



Mission-based Performance Compact

between

Institute of Technology, Blanchardstown

and

The Higher Education Authority

Date: February 2014



Context

This Compact is an agreement between the Higher Education Authority and Institute of Technology, Blanchardstown and is the outcome of a process of strategic dialogue between the two bodies.

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

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

The Compact recognises that Institute of Technology, Blanchardstown is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

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

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

By detailing HEA funding commitments and reciprocal Institute of Technology, Blanchardstown commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Institute of Technology, Blanchardstown agree that this Compact will be published.

The principles of State funding support

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

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

Contents

	Page
1. Establishment of the Compact	4
Provides for the establishment of the Compact and its term, and for the Higher Education Authority to inform Institute of Technology, Blanchardstown of any actual or prospective changes to policy.	
2. Performance Funding Framework	5
Sets out the Performance Funding Framework within which the HEA will allocate performance funding to Institute of Technology, Blanchardstown.	
3. Mission and Strategy Statement	6
Includes a statement of Institute of Technology, Blanchardstown's mission and strategy.	
The Institute of Technology, Blanchardstown also agrees to inform the Higher Education Authority of changes to its mission and profile.	
4. Current and Planned Profile	8
Contains the current profile 2010/11 (as supplied by the HEA) and the planned profile 2016/17 completed by the Institute of Technology, Blanchardstown.	
5. Development Plans and Objectives	9
Sets out Institute of Technology, Blanchardstown's development plans and objectives using standardised templates. These development plans / objectives <i>must</i> be taken from the institution's own properly formulated strategic plan. The quality of the institution's strategic planning process will be evaluated.	
6. Annual Compliance Statement	37
As the strategic dialogue process develops, the HEA will take into account ongoing compliance of institutions.	
Where significant or urgent compliance issues arise, they will be discussed as part of the strategic dialogue in 2013.	
7. Performance Funding	38
Performance funding allocated in first cycle	
8. Agreement	39
Contains confirmation of the agreement between the HEA and Institute of Technology, Blanchardstown, to be signed upon conclusion of the strategic dialogue process.	
Appendices	40
Includes additional material supplied by Institute of Technology, Blanchardstown, including details of how objectives might be objectively verified.	

1. Establishment of the Compact

The Higher Education Authority and Institute of Technology, Blanchardstown agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

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

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

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

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

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

As a condition of Performance Funding, in accordance with this agreement, Institute of Technology, Blanchardstown must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Institute of Technology, Blanchardstown.

3 Mission and Strategy Statement

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

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

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

Enter your mission and strategy statement here.

ITB Mission

ITB is a human community clear about its purpose and sharing a deep commitment to widening participation in education and serving the needs of the people of Dublin north-west and beyond.

As a community, we want to make a difference in people's lives and we believe we can. We offer opportunity and trust in the capacity of people to develop their potential through education and training. Building on strengths, paying attention to relationships and helping people to find and do what energises them is an essential part what we are about.

Underpinning ITB's purpose is our belief in the capacity of people to develop their potential through education and training. We aspire to realise the potential of:

- **Students** – through the excellence of our teaching and backup support services and, though our core value of placing the needs of our student first;
- **Staff** – by providing rewarding careers in a positive and diverse working environment;
- **Employers** – by producing high-quality graduates and by providing research and training relevant to employers' needs; and
- **Local community** – by providing learning opportunities.

ITB – Values

See Appendix 8.

Our Vision

Our vision is that by 2014, the formation of the Dublin Technological University will be at an advanced stage and ITB, while still autonomous, will be providing high quality education in deep collaboration with **DIT** and **IT Tallaght**. From this, ITB will develop a growing community of successful graduates who make vital contributions to the economic, cultural and social wellbeing of the societies in which they live and work.

Strategic Objectives

Each of the ITB Strategic Objectives is supported by a Guiding Approach and Indicative Action set. The complete **ITB Strategic Plan** is contained in **Appendix 8**.

Mapping of the Six ITB Strategic Objectives to HEA Performance Compact Strategic Domains

	ITB Strategic Objective (Ref. Appendix 8)	Related HEA Performance Compact Strategic Domains
1	Strengthen ITB as a vital resource for north-west Dublin and its environs within the broader alliance of DTU.	Regional clusters. Enhanced engagement with enterprise.
2	Continue to grow our student community while retaining its current diversity.	Participation, equal access and lifelong learning. Enhanced internationalisation.
3	Further develop our model of teaching and learning – same high standards, new styles and methods.	Excellent teaching and learning and quality of student experience (mode of provision). Participation, equal access and lifelong learning.
4	Extract the maximum benefit from our resources to meet the vision of DTU.	High quality, internationally competitive research.
5	Create opportunities to relate, connect and develop our capabilities.	Enhanced engagement with enterprise. Enhanced internationalisation.
6	Be part of the formation of a new technological university for Dublin (DTU).	Enhanced internationalisation. Institute consolidation.

3.1 Changes to the mission and strategy statement

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

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

4. Current and Planned Profile

The following pages contain:

- Institute of Technology, Blanchardstown's current profile 2010/11 (as supplied by the HEA); and
- Institute of Technology, Blanchardstown's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

Preamble

ITB has taken the 6 strategic objectives in its Strategic Plan (See Appendix 8) and mapped them against the HEA format as required.

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

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

Regional clusters: strategy summary

ITB is part of a Regional Cluster comprised of the following HE providers:

1. DIT;
2. IT Tallaght;
3. NUIM;
4. Athlone IT;
5. DCU;
6. Dundalk IT;
7. RCSI;
8. NCI;
9. (St. Patricks Drumcondra, All Hallows Mater Dei and Church of Ireland College of Education incorporated into DCU.)

Ref. Document from HEA (HEA attachment to email from MM on 15.01.2013)

Regional Engagement and Regional Clusters

As a fully integrated partner of DTU, ITB will address the factors that can restrict regional engagement by HEIs. In this context, ITB will work actively in supporting the advancement of the Dublin region, through a range of initiatives, including key involvement in regional clusters such as:

- Continuing contribution to the objectives of the Creative Dublin Alliance¹;
- The newly funded Dublin Region Innovation Consortium (DRIC)².

¹ <http://www.creativedublinalliance.ie/creative-dublin-alliance-members/>

² DRIC is a consortium comprising DIT, ITB, ITT, Institute of Art, Design & Technology, Dun Laoghaire and National College of Ireland focused on enhancing technology transfer activities in the Dublin region.

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- Dublin Regional Higher Education Alliance (DRHEA)³10 strengthening the region's higher education sector;
 - The Green Way⁴ – developing an internationally recognised clean-tech corridor in the heart of the region;
 - The Global City Innovation Initiative, a collaboration with Trinity College Dublin and Dublin City Council for the co-production of knowledge through teaching, research and discovery;
 - Formal arrangements with FETAC colleges in the region to support transfer and progression pathways;
 - Build Up Skills, an EU initiative to assist Ireland in achieving sustainable policy objectives;
 - Continued enhancement of existing partnerships with professional bodies such as; Engineers Ireland, IBEC, Marketing Institute of Ireland, Society of Chartered Surveyors, the Royal Institute of the Architects of Ireland and the Association of Optometrists Ireland.

The development of future collaboration activity will build on the strong record of the partners in actively engaging with the relevant local authorities: Dublin City Council, Fingal County Council and South Dublin County Council.

As part of DTU, ITB will build on existing experience – seeking practical cooperation with other higher education institutions and organisations in the region, drawing on aspects of the well-established 'CONNECT' model of University of California San Diego⁵, and so playing a major role in supporting the development of Dublin as a significant region of knowledge.

By working collaboratively to support the creation, growth and capacity building of leading edge organisations and interaction with the wider community, DTU will be an enabler for economic renewal, sustainability and social development.

ITB as part of DTU will complement and proactively work with the four existing universities in Dublin and match the leaders amongst relevant peer institutions globally (e.g. Universitat Politècnica de Catalunya, Barcelona; Ryerson University, Toronto; RMIT University, Melbourne,) in delivering strong technological education to sustain Dublin as an internationally recognised 'region of knowledge'.

³ DRHEA (<http://www.drhea.ie>)

⁴ www.thegreenway.ie

⁵ www.connect.org/about

Regional clusters:

Institution objectives and performance indicators

Note: Given that the members of the **Regional Cluster** have not met, the following are some indicative objectives.

- Engage in regional cluster to assist in:
 - Academic planning,
 - Coordinated approach to transfer and progression pathways,
 - Coordinated regional approach to enterprise, community and regional development
 - Enable shared services and facilities
 - Shared and coordinated approach to presentation of the region
- Continuing contribution to the objectives of the Creative Dublin Alliance (DTU 3.4 – p 7).
- Formal arrangements with FETAC colleges in the region to support transfer and progression pathways (DTU 3.4 – p 7)
- ITB as part of DTU will align institutional strategy to regional priorities with stakeholders in promoting and supporting economic and social progress. (DTU 3.4 – p 7)
- ITB as part of DTU will build on existing experience; seek practical cooperation with other higher education institutions and organisations in the region to play a major role in supporting the development of Dublin as a significant region of knowledge. (DTU 3.4 – p 7)
- Provide appropriate higher education choices for a diverse population (DTU 3.1 – p 5)
- Shared, coordinated academic planning (Ref. HEA Performance Compact Guidelines 3.4)
- Regionally coordinated approach to transfer and progression pathways. (Ref. HEA Performance Compact Guidelines 3.4)
- Coordinated regional approach to enterprise and the community and to regional development (Ref. HEA Performance Compact Guidelines 3.4)
- Shared services and facilities, including harmonisation of systems and processes where this could add value or enable further collaboration at a later stage (Ref. HEA Performance Compact Guidelines 3.4)
- Shared and coordinated approach to the presentation and promotion of the region internationally. (Ref. HEA Performance Compact Guidelines 3.4)

Institution objective	To be an active participant, through the Dublin Technological University Alliance (DTUA), in the Dublin/Leinster Pillar II cluster, so as to enhance ITB's contribution to Dublin's regional development.
Performance indicator	Number of active collaborative initiatives
Baseline	Four initiatives, namely:- DRHEA, GreenWay, the Global City Innovation Initiative and the Creative Dublin Alliance.
Interim target, end 2014	Maintain current engagements
Interim target, end 2015	Maintain current engagements

Final target, end 2016	Maintain current engagements Plus engagement in 1 new active cluster-wide collaborative initiative
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Institution objective:

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of **Institute of Technology, Blanchardstown's** strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

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

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

Participation, equal access and lifelong learning: strategy summary

Strengthen our reach in education through further diversity and growth

In Dublin 15 and its environs demographic changes indicate a significant future increase in demand for third-level education. In the population as a whole there is a greater desire to engage in lifelong learning. This is driven by economic and social factors. Our focus must be on meeting these aspirations by providing innovative and flexible possibilities in education.

We plan to increase our student numbers by targeting:

- Schools in the catchment area of the Institute;
- People in the workforce/industry who wish to up-skill;
- Job-seekers who need to re-skill;
- People previously unable to participate in third-level education;
- International students;
- Graduates.

Given the competitive environment, the presentation, design and marketing of the Institute and its programmes will be critical.

Achieving growth without compromising on quality will present a challenge. Constraints on finance, staffing and physical infrastructure will all have to be considered. We will need to be innovative in how we provide education and in how we use our resources to do this.

Strategic Objectives

In pursuit of an economically viable and diverse student population we will:

- Achieve a steady rate of growth in student numbers on the ITB campus of DTU;
 - In partnership with others, achieve a mix of new admissions among school leavers, job seekers, industry, international and graduates in the DTU catchment area;
 - Taking into consideration the particular social and economic challenges of our student cohort, achieve a year-on-year increase in overall student retention rates by responding to the particular challenges of our student cohort. In particular, we will address the mode of delivery of the first year of academic programmes and the provision of universal supports targeted to the needs of individuals;
 - Embrace the principles of universal design in support services and the learning
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environment;

- Maintain our strategic intent as outlined in our admissions policy⁶ to admit non-standard students including mature students, students from socio-economically disadvantaged backgrounds and students with special circumstances, including disabilities.
 - Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels;
 - Increasing numbers of international students in partnership with third level providers in India, China, Canada, Brazil and Malaysia and other countries;
 - Implementing recommendations arising from the work of the Transition to Higher Education group in ITB (first year experience);
 - Incorporating the principles of universal design into programme and services design and delivery;
 - Provide staff development activities and resources to:
 - Build the necessary skills to: manage the diversity of our student population more effectively;
 - Develop our knowledge and skill relating to universal design;
 - Develop an awareness and understanding of the nature and scope of research as it applies to the Institute.
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<http://www.itb.ie/AboutITB/QualityAssurancePolicies/3AD08%20%20Admissions%20policy%20%2020%20January%202010.pdf>

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Increasing our use of flexible modes of delivery, including on-line and blended approaches at all levels (7.2.1).
	Performance indicator	Number of modules on programmes supported by Moodle.
	Baseline	
	Interim target, end 2014	At least 1 module in 60% of programmes.
	Interim target, end 2015	At least 1 module in 70% of programmes.
	Final target, end 2016	At least 1 module in 80% of programmes.
2.	Institution objective	Achieve a steady rate of growth in student numbers on the ITB campus of DTU (7.1.3 amended).
	Performance indicator	Increase in student numbers.
	Baseline	3313 (2012 – 2013).
	Interim target, end 2014	3412
	Interim target, end 2015	3821
	Final target, end 2016	4144
3.	Institution objective	Achieve a year-on-year increase in overall student retention rates (7.1.5).
	Performance indicator	Registration : completion ratio.
	Baseline	64% (2012)
	Interim target, end 2014	65%
	Interim target, end 2015	67%
	Final target, end 2016	69%
4.	Institution objective	Integrate student feedback into teaching and learning strategy (8.2.10 related).
	Performance indicator	Course boards analyse student survey results and assess necessity for change.
	Baseline	Existing policy for consideration of student feedback by course boards and student membership of course boards.

Interim target, end 2014	Submit analysis of data from Irish National Students Survey 2013 to course boards. Select 3 programmes as pilots programme for systematic analysis and change implementation.
Interim target, end 2015	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change implementation.
Final target, end 2016	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

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

Excellent teaching and learning and quality of the student experience: strategy summary

Further develop our model of teaching and learning – same high standards, new styles and methods (Ref. ITB Strategy p. 12)

As an academic institution we are committed to excellence in education. The Institute recognises that we must offer greater flexibility in the content and delivery of programmes.

Developing a reputation for learner-centred excellence in teaching and in parallel, maximising the flexibility of modular course design and the system of accumulation of credits will be important. Organisational agility, responsiveness to the needs of students from a range of educational and employment backgrounds, and quality of teaching and support will be key requirements.

A culture of continuous review, improvement and service in all areas will be necessary. The retention of Delegation of Authority will provide a framework for meeting these challenges. Supporting and encouraging excellence in teaching practices and methodologies is vital, as is flexible programme design and delivery across all programmes.

ITB must also build on its emerging strengths in applied research, development and innovation. Strength in these areas will be essential to developing the teaching capability of academic staff, to enhancing their capacity to nurture creative and innovative minds, and to the maintenance of relevant and stimulating curricula.

Our competitive advantage will come from *how* we provide education. It will be embedded in the relationship between student and staff member. Maintaining a culture that enables and supports this relationship will require ongoing attention.

Strategic Objectives

In further developing our model of teaching and learning, we will:

- Be agile and responsive to the diverse needs of our targeted learners while paying special attention those making the transition into third-level education;
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- Actively identify, develop, promote and apply pedagogical best practice;
 - Embrace the principles of universal design in the learning environment;
 - Attain a culture of quality and continuous improvement that is characterised by responsiveness to feedback from students and other stakeholders;
 - Ensure that staff are actively involved in research, development, scholarship and innovation;
 - Enhance our technical capability to support the virtual campus and align the physical campus with this;
 - Provide enhanced learning opportunities for all our people working in ITB;
 - In conjunction with our DTU partners, introducing new and innovative models of post-graduate education to include professional masters and doctoral programmes;
 - Increase student voice within the Institute;
 - Undertaking the measures needed to achieve flexibility in student learning, including advancement of innovative teaching models.

For ITB, internationalisation is a key feature of within the DTU offering. All programmes will be designed to promote multi-cultural awareness; provide a global perspective to the operations of the industry sectors and the specific discipline which the student is studying; and provide opportunities to students to learn and discover in an international context, enhancing their abilities to be effective global citizens and sought-after employees and leaders.

A hallmark of ITB as one of the DTU partners is an innovative approach to meeting teaching and learning needs of diverse student cohorts. DTU's strengths will be enhanced, congruent with the needs of a new time and a new context, attracting individuals aspiring to be 'new' professionals. Universal design of curricula will be a feature of DTU in meeting its existing and future learning needs to accommodate and support DTU's mixed population. Our approach to teaching and learning will be characterised by un-anchored pace and place and will explore new models of interaction between learners, staff and employers. There will be an emphasis on education for the community, in the community and by the community. Our learners will occupy different spaces at different times – sometimes physical, sometimes virtual.

Our general approach to teaching and learning will consist of four elements:

- Preparation and empowerment;
- Discovery and opportunity;
- Practice and application;
- Consolidation and reflection.

There will be an increased emphasis on preparation and empowerment to remove obstacles that might inhibit student success.

Learner pathways into and from our programmes will be simple and clear, with multiple entry and exit points across Levels 6 to 10 and staff readily accessible to advise on these. Links with further education colleges are already established and will be further enhanced. Common first years and 365 day x 24 hour delivery will open up choice where appropriate.

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	Incorporating multiple modes of delivery into all programme design (8.2.3).
	Performance indicator	Number of modules on programmes supported by Moodle.
	Baseline	
	Interim target, end 2014	At least 1 module in 60% of programmes.
	Interim target, end 2015	At least 1 module in 70% of programmes.
	Final target, end 2016	At least 1 module in 80% of programmes.
2.	Institution objective	Develop an effective student feedback on line mechanism (8.2.10).
	Performance indicator	Course boards analyse Irish National Student ⁷ survey results and assess necessity for change.
	Baseline	Existing policy for consideration of student feedback by course boards and student membership of course boards.
	Interim target, end 2014	Submit analysis of data from Irish National Students Survey 2013 to course boards. Select 3 programmes as pilots programme for systematic analysis and change implementation.
	Interim target, end 2015	Submit analysis of data from Irish National Students Survey 2014 to course boards. Select 3 additional programmes for systematic analysis and change implementation.
	Final target, end 2016	Submit analysis of data from Irish National Students Survey 2015 to course boards. Ensure systematic analysis change implementation.
3.	Institution objective	Contributing to the development of the teaching profession by putting methods in place to disseminate whatever good practice exists across ITB and giving those who have been really innovative, visibility and a platform for their work (8.2.5).
	Performance indicator	Publicise relevant material.
	Baseline	First publication of Teaching and Learning Innovations report in 2012.

⁷ <http://studentsurvey.ie/wordpress/>

Interim target, end 2014	Continue to publicise relevant material the Teaching and Learning Innovations report in relation to ITB.
Interim target, end 2015	Continue to publicise relevant material in the Teaching and Learning Innovations report in relation to ITB.
Final target, end 2016	Publicise relevant material in relation to DTU.

4.	Institution objective	ITB benchmarking itself against relevant peers in other countries (Ref. HEA Performance Compact Guidelines 3.6).
	Performance indicator	Participation in International U-Map ⁸ and U-Multirank ⁹ systems.
	Baseline	
	Interim target, end 2014	
	Interim target, end 2015	Full participation in U-Map.
	Final target, end 2016	Full participation in U-Multirank.

5.	Institution objective	Training staff professionally (Ref. HEA Performance Compact Guidelines 3.6).
	Performance indicator	Number of development days per staff member.
	Baseline	2012: 2 days per person per year
	Interim target, end 2014	2.5 days per person per year
	Interim target, end 2015	3 days per person per year
	Final target, end 2016	3 days per person per year

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

⁸ <http://www.u-map.eu/>

⁹ <http://www.umultirank.org/>

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

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

High quality, internationally competitive research and innovation: strategy summary

The ITB strategy places a renewed emphasis on teaching, and specifically teaching kept up to date and relevant through scholarship, research and professional development.

ITB must also build on its emerging strengths in applied research, development and innovation. This will involve:

- Ensuring that staff are actively involved in research, development, scholarship and innovation (8.1.5);
- In collaboration with the DTU Alliance, fostering and developing teaching excellence, supported by research in pedagogy and education (8.2.4);
- Stimulating research, development and innovation activity with strong links to industry and the public sector (9.1.5);
- Undertaking collaborative initiatives in applied research, training, and consultancy with industry stakeholders – for example, undertaking research under the auspices of DTU to identify how we can best meet the needs of SMEs (9.2.3).

ITB/ DTU Distinctive Approach to Research (Ref. DTU Proposal Section 5)

DTU aims to be an important source of research and discovery that advances human knowledge and makes a real impact on people's life experience while underpinning teaching and learning at all levels. DTU is committed to undertaking research which is strategically important, internationally benchmarked and enhances Dublin's role as Ireland's global gateway.

DTU will pursue use-inspired, goal-oriented research and discovery that contributes to human knowledge and well-being leading to commercial and societal impact and benefit. On all three campuses, the research community will work side-by-side with industrial and other collaborators. The aim is to bring together state-of-the-art thinking and cross-disciplinary hands-on practice to initiate a paradigm shift in education and research in Ireland. To this end, DTU will create a research environment that will be unique in Ireland, co-locating researchers and research students with knowledge professionals, end-users and entrepreneurs. The research agenda will develop innovative solutions for next generation problems, translating the research into new and improved products, processes and policies. A current example of such an approach is EHSI, the Environmental Health Sciences Institute, funded by the Programme for Research in Third-level Institutions (PRTLII), a partnership led by

DIT with the Health Services Executive, Dublin City Council, Dublin City University (DCU), University of Ulster (UU) and the Institute for Public Health in Ireland.

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.

Institution objective	Stimulate research, development and innovation activity with strong links to industry and the public sector (9.1.5).										
Performance indicator	<table><tr><td>Number of research students</td></tr><tr><td>Research and technology transfer: number of innovation vouchers awarded</td></tr><tr><td>Research and technology transfer: number of invention disclosures</td></tr><tr><td>Enterprise: Number of companies supported through New Frontiers</td></tr><tr><td>Enterprise: Number of companies supported through the LINC</td></tr></table>	Number of research students	Research and technology transfer: number of innovation vouchers awarded	Research and technology transfer: number of invention disclosures	Enterprise: Number of companies supported through New Frontiers	Enterprise: Number of companies supported through the LINC					
Number of research students											
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Baseline 2012:	<table><tr><td>Number of research students</td><td>12</td></tr><tr><td>Research and technology transfer: number of innovation vouchers awarded</td><td>8</td></tr><tr><td>Research and technology transfer: number of invention disclosures</td><td>2</td></tr><tr><td>Enterprise: number of companies supported through New Frontiers</td><td>37</td></tr><tr><td>Enterprise: number of companies supported through the LINC</td><td>65</td></tr></table>	Number of research students	12	Research and technology transfer: number of innovation vouchers awarded	8	Research and technology transfer: number of invention disclosures	2	Enterprise: number of companies supported through New Frontiers	37	Enterprise: number of companies supported through the LINC	65
Number of research students	12										
Research and technology transfer: number of innovation vouchers awarded	8										
Research and technology transfer: number of invention disclosures	2										
Enterprise: number of companies supported through New Frontiers	37										
Enterprise: number of companies supported through the LINC	65										

Interim target, end 2014

Number of research students	14
Research and technology transfer: number of innovation vouchers awarded	10
Research and technology transfer: number of invention disclosures	3
Enterprise: number of companies supported through New Frontiers	50
Enterprise: number of companies supported through the LINC	70

Interim target, end 2015

Number of research students	16
Research and technology transfer: number of Innovation vouchers awarded	12
Research and technology transfer: number of Invention disclosures	4
Enterprise: number of companies supported through New Frontiers	56
Enterprise: number of companies supported through the LINC	72

Final target, end 2016

Number of research students	16
Research and technology transfer: number of innovation vouchers awarded	15
Research and technology transfer: number of Invention disclosures	5
Enterprise: number of companies supported through New Frontiers	64
Enterprise: number of companies supported through the LINC	75

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

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

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

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

Engagement

ITB as part of DTU sees itself as being interdependent with, rather than separate and aloof from, its multiple stakeholders, and its approach to engagement will be informed by this principle. The quality and depth of engagement will be embedded as a university-wide defining characteristic of TU.

Student engagement is fundamental to optimally developing the potential of each student. Integrating the student into the life of the university and involving them in educationally relevant, beyond-class experiences is very important. In DTU our approach to student engagement will adhere to the following principles:

- Active learning;
- Supportive learning environments;
- Learning as a shared responsibility;
- Student involvement in academic quality assurance processes;
- Enriching educational experiences;
- Informed by DTU internal knowledge of capabilities;
- Involvement as part of community.

Engagement with the community and wider society will be embedded within DTU through building strong relationships. Capitalising on our existing strengths, the curriculum will incorporate course-based collaborative service-learning or community-based learning projects which will enrich learning and strengthen communities. DTU will become a focal point for its surrounding communities and will contribute to the direction of public policy.

DTU will continue to build targeted and structured relationships with key leading edge companies and organisations. The multi-faceted Corporate Partnership Network will be a coordinating mechanism in that regard and will help support the development of meaningful strategic relationships with multinationals, SMEs, indigenous organisations, agencies, professions and representative groups across a range of designated sectors.

**Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators**

1.	Institution objective	Develop diverse range of civic engagement community partners.	
	Performance indicator	Number of community partners involved.	
	Baseline	2012: 14 ¹⁰	
	Interim target, end 2014	20	
	Interim target, end 2015	20	
	Final target, end 2016	22	
2.	Institution objective	Develop capacity for community based research ¹¹ among civic engagement community partners and other community services.	
	Performance indicator	Number of community based research initiatives classified by academic staff ¹² and student modules ¹³ involved.	
	Baseline	2013 ¹⁴ :	
		Staff number	1
		Student modules	50
	Interim target, end 2014	Staff number	2
		Student modules	53
	Interim target, end 2015	Staff number	3
		Student modules	55

¹⁰ Based on staff responses to requests for information

¹¹ Community Based Research relates to primary research that is undertaken in collaboration with the community or community services. Alternatively, the work could be an analysis of community related data, which is already in existence, to assist in greater understanding of community challenges. An example of this would be the analysis of demographic data by electoral area in Dublin 15.

¹² Relates to staff teaching a module or supervising research for a dissertation or conducting their own research.

¹³ This is the sum of the products of modules offering a Community Based Research component and the respective number of students who engaged in such research related activity.

¹⁴ Based on staff responses to requests for information.

Final target, end 2016		
	Staff number	3
	Student modules	57

3.	Institution objective	Responsive to labour market and skills needs by systematically seeking feedback from employers on the value and relevance of graduates' skills; and by acting appropriately on such feedback (Ref. HEA Performance Compact Guidelines 3.8).
	Performance indicator	Compare programme learning outcomes with top three recommendations of National Employer Survey ¹⁵ .
	Baseline	Review most recent report.
	Interim target, end 2014	Course boards assess and report on implications of the most important finding in the National Employer Survey.
	Interim target, end 2015	Course boards assess and report on implications of the two most important findings in the National Employer Survey.
	Final target, end 2016	Course boards assess and report on implications of the three most important findings in the National Employer Survey.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

¹⁵ National Survey of Employers' Views on Higher Education, HEA 2012.

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to **enhanced internationalisation**.

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

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

Enhanced internationalisation: strategy summary

In partnership with others within the region, and in particular with consideration with our partner colleges in the DTU alliance, ITB will achieve a mix of new admissions among school leavers and job seekers, from industry, from other countries, and from graduates in the DTU catchment area. (Ref. ITB Strategy 7.1.4.). In particular ITB will increase numbers of international students in partnership with third-level providers in India, China, Canada, Brazil and Malaysia and other countries (Ref. ITB Strategy 7.2.2). This will also result in new approaches to generating revenue from alternative sources *and* will be critical as will cost reduction (Ref. ITB Strategy Section 10).

Internationalisation

Internationalisation is a key feature of the DTU offering. All programmes will be designed to promote multi-cultural awareness; provide a global perspective to the operations of the industry sectors and the specific discipline which the student is studying; and provide opportunities to students to learn and discover in an international context, enhancing their abilities to be effective global citizens and sought-after employees and leaders.

International Orientation

Ireland's economy is open and export-oriented. DTU recognises that, to make an impact nationally and internationally, its graduates will require attributes that enable them to build relationships internationally. Notwithstanding its Dublin location, the university's perspective therefore will be a global one and its activities and structures will reflect this.

Work to internationalise DTU will have both external and internal aspects. Externally, our approach will concentrate on six pillars of activity:

- Working with state agencies, other universities and higher education providers to make Dublin attractive as a city for international students;
- Working with Irish and foreign governments in higher education diplomacy;
- Increasing the engagement of international alumni in our priority regions of China, India, Malaysia, USA and Canada;
- Working with education providers overseas;
- Operating campuses overseas in association with international partners e.g. the Tourism College in Hainan, China;
- Fostering relationships with industry and business in countries where we are active, to include Irish organisations.

Internally, our efforts will concentrate on:

- Incorporating an international perspective into all programme design and re-design;
- Implementing policies that facilitate international engagement, and promote staff and student exchange programmes to increase international participation, exposure and experience;
- Providing international work placements and opportunities to volunteers overseas as part of DTU programmes;
- Ensuring an ethical approach to international students;
- Globalising both the physical and virtual dimensions of DTU.

Structurally, international activity will be coordinated and managed through a dedicated entity within the university itself.

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Increasing numbers of international students in partnership with third level providers in India, China, Canada, Brazil and Malaysia and other countries (7.2.2).
	Performance indicator	The proportion of students (expressed as %) who register for studies at ITB who are living outside Ireland.
	Baseline	In 2012: <1%
	Interim target, end 2014	2% of FTEs registered.
	Interim target, end 2015	4% of FTEs registered.
	Final target, end 2016	6% of FTEs registered.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Institute of Technology, Blanchardstown's strategy and chosen objectives in relation to **institutional consolidation**.

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

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

Institutional consolidation: strategy summary

As Ireland's only internationally competitive city region, Dublin's continued development is critical to the performance of the country as a whole. Higher education, recognised as being pivotal in reacquiring economic success and addressing societal issues, is a critical element in Dublin's and Ireland's development.

In recognising the role that higher education needs to play in the development of the Dublin region and the associated scope, quality and efficiency requirements, the Institute of Technology Blanchardstown (ITB) made a successful submission to Government in 2012 in respect of being a partner in the envisioned Dublin Technological University (DTU).

DTU will be brought into being by the convergence of Dublin Institute of Technology (DIT), Institute of Technology Tallaght (ITT) and Institute of Technology Blanchardstown (ITB), all three of whom already share this vision for higher education and have an agreed strategy for its implementation. Together the three partners will use their collective experiences, capabilities and resources to deliver higher education in a more efficient and equitable manner. The new DTU will be a unitary institution formed by the three partners seizing this unique opportunity to make real change. It will be a three-campus autonomous degree awarding university with critical mass, a strong online presence, and deeply embedded in all aspects of Dublin life.

The mission of DTU will be:

To make a real difference to Dublin and Ireland by providing practice-led, research-informed higher education of the highest quality for a new style of university graduate who is:

- Innovative, creative, entrepreneurial;
- Highly skilled, practical, and capable in an employment context;
- Technically and relationally competent to deal with uncertainty with confidence;
- Adaptive in complex and dynamic knowledge environments;
- An independent thinker, disruptive in a constructive way;
- Values-driven, active and ethical;
- A digitally literate global communicator;
- Able to engage continuously with learning.

The distinctive feature of the DTU mission is to make a real difference. As a provider of third and fourth level technological education, the university is committed to and will work closely

with enterprise, community and other partners. The University will be interdependent with rather than separate and aloof from its stakeholders. It will:

- Work with partners in designing and delivering both programmes and each student's wider educational experience;
- Include the provision of programmes in enterprise/community settings with widespread student and staff work placements;
- Foster the co-production of new knowledge through the co-location of university researchers with researchers in enterprise and the community to enhance research relevance;
- Be a leader in the commercialisation of research and venture creation for economic and social benefit to the region.

DTU will provide flexible education pathways for all, including those constrained by personal or professional circumstances, or economic or social disadvantage. Through its multi-campus locations, the University will provide multiple mode and flexible programme delivery with a choice of entry and exit points and a range of progression and transfer routes.

DTU will have an international role and a global perspective and will help make Dublin a preferred destination for international students. It will foster a culture of internationalisation, deliver an internationalised curriculum, and build on existing links with universities globally, fostering student and staff exchanges and collaborative research.

The governance of DTU will be characterised by autonomy balanced by transparency and accountability in the stewardship of public funds. Student representation will be a major part of the governance structure. New structures, roles and processes underpinned by a new HR system will be put in place. Consolidation of the three partners will enable enhanced efficiencies through a shared model of service delivery and rationalisation of programme provision.

The development of future collaboration activity will build on the strong record of the partners in actively engaging with the relevant local authorities: Dublin City Council, Fingal County Council and South Dublin County Council.

Leadership, Management and Governance

The University will have autonomous awarding powers to Level 10. Such autonomy balanced by transparency, accountability and stewardship of public funds will be the essential characteristics of governance in DTU. Its structural framework will comprise:

- The Board of Trustees, to be comprised of local and international trustees, will bear ultimate accountability for the University and its affairs. In recognition of the importance of graduate attributes, a convocation of alumni will survey and report annually to the Board of Trustees on this specific matter.
 - The Senate, will be responsible for upholding the academic standards and quality underpinning the University's awarding powers. Students, academic staff and management will each be afforded 33% representation.
 - The International Advisory Panel, consisting of advisers from peer institutions worldwide, will report directly to the Board of Trustees and will support the international work of the university.
 - Special Advisory Boards, reporting to the Executive Team, will bring external stakeholders to the centre of the University's governance arrangements. There will be multiple boards, each one bringing the perspective of a particular constituency into DTU.
 - The Executive Team, under the auspices of the University President, will discharge
-

executive leadership and management responsibilities.

DTU's structural requirements have yet to be established, but some principles have been determined which will underpin the eventual design. These include multi-campus delivery of programmes and services, where consistent with efficient use of resources and the creation of senior roles for activities of high institutional significance.

Services

Within DTU, attention will be given to both the technical and relational aspects of service provision. Given the diversity of learners, it is recognised that one size will not fit all. The model for learning in DTU will underpin the provision of learner services, physically and virtually. As a consequence, an integrated offering of academic and non-academic services will be provided.

Staff

A critical dependency in the realisation of the DTU vision will be the strategy adopted in relation to our staff. Along with new HR policies and practices, which we see as essential, more critical is the need for sufficient institutional autonomy to implement a new HR system tailored to the needs of a modern technological university. Examples of some elements of the HR system envisaged are:

- Equitable and flexible workloads centred on areas of individual expertise and interest;
- Recognition of excellence in areas such as teaching and learning, research and innovation and service provision;
- Maintenance of leading-edge technical knowledge and skills;
- An emphasis on staff taking responsibility for their own learning, whilst focusing on strengths;
- Contractual conditions and work practices that facilitate flexible delivery of programmes and services.

In creating DTU, it is intended that its ethos will value the professional experience and academic qualifications of all staff. To support this ethos, the HR system will have parity of esteem between teaching, research and engagement consistent with the nature of a technological university.

A second critical dependency is the change process deployed. We are mindful that to create a truly different type of educational institution in Dublin, the process by which it is created must itself be different. Therefore, considerable attention will be paid to the methodologies used, and in particular to involving in a meaningful way those likely to be impacted.

Consultation and negotiation with social partners will be an aspect of this. Such involvement, we believe, is the only sustainable means of achieving appropriate change while ensuring that necessary stability in all three institutes is maintained during the transition. The three institutes have already prepared a work plan to implement their vision for DTU. The plan has been underpinned by this approach. Appendix 3 provides further detail on our approach to the change process.

Finance

In a context of recent sharp reductions in State funding, we expect that in the medium to longer term, DTU will move incrementally towards a sustainable financial position, as it takes steps to reach the following objectives:

- Growth in student numbers across all campuses, to include 8% fee-paying international
-

students;

- Delivery of courses on a 52 week per year basis, physically or virtually, and related usage of campus facilities;
- Sharing of services on a collaborative basis across university campuses and with other public services bodies and streamlining of course provision throughout;
- Adoption of an appropriate funding model for Junior Music provision.

Conclusion

DTU's distinctive, rich contribution to higher education, enterprise and quality of life will help build the reputation of Dublin as one of the most exciting, creative cities in the world. Its graduates will be Ireland's new employers, innovators and skilled professionals. At the heart of its success will be DTU's capacity to engage others and bring about a real change in how higher education serves people and in how it addresses the major economic and social challenges facing our world.

Considerable progress has been made on the journey to creating a new technological university for Dublin. The preparation phase between 2011 and September 2013 involved much networking with staff of the three institutes to allow us to create a unified vision for a technological university for Dublin. This included scoping of the mission, vision and values of the new university, and identification of graduate and programme attributes. It involved specification of 8 broad areas that needed to be considered in detail to formulate a plan to create a technological university. Between September 2013 and February 2014, a detailed plan for the development of the technological university was created following an energetic investment of time and intellect by hundreds of staff of the three colleges working in many separate cross-institute teams. This plan currently involves over 300 separate activities that need to be completed on the journey to a unified and new university offering for the people of Dublin. These activities are now being consolidated into 10 separate major sets of activities to be addressed over the next two years. The implementation of this plan begins in February 2014. Progress is dependent on timing of activation of the Technological Universities Act, expected in summer 2014, but it is estimated that students may be registering on academic programmes of the new technological university in September 2016. One of the stepping stones on this journey to a technological university will be the amalgamation of the three current institutes into a single unified entity. This project will consume significant energy and will be our major strategic initiative for the next 2 years.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	Complete HEA process ¹⁶ (i.e. stages 1 to 3) for designation as a TU in partnership with DIT and IT Tallaght.
	Performance indicator	Establishment of a Dublin Technological University with formal designation, with DTU Alliance partners, DIT and ITT
	Baseline	In 2012: MOU in place Proposal to HEA regarding positioning within the HE landscape submitted and accepted by Minister Programme plan for DTU development in train.

¹⁶ [http://www.heai.ie/sites/default/files/report to minister - system configuration 2.0.pdf](http://www.heai.ie/sites/default/files/report%20to%20minister%20-%20system%20configuration%202.0.pdf)

Interim target, end 2014	<ul style="list-style-type: none"> • Detailed planning completed • Implementation of priority actions within DTU programme plan (to be finalised, but likely to include): <ul style="list-style-type: none"> ○ Establishment of a Curriculum Commission (to finalise audit of common provision, develop DTU programme characteristics, review pathways for DTU provision for Levels 6, 7 and 8) ○ Development and implementation of 1st Year Experience strategy ○ Establishment of joint Graduate Research School ○ Development and implementation of structured PhD programme ○ Delivery of joint technology transfer measures ○ Joint prospectus and entry in CAO handbook/website ○ Development and delivery of a joint internship programme ○ Joint marketing to international student markets ○ Finalise mapping of professional services functions; develop action plan and implement initial key actions ○ Scoping of DTU Digital Campus ○ Finalise a DTU financial model ○ Continue work with the multi-party forum to agree key actions to achieve a 'Workplace of the Future' ○ Agree and put in place a framework/structure for engagement with the collective DTUA student body <p>Amalgamation of DIT, ITB and ITT within a suitable legal vehicle in preparation for application for technological university designation</p>
Interim target, end 2015	
Final target, end 2016	<p>Implementation of priority actions within DTU programme plan</p> <p>Application for designation as a Technological University</p>

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Institute of Technology, Blanchardstown in the strategic dialogue process leading to this compact, performance funding of

€ 61,000

has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Institute of Technology, Blanchardstown agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Institute of Technology, Blanchardstown

Date:

Appendices

We (Institute of Technology, Blanchardstown) include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: ITB Strategy

Appendix 9: DTU/ TUD Proposal

Add more rows as necessary

Appendix 1: Regional clusters

See document 'Technological University of Dublin Alliance' Section 3, pp 4-7.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 14-15.

Appendix 2: Participation, equal access and lifelong learning

See document 'Technological University of Dublin Alliance' Section 4, pp 8-12.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 14-15.

Appendix 3: Excellent teaching and learning and quality of the student experience

See document 'Technological University of Dublin Alliance' Section 3, pp 8-13.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 11-12.

Appendix 4: High quality, internationally competitive research and innovation

See document 'Technological University of Dublin Alliance' Section 3, pp 8-13.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 11-12.

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

See document 'Technological University of Dublin Alliance' Section 6, pp 16-17.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 14-15.

Appendix 6: Enhanced internationalisation

See document 'Technological University of Dublin Alliance' Section 3, pp 17-18.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 10-11, 16-17.

Appendix 7: Institutional consolidation

See document 'Technological University of Dublin Alliance' Section 8, pp 19-20.

See document 'Strategic Plan (2012-2015) Forward Thinking Transformation with Continuity' pp 20-21.