Draft Mission-based Performance Compact

2018-2021

between

Institute of Technology Blanchardstown

and

The Higher Education Authority

Date: 31/12/2018

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 and performance dialogue between the two bodies.

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

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

The Compact recognises that *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.

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

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

The *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.

2.   Performance Funding Framework

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

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

The Higher Education Authority and *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.

3   Mission and Strategy Statement

The *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.

The *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.

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. The *Institute of Technology Blanchardstown* agrees that the following will be the subject of strategy and performance dialogue with the Higher Education Authority and may result in a change to the Compact:

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

Mission
The mission of the Institute since its establishment is to serve its students and the community by meeting the skills needs in the economy and increasing the level of participation in third-level education and training, particularly in Dublin North-West and its environs. The Institute will do this:

- By achieving consistently high standards of relevance and quality in teaching, research, development and consultancy.

- By offering a welcoming and supportive environment to students from all educational and social backgrounds and to adults wishing to increase or update their level of technical skills.

The Institute's vision is to be part of the Technological University for Dublin and be nationally recognised as a leader in providing high-quality third level education. The values that inform work at ITB are:
- *Community*— The institute acknowledge the diversity of people involved in our work. We respect the different role played by each person. We listen with patience and understanding. We work to build genuine relationships founded on acceptance and trust.
- *Enjoyment*— The institute aims to enjoy our work and derive fulfilment from it. We value positive attitudes throughout our workplace.
- *Excellence*— The institute strives for excellence in the provision of internal and external services, courses and programmes.
- *Success*— The institute will celebrate its achievements.

The institute's published strategy is available at: www.itb.ie/AboutITB/strategicplan.html.

The ITB Strategic Plan 2012-2015 laid the foundation for achieving Technological University designation, by initiating the negotiated transformation with two regional partners, the Dublin Institute of Technology and the Institute of Technology Tallaght, under the umbrella of TU4Dublin[1] Alliance. In the period January 2014 to April 2018 the TU4Dublin alliance developed the foundation themes for greater cooperation and integration planning as part of the core mainstreaming activities necessary to meet the criteria for Technological University designation. The substantive projects undertaken to-date are outlined in the [TU Workstream Reports](#). The follow-on Strategic Plan 2016-2019—*Transforming into a Technological University* came into effect in the third quarter of 2016, and its main aim has been to enable the achievement of designation as a *Technological University* within the plan's lifetime.

In pursuit of technological university designation under the Dublin Technological University Alliance (DTUA)[2] a series of programmes-of-work[3] were designed to address the statutory provisions and criteria for designation under the Technological Universities Act (2018)[4]. The referred programmes-of-work include:

(1) *Academic Development and the New University Graduate*— a portfolio of projects that together, identify and support the acquisition of distinct graduate attributes;

(2) *Student Experience and Wellness*— series of projects focusing on supporting the student life-cycle by creating a conducive environment for academic success, personal development and life-long wellness. Also considers commitment to enhancing wider participation and easing the transition back to learning regime;

(3) *Engaged International Institution*— series of projects that collectively drive engagement with wider society and promote economic growth and foster the social and cultural vitality and well-being of the communities and regions of the DTUA.

(4) *A Force for Innovation*— aimed at enhancing the provision, capacity and delivery of research and knowledge transfer.

(5) *21st Century Workplace*— suite of projects supporting the transformational work environment for staff in the DTUA.

(6) *Efficient Use of Resources*— portfolio of professional services projects that, upon implementation, will support the smooth functioning of the new technological university.

(7) *Digital Campus*— This will be a key part of technological university, which is envisioned as digital-first organisation, utilising data and digital tools to empower operations and processes, and enrich our academic programmes towards high-performance learning and services environments.

Implementation of the above programmes-of-work go beyond meeting the criteria for designation. Therefore, it was imperative to align these programmes-of-work to each of the institute's strategic initiatives. The programme deliverables and milestones are summarised in Table 3.1 through 3.3. These have been considered in the compilation of this compact.

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[1] TU4Dublin is the working title for Technological University for Dublin Alliance (DTUA)

[2] DTUA is the initiative by three partners Dublin Institute of Technology (DIT), Institute of Technology, Blanchardstown (ITB) and Institute of Technology, Tallaght (ITT) to create a new technological university for the Dublin region.

[3] TU4Dublin Programme Plan 2017, 59 pp.

[4] Technological University Act (No. 3) 2018.

Table 3.1 DTUA Programmes-of-work 1 to 3

Programme	Deliverables	Milestones
1. Academic Development and the New University Graduate	- New Programmes of the Future. - Work Placement strategy. - Community and civic engagement opportunities in all new programmes. - Approved TU4Dublin Graduate Attributes. - Approved Teaching, Learning and Assessment strategy. - A restructured First Year Experience. - Flexible pathways of entry to the TU. - Approved Educational Philosophy. - Approved Curriculum Framework. - Completion of the Programme Review framework. - Alignment of programme outcomes and features with the TU's Graduate Attributes. - QA/QE Handbook.	- Approved Position Statement - Approved Graduate Attributes - QE Draft Regulations - Programme Review framework - Programme Integration Principles and Process
2. Student Experience and Wellness	- Develop an organisational model that enables students to participate as partners in institutional decision-making at all levels - Access and Widening Participation Optimum Practice Model - Cross Campus Integrated Services Design – one-stop- shop service/contact centre - Phased Primary Care Provision Model - Healthy Campus Model. - Service Quality Metrics - A student centred Induction and Orientation programme. - Cross campus learning support units e.g. Academic Writing Centres, Maths Learning centres	- Professional Services Organisation Design - Revised Governance Structures - Aligned Access Policies - TU4Dublin UD and UDL principles - Contact Centre Tender Award - TU4Dublin Graduate Attributes
3. Engaged International Institution	- Continuous Professional Development portfolio by School. - New Curriculum Transformation Framework to capture engagement. - New Programme Review Processes aligned with Curriculum Transformation Framework. - Suite of curriculum aligned Engagement Models. - School staff and student mobility strategies. - Suite of engagement and international staff training and development programmes. - Recruitment and staff development policies that value experience in and commitment to engagement with International and Regional stakeholders. - Socio-Economic Impact Study.	- Socio-Economic Impact Study - System for capturing engagement activity - Draft QA Processes - Draft Curriculum Framework Proposal

Table 3.2 DTUA Programmes-of-work 4 to 6

Programme	Deliverables	Milestones
4. A Force for Innovation	• Status Report on the position of the alliance with regard to legislative requirements. • Staff and student recruitment plan. • TU Handbook for Quality Assurance of Graduate Research Programmes. • Structured PhD Programme Development Plan. • Research Strategy document for the Technological University. • Strategic Partnership Model for the Technological University. • Internal Financial Model appropriate to support research and innovation in a technological university. • Organisational Plan for research and innovation support structures in the Technological University. • HR Excellence in Research Quality Mark achieved • Strategy for internationalising our research generated from FRINDOC • Annual research KPIs and targets. • Harmonised SOPs for management of international research programmes.	• Socio-Economic Impact Study. • Research student data model (actual versus required student numbers by year). • Agreed Allocation of Student Targets with regard to legislative requirements for research students. • Overall Recruitment Plan with regard to targets set in legislation that are required to be met to achieve designation, and to address targets set at various periods of time post designation. • Research Activity Mapping to address identification of current and proposed fields of education and a research expertise modelling exercise to support the development of these and further fields. • Draft Quality Assurance Handbook of Graduate Research Programmes. • Strategic Partner Needs /Gap Analysis. • Internal Research Financial Model. • Research funding strategy and investment plan. • Research Space Plan.
5. 21st Century Workplace	• Phased TU Organisation Design. * • Competency based frameworks for all staff. • TU Equality and Diversity Training Programme. • TU Athena Swan accreditation. • Staff Award Scheme • Managing Mental Health in the Workplace Training Programme. • TU Team Talk Communication Process	• Organisation Design Tender. • Alignment of key Recruitment and Selection Policies and related Procedures. • Competency Framework Tender. • Equality and Diversity Training Tender. • TU Athena Swan application.
6. Efficient Use of Resources	• Cross Campus Integrated Services Design – One stop shop approach delivered across sites • Service Quality Metrics - Use of national student engagement surveys, first year student survey, Retention/Completion Statistics, Internal and External Audit, HEA Reports • Optimisation of resources - Increased Staff mobility through training and succession planning, sharing of knowledge, efficient processes, increased use of technology through Digital Campus strategy. • Financial Resource and Allocation Model – Consolidation and alignment of revenue and cost streams comprising, review of revenue streams and revenue generation, student numbers, allocation of revenue, cost analysis and review, potential efficiencies of scale in procurement and capital spend.	• Professional Services Organisation Design • Alignment of key HR Policies and related Procedures • Alignment of key HR Practices • Alignment of key Financial Policies • Alignment of key Financial Procedures • Alignment of Recruitment, Registrations, Fee Collection and Examination administration policies and procedures. • Design of consistent student experience model implemented across multiple sites and student categories • Pension Audit • Alignment of Payroll Processing • Consolidated Procurement function • Financial Resource and Allocation Model

Table 3.2 DTUA Programmes-of-work 7

Programme	Deliverables	Milestones
7. Digital Campus	• Empowering People • Enhancing Processes • Enriching Programmes	• Branding/Communications campaign • Local digital initiatives published & supported incl. identification of digital champions • Online modules/programmes for staff available • Digital skills coaching programme established • Policies/procedures for digital working/ studying in place • Data manager/architect appointed • Mobile/BYOD strategy • One-stop digital support centre in place • Digital research information system initiated • Pilot mobile apps • Data-input significantly reduced • Launch of digital ID and access system • Launch of digital dashboard • Online/Flexible learning Steering group established • Digital classroom/multimedia initiative • Digital Library resources enhanced • Learning analytics initiatives established • E-Portfolio implementation • Launch TU4D online • Launch new programmes

Special Note on External Factors Impacting on Institutional Progress

This Mission-based Performance Compact 2018-2021 was developed when ITB and its partners, under the umbrella of the TU4Dublin alliance, had lodged an application for designation to a Technological University (TU).

The Technological University Dublin (TU Dublin) was formally established by law on January 1, 2019.

After achieving designation, plans are in place for phased-transformation towards the unitary TU entity. This will require for (among others): increased regional focus for the Blanchardstown Campus; aggregation and/or re-orientation of the strategic objectives as set out in this draft, to the overarching TU Strategic Objectives; consideration of acute human resources issues such as workload management, etc.

The agreed *TU Dublin Planning Process for Initial Strategic Plan & Compact* is summarised in the attachment to this resubmission. These processes may have impact on the focus and timelines of the indicative objectives and the related actions.

4.   Development Plans and Key System Objectives

Section summary

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

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

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

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

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

Strategy summary

Please provide details of a maximum of two institutional strategic priorities that *Institute of Technology Blanchardstown* has identified under each Key System Objective. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that *Institute of Technology Blanchardstown* is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021). This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices. Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

4.1   Key System Objective 1

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

High Level Targets:

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

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

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

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

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

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

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

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

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

Strategy summary

Key Systems Objective 1 is at the core of ITB's strategic plan. The Institute strives to meet the needs of industry and societal partners whilst concomitantly providing opportunities to increase participation in higher education through relevant academic and training programmes at NFQ Level 6 through Level 9, and research at NFQ Levels 9 and 10. Academic programmes are designed to offer job readiness skills, through work placement opportunities and flexible delivery options that exploit our digital studying/working capability. In most part, these programmes are aligned to national initiatives such as Springboard, Learn and Work, ICT Action Plan and Skillnet demands. Some of the salient institutional functions and initiatives addressing this Key Systems Objective include:

- Delivery of three types of undergraduate programmes: (a) Fulltime CAO student enrolment to common first year as means of broadening entry routes to specific academic disciplines; (b) Fulltime non-CAO enrolment to programmes with two-thirds of time in work placement with taught modules embedded with industry certifications, and; Part-time courses from NFQ Level 6 to 8 that are delivered in the evening and weekends, with significant components delivered online.
- Commitment to increase number of students registered on programmes with flexible pathways, including alternative progression routes and work placement options, and Providing pathways for progression of apprenticeship graduates**;**
- Engagement with the HEA on the HEIs agenda for development of Institute-wide and discipline specific *Employability and Employment Guide*.

Table 4.1.1 and Table 4.1.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 1. Compatible ITB strategic priorities encompass: the enhancement of teaching and learning via flexible and multidisciplinary curriculum model, and; the expansion of technology applications towards developing and sustaining a learner-centred approach to academic quality enhancement. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A1

Table 4.1.1 Mapping of ITB Strategic Priorities to High Level Targets under HEA System Objective 1

KEY SYSTEM OBJECTIVE 1	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability **High Level Targets (HLT):** 1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%) 2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners) 3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016) 4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked) 5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked) 6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology. 7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place. 8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked) 9. Achievement of the targets in the new ICT Action Plan.	**Strategic Priority 1.1**— *Create a rich learning environment through an innovative, flexible and multi-disciplinary curriculum model.* • At least 30% of students registered on a programme that leads to an award, of at least honours Bachelor degree level (NFQ level 8), will fall within one or more of the following classes: (a) Students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, on-line or distance learning; (b) Students who are registered on a programme that has been designed, and is being delivered, with the involvement of business, enterprise, the professions and other related stakeholders.	1, 2, 3, 9.	2018-2021
	• TU Dublin graduate attributes will be agreed and mechanisms implemented to ensure programme alignment with these attributes, while accommodating some personalisation of learning, including work experience options.	4, 5, 9.	2018-2021
	• A 25% increase in full-time students with flexible pathway options, including alternative progression routes, work placement options, blended programme options, on-line programmes, multi-disciplinary options and modules with significant support offered by learning technologies.	6, 7, 9.	2018-2021
	• Develop new models of apprenticeship and skills training, including pathways from further education to higher education.	1, 2, 4, 7.	2018-2020
	Reference Benchmarks: (1) Technological University Act, 2018. (2) Trends in student enrolment, retention, and graduate outflow by discipline (graduation rates, timeliness, graduate employment/further study etc.) (3) Contribution to national apprenticeship system and implementation of apprenticeship action plan. (4) Implementation of curricula models fostering student enterprise/employability (5) Programmes reviewed/developed in consultation with industry, postgraduate programmes co-funded by enterprise, work placement		

Table 4.1.2 Mapping of ITB Strategic Priorities to High Level Targets under HEA System Objective 1

KEY SYSTEM OBJECTIVE 1	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability **High Level Targets (HLT):** 1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%) 2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners) 3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016)	**Strategic Priority 1.2**— *Expand our innovative use of technology to further enhance the teaching and learning environment, and continue to develop a learner-centred approach to academic quality enhancement.* • Increase in the usage and application of virtual learning environments. • Develop digital portfolios to allow students to create accessible records of their learning. • Leverage digital technology to support teaching, learning and assessment in a digital environment. • Create an inclusive and welcoming environment for all learners assisted by developing and adopting the principles of universal design in teaching and learning. • Further develop peer-mentoring and first year experience initiatives. • Integrate learner analytics, National student survey output and quality assurance reviews into academic quality assurance systems for teaching and learning.	2, 3, 9 9 9 1, 2, 3, 9 1, 2, 3, 4, 8, 9	2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked) 5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked) 6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology. 7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place. 8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked) 9. Achievement of targets in the new ICT Action Plan.	**Reference Benchmarks:** (1) Topic Specific Statutory QA Guidelines for Providers of Blended Learning Programmes (QQI, 2018). (2) Internal policies and procedures for digital working/studying. (3) Protocols for transformation of modules from face-to-face delivery to online delivery. (4) Implementation of TU Digital campus initiative.		

4.2   Key System Objective 2

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

High Level Targets:

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

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

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

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

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

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

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

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

Strategy summary

Our communities are our lifeblood – engagements with industry, civic society and the public in general, have allowed us to develop portfolios of co-operatively designed programmes, services and internationalisation agenda, incorporating personal and professional development opportunities for our students, staff and the wider community. Some of the salient activities addressing this Key Systems Objective that have been undertaken, and planned for extension include:

- Maintaining appropriate quality assurance and quality enhancement procedures for the development of programmes that respond to the needs of business, enterprise, the professions and other stakeholders in the region;
- Sustained engagement with both enterprise and government agencies such as Skillnet Ireland and the Regional Skills Forum towards support of skills related programmes, e.g., Networking Technologies and Process Automation & Instrumentation.
- Maintaining a strong Internationalisation agenda with appropriate supports, including a strategy for extending internationalisation into a broad range of academic programmes and research, e.g., coordination and collaborative initiatives in the Centre for Higher Education Research, Policy and Practice (CHERPP) with partners in Canada.
- Engagement with Erasmus+ by growing the number of partner institutions and encouragement of students to study abroad for part of their degrees.

Table 4.2.1 and Table 4.2.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 2. Compatible ITB strategic priorities encompass: maintenance of visibly and effective engagement with enterprise and the wider community as a whole, and; enhancement of internationalisation agendas. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A2.

Table 4.2.1 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 2

KEY SYSTEM OBJECTIVE 2	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community. **High Level Targets (HLT):** 1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15) 2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all full- time students in HEA-funded higher education institutions were international students) 3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad. 4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016)	**Strategic Priority 2.1**— *Engage visibly and effectively with our key stakeholders, both nationally and internationally, including promotion of culture of collaboration with our communities.* • Further develop strong links with business, enterprise, the professions and other stakeholders in the region to support civic and industry engagement. • Ensure procedures are in place for the development of programmes that respond to the needs of the Institute's stakeholders, showing evidence of engagement with industry in programme design and delivery. • Undertake a socio-economic impact study of potential a Technological University in the Greater Dublin Region, while maintaining the regional remit of the Institute. • Processes and mechanisms are developed to capture industry and community feedback, while engaging with civic, social and community partners and alumni in the region and beyond. • Participation in the Carnegie community engagement first-time classification framework. • Alignment of professional development taking into account policies of the National Forum for Enhancement of Teaching and Learning in Higher Education.	4, 5, 6, 7, 8. 7. 1, 2, 4, 5, 6. 7. 7, 8. 7.	2018-2021 2018 2018-2019 2018-2021 2018-2021
5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017) 6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014) 7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%). 8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.	**Reference Benchmarks:** (1) Level of engagement and collaboration with industry and other social partners. (2) Level of community engagement. (3) Publications with peers/collaborators in enterprise.		

Table 4.2.2 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 2

KEY SYSTEM OBJECTIVE 2	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community. **High Level Targets (HLT):** 1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15) 2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all full- time students in HEA-funded higher education institutions were international students) 3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad. 4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016) 5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017) 6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014) 7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%). 8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.	**Strategic Priority 2.2**— *Enhance the internationalisation of the Institute.* • Maintain current number of registered international students. • Increase number of outgoing students by 10% year-on-year. • Collaborate with institutions that provide higher education outside the State, including on joint research projects and for the purpose of provision of programmes. • Provides opportunities for staff and students of institutions that provide higher education outside the State, to teach, learn or conduct research within the Institute. • Develop a strategy for incorporation of internationalisation into all academic programmes. **Reference Benchmarks:** (1) Trends in International Full-time student enrolment. (2) Relationship with partner countries leading to articulation agreements/joint awards/international online programmes. (3) Trends in incoming mobility of International Academic Staff and researchers. (4) Trends in mobility and international experience of academic/research staff and students. (5) Publications with international peers. (6) Organisation of international conferences.	2. 3, 8. 2, 3, 8. 2, 3, 8. 1, 2, 3, 8.	2018-2019 2018-2021 2018-2021 2018-2021 2018-2021

4.3   Key System Objective 3

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

High Level Targets:

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

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

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

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

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

6. Increase applied research in the Institutes of technology.

Strategy summary

As part of the Strategic Plan 2016-2019[5], ITB set out to strengthen its research, enterprise and innovation capability, by: developing the research culture to foster and support research, innovation and enterprise initiatives; broadening the research, enterprise and innovation capacity, build capability and enhance performance, and; deepening the integration of research and scholarship into academic programmes. Underpinning actions include (among others):

(1) Working with stakeholders, within the national research priority framework for Science Technology and Innovation (STI), to define the current and the near-future research priorities, and develop the critical mass for the relevant research subjects/themes.
(2) Align research in the core academic disciplines areas with the national research priorities in STI.
(3) Increase the number of postgraduate students undertaking research.
(4) Place research informed learning at the heart of the institute's programme delivery, and upon which staff may elect to become research-active without undermining the efficiency of undergraduate programme provisions (Level 6 through Level 8)[6].
(5) Aim for and achieve high research impacts, through publications, innovations and patents, and other research spin-offs

Table 4.3.1 and Table 4.3.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 3. Compatible ITB strategic priorities encompass: strengthening the of research training and cultures to foster and support research, innovation and enterprise initiative, and deepen the integration of research and scholarship into our academic programmes, and; broadening the related activities, building capability and enhancing of performance. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A3.

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[5] ITB. 2016. Strategic Plan 2016-2019, Transforming into a Technological University, 26 pp.

[6] IOTI. 2013. A strategic position paper development by Heads of Research Group. IOTI, 13 pp.

Table 4.3.1 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 3

KEY SYSTEM OBJECTIVE 3	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe. **High Level Targets (HLT):** 1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (Baseline 2,235 in 2014/15). 2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target) 3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014) 4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878) 5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016) 6. Increase applied research in the Institutes of technology	**Strategic Priority 3.1**— *Develop the research culture to foster and support research, innovation and enterprise initiative, and deepen the integration of research and scholarship into our academic programmes.* • Enhance participation in structured Doctorate programmes, in association with our Graduate Research School with Technological University alliance partners. • All full time academic staff engaged in the supervision of students registered on a doctoral degree level programme will have a record of continued research. • Achieve a 30% increase in the number of research partnerships, including broader participation of those under-represented in research. • At least 80% of the full-time academic staff, who are engaged in the provision of a programme that leads to an award at doctoral degree level and conduct research, hold a doctoral degree themselves. • Initiatives are in place to ensure teaching and learning activities are informed by research. • All full-time academic staff, engaged in the supervision of students registered on a doctoral degree programme, hold a doctoral degree. • Innovation and research have a demonstrable positive social and economic effect on business, enterprise, the professions and other related stakeholders in the region. • Improved visibility of research activities of staff. • Achieve 10% increase year-on-year, in social and community-based research initiatives.	1, 2, 3, 5, 6. 1, 2, 3, 4, 5, 6. 2, 3, 4, 5, 6. 1, 3, 4, 6. 6. 6. 2, 4, 6. 4, 6. 1, 3, 4, 6.	2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021
	Reference Benchmarks: (1) Qualified staff supporting vibrant postgraduate research programmes/centres. (2) Competitive and sustainable internal seed-fund for early-career research staff. (3) Investment in Research, Development and Innovation with income from external sources (EU, Public bodies such as Enterprise Ireland, Enterprise, Philanthropic sources etc.) (4) Research agreements and consultancy work. (5) Research-active staff, supporting quality research with high impact. (6) Spin-out/Spin-in companies, incubation and use of institution facilities (7) Bespoke training programmes for industry/industry staff engaged in life-long-learning programmes. (8) IP and IP transactions (9) Evidenced Engaged research, i.e., research projects with and for society.		

Table 4.3.2 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 3

KEY SYSTEM OBJECTIVE 3	ITB STRATEGIC PRIORITIES	HLT ADDRESSED	CYCLE(S)
Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe. **High Level Targets (HLT):** 1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (Baseline 2,235 in 2014/15). 2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target) 3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014) 4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878) 5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016) 6. Increase applied research in the Institutes of technology	**Strategic Priority 3.2**— *Broaden research, enterprise and innovation capacity, build capability and enhance performance*. • The number of students registered on a programme that leads to an award of Masters or PhD degree is 4% (or more) of those on a programme leading to an honours bachelor degree or higher. • The Institute provides programmes that lead to awards to doctoral degree level and the academic staff and students of the Institute conduct research in at least three fields of education. • Adopt a research action plan in TU Dublin to support 7% of the number of students registered on a programme leading to at least honours bachelor degree level, as research students within 10 years; increase areas of doctoral research to at least five fields of education within five years. • Generate a 10% increase year-on year in research income. • Expand enterprise activity and develop 2 research centres.	1, 2, 3, 4, 5, 6. 1, 3, 4, 5, 6. 1, 2, 3, 4, 5, 6. 2, 3, 4, 5. 3, 4, 6.	2018-2021 2018-2021 2018-2021 2018-2021 2019-2021
	Reference Benchmarks: (1) Qualified staff supporting vibrant postgraduate research programmes/centres. (2) Competitive and sustainable internal seed-fund for early-career research staff. (3) Investment in Research, Development and Innovation with income from external sources (EU, Public, Enterprise, Philanthropic,) (4) Research agreements and consultancy work. (5) Research-active staff, supporting quality research with high impact. (6) Spin-out/Spin-in companies, incubation and use of institution facilities (7) Bespoke training programmes for industry/industry staff engaged in life-long-learning programmes. (8) IP and IP transactions (9) Evidenced Engaged research, i.e., research projects with and for society.		

4.4 Key System Objective 4

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

High Level Targets:

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

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

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

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

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

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

Strategy summary

The *National Plan for Equity of Access to Higher Education 2015-2019* provides justification and priority goals and targets for the five-year period. Targets include: the under-represented groups in third-level education; people disadvantaged by socio-economic barriers; 'first-time' mature students; people with disabilities; part-time/flexible higher education participants; holders of further education qualifications wishing to progress, and; the participation in higher education by Irish Traveller communities. In order to comprehensively address this increasingly important HEI performance indicator, ITB maintains a dedicated Access Service (AS) to meet its targets. The AS is responsible for coordinating and developing ITB's Access Programme and for implementing policies such as to ensure that access to third level education becomes a reality for categories of learners who are currently under-represented.

The AS focuses on providing opportunities to students who traditionally might have found it difficult to access third level education, as well as to promote positive perceptions of the value of third level education by catering for the following categories of learners: Socio-economically disadvantaged; Mature/Adult learners; Learners with a disability; Learners who do not have the usual Leaving Certificate qualifications, but who can meet entry requirements in other ways, and; Learners from the travelling community. The AS meets its remits through: the REACH Access Programme; Schools Programme, which promotes links with primary/second schools, and particularly those designated as disadvantaged; Supports for Students with Disability, and; Special Needs Applicants.

Table 4.4.1 and Table 4.4.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 4. Compatible ITB strategic priorities encompass: supporting the development and implementation of equity of access to higher education while fostering diversity and completion rates, and; enhancement of collaboration in the DTUA towards designation as technological university. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A4.

Table 4.4.1 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 4

KEY SYSTEM OBJECTIVE 4	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
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. **High Level Targets (HLT):** 1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies. 2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019. 3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019. 4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socio-economically disadvantaged groups and 1,000 from Further education access programmes. 5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme. 6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.	**Strategic Priority 4.1**— *Increase student numbers while fostering student diversity through developing innovative programme models*. • Achieve a year-on-year increase in student numbers, to reach in excess of 4,500 by the year 2020, meeting regional demand, while maintaining a balance of students studying at NFQ levels 6-10. • Facilitate and support our students that enter through access routes, while maintaining our proportion of access students, in line with demographic needs of the region and student demand. • Improve retention rates by increasing the progression of students from first year into second year to 75% (approximate increase by 10%).	1, 3, 4, 5, 6. 1, 2, 3, 4, 5, 6. 1, 2, 6.	2018-2020 2018-2019 2018-2021
	Reference Benchmarks: (1) Diversity in student population. (2) Trends in number of those aged 25 to 64 engaged in lifelong learning. (3) Trends in (numbers and proportions) of entrants from non-traditional routes. (4) Completion and progressions rates for under-represented groups (5) Trends in Part-time enrolment in undergraduate and postgraduate programmes and STEM. (6) Overall increase in participation by underrepresented groups per National Access Plan 2019. (7) Digital skills straining for students		

Table 4.4.2 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 4

KEY SYSTEM OBJECTIVE 4	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
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. **High Level Targets (HLT):** 1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies. 2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019. 3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019. 4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socio-economically disadvantaged groups and 1,000 from Further education access programmes. 5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme. 6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.	**Strategic Priority 4.2**— _Forge deeper collaborations with DIT and IT Tallaght in developing structures and systems to achieve designation as a technological university._ • Actively engage with evolving policy alignment proposals for the Technological University regarding adjustments to operating policies and procedures that may impact on the Institute. • Actively engage with partners in HEA regional clusters, HEA Dublin/Leinster Pillar II.	1, 3, 4, 5, 6. 3, 4, 5, 6.	2018-2021 2018-2021
	Reference Benchmarks: (1) TU Dublin[7] Positioning, Vision, Missions and Values. (2) TU Dublin Proposed governance structure (3) TU Dublin Approach to teaching and learning (4) TU Dublin Approach to research (5) TU Dublin Embedding of engagement (6) TU Dublin Approaches to apprenticeship and skills education (7) TU Dublin Quality strategy and processes (8) TU Dublin Approach to internationalisation		

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[7] TU4Dublin. 2018. Application for designation as a Technological University, 110 pp.

4.5   Key System Objective 5

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

High Level Targets:

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

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

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

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

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

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

Strategy summary

In order to offer high quality learning experience, the enhancement of teaching, learning and assessment are at the centre of ITB's core activities. Apart from the targeted enhancement of the students' future prospects in the labour market, planned activities are geared to initiating and maintaining the necessary learner engagement with both course related activities and other transformative social interactions. This is achievable through the creation of a rich learning environment through innovative, flexible and multi-disciplinary curriculum model for all students; expansion of innovative use of technology to further enhance the teaching and learning environment, and; continued development of a learner-centred approach to quality enhancement. The institute strives to meet this objectives through a suite of actions, including (among others):

- Development of programmes with flexible pathway options, including alternative progression routes, work placement options, blended learning/delivery, on-line delivery, multi-disciplinary options and modules significantly supported by learning technologies.

- Offer of up-skilling opportunities and training support for all staff, including enrolment for higher academic qualifications in areas of expertise and the use of technology supported teaching (including on-line delivery of courses).

- Offering blended-learning opportunities in all programmes.

- Maintaining coherent course/programme support initiatives and learner feedback/survey mechanism as part of quality assurance policy for enhancement of teaching and learning.

- Meeting statutory obligations with HEA, QQI and relevant professional accreditation bodies with regards to quality assurance and quality enhancement of teaching and learning, including the development of new programmes.

- Benchmarking of learner experience nationally and internationally in order to determine the pedagogical and other supports that leaners expect.

Table 4.5.1 and Table 4.5.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 5. Compatible ITB strategic priorities encompass: the development enabling environment for empowering staff to achieve full potential in the transformation to Technological University, and; subsequent sustained supports for evolving change and development needs. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A5.

Table 4.5.1 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 5

KEY SYSTEM OBJECTIVE 5	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
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. **High Level Targets (HLT):** 1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs. 2. All HEIs to engage in International benchmarking by 2020 3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15) 4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines) 5. All HEIs to have in place policies for digital teaching and learning by 2019	**Strategic Priority 5.1**— *Enable individuals and teams to grow professionally and personally through a transformational learning environment.* • At least 90% of the full-time academic staff, engaged in the provision of a programme that leads to an award to at least honours bachelor degree level, hold a Master's degree or Doctoral degree. • At least 45% of full-time academic staff of the Institute, engaged in the provision of a programme that leads to an award to at least honours bachelor degree level, hold a doctoral degree. • Encourage staff development such that within 10 years, the Institute will increase the proportion of its full-time academic staff holding a doctoral degree from at least 45% to at least 65%. • Use 'creative and agile thinking' in our approach to transformational work. • Enhance opportunities for dialogue, team participation and experimentation with how we conduct our business • Deliver a Digital Campus for TU Dublin. • Participation in and evaluation of U-Multirank as an effective means of benchmarking with other higher education institutions internationally, and creating a context for self-evaluation.	1, 2. 1, 2 1, 2. 1, 3, 4, 5. 1, 3, 5. 1, 5. 2, 3, 4, 6.	2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021
6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.	**Reference Benchmarks:** (1) Technological University Act, 2018. (2) Policy/Procedures supporting Continuing Professional Development of staff in both teaching programmes and funded research. (3) Ratio of students to teaching staff. (4) Integrated work placement and research-informed curricula. (5) Quality assurance compliance and quality enhancement. (6) Impactive Teaching and Learning, Disciplinary Excellence in Learning Teaching and Assessment (DELTA) Awards) (7) Active engagement with robust international benchmarking processes.		

Table 4.5.2 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 5

KEY SYSTEM OBJECTIVE 5	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
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. **High Level Targets (HLT):** 1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs. 2. All HEIs to engage in International benchmarking by 2020 3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15) 4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines) 5. All HEIs to have in place policies for digital teaching and learning by 2019 6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.	**Strategic Priority 5.2**— *Support the evolving change and development needs of our people*. • Enhance our personal development systems. • Provide training opportunities to enhance skills and offer career or leadership development programmes, including support for lecturers using on-line learning platforms. • Promote effective, transparent and participative decision making. • Support change management initiatives by offering coaching and mentoring programmes to support autonomy in developing new work practices. • Participation in USI, QQI, HEA and the National Forum for the enhancement of teaching and learning in higher education. • Professional development and excellence in teaching is recognised and reinforced by engaging with learning teaching and technology centres.	 1, 2, 5, 6. 1, 2, 5, 6. 1, 2, 6. 1, 2, 5, 6. 1, 3, 4. 1, 5, 6.	 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021
	Reference Benchmarks: (1) Technological University Act, 2018. (2) Policy/Procedures supporting Continuing Professional Development of staff in both teaching programmes and funded research. (3) Ratio of students to teaching staff. (4) Integrated work placement and research-informed curricula. (5) Quality assurance compliance and quality enhancement. (6) Impactive Teaching and Learning, Disciplinary Excellence in Learning Teaching and Assessment (DELTA) Awards) (7) Active engagement with robust international benchmarking processes.		

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

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

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

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

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

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

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

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

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

9. Implementation of recommendations from rolling governance reviews;

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

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

Strategy summary

The Institute has in place a system of governance to oversee its academic/training, research and related activities to ensure quality and to meet its recurrent statutory obligations.   The Institute's system of governance: ensures that policies, procedures and activities are aligned with ITB's vision, mission and strategy; protects the integrity of academic processes and standards; identifies, assesses potential impacts, and manages risk in its operations (e.g., impact of capital investment); implements internal and external periodic reviews and self-monitoring processes, and considers the findings and develops action plans to address them, and; maintains a robust quality assurance system embedded and maintained on cross-institute basis and involves all levels of management, administration, academic staff and learner representation.

Table 4.6.1 and Table 4.6.2 provide mapping of the two ITB Strategic priorities to Key Systems Objective 6.   Compatible ITB strategic priorities encompass: sustaining ethical governance and enhancement of professional services in the TU context, and; the imperatives for forging of deeper collaboration with partners in the DTUA in the transition to technological university. A suite of *Reference Benchmarks* by which the objectives have been set are identified under each priority. Further details on the indicative supporting evidences and means of their verification are outlined in Appendix A6.

Table 4.6.1 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 6

KEY SYSTEM OBJECTIVE 6	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
Demonstrates consistent improvement in governance, leadership and operational excellence. **High Level Targets (HLT):** 1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations. 2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (Tus within 3 years of establishment). 3. All HEIs to submit their annual Governance Statements to HEA on time. 4. 100% compliance by HEIs with public procurement rules. 5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines.	**Strategic Priority 6.1**— *Operate in a sustainable, ethical governance way and in a financially responsible manner, including enhancement of range and effectiveness of professional services for TU.* • Continue to engage with the HEA strategic dialogue process. • Continue to have integrated, coherent and effective governance structures in place, concerning academic, administrative and management matters. • Continue to improve procedures for quality assurance and quality enhancement. • Broaden the base of independent revenue generation. • Resource and construct two new buildings on campus, to accommodate projected increases in student numbers in a green and healthy environment. • Increase utilisation of our physical campus for year-round use. • Develop a service charter for engagements between staff and students. • Re-develop a strategic marketing and communications plan. • Develop professional services while providing comprehensive student supports service, for all learners, including a visible focus for part-time learners.	 1-11. 3-11. 3-11. 5, 6. 3, 4. 3, 4, 6. 1, 2. - -	 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2021 2018-2019 2018-2019 2018-2019
6. Full transparency in HEI financial statements about accounting for Trusts and Foundations. 7. 100% compliance by HEIs with public pay policy 8. 100% compliance by HEIs with public sector numbers controls. 9. Implementation of recommendations from rolling governance reviews. 10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities. 11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.	**Reference Benchmarks:** (1) Institutional governance policies and procedures (2) Level and sources of funding (3) Relative Unit Costs (by functional units and discipline areas) (4) Level of efficiency gained and savings achieved through implementation of reform initiatives in line with government policy		

Table 4.6.2 Mapping of ITB Strategic Priorities to High Level Targets Under HEA System Objective 6

KEY SYSTEM OBJECTIVE 6	ITB STRATEGIC PRIORITIES*	HLT ADDRESSED	CYCLE(S)
Demonstrates consistent improvement in governance, leadership and operational excellence. **High Level Targets (HLT):** 1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations. 2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (Tus within 3 years of establishment). 3. All HEIs to submit their annual Governance Statements to HEA on time. 4. 100% compliance by HEIs with public procurement rules. 5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines. 6. Full transparency in HEI financial statements about accounting for Trusts and Foundations. 7. 100% compliance by HEIs with public pay policy 8. 100% compliance by HEIs with public sector numbers controls. 9. Implementation of recommendations from rolling governance reviews. 10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities. 11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.	**Strategic Priority 6.2**— *Forge deeper collaborations with DIT and IT Tallaght to achieve designation as a technological university, including the development of physical and digital capacity to expand reach and impact.* • Agree appropriate and effective governance structures concerning academic, administrative, management and student representational matters for the Technological University. • Communicate and engage with staff and representative bodies, regarding the vision and positioning for and process of achieving designation as a Technological University. • Actively engage with the evolving organisational design proposals for the Technological University, regarding adjustments to structures that may impact on the Institute. • Deliver a Digital Campus for TU Dublin alliance partners.	- - - -	2018-2020 2018-2021 2018-2021 2018-2021
	Reference Benchmarks: (1) Institutional governance policies and procedures. (2) TU4Dublin[8] Support infrastructure (Digital Campus, Student Development, Professional Services, People Strategy, and Campuses)		

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[8] TU4Dublin. 2018. Application for designation as a Technological University; the support infrastructure of TU4Dublin, pp74-91.

5. Annual Compliance Statement

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

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

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

6. Agreement

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

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

Signed: _____

Date: __24 | 4 | 19__

Chief Executive, Higher Education Authority

Signed: _____

Date: __16 / 4 / 19__

Campus Principal, TU Dublin and former President, Institute of Technology Blanchardstown

Signed: _____

Date: __16/4/19__

President, TU Dublin

Appendices

We the *Institute of Technology Blanchardstown* include the following appendices with our performance compact.

List the appendices here:

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

Appendix 1

Table A1 ITB Strategic Priorities and Indicative Actions under HEA System Objective 1

<table>
<tr><td colspan="2">KEY SYSTEM OBJECTIVE 1
<i>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</i></td></tr>
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Strategic Priority 1.1— *Create a rich learning environment through an innovative, flexible and multi-disciplinary curriculum model.*

- At least 30% of students registered on a programme that leads to an award, of at least honours Bachelor degree level (NFQ level 8), will fall within one or more of the following classes:
  - (c) Students who are registered on a programme that is provided on a flexible basis, such as by means of part-time, on-line or distance learning;
  - (d) Students who are registered on a programme that has been designed, and is being delivered, with the involvement of business, enterprise, the professions and other related stakeholders.
- TU Dublin graduate attributes will be agreed and mechanisms implemented to ensure programme alignment with these attributes, while accommodating some personalisation of learning, including work experience options.
- A 25% increase in full-time students with flexible pathway options, including alternative progression routes, work placement options, blended programme options, on-line programmes, multi-disciplinary options and modules with significant support offered by learning technologies.
- Develop new models of apprenticeship and skills training, including pathways from further education to higher education.

Strategic Priority 1.2— *Expand our innovative use of technology to further enhance the teaching and learning environment, and continue to develop a learner-centred approach to academic quality enhancement.*

- Increase in the usage and application of virtual learning environments.
- Develop digital portfolios to allow students to create accessible records of their learning.
- Leverage digital technology to support teaching, learning and assessment in a digital environment.
- Create an inclusive and welcoming environment for all learners assisted by developing and adopting the principles of universal design in teaching and learning.
- Further develop peer-mentoring and first year experience initiatives.
- Integrate learner analytics, National student survey output and quality assurance reviews into academic quality assurance systems for teaching and learning.

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Indicative supporting evidence and means of verification of Strategic Priorities 1.1 and 1.2:

- Number or new programmes under development and validated with QQI.
- Number of ongoing programmes and new programmes awarded professional re-accreditation and accreditation.
- The Institute has engaged with the HEA on the HEIs agenda for development of *Employability and Employment Guide*. An Institute-wide employability guide will be developed by Q4 2018, followed by discipline specific employment guides, to be completed by the end of 2019-2020 academic year. Both guides will be published on the Institute website and implementation to be monitored through the System Performance Framework process for 2018-2020.
- Trends in graduate outcomes, including, graduation rates, time to graduation, graduate employment (including further study), 1st year retention etc.
- Profile of graduate outflow by discipline and relevance to regional and national needs
- Contribution to national apprenticeship system and implementation of apprenticeship action plan including Learn + Work model courses (% growth, level of qualification etc)
- % growth in ICT related programmes, level of qualification, retention in programmes
- Proportion of student taking language by discipline/level, module electives for non-languages programmes)
- Contribution to public sector workforce planning (e.g., Response to needs in Social Care)
- Student enterprise and employability, e.g., student enterprise projects, student competitions, incubation space and programmes, available entrepreneurship services, IP awareness and education
- Proportion of programmes reviewed/developed in consultation with industry.
- Proportion of postgraduate programmes co-funded by enterprise
- Increase in work placement (by discipline and qualification level)
- Research capacity training and trends (number of masters/PhD by discipline)
- Number of postdoctoral researchers

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Appendix 2

Table A2 ITB Strategic Priorities and Indicative Actions under HEA System Objective 2

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

Strategic Priority 2.1— *Engage visibly and effectively with our key stakeholders, both nationally and internationally, including promotion of culture of collaboration with our communities.* • Further develop strong links with business, enterprise, the professions and other stakeholders in the region to support civic and industry engagement. • Ensure procedures are in place for the development of programmes that respond to the needs of the Institute's stakeholders, showing evidence of engagement with industry in programme design and delivery. • Undertake a socio-economic impact study of potential a Technological University in the Greater Dublin Region, while maintaining the regional remit of the Institute. • Processes and mechanisms are developed to capture industry and community feedback, while engaging with civic, social and community partners and alumni in the region and beyond. • Participation in the Carnegie community engagement first-time classification framework. • Alignment of professional development taking into account policies of the National Forum for Enhancement of Teaching and Learning in Higher Education.	**Indicative supporting evidence and means of verification of Strategic Priorities 2.1 and 2.2:** • Level of engagement and collaboration with industry and other social partners (viz., employer satisfaction, number of student project in collaboration with enterprise/social partners, recruitment/career services, equipment and facilities use by enterprise, level of participation in regional skills for a), • Level of community engagement (number of programmes with curricula with community engagement in learning, number of staff/students engaged in socially engaged research, proportion of students/staff involved in community based/community engaged learning, % increase in primary/secondary students participating gin ITB outreach initiatives, proportion of students in volunteering) • Publications with peers/collaborators in enterprise • Proportion of International Full-time students in ITB • Developed relationship with partner countries leading to articulation agreements/joint awards/international online programmes. • Number of incoming mobility of International Academic Staff and researchers • Increase in mobility and international experience of academic/research staff and students (viz., inward/outward student exchange, number of courses with mandatory inbuilt mobility period abroad, number of Fulbright/Marie Curie scholars, Number of Staff on Erasmus+ non-EU bilateral programmes etc.) • Publications with international peers • Organisation of international conferences
Strategic Priority 2.2— *Enhance the internationalisation of the Institute.* • Maintain current number of registered international students. • Increase number of outgoing students by 10% year-on-year. • Collaborate with institutions that provide higher education outside the State, including on joint research projects and for the purpose of provision of programmes. • Provides opportunities for staff and students of institutions that provide higher education outside the State, to teach, learn or conduct research within the Institute. • Develop a strategy for incorporation of internationalisation into all academic programmes.	

Appendix 3

Table A3 ITB Strategic Priorities and Indicative Actions under HEA System Objective 3

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

Strategic Priority 3.1— *Develop the research culture to foster and support research, innovation and enterprise initiative, and deepen the integration of research and scholarship into our academic programmes.* • Enhance participation in structured Doctorate programmes, in association with our Graduate Research School with Technological University alliance partners. • All full time academic staff engaged in the supervision of students registered on a doctoral degree level programme will have a record of continued research. • Achieve a 30% increase in the number of research partnerships, including broader participation of those under-represented in research. • At least 80% of the full-time academic staff, who are engaged in the provision of a programme that leads to an award at doctoral degree level and conduct research, hold a doctoral degree themselves. • Initiatives are in place to ensure teaching and learning activities are informed by research. • All full-time academic staff, engaged in the supervision of students registered on a doctoral degree programme, hold a doctoral degree. • Innovation and research have a demonstrable positive social and economic effect on business, enterprise, the professions and other related stakeholders in the region. • Improved visibility of research activities of staff. • Achieve 10% increase year-on-year, in social and community-based research initiatives.	**Indicative supporting evidence and means of verification of Strategic Priorities 3.1 and 3.2:** • Increase in proportion of income from Enterprise, EU, Philanthropic sources, indicating investment in Research and Development and Innovation agenda • Research quality and academic impact (number of publications and number of publications per staff, Field Weighted Citation Index, Field weighted citation rates/impact and chare of work output) • Number of research-active staff, and who have undertaken training in Research Integrity • Research expenditure, research agreements and consultancy (expenditure less block grant, income per staff member, number of collaborative research agreement with enterprise, % of research income derived from industry) • Spin-out/Spin-in companies, incubation and use of facilities (No. of spin-outs established during the year, staff start-ups established during the year, No. of active spin-outs in existence at the end of the year, No. of companies supported within LINC per, No. of contracts with companies for use of ITB facilities and equipment). • No. of student-led companies supported within the incubator in year. • Number of bespoke training programmes offered for industry and/or industry engaged in life-long-learning programmes • IP and IP transactions (viz., No. of invention/software disclosures /year, No. of new patent applications filed/year, No. of patents granted/year, Total number of patents owned by ITB, IP generated by ITB/campus companies/year) • Occupancy rate of LINC Centre • Increase in collaboration with Enterprise (viz, No. of active collaborations between ITB and enterprises, Research collaborative agreements wholly or partly funded by industry, Revenue generated from contract service/consultancy with industry/non-profit. %e of PhD awards involving employer partners, No. of IRC Enterprise Partnerships, Public-Private scientific co-publications, No. of Enterprise Ireland (EI) Innovation Vouchers redeemed and value of the EI Innovation Partnerships, No. of SFI Industry Fellowships, No. of multidisciplinary research in portfolio, • No. (%) of publications deposited in Open Access repository (e.g., Arrow of the JGRS) • Engaged research, i.e., research projects with and for society (No. of active engaged research, income from successful engaged research, New products/IP from engaged research)
Strategic Priority 3.2— *Broaden research, enterprise and innovation capacity, build capability and enhance performance.* • The number of students registered on a programme that leads to an award of Masters or PhD degree is 4% of those on a programme leading to an honours bachelor degree or higher. • The Institute provides programmes that lead to awards to doctoral degree level and the academic staff and students of the Institute conduct research in at least three fields of education. • Adopt a research action plan for TU Dublin to support 7% of the number of students registered on a programme leading to at least honours bachelor degree level, as research students within 10 years; increase areas of doctoral research to at least five fields of education within five years. • Generate a 10% increase year-on year in research income. • Expand enterprise activity and develop 2 research centres.	

Appendix 4

Table A4 ITB Strategic Priorities and Indicative Actions under HEA System Objective 4

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

Strategic Priority 4.1— *Increase student numbers while fostering student diversity through developing innovative programme models*. • Achieve a year-on-year increase in student numbers, to reach in excess of 4,500 by the year 2020, meeting regional demand, while maintaining a balance of students studying at NFQ levels 6-10. • Facilitate and support our students that enter through access routes, while maintaining our proportion of access students, in line with demographic needs of the region and student demand. • Improve retention rates by increasing the progression of students from first year into second year to 75% (approximate increase by 10%).	**Indicative supporting evidence and means of verification of Strategic Priorities 4.1 and 4.2:** • Diversity in student population (addresses National Access Plan targets including: participation by socioeconomic disadvantage, students with a disability, traveller communities, mature students and progression from FETs) • Increasing number of those aged 25 to 64 engaged in lifelong learning (For both undergraduate and postgraduate programmes: %increase in lifelong learner participation rates, % increase in lifelong employed learner participation rates, % increase in lifelong unemployed learner participation rate, % increase the number of entrants studying on a flexible basis (online, part-time, modular)) • Increase in numbers and proportions of entrants from non-traditional routes (Numbers and proportions entering from FET and through APEL, Engagement with FETs to support access, progress, teaching and learning to enhance the links and collaboration across the tertiary sector) • Enhanced completion rates for under-represented groups (progression from 1st year of study and completion rates) • Increase in Part-time enrolment in undergraduate and postgraduate programmes, including PT enrolment, and enrolment in STEM programmes • Overall increase in participation by under-represented groups for ITB will to be verified and benchmarked against the National Access Plan 2019 targets.
Strategic Priority 4.2— *Forge deeper collaborations with DIT and IT Tallaght in developing structures and systems to achieve designation as a technological university*. • Actively engage with evolving policy alignment proposals for the Technological University regarding adjustments to operating policies and procedures that may impact on the Institute. • Actively engage with partners in HEA regional clusters, HEA Dublin/Leinster Pillar II.	

Appendix 5

Table A5 ITB Strategic Priorities and Indicative Actions under HEA System Objective 5

<table>
<tr>
<td colspan="2">KEY SYSTEM OBJECTIVE 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.</td>
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Strategic Priority 5.1— Enable individuals and teams to grow professionally and personally through a transformational learning environment.

At least 90% of the full-time academic staff, engaged in the provision of a programme that leads to an award to at least honours bachelor degree level, hold a Master's degree or Doctoral degree.
At least 45% of full-time academic staff of the Institute, engaged in the provision of a programme that leads to an award to at least honours bachelor degree level, hold a doctoral degree.
Encourage staff development such that within 10 years, the Institute will increase the proportion of its full-time academic staff holding a doctoral degree from at least 45% to at least 65%.
Use 'creative and agile thinking' in our approach to transformational work.
Enhance opportunities for dialogue, team participation and experimentation with how we conduct our business
Deliver a Digital Campus in partnership for TU Dublin.
Participation in and evaluation of U-Multirank as an effective means of benchmarking with other higher education institutions internationally, and creating a context for self-evaluation.

Strategic Priority 5.2— Support the evolving change and development needs of our people.

Enhance our personal development systems.
Provide training opportunities to enhance skills and offer career or leadership development programmes, including support for lecturers using on-line learning platforms.
Promote effective, transparent and participative decision making.
Support change management initiatives by offering coaching and mentoring programmes to support autonomy in developing new work practices.
Participation in USI, QQI, HEA and the National Forum for the enhancement of teaching and learning in higher education.
Professional development and excellence in teaching is recognised and reinforced by engaging with learning teaching and technology centres.

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Indicative supporting evidence and means of verification of Strategic Priorities 5.1 and 5.2:

Survey of Student Engagement (Both institutional and course level feedback to be sought)
Progression Rates.
Ratio of students to teaching staff in educational institutions.
Links to workplace and research (% students undertaking a work placement, % undergraduate students undertaking a research project prior to their final year of studies)
Quality assurance compliance and quality enhancement (Quality assurance procedures established in accordance with the 2012 Act, Linked providers reviewed, authority to use the International Education Mark, internal quality assurance reports published, annual institutional quality reports published, new programme approval/validation reports published, Programme review/revalidation reports published, Quality enhancement initiatives undertaken, students trained and participation in quality assurance matters)
Impactive Teaching and Learning (e.g., No. of disciplines with current DELTA awards in ITB)
Staff Capability (Implementation of CPD Framework, % of staff qualified to PhD level, No. of staff with "Digital Badge" for completed CPD per academic year, % and proportion of research-active academic staff, No. of staff supported through research-related training, e.g. in research/PhD supervision and Research Integrity online training, career development, No of staff on assignments industry/other HEIs Locally/internationally, % of academic staff with non-academic experience, e.g. industry, public sector, civil society, cultural body etc.,)

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Appendix 6

Table A6 ITB Strategic Priorities and Indicative Actions under HEA System Objective 6

KEY SYSTEM OBJECTIVE 6 *Demonstrates consistent improvement in governance, leadership and operational excellence.*

Strategic Priority 6.1— *Operate in a sustainable, ethical governance way and in a financially responsible manner, including enhancement of range and effectiveness of professional services for TU.* • Continue to engage with the HEA strategic dialogue process. • Continue to have integrated, coherent and effective governance structures in place, concerning academic, administrative and management matters. • Continue to improve procedures for quality assurance and quality enhancement. • Broaden the base of independent revenue generation. • Resource and construct two new buildings on campus, to accommodate projected increases in student numbers in a green and healthy environment. • Increase utilisation of our physical campus for year-round use. • Develop a service charter for engagements between staff and students. • Re-develop a strategic marketing and communications plan. • Develop professional services while providing comprehensive student supports service, for all learners, including a visible focus for part-time learners.	**Indicative supporting evidence and means of verification of Strategic Priorities 6.1 and 6.2:** • Institutional Governance (Annual Governance Statements, Compliance with procurement rules, Accounting Timeliness: Submission of draft annual account within stipulated C&AG guidelines, Responsiveness: Submission of annual governance statements, staff statistics, SRS returns within HEA stipulated deadlines, Compliance with government policy on pay, Staffing: Staff numbers within target set within Employment Control Framework, Implementation of recommendations from rolling reviews of governance) • Level and sources of funding (Public-Private partnerships, Research, Core Grants, Spend per student, International benchmarks Pay to Non-pay ratio of budget, Competitive process funding, Level of funding secured from Performance and Innovation funds) • Relative Unit Costs (by discipline) • Level of efficiency gained and savings achieved through implementation of reform initiatives in line with government policy (Savings achieved through: (a) Shared Services; (b) Centralised procurement; (c) External service delivery model • Impact of capital investment (Student space ratios by subject area, space utilisation, New student places generated, Provision of new spaces for RDI activity, Investment in capital and equipment renewal as percentage of annual budget • Workload Management • Gender Equality (Implementation of the HEA Expert Group report on Gender Equality, Implementation of the Gender Equality Taskforce Action Plan, Athena Swan accreditation) • Environmental Sustainability (Environmental sustainability policies and practices, Number of green flags awarded)
Strategic Priority 6.2— *Forge deeper collaborations with DIT and IT Tallaght to achieve designation as a technological university, including the development of physical and digital capacity to expand reach and impact.* • Agree appropriate and effective governance structures concerning academic, administrative, management and student representational matters for the Technological University. • Communicate and engage with staff and representative bodies, regarding the vision and positioning for and process of achieving designation as a Technological University. • Actively engage with the evolving organisational design proposals for the Technological University, regarding adjustments to structures that may impact on the Institute. • Deliver a Digital Campus for TU Dublin.	