

Strategic Dialogue Cycle 4

HEI Self Evaluation Report



OVERVIEW OF INSTITUTIONAL PROGRESS

As the Higher Education Sector in Ireland develops, the strategic dialogue process has become an important element in identifying areas of strategic focus and in tracking Institute and system wide performance against nationally agreed objectives. The Institute of Technology Tralee has derived value from the process to date. The Institute approached the process in a positive manner with the intention from the outset of taking the opportunity to highlight our areas of high performance and identifying areas where learning could be applied. While the process in its current format can be onerous, we have worked to incorporate strategic dialogue activities into Institute operations. From a data analysis and reporting perspective, the Institute has developed its own reporting tool which has assisted area owners in gathering and reporting upon performance. As communicated during dialogue meetings in the past, the HEA template provided for reporting on progress is less than suitable and opportunity exists for a more user friendly tool, allowing for real time information collection in a web based format. While the Institute makes every effort to ensure the accuracy of data, the dialogue process has highlighted differences between how we and the HEA report on similar data sets. In compiling this year's report we have paid particular attention to the feedback received in the last cycle and made every effort to align the data being reported with that held by the HEA. Data sources are clearly detailed throughout the submission. The reader may find that the report is overly detailed in places, this is in direct response to the request for additional data over previous cycles.

The landscape within which IT Tralee operates has changed significantly over the duration of this compact. The availability of funding, the lack of investment in physical infrastructure and reducing staff resourcing have all directly impacted in the attainment of certain objectives and have in certain instances impacted performance. Within this self-evaluation report the Institute has outlined performance and progress against the seven objective areas and associated targets. The majority of targets have been met, in some cases exceeded, in a minority of cases targets have not been reached. In all cases relevant background information relating to the achievement of the target or otherwise has been specified. Additionally, the source for data reports has been outlined.

Setting and meeting targets can be identified as one of the more significant learnings from the initial strategic dialogue collection of cycles. Ensuring the targets were suitably strategic, having enough stretch ambition while being within the range of attainability was a challenge which we now have the benefit of reflecting upon. At times throughout the cycles, gaps in target setting became apparent as the academic years progressed. On reporting for each cycle, situations arose where particular targets became unattainable largely linked to the targets being ill defined from the outset. On occasion the narrow focus of certain targets led to situations where slight changes in circumstance had an inverse impact on the eventual success. We have endeavoured to provide the clearest possible closeout in this, the final cycle, with the clear understanding that we will adopt a more informed approach to goal setting in the next compact.

The IT Tralee is among the smaller IoTs nationally, as such the resources available to the Institute are limited. Therefore, the challenge of delivering upon the targets within the compact was more acute. Irrespective of the constraints from a financial and resource perspective, the strategic dialogue process has provided IT Tralee with the opportunity to highlight areas where we outperform the norm. The opportunities for reflection which the process has provided have assisted the Institute in clearly identifying areas which heretofore we considered our performance to be strong, yet not being in a position to clearly demonstrate so. In the objective areas such as "Participation, Equal Access and Lifelong Learning" the Institute availed of the opportunity to clearly demonstrate strong performance. Most beneficially the experience during the cycles has assisted in identifying access and disability activities which would benefit directly from additional data and evidence to inform future programme activity. The Institute's importance to the region cannot be understated, both through the strategic dialogue process and as highlighted by U-Multirank (appendix 1), IT Tralee performs well across the industry and community engagement continuum.

Institutional benchmarking for an institute the size of IT Tralee can pose a challenge. The strategic dialogue process has reinforced the need for participation in benchmarking to promote a better understanding of institutional performance. Reflecting further on the strategic dialogue process; approaches adopted to target setting, data set identification and the selection of strategic targets with "stretch ambition" can now be improved upon in the next strategic dialogue. Institutional Benchmarking is an activity which the Institute has participated in over the course of the compact and in particular over the last year. The initial challenge was in selecting the most appropriate benchmarking tool, followed by resourcing the resultant data collection and reporting. Following investigation with other IoTs, and in particular with our partners in CIT, U-Multirank was identified as the most suitable approach.

The multidimensional measurement approach adopted by U-Multirank has provided valuable data return for IT Tralee. Traditional ranking, focusing on research citation and publications would not enable an institute such as IT Tralee to draw useful information across the domains within which we engage. The benefits of U-Multirank for the Institute do not stop at highlighting areas of excellence. It also helps us identify areas where we are not performing as well as we should be able to, considering our known areas of expertise. In this our first round through U-Multirank, IT Tralee received 8 x “1” rankings, indicating that the Institute ranked at the top level of “very good” in 8 areas across four of the five dimensions. These rankings highlighted successes for IT Tralee in areas such as; Regional Engagement, Teaching and Learning and Knowledge Transfer.

While the U-Multirank experience and outcome has been positive to date, it does come with a significant data collection and reporting onus as well as having measurements which the Institute due to its size will struggle to succeed in. U-Multirank has also provided the Institute with areas to reflect upon such as student internships in the region, for which our ranking was lower than expected, in addition to international mobility where measurements did not focus on the internationalisation activity within which the Institute traditionally performs well.

As mentioned throughout the series of strategic dialogue meetings, we are open to additional guidance from the HEA with respect to Higher Education Institutions which we could align with for benchmarking purposes. As the Institute continues along the journey to TU designation with our partners in CIT, the nature of our engagement has led to a process of continual learning and collaboration. While the Regional Cluster has played a part in collaborative activities this is significantly overshadowed by the progress being made with our colleagues in CIT. Engagement with respect to day to day operational activities, the sharing of approaches in areas such as strategic planning and indeed the strategic dialogue process have provided benchmarking examples which continue to shape the Institutes approach to strategy.

The timing of the Institute Strategic Plan development with respect to the strategic dialogue process and compact agreement came sharply into focus over the past number of years. The Institute sees significant value in ensuring that the Institute Strategic Plan is completed in advance of developing and agreeing the new compact. As this cycle 4 self-evaluation is being completed, the Institute is finalising the Strategic Plan 2017-2021. This plan will form the bedrock of the new compact development where the institution objectives and performance indicators will draw directly from the goals and measurements of success as listed in the Institute Strategic Plan. Recognising that the HEA is developing a new strategic dialogue framework with associated objectives, the Institute welcomes dialogue with the HEA with respect to developing the new compact.

1. REGIONAL CLUSTERS

Over the period covered by the self-evaluation many activities, collaborations and initiatives were undertaken (bilaterally, trilaterally, etc.) by the member institutions. These included joint provision of courses, collaborative research projects and co-ordinated responses to national calls & consultations. All of the member institutions are fully engaged with Government-led initiatives, namely the Regional Skills Forum and the Regional Action Plan for Jobs, which involve significant collaboration with regional partners including further education and enterprise. These initiatives have, to some degree, usurped the goals and priorities of the regional cluster.

We have noted in previous submissions that the Southern Cluster is particularly complex in terms of geographical span and institutional composition. The geographic spread of the cluster across 6 counties and 2 provinces, and the cluster comprising one University and four Institutes of Technology divided between two consortia working towards merger and TU designation, proved challenging within the changing national policy environment.

In addition, there were significant extenuating circumstances where each of the member institutions was engaged in a process to appoint (or re-appoint) the President of the institution during the period covered by the self-evaluation. This understandably drew focus away from cluster activities.

There is a strong track record of collaborative activity within the cluster and ongoing commitment to same. However, we welcome the opportunity to review both the configuration and goals of the Southern Cluster in the context of the new national performance framework and new institutional compacts.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary:
Create a formal regional cluster between the named member institutions.	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects.	Many inter-institutional relationships exist but no formalised cluster structure is in place.	<p>Target: Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.</p> <p>The Cluster did not progress or function as originally envisaged but many of the objectives are being achieved within and across regions.</p> <p>The programmes and initiatives described in the overarching statement took over the objectives and goals of the Cluster programme.</p>	Please see overarching statement above.
Improve Student Pathways.	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery.	Many inter-institutional pathways exist but no complete mapping profile is available.	<p>Target: Review pathways profile based on new academic developments.</p> <p>The Regional Skills Forum provides a mechanism for maintaining and enhancing relationships between FET and HET providers. In this context, all cluster members are involved in various initiatives aimed at improving pathways and there is ongoing sharing of experience and learning across the cluster.</p>	Please see overarching statement above.
Shared Academic Planning.	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Initiative, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.	<p>No cluster-wide academic planning structure exists. However, there is an understanding that:</p> <ul style="list-style-type: none"> Individual institutes will continue to provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given 	<p>Target: Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts.</p> <p>Shared academic planning continues to take place between subsets of the cluster members in line with their NUTS3 regions and related to their participation in the Regional Skills Forum and the Regional Action Plan for Jobs.</p>	Please see overarching statement above.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary:
		<p>the geographical scale of region.</p> <ul style="list-style-type: none"> • External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process. • The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative. • Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above. • Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster. This activity is particularly relevant to the delivery of Horizon 2020, Government 		

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary:
		<p>objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs; hence, engagement with employers in the region is significant to academic planning agenda.</p>		

2. PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING

The inclusion of Access and Lifelong Learning as one of the seven domains of the Strategic Dialogue Process has been an instrumental catalyst in the formation of IT Tralee's response to the national priorities for access to higher education by under-represented groups. The process has raised the profile of access to higher education nationally, regionally and locally and is transforming what we do, how we do it, why we do it and how we track it. During the course of the strategic dialogue process significant progress in data processing and statistical analysis, Institute-wide, is being realised together with greater alignment of Institutional priorities. This progress is enabling initiatives and representation by the Access Services on influential sub committees. In its pursuit of the specific key access commitments in Cycle 1 of this Mission-based Performance Compact, the Institute has realised a number of significant achievements and is focussing on enhanced external and internal partnership for continued success.

- To facilitate non-standard admissions; The Institute has expanded its Pathfinder Access Programme to all 26 schools in County Kerry. This was informed by an evaluation of the existing Pathfinders programme and has led to the introduction of a new access programme for DEIS schools in collaboration with the Trinity Access 21 programme.
- To facilitate mature learners' access to higher education; while the Institute continues to exceed the national targets for new full-time mature entrants, it is experiencing a year-on-year decline in the intake of this cohort. Mature candidates who did not progress to registration have been surveyed and ITT has committed to undertaking research in the wider community in collaboration with local partnership companies to inform relevant development.
- To support students with disabilities to participate fully in the academic life of the Institute; A Reasonable Accommodations policy is before the Academic Council and will be implemented through a suite of staff CPD workshops. Through its enhanced pre-entry schools programme, the Institute will reach out to students in a more meaningful and cohesive way. Plans are in place to deliver relevant CPD to the Kerry Branch of the Institute of Guidance Counsellors in September 2017.
- To develop teaching and learning practices that are effective in creating a positive learning environment; The Institute is currently developing its Teaching, Learning, Assessment and Engagement Strategy in which it has embedded inclusive practice and universal design.
- To provide fair, regular and ongoing support through the work of the ESF Student Assistance Fund; The Institute has developed an online application form for students' use which has assisted with reporting requirements and streamlined the administration of the fund.
- To facilitate students from all ethnic minorities, especially members of the Travelling Community; A second Traveller Access Officer has been appointed to work with students in Junior Cycle, groundwork included a Minorities Conference for Educators and the dissemination of good practice through a presentation at the EAN Conference and the Traveller Education Seminar 2016.
- IT Tralee's Access Service is collaborating with Cork Institute of Technology on pre-merger initiatives to develop a model of engagement that promotes a unified student experience.
- The Institute's Strategic Plan 2017-2021 continues to value Access and Lifelong Learning as a priority for the coming years, taking an Institute-wide approach to celebrating diversity and striving to ensure that our communities have access to our programmes, campus and facilities.

There have been "cross-domain" benefits realised between this domain and others such as 'Excellent Teaching and Learning and Quality of the Student Experience'. The very nature of both domains and the size of the Institute led to the sharing of information and identification of areas for future focus in particular with respect to student retention and progression.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<p>Increase the progression of students with disabilities who successfully complete the first year of their programme of study, through enhancement of student support including teaching and learning strategies with a specific focus on students with disabilities. Increase the progression of students with disabilities through their programme of study to graduation.</p>	<p>Percentage of students with disabilities who successfully complete the first year of their programme of study.</p>	<p>This is in line with IT Tralee's Access Service Strategy Plan 2014-2020.</p>	<p>Target 62%</p> <p>62% - Target achieved (i.e.: 52 new first year students (registered with AO or DST Service) out of 86 in 2015/2016 successfully progressed onto year 2 in following academic year - 2016/2017).)</p> <p>The Institute is committed to continually improving on this progression rate and is embedding inclusive teaching and learning practices in its emergent Teaching, Learning, Assessment and Engagement Strategy.</p> <p>In 2015/16, Student Services revised its process of engagement with students with disabilities at registration and introduced a new model of engagement to further facilitate students with disabilities to access and engage with the services.</p> <p>In 2015/16, a suite of reusable learning objects in the form of YouTube screen cast videos was developed with the aim of enhancing student engagement with the Service for Students with Learning Difference. The screen cast videos provide key information regarding stages of the Needs Assessment process and serve as a permanent reference point for key service information. This suite of videos also serves to promote key service information to parents and families, thus reinforcing the message of the value of student engagement with the support service.</p> <p>In addition to the provision of Assistive Technology training, the networking of text read software throughout the Institute and the provision of licensed literacy support software for funded students, the Service for Students with Learning Difference has initiated the promotion of freeware which support off-campus access to literacy support and assignment completion for non-funded students by providing such students with links and initial training in freeware.</p> <p>In 2016/17, the Institute is also progressing the ratification of</p>	<p>The Institute prides itself in the level and quality of support provided for students with disabilities. The size of the Institute and the culture of student support has led to very positive outcomes over the course of the compact.</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			its Reasonable Accommodations Policy and its revised Equity of Access and Participation Policy.	
To increase the participation rate of mature students entering full-time undergraduate programmes of study at the Institute.	The percentage of mature students entering full-time undergraduate programmes of study at the Institute.	In the academic year 2010/11, 24% of all new full-time students were classified as mature.	<p>Target: 26% of full time new entrants will be mature students.</p> <p>Target not realised in full. Sept 2016 new entrants - 120 matures (Source: ITT HEA March 2017 return) = (20%).</p> <p>(HEA Return March 2017 - Defined as Entrants onto full-time, year 1 of CAO programmes Level 6, 7 and 8 - figure based on all CAO, fulltime onto Year 1 September 2016)</p> <p>As expected, the target for 2016 was challenging given the improving economic environment which has resulted in reduced numbers of mature applicants, due to these candidates securing employment. This however, is not the only factor affecting participation for this cohort.</p> <p>This continued downturn is indicative of a national trend in the number of full-time mature new entrants in recent years. During the period of this compact, the number of new entrant mature students in the IOT sector has declined by 2% year on year (HEA Key Facts and Figures 2015/16). In IT Tralee, the decline over the same period has been at a rate of 1% year on year. Both market saturation and the series of reductions in relevant financial assistance (Cost of Education Allowance, changes to One Parent Family Payment, introduction of adjacent rate of grant, removal of Student Maintenance Grant for BTEA recipients etc.), have been identified as barriers for this cohort.</p> <p>IT Tralee as part of its Strategic Development Plan has committed to undertaking a research study to investigate local trends and barriers to progression to higher education and to identify the needs and to inform the development of future</p>	Considering the changing economic environment which has seen more prospective mature students take up employment, this has been a particularly challenging target to achieve. The Institute continues to strongly outperform the national participation rate of 13% and the national target for 2019 of 16% (National Access Plan for Equity of Access to Higher Education 2015-2019).

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			initiatives aimed at promoting access to higher education for this population	
To increase the participation rate of students from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.	The percentage of new entrants from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.	In the academic year 2010/11, 25% of all new entrants were from non-manual, semi and unskilled worker groups.	<p>Target: 27%</p> <p>31% - Target achieved (Source ITTralee Access Audit 16_17, (141/457 responders))</p> <p>At the end of cycle 3, the Institute, having completed its evaluation of the Pathfinders second-level schools access programme, undertook to expand the number of schools participating in Pathfinders and the geographic spread of same. For entry 2017, Pathfinders has been expanded from 9 linked schools to all 26 second-level schools in County Kerry. Commencing September 2017, the Institute, in collaboration with the Trinity Access Programme will offer ITT EXPLORE to the 5 DEIS schools in the county modelling the TA21 project which takes a whole school approach building capacity through Leadership for Service, Mentoring, Pathways to College and 21st Century skills development</p>	This cohort is traditionally difficult to attract across the higher education sector. Tracking this cohort during the course of the compact has led to the re-evaluation of the existing Pathfinder programme with the decision to widen the programme's reach. Collaborative links with the Trinity Access Programme have also been made during this time.
To increase the participation rate of students from the Travelling Community on Institute programmes.	The number of new entrants from the Travelling Community on Institute programmes.	In the academic year 2010/11, 1 student self-declared that they were a member of the Travelling Community.	<p>Target: Achieve the national target</p> <p>Target achieved (however ongoing difficulty with students declaring Ethnic status.) The national target for 2019 is 80 Travellers in Higher Education, up from 35 currently. The Institute continues its Star Pupil second level schools access programme (see Appendix 2) and enrolled 6 new 5th years in 2016/17. Through its new ITT EXPLORE programme, the Institute will deepen and widen its current second-level access activities. Complementing the new Junior Cycle Well-being programme, activities will commence with 2nd year students in DEIS schools. In 2016/17, 51% of Traveller students in Junior Cycle in County Kerry are enrolled in DEIS schools (Kerry Interagency Traveller Education Forum).</p> <p>Through the Institute's strategic alliance with Kerry ETB, Kerry</p>	The focus of this target was deemed too narrow and objective at last year's dialogue session (based on the small student cohort). Considering the significant progress that the Institute has made in the arena of increasing the participation rate of students from the Travelling Community we continue to maintain and grow strong and effective access links into the community, attracting students and creating pathways for others to follow.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			<p>Travellers Health and Community Development Project and our partners on the Kerry Interagency Traveller Forum, a Minorities Conference was held at the Institute in November 2016 designed specifically to promote inclusion in schools.</p> <p>To inform the next stages of our work with mature learners, the Traveller Access Officer facilitated a focus group with women from the Traveller community and in collaboration with our local partners; the Institute is currently investigating relevant progression routes into education.</p> <p>As prize winning presenters at the EAN Conference in May 2016, Katie Coffey and Christina Boland, the Third Level Traveller Access Officers disseminated information on their personal experiences of education and the learning from the Institute’s Traveller Access Programme and networked with peer providers in Traveller education to inform future developments and possible collaborations at local, regional and national level.</p>	
<p>Increase the participation rate on Institute programmes of new entrants with specific sensory, physical or multiple disabilities.</p>	<p>Strong strategic alliances with supporting agencies for new entrants with specific sensory, physical or multiple disabilities.(This performance indicator has been reset in line with summary)</p>	<p>This baseline has been adjusted and agreed in Cycle 3 as follows:</p> <p>IT Tralee has decided to focus on strategic initiatives targeting potential students, and raising awareness through guidance counsellor CPD</p>	<p>The target for 2016 has been changed to focus on:</p> <p>(a) the development and delivery of a pre-entry fair (in line with the “better options” approach) targeting the schools, students and families of potential students with disabilities. This will raise awareness of access routes and support services in Higher Education for this cohort.</p> <p>(a) The support services piloted an alternative format event as part of the Institute's Open Day, as it is our experience that individuals with disabilities are dis-inclined to break away from their class mates to attend the scheduled workshops. In 2015/16, we located an Access and Disability hub in the main exhibition area and provided a private drop-in clinic.</p> <p>The Institute held a pre-entry seminar for stakeholders in March 2017. This was predominantly attended by support agencies and was very well received. In an effort to increase</p>	<p>Target achieved. 15 new students categorised as Blindness, Deafness, severe vision or hearing impairment or Physical Condition (HEA access return). Students with multiple disabilities are no longer referenced in this objective, as this cohort is no longer a cited target group in the National Plan for Equity of Access to Higher Education-2019. The Institute records 6 students with physical and sensory disabilities registered with the Access and Disability Services at 31st October 2016. The Institute regards its response to</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			<p>participation of students and families the Institute plans to raise the profile of this event further by including it as part of the Institute Open Day Events in 2017/18.</p> <p>The Institute is now represented on the Access Action Group which is a group facilitated by the Disability Federation Ireland which progresses issues related to access to the physical environment in Kerry. This link builds important relations with members of the community most of whom have physical and sensory disabilities.</p> <p>The Institute is also exploring a partnership with local service providers to host an exhibition at the Institute promoting the many relevant services in all education sectors. Through our pre-entry work and support services we are identifying gaps in the knowledge and take up of local support services amongst students and potential students. This exhibition with presentations and workshops aims to build the individual, family and educators capacity and support for students to become college ready.</p> <p>The Institute hosted an event for families and parents of new students in September 2016. All parents of new students were invited to attend a student services exhibition on the Sunday afternoon before the beginning of Semester 1, with the Academic Heads of Department and the full Student Services Team present to meet with both parents and students and advise on supports and services available. The event will be re-run this year with expanded targeted sessions for those students who have identified as having disabilities through CAO. A post event survey of the event was undertaken after the end of Semester 1. The survey identified that 79% of respondents spoke with a member of the student services team on the day of the event and 97% of respondent parents reported that the session was beneficial in supporting their student in Semester 1 at IT Tralee. As expected students with disabilities and learning difference were very well represented at this event. At the beginning of Semester 2 (27th January</p>	<p>the annual AHEAD Participation Rates Survey as its official record of participation and in the 2015/16 report, IT Tralee had the second highest participation rate per percentage of total student population, 9.7% (p.67). This survey is yet to be completed for the 2016/17 academic year.</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			<p>2017) 30% of students whose parents attended the event had registered with either the access or disability service within the Institute.</p> <p>(b) Provide CPD for Guidance Counsellors on access, transfer, progression, preparation and post-entry supports for these students.</p> <p>(b) This has been discussed and agreed with the Irish Guidance Counsellors Kerry Branch and plans are underway to deliver the first disability specific session in Semester 1 2017/18.</p> <p>ITT EXPLORE activities will also encourage schools to build capacity.</p>	

3. EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE

Teaching and Learning has always been a mainstay area of focus for the Institute. Operating in a financially constrained environment has created challenges across the Institute throughout the duration of this compact agreement. Nonetheless, the Institute has gained a solid perspective with respect to how we should identify targets, set base lines and how they should align with the Institutes overall goals. As we look towards the next cycle of strategic dialogue development, we have gained confidence in identifying strategic objectives that can be clearly and repeatedly measured. Throughout the cycles related to the compact, retention and progression rates of our students have come ever increasingly into focus. The resultant increased focus on retention has led to dedicated efforts to improve retention rates:

In support of the students' academic, social and personal transition to third level, the range of activities outlined within the Year 1 Induction Programme (for intake AY 16/17) progressed as planned. Appendix 3 – details the comprehensive range of student supports which were in place and have been expanded over the course of this compact.

Project plans are currently under development with respect to the re-establishment of a 'Centre for Teaching and Learning', to incorporate a 'Student Academic Success Centre'.

A Teaching, Learning, Assessment and Engagement Strategy is currently under development.

A Retention and Progression Strategy is currently under development, for completion at the end of AY 2016/17, for implementation in AY 2017/18. This Strategy will identify and address retention and progression issues experienced by students, in particular first year students.

By way of data sets to be utilised in future Strategic Dialogue/Compact activities, the Irish Survey of Student Engagement (ISSE) has been identified internally as a very beneficial source of data upon which to set new objectives and targets relating directly to Teaching, and Learning and Quality of the Student Experience. Additionally, the new Goals within the Institutes Strategic Plan 2017-2021; Goal 2 - Teaching, Learning and Graduate Readiness and Goal 4 - Fellowship and Inclusivity, will prove to be valuable Strategic Goals with which to align objectives and deliverables for the next round of Strategic Dialogue.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<p>Increase completion and progression rates through enhanced generic and specific student supports leading to greater retention in specific categories: Students with Disability, Students with specific learning difference, Pathfinders.</p>	<p>Percentage Completion and progression rates for: Students with Disability (SWD), Students with specific learning difference (SLD), Pathfinders (PF).</p>	<p>Mean to date, AY 2011/12N/A</p>	<p>Following on from the feedback received as part of cycle 2, the Institute fundamentally reviewed this objective. Given the size of the student cohort this objective relates to, it was decided to incorporate this objective into the overall ITT retention strategy.</p> <p>The performance indicator and targets in this objective have been modified and now focus on strategic initiatives rather than on a purely numerical percentage scale.</p> <p>Target Achieved. This objective aimed to represent the Institutes practices in measuring progression and completion rates of students with disabilities, students with learning difference and students on our Pathfinders programme. The baseline was set to measure progression and completion by calculating students registered with the respective services and their successful progression through the stages of their respective programmes and also to completion (Conferred with an Award.)</p> <p>Having considered HEA feedback in Cycle 3 where interest was expressed to understand the impact of our new strategy, we have examined carefully the progress made in this objective – looking at supports offered specific to the target group and also Institute wide supports available to any student of the Institute in the categories:</p> <ul style="list-style-type: none"> - Teaching, Learning and Assessment - Enhanced generic supports - Specific student supports <p>See Appendix 3 for details of programmes of support.</p>	

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Development of postgraduate qualifications profile of the Institute's Staff.	Staff registered for a postgraduate degree programme annually	26 staff registered on postgraduate degree programmes in AY2012 / 13	<p>Target: 36 staff</p> <p>Target largely achieved as at 12.05.2017 confirmed actuals = 34 staff registered (source: HR Staff CPD Records) as follows:</p> <p>PhD = 26 Masters = 6 PG Diploma = 2</p>	Over the course of the compact the Institute has progressed well on this objective, enhancing the postgraduate profile of the Institute's staff.
Increase the number of students involved in civic and community engagement activity.	Increase the number of students registering for the Community Service Initiative modules.	14 students registered on Community Service Initiative module in 2012/13.	<p>Target: 24% increase in registrations from baseline.</p> <p>Target Achieved. Since the baseline of 2012/13 was set, a further 120 students have registered on three community engagement modules (tour61004, socl61012, socl71005).</p> <p>Credit bearing civic and community engagement modules are offered across two academic schools – School of Health and Social Sciences and in the School of Business, Computing and Humanities.</p> <p>This far exceeds the original target set of 24% on baseline registrations. It also re-enforces the Institutes commitment to civic and community engagement.</p>	<p>Additional Initiatives to increase student involvement in civic and community engagement:</p> <p>The online national student volunteering database was launched on campus in December 2015 (www.studentvolunteer.ie). The aim is to establish a baseline and build the number of students registered to volunteer and build the number of organisations registered offering volunteering opportunities.</p> <p>Presidents Civic Spirit Awards established in 2013. These awards recognise students volunteering contribution to Institute clubs and societies and community based organisations. The aim is to increase the number of students applying for the Presidents Civic Spirit Award. The annual number of applicants for the Awards has grown as follows: 2013 (2); 2014 (7); 2015 (13); 2016 (17).</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
				<p>Hosting of the annual Student Volunteer Fair to promote and encourage student volunteering.</p> <p>The Institute plans to develop an Institute Civic and Community Engagement Strategy, aligned with the Campus Engage Charter for Civic and Community Engagement, to be rolled out during the academic year 2018/19.</p> <p>The Institute plans to embed the inclusion of curricular community engagement within the Institute's Teaching, Learning, Assessment and Engagement Strategy 2017-2021.</p>
<p>To increase the number of programmes delivered using blended learning approach.</p>	<p>Number of programmes delivered in a blended learning capacity. Number of students enrolled on blended learning programmes.</p>	<p>2 blended learning programmes, 50 students enrolled.</p>	<p>Target: 8 programmes, 160 students enrolled.</p> <p>Target achieved</p> <p>The number of students who engaged in blended learning programmes increased to 175 (this excludes non-credit bearing modules such as UFIT students and the Tourism Insights programmes) during the period.</p> <p>In addition the number of programmes delivered using a blended learning approach increased to 8 including the Bachelor in Engineering (3rd year cohort), Bachelor in Agricultural Engineering (3rd year cohort), BSc in Nursing (3rd year cohort), Trainee Management Development Programme (TMDP). Early Childcare Practice (ECP), Certificate in Instrumentation, Bachelor of Arts in Outdoor Learning and the Universal Fitness Inclusion Training (UFIT)</p> <p>The growth in numbers is reflected in the market led</p>	<p>As with other objectives and following panel comments in the last cycle – additional supporting data has been included in this cycle.</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			approach, based on needs analysis and research on skills gaps within various sectors.	
Increase the level of health awareness among staff and students.	Number of departments promoting and engaging in activities under e SipITT:ITT Student and Health and Wellbeing .	1 department promoting and engaging in SipITT: ITT Student Health and Wellbeing activities in the Academic Year 2013/14.	<p>As agreed during Cycle 3, the target for 2016 has been updated to incorporate key goals from ‘Healthy Ireland HSE Action Plan 2013-2025’. (Detail provided in Summary Column)</p> <p>Target Achieved.</p> <p>An Institute wide Health and Wellbeing Working Group has been established in 2016/17, renamed from sipITT to LIVE ITT, extending the health promotion project and associated activities across the whole Institute, to both staff and students. Initially one department (Dept of Health and Leisure) was promoting and engaging with activities under sipITT. This grew to four departments (Depts of Health and Leisure, Social Sciences, Nursing and Engineering) and now under LIVE ITT will expand Institute wide within all 8 departments of the Institute in AY 2017/18. The Institute, through the LIVE ITT Working group, is continuing to work towards becoming a Health Promoting Campus (Healthy Ireland HSE Action Plan 2013-2025.)</p>	

4. HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION

ITT remains fully committed to further growing strategically-oriented, impact focused research and innovation, within its niche areas of strength and opportunity. IT Tralee is competing globally on the basis of our talent and our growing reputation as a significant player both as a co-ordinator and partner in successful national and international research consortia. ITT is currently finalising its new 5 year research and innovation strategic plan 2017-2021, the strategy represents an ambitious step forward for further developing IT Tralee into a globally recognised and professionally relevant, research performing organisation where the talents of our research community flourish. The new strategy aims to safeguard the role of IT Tralee as a key influential player in the South West region of Ireland through its deployment of research and innovation.

Delivering upon research metrics within the IoT sector is particularly challenging - there is immense financial pressure within the HEI sector, an absence of dedicated funding from the HEA to support and grow research activity within the IoT sector increases the challenges faced by Institutes involved in research. ITT therefore must rely on its own resources, leverage funding and act strategically to deliver on its research objectives. There are recognised challenges and barriers inherent within this model: securing highly competitive national & EU funding is both challenging and unpredictable, the significant teaching loads of academic staff deters their research activities, while dedicated research staff employed on specific fixed term projects must prioritise the writing of new funding applications to secure their continuity of employment over the delivery of other KPI linked research activities such as writing research publications, engaging in commercialisation activities and undertaking research degree supervision. Additionally, research excellence requires well-equipped research infrastructure for which there is no available funding to invest. While there has been strategic investments of ITT funds in recent years to provide for critical upgrading of existing research infrastructure, and redeployment of office spaces into research labs and workshops, the existing research infrastructure at ITT has remained at capacity since ~ 2012 linked to the establishment of the IMaR Technology Gateway and UNESCO Chair research centres both of which required the allocation of a significant footprint of dedicated lab/office spaces to be afforded in the South Campus. The HEA's own Financial Review of the Institutes of Technology Sector (Ireland, Higher Education Authority, November 2016) confirms that 'the Institutes of Technology sector has major sustainability issues which must be addressed in the short-to-medium term'.

It is within this context that ITT reports on its 2016 metrics, recognising our achievement of research metrics in many categories and our difficulty in meeting some of the metrics in full. Scale and capacity are factors which impact on research ability and resultant success. IT Tralee has throughout this dialogue set very challenging targets in this domain. It is in this the final cycle that the true stretch has been experienced in the achievement of the targets. Research is a mature domain, measurements abound which have international relevance and which are in regular use. The Institute is proud of the collective achievement across research over the entire dialogue cycle. As our research portfolio strengthens our ability to set and report on targets reaches a new level of maturity. With these learnings in mind it is hoped that through the achievement of our research targets in our new Research and Innovation Strategic Plan 2017-2021, we will emerge in 2021 as a stronger and more dynamic organisation that is better positioned to withstand future external factors. The Strategy represents the Institute's prioritisation of Research and Innovation as key strategic objectives and underpins our vision to be distinguished an ambitious and globally competitive research-led Institution.

As research in IT Tralee matures and develops, successes with IT Tralee research submissions to secure highly competitive EU funding for research have been recognised in European Commission data on the H2020 proposals submitted (March 2014 to November 2016 deadlines). The reported data points to ITT leading nationally with RSCI, UCD and CIT with success rates at 16% or higher.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Continue to grow and develop the level of research being undertaken within the Institute, ensuring that the quality and standard of research engaged is of an international standard.	Growth in researcher headcount.	50 researchers.	<p>Target: 70 researchers</p> <p>64 researchers + Academic Staff academic staff registered at HEI's externally undertaking PhD programmes achieved in full.</p> <p>The data source is collated in December 2016 from (a) Human Resources - ITT employed 30 full time professional research staff (a mix of research assistants/post docs/research fellows) hosted within one of the Institutes prioritised research centres (IMaR, Shannon ABC, UNESCO Chair research, CEED) funded directly by external competitively secured research funding grant awards (also included is a number of research staff who are on CID's and funded from ITT core)(b) 28 Academic Staff directly involved in postgraduate research supervision and/or research project management associated with the buyout of teaching hours for research activities incentive and/or actively engaged in research in research centres. Plus an additional (c) 6 academic staff who achieved a recognised research output in 2016 (IDF submission to TTO or peer review publication (journal / book / book chapter / conference).</p>	Considering the size of the Institute, considerable progress has been made across the fields of research and innovation over the duration of this compact. Attracting and retaining researchers to the number we have achieved is solid progress on the baseline.
Recognising that the Institute should not overly rely on exchequer funding for research the Institute will actively pursue non-Exchequer sources for investment in research with particular focus on the existing research centres.	Increase in the proportion of non-Exchequer investment.	30%	<p>Target: 42%</p> <p>Target – not realised in full.</p> <p>35% non-Exchequer investment in 2016</p> <p>505,810Euro Exchequer Funding from EI, DAFM, N-ECCO, industry and 277,190Euro from EU Interreg and Erasmus programmes</p>	While the final target was not realised in full, when the size of the Institute and associated research portfolio is considered the final 35% displays progress towards less reliance on exchequer funding over the course of the compact.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Grow in the number of publications across the research community within IT Tralee.	Growth in no of publications and % world output.	10	<p>New Target 40 (original target 16)</p> <p>Target – not realised in full. (Target for 2016 was increased in Cycle 3.)</p> <p>The Research Office has records of 28 research publication outputs (conference/journals/books/book chapters) from staff in 2016. Data collection is reliant on staff forwarding information on their research publications to the Research Office and therefore it is likely the figure is much higher as actual publications are under-reported.</p> <p>Please see Appendix 4 for details of Publications</p>	Reporting in cycle 3 caused the target for the final cycle to be increased. This can be adjudged as premature when we consider the progressive growth in publications over the course of this compact.
Grow number of research projects delivered with industry.	Increase in the number of research collaborations with Enterprise	40	<p>Target: 65</p> <p>Target achieved.</p> <p>Total number of research projects delivered with industry in 2016 = 69</p> <p>The data is collated from:</p> <p>Data returned by ITT to EI in the 2016 TTO Annual report:</p> <p>15 x Research Agreements < €25K 1x Research Agreement > €25K 3 x IDFs</p> <p>6 x Consultancy projects</p> <p>In addition ITT secured funding from Enterprise Ireland in 2016 for</p> <p>5 x feasibility studies 3 x Commercialisation funds 3 other industry collaborative projects (funded by DAFM/ N-Eurpoean Chrons and Colitis Org. /an industry partner) were also signed by ITT in 2016.</p>	

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			Other IT Tralee collaborations: 8 x New Frontiers collaborations 22 x undergraduate/postgraduate activity 3 x Institute and Industry research collaborations	
Alignment of the postgraduate numbers to TU criteria.	Growth in level 9/10 research degree students	36	<p>This target was decreased from 70 to 55 during Cycle 3.</p> <p>Target not achieved in full. In December 2016 there were 43 postgraduate research degree students registered at ITT.</p> <p>20 students who registered in 2015 (and 9 students remaining from 2014) are expected to successfully complete the thesis examination process in 2Q 2017. The Institute is planning to recruit 15+ new students in 2017 (via 10 x ITT Scholarships funded from core and successfully procuring funding for an additional 5+ projects from external partners (including industry and public/private bodies) who are interested to fund Masters by Research projects in areas of mutual interest. Thus the ~30 students on the register in 3Q 2017 are expected to be composed of the existing 14 students who registered in 2016 and 15+ new students who are recruited to register in September 2017 via funded research programmes.</p>	As fee paying students are challenging to recruit, student recruitment is predominately only possible via offering ITT Scholarships. The ITT has committed to fund 10 Scholarship in 2017 at a cost of ~ 250k. The Institute does not have the financial resources to invest in a higher number of Scholarships to recruit additional students. Considering the Institutes financial position a programme of external sponsorship for postgraduate students is being pursued. The Institute is targeting external partners with proposals to collaborate to fund research in areas of mutual interest. A number of our partners have expressed interest and we expect to secure external funding from these partners to recruit an additional 5+ students via this funding mechanism.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Increase commercialisation activity within the Institutes research centres through licences, invention disclosures and patent applications.	Increase in commercialisation activity.	5	<p>As agreed during cycle 3 - Increase to 15 (Original target 10).</p> <p>Target achieved. ITT reported 25 commercialisation related activities via our TTO to Knowledge Transfer Ireland in 2016.</p> <p>The data source is broken down into the following number of collaborative research projects with industry partners:</p> <p>15 x Research Agreements < €25,000 1 x Research Agreement > €25,000 3 x Inventions is closed 6 x Consultancy projects</p> <p>ITT has committed to stretch targets under the TTSI3 programme sponsored by Enterprise Ireland. We aim to deliver impact via the translation of IDF's into 7 x licences/options/assignments within the next 5 year period (1 per year to 2019 and 2 per year thereafter).</p> <p>In 2017, under our TTSI3 contract obligations ITT has committed to delivering a metric of 17 commercialisation related projects.</p>	Success in this objective demonstrates considerable strategic growth in the area of commercialisation within IT Tralee. This example is one where the idea of "stretch" targets has led to boundaries being pushed and tangible success being realised.

5. ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE

While the Institute excels and is extremely proactive in the areas of enterprise and the community, the Strategic Dialogue has been instrumental in providing further focus and strategic vision for these areas. One of the key learnings of this process has been a concentration of efforts and resources on activities, collaborations and projects which offer real and tangible results and work towards meeting the Institute's strategic objectives. This change of practice has resulted in the provision of more positive exposure for the Institute, as well as carving out areas of expertise and competence which we can work towards developing and improving over time. Previous cycles have pointed toward additional source data and detail. In this cycle this data has been included in the commentary and data source.

A key learning across this domain has been identified in how 'success' within an objective may not be realised in one particular strategic dialogue cycle but throughout the cycles, this can often be the case where targets are not attained in full annually but realised at the end. With respect to the objective, employment creation the cross domain impact of objectives became apparent where the successful delivery of a significant EU funded research project delivered an international spin out with direct employment creation.

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
Employment Creation.	Business start-up programme outputs.	New Frontiers Programme, IT Tralee's DiscoverITT start-up programme. ITTs enterprise programme for food researchers in the FP7 funded TRADEIT.	<p>Target: 2 high potential start-ups (HPSUs) - 6 employment positions.</p> <p>Target achieved and exceeded. One HPSU - Crua Outdoors - was achieved in 2016. The other HPSU - WAZP – achieved HPSU status in March 2017. Together the companies have created 16 employment positions.</p> <p>Target: 2 DiscoverITT generated businesses - 4 employment positions.</p> <p>Target not achieved in full. One new business was established through the Discover ITT programme creating one employment position. Munster Snack Pots - completed Phase 1 of the New Frontiers programme and applied for Phase 2. The business promoter was not successful in getting a place on Phase 2.</p> <p>Target: 1 international spin out through TRADEIT - 2 employment positions.</p> <p>Target Achieved – ReadyToPub (see appendix 5) was established from the encouragement and knowledge transmitted by the three</p>	IT Tralee has demonstrated clear progress throughout the cycles for this objective.

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>editions of the Entrepreneurial Summer Academy of the TRADEIT project and their mentors. The company was founded by researcher/entrepreneur Ricardo Malheiro from the School of Agriculture, Polytechnic Institute of Bragança, and REQUIMTE, Faculty of Pharmacy, Porto University, Portugal. The company provides scientific publication services specially designed for PhD and MSc students and has created one employment position.</p>	
Regional Enterprise Collaboration.	Business Support for Micros and SMEs.	<p>Member of KEDU (joint group of IT Tralee, Kerry County Council, Enterprise Ireland, IDA, County Enterprise Board, Údarás na Gaeltachta, North and East Kerry Development, and South West Kerry Partnership) Engagement for regional economic development between IT Tralee, CIT, UCC, WIT and Carlow ITT. Promote using “Design Driven Innovation” approach with 10 identified SMEs. Promote employee development, enterprise support and development and graduate formation through an integrated 5 partner-led programme of activities and support.</p>	<p>Target: Award 6 local innovation support schemes to a value of €2,000 each. Achieved and exceeded - Over 10 related innovation vouchers in progress.</p> <p>Target: Complete 3 Enterprise Ireland Innovation Vouchers to a value of €5,000 each. Achieved and exceeded - Completed 14 Enterprise Ireland Innovation Vouchers with a total value of €75,670 with the following companies: Twomey's Bakery Ltd. Snooze Bedding Products Ltd. FarmSafe Ltd. Site Passport Ltd. Mobility Product Solutions Ltd. Trosbarra Ltd. Heaslip Techonology Ltd. Truly Irish Country Foods Ltd. Graceful Rose Skincare That's Not My Chicken Woulins Ltd. StoryStock Central Service Systems Ltd. Site Passport Ltd.</p>	<p>Regional enterprise collaboration is an area where IT Tralee demonstrates strong linkages, leading to measurable successes.</p>

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>Target: Provide training programmes for innovative idea generation to 30 individuals (3 training programmes with 10 participants) in the county.</p> <p>Achieved - In collaboration with INNOVATE Kerry delivered a Design Service & Idea Generation Workshop on Tuesday 1st March 2016 as part of Enterprise Month. The event was attend by 40 people from across Kerry. (See Enterprise Month 2016 brochure – Appendix 6).</p>	
Interactive and Applied Learning.	Real time learning.	Applied Market Research Projects. Institute wide work-based learning and placement.	<p>Target: 12 market research projects 600 work-based placements.</p> <p>Target Achieved.</p> <p>During the academic year 2015/16 a total of 629 students undertook work-based placements. This figure includes 262 from the School of Business & Computing, 109 from the School of Science, Technology, Engineering and Maths while 258 availed of placements in the School of Health & Social Sciences</p> <p>These figures increased in the 2016/17 academic year, with a total of 780 students availing of work-based placements. The total consists of 268 from the School of Business & Computing, 130 from the School of Science, Technology, Engineering and Maths while 382 availed of placements in the School of Health & Social Sciences</p> <p>Target in relation to undertaking 19 research projects was met. Details of the projects are outlined below.</p> <p>2015/16 Market research projects:</p> <ol style="list-style-type: none"> 1. Measuring the efficacy of a science entertainment programme for school children 2. Study on why some financial services clients do not avail of loan services 3. Study aimed at understanding why library facilities are not used to greater extent 4. Study to examine the awareness of development education issues 5. Study on demand for health products 6. Examining demand among sports players for a specific product 	As requested in cycle 3, supporting detail has been included in commentary and data source.

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>7. Examining perceptions of online slimming programmes 8. Determine how a sports club can generate additional revenue 9. Examine the demand for outdoor products for accommodation provider</p> <p>2016/17 market research projects:</p> <ol style="list-style-type: none"> 1. Examining supports for start-ups in Kerry 2. Examining perceptions on various beauty blogs 3. Conduct a land use survey 4. Examine market demand for a food product 5. Examine consumer perceptions of health product 6. Examine opinion of prospective students of a school 7. Conduct a pedestrian count 8. Survey of shoppers on their experiences 9. Survey of residents on their opinion of their quality of life 10. Measuring demand for loyalty programme 	
Community Engagement.	Integrated Activities.	Enterprise Development and Networking events.	<p>Target: 'Enterprise Quarter' in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community and international business and educational Institutes partners.</p> <p>Achieved - Now in its third year Enterprise Month has gone from strength to strength with the objective of shining a spotlight on just some of the enterprise activities on offer all year round across the county of Kerry. The county is renowned for its enterprising culture with many, now global companies, starting in Kerry. Indigenous firms have blossomed into major international companies while still maintaining their headquarters in Kerry. Dynamic collaborations between industry, the IT Tralee and State Agencies has fostered the growth of leading edge technology companies. Inter-agency co-operation and co-ordination is strong in Kerry, creating a focused enterprise development strategy dedicated to supporting entrepreneurs. Through these collaborative organisations up and coming entrepreneurs can avail of mentoring, workshops, networking, prototyping, market research and funding supports.</p> <p>Led by IT Tralee, the month is a collaborative initiative with state agencies and the local authority. Details of the suite of events held</p>	

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>over the month can be viewed in the Enterprise Month 2016 brochure (Appendix 6).</p> <p>Host the County School Enterprise Awards to a community of 16 second level schools with an approximate attendance of 300.</p> <p>Achieved - Hosted the Kerry Local Enterprise Office (LEO) Student Enterprise Awards at the North Campus on Friday 4th March 2016. 20 schools from the county attended with 22 senior project, 4 intermediate projects and 6 junior projects. The winners of the Senior Category was "Circulation Foot Stool" from St. Joseph's Secondary School, Ballyunion. The winning team constructed a circulation foot stool support. Students include Philip Byrne, Jamie Hannon and Fionnan Toomey. The winner of the Intermediate Category was "grandparentsmemories.com" – childhood memories from grandparents videoed by grandchildren and set up by Dylan Mangan from Killorglin Community School. Junior level winner was Adele O'Brien from Presentation Secondary School Milltown. This business consists of a bag containing a variety of different products. Other prizes were awarded for Best Stand, Most Innovative Product, Most Enterprising Project and Best Business Plan. Comprehensive School Tarbert won the most Enterprising School Award for it's work in fostering entrepreneurship within the school and was presented with the Cantillon Perpetual Cup</p> <p>Host the New Frontiers showcase and awards with an attendance of, 20 participants, 20 business mentors and 100 members of the general public. Host the DiscoverITT showcase and awards with an attendance of 40 students, 40 business mentors and 350 members of the general public.</p> <p>Achieved - The annual Enterprise Showcase (collaborative New Frontiers and Discover ITT Showcase) was held in March 2016 which featured exhibitors from IT, Tralee New Frontiers participants, Tom Crean Clients and the Discover ITT participants. The panel of judges was represented by IT Tralee, Enterprise Ireland and Cork BIC. Radio</p>	

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>Kerry delivered from their outside broadcasting unit on the day. Overall, the day provided an ideal opportunity for budding entrepreneurs or those with an interest in enterprise to examine the market for their emerging companies. The stands were of a very high standard. There was a large turnout (approx. 150 people) on the day with much interest from the students of the Institute and businesses within the Kerry Technology Park. Informal mentoring took place during the day with much information and support being shared between the participants at all levels. The Showcase included a 'Pitch Crawl' competition with a prize fund of €5,000 [sponsored by KIC] which was won by Shane Hassett of wazp (New Frontiers client). The Best Stand award with a prize fund of €500 [sponsored by KIC] was by Patrick Kevane (Discover ITT participant). The day closed with an awards ceremony and networking lunch.</p> <p>Develop the Social Entrepreneurship Programme with an attendance of 400 at a local and national level for the headline conference. Grow the ITT 30 hour intergenerational innovative challenge targeting 40 family intergenerational teams of 3 each (120) and 200 attendance at the final showcase.</p> <p>Achieved - The Intergenerational Innovation Challenge was replaced with a scaled up Cantillon Conference on Thursday 25th February 2016 (See appendix 7). The Cantillon Conference is an annual event and a 'Forum for Fresh Thinking', which challenges the status quo, pushes experts to think differently and allows its audience to really participate in debate on issues that affect the economy and the development of entrepreneurship in Ireland. The conference theme was 'FINTECH - Disrupting the Landscape' and attracted over 150 delegates. A host of national and international thought and business leaders, economists, journalists, academics and entrepreneurs spoke about Fintech and how new technologies are impacting on business, policies and financial trends. The conference also resulted in a approach from leading Fintech company FEXCO to discuss future conference sponsorship. (See Cantillon Conference brochure for further details on speakers Appendix 7).</p>	

Institution Objective	Performance Indicator	Baseline	Final Target, end 2016, commentary and data source	Summary
			<p>The Business Leaders Forum was also added to the Cantillon Conference. This event targeted business leaders across the county as a networking event for top executives within these companies. The inaugural Cantillon Entrepreneur Award in association with EY was awarded to Brian McCarthy, founder of FEXCO. A sponsorship package of €2,000 was agreed with EY. Plans are in place to develop this relationship further with EY in 2017.</p>	
Alumni engagement.	Active database of graduates and strength of engagement between them and the IT Tralee.	Relationship database system monitoring the type of engagement – e.g. mentoring, guest speakers, panel members.	<p>Target: 800 active business alumni.</p> <p>Target Achieved.</p> <p>The Institute actively engages with graduate alumni both digitally and through mentorship.</p> <p>The careers office maintains a database of over 5,741 email subscribers and the office actively communicates with the group via job alerts and details of postgraduate study options.</p> <p>A careers portal has been created with relevant information for graduates with an integrated job vacancies page http://www.ittralee.ie/en/CareersOffice/JobVacancies/, actively engaging with alumni and linking them to employers.</p> <p>A careers education module entitled Steps to Success links past graduates into the Institute as mentors for existing students. Steps to Success has been an integral linkage to industry and the alumni in the form of networking events, seminars and information sessions: http://www.ittralee.ie/en/CareersOffice/Steps2Success/IndustryLinks/ : 75 students & mentors in 2015/16</p> <p>In addition the Institute has actively engaging with past graduates through social media. The IT Tralee LinkedIn alumni currently has 6,787 members, the IT Tralee Twitter feed has 3,876 followers and the IT Tralee Facebook page currently has 5,859 likes.</p>	

6. ENHANCED INTERNATIONALISATION

The Institute of Technology Tralee has a distinguished track record in the development of International Student markets and prides itself in the diversity in student population on campus. While the Institute has always maintained an active Internationalisation Strategy the Strategic Dialogue process has contributed to a more reflective approach to how we develop strategies, identify goals and set targets. Over the past year and in particular over the duration of this compact, targets were achieved and often exceeded under the objective of "Enhanced Internationalisation". Some clear lessons for the future have been learned throughout the cycles, with regard to improving the process around the identification and setting of future targets. The learning is focused less on the fact that current targets were not appropriate, rather to think that a future process should focus more closely on a new set of targets more carefully crafted to be better aligned to the Institute's objectives in this area. In essence the process to date has contributed to improving Institutional thinking around measurement within the area of Internationalisation, and in particular the usefulness of including some secondary qualitative measures in the future to complement the exclusively quantitative measures employed in the process to date.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Grow Fee Paying Student Recruitment.	Registration of fee-paying international students.	110	Target: (+10) 146 Target exceeded. The total intake for 2016 was 167 students.	In previous cycles, discrepancies were identified between IT Tralee data and HEA data. The difference in numbers reported primarily arose due to ITT's performance indicator being inclusive of EU fee-paying international students from outside the Island of Ireland, specifically those actively recruited via the international office from partner Institutions across the EU.
Maintain and manage the population of international students at ITT in line with the percentages of international students attending higher education in the top performing destination countries for internationalised education.	The percentage of international students attending ITT.	15%	Target: 16% Target exceeded. There are a total of 405 international students and 2615 full time students during AY 2016/17 which places the percentage of international students studying at ITT at 15.48%.	IT Tralee has a wide variety of International students including those studying the International Medical Commencement Programme, students on Erasmus and fee paying international students.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<p>Grow and maintain a sustainable portfolio of international student markets, thus reducing over reliance on any particular fee-paying market(s). This will also enhance the internationalised learning environment within ITT.</p>	<p>Registration of fee-paying international students.</p>	<p>20</p>	<p>Target: 28</p> <p>Target Achieved.</p> <p>28 different nationalities joined ITT via the international office in 2016/17 (domestically recruited nationalities are not included). Intakes from non-International Medical Commencement Programme (IMCP) related countries have grown year on year and within the countries multiple additional recruitment channels have been developed. In future, it is the diversity of recruitment channels in place rather than the more raw metric of 'source countries' that will be the focus of future diversification and risk spreading initiatives.</p> <p>Hong Kong - ITT staff attended 2 recruitment fairs one in Jan 2016 and the 2nd in July 2016. ITT has engaged a primary agent and put in place market specific scholarship programmes designed to build awareness of ITT in Hong Kong.</p> <p>Korea- ITT staff engaged a key agent in South Korea in 2016 which resulted in a small additional intake. ITT staff followed up with a market visit in November 2016 which included a number of High School visits.</p> <p>Nigeria - ITT participated in the EI led market exploration visit in September 2016 and committed to the 2nd leg visit in February 2017. ITT has signed agency agreements with a selection of local student recruitment agencies in both Abuja and Lagos.</p> <p>Additional initiatives are underway in existing markets, specifically China & Malaysia which it is hoped will grow incoming student numbers through new recruitment channels, further diversifying the overall mix of fee paying international students.</p> <p>List Of Nationalities Bahamas, Belarus, Belgium, Brazil, Canada, China, Czech Republic, Finland, France, Germany, Hong Kong, India,</p>	<p>IT Tralee has resourced the International office to maximise our potential internationally this has had a positive impact on the success within the Internationalisation objectives. The size of the Institute does not allow for similar resource investment Institute wide. This points to the limitations which reduced funding places on the Institute as it identifies strategic imperatives.</p> <p>As requested in cycle 3, detail of the countries have been provided in the commentary.</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
			Indonesia, Italy, Kuwait, Malaysia, Mexico, Netherlands, Oman, Philippines, Poland, Republic of Korea, Saudi Arabia, Slovakia, Spain, United Arab Emirates, United Kingdom, Zimbabwe	
Maintain and manage the ITT/RCSI Medical Commencement Programme.	New Students Registered.	170	<p>Target: 155 (revised down from 170)</p> <p>Target largely achieved.</p> <p>141 students were registered on the ITT/RCSI Medical Commencement and associated programmes. While this is marginally below the target of 155, it does represent an intake which is stable and consistent and within expected parameters.</p>	The Institute believes that success in maintaining the collaborative IMCP activity and resultant revenue stream demonstrates ongoing success in this objective.

7. INSTITUTIONAL CONSOLIDATION

The MTU partners (i.e. IT Tralee and CIT) remain fully committed to the establishment of the Munster Technological University (MTU) via the merger of the two institutions.

The respective Governing Bodies have signed a detailed integration agreement and work on programme governance, project management, project initiation and planning is ongoing.

Progress in respect of the goal of establishing the MTU has been delayed by the failure to enact enabling legislation. A secondary (and related) factor is industrial action on behalf of the Teachers Union of Ireland (TUI).

We are confident that progress can be achieved once these issues have been addressed and we believe that the merger and designation programme can be completed within 18 months of the barriers to progress being removed.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Achieve designation as a technological university through merger with IT Tralee.	The establishment of the Munster Technological University.	n/a	<p>Merger of CIT and IT Tralee completed.</p> <p>This project has been significantly delayed due to the failure to enact the required legislation. In addition, there are national industrial relations and policy issues which must be resolved, by the relevant Government Department(S).</p> <p>The two partner institutions remain committed to the programme.</p> <p>In the past year a formal project governance structure has been established and the Project Office (PMO) has been put in place with dedicated resources and a detailed project management framework.</p> <p>2 programme directors, 3 project leaders have been appointed. Detailed planning is ongoing and a number of projects have entered the initiation phase.</p>	The agreed targets have not been met due to external factors outside the control of CIT and IT Tralee.

INDEX OF APPENDICES

APPENDICES TO SUPPORT COMMENTARY ON PROGRESS:

REF	DOMAIN	APPENDIX TITLE
1	Regional Clusters	uMultirank - Results of Institutional Ranking 2017 (IT Tralee)
2	Participation, Equal Access and Lifelong Learning	Star Pupil Summary
3	Excellent Teaching and Learning and Quality of the Student Experience	Enhance supports of Students with Disability, Student with Learning Difference and Pathfinder Students
4	High Quality, Internationally competitive research and innovation	Staff Research Publication Outputs
5	Enhanced engagement with enterprise and the community and embedded knowledge exchange.	Employment Creation TRADEIT – readytopub
6	Enhanced engagement with enterprise and the community and embedded knowledge exchange.	Sample of Enterprise Monthly Brochure
7	Enhanced engagement with enterprise and the community and embedded knowledge exchange.	Final Cantillon Programme

APPENDIX REF	1
APPENDIX NAME	uMultirank
DOMAIN	Regional Clusters
OBJECTIVE	All objectives



Results of Institutional Ranking 2017

Version: 15/03/2017

Institution: Institute of Technology, Tralee

Teaching & Learning (indicators)	Score	Rank group
Bachelor graduation rate	89,85 %	1
Masters graduation rate	97,73 %	2
Graduating on time (bachelors)	91,32 %	1
Graduating on time (masters)	86,27 %	2
Research		
Citation rate		100
Research publications (absolute numbers)	6,00	4
Research publications (size normalised)	0,00	4
External research income	18,99	3
Art related output		0

Top cited publications (% of total publications)	%	100
Interdisciplinary publications (% of total publications)	%	100
Post-doc positions	1,20 %	4
Strategic research partnerships	1.361,00	1
Professional publications	204,20	3
Knowledge Transfer		
Co-publications with industrial partners (% of total publications)	%	0
Income from private sources (per fte academic staff)	3,19	4
Patents awarded (absolute numbers)	0,00	5
Patents awarded (size normalised)	0,00	5
Industry co-patents (% of total patents)		100
Spin-offs	5,04	1
Publications cited in patents	%	100
Income from continuous professional development (% of total income)		
Graduate companies	12,30 %	1
International Orientation		
Foreign language bachelor programs	0,00 %	5
Foreign language master programs	0,00 %	5
Student mobility	0,14 %	2
International academic staff (% of total academic staff)		
International joint publications (% of total publications)		
International doctorate degrees (% of total doctorate degrees)		

Regional Engagement		
Bachelor graduates working in region	%	1
Master graduates working in region	%	1
Student internships in region	81,18 %	3
Regional joint publications (% of total publications)		
Income from regional sources	0,00 %	5
Strategic research partnerships in the region	68,50%	3

Explanation:

1	very good
2	good
3	average
4	below average
5	weak
0	data not available
100	not applicable
Low response	Only student survey: numbers of responses was too low for calculation

Webtoolink <http://umultirank.org/>

APPENDIX REF	2
APPENDIX NAME	Star Pupil Third-Level Traveller Access Programme
DOMAIN	Participation, Equal Access and Lifelong Learning
OBJECTIVE	To increase the participation rate of students from the Travelling Community on Institute programmes.

Leadership through Partnership

An interagency approach is central to the success of this work.

This programme commenced in March 2010 and during that time its success has relied completely on a myriad of collaborative links that have been created, with a Traveller-specific focus, with other colleagues, agencies and community representatives; parents from the Traveller community, the Institute's Pathfinders Second-level Schools Access Programme, LINK School Completion Programmes North Kerry, School Completion Programme South Kerry, Kerry Travellers Health & Community Development Project, participating second-level schools in Kerry, Kerry Interagency Traveller Strategy Group, RAPID Education and Training Sub-committee; Kerry Education and Training Board, South Kerry Development Partnership, North and East Kerry Development, Home School Liaison Officers, Kerry Diocesan Youth Service, HSE, Kerry Supported Employment, Kerry County Council, Family Resource Centres and public and private employers.

The Star Pupil Programme and its partnership approach constitutes formally established links, underpinned by a Terms of Reference, clear roles and responsibilities, specific goals and targets combined with the flexibility, individually and collectively, to identify and bridge gaps and create new solutions in response to emerging needs. Through this partnership, the programme benefits from formal links with community development and school support agencies. The partnership accesses greater resources, reach and local knowledge, builds capacity for individualised responses, develops relationships with schools where Traveller students are enrolled, engages employers from the public, private, community and voluntary sector in the work placement component, identifies mentors for students, seeks funding and sponsorship, shares information, mobilises local and community contacts to reach students, their families and communities.

Through collaboration with these established structures and by building new structures to scaffold the programme has created multiple channels and a co-ordinated approach through which to reach and support students from the Traveller community enrolled in mainstream second-level schools and most importantly for these students to reach the support and services that they need. These links also facilitate the building of relationships and rapport between the partners and the community and provides greater opportunities to inform our understanding of the student experience and the educational achievements, needs and factors influencing young Travellers accessing education.

Having this objective supported and tracked through the strategic dialogue process has ensured greater focus on attracting students from this Access cohort.

APPENDIX REF	3
APPENDIX NAME	Enhanced Supports for Students with Disability, Students with Learning Difference and Pathfinder Students
DOMAIN	Excellent Teaching and Learning and Quality of the Student Experience
OBJECTIVE	Increase completion and progression rates through enhanced generic and specific student supports leading to greater retention in specific categories: Students with Disability, Students with specific learning difference, pathfinders.

While the following report refers to post-entry activities and initiatives, it should be noted that pre-entry activities also contribute to this objective as they are designed and continuously reviewed to build capacity, college readiness and student success.

We continue to record all activities and measure student progress using data generated from our central student records repository 'Banner'. The numbers are reported to management and review of relevant operational associated activities and tasks is addressed as the need arises and in any event at least on a monthly basis via Management meetings, student reporting, service provider 121 meetings, financial committee meetings.

For the purposes of this report we looked at supports offered specific to Teaching and Learning, generic supports and supports specific to students with disability or with a learning difficulty or pathfinder students and enhanced supports and initiatives developed in 2015/2016 through to current year.

Teaching and Learning

Learning at Third Level Module (all new first year students take this module) – In reviewing the module, the Institute will offer from September 2017, a programme specific module eg Scientific Communications. Others have incorporated the objectives of learning at third level into other modules as experience showed that students responded better when the aims were put in the context of a module of the programme in which the student was studying. Some departments (eg Business) are continuing with the Learning and Third Level in it's current format as the objectives and learning outcomes align well with that discipline.

Categories of Generic Supports for all students:

- Orientation Programme – Collaborative Services and Programme Orientation (new student);
- Parent Orientation (new students in 2016) (30% of attendees were parent(s) of student with disability or student with learning difference);
- Find your Bearings programme 2015 and FYI programme 2016 (new and returning student);
- IT Skills Workshops (new and returning student);
- Sports Clubs and Societies Days (new and returning student);
- Refresher Student Support Information Days (new and returning student) (pop-up stands in main student thorough fair (north and south campus) reminding students of services but also 'Ask us anything' theme;
- Health & Wellbeing Days (new and returning student);
- Student Handbook & ITT Study Skills Guide (new student (hard copy) returning student (online));
- Academic Writing – 'You're Actually a Good Writer' (Ahead publication) (new student);
- Library Orientation (new student);
- Time and Study Management in preparation for Exams;

Categories of Generic Supports for Students in cohorts

(a) Student with Disability (SWD)

(b) Student with specific learning difference (SLD)

(c) Pathfinders

All supports offered are in line with AHEAD recommended guidelines on good practice for providers of supports and services for Students with Disabilities in Higher Education. Our operational practices are reviewed and discussed regularly at department and Institute level.

Student wishing to avail of supports in the categories above must in the first instance register with the respective service early. For students in (a) and (b) their specific needs can be assessed early and a programme of support put in place that will help the student settle, help them explore ways that they can learn – eg, in class support (via Individual Learning Requirements Document*), explore assistive technology that will support and enhance the learning methods of the student, to provide where necessary and outside of the classroom Study Skills or Writing Skills as appropriate, to provide counselling eg - time management, linking learning with career goals, provide suitable physical environment to support examination accommodation.

Specific support offered to Students registering with ITT Support Services (Access Office and/or Office for Students with Learning Difference – i.e. (a) or (b) category above) include:

- Family Engagement;
- Promoted Ahead Student Toolkit and made it available to all students online.
- Students are offered group training sessions in assistive technologies to improve access to course reading materials - 24 students availed of the training;
- Students who were not eligible for ESF funding are provided with links to freeware for home use to support their proof reading of assignments - eg Orato and Grammarly software. This initiative aimed to bypass barriers to accessing Institute based AT support experienced due to family/work/life demands.
- Students were referred by the Service Provider to a dedicated Subject Librarian support personnel to avail of support with research skills;
- Students were offered free access to an online study skills tool currently being piloted through the Institutes - New Frontiers Programme;
- Students identified by the Service Provider as "at risk" due to reported subject specific difficulties were referred to the relevant Head of Department for additional subject specific support. The Service Provider will provide the Academic Manager with information on the impact of the student's learning difference and, where appropriate, possible effective teaching strategies;
- Provision of an Occupational Therapist for specific support – study skills, time management, social skills, social groups (eg cinema, meeting friends for coffee);
- The Service Provider will engage with academic staff on individual student cases around possible appropriate inclusive teaching methods to support the diverse learner;
- Students who were needs assessed as "at risk" due to difficulties with time management and/or study skills and/or academic writing are approved (by lecturer and/or AASAM) for one to one tutor support sessions;
- High needs students were offered regular mentoring with the Service Providers to ensure early identification of arising issues with potential to negatively impact on the learning experience - eg students with ASD diagnosis, physical and sensory disabilities.

Enhanced generic supports Pathfinder Students

- A parents/guardians and family information event was introduced in September 2015;
- The introduction of a revised registration process and new student services materials to further facilitate greater, timely and direct engagement with support services;
- A study skills guide and academic writing guide was disseminated to students at registration;
- The use of assistive technologies and free wares was promoted to enhance access to course materials and the fulfilment of course assignments and thereby address barriers that some students were experiencing accessing Institute-based assistive technology support;
- Student Services is represented on the Institute's Teaching, Learning and Assessment group promoting inclusive practices and Universal Design for Learning;
- Students are referred to the dedicated Subject Librarian to avail of support with research skills.

Specific student supports – Students with Disability, Students with Learning Difficulty

- A suite of reusable learning objects in the form of You Tube screen cast videos was developed with the aim of enhancing student engagement with the service for students with learning difference;
- Students with learning difference were offered access to a new online study skills tool currently being piloted by the Institute's New Frontiers programme;
- The Institute promoted the AHEAD Student Toolkit at orientation, needs assessment and via Blackboard, its eLearning portal;
- The Institute contracted an Occupational Therapist to work with students with disabilities in need of this support;
- A new electronic communication tool which interfaces with Banner was introduced to streamline the provision of information to academic staff on students' teaching, learning and assessment needs. Individual Learning Requirements are now available in Self Service Banner and at a glance academic staff can see the relevant student's details, programme and module;
- An evaluation of the Pathfinders programme was carried out in the summer of 2016 and the following initiatives were implemented from September 2016;
- In addition to the new first year orientation and the Pathfinders orientation, a group post-orientation session was facilitated at the end of week 4 to review the student experience, promote the group study skills workshop and remind students of the services available to them;
- After Semester 1 Exam results, Pathfinders and students with disabilities were issued an Exam Survey Form by email supported by a text message. The purpose of this form is to encourage students to become proactive in identifying their needs, to promote study planning and strategies for repeat exams and to facilitate individual meetings with support services as needed/requested;
- Pathfinders were directly targeted regarding the ESF Student Assistance Fund;
- Permission was sought and in most cases granted to furnish Heads of Department with the names, student numbers and programme details for new entrant Pathfinders.

APPENDIX REF	4
APPENDIX NAME	Staff Research Publication Outputs
DOMAIN	High Quality, Internationally competitive research and innovation
OBJECTIVE	Grow in the number of publications across the research community within IT Tralee.

Staff research publication outputs

The following is the records on file:

Donnacha Twomey – Conference Publication: University of Jyväskylä, Finland as part of Proceedings of The 9th International Conference (SysMus16), Jyväskylän yliopisto, June 8-10, 2016: <https://jyx.jyu.fi/dspace/handle/123456789/51167>

Social Sciences

O’Doherty C., “Empowerment in Practice”-Presentation at Applied Community Development Summer School, Institute of Technology Tralee, 28th June 2016.

O’Doherty, C., Social Care, Social Policy and Social Justice-Editorial” –Irish Journal of Applied Social Studies, Vol 16, Issue 2 (2016)

Health and Leisure

Vaščáková, T., Kudláček, M., & Barrett, U. 2016. Halliwick Concept of Swimming and its Influence on Motoric Competencies of Children with Severe Disabilities. European Journal of Adapted Physical Activity, 8(2).

Ringland, A. (2016) General Commentary: The Experience of Depression during the Careers of Elite Male Athletes
<http://www.frontiersin.org/Production/EnterProductionForum.aspx?activationno=011f708b-9dd3-4904-97e4-fbdb595f9477&pagekey=PD> DOI: 10.3389/fpsyg.2016.01869

Ringland A.,
http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01869/full?utm_source=Email_to_authors_&utm_medium=Email&utm_content=T1_11.5e1_author&utm_campaign=Email_publication&field=&journalName=Frontiers_in_Psychology&id=224017

Randles, E. (ITT), Flynn, U. (ITT), Fitzpatrick, D., (Student, ITT), Kelliher, M., (Community Partner) 2016. Bridging the Generation Gap - Health Enhancing Physical Activity Promotion amongst Older Adults.

Living Knowledge Conference. Theme: INSPIRE - Integrating community-based partnership into learning and teaching for responsible research and innovation (RRI). Dublin, 2016
<http://www.livingknowledge.org/lk7/>

Barton, H., (DIADT); Bradley, C., (NUI Maynooth); Daly, J., (RCSI); Gorman, C., (DIT); Mc Donnell, C., (DIT); Quillinan, B.. (UL); Edel Randles (ITT) 2016. Participate’ - an innovative third level collaborative mentorship programme for community-based research and community-based learning in Ireland. Living Knowledge Conference. Theme: INSPIRE - Integrating

community-based partnership into learning and teaching for responsible research and innovation (RRI). Dublin, 2016. <http://www.livingknowledge.org/lk7/>

McIlrath, L., (NUIG), Adhsead, M., (UL), Broderick, C., (NUIG); Ginty, C., (GMIT); Kelly, M., (RCSI); Morgan, M.(RCSI); Quillinan, B., (UL), Randles, E., (ITT) 2016. Perspectives from Irish Higher Education Institutions on the Carnegie Community Engagement Assessment Framework in Ireland - A Pilot Project Based on the Carnegie Community Engagement Framework. International Association of Research in Service Learning & Community Engagement (IARSLCE) Conference. Bologna, Italy, 2016.

Malone, J., (Suas), Kelly, D.,(Suas) Power, E., (Global Citizen Award), Randles, E., (ITT), Tansey, L (NUIG)., Ozarowska. J., (DCU) 2016. Student Engagement: local to International Initiatives. Conference of the Confederation of Student Services in Ireland (CSSI). Dublin, 2016.

Randles, E. (ITT) and Burns, K., (UCC) 2016. Community-based Learning and Research Agreements: an introductory guide for Higher Education staff. Available at: <<http://www.campusengage.ie/userfiles/files/Community-based%20L%26R%20Agreements%20WEB.pdf>>

Nursing

Dibley, L., Bager, P., Czuber-Dochan, W., Farrell, D., Jelsness-Jørgensen, L-P., Kemp, K., Norton, C. (2016) Identification of research priorities for Inflammatory Bowel Disease nursing in Europe: a Nurses-European Crohn's & Colitis Organisation Delphi survey. *Journal of Crohn's and Colitis* Available from <https://doi.org/10.1093/ecco-jcc/jjw164> [accessed 2 February 2017]

Farrell, D., Savage, E. and McCarthy, G. (2016) Self-reported symptom burden in individuals with inflammatory bowel disease. *Journal of Crohn's and Colitis*, 10(3), 315- 322.

Crowley, M.C., Farrell, D. (2016) A qualitative study of nurses' perceptions and experiences of the discharge information needs of patients post hepatobiliary surgery. 16th Annual Nursing and Midwifery Research, University College Cork. November 2016.

Dibley, L., Bager, P., Czuber-Dochan, W., Farrell, D., Jelsness-Jørgensen, L-P., Kemp, K., Norton, C. Identification of research priorities for Inflammatory Bowel Disease nursing in Europe: a Nurses-European Crohn's & Colitis Organisation Delphi survey. Institute of Technology Tralee and University Hospital Kerry Health Research Seminar. September 2016.

Farrell, D., Savage, E., Norton, C., Jelsness-Jørgensen, LP., Czuber-Dochan, W., Artom, M. Interventions for fatigue in inflammatory bowel disease (Protocol). Institute of Technology Tralee and University Hospital Kerry Health Research Seminar. September 2016.

Sugrue, K., Fitzgerald, D., Buckley, M., McCarthy, J., Farrell, D. Prevalence and factors associated with vitamin D deficiency in patients with inflammatory bowel disease on biologic therapies. 11th Congress of European Crohn's and Colitis Organisation Amsterdam, March 2016.

Business, Computing and Humanities

Hotel, Culinary and Tourism

Crossan, M., Bolan, P. Kearney, M., (2016) 'Film Tourism potential in Ireland: From Game of Thrones to Star Wars,' CHME Conference, University of Ulster, May 2016

Computing

Crowley, D.N., Curry, E. and Breslin, J.G., 2016. Citizen actuation for smart environments. *IEEE Consumer Electronics Magazine*, 5(3), pp.90-94.

O’Hora, D., Carey, R., Kervick, A., Crowley, D.N. and Dabrowski, M., 2016. Decisions in Motion: Decision Dynamics during Intertemporal Choice reflect Subjective Evaluation of Delayed Rewards. *Scientific reports*, 6.

Humanities

Toomey, D.M. ed., 2016. Paradigms in the compositional practice of Irish singer-songwriters. *SysMus 16*, Department of Music, University of Jyväskylä and the Finnish Centre for Interdisciplinary Music Research, Finland: Available at <https://jyx.jyu.fi/dspace/handle/123456789/51167>

Science, Technology, Engineering and Mathematics

Engineering

Fogarty, G., 2016. Putting cycling in the fast lane. *Engineers Ireland*: Available at: <http://www.engineersjournal.ie/2016/02/23/26966/>

Biological and Pharmaceutical Sciences

HAÇARIZ, O., SAYERS, G.P., 2016. The omic approach to parasitic trematode research-a review of techniques and developments within the past 5 years. *Parasitology Research*, 115, pp.2523-43.

SAYERS, R.G., Kennedy, A., Krump, L., Sayers, G.P., Kennedy, E., 2016. An observational study using blood gas analysis to assess neonatal calf diarrhea and subsequent recovery with a European Commission-compliant oral electrolyte solution. *Journal of Dairy Science*, 99, pp.4647-5

Gon?i, O., Fort, A., Quille, P., McKeown, P.C., Spillane, C. and O’Connell, S., 2016. Comparative Transcriptome Analysis of Two *Ascophyllum nodosum* Extract Biostimulants: Same Seaweed but Different. *Journal of agricultural and food chemistry*, 64(14), pp.2980-2989.

Goñi, O., Quille, P. and O’Connell, S., 2016. Production of chitosan oligosaccharides for inclusion in a plant biostimulant. *Pure and Applied Chemistry*, 88(9), pp.881-889.

Library

Guerin, P *Royal Hibernian Academy 186th Annual Exhibition Catalogue*, Dublin: Royal Hibernian Academy, 2016

APPENDIX REF	5
APPENDIX NAME	Employment Creation TRADEIT
DOMAIN	Enhanced Engagement with Enterprise and the community and embedded knowledge exchange.
OBJECTIVE	Employment Creation.

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APPENDIX REF	6
APPENDIX NAME	Sample of Enterprise Month Brochure
DOMAIN	Enhanced Engagement with Enterprise and the community and embedded knowledge exchange.
OBJECTIVE	Regional Enterprise Collaboration

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Friday 26th February

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WEEK 1

Monday 22nd March

Wednesday 24th March

WEEK 2

Tuesday 23rd March

Wednesday 24th March

WEEK 3

Monday 28th March

Wednesday 30th March

WEEK 4

Monday 28th March

Tuesday 29th March

Wednesday 30th March

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APPENDIX REF	7
APPENDIX NAME	Cantillon Event Programme 2016
DOMAIN	Enhanced Engagement with Enterprise and the community and embedded knowledge exchange.
OBJECTIVE	Community Engagement

3.30pm REFRESHMENTS & NETWORKING

3.45pm Entrepreneurial and Security Forces at Play

In recent years, digital currencies have emerged as a potentially disruptive yet innovative technology creating opportunity for enterprise and for much debate on security and technological disruption in FinTech; its effect on global markets and the shape of the international financial service sector. Given Ireland's critical mass involved in both the technology and financial sectors we review its position in relation to the support, development and commercialisation of the FinTech ecosystem.



MODERATOR: Mr. Ogie Sheehy, Founder ViClarity - IRELAND

John Ogie Sheehy is a graduate of IT Tralee with a primary Degree in Applied Physics and Electronics. After this he embarked in a multinational career spanning over 15 years in companies such as HP, IBM and Dell. In 2008 Ogie resigned from corporate life as director of IT for Dell and set up YouComply Ltd, now trading as ViClarity, which is a global leader in compliance monitoring software in financial services and healthcare sectors. Servicing clients in Ireland, EU and US, ViClarity has diversified its solutions into areas of Vendor Management and Cyber security compliance in the US.



The Landscape of Legal Best Practice for Cryptocurrency:

Mr. Declan O'Reilly, Bureau Legal Officer, Criminal Assets Bureau - IRELAND

Declan is a solicitor and Bureau Legal Officer of the Criminal Assets Bureau. Declan has worked with the CAB since 2002 and currently is the Irish judicial expert for CARIN which is an informal network of law enforcement and judicial practitioners of 54 jurisdictions in the field of asset tracing, freezing, seizure and confiscation. Declan has represented CARIN in Asia and Africa and has spoken extensively on the future challenges in currency crime. He established the Cryptocurrency Workgroup of the EU Asset Recovery Offices network which is addressing the best practices in both investigating and seizing cryptocurrency.



Competing Globally in the FinTech Sector

Mr. Denis McCarthy, CEO, FEXCO - IRELAND

Denis was appointed CEO of FEXCO in January 2015, having previously held the position of Non-Executive Director. Denis has a degree in Mathematics and founded Annadale Technologies, a software development company specialising in the design and development of web-based transaction processing applications. Denis also founded Aviso, a payments software company.



Enterprise Digital Transformation - Managing the Risks and Accelerating the Benefits

Mr. Donagh Buckley, Senior Director and Chief Technology Officer, EMC - IRELAND

Donagh Buckley is Senior Director and Chief Technology Officer for EMC's Centre of Excellence in Ireland and is a Founding Director of EMC Research Europe where he has pioneered EMC's research presence in Europe. He is responsible for leading EMC's strategic innovation and managing the company's research relationships with its academic and industry partners. He is also Adjunct Professor of Business Information Systems at University College Cork (UCC) where he recently founded the Boole Business Labs. He is also the Founder and Director of INFINITE, a global industry initiative focused on Industrial IoT solutions.

4.45pm



Fueling the Growth of the FinTech Sector

Mr. Leo McAdams, Divisional Manager Enterprise ICT and International Services - IRELAND

Leo McAdams is the Divisional Manager responsible for Enterprise Ireland's ICT and International Services portfolio of client companies. A key sector within this portfolio includes financial services. Leo has worked as a member of the IFS2020 strategy team which developed and is implementing the IFS2020 strategy. Enterprise Ireland is responsible for assisting companies to grow jobs and exports. Its key focus is to start and scale internationally focused Irish companies.

5.30pm

Conference Close

7.00pm

Drinks Reception followed by Business Leaders' Forum Dinner - Ballygarry House Hotel

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A Forum for Fresh Thinking

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Thursday February 25th, 2016

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CANTILLON 2016

A Forum for Fresh Thinking

8.00am Conference Registration, Refreshments & Networking

9.00am Welcome by Dr. Oliver Murphy, President, Institute of Technology, Tralee

9.15am **FinTech - Disrupting the Financial Landscape**
Dr. Philip O'Reilly, University College Cork - IRELAND



Philip is the Academic Co-Director of Boole Business Labs, a Senior Lecturer in Business Information Systems at UCC and Director of the Irish Management Institute Masters in Digital Business. Philip has been invited to deliver keynote and workshops by numerous multinational companies and has delivered keynote addresses at leading practitioner events including the Banking and Payments Federation of Ireland National Conference. He is currently a member of the national working group on Blockchain and a member of the steering group of the State Street/UCC/Zhejiang University China Technology Alliance. Philip has received the Stafford Beer Medal in recognition of the most outstanding contribution to the philosophy, theory and practice of Information Systems (IS) from the Operational Research (OR) Society. Philip has played a leadership role in research teams on Digital Business, with a specific focus on financial services. His work has been published in leading journals in the information systems field including the European Journal of Information Systems (EJIS), Journal of Strategic Information Systems (JSIS) and Information Technology and People (IT&P).

10.00am **Novel Approaches to Money**

Learn how Bitcoin and Blockchain will impact tomorrow's ultra-connected and decentralised world of technology, business and society. We are now sitting at the cutting edge of mass transformation while redefining sectors that seemed untouchable for decades. Is Bitcoin and blockchain the rise or fall of the digital economy and is this a novel approach to new money? Learn how other novel approaches challenge the circulation of money creating opportunities for options beyond the national currency!



MODERATOR: Ms. Frances Coppola, Financial Journalist - UK

Frances Coppola is the author of the *Coppola Comment* finance and economics blog, which has been cited in the *Financial Times*, *The Economist*, *The Wall Street Journal*, *The New York Times* and *The Guardian*. Coppola is a contributor to the *FT's Exchange Blog* and *Forbes Magazine*, and a frequent commentator on financial matters for the BBC.



Cryptocurrency in Ireland's Tourism and Gaming Industries

Mr. Jamie McCormick, McCormick Advanced Marcomm/Bitcoin Marketing Team - IRELAND

Jamie worked for over a decade in the Irish games industry, working in a marketing, communications and business roles across companies including Gamesworld (now GameStop), Demonware, Xbox Live Gaming Centre, Jolt Online Gaming and GALA Networks Europe (now Webzen). He also conducted extensive research on the Irish games industry. He formed McCormick Advanced Marcomm Services in 2013, to provide marketing agency services to Irish and international clients in games, apps, e-commerce and bitcoin sectors, and to develop the Chrysalis Marketing Middleware Engine. He set up the specialist Bitcoin Marketing Team Agency in 2014, and is also editor of BitcoinIreland.com. He is also a Games Entrepreneurship lecturer in Dublin Institute of Technology, and is a mentor with Enterwise Ireland.



The Job Board for Digital Currency

Mr. Dan Roseman, Founder, Coinality.com - USA

When Dan Roseman discovered Bitcoin in early 2013, it was love at first sight. He began consuming as much bitcoin information as possible and launched Coinality.com in September 2013. He has also organized four Bitcoin Job Fairs in Los Angeles, Silicon Valley, and NYC. Dan started working in the bitcoin space full-time in late 2013 when he left his day job to work for Coinbase, where he is currently a Regulatory Compliance Investigator.

11.00am **REFRESHMENTS & NETWORKING**

11.30am **Asset Backed Digital Currencies, Gold and Precious Metals**

A digital currency backed by gold. Creators claim that it is an alternative to bitcoin's volatility, while critics assert that the new currency lacks decentralization. The creation of asset-backed virtual currencies is an important milestone in the evolution of digital currencies. This session examines access to the gold bullion markets for retailers and explores a new kind of wealth-management that provides an alternative to the regulated financial services industry.



MODERATOR: Prof. Brian Lucey, Professor of Finance, Trinity College Dublin - IRELAND
Professor of Finance at Trinity College Dublin. 20 years' experience as an academic, previous experience as a Central Bank economist, civil servant and entrepreneur.
Specialties: financial analysis, economic analysis, pedagogy, teaching, education.



Macro Debt and Finance

Ms. Frances Coppola, Financial Journalist - UK

Frances Coppola is the author of the *Coppola Comment* finance and economics blog, which has been cited in the *Financial Times*, *The Economist*, *The Wall Street Journal*, *The New York Times* and *The Guardian*. Coppola is a contributor to the *FT's Exchange Blog* and *Forbes Magazine*, and a frequent commentator on financial matters for the BBC.



Future Money

Dr. Fergal O'Connor, Senior Lecturer, Financial Economics, York St. John Business School - UK

Fergal O'Connor is a Senior Lecturer in Financial Economics in York St. John Business School. He was the London Bullion Market Association (LBMA) Bursary award holder for the study of the economics and finance of the precious metals market from 2011-15. His research and publications focus on issues around the financial economics of precious metals and mining. He is a regular contributor to *The Alchemist*, a quarterly precious metals market journal and other news outlets such as the BBC. He runs a blog on precious metals research with Prof. Brian Lucey with over 16,000 followers. He previously lectured in University College Cork and the University of Central Lancashire. Before joining academia he worked in a number of consultancy roles, working for government departments and SMEs in Ireland.



Gold and Gold Standard

Mr. Mark O'Byrne, Founder of GoldCore - IRELAND

Mark O'Byrne is the Research Director of international gold broker, GoldCore, which he founded in 2003. He contributes to media internationally including Bloomberg, CNBC, Reuters, Wall Street Journal, the FT, RTE, etc. regarding the financial system, global economy and the importance of diversification and oil gold in investment, pensions and savings portfolios. GoldCore won the Moneywise Financial Analyst of 2006 when they correctly warned of the coming property crash and global financial crisis. Mark has a BA in History and Greek and Roman Civilisation which gives him a historical perspective with which to view the events of today.



Cryptocurrency & Crowdfunding

Ms. Jan Skoyles, CEO, The Real Asset Company - UK

Jan Skoyles is CEO at The Real Asset Company, a platform for secure and efficient gold investment. In the last year the company have been working closely with the FinTech industry to develop new ways to give retail investors access to gold and its monetary capabilities. In January 2015 The Real Asset Company launched the world's first gold blockchain offering. Jan's work and views are now featured on a range of sites including Kitco, GATA and The Telegraph. She has appeared on news channels including the BBC, RT and Al Jazeera to discuss the gold market and financial technology.

1.00pm **LUNCH** **Book Launch of 'Essay on the Nature of Trade in General' by Richard Cantillon**



Edited and with an Introduction by Antoin E. Murphy

Antoin E. Murphy is a retired professor and fellow emeritus of Trinity College Dublin. He wrote the first biography of the Irish economist, Richard Cantillon, published by Oxford University Press (*Richard Cantillon, Entrepreneur and Economist*) in 1986. More recently he translated and edited Richard Cantillon's *Essay on the Nature of Trade in General*, published by the Liberty Fund in 2015. He co-authored with Donal Donovan *The Rise and Fall of the Celtic Tiger Ireland* and the *Euro Debt Crisis* in 2013.

2.00pm **Policy and Trends in the Financial Landscape**

Cryptocurrencies such as bitcoin and the underlying blockchain technology have generated much interest and debate. In addition it has captured the attention of policy makers and regulators, lawmakers, businessman and entrepreneurs. Hear what the experts have to say.



MODERATOR: Ms. Fiona Stack, General Manager, Radio Kerry - IRELAND

Fiona Stack is General Manager of Radio Kerry. She began her career as a journalist with the station and then became News Editor. She then took up a position as communications and community relations specialist with Intel Ireland, before joining *NewsTalk* as station editor for 3 years. During that time *NewsTalk* was named Radio Station of the Year at the PPI Radio Awards in 2004. She returned to Radio Kerry, named Local Radio Station of the Year on 4 occasions, as General Manager in 2005. Radio Kerry also owns Shannonside/Northern Sound Radio. Fiona was presented with the Outstanding Achievement Award at the 2012 PPI Radio Awards, previous recipients include Gay Byrne and Marian Finucane. She is a board member and former chairperson of Learning Waves and a board member of Nurture Entrepreneurs.



Entrepreneurial Forces in Banking

Mr. David McWilliams, Economic Commentator and Professor at Trinity College Dublin - IRELAND

David McWilliams is one of Ireland's leading economic commentators and was the first economist to identify the Irish boom as nothing more than a credit bubble, warning of its collapse and the consequences for the country. He is a writer, journalist, lecturer, broadcaster and documentary maker and has written four bestsellers, he writes two economics columns a week in the Irish newspapers.



Fact or Fiction: Financial Policy

Mr. Mick McAteer, Director, The Financial Inclusion Centre - UK

Mick McAteer is a consumer advocate with long experience of representing consumers at UK and EU level, and highest level regulatory experience. He is founder and co-director of The Financial Inclusion Centre, a UK not-for-profit research group (www.inclusioncentre.org.uk). The Centre's mission is to promote financial markets that work for society, not the law. He is chair of the European Commission's Financial Services User Group (FSUG), member of the European Securities and Markets Authority (ESMA) Financial Innovation Working Group, a board member of the CARITAS (Westminster) Advisory Board, a board member of ShareAction (the movement for Responsible Investment), board member of charity ZKC, and member of the Registry Trust Consumer Panel. He was a board member of the UK Financial Conduct Authority (FCA)/ Financial Services Authority (FSA) for six years until the end of 2015. He was chair of the FCA's External Risk and Strategy Committee, and was on the FCA's Oversight Committee and Audit Committee. Previously, Mick was Principal Policy Adviser at Which? (the largest consumer group in Europe, formerly known as Consumers' Association) and formulated the organisation's policy on financial services.



Macro Entrepreneurial Issues

Michael Taft, UNITE The Trade Union - IRELAND

Research Officer, Unite the Union and author of the political economy blog, *Unite's Notes on the Front*. Member of the *Tasc Economists' Network*.