Draft Mission-based Performance Compact

2018-2021

between

Institute of Technology Tralee

and

The Higher Education Authority

Date: XX/09/2018

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

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

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

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

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

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

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

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

The principles of State funding support

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

Institutional autonomy balanced with public accountability for high quality outcomes;

and

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

Contents

1.   Establishment of the Compact

The Higher Education Authority and Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

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

2.   Performance Funding Framework

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

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

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

3   Mission and Strategy Statement

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

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

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

Changes to the mission and strategy statement

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

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

Any significant change that it intends to make to its activities that could affect either Higher Education Institution's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

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

IT Tralee – Strategic Plan in the Context of National Priorities

In September 2017 the Institute launched its latest Strategic Plan – A Vision to 2021. The plan has been developed to enable the Institute to derive the maximum possible benefit from the opportunities which the future will present. It provides the platform for the Institute to embrace the future with confidence and to facilitate the further development of IT Tralee as a dynamic, innovative and responsive Higher Education Institute which is recognised as such regionally and nationally. The delivery of this Strategic Plan will ensure that the Institute remains to the forefront of developments across the Higher Education sector.

The experience gained in developing our previous Strategic Plans has influenced the methodology and approach adopted in developing our new Strategic Plan. As part of the process we also reflected on our Compact 2014 to 2017 and the rounds of Strategic Dialogue that we engaged in with the HEA in relation to same.

This current plan has been developed to be more focused and goal orientated, while at the same time outlining clear deliverables with accompanying measurements of success.

Recognising that the Institute by itself cannot facilitate the development of a dynamic and entrepreneurial region, we have in developing our Strategic Plan purposely incorporated the relevant aspects of county, regional and national development policies. In particular, the following plans are a selection of those which have significantly influenced our current Strategic Plan:

National/European		
National Strategy for Higher Education to 2030	Enterprise 2025 & Regional Action Plan for Jobs (SW)	National Skills Strategy 2025
Winning: Foreign Direct Investment 2015 - 2019, IDA Ireland	Enterprise Ireland Strategy 2017 - 2020	Innovation 2020
National Plan for Equity of Access to Higher Education 2015-2019	Action Plan for Education 2016-2019 (DoES)	Europe 2020
National Strategy on Education for Sustainable Development (ESD) 2014-2020	UN Sustainable Development Goals 2015	

County/Regional		
Kerry County Development Plan 2015 - 2021	Kerry County Council - Local Economic and Community Plan 2016 - 2021	National Policy Statement on Entrepreneurship

Institute's Mission and Vision

IT Tralee Mission
To excel in teaching, research and development work for the benefit of students,
industry and the wider community.

IT Tralee Vision
IT Tralee will play a transformative role, within the region and beyond. This will be
achieved through the creative pursuit of excellence in teaching, learning, research,
and innovation. This will be realised within an environment of sustainability,
fellowship and inclusivity.

The vision for the Institute has been recalibrated, taking into account the Institute's achievements to date and the ambitious plans we have developed for the future. To ensure that we succeed in realising our vision we have identified **five key Strategic Goals** within our Strategic Plan. These goals have been determined by:

- The increasingly competitive environment within which we operate;

- Analysing national and international trends in Higher Education;

- Completing a process of self-evaluation which has assisted in identifying potential areas of Strategic Growth and Development;

- Reflecting on previous and current successes and challenges;

- Building on previous Strategic Plans;

- Consulting with our internal and external stakeholder.

Our Strategic Plan was developed following extensive consultation with our stakeholders and the plan outlines ambitious goals, targets and specifies a roadmap to ensure the continued growth and development of the Institute. Our comprehensive Strategic Plan encompasses all of the Key System Objectives specified within the Compact and many of the High Level Targets. Delivering on our Strategic Plan will ensure the achievement of the objectives as outlined in this Compact.

The Institute's approach, led by the office of the Head of Strategy, is it to track performance against strategic goals and objectives at specified intervals and to utilise this data for multiple reporting requirements, for use internally and externally. To achieve this we are using an online compliance platform – ViClarity (www.viclarity.com) to monitor and track Institutional performance. This innovative platform allows tracking and management of all compliance in one system and provides powerful reports to assist in Institute performance

management. The platform uses a three level/traffic light system to signal progress or an underperformance. The reports are considered and reviewed by the Institute's Executive and Governing Body twice a year. See Appendix 1 and Appendix 1a for further details on how ViClarity is powering operational excellence at the Institute.

Key Institutional Priorities

Over the duration of this Strategic Plan the Institute is focusing on a number of goals. The overarching goal "Sustainability and Growth" focused on ensuring a strong, vibrant and innovative organisation which will deliver on its mission and goals for all its stakeholders on a collaborative basis, through sound financial planning predicated on targets identified through comprehensive market analysis. Financial sustainability of the Institute is an overarching priority of the Strategic Plan and of this Compact.

However the Institute's Executive and Governing Body has identified the following as the **three key priorities** to be delivered upon during the lifespan of the Strategic Plan and also reflected in this Compact:

Key Priority One: Technological University designation and establishment of the MTU

Cork Institute of Technology and IT Tralee have been working towards achieving Technological University designation and the creation of the Munster Technological University (MTU) since 2013. According to The National Planning Framework[1], "the development of Technological Universities has the potential to deliver greater opportunity to students in the regions served, to staff working in the institutions, and to the broader local economy and society. By creating institutions of scale and strength, multi-campus technological universities will bring greater social and economic benefits to their regions through a strengthened role in research and innovation and the delivery of a broad range of high quality education and training in each of their campuses".

The creation of the MTU will help to position Munster and the South West as the next major region outside of Dublin, significantly boosting and enabling regional growth and development. The MTU will build on the unique strengths of both founding Institutions and will be a catalyst for the development of the Irish Higher Education system. The milestones in relation to the establishment of the MTU are as follows:

Actions	Dates
Submission of Proposal	Q4 2018
International Panel Review	Q1 2019
Date of Merger & Designation	September 2019

Resources and structures have been put in place to successfully deliver the programme of change required to create the MTU. The MTU Project Office has been established to oversee the successful delivery of the project.

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[1] Project Ireland 2040 National Planning Framework

As part of the process in relation to establishing the MTU, we are formulating the vision for the new University. As part of this holistic process, we are also developing our mission, core values and strategic imperatives.

Over the course of this Compact (2018-2021) and resultant dialogue cycles, the MTU will be established and the new University will formulate a new Strategic Plan.

Key Priority Two: Delivery of a single integrated campus

When first established the IT Tralee was based in Clash (South Campus), Tralee, 10-acre site which the Institute has now outgrown. In 1997, the IT Tralee purchased a 60 acre site on the outskirts of Tralee.

Following an allocation of a funding by the HEA of €45 million a number of the Institute activities in the South Campus were relocated to Dromtacker in 2001. Today the School of Business and Social Studies and the Department of Nursing are based in the North Campus. 2019 will see the completion of a €17 million Sports Academy on the North Campus which will facilitate all students in the Health and Leisure Department moving to the North Campus.

We currently have two Campuses, neither of which provide a comprehensives third level student experience. The Institute's Executive and Governing Body have prioritised the completion of a fully integrated University Campus on our 60 acre site in the North Campus. This objective has taken a significant step forward after the recent announcement by the HEA of a €30 million PPP STEM building at our North Campus. The last piece of the masterplan will include construction of a Student Facilities Hub which will complete our vision for a fully integrated Munster Technological University Campus in Kerry. Revenue from disposing of our South Campus will contribute to the realisation of our masterplan. In addition in 2018 the IT Tralee secured a €1m philanthropic donation to facilitate the purchase of a land-bank of 40 acres (in partnership with Kerry County Council) adjacent to our North Campus. This ensures a sufficient land-bank to ensure the long-term expansion plans of the new university.

Key Priority Three: Assist in the achievement the UN Sustainable Goals

In 2015 the UN adopted the Sustainable Development Goals. Each goal has specific targets to be achieved over the next 15 years. The Institute is committed to assisting in the realisation of these goals. Our UNSECO Chair "Transforming the Lives of People with Disabilities, their Families and Communities, Through Physical Education, Sport, Recreation and Fitness", will be the primary platform which will enable the Institute facilitate the achievement of these goals. This Chair in Tralee is the first such chair in this discipline area globally that UNESCO has established. In particular the UN Goals which we will be focusing on are:

- Goal 3: Good Health and Wellbeing
- Goal 4: Quality Education

- Goal 5: Gender Equality
- Goal 10: Reduce Inequalities
- Goal 12: Responsible Consumption and Production

The UNESCO Chair at ITT has developed a detailed Action Plan which will be rolled out during this Compact cycle.

Structure of ITT's Mission Based Performance Compact

The layout of each section of this compact will be as follows:

- The first table relates to our Strategic Plan:
    - The first column in this table specifies the goals in our Strategic Plan which relates to the relevant key system objective;
    - The second column specifies how this is to be achieved (relevant section from Strategic Plan referenced).
- The second table outlines how the attainment of the KPIs in our Strategic Plan will enable the Institute achieve many of the high level targets, linked to the particular key system objective. The second column of Table 2 specifies the HEA high level target, directly mapped to our KPIs both within the Strategic Plan and the Compact.

To assist in tracking Institutional performance relating to the Compact, in general explicit KPIs are specified for each academic year, covering the lifecycle of the compact. The only exception occurs when the time period for success extends beyond one academic year. In such instances, the KPI is specified for the period covering the Compact.

Finally in reviewing this Compact it is important that it is considered in the context of:

- The IT Tralee Strategic Plan – A Vision to 2021
- IT Tralee Research and Innovation Strategic Plan 2017 to 2021
- The IT Tralee Master Campus Plan to 2027

4. Development Plans and Key System Objective

Section summary

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

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

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

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

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

4.1   Key System Objective 1

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

High Level Targets:

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

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

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

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

According to the National Skills Strategy 2025[2], "increasingly Ireland is competing globally on the basis of talent and on Ireland's growing reputation for innovation. Winning the war for talent can be achieved by ensuring that all of Ireland's citizens have access to the skills they need to succeed in life; and Irish business has the people with the skills they need to grow". The South-West Regional Skills Forum has been a key platform, providing a mechanism by which the Institute and other HEIs and enterprise can come together to define current and future skills requirements. This enables the Institute to develop programmes that respond to skills and knowledge as required by local industry. This has resulted in suite of minor, major and special awards programmes, collaboratively developed and delivered via blended learning format. Our Strategic Plan specifies a commitment to expand our suite of programmes which are to be delivered in a blended format and that are focused on upskilling the workforce. In our Strategic Plan we also specify a commitment to develop a number of these programmes that are fully online or delivered on site at industry locations throughout the county.

Springboard+ has been a key enabler in attracting students within the target age cohort (25-64), particularly since the eligibility criteria has been extended in 2018 to those in full time employment and across a wider range of employment sectors. Springboard+ will be a key enabler by which the Institute will achieve its targets for upskilling the workforce which are specified in our Strategic Plan.

One of the Institute objectives is to enhance and deepen our links with enterprises both regional and nationally. To achieve this goal the Institute is committed to ensuring that all our level 7/ 8 programmes will incorporate a significant work placement during the lifecycle of our new Strategic plan and this Compact.

The Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020[3] highlights the fact that "Ireland has a strong reputation internationally for its education and training system and an excellent track record in work-based modes that include apprenticeship and traineeship". The Institute is fully committed to expanding our apprenticeship provision across existing and new apprenticeship traineeships. The Institute is committed to addressing key skills shortage in the local and regional economy and has identified apprenticeship as an essential component of our portfolio of programmes. The Institute in it's Strategic Plan has identified the importance of providing a broad range of educational pathways for students in our catchment area and apprenticeship provision is a key to achieving this objective.

The following two goals from IT Tralee's Strategic Plan aligns with Key System Objective 1 in this Compact:

Goal 1: Sustainability and Growth - Ensure a strong vibrant and innovative organisation which will deliver on its mission and goals for all of its stakeholders on a collaborative basis through sound financial planning which is predicated on targets identified through comprehensive market analysis;

Goal 2: Teaching, Learning and Graduate Readiness - Enable our students to achieve their full potential and contribute to the development of society via the provision of a student centred educational environment which is underpinned by excellence in teaching and learning. Our graduates will be distinctive by virtue of their educational experience and will possess essential skills and attributes relevant to both the workplace and civic society.

The development of a highly skilled workforce and provision of a strong talent pipeline as outlined in Key System Objective 1 is a theme which permeates the Institute's Strategic Plan. Ensuring that the Institute

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[2] National Skills Strategy 2025
[3] The Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020

facilitates economic development by the provision of a cohort of highly skilled graduates, is critical to the mission of IT Tralee.

Table: 1.1 How the relevant Institute goals will be achieved.

Institute Goal	Achieved By
Goal 1: Sustainability and Growth	1.1 Growth of Student Numbers by the development of a demand led programme portfolio for delivery across multiple platforms. Attracting students through a divergent range of pathways; traditional school leaver; mature students; access students; students with disabilities and international students.
Goal 2: Teaching, Learning and Graduate Readiness	2.1 Enhancing the standard of teaching and learning through the implementation of the TLA&E Strategy 2017 - 2021 and delivering upon the goals contained within.
	2.4 Leveraging work placement to facilitate graduate "work readiness" and to inform market led programmes.

Table 1.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)		HEA High Level Target
1.1.1 Increase student numbers to achieve the following target by the academic year 2021/22: (Using 2015/16 as base year. All numbers in Whole Time Equivalent [WTE]). Part-time (incl. Blended Learning): +45% to 159* The Institute's Lifelong Learning Strategy places significant emphasis on upskilling the workforce and in particular developing bespoke programme for local industry which are delivered in a flexible format (online, face to face and onsite).	1.	Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%
	2.	Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners)

Year	Target
2018/2019	3 new minor/Special Purpose Awards and one major award across the Institute (flexible delivery format)

	6.	Increase number of available Springboard+ places by 30% by 2021 in

| 2019/2020 | 3 new minor/Special Purpose Awards and 2 new Major Awards across the Institute (flexible delivery format) |
| 2020/2021 | 1 new Major Award (Level 8) and one new Major award (Level 9) across the Institute (flexible delivery format) |

2.4.1 All Institute level 7 and level 8 programmes will contain a work placement of a minimum of one semester.

Year	Target
2018/2019	50% of programmes
2019/2020	75% of programmes
2020/2021	100% of programmes

2.4.2 Institute-wide best practice work placement guidelines to be developed and rolled out across all Institutes programmes.

Year	Target
2018/2019	Finalise and obtain Academic Council approval for Placement Best Practice Guidelines.
2019/2020	Roll out across all Institute programmes.
2020/2021	Update guidelines in light of feedback.

2.4.3 Minimum of 50% of final year projects to be directly linked to industry/community specific projects.

Year	Target
2018/2019	20% of projects
2019/2020	35% of projects
2020/2021	50% of projects

2.4.4 A minimum of 800 students to complete semester of work placement per annum.

both universities and institutes of technology

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

Year	Target
2018/2019	400 per year
2019/2020	600 per year
2020/2021	800 per year

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

Year	Target
2018/2019	Develop Employability Statement for 1 programme in each department
2019/2020	Develop Employability Statements for all programmes in 1 department in each of the 3 schools
2020/2021	Develop Employability Statements for all programmes in all departments across each of the 3 schools

The Institute identifies the existing and the new apprenticeship model as key component to providing a strong talent pipeline and offering a comprehensive range of educational pathways.

The Institute has been designated the national lead for the rollout and development of the new apprenticeships programmes in Culinary Arts - BA in Culinary Arts; BA (Hons) in Culinary Arts; MA in Culinary Arts. The Institute will continue to be the national coordinator for this programme of strategic importance.

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

Year	Target
2018/2019	Roll out of new apprenticeship Culinary Arts - BA in Culinary Arts Programme in Tralee and in 2 other IoTs (Cork and Letterkenny).
2019/2020	Further roll out of programme nationally to other IoTs.

2020/2021	Level 9 apprenticeship programme to be developed and rolled out in Tralee and 2 other designated sites nationally.	

During the lifecycle of this compact, the Institute is committed to the development of a new Apprenticeship Programme for the upskilling of electricians. This programme will be linked to the roll-out of "smart grids" by the ESB.

Benchmarks By Which These Objectives And Targets Have Been Set

1. Lifelong Learning Participation Among Adults In Ireland - Solas Report 2016
2. Adult Learning Statistics EuroStat which provides an overview of adult learning statistics in the European Union (EU), on the basis of data collected through the labour force survey (LFS), supplemented by the adult education survey (AES). http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult_learning_statistics
3. HEA Report: Higher Education Performance 2014 - 2017
4. Action Plan to Expand Apprenticeship and Traineeship in Ireland http://www.solas.ie/SolasPdfLibrary/ActionPlanDec16.pdf

External Factors and Assumptions Which May Affect Institutional Progress

1. Implications of an economic down-turn which would reduce the number of available work-placements in the catchment area.

2. Implications of an economic down-turn which would negatively impact on the CPD budgets available.

3. Funding for Springboard+ could be reduced or eligibility criteria adjusted which would impact on enrolments within participating organisations.

4. Challenges may be encountered in securing suitable projects with industry and community groups which would satisfy the requirements of a final year project. Project design and specification is a key preparatory step in the process.

5. It is of critical importance that student interests, competencies and cultural fits are taken into consideration. If there is a significant mismatch this can lead to an unproductive work placement experience both for the student and employer. This can impact on future workplace availability and employer engagement.

6. Consideration must be given to expectation management on behalf of both parties. Therefore, a clear work placement lifecycle and industry liaison management plan is required to ensure the sustainability of the work placement programme.

4.2   Key System Objective 2

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

High Level Targets:

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

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

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

IT Tralee is committed to 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 Institute has a proven track record in attracting international students both through the Erasmus programme and non EU fee paying students. All of these students, integrating with the Irish student population, delivers a truly international feel to the campus and provides opportunities for students to develop from an interpersonal and inter-cultural perspective. Considering that the Institute's Strategic Plan identifies Sustainability and Growth as a goal, the Institute is pursuing an international student recruitment strategy focused on the recruitment of international fee paying students, which directly aligns to Key System Objective 2. Our international office is actively engaged in recruiting students across a number of international markets including China, Middle East, Malaysia, Hong Kong, Nigeria and Canada.

A key part of our international strategy involves establishing strategic academic partnerships with a view to growing international students in key markets and segments of same. This strategy has been particularly successful in recruiting international students on to Health Sciences Related Programmes of Study. The Institute has established an academic partnership/strategic alliance with:

- The Royal College of Surgeons (RCSI);

- Bons Secours Hospital Tralee (BSHT);

- Kerry University Hospital (KUH).

Memoranda of Understanding have been signed with the RCSI, BSHT and KUH. The Memorandum of Understanding with the RCSI focus on recruiting international students from the Middle East and the Memorandum with BSHT and KUH focuses on recruiting students from China. The objective of these Memoranda is to facilitate the development of a centre of excellence in Tralee in relation to the provision of Health Science related programmes for international students. See Appendix 4 for a case study on the International Medical Commencement Programme (IMCP) which is a joint initiative between ITT and RSCI in relation to the provision of a pre-med programme at ITT for our RCSI students from the Middle East.

The Institute has also developed a strategic partnership with Colleges Ontario and British Columbia Colleges to facilitate the recruitment of Canadian students onto the Institute's Business and Tourism Honours Degree Programmes. This initiative is a sector to sector agreement between THEA and Colleges Ontario and highlights what can be achieved when the whole THEA sector acts as one.

Ireland's cutting-edge research and innovation sector is driven by outstanding levels of collaboration between industry, academia and government agencies, aiming at maximising the impact of research in Ireland on industry competitiveness. In Enterprise 2025, innovation has been identified as a core focus and one of Ireland's key differentiators.

The National Policy Statement on Entrepreneurship highlights that "for many high potential entrepreneurs the accessibility of the innovation system to help drive forward fledgling ideas is crucial". IT Tralee is cognisant of and working towards achieving the strategic objectives within the statement including the development of the best infrastructure to support the commercialisation of technology as a new business

opportunity (Knowledge Transfer Ireland; Campus Incubators; Commercialisation Fund; Technology Centres) and development of a support framework to assist innovative start-ups reach their full potential.

The creation of intellectual property (IP) and optimising the transfer of IP from IT Tralee to enterprise to promote greater application of our research results is central to our strategy for research innovation.

The Office of the Vice President Research, Development and External Engagement has developed a Research and Innovation Plan covering the period 2017-2021. This strategy establishes the following priorities (with associated milestones by which we will measure our progress) to strengthen our reputation for excellence in research and innovation:

- Research Excellence: Internationally Benchmarked and Externally Evaluated;

- Research Impact through Innovation;

- Enhance Research Linkages and Collaborative Research Activities;

- High Quality Research Degree Provision to Level 10;

- Enabling and Supporting Research Activity across IT Tralee.

The following two goals from IT Tralee's Strategic Plan aligns with Key System Objective 2 in this Compact:

Goal 1: Sustainability and Growth - Ensure a strong vibrant and innovative organisation which will deliver on its mission and goals for all of its stakeholders on a collaborative basis through sound financial planning which is predicated on targets identified through comprehensive market analysis.

Goal 3: Research and Innovation - Enhance our reputation as a research engaged Institution and continue to improve standards in our delivery of research excellence that will translate into economic growth and societal development in the region we serve.

Table 2.1: How the relevant Institute goals will be achieved.

Institute Goal	Achieved By
Goal 1: Sustainability and Growth	1.1 Growth of Student Numbers by the development of a demand led programme portfolio for delivery across multiple platforms. Attracting students through a divergent range of pathways; traditional school leaver; mature students; access students; students with disabilities and international students.
	1.3 Develop non-exchequer funded revenue streams with a particular focused on recruiting full fee paying international students.
Goal 3: Research and Innovation	3.1 Research Excellence: Internationally benchmarked and externally evaluated.
	3.2 Research impact through innovation.
	3.3 Enhanced research linkages & collaborative research activities.

3.4 High quality research degree provision to Level 10.	
3.5 Enabling and supporting research activity across the Institute.	

Table 2.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)	HEA High Level Target
1.1.1 Increase student numbers to achieve the following target by the academic year 2021/22: (Using 2015/16 as base year. All numbers in Whole Time Equivalent [WTE]). <table><tr><td>**Year**</td><td>**Target**</td></tr><tr><td>2018/2019</td><td>287 international students fee paying</td></tr><tr><td>2019/2020</td><td>295 international students fee paying</td></tr><tr><td>2020/2021</td><td>320 international students fee paying</td></tr></table> 1.3.1 Increase total income via non-exchequer funded activities from 4.75% to 7% of total income by 2021. This will be achieved through: philanthropic activity and revenue from International fee paying activity and research awards. This will be achieved over the lifecycle of the Compact.	**1.** Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15). **2.** International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students)
Innovation Vouchers Over the lifecycle of this compact, the Institute will complete 63 Innovation Vouchers which equates to €350k plus. This equates to an increase of 10% by 2021. The Institute balances the number of innovation vouchers it undertakes on an annual basis against the specific needs of the industry it serves and the research staff resources available at the Institute to undertake the work. The number of staff required to undertake innovation vouchers at the Institute is determined on a business case developed by the Institute's IMaR and Shannon ABC research centre managers with the Office of the Vice-President Research, Development and	**4.** Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016). **5.** Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017)

External Engagement on a recurring basis annually. The salaries for research staff employed to undertake voucher work is provided in advance by the Institute and reimbursed to the Institute by Enterprise Ireland on the successful delivery of the project.

3.3.1 Increase research collaboration agreements wholly funded or part funded by industry - Min Target over period 2017-21 is 80. (Current level of activity 12)

3.2.1 Increase the number of inventions disclosed - Min Target over period 2017-21 is 8 (Current level of activity 2)

3.2.2 Increase the number of ideas or inventions converted to Licence, Option or Assignment - Min Target over period 2017-21 is 2

(Current level of activity 0)

3.2.3 Increase the number of Priority patent applications - Min Target over period 2017-21 is 2 (Current level of activity 0)

Benchmarks By Which These Objectives And Targets Have Been Set

1. With reference to "Irish Educated, Globally Connected" https://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf

2. Total number of projects valued €5-10K reported as completed to Enterprise Ireland by Shannon ABC (Tralee) and IMaR in their respective 2014 and 2017 annual reports.

3. Research income from industry targets in 2018 and 2021 as agreed in core funding contractual agreement between IT Tralee and Enterprise Ireland to be delivered via the Technology Gateway's IMaR and Shannon ABC.

External Factors and Assumptions Which May Affect Institutional Progress

1. Canada Market - note that the intake in 2018/19 may be an outlier resulting from an extended period of industrial action in the College in Ontario.

2. An economic down-turn in a particular country can seriously impact our international student recruitment e.g. student enrolments from Science Without Borders (SWB), post economic crash in Brazil.

3. We are facing capacity constraints around student accommodation in Tralee. This will negatively impact on our growth of international students. Continuing to successfully maintain research talent within the existing Technology Gateway's IMaR and Shannon ABC.

4. Increased competition in relation to funding calls from other HEIs.

4.3   Key System Objective 3

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

High Level Targets:

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

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

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

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

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

6. Increase applied research in the Institutes of technology.

Strategy summary

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

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

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

Strategy summary:

Research capability, depth and scale of research is one of the major criteria for designation as Technological University. As specified in Section 3 of this Compact the attainment of Technological University status is one of our three key priorities. Enhancing research linkages and collaborative research activities is a key objective in the Institute's Strategic Plan 2017-2021 (Goal 3). Increasing the number of collaborative research projects

with enterprise partners is crucial to delivering upon this objective. Our ambitious and targeted Research Strategy is built on prioritised research themes, driven by:

- Our three funded Enterprise Ireland Technology Gateways namely;

    a) Intelligent Mechatronics and RFID (IMaR)

    b) Shannon Applied Biotechnology Centre (Shannon ABC)

    c) Applied Internet of Things Cluster (hosted by IT Tralee and incorporates a consortium of 5 Enterprise Ireland Technology Gateways CIT, LYIT, WIT and AIT)

- Our membership of Lero, the SFI Funded Irish Software Research Centre hosted at UL, which is recognised as a global leader in software research. IT Tralee became a member of Lero in AY 2017/2018 and joined software research experts from Dublin City University, Dundalk Institute of Technology, NUI Galway, Maynooth University, Trinity College Dublin, University College Cork, University College Dublin and University of Limerick. IT Tralee has been designated a spoke of the SFI Lero Research Centre based in UL and the Head of School of STEM at IT Tralee, Dr. Joseph Walsh, has been designated as a Lero Principal Investigator.

IMaR, Shannon ABC and Applied Internet of Things Cluster offer open access to collaborative research to all companies, of any size, nationally and internationally and are a vital component of the regional and national enterprise support network. All our Research Centres have extensive and deep engagement with its industry partners via longer-term projects that have delivered real impacts in terms of business growth and jobs.

The Institute's research and innovation objectives and associated targets are published in the Institute's Strategic Plan 2017-2021. IT Tralee is performing well against our research and innovation objectives. This success is attributed to a number of key strategic decisions and associated actions taken by the Institute over the period 2014-2017 and we have specified ambitious targets in our Strategic Plan 2017-2021. See Appendix 5 for an overview of a successful example of an innovation partnership with industry.

The following two goals from IT Tralee's Strategic Plan aligns with Key System Objective 3 in this Compact:

Goal 1: Sustainability and Growth - Ensure a strong vibrant and innovative organisation which will deliver on its mission and goals for all of its stakeholders on a collaborative basis through sound financial planning which is predicated on targets identified through comprehensive market analysis.

Goal 3: Research and Innovation - Enhance our reputation as a research engaged Institution and continue to improve standards in our delivery of research excellence that will translate into economic growth and societal development in the region we serve.

IT Tralee is committed to implementing a number of strategic initiatives over the duration of the Compact that contribute strongly to enhancing research linkages and collaborative research activities. An overview of these initiatives can be found in Appendix 6.

Table 3.1: How the relevant Institute goals will be achieved.

Institute Goal	Achieved By
Goal 1: Sustainability and Growth	1.1 Growth of Student Numbers (including postgraduates) by the development of a demand led programme portfolio for delivery across multiple platforms. Attracting students through a divergent range of pathways; traditional school leaver; mature students; access students; students with disabilities.
Goal 3: Research and Innovation	3.1 Research Excellence: Internationally benchmarked and externally evaluated.
	3.2 Research impact through innovation.
	3.3 Enhanced research linkages & collaborative research activities.
	3.4 High quality research degree provision to level 10.

Table 3.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)		HEA High Level Target
1.1.1 Increase student numbers to achieve the following target by the academic year 2021/22: (Using 2015/16 as base year. All numbers in Whole Time Equivalent [WTE]). •Postgraduate: Achieve the Technological University criteria of postgraduate research students (i.e. 4% of students). The target specified in the table below in relation to the recruitment of additional research students onto our postgraduate bursary scheme will be supported by funds allocated by the HEA to support MTU related activities. Note, in AY 2017/2018 we have 40 students enrolled on our existing postgraduate bursary scheme Level 9.	1.	Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15)

Year	Target: Level 9	Target: Level 10
2018/2019	+ 15 students	+ 3 students
2019/2020	+ 25 students	+ 4 students
2020/2021	+ 30 students	+ 4 students

The Institute is committed to increasing our funded postdoctoral positions. The primary focus will be in STEM related activities, which will be directly related to our research centre outlined above and mainly funded through SFI funded streams. The table below specifies the additional postdoctoral positions over the lifecycle of the Compact. 	Year	Target
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2018/2019	+ 3
2019/2020	+ 3
2020/2021	+ 4		**2.**	Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target)
Our research strategy is built on a partnership approach between the Institute and industry. In the calendar year 2021, IT Tralee has set a target to derive a research income of €483k from industry partners. This equates to a 46% increase in research income derived from industry over the lifecycle of this Compact. 	Year	*Research Income from Industry
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2018/2019	€586
2019/2020	€676
2020/2021	€859	 *Includes research income from industry from projects led by IT Tralee funded by SFI via Lero	**3.** **6.**	Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014) Increase applied research in the Institutes of technology.

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

Research Projects

Note: The numbers in the table below include Innovation Vouchers, Innovation Partnerships, Feasibility Studies and Direct Consultancy projects.

Year	Number of projects
2017/18	84
2018/2019	90
2019/2020	99
2020/2021	106

The target specified for 2021 equates to an increase of 26% in the period (using 2017/2018 as the baseline) which exceeds the 20% increase targeted nationally by the HEA over the same period.

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

Benchmarks By Which These Objectives And Targets Have Been Set

1. Actual research income derived from industry as reported to Enterprise Ireland by Shannon ABC (Tralee) and IMaR in their respective 2014 and 2017 annual reports.

2. Targeted research income from industry in the respective calendar years 2018 and 2021 as agreed in core funding contractual agreement between IT Tralee and Enterprise Ireland for the Technology Gateway's IMaR and Shannon ABC.

3. Actual number of research projects completed as reported to Enterprise Ireland by Shannon ABC (Tralee) and IMaR in their respective 2014 and 2017 annual reports.

4. Number of collaborative research projects between IT Tralee and industry targeted in the respective calendar years 2018 and 2021 as agreed in core funding contractual agreement between IT Tralee and Enterprise Ireland for the Technology Gateway's IMaR and Shannon ABC.

External Factors and Assumptions Which May Affect Institutional Progress

1. Unlike the universities, the IoTs do not have access to a specific allocation of core funding to support their research and innovation activities. Thus, IT Tralee must rely on both its own resources and its ability to leverage external funding to deliver its research and innovation ambitions. As a consequence, managing the growth since 2012 of research and innovation activities, within the Institute's Departments and particularly within IMaR and Shannon ABC, has become significantly more challenging. Recruiting, and arguably more critically incentivising, the retention of high calibre research staff remains a significant extant challenge. The absence on a national scale, of occupational pension rights is major disincentive for research staff to commit to

a long term research career. The absence of dedicated core research funding to invest in critical research supports and infrastructure impedes on-going research activities and restrains growth potential. To remain competitive to date IT Tralee has strategically balanced its growth in research and innovation against the limited resources available. However, the absence of core funding to invest in research will ultimately seriously challenge the viability of professional research at IT Tralee in the future.

2. The funding of the MTU project presents a challenge, in particular where landscape funding traditionally becomes available in Q4 of the year in question. This practice makes it difficult to plan work in a given year.

4.4   Key System Objective 4

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

High Level Targets:

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

IT Tralee continues to work towards significantly improving the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population. The National Access Plan,[4] launched in December 2015, provided a framework to "energise and renew our commitment to broadening participation in higher education from groups and communities who have been under-represented up to now – in particular, those living with social disadvantage, mature students, people

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[4] National Access Plan, 2015

with disabilities and Irish Travellers". The plan highlighted the fact that in building for social inclusion, we need to start early and start local. Starting early means that we put the building blocks in place as early as possible in the education lifecycle. Starting local means that we have to find ways of involving communities in creating their own future in education. The Institute by itself and with its partners in the Southern Regional Cluster has sought to respond to this plan through a number of Access initiatives and programmes.

The Institute's commitment to understanding and meeting the needs of all students, and most particularly those students encountering completion barriers, is embedded in the Institute's Teaching, Learning, Assessment and Engagement Strategy 2018-2021 and the Year 1 Student Retention and Success Policy. A whole-of-HEI approach is adopted so that access for under-represented groups is prioritised across all Academic Departments.

The identification in the National Strategy for Higher Education[5], of a role for regional clusters to address local needs through co-operation and co-ordination in relation to resources, programmes of teaching and learning and the creation of greater flexibility in student pathways and progression, provides opportunities and challenges for the Regional Cluster-South (Cork Institute of Technology, Institute of Technology Carlow, Institute of Technology Tralee, University College Cork and Waterford Institute of Technology). The partners fully embrace the 'better together' philosophy in relation to the development of strategies and the planning and delivery of access related initiatives.

Under PATH 2 and in line with the Cluster Access Strategy, the Cluster has received funding to award 35 bursaries (1916 Bursaries) for the cluster per annum. The Cluster will target current and potential students for PATH 2 by linking with their network of community groups/agencies that are embedded in the community. The proposed distribution of bursaries ties to the strands outlined in PATH 3 specifically allocating for those with disabilities, entrants from the Traveller community and students identified by a community-based group/agency. Post-entry, those in receipt of bursaries will be supported through existing Access Services within HEIs, receiving the opportunity to engage one-to-one to avail of academic and personal support. The performance of all learners who receive bursaries will be tracked and reported across the cluster on an annual basis.

To operationalise the strategy at Cluster level the proposal is to develop three initiatives building on existing competencies. To maximise the impact of the PATH funding there will be engagement by all five partners in each initiative. The three initiatives which have been selected are:

1. **Travellers in Education (Led by ITT, Co-Lead WIT)**
2. Enabling Transitions (Led by CIT, Co-Lead ITC)
3. Connecting Communities Connecting Curriculum (Led by WIT, Co-Lead ITT)

Travellers in Education (Lead ITT, Co-Lead WIT) initiative is proposed by the Cluster on the basis of low representation of Travellers in education; 55% of Travellers leave school by the age of 15, 90% of Travellers have finished education by the age of 17. In 2011, 1% of the Traveller population (115 Travellers) had attained a third-level qualification (Census 2011). A whole-school approach to addressing Traveller participation needs to be prioritised, which includes supporting staff in understanding the diverse nature of the student cohort and contributes to the creation of an environment that is conducive to employing and including Travellers on staff.

IT Tralee has demonstrated significant success with Traveller engagement over the past 10 years through the Traveller Community Liaison Project. See Appendix 7 for an overview of this engagement at the Institute.

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[5] National Strategy for Higher Education to 2030

On a strategic level the Institute has prioritised the development of a programme to facilitate the empowerment of teachers to promote pre-entry access for underrepresented groups. To this end the Institute has developed strong links with the Education Department at Trinity College, Dublin and in particular has rolled out a modified version of the Trinity Access 21 Project. **The Tralee Access 21 Project** recognises that the key to empowering students is to empower their teachers and to this end, the Tralee Access 21 Project is built around an innovative teacher professional development programme. A fully accredited Postgraduate Certificate in 21st Century Teaching & Learning is offered to teachers. The programme seeks to improve computer science and STEM capacity within DEIS schools. The initiative also addresses educational disadvantage through the Mentoring, Leadership and Pathways to our Institute programmes, which focuses on building a strong third level-going culture in the school community. The Institute has seconded on a full time basis an academic member of staff to drive this initiative and is committed to supporting it over the lifetime of this Compact. See Appendix 12 for an overview of Tralee Access 21 Project.

The following goal from IT Tralee's Strategic Plan aligns with Key System Objective 4 in this Compact:

Goal 2: Teaching, Learning and Graduate Readiness - Enable our students to achieve their full potential and contribute to the development of society via the provision of a student centred educational environment which is underpinned by excellence in teaching and learning. Our graduates will be distinctive by virtue of their educational experience and will possess essential skills and attributes relevant to both the workplace and civic society.

Table 4.1: How the relevant Institute goal will be achieved.

Institute Goal	Achieved By
Goal 2: Teaching, Learning and Graduate Readiness	2.3 Integrating the goals and objectives of the national access plan into Institutional activities.

Table 4.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)		HEA High Level Target
2.3.1 The Institutes Access plan will be updated in line with the National Access Plan (NAP) 2015-2019, specifically the following will be achieved:	1.	Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019
Year	Target	
2018/2019	A bespoke access outreach programme targeting the Socio Economic Groupings (Non manual worker group & semi and unskilled manual worker	3.

	group) at second level (pre entry activity).		Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes
2019/2020	Specific monitoring of non-completion for access groups (post entry activity).		
2020/2021	An access champion in each department (post entry activity).		

PATH 2 – 1916 Bursaries Southern Cluster (pre entry)		2.	Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019
2018/2019	35 bursaries (of which 7 allocated to IT Tralee)		
2019/2020	35 bursaries (of which 7 allocated to IT Tralee)		
2020/2021	35 bursaries (of which 7 allocated to IT Tralee)		

PATH 3 – Travellers in Education (pre entry)

2018/2019	Design an accredited Training for Trainers Special Purpose Award at HETAC Level 6 in Traveller Cultural Awareness Training in association with TCAT Cork and Traveller Community Development Projects across the region. Targeted Enrolment - 10
2019/2020	Deliver Traveller Cultural Awareness Training to staff and students in primary and secondary schools and to the wider school community. Staff (Primary/Secondary) - 30 Students (Primary/Secondary) – 300
2020/2021	Review Traveller mentoring models across the Cluster with a view to delivering best practice in targeted geographical areas within the Clusters.

Note that 2019/20 is the last year of PATH.

Tralee Access 21 As outlined in the above strategy summary the key objective is to facilitate the empowerment of teachers to promote pre-entry access for underrepresented groups.	**4.** Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme

2018/2019	Teachers from 3 DEIS Schools participate in the Postgraduate Certificate in 21st Century Teaching & Learning Target enrolment - 9 Teachers Awarded Certificates Impact on approximately 100 Students
2019/2020	Teachers from 5 DEIS Schools participate in the Postgraduate Certificate in 21st Century Teaching & Learning Target enrolment - 12 Teachers Awarded Certificates Impact on approximately 150 Students
2020/2021	Review the programme and make any necessary adjustments

Benchmarks By Which These Objectives And Targets Have Been Set

Data drawn from the 2011 Pobal HP Deprivation Index was utilised to identify areas across the Southern Cluster with the lowest rates of educational participation and to develop strategies for increasing access to higher education from these communities. The Pobal HP Deprivation index provides a method of measuring the relative affluence or disadvantage of a particular geographical area using data compiled from the census. The information below highlights the priority geographic areas across County Kerry.

National Plan for Equity of Access to Higher Education 2015 -2019
http://hea.ie/assets/uploads/2017/04/national_plan_for_equity_of_access_to_higher_education_2015-2019_single_page_version_01.pdf

External Factors and Assumptions Which May Affect Institutional Progress

1. Sustained cutbacks in BTEA and grants.
2. Increased Student Contribution Charge.
3. Resources in primary, secondary level and further education (SNAs, VTST, STEC, Guidance).

4.5   Key System Objective 5

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

High Level Targets:

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

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

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

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

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

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

Strategy summary

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

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

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

Strategy summary:

In demonstrating consistent improvement in the quality of the learning environment and other Institutional activities the Institute has participated in international benchmarking via the multi-disciplinary approach utilised by U-Multirank. We consider participation in this benchmarking exercise as integral to understanding our international standing and identifying areas where we can improve as a HEI. We strive to monitor and align with international best practice through a strong focus on quality and academic excellence.

The multidimensional measurement approach adopted by U-Multirank has provided valuable insights on Institute performance. The results of Institutional Ranking are reviewed the Institute Executive and Governing Body . In this our first round (AY 2016/217) of U-Multirank, IT Tralee received 8 "category 1" rankings, across the five dimensions - Regional Engagement, Teaching and Learning, Research, International Orientation and Knowledge Transfer. The Executive on an annual basis identifies a dimension within U-Multirank which it targets for improvement in the upcoming cycle. For the AY 2017/2018 the Institute targeted the dimension of Regional Engagement for improvement.

The second round of preliminary results (April 2018) demonstrate an increased performance in the Regional Engagement dimension with specific focus in the areas of:

- Students internships in the region;
- Income from regional sources;
- Strategic research partnerships.

Within the IT Tralee Strategic Plan 2017-2021, the Institute identifies one of its key goals as enabling students to achieve their full potential and contribute to the development of society via the provision of a student centred educational environment which is underpinned by excellence in teaching and learning. To assist in the achievement of this goal the Institute has developed a Teaching, Learning, Assessment and Engagement Strategy 2018-2021. One of the action items arising from this strategy is the development and implementation of a rolling five-year retention strategy focusing on our first year students. The successful implementation of the strategy will enable the Institute achieve a number of the High Level Targets as outlined within this key system objective.

In order to achieve our ambitious targets with respect to student number growth, in particular part time and blended learning growth, the Institute has prioritised the activities of the E-learning Development and Support Unit (EDSU). EDSU designs, develops and supports the delivery of blended learning courses, promotes Digital Literacy and administers the front-end of Blackboard, the Institute's Learning Management System.

Over the lifecycle of our Strategic Plan and the Compact the Institute is committed to implementing the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes as developed by the QQI (March 2018). These guidelines cover three distinct though interrelated areas: Organisational Context, Programme Context and the Learner Experience Context. The Institute is also committed to developing all its Digital Enabling Policies in compliance with the 'Guide to Developing Enabling Policies for Digital Teaching and Learning' (National Forum for the Enhancement of Teaching and Learning in Higher Education, May 2018). See Appendix 8 for an overview of EDSU.

The following two goals from IT Tralee's Strategic Plan aligns with Key System Objective 5 in this Compact:

Goal 2: Teaching, Learning and Graduate Readiness - Enable our students to achieve their full potential and contribute to the development of society via the provision of a student centred educational environment which is underpinned by excellence in teaching and learning. Our graduates will be distinctive by virtue of their educational experience and will possess essential skills and attributes relevant to both the workplace and civic society.

Goal 4: Fellowship and Inclusivity - Foster a high quality Staff and Student Experience where an atmosphere of mutual respect and support permeates all activities. Our staff and students will be valued; empowered and encouraged to actively engage in the wider community and we will promote a culture of active citizenship.

Table 5.1: How the relevant Institute goals will be achieved.

Institute Goal	Achieved By
Goal 2: Teaching, Learning and Graduate Readiness	2.2 Development and implementation of a rolling five year retention strategy focusing on the first year cohort.
Goal 4: Fellowship and Inclusivity	4.1 Working with and empowering staff to create a better work environment.

Table 5.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)		HEA High Level Target
4.1.3 Training needs analysis to be undertaken to formulate an annual Training & Development plan. This will see a minimum of 120 staff (Academic, Management, Research and Support Staff) receiving CPD per annum supported by a dedicated budget as agreed by the Executive Team. <table><tr><td>**Year**</td><td>**Target**</td></tr><tr><td>2018/2019</td><td>Undertake a Training & Development needs analysis. Update our Institute CPD plan.</td></tr><tr><td>2019/2020</td><td>Rollout a number of CPD events in line with CPD plan, targeting approx. 100 staff.</td></tr><tr><td>2020/2021</td><td>Increase total participation by an additional 100 staff.</td></tr></table>	1.	Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs
The Institute continues to use U-Multirank as our international benchmarking tool. An output from the previous Compact cycle is that U-Multirank has now been mainstreamed within Institute operations. Over the duration of this Compact the Institute's Executive will review the U-Multirank output and will identify a targeted area for improvement for each AY.	2.	All HEIs to engage in International benchmarking by 2020
2.2.1 Specific departmental targets for the Improvement of retention and progression to be specified in academic department plans (as outlined in 1.1.2). 2.2.2 Increase of a minimum of 10% in the Institute's overall retention rate over the course of this strategic plan. A key element of our retention initiatives is the rollout of the Teaching, Learning, Assessment and Engagement Strategy (TLAES).	3.	Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15)

Year	Target
2018/2019	TLAES to be incorporated into the programmatic reviews in the School of STEM and School of HSS.

Rollout of the following interventions as outlined in the Student Retention and Success Policy.

- Appointment of Year 1 mentors
- Peer Mentoring
- Rollout of enhanced 1st Year Student Induction Programme.

Increase 1st Year overall progression rate by 2% (from 68% to 70%) |
| 2019/2020 | Increase 1st Year overall progression rate by 4% (from 70% to 74%) |
| 2020/2021 | Increase 1st Year overall progression rate by 4% (from 74% to 78%) |

By AY 2019/2020 the Institute will develop 4 new policies for digital teaching and learning. The policies will be developed in compliance with the 'Guide to Developing Enabling Policies for Digital Teaching and Learning' (National Forum for the Enhancement of Teaching and Learning in Higher Education, May 2018). The Institute is committed to implementing the Quality Assurance Guidelines for Blended Learning as developed by the QQI (March 2018).	5.	All HEIs to have in place policies for digital teaching and learning by 2019

Benchmarks By Which These Objectives And Targets Have Been Set

In 2006 the European Parliament recognized Digital Literacy as one of the eight key competences that every European citizen should master (http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962) and as one of the four foundational skills for learning. Further, enhancing Digital Literacy is one of seven pillars in the European Commission's 2010 Digital Agenda for Europe http://www.eli-net.eu/about-us/digital-literacy/. According to the Digital Agenda Scoreboard 2015 (https://ec.europa.eu/digital-single-market/en/download-scoreboard-reports) 40% of the EU population has an insufficient level of digital competence, including 22% who do not use the Internet.

The European Commission published a number of documents in relation to digital literacy and digital learning. In particular the 'European Framework for Digitally-Competent Education Organisations' https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/promoting-effective-digital-age-learning-european-framework-digitally-competent-educational builds on the

previous report from 2005 entitled 'The Future of ICT and Learning in the Knowledge Society' http://ftp.jrc.es/EURdoc/eur22218en.pdf . **Both documents support the development of policy and practice in the rapidly evolving field of digital learning.**

In addition, the commission report on 'The Digital Competence Framework for Citizens with eight proficiency levels' https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use. *These competencies include* digital content creation, communication and collaboration and problem solving *are incorporated into e-learning initiatives. However policy in terms of their incorporation is not always explicit.*

Finally, according to the European Commission Report entitled "an in-depth analysis of adult learning policies and their effectiveness in Europe" (https://ec.europa.eu/epale/sites/epale/files/final-report-20150817-en.pdf) stated that "there is a group of countries with well-established comprehensive adult education policies which include among others Denmark, Finland, Sweden) and the Netherlands. These policies and strategies follow to a large extent the EU recommendations on adult learning as part of lifelong learning. In these countries, the policy actions often centre on innovation and flexibility of learning: i.e. making full use of the opportunities to enhance learning and teaching offered by learning technology and the active engagement and independence of adults in learning of all kinds. Such policies are also often characterised by a bottom-up approach in which the provision of adult education is determined locally".

External Factors and Assumptions Which May Affect Institutional Progress

External third party ICT Providers e.g. Blackboard, the lack of a national agreement with teaching unions around development and delivery of digital learning and the creation of the Technological University (e.g. MTU) may impact on policy development.

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

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

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

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

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

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

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

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

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

9. Implementation of recommendations from rolling governance reviews;

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

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

Strategy summary

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

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

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

Strategy summary:

In January 2011, the National Strategy for Higher Education to 2030 Report[6] stated that "at the heart of this strategy is the recognition that a diverse range of strong, autonomous institutions is essential if

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[6] National Strategy for Higher Education to 2030, January 2011

the overall system is to respond effectively to evolving and unpredictable societal needs. The new roles and relationships will require enhanced institutional capacity for system oversight, leadership and institutional governance." Good governance, sound financial planning, strategies to diversify funding sources and good practice in operational policies and procedures are key foundations of effective institutions. IT Tralee has developed and implemented a number of initiatives to improve governance, leadership and operational excellence.

Over the lifecycle of this compact IT Tralee is committed to monitoring and addressing all the indicators as outlined in Appendix B, as specified in the HEA Higher Education System Performance 2014-2017[7].

The THEA Code of Governance[8] came into effect on 1st January 2018. The Code of Practice for Governance of State Bodies 2016 was tailored for the IOTs; the HEA were consulted and changes were agreed with the HEA.

The code is Principles based and sets out good practice in the following areas; business and financial reporting, ethics, risk management, remuneration and superannuation, relationships with the HEA / Department / Minister and the Oireachtas and internal audit.

According to PA Consulting Group[9] "effective and dependable leadership, governance and management are fundamental to the sustainability of every Higher Education (HE) institution, and are equally important for assuring public interests in the national HE system and its international reputation. It pervades all aspects of the business of universities, from sustaining core academic activities and organising and managing resources to assuring institutional health and meeting HEIs' social and policy responsibilities". More recently The Action Plan for Education 2018[10] highlights "leadership and professional development" as a theme under Goal 3.

The Institute is cognisant of the challenges facing the organisation, particularly at management level as we deliver on the most significant change management process in the history of the organisation. An international expert, with substantial experience in managing complex organisations with a global reach has been recruited to mentor the senior executive team, pre, during and post-merger.

A bespoke programme has been designed by the international expert, which is delivered on an individual and team basis, to support the executive team, to address the challenges and opportunities in their roles, which includes, but is not limited to; (1) the need to address the immediate financial challenges of the Institute, (2) the need to implement the Institute's growth strategy through the roll out of departmental strategy implementation plans, (3) the need to scale from an Institute of Technology to a Technological University and (4) the need to work effectively with their peers and staff in CIT for the creation of the MTU and (5) to lead the future developments of the university post-merger.

Fellowship and inclusivity is highlighted in the Institute's Strategic Plan as one of the goals. A key action towards achieving this objective is the Institute's adoption of Athena SWAN Charter and its associated principles, focused upon the advancement of equality and inclusion in relation to:

- Representation across Institute fora;
- Career Development and advancement opportunities;
- Progression and success for all.

The Institute adopted Athena Swan principles in 2017 and is represented on the National Athena SWAN Implementation Committee. The Institute has formally commenced its Athena SWAN Bronze

[7] HEA Higher Education System Performance 2014-2017

[8] THEA Code of Governance, January 2018

[9] An evaluation of the HEFCE Leadership, Governance and Management Fund, PA Consulting Group, February 2011

[10] Action Plan for Education, 2018

Application process. IT Tralee staff members have registered and engaged in training for evaluator and observer status in relation to the Athena SWAN Assessment process. As a result of this training a member of the management team at IT Tralee has been nominated for observer duties/evaluator in relation to an application for Athena SWAN Bronze Award by a UK third level institution (September 2018).

IT Tralee continues to strive towards operational excellence. In 2017 the Institute sought an innovative and cost effective solution to improve operations. Currently, the Institute's Strategic Plan and Risk Register is monitored and tracked via an online compliance platform – ViClarity. See Appendix 1 and Appendix 1a for further details on how ViClarity is powering operational excellence at the Institute.

The following goal from IT Tralee's Strategic Plan aligns with Key System Objective 6 in this Compact:

Goal 1: Sustainability and Growth - Ensure a strong vibrant and innovative organisation which will deliver on its mission and goals for all of its stakeholders on a collaborative basis through sound financial planning which is predicated on targets identified through comprehensive market analysis.

Goal 4: Fellowship and Inclusivity - Foster a high quality Staff and Student Experience where an atmosphere of mutual respect and support permeates all activities. Our staff and students will be valued; empowered and encouraged to actively engage in the wider community and we will promote a culture of active citizenship.

Table 6.1: How the relevant Institute goals will be achieved through a "whole of Institution" approach

Institute Goal	Achieved By
Goal 1: Sustainability and Growth	1.1 Growth of student numbers by the development of a demand led programme portfolio for delivery across multiple platforms. 1.3 Develop non-exchequer funded revenue streams. 1.4 Implementation of a Fiscal Strategy which is innovative, responsive and built on realistic yet ambitious targets.
Goal 4: Fellowship and Inclusivity	4.1 Working with and empowering staff to create a better work environment.
	4.2 Benchmark Human Resources supports to highlight good practice and to identify areas for additional focus. This will help ensure that our staff are valued and supported accordingly.
	4.9 External Stakeholders and our Community: Become the "heartbeat of the community" by expanding and deepening our engagement with our stakeholders by utilising our physical infrastructure, staff expertise and student community.

Table 6.2: How the Institute's Strategic Plan is meeting the High Level Targets as outlined in the Compact.

IT Tralee Key Performance Indictors (Measure of Success)			HEA High Level Target
Athena SWAN Application		1.	Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations
Year	**Target**		
2018/2019	Establishment of Athena Swan Steering Committee. Establishment of Athena Swan Self-Assessment Team. Commencement of Self-Assessment Process.	2.	HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment)
2019/2020	Make formal submission to Athena SWAN re. Bronze Award application.		
2020/2021	Implementation of the 3 Year Athena SWAN Action Plan as outlined in the application.		
The Institute is committed to good governance across all aspects of its operations. The Governing Body adopted the THEA Code of Governance in 2018 (Code previously approved by the HEA). In AY 2017/2018 the Institute appointed Deloitte to undertake a gap analysis between the THEA Code of Governance and the Institute's current Code of Governance. In AY 2018/2019 the Institute will be updating policies and procedures to address the gaps highlighted in the Deloitte report. The Institute plans to be fully compliant with THEA Code of Governance during AY 2019/2020.		3.	All HEIs to submit their annual Governance Statements to HEA on time

IT Tralee continues to meet the deadline set by C&AG with respect to the submission of annual financial statements. This deadline has been continuously met despite resource challenges. Over the duration of this compact, the Institute commits to meeting deadlines set up by C&AG.	5.	Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines
The Institute of Technology Tralee Foundation Company Limited by Guarantee (CLG) was established in March 2014 and incorporated in April of that year, to assist with fundraising for future capital developments at the Institute with the priority project being the Kerry Sports Academy. The Institute has the most successful Foundation within the IoT sector having raised in excess of €5 million in philanthropic donations since its establishment. From the outset the accounts of the Foundation have been consolidated into the Institute's Financial Statements. The Institute is committed to maintaining this practice. See Appendix 11 for an overview of Institute's Foundation.	6.	Full transparency in HEI financial statements about accounting for Trusts and Foundations

5.   Annual Compliance Statement

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

Statutory quality assurance processes

Providing an annual statement required under their Code of Governance and with all other requirements of that Code

Providing details of satisfactory financial outturn, budget and financial plan

Employment control framework

Data returns to the HEA.

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

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

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

Signed: _____

Date: 19 | 6 | 9

Chief Executive, Higher Education Authority

Signed: _____

Date: 11 | 6 | 2019

President, Higher Education Institution

Signed: _____

Date: 11 | 6 | 2019

Chair, Governing Body, Higher Education Institution

We IT Tralee include the following appendices with our performance compact.

List the appendices here:

☐	**Appendix 1:** Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability 1. National Skills Strategy 2. Action Plan to Expand Apprenticeship and Traineeship
☐	**Appendix 2:** Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community 1. Irish Educated, Globally Connected 2. Knowledge Transfer Ireland (www.kt.ie) 3. National Policy Statement on Entrepreneurship 4. Enterprise 2025
☐	**Appendix 3:** Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe 1. Innovation 2020 2. IT Tralee Research and Innovation Strategy
☐	**Appendix 4:** Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population 1. National Access Plan 2. National Strategy for Higher Education to 2030 3. Moving to Further and Higher Education Report
☐	**Appendix 5:** Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence 1. QQI Paper – Quality Assurance Guidelines for Blended Learning
☐	**Appendix 6:** Demonstrates consistent improvement in governance, leadership and operational excellence 1. National Strategy for Higher Education to 2030 2. THEA Code of Governance 3. Action Plan for Education 2018 4. HEA Higher Education System Performance 2014-2017
☐	**Appendix 7:** Institutional quantitative data return (September 2018)