Rialtas na hÉireann
Government of Ireland

FUTURE JOBS
IRELAND 2019
Preparing Now for Tomorrow's Economy

HUMAN CAPITAL INITIATIVE

PILLAR 3

INNOVATION AND AGILITY

CALL FOR PROPOSALS

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Next Generation Graduates

Call for Proposals for Projects to Enhance Innovation and Agility in Response to Future Skills Needs

16th December 2019

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1 Call for Proposals

Higher Education Institutions (HEIs) are invited to submit proposals for funding under the Human Capital Initiative (HCI) call for projects to enhance innovation and agility in response to future skills needs. Over five years from 2020 to 2024, €300m has been allocated for the HCI from the surplus in the National Training Fund (NTF). This is in line with recommendations contained in the independent review of the NTF on the use of the surplus and the development of labour market skills. This is the second call for proposals under the HCI and further calls for funding will be issued under other pillars of the programme.

2 Background

The HCI is embedded in national policy to make Ireland a better country for all its people.

The Government strategy Project Ireland 2040[1] provides the framework for making Ireland a great place to live and do business, through integrated spatial and investment strategies. It will drive Ireland's long term economic, environmental and social progress across all parts of the country over the next decade. In 2019, the Government launched several interconnected initiatives to build on the progress made in terms of employment and emigration levels. This includes the Disruptive Technologies Innovation Fund which links industry and academia, creating new collaborative teams to develop new disruptive technologies and innovations for tomorrow's world.

Future Jobs Ireland 2019[2] states that, "…by 2025, our workers and enterprises will be operating in a changed economy. Technology continues to herald new ways of doing business and new economic opportunities". Central to this are objectives to enhance skills, develop and attract talent to Ireland. Transversal skills along with core competencies in numeracy, literacy and digital technologies are critical for work in all sectors.

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[1] https://www.gov.ie/en/policy/project-ireland-2040-policy/

[2] https://dbei.gov.ie/en/Publications/Publication-files/Future-Jobs-Ireland-2019.pdf

The HCI also addresses the aims of the *National Skills Strategy 2025[3]*, to improve the relevance of skills provision to society and the economy; provide more effective engagement with employers in skills development; increase lifelong learning; enhance the quality of teaching and learning; develop participation in education and training and the labour market; and increase skills supply.

Strategies such as *Technology Skills 2022[4]* further complement the *Future Jobs Ireland* agenda by putting a greater focus on equipping Irish learners (from primary school through to higher education), graduates and workers with the necessary Science, Technology, Engineering, Arts and Mathematics (STEAM) skills to adapt to the changing workplace and business models of the future. The strategy sets out an ambitious target to increase the number of learners graduating with high-level ICT skills to over 65% by the end of 2022. Five actions to be implemented through a partnership between Government, industry and the education and training system, will complement the ongoing upskilling of its talent base by the enterprise sector.

HCI innovations and activities should also address the Government *Climate Action Plan 2019[5]*. Funded programmes must include consideration of how they can positively assist the diverse and wide-ranging impacts that Climate Change will have on Ireland's environment, society, economic and natural resources. The *Climate Action Plan* sets out an ambitious course of action over the coming years to address these issues; the HCI must aim to assist achieving these actions and targets in all ways possible and enable Ireland to significantly step up its commitments to tackle climate disruption.

The HCI will address these and other national policy objectives through its suite of initiatives.[6]

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[3] https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf

[4] https://www.education.ie/en/Publications/Policy-Reports/technology-skills-2022.pdf

[5] https://www.dccae.gov.ie/en-ie/climate-action/publications/Documents/16/Climate_Action_Plan_2019.pdf

[6] This includes the National Strategy for Higher Education to 2030 https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf the Indecon Review of the National Training Fund https://www.education.ie/en/Press-Events/Press-Releases/2018-press-releases/indecon-review-of-national-training-fund.pdf and the HEA System Performance Framework https://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/

3 The Human Capital Initiative

The Human Capital Initiative (HCI) will increase capacity in higher education in focused programmes designed to meet priority skills needs for enterprise. These needs are identified though the detailed and comprehensive framework now in place under the National Skills Council, including publications from the Skills and Labour Market Research Unit (SLMRU), the work of the Regional Skills Fora, the National Training Fund (NTF) Advisory Group, and the Expert Group on Future Skills Needs, and the direct involvement of employers.

The HCI will also incentivise continued reform and innovation in third level provision building on best practice nationally and internationally, strongly supporting innovation in programme design and delivery. It will respond to the targets outlined in the *National Skills Strategy, Technology Skills 2022*, and other Government strategies. It will seek to promote innovative and responsive models of programme delivery, and to enable the higher education system to respond rapidly to changes in both skills requirements and technology.

The key objectives are to:

- Increase provision in areas of identified skills need for enterprise

- Future proof graduates with industry relevant skills for emerging technologies

- Ensure that there is a greater focus across the whole spectrum of higher education course provision on promoting and embedding transversal skills

- Incentivise continued reform and innovation in higher education provision building on best practice available nationally and internationally.

The key areas of focus for actions under the initiative are:

- Priority skills needs for society and the economy, particularly in high productivity sectors

- Mitigating Brexit risks

- Promoting regional development and *National Development Plan[7]/Project Ireland 2040* objectives

- Innovation and reform in programme provision

- Responding to digitalisation and the future world of work

- Strengthening relationships with enterprise and addressing identified future skills needs

- Provision of upskilling and reskilling through lifelong learning

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[7] https://assets.gov.ie/19240/62af938dce404ed68380e268d7e9a5bb.pdf

4 Innovation and Agility

Pillar 3 Innovation and Agility aims to

- Support innovative and agile proposals from institutions or groups of institutions with potential application and impact across the higher education system; and

- Align innovation and agility with national strategic objectives, key system objectives for the higher education system, and future skills needs for society and the economy.

This pillar has two key streams i) innovation in modes and methods of delivery and ii) an agility fund.

The **innovation in delivery stream** aims to promote innovative methods of teaching and delivery, so that learners will benefit from improved quality and more engaging ways of learning on enterprise-focused courses. An indicative allocation of **€126.4m** over the period 2020-2024 has been set for the innovation in delivery stream of Pillar 3.

The **agility stream** is aimed at increasing institutions' ongoing capacity to anticipate, understand and respond to emerging skills needs of enterprise. This includes the ability to deliver new courses or adapt existing courses, so that institutions can more quickly respond to emerging developments in technology and enterprise. The stream will enhance the ability of institutions to provide lifelong learning and upskilling opportunities, including to the existing workforce. This stream may also involve initiatives where education can strengthen the capacity of businesses to adopt new technologies and upskill to improve their performance and productivity. An indicative allocation of **€80m** over the period 2020-2024 has been set for the agility stream of Pillar 3.

4.1 Guiding Principles for all Proposals

All proposals **must** adhere to the following guiding principles:

- Meaningful collaboration and close partnership with enterprise to achieve objectives and outcomes of benefit to society and the economy. This partnership can be local, national, regional or international. It can, for example, include collaboration with education technology companies in programme delivery, SME engagement, movement of staff between organisations and dual learning initiatives.

- Demonstration of how the proposal aligns with **HCI objectives** and **two or more** of the *Key System Objectives for the Higher Education System 2018-2020* (see appendix 2)

- Demonstration of institutional capacity to deliver objectives. A clear alignment and fit with the system performance framework.

- Establishment of a clear alignment and fit with national education and enterprise policy including all relevant national strategies.

- Evidence of potential transformative impacts across the institution and the higher education sector, and detail how this is both scalable across the sector and sustainable in the future.

- Encompass learner centred design, clearly identifying the target learner cohorts who will be directly impacted, what are their defining characteristics, what are their needs, provide evidence of engagement with these learner cohorts, and set targets to how will their needs be addressed, what are the expected impacts and how will the impacts be measured.

Proposals **should** also consider the following guiding principles, that will be taken into account in their evaluation:

- Partnership with other education providers at the local, regional, national and international level

- Facilitation of progression pathways for workforce upskilling and lifelong learning objectives

- Responding to emerging skill needs within enterprise and enabling enterprise to upskill employees

- Awareness of innovative international best practice.

4.2 Guidelines for preparing a proposal

1. Proposals are invited to respond to the objectives of the innovation in delivery stream or the agility stream, or a combination of both streams. The independent assessment panel will determine under which stream proposals will be funded.

2. Pillar 3 aims to support innovative learning approaches for all learners, full-time, part-time, flexible learners and life-long learners including those who are in employment. Proposals should demonstrate learner-centric design and specify target learner groups.

3. Proposals should demonstrate bold and innovative approaches, which will shape a higher education sector that is truly fit for the future. This can include pilot experimental approaches with a significant element of risk.

4. Proposals should leverage existing cutting-edge technology solutions to introduce innovative methods of teaching and delivery.

5. Key Performance Indicator (KPI) metrics should be identified and embedded in all proposals for project commencement, duration and completion to determine and enable measurement of project impacts for the full life cycle of the project.

6. All proposals should identify the level of risk associated with their activities, how this risk will be managed and mitigated. A process for the ongoing monitoring and reporting of risks to the HEA should be specified.

7. Pillar 3 aims to fund new innovative projects and to build on existing innovations including the progression of previously funded innovation projects, the translation of project outputs for greater impact across the tertiary education sector, and scalability of existing projects.

8. Large capital costs cannot be funded through the HCI, and projects must use the existing capital infrastructure available to the institution(s). This can include new approaches to use of existing infrastructures, such as timetabling innovations and non-term time use of facilities.

9. Proposals may not be utilised to fund ongoing operations, the creation of physical capacity or projects that could reasonably be expected to be funded from other public funding sources, e.g. research funding agencies.

10. Submissions whose focus is primarily for the benefit of the public sector are not eligible for funding.

11. The funding of researchers to undertake a level 9/level 10/postdoctoral studies is not eligible for funding. Pillar 3 is aimed at taught provision.

4.3 Indicative Proposal Areas

Indicative areas which the call aims to enhance in the higher education sector include:

- Reacting to digitalisation in teaching and learning and advancing transversal skills training through digital means

- Collaborating with established digital platforms and enterprise providers to enhance enterprise linkages and expand usage of existing digital infrastructure

- Provision that addresses the needs and attracts diverse learner cohorts in varied formats and durations including

    - Short micro-credential provision

    - Initiatives that include the use of the facilities and the staff of HEIs during periods when an institution has traditionally been underused or unused for example the summer period

    - Adaptable provision fitting the daily life of a diverse learner cohort (carers/parents/employees)

- Recognition of Prior Learning to enable access to higher education for those in the workforce

- Responses to the skills requirement for enterprise to trade Internationally including programmes that integrate foreign language provision with core disciplines

- Pedagogical developments required for the conversion of standard mainstream courses into provision suitable for distance and flexible learning

- Responses to skills required for Ireland to move to a low carbon economy

- The development of lifelong learning and upskilling opportunities for the existing workforce

- Provision that will enhance management skills and practices of SMEs in Ireland

- Development of dual learning courses

- Design thinking and inter-disciplinarity within course provision

- Developing the capacity to more rapidly identify emerging skills needs

Possible projects that could be developed

- Development of flexible learning methods and materials for a course, including changing the course to take advantage of these new methods. The course could also include expansion to provide additional places.

- A group of HEIs develop innovative virtual learning material. They will receive funding for the development of the virtual learning provision under Pillar 3, all learners on the course will benefit from the course development.

- A HEI develops a completely new course in an emerging technology (for example, robotics, machine vision, artificial intelligence). Funding will be provided for the development of the course including, as this is a completely new course, funding for additional places.

- A HEI develops a module in artificial intelligence for inclusion on a Course. The HEI also commits to adding 25 extra places on this course. The development of the module will be funded and funding for additional learner places will be provided. All learners on the Computer Science course will benefit from the new module.

- Establishing a rapid micro-credential production capability.

5 Structure of Proposals

5.1 Higher Education Institutions eligible to receive funding

- HEA designated and core funded HEIs are eligible to apply (see appendix 1).

- Privately funded HEIs whose quality assurance procedures have been approved under the 2012 Act[8] (re-engagement/QA approval processes) by the date of the HCI Pillar 3 letter of award offer (expected June 2020) are eligible to apply. (See appendix 1 for those currently approved). A letter from QQI confirming the above will be required prior to allocation of funding.

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[8] Qualifications and quality assurance (Education and Training) Act 2012 Revised Updated to 18 November 2014

5.2 Guidelines for Collaboration

1. Eligible institutions (see appendix 1) may make one individual submission.

2. Eligible institutions (see appendix 1) can lead or partner in collaborative proposals. There is no limit on the number of collaborative proposals which may be submitted in addition to any individual submission. Collaborative proposals are defined as proposals with more than one national eligible higher education institution.

3. Proposals can also include institutions in the tertiary education sector (private and public) and internationally.

4. All collaborative proposals must nominate a lead institution for administrative and financial purposes. All lead institutions must be eligible to submit proposals under this call (see appendix 1).

5. Sectoral proposals will be accepted from the IUA, THEA, HECA or a consortium of these representative bodies. An eligible institution (see appendix 1) must act as a lead for the sectoral proposal for administrative and financial purposes.

5.3 Project Funding Duration

The maximum duration of funding will be from start date in 2020 to 31 December 2024. Projects of a shorter duration will also be considered for funding. Project funding beyond 31 December 2024 is not permissible. The hope is that projects will be sustained beyond the duration of funding.

5.4 Start Date of Projects

Funding will be provided to HEIs for projects to commence in 2020 following Ministerial approval of a proposal, financial and contractual processes. Projects will be expected to commence within one month of completion of the contractual process.

5.5 Funding to be provided for projects

•   Pillar 3 will fund a range of high-quality projects from individual to collaborative, small scale to large scale, local to regional, national, and international.

•   A limit on funding per project has not been set. Proposals will define their budget in line with the scope and nature of the activity proposed using the provided budget templates.

•   Funding can be requested to facilitate collaborative engagement with international partners. This funding cannot move outside of the State to an international partner but must be retained and spent by the HEI in the State. For example, international collaborative partner costs such as hosting meetings and activities with international partners in the State can be funded.

- HEA reserves the right to negotiate the scope and budgets of all proposals prior to approval.

5.6 Eligible costs

Eligible cost categories can include

- Staff costs in accordance with national pay scales

- Materials

- Travel & Subsistence

- Soft infrastructure

- Course validation costs

- Collaboration costs for the inclusion of enterprise and international partners. (see 5.5 above)

- Additional learner places up to a maximum cost of €2,500 for full-time provision for up to 4 years duration (see 5.7 below)

- Equipment costs must be specified and not exceed 20% of the total direct costs outlined in the submitted budget

- Overheads can be included and must not exceed 20% of total direct costs excluding equipment and additional places.

5.7 Additional Places

Please note that funding for additional places is only available for EU domiciled learners.

Additional places on courses where funding is provided through Springboard+, Pillar 1 or Pillar 2 of the HCI are not eligible to be included for additional places under Pillar 3 even if impacted by the approved project outcomes.

The budget allocated in a submission for additional places cannot be increased outside the overall project budget in the event that the project yields more additional places than anticipated.

- For each additional place that is delivered as a direct result of project objectives, HEIs will be allocated up to €2,500 per annum for full-time courses.

- This top-up amount will be payable for each year of each of the additional learners' course, for the duration of the project. Programme funding completes as of the 31 December 2024.

- Budgets associated with targeted additional places must be included in the total project costs and detailed in the budget templates provided in the application form. This additional place funding will complete as of pillar 3 funding completion on 31 December 2024.

- It is expected that expenditure of the majority of additional places funding is targeted at the enhancement and benefit of the Department/School where the additional places are being hosted, and this should be reflected in the funding financial monitoring reports. Proposals under this pillar may include full-time undergraduate, taught post-graduate, part-time, micro credentials or other forms of provision such as online, e-learning and dual learning. For example:

    - A four-year full-time course commences in October 2022. Additional places on this course can receive the full €2,500 additional payment for the three following academic years, completing in academic year 2024/25

    - Dual learning courses will receive funding on a pro-rata basis calculated on the amount of time spent in education. A dual learning course where learners spend 50% of their time in education can receive a payment of €1,250 per additional place allocated.

    - Part-time, e-learning or micro credentials will have funding allocated on a pro-rata credit basis.

6 Evaluation Criteria

Proposals will be assessed under the following criteria and must score the minimum mark in each category to be considered for funding:

Criteria No.	Evaluation Criteria	Marks Available	Minimum Mark to be considered for funding
1.	Enterprise collaboration of benefit to society, economy and education	30	18
2.	Alignment with HCI objectives, national education and enterprise policy strategic objectives, and performance frameworks	30	18
3.	Capacity to deliver	20	12
4.	Impact & sustainability	20	12
	Total	**100**	**60**

1. Enterprise collaboration of benefit to society, the economy and education

Institutions must demonstrate how both the quality of the proposal being presented and the outcomes expected through their collaboration and partnership with enterprise will provide innovative and or agile benefits to society the economy and education, regionally and/or nationally.

This enterprise partnership must be defined with demonstration of a deep and meaningful engagement, including enterprise-informed design and ongoing collaboration.

Proposals must also define the target learners' market being addressed and how the partnership will impact on learner needs and define the benefits of this project to society, the economy and education sector.

2. Alignment with HCI objectives, national education and enterprise policy strategic objectives, and performance frameworks

Institutions must demonstrate how their proposal aligns in an innovative and or agile manner with the **HCI objectives** and how they address **two or more of the *Key System Objectives for the Higher Education System 2018-2020*** (see appendix 2).

Institutions must demonstrate that a proposal is integrated with national education and enterprise policy objectives and performance frameworks; and fits with national, regional, social and economic needs. Proposals must demonstrate the relevance of the project to meet future skills needs in society and the economy.

Proposals should demonstrate awareness of innovative international best practice.

3. Demonstrated capacity to deliver

Institutions and enterprise must provide evidence of their capacity to deliver on the proposal in an innovative and or agile manner, including their track record and existing institutional capacity in innovation and agility in project delivery.

Institutions must provide evidence of ability to deliver within their existing capital infrastructure (note: institutional capacity includes items such as physical capacity, infrastructure, academic, technical and support staff and enterprise linkages).

In proposals where institutional collaboration is proposed, evidence will be required that the proposed alliances are substantive. Collaboration between institutions will be given an extra weighting in the marking scheme.

Proposals with targeted additional places must provide evidence of their ability to support the additional learner intake and provide a quality teaching and learning environment to support and retain participants to course completion. Institutions are required to provide evidence of demand for proposed course provision, this includes i) learner demand as evidenced in CAO demand (where relevant) current/future trends in the ISCED area, past learners numbers on existing courses ii) enterprise demand for skilled graduates in this area, and iii) fit with national and future skills policy objectives and national, regional, social and economic needs.

Given the stated need to enhance collaboration and engagement between the enterprise sector and HEIs as specified in Future Jobs Ireland, and the National Skills Strategy 2025, Proposals must demonstrate the relevance of the additional places provided to meet identified skills and future skills needs in society and the economy.

4. Impact and Sustainability

Proposals must generate evidence of how its innovation in delivery and or agility has potential transformative impacts on their institution and/or across the higher education sector. They must detail how this is both scalable across the sector and sustainable in the future. Institutions are asked to demonstrate how proposals are compatible with replication, particularly the potential for application and impact across the higher education system.

Proposals must encompass learner centred design, identifying the target learner cohorts who will be directly impacted, provide evidence of engagement with these learner cohorts, and set targets to measure the impact. This can include translation of research outcomes into taught provision and opening of pathways to continually translate research into taught provision.

All proposals must include an implementation and sustainability plan with details of the project concept and methodology. These plans should specify the principles the proposal will address, the milestones, output measurements, indicators, level of risk and how it will be managed and mitigated, and other evidence of impact which will be used to monitor the performance, progress and expected results of the proposal.

Notwithstanding the above, proposals that include experimental approaches with higher levels of risk are welcome.

The overall mix of courses by type and duration, as well as geographical spread will be taken into consideration.

7 Submission of Proposals

Submitted proposals will be assessed by the independent assessment panel convened by the HEA. Incomplete proposals which do not address all questions as set out in in the online application portal will be deemed ineligible. All applications must be submitted via the online application portal on https://hea.ie/HCI

The deadline for submission of proposals is 12:00 on 24th March 2020. No proposals will be accepted post the deadline.

7.1 Format of Proposals

Institutions are requested to make a single proposal, to be signed by the President or equivalent, and head of enterprise partner organisation. In the case of collaborative proposals, all heads of participating institutions must sign off on the proposal. While the independent assessment panel will have the right to amend proposals in the context of overall limited funding, institutions should have regard to the overall amount of funding available in this pillar and the likelihood of high-quality bids from other institutions.

7.2 Queries and Clarifications

The HEA will take queries from all institutions for a period of one month after the call publication. All queries and responses will be dealt with via a dedicated publicly accessible HEA website. Queries can be emailed to HCI@hea.ie and a response will be published via an FAQ sheet on the HEA website.

7.3 Online Submission Portal

Proposals must be submitted using the template completed on the online application submission portal developed for this call, available at www.HEA.ie/HCI. Each institution will be asked to register one official point of contact with the online system. Submitted applications will receive an acknowledgment when their proposal is submitted. **If an acknowledge of proposal submission is not received within 24 hours, it is the responsibility of the proposer to contact the HEA and advise that acknowledge of submission was not received.**

8 Evaluation Process

8.1 Assessment Panel

Proposals will be assessed on a competitive basis by an independent assessment panel which will include international experts. Institutions should have regard to this international dimension of the process and should seek to benchmark and use best international practice and theory to inform their proposals. The panel will be supported by the HEA Executive and will call on additional expert support as necessary. The Panel will make recommendations for the allocation of available funding to the highest scoring proposals. The panel will only make recommendations in respect of proposals that meet at least a minimum level of quality. The Minister for Education and Skills will make all final decisions on funding allocations.

The evaluation will follow a seven-step process

1. All proposals will be checked for eligibility and completeness as per the call terms and conditions, by the HEA executive. Proposals which do not fulfil the eligibility criteria and/or are incomplete and do not address all questions as set out in in the online application portal will not progress.

2. The HEA executive will assign all proposals to the independent panel and share the outcomes of step 1. The independent panel will conduct individual remote assessments on applications assigned to them in accordance with the published evaluation criteria. All proposals will be considered by at least two members of the panel.

3. The independent panel will convene in Dublin and will be chaired by the CEO of the HEA. The panel will prepare a ranked list of proposals.

4. Highly ranked proposal teams will be invited to an interview with the independent panel.

5. The independent panel will convene in Dublin and interview selected proposal teams.

6. The independent panel will provide its final recommendation list of ranked proposals for funding, including a reserve list of projects for funding subject to budgetary availability. This will include consideration of the overall programmatic composition of projects by quality, type, size and duration, as well as geographical spread.

7. The final list of projects recommended for funding will be subject to Ministerial approval in accordance with the governance procedures. The Ministers decision is final. The Ministerial approved outcome will be reported to the HEA Board, The National Skills Council and the National Training Fund Advisory Group.

The HEA reserve the right to issue a second call for proposals subject to consideration of the outcomes of the first call.

8.2 Appeals Process

Appeals in respect of clearly identifiable issues of assessment procedure will be considered by the HEA under the HCI appeals policy.

8.3 Notification of outcomes

It is planned that notification of approved projects will be sent to applicants by June 2020. Contracts will be agreed between lead institutions and the HEA. The first instalment of funding will be transferred to HEIs within one month of the completion of the contractual process.

9 Monitoring of Funded Proposals

All funded proposals will be subject to ongoing monitoring and will be required to submit progress reports.

9.1 Monitoring Reports

The lead HEI will be required to return bi-annual programmatic monitoring and evaluation reports to the HEA on project activity and outcomes, including financial reporting on the funding allocated per project. Further details will be agreed as part of any subsequent contract for funding.

Programmatic monitoring reports will include details of

- Activities undertaken

- Objectives attained, as benchmarked against agreed targets and performance indicators

- Additional learner numbers (where applicable) will be reported. These will also be tracked via the HEA Student Records System SRS, and funding for additional places created will be allocated based on verified SRS reports.

Financial monitoring reports will include details of

- Financial monitoring of expenditure and tracking of expenditure within the allocated budget

- Progress of expenditure in reporting period and projected expenditure for next reporting period

For proposals with a duration of one year or less, an interim report, along the above lines, must be submitted at the mid-way stage.

The release of funds will be dependent upon the submission of satisfactory progress reports. A portion of the allocation will be retained pending completion of the project and a satisfactory final report including an evaluation of the proposal in terms of the agreed targets and performance indicators.

The HEA also reserve the right to audit expenditure of the funding allocation.

Failure on the part of an institution to provide adequate and timely information and/or failure to achieve objectives will be taken into account in any future calls and will result in the exclusion of the institution(s) concerned. Significant departure from the objectives of the proposal will result in the funding awarded being suspended or revoked.

Any deviation from the agreed activities, objectives and timelines will impact upon the release of the funding to the institution.

9.2 SRS Registration Tracking for Additional Places

Registration numbers on all courses funded for additional places will be tracked via the HEA Student Records System SRS. Each year the number of learners registered on each funded course will be monitored via the SRS returns provided as at 1 March. Final balancing payments will be calculated on the basis of the actual number of additional places provided over the baseline number of learners in place as at 1 March 2020 (academic year 2019/2020). HEIs who do not submit data via the SRS will be required to submit independently audited reports of learner registration data.

All HEIs are required to provide the correct indicator data in their application and reporting forms and ensure and consistency in course nomenclature and course coding. Failure to provide such details consistently with the institutional SRS return/audited return will delay and/or prevent funding being provided for additional places created.

10 Timeline

Call Publication	16th December 2019
Call Closed	12:00 PM 24th March 2020
Assessment Process	April/May 2020
Notification of Outcomes	June 2020
Commencement of Successful Awards	July 2020
Duration of Projects	01/07/2020-31/12/2024

Appendix 1 Eligible Institutions

HEA Funded and Designated Institutions

- Athlone Institute of Technology

- Cork Institute of Technology

- Dublin City University

- Dun Laoghaire Institute of Art and Design

- Dundalk Institute of Technology

- Galway-Mayo Institute of Technology

- Institute of Technology Carlow

- Institute of Technology Sligo

- Institute of Technology Tralee

- Letterkenny Institute of Technology

- Limerick Institute of Technology

- Mary Immaculate College

- Maynooth University

- National College of Art & Design

- National University of Ireland, Galway

- Royal College of Surgeons in Ireland

- St Angela's College

- Technological University Dublin

- Trinity College Dublin

- University College Cork

- University College Dublin

- University of Limerick

- Waterford Institute of Technology

Others

- Carlow College
- CCT College Dublin
- Griffith College
- Hibernia College
- IBAT College
- Irish College of Humanities and Applied Sciences
- National College of Ireland
- Open training College
- SQT Training
- Other Institutions whose quality assurance procedures are approved by QQI by the date of the HCI Pillar 3 letter of award offer (expected June 2020)

Appendix 2 Key System Objectives for the Higher Education System 2018-2020

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

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

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

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

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

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