes are in the process of being reduced through implementation of the 2024 PwC process review. IADT secured the *Smarter Travel* mark (bronze) and introduced a number of new bike lanes and shelters.

Some research and piloting took place in 2024/25 in respect of CO_2 auditing of student projects. This will come into force in 2025/26 and so the first return will be in that year (with the target indicator being the agreed 2025/26 value of 50% in order to remain on track for the cumulative target).

Regarding events and alumni, progress was made in respect of both and medium-term strategies were approved by Executive during semester 2 of 2024/25. The Events Officer role is now full-time and has allowed for the publication of a detailed toolkit for organisers. A major focus has been the preparation of the Carnegie building for events use, with further investment by both IADT and the Council in its fitout.

A number of initial (pilot) events were delivered with partners including Embracing Pedagogical Partnership (HEA), Access and Inclusion On Show (Dublin Learning City), an Art for Film exhibition and Thought Lab event, and *The Elephant of Revolutionary Forgetfulness: The Art of Commemoration* (Anú Productions). Good relationships have been developed or renewed and extended with not only the local authority (Dún Laoghaire–Rathdown County Council) but with others, e.g. Eurofound (based in nearby Loughlinstown) and with Newpark Music Academy (using campus facilities from September 2025).

An alumni CRM and portal has been procured and substantial work has taken place to migrate data (due to complete in September 2025). Executive received and agreed a plan for engagement and communication (and in due course fundraising) in pursuit of a Strategic Plan commitment.

Strategic reflection

The appointment of a climate and sustainability officer (TSAF) will allow for strengthened data collection and reporting, policy development, and support for student-led projects (exemplar projects aligned to *Climate Action Roadmap* and/or Education for Sustainable Development). A

range of TSAF actions and deliverables are in place to support the realisation of this impact in 2025/26. IADT will also adopt a Biodiversity Plan and Campus Travel Plan during the year, and sustainability impact assessments will be integrated into all major decisions.

Our 'Opportunities Register' identifies several potential projects which could offer carbon emissions savings, which will be assessed and reviewed as part of the energy audits. The campus energy masterplan will identify the projects, associated timelines and budgets required to achieve our 2030 total carbon emissions target. The introduction of a zero to landfill waste plan will be investigated when the incumbent waste management contract expires. Through targeted food waste measurement, sustainable procurement practices, and digitisation initiatives, we will seek to eliminate single-use items.

The alumni CRM and portal will come into full use at the start of the year with further development continuing, including opportunities for networking, mentoring, and pilot fundraising activities accompanied by necessary development of policies and procedures. A year-long programme of events at Carnegie is being agreed with the Council and will increase visits to the building by a range of local and other stakeholders.

[Word count: 884]

Section 3: System Learning and Policy Development

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

Word limit: 300

IADT notes and recognises the welcome impact of non-recurrent funding (e.g. N-TUTORR, TU RISE, and TSAF) that has allowed for the commitment of staff resources to transformative and developmental activities relevant to the implementation of the Performance Agreement and attainment of the targets contained therein. We also see the impact, both in terms of substantive delivery of commitments and in appropriate and proportionate monitoring and reporting, of the linked investment in digital infrastructure. There is scope for further sectoral work in this area including, for instance, in identifying the full use of existing management information systems and of broader approaches to data-informed decision making (e.g. CRM systems, effective and lawful use of AI tools, robust common terms and taxonomies).

The purposeful alignment of the Performance Agreement cycle with the institution's own strategic planning cycle has allowed us to ensure very close alignment between the two sets of commitments — not only in terms of information capture as discussed throughout this report, but also in generating for internal consumption a single set of 'priorities' and allowing decisions to be made with these priorities in mind. Relative to our experience under previous cycles and, we believe, that of peers, there is a strong argument that strategic plans and performance agreements should where possible "run together".

[Word count: 211]

Section 4: Signature of the Head of the Institution

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

On behalf of **Dún Laoghaire Institute of Art, Design and Technology**, I declare that the particulars supplied in this report are true and correct.	
Signature:	David Smith *(signature)*
Print Name:	David Smith
Date:	26 September 2025