Waterford Institute *of* Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Mission-based Performance Compact

between

Waterford Institute of Technology

and

The Higher Education Authority

Date: February 2014

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

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

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

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

The Compact recognises that Waterford Institute of Technology is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

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

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

By detailing HEA funding commitments and reciprocal Waterford Institute of Technology commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Waterford Institute of Technology agree that this Compact will be published.

The principles of State funding support

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

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

Contents

1. Establishment of the Compact

The Higher Education Authority and Waterford Institute of Technology agree that:

- This Compact consists of this document and the accompanying current and planned profiles

- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

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

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

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

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

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

As a condition of Performance Funding, in accordance with this agreement, Waterford Institute of Technology must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Waterford Institute of Technology.

3 Mission and Strategy Statement

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

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

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

A key component of the strategic plan of WIT is the establishment of a technological university for the South East (TUSE) The proposed technological university will have a mission and vision differentiated from existing higher education providers, a mission expressed in its approach to teaching and learning, the extent and nature of its regional engagement, its programme portfolio, student profile and discipline specialisation, its research activity and, ultimately, the distinctive graduates it forms. The mission of the Institute, and the emergent technological university, is encapsulated in the following:

Engage, Learn, Challenge, Innovate

The mission is further clarified by the vision statement set out below:

In a vibrant environment for creative teaching and research, we educate and inspire a lifelong passion for learning, exploration and discovery that will ensure leadership with a global outlook and real world innovative designs for sustainable economic, social, cultural and personal development.

We embrace access and equality of opportunity and vertical progression so that our learners are empowered to succeed as citizens in a challenging world.

We blend theoretical with applied enquiry, scholarly, professional and vocational pursuits with scientific and creative expression.

We serve to improve our region, our country and our world by being at the heart of a cooperative teaching and research eco-system, which includes other higher education and further education institutions, schools, regional communities, government and non-governmental agencies.

We actively nurture continuous enhancement of our relationships to progress excellence in a globally-benchmarked higher education and knowledge transfer environment.

To give expression to this vision, the Institute will achieve the performance criteria of the technological university and this will encompass being:

i.   Regional and Engaged

The Institute and the proposed technological university will operate across its multiple campuses, strategically enhancing and increasing the scale of operations, expanding the regional reach and opening new access and progression opportunities between campuses, thus serving the entire South East. A strong and continued commitment to

social inclusion will be maintained. The Institute will proactively engage and collaborate with regional, national and international partners in a structured, systematic and strategic manner.

ii.   A Learning University

The Institute and the proposed technological university will offer a comprehensive breadth of programmes from Level 6 to 10 in multiple modes with a significant proportion of life-long learners across multiple sites. It will deliver an interdisciplinary curriculum, renewed in the light of regional engagement and will take approaches to teaching, learning and assessment that encourage active learning, critical thinking, and self-direction through project- and problem-based, research-informed delivery. It will attract and retain the best academic talent in both its staff and students. It will be strongly committed to innovative experimentation and will have a robust self-evaluation ethic.

iii.   Open, Innovative and Entrepreneurial

The Institute and the proposed technological university will be innovative and outward looking and will develop capacity and specialism in a number of specific research domains, with an emphasis on generating and exchanging new knowledge with the region. It will be dynamic and flexible, focused on knowledge production and transmission. It will be positioned at the centre of a knowledge, research and innovation ecosystem, leading the convergence of education, research and knowledge exchange in a globally connected and industry facing manner. It will encourage and foster social entrepreneurship and civic renewal within the region. It will operate as a responsive, sustainable organisation, resourced from diverse income streams.

Strategy and Resources

The primary strategic objective of the Institute is the achievement of technological university designation and the associated criteria. Realising our strategic priorities is a function of the available resources. The targets set out in this document are based on reasonable assumptions with regard to future available funding (see section 4). Current indications are that the economy is beginning to improve and that government finances are on a more sustainable trajectory.

3.1 Changes to the mission and strategy statement

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

■   Any significant change that it proposes to make to its mission during the term of the Compact

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

4. Current and Planned Profile

The following pages contain:

- Waterford Institute of Technology's current profile 2010/11 (as supplied by the HEA); and
- Waterford Institute of Technology's planned profile 2016/17 (completed).

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to its regional cluster.

This should set out:

■ Member institutions

■ Governance arrangements

■ Priority objectives for the cluster.

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

Regional clusters: strategy summary

In the light of its mission, the Institute values and promotes partnerships, collaborations and clusters, both formal and informal, between the Institute, its staff and students and external bodies. The Institute has a long history of collaboration and partnership with industrial and commercial sectors (particularly within the South East region), with other educational institutions (particularly at third and fourth levels) and with cultural and other bodies, both in Ireland and abroad, and seeks to build on that history in the best interests of its staff and students and the wider community.

Such partnerships realise themselves in activities such as, *inter alia*, joint teaching on existing WIT programmes, the development and delivery of new programmes (including those leading to joint awards), the development and delivery of continuing professional education programmes, and the sharing of resources and expertise. Future collaborations will lead to all of the above activities.

At the time of the development of the current strategic plan, the higher education clusters were an emerging construct. However, the Institute's strategy does set out some priorities in relation to the emerging (at the time) developments with regards to regional clusters. These priorities are set out under the 'Engagement and Positioning' theme of the Institute's strategy.

The objective of this theme is 'to build on the strengths of the South East region by developing enduring partnerships, alliances and collaborations that will facilitate an exchange of ideas, people and technology'.

Over the coming period the Institute will further develop and expand partnerships regionally, nationally and internationally. Existing relationships with external partners will be enhanced with a view to establishing long-term alliances that will offer enduring benefits for the region.

Members of Regional Cluster - South Region

Cork Institute of Technology

Institute of Technology Carlow

Institute of Technology Tralee

University College Cork

Waterford Institute of Technology

Governance Arrangements

The following provides a summary of the current agreed position for governance of the Southern Cluster:

- Parity of esteem for all stakeholders is essential to the successful operation of cluster

- Clear terms of reference and an MOU for the operation of the cluster is to be prepared as soon as possible

- The use of a rotating rather than an independent chair has been agreed. The rotation period will be for one year.

- Presidents and at least one other member of senior management to be nominated by each institute to the cluster board

- Agreement that industry, further education and other stakeholder participation is required in cluster specific projects

- Compact objectives on clusters will be harmonised across all members of the cluster

- A strategic work-plan including governance structures is to be developed for delivering on cluster objectives by the end of 2014

- Arbitration mechanisms will be established as part of the governance structure

- Recommendations which impact on the operation of higher education institutions will require approval by all governing authorities

Primary Objectives of the South Region Cluster

- Increase the capacity and responsiveness of the Irish Higher Education system

- Deepen partnerships and collaborations among the cluster of Higher Education Institutes

- Provide improved progression pathways between institutions

- Enhance cooperation across the institutions in support of regional economic, social and cultural development

- Build on existing successes in the areas of course development, collaborative research, entrepreneurship and innovation

External Factors

- Availability of funding and resources to deliver on cluster objectives.

- The potential for lack of agreement among cluster institutions on expected objectives

- Insufficiently robust or poorly designed processes at a national level that may inhibit the sucessful creation of regional clusters

Regional clusters:
Institution objectives and performance indicator

1.	Cluster objective	Create a formal regional cluster between the named member institutions
	Performance indicator	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects
	Baseline	Many inter-institutional relationships exist but no formalised cluster structure is in place
	Interim target, end 2014	Agree and implement a governance framework for joint activities including • The establishment of a cluster board • Creation of an MOU for operation of the cluster • Development of arbitration procedures • Development of a coordinated work-plan for the implementation of agreed projects
	Interim target, end 2015	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects.
	Final target, end 2016	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.

2.	Cluster objective	Improve student pathways
	Performance indicator	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery
	Baseline	Many inter-institutional pathways exist but no complete mapping profile is available
	Interim target, end 2014	• Initial focus of the cluster is anticipated to be on improving student pathways given priority attached to the transitions initiative • Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies) • Final output - mapping profile.
	Interim target, end 2015	Develop uniform access/progression scheme for the cluster
	Final target, end 2016	Review pathways profile based on new academic developments

3.	Cluster objective	Shared academic planning
	Performance indicator	Develop a cluster-wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.

	Baseline	No cluster-wide academic planning structure exists. However there is an understanding that:

Under Baseline description:

No cluster-wide academic planning structure exists. However there is an understanding that:

- Individual institutes will continue to provide a broad base of undergraduate course opportunities up to Level 8 to satisfy needs of individual hinterlands given the geographical scale of region
- External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process
- The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative
- Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above
- Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster

This activity is particularly relevant to the delivery of Horizon 2020, government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda

Interim target, end 2014	Baseline mapping of academic programme provision across the cluster completed
	Research mapping completed to identify potential research synergies.
	(Programme and research mapping will provide a profile across the cluster and will inform next steps – complete during academic year 2014/15)
Interim target, end 2015	Implementation of joint academic developments which are informed by the baseline mapping process across the cluster and targeted at delivering on regional economic and social needs
Final target, end 2016	Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts

4.	Institution objective	Meet the criteria for technological university designation
	Performance indicator	Achievement of technological university criteria
	Baseline	Approved to go to Stage 2 of the process

Interim target, end 2014	Approval of business plan and capability to meet technological university criteria (Stage 3 of process).
Interim target, end 2015	Review of performance against technological university criteria
Final target, end 2016	Formal assessment of performance against technological university criteria (Stage 4 of process).

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to participation, equal access and lifelong learning.

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

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

Participation, equal access and lifelong learning: strategy summary

Mission Alignment

The Institute values the principles of equality and access. To give substance to this, the Institute makes available progression opportunities to the learner population across the entire national qualification framework. These attributes have evolved over many years into our unique and distinctive contribution to the South East Region and beyond.

Strategy

Participation, equal access and lifelong learning form part of the 'Facilitating Learner Potential' theme of the Institute's strategy.

The objective of this theme is 'to continue to facilitate learners to achieve their potential both at WIT and beyond by ensuring graduates are responsible, informed citizens, capable of success in their chosen careers and recognised by stakeholders as such.'

The aim of this theme is to ensure that the WIT learner experience will help and inspire our students to reach their full potential both at college and beyond in a manner that is distinctive to the Institute. We will encourage the holistic development of our learners while at the same time ensuring that graduates leave the Institute 'work ready'.

Strategic Approach to Participation, Equal Access and Lifelong Learning

In relation to participation, equal access and lifelong learning, the Institute's specific priorities are to:

- Increase life-long learning opportunities available to the learner population.
- Expand the flexibility of the programme portfolio.
- Expand flexible delivery methods, out-reach and online/blended offerings where demand exists.
- Develop further access routes for 'non-standard' students into higher education (including recognising that more learners are attending the Institute with learning already achieved through the RPL (recognition of prior learning) framework).
- Develop additional access initiatives for 'non-standard' students into higher education while continuing to operate and expand existing schemes and activities that target groups with low participation rates.
- Improve student pathways and ensure that the learner is aware of the opportunities that exist for them at all levels of the national qualifications framework. Our objectives in this regard are set out in the 'Regional Clusters' section of this compact.

Participation, equal access and lifelong learning:
Institution objectives and performance indicators

1.	Institution objective	Continue to make available lifelong learning and flexible learning opportunities to the learner population
	Performance indicator	Number of part-time and flexible learners as a % of the total enrolment
	Baseline	15% of total enrolments are part-time learners (March 2014); 1,248 learners out of 8,008 total undergraduate and postgraduate enrolments (March 2014)
	Interim target, end 2014	Each School to review part time and flexible learning portfolio and develop new initiatives
	Interim target, end 2015	Enrolment on revamped part-time and flexible learner portfolio to have commenced.
	Final target, end 2016	17% of total enrolments (1,350/8,155); 8% growth in part-time and flexible learners over baseline

2.	Institution objective	Continue to provide a series of coordinated supports to learners and potential learners to meet both their academic and personal development needs. In particular, build upon the existing Early Intervention Programmes (EIP) to foster engagement with hard-to-reach groups.
	Performance indicator	Enrolment as a measure of the reach and influence of these programmes
	Baseline	- Enrolments on EIPs of 180 new entrants per annum - Annual impact is 600 participants - Parental education programmes – 32 family units
	Interim target, end 2014	- Enrolments on EIPs of 180 new entrants per annum - Annual impact is 600 participants
	Interim target, end 2015	- Enrolments on EIPs of 200 new entrants per annum - Annual impact is 620 participants

| Final target, end 2016 | • Enrolments on EIPs of 220 new entrants per annum |
| | • Annual impact is 640 participants |

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to excellent teaching and learning and quality of the student experience.

This should set out:

1 Vision underpinning the portfolio of undergraduate programmes

2 Approaches being taken to improve overall performance

3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

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

Excellent teaching and learning and quality of the student experience: strategy summary

Mission Alignment:

The mission of WIT envisages an organisation that will offer a comprehensive breadth of programmes from Level 6 to 10 in multiple modes. WIT will deliver an interdisciplinary curriculum, renewed in the light of regional engagement and will take approaches to teaching, learning and assessment that encourage active learning, critical thinking, and self-direction through project- and problem-based, research-informed delivery. It will be strongly committed to innovative experimentation and a robust self-evaluation ethic.

The strategy and approach outlined below display a strong alignment with the broader vision for the organisation.

Strategy and Vision for Teaching and Learning:

Excellent teaching and learning and quality of the student experience is a core element of the 'Facilitating Learner Potential' theme of the Institute's strategic plan.

The objective of the theme is 'to continue to facilitate learners to achieve their potential both at WIT and beyond by ensuring graduates are responsible, informed citizens, capable of success in their chosen careers and recognised by stakeholders as such.'

The aim of this theme is to ensure that the WIT learner experience will help and inspire our students to reach their full potential both at college and beyond in a manner that is distinctive to the Institute. We will encourage the holistic development of our learners while at the same time ensuring that graduates leave the Institute 'work ready'.

Strategic Approach to Teaching and Learning:

The approach then by the Institute under this domain can be articulated under the following four interconnected areas, namely:

- Maintaining a relevant, distinctive, challenging and broad portfolio of programmes is an essential element in serving the needs of the region and our learners. This will be achieved by continuing to develop the programme portfolio in areas aligned with disciplines of strategic importance, both regionally and nationally, where the Institute has demonstrable strength and which are relevant to sustainable economic development.

- Through the 'Support of Excellence in the Curriculum and its Delivery', the Institute will ensure that the programme portfolio is delivered in a distinctive manner. This will be achieved by further developing the curriculum and the core teaching and learning competency to deliver that curriculum in the light of international, national and regional priorities. Also, the Institute is committed to introducing additional supports to aid in the delivery of the curriculum.

- 'Supporting Students' considers the Institute's approach to assisting and supporting our diverse cohort of learners through their higher education experience. This will be achieved by building on the series of coordinated supports to learners and potential learners to meet both their academic and personal development needs.

- 'Quality Assurance and Quality Enhancement' addresses the mechanisms that need to be in place to ensure that there is public confidence in the qualifications that our learners achieve. The Institute will continue to enhance quality assurance policies and operations in line with Institute needs, core quality enhancement principles and the evolving regulatory environment.

Excellent teaching and learning and quality of the student experience:
Institution objectives and performance indicators

1.	Institution objective	To continue to develop the programme portfolio in areas that are relevant to sustainable economic, social and cultural development with a view to increasing the capacity of the higher education system in the region
	Performance indicator	Total students enrolled (UG and PG)
	Baseline	7,943 (2011/12)
	Interim target, end 2014	8,020
	Interim target, end 2015	8,080
	Final target, end 2016	8,155

2.	Institution objective	Develop research programmes; in particular continue to develop doctoral (Level 10) and research masters (Level 9) offerings
	Performance indicator	% of learners on Level 9 (research) and Level 10 programmes (as a % of Level 8, all Level 9 and Level 10 students)
	Baseline	• 3% on Level 9 research (L9R) and L10 (FTE) • 137 FTE students (2011/12)
	Interim target, end 2014	• Improvement on baseline • Progress towards final target
	Interim target, end 2015	• Improvement on baseline • Progress towards final target
	Final target, end 2016	• 4.1% on Level L9R and L10 (FTE) • 195 FTE students

3.	Institution objective	Expand the flexibility of the programme portfolio through supporting broadening entry for first year cohort
	Performance indicator	Number of broad-based entry programmes in line with national transitions strategy
	Baseline	43 Level 8 programmes on the WIT CAO list (2013/14)
	Interim target, end 2014	Reduce the number of programmes at Level 8 by broadening entry in line with agreed transitions group strategy and targets.
	Interim target, end 2015	Continue to implement programme flexibility improvements in line with agreed transitions group strategy and targets
	Final target, end 2016	Continue to implement programme flexibility improvements in line with agreed transitions group strategy and targets

3. Institution objective Expand the flexibility of the programme portfolio through supporting broadening entry for first year cohort

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to high quality, internationally competitive research and innovation.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

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

High quality, internationally competitive research and innovation: strategy summary

Mission Alignment

WIT's research activities are infused throughout the mission and vision statement. In particular, there is commitment to being 'open, innovative and entrepreneurial' through the development of capacity in a number of specific research domains, with an emphasis on generating and exchanging new knowledge with the region. The Institute will be dynamic and flexible, focused on knowledge production and transmission. It will be positioned at the centre of a knowledge, research and innovation ecosystem, leading the convergence of education, research and knowledge exchange in a globally connected and industry facing manner. It will encourage and foster social entrepreneurship and civic renewal within the region.

Strategy and Vision for Research

The Institute's strategy for research is set out under the 'Harnessing Research Capacity' theme of the strategic plan. The objective of this theme is 'to continue to build a sustainable platform for high-quality knowledge creation and knowledge transfer that is internationally recognised and closely linked with national and regional development priorities.' This theme is delivered through the new Institute's Research and Knowledge Transfer Strategy, covering the period 2012–2015.

The WIT Research and Knowledge Transfer Strategy 2012–2015 will focus on: the national and international impact of the Institute's research outputs in prioritised areas; the further development of strategic research partnerships; the value of research careers; and prioritising increased postgraduate activity, through new structures for research and graduate education. The following five key objectives will underpin the strategy for the upcoming period. For each, a brief summary is provided.

1. Support and Develop High Quality Research of National and International Standing

The Institute will adopt a strategic approach to high quality, internationally competitive research and innovation, through focusing research activity in priority areas and through targeted new and emerging areas of niche excellence. Specific areas are communications networks and services, pharmaceutical science and molecular biotechnology. New and emerging areas are eco-innovation, materials, business innovation and enterprise development and health-related research. A targeted growth and funding strategy is being

developed for each of these areas, in line with the National Research Prioritisation Exercise and Horizon 2020.

2. Create a Sustainable Environment for Research

The structuring, governance and reporting of research will be reformed through this priority. The approach will be to set clear definitions, in terms of structure, governance, membership, activities, outputs and impact, for the Institute's research groups and centres, in order to rationalise them. In addition, and in line with practice internationally, a new definition of Research Institute will be adopted.

3. Prioritise the Translation of Research for Societal and Economic Benefit

WIT's strategy recognises the Institute's pivotal role as a catalyst for regional cultural and economic development. The objectives are to:

(i)Ensure the outputs of WIT's research impact all levels of business and industry, including start-ups, SMEs and multinationals, through the continued customisation and targeting of the institute's knowledge base;

(ii)Put in place a strategically targeted research funding approach to support bilateral and multi-party industry research partnerships, targeting proof of concept, technology development and private venture funding to support the commercialisation of Institute research outputs;

(iii)Partner with public sector agencies, private sector networks and other HEIs on joint initiatives relating to technology transfer, enterprise development and regions of knowledge programmes;

(iv)Prioritise the impact of the Institute's research on society, through continued development of quality evidence-based research which informs policy making.

4. Value and Support Research Career Development

WIT has a large cohort of research-active staff: 30% of academic staff are at doctoral level and a significant cohort of researchers (equivalent to 25% of academic staff) are funded entirely from external funding. WIT is a member of the European Commission's Institutional Human Resources Strategy for Researchers Group. Through membership of this Group, and through an internal gap analysis, planning and implementation process, the Institute will put in place career structures, performance measures, recognition and supports for research-focused staff, including career and postdoctoral researchers.

5. Expand and Develop High Quality Graduate Education

The Institute will develop new structures for graduate education. Structured programmes will be located within and delivered by a graduate school structure, which will have the appropriate critical mass to offer high-quality supervision in prioritised thematic areas.

High quality, internationally competitive research and innovation:
Institution objectives and performance indicators

1.	Institution objective	Support and develop high quality research of national and international standing
	Performance indicator	National and EU funding success: i.e. cumulative value of research contracts signed on research support unit (RSU) supported projects.
	Baseline	2011-2012: research income €8.5m
	Interim target, end 2014	Research income 2013/2014 of €12m
	Interim target, end 2015	Cumulative research income 2014 & 2015 of €27m
	Final target, end 2016	Cumulative research income 2014 to 2016 of €42m

2.	Institution objective	Support and develop high quality research of national and international standing
	Performance indicator	Development and implementation of national and international research collaborative strategies
	Baseline	Definition of research-active has been agreed for WIT; current national and international collaborations have evolved in a 'bottom-up' manner
	Interim target, end 2014	Utilise research-active definition at School level; define a series of research performance metrics at School/Centre level; develop appropriate collaboration strategies at School/Centre level
	Interim target, end 2015	Implement collaborative strategies to include: at least 1 international colloquium per school/centre; 20 visiting professors/fellows at Institute level
	Final target, end 2016	3 priority research areas formally aligned with national / EU graduate school structures, national / EU research centres and international training networks

3.	Institution objective	Value and support research career development
	Performance indicator	Achievement of EU HR excellence logo and delivery of Action Plan
	Baseline	No overarching strategy for researcher career development
	Interim target, end 2014	Achievement of EU HR excellence logo; Action Plan launched; training and development strategy for researchers implemented
	Interim target, end 2015	2 year post achievement of excellence logo (mid-term review): 'Good research practice guide' published; PMDS for researchers under development; Development of career structures for researchers
	Final target, end 2016	3 years post achievement of logo: Career structures in place for researchers; research related PMDS rolled out

4.	Institution objective	To develop a multi-campus graduate school in collaboration with ITC as a key component of a technological university of the South East (TUSE) to include *inter alia:* • Identification and mapping of research strengths and priorities • Development of principles and distinctive features for graduate education in the new entity • Development of collaborative arrangements with national and international graduate education schools and programmes • Development of joint academic and QA/QE arrangements for structured programmes • Development of supervision structures and supports of same • Sustainability planning, including the design and evolution of a funding and resource development model
	Performance indicator	Progress towards a multi-campus graduate school initiative
	Baseline	Current postgraduate research provision and delegated authority position within each Institute Current research strategies Strategic plans and research prioritisation plans
	Interim target, end 2014	Through the TUSE Graduate School working group, development of the overarching framework for the Graduate School of the South East
	Interim target, end 2015	Agree and implement academic and QA arrangements for the graduate school. Initiate the roll-out of the graduate school in 1-2 prioritised cross-campus research areas
	Final target, end 2016	Full implementation of the graduate school for all Level 9 and 10 postgraduate research students

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to enhanced engagement with enterprise and the community and embedded knowledge exchange.

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

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

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

Mission Alignment

The nature and extent of WIT's role in the South East region is a key element of the Institute's mission. Included in the mission statement is the notion of service to the region. This will be achieved by expanding access and progression opportunities, by our continuing commitment to social inclusion, by delivering an interdisciplinary curriculum that is renewed in the light of regional engagement, by generating and exchanging new knowledge with the region and by fostering social entrepreneurship and civic renewal.

Strategy

The Institute's strategy with regard to enhanced engagement and embedding knowledge exchange forms part of the 'Engagement and Positioning' theme of the strategic plan.

The objective of this theme is to build on the strengths of the South East region by developing enduring partnerships, alliances and collaborations that will facilitate an exchange of ideas, people and technology.

Over the coming period the Institute will further develop and expand partnerships regionally, nationally and internationally. Existing relationships with external partners will be enhanced with a view to establishing long-term alliances that will offer enduring benefits for the region.

The nature of engagement of higher education with wider society is multidimensional and can take many forms. The *National Strategy for Higher Education to 2030* sets a number of challenges in this domain for all the higher education institutes. These include the requirement to embed engagement more in the activities of the Institute by encouraging greater mobility of staff between the Institute and other organisations, to respond positively to the learning and development needs of the wider community, to ensure that learners achieve appropriate recognition for civic engagement and to develop structures to involve the wider community in programme design.

Strategic Approach to Engagement with Enterprise and the Community and Embedded Knowledge Transfer

The key strategic priorities of the Institute are:

- To develop and promote the South East region through the establishment and maintenance of partnerships and alliances across all our activities

- To actively engage in the development of higher education clusters (see section 5.1)

- To continue to transfer knowledge to industry and society and to the wider community in meaningful and productive ways.

- Promote an enterprise, commercialisation and innovation culture within the Institute.

Note that many aspects of our regional impact have already been addressed in other sections.

Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators

1.		
	Institution objective	Further strengthen links with industry and enterprise agencies as part of the continuing development of the knowledge region by moving towards a sectoral model of engagement with stakeholders.
	Performance indicator	Develop a sectoral model of engagement with stakeholders.
	Baseline	Extensive evidence of engagement on an individual basis with enterprises and state agencies. A framework for engagement has been developed by SEAM and PMBRC which has wider institutional applicability.
	Interim target, end 2014	Engage with sectors of critical importance to the region and bring together the actors within those communities.
	Interim target, end 2015	Develop a plan with each sector to engage collectively with the sector.
	Final target, end 2016	Establish a platform of activities to support these sectors.

2.	Institution objective	Prioritise the translation of research for societal and economic benefit
	Performance indicator	• Level of formal research activity that incorporates defined statements on impact/translation • Commercialisation targets (number of spin-outs, licence agreements, patents filed, invention disclosures and agreements with industry in excess of €25k)
	Baseline	Fragmented approach to external engagement, research partnership formation and definition
	Interim target, end 2014	• Establishment and definition of priority areas and partners for translational research engagement at School/Centre level • Progress towards cumulative commercialisation targets (see 'Final Targets, end 2016)
	Interim target, end 2015	• 20% of formal research activity incorporates a defined statement on impact/translation to external stakeholders • Progress towards cumulative commercialisation targets (see 'Final Targets, end 2016)
	Final target, end 2016	• Further progress on the % of formal research activity that incorporates a defined statement on impact/translation to external stakeholders (see target from 2015) • Deliver on the Institute's commercialisation targets as defined under Technology Transfer Strengthening Initiative 2 (TTSI 2) (2013 – 2016) including 4 spin-outs, 18 licence agreements, 16 patents filed, 32 invention disclosures, 16 agreements with industry < €25K

3.	Institution objective	Enhance our contribution to the economic, social and cultural development of the region through the expansion of partnerships and alliances across all our activities.
	Performance indicator	Establishment of Regional Engagement Forum as per TU Stage 1 submission Staff and institute engagement audits
	Baseline	Extensive engagement and collaborations across region in economic, social and cultural activities ITC staff and Institute Engagement Audit 2013/14
	Interim target, end 2014	Regional Engagement Forum established Work plan developed
	Interim target, end 2015	Regional Engagement Forum operating
	Final target, end 2016	Evaluation of Regional Engagement Forum Report on staff and institutional engagement audit.

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to enhanced internationalisation.

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

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

Enhanced internationalisation: strategy summary

Mission

The mission of WIT with regard to internationalisation is articulated in the desire to inspire our learners to be more outward looking.

Strategy

Nurture existing alliances and support the development of new strategic partnerships with highly regarded international higher education institutes with a view to promoting the development of collaborative academic programmes, supporting the existing research centres in developing joint research projects and encouraging the exchange of staff and students.

Strategic Approach to Enhanced Internationalisation

The key strategic priorities of the Institute are:

- To encourage greater mobility of staff, facilitating short- and long-term exchange of staff between other higher education institutes.

- To grow the main research centres by diversifying their funding base further, particularly through the development of strategic collaborations both nationally and internationally.

- To support the international learner to enable them to manage the regulatory, financial and emotional challenges of living and studying in a new cultural environment.

- To offer to the widest possible range of learners the opportunity to undertake some of their studies abroad and obtain credit for such study while at the same time developing their employability skills.

- To develop joint programmes with our international partners – particularly those that employ flexible delivery methods and lever the benefits of modern communication technologies.

Enhanced internationalisation:
Institution objectives and performance indicators

1.	Institution objective	Further develop the international environment to a critical mass of international students. Support the international learner to enable them manage the regulatory, financial and emotional challenges of living and studying in a new cultural environment
	Performance indicator	Number of full-time, incoming international students – domicile not Ireland and not on exchange programme, where domicile is defined as the student's country of permanent residency (3 years or more) prior to entry to the programme of study.
	Baseline	141 full time, incoming international students (2011/12)
	Interim target, end 2014	180 full time, incoming international students
	Interim target, end 2015	200 full time, incoming international students
	Final target, end 2016	220 full time, incoming international students

2.	Institution objective	Grow the international research profile by diversifying the funding base further, particularly through the development of international strategic collaborations.
	Performance indicator	Income generated through EU framework programme. Cumulative target from 2014 to 2016
	Baseline	2011/12: EU = €2.1m
	Interim target, end 2014	Progress towards 2016 cumulative target
	Interim target, end 2015	Progress towards 2016 cumulative target
	Final target, end 2016	Cumulative EU Income = €8m

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Waterford Institute of Technology's strategy and chosen objectives in relation to institutional consolidation.

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

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

Institutional consolidation: strategy summary

Strategy

The Institute's strategy with regard to institutional consolidation is set out under the 'Engagement and Positioning Theme' of the strategic plan.

The establishment of a technological university is a stated objective of the plan. The *National Strategy for Higher Education to 2030* allows for the creation of a technological university. It envisages that a technological university will have a distinct mission and ethos with a career-focused portfolio of programmes and an industry-focused research and innovation agenda. The tradition of offering programmes at upper levels of the national framework of qualifications will continue to be an important aspect of the proposed technological university. The commitment to access and progression will continue, the diversity of the student base will be preserved and the breadth of higher education provision will remain. WIT, along with IT Carlow, is committed to engaging in the process for redesignation as a technological university.

Strategic approach that is being advanced includes:

- WIT, in partnership with IT Carlow, will continue with the process to achieve designation as a regional, multi-campus technological university.

- WIT, in consultation with IT Carlow, will play an active role in the development of national policy around the technological university.

- WIT will shape the subsequent technological university model that will emerge in order to make a positive contribution to the region and the country.

- WIT will make an application for designation as a technological university, in line with the published *National Strategy for Higher Education to 2030*, the provision in the programme for government and any subsequent HEA policy documents.

WIT affirms its intention to engage fully in the technological university designation process. Indeed, the Institute has made significant progress towards meeting the exacting proposed criteria. A consolidation of the partner institutes will bring benefits in terms of the cohesiveness of higher education provision in the region. However, in order to bring transformational change in the skills base and the human resources for the region, a technological university that is driven by an ethos of engagement with stakeholders and by a strategically oriented curriculum, research and innovation is needed. The technological university will act as a key component of the educational infrastructure, addressing the region's social and economic needs in the increasingly competitive environment globally.

The external factors that might potentially impact on the rate of progress towards the institutes' jointly held ambitions include uncertainty surrounding the enabling legislation and the governance structures that will ultimately emerge.

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Institutional consolidation:
Institution objectives and performance indicators

1.	Institution objective	Contribute to the development of the region through the creation of a multi-campus TU necessitating the consolidation of WIT and ITC.
	Performance indicator	Progress towards the achievement of technological university designation in line with the process set out by the HEA in 2012
	Baseline	MOU agreed. TU project implementation board in operation. TU project office established. Approval to progress to stage 2 of TU process
	Interim target, end 2014	Establish the potential and timeline to realise a TU Submission of stage 2 business plan which will also outline consolidation process. Due diligence exercise undertaken
	Interim target, end 2015	Stage 3 review of TU process complete. Governing body approval to proceed to stage 4 of TU process and associated consolidation
	Final target, end 2016	Consolidation decisions in line with above

Assumption: appropriate legislation to be enacted by end of 2014

In addition, see objective 5.4.4 on developing a multi-campus Graduate School as a key component of a technological university of the South East and objective 5.5.3 on enhancing our contribution to the economic, social and cultural development of the region through the expansion of partnerships and alliances across all our activities which also address consolidation activities but have been included in other sections of this compact.

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

■ Statutory quality assurance processes

■ Providing an annual statement required under their Code of Governance and with all other requirements of that Code

■ Providing details of satisfactory financial outturn, budget and financial plan

■ Employment control framework

■ Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Waterford Institute of Technology in the strategic dialogue process leading to this compact, performance funding of

€ 189,000

has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Waterford Institute of Technology agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed: _____

Chief Executive, Higher Education Authority

Date:

Signed: _____

Chief Officer, Waterford Institute of Technology

Date:

Appendices

We (Waterford Institute of Technology) include the following appendices with our performance compact.

List the appendices here:

☒	Appendix 1: Regional clusters
☒	Appendix 2: Participation, equal access and lifelong learning
☒	Appendix 3: Excellent teaching and learning and quality of the student experience
☒	Appendix 4: High quality, internationally competitive research and innovation
☒	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
☒	Appendix 6: Enhanced internationalisation
☒	Appendix 7: Institutional consolidation

Other Appendices
Appendix 8:
Appendix 9:
Appendix 10:
Add more rows as necessary

Appendix 1: Regional clusters

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.1.1: Create a formal regional cluster between the named member institutions.

Performance Indicator: Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects.

Rationale: WIT is committed to actively engage in the development of the southern region higher education cluster. The first step in this process is to agree a framework for collaboration with our cluster partners, the next step is the setting of the priority objectives for the cluster, then a series of activities that will achieve the objectives will be decided upon and finally the agreed activities will need to be implemented.

Definition: As part of the development of the cluster relationships, governance arrangements need to be put in place. The exact format of this is yet to be agreed however, it is likely that a formal document will need to be developed that the participating institutions will sign up to. Subsequent discussions are likely to specify the medium term objectives of the cluster along with initial joint projects.

Data Availability: Awaiting development of cluster framework by the partners but data availability is not anticipated to be a significant problem.

Data Source: President's Office.

Verification: Low risk – the existence of the cluster framework and governance arrangements will provide evidence of the agreement. The implementation of jointly agreed projects can be verified by referencing the projects that have been agreed with their current implementation status (this will ultimately depend on the exact projects that are agreed and their timelines).

5.1.2: Improve student pathways

Performance Indicator: Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery.

Rationale: One of the initial objectives of the cluster is to address student pathways in the cluster. Initially, a mapping exercise will be undertaken to determine the current student pathways that exist. Once this has been established then a body of work will be undertaken to develop uniform a access/progression scheme for the cluster. This will provide learners with greater clarity with regard to pathways that are applicable to their chosen programme of study.

Definition: The production of a cluster-wide student pathway map – the existence of the map is the evidence that this element of the objective has been achieved. The development of a uniform access/progression scheme – the existence of this, published in an appropriate forum, is evidence that this part of the objective has been achieved.

Data Availability: Awaiting development of mapping profile by the partners but data availability is not anticipated to be a significant problem.

Data Source: Registrar.

Verification: Low risk – the existence of map and the development of the uniform access/progression scheme can be verified against their existence.

5.1.3: Shared academic planning

Performance Indicator: Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.

Rationale: Currently there is no formal cluster-wide academic planning mechanism. It is envisaged that this will be an initial objective of the cluster. There is agreement that individual institutes will continue to offer a broad base of undergraduate opportunities and that there are benefits to shared academic planning in specialist areas, particularly at Level 9 and 10. This will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster.

Definition: The production of a cluster-wide academic programme map and research map – the existence of the map is the evidence that this element of the objective has been achieved. Beyond this, it is difficult to be prescriptive as to the activities that will be undertaken by the cluster – this will depend on the outcome of the mapping process. However, a number of joint academic developments will be pursued; these can be evidenced on an individual basis.

Data Availability: Awaiting development of mapping profile by the partners but data availability is not anticipated to be a significant problem.

Data Source: Registrar.

Verification: Low risk – the existence of academic programme map and the research map and the implementation of shared academic developments can be verified against their existence.

5.1.4: Meet the criteria for technological university designation

Performance Indicator: Achievement of technological university criteria

Rationale: Achievement of technological university designation is a shared objective of both WIT and IT Carlow. The pathway towards that goal is to fulfil the criteria that have been set out.

As a 'regional clustering' activity, institutional consolidation, within the technological university process, is the ultimate form of co-operation. The TU process will involve many of the activities that would need to be undertaken within the regional cluster.

Definition: The criteria are clearly set out and are a mix of objective and subjective measures.

The business plan and the formal assessment process were described in the 'Landscape' document and restated in the 'Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education'. These have been further confirmed in the Heads of Bill for the new technological university Act.

Data Availability: Readily available, no resource implication.

Data Source: TU Office.

Verification: Low risk – the Approval of the Business Plan and the Formal Assessment will be part of the public record. Appropriate documentation will provide evidence of the interim assessment. Assessment against the criteria will involve some degree of subjectivity; this is unavoidable.

Appendix 2: Participation, equal access and lifelong learning

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.2.1: Continue to make available life-long learning and flexible learning opportunities to the learner population.

Performance Indicator: Number of part-time and flexible learners as a % of total enrolments, growth in part-time and flexible learners.

Rationale: The growth of the Institute's life-long learning activities is an important strategic objective. The Institute recognises that engagement with higher education doesn't just commence at the completion of the leaving certificate.

In addition, if the portfolio of programmes is to maintain its relevance, then it will have to be delivered in a format that meets the needs of the learner population. Hence, the dual approach to this objective; firstly the performance indicator is articulated as a numerical target, secondly, there is a set of targets which aim to ensure that the numerical target is achieved. Should the portfolio of part-time programmes on offer meet the needs of the learner population then this will be reflected through increases in the number of enrolments.

Definition: Students enrolled on part-time programmes, using 'SRS Return' definition of Part Time. Metric is expressed as a growth rate over 2011/11 baseline and as a percentage of total enrolments.

The nature of the review undertaken and validation achieved (where appropriate) is open to debate but this activity is best performed at School level and some divergence of approach is inevitable. As a consequence, it is not an activity that can be readily defined. Indeed, to define this may unduly influence the nature of the review undertaken.

Data Availability: Numerical data is readily available, already being gathered and forms part of the annual SRS return.

Data on the review and validation will be available once undertaken. Documentary evidence of the review and subsequent changes will exist.

Data Source: Registrar – student records system. Heads of School will provide evidence of the review. Academic council minutes for information on the validation of the programmes.

Verification: Numerical data is low risk, information taken from the student record system. The evidence of the review is also low risk – once the documentation exists then the review was undertaken.

5.2.2: Continue to provide a series of coordinated supports to learners and potential learners; in particular build upon EIP programmes.

Performance Indicator: Reach and influence of the EIP (Early Intervention Programmes) as measured by activity levels.

Rationale: The objective of WIT's Early Intervention Programmes is to encourage learners into higher and further education. The intention is not, necessarily, that learners attend WIT; the anticipated outcomes are broader. Many choose WIT, for others it is the planting of a seed and it may takes some time before they engage with higher and further education. For that reason, it was decided not to track the students and their subsequent educational choices. In addition, the availability of robust data was proving difficult.

Instead, an indicator based on activity levels was chosen. It is based on the following premise; as the numbers of potential learners that attend these programmes increases, then so too should the number that will ultimately attend higher education.

It is acknowledged that there is a risk of unintended consequences with this indicator and those who manage these initiatives will need to ensure that the quality of the programmes is not sacrificed at the throughput alter.

Definitions: The number of new entrants on Early Intervention Programmes (EIP) and the total enrolments on EIP's. An Early Intervention Programme is any initiative that targets under-represented groups with a view to encouraging their participation in higher education. The exact list may change over time as the programmes themselves evolve.

Data Availability: The data is collected by Student Life and Learning (SLL) but the collation of the data will require some resource input as it is not a routine activity of SLL.

Data Source: Registrar, Head of SLL

Verification: SLL collects information on the participants on these programmes. This is not a formal system that would be subject to the same controls as the Institute's student record system. However, participation data is currently gathered by SLL (it is the collation of the data that will require additional effort).

Appendix 3: Excellent teaching and learning and quality of the student experience

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.3.1: To continue to develop the programme portfolio in areas which are relevant to sustainable economic, social and cultural development.

Performance Indicator: Total students enrolled

Rationale: A measure, albeit indirect, of the relevance of the programme portfolio is the number of students that choose WIT for their higher education. While there are a variety of factors that impact on this decision; the nature, reputation and resultant prospects of the chosen programme are important elements. In addition, the number of enrolled students is an important determinant of the financial sustainability of the Institute, given the current funding model in operation.

Definition: Standard metric, total students enrolled at Level 6 to Level 10 both full time and part time.

Data Availability: Data is readily available, already being gathered and forms part of the annual SRS return.

Data Source: Registrar – student records system

Verification: Low risk, information taken from the student record system

5.3.2: Develop research programmes, in particular continue to develop doctoral and research masters offerings.

Performance Indicator: % of learners on Level 9 (research) and Level 10 programmes (as a % of Level 8, all Level 9 and Level 10 students) – on a full time equivalent basis. Total number of research students (Level 9 (research) and Level 10).

Rationale: The establishment of a Graduate School and structured research programmes will have the effect of facilitating more learners to undertake research degrees. There is a double impact on the regional economy: the output of the research undertaken will lead to a knowledge exchange which will enhance competitiveness and the research graduates will form part of the highly skilled labour pool which will be attractive to current and potential employers. If the measures employed by the Institute are successful, then this will be reflected in a greater number of learners taking research degrees.

Definition: Standard metric, already in use as a criterion for technological university designation. One part-time student is equal to 0.5 full time equivalent. Numerator is Level 9 research and Level 10 enrolments on a full time equivalent basis. Denominator is Level 8 and all postgraduate enrolments on a full time equivalent basis.

Data Availability: Data is readily available, already being gathered and forms part of the annual SRS return.

Data Source: Registrar – student records system

Verification: Low risk, information taken from the student record system

5.3.3: Expand the flexibility of the programme portfolio through supporting broadening entry for first year cohort.

Performance Indicator: Number of broad based entry programmes in line with national transitions strategy.

Rationale: Following the report of the transitions group, there was an acceptance that there has been a proliferation of programmes offered by all institutes across the system. While the extent of choice that is available to the learner is impressive, it was evident that the number of programmes on offer was over-whelming, overly complex and led to many learners choosing unsuitable programmes (given their career objectives). In addition, encouraging learners to choose their specialism at an early stage in the higher education experience was resulting in high attrition rates in first year. Consequently, under the transitions initiative there is acceptance that the number of programmes offered to the learner population needs to be reduced – this will reduce the specialist options in favour of a more broad-based options (with students specialising in later years). The precise reduction in the number of programmes will be agreed by the transitions group.

The transitions group have, initially, agreed to reduce the number of Level 8 programmes offered. Subsequent initiatives are still under review and have not yet been agreed upon.

Definition: The number of Level 8 programmes on the CAO list for WIT. Definition of the subsequent initiatives is dependent on those initiatives.

Data Availability: Not an issue – the CAO list is produced annually by the CAO

Data Source: CAO.

Verification: Low risk – third party produced data.

Appendix 4: High quality, internationally competitive research and innovation

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.4.1: Support and develop high quality research of national and international standing

Performance Indicator: Research Income.

Rationale: For a sustainable environment for research to exist, then the level of income and the resulting expenditure on research should, at least, be stable, if not displaying some growth.

WIT competes with other organisations on a national and international level for research funding. The level of funding 'won' is a measure of the competiveness and relevance of the Institute's research activities. Research income is an output measure of the sustainability of the research activity and the prioritisation efforts of the Institute.

Definition: Cumulative value of research contracts signed. Projects that have been supported through the Research Support Office (RSU) will be included in this measure. This will be the majority of the research income obtained by the Institute. Indeed, all the major research projects are coordinated through the RSU. Projects that obtain funding without RSU support are outside the areas that have been prioritised by the Institute (and tend to be very minor in funding terms).

Data Availability: Data is currently gathered by RSU. In addition, financial data is prepared for the financial statements. No resource implication

Data Source: Head of Research & RSU. Further data from Financial Controller.

Verification: Value of research contracts signed – this can be verified to the actual contracts, the contracts are managed by the RSU.

Research income included as part of the annual financial statements is subject to normal audit procedures – low verification risk, data produced on a consistent basis each year.

Some discrepancies may exist between the RSU figures and the Financial Statement figures. This will be due to some (small) projects being outside RSU coordination and differences in the timing of the recognition of income.

5.4.2: Support and develop high quality research of national and international standing

Performance Indicator: Development and implementation of national and international research collaborative strategies

Rationale: While research income is a standard measure of the success and relevance of the research effort, a significant factor that will contribute to this success in the future will be WIT's ability to collaborate with others. This is the logical consequence of current research funding models which emphasise collaborative research activity over individual research activity.

Therefore, the implementation of collaboration strategies will help to ensure that relationships and alliances are developed with other researchers in the prioritised research areas. This will ultimately lead to a deeper level of engagement with our partners resulting in more funding successes.

The process that is being advanced in this regard is to set targets and strategies at School level. Initially, this will manifest itself in activities such as international colloquia and visiting professors. While, at the same time, three priority research areas will aim to align themselves to national and international graduate school structures, other EU research centres and international networks.

Definition: 'Research active' definition has already been established. Schools are to agree output levels and develop collaboration strategies, these have yet to be defined and the definition will be

arrived at by consultation. Collaborative strategies (as developed by the Schools) are implemented by the academic Schools.

The evidence of the development of 'collaborative capital' is through the number of visiting professors and international colloquia. A visiting professor is a non-WIT academic that has a formally agreed schedule of activities while at WIT but the precise definition has not been formally prescribed.

The three priority research centres will pursue a collaborative strategy that will involve the development of formal alliances with other EU research centres and international research partners (number of formal alliances in place).

Data Availability: Not currently gathered. Documentary evidence of research collaboration strategies will exist. Numbers of visiting professors and colloquia is a non-routine data item and will involve some resource allocation to gather this data.

The extent of the alliances of the three priority research centres is a new data item and will require a resource input to gather the data.

Data Source: Head of Research, RSU (Research Support Unit)

Verification: This data is not part of the institutional information system hence it is not subject to the same level of control. Any level of verification beyond reliance on WIT produced documentation will involve some cost. Verifiable evidence on the visiting professors can be obtained from the agreed schedules, the colloquia can be agreed back to programmes/schedule of presentations. Alliances of the priority research centres can be verified to formal agreements/alliances.

5.4.3: Value and support research career development

Performance Indicator: Achievement of EU HR Excellence Logo and delivery of action plan

Rationale: A significant proportion of the Institute community are classified as 'research staff'. The achievement of the EU HR Excellence in Research is evidence of a commitment to the personal and professional development of our research community. It will also support the Institute in the competitive research funding environment while increasing its attractiveness to researchers.

Definition: The achievement of the logo is part of an external assessment. The action plan is also part of the accreditation process. The resultant structures and career planning framework (PDMS for researchers) will be dependent on the review and subsequent discussions.

Data Availability: Not currently collected. The implementation of the action plan along with the subsequent structures will put a strain on resources to gather the appropriate data.

Data Source: Head of Research

Verification: The EU HR Excellence in Research is an external accreditation framework therefore verification is not high risk. The resultant actions will require some verification work, there will be a paper trail to support the delivery of the action plan.

5.4.4: To develop a multi-campus Graduate School as a key component of a technological university of the South East

Performance Indicator: Progress towards a multi-campus graduate school initiative.

Rationale: A high quality graduate education experience requires a common platform. Structured doctorates provide learners with assurance that their educational experience will be at a consistent level with due regard to their personal and professional development. As the graduate school framework is established and structured research programmes are developed, this will provide evidence that the Institute is expanding its high quality graduate education offering.

Currently, it is envisaged that there will be a common approach with IT Carlow to the development of structured graduate programmes. This will ensure that the institutional consolidation at graduate research level will be a less complex proposition.

Definition: The development of the graduate school structure along with governance and reporting lines. The accreditation of a structured doctorate programme will provide evidence of the implementation of the graduate school strategy. Agreement, with IT Carlow, on a common approach to structured graduate research programmes.

Data Availability: Non-routinely gathered information, however, evidence of the common approach can be obtained from the agreement with IT Carlow to adopt such an approach. The outcome of the common approach will be the number of jointly developed research graduate degrees – although precise targets are the subject of negotiations with IT Carlow and the resultant business plan.

Data Source: TU Office, Head of Research. Evidence on development of research programmes can be through the formal course evaluation (CE) documentation.

Verification: Non-standard indicator but the existence of an agreement to adopt a common approach to the development of graduate research degrees will provide some assurance. In addition, the actual development of graduate research degrees will provide evidence of progress on the implementation of the agreement (the exact nature of the agreement and the outputs has yet to be agreed).

Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.5.1: Further strengthen links with industry and enterprise agencies by moving towards a sectoral model of engagement with stakeholders.

Performance Indicator: Develop a sectoral model of engagement with stakeholders

Rationale: Currently, there are numerous instances of engagement within the Institute particularly with enterprise and state agencies. However, these activities are carried out on a one to one basis. While these arrangements have resulted in positive outcomes for both parties, greater efficiency and learning could be achieved if they were undertaken on a sectoral basis.

A sectoral model of engagement would have significant benefits for the South East region. The Institute, with its extensive network of industry partners, is perfectly placed at the nexus of these relationships. In moving towards a sectoral model of engagement, the Institute will be able to develop a platform of interventions that will support a complete sector which will help embed these sectors more in the region.

Definition: This indicator is expressed in terms of a process; hence the development of the sectoral model will be the outcome. The targets specify how it is envisaged the process will operate; from the identification of the sectors to the establishment of a platform of activities for the sectors. The exact nature of the platform of activities will depend on the outcome of the engagement with that particular sector.

Data Availability: Non routine data, not currently gathered.

Data Source: Head of Research, External services manager

Verification: Documentary evidence of the process will exist, although the extent of the evidence will depend on the exact nature of the process.

5.5.2: Prioritise the translation of research for social and economic benefit

Performance Indicator: Level of formal research activity that incorporates defined statements on impact or translation; commercialisation targets (number of spin-outs, number of licence agreements, number of patents filed, number of invention disclosures and the number of agreements with industry in excess of €25k)

Rationale: The Institute proposes a dual approach to the translation of research for social and economic benefit. In the first instance, the incorporation of statements on impact/translation at the outset of a research project will have the effect of embedding translation of research into the fabric of the project. This will give greater focus to the knowledge transfer impacts of a research project beyond the mere completion of the project itself.

The second element of the Institute's approach is the standard KT metrics (number of spin outs, number of patent filings...). Although, these metrics do not provide a comprehensive picture of the extent of knowledge transfer, they do provide solid information for the domains that they measure.

Definition: Formal impact statement: this is an articulation of the precise activities that will be undertaken to transfer any knowledge gained to stakeholders within the project specification documentation. The impact statement only applies to research where there is a formal research contract.

Commercialisation targets: standard definitions.

Data Availability: Formal impact statements: non routine and not currently gathered. This will have a resource implication.

Commercialisation targets – this data is currently gathered by the technology transfer office

Data Source: Formal impact statements – Head of Research and RSU. Commercialisation targets – Technology Transfer Office.

Verification: Data not part of the standard information system. Some risks may persist over completeness.

The data on commercialisation targets can be verified back to source documents – patent filing documentation, licence agreements, etc. The existence of formal impact/translation statements can be sourced back to the research specification documentation for a particular project (only applies to those projects for which there is a formal signed contract).

5.5.3: Enhance our contribution to the economic, social and cultural development of our region through the establishment and maintenance of partnerships and alliances across all our activities.

Performance Indicator: Establish the Regional Engagement Forum. Staff and institute engagement audits.

Rationale: The engagement strategy of the new technological university will be structured on two key pillars – education provision and industry & business engagement (SE Institutes of Technology in the Future Higher Education Landscape, paragraph 9.2). A Regional Engagement Forum will be established to develop the knowledge region of the South East into a coherent and structured interlocking system of education providers, business, community representatives and state agencies.

This indicator is expressed in terms of the process of establishment of the forum and implementation of the work of the forum.

Definition: Definition will emerge as the process evolves.

Data Availability: New data item, may involve some resources to gather the data.

Data Source: Head of Research, Research Support Unit (RSU)

Verification: Documentary evidence of the terms of reference of the forum will exist, along with the development of the operational plan of the forum. Evidence of the implementation of the plan is less precise and will depend on the nature of the activities of the forum which will be determined as part of the framework.

Appendix 6: Enhanced internationalisation

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.6.1: Further develop the international environment to a critical mass of international students. Support the international learner to enable them to manage the regulatory, financial and emotional challenges of living and studying in a new cultural environment

Performance Indicator: Number of full time incoming students (fee paying).

Rationale: Standard metric of performance for international activities. Other measures that could be employed include a survey instrument to gauge the opinions of current international students or a focus group/interview style approach. However, these alternatives are imprecise and resource intensive. In addition, there is a danger of survey overload as the students are already surveyed for a variety of other purposes.

Definition: Number of full-time **fee paying** students who are non-Irish. Only those students who are tagged as fee-paying are included in this measure – as a result, the measure does not capture students whose ethic origin is not Irish (for example, Eastern European) but who qualify for free fees as they are Irish resident. This indicator does not capture the true multicultural nature of the learner community.

Data Availability: Data is readily available, already being gathered and forms part of the annual SRS return.

Data Source: Registrar – student records system

Verification: Low risk, information taken from the student record system

5.6.2: Grow the main research centres by diversifying their funding base further, particularly through the development of strategic collaborations both nationally and internationally.

Performance Indicator: Income generated through EU framework programme.

Rationale: The research funding landscape has undergone significant change. There is now greater emphasis placed on prioritising research areas and working in partnerships with other centres of excellence. Given the specialist nature of the research undertaken in WIT, suitable partners are often located outside the country. In order to grow research activity and output, international collaboration is essential, in fact EU Framework funding proposals insist on a suitable international partner. Hence, the reason for including an indicator that monitors the research income generated through EU framework programmes. This indicator provides evidence on the success of research collaborations insofar as income is a suitable measure of success.

Definition: Value of research contracts signed through the EU Framework programmes. Cumulative target from 2014 to 2016.

Data Availability: Data is being gathered by the Research Support Unit however some further analysis is required, limited resource implication

Data Source: Head of Research

Verification: Value of research contracts signed – this can be verified to the actual contracts, the contracts are managed by the RSU.

Research income included as part of the annual financial statements is subject to normal audit procedures – low verification risk, data produced on a consistent basis each year.

Some categorisation will be required to determine the EU framework research income; this will have limited resource implications. Discrepancies may exist between the RSU figures and the financial statement figures. This will be due to some (small) projects being outside RSU coordination and differences in the timing of the recognition of income. However, the base data is taken from the Research Support Unit information gathering processes which are performed on a consistent basis each year.

Appendix 7: Institutional consolidation

The numbering system employed refers to the numbering within the main body of the source document (the Mission Based Performance Compact).

5.7.1: Contribute to the development of the region through the creation of a multi-campus TU necessitating the consolidation of WIT and Carlow IT

Performance Indicator: Progress towards the achievement of technological university designation in line with the process set out be the HEA in 2012.

Rationale: Achievement of technological university designation is a shared objective of both WIT and IT Carlow. The pathway towards that goal is to follow the process and fulfil the criteria that have been set out. Should technological university designation be achieved, then both institutes will have consolidated. Hence, the indicator goes beyond institutional consolidation but both WIT and IT Carlow view the designation of technological university as the final outcome.

Definition: The consolidation plan will form part of the business plan (stage two of the process). At this stage a due diligence process will be undertaken to map out the consolidation process, identify the risks involved and specify the measures to mitigate those risks.

Once the business plan has been approved, there will be a review of performance against the criteria for a technological university and the plan will be formally assessed by an expert panel (Stage 3 of the process). Following, approval of the business plan and in line with legislation the governing bodies will agree to consolidate the two institutes into a single legal entity and authorise to an application for designation as a technological university.

At the final stages of the process, the two institutes will be consolidated and an application for designation as a technological university will be made (Stage 4).

Data Availability: Readily available, no resource implication

Data Source: TU Office.

Verification: Low risk – the submission of the business plan, the due diligence and the formal assessment will be part of the institutional record. Progress on consolidation will be reported to the executive boards of both institutes hence the minutes will sufficient provide evidence. Application for designation as TU will be verifiable against source documentation.