Strategic Dialogue Cycle 3

HEI Self Evaluation Report

INSTITUTE OF TECHNOLOGY
TRALEE
INSTITIÚID TEICNEOLAÍOCHTA **TRÁ LÍ**

Introduction

This document constitutes the complete "Strategic Dialogue Cycle 3 HEI Self Evaluation Report" of the Institute of Technology Tralee in respect of the objectives and targets agreed with the HEA in the Mission-based Performance Compact.

The Institute is committed to the Strategic Dialogue process and recognises the significant benefits which the Institute has derived from the process.

The Institute has reflected on the dialogue process and in particular on the feedback received from the HEA as part of the Strategic Dialogue Cycle 2 outcome. The IT Tralee is also in the process of developing a new strategic plan for the period January 2017 to December 2019. In light of the HEA feedback received from the strategic dialogue process, the review of the outcomes of the existing ITT strategic plan and in preparing for the next stage of the Institutes development, the ITT has realigned its structures and resources to address the issues raised.

The Institute has recently:
- Established the Office for Strategy and Institutional Performance, within the Office of the President;
- Appointed a Head of Strategy to lead the above office;
- Enhanced the Strategic Planning Cycle and associated processes;
- Commenced the process of the development of an Institute wide performance monitoring and risk management system;
- Redefined and refocused the role or the Assistant Registrar within the Office of the Vice President for Academic Affairs. The Assistant Registrar will now focus on:
  - Enhancing the student experience (both inside and outside the classroom);
  - Designing and rolling out of initiatives to enhance student retention and progression (see Appendix A);
- Initiated the process of benchmarking the Institute against international best practice (Initial data submitted to U-Multirank);
- Identified engagement (community and business) as a key priority. The Institute is currently completing the First Time Classification Framework for inclusion in the "Carnegie Foundation for the Advancement of Effective Community Engagement".

The Institute has realigned certain targets in this current cycle, however the impact of the above initiatives will have a significant effect on the next iteration of the Strategic Dialogue Process. Please note that the output from the last two bullet points above will be incorporated into future self-evaluation reports.

Within the self-evaluation report the Institute has outlined performance and progress against the seven objective areas and associated targets. The majority of targets have been met, in some cases exceeded, in a minority of cases targets have not been reached. In all cases relevant background information relating to the achievement of the target or otherwise has been specified. IT Tralee recognises the need for "stretch ambition" with respect to some objectives. Within the template, when targets were deemed to be no longer appropriate they were in turn reset, these occasions have been clearly identified in the template, e.g.

- Within Section 2: Participation, Equal Access and Lifelong Learning, the objective: "Increase the participation rate on Institute programmes of new entrants with specific sensory, physical or multiple disabilities" while still relevant, the cohort of students in question is very small and minor fluctuations have a significant impact on the overall percentage metric reported. In this case the target was changed to the delivery of a targeted pre-entry activity which will provide better gains for the target student cohort.
- Within Section 4: High Quality, Internationally Competitive Research and Innovation, the objective: "Increase commercialisation activity within the Institutes research centres through licences, invention disclosures and patent applications". In this case the target has been increased.

Throughout cycle three, certain targets have been reviewed with respect to the "National Plan for Equity of Access to Higher Education, 2015-2019", the Transitions Agenda and the National Skills Strategy 2025. The approach taken has been to review original targets with a view to refining targets to identify, where appropriate, more strategic targets than the original compact had presented.

The key Institute objective relates to the creation of the Munster Technological University with our partner CIT. The recent announcement of direct funding from the HEA to support the programme of transformation through merger with CIT and the attainment of Technological University status is welcomed and demonstrates commitment by the HEA to the programme of transformation in the HE sector (see section 7).

The Institute welcomes the opportunity to discuss any reset targets and the reasoning behind same as part of the dialogue process with the HEA.

Additional commentaries for Cycle 3:

As part of this self-evaluation process the HEA has requested that three additional areas of focus be considered. The responses by the IT Tralee to this request is included in Appendix A.

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 has operated extremely well, with three core pillars around Internationalisation,	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 behind the envisaged timelines.

				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 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.		

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
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 in future academic planning and delivery.	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 move towards a common approach.	Review pathways profile based on new academic developments.	The development of a single uniform access/ progression scheme is problematic due to the large 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.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
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 • External stakeholders such as regulatory and professional bodies will also	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	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

		influence the planning and delivery process • The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative • Agreement that there are benefits to shared academic planning in specialist areas, most notably at Level 9 and above • Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster. This activity is particularly relevant to the		the 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:		institutions and large 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.

		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.		between Tyndall and CIT (Photonics, Nimbus), and WIT (TSSG); also between UCC and CIT (APC, IMERC) and ITT and CIT (IMAR and NIMBUS). **c.** This activity contributes to the objective of building on existing successes in the area of collaborative research. **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 progression of students with disabilities who successfully complete the first year of their programme of study, through enhancement of student support including teaching and learning strategies with a specific focus on students with disabilities. Increase the progression of students with disabilities through their programme of study to graduation.	Percentage of students with disabilities who successfully complete the first year of their programme of study.	This is in line with IT Tralee's Access Service Strategy Plan 2014-2020.	61%	Target achieved. 68.83% of all 1st year students with disabilities in 2014/15 progressed. The Institute is committed to continually improving on this progression rate and intends on building capacity to adopt universal design principles for learning through CPD opportunities and related Institute fora. To inform the provision of student support services, the Institute is representing the IoTI sector on a DAWN/AHEAD Reasonable Accommodations Working Group to produce a set of national guidelines on the provision of reasonable accommodations in Higher Education. The guidelines are incorporating the UDL approach as well as the role of the Disability Services. The Institute is currently developing a number of policies which will inform a Code of Practice for Students with Disabilities to promote student engagement, independence and empowerment.	62%	The Institute has an impressive track record of achievement in this area. In light of the cycle 2 feedback, the Institute has prioritised participation/leading initiatives at a national level. See paragraph 3 in column 5.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
To increase the participation rate of mature students entering full-time undergraduate programmes of study at the Institute.	The percentage of mature students entering full-time undergraduate programmes of study at the Institute.	In the academic year 2010/11, 24% of all new full-time students were classified as mature.	25% of full time new entrants will be mature students	Achieved. The HEA's comment on the Institute's *Self Evaluation Cycle 2 Reflections on Performance* states that the HEA data indicates 22% of full-time new entrants were mature students as at 2014/15. The Institute reported 25%. Our Access Office has liaised with the National Access and the reporting definitions and criteria have been agreed.	26% of full time new entrants will be mature students	The Institute acknowledges that the target for 2016 in challenging given the improving economic environment which will result in reduced numbers of mature applicants, due to these candidates securing employment.
To increase the participation rate of students from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.	The percentage of new entrants from the non-manual, semi and unskilled worker groups on full-time undergraduate programmes of study at the Institute.	In the academic year 2010/11, 25% of all new entrants were from non-manual, semi and unskilled worker groups.	26%	Target exceeded - 28%. The Institute's Pathfinders Second Level Schools Access Programme aims to promote access for these groups. The programme is currently under evaluation and a consultation process has commenced with staff, students and schools to inform the future development of the programme with a view to expanding the number of participating schools.	27%	The Institute rather than focusing purely on a percentage has now decided to expand the metric to include the number of schools participating in the initiative and the geographic spread of same.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
To increase the participation rate of students from the Travelling Community on Institute programmes.	The number of new entrants from the Travelling Community on Institute programmes.	In the academic year 2010/11, 1 student self-declared that they were a member of the Travelling Community.	Enrol approximately 5 on the bespoke programme.	Target achieved. The Experiential Taster Programme in Professional Cookery was identified as a suitable bespoke programme. Ten women from the traveller community were enrolled in 2015/16. Six women completed the programme. The Star Pupil Traveller Access to Education Programme currently has 9 students enrolled; 5 Leaving Certificate students and 4 x 5th year students. 3 current Star Pupils have submitted CAO applications for entry 2016 plus 1 past pupil of the initiative.	Achieve the national target	A strategic alliance has been developed by ITT with Kerry ETB and Kerry Travellers Health and Community Development, to specifically address the educational needs of the travelling community. An additional part time liaison officer from the traveller community has been appointed and is based in ITT to encourage greater participation by the traveller community at second and third level.
				Data Source: All of the data within this section has been gathered from a combination of the Institute's banner system (MIS), Institute Access Office longitudinal data collection, HEA equal Access Survey.		

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increase the participation rate on Institute programmes of new entrants with specific sensory, physical or multiple disabilities.	Strong strategic alliances with supporting agencies for new entrants with specific sensory, physical or multiple disabilities. (This performance indicator has been reset in line with summary)	This baseline has been adjusted (see summary)	Develop strategic links with supporting agencies; Enable Ireland, IWA, MDI, NCBI, DEAF/Hear, Kerry Deaf Resource Centre, Visiting Teacher Services for Students who are Blind/Visually Impaired and Deaf/Hard of Hearing. All this with a view to the achievement of the final 2016 target. Continue existing links with schools, students, families and SENOS through our annual Open Day and College Awareness Week, Disability Information Seminars.	Target achieved *Data Source: Banner student Record System, Access office, Office of the Vice President of Academic Affairs, Registrar.*	The target for 2016 has been changed to focus on (a) the development and delivery of a pre-entry fair (in line with the "better options" approach) targeting the schools, students and families of potential students with disabilities. This will raise awareness of access routes and support services in Higher Education for this cohort. (b) Provide CPD for Guidance Counsellors on access, transfer, progression, preparation and post-entry supports for these students.	Following on from the feedback received as part of cycle 2, the target was reviewed. It was determined that the cohort of students was too small and relatively minor changes would result in significant over achievement or under achievement of the target as specified. Consequently the performance indicator and targets have been modified and now focus on strategic initiatives rather than on a purely numerical percentage scale.

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
Increase completion and progression rates through enhanced generic and specific student supports leading to greater retention in specific categories: **(a) Students with Disability,** **(b) Students with specific learning difference,** **(c) Pathfinders.**	Percentage Completion and progression rates for: (a) Students with Disability (SWD), (b) Students with specific learning difference (SLD), (c) Pathfinders (PF).	Mean to date, AY 2011/12 N/A	N/A	N/A	Appendix A; response to question 2, outlines in detail the systematic approach being taken by ITT with respect to retention and non-progression.	Following on from the feedback received as part of cycle 2, the Institute fundamentally reviewed this objective. Given the size of the student cohort this objective relates to, it was decided to incorporate this objective into the overall ITT retention strategy. See Appendix a. Question 2. The Institute welcomes dialogue with the HEA on this decision.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Final target, end 2016	Summary
Development of postgraduate qualifications profile of the Institute's Staff.	Staff registered for a postgraduate degree programme annually	26 staff registered on postgraduate degree programmes in AY2012 / 13	+ 5 staff	Target achieved (+ 5); 31 staff registered on postgraduate programmes on 31/Dec/2015 *Data Source: HR records/Core HR system*	+ 5 staff	

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 students involved in civic and community engagement activity.	Increase the number of students registering for the Community Service Initiative modules.	14 students registered on Community Service Initiative module in 2012/13.	+ 10%	Target achieved *Data Source: Banner Student record system.*	24% increase in registrations from baseline.	IT Tralee continues to have notable success in this area. The Institute has applied for membership of the Carnegie Foundation for the Advancement of Effective Community Engagement.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
To increase the number of programmes delivered using blended learning approach.	Number of programmes delivered in a blended learning capacity. Number of students enrolled on blended learning programmes.	2 blended learning programmes, 50 students enrolled.	6 programmes, 120 students enrolled.	Target exceeded - 6 programmes, 183 students enrolled. *Data Source: Life Long Learning office, Elearning Development Support Unit, Banner System.*	8 programmes, 160 students enrolled.	Our success in this area reflects the Institutes strategy on ensuring a market led programme portfolio.
Increase the level of health awareness among staff and students.	Number of departments promoting and engaging in activities under e SipITT:ITT Student and Health and Wellbeing .	1 department promoting and engaging in SipITT: ITT Student Health and Wellbeing activities in the Academic Year 2013/14.	5 departments promoting and engaging in SipITT: ITT Student Health and Wellbeing activities	Target achieved. *Data Source: Office of the Assistant Registrar, Banner, students record system.*	Target updated – see comment in adjacent column.	Target for 2016 has been updated to incorporate key goals from 'Healthy Ireland HSE Action Plan 2013-2025'.

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
Continue to grow and develop the level of research being undertaken within the Institute, ensuring that the quality and standard of research engaged is of an international standard.	Growth in researcher headcount.	50 researchers.	65 researchers.	83 researchers – target exceeded. The target was exceeded as a direct result of a number of strategic measures put in place by the Institute in 2014 to grow and enhance the international standing of research at ITT: (a) A Research Office was established to centralise all institutional research activities. (b) The Institute's RDI Strategic Plan 2014-16 was published setting out the key priorities and KPI's to be achieved during this 3 year period. The plan aligns with the ITT Mission Based Performance Compact Agreement with the HEA. (c) Flexible enabling incentives were provided by the Institute in 2014 and in 2015 to promote and encourage academic staff to engage in research such as buy out of teaching hours for research activities/the provision of additional bespoke CPD research training modules etc. d) Increased financial investment in the annual Masters by Research Scholarship Programme (est. in 2012) for postgraduate students, thereby facilitating increased opportunity for staff for supervise at level 9. (e) Enhancement of the Scholarship programme through the provision of administration supports by the Research Office (launch of competitive call for research proposals from academic staff/ management of student recruitment / hosting of	70 researchers	

				biannual research colloquia / delivery of structured postgraduate research training modules. (f) Successful externally secured research grant awards in 2015 totalling approx. €1.64m (sum of ITT co-ordinated grants – includes the grant awards to partners) enabled the recruitment of proportional increased numbers of contract researchers hosted within the Institutes research centres. *The data source is collated from (a) 30 contractual research staff employed by ITT hosted within the Institutes 5 research centres funded directly by external competitively secured research funding grant awards (b) 47 Academic Staff directly involved in postgraduate research supervision and/or research project management associated with the buyout of teaching hours for research activities incentive and/or actively engaged in research in research centres. Plus an additional (c) 6 academic staff who achieved a recognised research output in 2015 (IDF submission to TTO or peer review publication (journal / book / book chapter / conference).* *(Note: The figure <u>excludes</u> 21 academic staff registered at other HEI's undertaking PhD programmes)*		

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2014 target, commentary and data source	Final target, end 2016	Summary
Recognising that the Institute should not overly rely on exchequer funding for research the Institute will actively pursue non-Exchequer sources for investment in research with particular focus on the existing research centres.	Increase in the proportion of non-Exchequer investment.	30%	40%	Exceeded at 74% - Successful externally secured research grant awards in 2015 totalling approx. €1.64m Exchequer Funding: €0.42m (26%) Non-Exchequer Funding: €1.22 (74%) A number of successful research grant applications to Eramus+, Leargus and Horizon 2020 programmes resulted in ITT achieving a higher ratio of non-exchequer funding awards in 2015. The Research Office will continue to promote the pursuit of international funding awards. *Data Source: From the database of externally funded projects processed by the Research Office Finance Officer*	42%	The Institute will continue to advance the research agenda. However, the exponential growth rate this year should be noted and growth rates similar to this will present challenges into the future

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2014 target, commentary and data source	Final target, end 2016	Summary
Grow in the number of publications across the research community within IT Tralee.	Growth in no of publications and % world output.	10	14	Target exceeded (42). Supported by aligning the Institute objective and the data set reported to include peer review journal publications and all other publications (middle author publications, books/ book chapter(s), conference presentations /abstracts, etc. It was considered that this would constitute a more comprehensive measurement. *Data Source: collated from information (a) returned to the Research Office by Research Centres in their 2015 annual reports and (b) response to an all staff survey disseminated by the Research Office in 1Q 2016 requesting to collate the ITT annual list of publications in 2015.*	New Target 40 (original target 16)	In order to demonstrate an appropriate level of ambition and to encourage continued growth in publications within ITT, the target for 2016 will increase to 40

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Grow number of research projects delivered with industry.	Increase in the number of research collaborations with Enterprise	40	60	78 – Target Exceeded. The number of new ITT research collaborations via funded contractual research agreements with new enterprise in 2015 was +19 (via innovation vouchers / consultancy work); the number of on-going projects carried over from 2014 was 59. *Data Source: collated from the sum (19) of new externally funded contractual research agreements (funded via Innovation Vouchers / Feasibility Studies/ Innovation Partnerships/ or funded by industry via direct consultancy contracts etc.) signed by ITT with new Enterprise in 2015 (returned in 2015 TTO Annual report to EI). The figure also includes (59) pre-existing research projects carried over from 2014 as indicated by Technology Gateways Shannon ABC and IMaR in their 2015 annual reports to the Research Office.*	65	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Alignment of the postgraduate numbers to TU criteria.	Growth in level 9/10 research degree students	36	56	47 – Target not achieved. Progress continues to be made toward increasing the overall population of postgraduate students in the Institute. +21 new postgraduate research degree students registered in ITT in 2015 while -11 postgraduate research degree students graduated from ITT in 2015. The annual intake of postgraduate research degree students at ITT is funded primarily through the Institute's research degree scholarship programme which is resourced from, the Institutes own resources. The Institute currently funds 15 new postgraduate research degree students p.a. and this is unlikely to increase going forward due to the projected HEA funding to ITT in the medium term. *Data Source: collated from the Institutes postgraduate research register hosted by the Office of the Registrar.*	This target will be decreased from 70 to 55 (see summary)	The financial burden for students pursuing postgraduate education has a direct impact on the number of research students within the Institute. Propose decreasing target for 2016 to 55.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increase commercialisation activity within the Institutes research centres through licences, invention disclosures and patent applications.	Increase in commercialisation activity.	5	9	19 - The target was exceeded as the performance indicator baseline was aligned with the Institutes 2015 TTS12 metric returns to Enterprise Ireland which include research agreements funded (innovation vouchers / direct consultancy etc.) by industry as a key technology transfer performance indicator. *Data Source: collated from ITT technology transfer metrics returned to EI within the UL led TTO consortium TTSI2 metrics returns in 2015.*	Increase to 15 (Original target 10).	To ensure 'stretch ambition' propose increasing the 2016 target to 15.

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
Employment Creation.	**Business start-up programme outputs.**	New Frontiers Programme, IT Tralee's DiscoverITT start-up programme. ITTs enterprise programme for food researchers in the FP7 funded TRADEIT.	2 high potential start-ups (HPSUs) - 6 employment positions. 2 DiscoverITT generated businesses - 4 employment positions. 1 international spin out through TRADEIT - 2 employment positions.	Both HPSUs on target - one fully completed the other on target and 6 employment positions have been created, Both new businesses achieved. One business is Leader supported and the other completed phase 1 of New Frontiers and applied for Phase 2. 4 Employment positions have been created. Achieved the planned International spin out. 2 employment positions have been created.	2 high potential start-ups (HPSUs) - 6 employment positions. 2 DiscoverITT generated businesses - 4 employment positions. 1 international spin out through TRADEIT - 2 employment positions.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Regional Enterprise Collaboration.	**Business Support for Micros and SMEs.**	Member of KEDU (joint group of IT Tralee, Kerry County Council, Enterprise Ireland, IDA, County Enterprise Board, Údarás na Gaeltachta, North and East Kerry Development, and South West Kerry Partnership) Engagement for regional economic development between IT Tralee, CIT, UCC, WIT and Carlow ITT.	Award 5 local innovation support schemes to a value of €2,000 each.	Exceeded - over 10 related innovation vouchers In progress (all not completed at this point)	Award 6 local innovation support schemes to a value of €2,000 each.	
			Complete 2 Enterprise Ireland Innovation Vouchers €5,000 each.	Achieved - Completed 2 Enterprise Ireland Innovation Vouchers €5,000 each.	Complete 3 Enterprise Ireland Innovation Vouchers to a value of €5,000 each.	
			Provide training programmes for innovative idea generation to 30 individuals (3 training programmes with 10 participants) in the county.	Exceeded – through a targeted approach to the retail and family business sectors.	Provide training programmes for innovative idea generation to 30 individuals (3 training programmes with 10 participants) in the county.	
			Promote the Brussels School of Management 'Learning By Doing Model' to 10 SMEs who then become part of the European Network.	Achieved. Target revised to incorporate the "Design Driven Innovation" approach based on positive SME feedback.	Promote using "Design Driven Innovation" approach with 10 identified SMEs.	The utilisation of the "Design Driven Innovation" approach will be promoted with SME's in 2016. It is deemed a more strategic approach and one where skill development
			Promote employee development, enterprise support and development and graduate formation through an integrated 5	Achieved - The "Kerry Month of Enterprise" led by ITT is a Business Community	Promote employee development, enterprise support and development and graduate formation through an	

			partner-led programme of activities and support.	engagement programme of strategic importance to the Institute. It has been a primary vehicle in the achievement of this target.	integrated 5 partner-led programme of activities and support.	within the Institute has grown in recent years.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Interactive and Applied Learning.	**Real time learning.**	Applied Market Research Projects. Institute wide work-based learning and placement.	12 market research projects for both the commercial and social sector, public and private and 400 work-based placements.	Target Achieved	12 market research projects 600 work-based placements.	The achievement of this target is based on the strategic decision by the ITT to incorporate a credit carrying work-placement on all level 7 and 8 programmes.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Community Engagement.	**Integrated Activities.**	**Enterprise Development and Networking events.**	Enterprise Week – in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community.	Achieved	Enterprise Quarter in collaboration with the County Enterprise Board, Enterprise Ireland, local media and educational community and international business and educational Institutes partners.	The achievement of the targets can be attributed to growth in external engagement by the Institute personnel.
			Host the County School Enterprise Awards to a community of 12 second-level schools with an attendance of 200 approximately.	Achieved	Host the County School Enterprise Awards to a community of 16 second level schools with an approximate attendance of 300.	
			Host the New Frontiers showcase and awards with an attendance of 20 participants, 20 business mentors and 100 members of the general public.	Achieved	Host the New Frontiers showcase and awards with an attendance of, 20 participants, 20 business mentors and 100 members of the general public.	

Institution objective	Performance indicator	Baseline	Interim target, end 2014		Final target, end 2016	Summary
			Host the DiscoverITT showcase and awards with an attendance of 30 students, 30 business mentors and 250 members of the general public.	Achieved	Host the DiscoverITT showcase and awards with an attendance of 40 students, 40 business mentors and 350 members of the general public.	
			Develop the Social Entrepreneurship Programme with an attendance of 250 at a local and national level for the headline conference.	Achieved	Develop the Social Entrepreneurship Programme with an attendance of 400 at a local and national level for the headline conference.	
			Grow the ITT 30-hour intergenerational innovative challenge targeting 30 family intergenerational teams of 3 each (90) and 150 attendance at the final showcase.	Achieved	Grow the ITT 30 hour intergenerational innovative challenge targeting 40 family intergenerational teams of 3 each (120) and 200 attendance at the final showcase.	

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2014 target, commentary and data source	Final target, end 2016	Summary
Alumni engagement.	**Active database of graduates and strength of engagement between them and the IT Tralee.**	Relationship database system monitoring the type of engagement – e.g. mentoring, guest speakers, panel members.	400 active business alumni.	Achieved 400 active business alumni target. *Data source: Office of Vice President of RDEE and School of Business and Humanities.*	800 active business alumni.	

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
Grow Fee Paying Student Recruitment.	Registration of fee-paying international students.	110	(+10) 133	135	(+10) 146	Targets achieved for 2015, however, global economic indicators, particularly in the developing world, are not positive.
Maintain and manage the population of international students at ITT in line with the percentages of international students attending higher education in the top performing destination countries for internationalised education.	The percentage of international students attending ITT.	15%	15%	15%	16%	Stable international numbers with slight growth leading to the attainment of this target.

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Grow and maintain a sustainable portfolio of international student markets, thus reducing over reliance on any particular fee-paying market(s). This will also enhance the internationalised learning environment within ITT.	Registration of fee-paying international students.	20	25	25	28	Portfolio of markets extended to include Hong Kong, Nigeria and Korea.
Maintain and manage the ITT/RCSI Medical Commencement Programme.	New Students Registered.	170	170	144. The number of clinical places reserved for students who successfully complete the Medical Commencement Programme at ITT is capped. However the Institute in consultation with the RCSI, has now widened the cohort of eligible students to include Pharmacy Students. *Data Source: The International office and international student data held in banner (MIS).*	155 (revised down from 170)	In light of the cap on clinical placements, proposal to realign this target from 170 to 155 for 2016.

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%).	The two partner institutions remain fully committed to the establishment of the MTU. A programme plan has been developed to achieve the merger and TU designation and the required funding and resources have been quantified. PWC have been appointed to oversee the implementation of the project plan. This realisation of 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). Due to the aforementioned external factors, a number of the targets have not been achieved.	Merger of CIT and IT Tralee completed.	A number of the agreed targets have not been met due to external factors outside the control of CIT and IT Tralee

Appendix A

1. **Implementation of the Transitions agenda – HEIs were requested to report on the vision underpinning the portfolio of undergraduate programmes, how the planned provision is aligned to institutional mission, reducing the number of entrance points into higher education.**

The mission of the Institute of Technology Tralee is "To excel in teaching, research and development work, for the benefit of students, industry and the wider community".

The Institute is fully supportive of the Transitions Initiative. The Academic Council has endorsed the rationale underpinning the Transitions Initiative. New programme development procedures and the programmatic review of existing programmes have been reviewed to incorporate the Transitions agenda.

For students to benefit from their higher education experience it is essential that the options available allow them maximise their potential while engaging in a programme of study which is aligned with skills which are required by the industries and wider community which ITT serves. In order to ensure that all programmes developed by the Institute align with ITT's mission and vision the programme development template for new programmes has been enhanced to address the following areas:

- Alignment to ITT Mission;
- Identified regional demand for the graduates.

Appropriate programme selection has long been identified as a success factor for students entering higher education. Poor programme selection can lead to students feeling overwhelmed, inadequately equipped or under unnecessary pressure. With this in mind it has been an Institute objective to support the Transitions agenda and most importantly support student success. This has been facilitated through a combination of providing either a common entry point to programmes, or a degree of flexibility in first year delivery, enabling students experience common modules which provide sufficient exposure to discipline areas which in-turn empower them to make the appropriate "stream" selection at the end of first year or second year as appropriate.

Over a series of programmatic reviews, strides have been taken to reduce the number of entry programmes offered by the Institute via the CAO, while providing appropriate streaming options for students for subsequent years. It should be recognised that the Institute has a requirement to balance the suite of programmes it offers with the demand and regional need for a comprehensive suite of programmes to be made available to our stakeholders.

Appendix A

Table 1.0: Programmes removed from the CAO and replaced by a Common Entry Programme

Removed from CAO listing	Date	Replaced by Common Entry Programme: (Programme Title)
B.Sc. Pharmaceutical Analysis with Forensics B.Sc. Pharmaceutical Analysis with Environmental Science H.C in Pharmaceutical Science with Cosmetics B.Sc. (Hons) in Pharmaceutical Science with Cosmetics	Sept 2015	Bachelor of Science in Pharmaceutical Science (at Level 7 and Level 8)
BSc (Hons) in Wildlife Biology B.Sc. Hons in Field Biology with Wildlife Tourism	Sept 2016	Bachelor of Science Hons in Wildlife Biology
Bachelor of Engineering Higher Certificate in Mechanical Engineering	Sept 2015	Bachelor of Engineering in Manufacturing and Mechatronics Engineering
Bachelor of Science in Construction Studies Bachelor of Science in Renewable Energy Management	Sept 2014	Bachelor of Science in Energy, Technology and the Built Environment

Appendix A

Table 1.1
Broad Entry Programmes, incorporating specialist streams in years three and four

Programme Name	Streams
B.Sc. (Hons) in Health and Leisure (Abinitio Level 8) B.Sc. in Health and Leisure (Abinitio Level 7)	Adapted Physical Activity Athletic Performance Health and Wellbeing Physical Education Sports Development
Bachelor of Business (Hons) (Abinitio Level 8) Bachelor of Business (Abinitio Level 7)	Accounting Marketing AgriBusiness

Table 1.2 Planned; Broad Entry Programmes leading to Individual Streams – Offered via the CAO 2017

Planned Common entry new programme Title	Existing Programmes to be removed from CAO
B.Sc. in Computing –(with three specialisms) proposed entry 2017	B.Sc. in Computing with Software Development B.Sc. in Computing with Games Development B.Sc. in Computing with Media Development

Appendix A

2. **Efforts to improve retention rates – outline the systematic approach to address any issues of non-progression, with reference to best practice nationally and internationally.**

As mentioned on page two of this document the Institute redefined and refocused the role of the Assistant Registrar within the Office of the Vice President for Academic Affairs. The Assistant Registrar has now overall responsibility for:

- enhancing the student experience (both inside and outside the classroom);
- the design and roll out of initiatives to enhance student retention and progression.

The HEA vision, as articulated in the National Strategy for Higher Education in Ireland to 2030, is that students will experience an education that is excellent, relevant and responsive to both their personal and professional development and growth as fully engaged citizens within society. The Institute's mission and strategic goals are aligned with the HEAs priority for a quality student experience.

The Assistant Registrar has developed a suite of initiatives for roll out in AY16/17. The initiatives developed have been informed by the following reports and publications:

- 'National Strategy for Higher Education in Ireland to 2030'-HEA;
- 'Why Students Leave: Findings from Qualitative Research into Student Non Completion in Higher Education in Ireland 2015'-National Forum for the Enhancement of Teaching and Learning;
- 'A Study of Progression in Irish Higher Education 2012/13 to 2013/14'-2016 HEA;
- 'Student Engagement Best Practice Principles 2016'-HEA/ USI/ QQI;
- 'Supporting a Better Transition from Second to Higher Level 2015'-HEA;
- 'National Plan for the Equity of Access to Higher Education 2015-2019'-HEA;
- Individual HEI research, both national and international.

In light of the best practice and recommendations specified in the above reports the Institute has identified approaches which will lead to increased retention rates. These success factors are reflected in the initiatives prioritised by the Institute as follows:

(i)   *Pre Admission Activities (for intake AY 17/18):*

Objective: Strengthening links between second level/further education; building academic identity prior to student enrolment/pre-information; academic, emotional preparedness; creation and building of links between student interests, future goals and ITT student experience:

Appropriate programme selection is a key success factor in relation to successful transition from second level to Higher Education. The Institute has significantly revamped its pre-admission activities to empower incoming students to choose the most suitable programme.

Range of activities to support this objective:

- Extended Second Level School Liaison Plan which focuses not just on students, but on parents also;
- Open evenings for parents in venues outside of IT Tralee;
- Graduate and employer testimonials to form an integral part of the Institutes marketing strategy;
- Social media campaign

Appendix A

(ii)   Year 1 Induction Programme (for intake AY 16/17)

Objective: To support the academic, social and personal transition to third level.

Range of activities to support this objective:

- Roll out of enhanced induction programme for first year students – programme now encompasses the first four weeks of semester;
  - Branded (FYI) Institute 4 Week Induction Programme, themed activity based weeks: week 1 Welcome Week (President Welcome / BBQ) ; Week 2 Get Involved Week; Week 3 Health and Wellbeing Week; Week 4 Academic Week;
- Reviewed pre-admission communication to students: to include FAQ section and a Head of Department welcome letter within the online 'New Student Orientation Guide'/registration process (Guide will be available through phone app for students and parents/family) ;
- Department specific induction included in week 1 welcome week;
- Parent/ family induction evening to be included in Week 1 Welcome Week- 'Supporting the Transition to Third Level', Information Guide for parents under development;
- Student focused calendar of events, accessible electronically, (induction programme activities, academic calendar, SU activities, clubs and societies activities, health and wellbeing activities, on/off campus entertainment);
- Maximising the use of social media to engage students, particularly Facebook (Freshers link); website to be updated with all 'Transition to Third Level' information.

(iii)   Academic Sphere (for intake AY16/17)

Objective: To enhance the student centred teaching, learning and assessment experience.

Range of activities to support this objective:

- Re-establishment of a Centre for Teaching and Learning (Staff and Students);
- Within same, establish a 'Student Academic Success Centre' - a coordinated centre for student academic support;
- Review of the role/ responsibility of class tutor, particularly in Year 1.

Initiatives i to iii above will build on the student health and wellbeing initiatives rolled out in the AY 14/15 as follows:

(iv)   *Student Health and Wellbeing initiatives*

Objective: To integrate within the Institute's culture and structures a coordinated and collaborative commitment to student health and wellbeing, working towards a Health Promoting Campus.

Range of activities to support this objective:

- sipITT: Health and Wellbeing programme rolled out;
- Student Health and Wellbeing activities/promotion during the first four weeks of induction for first year students;
- REACT Steering Group established (Assistant Registrar-Chair): 'Responding to Excessive Alcohol Consumption in Third Level' (programme adopted from - HSE/ USI/ UCC initiative);
- Health and Wellbeing activities included within the calendar of events.

Appendix A

3. **Systems and workload management – HEIs were requested to report on the development of workload management approaches, with reference to the effectiveness of the approach, the outputs of same and how this contributes to the objectives of improving accountability and performance within higher education:**

The software system; Syllabus Plus, which is compatible with Banner (the sector wide MIS system) is used by the Institute to plan, monitor and report on the allocation of all the teaching workload across the Institute. Standardised reports have been developed which are reviewed by the Institute executive on an annual basis to ensure workload management is consistent across the three Schools of Study at the Institute and is compliant with the nationally agreed sector wide contract for Academic Staff.

The Institute has modularised and semesterised its programmes and has developed Institute wide and School wide common modules. These common modules are shared across suites of programmes and make a significant contribution to the efficient utilisation of both physical and human resources.

In addition to the executive reviewing the standardised workload management reports the internal auditors also review the reports on a three year cycle.