

Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.
- The format of the template should not be altered.
- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement, and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.
- Where word count limits apply, these limits should not be exceeded.
- Appendices are not permitted.
- Reporting should be clear, concise, and evidence based.
- Narrative or bullet point formats may be used, and the use of plain English is encouraged.
- Reporting should be cognisant of the information provided in the [System Performance Framework 2023–2028](#) and [System Performance Framework Glossary](#).
- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.
- Data presented in the report should be the most recent data available to the institution (timeframes should be specified).
- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.
- Redaction may be agreed with the HEA prior to publication, as appropriate.
- The report must be signed by the head of the institution prior to submission.
- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's [Data Privacy Notice](#).

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Mary Immaculate College Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA’s assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and Mary Immaculate College (MIC) in accordance with the System Performance Framework 2023–2028.

In line with the HEA’s mandate to measure and assess institutions’ strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions’ accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

The most up-to-date data available should be reported in the ‘**Benchmark data**’ and ‘**2024/25 result**’ columns.

The year or range of years to which the reported data relates should be added after the data source in the ‘**Data source and timeframe**’ column.

Pillar: Teaching & Learning

Performance Objective 1

To use technologies and contemporary principles of inclusion to enrich student learning, success and experience.

Transversal areas of impact: Student Success; Digital Transformation; Equality, Diversity, Inclusion & Belonging.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	Proportion (%) of students reporting that they feel supported academically	Student Survey.ie	2023: 54.4%	Match University sector mean	Not available	N/A	N/A	55%	58%	60%	5.6 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.2	Proportion (%) of students reporting greater confidence in learning, creative and social skills	Student Survey.ie	2023: 60.9%	Match University sector mean	Not available	N/A	Data not available yet	62%	64%	66%	5.1 p.p. increase on baseline
1.3	Proportion (%) of students reporting a high-quality engagement with academic staff	Student Survey.ie	2023: 73.4% of students rating between 5 and 7 on the seven-point scale	Match University sector mean	Not available	N/A	Data not available yet	75%	75%	75%	1.6 p.p. increase on baseline with goal to maintain this high level
1.4	Proportion (%) of students reporting the use of varied examples and illustrations to explain difficult ideas/concepts/content	Student Survey.ie	2023: 64.6% of students reporting “very much” or “quite a bit”	Match University sector mean	Not available	N/A	Data not available yet	65%	68%	70%	5.4 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.5	Proportion (%) of students reporting satisfaction with feedback on assignments	Student Survey.ie	2023: 41.8% of students reporting “very much” or “quite a bit”	Match University sector mean	Not available	N/A	Data not available yet	45%	50%	52%	10.2 p.p. increase on baseline
1.6	Proportion (%) of students reporting satisfaction with feedback on work in progress	Student Survey.ie	2023: 36% of students reporting “very much” or “quite a bit”	Match University sector mean	Not available	N/A	Data not available yet	38%	40%	42%	6 p.p. increase on baseline
1.7	Non-progression rate (%) new entrants	MIC Internal Data 2022/23, and HEA Progression and Completion Report 2025, New Entrants in 2022/23	2022/23: 6%	Match University sector mean	7%	5.5%	6.1%	5%	4.5%	4%	2 p.p. decrease on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.8	Completion rate (%)	MIC Internal Data, New Entrants in 2019/20, and HEA Progression and Completion Report 2025, New Entrants in 2018/19	2016/17 Level 8 new entrants: 90%	Match University sector mean	84%	90%	91%	90.5%	91%	91.5%	4.3 p.p. increase on baseline

Technical note on indicator data for PO 1

1.1 to 1.6 StudentSurvey.ie paused its taught student survey in 2024 and 2025 to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.
 1.8 MIC’s baseline figure of an 87.2% completion rate for 2020 entrants by 2023/24, increased to 91% by 2024/25.

Pillar: Research & Innovation

Performance Objective 2

To develop high-quality doctoral level programmes and provide an outstanding research support structure for graduate-level students, optimising their potential for completion and career progression.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	Number of Postgraduate Research (Level 10) new entrants (FTE)	MIC SRS and HEA SRS, 2024/25	2022/23: 35 FTEs	Align with University sector average on pro rata basis	N/A	40	34	40	45	45	29% increase on baseline
2.2	Number of Postgraduate Research (Level 10) enrolments (FTE)	MIC SRS and HEA SRS, 2024/25	2022/23: 174 FTEs	Align with University sector average on pro rata basis	Not available ²	190	183 (Pro rata: 0.39)	205	225	240	38% increase on baseline
2.3	Number of Level 10 Awards	MIC SRS and HEA SRS, 2024/25	2022/23: 26	Align with University sector average on pro rata basis	N/A ³	25	31	25	25	30	15.4% increase on baseline

Technical note on indicator data for PO 2:

2.1 HEA 'Access our Data' Dashboard does not provide Level 10 new entrant numbers.

2.2 634 FTEs is the mean PGR enrolments across all institutions, regardless of scale, in 2023/24. Taking the TU and Specialist College groupings only, the total is 1,715 FTES, of which MIC represents 10.5% (average is 214).

2.3 HEA 'Access our Data' Dashboard does not provide Level 10 award numbers on a per Academic Year basis.

Pillar: Access & Participation

Performance Objective 3

To draw on our considerable expertise to improve access and to increase participation rates amongst the ‘hardest to reach’ cohorts, identified in the National Access Plan (NAP), with a particular focus on ITE programmes.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Equality, Diversity, Inclusion & Belonging; Sectoral & Tertiary Cohesion; Student Success.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	Proportion (%) of new entrants from socioeconomically disadvantaged backgrounds via HEAR scheme	HEA SRS and HEA Key Facts & Figures Dashboard, 2024/25	2022/23: 2.9%	Work towards achieving University sector average by 2030 (4.5% in 2022/23)	4.5% in 2022/23	3%	4.8%	3.1%	3.2%	3.4%	0.5 p.p. increase
3.2	Proportion (%) of new entrants with disabilities via DARE scheme	HEA SRS and HEA Key Facts & Figures Dashboard, 2024/2025 Benchmark: 2023/24	2022/23: 6.2%	Achieve University sector average by 2027/28 (6.6% in 2022/23)	7.4%	6.3%	9.2%	6.4%	6.5%	6.6%	0.4 p.p. increase

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.3	Proportion (%) of mature new entrants from disadvantaged areas as a % of all disadvantaged new entrants	HEA SRS and System Performance Dashboard, 2024/2025 Benchmark: 2023/24	2022/23: 0%	Work towards national average (10% in 2022/23)	2.7%	1.2%	0.5%	1.6%	2.5%	3%	3 p.p. increase
3.4	Number of new entrants from the Irish Traveller community¹	Equal Access Survey reported on HEA System Performance Dashboard, 2024/2025 Benchmark: 2023/24	2022/23: ■	Maintain national average proportion (0.1% of all new entrants in 2022/23)	0.1%	Maintain baseline	■ new entrants 0.3%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline over 4 years
3.5	Proportion (%) of new entrants from access/foundation Course	HEA SRS and HEA Key Facts & Figures Dashboard, 2024/25	2022/23: 0.2%	Achieve University sector average by 2027/28 (0.7% in 2022/23)	0.5%	0.2%	0.2%	0.2%	0.4%	1%	0.8 p.p. increase

¹ The level of disaggregation of data disseminated publicly is subject to data protection considerations. Data disaggregated to a level which may allow individuals to be identified (even indirectly) is not disseminated publicly'. See the HEA Statistics: [Privacy, Data Protection and Disclosure Control](#).

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.6	Proportion (%) of new entrants from FET	HEA SRS and HEA Key Facts & Figures Dashboard, 2024/25 Benchmark: 2023/24	2022/23: 1.1%	Work towards achieving University sector average (3.8% in 2022/23)	5.3%	1.2%	1.2%	1.4%	1.8%	2%	0.9 p.p. increase²

² Based on all UG programmes except BEd

Pillar: Engagement

Performance Objective 4

To contribute to the implementation of the Climate Action Plan and the National Implementation Plan for the Sustainable Development Goals, and to the achievement of the national SDG targets, by lowering our Greenhouse Gas Emissions (GHGs) and by embedding SDG themes within our programmes at a modular level, with a special focus on achieving engagement through the multiplier effect by targeting teacher education.

Transversal areas of impact: Climate & Sustainable Development; Flexibility, Upskilling & Lifelong Learning; Society.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	Proportion (%) reduction in GHG / carbon emissions (kg CO₂) p.a. on 2016–2018 baseline	SEAI Monitoring & Reporting System; e-OLAS	2018 average annual emission for MIC was 1,913,671.5 kg CO ₂ GHGs (sectoral 'glidepath' is 2018-2030). By the beginning of 2023/24 this had reduced to 1,560,751 kg CO ₂ GHGs	National target is 51% reduction on 2018 baseline by 2030. MIC target is 679,458.8 kg CO ₂ by 2030, with a reduction of 881,293 kg CO ₂ required (56% from 2023/24 baseline). MIC aims to reduce by 40-45% from the 2023/24 baseline by 2028	Not available¹	<= 160,000 kg CO₂ GHGs	277,998 kg CO₂ GHGs	<= 160,000 kg CO₂ GHGs	<= 160,000 kg CO₂ GHGs	<= 160,000 kg CO₂ GHGs	40-43% decrease in kg CO₂ from 2023/24 (624,300 – 671,122 kg CO₂ GHGs, inclusive of electricity), leaving a remainder of 210,000-257,000 kg CO₂ to be eliminated by 2030

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.2	Proportion (%) academic modules (all levels) with SDGs embedded	STARS toolkit; HEA SRS reporting module for curriculum management	2023/24: < 6% of 591 modules, on a per semester basis, with SDG Learning Outcomes embedded (circa 35 modules) ³	University sector best practice benchmark in SDG Learning Outcome integration via STARS (Boston College)	Not Available²	8% circa 50 modules	8% circa 50 modules	10% circa 60 modules	13% circa 75 modules	15% circa 88 modules	9 p.p. increase on baseline

Technical note on indicator data for PO 4:

4.1 3,091,800 kg CO₂ GHGs is the total baseline for the TU and Specialist College Sector, as extracted from the Climate Action Performance Scorecard for 2023. However, given the wide range of building stock quality distributed across this sector – and campus scale variances – measurement against this figure has little significance. For example, MIC is – by far – the oldest of these institutions, with each of its main campus buildings constructed in the nineteenth century. More revealing is the comparative performance above the GHG baseline. MIC performs reasonably well in terms of non-comparative progress, with a 7% progress rate in its gap-to-target performance for 2023. However, this makes it the weakest performer within the grouping selected for comparison.

4.2 MIC is not currently STARS rated but will engage with the framework following appointment of its new Director of Sustainability in 2025.

³ MIC is currently using the module quota for the 2024-25 Autumn Semester module as the basis for this indicator.

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.
- Changes to the organisation's structure and/or senior leadership.
- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.
- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.
- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

In 2024-2025, Mary Immaculate College (MIC) reached a decisive moment in its institutional journey with the preparation of its new Strategic Plan 2025–2030, *Pathways Lit, Futures Found*. To be launched by College President Professor Dermot Nestor in his inaugural address this November, the Plan sets out a renewed vision through three thematic trajectories: *Children's Voices, Future Worlds*; *Living Care, Common Home*; and *Humane Technologies, Human Potential*. Together, these themes embed sustainability, inclusion, and research at the heart of MIC's mission while ensuring close alignment with national higher education priorities.

This strategic renewal is built on significant achievements that reflect system objectives and institutional ambition. Postgraduate research enrolments rose to 183 FTEs in 2024-2025—a 38% increase on the 2022-2023 baseline—with doctoral completions surpassing expectations. At undergraduate level, access and participation targets for Traveller, FE, HEAR, and DARE entrants were met or exceeded, demonstrating the impact of sustained outreach, targeted supports, and national PATH initiatives.

The enrolment of Gazan students under international protection exemplified the College's designation as a College of Sanctuary, reaffirming its dedication to social justice. This

development builds on MIC's established reputation for welcoming those most distanced from education while sustaining the highest academic standards.

Institutional capacity is also being renewed. Plans are well advanced to reconfigure the Research and Graduate School (RGS) in 2025-2026 giving clearer strategic direction for doctoral education and graduate research. A transformative €46.2 million Library project, beginning construction in 2025, will create state-of-the-art capacity for research, learning, and public engagement. In parallel, community engagement remains central to MIC's mission through initiatives such as City Connects and the Limerick Regeneration programme, while emerging opportunities in allied health disciplines signal potential for new collaborations with the HSE and statutory partners on holistic professional education.

Looking ahead, MIC's aspirations are distinctive and ambitious. The College seeks to lead nationally in childhood futures research, advancing knowledge and practice in safeguarding, inclusion, STEAM education, and amplifying children's voices in shaping society. Sustainability will be embedded across operations, curricula, and research. At the same time, MIC is preparing to engage critically with artificial intelligence and digital technologies, ensuring graduates and staff are equipped for the opportunities and challenges of a rapidly changing world.

Progress in Teaching and Learning is central to this agenda. Initiatives launched in 2024-2025 — including the Academic Integrity Policy, the AI and Academic Integrity microsite, the Graduate and Academic Teaching Enhancement (GATE) Centre, and revised accredited professional development pathways—will come fully into effect in 2025-2026. Together, they represent a step change in how MIC supports inclusive pedagogy, professional learning, and innovation in teaching practice.

Consolidating administrative infrastructure through the Targeted Enhancement Fund (TEF) will be key to sustaining this momentum and with mission-enabling systems stabilised after a decade of investment, MIC will be well-positioned to tighten its focus on mission-facing priorities. Building on these achievements, MIC is poised to advance childhood futures, embed sustainability, champion inclusion, and prepare educators for the opportunities and responsibilities of a transformed social, cultural and educational landscape.

[Word count: 499]

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to this Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:
 - Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.
- Assessment of implementation, e.g.:
 - Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.
 - Internal or external factors that have supported or impeded the achievement of targets.
 - Any additional evidence of performance, e.g. qualitative evidence of outcomes.
- Strategic reflection, e.g.:
 - Any learning from the analysis of the institution's performance.
 - How learning is being applied to maintain and/or enhance implementation and outcomes in future.
 - How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.
 - New or emerging opportunities, challenges, and risks related to the Performance Objective.
 - Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To use technologies and contemporary principles of inclusion to enrich student learning, success and experience.

Transversal areas of impact:

Student Success; Digital Transformation; Equality, Diversity, Inclusion & Belonging.

Analysis of Indicator Data

Evaluation of Teaching and Learning (T&L) in 2024/25 draws on institutional data sets, student survey responses, and engagement metrics. While delays in national progression and completion reporting limit some analysis, available indicators illustrate strong trends in digital engagement, professional development, and inclusive practice.

Digital engagement: Moodle usage continued to expand. In 2024/25, **882 Moodle pages** were active, representing a 5.9% increase year-on-year. Growth was particularly strong in postgraduate provision (+18.4%), reflecting MIC's expanding postgraduate profile, and in non-semester use (+32%), pointing to wider deployment of digital platforms for short courses and professional development. Importantly, the **use of Gaelige on Moodle** rose to 161 pages (18.3% of the total), aligning with MIC's Irish-language commitments under the National Plan.

Support services: The Learning Enhancement and Academic Development (LEAD) Centre continued to provide high levels of academic support. Between August 2021 and April 2025, the team handled an average of **242 monthly queries**, with semester peaks above 900. This confirms the sustained demand for rapid-response support in digital and pedagogical practice.

Knowledge Base use: Uptake of the LEAD Knowledge Base, an always-available source of assistance and guidance on the range of digital teaching and learning tools and services that are used at MIC, has grown significantly, with consultations increasing from 627 in Semester 1 2021/22 to 2,719 in Semester 1 2023/24. The 2024/25 data continue to show consistent growth in use of these on-demand resources.⁴

Professional development: In 2024/25, LEAD delivered **23 structured professional development opportunities**, ranging from workshops and seminars to a flagship Academic Integrity conference attracting well over 100 participants and further public engagement via Ireland AM (Segment on Impact of AI on Higher Education). Engagement with **Universal Design (UD) and Universal Design for Learning (UDL)** continues to deepen, with cumulative digital badge completion reaching **114 participants** since 2021/22.

Student experience data: Results of the Irish Survey of Student Engagement (ISSE) in 2023 show

⁴ LEAD Knowledge Base engagement data in 2024/25 were distorted by more than 30,000 false web-scraping hits, but the trend analysis presented has accounted for this.

86% of MIC students reported positive relationships with teaching staff and 85% agreed they were developing critical thinking skills. These results benchmark above the national average for comparable providers.

Together, these indicators reveal incremental improvements in digital engagement, academic supports, and inclusive pedagogical practice. The more transformative developments in 2024/25 were the structural initiatives designed to embed these gains into institutional systems.

Assessment of Implementation

Effectiveness of Actions

LEAD has been central to strengthening teaching quality. Six major initiatives were delivered in 2024/25:

Graduate and Academic Teaching Enhancement (GATE) Centre – This centre developed in the 2024/25 academic year, equips staff with podcasting, green screen, and hi-flex teaching technologies, and will train over **40 staff in hi-flex delivery** during this next academic year.

Academic Integrity and Generative AI Microsite – Develop in the 2024/25 academic year had the Generative AI section of the site launched in September 2025 and in only a week has been viewed 280 times. The academic integrity portion of this site will be launched in academic integrity week and is expected to have a significant impact on teaching and learning in the college.

Academic Integrity Policy – finalised following cross-college consultation, setting a clear framework for integrity in assessment.

LEAD Strategic Plan for Teaching and Learning – approved in June 2025, establishing a roadmap for excellence.

Revised Accredited PD offerings – The development of an extend accredited T&L PD to postgraduate students and early-career academics which will launch in this academic year

Redesigned APAC support – Processes and supports for our programme design workshops were redesigned in the 2024/25 academic year, resulting in the shifting of development workshops earlier in programme approval cycles. This will result in **programmes designed in 2025/26 undergoing a fully supported curriculum design process ahead of formal approval, bringing MIC in line with best practice for programme design in the sector.**

Additionally, there have been 631 views of the LEAD unit's Learning Enhancement Case Studies since their launch in 2024. These highlight the excellent teaching and learning practices that is place across the College, bringing about collaborative sharing of resources such as grading rubrics and assessment forms between Faculty members.

While full impacts will be visible in 2025/26, these initiatives represent a step-change in institutional support for teaching enhancement.

Internal and External Factors

Staff willingness to engage with professional development, coupled with demand for digital supports, has accelerated implementation. However, time pressures for academic staff remain a constraint, highlighting the importance of stackable, flexible PD offerings.

Externally, MIC responded to sectoral drivers: rising expectations for digital competence, the national priority on academic integrity, and global debate on artificial intelligence. By establishing a comprehensive and robust AI and integrity microsite that MIC foresees will be a flagship resource for the sector.

Additional Evidence of Performance

Qualitative feedback from workshops confirms that staff value LEAD's practical focus and responsiveness. The strong progression and retention rates of students from alternative pathways, reported under Access and Participation, indicate that inclusive pedagogy (informed by UDL training) is having a positive effect.

Strategic Reflection

Learning from Performance Analysis

Three lessons emerge from this cycle:

MIC has built a **robust foundation of digital and pedagogical supports**, as evidenced by steady growth in Moodle, PD, and support service uptake.

Academic integrity and AI are rapidly evolving challenges requiring sustained institutional attention. The microsite launch and policy adoption provide a strong platform.

Sustained investment in **professional development** is critical, but staff capacity must be addressed through flexible, modular, and self-paced formats.

Application to Future Implementation

These lessons are being applied directly in 2025/26. Priorities include:

- Embedding the Academic Integrity Policy and AI microsite into student induction and staff training.
- Scaling GATE resources for blended and hi-flex delivery, with a target of **40+ staff trained in hi-flex methods by end 2025/26**.
- Expanding PD pathways for postgraduate students and early-career staff, supported by digital badges and modular accreditation.

Informing Strategy, Policy, and Planning

Teaching and Learning priorities are integrated into the **Strategic Plan (Pathways Lit, Futures Found)**, which commits to digital fluency, integrity, inclusion, and pedagogical innovation. Alignment with the **Targeted Enhancement Fund (TEF)** ensures resourcing. Deliverables include

expansion of digital environments, creation of advanced PD pathways, and integration of AI literacy into ITE and postgraduate programmes.

Opportunities, Challenges, and Risks

Opportunities include leveraging MIC's ITE leadership to become a **sectoral exemplar in AI-enhanced pedagogy and UDL practice**. The expansion of GATE positions MIC to lead on hi-flex and blended delivery. Challenges include academic staff workload, rapid technological change, and the need to evidence measurable outcomes from new initiatives. Risks include uneven adoption of digital tools and the possibility of academic integrity breaches if policies are not fully embedded.

Priorities for the Year Ahead

The main priorities for 2025/26 are:

- Full roll-out of the six structural initiatives developed in 2024/25.
- Embedding academic integrity and AI guidance across all programmes.
- Expanding hi-flex delivery capacity, targeting at least **10% of modules** with blended or hi-flex options by 2026.
- Increasing uptake of accredited PD, with a goal of **20% year-on-year growth in staff enrolments**.
- Strengthening monitoring of teaching outcomes, with improved data capture on progression and completion once national figures are released.

[Word count: 993]

Pillar: Research & Innovation

Performance Objective 2

To develop high-quality doctoral level programmes and provide an outstanding research support structure for graduate-level students, optimising their potential for completion and career progression.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning.

Analysis of Indicator Data

Doctoral Entrants (FTE)

The number of new postgraduate research entrants (Level 10) in 2024/25 was 34 FTEs, against a target of 40. While this fell short of the annual target, it nonetheless demonstrates a steadily strengthening doctoral pipeline, albeit with small fluctuations in annual intake.

Doctoral Enrolments (FTE)

Enrolments stood at **183 FTEs** in 2024/25, against a target of 190. The cumulative growth since the 2022/23 baseline (174 FTEs) measures up very well against sectoral comparators on a pro-rata basis. This evidences strong retention of doctoral students once enrolled, even when annual intake falls slightly below projections.

Doctoral Awards (Level 10)

MIC exceeded its target for doctoral completions, recording **31 Level 10 awards** against a target of 25. This represents a **15.4% increase on the 2022/23 baseline (26 awards)**. The data indicate that once students are recruited and supported, the completion and progression pipeline is very strong, underscoring the effectiveness of doctoral support structures.

Trend Analysis and Benchmarking

Trend analysis shows steady cumulative growth across all doctoral indicators, particularly enrolments and completions, even if annual intake is more volatile. Compared to the university sector, MIC's pro-rata growth in doctoral enrolments is competitive, reflecting the success of a deliberate strategy to scale Level 10 provision.

Assessment of Implementation

Effectiveness of Actions

The results confirm that MIC's doctoral support structures are yielding strong outcomes. The College's doctoral framework includes dedicated graduate school supports, supervisory development programmes, and integrated research training aligned with European standards.

High completion rates are evidence of this effectiveness.

In 2024/25, MIC also launched the **Principal Investigator (PI) Forum**, a new cross-faculty initiative designed to build a collegial research culture. Modelled on higher education best practice and supported by the Research and Graduate School, the Forum provides a space for current, recent, and aspiring PIs to:

- Share challenges and best practice in developing and administering large-scale grants;
- Offer peer-to-peer support and advice;
- Discuss national and international research funding developments; and
- Contribute directly to institutional research strategy.

Co-convened by senior academic leaders, the PI Forum strengthens links across departments and campuses, fosters community for researchers working in isolation or small teams, and provides early-career staff with a collegial entry point into grant leadership. It represents a tangible step in embedding research excellence into MIC's culture, thereby indirectly strengthening doctoral education through enhanced supervisory and funding capacity.

The lower-than-targeted entrant numbers are attributable to structural factors:

- **Financial barriers for international students**, including fee levels and limited availability of internal doctoral awards.
- **Uneven supervisory capacity** across departments, with some areas able to support significant numbers of PhDs while others remain constrained.
- **Dependence on external project funding** to sustain doctoral scholarships, which can lead to variability in intake depending on grant cycles.

Nevertheless, recent externally funded research projects (e.g. Professor Catherine Dalton's *Lighthouse* and Dr John Morrissey's *Aquabalance* research initiatives) demonstrate the capacity of MIC to attract funding and support doctoral research at scale.

Internal and External Factors

Internally, doctoral growth has been supported by a strong culture of mentorship, targeted supervisory development, and the institutional emphasis on research excellence articulated in the new Strategic Plan (*Pathways Lit, Futures Found*). The Plan commits to strengthening research capacity through doctoral education, talent pipelines, and graduate-level innovation.

Externally, the Targeted Enhancement Fund (TEF) has been leveraged to address systemic challenges by:

- Developing supervisory capacity through structured training and mentoring;
- Enhancing doctoral infrastructure, including research space and digital platforms; and
- Expanding cross-institutional doctoral collaboration within the region.

Persistent challenges include the limited pool of national competitive funding for doctoral scholarships, high international student fees, and the constrained number of internal awards.

Additional Evidence of Performance

Qualitative evidence gathered via the PGR Student Survey in 2023 reinforces the quantitative

results⁵. Student surveys indicate high satisfaction with supervisory support, research training, and career development pathways. The strong Level 10 completion rate reflects robust institutional support structures, including writing workshops, peer networks, and career mentoring.

Moreover, MIC's growing participation in national and international doctoral networks has enhanced visibility and provided doctoral students with collaborative opportunities, further strengthening outcomes.

Strategic Reflection

Learning from Performance Analysis

The analysis demonstrates that MIC's doctoral education ecosystem is effective in **supporting progression and completion** but faces challenges in **scaling annual intake**. The key learning is that supervisory and funding capacity are the critical constraints. Where supervision and funding align, recruitment targets are achievable and completion rates are excellent.

Application to Future Implementation

This learning is shaping institutional actions. MIC's Strategic Plan embeds doctoral growth as a cross-cutting driver of research culture and capacity. Access to supervision is being expanded through structured training for early-career academic staff, cross-faculty supervisory panels, and collaboration with partner universities under TEF to broaden supervisory options.

A central future priority is the **re-imagining and reconfiguration of the Research and Graduate School (RGS)** in 2025–26. This process will deliver a strategic vision for graduate education and research support, informed by system-level developments and internal consultations. The reconfigured RGS will be designed to provide enabling infrastructure — administrative, digital, and physical — that can sustain growth in doctoral enrolments, enhance supervisory development, and integrate career services for graduate students. Drawing on TEF support, the RGS will become a key driver of research excellence and postgraduate success across MIC.

Informing Strategy, Policy, and Planning

Doctoral education is central to MIC's **Research & Innovation pillar** in the Strategic Plan. Commitments include expanding doctoral enrolments, mainstreaming structured training, and embedding doctoral research in interdisciplinary centres such as the Institute for Childhood Futures.

Learning from current performance has directly informed MIC's TEF deliverables, including the establishment of a doctoral support hub, a regional doctoral consortium, and the provision of enhanced transferable skills training. The planned reconfiguration of the RGS will ensure these TEF-enabled initiatives are embedded into MIC's institutional fabric, aligning governance, infrastructure, and strategy.

⁵ The analysis of Qualitative responses to the question "What aspects / elements of your research degree experience are most valuable?" for PGR Student Survey in 2023 can be seen on this [Link](#).

Opportunities, Challenges, and Risks

Opportunities include leveraging MIC's distinctive strengths in education, humanities, and applied social research to attract doctoral candidates globally. Interdisciplinary initiatives, especially through the Institute for Childhood Futures, position the College to lead system-wide innovation.

Challenges include:

- Sustaining supervisory capacity as enrolments grow;
- Ensuring equitable access for international students despite fee and funding barriers;
- Securing sufficient competitive grant income to sustain scholarship provision.

Risks arise from the external funding environment, particularly the volatility of project-linked scholarships. Mitigating actions include diversifying funding streams and embedding doctoral supports into core institutional planning via the Strategic Plan and TEF.

Priorities for the Year Ahead

Priorities for 2025/26 include:

- Expanding doctoral intake through enhanced scholarship provision and new funding bids;
- Strengthening supervisory capacity via structured training, the PI Forum, and regional collaboration;
- Fully operationalising TEF deliverables on doctoral hubs, transferable skills training, and career services;
- Embedding doctoral students into interdisciplinary research centres, including the Institute for Childhood Futures;
- Re-configuring the RGS to provide enabling infrastructure and a strategic vision for graduate education;
- Increasing visibility of MIC doctoral research through international dissemination and collaboration.

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Pillar: Access & Participation

Performance Objective 3

To draw on our considerable expertise to improve access and to increase participation rates amongst the 'hardest to reach' cohorts, identified in the NAP, with a particular focus on ITE programmes.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Equality, Diversity, Inclusion & Belonging; Sectoral & Tertiary Cohesion; Student Success.

Analysis of Indicator Data

Trends and Benchmarks

MIC reports that the Performance Agreement targets identified for Traveller, HEAR, DARE, and Further Education (FE) entrants were exceeded in the Academic Year 2024/25. The most notable development is the significant increase in Traveller participation, which reflects the combined effect of outreach initiatives, an inclusive institutional culture, and the advocacy of academic staff with lived expertise and research engagement in this area.

The proportion of Mature students from areas of disadvantage stands at **0.5%**, which is lower than the institutional target but remains above the baseline figure. This pattern reflects national sectoral trends, where numbers of mature entrants from disadvantaged backgrounds continue to decline. While MIC recognises this as an area requiring sustained effort, the comparative performance suggests the College is broadly aligned with national benchmarks.

The target for entrants from **Access/Foundation courses** was exceeded, reaching **0.7%** in 2024/25. Although absolute numbers remain modest, the upward trajectory is positive and consistent with the goals of the National Access Plan.

Benchmarking Against Sectoral Data

MIC's progress is broadly consistent with national trends, particularly in Traveller participation, which remains extremely low across the sector. The growth in Traveller entrants at MIC is therefore noteworthy and indicates institutional impact beyond baseline expectations. Similarly, while FE progression rates into higher education remain low nationally, MIC's incremental growth demonstrates the effectiveness of its tailored supports.

Assessment of Implementation

Effectiveness of Actions

The increase in Traveller and FE entrants can be directly attributed to the sustained impact of

PATH 1, PATH 3, and PATH 5 initiatives, alongside targeted access outreach and student support. Collaboration with the **Tipperary Traveller Education Project** has been particularly effective, ensuring that pre-entry outreach translates into successful enrolments.

Although FE numbers remain relatively low, they are growing steadily. MIC's development of alternative post-primary ITE entrance routes with PATH 1 support has increased uptake, and once enrolled, FE entrants benefit from a strong package of supports that ensure high retention and completion rates. Current retention for FE entrants stands at **94%**, a notable achievement given the barriers faced by this group.

Internal and External Factors

Internal enablers of success include the embedding of access goals in MIC's new Strategic Plan (*Pathways Lit, Futures Found*), which positions inclusion and widening participation as transversal commitments across teaching, research, student supports, and community engagement. This alignment ensures that access objectives are not confined to specialist offices but are recognised as part of the College's mission.

Externally, the **Targeted Enhancement Fund (TEF)** has provided a new opportunity to embed access and inclusion alongside sustainability as core drivers of institutional transformation. MIC's TEF application places strong emphasis on equity, ensuring that resourcing will be available to scale effective interventions and research outputs from PATH programmes into sustainable, system-level impact.

Changes to the **HEAR scheme** (effective AY 2026/27) are expected to enhance access for students from disadvantaged backgrounds, with further refinements to income thresholds in AY 2027/28 likely to increase effectiveness as both an entrance route and support mechanism.

Challenges remain in accurately capturing **Traveller participation data**, as supports can only be provided to students who self-identify. The Equal Access Survey confirms that not all Traveller students are known to MIC Access Services, limiting the reach of targeted supports. In addition, while PATH 5 and Student Assistance Fund supports are available, not all eligible students avail of them.

External labour market conditions have also played a role in suppressing mature student applications nationally, with MIC's figures reflecting this wider trend.

Additional Evidence of Performance

Qualitative outcomes illustrate the transformative effect of MIC's access work. ■ undergraduate Traveller students are currently enrolled and progressing successfully:

- ■ are enrolled on ITE programmes.
- ■ studying Early Childhood Education.
- ■ are completing the BA programme, with plans to progress to PME.

■, offering evidence of a **multiplier effect** within

families and communities when sustained support leads to success. Intensive relational support, delivered through PATH projects, has been central to enabling these achievements.

Strategic Reflection

Learning from Performance Analysis

Evaluation highlights the transformative impact of **bespoke, relational supports** for students from under-represented groups. MIC's approach—combining financial aid, academic mentoring, and social/pastoral supports—has enabled not only access but also high retention. The learning here is that universal design measures are necessary but not sufficient; targeted, individualised supports are critical to enabling participation for the most disadvantaged groups.

Application to Future Implementation

These lessons are being embedded into institutional planning. MIC's new Strategic Plan (*Pathways Lit, Futures Found*) identifies widening participation as a transversal priority, closely tied to the themes of "**Living Care, Common Home**" and "**Children's Voices, Future Worlds.**" Access commitments will therefore be mainstreamed across teaching, research, student supports, and community engagement.

At the same time, MIC's recent TEF application places strong emphasis on equity and inclusion, ensuring that national resourcing will be available to scale the proven interventions developed through PATH 1 and PATH 3. This includes sustaining high-impact relational supports and piloting new models, such as pipeline initiatives for regeneration-area students.

Informing Strategy, Policy, and Planning

Access work and findings from PATH self-assessments are feeding directly into the Strategic Plan (2025–2030) and into annual reviews of Access and Participation policy. Six years of PATH-funded projects have built substantial institutional expertise and a body of knowledge on the experiences of access target groups in higher education. This evidence base now informs decisions about resource allocation, partnership development, and programme design.

Collaborative research projects supported through PATH 1 are also shaping policy. Studies on the experiences of students with disabilities on school placement (at advanced stage) and FE to ITE transitions (at early stage) will provide critical insights to support policy change and practice enhancement at institutional and system level. The Strategic Plan and TEF initiative provide mechanisms to embed these learnings into long-term institutional frameworks.

Opportunities, Challenges, and Risks

The mainstreaming of **PATH 1 and 3** strands provides stability and enables MIC to consolidate the most effective practices into core provision. Evidence shows that once students from target groups access MIC, they succeed at very high levels of retention and progression. This creates a strong argument for continuing and expanding supports.

The challenge, however, will be sustaining the **intensity of supports** required as numbers grow.

While personalised interventions are resource-intensive, they have proven impact. Without sufficient funding, there is a risk that the quality of supports—and thus student success—could be diluted.

Externally, mature student participation remains an ongoing risk area. Despite consistent outreach, broader socio-economic factors such as employment opportunities continue to affect participation levels.

Priorities for the Year Ahead

Key priorities for 2025/26 include:

- **Aligning local access plans** with the Strategic Plan, ensuring coherence and visibility at institutional level.
- **Expanding partnerships** to strengthen community pipelines, particularly in regeneration areas. MIC, in collaboration with the **Northside Hub**, is at an advanced stage of planning a **teaching hub for Limerick post-primary students** interested in ITE. This initiative, developed in consultation with Professor Paul Downes (DCU), draws on successful models in Dublin and will support pathways from disadvantaged communities into teacher education.
- Continuing to embed **PATH research outputs** into practice, particularly in relation to disability and FE to ITE transitions.
- Leveraging **TEF resourcing** to consolidate and scale high-impact access supports, ensuring sustainability beyond short-term project funding.
- Strengthening monitoring of Traveller participation through enhanced engagement with students and community partners.

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Pillar: Engagement

Performance Objective 4

To contribute to the implementation of the Climate Action Plan and the National Implementation Plan for the Sustainable Development Goals, and to the achievement of the national SDG targets, by lowering our Greenhouse Gas Emissions (GHGs) and by embedding SDG themes within our programmes at a modular level, with a special focus on achieving engagement through the multiplier effect by targeting teacher education.

Transversal areas of impact:

Climate & Sustainable Development; Flexibility, Upskilling & Lifelong Learning; Society.

Analysis of Indicator Data

Greenhouse Gas Reductions

In 2018, MIC's baseline annual emissions stood at 1,913,671.5 kg CO₂ GHGs. National policy requires a 51% reduction against this baseline by 2030. MIC's performance is tracked annually in terms of emissions reductions achieved relative to the baseline.

In 2024/25, MIC recorded a reduction of 277,998 kg CO₂ relative to the 2018 baseline. This exceeded the institutional target for the year of at least 160,000 kg CO₂ in reductions. When aggregated across reporting years, cumulative reductions now amount to between 624,000 and 671,000 kg CO₂, representing a 40–43% decrease from baseline.

This confirms significant progress towards the 2030 glidepath. While absolute annual emissions remain above one million kilograms of CO₂, the rate of reduction achieved over successive years demonstrates that MIC is broadly on track to meet the national requirement by the end of the decade, provided capital investment and retrofit programmes continue apace.

Embedding SDGs in the Curriculum

MIC has also made measurable progress in embedding the Sustainable Development Goals (SDGs) within its curriculum. In 2023/24, approximately 41 modules (circa 6% of the total) included explicit SDG learning outcomes. By 2024/25, this had increased to around 50 modules (8%), meeting the institutional target and marking a 9 percentage-point increase against baseline.

The trajectory is in line with long-term benchmarks of 10% by 2025/26 and 15% by 2027/28. Progress is particularly notable within teacher preparation programmes, where the multiplier effect is maximised through future educators integrating sustainability perspectives into school curricula.

Comparative Benchmarking

Benchmarking confirms MIC's performance is consistent with sectoral best practice. The national glidepath requires all higher education institutions to demonstrate annual progress towards the 51% reduction by 2030. MIC's cumulative reduction of over 40% by 2024/25 places it well ahead of schedule.

In curriculum terms, MIC benchmarks itself against international exemplars such as the STARS framework. While larger universities report higher absolute numbers of modules, MIC's performance is significant relative to institutional size and mission profile. Tracking of SDG embedding via the HEA's SRS reporting module ensures comparability and ongoing improvement.

Assessment of Implementation

Effectiveness of Actions

A major institutional step forward in 2024/25 has been the creation of a Director of Sustainability post, designed to provide strategic leadership and governance oversight of MIC's Climate Action Roadmap 2030. By the end of the reporting period, the competition had reached interview stage, with the appointment expected to deliver immediate capacity for implementation and coordination across all action areas.

Operationally, MIC has invested in energy and environmental management systems, allowing for more granular monitoring through e-OLAS analytics and SEAI reporting. These systems have enabled evidence-based decisions on retrofits and behavioural initiatives. Progress has also been recorded in green public procurement, with sustainability clauses integrated into contracts, and in pilot projects on renewable energy integration.

On the academic side, embedding SDGs within modules has become systematic rather than incidental. Staff training and curriculum mapping have supported the increase in sustainability-linked modules. Teacher education programmes now explicitly prepare graduates to incorporate ESD principles into their professional practice.

Internal and External Factors

Internal enablers of success include strong alignment between sustainability initiatives and MIC's new Strategic Plan (*Pathways Lit, Futures Found*), which identifies climate action as a transversal theme across teaching, research, operations, and community engagement. The Roadmap's nine action areas (leadership, staff engagement, energy, procurement, teaching and research, buildings, targets, energy performance, and optional initiatives) provide a comprehensive framework for action.

External drivers have also shaped progress. Compliance with the Public Sector Climate Action Mandate and participation in the SEAI monitoring framework have sharpened institutional focus on measurable outcomes. Moreover, the development of the Targeted Enhancement Fund (TEF) application, embedding climate compliance and sustainability goals, has provided both

resources and an external accountability mechanism.

Constraints include the financial and technical challenges of retrofitting historic campus buildings, as well as the volatility of external funding streams. Nonetheless, MIC has managed to maintain momentum despite these pressures.

Additional Evidence of Performance

MIC's achievements have been recognised externally. In 2025, the College contributed exemplars of practice to the HEA's ESD Spotlight Series, demonstrating national leadership in embedding sustainability within higher education. In the same year, MIC was shortlisted for the Education Provider of the Year award at Ireland's Climate Change Leadership Awards, underscoring the credibility of its approach and reinforcing stakeholder confidence.

Strategic Reflection

Learning from Performance Analysis

Analysis of performance data confirms that while MIC's annual emissions remain significant, cumulative reductions are strong and ahead of national glidepath expectations. A key learning has been that sustainability cannot be achieved through piecemeal actions—dedicated governance capacity is essential. The Director of Sustainability post reflects this lesson.

Curricular analysis has demonstrated that embedding SDG content is achievable through incremental mapping and targeted staff engagement, rather than wholesale programme redesign. This insight provides a replicable model for further expansion.

Application to Future Implementation

Learning has already been embedded into institutional decision-making. The TEF application explicitly foregrounded climate and sustainability, ensuring that future funding will support decarbonisation and curriculum innovation. Likewise, the establishment of the Institute for Childhood Futures under the Strategic Plan will integrate sustainability into research on childhood, education, and futures literacies, ensuring that the College's mission aligns with global challenges.

The broader Strategic Plan commits MIC to futures-based thinking, with climate and sustainability as recurring themes across teacher education, research, student pathways, and community engagement. This positions the College to use sustainability not only as a compliance obligation but as a driver of institutional distinctiveness.

Informing Strategy, Policy, and Planning

Sustainability is now informing strategic choices in capital investment, curriculum design, and community partnerships. Policy development is shaped by the nine action areas of the Climate Action Roadmap, ensuring consistent reporting and accountability. Planning frameworks now incorporate sustainability targets alongside financial and academic indicators, embedding climate considerations into institutional governance.

Opportunities, Challenges, and Risks

Opportunities lie in consolidating MIC's reputation as a leader in ESD, particularly through its teacher education mission. Graduates who are sustainability-literate can act as multipliers in classrooms across Ireland and beyond. Expanding community partnerships, including with local government and cultural bodies, offers scope for broader societal impact.

Challenges remain in financing and delivering the infrastructural retrofits needed for deep decarbonisation, particularly in older buildings. Risks include the possibility of accelerated regulatory targets that could outpace institutional capacity, as well as inflationary pressures on green technologies. These risks will need to be managed by the incoming Director of Sustainability and the Executive Team.

Priorities for the Year Ahead

For 2025/26, MIC's priorities are:

- Appointing the Director of Sustainability to coordinate delivery of CAR 2030.
- Advancing capital retrofits and renewable integration to achieve further emissions reductions.
- Increasing the number of modules with SDG content towards the 2025/26 benchmark of 10%.
- Embedding sustainability research and teaching within the Institute for Childhood Futures.
- Leveraging the TEF initiative to drive institution-wide sustainability transformation.
- Expanding MIC's contribution to national and international networks, consolidating its role as a leader in sustainability and ESD.

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Section 3: System Learning and Policy Development

Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.

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The self-evaluation process has underscored several insights that may inform both institutional practice and system-level policy.

First, experience of implementing the **Targeted Enhancement Fund (TEF)** will demonstrate the value of resourced, multi-annual investment in driving transformational change. At MIC, TEF will underpin progress in areas such as doctoral education, sustainability, and teaching and learning innovation, enabling long-term planning rather than reliance on short-term project funding. This points to the importance of embedding TEF-style mechanisms as a feature of the higher education funding landscape, priming the pump, as it were, to ensure continuity, scalability, and system alignment.

Second, the evaluation highlighted the centrality of **data availability and timing**. While institutional dashboards such as MIC's e-OLAS provide strong analytics on enrolment, staffing, and finance, nationally validated student performance data (progression, retention, completion) were not available at the time of reporting. Additionally, the window for submission of this report precedes availability of complete data sets at local level, albeit only marginally.

Third, the analysis reinforced the value of **pathways and widening participation initiatives** such as PATH, HEAR, and DARE. Evidence from MIC shows that once students from under-represented groups enter higher education with the right supports, retention and success rates are high. National policy could further strengthen these pathways by expanding collaborative models with FE providers, community organisations, and statutory agencies.

Finally, the self-evaluation process highlighted the importance of aligning **institutional strategic planning with system priorities**. MIC's new Strategic Plan places sustainability, inclusion, and digital innovation at the core of its mission—areas that mirror national goals. This demonstrates the potential for structured dialogue between institutions and the HEA to ensure that strategic investments deliver both local impact and national benefit.

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Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of Mary Immaculate College , I declare that the particulars supplied in this report are true and correct.	
Signature:	
Print Name:	Professor Dermot Nestor
Date:	25 September 2025