

Draft Mission-based Performance Compact

2018-2021

between

Institute of Technology Tallaght

and

The Higher Education Authority

Date: December 2018



Context

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

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

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

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

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

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

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

The principles of State funding support

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

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

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1. Establishment of the Compact

The Higher Education Authority and Higher Education Institution agree that:

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

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

2. Performance Funding Framework

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

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

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

3 Mission and Strategy Statement

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

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

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

Changes to the mission and strategy statement

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

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

Enter a short summary of your mission and strategy statement here along with a link to your institution's published strategy

Institute Mission

The mission of the Institute of Technology Tallaght is to be the centre of higher education and knowledge creation within South Dublin County and its environs, to broaden participation in higher education in the region, to be recognised as a leader in supporting research and commercial innovation, and to assist in the advancement of the economic, social and cultural life of the region. Our stated role is to:

- Provide learners with higher education opportunities from Level 6 to Level 10 on the National Qualifications Framework (NQF)
- Widen participation in higher education
- Create career ready graduates for business, industry and society
- Provide comprehensive lifelong learning opportunities for the region
- Provide educational supports to business, industry and society
- Engage in research, innovation and enterprise development
- Contribute to social, cultural and economic development
- Enhance internationalisation and integration within the region

Our [Strategic Plan](#) 2016-19 (p.17) sets out our strategic goals under seven pillars as follows:

- **Technological University Designation:** We aim to meet the established criteria for designation as a Technological University with our partners and to complete the
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structural and change process phases involved to deliver this project. This goal influences our strategy across all major areas.

- ***Career Focused Quality Higher Education:*** We will optimise the effectiveness of the teaching and learning experience for our students, maintaining our focus on career-oriented programmes while also enhancing quality assurance related to teaching, learning and assessment, including the learning environment and relevant links to research and innovation.
- ***Research, Innovation and Enterprise:*** We will strengthen the continuum of initiatives from research through innovation to enterprise development, with an emphasis on the social and economic impact of these activities for the region.
- ***Enhanced Engagement with Industry and the Community:*** We will make engagement with industry and community a central tenet of our research activities, academic programmes and civic engagement initiatives.
- ***Internationalisation:*** We will continue to implement a range of initiatives to internationalise the curriculum, integrate into global education networks, and create a multicultural society that respects difference and promotes diversity.
- ***Campus Development:*** We will expand the campus to provide for a Sports Science, Health and Recreation building, and a designated Tourism, Hospitality and Food building. The Institute also aspires to advance along the path of becoming a 'Health Promoting University' and be an exemplar of environmental sustainability.
- ***People and Culture:*** We will continue to enable and support our staff to achieve our strategic goals and to drive professional excellence in education and research, and the student experience.

The Institute sees direct engagement in the economic activity of the region as a core activity and strives to maximise its impact through the provision of quality and relevant higher education programmes. Current challenges include a rising demographic, continued economic growth, internationalisation, changing skill/labour market requirements and the challenges associated with transformation to a Technological University. Given the regional demographic of the Institute it is imperative that we retain our focus on meeting the needs of industry and of our particular demographic, with a sharp focus on promoting equality of access and lifelong learning. Developing our campus is also a key strategic goal to be completed during the current performance framework.

For further information, please see our [Strategic Plan](#) and our [Learning, Teaching & Assessment Strategy 2018](#). Information on our Performance in U-Multirank is available at <https://www.umultirank.org/>¹

See also, our [Cycle 4 Performance Evaluation](#)

Previous Strategic Dialogue Cycle

¹ The Institute obtained nine A scores in the areas of : Strategic Research Partnerships, Publications cited in patents, Income from Continuous Professional Development, Graduate Companies, Student mobility, International Joint Publications, Bachelor graduates working in the region, Master graduates working in the region, Strategic research partnerships in the region. We obtained four B Scores on the following metrics: Income from private sources, Student internships in the region, Regional joint publications and Interdisciplinary Publications.

Our *Strategic Dialogue Cycle 4 Report* outlined the progress made by ITT in meeting our agreed objectives during the previous period. The Institute demonstrated very strong performance in respect of all of our strategic objectives, with excellence in mission-critical areas. With very few exceptions, we met or exceeded our performance targets across all seven domains and we made a very real and important contribution to the delivery of national priorities.

Areas of significant progress include: developments towards amalgamation and meeting the criteria for TU designation; the advancement of the transitions agenda, including maintenance of a high level of provision at NFQ Levels 6 and 7; improved access and participation by targeted socio-economic groups; and enhanced engagement with industry and community. Our institutional strengths are reflected in our strong performance in U-Multirank ratings, where we score highly in areas such as participation, lifelong learning, graduate employment, regional engagement, and (for an institution of our size) research and internationalisation.

Our key achievements over the previous Compact period are summarised below. The Institute:

- Increased overall student numbers, particularly on our part-time programmes, where we more than doubled our student numbers, from a baseline of 1,200 to 2,122 student registrations.
 - Increased international student numbers from as % FT enrolments from 1% to 5%
 - Increased postgraduate Masters and PhD student numbers (by 25%)
 - Increased research output and activity (including research income, publications, citations and staff level 9 and 10 qualifications, in line with TU targets)
 - Maintained progress in aligning our research to the research pillars and R&D objectives of the future TU
 - Strengthened our research in niche areas and contributed to research outputs of an international standard
 - Increased participation among targeted groups, meeting or exceeding national targets for: SEGs (28% to 36%), students with disabilities (5% to 9%), entrants with FETAC awards (5% to 9%) and mature students. The percentage of new entrants defined as mature students i.e. <23 years, increased from 13% to 16% in 2015 but declined to 13% in 2016 due to improvements in the labour market.
 - Continued to be a leader in lifelong learning and part-time provision (ranked 4th in the IOT sector in 2015/16 and 2016/17)
 - Demonstrated flexibility and innovation in the development, delivery and redesign of new and existing programmes (as reported annually)
 - Increased engagement with industry and community – against established targets and KPIs
 - Performed strongly against our own and Enterprise Ireland metrics related to technology transfer and new venture creation
 - Created more and stronger international linkages, as well as restructuring our International Office and improving our data management systems to enhance the management of our international relationships
 - Increased student and staff international exchanges beyond the targets set
 - Met our targets with regard to internationalising the curriculum
 - Invested significant effort in collaborating with ITB and DIT on the Technological University project
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- Achieved all of the above within a balanced budget and within a particularly demanding demographic context

The following emerged as particularly important challenges during the previous compact process:

- *Technological University Designation:* The Institute invested substantial effort in collaborating with ITB and DIT in advancing the TU project; however, there were significant legislative and industrial relations challenges that were outside of our control. Nevertheless, we managed to complete three stages of the four stage process for designation as a Technological university. We met our target to submit our application for TU designation in April 2018 and achieved designation on 1st January 2019.

- *Campus Development:* In 2014 we had a severe deficit of teaching and computer laboratory accommodation. An opportunity arose to partially address the deficiencies/space constraints in 2015 through the development of a new off-campus facility, *Premier House*. We invested in this facility, which provides 1,787 square metres of additional space. This project, with the support of capital funding from the HEA, was managed successfully during 2015-16, alongside the other infrastructural improvements set out in our compact.

- *Programme Development & Innovation:* During 2014, 2015 and 2016, we demonstrated flexibility and innovation in the development, delivery and redesign of new and existing programmes. Given the strategic importance of programme development, we will continue to improve and reinvent our portfolio of programmes and their delivery in the coming years.

- *Resource Challenges:* A number of initiatives that the Institute would have liked to engage in, and which would have enhanced our service to the region and to our students, did not proceed to the extent that we would have wished. These include increased investment in activities to support increasing the quality of our teaching and learning, and the further development of our research R&D activities.

- *Strategic Planning:* We engaged in a strategic planning process toward the end of the last Compact period and are currently addressing the issues above in the context of our *Strategic Plan 2016-19 and the current Compact*, which identifies the areas for future focus.

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.

Overview of ITT Performance Compact 2018-2021

The Institute's Strategic Plan covers the period 2016-19 and sets out our strategic goals under seven pillars. It was developed towards the end of the last Strategic Dialogue Process and was informed by the National Priorities identified by Government in the previous cycle.

While the new Performance Framework for 2018-2021 entailed some changes (particularly in relation to governance), many of the compact priorities are essentially the same (as illustrated in Table 1 below); therefore, there is strong alignment between the Institute Strategic Plan 2016-19 and the new HEA System Objectives. Table 2 identifies the key areas of our Strategic Plan that link in with the new Compact Priorities.

Table 1: HEA System Performance Frameworks

Compact Priorities 2013-16	New Compact Priorities 2018-2020
1. Participation, Equal Access & Lifelong Learning	4. Significant improves equality of opportunity
2. Excellent Teaching & Learning and Quality of the Student Experience	1. Provide a strong talent pipeline 5. Demonstrates consistent improvement in the quality of the learning environment
3. High Quality, Internationally Competitive R & Innovation	3. Excellent R&D and Innovation that has impact
4. Enhanced Engagement with Enterprise and the Community	2. Create rich opportunities for national and international engagement
5. Enhanced Internationalisation	Under 2 above
6. Regional Clusters	6. Improvement in governance, leadership and operational excellence ²
7. Institutional Consolidation	

Table 2: HEA System Objectives and ITT Strategic Plan Priorities

HEA System Objectives 2018-21	ITT Strategic Plan Priorities 2016-19
1. Provide a strong talent pipeline	Pillar 2(a): Career Focused Quality Higher Education
2. Create rich opportunities for national and international engagement	Pillar 4: Enhanced Engagement with Enterprise and the Community Pillar 5: Internationalisation
3. Excellent R&D and Innovation that has impact	Pillar 3: Research, Innovation & Enterprise
4. Significant improves the equality of opportunity	Pillar 2(c): Participation, Access and Lifelong Learning
5. Demonstrates consistent improvement in the quality of the learning environment	Pillar 2(b): Excellence in Teaching & Learning and the Quality of the Student Experience Pillar 6: Campus Development
6. Improvements in governance, leadership and operational excellence	Pillar 7: People and Culture Pillar 1: TU Designation

² This is a new priority in the current Framework that covers governance and compliance issues - including co-operation with restructuring and progress on Technological University projects.

Links between the Institute Strategic Plan 2016-19 and the HEA High Level System's Objectives

The links between the Institute's Strategic Plan and the HEA High Level System's Objectives and High Level Targets is elaborated in detail in Table 3 below. The HEA established six High Level Objectives (HLOs) for the sector, with 46 High Level Targets (HLT's), backed up by a series of key indicators and metrics.

Based on our Strategic Plan 2016-19, we identified 12 priorities and 36 strategic initiatives that support the achievement of the HEA HLT's. We reduced the number of strategic initiatives from an original 44 in order to achieve greater focus. For each of the strategic initiatives we have established metrics, benchmarks and targets.

In Table 3 below, the text in red font in the left column identifies how each HLT is addressed by the strategic initiatives in the column on the right. Links to our Strategic Plan 2016-19 are indicated for further reference and background information.

Table 3: HEA Performance Framework 2018-2021 IT Tallaght

HEA System Objective 1		IT Tallaght Strategic Priorities	
Objective 1	Provide 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	Priority 1	Enhance and develop our portfolio of programmes and their composition in line with designation as a TU, with specific targets for provision at levels 6 to 10 of the NFQ <i>(Strategic Plan, Pillar 2, Programme Design and Delivery, p.19)</i>
		Priority 2	Engage with industry, enterprise, community and professional bodies in programme design and delivery to ensure that programmes are aligned effectively to the regional and national needs of the labour market and society, and facilitating work placements as appropriate <i>(Strategic Plan, Pillar 2, Programme Design and Delivery, p.19)</i>
High Level Targets		ITT Strategic Initiatives	
1a	Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 <i>National Skills Strategy Target; current base line is 6.7%) Addressed: 1.1, 1.2, 1.3, 1.4, 1.5, , 1.6</i>	1.1	Priority 1 Continue to support Lifelong Learning and increase part-time student numbers by 2% annually over the next three years through continuous innovation in our programme portfolio
1b	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) <i>Addressed: 1.1, 1.3, 1.4, 1.5, 1.6</i>	1.2	Support access and participation through continued provision of programmes at level 6 and 7, maintaining numbers at or above current levels
1c	Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016) <i>Addressed: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</i>	1.3	Increase the number of students registered on new apprenticeship programmes from 2018

1d	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) Addressed: 2.2	1.4	Increase the number of students registered on Springboard and ICT Skills programmes
1e	Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked) Addressed: 2.1	1.5	Increase the number of blended/distance/in-company programmes to advance the region and national objectives in relation to lifelong learning
1f	Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology. Addressed: 1.4	1.6	Increase the number of students registered on programmes at level at level 9 (Taught) and Level 9 and 10 research
1g	Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place. Addressed: 1.3	2.1	Priority 2 Introduce Employability Statements for all disciplines by 2020
1h	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)	2.2	Increase the number of students undertaking structured work placements/internships
1i	Achievement of the targets in the new ICT Action Plan Addressed: 1.3	2.3	Increase the number of new interdisciplinary programmes developed

HEA System Objective 2		IT Tallaght Strategic Priorities	
Objective 2	Create rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community	Priority 1	We will continue to implement a range of initiatives to internationalise the curriculum, integrate into global education networks, and create a multicultural society that respects difference and promotes diversity. <i>(Strategic Plan, Pillar 5, Internationalisation, p.25)</i>
		Priority 2	We will make engagement with industry and community a central tenet of our research activities, academic programmes and civic engagement initiatives. <i>(Strategic Plan, Pillar 4, Enhanced Engagement with Enterprise and the Community, p.17 and p.24)</i>
HEA High Level Targets		ITT Strategic Initiatives	
2a	Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15) Addressed: 1.1	1.1	Priority 1 Increase the number of international EU and non-EU students as a percentage of full-time enrolments in line with the scale and mission of the Institute.
2b	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) Addressed: 1.1	1.2	Increase the number of outward visits by students, providing opportunities and encouraging them to study or undertake a work placement or research project in another country.
2c	Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad. Addressed: 1.2	2.1	Priority 2 Increase the number of R&D contracts, collaborative projects, innovation vouchers, innovation partnerships and license agreements. This will be achieved through the strategic
2d	Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016) Addressed: 2.1		

2e	Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017) Addressed:2.1	2.2	engagement activities of the newly launched (June 2018) <i>Office for Business and Industry</i>
2f	Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014) Addressed: 2.3	2.3	Support the promotion of entrepreneurship at undergraduate and post-graduate levels through active engagement by multidisciplinary teams in enterprise competitions.
2g	Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey Addressed indirectly through 2.1, 2.2, 2.3, 2.4	2.4	Promote participation in the New Frontiers Entrepreneurship Development Programmes and the success of new start-ups, including spin-outs, working in conjunction with <i>Enterprise Ireland</i> and the <i>Dublin Region Innovation Consortium</i>
2h	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. Addressed: 1.2		Support civic engagement/volunteering activities by staff and students through the launch of the <i>Institute Volunteering+</i> initiative in May 2018

HEA System Objective 3		IT Tallaght Strategic Priorities	
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.	Priority 1 Priority 2	<p>Grow and consolidate the activities of the existing research centres and groups through collaboration with our TU partners and other organizations at regional, national and international level (<i>Strategic Plan, Pillar 4, Research, Innovation and Enterprise, p.23</i>)</p> <p>Provide alternate avenues for people in work to access Level 9 and 10 qualifications, through the provision of employment-based structured masters and PhD programmes focused on research with direct social and economic impacts (<i>Strategic Plan, Pillar 4, Research, Innovation and Enterprise, p.22</i>)</p>
HEA High Level Targets		ITT Strategic Initiatives	
3a	Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (<i>baseline 2,235 in 2014/15</i>) Addressed: 1.1, 2.1, 2.2	1.1	Priority 1 Increase the number of research students at Masters and PhD level, as well as postdoctoral positions, with a renewed focus on applied research and collaboration within the TU context
3b	Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (<i>Innovation 2020 target</i>) Addressed: 1.1	1.2	Increase external sources of funding for research, from both the public research system and from private industry
3c	Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014) Addressed:1.2	2.1	Priority 2 Increase the number of employment- based research degree programmes with direct social and economic impacts
3d	Increase research projects between enterprise and the public research system by 20% by 2020 (<i>2014 Baseline is 878</i>) Addressed: 1.2, 2.1, 2.2	2.2	Increase the number of staff who are research active and increase research outputs
3e	Secure HEI Horizon 2020 target of €550m in funding by 2020 (<i>over €200m secured by end of 2016</i>) Addressed: 1.2		

3f	Increase applied research in the Institutes of technology <i>Addressed: 1.1, 1.2, 2.1, 2.2</i>		
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HEA System Objective 4		IT Tallaght Strategic Priorities	
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	Priority 1	Provide opportunities for increased participation by entrants from socio-economic groups that have low participation in higher education <i>(Strategic Plan, Pillar 2, Participation, Access and Lifelong Learning, p.20-21)</i>
		Priority 2	Continue to support participation by increasing the number of entrants from Further Education (FE) colleges, Education and Training Boards (ETBs) and other entrants with FETAC awards <i>(Strategic Plan, Pillar 2, Participation, Access and Lifelong Learning, p.20-21)</i>
HEA High Level Targets		ITT Strategic Initiatives	
4a	All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies. <i>Addressed: 1.1,1.2, 1.3, 2.1, 2.2; also HL Objective 5 strategic initiatives and HLO 6, 2.1</i>	1.1	Priority 1 Support participation by full-time mature student new entrants (currently 11.4%) through the provision of focused supports
4b	Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019. <i>Addressed: 1.1,1.2, 1.3, 1.4, 1.5, 2.1, 2.2</i>	1.2	Support participation by students with disabilities (currently at 10%)

4c	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. Addressed: 1.4, 1.5	1.3	Sustain participation of under-represented groups (currently 34.4%) through existing and new access initiatives, including participation in the Higher Education Access Route (HEAR) scheme from 2019 and in the HEA funded <i>Programmes for Access to Third Level</i> (PATH) schemes (introduced 2018)
4d	Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socio-economically disadvantaged groups and 1,000 from Further education access programmes. . Addressed: 1.1,1.2, 1.3, 1.4, 1.5, 2.1, 2.2	2.1	Priority 2 Support CAO entry by students with FETAC awards (11.3% of new entrants in 2016/17) through strong engagement with FE colleges and Education and Training Boards (ETB's)
4e	Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme. Addressed: 1.3	2.2	Increase the number of advanced entry students from Further Education (FE) colleges and other HEIs, focusing on progression opportunities for Level 6 graduates
4f	Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement. Addressed: 1.5		

HEA System Objective 5		IT Tallaght Strategic Priorities	
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	Priority 1	Provide staff training and development opportunities to support the evolving change and development needs of staff <i>(Strategic Plan, Pillar 7 People and Culture, p.28)</i>
		Priority 2	Enhance the first year experience and support student success and retention through a series of designated actions implemented across all disciplines, and improve the campus <i>(Strategic Plan, Pillar 2, Excellence in Teaching, Learning and the Quality of the Student Experience, p.28 and Pillar 6, Campus Development, p.27)</i>
HEA High Level Targets		ITT Strategic Initiatives	
5a	Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs Addressed: 1.1	1.1	Priority 1 Implement a Continuous Professional Development Framework for all academic staff, with a focus on the development of digital teaching and learning skills
5b	All HEIs to engage in International benchmarking by 2020 Addressed: 2.3		
5c	Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15) Addressed: 2.1, 2.2	1.2	Support the education and training needs of professional services staff, including in the context of TU designation
5d	Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines) Addressed: 2.1, 2.2		
5e	All HEIs to have in place policies for digital teaching and learning by 2019 Addressed: 1.3, 2.4	2.1	Priority 2 Improve non-progression rates through the introduction of a Critical Skills Development module on all first year programmes and the development and implementation of a Student Success Strategy across all Departments
5f	The HEA will develop guidelines to steer the process of total quality management, in line with best international practice. Addressed: 2.3	2.2	

		2.3	Support the student experience through a series of initiatives, including provision of seminars on fitness, nutrition and health and participation in clubs and societies
		2.4	Enhance the student experience using appropriate benchmarking through the Irish Survey of Student Engagement (ISSE) data and uMultirank
		2.5	Invest in maintenance and renewal of equipment and teaching facilities subject to available resources
		2.6	Complete the design, planning and tender process for a Sports Science, Health and Recreation building with a grass playing pitch and complete the project by Q1 2021
		2.7	Engage with the NFDA, HEA and DES to further the development of a new Culinary Arts, Hospitality & Tourism Building through a PPP process for completion in Q3 2021
			Promote a Green Campus and obtain Green Flag Award

HEA System Objective 6		IT Tallaght Strategic Priorities	
Objective 6	Demonstrates consistent improvement in governance, leadership and operational excellence.	Priority 1	Maintain high professional standards in the governance and management of the Institute and ensure compliance with relevant bodies, including the Department of Education and Skills (DES), the HEA and the C&AG. <i>(Strategic Plan, Pillar 7 People and Culture, p.28)</i>
		Priority 2	Maintain progress in implementing the projects and targets of the TU Alliance <i>(Strategic Plan, Pillar 1 Technological University Designation, p.28).</i>
HEA High Level Targets		ITT Strategic Initiatives	
6a	Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations. Addressed: 1.1	1.1	Priority 1 Ensure equality of opportunity, diversity and inclusion is considered and incorporated into all decision making, processes and structures as part of a joint TU Athena Swan Application for a bronze award 1.2 Monitor and ensure compliance with the <i>Revised Code of Practice for the Governance of State Bodies</i> , as well as DES, the HEA and the C&AG as appropriate on: <ul style="list-style-type: none"> • Public Pay policy • Public sector numbers controls • Submission of Annual Governance Statements • Public procurement rules • Implementation of recommendations from governance reviews
6b	HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment) Addressed: 1.1		
6c	All HEIs to submit their annual Governance Statements to HEA on time Addressed: 1.2		
6d	100% compliance by HEIs with public procurement rules Addressed: 1.2		
6e	Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines Addressed: 1.2		
6f	Full transparency in HEI financial statements about accounting for Trusts and Foundations		

6g	100% compliance by HEIs with public pay policy Addressed: 1.2	2.2	<ul style="list-style-type: none"> GDPR <p>Priority 2 Implement the projects identified by the TU Alliance, as they relate to:</p> <p>Programme 1 – Academic Development and the New University Graduate. Programme 2 - Student Experience and Wellness Programme 3 – Engaged International Institution Programme 4 - A Force for Innovation Programme 5 - 21st Century Workplace Programme 6 - Efficient Use of Resources Programme 7 – Digital Campus</p> <p>The implementation of the above projects impact on and support the achievement of the priorities and strategic initiatives identified across all areas of the Compact.</p>
6h	100% compliance by HEIs with public sector numbers controls Addressed: 1.2		
6i	Implementation of recommendations from rolling governance reviews Addressed: 1.2, 2.1		
6j	HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities.		
6k	Institutional strategic compacts will be assessed by a panel of experts, including international participants, to assess their coherence and capacity for delivery.		

Summary and Overview of ITT's Compact

Table 4 below provides a summary of ITT's Strategic Priorities and Initiatives under each HLO. The number of initiatives (36) covers the broad scope of activities within the Institute and responsibility lies with different functional areas, such as Estates, HR, Student Services, Research, Marketing, International Office, Quality Assurance, the Office of the Registrar and the activities of Schools and Departments.

There is just one strategic initiative under *Governance* (Objective 6, Priority 2); however, this relates to the successful completion of a number of projects related to Technological University Designation and these projects dovetail with and support the achievement of the strategic initiatives identified across all areas of the Compact.

Table 4 Breakdown of Strategic Initiatives for Each Strategic Priority

HEA System Objectives (6)	HEA High Level Targets	ITT Strategic Priorities	ITT Strategic Initiatives	Total
Objective 1	Strong Talent Pipeline	Priority 1	6	9
		Priority 2	3	
Objective 2	National & International Engagement	Priority 1	2	6
		Priority 2	4	
Objective 3	Excellent R&D & Innovation	Priority 1	2	4
		Priority 2	2	
Objective 4	Access & Participation	Priority 1	3	5
		Priority 2	2	
Objective 5	Quality of the Learning Environment	Priority 1	2	9
		Priority 2	7	
Objective 6	Governance	Priority 1	2	3
		Priority 2	1	
Total	46	12	36	36

4.1 Key System Objective 1

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

High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;
2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);
3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);
5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);
6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;
7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;
8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);
9. Achievement of the targets in the new ICT Action Plan.

Strategy summary

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

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

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

ITT Strategy summary:

Our Strategic Plan 2016-19 outlines our commitment to:

- maintain and develop a relevant programme offering in line with the Institute's mission and designation as a Technological University
- ensure that the programme offering (Level 6 to 10) continues to have a regional focus and be designed to create career ready graduates for the region and beyond

- Career focused skills and industry relevance will be further embedded in programme design and delivery through alignment of programmes with clearly defined graduate attributes.

Student Profile 2017/18

The institute's student profile is outlined below. The Institute is a leading provider of full-time, part-time, distance, in-company and work-based learning. In 2017/18, we had 6,014 students, of which 3,034 were full-time students and 2,980 (49%) were studying part-time. The Institute is ranked 4th within the IOT sector for *Lifelong Learning*.³ All programme developments are career-oriented and informed by labour market research, including research conducted by SOLAS/EGFSN and other organisations.

ITT Student Profile 2017/18				
NFQ Level	Full-time	Part-time	Total	% Total
Apprenticeship	0	0	0	0
External Bodies	0	130	130	2.2
Undergraduate				
Level 6	148	826	974	16.2
Level 7	741	560	1301	21.6
Level 8	2063	1254	3317	55.1
Total Undergraduate	2952	2770	5722	95%
Postgraduate				
Level 9 Occasional	0	12	12	0.2
Level 9 (T)	24	177	201	3.34
Level 9 (Research)	49	16	65	1.1
Level 10	9	5	14	0.2
Total Postgraduate	82	210	292	5%
Grand Total	3034	2980	6014	100%

Our objective, for the next three years is to increase part-time numbers by 2% per annum. Although our part-time numbers have almost doubled in recent years, in the context of a growing economy, we expect continued rising demand for part-time programmes, focused on provision of second chance education opportunities and also reskilling and upskilling of the workforce. We expect demand to increase, in particular, in areas such as Business and ICT, with factors such as Brexit⁴ likely to lead to increased demand in some categories, including data analytics and ICT. The expansion of companies such as Amazon, Salesforce and Google is likely to support an increase in student numbers on ICT programmes, including at levels 6 and 7. Enrolments on pharmaceuticals, biopharma and GMP programmes, is likely to remain relatively steady in the longer term, although there is the possibility of a small increase in 2018/19 due to the companies such as Pfizer and WuXi Biologics expanding operations in the Irish economy. Our strategy is to continually adjust and renew our part-time/flexible programmes in response to the needs of industry. As part of this strategy we will increase the number of students on Springboard and ICT Skills programmes, although the planned increase is contingent on the HEA continuing to fund these initiatives.

³ HEA published statistics for 2016/17 available at <http://hea.ie/statistics-archive/>

⁴ See [Addressing the Skills Needs Arising from the Potential Trade Implications of Brexit](#)

With regard to the full-time student cohort, we will support the introduction of new apprenticeship programmes and continue to provide opportunities at level 6 and 7 as required by industry. In recent years, the number of full-time students enrolling on level 6 and some level 7 programmes has decreased but we anticipate that the introduction of new apprenticeship programmes will offset this decline and offer new alternative career paths for young people in our region.

The percentage of students on Level 8 programmes has increased in recent years (accounting for 55% of students in 2017/18) and we expect this trend to continue.

There are significant skill shortages in the region in the areas of Tourism & Hospitality;⁵ however, our capacity to expand student numbers to meet the needs of these sectors is limited until we complete the development of a new *Culinary Arts, Hospitality and Tourism Building* in 2021.

In line with our designation as a Technological University, we aim to increase the number of students at levels 9 and 10 (both full-time and part-time) as well as level 9 (Taught Masters), with an emphasis on applied research.

With regard to the career-readiness and employability of our graduates, we have undertaken an analysis of our full-time programmes to ensure conformity with labour market requirements. All of our programmes have at minimum one (but in most cases several) of the following: a work placement/internship, industry project(s), preparation for employment/ professional practice module and/or Professional Body recognition/accreditation of programmes. The development of all programmes is informed by industry.

As stated in our Strategic Plan 2016-19 (p.18), “a priority is placed on the employability of graduates and on the development of generic work-related competencies”. This is reflected in the enterprise focus of our courses of study and the industry-facing nature of research and innovation, which is directly relevant and contributes to the economic, social and cultural development of our region. In keeping with our Practice-Based Education (PBE) approach,⁶ the Institute will continue to support and prepare students for employment by designing curricula that connect the world of education to the world of work, incorporating work placements, applied industry projects, and other PBE strategies as appropriate.⁷

Our Learning, Teaching & Assessment Strategy (Section 3, p.7-13) outlines our commitment, at a practical level, to support the development of the graduate attributes through a number of measures, including:

- Providing opportunities for work-related learning through the incorporation of work placement opportunities, industry projects and preparation for employment modules on programmes.
- co-operation with organisations (industry, public, non-profit organisations) in the region (Strategic Plan 2016-19, p.24)
- Increasing the number of real-world projects, including social, artistic, cultural, and scientific events/activities/projects organized for and in conjunction with the local community/partners (Strategic Plan 2016-19, p.24)

⁵ As reported in the [Expert Group on Future Skills Needs Annual Activity Statement 2017](#) and the [Audit of Hospitality Programmes in Further and Higher Education 2018](#)

⁶ As defined on p.2 of our *Learning, Teaching and Assessment Strategy 2018*, practice-based education (PBE) is a broad term that refers to education that prepares graduates for their practice occupations. “A PBE curriculum is one that frames goals, strategies and assessment around engagement with and preparation for practice; it values both learning for and learning in practice and occupational contexts” (Sheehan, D. and Joy Higgs, ‘Practice-Based Education’, in *Realising Practice-Based Education for Life and Work* (Sheehan, D. et al., 2013, p.13).

⁷ See our approach to the Design of Academic Programmes (*ITT Learning, Teaching & Assessment Strategy 2018*, p.8).

- Supporting the design and delivery of flexible learning experiences to include independent and reflective learning, critical thinking, information literacy, communication skills and problem solving
- Supporting civic engagement by increasing the number of programmes with a module on Active Citizenship and/or a service learning module(s) which account for credits
- Incorporating a module/part module on Enterprise/Innovation/Creativity (as appropriate to the discipline), as well as enterprise workshops and seminars to support the development of an entrepreneurial skill set that includes skills for innovation and creativity
- Increasing the number of learners participating in flexible programmes/modes of delivery and promote a culture of lifelong learning among graduates with opportunities for up-skilling and re-skilling (Strategic Plan 016-19, p.19)
- Supporting the development of an international/global perspective among graduates through internationalizing the curriculum and providing opportunities for students to study, work and research abroad. Our Strategic Plan 2016-19 (p.25) states that “Each programme will engage students with an internationally informed curriculum that improves understanding of other economies, cultures and societies. This can be done by incorporating a module/component with an international focus and/or a language and/or an international visit/work placement. The curriculum will support employment in a global context and prepare graduates for employment in companies that trade internationally”.

Our strategic priorities and initiatives under Objective 1 are outlined below, together with our performance metrics and interim and final targets.

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

IT Tallaght Strategic Priorities

Priority 1: Enhance and develop our portfolio of programmes and their composition in line with designation as a TU, with specific targets for provision at levels 6 to 10 of the NFQ

IT Tallaght Strategic Initiatives	Performance Metric	Baseline 2017/18	Target 2018/19	Target 2019/20	Final Target 2020/21
1. Continue to support Lifelong Learning and increase part-time student numbers by 2% annually over the next three years through continuous innovation in our programme portfolio	Number of Part-time Students	2980	+2%	+2%	+2%
2. Support access and participation through continued provision of programmes at level 6 and 7, maintaining numbers at or above current levels	% Students registered on Level 6/7	38%	≥38%	≥38%	≥38%
3. Increase the number of students registered on new apprenticeship programmes	No. Students on Apprenticeships	0	32	48	64
4. Increase the number of students registered on Springboard and ICT Skills programmes (+5% year on year)	No. students on Springboard and ICT Skills Programmes	147	154	162	170
5. Increase the number of blended/distance/in-company programmes to advance the region and national objectives in relation to lifelong learning (+5% annually)	No. Students	514	540	567	595

6. Increase the number of students registered on programmes at levels 9 and 10 Research, Level 9 Taught Masters	<ul style="list-style-type: none"> ● Level 9 and 10 and ● L9 Taught 	79 201	86 211	92 217	99 224
Priority 2: Engage with industry, enterprise, community and professional bodies in programme design and delivery to ensure that programmes are aligned effectively to the regional and national needs of the labour market and society, and facilitating work placements as appropriate					
1. Ensure that programmes are aligned to the needs of the labour market through identification of career paths and provision of Employability Statements for all disciplines by 2020	Employability Statements	Zero	ISCED Codes 02, 03, 04	ISCED Codes 05, 06, 07	ISCED Codes 09, 10
2. Increase the number of students undertaking structured work placements/internships (+5% each year)	No. students on structured work placements/ internships	420	441	463	486
3. Increase the number of new interdisciplinary programmes developed	Number of Interdisciplinary Programmes	7	8	9	10

In relation to Priority 2, 2.1, the provision of Employability Statements, we will progress this priority as indicated in the table below:

Employability Statements by ISCED Codes	Target Date for Completion
00 – Generic programmes and qualifications	N/A
01 – Education	N/A
02 – Arts and humanities	2018/19
03 – Social sciences, journalism and information	2018/19
04 – Business, administration and law	2018/19
05 – Natural sciences, mathematics and statistics	2019/20
06 – Information and Communication Technologies	2019/20
07 – Engineering, manufacturing and construction	2019/20
08 – Agriculture, forestry, fisheries and veterinary	N/A
09 – Health and welfare	2020/21
10 – Services	2020/21

Enabling Factors

A critical enabling factor for the achievement, in particular, of strategic objective 6 – *increase the number of students at level 9 and 10* – is the availability of research funding. The *Expert Panel Independent Review of the Allocation Model for Funding Higher Education Institutions* (2018, p.46), highlighted the need to provide foundation investment to embed research excellence across the system, and, in particular, the need for a new funding model for IOT's and future Technological Universities (2018, p.65).⁸ The Report emphasised that the current funding model “fails to recognise the current pressures facing higher education institutions and the scale of the coming demographic changes”. Other important obstacles include the lack of institutional flexibility to deploy human resources effectively (p.53). The Report of the Expert Panel also pointed out that a new costing approach “should include appropriate recognition of the cost of maintaining and renewing the capital stock of institutions, as it is clear that this is a significant deficit which is constraining the future sustainability and competitiveness of the system” (2018, p.61).

We also note that our capacity to increase student numbers is limited in the three-year period of the Compact by our existing facilities. We have two construction projects in development for completion in 2021. The first is a *Culinary Arts, Hospitality & Tourism Building* (to be completed through a PPP process); the second is a *Sports Science, Health and Recreation building, also for completion in 2021*. This building includes a sports hall, changing facilities and gymnasium – all of which will be available for student use.

⁸ The Expert Panel's recommendations for the future funding of research and innovation in IOT's/Technological Universities is outlined on p.65 of their Report. See [Review of the Allocation Model for Funding Higher Education Institutions 2018](#)

4.2 Key System Objective 2

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

High Level Targets:

1. *Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);*
2. *International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);*
3. *Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;*
4. *Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);*
5. *Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);*
6. *Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);*
7. *Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);*
8. *Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.*

Strategy summary

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

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

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

ITT Strategy summary: International Engagement and Engagement with Industry and Community

The Institute sees direct engagement with industry and community as a core activity and strives to maximise its impact through a diverse range of industry and civic engagement initiatives, all of which help students to understand and value their unique contribution and role in society. As stated in our *Learning, Teaching & Assessment Strategy 2018* (p.2), our goal is to educate our students for employment, for citizenship and for personal development.

Pillar 4 of our Strategic Plan is *Enhanced Engagement with Enterprise and Community*. This identifies a number of strategic objectives designed to increase our engagement with industry and to promote civic engagement. Under Pillar 5, *Internationalisation (p.25)*, there are three goals: (i) to internationalise the campus (ii) to promote international student and staff exchanges and (iii) to internationalise the curriculum.

Our strategic priorities and initiatives under Objective 2 are outlined in the table (next page), together with our performance metrics and interim and final targets.

HEA System Objective 2: Create rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

ITT Strategic Priorities

Priority 1: We will continue to implement a range of initiatives to internationalise the curriculum, integrate into global education networks, and create a multicultural society that respects difference and promotes diversity.

ITT Strategic Initiatives		Performance Metric	Baseline 2017/18	Target 2018/19	Target 2019/20	Final Target 2020/21
1	Increase the number of full-time international EU and non-EU students as a percentage of full-time enrolments in line with the scale and mission of the Institute (students paying an international fee, excluding Erasmus and Exchange students)	Students Paying an International Fee	3.5%	3.7%	4%	4.5%
2	Increase the number of outward visits by students, providing opportunities and encouraging them to study or undertake a work placement or research project in another country (+5%)	No. international outward student exchanges/visits	64	67	70	74

Priority 2: We will make engagement with industry and community a central tenet of our research activities, academic programmes and civic engagement initiatives.

1	Increase the number of R&D contracts, collaborative projects, innovation vouchers and innovation partnerships by 40%	No. Applied Research Collaborations	31	34	39	44
2	Support the promotion of entrepreneurship through active engagement by multidisciplinary teams in enterprise competitions organised through the Synergy Centre	No. Students Participating	80	100	120	120
3	Promote participation in the New Frontiers Entrepreneurship Development Programmes and the success of new start-ups at Synergy and Synergy Global	<ul style="list-style-type: none"> No. Incubation Companies No. Participants in <i>New Frontiers Entrepreneurship Development Programmes</i> Enterprise Conversion Rates and Employment Generated (to be monitored) 	<ul style="list-style-type: none"> ● 43 (Max. Capacity) ● 53 (Full Capacity) 	Maintain incubation facilities and programmes at Full Capacity	Maintain incubation facilities and programmes at Full Capacity	Maintain incubation facilities and programmes at Full Capacity
4	Support civic engagement/volunteering activities by staff and students through the launch of the Institute Volunteer+ database for staff and students	No. Hours Volunteered by Staff and Students	9,467	10,800	12,000	13,000

International Engagement

At present the Institute has strong international links within Europe and collaborates with a number of Universities and Institutes outside of Europe, including China, Vietnam and Canada. While our main link is with Nanjing in China, we are diversifying our international activities, with the intention of growing our international collaborations in a sustainable manner and with due regard for the risks involved in internationalisation. We have recently restructured our International Office and our data management system to enhance the management of our international relationships.

Pillar 5 of our *Strategic Plan 2016-19, Internationalisation*, covers a broad spectrum of activities from Internationalisation of the curriculum (which was a key focus during the last Performance Framework 2013-16) to internationalisation of research (which is currently a key strategic objective within the TU context). We will continue with these efforts as part of our Strategic Plan; in this Compact, however, we are focusing on two strategic initiatives that link in directly with the HEA high level objectives. The first of these is “to Increase the number of international EU and non-EU students as a percentage of full-time enrolments in line with the scale and mission of the Institute”.

We expect to increase the number of international students (those paying an international fee) over the course of the current compact from 3.5 to 4.5%.⁹ An obstacle to increasing our international students is the lack of availability of student accommodation. We are trying to influence this factor locally, in conjunction with Tallaght University Hospital.

Our second strategic objective related to international engagement is to “increase the number of outward visits by students, providing opportunities and encouraging them to study or undertake a work placement or research project in another country”. We are doing this by increasing the number of presentations to students on Erasmus, particularly to first year students, in combination with a focus on ‘global citizenship’, which is now defined as a graduate attribute. Participating in Erasmus is difficult for many of our students. The cost of studying abroad and of giving up a part-time job at home, are the main obstacles. We plan a relatively modest increase of +5% for each year in the number of outgoing students. This will contribute to narrowing the gap between the number of outgoing and incoming student exchanges (177 incoming and 64 outgoing in 2017/18). We have reduced the gap between incoming and outgoing students in the last three years and will continue to do that. Our inter-institutional agreements under Erasmus will expire in 2020 and we have the opportunity to restructure (and rationalise) our international collaborations.

Engagement with Industry

Priority 2: We will make engagement with industry and community a central tenet of our research activities, academic programmes and civic engagement initiatives.

In June 2018, the Institute launched the *Office for Business & Industry (OBI)* to provide a clear and easily accessible point for engagement with external stakeholders, particularly relating to industry-based research projects and industry training and consultancy. The Office will operate horizontally across the Institute – across all Academic Schools and Departments, Research Centres, External Services, Business Incubation units etc. – to create a central point of engagement for external stakeholders. It will play an important role in fulfilling the Institute’s ambition to grow levels of industry engagement – as measured by the number of R&D contracts, collaborative projects, innovation vouchers and innovation partnerships – aiming to increase applied research collaborations by 40% over the 3-year period of the compact.

The Institute’s on-site incubation facility, the *Synergy Centre*, is an established and high-performing component of the newly established OBI. Synergy Centre supports the development and growth of

⁹ This includes only those students paying an international fee. It excludes Erasmus and exchange students. If we include Erasmus students, the figure is 9%. Based on nationality, 19.2% of our full-time students are non-Irish and 28.5% of all students are non-Irish. Due to restructuring of our programmes in China, our numbers fell in 2017/18 but they are due to increase again.

high-technology and knowledge intensive companies. The Synergy Centre is co-located with the Centre of Applied Science for Health (CASH), which provides research capability and knowledge and technical expertise to support start-up companies. A second incubation facility, *Synergy Global*, is located in CityWest International Business Park, just two kilometres from the Institute.

The OBI aims to support an increase in R&D contracts, collaborative projects, innovation vouchers, innovation partnerships, license agreements and new industry training initiatives and consultancy services. It will also support entrepreneurship activity at undergraduate and postgraduate levels through enterprise competitions and various enterprise development initiatives. An annual Innovation Summer School will be organised (within the TU) to encourage students to think about translating their ideas into new business opportunities.



Business Incubation

A total of 43 start-up companies were supported in 2017/18 at the *Synergy Centre* and *Synergy Global* incubation centres. Both incubation centres are at maximum capacity. We plan to maintain these facilities at full capacity in the coming years and to promote the success of new start-ups through the provision of business supports. As indicators of success, we will monitor (i) enterprise conversion rates (the % of firms that are still operating one year after start-up; this was 80% in 2017) and (ii) the employment generated by incubating firms (216 employees in 2017). The latter may fluctuate as we can expect to see a number of our clients move from *Synergy Global* during 2018/2019 as it is expected that they will outgrow the space available to them. We do not have the capacity to increase the number of start-up companies without the required capital funding; however, we are currently in discussion with the Local Authority to explore the development of a new incubation facility in the region in close proximity to the Institute.

The Institute will continue to attract companies with a R&D dimension/requirement to co-locate within the Synergy-CASH building, accessing available space, research facilities and local expertise. To this end, four well-equipped flexible laboratory spaces are available for co-locating Synergy client companies or spin-in companies and also provide access to research capability and knowledge and technical expertise within IT Tallaght.

During 2017 two medical device client companies, *Connexicon Medical* and *Vornia* confirmed an extension to their licence agreements to end of 2019 to support further R & D projects planned. New client *BBB Technologies*, (Industrial Chemists) took up a license for Lab C. *BBB Technologies* have a

pipeline of their own products to commercialise as a business start-up together with additional products under development in partnership with industry.

With will continue pursue excellence in the delivery of the *New Frontiers Entrepreneurship Development Programmes*, aiming to have 53 participants on Phase 1 and Phase 2 (the maximum number of places allocated as these numbers are capped by Enterprise Ireland).

Civic Engagement

In Many 2018 we launched the Institute *Volunteer+ database*, an innovative approach to supporting the community and to promoting volunteering among staff and students. This initiative supports the Institute's *Annual Volunteering Fair* held in October of each year and is designed to capture the number of hours spent volunteering by students and staff. We set a target of 10,000 hours to be achieved by end of September 2018 and the number of hours as of July 4th was 9,467. Our target is to increase the number of hours volunteered from 9,467 to 13,000 by 2020/21. This initiative fits in with our Strategic Plan objectives and with ISSE metrics related to volunteering/civic engagement.

During the last Performance Compact period, we increased the number of programmes/activities with credits available for volunteering/active citizenship to five. With this new initiative, all students can receive recognition for volunteering. Gold, silver and bronze digital badges will be awarded on the basis of hours volunteered.



4.3 Key System Objective 3

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

High Level Targets:

1. *Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);*
2. *Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);*
3. *Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);*
4. *Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);*
5. *Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);*
6. *Increase applied research in the Institutes of technology.*

Strategy summary

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

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

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

ITT Strategy summary:

There are three strategic goals identified in our ([Strategic Plan](#), p.22-23) under *Pillar 3: Research, Innovation and Enterprise*. These goals relate to our ambition to:

- increase our core research capacity
- strengthen our existing Research Centres and groups, and
- Strengthen our position as a hub for the advancement of commercial innovation and enterprise development within the region.

Under the first goal, the Institute's stated objective is, *"to further develop the strength and depth of its research capacity via national and inter-institutional research collaborations and exploiting pertinent funding mechanisms as they arise. We will also continue to source research funding from national and*

European agencies or schemes and develop international partnerships to raise the status and profile of research” (Strategic Plan 2016-19, p.22).

The Institute is a leading centre for the advancement of research, commercial innovation and enterprise development in the region. It has 16 Research Centres, including the *Centre for Applied Sciences and Health* (CASH), which provides an umbrella for a number of research groups all focused on research related to health. In addition, the CASH Centre is home to the MiCRA Biodiagnostics (*Micro-sensors for Clinical Research and Analysis*) Technology Gateway, part of Enterprise Ireland’s Technology Gateway Network, which provides technology solutions and support to SME’s. In engineering, the *Bio-Engineering Technology Centre* (BTC) is focused on spinal research and works with consultant orthopaedic surgeons in four hospitals to develop techniques for treating spinal fractures and reducing spinal deformities. Other leading Research Centres include the *Centre for Microbial Host Interaction* (CMHI), the *National Centre for Franco-Irish Studies* (NCFIS) and the *Nuclear Magnetic Resonance Institute for Spectroscopy* (NMRics).

We have recently undertaken a *research activity mapping* exercise to align our research with the research pillars identified by the TU and with the national priority areas as identified in *Innovation 2020*. In doing so, we identified our current and proposed/emerging fields of research, allowing us to undertake a research expertise modelling exercise to support the development of research activity.¹⁰ This work is incorporated in the *Draft Plan for Research 2018-21: Towards TU Designation (May 2018)*, which was developed by the TU partners. The Plan provides an overview of the key research institutes and infrastructures of the TU partners, showing the consolidation/alignment of research institutes, as well as research funding trends over the period 2014-17 and targets for increasing external funding over the next ten years. It notes the recent shift in emphasis towards EU funding and *Horizon Europe*,¹¹ the new EU framework programme for research and innovation, which will provide additional opportunities for the partners. Given the strategic orientation of TU4D research, this reorientation presents excellent opportunities for researchers to link their research to mission-oriented priorities, including the *UN’s 17 Sustainable Development Goals*¹², and to collaborate with other research centres in Ireland and across Europe to leverage funding from the €97.9bn to be allotted to Europe’s largest research and innovation funding programme.

The *Draft Plan for Research 2018-2: Towards TU Designation* forecasts external research awards to grow from a baseline of €6.2m in 2017 to €8.5m in 2021. It sets out the measures to increase the number of research awards and overall levels of externally funded research. IT Tallaght will work within the TU context to meet these targets. IT Tallaght has relied considerably in recent years on internal seed funding to promote an increase in research numbers at levels 9 and 10, but we plan to reduce dependence on internal funding in the coming years. We expect to increase external funding from €1.28m to €1.48m over the three-year period of the Compact (an increase of 15.6%). However, as noted previously (p.31) a critical factor affecting our ability to increase research numbers at levels 9 and 10 is the availability of research funding via a block grant, similar to the funding model applied to the Universities.

The *Draft Plan for Research 2018-21* identifies a series of actions to support (i) increasing the number of staff with PhDs, (ii) increasing research students at levels 9 and 10, and (iii) increasing research outputs. It is expected that these will be implemented across the three Institutes in the future TU.

¹⁰ Research at IT Tallaght is concentrated in ICT, Engineering, Science, Business, and Humanities (ISCED 02, 04, 05, 06, 07). This research is aligned to the key research pillars identified by the TU: *Environment, Energy and Health; Information, Communications and Media; New Materials and Devices; and Society, Culture and Enterprise*. An update on our research activity is contained in our [Cycle 4 Performance Evaluation](#) (Appendix 4, pp.69-74).

¹¹ See [Horizon Europe](#)

¹² See [UN Sustainable Development Goals](#)

The TU (on application) is required by legislation to demonstrate that it has a plan and the capacity to grow the proportion of staff with a doctoral award to 65 per cent with ten years of making an application, and to grow the percentage of students at Level 9 and 10 to 7% of all student registrations (at levels 8, 9 and 10). The *Draft Research Action Plan* identifies a number of measures to achieve these targets.

The increase in the percentage of academic staff with PhD qualifications is to be achieved by (i) recruitment policies aligning academic staff recruitment with areas of research specialisation and priority by School, and (ii) support initiatives for current staff to upgrade qualifications. A number of additional measures have also been identified to sustain and increase the numbers of research active staff. Key actions under this plan include a review of the academic workload model and proposals to develop research capacity through researcher career development programmes designed to nurture and support all research talent. An important strategy to increase research at Level 9 and 10 is to increase the number of Industry-based Masters/doctoral programmes, co-funded by Enterprise. IT Tallaght has introduced two industry based Masters programmes in 2018 (in Computing and Science) and a third programme is to be introduced in the coming academic year in Business.

At present, 11 members of academic staff at IT Tallaght are pursuing PhD qualifications with financial support from the Institute and a further four are pursuing Level 9 Master degrees.

In addition to the above, the *Draft Action Research Plan 2016-19: Towards TU Designation* identifies the need to undertake a strategic partner needs /gap analysis; to develop an internal research financial model; and adopt a research funding strategy and investment plan. These are immediate priorities.

IT Tallaght will work within the consortium to develop and implement these initiatives and to meet our individual and combined targets. For the purposes of the Performance Compact 2018-21, we will focus on the initiatives and key performance indicators outlined in the table below:

HEA System Objective 3: Excellent R&D and Innovation that has relevance, growing engagement with external partners and impact for the economy and increases international standing						
IT Tallaght Strategic Priorities						
Priority 1: Grow and consolidate the activities of the existing research centres and groups through collaboration with our TU partners and other organizations at regional, national and international level <i>(Strategic Plan, Pillar 4, Research, Innovation and Enterprise, p.23)</i>						
High Level National Objectives		Performance Metric	Baseline 2017/18	Target 2018/19	Target 2019/20	Final Target 2020/21
1	Increase the number of full-time research students at Masters and PhD level, as well as postdoctoral positions	<ul style="list-style-type: none"> No. research students No. Post-doc/Senior Research Scientist Positions 	79 4	86 5	92 6	99 7
2	Increase external sources of funding for research, from both the public research system and from private industry	External Research Income	€1.28m	€1.35m	€1.41m	€1.48m
Priority 2: Provide alternate avenues for people in work to access Level 9 and 10 qualifications through the provision of employment- based structured masters and PhD programmes focused on research with direct social and economic impacts <i>(Strategic Plan, Pillar 4, Research, Innovation and Enterprise, p.22)</i>						
1	Increase the number of students registered on employment-based research programmes	Number of students registered	11	13	16	21
2	Increase the number of staff engaged in research supervision and increase research outputs	<ul style="list-style-type: none"> No. Research Supervisors at L9 and L10 Research Outputs¹³ 	52	55	58	62

¹³ As measured by publications, citation impact, international joint publications, graduate output at levels 9 and 10 and level 9 and 10 staff qualifications.

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

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

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

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

ITT Strategy summary: Strategy on Widening Participation

The Institute is proactive in supporting national initiatives to improve access and retention of students. It works closely with second level schools, adult education groups, community groups and welfare agencies, to promote third level education in areas where participation rates are low. Our strategy to enable access effectively is to retain a relatively high number of programmes at level 6 and 7. This approach seeks to create opportunities for second chance learners and mature students, learners progressing from Further Education (FE) and entrants from targeted SEGs, with nominally lower CAO points, some lacking strong foundations and in need of additional supports. We have managed our portfolio of programmes effectively to address the provision of education opportunities for our particular demographic, and simultaneously, tailored our programme portfolio to the address the needs of the labour market, cognisant of the employment opportunities of our graduates.

In 2017/18, 38% of the total student population was registered on programmes at level 6/7 (Full-time equivalents). Based on HEA data for 2016/17, 34.4 per cent of full-time new entrants were characterized as SEGs i.e. within the semi/unskilled manual worker categories; 11.4% were mature (over 23 on entry to year 1), 11.3% were entrants from Further Education (FE) and 10% of students had a registered disability. IT Tallaght also had a high level of advanced entry from FE colleges in years 2 and 3 (130 students).

National targets for the above, from the *National Access Plan for 2015-2019*,¹⁴ are:

- Students from socio-economically disadvantaged backgrounds: 26% - 35
- Mature Students: 13%-16%¹⁵
- Students with Disabilities: 6%-8%
- Students progressing from Further Education Target 10%
- Part-time students (HEA target to increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020). At present, 49% of students at ITT are registered as part-time students.

In the coming years, IT Tallaght will continue to be an open and accessible organisation and to enhance participation in higher education by students from our region. We will continue to develop our data systems to enhance our knowledge of target groups and we will continue to develop strong links with our communities and address their specific needs. We hope to obtain HEA PATH 3 funding to support such initiatives in 2018/19.

Our strategic priorities and initiatives under this objective are outlined in the table below.

¹⁴ [National Access Plan 2016-19](#)

¹⁵ The percentage of full-time mature students is falling across the HE sector due to favourable economic conditions and the availability of part-time educational opportunities. The percentage of mature students at IT Tallaght fell from 16% in 2015 to 13% in 2016 and 11.3% in 2017.

HEA 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						
IT Tallaght Strategic Priorities						
Priority 1: Provide opportunities for increased participation by entrants from socio-economic groups that have low participation in higher education:						
IT Tallaght		Performance Metric	Baseline	Target 2018/19	Target 2019/20	Final Target 2020/21
1	Support participation by first-time mature student entrants	% full-time mature student new entrants	11.4%	Keep under Review	Keep under Review	Keep under Review
2	Support participation by students with disabilities	% new entrants supported by Fund for students with disabilities (FSD)	10%	Maintain at current levels	Maintain at current Levels	Maintain at current Levels
4	Sustain participation of under-represented groups through existing and new access activities, including PATH funding initiatives	% New Entrants classified as SEGs	34.4%	Maintain at or above current levels	Maintain at or above current levels	Maintain at or above current levels
Priority 2: Continue to support participation by increasing the number of entrants from Further Education (FE) colleges, Education and Training Boards (ETBs) and other entrants with FETAC awards						
1	Support CAO entry by students with FETAC awards	% new entrants with FETAC awards	11.3%	12%	13%	13%
2	Increase the number of advanced entry students from Further Education (FE) colleges and other HEIs	No. Advanced Entry Students	130	135	140	145

4.5 Key System Objective 5

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

High Level Targets:

1. *Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;*
2. *All HEIs to engage in International benchmarking by 2020;*
3. *Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);*
4. *Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);*
5. *All HEIs to have in place policies for digital teaching and learning by 2019;*
6. *The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.*

Strategy summary

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

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

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

ITT Strategy summary:

Our strategy to support achieving the high level objectives under this heading - and which relate to student retention, the CPD of staff, digital skills and quality enhancement - are outlined in our Strategic Plan under *Pillar 3: Excellence in Teaching, Learning and the Quality of the Student Experience* and *Pillar 7: People and Culture*. Building on success so far in learning, teaching and assessment we aim to:

- Be forward-thinking in the design of our programmes, providing vibrant and challenging learning opportunities that allow students to develop their knowledge, skills and competencies and to advance their career
- Develop stronger links with enterprise and employers so that our programmes provide state-of-the-art education that is practice-based, career-focused and relevant and innovative in its design, content and delivery, contributing to high rates of progression
- Continue staff development in Teaching, Learning and Assessment. Following national and European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), this will also take account of the needs of an increasingly diverse student population and improve the digital skills and literacy of staff

- Develop and improve our educational strategies through an evidence-based approach that utilizes information and tools so that strategies are derived from and/or informed by objective evidence
- Invest in capital equipment - technology and scientific instrumentation - that is compatible with modern IT architectures and suitable for preparing students for employment in modern industrial settings

Our strategic priorities, initiatives and metrics are outlined in the table below.

HEA Strategic 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 and academic excellence

IT Tallaght Strategic Priorities

Priority 1: Provide staff training and development opportunities to support the evolving change and development needs of our people

	IT Tallaght Strategic Initiative	Performance Metric	Baseline	Target 2018/19	Target 2019/20	Final Target 2020/21
1	Implement a Continuous Professional Development Framework for all academic staff with a focus on the development of digital teaching and learning skills	No. Academic Staff Participating in Advanced Digital Skills Programmes ¹⁶	52	65	75	85
2	Support the education and training needs of professional services staff	No. Professional Services Staff engaged in CPD	106	All Staff	All Staff	All Staff

Priority 2: Enhance the first year experience and support student success and retention through a series of designated actions implemented across all disciplines

1	Improve non-progression rates through the introduction of a Critical Skills Development module and the development and implementation of a Student Success Strategy	Non-progression rates by NFQ level discipline, L6, L7, L8	L6, 36% (27%) ¹⁷ , L7, 27% (25%), L8, 22% (15%)	Improve on previous year	Improve on previous year	Achieve National Average
2	Support the first year experience through a series of initiatives, including provision of seminars on fitness, nutrition and health, and participation in clubs and societies and volunteering	<ol style="list-style-type: none"> Participation in clubs and societies No. students volunteering Student Well-being initiatives 	<ol style="list-style-type: none"> 201 251 All First Years 	<ol style="list-style-type: none"> 220 270 All First Years 	<ol style="list-style-type: none"> 230 300 All Years 	<ol style="list-style-type: none"> 235 350 All Years

¹⁶ Jan – Dec 2017.

¹⁷ Average for the IOT sector in brackets.

	IT Tallaght Institution Objective	Performance Metric	Baseline	Target 2018/19	Target 2019/20	Final Target 2020/21
3	Enhance the student experience using appropriate benchmarking through the Irish Survey of Student Engagement (ISSE) data and U-Multirank	ISSE Scores and U-Multirank Performance	<ul style="list-style-type: none"> ISSE Scores 2018 U-Multirank Scores 2018 	Improve on identified metrics	Improve on identified metrics	Improve on identified metrics
4	Invest in maintenance and renewal of equipment and teaching facilities subject to available resources	Investment in capital and equipment renewal as % annual budget	1.7% ¹⁸	+10%	+10%	+10%
5	Complete the design, planning and tender process for a Sports Science, Health and Recreation building with a grass playing pitch and complete the project by Q1 2021	Progress Report	N/A	Progress	Progress	Project Completion
6	Engage with the NFDA, HEA and DES to further the development of a new Culinary Arts, Hospitality & Tourism Building through a PPP process for completion in Q3 2021	Progress Report	N/A	Progress	Progress	Project Completion
7	Promote a Green Campus and obtain Green Flag Award	Project Milestones & Green Flag Status	N/A	Project Milestones	Project Milestones	Project Completion

¹⁸ We had costs of €240,709 on equipment repairs and maintenance for the Financial Year to August 2017; recurring grants amounted to €14,425,533, therefore as a % it's 1.67%. We also spent €475,762 from our own self-funding sub accounts and a further €235,222 from our devolved grant, which as a % of our recurring grant is 4.93%.

Priority 1: Provide staff training and development opportunities to support the evolving change and development needs of our people

The number of academic staff participating in advanced digital skills programmes in 2017 was 52. The relevant categories of training were: *Certificate in Teaching and Learning* (7), *Technology Enhanced Learning* (39), *Strategies for Teaching Online using Adobe Connect* (4), and *Using Moodle Activities for Teaching and Learning* (2). We will continue to building digital capacity in the coming years through our *Centre for Learning & Teaching* (CELT). We will do this in conjunction with the *National Forum for the Enhancement of Teaching and Learning* (NFETL)¹⁹ and the *Learning Innovation Network* (LIN).²⁰ This objective links in with the NFETL focus on *Teaching and Learning in a Digital World: Harnessing the Potential of Technology to Enhance Teaching and Learning*. A number of additional projects are underway to transform the learning experience of students and to enhance the teaching and learning capabilities of staff. *These include two specific projects – entitled, **Transformative Student-Centred Learning Record** and **Enhancing Student Retention across TU Dublin** - both of which have received competitive funding from the HEA under the HEA Innovation & Transformation Call 2018.*

Under *Priority 2, Enhance the first year experience and support student success*, we have identified seven strategic initiatives. The first is to improve rates of non-progression, which we will achieve through the introduction of a *Critical Skills Development* module on all first year programmes and the development and implementation of a Student Success Strategy (within the TU). We are investigating in detail the factors influencing student retention and progression (factors such as entry points, feeder schools and subject/discipline), all with a view to improving the effectiveness of interventions and improving rates of non-progression. Our rates of non-progression are above the average for the IOT sector (national levels are shown in brackets in the main table above) and we are implementing a variety of targeted measures across all departments and student services to bring these in line with sectoral norms. This is linked to the second strategic initiative, which is to support the first year experience through a series of initiatives, including provision of seminars on fitness, nutrition and health, and participation in clubs and societies, and volunteering.

The third objective is to make effective use of appropriate benchmarking through the Irish Survey of Student Engagement (ISSE) data and performance monitoring in U-Multirank, as discussed below.

Irish Survey of Student Engagement (ISSE)

In 2018, we invested effort into making the ISSE survey results user-friendly for all staff, presenting the IT Tallaght results visually to facilitating benchmarking and comparisons. Staff in the Centre for Learning and Teaching (CELT), will provide demonstrations to staff between September and December 2018, with a view to facilitating the greater use of ISSE data.

The table below provides the ISSE index scores for IT Tallaght for 2017 compared to other Institutes of Technology. IT Tallaght compares favourably across most domains compared to other IOTs although the data suggests that there are some areas for improvement e.g. ITT scores lower in terms of ‘supportive environment’ and ‘effective teaching practices’. These scores require further analysis and action.

Institute of Technology Tallaght 2017	ISSE Institutes of Technology 2017
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¹⁹ [NFETL Building Digital Capacity](#)

²⁰ LIN is a Learning and Teaching Advisory Group for the Institutes of Technology. See [LIN](#)

ISSE Category	First Year	Final Year	PG Taught	All students	First Year	Final Year	PG Taught	All
Higher-Order Learning	34.1	36.5	38.7	35.3	33.9	35.5	40.8	35.1
Reflective and Integrative Learning	29.2	29.5	30.2	29.3	28.1	30.1	33.5	29.4
Quantitative Reasoning	20.5	21.5	26.5	21.1	18.7	20.4	21.9	19.7
Learning Strategies	30.8	30.2	33.0	30.6	29.1	29.6	33.9	29.7
Collaborative Learning	31.3	31.7	27.1	31.3	31.4	33.3	28.9	32.0
Student-Faculty Interaction	13.7	15.5	15.9	14.6	14.4	16.9	16.3	15.6
Effective Teaching Practices	35.2	33.6	34.3	34.5	36.0	34.1	37.3	35.3
Quality of Interactions	40.0	37.5	39.4	38.8	40.5	38.4	42.1	39.7
Supportive Environment	26.7	24.0	19.7	25.3	30.0	25.6	24.6	27.8

We will also monitor scores related to *Skills and Personal Development (table below)*, with the aim of improving our performance in those areas where we score below the IOT average.

ISSE Question: How much has your experience at this Institution contributed to your knowledge, skills and personal development in the following areas:

The results below show the percentage of students who answered 3 and 4 (on a scale where 1=very little, 2 = some, 3= quite a bit and 4 =very much).

Category	IT Tallaght 2017 %	All IOT %	Difference %
Writing clearly and effectively	59	55	+4
Speaking clearly and effectively	54	57	-3
Thinking critically and analytically	68	72	-4
Analysing numerical and statistical information	57	50	+7
Acquiring job- or work-related knowledge and skills	60	61	-1
Working effectively with others	57	50	+7
Solving complex real-world problems	57	50	+7
Being an informed and active citizen (societal / political / community)	35	39	-4

U-Multirank Performance

In 2018, the Institute obtained nine A scores in U-Multirank in the areas of: Strategic Research Partnerships, Publications cited in patents, Income from Continuous Professional Development, Graduate Companies, Student mobility, International Joint Publications, Bachelor graduates working in the region, Master graduates working in the region, Strategic research partnerships in the region. We obtained four B Scores on the following metrics: Income from private sources, Student internships in the region, Regional joint publications and Interdisciplinary Publications. We aim to improve our performance in U-Multirank in 2019 by improving our scores that relate to metrics under *Teaching & Learning*.

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 assess their coherence and capacity for delivery.*

Strategy Summary

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

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

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

ITT Strategy summary

The Institute maintains high standards of governance, leadership and operational excellence, with an emphasis on public service, responsibility and integrity. Operating under the aegis of the Higher Education Authority (HEA) and the Department of Education and Skills (DES), it seeks to ensure 100% compliance on all matters, as they relate for example, to public procurement, expenditure, public sector numbers and governance. The Institute is compliant with the DES, HEA, QQI and C&AG on all matters and operates within its allocated budget (with a surplus of €462k at the end of 2016 and revenue reserves of approx. €3m). It is guided by all relevant legislation and by the *THEA Code of Governance of Institutes of Technology (2018)*. This Code, effective from 1st January 2018, was developed in compliance with the revised *Code of Practice for the Governance of State Bodies 2016* and it replaces the previous *Code of Governance* and the *Good Practice Guidelines*.

The Senior Management Team (SMT) is collectively responsible for executive decisions in relation to strategy and policy implementation, including the budget. The SMT Members are: The President, Registrar, Heads of School, Secretary/Financial Controller and Head of Development. The Governing Body is responsible for the management and control of the affairs of the Institute and for ensuring that an effective system of internal financial control is maintained and operated. The Department of Education establishes norms for the operations of Institutes and annually allocates a budget to the Institute to enable it to implement its operational and capital programmes.

Since 2014, the Institute has entered into a Strategic Dialogue process with the HEA, as part of a Performance Management Framework introduced for all HEI's. The outcome of the last *Strategic Dialogue Cycle* was positive. The Panel reported that IT Tallaght has maintained its clear understanding of mission and has engaged positively with both industry and the wider community within its region. With regard to QQI, the Institute submits an *Annual Institute Quality Report* (AIQR) to QQI and an *Institutional Review* will take place in Q2 2020. The aim of the five-year cyclical review process is to provide an independent and external review of the Institutes own quality assurance processes. The Institutional Reviews for ITB and DIT are scheduled for the same time period.

With the signing into law of the Technological Universities Act 2018 and the formal establishment of TU Dublin in January 2019, the Institute is now on a new trajectory of development that will see significant changes in the government, management and operation of the Institute. This presents new challenges that will require strong commitment, leadership and collegiality, as well as significant resources.

Our strategic priorities, initiatives and metrics are outlined in the table below.

HEA System Objective 6: Demonstrates consistent improvement in governance, leadership and operational excellence

IT Tallaght Strategic Priorities

Priority 1: Maintain high professional standards in the governance and management of the Institute and ensure compliance with relevant bodies, including the Department of Education and Skills (DES), the HEA and the C&AG. Relatedly, maintain progress on the Technological University project.

IT Tallaght Strategic Priorities		Performance Metric	Baseline	Target 2018/19	Target 2019/20	Final Target 2020/21
1	Ensure equality of opportunity , diversity and inclusion is considered and incorporated into all decision making, processes and structures as part of a joint TU Athena Swan Application for a bronze award	Attainment of Athena Swan Bronze Award - TU	N/A	Prepare Application	Apply	Achieve Bronze Award
2	<p>Monitor and ensure compliance with the Revised Code of Practice for the Governance of State Bodies, as well as DES, the HEA and the C&AG as appropriate on:</p> <ul style="list-style-type: none"> • Public Pay policy • Public sector numbers controls • Submission of Annual Governance Statements • Public procurement rules • Implementation of recommendations from governance reviews • GDPR 	Various Reports	100% Compliance			

Priority 2: Maintain progress in implementing the projects and targets of the TU Alliance

1	<p>Implement the projects identified by the TU Alliance, as they relate to:</p> <p>Programme 1 – Academic Development and the New University Graduate.</p> <p>Programme 2 - Student Experience and Wellness</p> <p>Programme 3 – Engaged International Institution</p> <p>Programme 4 - A Force for Innovation</p> <p>Programme 5 - 21st Century Workplace</p> <p>Programme 6 - Efficient Use of Resources</p> <p>Programme 7 – Digital Campus</p>	TU Progress Reports	N/A	Progress Reports	Progress Reports	Progress Reports
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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.

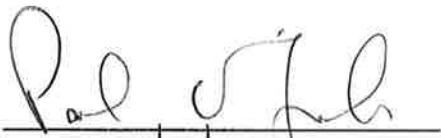
Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.

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:

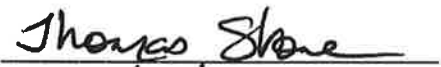


Date:

24/4/19

Chief Executive, Higher Education Authority

Signed:



Date:

16/4/2019

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

Signed:



Date:

16/4/19

President, TU Dublin

Appendices

We (Higher Education Institution) include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	Appendix 6: Demonstrates consistent improvement in governance, leadership and operational excellence
<input type="checkbox"/>	Appendix 7: Institutional quantitative data return (September 2018)

Appendix 1

TU4Dublin Programme Plan

Programmes 1-3

Programme	Deliverables	Milestones
1 Academic Development and the New University Graduate	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Approved Position Statement • Approved Graduate Attributes • QE Draft Regulations • Programme Review framework • Programme Integration Principles and Process • QE Draft Regulations
2 Student Experience and Wellness	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Professional Services Organisation Design • Revised Governance Structures • Align Access Policies • TU4Dublin UD and UDL principles • Contact Centre Tender Award • TU4Dublin Graduate Attributes
3 Engaged International Institution	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Socio-Economic Impact Study • System for capturing engagement activity • Draft QA Processes • Draft Curriculum Framework Proposal

	<ul style="list-style-type: none"> • 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. 	
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TU4Dublin Programme Plan

Programmes 4-6

Programme	Deliverables	Milestones
<p>4</p> <p>A Force for Innovation</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>5</p> <p>21st Century Workplace</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
<p>6</p> <p>Efficient Use of Resources</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

TU4Dublin Programme Plan

Programmes 7

Programme	Deliverables	Milestones
<p style="text-align: center;">7</p> <p style="text-align: center;">Digital Campus</p>	<ul style="list-style-type: none"> • Empowering People • Enhancing Processes • Enriching Programmes 	<ul style="list-style-type: none"> • 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 • ePortfolio implementation • Launch TU4D online • Launch new programmes