

## Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

### Section A: Summary Information

<b>Name of Institution</b>	Technological University of the Shannon: Midlands Midwest
<b>Name and email address of contact person</b>	Professor Vincent Cunnane vincent.cunnane@tus.ie
<b>Date of submission</b>	19 April 2022

### Section B: Overview of Institutional Strategic Development and Performance

<b>Critical Reflection</b>  <i>Max. 5,600-character limit (750-800 words approx.)</i>	The three-year timeframe of this Systems Performance Compact 2018-21 encapsulates the journey of two independent Institutes of Technology on their journey to create the Technological University of the Shannon Midlands Midwest. In the years prior to this Compact both Institutes had set out their vision to become a Technological University. A great deal of preparatory work had been achieved in the years before the Compacts and both Institutes had laid the foundations to achieve Technological University status. (AIT's strategic plan was entitled "A Technological University for the Region" LIT's strategic plan was to act as "The bridge between our Institute of Technology status and our stated desire to become a Technological University.)"
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At September 2018, the starting point for this Compact, neither AIT or LIT had identified a merger partner. However, due to the preparatory work undertaken, when both Institutes engaged with each other formally in October 2019 it led to an ambitious plan to achieve TU status within two years. There was a commonality between both institutions with an overlap of 80% of priorities and initiatives with the compacts and the wider strategic plans. This was a clear indicator that conditions were favourable towards achieving a coherent TU application and a successful international panel outcome. The strategic priorities and strategic initiatives in both Compacts were essential building blocks that helped guide both Institutes and were essential components enabling a Technological University application to be submitted in 2020, externally examined in January/February 2021 and as we came to the end of the compact period in Summer 2021, TU designation had been achieved and a commencement date of 1 October 2021 announced. An incredible achievement for both institutions.

Over the course of the reporting period of this Compact, the mapping and alignment of the Institute's Strategic Plans, Strategic Dialogue Performance Compacts and the Institute's Strategic Risk Registers has assisted us significantly with the monitoring and implementation of objectives and provided a mechanism for measuring success and identifying areas for strategic development. Partnership with the HEA and participation in strategic dialogue has been a force for change and guided us to a shift in focus, challenging us to look at KPI's and benchmarking ourselves against others. This has added credibility to our decision making and has been a stimulus for a successful launch of our new TU.

Some of the significant achievements during this period were

- Both institutes became European University's as part of the RUN-EU European Regional University alliance
- Attainment of the Athena SWAN bronze award by both Institutes which recognised the progress that had been made in gender equality and the wider EDI sphere.
- Landscape and TUTF funding of €12.9m for 2019/20 to 2021/22
- Performance funding of over €1m
- Significant increase in Research capacity building leading to the achievement of the Key TU target of 4% postgraduate research students.
- Successful application to the Senior Academic Leadership Initiative (SALI) and the appointment of a Dean of Graduate School and Research.
- Substantial growth in the provision of work placement for almost all level 8 students.

	<p>There have also been areas where targets have not been fully met</p> <ul style="list-style-type: none"> <li>• Growth targets in International Students have not been met.</li> <li>• Erasmus student activity has been lower than planned.</li> <li>• Engagement with industry while strong, some initiatives have not met their targets e.g. Innovation vouchers.</li> </ul> <p>The attainment of these targets has been disrupted by the emergence of COVID. We are confident that these initiatives are resilient and will recover and grow as we emerge from the pandemic.</p> <p>Several challenges have been encountered over the three years of the compact.</p> <ul style="list-style-type: none"> <li>• As already noted COVID was highly disruptive but caused us to develop a workplan to ensure safe delivery of services to students. Both Institutes had strong foundations in on-line and lifelong learning that assisted in providing solutions to the pandemic.</li> <li>• The funding system continues to deliver funding on a yearly basis. This presents a challenge as our strategy is set out over a longer timeframe. The Landscape and TUTF funding have been essential to the attainment of our priorities, initiatives and TU status and it is essential that this funding mechanism is continued. Further growth in the Research funding model is also essential to underpin the research foundations and framework that is central to the mission of a technological University.</li> <li>• The Academic contract is also a key issue. As the TU evolves a fit for purpose Academic contract is needed to deliver a first-class educational provision for our students.</li> </ul> <p>Engagement with the Strategic Performance Dialogue in recent years has been a guiding tool in a target driven approach, enabling us to identify KPI's and set benchmarks providing the necessary building blocks to meet TU criteria. Without utilising the Strategic Dialogue Compact we might not have enjoyed the success we have had. The rigour that had to be adopted in the Strategic Dialogue process was in itself a key strategic priority that allowed us to be successful in our vision to become Ireland's third Technological University.</p>
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## Section C: Key System Objectives (KSOs)

### KSO Report: Athlone Institute of Technology

<p><b>KSO 1</b></p>	<p><b>Providing a strong talent pipeline combining knowledge, skills &amp; 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</b></p>
<p><b>KSO 1 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The Institute working closely with the Regional Skills Manager (RSM) continues to liaise with companies in the Midlands Region on the skills agenda. In 2021 close to 100 companies were contacted to help and support with capturing critical vacancies and skills needs. Skills needs captured from those meetings are reported on as part of the Skills for growth initiative, and helps the Institute design and develop new courses. Critical vacancies needs, far exceeded the need for skills training, due to the fluid labour market during the pandemic. AIT, together with the Regional Skills Forum worked with education partners and other state agencies to try to address this and links were made with the Careers Office and other relevant departments within AIT.</p> <p>The AIT Industry Group and the RSM collaborated with Enterprise Ireland on their Spotlight on Skills Initiative. Midland events were held in March 2021 and in January 2022 (virtually) with local Enterprise Ireland companies. Other employer events planned for 2022 include with local Chamber of Commerce; IDA companies, and a follow on workshop with Enterprise Ireland client companies.</p> <p>During 2021 excellent work was done with local Industry in developing and launching an Advanced Manufacturing Plan, and Food &amp; Drink Strategy. These two reports have key actions on Education and Skills that will benefit the Midlands Region. In addition, the recently launched Midlands Regional Enterprise plan has included in one of its strategic objectives the setting up of an ICT/Smart Technology Cluster.</p> <p>Midlands Advanced Manufacturing Plan:</p> <p>The Midlands has developed a strong manufacturing sector. After the recently launched Advanced Manufacturing Plan for the region, a working group was set up to:</p> <ol style="list-style-type: none"> <li>1. Conduct skills needs audits in advanced and sustainable manufacturing while ensuring alignment with research, skills development and training.</li> </ol>

2. Develop approaches for career Progression Pathways in Sustainable Advanced Manufacturing.

3. Develop management courses in advanced /sustainable manufacturing which foster critical awareness of data analytics and oncoming technologies relevant to their specific industry.

4. Develop more modular and flexible training courses which will enable workforce upskilling and reskilling, utilising the Midlands Network of Co-working Facilities where appropriate.

The working Group membership comprises representatives from all key stakeholders in the region, along with Laois Offaly ETB, Longford-Westmeath ETB, Advanced Manufacturing Cluster Manger and Irish Manufacturing Research Mullingar. This initiative will also work across two Networks already established in the region, namely Engenuity network for small SMEs and the Advanced Technologies in Manufacturing Cluster (ATIM). AIT are represented on this working group by Ms Caitriona Mordan (Industry 4 Cluster Manager) and Dr Sean Lyons, Dean of Engineering.

It is envisaged that a planned survey for Q1 2022 targeting approximately 100 employers will provide valuable information to inform new course development, course modification, apprenticeships and career pathways.

Working Group feedback identifies a huge need for skills development and there is a willingness among employers to work with Education providers in course development.


MidlandsIreland Regional Food & Drink Strategy will participate in a number of key enabling activities in 2022 as part of the Midlands Food and Drinks Strategy through:


- Performance of skills audits through engagement with food and drink manufacturers and hospitality sector operators to assess skills gaps.
- Development of Capability Training to address deficits in cooperation with Fáilte Ireland; and ETBs as appropriate.

ICT – Information and Communication Technology Cluster.

As part of the Regional Enterprise plan 2024, the Midlands have just formed an ICT cluster which will reach out to 70+ companies from SME's to large multinationals. This Industry lead cluster will have a work plan on skills/talent attraction and development. The Midlands Regional Skills Forum will lead on this with actions to be decided in Qtr 1 2022.

Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Build on Athlone Institute of Technology's well-established relationship with industry, to maintain, develop and evolve contemporary and relevant educational, training, and research provision.	# of level 8 programmes with work placement or live project	65%	90%	96% (51/53)
	# of new flexible and distributed learning programmes	Faculty: Business & Hospitality 0 Engineering & Informatics 1 Science & Health 1 Department of Lifelong Learning 2	Faculty: Business & Hospitality 9 Engineering & Informatics 11 Science & Health 15 Department of Lifelong Learning 12	Faculty: Business & Hospitality 6 Engineering & Informatics 25 Science & Health 3 Department of Lifelong Learning 25  Delivered across NFQ levels of 6,7,8 & 9
	L8 Programmes with Linked Capstone Activities	15%	75%	96%
	Creation of New Faculty & Dean	N/a	In place by Q1 2019	Complete
	Online Distance Learning Strategy	N/a	Draft Strategy developed	Complete


<p><b>SP 1.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Significant progress has been made since 2018 in relation to flexible &amp; distributed learning from a baseline of 4 programmes to 59 across 4 Faculties. L8 Programmes with capstone activities linked to research, innovation, entrepreneurship &amp; leadership &amp; L8 Programmes with work placement and/or live project at 96%, is a marked improvement on 2018. Through Thematic Review; Capstone Projects and placements will be included in all L8 Programmes in Faculty of Business &amp; Hospitality from September 2022.</p> <p>A transformation of the institute's offerings in online, blended &amp; distributed education has taken place catalysed by the formation of the Faculty of CPODL &amp; Online Distance Learning Strategy. All programmes in the Faculty are now delivered online &amp; in a flexible manner across all demographics in conjunction with industry - in particular the Midlands Industry Collaboration group.</p> <p>New online &amp; distributed offerings have been made available in response to government initiatives (Springboard+ and other HCI calls). Developed in close collaboration with regional and national employers through our AIT-Industry Collaboration structure; at March 2021 AIT had 1,349 enrolled across SB/HCI and July Stimulus Modular and Programmes.</p> <p>Notified May '21:Springboard allocation 21/22 -25 courses across all faculties (8.5% of all courses nationally, 929 learners &amp; a 9% increase on previous year).</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<p><b>Strategic Priority 1.2</b></p> <p>Transition companies that may not have a formal in-house R&amp;D capacity to innovation activity through collaboration, and to increase the competitive advantage of</p>	<p><b>Key Performance Indicators</b></p> <p>Status of new institutional database to link regional and national skills needs to inform programme development</p>	<p><b>Pre-compact Baseline 2018</b></p> <p>N/a</p>	<p><b>Overall Target 2018-2021</b></p> <p>Building on the work of MEND (SME Portal), and Regional Skills Forum develop an institutional database that links regional and national skills needs to better inform systematic programme development at all levels</p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>Database has expanded and currently has over 200 companies. Skills audits are used to design new and modified provision, e.g.' new Springboard courses in Leadership, Quality &amp; Engineering.</p>

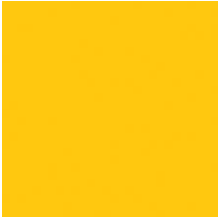
companies through knowledge transfer	Number of €5K Innovation Voucher projects completed	40	52	30
	Number of Licence Options Assignments (LOAs)	3	4	2019 target 3 - (3 achieved) 2020 target 4 - (3 achieved) 2021 target 4 - (4 achieved)
	Total Value (€000) of industry contribution to research	€470,000	€640,000	€1,375,317
	Total Number of applied research projects with industry	130	161	179
<b>SP 1.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>In Knowledge Transfer Ireland (KTI) Annual Review &amp; Annual Knowledge Transfer Survey 2019, AIT ranked 2<sup>nd</sup> among all Research Performing Organisations (Universities, Institutes of Technology, Colleges and State Research Organisations) in Ireland for Total Number of Collaboration, innovation voucher and consultancy services agreements with industry.</p> <p>Annual Knowledge Transfer Survey 2020, AIT ranked third among all HEIs for the same metric. This reflected AIT's focus on supporting enterprises that may not have a formal R&amp;D capacity to make the transition to R&amp;D performance, by developing collaborative relationships with AIT and acquiring the knowledge they needed to develop new products, processes and designs – thereby improving productivity, quality and efficiency. AIT completed 127 Innovation Voucher projects over the three-year period against a cumulative target of 144, representing a 12% underperformance. However, Innovation Voucher activity across the Technological Higher Education sector was impacted by the COVID situation with projects across the sector falling by 27% between 2019 and 2020.</p>			<p><b>Colour rating for this Strategic Priority: Amber</b></p> 



	In terms of Licences, Options and Assignments, AIT marginally underperformed (-9%) with 10 LOAs over the three-year period versus cumulative targets of 11. Comparatively, however in the same period LOA activity across the Technological Higher Education sector fell by a third.	
<b>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</b>		
<b>KSO 2 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>Engagement with the community in our region, nationally and Internationally is a core value in our application to become a Technological University. We set out to be a "collaborative and engaged technological university". We have nurtured strong connections and linkages with:</p> <p>Industry - through our strong links with:</p> <ul style="list-style-type: none"> <li>Research partners, Multi-National Companies; SME's and Incubators</li> <li>Through our work with representative bodies such as the IDA, Enterprise Ireland, Intertrade Ireland, SFI, Skillsnet and IBEC</li> <li>Civic and social partners: Community groups; NGO's; Further education groups and Secondary schools.</li> <li>Local Authorities; National and International Organisations; HEA; International HEI;s and RUN-EU Partners.</li> </ul> <p>During this Compact timeframe AIT along with LIT have been successful in joining the RUN-EU European University Network. AIT along with LIT in Ireland and six other partner higher-level educational organisations across Europe have formed this network with a mission to secure the sustainable economic, social, cultural and environmental progress of its regions and stakeholders. Through this partnership AIT is fulfilling its Vision for 2023 to positively disrupt future ways of living, learning and working and to build new partnerships that strengthen innovation and create new and exciting opportunities for our communities.</p> <p>To fulfill this vision, we actively engaged with like-minded educational organisations in Europe to form a partnership in a European Universities Initiative bid. Our overall aims were and are, to broaden our students opportunities for international mobility, access to greater knowledge and innovative learning environments and to give them a sense of self as global citizens with essential skills to enable positive and sustainable change as graduates.</p> <p>One of the key strengths of the RUN-EU project is its ability to enhance student mobility. Opportunities are now being presented to our students to travel across Europe to participate in short advanced courses. This initiative brings students and staff together and greatly enhances the student experience and staff linkages with colleagues from across Europe. Now that COVID is receding, early indications are that there will be strong demand from students to participate in these courses, thereby significantly enhancing not only their student experience but also, giving them new transversal skills that they can further develop.</p>	

Strategic Priority 2.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Design and develop programmes to enhance internationalisation amongst students, researchers and staff, creating greater awareness of mobility initiatives to priority international markets, European partner institutes and Enterprises thereby increasing international student numbers on undergraduate, postgraduate and research programmes; offering modules on-line to international partner institutes and supporting the expansion of joint programmes. Outward mobility opportunities will support diversified career frameworks that create rich opportunities for	# & % of staff who have received cultural awareness training	0%	80%	Mar.' 2020 (Covid-19) – focus shifted to training for remote delivery, ensuring pivot to online programme delivery was achieved to the highest standards possible. Will resume training 22/23
	Opportunities for outward student mobility and staff exchange with established partner universities in European and non-European countries	Staff: 15 Students: 30	Staff: 30 Students: 45	Covid impacted, however Business & Hospitality Mgmt.' Dept.' Learning & Teaching & International Office launched initiatives: <ul style="list-style-type: none"> <li>• cultural awareness training</li> <li>• pilot project - internationalisation of curriculum</li> </ul>
	% of programmes with international language option available	No baseline	Offer international language as either an integrated element of programmes or additional credits across all faculties	12% (Mainly – Social/Business Depts.) - Plan: intake 1 <sup>st</sup> year cohort to new Bachelor International Business (Hons) - French, European language (Y3 Students complete semester French partner University

<p>mobility of excellent researchers and staff.</p>	<p># of transnational programmes co-delivered with partner institutes</p>	<p>No baseline provided for number of transnational educational offerings in place pre-compact.</p>	<p>Utilise network of 80 EU and 120 Non-EU MOUs to develop transnational education offerings. Assess opportunities to establish Joint institutes with established partner universities in China and Malaysia</p>	<p>Erasmus impacted by COVID. It's hoped this number will bounce back -2021-22.  Wuxi Institute, China extended delivery of programmes to Business programmes by remote delivery from AIT.</p>
	<p># of International student groups registered at international partner universities offered online modules by AIT</p>	<p>0 programmes</p>	<p>30</p>	<p>Academic staff are continuing to lecture remotely to Chinese partner universities and English online classes are being delivered by English language lecturers from AIT.</p>
<p><b>SP 2.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Faculty of Business &amp; Hospitality have included language electives in all Business programmes and Programmes within Hospitality Tourism and Leisure which have an international focus. As part of thematic review, a strategy for greater inclusion of languages as a core module is in development and linking to our activities within RUN-EU European University objectives for greater student/staff mobility. The Faculty will act as the foundation for language strategy within the Institute and work with other faculties to offer language opportunities as either elective modules; additional credits or digital badged MOOCs.</p> <p>The number of students and staff engaging in outward mobility is currently lower than planned. AIT is endeavouring to promote outward mobility of students and staff to international partner universities through participation in networks. AIT and LIT are members of the Regional University Network – European University (RUN-EU). Deans of Faculty and Executive Management from AIT had visited RUN-EU partners during 2019-20 with the intention to promote staff visits and student mobility for study and placement. This plan was impacted by Covid-19, but we have engaged virtually with our RUN-EU partners and will be well placed to promote physical mobility when it is safe for our students and staff to to travel. Several virtual events were held with international partners.</p>			<p><b>Colour rating for this Strategic Priority: Amber</b></p> 

Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Formally embed research excellence with teaching and learning activities to support staff development, student progression, and knowledge creation.	# of €5K Innovation Voucher projects completed	40	52	30  (represents a 12% underperformance, however benchmarked against the sector which fell by 27% due to Covid this does not reflect negatively on the Institute)
	# of Licence Options Assignments (LOAs)	3	4	2019 target 3 - (3 achieved) 2020 target 4 - (3 achieved) 2021 target 4 - (4 achieved)
<b>SP 2.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>AIT completed 127 Innovation Voucher projects over the three-year period against a cumulative target of 144, representing a 12% underperformance. Innovation Voucher activity across the Technological Higher Education sector was impacted by the COVID situation with Innovation Voucher projects across the sector falling by 27% between 2019 and 2020.</p> <p>In terms of Licences, Options and Assignments, AIT marginally underperformed (-9%) with 10 Licences, Options and Assignments over the three-year period versus cumulative targets of 11.</p> <p>However, comparatively between 2019 and 2020, LOA activity across the Technological Higher Education sector fell by a third.</p> <p>For the number of larger scale research Innovation Partnership projects approved by Enterprise Ireland in the period 2010-2020, AIT performed very positively and was ranked second among all Institutes of Technology.</p>			<b>Colour rating for this Strategic Priority: Amber</b>  

**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**

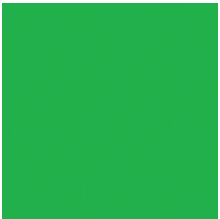
*Max. 4,200-character limit (550-600 words approx.)*

During the three-year period, AIT aimed to maximise the economic and social returns from its research, development and innovation activities through partnership and knowledge exchange with enterprise, entrepreneurs, community and other stakeholders. AIT's three strategic research institutes in Materials research (MRI), Bioscience research (BRI) and Software research (SRI), along with two Enterprise Ireland funded Technology Gateways – Applied Polymer Technologies (APT) and Connected Media Application Design and Delivery (COMAND) - drove market-informed research in collaboration with industry and academic partners.

AIT supported academic researchers in building supervision, examination, and disciplined research competencies through continuing and growing our staff time release programme. AIT established a cross-faculty Graduate School with associated quality structures; continued to grow postgraduate seed-funding initiatives which significantly contribute to AIT's institutional research profile and the AIT-LIT Technological University agenda, and appointed a Dean of Graduate Studies and Research through the HEA SALI programme. A Disruptive Innovation and Entrepreneurship Academy is in development within the Faculty of Business and Hospitality which will act as a nexus for student training in innovative concept and design enabling a pipeline of student research output to SME, new start-up or larger industry technology transfer. This Academy will link with the Research Institutes, Technology Gateways and MIRC as a bridge and enable transition of applied research to potential spin-out entities.

During the period of this Compact, AIT-LIT supported the achievement of the above Key System Objective by promoting and facilitating a research and innovation environment at AIT-LIT that brings together researchers, academic staff and students to collaborate with companies, entrepreneurs and regional and national stakeholders; and an embedded relationship between our research, innovation, teaching and learning activities.


Strategic Priority 3.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Continue to expand support for staff time release and funding initiatives, which have significantly contributed to the current institutional	Total Value (€,000) of industry contribution to research projects	€470,000	€640,000	€1,375,317
	# of applied research projects with industry	130	161	179

profile and associated TU agenda.	# of staff on time release	12	30	18 - Doctoral Support Policy & Research Recognition Framework to develop research capacity - implemented April '21, (TUTF funded), together with workshops and seminars, will have positive impact.
	% of Full time academic staff who hold level 10 Qualification or equivalent as per TU Criteria (currently 34 Staff Completing PhDs):	34%	53%	54%
	# of registered Postgraduate Students	72	110	172 PG Research of which 49 at Masters and 123 at PhD
<b>SP 3.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>From 2018-2021, AIT continued to link industry needs with its core research expertise via market informed collaborative applied R&amp;D, helping a growing range of companies to solve their technical and business problems. AIT increased its number of applied research projects with enterprise to 179 and its income derived from industry to €1.4m – including via multi-partner R&amp;D centres and R&amp;D projects.</p> <p>AIT continued to increase the number of AIT-enterprise projects. In the KTI Annual Review &amp; Annual Knowledge Transfer Survey 2020, published, Sept.' 2021, AIT ranked 3<sup>rd</sup> among all HEIs in Ireland for Total Number of Collaboration, innovation voucher and consultancy services agreements with industry.</p> <p>We have continued to successfully run the time release programme &amp; augment it with supports and training. It is envisaged that the introduction of Doctoral Support Policy &amp; Research Recognition Framework to develop research capacity - implemented April '21, (TUTF funded), together with workshops &amp; seminars, will have positive impact.</p>			<b>Colour rating for this Strategic Priority: Green</b>  

	The Research Institutes and Gateways continue their programme of industry engagement and we have broadened that across AIT with significant increases in industry engagement through SFI Centres, particularly AMBER & CONFIRM. Our Postgraduate Research student numbers have grown significantly in this time and we continue to increase our supervision capacity.			
<b>Strategic Priority 3.2</b>  Link core research expertise with industry needs via market informed collaborative applied R&D, while in parallel, aiming to diversify our R&D funding sources towards increased EU funding.	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	Level of EU funding of AIT international research collaborations.	€755,938 (as of Aug-18)	No target set	Aug 2019 - €1,661,575 Aug 2020 - €2,203,748* Aug 2021 - €3,268,868* *cumulative value of projects awarded Yearly average €1,089,622
	Roll out of Pilot Senior Leadership Team structure (composed of 30% Research Staff) in one Faculty	N/a	Roll out Structure to all Faculties - Q1 2020	In place, operating in Faculties: <ul style="list-style-type: none"> <li>• Engineering &amp; Informatics</li> <li>• Science &amp; Health</li> <li>• Business &amp; Hospitality - postgraduate research students with cross-faculty &amp; cross RUN-EU partner supervisory teams in place</li> </ul>
	Review existing time release structures and implement KPI's and Deliverables	N/a	Achieve by Q1 2019	Identified KPIs & Deliverables specific to each applicant are now a core tenet of the time release structures.

	Creation of Best Publication Initiatives	N/a	Achieve by Q2 2019	<p>Targeted initiatives:</p> <ul style="list-style-type: none"> <li>• Poster Competition for Postgraduates across Faculties</li> <li>• 3MT – Three Minute Thesis Competition for postgraduates across faculties</li> </ul>
	# of Researchers engaged in: Researcher Exchange	No baseline	Increase Researcher Exchange and International Co-Supervision and collaborative grant writing by 10% year on year.	No exchanges were possible up to August due to ongoing COVID restrictions. AIT will promote staff and student exchange when possible via Erasmus+ and membership of European University Consortium (RUN-EU)
	International Co-Supervision			COVID & associated restrictions impaired International Co-Supervision in the reporting period. However, this situation will improve significantly with the lifting of restrictions and involvement with RUN-EU.
	Collaborative grant writing			Collaborative grant writing was impacted significantly as a result of COVID, however we are already seeing improvement due to partnership with RUN-EU and



				easing of COVID related restrictions.
	Graduate School external panel review	N/a	Complete external panel review and deliver by Q3 2019.	Graduate School – Dean of Graduate Studies & Research appointed in 2020
<p><b>SP 3.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>In 2020/21 AIT continued the trajectory of growth in research funding awarded from EU Research programmes, and developing more diverse sources of funding. The time release programme, albeit impacted by Covid associated restrictions and issues continues to grow, and each applicant now identifies KPIs and deliverables, and takes part in a series of training sessions to support their activities. Established initiatives highlighting research, continued during the reporting period and the first 3MT (three minute thesis) competition in AIT was run in April 2021.</p> <p>Progress:</p> <ul style="list-style-type: none"> <li>• An additional 10 new supervisors to PhD supervision</li> <li>• Identified KPIs and Deliverables specific to each applicant are now a core tenet of the time release structures.</li> <li>• Senior Leadership team structure is in place and operating in the Faculty of Engineering &amp; Informatics and in the Faculty of Science &amp; Health. The Faculty of Business and Hospitality has identified key areas of research and innovation development and now has 12 postgraduate research students since February 2020 with cross faculty and cross RUN-EU partner supervisory teams in place. It is envisioned that these students will be part of proposed Disruptive Innovation and Entrepreneurship Academy.</li> </ul> <p>The impact of Covid has been mitigated through virtual events; support from student counselling service and small in-person events when allowed.</p>			<p><b>Colour rating for this Strategic Priority: Amber</b></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**

**KSO 4 Summary Statement**

*Max. 4,200-character limit (550-600 words approx.)*

AIT have continued to focus on ensuring that our student cohort is reflective of the diversity of Ireland’s population in our student profiles; committed to addressing the Access Agenda and the impact of our work is reflected in our performance in some key target groups including:

2020/21:

HEAR: 6% Full-time new entrants of overall intake (67 students) – exceeding target of 35

DARE: 6% Full-time new entrants of overall intake (64 students) – exceeding target of 15

Mature Students: 132 via CAO route

Travellers: 11– target to increase to 7.

AIT has continued to work with MEND and College Connect which aims to enhance educational aspirations for the most socio-economically disadvantaged in the MEND region through a participative sustainable suite of activities and resources to illuminate pathways and provide opportunities into, through and beyond higher education. Local community partnerships have been strengthened with continued engagement and planned events such as Whidden workshops - online workshops bringing together current and graduate Traveller and Roma students providing relevant information, guidance and advice relating to accessing, progressing, and succeeding in college. Online and in person information sessions took place with community organisations to promote 1916 Bursary scheme, with services and supports available on campus. Mentoring programme for second level students commenced but were halted due to impact of COVID-19. Planned campus visits and activities with community development groups and DEIS schools on hold due to pandemic.

In 20/2021, AIT provided student assistance to 539 students (73 of which - lone parents) and 33 1916 Bursary Fund recipients.

Student Support Resources improving the Quality of Opportunity

There are a range of student service supports provided by AIT to ensure that students have every opportunity to progress successfully through their programme of study and complete it successfully irrespective of the influence of the COVID-19 pandemic on operations.

The AIT Student Resource Centre supports students who may face challenges or problems during their time in the Institute. The Resource Centre prides itself on being friendly and welcoming and strives to do its utmost to help students. In order to facilitate the

student experience, the Resource Centre engages with fellow staff members throughout the Institute and external agencies, employers and stakeholders.

To support students during Covid-19 restrictions, all services were offered remotely. Experiences from the COVID-19 pandemic envisaged that a blended approach of on-line and in person student supports would be operated. A significant range of online resources for students were available and all accessible through Moodle. The procedure for engaging with the Student Resource Centre to seek learning resources or student supports varied according to service area and the nature of the help sought.

Resources made available to students:

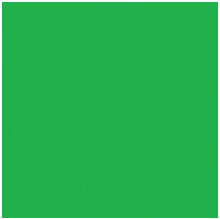
- Access Office
- Disability and Learning Support Service
- Student Assistance Fund
- Careers Office
- Health Centre
- Counselling
- Tutor Support
- Academic Writing Centre.

Library Resources enabling Self-Directed Engagement and Learning


Library Induction Fair & Library Student Ambassadors: saw the introduction of a new model for Library Induction with an interactive onsite Induction Fair hosted by library staff and new appointed Library Student Ambassadors.

Rapid Transition to Online Learning: - rapid move to online learning in March 2020, the library team created a one-stop-shop guide to getting the best from the library remotely and supported the cross-department development of the Student Survival Guide for Summer Assessments & Repeats that was upgraded in the 2020-2021 period.

Library Live Support Sessions: In support of new constraints on offering in-class sessions and onsite 1:1 supports, the library team offered online sessions to students to enhance using and accessing learning materials and supports, understanding referencing, avoiding plagiarism and improve search skills.

Strategic Priority 4.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Athlone Institute of Technology is committed to supporting access and fostering an environment of diversity, inclusion and social integration to all people and communities regardless of their gender, nationality or social status.	Review of existing articulation and MoU arrangements	No baseline provided	Review of MOUs	Review of existing MOUs halted in the context of integration of AIT and LIT.  Will be reviewed post designation and policies, procedures; templates devised to support management of all MOU's.
	# of Institute of Sanctuary bursaries supporting refugee access	9	17	At the start of the Academic year 2020/2021, 13 students were in receipt of a scholarship. This reduced to 11 following 2 students transition to the Government Support Scheme.
<b>SP 4.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>At the time of reporting it was decided that a review of College of Sanctuary Scholarships and support provision would be required in the context:</p> <ul style="list-style-type: none"> <li>• Changes to the Government Support Scheme, where student's residency status is mainstreamed reducing the number of years a scholarship is required.</li> <li>• Planning towards integration following TU designation post 1st October 2021 and the establishment of a University of Sanctuary for TUS. This is in the context of goals, as defined in our TU application that:  "Our new TU will be a centre of excellence in supporting access and progression to higher education for the most under-represented student groups, including students from communities experiencing the lowest levels of educational attainment, mature students, and students with</li> </ul>			<b>Colour rating for this Strategic Priority: Green</b>  


	<p>disabilities. Committed to the national access strategy, the new TU will deliver targeted and innovative strategies for widening participation, which will provide a comprehensive range of pre- and post-entry supports for targeted students, including financial, academic and social supports "(AIT-LIT Consortium 2020, p.113)</p> <ul style="list-style-type: none"> <li>• Widening the usage of the application of the AIRO model to determine access to AIT from DEIS schools.</li> <li>• Lifecycle approach to student support and mentoring pre and post entry and through to post graduation employment or further education.</li> </ul>			
<p><b>Strategic Priority 4.2</b></p> <p>Ensuring the success of all students is a priority for Athlone Institute of Technology. The Institute will continue to evolve institutional policies, procedures, and activities in light of stakeholder input, contemporary data, and international best practice.</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Implement a Schedule of Reporting of Access, Progression and Retention Data</p>	<p>No baseline provided.</p>	<p>Q1 2020</p>	<p>Data dashboard to monitor student success (access, transfer and progression) has been initiated using Power BI following the appointment of a Head of Transitions and Student Success</p>
	<p># of PASS sessions</p>	<p>10 (2019-20)</p>	<p>No specific target</p>	<p>19</p>
	<p># of AIT Programmes</p>	<p>14 (2019-20)</p>	<p>No specific target</p>	<p>34</p>
	<p># of PASS Leaders</p>	<p>20 (2019-20)</p>	<p>No specific target</p>	<p>42</p>
	<p># of First year students (PASS was available to)</p>	<p>308 (2019-20)</p>	<p>No specific target</p>	<p>750</p>

	# of Individual attendances (# of students who attended one or more sessions)	244 (2019-20)	No specific target	412
	# of students who attended three or more sessions	99 (2019-20)	No specific target	202
<b>SP 4.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	The PASS Programme doubled during 2020/21, enabled by the Institute's pivot to online delivery during the COVID-19 Pandemic. This format will be explored going forward in the context of scalability and the potential to pilot on campuses in the Midwest as part of the TU integration strategy.			<b>Colour rating for this Strategic Priority: Green</b>  
<b>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 &amp; academic excellence</b>				
<b>KSO 5 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>AIT Learning &amp; Teaching Unit continued to engage in a range of quality enhancement initiatives in 2018-2021:</p> <p>Training provision to students and staff to engage in remote learning and teaching; number of training sessions provided.</p> <p>Where COVID resulted in the need to present all learning, teaching and assessment activities online, the Learning &amp; Teaching Unit was proactive in establishing connections with staff, providing support as they transitioned into a different platform for delivery of classes.</p> <p>With a professional and supportive approach, the Learning &amp; Teaching team offered training to staff in remote learning and teaching and online training sessions in using Zoom as a teaching platform. This training included formal sessions, drop-in clinics, and one-to-one training sessions to meet individual needs.</p> <p>Approximately 30 different sessions were provided to staff over the academic year. In addition, resources for staff and students were developed to support the transition to online learning and teaching. These included the Learning and Teaching Covid19 Moodle Page to house resources, how to guides for Moodle and Zoom, engagement ideas and policy documents. To support our students, the</p>			


	<p>Student Learning Portal and Learning Hub were established, providing information and access to resources for students throughout the academic year.</p> <p>1. Number of CPD non-accredited programmes provided: -</p> <p>Approximately 20 CPD Non-accredited programmes were made available to staff.</p> <p>Staff were given opportunities to participate in Moodle training, including quizzes and creating a user-friendly Moodle page. Workshops were presented to support staff in using online alternative terminal assessments and other useful tools such as Turnitin feedback reports and rubrics. Other engagement activities included introductions to TBL, Turning Technologies, and digital badges. Academic integrity was also addressed in CPD sessions.</p> <p>2. Update on UDL work –roll out of UDL Principles in use in Faculties:-</p> <p>As part of this project, two existing accredited modules were reviewed, resulting in the development of one 15 ECT module, Certificate in Learning, Teaching &amp; Assessment Practice, with the first iteration to be offered in Sem 2 2021/22.</p> <p>A UDL and Inclusive Practice Symposium, “Reaching Out to All” held in June, with international and national guest speakers, aimed at heightening awareness of the application of principles of UDL in curriculum design and learning, teaching and assessment strategies in the institute.</p> <p>3. National Forum projects update:-</p> <p>Four projects funded by the National Forum in 2019 were completed. Outputs included resources and training sessions and conferences and seminars presented by both institute staff and guest speakers. Additionally, application was successfully made for funding for four further Learning Enhancement Initiatives, and three Learning Enhancement Projects, to be completed in the academic year 2021-2022.</p> <p>4. Learning &amp; Teaching Strategy – Putting Learning First :-</p> <p>As part of the work associated with the application process and designation of TU status, the Learning and Teaching Strategy of TUS was developed. The strategy is framed on ‘Putting Learning First’ that explicitly acknowledges the Technological University as a ‘learning community’ committed to the professional and personal development of all its staff and students, within the region it serves. This is directly informed by the mission of the TU and in turn is reflected in the educational philosophy of the future TUS. The Educational Philosophy espoused by the TU is a dynamic learning community that co-creates an inclusive learning experience through leadership in: teaching, active learning, research, scholarship, industry and civic collaboration. It plans to shapes the future of our students and responds to the social, cultural and economic needs of our community; locally, nationally and internationally.</p>
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	<p>This strategy embeds three core elements:</p> <ul style="list-style-type: none"> <li>- 7 Pillars for excellence in Teaching Learning and Assessment</li> <li>- Curriculum Design Framework</li> <li>- Graduate Attribute Framework</li> </ul>			
<p><b>Strategic Priority 5.1</b></p> <p>Develop a Total Quality Management Strategy and subscribe to becoming a data driven organisation to enhance decision-making capacity. AIT commits to rolling reviews of the academic position to include; level, discipline, architecture, and delivery method for all programmes ensuring offerings are contemporary, relevant, and fit for purpose.</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>% of full-time academic staff who hold level 10 qualifications or equivalent as per TU Criteria (currently 34 staff completing PhDs)</p>	<p>34%</p>	<p>53%</p>	<p>54%</p>
	<p>Review existing time release structures and implement KPIs and Deliverables</p>	<p>N/a</p>	<p>Complete by Q1 2019</p>	<p>Identified KPIs and Deliverables specific to each applicant are now a core tenet of the time release structures.</p>
	<p># of Staff on Time Release</p>	<p>12</p>	<p>30</p>	<p>18 - Doctoral Support Policy &amp; Research Recognition Framework to develop research capacity - implemented April '21, (TUTF funded), together with workshops and seminars, will have positive impact.</p>
	<p>Dashboard compliant with a schedule of reporting and accessible.</p>	<p>No dashboard in place</p>	<p>Dashboard in place</p>	<p>Model for analysing data at faculty level developed, specific to assessment of/for Learning,</p>

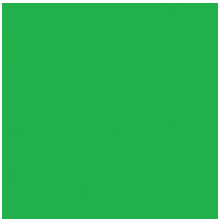


				using MS Power BI software. Findings will be used to inform reviews (QAE thematic; Programmatic; institutional)
	Pilot course exemplifying design principles on CAO	No baseline	First intake	No intake due to low student applications. This has been superseded by work implemented by rollout of Universal Design for Learning Principles
	Roll out of Universal Design for Learning Principles in use in Faculties	No baseline	Rolled out to all faculties	UDL awareness building continued across AIT. Under funding from National Forum, a guideline document on the application of UDL in Higher Education was developed alongside a resource pack & shared with staff.
<p><b>SP 5.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Percentage of full-time academic staff holding L10 qualifications/equivalent as per TU Criteria: A key metric for attainment of TU status is that a target of 45% of Academic staff hold L10/equivalent qualification. In 2018 our baseline was 34% requiring us to make significant progress in order to meet this metric. We had a strong pipeline of staff who were completing PhD's &amp; we now are reporting that 53% of Academic Staff now have this qualification. Not only is this a strong performance but also shows the commitment of staff to apply for these qualifications &amp; support the organisation in its quest to become a TU.</p> <p>Quality of Learning Environment: Over the course of this Compact, due to the COVID pandemic, the Institute has had to develop new solutions to teaching &amp; learning. This was only possible due to engagement of staff, both Academic &amp; Professional Support Staff, in learning new ways of doing</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 


	<p>things. They were supported by the Learning and Teaching Unit that was supportive and kept staff informed of new solutions to the problems encountered by the Pandemic.</p> <p>AIT is supporting academics on time release with dedicated training and workshops to maximise the impact of this strategic programme.</p> <p>Introduction to UDL Principles was incorporated into the new academic staff induction and are an integral part of all postgraduate diploma modules.</p>			
<b>Strategic Priority 5.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Building on the success of the Sunday Times Higher Education Ranking and ISSE benchmarking, Athlone Institute of Technology aspires to become an internationally ranked (U-Multirank) institution.	uMultirank benchmarking	No baseline	Become internationally ranked (U-Multirank) institution.	<p>AIT perform strongly:A:4; B:9; C:9; D:5</p> <p>Strong</p> <ul style="list-style-type: none"> <li>• Gender balance</li> <li>• Interdisciplinary publications</li> <li>• International joint publications</li> <li>• Bachelor graduation rate.</li> </ul> <p>Weak metrics - patents awarded and spin off's</p>
<b>SP 5.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Building on the success of the Sunday Times Higher Education ranking and ISSE benchmarking.</p> <p>The three-year period of this compact has been a time of significant achievement of our goal to become a Technological University. Further confirmation of our success has been our performance in the Sunday Times good university guide rankings. The Institute was Institute of Technology of the year 2018 and repeated this again in 2020. The Institute was runner up in 2019. We are still relatively new to international benchmarking and preformed reasonably well in U-Multirank</p>			<b>Colour rating for this Strategic Priority: Green</b>

	<p>benchmarking. This provides a strong foundation to bring forward into our new Technological University. There will be a step change required to continue our journey as a university and a new benchmarking strategy will be required and should form an integral part of our next strategic dialogue process with HEA.</p> <p><a href="https://www.umultirank.org/study-at/technological-university-of-the-shannon-midlands-midwest-rankings">https://www.umultirank.org/study-at/technological-university-of-the-shannon-midlands-midwest-rankings</a></p>	
<p><b>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</b></p>		
<p><b>KSO 6 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Commitment to operational excellence and governance remains at the core of our Institute.</p> <p>Our Quality Office continues to build robust systems, data, and operational protocols ensuring the protection of the enrolled learner while leading contemporary and relevant educational provision; evidenced by our continued high achievement in the Sunday Times Good University Guide.</p> <p>The Institute’s Strategic Risk Register links both the Institute's Strategic Plan and Compact and identifies mitigating actions including reports from Faculty to Executive Management and Governing Body meetings on progress in relation to KPIs as laid out in the Institute Compact and Institute Strategic Plan.</p> <p>Commitment to the implementation recommendations of the Higher Education Gender Equality Task Force are addressed in the Institutes current EDI Action plan and evidenced by:</p> <ul style="list-style-type: none"> <li>- Staff Survey/focus groups report presented to EDI Steering Committee and EMT</li> <li>- Gender Identity &amp; Gender Expression Policy approved</li> <li>- Gender disaggregated data report on staff presented to EMT and GB</li> <li>- Recruitment policy currently under review as part of the TU process and License to interview training to be rolled out once agreed, as policy forms part of the training</li> <li>- Joint AIT-LIT EDI working group established</li> <li>- Aurora Leadership Programme Participation</li> </ul>	

	The AIT-LIT TU Consortium partnership is based on a shared commitment to foundational principles of quality culture enhancement and excellence in operation and governance. AIT-LIT will develop and have procedures in place for the development of programmes that respond to the needs of business, enterprise, the professions, and other stakeholders in the region. The new TU will foster and promote a quality culture where quality and equality is embedded in all its activities, and this will be coupled with its commitment to quality assurance and accountability, quality enhancement and continuous improvement. AIT-LIT Consortium agree that the new TU will operate on the overarching principle that QA is everybody's business. Professional, Management, Support Services (PMSS) and Academic Staff will work in a collaborative and collegiate model to promote quality assurance and enhancement. To ensure an integrated approach to QA across the total student experience, PMSS will participate in all aspects of QA, including academic QA through policy development and participation in academic council sub-committees.			
<b>Strategic Priority 6.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Gender equality	Athena Swan Bronze Status	N/a	Achieve Athena Swan Bronze Status	Achieved
	# of Gender Equality recommendations implemented.	No baseline	Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations.	Implementation continues to be actioned and monitored by the actions in the Athena and EDI Action Plans, with 20/22 of the recommendations implemented.
	Athena Swan Committee embedded into management structures of AIT	N/a	Embed the Athena Swan Committee as a permanent Institute committee with powers to drive the Gender Equality Agenda	Athena SWAN SAT is overseen by, and reports to the Institute's EDI Steering Committee. Athena SWAN and EDI are standing items on Executive Management Team and Governing Body agendas.

<p><b>SP 6.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Embedding Equality Diversity and Inclusion (EDI) and Athena SWAN into the fabric of the Institute is now well established:</p> <ul style="list-style-type: none"> <li>• Key metric of embedding the Athena SWAN committee into management structures of AIT has been achieved.</li> <li>• The AS self-assessment team (SAT); chaired by the Vice President for Strategic Planning, Institutional Performance, Equality and Diversity has Governing Body; Students Union; Academic, Research and Professional Management and Support staff representation.</li> <li>• The Athena SWAN SAT reports to the Institutes' EDI Committee (established December 2019 and chaired by the President), which reports directly to Governing Body.</li> <li>• Issues pertaining to EDI are permanent items on all Governing Body and EMT meeting agendas.</li> <li>• Athena SWAN Departmental Champions have been identified and induction received.</li> <li>• Commitment to provision of leadership development opportunities for female staff is maintained with Aurora Leadership Programme Participation continuing year on year with a third cohort of participants due to comment the programme in Semester 1 of 2021/2022.</li> <li>• Looking to the future, the TU Consortium EDI Working Group are reviewing Action Plans and Policies in AIT and LIT with a view to drafting unitary documents post TU designation. Preparatory work is also planned by this group on review of CPD and Staff Development Strategies.</li> </ul>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<p><b>Strategic Priority 6.2</b></p> <p>Governance</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>All HEIs to submit their annual Governance Statements to HEA on time</p>	<p>N/a</p>	<p>Submit annual Governance Statements to HEA on time</p>	<p>AIT will submit AGS 20/21 (per revised template) to HEA within 6 months post-year-end. AGS 20/21 (13-month period to 30/09/21): scheduled for GB</p>


				approval, 28.03.2022 and submission thereafter to HEA.
	100% compliance by HEIs with public procurement rules.	N/a	100% compliance with public procurement rules.	1 instance of non-compliance presented to Audit & Risk Committee 8.2.2022.  AIT has in place: <ul style="list-style-type: none"> <li>• Corporate Procurement Plan</li> <li>• Multi Annual Procurement Plan to enable progress towards 100% procurement compliance</li> </ul>
	Draft annual financial statements to be submitted by HEIs to C&AG (Comptroller and Auditor General) within stipulated C&AG guidelines.	N/a	Draft annual financial statements submitted to C&AG (Comptroller and Auditor General) within stipulated C&AG guidelines.	Annual Financial Statements 20/21 (13-month period end 30/9/21) submitted beyond 3-month timeline (additional requirements/workload associated with 13-mth accounts). C&AG notified in advance & acknowledged
	Full transparency in HEI (Higher Education Institutions) financial statements about accounting for Trusts and Foundations.	N/a	Full transparency in financial statements about accounting for Trusts and Foundations.	AIT has included in its financial statements 2020/21 full transparency in relation to AIT Foundation – ‘American Friends of AIT.’
	100% compliance by HEIs with public pay policy	N/a	100% compliance with public pay policy	100% Compliant


	Implementation of recommendations from rolling governance reviews.	N/a	Implementation of recommendations from rolling governance reviews.	AIT confirms it has implemented all recommendations from Rolling Governance reviews
<p><b>SP 6.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>As originally stated in the Institutes Compact (December 2018), unlike System Objectives 1-5, the Institute considers Objective 6 and its High-Level Targets as mandatory and not an area where we can prioritise some over others. AIT has a record of accomplishment of compliance with Governance issues; work closely with all relevant stakeholders and in partnership with the HEA ensuring the Institute has not only proper policies and procedures in place, but also an ethos of and culture that promotes good governance. The Institute will continue to work in partnership with the HEA in continuing to develop governance models, which will hold good ethics, integrity and best practice in high regard. Five years on, the activities of AIT continue to be guided by those original core values: Professionalism; Inclusive Focus; Excellence; Partnership; Transparency and Accountability, underpinned by our foundational priorities:</p> <p>Excellence in Operation and Governance and Quality Culture Enhancement:</p> <p>Commitment to the implementation of the two outstanding recommendations of the Higher Education Gender Equality Task Force are addressed in the Institutes EDI Action Plan and will be carried into discussions with the TU Consortium Working Groups on People, Culture and EDI.</p> <ul style="list-style-type: none"> <li>• Workload allocation model review</li> <li>• PMDS review</li> </ul>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

KSO Report: Limerick Institute of Technology


<p><b>KSO 1</b></p>	<p><b>Providing a strong talent pipeline combining knowledge, skills &amp; 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</b></p>
<p><b>KSO 1 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>The Institute underwent a restructuring during the period 2018 to 2021 followed a period of sustained growth and the result has been the creation of a new Faculty of Applied Science and Technology and the creation of the position of Dean of Flexible and Work Based Learning. The recent growth in the demand from industry in the region, particularly in BioPharma, Engineering and ICT and our response to national policy to integrate work placement across all programmes has informed and driven these Institutional changes. These changes reflect the emphasis the Institute places on delivering on our role as a provider of work-ready talent to support economic growth of our region.</p> <p>Working with our industry, enterprise and community partners we are responding to needs in the Technology, Life Sciences, Electronics and Manufacturing areas as well as emerging strengths in Future Mobility, Film and Financial Services. An increased focus on sustainability and the low carbon economy is also driving programme development and R&amp;D in LIT. To ensure our students are equipped with the necessary skills and confidence to excel in their careers post-graduation, with the ability to drive and deliver new innovations and keep pace with the changes in the world of work, the LIT student life-cycle is continuously informed by and engaged with industry inputs.</p> <p>LIT's Flexible Learning offering has expanded significantly between 2018 and 2020 and this growth has been driven by our engagement with industry, enterprise and community sectors. The Department of Flexible Learning works with regional stakeholders and industry partners such as Explore Engineering, Limerick for IT, IDEAM, Limerick for Film, the Mid-West Regional Enterprise Plan and the Mid-West Regional Skills Forum among others, to ensure provision is aligned with regional upskilling, reskilling and emerging skills needs. There are now over 100 flexible learning programmes on LITs portfolio ranging from NFQ Levels 6 to 9 across Science, Engineering, IT, Business, Art and Design. A significant portion of these programmes are now offered in Blended/On-Line formats. Following significant investment aimed at facilitating online delivery modes, including the appointment of a dedicated Education Technologist in the Department, the Institute delivered fully online and blended programmes to over 2,000 learners in 2020/21.</p> <p>LITs Careers and Employability (C&amp;E) Office acts as a link with organisations seeking to recruit graduates and students at all levels. The proportion of LIT programmes offering work placement has increased from 75% to 90% over the period. This increase can be attributed to the integration of Work Based Learning as a core component of our academic offerings. The C&amp;E Office has engaged closely with all Faculties to ensure that these opportunities are supported. Faculties have placed a particular focus on Work Placement and WBL during Programmatic Reviews with some Departments introducing Work Placement for the first time.</p>



	<p>COVID-19 has unsurprisingly presented challenges to the supports offered to LIT Students and C&amp;E Partners. Through engagement with Departments, Programme Teams, Employers and Placement Organisations it was possible to facilitate placement (or alternatives to placement) for all students during the COVID period. Careers events were transitioned to on-line events. The uptake and engagement at these events was positive despite the challenging environment. The C&amp;E office engages with the International Office to facilitate students availing of international placement opportunities. It also supports the Flexible Learning Department with a particular focus on those students on Springboard+ and HCI funded programmes, where work placement or careers advise/support is required.</p> <p>Since 2018, across Springboard +, HCI and ICT initiatives, LIT has supported over 1,600 part-time flexible learners at both undergraduate and postgraduate level to acquire new skills. LIT acknowledges and has considered the risk of over dependence on these funding initiatives and maintains a broad portfolio of programmes and revenue streams to mitigate against this risk.</p>			
<b>Strategic Priority 1.1</b> Enhancement of flexible model of education.	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	Flexible Learning student numbers	1,364 (2017/18 part-time student numbers as per March 2018 SRS Return)	1,450	2,202 (2020/21 part-time student numbers as per March 2021 SRS Return). 2020/21 target was 1,325 (not 1,450).
<b>SP 1.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>LIT has surpassed targets in relation as a result of dedicated focus on:</p> <p>a) Development of programme portfolio including discontinuation of underperforming programmes as well as development of 13 new programmes in cooperation with industry.</p> <p>b) Funding new programme development to stimulate growth and response to demands. This has included buy-out of staff time to lead programme development initiatives.</p> <p>c) Programme development guidelines and supports have been put in place and are continuously reviewed in line with QA requirements.</p> <p>Strong growth in blended and on-line programme delivery has been accelerated in response to COVID. While some practical programmes (eg Engineering) have struggled due to COVID, a recovery is now underway as restrictions are eased. Through the REAP Project LIT has also</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	developed a suite of Induction and Support resources for part-time lecturers, supporting programme development and delivery online including a four-unit course on 'Essentials for Teaching and Learning' and a course on 'Essentials of e-moderating'. New resources have also been developed for learners through the Flexible Learning VLE including user guides and instructional videos on the use of Moodle, MS Teams and induction resources. A range of Special Purpose Awards are now also offered to staff on Teaching & Learning, Blended and On-line Learning and related topics.			
<b>Strategic Priority 1.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b>
Expansion of work based learning and work placement opportunities	% of programmes containing an element of WBL	65%	76%	90%
<b>SP 1.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>LIT established a Careers and Employability (C&amp;E) function in 2019 with a direct reporting line to the Dean of Flexible and Work Based Learning.</p> <p>The function provides a comprehensive range of careers supports to the LIT community. LIT has driven an ambitious agenda to include Work Placement across all programmes and this has been implemented through Programmatic Review and new Programme Development.</p> <p>90% of programmes now include a Work Placement component and the number of students supported by the C&amp;E function has risen from 700 in 2019/20 to 1,240 by 2021/22.</p> <p>A Work Placement Management System has been procured and implemented. A support framework has been developed to enable Programmes to determine what level of support is required and engagement with the system.</p> <p>The C&amp;E Office posted 572 job opportunities during 2019/20, provided 110 hours of 1 to1 CV reviews and 463 1 to 1 Careers Advice sessions. All C&amp;E events we held on-line as a result of COVID and continue to see growth in demand from companies and students.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	<p>LIT's database of employers has grown considerably and 128 Companies attended our Careers Fairs in 2020 with 31 employers hosting information sessions.</p> <p>Employers can provide content directly via our website and the C&amp;E function now offers a single point of contact for all employer partners.</p>			
<p><b>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</b></p>				
<p><b>KSO 2 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>During the period of this Compact an extensive review and restructuring of the Office of International Services (OIS) has been undertaken. The new structure, together with increased resourcing, has allowed the Institute to pursue a targeted internationalisation strategy. LIT is aware of the risks inherent in international student recruitment and is careful to maintain a balanced portfolio in order to avoid over dependence on a small number of markets.</p> <p>With that in mind the OIS has focussed its efforts on existing markets (e.g. Canada, China, Malaysia) as well as nurturing developing markets (e.g. Nigeria and India) and actively diversifying into emerging new markets (e.g. Mexico, Colombia, Ghana, Vietnam and the USA).</p> <p>International articulation agreements between LIT and partner colleges and universities are continuously being developed in a targeted manner to ensure that only those partnerships which add value to the LIT internationalisation strategy are pursued.</p> <p>While the Covid 19 pandemic presented unprecedented challenges throughout the 2020/21 academic year in terms of international mobility, the LIT international community has continued to develop and embrace the opportunities presented to it. RunEU, for example, has become a significant part of our network throughout Europe seeing the growth of Short Approved Programmes and the development of teams focussed on both joint and double degrees.</p>			
<p><b>Strategic Priority 2.1</b></p> <p>Enriching the student learning experience through internationalisation and attracting additional non-exchequer income</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of international students *non-EU fee paying students</p>	<p>121 (2017/18 non-EU fee paying students as per March 2018 SRS return)</p>	<p>325</p>	<p>246 (2020/21 non-EU fee paying students as per March 2021 SRS return). 2021/21 target was 275 (not 325).</p>

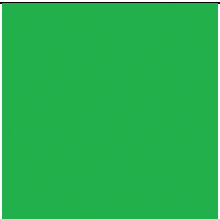

generating international students	# of students on Erasmus + (Work Placement)	70	105	Erasmus+ Work Placement 2021/21: 24 Target was 95 (not 105).
	# of students on Erasmus + (Study Abroad)	9	23	Incoming Study: 23 (2020/21 incoming Erasmus students as per March 2021 SRS Return). Outgoing Study: 6 (2020/21 outgoing Erasmus students as per March 2021 SRS Return). 2021/21 target was 18 (not 23).
	# of staff mobilities		Target of 8 Virtual Staff Mobilities set.	
<b>SP 2.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>LIT participation in the Erasmus+ programme encourages our students to undertake their placements in other EU/EEA countries. In an average academic year, over 60 LIT students annually - drawn from all faculties - undertake work placements all around Europe. Countries in which LIT students have taken Erasmus+ supported placements in recent years include The Netherlands, UK, France, Spain, Germany and Belgium, among a growing list of destinations. The LIT Office of International Services is working continuously to support a larger number of students in this way.</p> <p>LIT has won approximately €500,000 in funding since the inception of the Erasmus+ KA171 International (Non-EU/EEA) mobilities project which came into effect in 2015. The countries with which LIT secured competitive funding include Brazil, Canada, Malaysia, China, Iran, Iraq and Georgia among others. All of the funding achieved has been crucial in enabling the development of our international partnerships and the Institutional pathways for international students to come to LIT. LIT was once again successful in obtaining funding for KA171 Non-EU exchange projects for 2020 to 2022. Successful competitive bids put forward by the Office of International Service and by the LIT Library will result in funding to LIT projects underway in Malaysia and the Middle-East.</p>			<p><b>Colour rating for this Strategic Priority: Amber</b></p> 

Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Further development of enterprise activities	Innovation Vouchers	25	32	17 (per 2020 KTI Survey). 2021/21 target was 28 (not 32)
	Licenses/Options/Assignments	1	2	0 (per 2020 KTI Survey)
	Spinouts	0	1	0 (per 2020 KTI Survey). 2020/21 target was 0 (not 1).
	<b>SP 2.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	LIT ran several activities designed to help aspiring innovators and entrepreneurs test, validate, and develop their ideas and build key entrepreneurial and innovation skills including: -New Frontiers - national programme funded by EI to support entrepreneurial and innovation success; -Student Inc (HEA in partnership with MTU, UCC, UL and GMIT) - Summer accelerator for students; -Crafting Business - Development programme in partnership with DCCI for creative entrepreneurs. -Springboard funded Postgraduate Diploma and Masters in Enterprise for Creative Industries. -A monthly skills development Lunch & Learn series offered entrepreneur, leadership, and teamwork skill-building opportunities and networking across our diverse community of students, startups and staff. -Empower HEA funded programme aimed at second-level students -Erasmus+ project (PuRPOSE) helping to gain insights to increase PhDs researching entrepreneurship. -EI funded upgrades to three main campus enterprise centres.		

	<p>The Covid pandemic presented a number of unprecedented challenges in terms of our ability to engage in collaborative research through the Innovation Voucher scheme.</p> <p>While research income has continued to grow year on year, given the relatively modest baseline, it was always going to be challenging to establish spinout companies from LIT during the Compact period.</p>	
<p><b>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.</b></p>		
<p><b>KSO 3 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Working through the Office of the Vice President for Research, Development and Innovation at the heart of research at TUS is the commitment to applied research, development and innovation, working in partnership with industry and community stakeholders, supporting international and indigenous actors with activities that are focused on existing and emerging areas of expertise within the TU. Within the overall context of our TU ambitions aligned with being a leading provider of higher education that is student-centred, research informed, industry relevant and accessible for all the RDI Vision 'is to inspire and enable a transformative ecosystem for research, development and innovation'. Transitioning to a more research orientated institute brings with it a cultural shift and ethos that supports research engagements as a core function of the new technological university activities. The TU is committed to building research capacity and scale with a strong link to education and enterprise with a global orientation. Specifically, the TU is committed to the development of staff, while also expanding and growing the pipe-line of postgraduate research students. Nurturing a research culture is a multi-faceted agenda and requires many aspects to fully deliver on such an outcome. Nurturing and advancing our growing international partnerships with benchmarking universities will accelerate opportunities for staff development and will act as driver for enhancing specialist mentorship through the appointment and engagement with distinguished visiting research fellowships. Supporting and enabling greater cross-cutting collaborations and initiatives between staff across science, engineering, business and humanities will grow scale in established and emerging areas; such as through inter alia increased integration of our research institutes with our faculties linked to a diversity of funding streams. These initiatives will have a long-term impact as we move towards sustainability and form the basis for this research and innovation sustainable plan for a vibrant researcher ecosystem within our University.</p> <p>In this transitional period to a sustainable research culture and innovative ecosystem we have identified a number of critical area action plans for success-</p> <ul style="list-style-type: none"> <li>• Researcher ecosystem: growing a dynamic, responsive and agile researcher ecosystem that combines a broader regional-focus with a global orientation</li> </ul>	


	<ul style="list-style-type: none"> <li>• Graduate researchers: harnessing our graduate school model and quality assurance to ensure research excellence enabling a seamless process interface with faculties.</li> <li>• Sustainable finance: using dynamic financial models to support a diversity of research, innovation, and enterprise funding.</li> <li>• Successful organisation: developing a strong organisational structure to build researcher expertise, ambitions, capacity, progression, and scale in tandem with our strategic partnership model.</li> <li>• Internationalisation: enhancing researcher mobility and multi-cultural engagement through a strong international strategic partnership model.</li> </ul>			
<b>Strategic Priority 3.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Promote a research culture	Post-Graduate Research numbers	102 (2017/18 PG research student numbers as per March 2018 SRS Return)	150 (27% increase on baseline)	177 (2020/21 PhD/Masters research student numbers as per March 2021 SRS Return). 2020/21 target was 130 (not 150).
	Post-Graduate Taught numbers	137 (2017/18 PG taught student numbers as per March 2018 SRS Return)	108 (120% increase on baseline)	214 (2020/21 taught Masters student numbers as per March 2021 SRS Return). 2021/21 target was 99 (not 108).
<b>SP 3.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	The ambition of our researcher ecosystem plan is shaped by TU legislative requirements to grow PG numbers from 4-7% and also national and international policies including Horizon Europe and Project Ireland 2040 which plan for a scaling of the capability of the technological higher education. The 'knowledge square' of research, innovation, education and society will be the foundation of our knowledge-based research approach, disseminating knowledge, transforming ideas into businesses, delivering global impact, value and innovative solutions for the economy and for society. Our plan is aimed to ensure a high level of research cooperation across the organisation			<b>Colour rating for this Strategic Priority: Green</b>


**Commented [TG1]:** Before publication of the SER, the figures under Overall Target 2018-2021 for KPIs in this section will be amended to reflect targets set for 2020/21 as noted in the Values here. Other data will remain unchanged.

	<p>where research students and staff are empowered to implement our vision and goals. The emergence of 'European Universities' is one of the flagship initiatives of the EU's ambitions to build a European Education Area. The Regional University Network-European University (RUN-EU) of which TUS is a member consists of bottom-up network of universities from across Europe which will enable our students to obtain a degree by combining studies in campuses across our consortium. RUN-EU will be transformative for our students and our regions. We promote and develop joint student-centred, challenge and work-based flexible learning activities through collaborative and innovative inter-university and interregional approaches.</p>			
<b>Strategic Priority 3.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b>
Grow the quantity, quality and impact of its RDI activities from competitively won RDI funds	Research funding awarded per annum	No baseline	No target set	€5.146m (LIT 2020 Statutory Accounts).
	Number of research agreements with industry	No baseline	No target set	42 (per 2020 KTI Survey)
<b>SP 3.2 Commentary</b>	<p>We will continue to focus on strategically orientated, market led, impact focused projects and enterprise and development services which form the foundation of RDI excellence at TUS. Project Ireland Innovation 2040 and Research Priority Areas 2018-2023 outline government strategy to increase the investment in Education, Research and Innovation, and to focus part of that investment on areas aligned to enterprise development. At the heart of TUS strategic development is the ambition to be a strategic knowledge generator and technology transfer partner of choice for organisations facing the challenges of achieving sustainable competitive advantage in their marketplace. Tracking research performance within our University will focus on the Horizon Europe impact objectives. Societally we will measure the impact of research and innovation in developing, supporting and implementing policy, and supporting the uptake of innovative solutions in industry and society to address global challenges. Our impact will create and diffuse high-quality new knowledge, skills, technologies and solutions to global challenges as defined within the seventeen Social Sustainable Development Goals and the economic impact will foster all forms of innovation,</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<i>Max. 1,400-character limit (200 words approx.)</i>				




	including breakthrough innovation, and strengthening market deployment of innovative solutions directly to industry floors of our research partners.	
<b>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</b>		
<b>KSO 4 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>LIT promotes fairness, equal opportunity, respect and positive outcomes for all students and strives for an organisation culture that embraces diversity in its student population. Meeting the needs of disadvantaged groups and opening up higher education to under-represented groups will be an ongoing challenge. To that end, Student Access forms a central part of LIT's KPI targets.</p> <p>LIT recruits large number of FET qualified enrolments, resulting from the DET Seamless Transition Agreements in place with the FET Providers Colleges in our region. LIT has links with 14 FET's across 72 programmes encompassing all 5 campuses in Limerick, Tipperary and Clare. LIT is widely recognised for its level of support and care for students with disability, supporting the continued growth of entrants from this group profile. LIT become involved with HEAR for the first time in A/Y 2019/20, and continued its involvement with DARE over the three year period. As an Access Institution, LIT is ahead of the national targets for access groups identified in the National Strategy for Access.</p> <p>Under the PATH 3 initiatives, LIT specifically targeted difficult to access groups, such as Irish traveller community, early school leavers and refugees. Over the past three years LIT has been successful in attracting and supporting members of the Irish Travellers Community to progress to higher education, with 9 from this community studying in LIT in A/Y 2020/21. In terms of access for members of the 'new Irish' communities, 5 new LIT Sanctuary Scholarships were awarded in A/Y 2020/21. Also in this academic year, LIT continued to support through Sanctuary Scholarships a further 8 student progressing with their studies. LIT acknowledges the need to move away from one-off funding initiatives towards more multi-annual funding streams in order to continue the work of the Access Service and to facilitate longer term, strategic decision making.</p> <p>Retention is another central part of LIT KPI target. LIT has outperformed in its target for non-progression with an overall target of 19% but an actual non progression rate of 14.82% achieved by 2021.</p> <p>The development of a Student Success Strategy for TUS in line with the high level objective set for the sector will form a central part of our efforts to maintain and improve that low non-progression rate.</p>	

Strategic Priority 4.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
Maintaining and enhancing appropriate pathways and necessary supports to enable students continued progression through their educational journey.	QQI/FET Qualified Enrolments	268	280	240 New Entrants
	Mature students	262	270	296 New Entrants (957 overall)
	Students with Disabilities	106	110	136 New Entrants (597 overall)
	Students from Traveller community	8	10	2 New Entrants (9 overall)
<b>SP 4.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The reduction in numbers via QQI/FET Qualified Enrolments is possibly reflective of the wider social, cultural and economic factors including a robust employment economy, although the number of mature students entering LIT for A/Y 2020/21 exceeded targets.</p> <p>Path 3 Project Details:</p> <p>Traveller's and Early School Leavers:</p> <ul style="list-style-type: none"> <li>-6 dedicated links with DEIS post primary schools in Limerick &amp; Clare in 19/20, 6 in 20/21</li> <li>-7 links with other organisations (Community development groups, NGO's, Advocacy groups and Youth Services) in 19/20, 15 in 20/21</li> </ul> <p>Destinations College:</p> <ul style="list-style-type: none"> <li>-5 dedicated links with DEIS &amp; Non-DEIS post primary schools in Limerick &amp; Clare in 19/20, 10 in 20/21</li> </ul>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	<p>-5 links with other organisations (Community development groups, NGO's, Advocacy groups and Youth Services) in 19/20, 10 in 20/21</p> <p>These links with non-DEIS schools reflects an understanding that there are students who experience disadvantage who are not attending designated DEIS schools.</p>			
<p><b>Strategic Priority 4.2</b></p> <p>Using all available data sources to identify students from underrepresented learner groups who are most in need of our support.</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>LIT non-progression rate</p>	<p>21%</p>	<p>19%</p>	<p>14.82%</p>
<p><b>SP 4.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>LIT has outperformed in its target for non-progression with an overall target of 19% but an actual non progression rate of 14.82% achieved by 2021 (calculated internally using the HEA methodology).</p> <p>LIT has engaged with the National Forum in particular with the DESSI Data – Enables Student Success Initiative and ORLA Online Resources for Learning Analytics . Being part of these initiatives is an opportunity to be part of a wider community and sharing of best practice around the use of data analytics for student engagement. LIT has enabled some reporting functionality and has delivered staff support session on how to use the reports within Moodle to review student engagement and interaction in the online classroom. The Institute will continue to develop and integrate learning analytics in a manner that maximises its potential while ensuring compliance with data protection and taking account of ethical considerations.</p> <p>LIT supports student retention through the continued work of a dedicated Retention Officer and offers targeted learning support through the excellent work of its Learning Support Unit. A broad range of supports are offered by Student Support Services including Chaplaincy, Counselling, Medical and Access Services. A Peer to Peer Mentoring system is currently being piloted.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

<b>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 &amp; academic excellence</b>				
<b>KSO 5 Summary Statement</b>	<p>During the period under review LIT's learning environment benefitted greatly from two key developments. Firstly, the decision to pursue TU status greatly enhanced the commitment to academic staff development. This has strengthened the research informed profile of academic provision. Secondly, the pivot to online provision during the Covid pandemic accelerated the adoption of online and technology enhanced learning. The temporary loss of face to face supports to students and workshop/laboratory learning experience are being remediated in the current year to underpin quality of provision.</p> <p>The National Professional Development Framework (NPDF) recognises the importance of continuous staff development through accredited and unaccredited initiatives. Within the institute a comprehensive range of staff CPD initiatives have been developed for staff which align to the NPDF. These include accredited special purpose awards delivered online each semester. A number of unaccredited support sessions, at the beginning of each semester and 3 Staff Development Days each academic year which focus in on key thematic areas for staff. Several resources and guides for staff have been developed focusing on areas such as open book exams, groupwork, assessment rubrics etc. These resources along with video tutorials and recordings are all accessible to staff through a dedicated Moodle page that all staff can access.</p> <p>As staff continue to adapt their teaching practice after the initial transition to emergency remote teaching staff have availed of one to one sessions Quality Teaching and Learning staff aswell as engaging in the Quality, Teaching and Learning Community of Practice sessions. These sessions provide a space for staff to discuss and share best practice and explore innovative new approaches for teaching, learning and assessment. The combination of Staff CPD supports and services available and the rapid transition to online learning led to an increased interest and appetite from staff for developing their own profession development and in the scholarship of teaching and learning.</p> <p>LIT has also utilised funding from the National Forum for the Enhancement of Teaching and Learning as part of the Strategic Alignment of Teaching and Learning Enhancement Fund to help build digital capacity. A significant part of this funding has been used for the development of Local Enhancement Projects (LEP's) and Staff Bursaries. This initiative involves promoting teaching and learning enhancements within each of the Faculties in LIT, through support and collaboration with LIT's Quality, Teaching and Learning Centre.</p>			
<i>Max. 4,200-character limit (550-600 words approx.)</i>				
<b>Strategic Priority 5.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b> <i>As set in SER 2019-20</i>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>

Effective staff engagement and development	# of ongoing Individual Support Sessions	No baseline	180	177 individual staff support sessions on TEL and Online provision
	# of Group Support Sessions	No baseline	20 Sessions with 1000 Participations (2019-2020)	81 Staff Support Sessions were delivered between 2018-2021. With 3506 participations.
	Dedicated Staff Development Days (Online)	N/a	3	3 dedicated staff development days (online/blended)
	# of new Accredited CPD Special Purpose Awards (SPAa)	N/a	Development and Delivery of the following L9, 10 Credit SPA's <ul style="list-style-type: none"> <li>- Research Methods</li> <li>- Pedagogies of Active Learning for Student Engagement</li> <li>- Research and Innovation Management</li> <li>- Assessment for Engaged Learning</li> </ul>	Continue to offer the existing 4 accredited CPD SPAs, pivoting to online provision. The SPA's are now grouped as component awards linked to a structured staff postgraduate research programme
	Development status of new CPD Programmes in Academic Practice	N/a	Development of the following CPD Programmes in Academic Practice <ul style="list-style-type: none"> <li>- Graduate Certificate</li> <li>- Graduate Diploma</li> <li>- Structured Masters</li> <li>- Taught Masters</li> </ul>	Academic Practice programmes developed, validated and approved by Academic Council: Eg :Masters/PG Diploma/PG Cert in Academic Practice, PG Cert in Professional Practice in Higher Ed.


	Participation rate in National Student Survey.	2020 Participation Rate of 51%.	51% (+ Participate in optional additional questions to maximise national benchmarking opportunities. )	46% in 2021 (LIT) 35% in 2022 (TUS)
	Participation rate in the Postgraduate Student Survey	N/a	Participate in the Postgraduate Student Survey scheduled for 2020/21.	46% in 2021 (LIT)
<b>SP 5.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>A comprehensive range of professional development and other supports have been made available to teaching staff across a broad range of topics that build capacity in leaning, teaching and assessment. As a result of the Covid-19 pandemic and the transition to Emergency Remote Teaching, there was a particular focus on supporting and preparing staff to delivery online and develop personal and professional digital capacity within both the Institute-wide and Individual Support Sessions. These sessions aimed to improve digital awareness of how to use applications to teach and engage students online. Sessions focused on teaching, learning and assessment in an online class using both Moodle and MS Teams.</p> <p>The second phase of sessions looked at the digital applications and tools for assessment. These included setting up MCQ's, online assignment, creating e-portfolios and online reflective journals. These sessions provided an opportunity for staff to look at the use of each type of application and how best to use them as part of an overall assessment strategy for a module. Programme team sessions were delivered which examined ways of bringing consistency for the students in the use of online applications at programme level.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<b>Strategic Priority 5.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b>
The development of a policy on			<i>As set in SER 2019-20</i>	<i>Max. 210-character limit (30 words approx.)</i>
	% Roll out of Webcams to classrooms	N/a	Roll out of Webcams to all LIT Classrooms.	80% Completed

online/blended learning	Integration of the MS Teams plugin into Moodle and Version of H5P	N/a	The integration of the MS Teams plugin into Moodle Upgrade to the latest version of H5P	Completed with further integration of MS Teams and Moodle through auto setup of MS Teams pages for every modules in Moodle. This includes the auto-enrolment of students from banner into Moodle and then into MS
	# of Recording booths across each campus within LIT.	No baseline	Recording booths will have sufficient hardware and software to allow staff to delivery online classes and development online learning resources.	There are a total of 7 recording booths across the LIT. With 3 in Moylish, 2 in LSAD, 1 in Clonmel and 1 in Thurles.
	Moodle Student Resources	N/a	Development of a dedicated Moodle Student Resources page	Completed, with 2000+ views from November 2020 – July 2021.
	# of seminars and # of attendees	N/a	Host a related National Forum Seminar Series on Enhancing Student Engagement through Technology Enhanced active Learning.	Funding was secured to run 3 National Forum Seminar Series between 2018 and 2021. These were ran as part of the staff development days.
<b>SP 5.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>A first generation of technology has been installed. Rapid development in the online/blended area requires ongoing investment in upgrading and renewing technology. As knowledge and experience of the online space develops, adjustments are being made in pedagogy to support an enhanced experience for students.</p> <p>To support ongoing and increased engagement with online learning, teaching and assessment a Policy on Blended and Online Learning Policy (2018-2023) was developed. This provided staff with</p>			<b>Colour rating for this Strategic Priority: Green</b>

	<p>an overview of the key considerations for designing blended and online programmes. Following on from this a Lecturer Recording Policy (2019-2021) to support staff when recording and delivering online classes was developed. This policy provides guiding principles for staff on recording classes.</p> <p>Students have a range of supports and resources available to them to assist them during their time. The Student Information and Resources page is a dedicated online Moodle page accessible to all students as user friendly 'one stop shop' to access all information and resources relating to students. The Moodle Page contains 4 sections with information from or direct links to; 1: Computer Services; 2: Student Support Services, 3: Library and Information Services and 4: Learning Resources. Each section contains relevant weblinks, media content and support documentation.</p>			
<b>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</b>				
<p><b>KSO 6 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>LIT is committed to ensuring that the highest levels of governance standards are achieved and the Institute is continually striving to ensure that best practice is adopted in this area. In that regard there are a number of processes and projects which have been initiated as outlined below.</p>			
<p><b>Strategic Priority 6.1</b></p> <p>Ensuring adherence to the highest standards of governance</p>	<p><b>Key Performance Indicators</b></p> <p>Compliance with relevant submission deadlines for the annual governance statement</p>	<p><b>Pre-compact Baseline 2018</b></p> <p>Completion of draft Governance statement by April of each year with the completed version approved and submitted within 1 month of the issuing of the Audit Certificate &amp; SIC by the C &amp; AG.</p>	<p><b>Overall Target 2018-2021</b></p> <p>Compliance with relevant submission deadlines for the annual governance statement</p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p>2019/20 AGS reviewed by ARC (LIT) on 15/3/21. Updated &amp; approved by Governing body. Submitted to HEA on 12/5/21. 2020/21 AGS completed and approved by ARC (TU) in March 2022.</p>




	Compliance with public procurement structures and processes;	No baseline provided.	Compliance with public procurement structures and processes;	Significant progress made but this remains a problematic area. Self-declaration of noncompliance in 19/20 and 20/21 financial statements. In all cases speedy resolution steps were put in place.
	Compliance with relevant ECF/public sector controls	No baseline provided.	Compliance with relevant ECF/public sector controls	Returns completed on time for each quarter. Controls in place ensuring that relevant elements of ECF are in place. Overall LIT core staffing levels in line with ECFG ceiling when notified adjustments are made.
	Submission of Financial Statements for audit in keeping with C&AG timelines	No baseline provided.	Submission of Financial Statements for audit in keeping with C&AG timelines	2019/20 Financial Statements submitted Nov 20. Fieldwork completed Feb 21. Approved by Governing Body May 21 and audit cert issued. 2020/21 Financial Statements submitted late 2021. Fieldwork ongoing.
	Risk management practices and policies	No baseline provided.	Embed risk management practices and policies as part of an ongoing process to improve decision making through the enabling of an appropriate risk culture	While Risk register was updated twice during the 20/21 financial year and was reviewed and approved by the ARC – the planned rolling out and

				embedding of risk management.
<b>SP 6.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	Overall, the impact of COVID and the TU submission process and the subsequent successful designation process led to some pressures on the timelines for submissions. Improvements have been made in the timelines for submission of Financial Statements and AGS. However, the 2021 returns are complicated by the transfer to the TU and the necessity to complete 13 month returns and financial statements which has moved several the 2021 timelines.			<b>Colour rating for this Strategic Priority: Amber</b>  
<b>Strategic Priority 6.2</b>  Promotion of fairness, equal opportunity, respect and positive outcomes for all of our students and staff.	<b>Key Performance Indicators</b>  Progress on recommendations from the Expert Group's 2016 National Review of Gender Equality in Irish Higher Education Institutions	<b>Pre-compact Baseline 2018</b>  No baseline provided	<b>Overall Target 2018-2021</b>  LIT has 78 actions within its Gender Equality Action Plan (GEAP) for 2020 – 2023. Currently, 4 actions are completed, 35 in progress, 27 planned for 2021.	<b>August 2021 KPI Value</b>  <i>Max. 210-character limit (30 words approx.)</i>  Of the 78 actions in LIT's Gender Equality Action Plan, 69 actions applicable from 2020 to Q3 2021. 5 actions completed, 49 in progress, and 15 planned for 2022.
<b>SP 6.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	LIT achieved the Athena SWAN Bronze Award in March 2020, under the expanded charter and on first-time application.  Recruitment process for Equality, Diversity and Inclusion Manager was completed in August 2020, with Dr. Carol Wrenn commencing in November 2020. This post is at a level equivalent to Director in other HEIs.			<b>Colour rating for this Strategic Priority: Green</b>

	<p>Responsibility for EDI is assigned at VP level. This VP sits on the Executive Management team and the EDI Manager sits on the Management team in LIT.</p> <p>LIT's progress on implementation of HEA 2016 Expert Group Recommendation and Gender Equality Taskforce Actions submitted as part of SALI application in October 2019 and January 2021. LIT prepares and submits data annually to HEA on key gender disaggregated recruitment and selection metrics for academic staff.</p> <p>LIT has established an EDI Steering Committee, chaired by LIT's President. This committee, with membership including representatives from Faculty, HR, Student Support Services, EDI and Students Union, oversees and provides guidance and direction for the achievement of equality, diversity and inclusion objectives across the Institute.</p> <p>Progress Reports on LIT's Gender Equality Action Plan provided to Executive Management and Governing Body annually.</p>	
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## Section D: Signature

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

<b>Name of signatory</b>	Professor Vincent Cunnane
<b>Title</b>	President Technological University of the Shannon: Midlands Midwest (TUS)
<b>Signature</b>	
<b>Date</b>	19 April 2022