

Self-Evaluation Report 2025 Template

Template Guidance Note

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

Data Protection

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

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Munster Technological University Self-Evaluation Report 2025

Introduction

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

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

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

Part A: Performance Indicators

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

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

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

Pillar: Teaching & Learning

Performance Objective 1

To enhance the success of our learners by focusing on improving student progression and completion rates, leading to improved graduate outcomes.

Transversal areas of impact: Student Success; Region; Climate & Sustainable Development.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	Progression rate (%) new entrants (L7+L8)	HEA SRS and Non-Progression and Completion Dashboard 2022/2023	2021/22: 81%	All HEIs (85% in 2021/22), achieve and maintain average.	87%	82%	86%	83%	84%	85%	4 p.p. increase on baseline.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.2	Completion rate (%) for students (L7+L8) at five years post entry	HEA SRS and Non-Progression and Completion Dashboard 2022/2023	70% of new L7/L8 entrants to MTU in 2017/18 gained award by 2022	All HEIs (77% of new L7/L8 entrants in 2017/18 gained award by 2022)	78%	71% of 2018/19 entrants to gain award by 2023	73%	72% of 2019/20 entrants to gain award by 2024	73.5% of 2020/21 entrants to gain award by 2025	75% of 2021/22 entrants to gain award by 2026	5 p.p. increase on baseline
1.3	Score for Effective Teaching Practices	StudentSurvey.ie 2022/2023	2023: MTU Effective Teaching Practices 32.2	Average, all HEIs (33.2 in 2023)	N/A	N/A	N/A	33.5	34.0	35.0	+2.8 on baseline score
1.4	Proportion (%) of graduates entering the workplace or remaining in higher education (within the NUTS 2 region) within 9 months of graduation	Graduate Outcomes Survey 2022/2023	2022: 91%	Achieve and maintain national average (91% in 2022)	91%	92%	90%	92%	92.5%	93%	2 p.p. increase on 2022 baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.5	Proportion (%) of all new and existing taught programmes that have curricula aligned with the ‘Inclusive Curriculum for a Sustainable Future’	MTU Data, Registrar’s office 2024/2025	N/A Inclusive Curriculum for a Sustainable Future approved in 2023/24	Similar curriculum alignment with ESD/SDGs in UCC and DCU	N/A	15%	8%	40%	70%	100%	All new and existing Taught Programmes for full- and part-time learners at undergraduate and postgraduate level will be aligned to the Inclusive Curriculum for a Sustainable Future

Technical note on indicator data for PO 1:

1.3 StudentSurvey.ie paused its taught student survey in 2024 and 2025 to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.

1.4 Using the data found at the following source <https://hea.ie/statistics/key-findings-go-2023-old/hei-level-data-go-2023/> we calculated the necessary figures (calculations shown in table below).

	In full-time work	In part-time work	Start work next 3 months	Further study full-time	Further study part-time	
All HEI Undergraduate	68.00%	6.00%	2.00%	16.00%	1.00%	
All HEI PG Research	82.00%	6.00%	2.00%	2.00%	0.60%	
All HEI PG Taught	75.00%	8.00%	2.00%	3.00%	0.60%	
Total	75.00%	6.67%	2.00%	7.00%	0.73%	= 91%
MTU Undergraduate	72.90%	6.20%	2.30%	8.10%	1.40%	

MTU PG Research	83.20%	7.30%	3.20%	0.00%	0.00%
MTU PG Taught	74.20%	7.00%	1.20%	1.20%	1.40%
Total	76.77%	6.83%	2.23%	3.10%	0.93% =90%

1.5 Due to operational and logistical reasons (e.g. timings of academic governance sign-off), we were unable to obtain verifiable benchmark data for the relevant time period from the named institutions.

Pillar: Research & Innovation

Performance Objective 2

To deliver improved research impact through targeted training and supports across the MTU research community.

Transversal areas of impact: Society; Student Success; Flexibility, Upskilling & Lifelong Learning.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	Annual research expenditure (€)	KTI Annual Knowledge Transfer Survey (AKTS) 2024	2023/24: €26 million	Exact comparators are unavailable as MTU is reporting research expenditure as opposed to research income	N/A	€26m in 2024	€32m	€28m in 2025	€30m in 2026	€32m in 2027	Increase to average of €29m per annum over the 4-year period. €116m in total over 4 years
2.2	Number of publications	Institutional Repository, cRIS, ORCID, DMPs, AltMetrics, other internationally recognised bibliometric analysis	2021: 280 peer-reviewed publications	Match performance of other similarly sized and resourced Research Performing Organisations	SETU 329 TUS 271 MU 306	300	341	310	320	330	Average 315 publications per annum over the period. Increase of 50 on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
		databases/ tools 2024		(RPOs).							
2.3	Proportion (%) of publications that are Open Access	IReL Open Science Repository 2024	2023: 61% are available in various types of Open Access	Match performance of other similarly sized and resourced RPOs.	SETU 60% TUS 59% MU 63%	65%	61%	70%	72%	75%	Average 71% per annum over the 4-year period
2.4	Research student enrolments as a proportion (%) of total enrolments	HEA Dashboard 2023/2024	2022/23: 2.9%	National average (5.7% in 2022/23) and comparators ATU (4.1%), TUS (3.8%) and TU Dublin (3.7%)	National Average (5.7% in 2023/24) and comparators ATU (4.1%) TUS (3.9%) and TU Dublin (3.8%)	3.5%	2.6%	4%	4.5%	5%	2.1 p.p. increase
2.5	PhD completion rate (%)	MTU Internal Records — PhD completions (full-time). TBD	TBD: % full-time students enrolled who successfully complete their	European average is 66%, EUA CDE	European average is 66%, EUA CDE	TBD	TBA	TBD	TBD	TBD ¹	Our ambition is to exceed the European

¹ To be agreed in dialogue with the HEA once a baseline and benchmark have been established.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
			PhD within 6 years of commencement								average (66% over a 6-year period) and reach a target of 90% by 2028
2.6	Proportion (%) of research students reporting positive experience	Student Survey.ie 2023	2022/23: 55.7% respondents reporting 'good' or 'excellent', combined	University sector PGR average (55.7% in 2023)	55.7%	55%	80.5%	60%	65%	75%	19 p.p. increase on baseline

Technical note on indicator data for PO 2:

2.5 No data is as yet available on PhD completion rates as this is currently under construction. Once complete this will allow retrospective inclusion of data currently recorded as TBD.

Pillar: Access & Participation

Performance Objective 3

To increase the number of new entrants from underrepresented groups, advancing inclusion, equity, and diversity across the university, in addition to supporting improved progression for underrepresented groups.

Transversal areas of impact: Equality, Diversity, Inclusion & Belonging; Society; Sectoral & Tertiary Cohesion.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	Proportion (%) of new entrants from socio-economically disadvantaged areas	HEA SRS and System Performance Dashboard, 2023/2024	2020/21: 10%	Average, all HEIs (11% in 2020/21), and selected comparator HEIs (SETU: 19%, TUS: 15%, MU: 12%)	All HEIs: 10% SETU 16% TUS 13% MU 11%	10.5%	8%	11%	12%	13%	3 p.p. increase on baseline
3.2	Proportion (%) of new entrants from disadvantaged backgrounds who are mature	HEA SRS and System Performance Dashboard, 2023/2024	2020/21: 9%	Average, all HEIs (10% in 2020/21)	9%	11%	8%	12%	13%	14%	5 p.p. increase on baseline
3.3	Number of new entrants who are members of the Irish Traveller community	HEA SRS and System Performance Dashboard, 2024/2025	2022/23: ■	Average, all HEIs (0.1% in 2022/23), and selected comparator HEIs — SETU (0.2%), TUS (0.2%), MU (0.0%)	All HEIs 0.2% SETU 0.2% TUS 0.3% MU 0.1%	+1	■ (0.1%)	+1	+1	+1	+4 on baseline 0.1 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.4	Proportion (%) of new entrants with disabilities	HEA SRS and System Performance Dashboard, 2023/2024	2022/23: 14.6%	16% (National Access Plan Target)	15%	15%	17.1%	15.2%	15.6%	16%	1.4 p.p. increase on baseline to achieve the NAP target of 16%
3.5	Progression rate (%) for students with disabilities	MTU and HEA SRS, 2022/2023	2021/22: 81%	Average, all HEIs (82% in 2021/22)	86%	81.5%	88%	82%	83%	84%	3 p.p. increase on baseline

Technical note on indicator data for PO 3:

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

3.5: The reported progression rate of 88% for the 2022/23 academic year for students with disabilities:

- Relates to progression of new entrant first-year students only.
- Data reflects Progression Rate for new entrants per latest EAS Data, available from HEA Statistics Office.
- Covers students admitted through all admission pathways.
- Applies to NFQ Level 6, 7, and 8 programmes.
- Uses the HEA definition of progression.

Pillar: Engagement

Performance Objective 4

To consolidate our leadership in engagement with enterprise through the pursuit of an integrated cross-university model, to maximise impact at regional and national levels.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Enterprise; Region; Sectoral & Tertiary Cohesion; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	Proportion (%) of graduates who undertook internship or placement	HEA System Performance Dashboard 2023	2022: 55%	Continue to exceed the average for all HEIs (42% in 2022) and maintain or improve performance relative to similarly sized universities, SETU (52%), TUS (35%), MU (54%), and UL (74%)	Continue to exceed the average for all HEIs (44% in 2023) and maintain or improve performance relative to similarly sized universities, SETU (51%), TUS (40%), MU (34%), and UL (79%)	55.5%	59%	56%	57%	58%	3 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.2	Number of projects with industry	KTI Annual Knowledge Transfer Survey (AKTS) 2024	2023/24: 100	Performance of other similarly sized and resourced RPOs	Performance of other similarly sized and resourced RPOs, in 2023 per named TUs ATU (138), SETU (279) TUS (237), TUD (90)	102	135	104	107	110	10% increase on baseline
4.3	Number of Licences, Options and Assignments (LOAs)	KTI Annual Knowledge Transfer Survey (AKTS) 2024	2022: 10	Performance of other similarly sized and resourced RPOs Similar sized universities considered for comparison: SETU, TUS, MU, UL	Performance of other similarly sized and resourced RPOs. Similar sized universities in 2023 considered for comparison: SETU (3), TUS (1), MU (0), UL (16)	10	12	11	11	12	20% increase on baseline
4.4	Number of enrolments on Springboard+/ HCI courses	HEA Dashboard 2024	2022: 995	Maintain current share of national enrolments (12% in 2022, 8,251 total enrolments)	National enrolments (12% in 2024, 6,985 total enrolments)	1,045	840	1,075	1,095	1,114	12% increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.5	Number of managers (academic and PMSS) undertaking Managerial Skills Development Programmes each year	MTU CPD Data 2024/2025	2023: 0 New programme	Suitable national comparators unavailable	Suitable national comparators unavailable	30	70	30	30	30	120 managers completed Managerial Skills Development Programme over 4 years

Part B: Performance Evaluation and Strategic Reflection

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

Section 1: Context

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

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

Word limit: 500

MTU is halfway through the implementation of its Strategic Plan, "Our Shared Vision 2022–2027" ([Strategic Plan | Munster Technological University - MTU](#)). The key performance indicators of the strategic plan are tracked and monitored by the Executive of the University, reported to the Sub Committee of Governing Body for Strategic Development and in turn the Governing Body of MTU.

MTU continues to operate in a period of institutional transformation following the merger of the former institutes of technology. MTU has made significant progress since designation, supported by HEA funding (TUTF, TSAF, TURISE) and delivered by the staff of MTU across both structural and operational integration, which remains ongoing. The University Executive Team is now in place, following recent appointments. The Executive and associated restructuring will further support the delivery of the University's Strategic Plan and the performance objectives, in the coming academic year, as outlined in this Performance Agreement.

This ongoing transformation presents challenges in both achieving performance objectives and in systematically reporting against them. For example, MTU continues to operate two instances

of the Banner student records system, albeit there is a consolidation plan, activity to progress this and related timeline for such. The transition to a single instance is dependent on EduCampus (now Asiera) and is contingent on national funding and resourcing decisions. The Banner merger project has met all TSAF milestones associated with merger. The University has been actively engaged with EduCampus (now Asiera), since early 2024 to initiate the merger implementation project. The discovery phase commenced in July 2025, and a comprehensive Statement of Works is currently being prepared collaboratively by EduCampus (now Asiera), DXC, and Ellucian.

Additionally, the University continues to manage the consequences of a significant cyberattack in 2023, which affected MTU Cork. These factors have constrained the consolidation of certain data systems and reporting structures.

MTU is currently implementing a Research Information System cRIS Elsevier PURE (funded through TUTF) which will collect all research and innovation related information. This will be used in the future to collect, collate, and report information with respect to Research & Innovation activities within MTU. This will streamline the reporting process, as MTU is currently retrieving data from multiple sources across the University. A priority for AY 2025–26 will be the formation of the data analytics and institutional research function under the remit of the Chief Corporate Officer. Support for elements of this have been sought through the HEA Technological Enhancement Fund and a business case for additional staff is being developed as part of MTU’s ongoing transformation. The development of this team will further streamline and professionalise the collection and warehousing of data and embed the strategic planning and reporting process yet further.

We have no requests for changes to the current Performance Agreement as we feel that, collectively, the indicators capture key aspects of the University’s operations and strategic ambitions.

[Word count: 477]

Section 2: Evaluation of Performance

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

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

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

To enhance the success of our learners by focusing on improving student progression and completion rates, leading to improved graduate outcomes.

Transversal areas of impact:

Student Success; Region; Climate & Sustainable Development.

Analysis of Indicator Data

MTU's performance across the indicators under this objective reflects a steady but deliberate trajectory of progress. While movement in individual metrics remains modest, the overall pattern suggests that the institution is making incremental gains in learner outcomes, programme alignment, and graduate success. Indicators such as progression and completion continue to improve gradually, in line with broader sectoral patterns, while graduate outcomes remain high and stable, reflecting MTU's regional positioning and applied programme portfolio.

In the area of graduate outcomes, MTU continues to record high rates of graduate employment and progression to further study within the NUTS2 region. This supports the University's mission as a regionally embedded institution and reflects the strength of its relationships with local employers and communities. Analysis of benchmarking and Graduate Outcomes Survey data suggests sustained performance near target levels.

There is evidence of the ongoing programme alignment with the "Inclusive Curriculum for a Sustainable Future" framework. As of 2024-25, 56 programmes have been approved under this framework, representing 8% of all taught provision. Furthermore, two of MTU's largest faculties are currently undergoing a Faculty Enhancement Review (FER), and once complete, will bring the total aligned provision to approximately 26%.

Assessment of Implementation

The implementation of MTU's student support services is progressing through multiple channels. A range of interventions (including improvements in academic/learning supports, academic mentoring, enhancements to curriculum and study modes) are contributing to an effective and coherent support environment conducive to student success. These efforts, which we believe are evident in the performance data, reflect a growing maturity in institutional structures and performance.

It is important to note that a range of external and internal constraints continue to shape the pace of implementation. Key among these is the operational complexity of post-merger integration.

Systems issues are discussed on page 16; however, it has also been necessary to progress towards consistent approaches across the business. This includes aligning academic approaches across student services, registry, and admissions functions, with a view to ensuring equitable treatment for all students.

Despite these challenges, MTU has maintained strong momentum in programme development, learner support, and graduate engagement. The recent appointment of the full university executive (particularly the appointment of Academic Faculty Deans) will also strengthen oversight and coherence in the implementation of institutional strategies in this domain.

Strategic Reflection

MTU's experience to date reinforces the view that performance improvement is best achieved through institution-wide, cross-functional processes. Standalone initiatives may yield local gains, but lasting progress depends on coherence between strategy, academic governance, and operational delivery. While steps have been taken to build these cross-cutting processes, the ongoing nature of institutional transformation continues to pose challenges. The pace of change has at times been constrained by structural complexity, resourcing limitations, and the need to establish new leadership and governance arrangements.

In the year ahead, MTU will prioritise:

- Embedding the newly established academic faculty structures, including the integration of schools and departments, and supporting the Faculty Deans to lead and coordinate delivery of academic and strategic priorities.
- Completing Faculty Enhancement Reviews (FER) in the Business and Creative & Performing Arts & Media faculties, and planning/initiating subsequent reviews across other faculties
- Strengthening collaboration between academic quality enhancement, academic administration, and student support teams to enable more impactful approaches to student success
- Accelerating the integration of systems and processes across the academic domain to support consistency, efficiency, and strategic alignment.

MTU's performance reflects the realities of an institution still navigating structural change and operational disruption, but it also signals a clear direction of travel, toward greater integration, improved performance, and ultimately better outcomes for learners.

As indicated earlier, the development of the analytics and institutional research function will further enhance the data-driven institution-wide and cross-function approach through enabling the identification and wider adoption of best-practice approaches.

[Word count: 626]

Pillar: Research & Innovation

Performance Objective 2

To deliver improved research impact through targeted training and supports across the MTU research community.

Transversal areas of impact:

Society; Student Success; Flexibility, Upskilling & Lifelong Learning.

Analysis of Indicator Data

Trajectory

MTU Research & Innovation activity is 'on track' and performing positively in all indicators with the exception of Research student enrolments as a proportion (%) of total enrolments (R2.4) which is below target. It should be noted that, in framing this indicator as a proportional target at a time of growth in the number of school-leavers and continued increases in the proportions of such applying for level eight study (in particular); the denominator in this calculation will increase placing pressure on the University's ability to effect percentage change. However, in terms of the actuals, MTU has undergone a significant PhD and MSc recruitment process as part of the TURISE programme of activity (20 PhD and 10 MSc). This will benefit numbers, the outcomes of the TURISE programme will result in significant increases in all aspects of research activity, which will result in increased funding and PhD numbers.

Metrics movement relatable to PO

All metrics are advancing in line with year-on-year projections (with exception R2.4 as outlined above).

Alignment with framework

Progress to date is in keeping with framework.

Assessment of Implementation

Internal / external constraints

Research activities are progressing, in alignment with priorities highlighted in MTU Strategic Plan 2022-2027. Internal supports have been supplemented with TURISE funding to add to the Research and Innovation Office personnel. Recruitment and training over the initial period and embedding activities across all campuses has taken an extended period but remains 'on track' to increase activity. Additionally, these activities are underway in the operational complexity of post-merger integration.

Challenges

Recruitment of personnel to support the Research and Innovation Office has taken a considerable period of time, competing with other University and sectoral initiatives (TURISE and TSAF). Additionally, MSc and PhD student recruitment has taken a considerable period of time (especially when visa/permits taken into consideration) in a highly competitive market.

Strategic Reflection**Learnings**

A key learning is that structural supports, including leadership, governance, and systems integration, are prerequisites for sustainable progress. The need to implement a Research Information System to capture data is an essential requirement to progress our data capture and analysis, this is currently under completion.

Emerging Opportunities

The recent TEF and Research Ireland Global Talent Search, will enhance MTU and sectoral position to recruit, develop and retain talent.

In the year ahead MTU will prioritise:

- Embedding the newly established academic faculty structures, including the integration of schools and departments, and supporting the Faculty Deans to deliver upon research and innovation priorities.
- Completing MSc /PhD and post Doc recruitment as part of the TURISE programme and against the backdrop of a growing student population at other levels.
- Initiating a tailored training programme(s) for newly active research staff, new research supervisors, and existing PhD supervisors.
- Strengthening collaboration between researchers, research units and the research and innovation support teams to enable impactful research and innovation.
- Accelerating the integration of systems and processes across MTU to support consistency, efficiency, and strategic alignment.

[Word count: 491]

Pillar: Access & Participation

Performance Objective 3

To increase the number of new entrants from underrepresented groups, advancing inclusion, equity, and diversity across the university, in addition to supporting improved progression for underrepresented groups.

Transversal areas of impact:

Equality, Diversity, Inclusion & Belonging; Society; Sectoral & Tertiary Cohesion.

Analysis of Indicator Data

MTU continues to embed access and participation as core commitments within its institutional mission. The available indicator data suggest a relatively stable pattern of participation from under-represented groups. While rates of participation for students with disabilities and those from socio-economically disadvantaged backgrounds have not shifted significantly, this stability reflects sustained effort in a period marked by structural change and operational complexity. The University's regional footprint plays an important role in shaping participation trends. A significant proportion of MTU's student population is drawn from the South-West and wider Southern region, where patterns of affluence and deprivation vary sharply by locality. However, MTU continues to attract students from a broad range of socio-economic backgrounds.

MTU also maintains high levels of student disclosure via the Equal Access Survey, enabling more informed support for students with disabilities. Participation levels among this cohort are broadly aligned with national trends, with learning and psychological/emotional conditions representing the largest categories. The current institutional focus is on improving the quality of supports available, alongside reviewing structural and cultural enablers of inclusion.

Assessment of Implementation

A wide range of initiatives underpin MTU's approach to access and participation. These include targeted entry pathways, outreach and engagement initiatives, pre-entry supports, and post-entry academic and wellbeing supports. MTU continues to engage with national frameworks such as PATH, DARE, and HEAR, integrating these into its broader strategic planning and operational delivery.

The University has also launched local initiatives that reflect regional and institutional contexts. For example, MTU's community outreach activities are increasingly aligned with specific local needs, including those of adult learners, refugees, prisoners, and members of the Traveller community. These developments form part of a more inclusive access model.

Notwithstanding this progress, implementation has been shaped by ongoing transformation at the institutional level. Integration of support functions and consistency of provision across all

MTU campuses remains an operational challenge.

Strategic Reflection

MTU's experience highlights the importance of integrating access and inclusion objectives across all institutional domains. A key learning is that structural supports, including leadership, governance, and systems integration, are prerequisites for sustainable progress. The process of transformation following merger has reinforced this insight, with several access-related improvements delayed not due to lack of intent but due to operational sequencing and capacity constraints.

Looking forward, MTU will prioritise:

- The development of an enhanced, university-wide Access & Participation Strategy that builds on existing commitments and aligns with the National Access Plan 2022–2028.
- Investment in data management and governance to support improved tracking of initiatives and ensure the availability of high-quality data for internal planning and national reporting.
- Enhanced institutional capacity to deliver access and participation objectives through improved integration, resourcing, and staff development.

MTU's commitment to equity, diversity, and inclusion is clearly evidenced in the range of institutional activities and its performance in this domain.

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Pillar: Engagement

Performance Objective 4

To consolidate our leadership in engagement with enterprise through the pursuit of an integrated cross-university model, to maximise impact at regional and national levels.

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Enterprise; Region; Sectoral & Tertiary Cohesion; Institutional Leadership & Culture.

Analysis of Indicator Data

Proportion (%) of graduates who undertook internship or placement

MTU reported a 3.5% increase in the proportion of graduates who undertook internship or placement (59%) in 2023. MTU continue to exceed the national average when compared with all HEIs. MTU's ongoing commitment to supporting lifelong learning and local enterprise engagement, have been contributing factors to improved performance in respect of internship / placement.

Number of projects with industry

MTU's efforts are concentrated on continuing to build meaningful, mutually beneficial relationships with industry, focusing on larger projects. We are performing well, exceeding 2024–2025 target (102) by 32%, having established 135 industry projects.

Number of Licences, Options and Assignments (LOAs)

MTU reported a reduced number of LOAs in 2023 (7). Although this figure was below 2022 baseline (10); we outperformed comparable TUs in the same period, namely SETU (3), MU (0), and TUS (1). The upcoming pipeline of LOAs signals an upward trajectory, reporting 12 LOAs in 2024, per KTI Annual Knowledge Transfer Survey.

Number of enrolments on Springboard+ / HCI courses

Giving consideration to existing MTU Springboard+ / HCI course enrolment, our most recent figures show a decline. The university is focused on maintaining a 12% share of the national enrolments overall. In 2022 MTU secured 12% of National HEI enrolments (8,251), reporting a figure of 995. In 2024, figures at first glance indicate under-performance, however based on the total national enrolments, we remain on target (6,985) reporting 840 places overall (12%). Activities over the coming year will support continued improvements in this area.

Number of managers (academic and PMSS) undertaking Managerial Skills Development Programmes each year

The University instigated a new Management Skills Development Programme in 2024–25 to develop and enhance managerial skills amongst a specific cohort of staff with managerial responsibilities. These include those employed at Grade VII, VIII and in Senior Technical Officer roles with line management responsibility. 30 such participants enrolled and completed the programme over two intakes. Separately, 40 Senior Managers (Academic and PMSS) participated in the *LEAD@MTU* programme which entails a specific emphasis on management skills and practice.

As a result of accelerated efforts in the first-year, MTU more than doubled the annual projected target. As the first-year uptake was strong, there may be a drop off in the number of managers undertaking the programme in 2025–26. In terms of the performance agreement, we are confident of reaching the cumulative target over the lifetime of the Strategic Plan.

It is important to acknowledge the HEA data reporting tool and the extensive data availability via dashboard interrogation.

Assessment of Implementation

- External factors leading to a reduction in Springboard+/HCI course enrolment nationally have also impacted MTU enrolments.
- Industry partner activities across TU RISE together with a continued focus on industry engagement has delivered significantly more collaboration than projected. While this is to be welcomed, maintaining such high numbers over the course of the framework may be challenging.
- Good internal promotion and encouraging feedback has driven strong demand for the Managerial Skills Development Programme in the first year.
- As we restructure our activities under the new high level organisational structure, managerial availability may be more limited. Participation may be impacted over the coming years. Feedback from the Managerial Skills Development Programme is helping to further refine the offering for future intakes.
- With respect to the LOAs the future pipeline is strongly representative of an improved trajectory for the next reporting cycle.

Strategic Reflection

In the development of the performance agreement MTU has utilised the HEA dashboard as a key data source and source of baselines. The continued updating of the dashboard is proving a solid source of information, as we progress through the reporting cycles. More frequent referencing to the HEA dashboard has resulted in more effective use of available data sets. More broadly, work commissioned externally identified that the total economic impact on the Irish economy associated with Munster Technological University's activities in 2022-23 was estimated to be almost €1 billion euro.

In total, the relevant year saw MTU generate €979 million in economic impacts. This includes an impact of €574 million across Teaching and Learning; €343m through university and student Expenditure; €44m in Research and Development; and €18m in International Students.

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Section 3: System Learning and Policy Development

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

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General Overview

In drafting and agreeing the Performance Agreement, the availability of a single source of National Data, i.e. the HEA dashboard has proven invaluable in setting benchmarks and understanding where the University is positioned and opportunities for improvement across the performance objectives.

The availability of the HEA dashboard and the reliability of its data have made the self-evaluation process more streamlined and ensures accuracy of reporting. The sector would however benefit from greater standardisation in the approach and terminology used around PhD completion rates for both full and part time students.

MTU's experience underscores the importance of aligning performance objectives with core academic governance structures, particularly during periods of organisational change. Embedding curriculum enhancement and inclusive practice within formal review processes has proven more effective than establishing parallel initiatives. The impact of merger and post-crisis recovery also highlights the need for sustained investment in systems integration and organisational capacity to support consistent delivery.

Aligning institutional strategies with the National Access Plan has provided a clear reference point, but implementation must remain context-sensitive and adaptable to local realities. Strengthening data governance and inter-unit coordination has emerged as a key enabler, and MTU's experience may inform national efforts to support integration and coherence in newly merged institutions.

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Section 4: Signature of the Head of the Institution

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

On behalf of Munster Technological University , I declare that the particulars supplied in this report are true and correct.	
Signature:	
Print Name:	Professor Maggie Cusack
Date:	22/01/2026