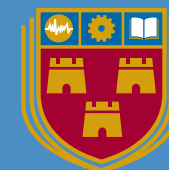


CELEBRATING
50
YEARS
1970-2020

INSTITUTE OF TECHNOLOGY CARLOW
COMPACT Self-Evaluation Report
2019 - 2020



INSTITUTE *of*
TECHNOLOGY
CARLOW

Institiúid Teicneolaíochta Cheatharlach



CONTENTS

	Overview of institutional progress	2
KSO 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability	4
KSO 2	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community	18
KSO 3	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe	26
KSO 4	Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population	32
KSO 5	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence	50
KSO 6	Demonstrates consistent improvement in governance, leadership and operational excellence	64

Overview of Institutional Progress



“The review team commends IT Carlow for the transformation that has taken place in its institutional development and strategic direction since the last institutional review.”

“The review team commends IT Carlow for the authenticity of the values-based culture described in all publications. This culture is evidenced in the work of individuals at the institute.”

Institute of Technology Carlow CINNTE Institutional Review Report 2020, p. 52

Overview of institutional progress

Institute of Technology Carlow's Strategy and Performance Dialogue 2018-2021 Compact was developed in parallel with Strategic Plan 2019-2023, thus ensuring a consistency of approach and alignment of strategic objectives and performance targets. The Institute completed its bilateral meeting on the Compact SER 2018/2019 with the HEA in March 2020 and has since received formal confirmation that all targets were indeed achieved for this first reporting period.

This second SER (2019/2020) covers a reporting period that saw not only significant progress on the Institute's strategic goals and objectives, but also an institute-wide response to an array of unprecedented challenges arising from the global pandemic in early 2020. Notwithstanding the abrupt pivot to remote learning, assessment and student/staff supports for the second half of this reporting period, the Institute is pleased to provide evidence in this SER for continued progress on each of its twelve Institutional Compact Priorities through meeting all its 2019/2020 targets.

The broader context for 2019/2020 includes completion of the QQI CINNTE Institutional Review carried out by an international team of independent experts and peers. The review was based upon an Institutional SER generated through a broad and consultative process with stakeholders throughout 2019, an institutional repository of almost 17,000 documents and virtual meetings of the review team with students, staff and external stakeholders over twenty-eight different meeting sessions (the first virtual review of this nature conducted in Europe).

In 2019/2020, the strategic direction of the technological university designation initiative was impacted by new developments including the provision of €2m Landscape funding to TUSEI in late 2019, the first report from the MTU review panel, publication of TURN 2019, launch of the TUTF, and creation of the senior Minister led Department for FHERIS. Collectively, these developments signaled a desirability for additional measures to underpin a successful application for designation and provided an opportunity to the consortium to strengthen its application in some areas through using the additional resources provided. This was in parallel with continued development and implementation of mitigation strategies for the two high risk ratings identified in an independent risk analysis process for TUSEI.

Other noteworthy developments in 2019/2020 include a new Academic Delivery Framework, a new Research and Innovation Impact Strategy 2020-2025; significant progress on the Institute's capital development programme; and a high level of new programme development, validation and delivery across CAO, Postgraduate Studies, Springboard 2020, Human Capital Initiative and the July Stimulus Programme.



1

Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability

“IT Carlow’s commitment to lifelong learners, its student-centred culture, new innovations in its research capacity, and regional partnerships, position IT Carlow well to meet its vision to be a leading technological university and respond to Ireland’s National Strategy for Higher Education (2011) to provide students with transitions and career pathways to foster employment, lifelong learning, civic engagement, and regional economic growth.”

Institute of Technology Carlow CINTE Institutional Review Report 2020, p. 8

1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability

Institute of Technology Carlow continues to embrace and enhance its role in enriching the social, cultural and economic life of our region. We continue to increase our linked provision, liaison with industry, enterprises, public bodies and social, community and voluntary sectors.

Our proposal to establish the TUSEI, in partnership with WIT, has been vital to developing our activities and increasing our impact while remaining loyal to our core mission.

We continue to maintain our position as market leader for lifelong learning and WTE student numbers and have increased our range of activities in this space with new part-time programmes added year on year, new micro-credential programmes promoting greater access to higher education and more flexible pathways for career development and lifelong learning whilst responding successfully to Springboard+, HCI Pillars 1,2 & 3 and July Stimulus calls and seeking additional places on many of these programmes in response to demand.

We continue to optimise the learner experience and prioritise the development of Graduate Attributes that meet the needs of learners, social innovation, public and private enterprise, nationally and globally. We have embarked on the implementation of a new academic delivery framework and are undergoing a full programmatic review, informed by the needs of our stakeholders and reviewed in partnership with students.

In responding to COVID-19, we embraced the opportunities presented by technology to deliver our programmes and support our students so that in the future world of work and society, they are proficient in emergent technologies.

Strategic Priority 1a		Maintain its position as market leader of lifelong learning WTE student numbers to 2020 through our continued effective response to the needs of our enterprise, public service and community sectors. We will continually enhance the skill base of the workforce and extend our opportunities for Springboard participants through the provision of a strong talent pipeline combining knowledge, skills and employability, which responds to the skills deficit and upskilling requirements of 2020 and beyond.		
i. Institution Strategic Initiative		Institute of Technology Carlow will maintain its position as market leader of lifelong learning WTE student numbers to 2020 through our continued effective response to the needs of our enterprise, public service and community sectors. We will continually enhance the skill base of the workforce and extend our opportunities for Springboard participants through the provision of a strong talent pipeline combining knowledge, skills and employability, which responds to the skills deficit and upskilling requirements of 2020 and beyond.		
ii. Key Performance Indicators	Pre-compact Baseline 2017-18	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of full-time students	4,670	4,608	2% increase on previous year determined by the RFAM moderator i.e. 4,700	4,843 (Source: SRS headcount)
Number and % of part-time students (i.e. Lifelong Learning students)	3,705 44.2%	3,840 45.5%	2% increase on previous year determined by the RFAM moderator i.e. 3,917	4,260 46.8% (Source: SRS headcount)

Number of Springboard+ places	386 places allocated across 17 programmes	675 places allocated across 17 programmes	Increase the number of Springboard + available places from 2018/19	<p>340 places allocated across 12 programmes</p> <p>Places on Springboard + are allocated by the HEA and despite a very strong Springboard + allocation and record for 2018, we were only allocated 245 Springboard+ places by the HEA and sought additional places which brought us up to 340 places. However, we could and would have filled many more had they been allocated.</p>
Number of apprentices	143	158	2% increase on previous year i.e. 161	<p>169 based on growth in electrical instrumentation and the launch of the new apprenticeship in geodrilling (Source: SRS)</p>

Blended learning	<p>In 2017/2018, the Institute designed and published its Roadmap for Blended Learning.</p>	<p>Blended learning modules launched in 2018/19:</p> <ul style="list-style-type: none"> - BSc Management (Craft)/ BSc Energy Management/ Certificate in Health, Safety and Environmental Management, level 7: Health, Safety and Environmental Management - BA(Hons) in Early Childhood Education & Care, level 8: Early Childhood Research Project - BBS in Supply Chain Management, level 7: Inventory and Materials Management; Purchasing and Supplier Management; Operations Management; Business Finance; Organisational Behaviour; - BBS(Hons) in Emergency Services Management, level 8: Organisational Behaviour; - MSc in Sports Performance Analysis, level 9: Sports Performance Analysis: Theory and Practice. 	<p>Expand capacity to deliver modules through blended learning so as to enhance the ITC student learning experience and to extend lifelong learning opportunities to a geographically distributed Irish workforce.</p>	<p>Due to COVID-19 restrictions, all modules across all disciplines were delivered through blended learning from March to May 2020. Significant planning, infrastructural investment, training and support took place from March to September 2020.</p> <p>In June 2020, the Institute undertook a review of hybrid learning activity from March to May in order to continuously enhance delivery of hybrid learning across all programmes for the 2020/2021 academic year.</p> <p>This review has been allied with staff and student feedback through surveys and the Institute's Covid Response Team structures.</p>
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Table 1.1 **Institute of Technology Carlow full and part-time figures (headcount) 2014-2020** (Source: SRS)

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Total Students	6446	7042	7258	8375	8448	9103
Full-time	4257	4396	4450	4670	4608	4843
Part-time	2189	2646	2808	3705	3840	4260
% Part-time Headcount	34.0%	37.6%	38.7%	44.2%	45.5%	46.8%

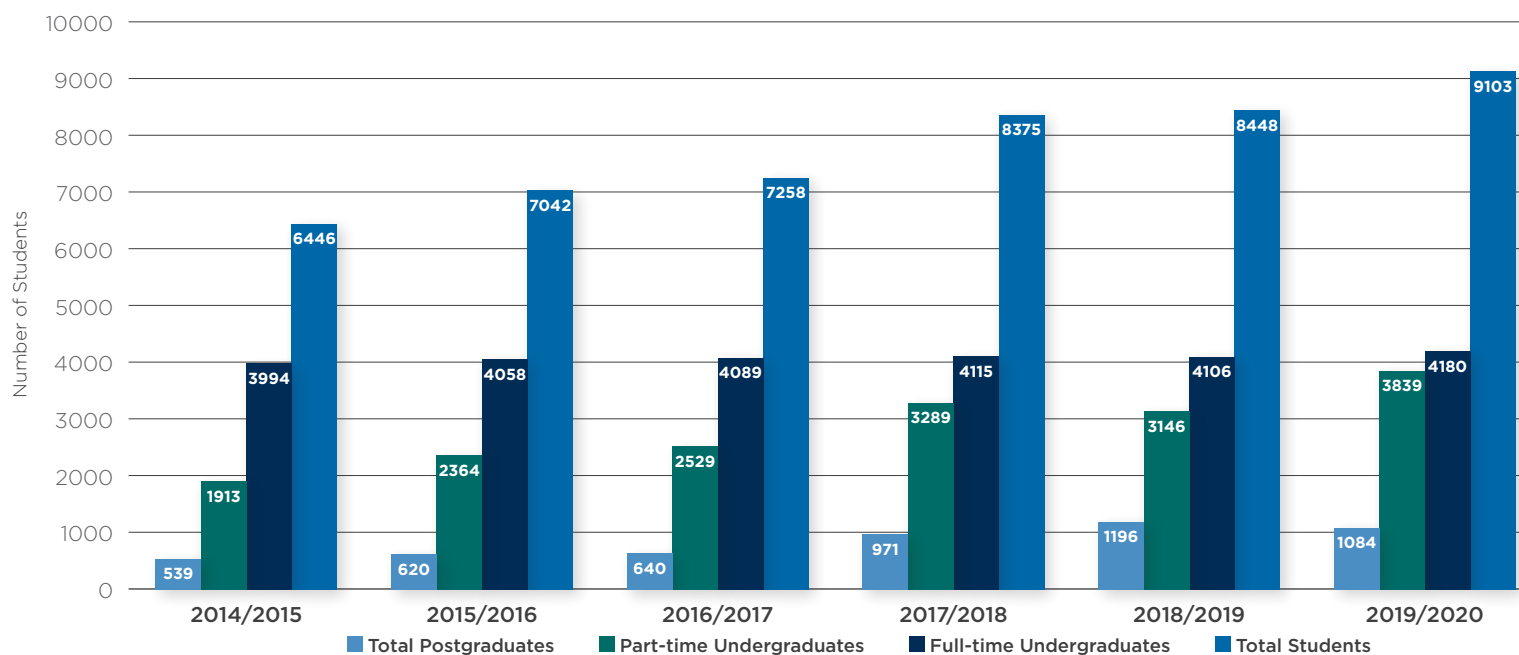


Figure 1.1 **Institute of Technology Carlow full-time and part-time undergraduate and postgraduate 2014-2020** (Source: SRS)

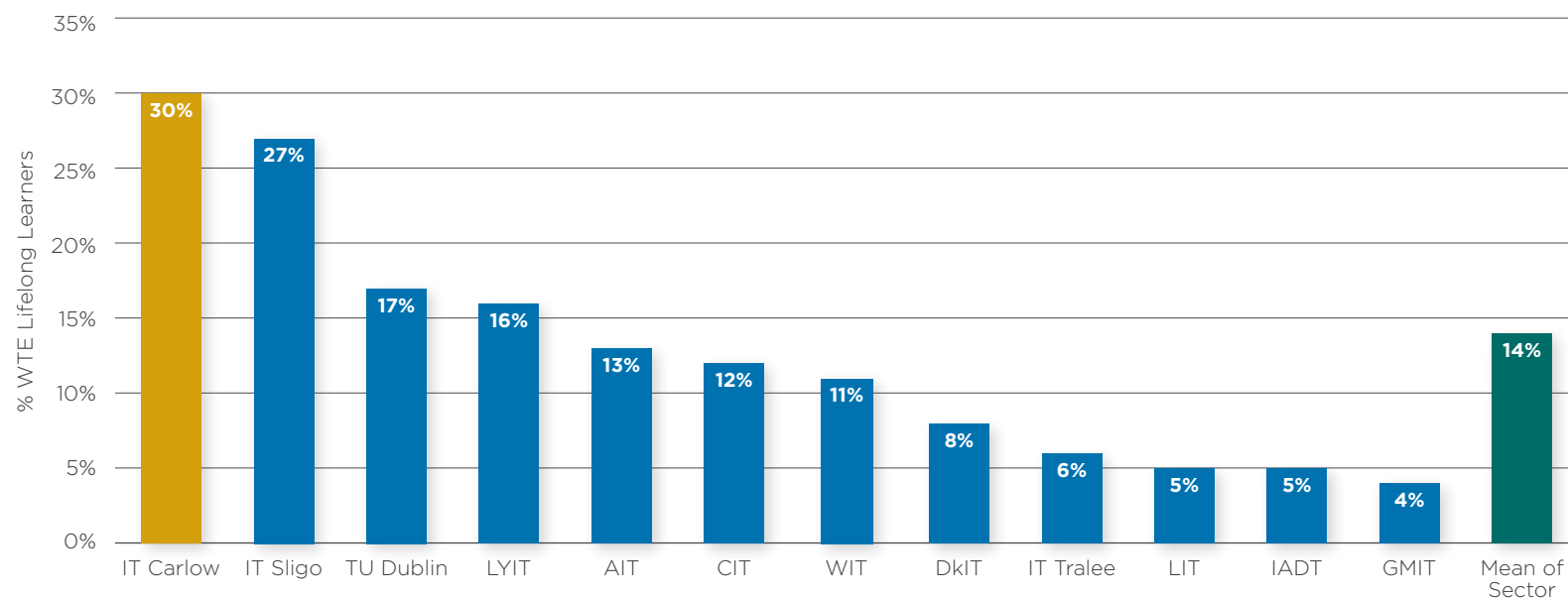


Figure 1.2 **Percentage of Lifelong Learning students (i.e. part-time students) based on WTE (Whole Time Equivalent) in the technological higher education sector based on the latest available comparative data from 2018/2019 (Source: HEA RGAM 2020)**

Table 1.2 **Percentage of Lifelong Learning students (i.e. part-time students) based on HEA enrolment headcount data from all Irish HEIs for 2019/2020** *Note: HEA enrolment data excludes certain categories of students including apprentices and incoming Erasmus students.* (Source: HEA.ie)

Institute	Number of Lifelong Learning Students*	% of Lifelong Learning Students (i.e. % part-time students of total students)
Technological University Dublin	7,687	29.0%
IT Carlow	4,091	47.0%
University College Dublin	3,855	14.3%
University College Cork	3,604	16.6%
National University of Ireland, Galway	3,388	17.5%
IT Sligo	3,235	49.6%
Cork IT	2,691	24.2%
Dublin City University	2,091	12.8%
Maynooth University	1,741	13.4%
Trinity College Dublin	1,629	9.3%
Limerick IT	1,495	21.7%
Waterford IT	1,481	17.4%
University of Limerick	1,406	9.3%
Mary Immaculate College, Limerick	1,154	22.5%
Athlone IT	1,116	23.8%
Royal College of Surgeons	1,109	28.3%
Letterkenny IT	884	21.9%
Dundalk IT	833	17.1%
Galway-Mayo IT	824	12.3%
St. Angela's College of Home Economics, Sligo	620	40.5%
IT Tralee	361	12.8%
Dun Laoghaire Institute of Art, Design and Technology	311	13.4%
National College of Art and Design	187	14.8%

* Excludes apprentices

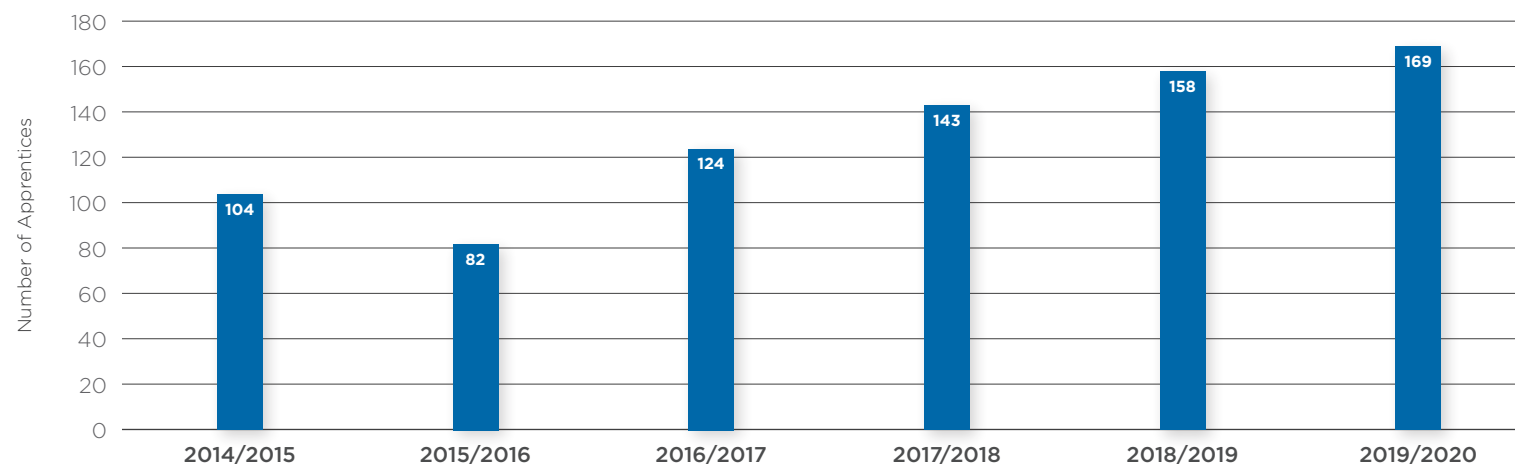


Figure 1.3 **Institute of Technology Carlow apprenticeship figures** (Source: SRS)

iii. Interim targets, commentary and data source

Progress of the Institute has been significant in growing its full-time student numbers and continues to exceed even its own targets in terms of its part-time provision through lifelong learning (Figure 1.1). Recognising our responsibility as the market leader for lifelong learning we have continued to develop greater prospects for part-time, flexible and blended learning, further enhancing our provision of online learning. Our increased lifelong learning provision has catered for the continuing professional development needs of employees in our region and beyond. Such growth and provision, which is appropriately managed and supported across all levels of the Institute, is evidenced through the development and embedding of new and relevant programme offerings, developed in partnership with relevant sectors of the civic, cultural and economic region and in response to identified needs.

We have increased opportunities for apprentices and enhanced flexibility across all our provision.

<p>In March 2020, we responded quickly and effectively to COVID-19 and moved all delivery online through the platform of Blackboard Collaborate. Since September 2020, we have used the hybrid model of blended learning and face to face where possible (and in line with national health guidelines). This has enhanced efficiency of classroom time and provided us with more and better learning opportunities for distance learning for the future and a means of inter-institutional collaboration regionally, within the country and with other international higher education institutions.</p> <p>COVID-19 has shown the potential benefits of engaging in the digital revolution in education where students can acquire knowledge from sources other than their lecturers and institutions; it facilitates greater access to a larger, more diverse student cohort as learning is no longer confined to the classroom; staff may share and create content with colleagues from other national or international institutions; and a much wider range of educational resources can be accessed.</p>				
Strategic Priority 1b		<p>Optimise the learner experience and prioritise the development of Graduate Attributes that meet the needs of learners, social innovation, public and private enterprise, nationally and globally. We will continuously improve the learning experience so that all learners acquire skills and develop as independent learners. All programmes will provide students with a range of opportunities to develop, practice and be assessed on an agreed range of key employability skills and graduate attributes.</p>		
i. Institution Strategic Initiative		<p>Institute of Technology Carlow will optimise the learner experience and prioritise the development of Graduate Attributes that meet the needs of learners, social innovation, public and private enterprise, nationally and globally. We will continuously improve the learning experience so that all learners acquire skills and develop as independent learners. All programmes will provide students with a range of opportunities to develop, practice and be assessed on an agreed range of key employability skills and graduate attributes.</p>		
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Employability statement	Employability statement report sent to HEA.	New Institute Employability Guide and Statement published. Work commenced on developing individual programme specific employability statements.	Institute of Technology Carlow will have an employability statement for all disciplines by 2020.	Employability statements have been developed for the Faculty of Science, Faculty of Engineering, Faculty of Business and Humanities, Faculty of Lifelong Learning, and Wexford Campus.

% of programmes incorporating work placements / volunteering activities	90% of undergraduate major awards have incorporated work-based learning.	Provision of work-based experiential learning: WBL or volunteering on all programmes has been agreed in principle.	WBL/Volunteering will be implemented across all faculties and programmes via the 2020/21 academic strategic and programmatic reviews.	In 2020, all full-time honours degree programmes offered by the Institute incorporated work based/experiential learning. The number of programmes with work placements across the faculties and campuses are: <ul style="list-style-type: none"> • Business & Humanities – 22 • Science – 12 • Engineering – 13 • Wexford – 7
Co-curricular award	No co-curricular award in place	A co-curricular award, part-time level 6, 10 credit, Special purpose 'Certificate in Community Leadership and Activism' has been developed and submitted for approval.	No specific target identified	The special purpose 'Certificate in Community Leadership and Activism' was approved in 2019/2020.
Number of applications for the President's Volunteer Award	47	63	This was not identified as a KPI in the 2018-2021 Compact but included in the 2018/19 SER. This continues to be rolled out despite the impact of the COVID-19 restrictions.	11 (6 successful applicants) The low number of applicants for 2019/2020 was due to the impact of COVID-19 restrictions from March to August 2020.
Graduate Attributes	Graduate Attributes Framework launched in Jan 2018.	Further embedding of graduate attributes planned for 2020/21 via academic strategic and programmatic reviews.	Integrate the graduate attributes across all ITC's programmes and ensure that the delivery of these programmes is tailored towards these attributes.	Planning for the integration of the IT Carlow graduate attributes in all programmes progressed in 2019/2020 and will be completed in 2020/2021 when the programmatic reviews are finalised.



Figure 1.4 **Institute of Technology Carlow Graduate Attributes Wheel**

iii. Interim targets, commentary and data source

Institute of Technology Carlow strives to optimise the learner experience and prioritise the development of Graduate Attributes that meet the needs of learners, social innovation, public and private enterprise, nationally and globally. As part of the current programmatic review process, all programmes are requested to identify specific areas/aspects within the programme which support the attainment of key identified attributes. All programmes will provide students with a range of opportunities to develop, practice and be assessed on an agreed range of key employability skills and graduate attributes.

Through the achievements of the past few years, the Institute has put in place much of the infrastructural framework necessary to deliver high-quality opportunities for our students including the President's Awards, the Graduate Attributes Framework and significant investment in student facilities. The Institute underwent QQI CINNTE Institutional Review in 2019/2020. Within the Institute Self Evaluation Report was a commitment that the Graduate Attributes Framework needed to be further embedded into all curricula as part of Programmatic Review 2020-2021 and this stretches beyond academic programmes, to include all extra-curricular activities offered by the Institute, including sporting, social, community-based and voluntary activities.

The roll out of the programmatic review will see the implementation of work based experiential learning, formal work placement or volunteering within programmes across all faculties and campuses. All programmes will detail ways in which the programme embraces work integrated learning (work placement, work-based assessment, supervised practice, client projects, etc.). This will also facilitate the potential for programmes to build in opportunities for work experience abroad and Erasmus opportunities.

To-date all major undergraduate programmes have an employability statement and all new programmes have employability statements. The development and updating of employability statements is embedded into the Programmatic Review process being completed in the 2020/2021 academic year.





2

Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

“The review team commends the institute for strong levels of engagement with industry. In meetings with industry and enterprise partners, it was clear to reviewers that the institute is very responsive to the needs of industry in its region and that mutually beneficial research partnerships are in place. The principle of ‘connectedness’ is a defining feature of the institute’s approach and it is evident that through its commercialisation and knowledge transfer activity, IT Carlow is a driver of regional development for the South East region.”

Institute of Technology Carlow CINNTE Institutional Review Report 2020, p. 40

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

Institute of Technology Carlow has performed well under KSO2 despite the major challenges and restraints imposed by the COVID-19 pandemic from March 2020.

In a post COVID environment, the strength of Institute of Technology Carlow's international partnerships and pathways programmes will be a key enabler of our international recruitment. In 2019/2020, partnership visits to Jilin Normal University (JLNU) and Henan University of Animal Husbandry and Economy (HUAHE) were conducted. The outcome of this visit was approval of our JLNU / Wexford Campus programme by the Chinese Ministry of Education. The HUAHE programme is currently advancing through the review and validation processes.

The Institute employs a high quality Knowledge Transfer model, which allows us to pro-actively develop and support opportunities with industry. The Institute continues to expand and enhance its engagement with enterprise and the wider community through successful initiatives. The Institute secured programme development funding under July Stimulus and Human Capital Initiatives and expand the Institute's portfolio and delivery mechanisms to meet regional needs. A HCI Pillar 3 funded project in collaboration with DCU will utilise virtual reality to provide agile and flexible delivery to upskill employees and provide a new innovative pathway to enterprise training.

Strategic Priority 2a	Develop and implement an effective internationalisation strategy
i. Institution Strategic Initiative	Institute of Technology Carlow will develop and implement an effective internationalisation strategy informed by 'Irish Educated Globally Connected: An International Education Strategy for Ireland 2016-2020'. This strategy will enhance institutional collaboration, student recruitment and international mobility activities focusing on strategically identified key markets.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Output value of internationalisation (gross student fee revenue)	€1.9m (2014/2015)	Reported as 'exceeded target' of €2.2m but specific amount achieved not provided.	Increase by 25% from baseline, that is to €2.375m	€3.9m (105% increase from 2014/2015 baseline)
Number of international students as a % of FT students	405/4450 = 9.1% (2016/17)	583/4608 = 12.65% against target of 12.5%	575 international students	631/4,843 = 13.0% increase
Outgoing Erasmus + study mobility	Baseline not identified.	4 learners	Target not identified as not included as a KPI in the 2018-2021 Compact	13 learners went on Erasmus+ study and workplace mobility

Table 2.1 **Institute of Technology Carlow incoming international learner numbers 2013/2014 to 2019/2020**

Learner Type	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Non- EU Learners	222	245	251	253	346	429	495
EU Learners	107	121	145	153	138	154	132
Total International Learners	329	366	396	406	484	583	631

Table 2.2 **Institute of Technology Carlow gross fee income from incoming international learners 2014/2015 to 2019/2020**

Academic Year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Gross Fee Income (€)	€1.9 million	€2.0 million	€2.0 million	€2.7 million	€3.3 million	€3.9 million

<p>iii. Interim targets, commentary and data source</p>	<p>In 2019/2020, the Institute's International Office recruited and looked after over 600 learners from over 50 countries. The growth in numbers is illustrated in Table 2.1 and demonstrates that the Institute achieved its strategic aims and the HEA Compact targets outlined in relation to revenue and student numbers, particularly non-EU learners. International student numbers increased at the Institute by 72% using the 2014/2015 baseline with an increase of 102% in Non-EU students during that period. The expected outcome for 2020/2021 will still show a substantial increase on the baseline from 2014/2015 but COVID-19 restrictions will see a reduction in the year-on-year number of registered international students.</p> <p>China remains the most important recruitment market for fee paying students at the Institute. The Institute remains committed to achieving diversification in its student recruitment base but is also aware, in a post COVID-19 environment, that it will be vitally important to consolidate relationships and pathways that have been successful to date.</p> <p>The increase in taught postgraduate programmes at the Institute in recent years has seen an increase in Indian students attracted by the availability of 2-year graduate visas and the high demand for skills in the IT and pharmaceutical sectors.</p> <p>The International Office felt the impact of the COVID-19 virus in early 2020. As long-term partners in China and Korea shut their doors and entered lockdown, we were left to contemplate the ramifications in terms of our ability to engage as we normally would through regular visits and other interactions. It is the view of the International Office that our international partnerships, built up over many years, will remain robust and will grow into the future. The greatest challenges lie in rebuilding the confidence of students and families in the value of studying abroad and the ability of our economy to be competitive post-pandemic.</p>
<p>Strategic Priority 2b</p>	<p>Increase the output of economically relevant knowledge, know-how and patents through strengthening institutional outputs delivered through our technology transfer and enterprise support activities and among researchers.</p>
<p>i. Institution Strategic Initiative</p>	<p>Institute of Technology Carlow will increase the output of economically relevant knowledge, know-how and patents through strengthening institutional outputs delivered through our technology transfer and enterprise support activities and among researchers.</p>

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of Innovation Vouchers	58 (2017) Source: KTI	83 against target of 60	62	89 (Source: Institute records from Design+ and Research & Commercialisation Support Centre)
Number of Spin Ins/Outs	34 (33+1) (2017) Source: KTI	38 against target of 37.4	+30% = target of 44	52 (Source: KTI)
Number of collaborative research agreements with industry	21 (2017) Source: KTI	20 (2018)	Target not identified as not included as a KPI in the 2018-2021 Compact	21 (comprised of 14 collaborative agreements with industry + 2 with non-commercial entities + 5 agreements on use of facilities for research. Source: Institute records from Design+ and Research & Commercialisation Support Centre)
Number of consultancy service agreements with industry	3 (2017) Source: KTI	3 (2018)	Target not identified as not included as a KPI in the 2018-2021 Compact	8 (Source: Institute records from Design+ and Research & Commercialisation Support Centre)
Number of commercially relevant technologies (licenses, options, assignments)	163	204	15% cumulative increase on baseline = 187	215 (Source: Institute records from Design+ and Research & Commercialisation Support Centre)

Table 2.3 **Summary of Engineering the South East engagement activities from 1st September 2019 to 31st August 2020**

Activity	Number	Further Information (if relevant)
Spotlight on Industry hosted by Glanbia Ireland	9 companies attended	Theme: Automation in Manufacturing
Programme Development	1 programme developed	Certificate in Engineering – City & Guilds level 2
Part-time Course for Manufacturing Engineering including CNC Programming	8 companies involved	QQI Level 6 course (30 Credits)
Discussion Group Meetings - Carlow	5 with 7 companies attended	
Discussion Group Meetings - Kilkenny	4 with 7 companies attended	
Joint Discussion Group Meetings – Carlow – Kilkenny	3	
Engagement Events	6	Toys4 Engineers; WIT Engineering Night; IT Carlow Engineering Night; Careers of the Future 2019; Amplitude; Careers Showcase - Back for the Future
Engineering the South East Newsletter Updates	2	
Chairman's Updates	2	
Steering Group Meetings	5	



<p>iii. Interim targets, commentary and data source</p>	<p>KSO2 high level targets include the number of innovation vouchers with industry to increase by 12% by 2020. Institute of Technology Carlow had 58 innovation vouchers in 2017/2018 and this increased to 89 in 2019/2020, an increase of 53%. It also targets an increased number of commercially relevant technologies of 20% by 2020. Institute of Technology Carlow had a figure of 163 in 2017/2018 and 215 in 2019/2020, an increase of 32%, exceeding our 2020/2021 target of 20%. The Institute had 52 spin-in/incubation companies in 2019/2020, which exceeded our target for this year of 44. No additional spin out companies were generated in 2019/2020. This excellent performance is remarkable against the background of COVID-19 which prevented our business development staff from visiting companies from March 2020.</p> <p>In 2019 the Institute was successful in its application to Enterprise Ireland under the Regional Technology Cluster Fund to develop an industry led cluster, 'Engineering the South East'. With an Educational Outreach Manager recently employed, the cluster in partnership with WIT and the Educational Training Boards supports an industry led steering group to drive regional competitiveness in engineering across the South East (see Table 2.1). Developing cluster driven bespoke programmes and partnering on a successful Human Capital Initiative (HCI) funded project, the cluster and IT Carlow have strengthened the provision of an industry specific programme portfolio to advance enterprise. The cluster also places focus on research and advancing the integration and partnering of industry on research programmes, which the Institute is currently advancing.</p> <p>In 2020, the Institute secured funding for the post of Director of Engineering Research and Innovation as part of the Senior Academic Leadership Initiative which will assist in addressing KSO2 and KSO3 alongside meeting a key EDI deliverable in KSO6. It will strategically advance engagement with enterprise and international research activities.</p>
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3

Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe

“The growth in the number of faculty with a PhD (which has almost tripled from 18 per cent in 2012) demonstrates the institute’s commitment to research and expands IT Carlow’s capacity to conduct research as a technological university.”

Institute of Technology Carlow CINNTE Institutional Review Report 2020, p. 8

“In general, the review team noted with approval the significant level of support provided to research students, the flexible and collegiate approach of academic staff in supervising research students, and the supportive, nurturing environment created for research students at the institute.”

Institute of Technology Carlow CINNTE Institutional Review Report 2020, p. 39

3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe

Progress under KSO3 has been excellent with good progress against targets being reported. Our new Research and Innovation IMPACT strategy was launched in the Institute on 5th March 2020 (<https://www.itcarlow.ie/resources/ri-impact-strategic-plan.htm>). It focuses on impact across four key strategic cross-cutting themes which are: strategic direction, strengthening capacity, actively engaging, and creating change. Research and Innovation IMPACT sets out an ambitious and pragmatic cross-institutional roadmap to increase productivity and innovation in connected and collaborative research, scholarship and creative activities for societal, economic and environmental development, supporting the realisation of the Institute of Technology Carlow vision to be a leading European Technological University.

The IMPACT strategy strongly signals how intensive collaboration with industry and close engagement with international researchers can act as major catalysts for further regional, national and international investment, research, innovation and employment growth.

The Institute continues to invest in research infrastructure, personnel and support structures and systems and the focus in this reporting period was the further expansion and development of our COREs and the CORE Directorate; and the enhancement of our dedicated Research and Commercialisation Support Centre (RCSC) and the Postgraduate Studies Support Office.

Strategic Priority 3a		Continue to increase postgraduate research enrolments in disciplines aligned to enterprise and other national needs in line with Technological University criteria and informed by the goals of Innovation 2020.		
i. Institution Strategic Initiative		Institute of Technology Carlow will continue to increase postgraduate research enrolments in disciplines aligned to enterprise and other national needs in line with Technological University criteria and informed by the goals of Innovation 2020.		
ii. Key Performance Indicators		Pre-compact Baseline 2017-2018	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target
Number of postgraduate research enrolments (Research Masters/PhDs, full-time and part-time)		156	177	Increase of 10% on postgraduate research enrolments for 2018/19 i.e. 195
Number of total postgraduate enrolments (full-time and part-time)		971	1,196	No target identified as not included as a KPI in the 2018-2021 Compact
				2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
				202 i.e. 14% increase on 2018/2019 enrolments (Source: HEA statistics)
				1,084 (Source: SRS)

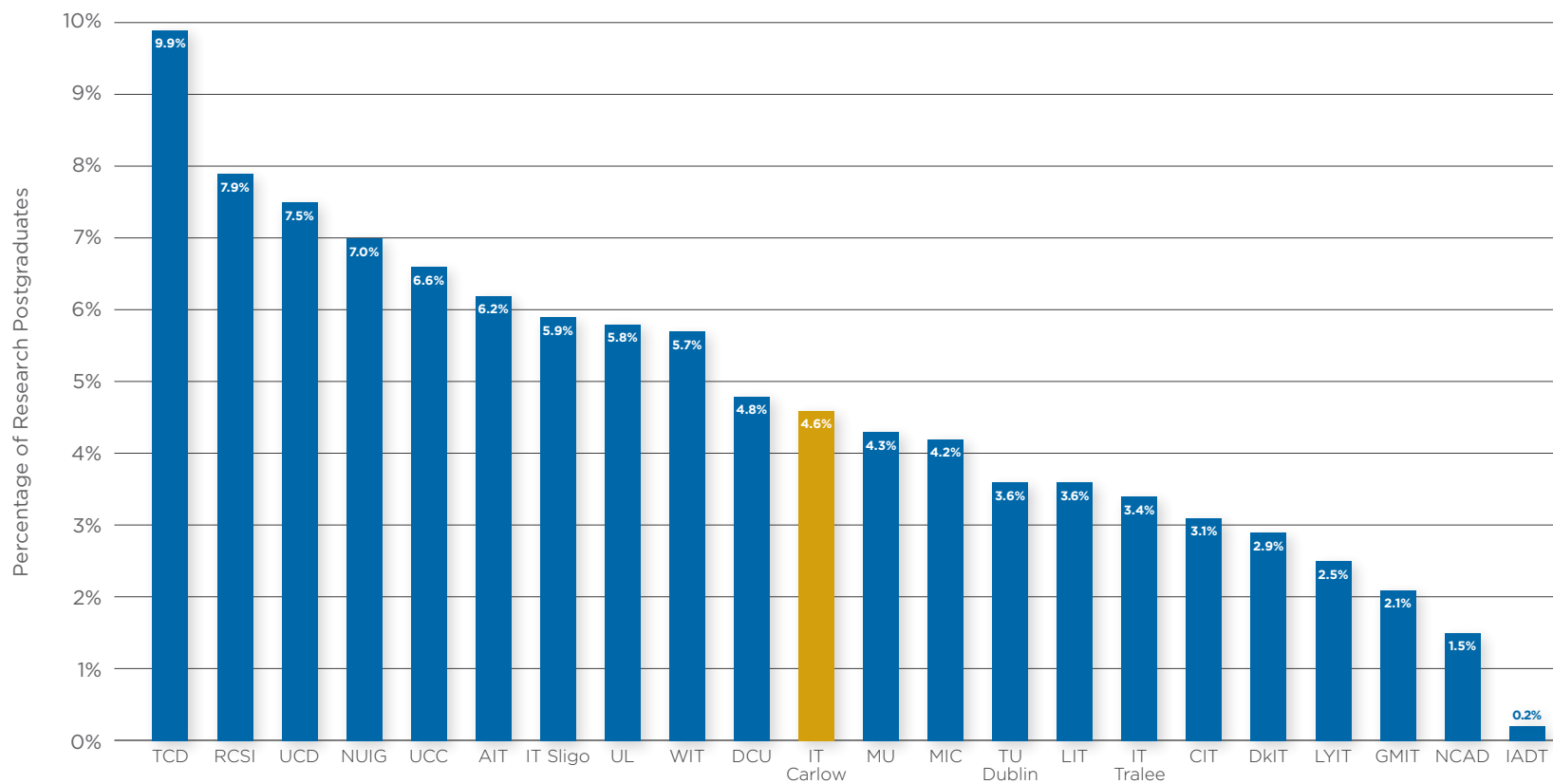


Figure 3.1 **The proportion of research students (PhDs and Research Masters) of the total number of students enrolled on Level 8 and above programmes in Irish HEIs based on headcount 2019/2020** (Source: HEA.ie)

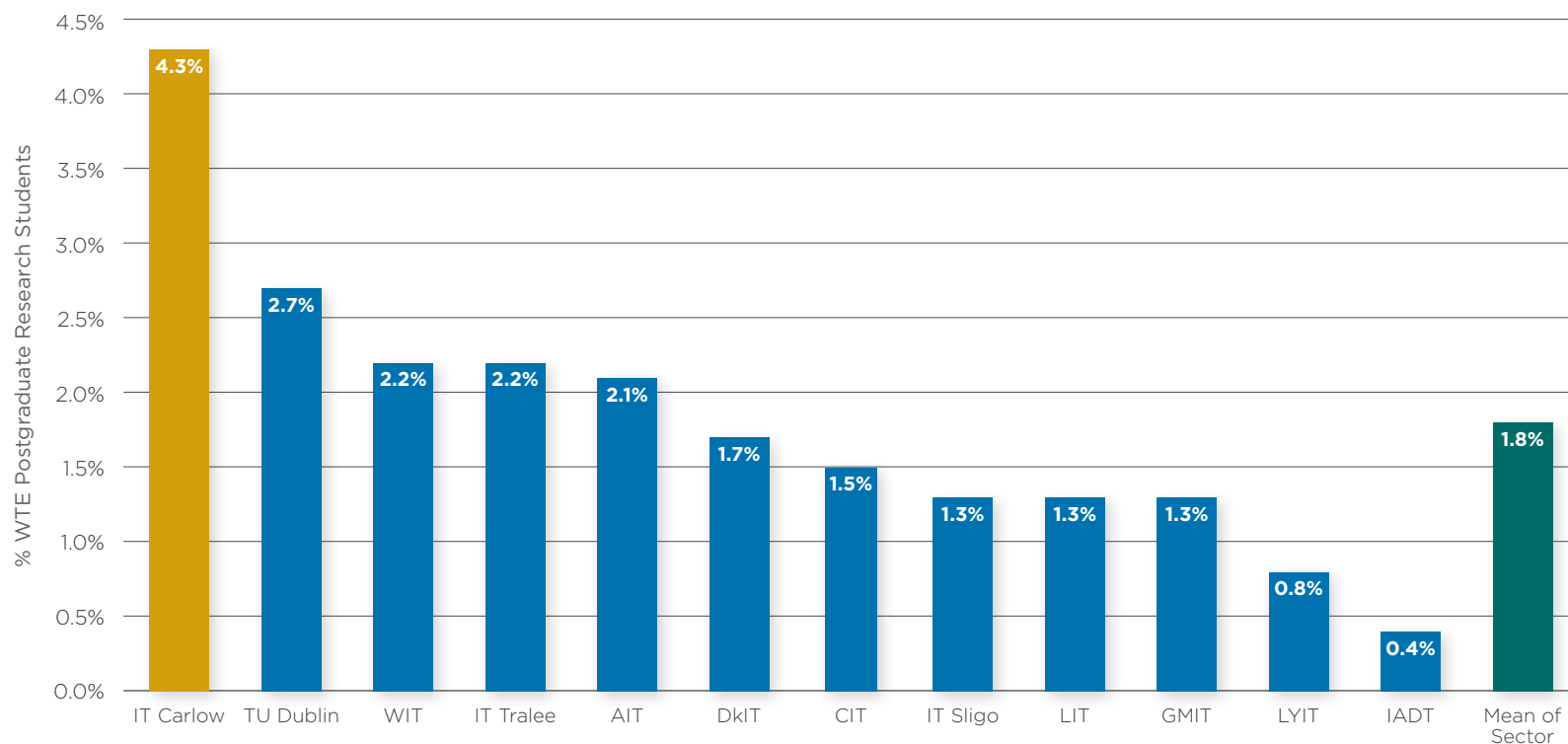


Figure 3.2 **The percentage of WTE research students in the technological higher education sector based on the latest available comparative data from 2018/2019** (Source: HEA RGAM)

iii. Interim targets, commentary and data source

For 2019/2020, the Institute's SRS to the HEA reported 202 research masters and PhD enrolments, which represents a 14% increase on the 2018/2019 figure (177). This is equivalent to 4.6% of the total student numbers studying on major awards at honours degree level or above (Figure 3.1). Based on the latest available data, when calculated as a WTE percentage, the Institute has the highest proportion of research students in the Institute of Technology sector (Figure 3.2).

Following the COVID-19 lockdown in March 2020, postgraduate researchers were facilitated on campus for essential research work only to enable them to complete ongoing essential practical and laboratory-based experimental work. An Institute wide research focused COVID-19 Research Team established "Guidelines for Return of Researchers to Campus" (https://www.itcarlow.ie/public/userfiles/files/Return-of-Researchers-to-Campus-Policy-V1_0_final.pdf) which allowed the prioritisation of research projects and phased return of researchers to campus in summer/autumn 2020. The situation with regards to COVID-19 and campus access follows current Government guidelines and is under continued review.

Under a competitive funding call in September 2020, the Higher Education Authority awarded more than €644,000 to the Institute to support the 202 research students and the contract research staff impacted by delays in carrying out their work. The allocation of this funding is currently underway in accordance with the protocols and prioritisation guidelines of the HEA. Students at risk of delay would primarily be in our health science PhD programme where the research is conducted typically with cohorts of sports people or secondary school students and where access has been either restricted or withdrawn and also in our enviroCORE research centre where experiments may have been postponed or need to be repeated. We are working with the research teams to minimise these impacts while maintaining the integrity of the research programme.

Strategic Priority 3b		Develop and implement its engagement strategies with industry to provide opportunities for knowledge transfer and to achieve increased industry funding of applied research at the Institute.		
i. Institution Strategic Initiative	Institute of Technology Carlow will develop and implement its engagement strategies with industry to provide opportunities for knowledge transfer and to achieve increased industry funding of applied research at the Institute.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number and total value of industry funded projects	60 (2016)	109 and €241,075	Increase industry funded projects to 70 and €127k revenue.	69 projects in the period with direct funding element Total Project value: €486,000 Total Industry Contribution: €148,085

Number of research projects with industry	24	26 (23 industry and 3 non-commercial entities)	Increase number by 12% = 27 projects	25 projects in the period with direct industry funding element
H2020 funding	No H2020 funded projects	ITC became a partner in a €2.1m H2020 Project 'Building Resilience through Education'. ITC one of 21 partners in a €7m H2020 project GREENER	Specific target not set as not included as a KPI in the 2018-2021 Compact	No additional H2020 projects in the period
iii. Interim targets, commentary and data source	<p>In the reporting period across KSO2 and KSO3 metrics, the Institute engaged with 304 companies. The work with industry partners through our Research and Commercialisation Support Centre (RCSC) and Design + Technology Gateway accelerated through the pandemic. We worked with companies, from owner manager run small businesses to multi-nationals, on new products / services or new business processes to assist a recovery from the pandemic and to prepare for Brexit. Our 2019 outcome is very strong, and we will have worked with over 120 companies since the outbreak in Q1 2020 from the South East, Midlands and Mid East regions on COVID-19 related projects (See also KSO2b commentary).</p> <p>A range of outcomes have already developed out of the support received from the Institute. A number of enterprises have seen measurable benefits and outcomes from their involvement with Design + and the RCSC, particularly through our INTERREG programmes, Bucanier and Catalyst. We expect more enterprises will see positive benefits over the coming months and years that have arisen from the Institute's intervention. Measurable outcomes include improved branding, new products, services and processes, new jobs, and sales growth. Alongside these measurable outcomes, our work appears to have had an impact on the confidence, knowledge, and business management skills of participating enterprises.</p> <p>In 2019, the Institute established the Insurtech Network Centre DAC (INC) in partnership with UNUM, Sun Life, Wexford County Council and Carlow County Council and a number of industry partners. In 2019 NDIH DAC (C4D) was established in partnership with Glanbia, Cartoon Saloon, Kilkenny County Council, the Design and Craft Council of Ireland and a number of industry partners. Both initiatives are funded by Enterprise Ireland under the Regional Enterprise Development Fund 2017-2020. These DACs are now making a contribution to our project pipeline across all our RDI activities.</p>			



4

Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population

“It is clear that IT Carlow is committed to working within its community to provide access and progression opportunities for a range of learners. This includes students from widening participation areas, mature learners, specific schemes (DARE) to support disabled students and, commendably, a specific scheme for the Traveller community. The review team heard from external stakeholders a range of examples of IT Carlow's support for their organisations in the preparation of their learners for third-level education. It is clear IT Carlow plays an important part in supporting educational attainment and economic development in Carlow and the broader region.”

Institute of Technology Carlow CINNTE Institutional Review Report 2020, p. 49

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population

Facilitating access and delivering an exceptional learner experience is a strategic priority which is central to the success of the technological sector and Institute of Technology Carlow. To inform progress in this area, data is captured on entrants from socio-economic groups, mature students, those with disabilities, part-time/flexible students, those progressing from Further Education and Training (FET) courses and Irish Travellers.

The Institute works to create an environment where learners can achieve their full potential, and one in which graduates are fully equipped to achieve the highest personal and professional standards. This is achieved through enhanced opportunities for participation in sport, clubs and societies, community engagement, social and voluntary work, experiential learning and international experience and programmes which embed a social responsibility and an outlook that is both regional and global. Recent developments to support the learner experience include further embedding of the Graduate Attributes Framework, the Institute Gender Equality Action Plan and the ongoing EDI initiatives at institution and departmental level.

The learner voice is represented via the Students' Union, Class Representative Council, representation on programme boards and Institute committees, the National Student Engagement Programme (NStEP), studentsurvey.ie and, as of 2018/19, through U-Multirank (KSO5).

Strategic Priority 4a	Maintain its National Access Plan for Equity of Access to Higher Education new entrant numbers by further developing, implementing and maintaining non-standard entry routes aimed at the six target groups, lone parents and first generation learners.
i. Institution Strategic Initiative	Institute of Technology Carlow will maintain its National Access Plan for Equity of Access to Higher Education new entrant numbers by further developing, implementing and maintaining non-standard entry routes aimed at the six target groups, lone parents and first generation learners.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of mature entrants	174 (2017/18)	165 mature (24+) students were new entrants for 2018/2019 (Source: HEA.ie) 4,707 total number of mature (24+) students (Source: HEA.ie)	Maintaining access numbers above the sector average for entrants, both mature and from the target SEGs	150 mature (24+) students were new entrants for 2019/2020 (Source: HEA.ie) This is 14.4% of new entrants - the highest % in the technological sector.
Number of students from target socio-economic groups and Travellers	388 (2017/18)	2018/19 data not provided. 16% learners classified as disadvantaged, 7% as affluent. Institute as a whole -2.0.	Maintaining access numbers above the sector average for entrants, both mature and from the target SEGs	2019/2020 data not available as no longer gathered by the HEA due to GDPR issues. In the latest HEA socio-economic analysis based on 2018/2019 enrolments, 17% of IT Carlow learners are classified as disadvantaged and 7% as affluent. The Institute as a whole has a mean deprivation index score of -2.3 (see Figures 4.1 and 4.2).

Enrolments from DEIS Schools	Baseline not identified.	Update not provided.	The Institute will continue to grow the numbers from DEIS schools (all in Carlow, Kildare, Laois, Kilkenny and Wexford) and work with those schools in leading HE access programmes.	<p>The Institute works closely with DEIS schools in providing initiatives such as:</p> <ol style="list-style-type: none"> 1. Carlow Access Programme. Although we have joined HEAR, we provide for those from Direct Provision, asylum seekers and care leavers. 2. Carlow Revision programme 3. The Enabling Transitions Assistive Technology Initiative (over 350 SNAs and teachers trained).
Number of Further Education links	40	Formal link agreement signed with Laois Offaly ETB	Specific target not identified as not included as a KPI in the 2018-2021 Compact	<p>Formal link agreement signed with Waterford Wexford ETB. The total number of FE linked providers is now 51.</p> <p>7.7% of 1st year full-time new entrants to the Institute enter via the FE Progression Pathways scheme - August 2019 (89/1148=7.7% come in via CAO Rd 0 links) (Source: IT Carlow CAO 2019 and HEA Return 2020)</p>

PATH Projects	PATH projects	<ul style="list-style-type: none"> - PATH Project coordinator recruitment. - Disability officer appointed. - Assistive Technologies (AT) best practice models shared with cluster partners. - Delivered AT training to An Cosán lecturers 	<p>Further rollout of PATH initiatives (PATH 2 – 1916 Bursaries and PATH 3). Review of the rollout of PATH 2.</p>	<p>A Lead partner in Southern Cluster – 2 of 3 projects co- led by IT Carlow.</p> <p>Further roll out of Assistive Technologies (AT) best practice project with education providers. Three education centres now linked.</p> <p>AT Summer Programme, accredited by Drumcondra Education Centre to be provided as CPD to Primary School teachers.</p> <p>Screencasts on free AT created.</p> <p>Roll out of 1916 bursaries.</p> <p>IT Carlow Cluster co-lead in Traveller in Education workstream (engagement with NTRIS tin-smithing initiative) and the Enabling Transitions project.</p>
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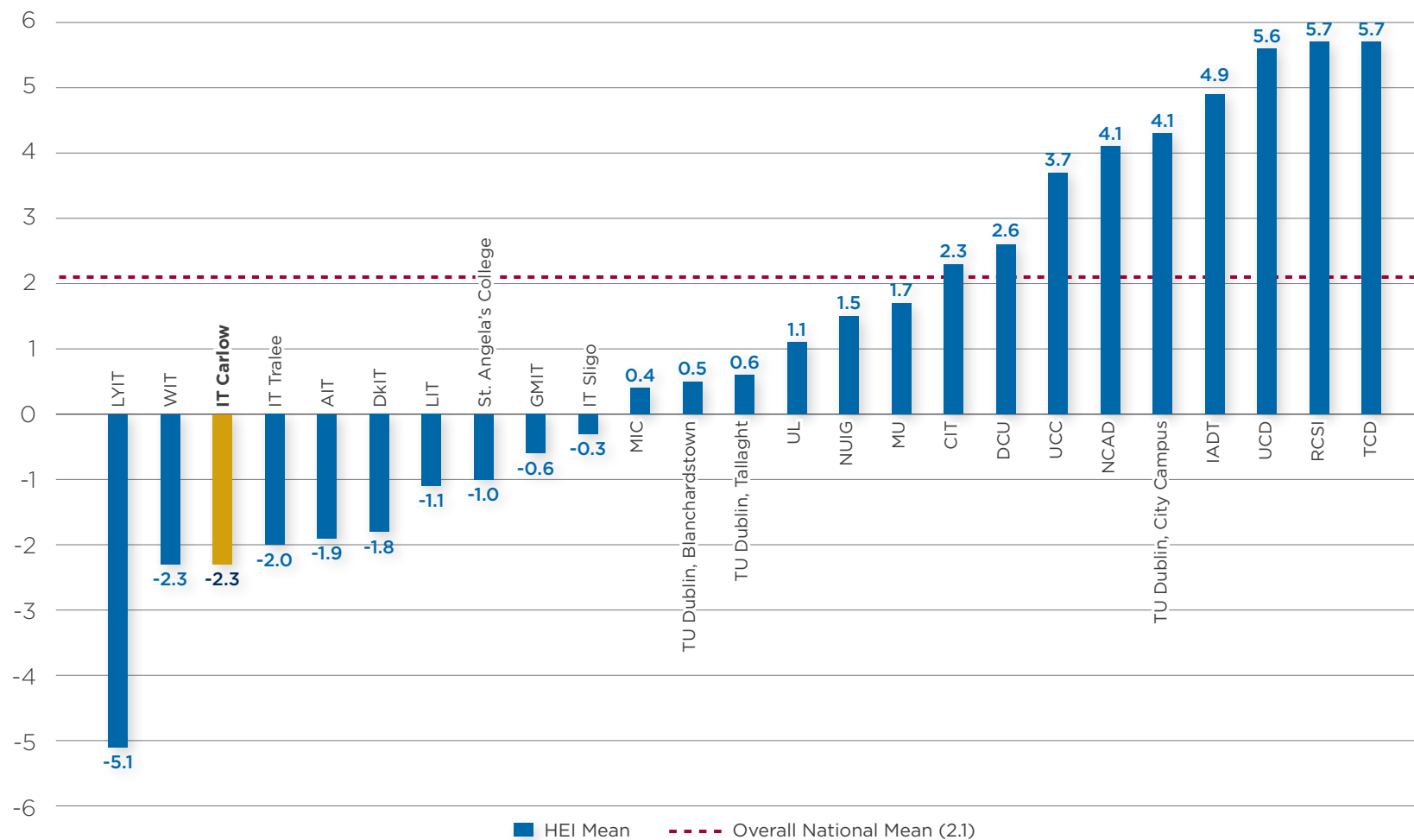


Figure 4.1 **Mean deprivation index score by HEI for 2018/2019 enrolments** (Source: [HEA.ie](https://hea.ie))

Note: Data include all 2018/19 ROI enrolments - full-time, part-time, undergraduate and postgraduate, all course years, where geocoded data are available (94% coverage).

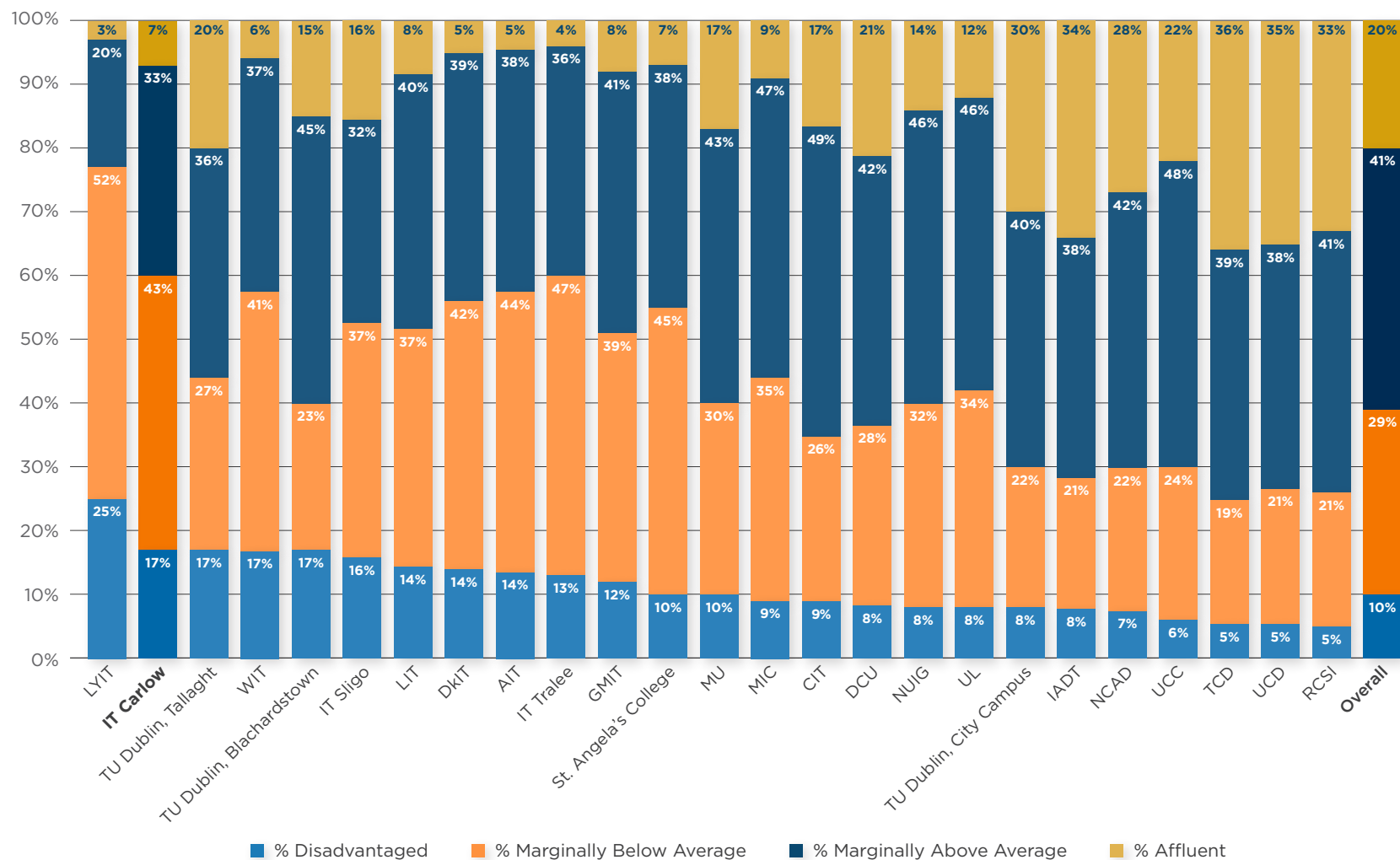


Figure 4.2 **Socio-economic profile of HEI student populations for 2018/2019** (Source: [HEA.ie](https://hea.ie))

Note: HEIs ordered by % disadvantaged, largest to smallest, left to right.

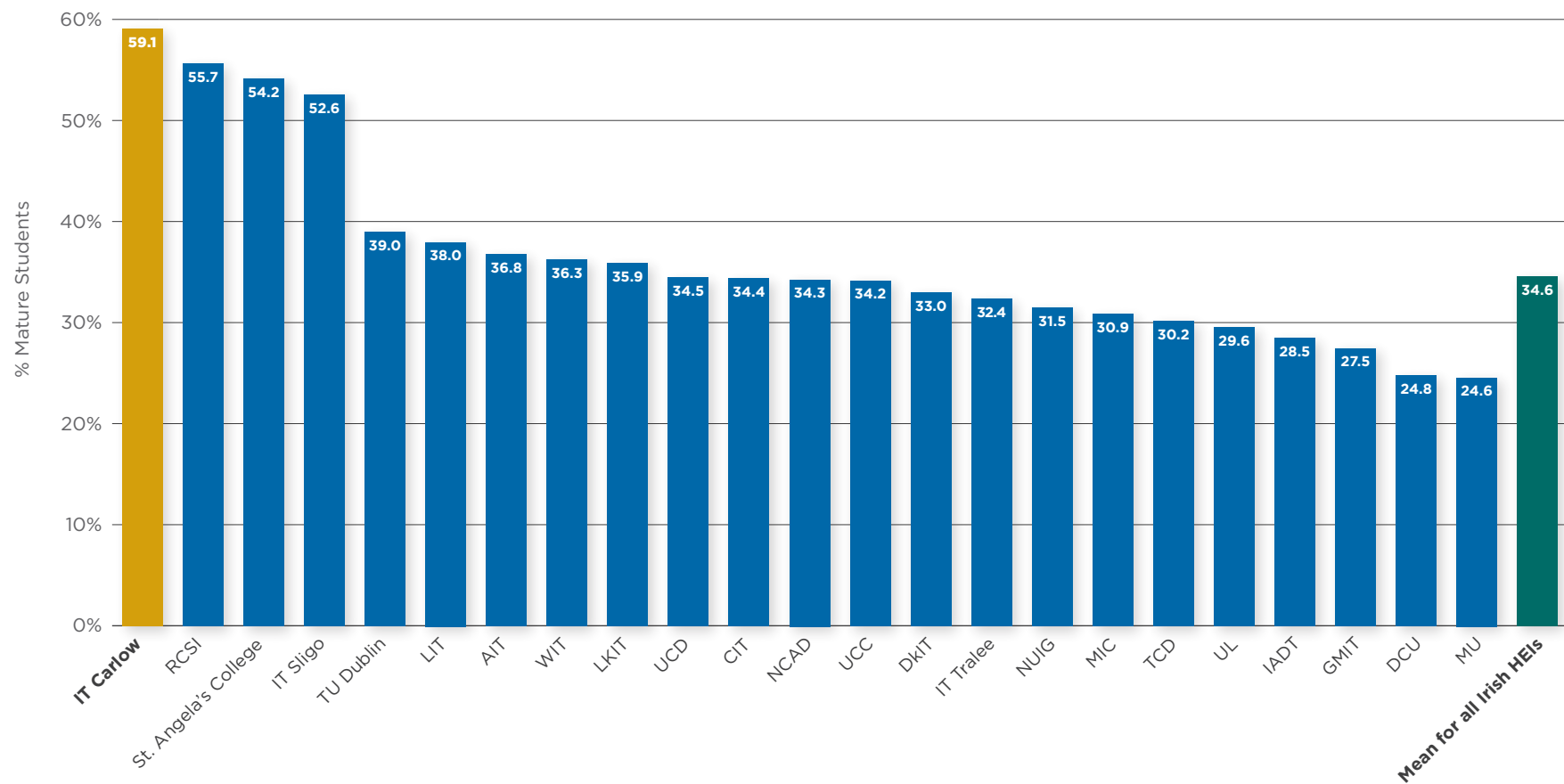


Figure 4.3 **The proportion of mature students (24 years old and over) of the total student population in Irish HEIs based on headcount 2019/2020** (Source: [HEA.ie](https://hea.ie))

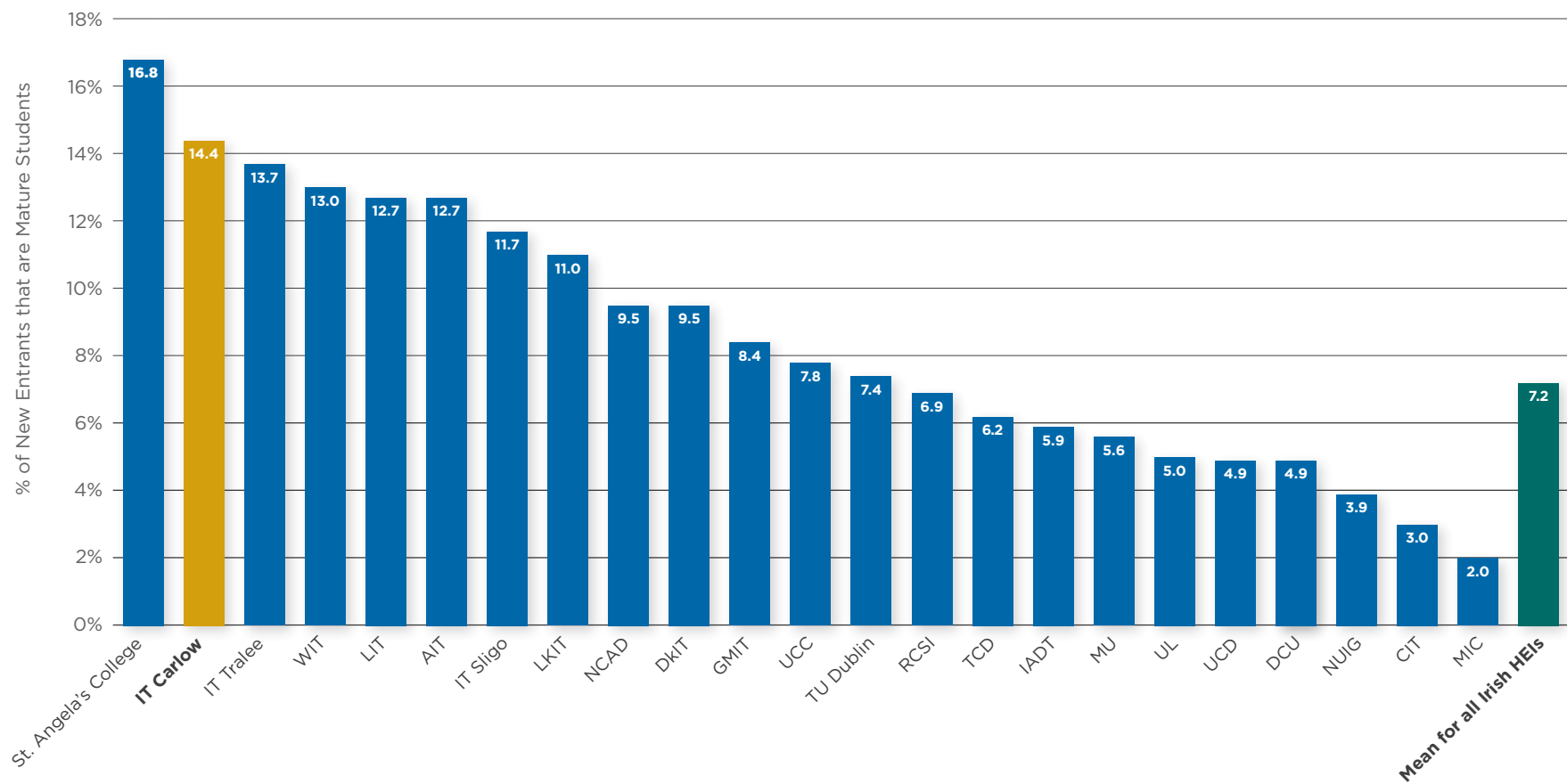


Figure 4.4 **The proportion of new entrants that are mature students (24 years old and over) in Irish HEIs based on headcount 2019/2020** (Source: [HEA.ie](https://hea.ie))

Table 4.1 **Summary results of a survey conducted in May/June 2020 on well-being and education during COVID-19 for students, academic staff and professional, managerial and support services (PMSS) staff**

Topic	Student	Academic Staff	PMSS Staff
Total number of participants	329	96	65
Participants who had caring responsibilities	28%	69%	63%
Identified as being able to study/work from home in some capacity	54%	92%	95%
Identified as being not being able to study/work from home	32%	6%	1%
Identified their home environment makes studying/working difficult	63%	53%	35%
Identified that their home environment did not impact on studying/working	28%	33%	60%
Participants who had a dedicated workspace	59%	77%	83%
Participants who enjoyed studying/working from home	29%	61%	86%
Participants who did not enjoy studying/working from home	51%	23%	5%
Students who felt the use of online platforms such as Blackboard and MS Teams had been helpful	67%	N/A	N/A
Students who were aware of the availability of counselling services during COVID-19	38%	N/A	N/A
Students who were aware of Student Union support during COVID-19	49%	N/A	N/A
Staff who were aware of the Employment Assistant Programme in IT Carlow	N/A	63%	86%

iii. Interim targets, commentary and data source

The number of new mature student enrolments fell from 174 (15.4%) in 2017/2018 to 150 (14.4%) in 2019/2020, which can in part be attributed to the reduction in overall national mature enrolments. However, 14.4% in 2019/2020 still significantly exceeds the National Access Plan (NAP) target of 13% for this target group and is double the national average (Figure 4.4).

Progression to higher education by holders of further education qualifications again exceeds the NAP target of 6.6%. This is primarily due to the increase in the number of agreements with ETBs and FET providers. 7.7% of first year full-time new entrants enter the Institute via the FE Progression Pathways scheme.

IT Carlow successfully applied for additional HEA funding for PATH access initiatives through the Southern Cluster and are co-lead on two of these initiatives, 'Enabling Transitions' which commenced in February 2019 and 'Travellers in Education' which commenced in December 2019. The funding has enabled increased activities in these areas with some immediate impact in terms of community engagement, however generational disadvantage and cultural barriers require sustained and long-term intervention. Our plan is to embed long-term sustainability in these projects.

The number of students with disabilities in 2017/2018 at 74, or 6.6% of 1st year enrolments, was an increase of 0.5% from the previous year. The 2017/2018 percentage also exceeded the NAP target, and the Institute is on target to meet the revised targets of 8% (2019) and 12% by 2021 having joined the DARE scheme in 2018 and having commenced the PATH Enabling Transitions programme.

Currently the systems available do not facilitate easy tracking of specific student cohort outcomes. This was identified as an area for development in the PSS review of Student Services. Tracking is performed for smaller student cohorts, such as the 1916 Bursary awardees, 7 per year.

Strategic Priority 4b		Develop and implement its formal Learner Engagement Framework to further embed an Institute-wide approach to access strategies for those from the six target groups, lone parents and first-generation learners.		
i. Institution Strategic Initiative	Institute of Technology Carlow will develop and implement its formal Learner Engagement Framework to further embed an Institute-wide approach to access strategies for those from the six target groups, lone parents and first-generation learners.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Learner engagement framework	Several initiatives in place to support students from application to graduation	Institute's Student Success Strategy or 'LEAP' framework identifies each of the learner-Institute touchpoints from pre-entry to post-graduation. This incorporates an audit of existing practices and when finalised will positively impact on progression.	Development of learner centred framework, with support of the student representative body: Completion of LEAP audit and formal adoption of LEAP.	Completed



Institute of Technology Carlow Learner Engagement and Progression Framework



Figure 4.5 **Institute of Technology Carlow Learner Engagement and Progression (LEAP) Framework incorporating the UN Sustainable Development Goals**

Table 4.2 **Initiatives taken by Institute of Technology Carlow in response to the COVID-19 pandemic from March 2020**

Item	Purpose	Contribution
On-campus bespoke orientation for all new learners including COVID-19 awareness training	To provide an on-campus experience to new learners, introduce new learners to the physical environment and foster a sense of belonging and engagement	In groups of less than 20, over 1,300 new learners were provided with the opportunity to meet staff, fellow classmates, academic staff and Students' Union representatives in person fostering a sense of belonging and engagement which the Institute prioritises particularly in light of the socioeconomic profile and number of target group students enrolling each year.
Creation of COVID-19 student training module	To support all students in awareness of preventative measures and Institutional protocols	All students enrolled on the Institute's COVID-19 Student Training module in the VLE with tracking of student completion.
Embedding student self-declaration forms as a mandatory activity during registration process	To create a mandatory Health and Safety self-declaration and to ensure that 'at risk' categories of students were signposted to appropriate supports and protocols	All registered students completed the Health and Safety self-declaration measures prior to presenting on campus, ensuring their health and safety and the health and safety of the campus community. 'At Risk' students were provided with a first point of contact to commence a co-ordinated process of on campus risk assessment and/or possible reasonable accommodations.
Articulation of Policy and Procedure for Learners in COVID-19 High Risk groups	To formally articulate and agree with the senior executive, the Policy and Procedure for Learners in COVID-19 'at risk' categories	Ensuring a planned, considered, and comparable Institutional response to learners in 'at risk' categories with roles and responsibilities, requirements, possibilities, and limitations clearly outlined.
Articulation of Protocol for Learner Absenteeism related to COVID-19	To formally articulate and agree with the senior executive, the Protocol for Learners' COVID-19 related absences	Ensuring a planned, considered, and comparable Institutional response to learners' absences when they relate to COVID-19, whether through illness or associated with close contacts - responsibilities, requirements, possibilities, and limitations clearly outlined.

Item	Purpose	Contribution
Agreed protocol to support contact tracing	To formally determine a procedure to support COVID-19 contact tracing if required	Facilitated formal discussions and clear delineation of role and responsibility of the Institute, including privacy and public health, and established an agreed procedure to support contact tracing by public health authorities if required.
Design and development of a student mobile app to support new channels of communication between students and Institute staff and to provide easily accessible information to students 24/7	To support students with immediate information typically provided through personal face to face contact with Institute Staff.	Created an easy to follow source of information for students 24/7-365 enabling them to access information quickly and independently whilst on or off campus, with a dual benefit of reducing footfall into offices and supporting the health and safety of students and the campus community.
Migration of paper based activities to electronic to lower transmission risk	To provide students with means of submitting documentation other than in person, whilst on campus or off campus 24/7-365	Created an easy to follow means for students 24/7-365 enabling them to submit documentation or request documentation whilst on or off campus, with a dual benefit of reducing footfall into offices and supporting the health and safety of students and the campus community.
Dedicated webpage on supports available during COVID-19	To provide students with information and supports available to them during the pandemic	Provided students with one clear institutional information source on all COVID-19 related matters, including orientation, health and safety, return to campus and senior executive communications.
Inclusion of a specific section in the Student Handbook for COVID-19	To provide students with information on the measures introduced to support them during the pandemic	Provided students with an overview of the various institutional measures introduced to mitigate the impact of the pandemic including policy, procedure, health, safety and access to information.
Laptop loan scheme implementation	Implementation of the Laptop Loan Scheme funded by the HEA	Created a clear-cut means of application and prompt dispense to students in need of devices.

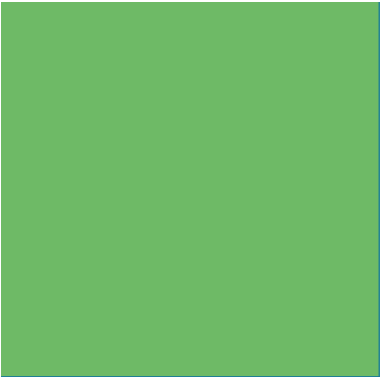
Item	Purpose	Contribution
Creation of screencasts on free assistive technological supports available to students	To create quick and straightforward video demonstrations on how to use free assistive technology	Recorded a series of three screencasts on how to use free assistive technology to assist in course work, e.g. text to speech. These are freely available for all students on the Institute's website with a view to helping all students and in particular students returning to learning, students with various learning styles, and students with disabilities.
Agreed procedure for implementation of reasonable accommodations for students with disabilities during formal examinations	To determine a formal arrangement for exam accommodation procedures for students with disabilities where required	Planned, agreed and coordinated provision of reasonable accommodations for students for examinations held off campus.
Detailed student support programme for incoming International students	To assist the safe arrival and support of international students from abroad	Creation of a full plan for the support of international students upon arrival in Ireland and during self-isolation / restricted movement period, including dedicated staff and student leaders, specified engagement plan, scheduled activities and communication of how to access supports.
Provision of medical supports to students and referral to GP services	To create a protocol for students to access institutional medical supports during the pandemic	Provided students with access to the Institute Nurse throughout the week, whether on or off campus with an agreed referral pathway to GP services where necessary. Particularly important for international students and students living away from home.
Enhanced peer led mentor programme for first year students	To enhance student engagement and sense of belonging within higher education	Participated in the national 3Set programme to develop institutional peer led mentor programme with 53 peer mentors volunteering in the inaugural year. All first year students were provided with a number of opportunities to avail of peer mentoring to enhance their engagement and their sense of belonging.
Online Clubs & Societies Awards with VIP guests recognising student engagement and achievement in this area	To celebrate the sport, societies and voluntary activities of IT Carlow students	An extremely successful event that engaged thousands of students and wider community in the recognition of student engagement in sport, societies and volunteering.

Item	Purpose	Contribution
Recording of Lectures Policy	Articulation of the policy for recording lectures during the pandemic	Enabling students to access lectures asynchronous, in particular supporting students with caring responsibilities, students with poor broadband, students who are unwell, students with varying learning styles, or students living in study adverse environments.
First Sitting and Repeat Exam Fee Waivers	To formally agree institutional measures to waive fees accrued due to exams being missed or needing to be repeated as a result of the pandemic	Provided students with measures to counteract disadvantage on examination outcomes caused by COVID-19.
Activation by Institute Emergency Response Team of eight Covid Response Teams (CRT) for targeted approach in specific areas	To create a deliberate and planned response to COVID-19 on all aspects impacting the Institute community	Creation of eight Covid Response Teams with membership reflecting the goals of the CRTs to lower impact of the pandemic on students and campus community, protect the health, safety and wellbeing of students and campus community and enhance opportunities for engagement and learning.
Creation of Institute COVID-19 Response Plan	To formally articulate the Institute's plan, including risks, roles and responsibilities	Creation of Institute COVID-19 Response Plan (https://www.itcarlow.ie/public/userfiles/files/ITC-COVID-Response-Plan-301120(1).pdf) which is updated regularly in light of new government guidelines and scientific evidence.

iii. Interim targets, commentary and data source

Alongside the initiatives mentioned above under Strategic Priority 4a, with the support of the HEA Multi-Campus Funding Programme, the Institute has appointed an Education Liaison Officer to work with the target groups at our Wexford Campus. In October 2019 with the support of the HEA Innovation and Transformation Fund, the Institute launched a competency-based professional development programme with An Cosán.

Completion of the Learner Engagement and Progression (LEAP) Framework occurred in December 2019 and it was formally approved by the Institute's Academic Council. The aim of LEAP as our Student Success Strategy is to assess the student lifecycle from application to alumnus and to use this information to ensure a positive and supportive transition to higher education for all learners. LEAP will further promote learner engagement, improve progression (KSO1), and facilitate the development of transferable life skills within the Graduate Attributes Framework.



The Student Experience and Support Covid Response Team and Hybrid Learning Covid Response Team were set up in response to the pandemic to focus on aspects of learner engagement and progression. Six further Covid Response Teams were set up to consider other areas of importance. Membership of each Covid Response Team reflected the skills and experience required to produce an agile and appropriate response within the area of focus. Examples of response initiatives include those listed in Table 4.2 including academic, student services, administration and other supports.

The international review panel in the CINNTE Institutional Review Report 2020 (<https://www.qqi.ie/Downloads/Carlow%20Cinnt%20Final.pdf>) commended the Institute on its student-centredness:

“The review team commends IT Carlow for its strong commitment to student support and engagement and notes the ample evidence provided that IT Carlow is a student-centred institution.”





5

Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence

“The review team commends IT Carlow for its strong commitment to the professional development and training of staff in the area of teaching and learning and the renewal of IT infrastructure.”

Institute of Technology Carlow CINTE Institutional Review Report 2020, p. 53

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence

Institute of Technology Carlow's commitment to quality and academic excellence is best evidenced by the successful conclusion of its [CINNTE Institutional Review](#) in June 2020. In undertaking this review panel virtually, the Institute (with the support of QQI) became one of the first in Europe so do. The review process and report were balanced, representative and comprehensive. The Institute highly values the additional perspectives, experience and advice facilitated by this review. Preparation for the review provided the Institute with an opportunity to critically appraise its activities, focusing on an all-encompassing evaluation of quality enhancement undertaken since the last Institutional Review in 2010-2011. The Institute's self-evaluation review was conducted throughout 2019 building upon extensive and ongoing monitoring and review of processes conducted throughout the Institute over several years. These included reviews of governance, teaching and learning, research and innovation, academic programmes, and professional, managerial and support services. The self-evaluation review has identified a range of new opportunities and actions for the future in order to ensure additional positive outcomes for students, staff and stakeholders. These actions together with the 13 commendations and 12 recommendations from the International Review Team have been prioritised for implementation in the coming months and years.

Strategic Priority 5a	Continue to prioritise the Continuous Professional Development of all staff.			
i. Institution Strategic Initiative	Institute of Technology Carlow will continue to prioritise the Continuous Professional Development of all staff.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
% of full-time academic staff qualified to level 10	42% (Dec 2018)	45% (Sept 2019)	48%	48% (*Sept 2020 Employment Control Framework - ECF return) Based on the Technological Universities Act 2018 criteria (i.e. full-time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level), 53% of full-time academic staff are qualified to level 10 (Sept 2020 ECF Return).

% of all academic staff qualified to level 10	38% (Dec 2018)	42% (Sept 2019)	Target not identified as not included as a KPI in the 2018-2021 Compact but should stay within 4% of full-time figure	45% (*Sept 2020 ECF return)
Other staff CPD	Baseline not identified.	795 staff undertook professional development programmes. 30 academic staff supported with PhD studies.	Target not identified as not included as a KPI in the 2018-2021 Compact. To maintain provision and continue support for staff to pursue further studies.	See Tables 5.2, 5.3 and 5.4.

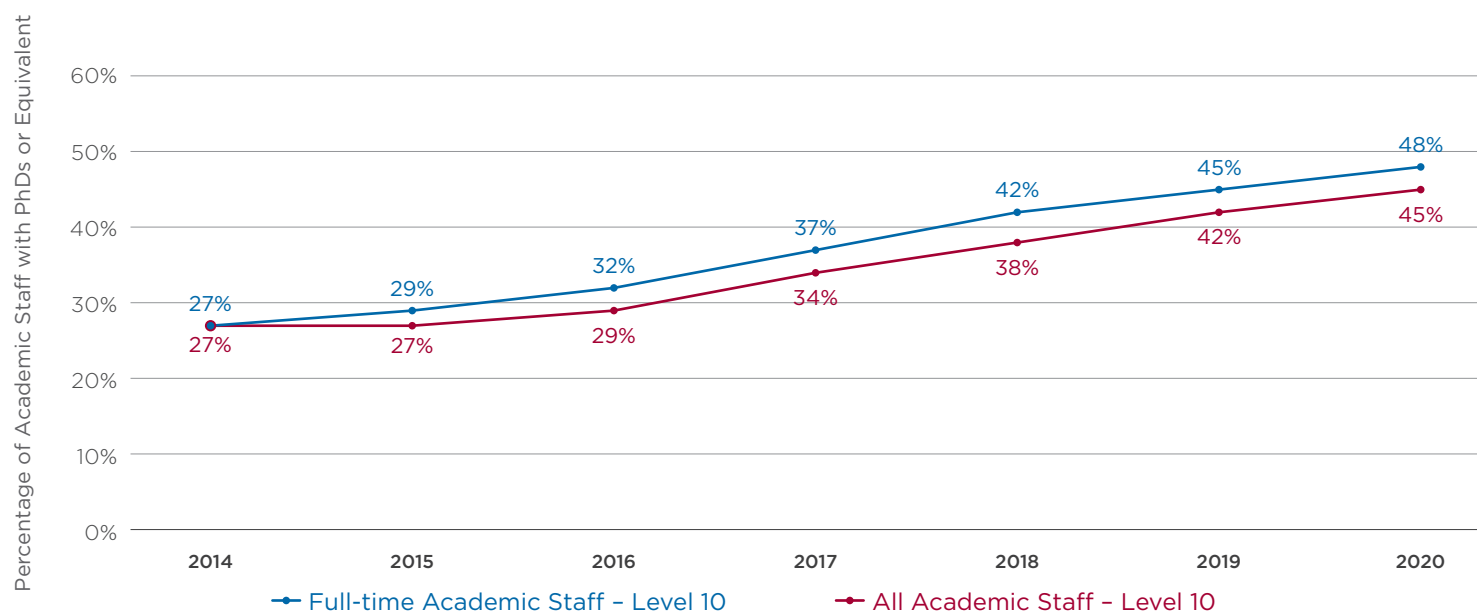


Figure 5.1 **Increase in all and full-time academic staff with doctoral qualifications (2014-2020*)**

*Source for 2020: September 2020 ECF return

Table 5.1 **Example U-Multirank international university comparison of selected performance metrics based on following filters:**
Small public institutions established 1945-1980 with a comprehensive scope of fields of education taught to at least
bachelor level (© U-Multirank 2021)

Ranking (based on selected metrics)	Institution	Country	Teaching & Learning			Research		Knowledge Transfer	
			Bachelor graduation rate	Graduating on time (bachelors)	Graduating on time (masters)	Interdisciplinary publications	Open access publications	Co-publications with industrial partners	Publications cited in patents
1	Carlow Institute of Technology	IE	B	A	B	A	A	A	A
2	Athlone Institute of Technology	IE	A	B	B	A	D	C	A
3	Univerzitet u Kragujevcu	RS	B	A	B	A	A	D	D
4	Stefan cel Mare University of Suceava	RO	C	A	A	A	B	D	D
5	Galway-Mayo Institute of Technology	IE	C	B	B	A	B	A	D
6	Universität Klagenfurt	AT	D	D	D	B	D	A	A
7	Lutsk National Technical University	UA	D	A	A	x	x	x	x
8	Universidade do Algarve	PT	C	C	D	A	B	B	D
9	Lakehead University	CA	-	-	-	B	D	D	A
10	Pavol Jozef Šafárik University	SK	D	D	B	B	B	D	D
11	Dundalk Institute of Technology	IE	B	-	-	B	D	B	E
12	Institute of Technology Tralee	IE	B	B	B	x	x	x	x
13	Immanuel Kant Baltic Federal University	RU	C	B	B	C	C	D	E
14	Volgograd State University	RU	C	B	B	C	D	D	E
15	Letterkenny Institute of Technology	IE	C	B	C	x	x	x	x
16	University of Cassino and Southern Lazio	IT	C	-	-	C	D	C	D
17	Ferdowsi University of Mashhad	IR	D	C	D	C	D	D	D
18	Instituto Politécnico de Viana do Castelo	PT	C	C	D	D	D	D	D

Key: A (Very good); B (Good); C (Average); D (Below average); E (Weak); - (Data unavailable); x (Not applicable)

Table 5.2 **Teaching and Learning Centre activities 2019/2020**

Item	Purpose	Contribution
Staff-faced Initiatives		
Provision of accredited professional development modules to all staff (<i>See Table 5.3</i>): <ul style="list-style-type: none"> • 127 participants • 241 hours of face-to-face sessions • 72 hours of dissertation supervision 	To support staff with their professional development needs through a flexible pathway of professional development modules.	Supporting staff with continuous development in the area of pedagogy and effective teaching practices.
Launch of the IT Carlow <i>Teaching and Learning Funding Grants</i> 2019/2020, under the funding support of the National Forum for the Enhancement of Teaching and Learning (14 projects to a value of €45,000).	To stimulate small-scale <i>Local Enhancement Projects</i> (LEPs) and to support engagement with teaching and learning enhancement by individuals or small teams.	Providing an opportunity to support staff to engage with a teaching and learning enhancement initiative, particularly those staff who are new to such engagement. The grants demonstrate a commitment by the Institute to enhance the learner experience and to build institutional capacity in teaching and learning.
Seminar Series – four funded seminar events to support collaboration within the sector.	To provide staff with the opportunity to connect with colleagues and to focus on shared interests in both the research and practice of teaching and learning enhancement.	Supported the dissemination of effective practice and the scholarship of teaching and learning.
Development of online support resources and learning modules specific to Collaborate.	To provide support for staff due to the increase in online teaching.	Ensuring that staff have access to the necessary support in terms of online pedagogical knowledge and skills.
Launch of large scale National Forum funding projects under the SATLE initiative (€98,000).	To foster strong sectoral collaboration within and between departments, institutions and disciplines.	Providing a coherent basis to drive teaching and learning innovation and enhancement, by bringing together teaching and learning expertise, institutional priorities and dedicated funding to support strategic alignment.
Roll-out of Blended Learning Support Workshops/ Bootcamps.	To support pilot initiative to embed blended learning across all Faculties.	Ensure that staff have the necessary skills and knowledge to facilitate remote teaching.

Item	Purpose	Contribution
Professional Development Programme for visiting Chinese lecturers (Feb '20-April '20). Between 12-14 hours of support offered weekly over 9 weeks.	To engage our international partners in continuous professional development and to expose them to different teaching, learning and assessment strategies.	Ensuring that our international partners had equal opportunity to our professional development offerings, which in turn supports the learning experience of international students who come to IT Carlow as part of their study placement. This also helped to strengthen our engagement with our partners.
One-on-one consultation clinics with staff to support staff to move online.	To respond to individual staff members' needs in moving instruction online.	Providing ongoing support for all staff and addressing specific needs in relation to their practice.
Scheduled Staff Workshops and CPD Sessions (non-accredited - '19/'20) (See Table 5.4). <ul style="list-style-type: none"> • 2 full weeks of CPD offered (June '20) • 809 participants (a total of 96 hours of support offered) 	To support staff professional development with a range of pedagogical and technological-related support sessions.	Ensuring that a community of learners and practitioners was created during the move to online learning.
Scheduled bespoke workshops offered to our collaborative partners.	To provide specialised professional support for all collaborative partners.	Ensuring quality standards in terms of pedagogical practice amongst our collaborative partners.
Development of guidelines and supports for staff on managing the pivot to remote learning. Further development of our TLC Staff Hub with the curation and creation of resources.	To provide online, user-friendly and accessible support material for all staff.	Establishing a consistent approach to our support offerings and creating and curating quality resources available to all staff.
Blackboard Support Sessions for 36 PMSS staff (April '20).	To support PMSS staff with the management of alternative remote assessments.	Ensuring that PMSS staff were cognisant of the processes involved in the administration and management of alternative remote assessments.
Design and roll-out of a staff survey on experiences of teaching remotely in conjunction with eduCORE.	To capture the lived experience of staff in the pivot to online teaching.	To research and disseminate findings in the area of emergency remote teaching by adding to the body of knowledge in this area and further informing future practice.

Item	Purpose	Contribution
Learner-faced Initiatives		
Supplementary Academic Support <ul style="list-style-type: none"> • 66 requests for supplementary support responded to; • 506 hours of supplementary support offered to 350 students from all campuses. 	To support learners who are, for various reasons, experiencing challenges within a particular discipline area.	Supporting students who are experiencing difficulty in particular discipline areas to achieve their programme and module learning outcomes.
Academic Writing Centre <ul style="list-style-type: none"> • <i>Term 1</i>: 105 individual students attending one-on-one sessions at least once in the term. • <i>Term 2</i>: 57 individual students attending one-on-one sessions at least once in the term. 	To support learners Institute-wide with the development of their academic writing and critical thinking skills.	Ensuring that a high level of academic integrity is supported through the development of critical writing skills.
Maths Support Centre <ul style="list-style-type: none"> • <i>Term 1</i>: 60 individual students attending one-on-one sessions at least once in the term. • <i>Term 2</i>: 29 individual students attending one-on-one sessions at least once in the term. 	To support learners Institute-wide with the development of their mathematical and numeracy skills and comprehension.	Ensuring that all learners are afforded the opportunity to avail of additional, individual support in the area of numeracy skills.
Implement Blackboard Ally and development of supporting training resources.	To ensure online environment is highly accessible.	Ensuring that inclusivity is supported within all aspects of the curriculum.
Provision of an accredited professional development teaching and learning module to all research postgraduate students (28 graduates from the module in '19/'20).	To support research students engaging in teaching practice.	Providing continuous development in the area of pedagogy and effective teaching practices for teaching postgraduate students so that a quality learning environment was created for all undergraduate students.
Provision of an online Induction programme – <i>Academic Success, Skills for Learning, Skills for Life</i> , hosted through TLC Student Hub.	To support all students transitioning to higher education with the development of their study skills in a flexible manner.	As part of our student success strategy, providing a self-paced, online programme which supports students with the challenges of transitioning to higher education.

Table 5.3 **Accredited academic professional development – Teaching and Learning Programmes 2019/2020**

Programme	Number of Participants	Number of Cohorts	Credits	Comments
Teaching and Learning 1 (Foundation)	60	6	10	Existing staff, new staff, external applicants and postgraduate research students and ETB Laois-Offaly
Teaching and Learning 2 (Advanced)	10	1	10	Existing staff, new staff, external applicants
Assessment and Feedback	6	1	10	Existing staff, new staff, external applicants
Curriculum Design	12	1	10	Existing staff, new staff, external applicants
Education Research Methods	12	1	10	Existing staff, new staff, external applicants
Technology-enhanced Learning	9	3	10	Existing staff, new staff, external applicants
Research Supervision	12	3	10	Existing staff, new staff, external applicants
Masters Dissertation	6	1		
Total no. of participants	127			

Table 5.4 **Teaching and Learning Centre staff workshops 2019/2020**

Workshop Title	Dates	Number of Sessions	Total Hours	Participant Numbers
Turnitin	16 Sep 2019 & 8 Jan 2020	2	2	14
NFSS: Clarifying the Role of the Work Placement Tutor	7 Nov 2019	1	6	29
Take a Break Tech Talk	11, 18, 25 & 28 Nov 2019 / 2 & 5 Dec 2019 / 13, 16 & 20 Jan 2020	10	5	38
Introduction to Publishing	19 Nov 2019	1	2	8
Collaborate Boot Camp	28 Nov & 9 Dec 2019	2	5	12
Grading	8 Jan 2020	1	1	9
Voice Training	20 Jan 2020	1	6	17
OneDrive and MS Teams Training	28, 29 & 30 Jan 2020	3	18	90

Workshop Title	Dates	Number of Sessions	Total Hours	Participant Numbers
Engaging Students in Online Learning	3 Apr 2020	1	1	9
Blackboard for PMSS	29 & 30 Apr 2020	2	2	36
Digital Research Methods	25 May & 8 Jun 2020	2	2	26
Talking Teaching	29 May & 12 Jun 2020	2	2	15
BB Collaborate Overview	8 Jun 2020	1	1	14
Collaborate Bootcamp (1 - 3)	8 & 16 Jun 2020	2	2.5	22
Digital Research	8 Jun 2020	1	1	4
Online Engagement	8, 11, 15 & 16 Jun 2020	4	4	54
Screencasts	8 & 15 Jun 2020	2	3	41
OneNote	9 & 16 Jun 2020	2	2.5	37
Online Learning - the Learner Perspective	9 & 15 Jun 2020	2	2	29
Collaborate Bootcamp (4 - 6)	10 & 17 Jun 2020	2	3.5	18
Grading Assignments	10 & 17 Jun 2020	2	2.5	29
Learning in an Online World	10 Jun 2020	1	1	18
Writing an Edited Collection	10 Jun 2020	1	1	7
1:1 Collaborate Clinics	11 & 12 Jun 2020	2	0.97	6
Facilitating Online Classroom	11, 17 & 18 Jun 2020	3	4	40
Online Assessments	11 & 17 Jun 2020	2	2	24
Quizlet	11 Jun 2020	1	1.5	14
Flipped Learning	12 & 16 Jun 2020	2	2	34
TEAMS	12, 17 & 18 Jun 2020	3	4.5	48
BB Collaborate	15 Jun 2020	1	1	9
Library Resources	15, 16 & 18 Jun 2020	3	3	46
Remote Teaching Forum	18 Jun 2020	1	1	12
	Totals	66	95.97	809

<p>iii. Interim targets, commentary and data source</p>	<p>The QQI CINNTE Institutional Review process provided the opportunity for institute-wide analyses and reflection, while capturing the strong commitment of staff, students and stakeholders to the future development of the Institute towards university designation.</p> <p>The Institute continues to support the Continuous Professional Development of its staff throughout the pivot to hybrid learning necessitated by the COVID-19 pandemic. The Institute has made a significant investment in supporting academic staff who are undertaking level 10 studies, which is evident in the numbers with higher awards (Figure 5.1). This was commented on by the international review panel in the CINNTE Institutional Review Report 2020 (https://www.qqi.ie/Downloads/Carlow%20Cinntte%20Final.pdf):</p> <ul style="list-style-type: none"> • <i>“The review team commends IT Carlow for the excellent support provided to staff interested in engaging with research, as evidenced by the percentage of staff who have attained PhDs over the past eight years, demonstrating IT Carlow’s deep commitment to the pursuit of technological university status.”</i> <p>The Institute continued to participate in U-Multirank (https://www.umultirank.org/), the international university performance comparative system, in 2019/2020. The Institute improved its performance achieving the highest rank (grade A) in five of the performance metrics:</p> <ul style="list-style-type: none"> • Graduating on time (bachelors) • Interdisciplinary publications • Open Access Publications • Co-publications with industrial partners • Publications cited in patents. <p>Institute’s growing success in U-Multirank (outlined in comparative Table 5.1 relative to other Irish and similar international institutions) was also acknowledged by the CINNTE international review team: <i>“The review team commends IT Carlow for its strong commitment to engagement with industry and community, as evidenced by its recent top ranking in the U-Multirank system.”</i></p>
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Strategic Priority 5b		Building on our ICT infrastructure and virtual learning environment, we will implement strategic pilot projects within existing programmes and cross-campus and develop an integrated institutional strategic plan for blended, flexible and distributed learning.		
i. Institution Strategic Initiative	Building on our ICT infrastructure and virtual learning environment, we will implement strategic pilot projects within existing programmes and cross-campus and develop an integrated institutional strategic plan for blended, flexible and distributed learning.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Pilot Blended learning programmes	In 2017/2018, the Institute designed and published its Roadmap for Blended Learning.	Learning technologist recruited to support roll-out of blended learning programmes. 5 programmes, including blended learning modules were launched in 2018/19.	Up to six additional programmes across all faculties will, using the revised policies and procedures, be offered using blended learning.	Due to COVID-19 restrictions, all modules across all disciplines were delivered through blended learning from March to May 2020. Significant planning, infrastructural investment, training and support took place from March to September 2020. In June 2020, the Institute undertook a review of hybrid learning activity from March to May in order to continuously enhance delivery of hybrid learning across all programmes for the 2020/2021 academic year.

Table 5.5 **ICT infrastructure and virtual learning environment improvements implemented from March 2020 to August 2020 in response to the COVID-19 pandemic**

Item	Purpose	Contribution
Move VLE(Blackboard) from on premise to Cloud SAS platform	To better facilitate a guaranteed performance and maintenance SLA on this critical service	Continuous development in the performance and reliability of core computing infrastructure that provides the backbone to the online learning environment.
Increase capacity of online teaching/learning platform (Blackboard Collaborate) 100 fold	To provide adequate capacity for the massive rise in concurrent online classroom activity	Continuous development in the performance and reliability of core computing infrastructure that provides the backbone to the online learning environment.
Implement Blackboard Ally	To ensure online environment is highly accessible	Ensuring that inclusivity is an integral part of the development strategy for digital infrastructure.
Implement Turnitin Authorship Tool	To bring an added layer of integrity checking to student submissions	Ensuring that a high level of academic integrity is maintained in the digital workspace.
Distribute 300 PCs/laptops/Webcams/ Headsets to staff	To facilitate remote working	Ensuring flexible staff engagement with the digital workplace is undertaken using appropriate, secure and supported technologies.
Distribute 350+ Laptops to Students	To facilitate student access	Ensuring equity of access for all students to appropriate ICT equipment to allow them engage fully with the online teaching and learning environment.
Distribute 100 Wacom digitisers to Academic staff	To facilitate the online teaching of concepts requiring analogue inputs and the annotation of PDF submissions	Ensuring appropriate technologies are available to support a broad range of teaching styles, such as free hand input for maths, drawing, design, etc.
Upgrade 100 classrooms with WebCams	To facilitate use of on campus facilities for online classes	Providing multiple options to staff and students for class delivery i.e. physical virtual or a mix of both.
Installation of 10 Video Capture enabled classrooms	Allow demonstration of physical activities such as Lab Techniques, Correct usage of Machinery or Equipment	Ensuring online delivery systems can facilitate a broad range of teaching requirements.
Installation of SplashTop and VMWare remote access solutions for Computer Labs	Allows remote access to computing lab PCs	Ensuring Institute's investment in high performance computers and software is fully exploited by making these resources available remotely 24x7 to students and staff.

Item	Purpose	Contribution
Upgrading of existing HCI (Hyperconverged Computing Infrastructure)	Allows remote access for undergraduate, postgraduate and research Computing students and staff to the Institute's High Performance Computing Cluster	Ensuring Institute's investment in high performance computing is fully exploited by making this infrastructure available remotely 24x7 to students and staff.
Upgrade of VMWare software on Flexpod (converged computing infrastructure) to provide 150 Windows 10 Virtual PCs	Upgrading of Virtual PC infrastructure from Windows 7 to Windows 10	Ensuring staff can access the Institute's Business Computing Environment remotely using highly secure VMWare Virtual PC technology.
Implementation of Microsoft Teams/PBX integration	To allow remote users have full access to campus phone facilities through Microsoft Teams	Ensuring staff working remotely can have access to the full suite of on campus ICT facilities including phone services.

iii. Interim targets, commentary and data source

The Institute's Strategic Plan 2019-2023 (<https://www.itcarlow.ie/resources/strategic-plan-2019-2023.htm>) continues to be rolled out with an emphasis on, inter alia, attracting and nurturing talent; offering equal opportunities to career progressions; prioritising CPD; rollout of the Roadmap for Blended, Flexible and Distributed Learning; reviewing teaching, learning and assessment strategies and increasing digital capacity. This has been particularly evident this year in our response to COVID-19 and the pivot to hybrid learning. Details are supplied in Tables 5.2-5.4.

In terms of the physical learning environment, a number of major IT developments have been undertaken in 2019/2020 in response to the COVID-19 pandemic, in particular to support the move to online teaching and learning and remote working (Table 5.5). These IT developments included increasing the capacity of the online teaching/learning platform (Blackboard Collaborate) one hundred fold, implementing Blackboard Ally to aid accessibility of the VLE, distributing 300 PCs/laptops/webcams/headsets to staff, distributing over 350 laptops to students, upgrading 100 classrooms with webcams, installing 10 Video Capture enabled classrooms, upgrading of existing HCI (Hyperconverged Computing Infrastructure), and implementing Microsoft Teams/PBX integration.

Despite of disruptions caused by the pandemic, infrastructural developments in 2019/2020 included substantial progress of phase 2 of the South Sports Campus, comprising a Sports Pavilion building providing eight changing rooms, two referees rooms, a meeting room and storage facilities. The demolition of the former Carlow VEC secondary school was also completed on the main campus. The school stood on seven acres to the north of the campus which is now cleared and allows for the commencement of the next phase of our capital development plan, including the development of a 6,000m² Science Building and a 5,000m² Corporate Support Building. Both projects are due to commence on site within the next 12 months.





6

**Demonstrates consistent improvement
in governance, leadership and
operational excellence**

“The review team commends the Governing Body and the Executive for their excellent stewardship of the institute’s resources, which has left IT Carlow in a strong position to pursue its ambition for technological university status.”

*Institute of Technology Carlow CINNTE Institutional Review
Report 2020, p. 20*

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

The Institute's aim to consistently improve governance, leadership and operational excellence was challenged in 2020 with the arrival of COVID-19, which tested the ability of the Institute's governance and management systems to adapt. While prioritising the health and safety of staff and students, and the integrity of its academic awards, the Institute has continued to deliver high quality education and research programmes and progress all strategic and operational goals. The necessary shift to online teaching, learning and assessment and remote working for most staff posed new tests to our quality assurance framework, and our system of internal control, demanding significant increases in communications and management interactions across all levels of the Institute.

The Institute has retained its strong sense of public service, maintained a strong financial performance and progressed significantly its preparation for Technological University designation.

The Institute has met all its targets in terms of equality, diversity and inclusion in 2019/2020. We have commenced work on departmental Athena SWAN applications and are implementing the recommendations of the 2018 Higher Education Gender Equality Taskforce.

The Institute successfully completed its QQI CINTE Institutional Review and the report of the international panel clearly demonstrates the strength of the Institute's governance and leadership.

Strategic Priority 6a	Develop and implement a strategy to support and develop members of our Governing Body, Executive and Management Teams in fulfilling their roles to the highest standard.
i. Institution Strategic Initiative	Institute of Technology Carlow will develop and implement a strategy to support and develop members of our Governing Body, Executive and Management Teams in fulfilling their roles to the highest standard.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Application for designation as a Technological University	The Institute entered into a new arrangement in Q4 2017 with WIT to further explore the creation of TUSEI.	<p>Work in the period to progress:</p> <ul style="list-style-type: none"> - Cross-institutional TUSEI collaborative projects aimed at building capacity, relationships and alliances. - Preparatory work in the areas of Mission and Vision; Independent Professional Risk Identification and Priority Mitigation Strategies; Independent Economic Impact Assessment; TU Metrics and Systems Alignment. - Two Institutes completed an application for submission under the Technological Universities Act 2018 which has been approved by the Governing Bodies subject to conditions – work ongoing to address conditions prior to formally submitting an application. 	The Governing Body will set the strategic direction and goals in a strategic plan for TUSEI, should the application be successful following international peer review.	<p>An application for TUSEI designation received qualified approval from the Governing Bodies of both Institutes in April 2019. The applicable qualifications relate to the development and implementation of mitigation strategies for two major risks (Financial and an MOU with academic staff unions) identified through an independent process.</p> <p>Other relevant developments include the provision of €2m Landscape funding to TUSEI in late 2019, the first report from the international review panel on the MTU application (ministerial decision postponed in September 2019), publication of TURN 2019 and launch of the TUTF. Collectively, and in consultation with the HEA and the Department, these developments signaled additional measures required to underpin a</p>

		<ul style="list-style-type: none"> - Participated in TURN working group. 	<p>successful application for designation.</p> <p>The additional resources provided an opportunity to the consortium for the first time to strengthen its application through meaningful mobilisation of staff across the institutes, and stakeholders across the region, in a manner that was heretofore unattainable.</p> <p>With the 2019 Landscape funding, the consortium put in place a Project Office in early 2020, and appointed a Project Executive Director in July 2020 to support the project and its associated body of work.</p> <p>Eight workstreams and over thirty workgroups have since been populated.</p> <p>The consortium is committed to the submission of an application for TU status in Q2 2021 with an intended designation date of 1st January 2022.</p>
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Compliance with governance requirements		<p>Development, adoption and publication of a new Strategic Plan 2019-2023.</p> <p>Institute has undertaken a review of the effectiveness of both Academic Council and Governing Body and this will inform a new strategy to support members of both in fulfilling their roles to the highest standards.</p>	Maintain compliance with governance requirements	The Institute has maintained compliance with all governance requirements.
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iii. Interim targets, commentary and data source

The evidence that the Institute has consistently improved in governance, leadership and operational excellence is demonstrated by the CINTE Institutional Review panel who commended the Institute for its:

- Strong and effective management team, which is systematic in developing and implementing administrative processes and procedures for the institute.
- Sustenance of a strong financial discipline over an extended period of time resulting in substantial surpluses.
- Strong commitment to QA, as well as the evidence of quality culture across the organisation, supported by robust governance structures.
- Very impressive and significant achievements in advancing gender equality, including the Athena SWAN and SALI initiative, which give the institute a mark of distinction among its peers.

The interim target of progressing the Technological University project has been achieved with a qualified application approved in April 2019. There has been significant progress made in aligning the academic delivery models of the two institutions. A project office led by an independent Project Executive Director has been put in place to progress the programme of work. Senior Management from both institutes are co-leading eight work streams that have been established to develop systems, policies and procedures with the necessary supporting organisational and technological infrastructure for the Technological University.

The Institute responded successfully to the COVID-19 pandemic, as highlighted by the [QQI Director of Quality Assurance in November 2020](#):

'The pandemic has shown us just how important it is that higher education institutions can respond quickly to changing circumstances. In order to do so safely while serving students well and maintaining academic standards they must have robust internal quality assurance procedures. The panel's findings in this CINNTE review confirms that IT Carlow has such procedures in place and they are working effectively. They rely on clear aims, clear governance and consultation structures, and a commitment to continuous improvement, equality and diversity.'

Strategic Priority 6b		Develop a strategy and plan for the implementation of the 2018 Higher Education Gender Equality Task Force and the attainment of Athena Swan bronze institutional award by 2019.		
i. Institution Strategic Initiative	Institute of Technology Carlow will develop a strategy and plan for the implementation of the 2018 Higher Education Gender Equality Task Force and the attainment of Athena Swan bronze institutional award by 2019.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Institutional Athena Swan award	- Prepared an institutional application for Athena Swan bronze accreditation compiled by a 24-member cross-institutional self-assessment team (SAT) under the leadership of the Director of the Office for EDI and an institutional EDI Steering Group chaired by the President.	Institutional application for Athena Swan Bronze award submitted in Nov 2018 and was successful.	Attain Athena Swan Bronze award at institution level	Completed - Athena Swan Bronze award for Institute of Technology Carlow awarded in May 2019. EDI Committee was formally approved and has commenced its work. The Institute has appointed a Director for People and EDI who is a member of the Senior Management team reporting to the President.

Office for EDI	<ul style="list-style-type: none"> - The Institute established its office for EDI in 2017 and adopted a new updated Institute of Technology Carlow Policy and Procedures for Equality, Diversity and Inclusion in June 2018. - Reported on progress to the Equality Task Force on implementation of the Recommendations of the Gender Equality Task Force (2016) in February 2018. 	<ul style="list-style-type: none"> - Completion of the analysis of the staff survey (48% response rate) by the Self-Assessment Team (SAT). - Development, adoption and publication of the Gender Action Plan for Institute of Technology Carlow. The plan will address inter alia obligations derived from Gender Equality Expert Group 2016 and Equality Task Force Action Plan 2018-2020 recommendations. 	<ul style="list-style-type: none"> - EDI, including the gender dimension, to be incorporated into all institutional QA reports and reviews, including Institutional Review (2019/20), Faculty Strategic Reviews (2020/19), Programmatic Reviews (2020/21) and all PMSS Reviews (from 2019/20 onwards). - Development of a new 'Returning to Work' Policy to support staff returning to ITC after a period of absence (e.g. returning from maternity/carer's/ adoptive/ parental leave, long term illness) or those transitioning back to full-time work. Aligned to this, the institute will also develop a 'Returning to Work Fund' to support staff in that transition. 	<p>Completed - The gender dimension considered in all reports, policies have been written using gender neutral language and gender decoder software is used in recruitment advertising.</p> <p>Completed - 'Returning to Work' Policy has been developed and approved by Governing Body (October 2020). Funding of up to €1,500 made available for training and upskilling upon return to the workplace.</p>
Athena SWAN Bronze Departmental Applications	N/A	N/A	<ul style="list-style-type: none"> - Commence the preparation of Athena SWAN Bronze Applications by at least 3 Institute of Technology Carlow Faculties/Departments – Engineering, Computing and Humanities. 	Completed - Three Faculties/Departments have commenced Self-Assessment Process. Athena SWAN Project Managers were appointed in all 3 Faculties/Departments to support the process and application.

Gender Expression Policy			<ul style="list-style-type: none"> - Develop and launch an Institute of Technology Carlow Gender Expression Policy, in consultation with Institute of Technology Carlow's trans-community, staff and students, and in line with national and international best practice, sectoral requirements and legislative requirements. 	Completed - Gender Expression Policy has been developed, and approved by Governing Body, (October 2020) following extensive consultation with students, staff, and external organisations.
LGBTQ+ Training			<ul style="list-style-type: none"> - Roll out LGBTQ+ training for Institute of Technology Carlow staff, with a particular focus on gender expression (including issues facing the trans-community and institute policies, procedures and supports). 	<p>Completed - 'The ABCs of LGBTQ+' training was provided by ShoutOut on the following dates in 2020:</p> <ul style="list-style-type: none"> • Tuesday 18th February (2 sessions) • Wednesday 19th February (1 session) <p>It was offered to all staff and had a good response (c.50 staff members attended).</p>

Table 6.1 **Key Institute of Technology Carlow management and governance data by gender 2019/2020**

	Male	Female
Management		
Senior Executive	55.55%	44.44%
Institute Management Team	51.43%	48.57%
Management		
Governing Body	47.05%	52.95%
Academic Council	55.74%	44.26%
Key Bodies, Councils & Committees		
Membership	52.60%	47.40%
Chairpersonship	58.33%	41.67%

Data is drawn from the *Institute of Technology Carlow Annual Report and Accounts 2019/2020*. Key Bodies, Councils and Committees are comprised of the following: Governing Body, Academic Council and its Committees (Academic Regulations; Programme Planning and Validation; Research and Development; Quality Assurance and Enhancement; Teaching, Learning and Support Services; Collaborative Provisions), Ethics Committee, Health and Safety Committee, EDI Steering Committee and Athena SWAN SAT.

Table 6.2 **Institute of Technology Carlow staff profile by gender 2019/2020**

	Male	Female
Academic Staff		
Academic Staff	56.85%	43.15%
Associate Lecturers /Occasional Academic staff	52.24%	47.76%
Academic Total	54.75%	45.52%
Research/Specialist/Enterprise Staff		
Research/Specialist/Enterprise Support	43.48%	56.52%
Professional, Management and Support Staff (PMSS)		
Management	55.00%	45.00%
Administrative	5.56%	94.44%
Library	23.08%	76.92%
Student Services (incl. invigilators)	20.39%	79.61%
Technical and Maintenance Staff	68.89%	31.11%
Occasional	13.51%	86.49%
PMSS Total	25.86%	74.14%

Data is drawn from the Institute of Technology Carlow December 2019 returns to the HEA.

Table 6.3 Institute of Technology Carlow student profile by gender 2019/2020

	Male	Female
All Students	52.59%	47.41%
By Faculty		
Business & Humanities	44.63%	55.37%
Engineering	89.55%	10.45%
Lifelong Learning (Carlow & Wicklow)	36.82%	63.18%
Science	66.44%	33.56%
Wexford (Full and Part-time)	28.70%	71.26%
Extended Campus	81.55%	18.45%
All Research Students	51.49%	48.51%
By Postgraduate Research Award Level		
Level 9 Masters by Research Students	52.46%	47.54%
Level 10 PhD Students	42.10%	57.90%

Data is drawn from the Institute of Technology Carlow March 2020 SRS final return to the HEA.

iii. Interim targets, commentary and data source

Institute of Technology Carlow undertook a comprehensive cross-institutional review of its gender equality profile, policies, procedures and practices. Key areas identified formed the basis of a four-year [Gender Equality Action Plan \(GEAP\)](#), which was launched in November 2018. This sets out timescales, responsibilities for implementation and success measures for each of 68 areas. This plan has informed the Institute's Strategic Plan 2019-2023, this current Compact under KSO6, and the Institute's successful CINTE Institutional Review in 2019/2020.

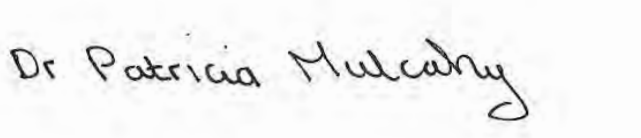
Following on from the institutional Gender Equality Action Plan, work is underway on the development of gender action plans in each of three initial targeted faculties/departments with Athena SWAN applications. Applications are due from each of these in Q1 2021.

In 2019/2020, the Institute appointed a Director of People and EDI who serves as a member of the Executive reporting to the President.

An Equality, Diversity and Inclusion Steering Committee was established in the Institute in 2017. This committee reported to Governing Body, via the President who acted as Chair to the EDI Steering Committee. This interim Steering Committee was replaced by the Equality, Diversity and Inclusion Committee with a broader representation of staff

and students in January 2021. The establishment, terms of reference and composition of this committee was formally approved by the Institute's Governing Body in October 2020. The President acts as Chair of this committee and reports to Governing Body on EDI.

As part of the Senior Academic Leadership Initiative (SALI) Cycle I, the Institute applied for and were successful in securing a position of Director of Engineering Research and Innovation. The recruitment process for this has been concluded and the successful candidate is due to commence in this position in the near future. The Institute has submitted a further application under SALI in the Faculty of Science.

Signature	<i>Of the President or on behalf of the President (please sign in space below)</i>
26-February-2021	 Dr Patricia Mulcahy, President

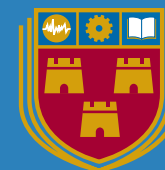
CELEBRATING
50
YEARS
1970-2020

Institute of Technology Carlow
Kilkenny Road
Carlow

T: 059 917 5000
F: 059 917 5005

E: info@itcarlow.ie

W: itcarlow.ie



INSTITUTE *of*
TECHNOLOGY
CARLOW

Institiúid Teicneolaíochta Cheatharlach