

Strategic Dialogue Cycle 2

HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

For GMIT



Jim Fennell,
Interim President

GMIT: Performance Compact - Self-Evaluation, June 2015

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Establish Regional Cluster in the West/North-West region, with appropriate governance structures	Establishment of functioning cluster	Current formal collaborations in region of HEI partners					
			a. Cluster defined as the West / North-West region in the first instance	<i>Complete - The Cluster Steering Group, Operations and various sub-groups have met on at least 23 occasions over the last year.</i>			
			b. Governance agreed	<i>Through engagement the Cluster Operations Group has agreed the Cluster objectives and two programme managers have been employed.</i>			
			c. Engage with other HEIs in the cluster to agree cluster objectives	<i>Cluster networking workshop for Fetac Providers in the region has been held.</i>			
			d. Engagement with FE sector / ETBs				
				e. Functioning cluster			
				f. Achievement of short term cluster objectives			
				g. Review of cluster objectives and performance			
				h. Achievement of medium term cluster objectives			

GMIT: Performance Compact - Self-Evaluation, June 2015

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Coordinated Academic Planning	A Coordinated Academic Plan	Individual portfolio of programmes for each HEI in the cluster					
			a. Mapping of programmes for F/T and LLL students	<p><i>Full time programme mapping, undergraduate and postgraduate complete.</i></p> <p><i>Lifelong learning data collated and mapping underway as part of the Regional Skills Forum/ETB. Programme mapping to be completed by 2015 end.</i></p>			
			b. Develop programme provision matrix (U/G, P/G)	<p><i>Programme mapping document for full time UG programmes developed. Programme mapping document for Part-time and PG programmes is being prepared.</i></p>			
			c. Mapping of research activity	<p><i>Mapping of research activity complete within disciplines of Business and Engineering.</i></p> <p><i>Mapping of research activity in Science, Arts and Health Sciences scheduled for completion by 2015 end. Agreement to establish 'The Wild Atlantic Way Research Group' to direct, fund and facilitate collaborative research in the four institutions.</i></p>			

1. Regional Clusters

			d. Mapping of civic engagement initiatives	<i>Mapping of civic engagement activity complete within areas of Business and Engineering.</i>			
				<i>Mapping of civic engagement activity in Science, Arts and Health Sciences scheduled for completion by 2015 end.</i>			
					e. Mapping of Access, Transfer and Progression (ATP) opportunities		
						f. Ensuring a diverse range of programmes across the region, responding to the needs of the region	

GMIT: Performance Compact - Self-Evaluation, June 2015

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Develop regional learning pathways with partners and FEs to provide clearly articulated progression opportunities among HEIs	A matrix of course provision showing progression opportunities, harmonise RPL policies	Institutional transfer policies and FETAC entry routes					
			a. Review existing access, transfer and progression policies	<ul style="list-style-type: none"> • <i>Matrix of course provision complete</i> • <i>Review of existing transfer, access and progression policies complete</i> 			
			b. Devise formal progression among partners and develop common access, transfer policies	<i>Formal scheme for progression among partner institutes devised and common access and transfer policies complete in Business and Engineering.</i>			
				<i>Other disciplines scheduled for completion by end 2015.</i>			
			c. Agree regional targets for transfer places across institutions	<i>Systemic capture of transfer places from September 2015 agreed and in place.</i>			
						d. Transfer system in place	
				e. New entry routes in place			

GMIT: Performance Compact - Self-Evaluation, June 2015

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
4. Building bridges for the Regional Cluster	The establishment of a strategic alliance with LIT	One strategic alliance (Marine Institute)					
			a. Establish MOU and governing structures	<i>MoU with LIT established in 2014.</i>			
					b. Implementation plan for LIT strategic alliance		
						c. Collaborative training and research plans	
						d. Review of Implementation Plan	

GMIT: Performance Compact - Self-Evaluation, June 2015

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5. Develop sustainable thematic clusters that enhance selected strengths of the Institute in serving regional & national needs	Mapping of thematic clusters across the region	MeTricireland, SMART, Ignite West, NFED					
			a. Mapping of thematic clusters across the region and beyond	<i>MeTricireland is funded until Spring 2015 by EI; SMART, hosted by GMIT, has been placed on a sustainable funding basis with the support of the HEA; The Ignite West partners have resourced the cluster which is now operational; The New Frontiers Entrepreneur (NFED) Programme (entering its last of 4 years of funding) has achieved all its targets to date.</i>			
					b. Establish a sustainable model for thematic clusters		
					c. Secure seed-funding for new thematic clusters		
						d. Review of thematic clusters for sustainability	

GMIT: Performance Compact - Self-Evaluation, June 2015

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Provide a range of alternative entry routes from FE providers	Alliances with FE providers and/or LETBs	No alliances in 2010/11					
			a. One alliance established	<i>Strong collaborative alliances exist with GTI in Galway, Dun Laoghaire Institute of Further Education in Dublin and Stiofan Naofa in Cork.</i>			
			b. Advanced entry routes established	<i>Regional networking workshop for Fetac Providers in the region has been held. Advanced entry routes established with 15 others pending evaluation by various departments.</i>			
					c. Two alliances established		
						d. Three alliances established	

GMIT: Performance Compact - Self-Evaluation, June 2015

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Increase the number of students from the 'socio-economic' group, in particular those from socio-economic disadvantage background	Number of students as a percentage of the student population	458 students - as per the 2010/11 Institute profile					
			a. 33%	38% (based on 2013/14 EAS as 2014/15 EAS data not yet available).			
					b. 34%		
						c. 35%	

GMIT: Performance Compact - Self-Evaluation, June 2015

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Increase post-entry support for Mature students while attending GMIT	Academic support initiatives	Transitions module approved (2010/11)					
			a. First Year Experience available to all mature students (Learning to Learn & Peer Assisted Study Sessions [PASS])	<i>The Learning to Learn module was revised as part of the Programmatic Review and is available to all as the Learning and Innovation Skills module. PASS is offered on 41 programmes across 4 campuses.</i>			
					b. Academic Writing Centre established		
						c. Maths Support Centre established	

GMIT: Performance Compact - Self-Evaluation, June 2015

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
4. Increase Life-Long Learning participation with flexible learning provision	a) No. of LLL students b) No. of flexible awards	a) 1,006 students (2010/11) b) 6 accredited awards for flexible delivery					
			a. a) 1000 students	<i>a) 674 flexible learners. 8 out of 12 recently approved awards have been designed for flexible delivery including for the Springboard programme.</i>			
			b) 8 accredited awards for flexible delivery	<i>b) 17 accredited awards with flexible delivery</i>			
					b. a) 1020 students		
					b) 12 accredited awards for flexible delivery		
						c. a) 1030 students	
						b) 16 accredited awards for flexible delivery	

GMIT: Performance Compact - Self-Evaluation, June 2015

3. Excellent teaching and learning and quality of the student experience¹

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Provide leadership and support for innovative approaches to Learning and Teaching	Strategies and support mechanisms underpinning Learning and Teaching	Teaching, Learning and Assessment strategy approved					
			a. Establishment of Centre for Educational Development	<i>Complete and fully operational.</i>			
					b. e-Learning policy approved		
						c. Professional Practice Policy and Implementation Plan approved	

¹ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

GMIT: Performance Compact - Self-Evaluation, June 2015

3. Excellent teaching and learning and quality of the student experience²

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Facilitate student engagement in their learning	Student Retention rates	66% first year retention as per 2010/11 Attrition Report					
			a. Retention Policy approved	<i>Complete</i>			
					b. Embed First Year Experience programme across the Institute		
						c. 70% first year retention	

² As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

GMIT: Performance Compact - Self-Evaluation, June 2015

3. Excellent teaching and learning and quality of the student experience³

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Guide and support assessment for learning as well as assessment of learning	Performance award levels (Award Classifications profile)	Award classifications as per 2010/11 Graduation Report					
			a. 25% of staff attend assessment workshops	<i>Complete</i>			
					b. Assessment policy in place for all programmes		
						c. Communication campaign of assessment policy and protocols to students and staff	
						d. Trend analysis of award classifications from 2010/11 to 2014/16	

³ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

GMIT: Performance Compact - Self-Evaluation, June 2015

3. Excellent teaching and learning and quality of the student experience⁴

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
4. Create a learning environment to underpin student-centred learning	Student satisfaction as per INSS	Analysis of GMIT data in INSS 2013 pilot					
			a. Technology infrastructure to support further development, implementation of VLE	<i>Roll-out of Office 365. Hardware hosting VLE is very robust. Latest stable version of Moodle is implemented and new features are fully tested and implemented on an ongoing basis.</i>			
					b. Establishment of Maths. Learning Centre		
						c. Trend analysis of student satisfaction as per INSS (2013 - 2015)	

⁴ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

GMIT: Performance Compact - Self-Evaluation, June 2015

3. Excellent teaching and learning and quality of the student experience⁵

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5. Ensure that staff are effectively supported in their professional development	% of staff with L9 and L10 qualifications	81% of FTE staff with L9, or 80% of staff with L9 qualifications, or above					
			a. Structured programme for pedagogical development in place	<i>Complete and available to all staff.</i>			
					b. 25% of staff engaging with the new Centre for Educational Development social media support website [http://ced.gmit.ie]		
						c. 86% of staff with L9 qualification or on track for L9 qualification	
						d. 30% of staff with L10 qualification or on track for L10 qualification	

⁵ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

GMIT: Performance Compact - Self-Evaluation, June 2015

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Re-affirm, state research strengths, differentiation, specialisation: identify emerging areas	No. designated Research Centres	Zero					
			a. 2 centres with possible synergies with cluster partners identified	<p><i>Marine and Freshwater Centre is a significant entity with strong outputs in terms of post-graduate numbers and publications. MFRC is developing a joint PG aquaculture programme with NUIG. There are collaborative efforts with IT Sligo on environmental research.</i></p> <p><i>GMedTech has a growing no. of industrial projects and forms a central part of an Enterprise Ireland Gateway bid in 2015 with an expanded engineering theme. Clinicians from UCHG act as adjunct faculty to collaborate on projects (including joint supervision) and there is ongoing dialogue with IT Sligo in precision engineering activities</i></p>			
					b. 3 centres		
						c. 3 centres as part of regional research provision	

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Align research activities with learning strategy to (a) develop pedagogical research, (b) encourage staff to pursue disciplinary aspects of RDI	No. academic staff active in research: publication/exhibition/conference presentation, PG supervision, joint projects with industry, attainment of funding or pursuing PhD studies supporting innovation.	40 staff					
			a. 60	<ul style="list-style-type: none"> • <i>GMIT funded PhDs (incl. staff) 2014 = 38</i> • <i>Staff supervising students on Research Masters or PhD projects = 12</i> • <i>Staff involved in other funded industrial related activity or research = 11</i> <p><i>There are a number of other staff members working informally (i.e. no finance, grants, discrete projects) with enterprise and these are not counted above.</i></p>			
					b. 75		
						c. 100	

GMIT: Performance Compact - Self-Evaluation, June 2015

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Develop structures, policies: encourage staff, students to be research active, compatible with research financing	No. research post-graduate students (Level 9 &10)	38 students					
			a. 40	27 L9 and L10 Research students; 7 students writing up. The number of registered PG students continues to be low. The Institute has decided not to fund scholarships with low stipends as a means of addressing the shortfall. Instead, we are examining alternative methods of increasing PG numbers. For example, the Institute has successfully completed a pilot of award by publication and this is one likely source of post-graduate growth in the future once a firm policy has been established.			
					b. 45		
						c. 55	

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4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
4. Consolidate, promote research driven by needs of enterprise	No. enterprise links facilitated by the Innovation in Business Centres	20 enterprise links (Galway and Mayo hubs)					
			a. 30	<ul style="list-style-type: none"> • <i>Client Companies resident in hubs = 29</i> • <i>New Frontiers participants = 14</i> • <i>New Frontiers Applications (2014) = 98</i> • <i>Graduate Entrepreneurship = 8</i> • <i>Spirit of Entrepreneurship (255 registrations)</i> • <i>INC360 networking group (260 members)</i> 			
					b. 40		
						c. 50	

GMIT: Performance Compact - Self-Evaluation, June 2015

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
5. Focus on external sources of funding for research and innovation activities	Funding from external sources	€1m (2010/11)					
			a. €1.0m	€698K per 2013/14 draft statutory accounts. The strategic focus on the development of two research centres partly explains the drop in external funding.			
					b. €1.5m		
						c. €2.0m	

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Learning through wider engagement	% programmes offering accredited professional practise/work placement	Currently 10% of all programmes offer work placement/ professional practise					
			a. Approved Institute policy on work placement/ professional practice	<i>Complete. The approved policy provided guidance to programme boards during the Programmatic Review in 2014.</i>			
					b. Accredited Professional Practice module offered: 15% programmes		
						c. Accredited Professional Practice module offered: 20% programmes	

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Engaging GMIT in regional networks	Representation of staff: local, regional, national industry associations, professional bodies, other organisations	Institutional Review 2010/11					
			a. Audit of current engagement	<i>The Audit is in progress. The detailed Executive Board audit was submitted as part of an international institute review and was commended.</i>			
					b. Increase by 10% the number of boards with GMIT representation		
						c. Measure the impact of the involvement: reference to TU criteria	

GMIT: Performance Compact - Self-Evaluation, June 2015

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Working with Communities	% students working on community engagement projects	Community engagement profile as per Institute Review 2010/11					
			a. Sporting organisations - facilitate GMIT students, sustain facilities	<i>Community Sports alliances have been approved to give students access to first class sports facilities in Galway city - €1.5M commitment in 2015.</i>			
					b. Models for engaging communities around L & T, research actions		
					c. Civic engagement module offered in each school/college		
						d. Volunteering programme established	

GMIT: Performance Compact - Self-Evaluation, June 2015

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

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
4. Working with regional business and enterprise	% first destination graduates working in the region	Graduate survey as at 2010/11					
			a. 60% of graduates working in region	<i>65% of graduates working in Connacht as per the 2012/13 Graduate Survey (most recent results available). Many external stakeholders have identified this as a strength during the recent Programmatic Reviews</i>			
					b. Graduate enterprise programme established: industry, community group		
						c. Employer survey analysis	

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6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Consolidation of EU Partnerships	No. Erasmus students, incoming and outgoing, on funded programmes, incl. work placements abroad	Outgoing 112					
		Incoming 110					
			a. Outgoing 120	<i>Erasmus Outgoing: Study -7, Placement - 64 The Institute has consolidated and reduced the no. of Erasmus bilateral agreements in order to better manage the associated administration, given the reduced headcount under ECF.</i>			
			Incoming 110	<i>Erasmus Incoming: Study - 81</i>			
					b. Outgoing 125		
					Incoming 110		
						c. Outgoing 130	
						Incoming 110	

GMIT: Performance Compact - Self-Evaluation, June 2015

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Increase and Diversify Activities in Non-EU Countries	No. F/T registered international students as % of F/T registered students	2.0% of Full Time Registered Students					
			a. 3.0% of Full Time Registered Students	4.4%			
					b. 3.5% of Full Time Registered Students		
						c. 4.0% of Full Time Registered Students	

GMIT: Performance Compact - Self-Evaluation, June 2015

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Develop International programme portfolio, provide quality services to International students	Accreditation as an International Education Quality Mark provider	No International Education Quality Mark (2010/2011)					
			a. Identify international programmes to be developed	<i>An Erasmus Mundus Ph.D. programme has been put in place.</i>			
					b. Institutional Application For IEQM/QQI Evaluation/Site Visit		
						c. Implementation of IEQM Accreditation	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. To pursue a trajectory that achieves re-designation as a Technological University	A Plan to Meet TU Criteria	- Signing of CUA MOU in July 2012. - Agreed implementation plan in December 2012. - Submission of three collaborative SIDF proposals to the HEA.					
			a. Review achievement of the objectives of CUA Implementation Plan	<i>Complete.</i>			
			b. Programme mapping across the CUA	<i>Complete. Programme map complete for Fulltime UG programmes across the cluster.</i>			
			c. Identify opportunities for shared services, common processes with CUA partners	<i>Ongoing.</i>			
			d. Pilot online QA student survey across the CUA	<i>Agreement reached on QA3 form to go online. Pilot complete.</i>			
			e. Common library research repository	<i>Complete and available at http://cual.openrepository.com/cual</i>			
			f. Joint CUA Student Union Mental Health initiative	<i>Complete. 'Fit in Body, Fit in Mind' project carried out jointly by the 3 student unions.</i>			
							g. Mainstream online QA student survey across CUA

7. Institutional consolidation

					h. Feasibility report: online exams mgmt. system with CUA partners		
					i. A common LTA strategy		
					j. A common RPL policy and procedures		
						k. CUA Strategic Planning Framework	
						h. Programme diversity across CUA, avoid unnecessary duplication	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
2. Working to achieve the objective of TU status	Align Institute structures, policies, procedures to enhance services for the region. Sub-indicators: New organisational structures: facilitate flexible response to emerging needs <ul style="list-style-type: none"> ● Mission oriented policies, procedures to accommodate risk, initiative, accountability, facilitate performance review ● Staff development for collaboration ● No. of collaborative projects 	Original organisational structure					
			a. Staff development programmes for collaborative project skilling	<i>It was originally intended that these actions would prepare staff to engage collaboratively on CUA projects during Stage 2 of the TU application process. The later than planned submission of the TU Expression of Interest by the CUA partners prompted a reflection and subsequent rescheduling of these actions to 2015/16.</i>			
			b. Toolkit for Project Collaboration and Management				

7. Institutional consolidation

					c. Alignment of Risk Management, Quality Assurance policies with Strategic Planning policies		
						d. Restructuring of multi-campus Institute - Institute Review outcome	

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
3. Consolidate programmes across Academic Units and campuses	Internal consolidation of programmes. Sub-indicators: Mapping of programmes and modules across Institute	Thematic Framework for Programmatic Reviews					
			a. Mapping: programmes, modules across Institute - programmatic review outcomes	<i>Only partially complete because the programme reviews of 2013/14 used a discipline focus.</i>			
					b. Consolidation of modules and programmes		
						c. Internal consolidation: align with regional cluster academic plan	