



Strategy and Performance Dialogue 2018 – 2021

MTU Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

Name of Institution	Munster Technological University (MTU)
Name and email address of contact person	tim.daly@mtu.ie
Date of submission	21 April 2022

Section B: Overview of Institutional Strategic Development and Performance

<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>The landscape of CIT and IT Tralee have changed immeasurably over the period of review - 1 September 2018 to 31 August 2021. The level of change experienced across both Institutions was considerable and far reaching. While both Institutions developed and agreed individual compacts with the HEA, both had a shared key strategic goal, the successful establishment of the Munster Technological University. The journey towards the achievement of this goal with its associated challenges proved to be one which pointed to the direction of a common vision, requiring greater co-operation, sharing and trust. The result of which has been the establishment of MTU, a successful integration and transition period which is now being reinforced by a significant programme of transformation.</p> <p>The successful establishment of MTU has been integral in realising the ongoing programme of work linked with the strategic priorities of both Cork and Kerry. The work to establish MTU has not overshadowed the considerable effort across our campuses in ensuring that progress along the key strands of Teaching, Research and Engagement has continued.</p> <p>The period of this mission-based performance compact has aligned with key years on the MTU journey. Over this time greater institutional maturity has become a valuable positive gain. No longer operating as two separate institutions but sharing approaches to strategic and operational activities has placed MTU in a position of strength as we leverage the best aspects of the founding institutions in striking towards the vision of the new university.</p> <p>The management of risk across IT Tralee and CIT has been an important activity. As we approached the establishment of MTU, with the appropriate due diligence risk identification, risk assessment and appropriate risk mitigation moved into an increasingly more central focus. Based on the sharing of information with respect to risk in advance of the formation of MTU, the transition to a common MTU risk register did not pose a significant challenge. The prominence of risk management at the management, executive and governing body levels within MTU points to the university wide importance of risk management. This development has led MTU to initiate the process of securing a university wide Governance, Risk and Compliance (GRC) system which will assist in supporting greater consistency in the identification, assessment, mitigation and tracking of risk across the University.</p> <p>As we approach the conclusion of this mission-based performance compact, we do so from a position of strength. A single Governing Body, Academic Council, Executive and a system of university wide committees point towards a unified approach. MTU is about to commence the design of a strategic plan development process and develop the MTU Strategic Plan. Our learnings from the establishment of MTU will inform this process, ensuring appropriate leadership and sponsorship of strategic themes, involvement of internal and external partners and collaboration throughout the development process, in addition to the use of benchmarking in the setting of key objectives.</p>
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	<p>It is intended that the upcoming strategic plan and its objectives/deliverables will provide direct reference for the first MTU mission-based performance compact. In addition to the transformational changes which MTU has experienced over the course of this mission-based performance compact, there have been additional learnings and indicators which will influence future strategic priorities. Sustainability, in all its guises is an area of key strategic importance. It is anticipated that sustainability will form an overarching strategic theme in the upcoming strategic plan/strategic dialogue. Equality, Diversity, and Inclusion is an area which both founding Institutions have identified for increased strategic focus. MTU will ensure that EDI and associated key objectives will be reflected with the next mission-based performance compact.</p> <p>The merger of IT Tralee and CIT has created additionality across all aspects of our operations. Coupled with the projected increase in demographics (35% increase in 18-25 yr. olds over the next 10 years), MTU's strategic focus will also need to be cognisant of our infrastructural capacity to meet this demand.</p> <p>As with all HEI's, the experiences in working through the global pandemic due to Covid-19 provided significant learnings. The move to emergency remote teaching highlighted the possibilities and challenges of such practices. Unexpected benefits were also experienced during this time. The challenges posed by the traditional expectation of in person meetings were tested and viable online alternatives have proved immensely beneficial, from a human, financial and environmental perspective. The strategic level challenges and opportunities presented post the Covid-19 pandemic will encourage MTU to strategically critique how we teach, learn, assess, communicate and work over the coming number of years.</p> <p>MTU continues in a period of transformation. Reflecting on how MTU responded to the Covid-19 pandemic during a period of momentous change, the University will continue to adopt an approach of "positive disruption" as we leverage the learnings of the past in a global environment of uncertainty. We will continue to challenge and to build on our existing strengths and the aspects of MTU which are unique. We are committed to a culture of continuous improvement and collaborative working, ensuring that we encourage and value the contributions of staff, students and external stakeholders.</p>
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Section C: Key System Objectives (KSOs)

KSO Report: Cork IT


<p>KSO 1</p>	<p>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</p>
<p>KSO 1 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Through its Extended Campus Office and its academic departments, CIT continues to promote and implement an integrated engagement model with employers at all stages of graduate formation. This includes partnering with employers in design and development of all programmes, organising high quality work placements, supervising student projects of relevance to industry and society, and developing custom programmes to meet specific workplace needs. Funding was received between September 2018 and August 2021 for the following:</p> <ul style="list-style-type: none"> • 53 Springboard+ courses (25 programmes 2018-2021) • 8 ICT Skills (2 programmes offered over the 4 years 2018 - 2021) • 4 HCI 1 (funded programmes in 2020) <p>In addition to the above, CIT continues to engage with representative and professional bodies such as the South West Regional Skills Forum, Cork Chamber, IT@Cork and Engineers Ireland to ensure that the needs of industry are being monitored continuously and reflected in programme updates and revisions. Also, CIT continues to play a leadership role in the region in the development of clusters, such as Cyber Ireland and STEM South West, which bring together stakeholders from the private and public sectors to ensure that the full lifecycle of graduate formation (from engagement with prospective students to the development of graduates with the relevant skills, competences and attributes needed for the 21st century) is undertaken in partnership with enterprise, public service and community sectors.</p> <p>To ensure that a healthy balance is achieved between the development of indigenous and foreign direct investment in the region, CIT places a major focus on equipping its students and graduates with key skills in entrepreneurship and innovation. It provides structured entrepreneurship training for more than 1,000 students per annum. In addition, it has rolled out the Student Inc programme (designed to provide funding and incubation supports to student start-up companies) across the South West and to a</p>


number of additional higher education institutions. Also, CIT's business incubation centre, the Rubicon Centre, has provided structured support to the Crann Centre in the establishment of a business hub for people with disabilities to ensure that its values in equality, diversity and inclusion are fully adhered to in all facets of its work.

Surveys of CIT graduates indicate that well in excess of 90% of its students enter employment or further study within 9 months of graduating. When students taking gap years or pursuing other activities are factored in, the percentage of graduates seeking employment is very low indeed.


Through the Government-funded Human Capital Initiative (HCI), Cork Institute of Technology (CIT) and collaborating higher education institutions, secured in the region of €30 million to address priority skills needs in cybersecurity, work-based and lifelong learning, new models of engineering education, the health and life science industry sector, and investment fund management. CIT is the lead partner in CYBER-SKILLS, a project that has been awarded €8.1 million in funding to address the skills shortages in the cybersecurity sector. CIT is also a partner in four other HCI projects, as detailed below.

1. RPL project: The objective of this project is to build a consistent and coherent approach to the recognition of prior learning (RPL) within and across the entire public higher education (HE) sector.
2. iEd Hub project: UCC, CIT and 9 industry partners will develop a new education hub for enterprise which will support the development of a new generation of graduates for the Health & Life Sciences industry sector.
3. "Protecting and Strengthening the Investment Funds Industry in Ireland" project: Led by WIT, CIT and industry partners will develop a highly flexible NFQ Masters' award for this sector.
4. Rethinking Engineering Education in Ireland (REEdI) Project: Led by IT Tralee, this project will develop a project-based learning approach to engineering undergraduate formation.

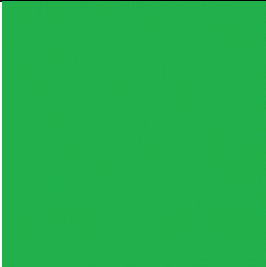
Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Provide enhanced educational opportunities, increased economic capital and positive societal impact for Cork and the region.	Online or blended learning students	300	350	657 enrollments for programmes formally designed as online or blended (i.e., programmes with modules delivered entirely online) - well in excess of targets indicated in the TEL Strategy 2017-2020 and compact.
	Flexible learners as % of total enrolments	28%	29%	30.72%
SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>There were a number of key developments in the area over the course of the reporting period including the institute-wide roll-out of a new Learning Management System in February, 2019. This system now sits at the heart of a feature-rich, well-integrated digital learning infrastructure which also includes a live conferencing system and a range of other digital learning solutions. This infrastructure together with staff and student services and supports offered by the Department of Technology Enhanced Learning (TEL) proved critical during the transition to emergency remote teaching in March 2020. In the aftermath of this period, we anticipate a significant rise in online programme provision as well as a greater use of digital and online tools across all programmes - a university-wide survey of all staff conducted in May 2021 (n=381) revealed indeed that 80.1% of respondents felt there were benefits associated with remote teaching which they would like to see continued forward. As the pandemic emergency finally abates, the university is working to encourage and support reflection on the legacy and impact of this period. In context of this university-wide move to online distance teaching, any data with respect to online enrolments must</p>			Colour rating for this Strategic Priority: Green 

	be strongly caveated. The data identified above nonetheless shows an increase of of 219% over time for designated online and blended enrollme			
Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Advance the creation of the Munster Technological University, in partnership with IT Tralee.	Designation as a Technological University	n/a	Full integration	MTU was established on Jan 1st 2021. Despite the challenges posed by the global pandemic the integration activity has progressed well across MTU. This integration has moved to a transformation programme.
SP 1.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	The establishment of MTU has heralded a period of change across the new University. While successful and impactful to date, the programme of transformation is recognised as a significant programme which will continue into the future, forming a central tenant of the MTU strategic dialogue. While the transformation programme is a cross university activity, progress is not uniform due to the size and scale of the task in hand. While the global pandemic has caused interruption in certain cases, progress has not been impeded in a significant way.			Colour rating for this Strategic Priority: Green 
KSO 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			
KSO 2 Summary Statement	We harness our alumni in industry to support and nurture our existing students through the Joint Mentorship Programme – this is a student-employer engagement initiative which matches current students with professionals from a wide range of sectors to exchange			


<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>business experience, knowledge, expertise and career advice. There has been an increase in participation each year due to the allocation of a dedicated part-time resource to the programme in 2020. The programme is facilitated by the Alumni Office and the Careers Service at the University and is due to celebrate its 10th year in 2022-2023.</p> <table border="1" data-bbox="495 379 2116 544"> <thead> <tr> <th data-bbox="495 379 981 416">CIT Joint Mentorship Programme</th> <th data-bbox="981 379 1294 416">Year 6/2018-2019</th> <th data-bbox="1294 379 1608 416">Year 7/2019-2020</th> <th data-bbox="1608 379 2116 416">Year 8/2020-2021</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 416 981 475">Matched</td> <td data-bbox="981 416 1294 475">33</td> <td data-bbox="1294 416 1608 475">35</td> <td data-bbox="1608 416 2116 475">61</td> </tr> <tr> <td data-bbox="495 475 981 544">Completed Programme</td> <td data-bbox="981 475 1294 544">28</td> <td data-bbox="1294 475 1608 544">33</td> <td data-bbox="1608 475 2116 544">51</td> </tr> </tbody> </table>				CIT Joint Mentorship Programme	Year 6/2018-2019	Year 7/2019-2020	Year 8/2020-2021	Matched	33	35	61	Completed Programme	28	33	51
CIT Joint Mentorship Programme	Year 6/2018-2019	Year 7/2019-2020	Year 8/2020-2021													
Matched	33	35	61													
Completed Programme	28	33	51													
<p>Strategic Priority 2.1</p> <p>CIT will continue to be a leader regionally and nationally in respect of its high-performing enterprise engagement and knowledge transfer/exchange activity</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>												
	<p>Broad-based engagement activity</p>	<p>Framework developed to classify and categorise engagement activities with public, private and non-profit organisations – the full range of engagement activity is detailed and recognised</p>	<p>Wide dissemination and usage of this framework both within CIT and across the THEA sector</p>	<p>We harness our alumni in industry to support and nurture our existing students through the Joint Mentorship Programme.</p>												
	<p>Maintain sector leading knowledge transfer activity</p>	<p>Invention Disclosure Forms -15 Patents Filed -3 LOAs - 5 Research collaborations with industry - 46 Spinouts - 1</p>	<p>Target not set</p>	<p>Calendar years 2018-2020 as per AKTS Invention Disclosures- 48 Patents filed- 8 Licences /options/assignments - 24</p>												

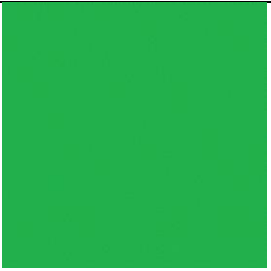
				<p>Research Collaborations with industry -272 (includes 218 Innovation Vouchers)</p> <p>Spinouts -1</p>
<p>SP 2.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Despite the pandemic CIT met or exceeded all of its knowledge transfer metrics in 2020 and over the three year period 2018-2020, except the spin out metric . A spin out target of 1 per year can be considered a stretch target for CIT particularly as the international norm is one spinout per €20m of research expenditure , a comprehensive KT plan has been developed including addressing spinout targets.</p> <p>In addition to those metrics listed above, CIT delivered 306 consultancy assignments; supported 256 companies and start ups through its incubator the Rubicon Centre and signed 260 contracts for use of CIT facilities over the three year period.</p> <p>The Rubicon centre is a catalyst for innovation and commercialisation in the region having supported 94 companies and start ups directly in 2020. The move to online facilitated a marked increase in activity over 2019 (18%) and this will be an ongoing feature of the Rubicon supports going forward.</p> <p>CIT continued to be one of the top performers in the innovation voucher programme with a 10% increase in performance in 2020 despite being off campus for most of 2020.</p> <p>2018-2020 research income from industry totalled almost €7m with €2.1m in 2020 being the highest among the IOT's and TUD representing almost 40% of all industry funded research for the sector.</p>			<p>Colour rating for this Strategic Priority: Green</p> 

Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Continue to develop relevant, high-value internationalisation activities aimed at making CIT an international HEI with an internationalised student body	# of students undertaking a study/placement overseas in Erasmus partner HEIs.	No baseline	Target not set	2018/2019 - 114 Outbound Erasmus Students 2019/2020 - 117 Outbound Erasmus Students 2020/2021 - 17 Outbound Students. Erasmus mobility in Semester 1 was postponed due to the Covid-19 pandemic
	# of strategic international partnerships	No baseline	Target not set	CIT has 183 international partners, comprising agreements with 140 Erasmus partners and 43 non-EU institutions.
SP 2.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	CIT has continued to strengthen and grow strategic international partnerships across Europe and globally. CIT is committed to promoting the activities taking place under the Erasmus+ Programme, including “in” and “out” student mobility for study and training, graduate traineeships and staff mobility for teaching, training, placement coordinator visits, and preparatory visits to new institutions or host companies.			Colour rating for this Strategic Priority: Green

	<p>From August 2018 to August 2021, a total of 634 student mobilities took place through the Erasmus and Study Abroad programmes at CIT. This includes 371 inward student mobilities and 263 outbound student mobilities across Europe, USA and Canada.</p> <p>CIT was on an upward trajectory of recruiting non-EU students to undertake undergraduate and postgraduate full time courses. In the academic year 2018/2019 there was a total of 111 registered non-EU students, in the 2019/2020 academic year there was a total of 244 registered non-EU students. Due to the Covid-19 pandemic, the upward trajectory took a turn for the 2020/2021 academic year with a total of 148 non-EU registered students.</p> <p>CIT will continue to expand opportunities for global student mobility experiences, thus increasing the international student body, by creating new international relationships and deepening existing international partnerships, and by way of promotional activities.</p>	
<p>KSO 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.</p>		
<p>KSO 3 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>CIT continued its emphasis on "impact through excellence". To support the R&I ecosystem we have strengthened our support structures for researchers across all levels from postgraduate through to Senior Research Fellow within our Researcher Career Framework. Through a focus on excellence, scholarly outputs included an increase from 182 to 244 publications (scopus) and the field-weighted citation index increased from 1.54 to 1.76. The percentage of publications with international authors rose from 45.2% to 48.4%, outperforming only-national publications at 32.4%. Almost half (48%) were in Open Access Journals, driven by the Institute's support for Open Science. At the same time the number of publications in the top 10% journals (by Citescore) rose from 22% to 30%.</p> <p>Funding from all sources increased from €16m to €18.2m. Cumulative awards won through Horizon 2020 increased from €8.5m to €15m with a combined value of more than €220m. This result more than doubles the drawdown from FP7, in line with the target set for HEI's in Innovation2020. The success rate in Horizon2020 remained at 15% (about 3% above the EU average and second-highest in Ireland). CIT passed the interim review of the EU Commission HR Strategy for Researchers (HRS4R) in 2019, extended to MTU in 2021 and due for review in 2023.</p> <p>CIT established a "Covid Solutions Group" in early 2020 specifically to develop mitigating responses to the virus. CIT was the singular Institute of Technology to be funded under the SFI/EI/IRC Covid-19 rapid Call. CIT researchers subsequently won the SFI "Research Image of the Year" for 2020 for their research into the efficacy of face masks against Covid-19. Publications from this research were in</p>	

	<p>the top 5% globally for altmetric score, a measure of impact beyond the academic domain. In another example of research excellence, in 2021 Dr. Mubashir Husain Rehmani was included in the top 1% of Highly Cited Researchers™ 2021 list (from Clarivate).</p> <p>A programme of R&I targeted at "building additional sustainable capacity" and funded under the Technological University Transformation Fund resulted in 59 applications, of which 19 were supported. Researchers from STEM and AHSS, and involving all campuses submitted successful interdisciplinary proposals. A total of over 200 researchers are involved.</p> <p>Strengthening the support for researchers was ongoing in the reporting period, with significant updates to the Institute's Researcher Career Framework in 2020 (in relation to performance achievement).</p> <p>CIT's knowledge transfer and research and innovation in partnership with industry exceeded targets and CIT maintained a strong inflow of research income from industry over the reporting period, including 2020, despite the pandemic. Research expenditure derived from industry averaged at 15% over the period, reaching 18% in 2019. 2018-2020 research income from industry totalled almost €7m with €2.1m in 2020 being the highest among the IOT's and TUD representing almost 40% of all industry funded research for the sector.</p>			
<p>Strategic Priority 3.1</p> <p>CIT will continue to build on its established research and innovation ecosystem to maximise impact regionally and nationally. This development will be ambitious but sustainable and will be pursued in collaboration with enterprise and public partners.</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Research projects delivered with enterprise partners</p>	<p>173</p>	<p>+ 20% (210)</p>	<p>200 research and innovation projects delivered with enterprise partners in 2020. This represents an increase of 16% over the baseline, falling short of the 20% increase targeted.</p>

<p>SP 3.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Despite not reaching the 20% increase in 2020 over the pre 2018 baseline, the level of R & I collaboration with enterprise is significant with over 600 R & I projects with enterprise partners between 2018 and 2020 . It should be noted that the value of these projects (€7m) is still significantly higher than other IOT's and TUD and some smaller Universities and represents over 40% of all of the industry funded research for the IOT/TU sector. The majority of the projects are with enterprise based in the region including a large number of SME's particularly through the innovation voucher programme, CIT collaborated with 69 SME's through innovation voucher projects in 2020.</p> <p>A deeper analysis of the numbers reveals the strategic nature of many of the collaborations where repeated projects with companies indicates the quality of and the impact the R & I collaboration is having on the partner enterprise and the region. In 2020, 25 companies were involved in repeat R & I collaborations with CIT.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 
<p>Strategic Priority 3.2</p> <p>Continue to grow research activity and postgraduate student enrolments in line with the CIT research strategy and national priorities</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
<p># Postgraduate research student enrolments</p>	<p>153</p>	<p>+ 50% (230)</p>	<p>In AY 2020/2021, the total number of post-graduate research student enrolment = 198</p>	
<p>€ Research funding per annum</p>	<p>€14m</p>	<p>+ 5% (€14.7)</p>	<p>€18.2m income achieved;</p>	
<p>SP 3.2 Commentary</p>	<p>Research income grew significantly (almost 30%) to €18.2m (and €21m for MTU when this figure is combined with that of IT Tralee). The majority of competitive external funding was won by researchers in designated Research Centres and Groups, continuing the success seen by focusing on particular domains in which we have deep expertise. Success was also achieved through winning a number of large Horizon 2020 grants as coordinator.</p>			<p>Colour rating for this Strategic Priority: Green</p>

<p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Growth in postgraduate numbers was accompanied by six new Structured PhD modules, including modules on Open Science, Data Management and Preparing for a Career after the PhD.</p>	
<p>KSO 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</p>		
<p>KSO 4 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Cognisant of its diverse student population, MTU is committed to providing an inclusive learning environment for all students. The Access Service leads, in collaboration with academic departments and schools and various central units, an extensive programme of outreach activities and a range of pre-entry, entry and post-entry support programmes (including personal; academic; and financial supports) for target under-represented groups.</p> <p>The Access Service is committed to widening participation, increasing access and supporting positive educational outcomes for under-represented groups; and to providing a high quality, professional and student-centred service. This is achieved by a strong commitment to the principles of social inclusion and by working locally, regionally and nationally in partnership with key stakeholders.</p> <p>CIT joined the HEAR Scheme in 2018, admitting its first intake of HEAR students in September 2019.</p> <p>The SOAR Project (PATH 3), brings together the South Cluster (IT Carlow, MTU, UCC, and WIT) together with community partners to collaborate on strategies to increase access to higher education for under-represented groups. It has enabled our institutions to build on existing access practice, consolidate community partnerships and develop new initiatives to further our collective ambition of widening participation for access target groups. From a CIT/MTU Cork perspective, highlights include:</p> <ul style="list-style-type: none"> • Travellers in Education: The Traveller Education Coordinator has established a Traveller Graduate Network (TGN). This is as a model of best practice of a peer-to-peer, community-informed and culturally relevant initiative to support Traveller participation in higher education. The TGN has undertaken needs analysis research, findings of which are set out in its recent report. A Mentoring in Education programme has been developed, following extensive community consultation. 	

Within MTU, the Traveller Education Coordinator has supported 10 scholarship recipients from the Traveller Community (supported through ringfenced HEA Dormant account funding).

- Enabling Transitions: An online resource Technology to Make Learning Easier has been developed. A new Transition Programme for students presenting on the autism spectrum has been piloted. A transition mentoring service was launched as part of this, being noted by students, parents, and professionals as a beneficial support opportunity for students as they transition to higher education.

Over the reporting period, Tomar Trust has funded 28 Sanctuary scholarship payments and 47 partial scholarships for students who narrowly missed out on the 1916 bursaries (PATH2).

At the outset of the pandemic, teaching, learning & assessment pivoted online, as did the Access Service and other services supportive of academic programmes. Student engagement during lockdown periods was challenging, with some students reporting issues re technology, study environment, and new assessment formats. Many planned activities had to be postponed, reconfigured or cancelled.


The Access team, supported by the Technology Enhanced Learning Department, IT Services and the Teaching and Learning Unit, developed online booking/application processes for students, and learning resources on the Canvas Learning Management System.

The DSS team led the development of a guide for remote assessment; this should be a springboard for future work in universal design for learning in MTU.

The special national funding schemes introduced during the pandemic were most welcome and impactful. Challenges may arise in relation to the associated administration workload, and student expectations going forward.


With the establishment of MTU in January 2021, access practitioners in all campuses are progressing the alignment of policy and procedure, both within the service itself, and also on relevant committees of the Academic Council of MTU. The report of the review of the CIT Access Service (2020) will be taken forward into the development of the MTU Access Strategy and operational model.


Following on MTU's involvement in the Cork Learning City initiative, it has been heavily involved in the development of Cork Access Network

Strategic Priority 4.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
CIT is committed to principle of inclusive access to higher education. CIT aims to provide opportunities for all motivated individuals to pursue personal, intellectual and professional development.	Lifelong learners as % of total enrolments	26%	30%	In the Academic Year 2020/2021, lifelong learners as % of total enrolments = 30.72% (Source: Banner Student Records CIT)
	Students with disabilities as % of new entrants	9%	13%	12.14% (Source: Access & Disability Office CIT)
	# of students per-annum admitted via non-standard pathways	7%	10%	28% (Source: Access & Disability Office CIT)
SP 4.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The work done on progression routes from FE to HE has realised dividends in the number of students admitted via non-standard pathways.</p> <p>KPI re students with disabilities as % of new entrants is just under target; increases in raw numbers are likely offset by the overall growth in CAO acceptances, particularly in the latter stages of the reporting period.</p> <p>A CANVAS module was developed to support HEAR students during their remote study and to allow them to easily book meetings, download and submit documentation and easily access information on supports. 184 HEAR eligible students registered for the module, reflecting 75% of registered HEAR eligible students. A similar module was developed for mature students: 113 students are currently registered, i.e. 20% of current mature student cohort.</p>			Colour rating for this Strategic Priority: Green 

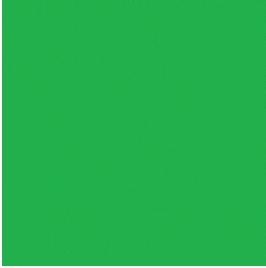
	<p>The number of DSS students with Specific Learning Differences (dyslexia/dyscalculia) remains high: 37.8% of DSS students. DCD/Dyspraxia is the second largest category (15.5%). Students on the Autism Spectrum account for 11.3% (increasing steadily over the past number of years). Number of students with mental health difficulties increased to 9%.</p> <p>A total of 361 (37.2%) of DSS students had two or more learning differences, health conditions or disabilities (300 in 2019/20 and 266 in 2018/19).</p>	
<p>KSO 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</p>		
<p>KSO 5 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>CIT/MTU has achieved national and international recognition for its work in student engagement, led by AnSEO Student Engagement Office in partnership with academic departments and the Students' Union. Over the reporting period, MTU has been awarded HEA impact case study funding (2019 and 2021) for this work.</p> <p>There is a wide range of well-established academic and welfare supports in place to support learners' engagement with the academic programme. Key services and supports are provided by AnSEO, Library, the Access & Disability Service, the Careers Service, Chaplaincy, International Office, and the Admissions and Examinations Offices.</p> <p>The Good Start programme aims to build engagement and proactively identify and support learners in need of early-stage intervention. In addition to its work around First Year engagement, AnSEO delivers/coordinates initiatives such as Just Ask! Campaigns, Academic Success Coaching and the Academic Learning Centre. Another core strand revolves around building student partnership in quality. Since September 2020, in response to the pandemic, AnSEO and the academic departments have collaborated on the Reach academic mentoring programme for 1st and 2nd year students.</p> <p>Best practice internationally and nationally suggests that teaching and learning development functions are both staff and student facing. Accordingly, AnSEO and the Teaching & Learning Unit (TLU) are placed together, proactively collaborating with academic departments and central functions.</p> <p>Professional Development offerings of TLU range from the provision of a modular MA in Teaching & Learning in Higher Education and embedded awards thereof. TLU also offers a wide range of short staff development seminars. The topics are chosen to reflect the needs of staff, and are determined by ongoing consultation with both academic and PMS staff. TLU also issues an annual call for seed funding for teaching & learning initiatives, and is facilitating staff learning communities.</p>	


	<p>Each academic unit is allocated funding for staff development and this is applied by the Head of that academic unit to their staff locally.</p> <p>The Registrar’s Office manages a central staff development budget which covers various options. Staff participation in the University’s part-time evening programmes is encouraged and supported. It may also be possible for staff to attend certain full-time programmes on a part-time basis.</p> <p>Academic units and central functions may apply for funding for short courses, workshops and seminars designed to meet specific identified staff development needs.</p> <p>The Registrar’s Office and School of Graduate Studies operate the Staff Doctorate Scheme for academic staff. Normally, a call is issued once per annum and is subject to an assessment process. The scheme funds tuition fees, a small budget for consumables/conferences, and, for lecturing staff, a timetable alleviation.</p> <p>The brief of the Department of Technology Enhanced Learning (TEL) is to enrich the learning experience of students by providing world-class e-learning solutions and services. A particular focus is on the research and rollout of innovative approaches to create new online learning pathways and opportunities for students undertaking a range of fully online and blended programmes.</p> <p>Furthermore, TEL conducts exploratory research into the enhancement and enrichment of learning through technology and is currently involved in a range of EU-funded and commercial research.</p> <p>This research and development work informs the central work done with staff and students, and has two closely related aspects. Firstly, TEL has a special responsibility with regard to developing and supporting online distance education courses and furthermore in helping develop and implement strategy in that area. Secondly, TEL provides training and support for staff in the use of teaching tools and platforms to augment or complement face-to-face programmes. This approach was key to supporting and driving the pivot to emergency remote teaching and learning at the onset of the pandemic.</p>			
<p>Strategic Priority 5.1</p> <p>CIT will continue to pioneer and implement innovative approaches aimed at improving the student</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Develop and implement a student success strategy</p>	<p>No strategy in place</p>	<p>Review and revise strategy</p>	<p>MTU Working Group on Teaching, Learning, Assessment and Student Engagement</p>

experience, progression and success.				(TLASE) established and will be incorporated into the Academic Council structure to progress this.
	Student non-completion rate	17%	14.5%	18%
	Combined graduate employment and further study rates	92%	≥90%	Target achieved. In 2020 Graduates surveyed as MTU (Kerry and Cork Graduates) with the following result: 94% (52% in employment and 42% in further education)
<p>SP 5.1 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>COVID-19 has slowed the development of the student success strategy for CIT/MTU. While significant work was done by the MTU Teaching, Learning, Assessment & Student Engagement Working Group (TLASEWG) in late 2019, its main actors were heavily involved in supporting students and/or in the continuation and adaptation of remote teaching, learning and assessment in 2020-2021. Furthermore, from a policy perspective, the focus in 2020-2021 was on the establishment of the Academic Council of MTU. However, this is now coming full circle: the TLASEWG is now embedded within the structure of Council which will drive the progression of the MTU student success strategy.</p> <p>The pandemic appears to have interrupted the downward turn in the non-completion rate over the period of the compact. Evidence suggests that many learners are feeling more disconnected, disengaged, and anxious than ever before. Assessment trends are more varied, with some distributions improving but others impacted possibly as a follow-on from developments at Leaving Certificate.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

	The move to remote working has had an interesting impact on students' engagement with the Careers Service, with the number of one-one sessions with students almost doubling but the inverse trend in the number of attendees at onsite events events.			
Strategic Priority 5.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Enable staff to pursue their career goals and contribute to the success of the Institute in a workplace environment which is inclusive, respectful and supportive.	CPD programme participation rate	45%	≥65% participation (of all staff)	21% senior managers received interview board members training during the period. 790 staff received CPD training through TEL (Mar20) Published training videos:over 30k views via TEL youtube channel in 2020/21.
SP 5.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>There has been a very high uptake of TEL's training for Emergency Remote Teaching (ERT) with c.a. 790 staff logging on to one particular live session in March 2020. The approach taken was to broadcast sessions directly to the TEL website and to YouTube while also offering the option – which was increasingly popular with staff in AY2020-21 – to join live sessions directly through the Zoom platform. Some 60 live training sessions were delivered by the TEL Department over AY2020-21. During that period, the TEL YouTube channel logged a total of 30,679 views.</p> <p>The Teaching & Learning Unit continues to develop its offerings, with online and hybrid approaches affording additional flexibility. Key themes – developed through seminars, learning communities and projects - include assessment and feedback, academic integrity, EDI and UDL, coaching, and work-based learning.</p> <p>At any given time over the reporting period, 100-130 academic staff were being funded to take programmes such as MTU's Masters in Teaching & Learning for Higher Education, or other</p>			<p>Colour rating for this Strategic Priority: Green</p> 


	programmes (mostly external to MTU) including Masters, PhD, and professional qualifications. PMS staff are also being supported in undertaking a range of programmes, including Level 8-10 degrees and smaller accreditation programmes, for example in mentoring and coaching.			
KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.				
KSO 6 Summary Statement <i>Max. 4,200-character limit (550-600 words approx.)</i>	Developments in governance, leadership and operational excellence have largely centred around the establishment of MTU. A full programme of pre-merger projects included the development of a new Code of Governance based on the new TU Act 2018, revising Governing Body structures including new Standing Orders and Terms of Reference for new committees. A new "first" Governing Body was established on 1 Jan 2021 and membership expanded by June 2021 to include students, staff and external members. A new Compliance role has been created across the university to oversee the full implementation of a new Internal Control Framework. Operational excellence has been demonstrated by being the only new TU to date to have merged its Finance and HR systems from date of establishment. This has promoted the development of a full coherent university perspective in corporate decision-making.			
Strategic Priority 6.1 CIT will be a leader nationally in terms of compliance and the practice of good governance. We will implement rigorous financial practices and controls and strive for the highest standards of fiscal responsibility.	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Risk management and risk-based audit to ensure good governance	No baseline identified	Compliance reviewed	A new MTU Risk Management policy has been developed and implemented. The Audit & Risk committee of Governing Body oversees an outsourced and risk based internal audit service.
	Achieve a financial surplus to fund capital projects and strategic initiatives	3%	3% per annum	12 mths to 31/8/19 - 3.2% 16 mths to 31/12 /20 - 7.4%

				8 mths to 31/8/21 - 3.9% (MTU)
	Funds from non-exchequer sources	€100k	€250k per annum	Target achieved. Funds from non-exchequer sources exceeded €250k per annum in reporting period.
	Compliance with public procurement and PSN regulations	100%	100%	96% (€48m/€50m)
SP 6.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	<p>CIT was delivering financial surplus over the full period and the Strategic Development Reserve has been increased. This has been a critical success factor in the MTU merger project.</p> <p>CIT attracted the highest level of non-exchequer funding in the sector from 2019 up to 2021.</p> <p>The Covid19 crisis has led to a disimprovement in public procurement compliance due to health and safety priorities. The Procurement Office has been strengthened to include a new senior Tendering Officer.</p>			Colour rating for this Strategic Priority: Green 
Strategic Priority 6.2 CIT will ensure that all staff can pursue their career goals and contribute to the success of the Institute in a workplace environment which is	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Leadership and management development programme	No baseline identified	50% of senior staff participate	Another 21% of senior managers have received interview board members training during the relevant period.

inclusive, respectful and supportive.	Athena Swan institutional accreditation	Institutional submission for Athena Swan bronze award in November 2018, under pre-2015 Charter	Athena Swan departmental awards achieved by at least two departments at CIT	Departmental submissions are now on hold pending achievement of the new institutional award to be submitted in November 2023.
<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>MTU has invested in EDI by recruiting an EDI Officer (March 2021) EDI Manager (May 2021) to develop and support the work being carried out by existing departments and working groups across campuses, to include the Athena Swan Self-Assessment Team.</p> <p>Having achieved the Athena Swan Bronze Award as CIT in 2018, MTU achieved the institutional Legacy Bronze Award in June 2021, and a new cross-campus Self-Assessment Team has been formed, working on new application under 2021 Charter in line with the November 2023 deadline.</p> <p>Ongoing EDI awareness-raising activities include a series of online events throughout April 2021 and the achievement of the Age Friendly University accreditation in May 2021 following extensive collaboration across departments.</p> <p>Further initiatives include the Code Red Period Dignity project to tackle period poverty and the White Ribbon accreditation to address gender-based violence. This aligns with the principles of the new Charter, which include tackling behaviours that detract from creating a safe and respectful campus culture, such as sexual violence and harassment, bullying and discrimination.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

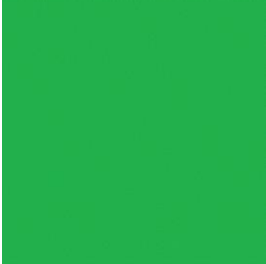
KSO Report: IT Tralee

KSO 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				
KSO 1 Summary Statement	IT Tralee responded in an agile and flexible manner to the needs of employers. Irelands National Skills Strategy 2025 directs programme provision, in addition to engagement with organisations such as the Regional Skills Forum, Skillsnet, Apprenticeship Council and the work of the Expert Group for Future Skills Needs. All programmes at ITT are designed in consultation with relevant industry sectors, who are also involved in the programmes approval process ensuring that programme-learning outcomes are in line with industry needs. The efforts of ITT in terms of programme design and delivery are to ensure the institute makes every effort to future-proof the skill requirements of industry as well as meeting their immediate needs. In the areas of upskilling, ITT provides a growing number of programmes on-line, ensuring national reach and a delivery mechanism, which is compatible & complementary to employers, who require employees to be upskilled while minimising the impact on the work environment. All level 8 programmes include a mandatory credit-based work placement, further enhancing the work-readiness of the institute's graduates.			
Max. 4,200-character limit (550-600 words approx.)				
Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value
Sustainability and Growth				Max. 210-character limit (30 words approx.)
	No. of programmes leading to minor awards on a part time or flexible basis	17 programmes	+45%	Achieved 80%: In the AY 2020/2021, out of the 36 programmes offered (677 students) in this cohort, 15 programmes were new (223 students.) The growth exceeds the target (25 (17+45%), new programmes = 46 (80%))

	No. of students on programmes leading to minor awards on a part-time or flexible basis.	261 students studying on a part-time or flexible basis	+45%	Target achieved and exceeded. In AY 2020/21 677 students were registered on programmes delivered on part-time or flexible basis leading to minor award (target 261+45%=378. Achieved - 677 (79%)
SP 1.1 Commentary Max. 1,400-character limit (200 words approx.)	<p>Over the course of this compact a strategic focus on increasing the Institute's lifelong learning programme offering, supported in no small part by the national Springboard + and July Stimulus initiative has ensured that the institute has delivered upon its target of increasing on the minor/special purpose awards on offer as part of lifelong learning at IT Tralee. As we move into MTU there has been increased collaboration with our colleagues in Cork to ensure a comprehensive offering across the new university.</p> <p>The new minor and special purpose awards, developed and delivered over the term of this self-assessment have directly addressed the knowledge and skills requirement of our stakeholders.</p> <p>*List of new programmes can be provided on request.</p> <p>Acronyms: AY = Academic Year</p> <p>Data from SRS/Banner Student Records</p>			<p>Colour rating for this Strategic Priority: Green</p> 
Strategic Priority 1.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value
Teaching, Learning and Graduate Readiness	% of ITT Level 7 and Level 8 programmes with a work placement of a minimum of one semester	30%	100% of programmes	Max. 210-character limit (30 words approx.) Achieved: Schools of STEM, BCH & HSS - 100% of full-time Level 7 and Level 8 programmes have an embedded workplacement of a least one semester as part of the programme.

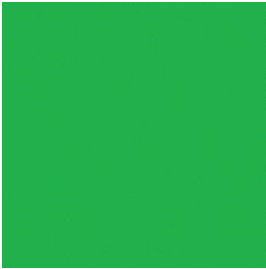
	Institute wide best practice work placement guidelines to be developed and rolled out across all Institute programmes	No set of work placement guidelines at Institute level. In 2017/18, 100% of programmes that contain a work placement module provide programme specific work placement guidelines.	Updated guidelines	Guidelines for work placement are in place and updated by school each year. With the advent of MTU, this will become a university wide activity.
	% final year projects directly linked to industry / community specific projects	Not provided	50%	Target achieved across Institute. School of BCH: 50% School of HSS: currently stands at 61% STEM: Just under 100% FYP are focused on applied research directly relevant to ind/community. Data Source: Schools
	# of students completing semester work placement per annum	Not provided	800 per annum	Target achieved in full. In the AY 2020/2021 - 892 students completed a work placement module as part of their programme. (Data from Student Module Registration Report Banner AY2020/2021)


	Employability statements	Not in place	Develop Employability statements for all programmes in all departments across each of the three schools	Employability statements have been developed in each School. Health and Social Sciences: all programmes. School of STEM: all programmes School of Business Computing and Humanities: all programmes
	Development and roll out new apprenticeships in Culinary Arts	Designated national lead in development and roll out of new apprenticeships in culinary arts programmes (BA and MA)	Level 9 apprenticeship programme to be developed and rolled out in Tralee and 2 other designated sites nationally	Level 9 remains in progress (AY 2020/2021) This was not progressed as Apprenticeship Council approval was required of the Occupational Profile element which is being finalised this academic year (2021/2022).
	Development and roll out new apprenticeships in upskilling for electricians	N/a	New programme for development in 2020/2021	This programme did not materialise. The school of STEM focused efforts on the Liebherr Apprenticeship Training programme and increasing the institute's numbers on existing apprenticeships such as C&J and Ag Mec

<p>SP 1.2 Commentary</p> <p>Max. 1,400-character limit (200 words approx.)</p>	<p>Data Sources used in narrative and calculations = SRS Mar 2021.</p> <p>Goal - Enhancing the standard of teaching and learning through the implantation of the TLA&E Strategy 2017 – 2021 and leveraging work placement to facilitate graduate “work readiness” and to inform market led programmes.</p> <p>Engagement with enterprise, community and employers is a default position of programme development and environmental scanning in IT Tralee. This directly contributes to the identification of skill and educational gaps which the marketplace is experiencing, the responsive nature of the institute ensures that any such gaps are addressed through revised or new programme offerings. The value of embedded work placement has been identified by the institute as a key contributor to “work readiness” in our graduates, at the end of this compact 100% All full-time Level 7 and Level 8 programmes have an embedded work placement of one semester as part of the programme.</p> <p>In order to ensure a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, in January 2021, the School of STEM commenced offering Electrical apprenticeship training (phase 4) and from September 2022 (phase 6). It is projected that in the AY 21/22 the School will have approx 30 apprenticeship blocks.</p>	<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 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</p>		
<p>KSO 2 Summary Statement</p> <p>Max. 4,200-character limit (550-600 words approx.)</p>	<p>Full participation and support for the EU Erasmus programme made an important contribution both in terms of outbound mobility for domestic students and in welcoming inbound exchange student who make an important contribution to creating a multi-cultural campus and diverse learning environment.</p> <p>Exploratory work into collaborative online international learning (COIL) /virtual exchanges commenced in AY 19/20 an initiative, which has considerable potential benefits in terms of internationalisation. Global awareness and the development of soft skills.</p> <p>The annual international day event is a very positive showcase for the the international nature of the campus. Supporting full integration of international students into sports clubs and societies yields additional benefits with respect to integration.</p>	

Strategic Priority 2.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)
Sustainability and Growth	# non-EU fee paying students	2017/18: 263 Non-EU Fee Paying Students	320	For AY 2019/2020 416 registered non EU students For AY 2020/21 275 students, registered non EU Students.
	% of total income via non-Exchequer funded activities	4.75%	7% total income	6.27%
	SP 2.1 Commentary Max. 1,400-character limit (200 words approx.)	<p>Prior to COVID there was a very positive growth trajectory however the global pandemic negatively impacted and international student recruitment has dipped below expectations as a result. While the drop in numbers has been lower than was feared in the early days of the pandemic, the international restrictions on travel across the globe, the negative impact on the economies of key target markets and the inability of international office staff to visit markets and develop new channels all combined to see international student recruitment fall across most markets.</p> <p>In terms of the total income from non-Exchequer funded activities, research expenditure in 2020 from non-exchequer sources (EU funding) accounted for 14% of our total expenditure which is higher than the national average of 11% [using data extracted from HERD 2018].</p> <p>The reduction in international students in 2020 was COVID related due to the travel restrictions & the associated drop in fees income. In addition to the drop in international student numbers and as a direct consequence of non-attendance, the pandemic disrupted the on campus food service and no catering franchise fee was received which impacted the target we had aimed for.</p>		
Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)

Research and Innovation	# of Innovation Vouchers completed	2017: 20 Innovation Vouchers (Metrics on calendar year basis)	Complete 63 Innovation Vouchers (an increase of 10% by 2021), with minimum of 20 Innovation Vouchers per annum	15 Innovation Vouchers delivered in 2020 (below the annual average due to COVID-19 disruptions). IT Tralee exceeded its overall target of 63 having delivered 77 Innovation Vouchers since 2017.
	# of research collaboration agreements wholly or partially funded by industry	12 research collaboration agreements wholly or partially funded by industry	80	11 Research Agreements delivered in 2020 (slightly below the target due to COVID-19). 57 research agreements delivered since 2017 which is below target and reflective of longer term projects ongoing.
	# of Inventions disclosed	2 inventions disclosed	8	0 Inventions delivered in 2020 reflective of COVID-19 disruption to normal researcher activities. 7 Inventions disclosed since 2017 and will have exceeded target of 8 by 2021.
	# of License, Options or Assignments	0	2	0 LOAs delivered in 2020 reflective of COVID-19 disruption to normal researcher activities. 8 LOAs delivered since 2017 exceeding the target of 2 by 2021.
	# of priority patent applications	0 (2017)	2	0 Patents filed in 2020 reflective of COVID-19 disruption to normal researcher


				activities. 4 Patents filed since 2017 exceeding target of 2 by 2021.
SP 2.2 Commentary Max. 1,400-character limit (200 words approx.)	Overall IT Tralee achieved or exceeded its technology transfer metrics since 2017 and is steadily delivering increased impact from its research activities. The number of research agreements was below target as a result of resources being deployed into longer term SFI funded projects with industry partners which are due to be completed in 2021 and these projects will be mined for additional impact metrics.			Colour rating for this Strategic Priority: Green 
KSO 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.				
KSO 3 Summary Statement Max. 4,200-character limit (550-600 words approx.)	<p>The Institute’s Strategic Plan 2017-2021 was developed with a commitment to pursue high quality research that would deliver impactful outputs to strengthen our relevance as a strong driver of regional and national economic and social growth. Linked to this, is a key goal of the Institute’s Strategic Plan (Goal 3.3) to expand our linkages externally with academic, industrial and social partners.</p> <p>Innovation and knowledge transfer including commercialisation, is a key goal of the Institute’s Strategic Plan (Goal 3.2). Since 2017, the Institute has increased its number of IP and IP transactions ensuring that its commercially valuable research outputs are made available to industry and entrepreneurs for good public use. Normalising innovation and technology transfer outputs delivered per €10m research expenditure across the HE sector nationally, shows that IT Tralee is amongst the highest performers and delivering outputs that exceed its size and scale relative to its research expenditure (AKTS surveys 2017-2020).</p> <p>The Institute’s strong research and innovation performance was recognised by the HEA in the 2019/2020/2021 RFAM Research and Innovation top-slice budget allocation to IT Tralee. Relative to size and research expenditure, ITT was awarded amongst the highest allocation nationally (funds disbursed across THEA linked to research and innovation performance metrics delivered over a prior three-year period).</p>			
Strategic Priority 3.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value

Sustainability and Growth				Max. 210-character limit (30 words approx.)
	% and # of postgraduate research students @ Level 9 and Level 10	L10 = 1 student L9 Res = 48 students L9 Taught = 62 students L9 Dip = 7 students TOTAL RESEARCH = 49/2570 = 1.9% ALL PG = 118/2570 = 4.59% (2015/2016 data)	4% of total students + 30 students (Level 9) + 4 students (Level 10)	AY 2020/2021 L10 via Research =11 (Total 2018 to 2021=13) L9 via Research=50 (Total 2018 to 2021=104) L9 taught Masters=123 (Total 2018 to 2021=378) 20/21 Research=1.7%(61/3560) 20/21 PG=5.1% (184/3560)
	# of post-doctoral research positions	7 researchers on payroll possessing a PHD qualification in 2017/2018 (PSN June 2018)	+ 4	Target achieved. 15 researchers on payroll possessing a PhD (Core HR Data Staff June 2021)
SP 3.1 Commentary Max. 1,400-character limit (200 words approx.)	<p>IT Tralee is performing well and delivering impressive research and innovation metrics with industry relative to its size and level of research expenditure within the HE sector. Its growth and performance has been supported by a number of contributing research initiatives, grants awarded and capital investment at IT Tralee.</p> <p>The following data sources were used:</p> <ul style="list-style-type: none"> · SRS March 2021 (Postgraduate Numbers)/ Core HR Data June 2021 · Data published in the 2017-2020 KTI Annual Knowledge Transfer Surveys. <p>Ongoing national challenges in particular the absence of pension entitlements for IoT/TU researchers is continuing to have a detrimental impact on the Institute's ability to attract and retain research staff. The nationally agreed Researcher Career Framework signals progress at a national</p>			<p>Colour rating for this Strategic Priority: Amber</p> 

	<p>level to recognise research as a lifelong career however the pension issue needs to be resolved for the sector to be able to attract and retain high calibre career researchers.</p> <p>The Institute's challenging financial situation during the period 2017-21 had a negative impact on all on-going research activities and in particular inhibited growth. Funding for the Postgraduate Research Scholarship programme was withdrawn in 2020 causing a 50% drop in new research student enrolments.</p>			
Strategic Priority 3.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)
Research and Innovation	Research Income derived from Industry	€314k (2017/18)	€859k	180,000 Euro derived from industry in 2020. Since 2017, IT Tralee derived 1,254,791Euro from industry exceeding the overall target.
	# of Research Projects (including Innovation Vouchers, Innovation Partnerships and Direct Consultancy projects)	31 collaborative projects completed with industry in 2017 (including innovation vouchers and partnerships, consultancy services).	106	22 collaborative projects delivered in 2020 which is below average due to COVID-19 disruption. Overall 139 collaborative projects were delivered since 2017 which exceeds the target of 106.
SP 3.2 Commentary Max. 1,400-character limit (200 words approx.)	Overall IT Tralee achieved or exceeded its metrics since 2017 and is steadily delivering increased impact from its research activities.			Colour rating for this Strategic Priority: Green

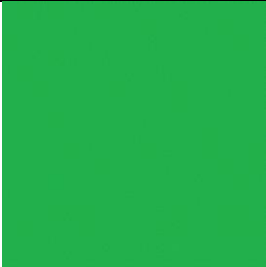

KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland’s population		
KSO 4 Summary Statement Max. 4,200-character limit (550-600 words approx.)	<p>We commit to the recruitment and admission of a diverse student population through our Access and Admissions policies, facilitating a mature student route, QQI route including Bonus Points Scheme with Kerry ETB, the Star Pupil Traveller Access route, HEAR and DARE, RPL and a suite of part-time and flexible learning opportunities.</p> <p>In response to COVID-19, priority was given to students in need of devices suited to remote study, guiding students through their options should they struggle to complete their studies on time, mentoring and advocating for students experiencing special circumstances e.g. the Traveller community and students parenting alone with infants and school-age children experienced significant challenges during this period. Traveller students in post-primary schools were offered one-to-one career guidance sessions online to support retention and progression in their education. At 31st December 2021, 9 students had completed their sessions.</p> <p>Moving online, our Schools Mentor Programme doubled the frequency of sessions despite technical and accessibility challenges. A Virtual College Experience created a series of pre-recorded interviews, demos and final year projects from students and staff from the Departments of CMIT, Computing, Culinary Arts, Health and Leisure and Nursing. Our Access partner schools also participated in DojoMor, Vex Robotics and the HEA-funded ICT Summer Camps.</p> <p>We promptly administered the Government Laptop Scheme, providing 127 laptops to eligible students.</p> <p>Additional material was developed for our suite of reusable learning objects to support learners in the online environment with 66 online study skills workshops provided to current students realising a total attendance of 887 students. These workshops presented a range of softwares to support study skills; text-to-speech, dictation options, mind-mapping software, transcription software and bibliographic software. Recordings of these workshops have been made available to all students via Blackboard. These workshops and recordings resulted in the formation of the Academic Success Centre.</p>	

	<p>An active partner in the South Cluster's SOAR initiative we implement the PATH 2 1916 Bursary Scheme and participate in all PATH 3 workstreams; Connecting Communities, Connecting Curriculum, Enabling Transitions and the lead partner on Travellers in Education.</p> <p>The Study Skills/Enabling Transitions Facilitator recorded a total of 182 individual meetings held with students, from a wide range of disciplines and backgrounds, on a variety of platforms. Students were referred by lecturers, Service Providers or self-referred. First-year students were the largest group but students at all stages of study including postgraduates availed of this individualised support which was designed to address barriers, develop skills competency and improve learner confidence.</p> <p>Path 3 Enabling Transitions Project plans were adapted to respond to C19; videos were distributed on using phones for online learning, webinars were delivered for teachers, students and parents through Tralee Education Centre. Four virtual training events were provided directly to school students reaching approximately 120 students. An online workshop aimed at second level students and their parents was provided in February through Tralee Education Centre. This was attended by 68 people, mainly students and parents but also including some teachers. These sessions were well received and have resulted in an ongoing schedule of events targeting students, parents and teachers in second level and further education. By spreading awareness of digital tools to support learning and literacy this project aims to support all students including those from under represented groups who have previously been in danger of underachievement.</p> <p>In partnership with the PEIL Moving On Employment for Women Programme, a Level 6, 5-credit Information Technology 1 module has been delivered to 55 participants at December 2020. In the academic year 2020/2021, 24 students commenced the module which was paused temporarily due to COVID-19 and resumed in November 2020 with 14/18 students completing.</p>			
<p>Strategic Priority 4.1</p> <p>Teaching, Learning and Graduate Readiness</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value Max. 210-character limit (30 words approx.)</p>
	<p>Revised access plan in line with the National Access Plan (NAP) 2015-2019</p>		<p>An access champion in each department</p>	<p>This has not been achieved as planned on a formal level, however, informally there is a good network of champions and a number of academic staff who have completed the Digital Badge in UDL with AHEAD.</p>

	PATH 2 # of 1916 Bursaries Southern Cluster (pre entry)	In AY 2017/2018 – 0 recipients	35 bursaries (of which 7 allocated to IT Tralee)	From 2017/18 to 2020/21, a total of 29 students have been awarded the 1916 bursary.
	PATH 3 Travellers in Education		Review Traveller mentoring models across the cluster with a view to delivering best practice in targeted geographical areas within the clusters	In 2021, a 15-credit SPA @ L6, Certificate in Mentoring in Education developed in consultation with Traveller community. In June 2021, 15 participants took part in a taster programme leading to 16 enrolments.
	Tralee Access 21		Review the programme and make necessary adjustments	Mentoring delivered online to 250 second year students in our partner schools. A new Certificate in Mentoring in Education (SPA L6 15 Credits) was developed for Peer Mentors.
SP 4.1 Commentary Max. 1,400-character limit (200 words approx.)	<p>While we were unable to achieve the access champion objective on the formal level that we aimed for, we do have informal access champions in every function across the campus.</p> <p>We are on track in terms of our commitments to the 1916 Bursaries and have facilitated seven per year as part of the South Cluster agreement plus one additional bursary (transfer from partner).</p> <p>We developed a Certificate in Mentoring Education, a 15-credit SPA at L6 in AY20/21 to be offered in 2021/22 to 2 groups: a Traveller-only group and a wider community group (Connecting Communities, Connecting Curriculum.)</p>			<p>Colour rating for this Strategic Priority: Green</p> 

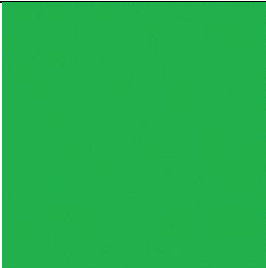

	<p>The objectives of the PATH 3 Travellers in Education workstream have been successfully met albeit with some delays incurred due to the impact of COVID. Graduates of the Certificate will be supported to become active mentors in their own communities.</p> <p>The Access 21 Partnership with TCD, while well received initially, proved challenging to implement in a rural setting. Mentoring was the most valued component and we therefore continued to progress this component through the PATH 3 Connecting Communities, Connecting Curriculum workstream by collaborating with community partners to develop the Certificate in Mentoring in Education and support community peers to register and become active in schools and communities on graduation.</p>	
<p>KSO 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</p>		
<p>KSO 5 Summary Statement</p> <p>Max. 4,200-character limit (550-600 words approx.)</p>	<p>Progress on quality assurance and enhancement of the learning environment was dominated by developments in this space in relation to the establishment of the Munster Technological University and contingency planning in response to the Covid- 19 pandemic.</p> <p>Due to the Covid-19 pandemic and consequent requirement to implement Emergency Remote Teaching in March 2020, the focus on Teaching and Learning involved implementing a strategy to maintain quality and academic standards in an online environment. The Institute adopted a three-tier strategy. The first tier concentrated on basic training for lecturing staff, where required, in the use of the Virtual Learning Environment and other technologies to deliver content both synchronously and asynchronously to students. The second tier focused on more advanced technological features to enhance the teaching and learning experience such as the use of discussion boards, break out rooms, chat features, quizzes, grading and online assessment. The third tier concentrated on pedagogical aspects including, effective online assessment strategies and engaging students in an online environment. Alternative assessment strategies and schedules were developed by Course boards to ensure academic quality and standards were maintained in achieving module and programme learning outcomes. The Institute E-learning Development and Support Unit(EDSU) organised the CPD for the three tier approach, conducting multiple group and one to one sessions training sessions when required, and developing online resources and guidelines for staff and students. Due to the Covid-19 pandemic, although generic CPD training was available to academic staff (including accredited qualifications in teaching and learning) and to professional, management and support staff , CPD for academic staff (and staff supporting the learning environment) from March 2020 concentrated on training and support of staff (and students) in providing Emergency Remote Teaching and Learning. The Institute/University also continued to support staff with funding towards the attainment of formal qualifications.</p>	

	Pre MTU designation, a number of MTU Working Groups were established to progress work in this space as follows: Academic Council Working Group; Academic Domains and Programme Planning Working Group; Teaching, Learning, Assessment and Student Engagement Working Group; Academic Quality Assurance Policies and Procedures; Student Affairs, Support Services, Engagement and Academic Administration. The work of these groups continued to inform developments in these areas post MTU designation on January 1st 2021, all contributing to quality assurance and enhancement of the learning environment in the context of MTU.			
Strategic Priority 5.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)
Fellowship and Inclusivity	# of staff (Academic, Management, Research and Support Staff) receiving CPD per annum supported by a dedicated budget as agreed by the Executive Team	249 academic staff including management Generic CPD training available to all staff Generic CPD training available to academic staff	Increase total participation by an additional 100 staff	In 20/21 staff undertaking funded academic qualifications: 38 In 20/21 academic staff registered on programmes delivered by EDSU: 530 2018-2021 staff registered on generic CPD (Registrar's Office): 367
	U-Multirank international benchmarking	2017 ranking of 3		With the formation of MTU, the new University is assessing appropriate international benchmarking mechanisms which will best suit the strategic objectives of the University.
SP 5.1 Commentary	Academic and professional, management and support staff engaged in general CPD provided to support the move to online, and to support emergency remote teaching in the context of Covid 19. Much of this CPD was provided through MTU Kerry campus EDSU (Education Development and Support Unit).			Colour rating for this Strategic Priority: Green

<p>Max. 1,400-character limit (200 words approx.)</p>	<p>All EDSU events were designed, delivered and recorded to be viewed afterwards so the number who have benefitted from these events are considerably more. Also, EDSU provided one to one CPD sessions with staff through this reporting period as required and where requested.</p> <p>Additionally, EDSU provided customised training for administrators and services staff to enhance the online delivery of the service and maintain continuous uninterrupted engagement with stakeholders during the periods of lockdown or isolation.</p>			
<p>Strategic Priority 5.2</p> <p>Teaching, Learning and Graduate Readiness</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>December 2020 KPI Value</p> <p>Max. 210-character limit (30 words approx.)</p>
	<p>Institute's overall retention rate</p>		<p>Increase by a minimum of 10%</p>	<p>Academic Year 2020/21-Overall Retention Rate 95%, consistent with previous years (AY 19/20 96%; AY 18/19 96%)</p>
	<p>1st Year overall progression rate</p>	<p>72%</p>	<p>78%</p>	<p>Academic Year 2020/21-71%, decrease from previous years (AY 19/20 79%; AY 18/19 76%)</p>
<p>SP 5.2 Commentary</p> <p>Max. 1,400-character limit (200 words approx.)</p>	<p>Institute's overall retention rate remained high and consistent throughout the reporting period (retention rate=students registered on 01 March having registered the previous September of the same academic year). A decrease in progression rates for 1st year students for academic year 2020/21 is noted (progression rate=registered year 2/entered exams the previous year and successfully completed same) . Impact of Covid 19 is a consideration here.</p>			<p>Colour rating for this Strategic Priority: Amber</p> 


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

KSO 6 Summary Statement Max. 4,200-character limit (550-600 words approx.)	Developments in governance, leadership and operational excellence have largely centred around the establishment of MTU. A full programme of pre-merger projects included the development of a new Code of Governance based on the new TU Act 2018, revising Governing Body structures including new Standing Orders and Terms of Reference for new committees. A new "first" Governing Body was established on 1 Jan 2021 and membership expanded by June 2021 to include students, staff and external members. A new Compliance role has been created across the university to oversee the full implementation of a new Internal Control Framework. Operational excellence has been demonstrated by being the only new TU to date to have merged its Finance and HR systems from date of establishment. This has promoted the development of a full coherent university perspective in corporate decision-making.			
Strategic Priority 6.1 Fellowship and Inclusivity	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)
	Athena Swan Status	IT Tralee adopted Athena Swan Principles (2017)	Implementation of the 3 year Athena Swan action plan as outlined in the Bronze Award application	Achieved - work was progressed with via the SAT, with student & staff consultations, data collection, monthly EDI events, EDI week, SALI applications and the first cohort of 15 women on the Aurora program.
SP 6.1 Commentary Max. 1,400-character limit (200 words approx.)	IT Tralee developed a Gender Action Plan in 2019 which outlined key development and improvement opportunities for the Institute. Achieving Athena Swan Bronze award was included as a key action, in line with the commitment to AS principles in 2017. Significant work was progressed with via the SAT, with student & staff consultations, data collection, monthly EDI events, EDI week, SALI applications and the first cohort of 15 women on the Aurora program. With the merger in progress, this took a huge amount of team resources into the working groups and with a merger date of mid-2020 the legacy AS award pathway was deemed most appropriate.			Colour rating for this Strategic Priority: Green

				
Strategic Priority 6.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	December 2020 KPI Value Max. 210-character limit (30 words approx.)
Good Governance	Compliance with THEA Code of Governance	The Governing Body adopted the THEA Code of Governance in 2018. Gap analysis between THEA Code and Institute's current Code of Governance (undertaken in AY 2017/2018).	Full compliance with the THEA Code of Governance	Achieved: On 1 January 2021, the GB approved the MTU Code of Governance.
SP 6.2 Commentary Max. 1,400-character limit (200 words approx.)	On 1 January 2021, the Governing Body approved the MTU Code of Governance. A Code of Conduct for Members and a Code of Conduct for Employees are appendices to that document.			Colour rating for this Strategic Priority: Green 

Section D: Signature

Note: This section should be signed by the President or on behalf of the President.

Name of signatory	Prof. Maggie Cusack
Title	President of MTU
Signature	
Date	21 April 2022