Strategic Dialogue Cycle 3

HEI Self Evaluation Report

Introduction

This document presents an overview of the performance, during 2015, of Cork Institute of Technology in respect of the objectives and targets agreed with the HEA in the Mission-based Performance Compact and the strategic dialogue process.

Overall the Institute continues to perform well against agree targets. There are a number of areas where we have experienced challenges and performance has not been in line with the agree targets. At this stage we wish to discuss revised targets in relation to:

- Mature students
- International student recruitment
- Institutional consolidation

Following on from the feedback received during Cycle 2 we wish to alter for focus of our target in respect of continuing professional development of our academic staff. Further details of the proposed change are to be found in section 3 below.

There are also a number of areas where we have performed beyond our initial expectations. As part of Cycle 3 of the strategic dialogue process we would like to discuss the possibility of revising the following target upwards:

- Students admitted via non-standard pathways

As requested, the document also contains (in Appendix A) details of the Institute's activities relating to:

- The transitions agenda
- Student retention
- Workload management

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
Create a formal regional cluster between the named member institutions	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Many inter-institutional relationships exist but no formalised cluster structure is in place	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects	The cluster has continued to develop relationships and ways of working (both formal and informal) and consideration of the cluster and the member institutions increasingly forms a part of planning and decision making within individual institutions and across the cluster. This "cluster-driven" thinking is informing a range of activities, many of which are outside and beyond the agreed targets. For example, the IT Tralee-led project "Digital Supports for Transitioning International Students into the Irish Higher Education sector" which was funded in 2014 under the National Forum for Teaching and Learning was the first cluster-based project to be funded. This project is operating extremely well, with three core pillars around Internationalisation, Research, and Use of digital technology. All higher education institutions across the cluster are represented and contributing, thus contributing to the overall cluster aim of	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities	Progress continues to be made in respect of these targets but it continues to lag with behind the envisaged timelines.

				deepening partnerships and collaborations among the institutions in the cluster. This is a significant joint academic development which was planned in 2014 but implementation has commenced during 2015. The cluster work plan covers four key areas as follows: 1. Shared academic planning 2. Improved student pathways 3. Developing excellent and relevant research across the cluster 4. Enabling enhanced Technology Transfer, Entrepreneurship and Innovation at cluster level Details of the initiatives in each of these key areas is provided in the following sections. In addition to the ongoing programme of work we continue to review the structure and working of the cluster. In this context we have initiated the process of appointing an independent Chair of the Cluster Steering Group.		
Improve Student Pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist	Many inter-institutional pathways exist but no complete mapping profile is available	Develop uniform access/progression scheme for the cluster.	There are access/progression arrangements in place at each of the member institutions and further education providers and these have been reviewed by cluster members to share experience and learning and to	Review pathways profile based on new academic developments	The development of a single uniform access/ progression scheme is problematic due to the large

	in future academic planning and delivery			move towards a common approach.		geographical area and the number of autonomous HEIs in the cluster. The approach of developing focused local progression schemes with shared learning across the cluster is a more pragmatic target.
Shared Academic Planning	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Initiative, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region	No cluster wide academic planning structure exists. No cluster-wide academic planning structure exists. However there is an understanding that: • Individual institutes will continue to provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given the geographical scale of region	Implementation of joint academic developments which are informed by the baseline mapping process across the cluster and targeted at delivering on regional economic and social needs	The following items provide evidence of implementation of joint academic developments which complete or are informed by the baseline mapping process across the cluster, and all are targeted at delivering on regional economic and social needs: **1. Regional Skills Fora (South West and South East regions):** **a.** Skills Fora up and running in both regions with managers appointed **b.** Mappings have been completed for each of the two regions for disciplines identified in partnership with industry and employer bodies, using relevant data from SOLAS, and drawing on the full range of programme provision across higher and further education in each of the two regions. **c.** The identification of the disciplines, development of the	Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts.	It is important to note that the institutions within this cluster have a strong track record of developing and delivering joint academic programmes and activities. There is evidence of significant collaborative activity among and across the cluster partners. The complexity of this cluster (i.e. large number of institutions and large

		• External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process • The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative • Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above • Acceptance this will lead to the creation of strong thematic areas in individual and		mapping, and planning for appropriate responses have been conducted jointly by the academic institutions across the cluster. **d.** Early decision taken at cluster level to develop mechanisms for ensuring flow of information across the two regions, resulting in the embedding of personnel from each region across both Skills Fora. **e.** This activity contributes significantly to the achievement of the objective to enhance cooperation across the institutions in support of regional economic, social and cultural development. **f.** This activity also provides a blueprint for effective operation across a large cluster which comprises more than one region. **2. Research mapping** **a.** This exercise is mostly completed. **b.** Development of more collaborative arrangements regarding SFI Centres (via spokes) and numerous collaborative projects: between Tyndall and CIT (Photonics, Nimbus), and WIT (TSSG); also between UCC and CIT (APC, IMERC); and ITT and CIT (IMAR, NIMBUS). **c.** This activity contributes to the objective of building on existing successes in the area of collaborative research.	geographical area) mean that focused (i.e. geographically and subset of cluster partners) initiatives with experience/ learning shared with all cluster partners is a more practical way to develop the activities of this cluster.

		cooperating institutes in the cluster. This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda.		**3. Enhanced Technology Transfer, Entrepreneurship and Innovation at cluster level** **a.** This heading sees a substantial contribution to the achievement of the objective, i.e the implementation of joint academic developments which are targeted at strengthening regional economic performance. **b.** In 2015 CIT and IT Tralee submitted a joint bid to Enterprise Ireland for operation of the New Frontiers programme. This bid was successful and both institutions will work together on delivering the programme. **c.** CIT already works closely with UCC in the area of entrepreneurship. **d.** In 2015 IT Tralee joined with the existing UTC (UCC, Teagasc, CIT) Consortium in its application for the third round of Technology Transfer Strengthening Initiative (TTSI3) funding. This was motivated by the existence of the cluster and the desire to collaborate more closely with other cluster partners. **e.** These activities all contribute to the overall cluster objective of building on existing successes in the area of entrepreneurship and innovation.	

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
Increase the number of mature (full-time) entrants	Mature (full-time undergraduate entrants) students as % of new entrants	12%	14%	In 2015 approximately 10% of new entrants (combined first year and post-first year) were mature students - based on the data we submit as part of our SRS HEA Returns CIT continues to promote educational opportunities and establish pathways for mature learners. Academic staff and the Access Service staff provide pre-entry programmes to encourage applications from prospective mature students and provide the necessary supports for them once they enter. CIT has invested time and resources into increasing the number of mature students. External factors, such as cuts to grants, changes with the BTEA, social welfare cuts, etc. can impact greatly on the work and progress made. This is a national issue. The Irish economy has turned and unemployment has dropped to rates pre 2009. This has had an impact on applications, offers and acceptances. This trend can also be seen through CAO applications in 2016. A record total of 76,081 applications were received by CAO by the 1 February 2016, an increase of 1,657 applicants on the previous year.	15%	We have identified an underlying trend in applications from mature students due to external factors. In light of this and despite the considerable work underway to encourage and support mature learners it will be not be possible to meet the initial targets. Consequently, we will seek to revise the overall target downwards.

				Mature Applicant Numbers are down. There was a total of 10,280 applications from applicants over 23 years of age – down 483 on 2015. From our discussions with other HEIs we believe that others are experiencing similar. It is important to note that the actual number of mature learners continue to rise year on year.		
Increase numbers of flexible learners	Flexible learners as % of total enrolments	21%	24%	The cohort of flexible learners in 2015 remained the same as 2014 at 25%. While the percentage remains the same there had been an increase in actual numbers of learners. We believe that the reduced rate of growth in this cohort is related to improved economic conditions and a significant increase in the numbers in fulltime employment.	25%	We have already achieved the proposed 2016 target. We do not propose to adjust this target upwards at this time because the growth in this cohort of learners has slowed somewhat due to the improved economic situation nationally.
Admit increased numbers of students with disabilities	Students with disabilities as % of new entrants	7%	9%	Based on respondents to the 2015-16 HEA Equal Access Survey 11% of new full time entrants identified as students with disability. CIT is part of the DARE programme (a supplementary admission scheme providing places on all first year CIT programmes on reduced points for eligible school leavers with disabilities). It continues to be very beneficial in promoting to prospective students that CIT	10%	We have already achieved the 2016 target. We do not propose to revise the target upwards because we believe that further growth will be difficult without

				welcomes and supports students with disabilities. CIT also continues to build links and relationships with external advocacy groups, such as AHEAD, ASPECT, the Irish Guide Dogs, etc. The development of the Retention and Engagement Unit in CIT has provided supports to students in a main stream way thus those students who do not register with the DSS can access academic support. In each breakdown there has been an increase in students with disabilities since 2015 with increased DARE places as well as increased numbers of students eligible for funding. **Challenges ahead** (1) We welcome the FSD review and the potential changes in documentation for students with specific learning difficulties for 2016. But funding allocations are still not adequately covering the needs of higher support students. (2) Part time students are not being supported by funding despite being cited in the new National Access Plan.		appropriate funding support.
Increase numbers of students from under-represented (non-manual, semi-skilled and non-skilled) socio-	Entrants from under-represented socio-economic backgrounds as % of new entrants.	24%	26%	28.5% of students who identified their socio-economic group were from under-represented groups. It is important to note that only 56% of students actually identified their socio-economic group.	27%	CIT continues to perform in line with the proposed targets. However, a challenge remains, at the institutional and

economic backgrounds				CIT invests heavily into pre-entry programmes to encourage and motivate school leavers who experience socio-economic disadvantage to progress to third level education. The CIT Access Linked Schools programme works with 22 second level schools to widen participation from students from lower socio-economic groups. A Schools team works within the Access Service to deliver bespoke pre-entry programmes for students. A science focused programme is also delivered to encourage students into the STEM fields of study.		national level, to get more complete and accurate data.
Increase RPL Activity	Number of RPL applications processed and activity in Support of RPL in enterprise and other HEIS	We offer 3 'Learning Clinics' – in-company RPL/WBL facilitation sessions to grow awareness and stimulate demand. We support and consult on RPL for 3-4 other HEI providers per annum	Increase our offering to 5 Learning Clinics per annum. Aim to process 675 RPL applications and continue to support RPL within other HEIs as appropriate. Work with QQI on the development of an RPL network within Ireland	In 2015 we supported/processed 712 RPL cases. Completion and publication of a research report on RPL in Irish Higher Education funded by the National Forum for the Enhancement of Teaching and Learning Source: http://www.teachingandlearning.ie/wp-content/uploads/2015/11/Project-2.pdf Learning Clinics 2015/16: 6 Completed. Companies included EMC, Amazon, Eli Lilly. Establishment and convenor role for the National RPL Practitioner Network working closely with QQI. Overall coordination and contributions at 3 network events in 2015/16. Source: http://rpl.teachingandlearning.ie/	Increase offering to 6 Learning Clinics per annum and through-put to 700 applications. Continuing to support national and international policy and practice development.	We have already achieved the targets set for 2106. We have observed that the nature of this activity is changing due to the change to external economic climate. We are refocusing these services in line with these observed changes. In this context we do not wish to modify the agreed targets.
CIT will continue to increase the numbers of students admitted via non-	(a) Number of students admitted to 1st year	(a) 34 (b) 33	(a) 55 (b) 48	This year we achieved the following entry via the **CCPS** – Cork Colleges Progression Scheme (Further Education Progression Route): (a) 132 (b) 38	(a)67 (b)58	The significant increase in first year entrants via the CCPS is a result of:

standard access pathways.	(b) Number of students admitted to 2nd year			In addition to the above the **Linked Schools Progression Scheme** (i.e. work with DEIS Schools and schools with high numbers of under-represented groups) accounted for 77 student admissions in 2015.		1. Increases in numbers of students in the further education sector. 2. Renewed focus on the CCPS with marketing, information sessions, etc. 3. Improved tracking of student entry via this route. We note that we have some work to do to try to achieve our targets in respect of post first year admissions but do not wish to modify the targets downwards. In light of the updated data we would like to discuss a revised target for first year admissions.

3. Excellent teaching and learning and quality of the student experience

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
To improve the 1st year student experience	First year student progression rates (combined level 6, 7 and 8) into the second year of his/her programme.	22% non-progression rate 2011/2012 (combined average for levels 6, 7 and 8)	17% (combined average for levels 6, 7 and 8)	Academic Year 15/16 stats indicate a 17% non –progression rate (combined average for levels 6,7, 8). Since September 2012, CIT has been proactively working to improve CIT student engagement, progression and success through the establishment of a focused initiative. Recognising increasing numbers and diversity of students CIT resourced the CITSSERI to develop a number of targeted student support projects/interventions that reflect best international practices. The work of the CITSSERI has been clearly documented in reports to Academic Council, IEB and HEA Working Group on Student Engagement and has attracted attention at a national level from QQI, HEA and several IoTs who wish to replicate the CIT model. In CIT we have developed the following with a particular focus on improving the First Year Experience: • Good Start Induction Programme • *'Just Ask'* information campaigns and pop up desks • Get Connected – in class social induction and icebreakers delivered by trained Good Start student leaders • Academic Success Coaching • Peer Assisted Learning and Support	15% (combined average for levels 6, 7 and 8)	We have met the 2015 target and will continue to strive for the challenging target of 15% non-progression rate for end of 2016.

				• Academic Learning Support in a range of challenging subject areas • Academic department led targeted Transitions to CIT Projects • SParQ at CIT (Students as Partner's in Quality) • Pilot institute in HEA's National Student Engagement Programme NStEP It has been really challenging to build the projects above with very tight resources but we now have a set of actions and activities that departments can use to build very focused interventions with targeted class groups. Student engagement and retention is a very complex matter and all the best research tells us this again and again. We must endeavour to respond to each student, while watching for themes and emerging trends that will allow us to anticipate and prevent rather than react and try to cure. CIT's statistics seem to bear this out as we see our progression rates have increased as we develop more collaborative projects with the support and drive from faculty management teams.		
To increase the number of staff with a pedagogical qualification	Number of staff with a pedagogical qualification	n/a	n/a	Based on our discussions with the HEA during the Cycle 2 it was recommended that this target should be reviewed and altered. As part of Cycle 3 we would like to replace this target with the following target: **80% of academic staff will have engaged in continuing professional development related to teaching and learning during the past five years.**	n/a	n/a

| To increase the number of programmes delivered to off-campus students | Number of programmes delivered using online technology

Number of students enrolled on fully online programmes | 4 Programmes / 155 students (2012/2013) | 12 Programmes/ 350 students | Currently there are 5 programmes and 114 students.

The development of online programmes was impeded for a considerable period due to industrial action. Following agreement with the relevant trade union a number of new programmes have been developed.

6 new programmes will commence in September 2016. | 16 programmes / 500 students | While we continue to lag behind proposed targets this activity is developing and growing year on year. We expect to have 11 programmes and between 240 and 300 students.

While we will not meet the agreed targets the growth trajectory is in line with the targets (when the time lost due to industrial action is taken in to account). Therefore, we do no propose to revise the targets downwards at this point in time. |

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
Research and Innovation Strategy focusing on excellence with impact	Aligns with CIT strategy Supports sustainable and focused research built on Institutional strengths and National Research Priorities. Is outward facing and supports industry engagement Supports multidisciplinary opportunities for commercialisation of knowledge generated through research.	Current research strategy which identifies the areas of strategic focus, the thematic research areas – TRAs) and the integration of research and innovation with both the teaching and learning activities of CIT and our strong track record of research and innovation with industry Focus on multidisciplinary, translational research, collaboration, commercialisation, student experience, researcher careers, real-life testbeds	Implementation of R&I Strategy is ongoing since adoption in early 2015. Assessment of R&I Strategy ongoing as part of continuous process of improvement.	Research strategy formally launched during 2015. Implementation of R&I Strategy is ongoing. Assessment of R&I Strategy ongoing, notably in the context of the new Innovation 2020 Strategy for Research and Development, Science and Technology. Establishment of the process for formally designating groups and centres, which are characterised by the discipline area they address, has supported the initiation of a greater number of multidisciplinary projects. The strengthening of TTO supports provides enhanced visibility of opportunities for commercialisation through research, evidenced in more engagement/queries from academic staff.	Major assessment of research performance feeding into development of follow-on R&I Strategy beyond 2016, which takes account of the wider educational landscape and the MTU developments.	Current activity is in line with the targets set although we are slightly behind with respect to some timelines.

		The Wider R&I ecosystem				
Align researcher and postgraduate student metrics to TU criteria	Researcher enrolment at level 9/10 not less than 4% of FTE enrolments at levels 8-10 % staff with level 10 qualifications to be in excess of 80% in TRAs	Researcher enrolment at level 9/10 is 3.5% of FTE at levels 8-10 Within TRAs the % of staff with doctorates averages approximately 60%	Researcher enrolment at level 9/10 is approximately 4.5% of levels 8-10. This target is likely to be met or exceeded. In TRAs the % staff with doctorates to reach 72%. This target is unlikely to be met due to the time taken to graduate new staff PhD's.	Researcher enrolment at level 9/10 remains at approximately 4.5% of levels 8-10. Currently, approximately 65% of staff in the TRA hold level 10 qualifications. The upskilling of staff in TRA's to have a level 10 qualification continues, both through the existing staff doctoral scheme and also through new recruitments of staff with PhD's. The staff doctoral scheme will not positively affect the targets until 2017, and hence the target of 72% is not currently met.	Researcher enrolment at level 9/10 will be 5% of FTE enrolments at level 8-10. This target is likely to be met, notwithstanding the national decline in level 10 registrations in 2012-2014. In TRAs the % staff with doctorates to reach 80%. This target will be challenging to meet as only a relatively small number of staff will graduate at level 10.	We continue to make steady progress towards meeting these targets and do not wish to modify the targets at this time.
Enhance the researcher environment.	Formal training for all staff, academic and contract, engaged in supervision of PG students and/or research Structured PhD fully integrated into PG regulations and operational across CIT	Initial availability of PG-supervisor and researcher training modules PG regulations incorporate all key elements of Structured PhD	Continued implementation, feedback and improvement cycle of training for supervisors and researchers to be maintained.	Formal training of contract researchers and research managers implemented as part of the Researcher Career Framework. Ongoing training and mentoring of staff engaged in supervision of PhD students. Establishment of graduate supervisory teams and departmental boards of study for research have strengthened the training of supervisors.	Continued implementation, feedback and improvement cycle of training for supervisors and researchers will be maintained.	We believe that activity and progress in this area is broadly in line with the agreed targets.

			60-credit generic skills programme to lead to special purpose award will no longer be a target. The 60-credit programme will be provided as a max of 30 credits and will not lead to a special purpose award. However, participation in structured PhD for all new entrants from Sept 2015 with a min of 15 credits and max of 30.	Since Sept 2015 all new PhD entrants are on Structured PhD courses with a minimum requirement of taking (i) the Research Methodology module and (ii) 10 other credits from two 5-credit elective modules. The most popular elective modules has been "Statistics for Researchers."	Structured PhD programmes mandatory across CIT is a target to be met in 2015, ahead of schedule Major review of operation of Structured PhD to be carried out.	
Grow number of research projects delivered with industry	Number of research projects involving an industry partner (including collaborative research agreements and research contracts) % of research income attributable to industry projects	95 collaborative research agreements and research contracts 20% of research income for industry projects	110 collaborative research agreements and research contracts 25% of research income for industry projects	* 119 collaborative research agreements and research contracts * 32% of funding for these projects is funded by industry itself. *source Data generated as part of KTI Knowledge Transfer Survey 2015	115 collaborative research agreements and research contracts 25% of research income for industry projects	We have already met the target set for end of 2016 however this continues to be a competitive environment and year on year variances are not uncommon. Therefore, we do not wish to revise this target

						upwards at this point in time.
CIT will maintain its significant technology transfer/exchange activity. This objective reflects the existing high level of performance, targets agreed with Enterprise Ireland, and current resourcing levels.	a) Licences, Options & Assignments (LOA) b) Patents c) Spinouts d) invention disclosures e) collaborative research agreements with companies	a) 3 b) 3 c) 0 d) 19 e) 29	a) 5 b) 5 c) 1 d) 20 e) 30	a) 4 b) 0 c) 1 d) 20 e) 49	a) 5 b) 5 c) 1 d) 20 e) 30	In general, this activity in in line with the targets set. Targets in respect of licences and patents due to funding and budget issues. We continue to work on new ways to develop and support this activity and do not wish to adjust targets at this point in time.

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
Continue as practice leader in engagement with external organisations at a local, national and international level	Consolidation of CIT's role as leader of an aligned regional approach to engagement for economic development informed by national and international best practice	• Leading the REAP project- contributing to the development of National forum for engagement; • Collaborator in the university-business collaboration ecosystem model of the UIIN and on the Ireland Country report developed from the study undertaken for DG Education and Culture at the European Commission; • CIT Extended Campus established and model for CRM for engagement piloted	Feedback and mapping exercise used to inform practice and structures Institute-wide commitment to collating and sharing of knowledge on engagement channels and processes	External Engagement Strategy completed following significant input from a wide breadth of stakeholders across the institute. Awaiting final publication. Focus on five main areas: • Institute-wide approach and policy • Engagement support • Enterprise support • Impact measurement • Leadership role Development of presentation on CIT's engagement activities; this was presented to the IDA, Enterprise Ireland and Cork County Council during 2015, with others planned for 2016. Re-formatting of CIT Extended Campus engagement case studies which are circulated widely to both internal and external audiences. CIT Extended Campus led the mapping of regional skills data for the ICT and Manufacturing sectors on behalf of the South West Regional Skills Forum. CIT Extended Campus organizing the First Friday Senior Staff Breakfasts, with invited	CIT's engagement strategy informed by practice contributing to regional and national economic development and international scholarship	Activity in this area is in line with the targets set.

				speakers from external companies whose brief is to relate how their engagement with CIT helped their company or organization. The purpose of this is to allow an external perspective to be heard by all senior staff and to stimulate future interactions of a similar nature.		
				UIIN – Membership of the practitioner committee, chair of conference session, contributor through practitioner papers, posters etc.(again in 2016) Source: https://www.university-industry.com/		
				EURASHE Seminar in Warsaw and Conference in Belgrade – invited contributor on Enterprise Engagement and HE and Enterprise – contributing to regional development: Source: http://www.eurashe.eu/events/		
				Contributor to National Skills Strategy (DoES)		
				Ireland National Partner to the EU Survey on Study of university-business cooperation in Europe: drivers, challenges, and opportunities which commenced in January 2016		
				Leader in the alumni relations area in the Institute of Technology sector as a result of the various engagement programs and initiatives with alumni at local, national and international level.		
Enhance the opportunities for enterprise and	Improvement in practice and extent of external organizational	• Significant levels of interaction in all stages of	• Increase the opportunities for interactions	Increased opportunities created through dissemination of practice – via newsletters, engagement in practice cases, events, and	Institute-wide view of engagement in	We believe the initiatives outlined

community groups to engage with CIT in graduate formation	involvement in guest lectures, seminars, placements, student projects, entrepreneurship and employability skills development and recruitment opportunities	course proposal, development and delivery • No clearly aligned view of interactions and little sharing of information to contribute to organisational learning	and review structures to support engagement in curriculum development • Increase participation in initiatives aimed at building employability and entrepreneurial skills in undergraduates	the Extended Campus webpage. Dissemination of good practice in work-placement through the REAP handbooks etc. Workshops supported by CIT's Teaching and Learning Unit on the assessment of experiential learning brought together 18 academics throughout CIT to share experiences and expertise. A number of companies from across different sectors engaged with students in a variety of ways. Some exemplars of this include: • Lidl engaging with Sports Marketing Students on activation ideas for their sponsorship of the Ladies Gaelic Football Championship. • Kinsale Gourmet linking with business students to identify failings made in the launch of a new product and recommendations for re-launch. • YMCA together with research students working on a feasibility study for a new crèche in Ballincollig Representation on the national and local regional skills fora working with organizations to support relevant and current skills development. CIT to act as employer for the regional skills forum manager in the South West. Evidence of CIT acting as a major regional resource through work by CIT Extended Campus on:	graduate formation contributing to practice and strategy locally and regionally. Improved structures and experience for the external partner in engagement	show that we have achieved our goals in this area.

				• Research on current course provision for Regional skills forum south west in collaboration with EGFSN. • Survey development on skills needs with North Cork Engineering Cluster. • Analysis of course provision for the Limerick for Engineering Group. Increased opportunities for alumni to support programs and initiatives in graduate formation. Initiatives introduced include: CIT Gradfest, CIT Joint Mentorship Programme, and CIT Student Alumni Ambassador Programme.		
Enhance the opportunities for enterprise and community groups to engage with CIT in employee development and lifelong learning	Enhanced channels to cooperate with higher education and enterprise partners in the region to forecast and anticipate skills and development needs and the development of customised and flexible learning opportunities including recognition of experiential and work-based learning	• Significant levels of engagement and pathways to learning developed in responsive and flexible modes • No clearly aligned view of interactions and little sharing of information to contribute to organisational learning and strategy • Varying experiences for the external partner in engagement	• Mapping process used to inform structures and strategy • Greater alignment with higher education partners in the region	Outline structures to support customized learning developments in response to industry learning needs. Advisory role with internal actors in ensuring timely and appropriate responses: Examples include: Bessborough, Boston Scientific, Aldi, and RTE. Learning Clinic activity and alignment with Cork Education and Training Board CIT playing a leading role in the South West Regional Skills Forum, acting as host organization for the Regional Skills Forum Manager position and utilizing early funding allocation to instigate mapping process across two disciplines. Strong collaboration with UCC and IT Tralee in this space.	• CIT seen as strategic partner for emerging learning needs for key sectors within the region • Institute-wide view of engagement in employee development contributing to practice and strategy locally and regionally • Improved structures and experience	Our activity in this area and in particular our engagement with the South West regional skills forum (and the action plan for jobs) demonstrates significant achievement of targets.

					for the external partner in engagement	
Promote technology transfer activities and work to consolidate support mechanisms for enterprise start and development	Enhanced opportunities to collaborate with organisations to support entrepreneurship training, knowledge exchange, research and development needs, contract research and licensing	• Significant interaction with enterprise in entrepreneur development, applied research activities, technology transfer, innovation vouchers • Rubicon is nationally recognised successful business Incubation Centre.	Work to consolidate support mechanisms for new enterprise developments within an informed regional context	Work is underway in partnership between the Industry Liaison Managers and the Head of CIT's Hincks Centre for Entrepreneurship Excellence, to develop a CIT Strategy for Entrepreneurship by the end of 2016. CIT was actively involved in the preparation of The Regional Action Plan for Jobs and submitted a number of actions under the subsequent call for expressions of interest, in areas relating to student entrepreneurship and start-up support. CIT staff participated in workshops and stakeholder seminars run by Cork City and County Councils in preparation of their Local Economic and Community Plans. CIT hosted its 9th Annual Innovation Week in 2015. Over 1,800 people (staff, students and external companies) participated in events across all of CIT Campus locations. The aim of the week is to showcase CIT's Innovation and Entrepreneurship Ecosystem and raise aware of innovation and entrepreneurship among the CIT population and the wider community. CIT continued to work with UCC as lead partner on the CIT/UCC/Teagasc Technology Transfer Consortium. In 2015 CIT and UCC	• Growth in applied research income and increase in participant numbers in enterprise development activities • Enhanced collaboration within the region on support mechanisms	Specific quantitative targets for these outcomes are listed in the Research and Innovation section. We believe we have achieved our targets.

| | | | | | signed its first joint License with a local company, Prophotonix.

Seven EI Commercialisation Fund projects, to a value of €1,082,149, were approved for CIT researchers in 2015. These projects represent a significant element of the TT pipeline for 2016 and 2017.

In addition to the collaborative research projects with industry, CIT undertook 60 consultancy assignments with industry in 2015. CIT's Clean Technology Centre and NMCI services are particularly strong in this space.

CIT and the Rubicon centre played a significant part in the Start-Up Gathering that ran nationally in October but which had a particularly strong focus in Cork. CIT staff participated on the steering group for the Gathering locally. The Gathering was a key action under the Action Plan for Jobs and consisted of 350 events nationally, 70 of which were held in Cork.

In July the "Innovation & Entrepreneurial Skills Passport" was launched by Minister Damien English as part of the Gathering initiative. The "Passport" was developed by CIT's Hincks Centre for Entrepreneurship Excellence, in conjunction with *Start Up Ireland*. | | |

					CIT's on-campus incubator, the Rubicon, continues to perform as one of the most successful in the country with 45 companies on site (employing over 200 people) in addition to 26 virtual clients and 9 companies/entrepreneurs on the EXXCEL Female entrepreneurship programme. The Rubicon and its clients are completely integrated into the academic research and teaching activities of CIT. From Sept to Dec 2015, Rubicon staff interacted with 620 CIT students from across the Institute.		
					Through the *Student Inc*. initiative, 7 student- led businesses were incubated in Rubicon during Summer 2015. *Student Inc* was the first student incubation programme in the country when it started in 2011, funded almost entirely by CIT. The first 4 programmes attracted 98 student applications to participate on *Student Inc*. 19 projects were accepted and of these 19 projects, 8 are still in operation today employing 26 people.		
					Rubicon Companies (with the assistance of Rubicon and CIT staff) have had very strong performances nationally under the H2020 SME instrument in 2015. Rubicon client and CIT graduate start up PMD Solutions was awarded €4.1m in 2015, one of the largest awards in the country. The largest award (over €5m) was made to another Rubicon company, Radisens Diagnostics, earlier in 2015.		

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, End 2015	Progress against 2015 target, Commentary and data source	Final target, End 2016	Summary
CIT will continue to establish significant strategic partnerships with selected overseas higher education institutions	Number of high quality partnerships with overseas higher education institutions	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation centres, commercial services, constituent colleges) is to be performed to determine the baseline for this performance indicator	Increase above baseline by 20%	At the start of 2015 there were 18 formal MOU's signed by CIT with overseas higher education institutions, with 113 Erasmus partnerships (131). This baseline was increased by 7% in 2015 through the addition of seven additional reciprocal partnerships: Three strong partnerships were established with Universities in Malaysia (UCSI, UNITEN and TAR UC) and MOU's were signed during autumn 2015. These cover student exchange and progression and collaborative research. An Irish Aid-funded entrepreneurship project was commenced in autumn 2015 with the University of Economics at the University of Danang, Vietnam. An MOU was signed in July 2015 with Xuzhou Institute of Technology in Xuzhou, Jiangsu province, China. This province is twinned with Cork County Council so the partnership will be reinforced by strong political and municipal local ties. The MOU covers student exchange and progression, and collaborative research. Finally, two new MOU's were signed in Canada with Fanshawe (Research MOU) and Niagara (Student exchange and progression).	Increase above baseline by 30%	There has been significant progress in this area but the growth is lagging behind what we had projected. Having reviewed this activity, we believe that we will not meet the targets as initially set. As part of the upcoming strategic dialogue process we would like to revise this target downwards.

				In addition to the above formally-approved partnerships, new relationships have evolved in 2015 with an additional 5 Universities, through European Erasmus Plus projects, with: Southampton Solent University, The Hague, University of Amsterdam, University of Ulster, and Technological University of Munich. In total this represents an overall growth on the baseline of just over 9%. The growth in student exchange continues, with some initial exchanges (inwards and outwards) taking place at doctoral level, supported by Erasmus.		
Equip staff, students and graduates of CIT to participate in the international professional environment and global society	Percentage of CIT programmes (taught and research) which feature a significant international dimension (e.g. international language taught, international work placement, international student exchange option, collaborative international programme development)	A detailed survey across all areas of CIT (academic departments, research centres, innovation/incubation centres, commercial services, constituent colleges) is to be performed to determine the baseline for this performance indicator	Increase above baseline by 20%	The introduction in 2015 of the MBus in International Business represents a 33% increase on the baseline. This programme is targeted at graduates from non-business areas; a similar programme for business graduates (MBus in Global Business) will be validated and offered in 2016. While these numbers are small, nevertheless we have seen a large increase in student numbers (up to 70 in 2015/16 from 39 in 2014/15) travelling out on Erasmus exchanges and placements from programmes across all Faculties in the Institute. Finally, a number of our research groups (in Computing and Energy Engineering) are looking to establish international connections with a view to enabling overseas research exchanges. Target universities are in Tokyo, Ho Chi Minh City, Kuala Lumpur and Pune.	Increase above baseline by 30%	This target has been met. Lack of adequate funding continues to have a significant dampening effect on activity in this area so continued development is challenging.

Increase international student intake by 60%	Number of non-EU students enrolled Number of EU International Students enrolled	246	348	There were 403 international students in CIT at the end of 2015. While this exceeds the target set it represents a slight drop from the figure at the end of 2014. We have experienced some difficulty, in common with other Irish HEIs, due to the financial crisis in Brazil and the knock-on effect on the science with borders programme.	400	While we have already reached the 2016 target we do not propose to revise that target upwards because we expect this area to experience ongoing challenges during the coming year and further growth will be difficult.

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Achieve designation as a technological university through merger with IT Tralee	The establishment of the Munster Technological University	n/a	Merger of CIT and IT Tralee substantially completed (70%)	This project has been significantly delayed due to the failure to enact the required legislation. In addition, there are national industrial relations and policy issues which must be resolved, by the relevant Government Department(S). The two partner institutions remain committed to the programme. A programme plan has been developed to achieve the merger and TU designation and the required funding and resources have been quantified. An outline of this plan has been submitted to the HEA.	Merger of CIT and IT Tralee completed	The agreed targets have not been met due to external factors outside the control of CIT and IT Tralee

Appendix A

Under cycle 3 HEIs are also requested to report on:

Implementation of the Transitions agenda - HEIs are requested to report on the vision underpinning the portfolio of undergraduate programmes, how planned provision is aligned to institutional mission, reducing the number of entrance points into higher education;

CIT has responded to the objectives set out in the transitions agenda in the following ways:

- Common entry programmes – We have developed common entry programmes in both engineering and science. This allows a student to enter a general engineering or science programme in first year and defer her or his choice of specialisation until their second year of study.
- Common first year curriculum – All computing programmes in CIT have a common first year curriculum. This means that irrespective of which programme a student enrols on he or she will have the ability at the end of first year to transfer to any other computing programme in CIT. The net effect is that the initial choice of programme is less pressured because subsequent change is facilitated.
- Supporting transition to higher education – The CIT retention initiatives, which are outlined below, have a specific focus on easing the transition to higher education.

These measures are pilot or proof of concept initiatives and they are currently under review with the goal of implementing them as appropriate across all disciplines and programmes in the coming years.

Efforts to improve retention rates – where data in the HEA's recent publication
A Study of Progression in Irish Higher Education 2012/13 – 2013/14 (2016)
http://www.hea.ie/sites/default/files/hea-progression-irish-higher-education_final.pdf
highlights concerns in your HEI, the HEA needs to be assured that a systematic approach is in place, to address the issue of non-progression, drawing on best practice nationally and internationally

Since September 2012, CIT has been proactively working to improve CIT student engagement, progression and success through the establishment of a focused initiative. Recognising increasing numbers and diversity of students CIT resourced the CITSSERI to develop a number of targeted student support projects/interventions that reflect best international practices. The work of the CITSSERI has been clearly documented in reports to Academic Council, IEB and HEA Working Group on Student Engagement and has attracted attention at a national level from QQI, HEA and several IoTs who wish to replicate the CIT model. In CIT we have developed the following with a particular focus on improving the First Year Experience:

- Good Start Induction Programme
- Just Ask… information campaigns and pop up desks
- Get Connected – in class social induction and icebreakers delivered by trained Good Start student leaders

- Academic Success Coaching
- Peer Assisted Learning and Support
- Academic Learning Support in a range of challenging subject areas
- Academic department led targeted Transitions to CIT Projects
- SParQ at CIT (Students as Partner's in Quality)
- Pilot institute in HEA's National Student Engagement Programme NStEP

Currently using these activities to develop tailored packages of interventions working collaboratively with academic departments.

It has been really challenging to build the projects above with very tight resources but we now have a set of actions and activities that departments can use to build very focused interventions with targeted class groups. Student engagement and retention is a very complex matter and all the best research tells us this again and again. We must endeavour to respond to each student, while watching for themes and emerging trends that will allow us to anticipate and prevent rather than react and try to cure. CIT's statistics seem to bear this out as we see our progression rates have increased as we develop more collaborative projects with the support and drive from faculty management teams.

Systems and workload management *A Review of Workload Management Models in Irish HEIs* **was published in 2014** http://www.hea.ie/sites/default/files/review_of_workload_allocation_models_in_irish_higher_education_instituti.pdf**. HEIs are requested to report on the development of workload management approaches since then, with reference to the effectiveness of the approach, the outputs of same and how this contributes to the objectives of improving both accountability and performance within higher education.**

CIT uses an online software tool, known as AKARI Resource Planner, to reflect the planning and allocation of all academic teaching workload in the Institute. The core of this system is Course Builder i.e. the approved curriculum management system. This system is linked to the academic contracts in operation in the IoT sector which specify the weekly teaching expectation of 16/18 hours per week (excluding Croke park hours).

Teaching workload allocations produced are audited internally on an annual basis. The outcome of this detailed audit is reviewed by the Institute Executive Board and followed up where necessary with the relevant academic Schools and Departments.