Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	*Institute of Technology, Tralee*
Overview of institutional progress	*Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.* At the time of agreement of the compact, the institute had developed its strategic plan "A vision to 2021" while being considerate of the key system objectives as set out at a national level. Throughout the course of the delivery of this compact, the institute has been keenly focused on the strategic goal of "Sustainability and Growth". The strive towards this strategic goal has permeated the institute over the last number of years and has been a constant focus for the leadership and management team. The institute is satisfied with the progress made in this context with the emphasis on sustainability and growth continuing across the organisation as we move into MTU. On agreement of the final mission-based performance compact of the Institute of Technology, Tralee with the HEA in 2018, the institute was on the precipice of delivering what would arguably be identified as the most significant strategic objective since its foundation, the establishment of the Munster Technological University with our collaborative partners in CIT. The establishment of MTU would see the tangible delivery of a key objective of the National Strategy for Higher Education to 2030 and provide for the first Technological University outside of the capital city. With the assistance of the HEA through the landscape funding for higher education and through a comprehensive programme of transformation involving all of our key stakeholders, in February 2019 the MTU consortium made a formal application to the HEA. In March 2019, IT Tralee and CIT successfully completed the pre-evaluation audit by Deloitte of criteria for technological universities, as prescribes in the Technological Universities Act 2018. In May of 2019 the international panel of higher education experts visited the consortia and conducted a formal review. The findings of the international panel were considered by the Minister and his department when outlining conditions which were to be met by the MTU consortia before designation as a technological university could be finalised. Following additional detailed work, the MTU consortia formally responded to the Ministerial conditions, provided a substantial amount of additional information and evidence of progress and met with the review panel of the HEA. On the 26th of May 2020 official designation of the MTU was announced with a designation date set for Jan 1st 2021. The institute considers the successful delivery of this strategic goal as a monumental achievement. Throughout the preparation, application, audit and additional activity associated with achieving TU designation, IT Tralee and our partners in CIT have developed additional expertise in identifying appropriate measurements, data and supporting proposals with appropriate evidence. The Institute has learned throughout the process, identifying and addressing gaps in data provision while improving our methodologies in tracking and reporting on progress. Outlined below are self-evaluations with respect to the identified key system objectives, over the course of

	this compact and through the adoption of a designated performance tracking tool (Vi-Clarity) IT Tralee has been better positioned to track and report on the institute's progress with respect to the key performance indicators. The experience gained by IT Tralee throughout the various rounds and phases of the strategic dialogue process, development of compacts and the cross - institute self-evaluation, combined with the learnings of our partners in CIT will enable MTU to fully align with the future measurement of targeted goals.
Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.	

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

IT Tralee responds in an agile and flexible manner to the needs of employers. Irelands National Skills Strategy 2025 directs programme provision, in addition to engagement with organisations such as the Regional Skills Forum, Skillsnet, Apprenticeship Council and the work of the Expert Group for Future Skills Needs. All programmes at ITT are designed in consultation with relevant industry sectors, who are also involved in the programmes approval process ensuring that programme-learning outcomes are in line with industry needs. The efforts of ITT in terms of programme design and delivery are to ensure the institute makes every effort to future-proof the skill requirements of industry as well as meeting their immediate needs. In the areas of upskilling, ITT provides a growing number of programmes on-line, ensuring national reach and a delivery mechanism, which is compatible & complementary to employers, who require employees to be upskilled while minimising the impact on the work environment. All level 8 programmes include a mandatory credit-based work placement, further enhancing the work-readiness of the institute's graduates.

Strategic Priority 1a: **Sustainability and Growth**

i. Institution Strategic Initiative	Increase student numbers, attracting students from a diverse range of pathways.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
No. of programmes leading to minor awards on a part time or flexible basis **No. of students on programmes leading to minor awards on a part-time or flexible basis.**	17 programmes catering for 261 students studying on a part-time or flexible basis	Planning, design and programme validation were approved for 1 x Major Award (MA in Learning and Teaching), 2 x Minor Awards (Certificates in DevOps and System Administration) and 1 x special purpose award (Certificate in Artificial Intelligence) *Information on total number of programmes and number of students on these programmes leading to minor awards on a p/t or flexible basis was not provided.*	3 new minor/Special purpose awards and two major Awards across the Institute (flexible delivery format) Target by 2021 is +45%	12 new Minor/Special purpose award programmes with a total of 145 additional students (Total students in 2019/2020 was 501 vs. 2018/2019 total of 360 (of which 127 were new students) accounting for an increase of +14% increase on previous year. Total growth in new programmes over life of compact 2016/17 = 8 programmes 123 students 2017/2018 = 17 prog (12 new) 280 (248 new students) 2018/2019 = 17 prog (7 new) 360 (127 new students) 2019/2020 = 26 prog (12 new) 501 students (145 new students)

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* While full time programme delivery is a central tenant of IT Tralee's mission, over the course of this compact a strategic focus on increasing the Institute's lifelong learning programme offering, supported in no small part by the national Springboard + initiative has ensured that the institute has delivered upon its target of increasing on the minor/special purpose awards on offer as part of lifelong learning at IT Tralee. As we move into MTU there has been increased collaboration with our colleagues in Cork to ensure a comprehensive offering across the new university. The new minor and special purpose awards, developed and delivered over the term of this self-assessment have directly addressed the knowledge and skills requirement of our stakeholders. New Programmes 2019/2020: - Graduate Diploma in Bioeconomy with Business - LV9 - 20 - Cert in Development Operations LV8 - 11 - Certificate in Fitness Instruction Lv6 Min - 1 - Certificate in Personal Growth & Development- Lv6 Min - 1 - Cert in Comp Aided Engineering & Finite Element Analysis - 8 - Cert in AgriTech Development -LV07 SPA - 26 - Certificate in Artificial Intelligence LV8 - 18 - Certificate in Front Office Skills - 21 - Certificate in Sustainable Tourism Destination Management- Lv8 SPA - 10 - Certificate in Industry 4.0 & Industrial Internet of Things - 14 - Certificate in Irish Sign Language SP Lv6 - 11 - Single Module Lean UX - 4 Growth of the LLL offering has provided Springboard + places which were availed of, with the resulting financial input contributing to the continued sustainability of the Institute. *Data Source: SRS Report 1 March 2020 and Student Reporting from Banner.*	

Strategic Priority 1b: Teaching, Learning and Graduate Readiness

i.	**Institution Strategic Initiative**	**Enhancing the standard of teaching and learning through the implantation of the TLA&E Strategy 2017 – 2021 and leveraging work placement to facilitate graduate "work readiness" and to inform market led programmes**

		Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
ii.	**Key Performance Indicators**				

Percentage of ITT Level 7 and Level 8 programmes with a work placement of a minimum of one semester	In AY 2017/2018: • 21/69 level 7/8 programmes with students registered on a work placement module. • **Baseline = 30%**	• 43/81 level 7/8 programmes with students registered on a work placement module. • **53% achieved** (the target was 50%)	75% of programmes	100% All full-time Level 7 and Level 8 programmes have an embedded work placement of one semester as part of the programme.
Institute wide best practice work placement guidelines to be developed and rolled out across all Institute programmes	No set of work placement guidelines at Institute level. In 2017/18, 100% of programmes that contain a work placement module provide programme specific work placement guidelines.	Guidelines not yet complete. (the target was to roll out the placement best practice guidelines) As this is a guideline development activity, it is being influenced by ongoing collaborative policy development with CIT as part of the MTU project.	Update Placement Best Practice guidelines in light of feedback	Review of current work placement practices initiated. Due to the establishment of MTU this work will continue collectively as MTU Cork and Kerry are currently working on the development of the MTU best practice guidelines.
Minimum of 50% of final year projects to be directly linked to industry / community specific projects.	The total of students (Major Programmes) in their final year 2017/2018 is **718.** Baseline % of students undertaking final year projects that involved engagement with specific industry/community links was not provided.	Overall target of 50% achieved by all three Schools. Nearly 100 % of final year projects in Department in Biological and Pharmaceutical Sciences are focused on applied research that is directly relevant to industry/community. In the School of Business, the majority of 3$_{rd}$ or 4$_{th}$ year projects are linked to engagement with industry. In the School of Health and Social Sciences, 13% of total hours allocated to staff in the School are for working with communities, health service	Target: 35% of projects	Achieved - target met and exceeded in certain programmes. See appendix 1 - detail of final year projects to be directly linked to Industry/Community specific projects

		partners, industry, schools, etc. That includes staff hours for work placement, a percentage of hours for projects to reflect projects undertaken that are linked to external stakeholders.		
Number of students completing semester work placement per annum	Work-placement in 2015/2016 was defined as any industry engagement. Specific baseline for 2017/18 not provided.	2018/2019 academic period - a total of 659 students are registered on work placement modules. (target was 400 a year)	700 a year (stretched target)	Achieved - In 2019/2020 the total number of students registered on work placement: 707 students on full time programmes 100 students on minor, special purpose awards and single certification.
Develop Employability statements	Academic Departments do not currently possess official declarations of employability for their programmes.	Development of Employability Statements has been impacted by ongoing work in the MTU Project. As outlined in the MTU submission of February 2019 (Page 42), we have developed MTU Graduate Attributes. Employment statements are being considered as part of the MTU development process.	Develop Employability Statements for all programmes in 1 department in each of the 3 schools	**School of STEM:** Employability Statements have been developed for marketing of the programmes and also as part of the recent programmatic review process within the School. **School of Health and Social Science:** All HSS programmes have employability statements through 2019/2020 programmatic review. **School of Business Computing and Humanities:** Partially developed (progress 50%) As IT Tralee progress through programmes graduate profiles are being completed e.g. BA Retail Management, MSc Fintech Innovation are new programmes being developed and each have graduate

				profiles. BCH programmatic review was complete in 2017 and the next review is due in 2022.
Develop and roll out new apprenticeships in Culinary Arts	Designated national lead in development and roll out of new apprenticeships in culinary arts programmes (BA and MA)	Slow progress (Target was to roll out Culinary Arts to Tralee, Cork and Letterkenny IoTs). The joint initiative programme commenced in AY 2018/2019. In that year two colleges including ITT registered students at Level 7 of the BA in Culinary Arts. ITT had a total of 7 students complete the programme in that year (9 registered) and CIT had a total of 17 completing the year (23 registered) **Total no of colleges = 2** **Total achieved = 24 students.** 2018/19 Roll out of Culinary Apprenticeship Level 7 in CIT & ITT, CIT, AIT, TUD (Tallaght) LYIT, WIT GMIT, LIT all joined the culinary consortium steering group with the intention of rolling out the programme. However, there has been a slow uptake on apprenticeships due to a number of reasons, one being cited by industry partners is the lack of funding available to the apprentice when they are in college as with the	Roll out of the Culinary Arts programmes to further IoTs nationally	BA (Ord) & BA (Hons) complete. MA due for validation June 2021. IT Tralee (MTU) will continue to be the national coordinator.

		traditional apprenticeships.		
Develop and roll out new apprenticeships in upskilling for electricians. This programme will be linked to the roll-out of smart grids by the ESB.	New programme for development in 2020/2021	In AY20/21 we are forecasting an increase of 10 blocks (total 20) per year in the School of STEM. ITT will be depending on the release of the additional apprenticeship blocks. Over the course of this compact, the designation of MTU will require an MTU strategy on apprenticeships. MTU will adopt the current apprenticeship policy for both CIT and ITT of 'Adapt and Grow', as part of its ongoing strategic developments.	New programme for development in 2020/2021	This programme did not materialise. The school of STEM focused efforts on the Liebherr Apprenticeship Training programme and increasing the institute's numbers on existing apprenticeships such as C&J and Ag Mechanics. It is expected that IT Tralee would have an additional 4 existing apprenticeship blocks (16 students per block) and 30 WTE on the Liebherr Apprenticeship Training programme.
iii. **Interim targets, commentary and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31ˢᵗ August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* *Data Sources used in narrative and calculations = SRS Nov 2020, Viclarity Compliance Reporting (completed by Head of School)* Goal - Enhancing the standard of teaching and learning through the implantation of the TLA&E Strategy 2017 – 2021 and leveraging work placement to facilitate graduate "work readiness" and to inform market led programmes. Engagement with enterprise, community and employers is a default position of programme development and environmental scanning in IT Tralee. This directly contributes to the identification of skill and educational gaps which the marketplace is experiencing, the responsive nature of the institute ensures that any such gaps are addressed through revised or new programme offerings. The value of embedded work placement has been identified by the institute as a key contributor to "work readiness" in our graduates, at the end of this compact 100% All full-time Level 7 and Level 8 programmes have an embedded work placement of one semester as part of the programme. This has been achieved in the background of the Covid-19 pandemic where work placements took place within all of the required public health guidelines. This is testament to the completeness of the workplace co-ordination/supervision and the confidence of our partner employers.			

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

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

The objective under internationalisation was to increase student numbers & revenue to achieve the targets outlined below by the academic year 2021/2022 using 2015/2016 as base year. The benefits to the Institute in financial terms are considerable additionally, there are several other parallel benefits such as supporting the objective of making IT Tralee a multi-cultural learning and social environment to the benefit of the entire student body. Notable as well are the number of international students studying, programmes in areas on the Critical Skills Employment List, areas which have been identified by the Department of Enterprise, Trade and Employment's 'Expert Group on Future Skills Needs' delivering the regional and national skills requirements as part of the National Skills Strategy.

Strategic Priority 2a: **Sustainability and Growth**

i.	Institution Strategic Initiative	**Increase student numbers, attracting students from a divergent range of pathways and develop non-exchequer funded revenue streams with a focus on recruiting full fee-paying international students.**		
ii.	Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of Non-EU fee paying students		2017/18: 263 Non-EU Fee Paying Students	2018/2019 Non EU fee Paying Students (SRS 01/03/2019) **361** Non EU Fee Paying Students against target of 287. While the number has been exceeded and stretched targets may appear as the automatic default, global factors are likely to impact International student numbers.	295 Non-EU fee paying students	Achieved - The total Whole Time Equivalent international fee payment student number in AY 2019/2020 was 338. While the current global pandemic is likely to impact the institutes International Student numbers, IT Tralee continue to maintain & grow existing student recruitment channels and continue to explore and develop new channels.

Total income via non-Exchequer funded activities (Target to increase from 4.75% to 7% total income by 2021)	Year-ended 31/08/2016: 4.75% of total income is non-Exchequer funded	The draft percent total income via non exchequer funded activities (data extracted from unsigned accounts August 2019) = **7.4%** against target of 6% (may be subject to change following audit.) If signed off in the audit, this data metric is exceeded. ITT continues to work with the HEA on its sustainability plan with the intention to return the Institute to a stable financial platform over the course of this compact.	No specific target for 2019/20 set – work towards 7% total income from non-Exchequer sources by 2021.	The total income from non-exchequer activities in 2019/2020 was €2.5m which accounted for 7% of total income.
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* As outlined above all targets were met and exceeded. There were some considerable challenges along the way as key markets dipped and new ones had to be developed to take their place but overall progress was very positive. The COVID pandemic creates huge challenges in this sector in the short to medium term but set against that the Institute's future as part of the Munster Technological University is bright and creates a range of new opportunities as efforts across MTU in providing a comprehensive international experience under the banner of a technological university will continue to open up new opportunities for MTU and its students.			

Strategic Priority 2b: Research and Innovation

i. Institution Strategic Initiative	Research excellence, and impact through innovation. Enhanced research linkages and collaborative research activities, research degree provision to level 10 and enabling and supporting research activity across the Institute.			
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of Innovation Vouchers completed (Target to complete 63 Innovation Vouchers, an increase of 10% by 2021, with	2017: 20 Innovation Vouchers (Metrics on calendar year basis)	2018: 19 achieved (20 targeted)	Target 2019: 20	**2019/2020 Actual** = 15 77 vouchers completed since 2017 / target to 2021 exceeded.

minimum of 20 Innovation Vouchers per annum)				
Number of research collaboration agreements wholly or partially funded by industry (target of 80 by 2021)	12 research collaboration agreements wholly or partially funded by industry	No update provided	Target for duration of compact = 80	**2019/2020 Actual** = 22 139 research collaboration agreements completed since 2017 / target to 2021 exceeded.
Number of Inventions disclosed (Target to increase the number of inventions disclosed to 8 by 2021)	2 inventions disclosed	2018: 3 achieved	Target for duration of compact = 8	**2019/2020 Actual** = 0 7 inventions disclosed since 2017. This was one short of the final target to 2021.
Number of License, Options or Assignments (Target to increase the number of ideas or inventions converted to License, Option or Assignment with goal of 2 by 2021)	0	2018: 3 achieved	Target for duration of compact = 2	**2019/2020 Actual** = 0 8 Licence, Options or Assignments completed since 2017 / target to 2021 exceeded.
Number of priority patent applications (Target is 2 by 2021)	0 (2017)	2018: 3 achieved	Target for duration of compact = 2	**2019/2020 Actual** = 0 4 priority patent applications submitted since 2017, while this was not spread evenly across the years the target to 2021 has been reached and exceeded.
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Sources of evidence: From Jan 2020 Submission: SRS returns to the department. Strategic Plan Compliance Tool (ViClarity). Research Office Data; IT Tralee. Targets set for the outputs of research (innovation voucher, inventions, patents etc) have been achieved to date and the trajectory is positive. The institute has made significant progress in progressing research excellence in addition to supporting innovation across the			

region through the support of innovation vouchers. Research collaboration agreements which have been established/completed since 2017 to the target date of 2021 have been exceeded.

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

Overarching Statement (underline: maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

From Jan 2020: The Institute's Strategic Plan 2017-2021 was developed with a commitment to pursue high quality research that would deliver impactful outputs to strengthen our relevance as a strong driver of regional and national economic and social growth. Linked to this, is a key goal of the Institute's Strategic Plan (Goal 3.3) to expand our linkages externally with academic, industrial and social partners. Since 2017, our researchers have completed 94 market-needs collaborative research projects co-funded by external partners representing a performance increase of 50% relative to the previous 3-year period 2014-16 (KTI Annual Knowledge Transfer Surveys 2014-2018). Innovation and knowledge transfer including commercialisation, is a key goal of the Institute's Strategic Plan (Goal 3.2). Since 2017, the Institute has increased its number of IP and IP transactions ensuring that its commercially valuable research outputs are made available to industry and entrepreneurs for good public use. Normalising innovation and technology transfer outputs delivered per €10m research expenditure across the HE sector nationally, shows that IT Tralee is amongst the highest performers and delivering outputs that exceed its size and scale relative to its research expenditure (AKTS surveys 2017 and 2018).

The Institute's strong research and innovation performance was recognised by the HEA in the 2019/2020/2021 RFAM Research and Innovation top-slice budget allocation to IT Tralee. ITT was awarded amongst the highest allocation nationally (funds disbursed across THEA linked to research and innovation performance metrics delivered over a prior three-year period).

Strategic Priority 3a: Sustainability and Growth

i.	Institution Strategic Initiative(s)	Growth of Student Numbers by the development of a demand led programme portfolio for delivery across multiple platforms. Attracting students through a divergent range of pathways; traditional school leaver; mature students; access students; students with disabilities and international students.		
ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Increase student numbers to achieve the following target by the academic year 2021/22: (Using 2015/16 as base year. All numbers in Whole Time Equivalent [WTE]). Postgraduate: Achieve the		*For the purpose of Strat Plan we use 2015/2016 as baseline for this KPI. PG Registered Numbers (by SRS Prog Type) (27) L10 = 1 student (26) L9 Res = 48 students*	2018/2019 PG Registered Numbers (27) L10 = 4 students (26) L9 Res = 42 students (25) L9 Taught = 58 students (23) L9 Dip = 3 students RESEARCH 46/2539 = 1.8%	Level 9: 150 students Level 10: 8 students	TU criteria for postgraduate research students has been met across the MTU partners (Deloitte Audit 2019). In this cycle, IT Tralee did not achieve the target in full. The

Technological University criteria of postgraduate research students (i.e. 4% of students). **Year-Target: Level 9-Target: Level 10** 2018/2019-+ 15 students-+ 3 students 2019/2020-+ 25 students-+ 4 students 2020/2021-+ 30 students-+ 4 students	*(25) L9 Taught = 62 students (22,23,24) L9 Dip = 7 students TOTAL RESEARCH = 49/2570 = 1.9%* *ALL PG = 118/2570=4.59%*	ALL PG = 4.21% **L10 increased from 1 to 4 students.** **L9 = 100. 25 students less than what was targeted.**		actuals figures are (SRS March 2020) Level 9 students = 117 HD L9 Taught = 26 Masters Nursing Taught = 45 Single module Lean UX L9 = 4 Master Research = 42 L10 PhD Research = 1
Number of post-doctoral research positions. **Year-Target** 2018/2019-+ 3 2019/2020-+ 3 2020/2021-+ 4	2017/2018 the number of researchers on payroll possessing a PhD qualification = 7 (extracted from PSN June 2018)	As a cycle of projects continues over the course of this compact, we have created 3 new post doc positions over the year leading to a total of 10 positions. There are limited opportunities to create additional postdoc positions within research grants and research centres. We endeavor to maintain and add to the post-doctoral numbers over the course of the compact.	10 post-doctoral researchers	In the academic year 2019/2020 there were 15 researchers on payroll possessing a PhD qualification. *Extracted from PSN June 2020.*

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* From 2020 Submission: IT Tralee is performing well and delivering impressive research and innovation metrics with industry relative to its size and level of research expenditure within the HE sector. Its growth and performance has been supported by a number of contributing research initiatives, grants awarded and capital investment at IT Tralee. The following data sources were used: • H2020 data reported by the DBEI to THEA on 23rd September 2019). • Data published in the 2017 and 2018 KTI Annual Knowledge Transfer Surveys. Data received from Admissions Office from Banner Student Data Systems. **Initiatives linked to achieve (Strategic Plan Goal 3.2) that will enhance research *impact through innovation***

The 2019 KTI Annual Knowledge Transfer Survey, ranks IT Tralee as a leading research performing organisation for collaborative projects with industry relative to its size (in order behind AIT, WIT, CIT, ITC, DIT, and ITS) for collaboration, innovation voucher and consultancy services agreements with industry.

Since 2017, the Institute has significantly increased its number of IP and IP transactions and is now a leading performer (*when the data is normalised against €10m of research expenditure across the HE sector*) demonstrating that it's commercially valuable research outputs are available to industry and entrepreneurs for good public use. *Data published in the 2017 and 2018 KTI Annual Knowledge Transfer Surveys.*

Strategic Priority 3b: Research and Innovation

i.	**Institution Strategic Initiative**	• **Research Excellence: Internationally benchmarked and externally evaluated.** • **Research impact through innovation.** • **Enhanced research linkages & collaborative research activities.** • **High quality research degree provision to Level 10.** • **Enabling and supporting research activity across the Institute.**

ii.	**Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
	Research Income derived from Industry	2017/18 - €314k	For this KPI, targets have been revised. These numbers have been aligned to trends in the current environment. The target of €316k has been met.	€330k research income from industry partners.	Target exceed – ITT derived €547,508 from industry over the calendar year 2019. (Note - Accounts for 19/20 to be finalised, delayed due to MTU merger activity).
	Number of Research Projects (including Innovation Vouchers, Innovation Partnerships and Direct Consultancy projects)	In 2017, IT Tralee completed 31 collaborative projects with industry (including innovation vouchers and partnerships, consultancy services).	IT Tralee completed 32 collaborative projects with industry in 2018	2019- Target is 35	There were 22 Research collaborative agreements in this academic year. 158 research collaboration agreements completed since 2017 / target to 2021 exceeded.

iii. **Interim targets, commentary and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* *From Jan 2020 Submission:* IT Tralee is performing well and delivering impressive research and innovation metrics with industry relative to its size and level of research expenditure within the HE sector. Its growth and performance has been supported by a number of contributing research initiatives, grants awarded and capital investment at IT Tralee. The following data sources were used: • H2020 data reported by the DBEI to THEA on 23rd September 2019). • Data published in the 2017 and 2018 KTI Annual Knowledge Transfer Surveys. Data received from Admissions Office. The growth in research activity at IT Tralee has been supported by a suite of specific actions implemented to enable staff to engage in research including buy out of teaching hours for research, increased research training opportunities for staff, funding for staff to undertake PhDs, support for conference attendance and dissemination of enhanced internal research policies and procedures. In May 2019, IT Tralee research centres (Shannon ABC and IMaR) secured circa €727k under the 2019 Enterprise Ireland Institutes of Technology Capital Call, which was 26% of the total funding pot available within the national competition. The funding will be used to purchase essential equipment which will lead to increased levels of research engagement between IT Tralee and industry.

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

The Institute has in place an 'Equity of Access and Participation Policy'. The Institute of Technology, Tralee is an equal opportunities institution. Institute of Technology, Tralee's Equity of Access and Participation Policy is designed to promote and facilitate entry to and participation in the academic programmes and student life of the Institute by groups under-represented in higher education in Ireland up to now. This policy is to ensure that the Institute meets with national targets which are set as part of the National Framework. The particular groups targeted are identified in the National Plan for Equity of Access to Higher Education 2015-2019:

- First time mature student entrants;
- Students with disabilities;
- Entrants from socio-economic groups that have low participation in higher education;
- Irish Travellers;
- Further education award holders;
- Part-time/Flexible Learners.

The Equity of Access and Participation Policy is built on the Institute's view of the learner as a partner in the learning process and it promotes the principles of inclusivity and underpins the provision of necessary academic and student support services wherever possible. This policy underpins the Institute's commitment to facilitating access, transfer and progression for the named groups. It refers to the Institute's pre-entry role in supporting prospective students, its role in providing alternative admissions routes and in providing post-entry information and support through its teaching and learning strategies and its student support services. It is the Institute's policy to facilitate non-standard admissions where possible, within the constraints of ensuring transparency, consistency and equity of treatment for all applicants. The Institute is committed to working with schools, partners, stakeholders and community-based initiatives in targeting disadvantaged areas. IT Tralee is committed to equity of access, quality of student experience and student success for all groups and individuals experiencing disadvantage including lone parents and students from other ethnic minority groups. The Institute is committed to developing teaching and learning practices that are effective in creating a positive learning environment that promotes access, participation and engagement for under-represented groups of students registered on Institute programmes of study.

Strategic Priority 4a: **Teaching, Learning and Graduate Readiness**

i.	Institution Strategic Initiative				
ii.	Key Performance Indicators	Pre-compact Baseline (2017/18)	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
	Revised Access plan in line with the National Access Plan (NAP) 2015-	To progress this initiative, we looked at the cohort of candidates in Mature Student	This is a work in progress. The design and implementation of some	Specific monitoring of non-completion for	Full-time mature new entrants to HEI – NAP Target

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2019, specifically the following will be achieved: 2018/2019: A bespoke access outreach programme targeting the Socio Economic Groupings (Non manual worker group & semi and unskilled manual worker group) at second level (pre entry activity). **No. of new places for Mature /Pathfinder Students provided annually** (New KPI and target to compact)	and Pathfinder categories who did not progress to become third level students. The data is available over a number of years showing trends of No of applicants v No of Offers V No of Acceptances. EG In AY 2017/2018: • No. of Applications for Mature Students = 505. • No of Offers = 155. • No of Acceptances = 151.	programmes remains in planning. Other programmes are successfully underway (EG PEIL see point 6 for details)	access groups (post entry activity). • No. of Applications for Mature Students • No. of Offers • No of Acceptances Target is +20 student places	2021 16%/ NAP Interim Review 9% ITT's Participation Rates 2019/20 = 17% No. of Applications for Mature Students = 332 No. of Offers = 148 No of Acceptances = 132 Acceptances Ref Baseline - 19 Pathfinders programmes was phased out in favour of the HEAR and DARE admissions scheme and Pre-Entry activity. The last Pathfinders intake was Sept 2018.
Streamline application process in line with the National HEAR and DARE schemes	Reserve 2 places Nursing and maintain 5% quota in all other programmes for students entering using the HEAR/DARE application system.	The implementation of HEAR and DARE which was rolled out for the first time at ITT for entry 2019 yielded 93 new students.	Maintain 5% quota on all programmes (except Nursing 2 places).	HEAR/DARE ITT Entry 2020 = 123 Maintained minimum 5% quota on all programmes with 2 additional places allocated to Nursing i.e. 1 HEAR place & 1 DARE place in Mental & General Nursing (4 places in total)
PATH 2 **Number of 1916 Bursaries Southern Cluster (pre entry)**	In AY 2017/2018 – 0 recipients	The 1916 Bursary was rolled out post entry in its first year (2018/2019). Students applied in semester one. Pre-entry application process was successfully rolled out in the Summer of 2019 for	2019/2020-35 bursaries (of which 7 allocated to IT Tralee)	22 Bursary Scholars. 20 received payment/ 2 deferred due to repeats. (7 x Bursaries each year + 1 transferred bursary from W.I.T)

		2019/2020 for new entrants. A total of 7 bursaries were awarded. In addition to the new recipients, 5 of the previous recipients successfully progressed to the next stage of their respective programme of study.		
Number of students on the HEADSTART pre-entry preparation for third level course to include HEAR and DARE applicants. (HEADSTART is a pre entry preparation for third level course traditionally offered to mature students covering such areas as academic writing, maths for 3rd level and IT skills)	Baseline NA for AY 2017/2018 The programme is traditionally offered to mature applicants only (In 17/18 circa **20 students** availed of the programme)	This was offered to all HEAR and DARE students that were offered a place through CAO in IT Tralee for Academic Year 19/20. A total of **50 students** availed of HEADSTART.	We target as many students as possible in the Mature Student, HEAR and DARE cohort. We aim to fill 20 places.	Achieved - 50 students attended the HEADSTART pre-entry preparation for third level course in 2019/2020 20 of which were HEAR/DARE students.
Number of students undertaking the 'Second Chance Maths' initiative. This provides an alternative entry maths exam for those students who do not meet the Leaving Cert maths entry level. While this is a main stream initiative it also supports the Access student cohort as our evidence is that in previous years the maths requirement was a recurring barrier to meeting the entry requirements.	Baseline NA for AY 2017/2018	Second Chance Maths was introduced in August 2018 to provide an alternative opportunity to students not meeting the Maths entry requirements in the given year. The Target was 5-10 students. 4 students availed of the programme in 2018/2019 and 10 students availed of the programme in 2019/2020.	Target 5-10 students.	10 students availed of the Second Chance Math's programme in 2019/2020.
Engaging and networking in the community to inform the need and	N/A	The Institute through the Access Office is a member of the following fora with the	Target not specified	The Institute collaborated with selected community-based initiatives to progress

development of the Access Foundation Programme		aim of networking in the community to inform the need and development of the Access Foundation Programme: a. Opportunities for NEETs working group, established in 2018 through Kerry Children and Young People's Service Committee. b. Social Inclusion and Equality Forum established in 2019 convened to promote & advocate for the inclusion, participation and activism of all people within our County in order to achieve social inclusion. c. Kerry Interagency Traveller Education Forum which an Institute Officer chairs. d. PEIL Moving On programme which is an equality for women labour market initiative		the widening participation agenda through partnership: • PEIL Moving On programme • Tralee Access Network of people with disabilities • NEETs (Not in Education, Employment or Training) working group for ages 16-24 years • Social & Equality Network facilitated by NEWKD • Kerry Travellers Health and Community Development Project • Kerry Interagency Travellers in Education Forum (Chair) • Kerry Interagency Travellers in Education Forum – Mentoring Subgroup • Progressive Pathways Fair Interagency Organising Group • Vocational Training Opportunities Scheme (VTOS) • Star Pupil Traveller Access to Education Programme • Access21 Schools Access Programme NEWKD

Through community networking, as outlined above, identify opportunities for IT Tralee to deliver tailored programmes to target Access groups. **No. of women enrolled on PEIL Moving on Programme** **No. of women completing PEIL Moving on Programme**	Baseline 2017/18: Plan and implement the PEIL Moving On programme which is an equality for women labour market initiative	In 2018/2019, **24 women enrolled** on the PEIL Moving On Programme, an initiative designed to support women to return to the labour market. This opportunity presented through our community partnerships and was recognised for its potential to support mature learners and its multiplier effect for their families and communities. **19 women successfully completed the programme**. In 2019/2020, 40+ women have registered to undertake the programme. Progression plans are under development for the participants who completed the original module to continue with another module in 2019/20.	No. women enrolled on PEIL Moving on Programme No of Women completing PEIL moving on programme (Specific targets for the above not specified)	PEIL Moving On - new group enrolled in Semester 1, team of lecturers assigned. PEIL Moving On group registered on Business & IT module (55 women with 33 completing the module successfully).
Tralee Access 21 **Number of Teachers participating in Postgraduate Certificate in 21st Century Teaching and Learning**	N/A in 2017/2018	9 Teachers Awarded Certificates by TA21	Teachers from 5 DEIS schools participate in the Postgraduate Certificate in 21st Century Teaching and Learning Target enrolment: 12 Teachers awarded certificates	While this programme has been a success in having teachers participate in a Post Graduate Certificate in 21st century teaching and learning, this year participation by Kerry Schools was impacted due to schools not being in a position to release teachers to attend the PGC in Dublin because of timetabling commitments. Alternative arrangements were made to

				facilitate online delivery however the completion rate this year was impacted.
Tralee Access 21 **Number of students impacted by Access 21 College Experience Day**		Access 21 College Experience Day for Junior Cycle in IT Tralee in May 2019 where over 140 Junior Cycle students got a taste of College life in IT Tralee while attending taster workshops and our FY Students Exhibition.	Impact on approx. 150 students	The Access21 College Experience Day did not go ahead in 2019/2020 due to Covid- 19 restrictions
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* While the full-time mature participation rates fell by 20 students during the period of this plan, IT Tralee's overall participation rate at 17% exceeds the National target. HEAR and DARE exceeded the targets set and additional Nursing places were allocated to reflect the demand and success of these programmes. IT Tralee awarded all 1916 bursary scholarships and met the criteria for allocation set out by the HEA in 2019/2020 e.g. 20% of Bursaries awarded to lone parent applicants. The mentoring support approach has succeeded in seeing 20 of 22 applicant's progress on time. HEADSTART and Second Chance Maths exceeded the targets set. Through the access office networks the development of the Access and Foundation programme objective identified the need for business and I.T skills provision for the P.E.I.L Moving On participants. This programme met and exceeded the targets set and delivered single subject certification giving the participants credits recognised at a Level 6. Despite efforts to recruit teachers to the Postgraduate Certificate in 21st Century Teaching & Learning offered under Access21 including attempts to secure an online provision factors beyond IT Tralee's control, representatives from Kerry DEIS post primary schools did not take up this opportunity.			

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The Access21 College Experience Day was prohibited from going ahead a scheduled to COVID-19 restrictions in Semester 2 of 2019/2020.				
Strategic Priority 4b:				
i. **Institution Strategic Initiative**	**PATH 3: Travellers in Education**			
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
PATH 3: Travellers in Education	Benchmark against CIT enrolment (9 Travellers TCAT trainees).	Target was to Design an accredited Training for Trainers Special Purpose Award at HETAC Level 6 in Traveller Cultural Awareness Training in association with TCAT Cork and Traveller Community Development Projects across the region: This project did not progress due to concerns within TCAT that accreditation would lead to mainstream ownership of the programme and undermine the essential role of Travellers in delivering this training. A revised programme on building capacity in the Traveller community to become peer mentors in education is under development for delivery January 2020. Every attempt was made for the programme to progress,	Revised programme on building capacity in the Traveller community to become peer mentors in education is under development for delivery January 2020.	Due to an ongoing review of the Service Level Agreement between Kerry Travellers Health and CDP and IT Tralee, the Traveller Access Officers' posts did not resume until January 2020. In March 2020, the Institute recruited for a PATH 3 Traveller Facilitator for 2 days per week during term-time to June 2021. An academic lead lecturer has been appointed as the lead academic on the development of two modules; Peer Mentoring and History of Education; Infrastructure, Supports and Travellers in education leading to a Special Purpose Award at Level 6. The PATH 3 Traveller Facilitator and the Academic Lead Lecturer are collaborating on drafting the content and arranging consultation with

		however the target was not met. This KPI will be removed in future self-assessments.		the Traveller community to inform the final content. COVID-19 has caused delays in the development of the programme content. The PATH 3 Traveller Facilitator continues to network with the community and the 40 Travellers who have expressed an interest in participating. The development and roll-out of a Traveller led Special Purpose Award (PATH 3) is planned for 2020/2021.
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Despite delays encountered by Covid 19, work in this area has progressed throughout the period in question.			

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

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Progress on the Institute Teaching, Learning, Assessment and Engagement Strategy for the Academic 2019/2020 was dominated by developments in relation to the Munster Technological University and continency plans relating to the Covid- 19 pandemic.

In September 2019, the Minister for Education and Skills wrote to the MTU consortium, detailing a set of conditions that the Institutes were jointly required to comply with, in order to progress the application to become a Technological University. In May 2020, the consortium outlined its response to these conditions. In formulating the response, the consortium established a defined number of working groups in November 2019, comprised of representatives of the Institute and Cork Institute of Technology.

The working groups examined the following areas related to improving the quality of learning: Student Services and Student Engagement; Student Academic Administration; Quality Assurance Policies and Procedures; Academic Council; Teaching, Learning, Assessment and Engagement (TLAE) Strategy. Effectively, the working groups subsumed the principles of the 'Institute Teaching, Learning, Assessment and Engagement Strategy 2018-2021', examining them from a joint perspective and investigating the transfer to and implementation of these within the MTU, cognisant of the proposed mission and values of the MTU going forward.

The Teaching, Learning, Assessment and Engagement (TLAE) Strategy group was tasked with providing proposals in relation to: MTU Teaching, Learning and Assessment Strategy (identification of core principles and goals); Student Engagement, Progression and Success; Flexible modes of delivery including Virtual Learning Environment; Workplace and/or work-based learning; Staff CPD: Teaching and Learning; Digital be Default 2030; Work placement, internships, work-based projects; Universal Design for Learning; Enterprise involvement in programme design, delivery and assessment; MTU Graduate Attributes; Culture of Learning; Research informed teaching.
The WG held three meetings during the academic year with discussions informed by the Changing Context of Higher Education, National and International Policy, the MTU International Panel Report (TLAE perspective), MTU Graduate Formation/Development. This work will continue post the granting of Technological University Designation for the MTU.

Due to the Covid-19 pandemic and consequent requirement to implement Emergency Remote Teaching in March 2020, the Institute focus on Teaching and Learning involved implementing a strategy to maintain quality and academic standards in an online environment. The Institute adopted a three-tier strategy. The first tier concentrated on basic training for lecturing staff, where required, in the use of the Virtual Learning Environment and other technologies to deliver content both synchronously and asynchronously to students. The second tier focused on more advanced technological features to enhance the teaching and learning experience such as the use discussion boards, break out rooms, chat features, quizzes, grading and online assessment. The third tier concentrated on pedagogical aspects including, effective online assessment strategies and engaging students in an online environment. Alternative assessment strategies and schedules were developed by Course boards to ensure academic quality and standards were maintained in achieving module and programme learning outcomes. The Institute E-learning Development and Support Unit(EDSU) organised the CPD for the three tier approach, conducting multiple group and one to one sessions training sessions when required.

Strategic Priority 5a: Fellowship and Inclusivity

i.	Institution Strategic Initiative	• **Staff continuous professional development** • **uMultiRank Benchmarking**			
ii.	**Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
	Training needs analysis to be undertaken to formulate an annual Training & Development plan. Number of staff (Academic, Management, Research and Support Staff) receiving CPD per annum supported by a dedicated budget as agreed by the Executive Team.	Throughout the academic year, there are three scheduled CPD events (November, February, May) and these are coordinated through the Registrar's Office and targeted at academic staff (249 academic staff including management) in the areas of quality assurance and teaching, learning and assessment. As a baseline generic CPD training was available to all staff in areas such as: • Dignity and Respect Contact Training • Health and Safety • Manual Handling training As a baseline generic CPD training was available to academic staff in the following areas: 01.11.2017-Revised Research Ethics Policy: Implications for undergraduate and postgraduate research projects 01.11.2017-Quality Assurance Manual-Section A5 Assessment of Learners 01.11.2017-Promoting Student Engagement In Class Using Technology Enhanced Learning 20.02.2018-Research Ethics Policy and Procedure: The	Due to restrictions in resourcing a Training Needs Analysis has not been undertaken to formulate an annual Training and Development plan. However, HR does continue to provide funding towards the attainment of academic qualifications.	Training Needs Analysis / Training and Development Plan Rollout a number of CPD events in line with CPD plan, targeting approx. 100 staff.	The institute will continue to support staff through funding and internal activity towards the attainment of academic qualifications. In 2019/2020 academic year, **29 staff were funded to undertake academic qualifications in the period.** **Local CPD** Due to the disruption of the normal functions and plans of the Institute caused by Covid-19 Pandemic closures, the Institute had to quickly adapt its CPD learning model. In particular the Elearning Development Support Unit (EDSU) had to modify its CPD plan to focus almost entirely on the training and support of both staff and students to transfer completely to remote and hybrid learning. A specific suite of training programmes were designed and geared towards the training of staff with skills to implement and deliver lectures, labs, practicals, services, etc. online/remotely.

	Practical Implications for Student and Staff Research 20.02.2018-Teaching Online - Introduction to Blended Learning 21.02.2018-Teaching Online - (continuation from session held on 20th Feb. 2018) 23.05.2018-Teaching Online - Introduction to Blended Learning 23.05.2018-Moving Towards Inclusion and Universal Design 24.05.2018-Community of Practice 24.05.2018-Quality Assurance Procedures			**Over 100 staff** availed of either group or one-to-one sessions for CPD programmes offered in AY 2019/2020. As outlined in Appendix 2; CPD AY 2019/2020. Training needs analysis - as part of the integration and formation of MTU a comprehensive training needs analysis will take place across the University. This has pushed out the requirement for this activity to take place in this current cycle.
U-Multirank international benchmarking	Continued refinement of the use of the U-Multirank benchmarking system. Executive team focus on identifying a new area of focus each year. Baseline 2017 ranking of 3.	Target was to: Improve Internship ranking as calculated and published by UMultirank Org. During the academic year 18/19 the executive team focused on Student Internships with the region. The reason for the selection of this particular measurement is because ITT would traditionally have considered this as a key attribute. The 2017 outcome positioned ITT at 81.18%, with a ranking of 3. By applying increased focus on the data collection for this indicator the Institute recorded a marked improvement for 2018 to 85.12% and an improved ranking to 2. This focused approach will continue over the coming U-Multirank data collection rounds.	Review uMultirank output and identify a targeted area for improvement over the academic year – no specific target indicated.	IT Tralee and MTU partners CIT are now working towards a consolidated approach to University benchmarking which will see both come together under the banner of MTU.

| iii. Interim targets, commentary and data source (maximum of 300 words)

Please colour code this box in line with progress achieved. | Due to the Covid 19 pandemic, Continuous Professional Development (CPD) for lecturing staff from March 2020 concentrated on training and support of staff in providing Emergency Remote Teaching and Learning.

In November 2019, the MTU consortium established the Teaching, Learning, Assessment and Engagement (TLAE) Strategy group, tasked with providing proposals in relation to, inter alia,: MTU Teaching, Learning and Assessment Strategy (identification of core principles and goals); Student Engagement, Progression and Success; Flexible modes of delivery including Virtual Learning Environment;

Work-place and/or work-based learning; Staff CPD: Teaching and Learning; Digital be Default 2030; Work placement, internships, work-based projects; Universal Design for Learning; Enterprise involvement in programme design, delivery and assessment; MTU Graduate Attributes; Culture of Learning; Research informed teaching.

The WG held three meetings during the academic year with discussions informed by the Changing Context of Higher Education, National and International Policy, the MTU International Panel Report (TLAE perspective), MTU Graduate Formation/Development. This work is to continue post the granting of Technological University Designation for the MTU. The work will inform the CPD requirements for the MTU. |

Strategic Priority 5b: Teaching, Learning and Graduate Readiness

i. Institution Strategic Initiative	• **Learner retention and progression** • **Policy for digital teaching and learning**			
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Institute's overall progression rate (target to increase by a minimum of 10%, the overall progression/retention rate over the course of the strategic plan) Specific departmental targets for the improvement of retention and progression to be specified in academic department plans (as outlined in 1.1.2). **Rollout of the Teaching, Learning, Assessment and Engagement Strategy (TLAES).**	1st Year overall progression rate 72%	**In AY 2018/19, there was an increase in the first year overall progression rate from 72% (2017/18) to 76% (2018/2019) = increase of c.4%.** First year tutors are in place across all programmes. First year academic mentors with the associated role description and hours allocation are not in place as the resources are not available to support same. Peer mentoring programme is in place in one department	Increase 1st Year overall progression rate by 4% Continued roll-out of the TLAES strategy	78.55% = increase of just under 3% year on year. Source:(Banner student data reports) The target as per the Institute strategic plan runs to 2021. By way of the actions planned such as first year tutors, peer mentoring and the institute wide induction and orientation programme, these have all been activated. All of these efforts will greatly contribute to the improved progression rate. Additional activities and supports

		(Computing) but has not been put in place in other departments as the resources are not available to support same. The institute has rolled out an enhanced institute and department level Induction and Orientation programme to all new incoming students. This has included a very successful Parent Information session focused on advising parents on how best to support their son/daughter through their transition to third level.		planned under MTU will further strengthen and coordinate efforts with respect to the overall progression rate.
Policies for Digital Teaching and Learning. Implementation of the Quality Assurance Guidelines for Blended Learning as developed by QQI (March 2018).	No policies currently in place for digital teaching and learning.	The institute has not yet developed new policies in digital teaching and learning. However, in preparation for the development of same, a number of staff, including members of management, have completed a National Forum Digital Badge in Enabling Policies for Digital Teaching and Learning. The QA Guidelines for Blended Learning are referenced in the context of online programme development and delivery. As part of the development of the MTU, we are working with CIT to align policies across the Institute including policies in Digital teaching and learning.	By AY 2019/2020 the Institute will develop 4 new policies for digital teaching and learning. The policies will be developed in compliance with the "Guide to Developing Enabling Policies for Digital Teaching and Learning" (National Forum for the Enhancement of Teaching and Learning, 2018).	This has not been completed as the requirement has been superseded by the need for any such policies to be developed under MTU to address pan MTU activities.

iii. **Interim targets, commentary and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The programme of work associated with the establishment of the MTU has somewhat overtaken much of the work targeted within this key system objective. Planning and associated actions are underway with a MTU wide focus. IT Tralee is moving to a shared approach with CIT under the remit of MTU. This is providing for shared learnings and combined efforts in delivering in this area. With respect to policies for Digital Teaching and Learning the development and approval of new policies in this arena will fall under the remit of a joint MTU approach, leading to an eventual pan university policy. The increase in first year progression of 3% is welcome building on increase of 4% in the previous year.

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

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please provide details of any change in strategic focus since submitting your Compacts.

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

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

Both of these strategic goals encapsulate specific strategic initiatives aligning directly with this key system objective. Sustainability and growth requires focus across the organisation (including at the Governance level) to ensure that ITT plans for and delivers upon financial sustainability. The institute outlines below the commitments made to ensure good governance and reporting. Significant work has been completed on the advancement of Athena Swan activity involving engagement with colleagues across the institute and with our partners in CIT. The details of the achievements against plans are outlined below.

Strategic Priority 6a: Fellowship and Inclusivity

i.	Institution Strategic Initiative	Athena Swan programme			
ii.	**Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Athena Swan Status		The base line set are the activities of 2017 in which IT Tralee had adopted Athena Swan Principles	In line with targets for 2018 / 2019 the following were achieved: • Establishment of Athena Swan Steering Committee. • Establishment of Athena Swan Self-Assessment Team. • Commencement of Self-Assessment Process. The VPRDEE was appointed as the acting VP EDI (Equality, Diversity and Inclusion) in 2018 and will hold this position to	Make formal submission to Athena SWAN re. Bronze Award application	The establishment of Athena Swan Steering Committee has taken place including the establishment of Athena Swan Self-Assessment Team and an assessment process. The HEA & Advance HE developed the Legacy process to support resource management and strategic alignment on EDI between TU merging institutes. The intention was to apply in 2020, however in the context of MTU, the legacy process, approval of CITS Bronze award

| | | provide the leadership on the Diversity and Inclusion agenda until the VP EDI role is resourced as part of the MTU. CIT have taken a similar approach.

Athena Swan Steering Committee is established. It is chaired by the president of the Institute, with membership from across the Institute's senior management teams.

The Self-Assessment team is established and met 5 times over 2018/2019 academic year. IT Tralee and CIT have a reciprocal seat on each Institutes SAT and are working closely on aligning AS activities across campuses.

A member of the CSM team has an allocation of 1.5 days per week to dedicate to Athena Swan, supported by a Grade 7 administrator to collate the data required for the AS Bronze Submission. The data has been collated with next steps required of the SAT the data analysis and staff survey towards the ultimate goal of a November 2019 submission.
IT Tralee developed its 5 year Gender Action Plan 2019- 2024. IT Tralee participates on the National AS committee and the Athena Swan Practitioners | | under the pre 2015 framework and the shared ambition to apply for an MTU award in an accelerated timeframe, the decision was taken that closer collaboration towards this goal this was a more strategic use of resources and frameworks provides by the HEA / Advance HE. |

		Network which provides a forum for connecting with HEI colleagues on AS activities and developments. IT Tralee collaborates with UCC as a critical friend to support the review of submissions in development. Given that CIT submitted their Athena Swan Bronze application in November 2018, the decision was taken that a joint application was the best next step under the MTU, which originally had been envisaged to form by September 2019. In the interim given the delay and the terms of the legacy process, the approach agreed is that ITT will apply in 2020 for a Bronze award to ensure that School and Department level applications can continue under the MTU until an MTU submission is made and award is secured. The UNESCO Chair is a key platform by which IT Tralee is progressing the inclusion agenda on a local to international basis, addressing the policy, program and positive interventions for those with special needs.		

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Detail regarding progress provided above.

Strategic Priority 6b: Good Governance

i. Institution Strategic Initiative	**Compliance with THEA Code of Governance**			
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Compliance with THEA Code of Governance	The Governing Body adopted the THEA Code of Governance in 2018 (Code previously approved by the HEA). In AY 2017/2018 the Institute appointed Deloitte to undertake a gap analysis between the THEA Code of Governance and the Institute's current Code of Governance.	In AY 2018/2019 the Institute updated policies and procedures to address the majority of the gaps highlighted in the Deloitte report. The Institute uses a system called ViClarity for compliance. In conjunction with Deloitte the Institute uploaded all of the sections of the THEA Code into the ViClarity tool and these will form the basis of checks on compliance with the code in future years.	The Institute plans to be fully compliant with THEA Code of Governance during AY 2019/2020	Deloitte carried out a follow up report during 2020 (final report dated 20 July 2020). The report showed IT Tralee having made good progress with 56% of outstanding provisions completed and 25% in progress. Of the 19% (12 provisions) not yet implemented - 4 provisions relate to items outside the control of IT Tralee - 6 related to Foundation company which were later confirmed not to be gaps by Deloitte. This leaves 3 provisions that are left to be implemented which include Code of Conduct for Employees, Code of Conduct for Governing Body and Internal Audit Charter, each will be progressed within MTU. On the whole this particular target can be deemed to be in hand and on target.

Compliance with deadline set by C&AG for submission of annual financial statements	IT Tralee has an established record of meeting the deadline set by C&AG with respect to the submission of annual financial statements.	In line with C&AG requirements the Institute met the deadline for submission of its Financial Statements to the Office of the Comptroller & General in 2018/19.	Compliance with deadline set by C&AG	As a result of the merger with CIT on 1 January 2021, IT Tralee extended its financial period to 16 months i.e. 1 September 2019 to 31 December 2020. The deadline set by C&AG was 31 March 2021 - this was further extended to 30 April 2021 due to the ongoing MTU finance integration work. The Finance team in Kerry are on target to comply with this deadline.
Consolidated financial statements, including accounting for Trusts and Foundations	Tralee Institute of Technology Foundation Company Limited by Guarantee (CLG) was established in March 2014 and incorporated in April of that year, to assist with fundraising for future capital developments at the Institute with the priority project being the Kerry Sports Academy.	The Financial Statements for the Institute to 31 August 2018 included the consolidation of the accounts for the Foundation. This has been the case since the Foundation was incorporated. The Institute has the most successful Foundation within the IoT sector having raised in excess of €5million in philanthropic donations since its establishment.	Full transparency in HEI financial statements about accounting for Trusts and Foundations	The Financial Statements for the Institute to 31 August 2019 included the consolidation of the accounts for the Foundation. All necessary disclosure requirements were also included in the financial statements. Such accounting treatment and disclosures will roll forward into the 2019/2020 financial statements & IT Tralee will ensure to comply with any further requirements as requested by the C&AG.
iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved.**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The Institute engaged the services of Deloitte during AY 2017/2018 to carry out a desk based review of compliance with the THEA Code of Governance along with support from administration staff in the Institute. A follow up review on their original findings was carried out in 2020. The following data sources were used for supporting evidence: • ITT Financial Statements; and, • ViClarity compliance tool.			

The follow up review from Deloitte showed that the institute had demonstrated solid progress in the achievement of progress towards interim targets in relation to compliance with the THEA Code of Governance – as outlined below. Progress with governance and reporting are in line with plans, additionally progress with Athena Swan is on target.

In addition, financial reporting compliance has continued in relation to preparation of financial statements and reporting timelines to the C&AG. The Institute (and now the Kerry campus of MTU) remains aware of the challenges facing the organisation, particularly at management level as we deliver on the most significant change management process in the history of the organisation. The senior management team continue to work with external experts to develop their skill and knowledge, focusing on:
(1) the need to address the ongoing financial challenges of the Institute/MTU Kerry campus;
(2) the need to implement the Institute's/Kerry campus' growth strategy through the roll out of departmental strategy implementation plans;
(3) the need to scale from an Institute of Technology to a Technological University;
(4) the need to work effectively with their peers and staff in CIT/Cork campus for the creation of the MTU; and,
(5) to lead the future developments of the university post-merger.

In conjunction with the above activities, the joint executive teams of ITT and our MTU partners CIT continue to actively work as one. Under the stewardship of independent external expertise both executive teams combined to provide joint sponsorship of the MTU project. This involved executive team members working side by side to deliver across their areas of responsibility a cohesive new Technological University. This joint approach is continuing as we move past the merger date and continue to integrate the two pre-existing Institutes in to one Technological University.

7. **Signature:** *Of the President or on behalf of the President (please sign in space below)*	
Signature:	M. Cusack
Date:	*12/03/2021*