1st September 2019 – 31st August 2020

Institution Name	*Mary Immaculate College*
Overview of institutional progress	*Overarching Statement (<u>maximum 400 words</u>) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.* MIC has derived its Performance Compact objectives directly from its *Strategic Plan 2023: A Flourishing Learning Community*. As a result, its implementation of the Compact is a reflection of its early measure of success in implementing its Strategic Plan. In general terms, the College has performed well and that is reflected below. In respect of targets set against Compact objectives, the College can show robust data evidencing its performance to – or in most cases – above expectations. In this cycle the College has focused its efforts on ambitions and goals that align to policy, system-level KPIs and Departmental directives (in terms of teacher education through-put), as well as imperatives revealed in the consultation process for its Strategic Plan, those attached to local and regional governance and development, and the outcome of the 2016/17 institutional review by QQI. The quality of the student experience takes precedence here, but synergies between progression strategies and the broader needs of society and the economy as stipulated amongst the system KPIs are clearly present, the College's particular success in promoting STEM in the mainstream curricula and in education outreach being a compelling example. The work of the College to foster a culture of good governance and continuous quality assurance is, without question, a leading instance of the broader efforts of the higher education system in Ireland. This adds to our standing as a country providing the highest levels of university-level excellence and demonstrates, together with the alignment and substance of the other objectives being implemented by MIC, that this College is essential to the continuum of provision. The College would prefer to see greater levels of participation than are evident from the data. However, the marginal increases seen accord with the general trends we see across the system, here in Ireland, and across Europe. While extending our participation base remains a target for 2021, the College has invested in its capacity to create a highly supportive framework for students accessing educational opportunities from non-traditional backgrounds and, consequently, our retention and progression levels are excellent. The development by the Shannon Consortium's National Institute for Studies in Education has also met its immediate objectives but it is clear to the College that the pace and substance of activity under NISE must be increased as a matter of priority. The completion of a draft strategic plan is a most welcome output, but we would like to see implementation of strategic objectives by NISE taking place in a significantly more well-developed governance and reporting environment, so that the value of its impact can be measured and its actions established within a framework that is closely coordinated and integrated with the main strategic teaching and learning and research agendas of the partner institutions. The College is confident that this outcome will be delivered and the imminent appointment of a senior coordinating project manager will be decisive in that regard, undoubtedly.

Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

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

Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

The College's experience in working collaboratively to advance the shared STEM/STEAM agenda has been very positive and it is clear that the benefits of partnership-working and the multi-sectoral spread of inputs has been well received by all stakeholders. The College finds ready acceptance of these benefits in its many instances of engagement with partners across the stakeholder sectors.

COVID-19 has demonstrated, beyond doubt, that in terms of education at all points along the 'life-cycle' continuum that **digital literacy** is of paramount importance and collective, well planned and well targeted efforts need to be mustered to address the requirements of proactively responding to this reality (and acting before a 'digital divide' can take hold within the economy and in society more generally).

Strategic Priority 1.1: MIC will advance the national STEM / STEAM agenda by leading authentic pedagogical interventions for early years, primary and post-primary children based on our professional expertise and in harmony with other stakeholders in the broader educational, community and private sectors.

1.1 Institution Strategic Initiatives	1.1.1	Creation of a new Department of STEM Education within the Faculty of Education that serves to drive STEM/STEAM programme development and research activities including delivery of a new and highly innovative Level 9 professional development programme in STEM practice.
	1.1.2	Develop a new STEAM external engagement initiative - CRAFT (Creative Arts / Future Technologies) – which will involve partnerships with educational, community and industry stakeholders and that will develop and deliver new bespoke science education strategies aimed at providing opportunities for conceptual and practical engagement, by children, with next generation technologies (including digital coding, robotics, IoT, AR and AI) through developmentally and educationally appropriate means, including visual art, music and performance.
	1.1.3	Help to augment the profile of STEM and STEAM on the primary and post-primary curricula by promoting and delivering National Science Week initiatives in Limerick and Tipperary and our broader operational hinterland and by working with our RDS partners to increase engagement opportunities for schools outside Dublin through the Regional Primary Science Fair (re-branded ESB Science Blast in 2019).

Key Performance Indicators 1.1.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Department of STEM Education drives STEM/STEAM programme development and	MIC Department of STEM Education established in 2017 and Level 9 MA in STEM	2018-20 (Cycle 2) Level 9 MA in STEM Education entering its	*No specific target set*

		second year with 7 FTEs progressing from year 1. 5 FTEs graduating October 2019. 1 FTE did not progress from Year 1 of Cycle 2.	

research activities including delivery of a new and highly innovative Level 9 professional development programme in STEM practice.

Education launched. This 2-year professional development programme will run on a part time basis in consecutive years (re-commencing September 2020).

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

Since the programme launched in Academic Year 2017-18 there have been 29 FTE enrolments (including 7 incoming, September 2020).

Key Performance Indicators 1.1.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
STEAM external engagement initiative - CRAFT (Creative Arts / Future Technologies) developed, involving partnerships with educational, community and industry stakeholders + new bespoke science education strategies developed and delivered	Successful STEM / STEAM Educational Outreach engagement strategy in place since 2014 with up to 3,000 children participating per annum to 2016. External € = €176,666.43 (to 2016)	CRAFT strategy successfully launched and operational 2018/19 with significant KPI outputs (see external and non/core funding received and also participant metrics, below). External € = €234,918.84 (33% over 2016).	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

The College's STEM outreach strategy continued to be a significant success during the reporting period, with many highlights, despite the sudden onset of constraints brought on by the COVID-19 'lock-down' in March 2020 which, obviously, has severely curtailed capacity to deliver the full extent of planned initiatives. Notwithstanding this, however, every effort was made to maximise the potential for structured online engagement with children using a range of methodologies (see below).

Prior to the COVID-19 event, one of the most important outcomes of the College's CRAFT strategy was its recognition as an exemplar initiative under the previous Performance Compact reporting round, with €350,000 awarded under competitive funding. Unfortunately further implementation of the core stream of this strategy (the CRAFT Maker Space) is, by necessity, an on-campus initiative and it has not been possible to progress it further since March 2020. However, all necessary background work has continued apace in order to deliver a state of the art and ergonomically fit-for-purpose space which the College hopes can be available in 2021-22 once public health guidelines allow for this.

Key Performance Indicators 1.1.3	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Help to augment the profile of STEM and STEAM on the primary and post-primary curricula by promoting and delivering National Science Week initiatives in Limerick and Tipperary and our broader operational hinterland and by working with our RDS partners to increase engagement opportunities for schools outside Dublin through the Regional Primary Science Fair (re-branded ESB Science Blast in 2019).	MIC directly engaged in formulation of pedagogical approaches and a key influencer of policy. It has been able to make a significant impact in STEM Education by establishing a new Department of STEM Education as well as appointing a Director of Enterprise & Community Engagement with expertise in Science Education. The College's strategies for STEM between now and 2023 build on this baseline of activity.	Direct Engagement: - Children = 19,310; - Industry / Business = 6,680 - MIC Students = 50	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

The College developed a range of themed STEM activity packs (total 600) which were published via MIC social media and made available for teachers and parents to download from the College **website.** Furthermore, workshops and events for Space Week, Maths Week, and Tipperary Festival of Science were taken completely online and streamed directly into schools and classrooms around the region. For Tipperary Festival of Science, virtual events were also held outside of school hours to allow parents and the general public to engage with STEM.

Key outputs:

- DELL / CIT / MIC VEX Robotics Regional Finals (28 January 2020) – 700 children from 33 primary schools with 100 teachers.
- Engineers Week (online) 521 children
- STEM Online Challenges – 1002 children
- Space Week (online) 70 (65 children / 5 teachers)
- Maths Week (online 320 – 300 children / 20 teachers)
- Preparation for Tipperary Festival of Science 2020 (delivered online in November with 35 events / 5,959 participants)

In addition to competitive funding received during the reporting period for the CRAFT Maker Space (as noted above) further funding of €30,000 was received, on application, for the 2020 Festival of Science and, significantly, following submission of a detailed report to the Irish-American Partnership on STEM outreach projects which the IAP has part-funded in the past, a grant of $10,000 was awarded to the College for continuation of these activities.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Clearly COVID-19 has had a seriously disruptive impact on this form of work. Notwithstanding the College's eagerness to progress its CRAFT 'Maker Space' project (and the very positive commendations received from the HEA's case study peer review assessors), this project cannot be progressed, currently, due to the continuation of pandemic restrictions. It was also necessary to cancel the 'tent-pole' ESB Science Blast event at MIC in May 2020 and in 2021 this event is not being run. Nevertheless, MIC retains a very impressive record in advancing its enterprise and community engagement strategy and the strong endorsement of its partners (including the Irish American Partnership) attests strongly to this. The College is well-positioned for a seamless transition to full operations and accomplishment of its objectives once public health guidance allows for this.

Strategic Priority 1.2 MIC will contribute to the national objective of addressing the current teacher supply challenge at post-primary level by introducing 3 new four-year initial teacher education concurrent programmes at Level 8 (240 credits), specifically targeting STEM subjects.

1.2. Institution Strategic Initiative(s)	1.2.1	Develop, and introduce on a phased basis, a total (post 2021) of 75 new places per annum, for post-primary ITE in the following concurrent education programmes that target STEM subject specialisation. 2019 BA in Mathematics & Gaeilge (25 FTEs per annum) 2020 BA in Mathematics & Business Studies (25 FTEs per annum)

Key Performance Indicators 1.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Post-primary ITE - new concurrent education programmes in STEM: Number of FTEs on BA Maths and Gaeilge (2019) Number of FTEs on BA in Mathematics and Business Studies (2020)	2016: 4 concurrent post-primary education programmes in delivery at MIC Thurles (at point of incorporation of St. Patrick's College), with plans to introduce 3 further programmes rooted in STEM disciplines, beginning with BA in Mathematics & Gaeilge.	2019 BA in Mathematics & Gaeilge launched, with 11 FTEs* entering with ≥ 433 CAO Points (minimum threshold). 2020 BA in Mathematics & Business Studies in development. Dialogue opened with DES in respect of potential concurrent offering with Home Economics. Likely demand and availability of funding for capital infrastructure	BA Maths and Gaeilge: 25 FTEs BA in Mathematics and Business Studies: 25 FTEs

		requirements under discussion. Total 2019 intake to the 5 Level 8 post-primary programmes at MIC Thurles is 128, significantly exceeding new entrant numbers reached pre-incorporation.	

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

The number of FTEs enrolled in the BA in Mathematics & Gaeilge was 22 in September 2020 (rising at 20% per annum) and 10 FTEs entered the BA in Mathematics & Business Studies on that date.

Demand for places was very competitive and numbers are fully expected to grow at the rate required in order to meet the target of 25 FTEs, per programme, per annum (by 2025).

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* **1.2.1** The revitalisation of post-primary provision at MIC Thurles, following incorporation of St. Patrick's College in 2016, has been a resounding success. From a total cohort of 188 registered students in Academic Year 2016-17, numbers reached 380 in September 2019, with the launch of the new BA in Mathematics & Gaeilge (and 434 in September, following launch of the new BA in Mathematics & Business Studies). The projected increase on the basis of filling out all undergraduate 'year groups' for the current programmes alone is for 600 FTEs in 2023 – a 220% increase in just 7 years. However, the successful expansion of overall numbers means that the College has reached a point where intake rates require to be balanced against current space availability and any increasing of these rates will need to be accompanied by significant levels of capital investment to accommodate students within the physical learning and teaching infrastructure. Nevertheless, even by maintaining only a modest rate of increase until enhanced infrastructure can be provided, the number of new FTEs within the system will reach 108, with the per annum target of 25 per annum (for each of the two programmes) will be realisable by 2025, as noted above. Plans to develop additional programmes were already in progress during the reporting period but the introduction of any new offerings (including within the STEM disciplines, as intended) cannot progress without giving serious attention to the physical capacity issues being encountered.

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

Overarching Statement (underline: maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

MIC has a very strong international engagement strategy. Notwithstanding the disruption caused by COVID-19, the strategy is robust and sustainable and the College well positioned to 're-boot' its activities as soon as conditions allow. Indeed, the International Engagement function has re-tasked itself to relationship management in order to enhance and consolidate its partnerships and the time elapsed during COVID-19 has been well spent.

Strategic Priority 2.1: Build on the College's success and reputation in the Erasmus+ programme and as a recognised provider of a high value international student experience by raising our incoming student participation levels to 6% by 2021 and targeting high value strategic academic partnerships – including shared delivery of programmes - with prestigious overseas institutions, particularly those engaged in teacher education.

Institution Strategic Initiatives	2.1.1	Develop a new cohesive and integrated internationalisation strategy for 2019-2024.
	2.1.2	Explore and create opportunities for high value academic partnerships with international higher education institutions that share our academic mission and institutional ethos.
	2.1.3	Engage with higher education institutions and civil society organisations in overseas locations to enable mutual learning about the impact of partnership approaches to educational interventions in areas that feature low rates of educational attainment.

Key Performance Indicators 2.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Cohesive and integrated internationalisation strategy for 2019-2024.	International Office and limited staffing structure established under Strategic Plan 2012-17. Full-time enrolments: 46 (1%) Part-time enrolments EU: 4 (3%) Part-time enrolments non-EU: 1 (1%) Erasmus Incoming: 53 Total International Incoming: 117 Erasmus / Other Exchange Outgoing: 76 Erasmus+ € to MIC: €134,730 (2017) Winners of the 'Best International College Achievement Award' with the national Irish Education Awards 2017, in recognition of the excellent standard of student services delivered to international students. Two-time winners of the StudyPortals 'Outstanding International Student Satisfaction Award' (consistently rated 9.5/10 by all international students surveyed at the College).	International Strategy operative. International Office expanded and fit-for-purpose in context of new targets. Full-time enrolments EU: 48 (1%) (equivalent of 170 FTEs per semester) Part-time enrolments EU: 50 (3%) Part-time enrolments non-EU: 30 (1%) Erasmus Incoming: 80 Other Short-Term Incoming: 660 Total International Incoming: 788 (headcount) – 14% of total student participation rate. Erasmus+ / Other Exchange Outgoing: 75 Erasmus+ Work Mobility: 9 Erasmus + International Credit Mobility: • € to MIC = €150,890 (2018) + €155,333 (2019) • Inbound = 39 • Outbound = 34 • Inbound (Students) = 9 • Outbound (Students) = 9 February 2019 winners of the 'Best International College Achievement Award' with the national Irish Education Awards 2019. Government of Ireland Academic Mobility (staff outbound): € to MIC = €19,820 (5 projects) Government of Ireland International Education Scholarships (students inbound):	*No specific target set*

€ to MIC = €40,000 (2 x USA + 2 x Brazil).

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

Essential outcomes for the period include:

Full time enrolments: 71
(14 undergrads; 44 non-EU postgrads + 13 EU postgrads)

Study abroad/non-EU semester students: 25 total (13 autumn/12 spring = 12.5 FTE Erasmus/EU summer exchange)

Erasmus Incoming: 60 total (headcount) 24 autumn; 25 spring; 11 full year.

Other short-term incoming: St John's University: 119 autumn, 135 spring. (Note: St John's students get an ID number and are on the MIC student registration system but don't get credits from MIC so we do not count them as full-time or part-time); UCF: 9; CSULB: 15 and Frostburg: 14.

Total international incoming: (headcount): 450
(Difference here from 2018/19 is that all of our summer programmes 2020 were cancelled due to the pandemic.)

Erasmus outbound: 66 to EU
Outbound to non-EU: 14
Erasmus+ Work Mobility: 16

Erasmus + International Credit Mobility € to MIC:

· €155,333 (2019) for 2019/20: 18 inbound faculty; 16 outbound faculty; 5 inbound students; 5 outbound students. Unfortunately all of the mobility planned was cancelled due to COVID. The College has until 2022 to use it.
· In Feb 2020 we submitted an ambitious application and received €240,740 for 2020/21, to facilitate 68 mobility grants, our largest allocation to date. We have exciting plans for this funding and look forward to using it.

Shortlisted for 'Best International Collaboration Project' with the national Irish Education Awards 2020 for MIC's collaboration with St John's University in New York.

Government of Ireland Academic Mobility (staff outbound) 2019 € awarded to MIC: €11,820 (2 projects).

Government of Ireland International Education Scholarships (students inbound): € to MIC = €40,000 (1 x USA; 1 x Brazil; 1 x India; 1 x Armenia).

Key Performance Indicators 2.1.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Number of new high value academic partnerships with international higher education institutions that share our academic mission and institutional ethos.	International Office and limited staffing structure established under Strategic Plan 2012-17. Schedule of Exchange MoUs beginning to build towards equivalence with Erasmus agreements in place.	New agreements for student exchange and strategic collaboration in place with: - Boston College - Teachers College (Columbia University) - Georgetown University - University of Notre Dame Commencement of 3-year CAPES programme agreement towards CPD for Brazilian teachers through bespoke *MIC Graduate Diploma in Mentoring and Leadership in Education (International)*: 29 Brazilian teachers in 2019/20. Commencement of *San Patricios Teacher Education Programme* agreement with Mexican Government for short-stay CPD for 100 Mexican teachers.	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

MIC renewed collaboration plans with Sacred Heart University, to include short-term student exchange and faculty exchange. We also renewed our semester exchange agreement with West Chester University, PA and our agreement for the Western European Semester programme with St John's University, NY. The President signed an MoU with the Rector of Universidade Federal Fluminense, Brazil in November 2019. Other visits that were planned, where MoUs were to be signed e.g. St Francis College, were postponed due to COVID-19.

The IO has spent the time during the lockdown nurturing relationships with existing partners through video calls and ongoing communication. IO has engaged with Boston College, Notre Dame and Teachers College in planning short-term visits in 2022.

The Director of International Engagement in advanced discussions with Assistant Dean of Education, Boston College, about expansion of existing relationship post COVID. Ongoing discussions with Notre Dame and Teachers College about collaborations aimed at social inclusion through education (see separate Case Study document for description of work with Lynch School of Education, Boston College, and the proposed initiative to expand the leadership role being played by MIC in Ireland to introduce the *City Connects* initiative).

Key Performance Indicators 2.1.3	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Examples of engagement with higher education institutions and civil society organisations in overseas locations to enable mutual learning about the impact of partnership approaches to educational interventions in areas that feature low rates of educational attainment	Survey of US teacher education and/or Catholic HEIs engaged in social justice mission activities, linked to their academic programmes, towards establishment strategic partnerships. Focus to be on educational inclusion and diversity with potential for mainstreaming / knowledge transfer based on evaluation of academic merit.	Discussions between Boston College, the Department of Education and Skills and the Department of Children and Youth Affairs have resulted in the *City Connects* programme being located in the North East Inner City (NEIC) of Dublin, supported by the DES, the DCYA and the Irish Youth Foundation and partnered by Boston College and MIC. MIC retains the objective of locating a second instance of the project in Limerick City, as per *Strategic Plan 2023: A Flourishing Learning Community*. Academic staff and teacher education student exchange collaborations with Boston College and University of Notre Dame towards school/ community/ITE partnerships aimed at social inclusion through education.	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

In 2019/20, the first cohort of 18 CAPES school leaders and principals undertook the Graduate Diploma in Mentoring and Leadership in Education.

Discussions took place about a new scholarship programme for Mexican students to study at postgraduate level in MIC.
Much work was done from the beginning of the first lockdown on exchange partnerships to improve communication and raise MIC's profile further.

Two MIC Thurles students (post-primary ITE) visited Seisen International School in Tokyo during the reporting period (prior to COVID-19), with the goal of observing teaching there through an inclusion lens.

The City Connect project is significantly advanced, with a proposal to expand its scope contained in the accompanying Impact Case Study document.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The College's International Strategy remained operative and in line with MIC Strategic Plan and National International Education Strategy 2016-2020. Circumstantially, staff levels during this period were not optimal. From September to February, the IO was down two staff members. New staff began in February but in mid-March the arrival of the pandemic meant that the IO's strategy needed to be revised as planned activities were no longer possible (e.g. study abroad/exchange students were forced to return home early) and short-term programmes (e.g. St John's programmes and summer programmes) had to be cancelled. At the same time, the pandemic afforded the opportunity to reflect on the strategy to date and which aspects required further attention e.g. outbound student mobility, bespoke and accredited short-term programmes and a Foundation Programme for international students. Initially this reflection led to a decision to run Virtual Summer School Sessions in July 2020, which was a very successful way of both keeping in touch with the partners that would have come on summer schools if COVID-19 hadn't happened and a good way of show-casing the variety and quality of programmes that MIC can run when it is safe to do so again.

Strategic Priority 2.2: We will broaden our engagement with industry, as well as our partners in regional governance, towards the building of common platforms for regional social, cultural and economic development, as well as the creation of an environment that enables our graduates to be highly-skilled, career-ready and connected to high quality employment opportunities.		
Institution Strategic Initiative	2.2.1	Develop and lead education initiatives under the *Regional Skills Forum*, the Chamber of Commerce network, Local Enterprise Offices, Local Authority development strategies and other regional initiatives such as Limerick for IT and Limerick for Film.
	2.2.2	As part of our ADVANCE (Assisted Vision for New Career Entry) and CPD-21 strategies, increase the range of industries open to our students to carry out career-relevant work placements and gain professional / transferable skillsets that will complement and add value to their academic qualifications.

Key Performance Indicators 2.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target

Education initiatives developed and led by MIC under the *Regional Skills Forum*, the Chamber of Commerce network, Local Enterprise Offices, Local Authority development strategies and other regional initiatives such as Limerick for IT and Limerick for Film.	Early strategic engagement with initiated with the Regional Skills Forum, the Chamber of Commerce network, Local Enterprise Offices, Local Authority development strategies and other regional initiatives such as Limerick for IT and Limerick for Film.	Private sector / industry partnerships led by MIC: • Industry-School Alliance for post-primary students • Coder Dojo: primary children and MIC students • Tipperary Festival of Science • VEX Robotics initiative with Dell EMC (plus Limerick Centre for Education and the DES PDST) (Led by MIC (Director of Enterprise & Community Engagement), this project won the Teaching Council's *Teacher's Inspire Ireland* 2019 'Collaboration Award.') • Digital schools Cluster (post primary students) • Empower Entrepreneurship (partnering with LIT with ex core funding by the HEA) • ESB Science Blast (with the RDS and the Irish-American Partnership) • Limerick Festival of Science • Munster Festival of Science and Maths • Engineers Week (with Limerick for Engineering) • Mallow Maths and Science Schools Project (with Mallow Chamber of Commerce) • ITLG (Irish Technology Leader Ship Group) Young Innovators Event (with LIT) • Theatre Skills for Business (with Regional Skills Forum and Lime Tree Theatre)	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

This target has been reached with the consolidation of the College's presence in the wider regional governance domain – a key objective under Strategic Plan 2023: A Flourishing Learning Community.

The Vice President Governance & Strategy and the Director of Enterprise & Community Engagement are members of the Mid-West Regional Forum and completion of the current set of actions within the Regional Strategy took place in 2020. The College is currently participating in the development by the Forum of its new Regional Strategy, and will lead or support initiatives linked to its mission competencies which promote the integration and articulation of multi-sectoral collaborations and coherent local economic and social development.

Key Performance Indicators 2.2.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
As part of our ADVANCE (Assisted Vision for New Career Entry) and CPD-21 strategies, increase the range of industries open to our students to carry out career-relevant work placements and gain professional / transferable skillsets that will complement and add value to their academic qualifications.	Limited career development / advisory services provided to Liberal Arts students by Placement Office (as a component of BA Off-Campus Experience module).	Scoping exercise completed. Linkage between Student Life and Community and Enterprise functions established and Careers Service model now in set-up phase. 1 FTE approved and ring-fenced for deployment to new Career Service (specialist Career Guidance Counsellor). Expansion of relationships between MIC and private sector / industry aimed specifically at developing the talent pipeline. *The Entrepreneurial Self in Higher Education* CPD event developed and launched: 50 student participants.	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

During the reporting period the Director of Enterprise & Community Engagement worked very closely with Student Life, the new Careers function (within the Careers and Placement Office) to build linkages with a wide range of industry partners to ensure a spectrum of work placement options for students. On foot of development of the College's new Student Success Strategy, the Enterprise & Community Engagement function received funding, on application, from the National Forum for Teaching & Learning (Strategic Alignment for Teaching & Learning / SATLE) for an extra-curricular teaching project titled "MIC Leaders of the Future".

This pilot, delivered in partnership with local regional development actors and with industry leaders, sought to enable MIC Liberal Arts students with the key leadership qualities and skills needed by 21st century workplaces through a series of leadership workshops and the development of an online repository of knowledge resources for

staff and students to access. This project was closely aligned with the "Transforming the Liberal Arts through Innovation and Entrepreneurial Skills" initiative, led also by the Enterprise & Community Engagement function, and both of these projects are closely aligned with the current process of re-conceptualisation of the MIC Liberal Arts programme.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* *SATLE feedback; curriculum impact. Graduate studies opportunity.* Feedback from international peer reviewers convened by the National Forum.

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

Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

The effects of COVID-19 on research engagement and the building of a community of Level 10 students, together with the impact of BREXIT, will be significant. IT is important, in the view of MIC, that an international response to these challenges, inclusive of the UK, is essential in order to maximise the extraordinary potential of the European states, and countries at a further remove, for research conducted in partnership. This includes the broader support required for the community of researchers attracted to and engaged with Level 10 opportunities.

MIC has been steadily growing its resource base and, notwithstanding current challenges, saw the continuation of a consistent upward trend in enrolments and graduations, particularly in alignment with its goal of reducing completion times.

Strategic Priority 3.1 We will enhance and extend our essential contribution to the scope, reach and quality of professional teacher education in Ireland by focusing on practically-grounded research that informs the academic framework, pedagogy and professional development.

Institution Strategic Initiatives	3.1.1	Launch and implement the next phase of strategic development of the National Institute for Studies in Education (NISE) in partnership with the University of Limerick, establishing NISE as a significant influence on research-informed practice in teacher education nationally and internationally, as well as an agent of planning, development and engagement in (collaborative) professional development in alignment with the National Professional Development Framework.
	3.1.2	Develop a clearly-defined and well-integrated Knowledge Transfer Strategy (KiTS) for teachers and education policy makers that will enable the College to enhance its contribution to educational inclusion through practically-grounded research in school and community settings.

Key Performance Indicators 3.1.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Launch and implement the next phase of strategic development of the National Institute for Studies in Education (NISE) in partnership with the University of Limerick, establishing NISE as a significant influence on research-informed practice in teacher education nationally	National Institute for Studies in Education (NISE) established by Shannon Consortium institutions and Director of NISE at professorial-level was appointed in early 2018, as recommended by Prof. Pasi Sahlberg in his 2014 report to the HEA on the	Successful development of NISE recognised by Sahlberg review team in 2018 report: *The Structure of Teacher Education in Ireland: Review of Progress in Implementing Reform.* Landmark developments 2018-19 included launch of a range of cross-institutional collaborative	*No specific target set*

and internationally, as well as an agent of planning, development and engagement in (collaborative) professional development in alignment with the National Professional Development Framework.	structure of teacher education in Ireland.	projects, submission for funding under HEA landscape reform programme, major conference hosted by NISE towards development of its strategic plan (drafted by Autumn 2019) and recruitment process for NISE Project Manager.	

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

In its previous report, MIC stated that advancement of NISE had proven to be challenging and unsatisfactory from the perspective of all stakeholders.

However, during the current reporting period, beginning with submission of a paper by the College to its NISE partners which detailed its concerns in respect of strategic development of NISE and also the adequacy of its governance structures, all three partners have re-focused their individual and collective efforts to catalyse a new phase of development.

Key Performance Indicators 3.1.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Develop a clearly-defined and well-integrated Knowledge Transfer Strategy (KiTS) for teachers and education policy makers that will enable the College to enhance its contribution to educational inclusion through practically-grounded research in school and community settings.	Legacy of significant interactions with schools, government departments and policy-making towards the mainstreaming of (mainly educational inclusion) interventions tested through praxis. Methodology for capturing input / outcome and institutional value using commonly applied and appropriate metrics required.	Progress towards this goal has been minimal.	*No specific target set*

September 2020 Interim Target:

Resource limitations in terms of scope to allocate responsibility for this work to a leadership team with functional capacity have threatened to deprive this objective of impetus. The onset of COVID-19 during the reporting period has exacerbated this by subordinating its importance to more immediate operational priorities.

However, this objective remains open and with significant potential. A vehicle for KiTS that is both encompassing and far more complex in terms of its mission and purpose has been developed as a working concept: the Centre for Applied Studies in Social Inclusion (CASSI). It should be noted that in October 2020 MIC decided to align its goal of

securing a Senior Academic Leadership Initiative (SALI) post with advancement of CASSI and submitted an application for funding towards Director of the Centre in January 2021.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Progress with NISE includes re-framing of the agenda for the creation of a more fit-for-purpose strategic vision and accountability structures. The spirit of partnership between the three parties is excellent and the modes of engagement are well-structured, becoming more systematised and are highly collaborative. The building of relationships between leaders within each institution who are highly adept at change management, and at the fostering of productive and durable working relationships, has been significant. The final reporting period is likely to be decisive in terms of acceleration of the momentum recovered in 2019-20. MIC would expect to see finalisation of new, more appropriate governance and reporting structures (that are well-integrated within and consistent with the existing governance and reporting structures of the partner institutions) as well as substantial progress achieved towards development of a detailed strategic plan which provides NISE with a distinctive strategic purpose that complements the mission and strategy of each of its partner institutions. Clarity in respect of the role of LIT will also be required given that institution's imminent incorporation within a new Technological University alongside AIT. Discussions towards potentially viable options have commenced.

Strategic Priority 3.2 We will develop approaches for attracting, recruiting and retaining postgraduate students with reference to social, cultural and economic needs, regionally, nationally and internationally.

Institution Strategic Initiatives	3.2.1	Develop staff and student mobility exchanges with prestigious and high ranking partner universities.
	3.2.2	Optimise student recruitment in new and established subject areas by attracting prestigious fellowships and scholarships from sources such as the Irish Research Council (IRC) and *Marie Sklodowska-Curie Actions*, through Government of Ireland International Education Scholarships and *Erasmus+ International Credit Mobility* exchanges with prestigious and high ranking partner universities.
	3.2.3	Increase doctoral enrolments while improving completion times and rates.

Key Performance Indicators 3.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Number of staff and student mobility exchanges with prestigious and high ranking partner universities.	IRC (2000-2017) = 11 FTEs *Erasmus+* funding to Irish HEIs 2016/17: MIC = 11th highest	IRC (2018-19) = 3 FTEs *Erasmus+:* mobility initiative involves 14 staff members	*No specific target set*

Prestigious fellowships and scholarships from sources such as the Irish Research Council (IRC) and *Marie Sklodowska-Curie Actions*, through Government of Ireland International Education Scholarships and *Erasmus+ International Credit Mobility* exchanges with prestigious and high ranking partner universities	value recipients out of 30 Irish awardees.	outgoing and 5 incoming as well as 3 outgoing students. [Includes Syrian refugee students from Lebanon for one year of study. The College was also awarded funding for one faculty member specialising in the field of ethno-musicology to go to Morocco and for four faculty members in the field of Mathematics to engage in mobility between Ireland and Serbia (two out-going and two incoming)]. MIC was the only institution in Ireland to receive funding for the USA This funding will be used by 6 faculty members (3 outgoing and 3 incoming) with faculty from MIC and the University of Notre Dame in Indiana traveling to further collaborate in Art Education and Community Engagement projects and lecturers in Special Education from MIC and West Chester University, PA visiting each other to share best practice and research ideas. MIC also attained funding to develop links in China, Serbia and Montenegro. 8 students (3 out going and 5 incoming) and 13 faculty members (5 out-going and 8 incoming) will avail of mobility funding for China in the fields of Media & Communication Studies, Early Childhood Care & Education (ECCE) Language Teaching & Linguistics and International Relations. Faculty involved in Language Teaching & Linguistics	

| | | | and Early Childhood Care & Education were also awarded mobility funding for Serbia (4 incoming and 4 out-going) and Montenegro (5 incoming and 2 outgoing). | |

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

COVID-19 prevented progress on all forms of international mobility.

Key Performance Indicators 3.2.3	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Number of doctoral students enrolled Number of doctoral students graduating	Level 10 – Enrolments 2016/17: 119	Level 10 – Enrolments 2019/20: 188 = (*+39% over baseline*) Level 10 – Graduating 2019/20: 18 Level 10 – New Entrants 2019/20: 31	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

The MIC Doctoral Framework was completed in 2019-20 and scheduled for formal public launch alongside innovative and unique the new MIC Learning Partnership (which replaced the pre-existing Student Charter) in March 2020. For public health reasons this did not take place. However, the development of the College's capacity and capabilities around support for doctoral education and research engagement continued strongly during the reporting period.

Outputs for the reporting period are as follows:
- No of IRC Scholarships active in AY19/20   4   Of the four students on IRC awards that year, 2 began their award in AY19/20 and two were awarded in previous years
- No of Level 10 enrolments AY19/20   27   In addition, there were 9 students registered on an MA that year, of which 4 have since transferred to a PhD – not included in the 27 listed here.
- No of Level 10 exits AY19/20   2
- No of Level 10 graduates AY19/20   18
- No of Level 10 graduates who were registered for 4+ years AY19/20   4 (22% of 18)   Four 2020 graduates had been registered for more than 4 years.
- No of External Funding applications AY19/20   29   Staff applications
- % of Successful External Funding Applications AY19/20   34%   Staff applications. 10 successful.
- Total External Funding applied for AY19/20   €1,360,834.33
- Total External Funding awarded AY19/20   €288,726.79   Value of the 10 successful applications.

-	% External Funding applied for awarded AY19/20	21%	€288,726.79 out of €1,360,834.33
-	No of staff benefiting from Internal Funding AY19/20	70 (41.66%)	55 people availed of MIC Conference Fund 27 received Seed Fund Awards Some names are on both lists – 70 individuals received some internal funding Current Full Time Academic Staff = 168
-	No of workshops held in person/online AY19/20	56	2 externally delivered sessions 1 staff briefing 39 face-to-face PGR Skills Seminars 7 webinars 7 scholarship briefings

i. **Interim targets, commentary and data source (maximum of 300 words)**	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The College is steadily building a well-articulated research support function and an upward trajectory in Level 10 engagement. The importance of a fit-for-purpose operational environment has been made evident by the successful development of a purpose-built Research & Graduate School and in the reporting period further enhancement of the infrastructure created on foot of this critical strategic focus occurred with a change management process aimed at bring better coherence to organisational configuration. Four new senior posts have been created – Director of Research, Director of Graduate Studies, Assistant Dean of Research Education and Assistant Dean of Research Arts. This brings about improved synergy and coordination between research and taught research programmes as well as between local departments and the RGS. Clearly, engagement with Level 10 candidates on foot of prestigious national and international scholarship opportunities or fellowships has been severely curtailed by the circumstances of the pandemic but the newly introduced structures maximise the College's potential for active targeting of increased success rates once the COVID-19 event has subsided.

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

Overarching Statement (underline:maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

MIC has several decades of experience working to maximise the quality of the student experience, generally, and more specifically, focusing on broadening participation towards practical up-take of places by prospective learners from backgrounds of marginal opportunity. This takes place in a carefully nurtured context where the emphasis is on equity in opportunity-taking and, equally as critical, in a well-scaffolded student support environment where there is genuine equity of participation towards high rates of successful retention and progression. In our experience, it is in such an environment that students flourish and we continue to focus our resources on this strategy of cohesive student support service, including efforts to ensure that direct entry is a positive, inclusive and successful experience.

Synergies within the higher education system – and increasingly with FE, as well as with other stakeholder professional communities – are crucial and a touchstone for development of strategy by MIC. The PATH programme is an exemplar of this.

Questions remain as to the full impact of COVID-19 on the demand for higher education opportunities and the concomitant need for access routes to counter the effects of economic disruption and displacement caused by the pandemic. MIC will be monitoring this carefully and will welcome sectoral and partnership-based approaches to consideration of challenges and responses.

Strategic Priority 4.1 Mirroring the diversity of our society, there will be an increase in relative participation rates by people of all stages along the life-cycle, with special focus on those most distanced from access to higher education opportunities, for reasons linked to age, nationality, ethnicity, socio-economic or cultural attributes. Implementation of efforts to achieve this objective will incorporate implementation of supports provided under the PATH 1-3 objectives of the Shannon Consortium.

Institution Strategic Initiatives	4.1.1	A new wider participation strategy - WELCOME (Widening Entry to Life-Long Learning and Career Opportunities through MIC) - will be developed enabling a community-connected pre-entry targeting strategy linked to our transition / retention support strategies
	4.1.2	Building on its successful Teacher Education Access Programme (TEAP), MIC will lead a new initiative for access to teacher education under PATH I (Programme for Access to Third Level), leading to increased participation levels by people traditionally distanced from the profession of teaching.

Key Performance Indicators 4.1.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
A new wider participation strategy - WELCOME (Widening Entry to Life-Long Learning and Career Opportunities through MIC) - will be developed enabling a community-	Legacy community engagement initiatives aimed at SED access. FE- QQI pathway entrants: 0.5% HEAR pathway enrolment: 6% DARE pathway enrolment: 5%	WELCOME developed and operational. Linkage with 45 community organisations and significantly enhanced collaboration with ETB.	*No specific target set*

connected pre-entry targeting strategy linked to our transition / retention support strategies	Mature Student enrolment: 3.8% Traveller Community enrolment: 1 FTE	FE- QQI pathway entrants: 1.8% HEAR pathway enrolment: 6.7% DARE pathway enrolment: 6.5% Mature Student enrolment: 3.4% Traveller Community enrolment: 2 FTE (new entrants)	

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

WELCOME was re-designed in Summer 2020 to accommodate both face-to-face and online dimensions of the student learning and support environment in line with public health guidelines.

Targeted linkage took place with:
-   227 DEIS Primary Band 1 schools;
-   103 DEIS Primary Urban Band 2 schools;
-   355 Rural Primary Schools;
-   198 Post-Primary schools;
-    55 local/regional community organisations.

Significant levels of collaboration were sustained and ongoing with local ETBs throughout the reporting period.

Key wider participation outcomes for enrolment in Academic Year 2020-21:

-   FE- QQI pathway entrants: 2.43%
-   HEAR pathway enrolment: 5.98;
-   DARE pathway enrolment: 5.07%;
-   Mature student enrolment: 3.54%

Key Performance Indicators 4.1.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Number of Teacher Education Access Programme (TEAP) participants	TEAP participation = 6 Mature Students (TEAP recognised by HEA as successful and transferable model and used as blueprint for PATH I funding	TEAP participation = 10 Mature Students Entrants to ITE programmes in MIC = 3 students	*No specific target set*

	strategy under National Forum for Teaching & Learning.)		
	No FE Entrants to ITE programmes in MIC		

Building on the learnings from Phase One of the PATH 1 NISE programme, prepared by MIC as lead HEI, a reconceptualised PATH 1 NISE funding application for 2021-2024 was prepared during the reporting period (and submitted to the HEA on 30th October, 2020).

Availability of access to teacher education programmes through the College's bespoke initiative continues to result in impactful outcomes:

- TEAP participation = 10 Mature Students
- Progression from TEAP to ITE programmes in MIC = 5 students;
- 11 FE Entrants to ITE programmes in MIC.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Innovation towards wider participation (including engagement with opportunities for professional qualification) has been a long-standing hallmark of the MIC offering. This received explicit recognition through the funding support provided for the PATH initiative and the College's leadership in this area of work. It remains to be seen whether AY 2020-21 and AY 2021-22 will present the need to prepare entrance pathways for new cohorts and increased numbers of people in the wake of the COVID-19 pandemic. Therefore, although targets have been met for the interim, this overall strategy remains open until sufficient data is available with which to correlate outcomes at MIC (which, at present, remain largely static in terms of enrolments and the proportion of SED access amongst the whole student population).

Strategic Priority 4.2 Student retention rates will be constant and amongst the top 5% of overall performance levels reported by institutions in the Irish higher education sector, with rates for all programmes at or above the 90th percentile and our strategic initiatives will incorporate implementation of supports provided under the PATH 1-3 objectives of the Shannon Consortium.

Institution Strategic Initiatives	4.2.1	A fully integrated Transition Management Programme - *Tús Maith* - will be introduced as a key element of our overall Learner Engagement & Activation Plan (LEAP)
	4.2.2	A new holistic and tightly coordinated Student Health & Well-Being Strategy that combines development of a support framework and referrals protocol with inculcation of resilience and self-care principles will be developed. This will incorporate RAPHAEL (Rapid Response Protocol for Students at Risk of Harm or Emotional Vulnerability), a new protocol for coordinated management of student crisis events (including events affecting international short-stay students), including sudden bereavement.
	4.2.3	The operational capacity of the Academic Learning Centre (ALC) will be enhanced in order to underpin the WELCOME and *Tús Maith* programmes as well as the academic support dimension of the Student Health & Well-Being Strategy and LEAP programme.

Key Performance Indicators 4.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
A fully integrated Transition Management Programme - *Tús Maith* - will be introduced as a key element of our overall Learner Engagement & Activation Plan (LEAP)	Legacy Orientation Programme in place.	Evaluation legacy Orientation Programme completed. Extended Faculty-specific transition programme offered on a pilot basis to Liberal Arts and Bachelor of Education students, informed by evaluation findings and aimed at phase 2 development towards finalisation of *Tús Maith* for 2020. 28 consent workshops developed and delivered to Bachelor of Education students (Limerick campus) as pilot prior to full integration with *Tús Maith.*	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

Tús Maith was incorporated into an expanded WELCOME programme with very significant work invested in development and delivery of a blended orientation planned for September, 2020. Prior to the restrictions imposed in late September, this programme was successfully delivered to the incoming student cohort in online and live campus settings.

This programme was fully articulated with the blueprint for academic delivery under COVID-related constraints and prepared students for adaptation to a learning experience characterised by agility, creativity, flexibility, and the likelihood of a sudden pivot to online/blended teaching & learning environment (which subsequently emerged in the form of an online-only model).

Prior to the onset of COVID-19, the long-standing target of establishing a well-coordinated and finely-targeted student mentoring system was introduced with all students engaged through:

- An Academic Advising System established in Faculty of Arts
- Academic Mentoring System established in Faculty of Education

Consent training was delivered to all First Year students, both in live engagement settings and using online methodologies on foot of the emergence of the COVID-19 crisis in March 2020:

- 28 consent workshops developed and delivered to Bachelor of Education students (Limerick campus);
- Online UCC *Bystander Programme* delivered to all first across both campuses.

Key Performance Indicators 4.2.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
A new holistic and tightly coordinated Student Health & Well-Being Strategy that combines development of a support framework and referrals protocol with inculcation of resilience and self-care principles will be developed. This will incorporate RAPHAEL (Rapid Response Protocol for Students at Risk of Harm or Emotional Vulnerability), a new protocol for coordinated management of student crisis events (including events affecting international	Health Promotion Unit in existence Audit of existing protocols for student emergency situations.	REACT accreditation secured and awarded on 28th August, 2019

Re-conceptualisation of Health Promotion Unit and development of Student Health & Well-Being Strategy have commenced and are scheduled to be completed by end of Semester 1, AY 2019/20.

First draft of RAPHAEL completed | *No specific target set* |

short-stay students), including sudden bereavement.			

September 2020 Interim Target:

Implementation and tracking of Healthy Campus initiatives set out in the Health & Well-Being Strategy commenced but in large part, on-campus engagement was halted in response to the emergence of COVID-19 in March 2020.

However, the implementation of the RAPHAEL rapid response protocol coincided with the pivot to online programme delivery and assessment, and has been successful in quickly identifying and addressing needs of students at individual level which arose on foot of the particular challenges presented by the repercussions of the pandemic. RAPHAEL was fully integrated with and synchronised with public health guidelines as they emerged. Additional resourcing of the MIC Medical Centre and the Student Counselling Service took place and a dedicated nurse was available to students outside of normal times.

MIC participated in a national, UCC-led, drug survey during the reporting period.

Key Performance Indicators 4.2.3	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
The operational capacity of the Academic Learning Centre (ALC) will be enhanced in order to underpin the WELCOME and *Tús Maith* programmes as well as the academic support dimension of the Student Health & Well-Being Strategy and LEAP programme.	Student engagement with ALC (formerly MIC Learner Support Unit) reaching 1000 per year by 2016. 1200 per year targeted to sustain quality of service vs. demand (which latter was prompted by student awareness of service availability as well as increased student intake (by commencement of Strategic Dialogue Cycle 2, MIC student enrolment had increased by 60% since system reconfiguration took place in 2012-14.) triggered, inter alia, by incorporation of St. Patrick's College, Thurles).	Operational capacity of ALC increased by 1 FTE.

1200 student engagements with ALC, per annum. | *No specific target set* |

September 2020 Interim Target:

Following enhanced resourcing of the ALC, <u>1,300</u> student engagements with the service were recorded for this period. This period includes the first 6 months of the COVID-19 pandemic, it should be noted, demonstrating that capacity was matched with the highest levels of need experienced to date.

However, with the MIC enrolment rate increasing and with new provision for post-primary ITE in the area of Mathematics, it is anticipated that this figure will continue to rise. The College regards the rising number as a success indicator; increased awareness of the ALC service has enabled better engagement with students, including self-referral.

Improved progression outcomes (clearly evident amongst relevant cohorts) can be linked to availability of the supports provided under the ALC.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*
	Support for the student and the centrality of the importance of a high quality 'learning journey,' though faced with unprecedented challenges during the pandemic environment continued to be consistently prioritised and delivered, including through usage of a range of innovative ways of maintaining the best quality student experience and engagement. The College's strategic focus on developing a framework for rapid responses to student crisis was timely and worked very well. Student retention and progression trends for AY 2019-20 (and 20-21) have seen improvements over previous years, notwithstanding the extraordinary circumstances.
	The College prioritised two courses of action from the onset of the pandemic in order to preserve the best possible road-map for student outcomes:
	- Introduction of the twin, over-riding principles of '*flexibility and compassion*' for all delivery of academic programmes and ancillary services;
	- Close coordination, communication and shared decision-making with the student community (through the MIC Students' Union – MISU).
	The College is in little doubt that these decisions, and the fact that they were taken at the earliest possible juncture (March 2020), served to maximise the potential for positive outcomes under the extremely difficult circumstances created by the pandemic.
	The College wishes to commend its student services and student life functions for the incredible contribution made to the sustaining of these efforts and expresses its special appreciation for the outstanding spirit of partnership and commitment to collaboration extended by the MIC Students' Union (MISU).

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

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

Learning and Teaching, and the quality of the learning environment more generally, has been severely tested within all quarters in the year gone by. The high level of performance of the system as a whole is a testament to the commit to excellence and professionalism shared by the collective group of stakeholders.

MIC has contributed strongly to this outcome, as the report below amply demonstrates.

Strategic Priority 5.1 MIC will renew its emphasis on continuous quality assurance and we will achieve this using a systematic, 'whole community' approach.		

Institution Strategic Initiatives	5.1.1	Design and adopt a new MIC Quality Assurance Framework – QUILLE (Quality Improvement: Leadership & Learning Environment) – that identifies and enables relevant personnel to act cohesively as drivers of a well-led and coordinated quality process that enhances the learning environment through innovation, action initiation, communication and reporting in respect of quality assurance measures.

Key Performance Indicators 5.1.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Design and adopt a new MIC Quality Assurance Framework – QUILLE (Quality Improvement: Leadership & Learning Environment) – that identifies and enables relevant personnel to act cohesively as drivers of a well-led and coordinated quality process that enhances the learning environment through innovation, action initiation, communication and reporting in respect of quality assurance measures.	Completion of 2016/17 Institutional Quality Review by QQI External Panel. Panel recommendations included establishment of fit-for-purpose quality assurance operational infrastructure by augmenting Quality Office staffing. 3.25 FTEs appointed (Director of Quality; Quality Assurance Manager; Data Analyst; Clerical Officer). Additionally, MIC to develop regulatory instruments for quality assurance in alignment with UL academic and quality assurance	QUILLE in place, inclusive of: • Quality Statement; • Quality Management System; • SOP guidance framework and document control procedures; • Fit-for-purpose survey protocols, instruments and data analytics systems. Schedule of Academic (20) and Professional (20) Services reviews agreed and commenced (2). Annual Programme-level reviews commenced.	*No specific target set*

	benchmarks (UL is MIC's Designated Awarding Body).		

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

The reporting period (to August 31st 2020) was an especially busy and productive year for the MIC Quality function. On a point of interest, the Quality Office took a leading role, alongside the Learning & Teaching function, in devising operational mechanisms and protocols for the College's rapid and successful pivot to blended and online academic delivery. Further to this, the Quality Office coordinated live, timely and well-structured feedback exercises with staff and students to ensure that as much learning as possible could be gathered at strategically opportune points along the pandemic timeline so as to ensure that the second sequence in the pivot (for Academic Year 2020-21) was as fully informed by these information gathering exercises as possible (with feedback responses disseminated in 'You asked / we listened' infographics targeted at stakeholders through social media). At all times, this work was fully integrated within the broader COVID-19 academic response and planning structures led by the VP Academic Affairs, in order to ensure that there was an auditable quality assurance and academic governance trail underpinning actions taken, as well as to cascade awareness of key information and data to all stakeholders delivering the College's academic mission. This 'live' test of the College's quality assurance (and learning and teaching) structures evidences the extent to which a robust and well-integrated quality assurance and quality management culture has become embedded within the College.

Apart from this, progress continued to be made, to schedule, on key quality assurance deliverables – notwithstanding the disruption emerging with COVID-19. This demonstrates the strength of the quality culture at MIC and also the agility with which it is capable of transcending severe challenges to the operational environment. Key outcomes for the reporting period include:

- Successful implementation of all closed-ended actions in legacy Institutional Review Improvement Plan (IRIP) and transfer of remaining, open-ended activities to the centralised Quality Improvement Plan (QIP) – fully articulated with Annual Operating Plan (within the ambit of the College's strategic framework);
- Quality Reviews commenced under current schedule increased to 6 (with 4 completed at time of reporting);
- Central role played in championing and coordinating learning for the MIC academic community (staff and students) during Academic Integrity Week 2020;
- Successful and collegial process of Annual Dialogue Meeting with UL embedded and governing schedule of annual deliverables, tracking and reporting.

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* The Covid-19 pandemic has necessitated changes in the way both academic and professional services departments carry out their core functions. While the ultimate goal was to maintain the high quality and reputation of MIC's programmes it must be recognised that the processes and procedures underpinning this have undergone significant changes to adapt to the current situation. The ways in which the College assures the quality of its programmes has also required adaptation. The Quality Office continued to fulfil its remit but within the parameters that the pandemic situation necessitated. Key success of note were:

1. Consistent Roll-out of Quality Reviews

   The Quality Office continued to support both academic and professional services departments/offices to engage with the quality review process. The newly developed remote peer review process was used during AY 19-20 and has proven to be so successful that it was possible to continue with it in AY 20-21 in order to provide some certainty to peer reviewers and the department/office under review. This allowed for the continuation of the review process in the absence of site visits – although this experience did serve to underscore the crucial importance of physical visits by reviewers remain part of the mainstream process.

2. Development of the Professional Services Quality Management System (QMS)

   The findings from the Professional Services Emergency Move to Remote Working survey highlighted that a number of services had amended/changed their processes to allow for continuity of service during the move to remote teaching and learning. This has highlighted to the professional services the need for robust quality management systems. The Quality Office will continue to work with the Professional Services to facilitate and support the development of their Quality Management Systems.

3. Identification of New Ways to Assure Quality

   The Quality Office developed new ways to evidence quality assurance through enhanced data gathering (for example, the use of Moodle analytics particularly as it relates to student engagement and progression). A reboot of the re-designed Module Satisfaction Survey (MSS) is being prepared and is expected to occur in Semester 2 AY20-21. Bespoke staff and student surveys will be used to supplement available data to facilitate a timely response to the changing dynamics at play during the current pandemic.

Strategic Priority 5.2 The practice of teaching and learning at MIC will be acknowledged nationally and internationally as exemplary and recognised as a benchmark of quality that is informed by innovation and research.	

Institution Strategic Initiatives	5.2.1	Development of a new, multi-dimensional Strategy for Teaching & Learning (face-to face and digital) governing integrated academic provision and professional service support by 2020.
	5.2.2	Coordinated integration of the Centre for Teaching & Learning (and its integral blended learning service) with the academic programme approval process.
	5.2.3	Creation of new opportunities for professional development and accreditation in teaching and learning practice in accordance with national strategy including the goals under the Professional Development Framework as well as our broader international strategy which supports staff to avail of an Erasmus+ International Credit Mobility, for teaching, research or training/CPD.

Key Performance Indicators 5.2.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Development of a new, multi-dimensional Strategy for Teaching & Learning (face-to face and digital) governing integrated academic provision and professional service support by 2020.	MIC Teaching & Learning Directorate and Blended Learning Unit (BLU) in place with strong record of success in transforming pedagogical practice as documented and recognised during successive evaluations conducted during Strategic Dialogue Cycle 1. As part of preparatory activity forteaching and learning initiatives scheduled for implementation during Strategic Plan 2023, integration of academic development and professional service functions in a more cohesive model of blended learning activated through a new structured Learning Enhancement and Academic Development (LEAD) Centre (replacing BLU).	Engagement by 10 members of staff (academic and professional services) and students developing the Teaching and Learning Policy for implementation in 2020. New *Feedback Toolkit* in development, in partnership with MIC Student's Union.	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Key outcomes:
- Objective 5 – Digital Teaching and Learning Policy developed and approved
- PD support queries: 2284 support queries answered
- National Forum funding for 8 projects at faculty level

Key Performance Indicators 5.2.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Coordinated integration of the Centre for Teaching & Learning (and its integral blended learning service) with the	Weak integration of teaching and learning programme design and digital learning with critical path for academic programme and module approval process	New academic approval Standard Operating Procedure (SOP) developed by LEAD and operational. 5 new academic programmes and 3 module	*No specific target set*

| academic programme approval process. | (resulting in coordination between academic programme and module development teams with learning enhancement and programme design team often unfeasibly late in the process for provision of adequate support towards commencement of new programmes or modules.

Need identified during institutional review (2016) for new standard operating procedure for programme development and design, inclusive of a more well granulated critical path (allowing sufficient time for required workflows) approved by relevant College bodies/committees. | revisions successfully approved and launched using the new SOP.

Shannon Consortium Regional Enterprise Academic Partnership (REAP) successful under funding bid and project commenced.

Key post of Academic Developer recruited and deployed to the REAP project on a 1.0 FTE (special purpose) basis.

Audit of current blended practices and professional development for internal and external tutors in progress. | |

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Key Outcomes:

-        5 blended/online programmes developed and approved in partnership with blended learning service

Key Performance Indicators 5.2.3	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Creation of new opportunities for professional development and accreditation in teaching and learning practice in accordance with national strategy including the goals under the Professional Development Framework as well as our broader international strategy which supports staff to avail of an Erasmus+ International	Shannon Consortium professional development framework for teaching and learning enhancement in place and implementation through staff workshops, webinars and peer led practice.	Review of 10 models of best practice in flexible professional development conducted.

50 MIC staff professional development seminars / workshops.

6 teaching and learning projects submitted to the National Forum for Teaching & Learning focusing on strategic priorities resulting in | *No specific target set* |

Credit Mobility, for teaching, research or training/CPD		Strategic Enhancement Fund award of €124,000 to MIC Needs analysis for desirable attributes of enhanced, flexible professional development framework completed through survey instrument delivered across Shannon Consortium with 366 respondents *(*full-time and part-time teaching staff). Programme of professional development launched featuring 8 workshops for MIC staff on assessment, feedback and technology enhanced learning. SIG established on the use of Self Study in Reflective Teaching Practice. 15 faculty members active on SIG group with 4 SIG meetings facilitated by LEAD in partnership with faculty.	

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

- 5 staff awarded digital badges
- 14 staff undertaking all new Online & Flexible MIC Level 9 Graduate Certificate in Academic Practice
- 27 professional development workshops in T&L
- 31 PD videos and 23 text guides in teaching and learning

i. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*
	MIC benefited enormously from previous investment in and strategic targeting of enhancement of the learning and teaching infrastructure and professional development environment. The 'pivot' of March 2020 was ably managed with a risk identification approach and in the aftermath of the Spring Semester 'lockdown,' the summer period was spent intensively preparing for staff upskilling, programme redevelopment and approval, and accelerated platform procurement (in line with pre-existing plans to introduce systems on a smaller scale).
	Due to its in-house expertise MIC could respond both flexibly and strategically and scaled-up its blended / online operations significantly and rapidly for a smooth transition to the late-announced (but expected) instruction to deliver online only for the Autumn Semester.
	The College commends its Learning Enhancement & Development (LEAD) team for its exceptional, extraordinary and sustained commitment to ensuring proper preparations were made for Academic Year 2020-21 (and for the constant, best practice support provided to the academic community during this time).

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

Overarching Statement (<u>maximum of 200 words</u>) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.

MIC is known for its excellence in governance (supported by well-designed and fit-for-purpose support systems). The College's governance, strategic and operational decision-making apparatus (and its reporting functions) are highly detailed and MIC consistently receives external commendation for its quality and performance in this context, including from the Higher Executive Authority.

Strategic Priority 6.1 Engender equality of opportunity and outcome for Academic and Professional Services employees, enhancing professional and operational excellence through the fostering of an inclusive and diverse staff community.

Institution Strategic Initiatives	6.1.1	Agree and adopt a new Inclusion, Diversity & Equality Awareness Logic Model (IDEAL) – inclusive of appropriate equality-proofing toolkits and structured training programmes - enabling improved objective setting and achievement of quality outcomes in recruitment and promotions practice, better decision-making, and staff management.
	6.1.2	Development and implementation of an action plan aimed at achievement of the *Athena SWAN Bronze Star Award* by November 2019.

Key Performance Indicators 6.1.1	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Agree and adopt a new Inclusion, Diversity & Equality Awareness Logic Model (IDEAL) – inclusive of appropriate equality-proofing toolkits and structured training programmes - enabling improved objective setting and achievement of quality outcomes in recruitment and promotions practice, better decision-making, and staff management.	Objective of agreeing and adopting a new Inclusion, Diversity & Equality Awareness Logic Model included in new MIC *Strategic Plan 2023 – A Flourishing Learning Community*.	Institution-level *Athena SWAN* action plan completed and articulated with preparatory planning phase for development of an institutional EDI strategy. 1.0 FTE approved for deployment at senior leadership level with institutional responsibility for EDI. Appointee will be a member of institutional Executive Team. Investors in Diversity Bronze Award *received by the College in Autumn 2019.*	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

During the reporting period, notwithstanding the COVID-19 pandemic and the absence of this key post the College engaged in a focused drive to build on the momentum gained with its successful participation in the Athena SWAN process. Key outcomes for the period include:

- 56% of our Athena SWAN actions are underway with a number completed including key priorities from our institutional submission:
  o progress the appointment of academic merit-based promotional posts;
  o develop and implement a flexible working policy;
  o introduce a workload model;
  o deliver EDI, unconscious bias and interview training for those involved in recruitment and selection panels; and
- appoint a Head of EDI.
- 73% female staff overall - however under-representation of females at senior level, especially senior academic level, remains;
- EDI Champions have been nominated across the College
- Staff are undertaking the Aurora Leadership Development programme
- Recruitment is underway for the Director of EDI and Interculturalism post to create permanent EDI structures in MIC to ensure the gender equality agenda is supported and implemented in MIC
- A number of research projects are underway to support out action plan with the support for the Gender Equality Enhancement Fund from the HEA
- Leadership in EDI forms part of criteria for senior posts
- SALI post applied for
- Shortlisting and interview boards have a minimum of 40% of each gender.
- EDI and Athena SWAN sessions included in the induction process
- Academic Promotions Policy and Procedures approved by Governing Authority
- Interviewee skills training provided to staff and on an ongoing basis
- Improvement in cover provided for staff while on maternity leave (no longer hourly paid, now Teaching Fellows)
- Shorter Working Year policy amended to include temporary staff.
- Terms of reference of the Equality Committee broadened to prioritise attention to issues of diversity and inclusion
- EDI events celebrated annually including International Men's Day, International Women's Day and Limerick/Thurles Pride
- Positive Relations Training delivered to staff with great uptake
- The Trustees approved on 19 October 2020, the AS recommendation for 40% of each gender representation on College Committees.
- Core meeting times for Governance meetings changed to family-friendly windows
- Faculty of Arts Self-Assessment Team in place and working towards a Faculty Level submission in November
- AS included in Arts Faculty Board meetings to update on progress of SAT.
- Gender Identity and Expression Policy being developed
- Contact/support person for students and staff in relation to LGBTQ+ issues identified and included in student handbooks and orientation.
- Working coming on developing a gender identity and diversity training module for staff in HEIs with ShoutOut and four other HEIs

- The draft Flexible Working Policy is being further developed
- Draft Carer's Policy being developed
- The gender dimension is being incorporated in the institutional quality assurance reporting, quality reviews and surveys. APAC asked to include the gender dimension on programme and module create/modification forms.
- MIC reporting to HEA on progress on Implementation of the Framework for Promoting Consent and Preventing Sexual Violence to the HEA. Standing item on agenda of EC
- Work in progress to develop Workloads Allocation Model

Of particular note is the establishment of the new executive-level post (Principal Lectureship) of Director of Equality, Diversity, Inclusion & Interculturalism (recruitment for which commenced in late 2020. This post will bring strategic coherence to all of the efforts of the College to advance EDI, inclusive of mainstreamed proofing, training and decision-making tools.

Key Performance Indicators 6.1.2	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Development and implementation of an action plan aimed at achievement of the *Athena SWAN Bronze Star Award* by November 2019.	MIC had not engaged in the Athena SWAN process hitherto fore; Humanities and Social Science disciplines not eligible for participation. MIC decided to include achievement of Bronze Award as a pre-emptive measure in its Strategic Plan 2023 - A Flourishing Learning Community	Project management team and strategy in place, led by Director level academic appointee, and draft submission completed (scheduled for submission ahead of target date).	*No specific target set*

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020):

The College submitted its institution-level Bronze Award Athena SWAN application on schedule in late 2019 and was successful in receiving the Award, with commendations, in March 2020.

The College is formally tracking implementation of its Athena SWAN institutional action plan, with 56% of targets achieved to date.

MIC has commenced work on its 2020 target of applying for a Bronze Departmental Award for its Faculty of Arts.

Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*
	Interim targets achieved and exceeded. Peer / network support within the EDI community of practice has been most helpful with fruitful collaborations built for, *inter alia*, partnership funding bids (e.g. GEEF) as well as the supportive presence of the HEA National Centre for Excellence under Dr Ross Woods.
	MIC has built up considerable internal expertise in EDI project management following the Athena SWAN process and internal commitment of staff (including 'champions' model of agenda progression) has paid rich dividends.
	Structural impediments to greater equity in the share of senior management and academic leadership posts remain (low staff turn-over, budget restrictions and ECF threshold) but the College has taken the opportunity to apply for SALI funding and lessons learned in this process have been valuable, regardless of outcome.

Strategic Priority 6.2: Ensure efficient, effective and transparent management and decision-making that is cohesive and connected.

i. Institution Strategic Initiatives	6.2.1	Annual business plans in operation and coordinated across all levels of the institution that are based on the Strategic Plan (2018-2023), approved and monitored by appropriate bodies, with outputs and outcomes documented, tracked, reported and measured against agreed KPIs and which are fully articulated with parallel risk registers as well as recommendations emanating from internal audits and quality reviews.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	September 2020 Interim Target
Annual business plans in operation and coordinated across all levels of the institution that are based on the Strategic Plan (2018-2023), approved and monitored by appropriate bodies, with outputs and outcomes documented, tracked, reported and measured against agreed KPIs and which are fully articulated with parallel risk registers as well as recommendations emanating	AOP planning, tracking and reporting system in place but requiring augmentation that enables cross-linking to quality assurance, risk management and internal control planning mechanisms, as well as to external reporting.	Fully articulated AOP process in place. AOP 2018-19 approved and implemented with outcomes reported to MIC Governing Authority, September 2019.	*No specific target set*

from internal audits and quality reviews.			

September 2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)

The College's new Student Record System (allowing it to remove itself from tenancy within the UL system) is under phased development and is meeting all deliverable targets on schedule, including enrolment of all incoming new entrants in September 2021. This work has been crucial to the meeting of this target as it is intended to be the 'single source of truth' for all student registration, retention, progression and outcome reporting, as well as internal and external performance monitoring.

Side-by-side with the SRS is a new, bespoke data analytics system (and human support structure) – *e-OLAS* (Online Analytics System). The e-OLAS system was brought full online during the current reporting period.

iii. Interim targets, commentary and data source (maximum of 300 words)	*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31st August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.* Target achieved.

7. Signature: *Of the President or on behalf of the President (please sign in space below)*	
Signature:	Eugene Wall
Date:	12 March 2021