

Letterkenny Institute of Technology

Progress against Performance Compact targets for 2014.

Summary:

Total number of targets for 2014 in Performance Compact: 66

Met or exceeded	No. 46
In progress / partially met	No. 18
Not met	No. 2
Total	66

1. Regional Clusters

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. Establish a cluster	The establishment of a functioning cluster.	Connacht-Ulster Alliance (CUA) MoU signed (July 2012) Joint programme and MoU with NUIG	<ul style="list-style-type: none"> Cluster defined as the West/North West region in the first instance; 	Cluster established with NUIG, GMIT and IT Sligo.	
			<ul style="list-style-type: none"> Agree governance 	The Cluster Steering Group, Operations and various sub-groups have met on at least 23 occasions over the last year. Through engagement the Cluster Operations Group has agreed the Cluster objectives and two programme managers have been employed.	
		Scoping Study and Joint programme with the University of Ulster (LYIT recognised institute of UU)	<ul style="list-style-type: none"> Engage with other HEIs in the cluster to agree cluster objectives; 	Cluster objectives established.	
		Joint programme with Donegal Education & Training Board (Access 2 Access programme)	<ul style="list-style-type: none"> Engage with FE sector / ETBs 	Collaborative agreements in place with Cavan Institute and North West Regional College (NWRC) Derry. Established high level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB).	
2. Coordinated academic planning.	A coordinated academic plan.	Individual portfolio of programmes for each HEI in the cluster.	<ul style="list-style-type: none"> Mapping of programmes in the cluster for full-time and life-long learning students 	<ul style="list-style-type: none"> Full time programme mapping, undergraduate and postgraduate complete. 	

			<ul style="list-style-type: none"> Development of a matrix of programme provision at undergraduate and postgraduate level across partner institutes 	<ul style="list-style-type: none"> Mapping of research activity and civic engagement activity complete within areas of Business and Engineering. 	
			<ul style="list-style-type: none"> Mapping of Research activity 	<ul style="list-style-type: none"> Mapping of research activity and civic engagement activity in Science, Arts and Health Sciences scheduled for completion by year end 2015. 	
			<ul style="list-style-type: none"> Mapping of Civic engagement initiatives 	<ul style="list-style-type: none"> Lifelong learning data collated and mapping underway as part of the Regional Skills Forum/ ETB programme mapping. 	
3. To develop regional learning pathways	Institutional transfer policies and FETAC entry routes	Review access, transfer and progression policies and practices across cluster institutions	<ul style="list-style-type: none"> Review existing access, transfer and progression policies; 	<ul style="list-style-type: none"> Matrix of course provision complete. Review of existing transfer, access and progression policies complete. 	
		Creation of a matrix of course provision at undergraduate and postgraduate level across partner institutes, map common areas, specialist areas, progression opportunities Develop new entry routes for non-traditional students to full-time and part-time programmes	<ul style="list-style-type: none"> Devise formal schema for progression amongst partners and develop common access and transfer policies; 	<ul style="list-style-type: none"> Formal scheme for progression among partner institutes devised and common access and transfer policies complete in Business and Engineering. Competitive funding secured from HEA (NUIG and LYIT) for MA in Translation Studies. 	
		Harmonise RPL policies and develop agreements to enable students with prior formal and experiential learning to gain direct or advanced entry to particular programmes	<ul style="list-style-type: none"> Agree on regional targets for number of transfers across institutions. 	<ul style="list-style-type: none"> Other areas scheduled for completion by year end 2015. 	

<p>4. Continue engagement with cross-border education institutions to develop a cross-border higher education cluster.</p>	<ul style="list-style-type: none"> Joint approaches with partner institutions in NI to delivery of cross-border elements of RoI and NI higher education strategies 	<p>Joint programme with UU</p>	<ul style="list-style-type: none"> Formal articulation arrangements with NI FE colleges (Access, Transfer and Progression) 	<ul style="list-style-type: none"> Systemic capture of transfer places from September 2015 agreed and in place. 	
		<p>Informal progression arrangements with FE sector in Northern Ireland</p>	<ul style="list-style-type: none"> Increase number of advanced entry students from NI by 20 (from baseline) 	<p>Collaborative agreements with NWRC – impact expected 2015/16. Formal mechanisms to capture the institution and country of origin for advanced entry students were established for the first time in 2014/15. This allows the establishment of a baseline and allows benchmarking against targets annually.</p> <p>2014/15 Direct Entry students from Northern Ireland: 28</p>	
	<p>Continued delivery of existing programmes and examination of further opportunities in line with outcomes of the NWGSA Scoping Study report</p>	<p>Current activities include: a maths initiative with North West Regional College (NWRC); North West Regional Science Park (NWRSP); North West Gateway Initiative, emerging plan being developed by ICLRD</p>	<ul style="list-style-type: none"> Information provision to potential students from NI concerning learning opportunities at LYIT 	<p>Recruitment activity augmented by relationship with Education Recruitment and Marketing (Recruitment company). Targeted Northern Ireland brochure developed.</p>	
	<p>Collaboration in research and innovation activity.</p>		<ul style="list-style-type: none"> The possibility of accessing funding to support this cluster will be explored with SEUPB 	<p>Funding avenues being explored. Work on-going between Department of Education and Skills through the North South</p>	

			and the North South Ministerial Council (NSMC) through the North West Gateway Initiative.	Ministerial Council to develop further activity through the North West Gateway initiative.	
			<ul style="list-style-type: none"> Formal engagement with UU 	Joint MSc (Innovation Management in the Public Service) with UU and LYIT (previously HETAC and UU).	

Summary

The West / North West Cluster has been in existence for over a year. During that time the Steering Group, Operations Group, Research Heads Group, Deans, Heads of Business Group and Deans, Heads of Engineering Groups have met separately on over twenty occasions. Further groups will come together in the coming months; Directors of Flexible Learning and Directors of Support Services. Deans and Heads of all other disciplinary areas will come together over the coming months.

The key achievements of the Cluster can be summarised as follows;

- A relationship of trust among senior management in the four institutions
- The appointment of two programme managers
- Proposals being developed to pause programmes, align student pathways and transfer criteria in Engineering and Business
- A joint award Cluster programme at Level 9 in Regulatory Affairs due to begin in September
- Agreement to establish 'The Wild Atlantic Way Research Group' to direct, fund and facilitate collaborative research in the four

Institutions

- Comprehensive programme mapping across all undergraduate and postgraduate Cluster courses
- Collaborative Cluster funding applications both submitted and in preparation

The West / North West Cluster is committed to student-focused higher education built on excellence in teaching, education and learning, research, inter-institutional collaboration and sustainable, planned programme provision in the most geographically diverse Cluster region in the country.

2. Participation, equal access, lifelong learning

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. Ensure that the portfolio programmes on offer is in line with national policy objectives, LYIT's mission, the needs of employers and learner demand.		Existing graduate employment levels – graduate first destination survey	<ul style="list-style-type: none"> Examination of programme portfolio to ensure alignment with national and regional policy objectives 	Draft LYIT Academic Plan 2014-17 and W/N-W Cluster Academic Plan developed to ensure coherence with national and regional policy objectives.	
		Current professional body recognition and feedback	<ul style="list-style-type: none"> Programme portfolio with strong evidence of employer support 	<p>Draft LYIT Academic Plan 2014-17 and W/N-W Cluster Academic Plan to ensure coherence with employers' skills requirement.</p> <p>Active participation in NW Border Region Skills Forum.</p>	
		Existing programme portfolio by NQF level	<ul style="list-style-type: none"> Portfolio of programmes supported by appropriate student demand 	Portfolio of programmes reviewed annually by Executive Board to ensure programmes supported by appropriate student demand. This is evidenced by the growth in both full- and part-time student numbers (see table below).	
			<ul style="list-style-type: none"> Increased engagement with secondary schools, FE colleges and other 	<p>Annual meeting with regional Guidance Counsellors (January).</p> <p>Established clusters of secondary schools in the region with Executive Board responsibility.</p>	

				<p>The Institute is involved in a broad range of activities involving schools in the region including: Scifest, Taster Programme (transition year), Business in the Community Programme, Coder Dojo workshops, Enterprise and Innovation Day.</p> <p>REACH Pilot Scholarship scheme established in 2014 with 27 Bursaries awarded for 2014/2015.</p> <p>Collaborative agreements with Cavan Institute and North West Regional College (NWRC) Derry.</p> <p>Established high level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB).</p>																					
		Existing student numbers by department and programme	<ul style="list-style-type: none"> Increased student provision and demand in strategic areas 	<p>The Institute had succeeded in achieving annual growth in student numbers for each of the last three years. The growth in student numbers has been particularly successful in lifelong learning (March Census returns to HEA):</p> <table border="1"> <thead> <tr> <th></th> <th>Full-time</th> <th>Part-time</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>2,684</td> <td>326</td> <td>3,010</td> </tr> <tr> <td>2012/13</td> <td>2,821</td> <td>574</td> <td>3,395</td> </tr> <tr> <td>2013/14</td> <td>2,867</td> <td>626</td> <td>3,493</td> </tr> <tr> <td>2014/15</td> <td>2,980</td> <td>703</td> <td>3,683</td> </tr> </tbody> </table>		Full-time	Part-time	Total	2011/12	2,684	326	3,010	2012/13	2,821	574	3,395	2013/14	2,867	626	3,493	2014/15	2,980	703	3,683	
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2. Increase student numbers from outside of the traditional Leaving	Meet national targets Take up of LLL programmes	Mature enrolments	<ul style="list-style-type: none"> Increased engagement with adult education providers, FE colleges and other stakeholders 	Collaborative agreements with Cavan Institute and North West Regional College (NWRC) Derry.																					

<p>Certificate cohort</p>			<p>regarding this cohort of learners</p>	<p>Established high level Regional HE-FE Planning Group to develop regional learning pathways.</p> <p>Draft profile 2014/15 (from CUA Project Office):</p> <p>22% Mature (% New Entrants - F/T UG) The number of mature students as a % of all full-time students (including postgraduates) is significantly higher.</p> <p>19% Flexible learners (% of total enrolments)</p>	
	<p>Student numbers from different categories (mature, disadvantaged, disabilities)</p>	<p>Socio-economic disadvantaged groups Disability</p>	<ul style="list-style-type: none"> Review supports and information provision in respect of this cohort of learners 	<p>REACH Pilot Scholarship scheme established in 2014 with 27 Bursaries awarded for 2014/2015.</p> <p>Entrants with disability (EAS): Draft profile 2014/15: 5%</p> <p>*FSD indicator unreliable as many students may not register with the access office. Real number likely to be higher.</p>	
		<p>Certificate in Preparatory Studies</p>	<ul style="list-style-type: none"> Certificate in Preparatory Studies (60 ECTS) – 120 students 	<p>2014/15 96 Students registered 25 Access to Access students registered (LYIT/ETB)</p>	
		<p>Certificate in Foundation Studies</p>	<ul style="list-style-type: none"> Certificate in Foundation Studies (30 ECTS) – 30 students 	<p>2014/15 27 Students registered</p>	
			<ul style="list-style-type: none"> Work towards harmonised RPL Policy 	<p>Complete for CUA (www.myexperience.ie)</p>	

			within the CUA/ Regional Cluster		
	Improve retention rates for different categories (mature, disadvantaged, disabilities)		<ul style="list-style-type: none"> Agree definition of retention (harmonised within CUA/ Regional Cluster) and set realistic annual improvement targets 	<p>The issue of agreed definitions of retention was raised in the strategic dialogue with the HEA (January 2015).</p> <p>Agreed definition of retention should be a national project, led out by the HEA.</p>	
	<p>Completion rates for students from different categories (mature, disadvantaged, disabilities)</p> <p>Curve activity levels – Maths Learning Centre and Communications Learning Centre</p> <p>Success of Maths Learning Centre and Communications Learning Centre benchmarked against student exam performance</p>		<ul style="list-style-type: none"> Pilot retention initiatives (e.g. extended induction, Peer Assisted Learning) 	<p>Extended Induction commenced on a ‘pilot’ basis in Sept 2013 and 2014 using peer mentors.</p>	
		Springboard programmes	<ul style="list-style-type: none"> Maintain numbers on Springboard programmes 	<p><i>2013/14</i> 117 Springboard students registered on 10 programmes.</p> <p><i>2014/15</i> 101 Springboard students registered on 12 programmes.</p> <p><i>2015/16</i> 241 Places on 13 programmes have been approved.</p>	

3. Teaching & Learning

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. Enhanced teaching and learning in order to deliver a vibrant high quality, inclusive learning environment for students	Number of academic staff with pedagogical qualification		<ul style="list-style-type: none"> Develop new Learning and Teaching strategy 	<p>Functional area plans, supporting LYIT Strategic Plan 2014-17 in development.</p> <p>The new strategy will align with the National Teaching and Learning Forum.</p>	
		30% of academic staff with pedagogical qualification	<ul style="list-style-type: none"> Strengthen staff development programme to ensure staff are at the forefront of pedagogical best practice, embracing new learning technologies and flexible delivery. 	<p>New MA in Learning and Teaching commenced September 2014.</p> <p>The programme was well received in the wider educational community in the North-west and has succeeded in attracting 23 registered students.</p>	
			<ul style="list-style-type: none"> Develop MA (Learning and Teaching) – for academic staff (incorporating pedagogical and research methodology training). 	<p>New MA in Learning and Teaching commenced September 2014 (23 registered students).</p>	
			<ul style="list-style-type: none"> All new academic staff, who do not have a Learning and Teaching 	<p>Learning and Teaching qualifications available to all new academic staff.</p>	

			qualification, will complete at least one relevant module within two years.		
	Student evaluation systems (QA1/3 and INSS)	Institutional performance in student evaluation systems (QA1/3 and INSS)	<ul style="list-style-type: none"> Benchmark LYIT performance in INSS – set improvement targets 	<p>In the 2013/14 pilot the LYIT response rate to ISSE was 12%, benchmarked against the national response rate of 15.6%.</p> <p>Following the initial pilot, the Institute set a target to increase the response rate to 20% and put in place a plan to achieve this. The result was a vastly increased response rate of 34.3% in 2014/15, which compares very favourably when benchmarked against the response rate for the pilot and the national response rate of 21.9%.</p> <p>The results of the ISSE survey are reviewed by the Learning, Teaching and Student Affairs Committee of Academic Council and by Programme Boards.</p>	
			<ul style="list-style-type: none"> Pilot Online QA1 & 3 forms in one department/school 	A pilot Online QA1 & 3 was successfully rolled out in the School of Science 2014/15. The pilot was reviewed at the end of 2014/15 and it is planned to roll out the online survey across the institute in 2015/16.	
	Retention/progression rates	Current retention/progression rates	<ul style="list-style-type: none"> Agree with the HEA a definition of retention/progression and set realistic annual improvement targets 	<p>Non-Progression Non-progression for NE from Y1 to Y2 2013/2014: 24%</p> <p>Non-progression rate as per Draft profile 2014/15 (from CUA Project Office): Level 6: 24% Level 7: 29% Level 8: 11%</p>	

				<p>Retention Progression is one measure of retention. Developing further measures/definitions of retention should be a national project, led out by the HEA. LYIT is happy to participate in such a project.</p>	
			<ul style="list-style-type: none"> Pilot an extended year 1 induction programme 	Pilot an extended year 1 induction programme was launched in 2013/14 and rolled out across the Institute in 2014/15.	
	Number of programmes with accredited work placements	Current number of programmes with accredited work placements	<ul style="list-style-type: none"> 45% of CAO entry programmes will have accredited work placements 	<p>2015 CAO Handbook: 22 out of 48 CAO programmes have accredited work placement (46%)</p> <p>The total number of programmes with an accredited work placement expected to increase to 23 for the 2016 CAO Handbook.</p>	
2. Enhance the quality of the student experience through improved student supports			<ul style="list-style-type: none"> Use student feedback via INSS and internal QA1/3 surveys to identify gaps in service provision 	Student feedback via ISSE and internal QA1/3 surveys formally fed back through Programme Boards and Learning, Teaching and Student Affairs Committee of Academic Council.	
			<ul style="list-style-type: none"> Further develop processes for capturing student take-up of available supports Commence process to 	<p>The Curve (LYIT's Access and Learning Support Centre) reports on student take-up of available supports annually.</p> <p>Annual Student Induction and annual Student Handbook published.</p>	

			<p>improve student supports and information provision</p> <ul style="list-style-type: none"> • Set targets for student involvement in clubs & societies and sporting activities 	<p>Feedback is received from student representatives on Governing Body and Academic Council.</p> <p>Student supports and information provision operates via Student School Committee meetings, learner involvement in Programme Boards and via Class Reps and the Students Union.</p> <p>Student involvement in clubs & societies and sporting activities reported annually and celebrated in Annual Awards Ceremony.</p>																	
			<ul style="list-style-type: none"> • Launch joint Student Union initiative with partner colleges, focused on promoting positive mental health. 	<p>Joint Student Union initiative (focused on promoting positive mental health) with CUA partner colleges launched in 2013/14 and run again in 2014/15.</p>																	
3. Further develop LYIT's quality assurance processes			<ul style="list-style-type: none"> • Benchmark LYIT QA processes against other HEIs, the European Standards and Guidelines for Quality Assurance and QQI processes. 	<p>New Annual Institutional Quality Report and annual dialogue process with QQI commenced 2014/15.</p> <p>External Examiners are key in benchmarking international quality standards.</p> <p>Profile of LYIT External Examiners 2013/14:</p> <table> <tr> <td>IoT</td> <td>35</td> <td>RoI*</td> <td>56</td> </tr> <tr> <td>University</td> <td>31</td> <td>Outside RoI</td> <td>20</td> </tr> <tr> <td>Industry/other</td> <td>10</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>76</td> <td></td> <td>76</td> </tr> </table> <p>*Republic of Ireland</p>	IoT	35	RoI*	56	University	31	Outside RoI	20	Industry/other	10			Total	76		76	
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			<ul style="list-style-type: none"> Identify QA elements to be developed and updated. 	<p>Update of QA elements reported in Annual Institutional Quality Report to QQI, beginning in 2014/15.</p> <p>The Institute is represented on the Technological University Quality Framework (TUQF) plenary group.</p>	
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4. Research

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress 2014	Status
1. To develop a new Research and Innovation Strategy 2014-2017	New Research and Innovation Strategy developed	Research Strategy 2008-2013 at an end	<ul style="list-style-type: none"> Develop new Research and Innovation Strategy consistent with new Strategic Plan and cognisant of Smart Regional Specialisations 	Functional area plans, supporting LYIT Strategic Plan 2014-17 in development.	
			<ul style="list-style-type: none"> Determine research and innovation synergies within the region (Regional Cluster/CUA/Northern Ireland) 	Work has commenced under the auspices of both the CUA and W/N-W Cluster.	
2. Establish new National Research Centre in marine/seafood development	New National Research Centre established	Success of former EI ARE CAMBio	<ul style="list-style-type: none"> Research themes reviewed and renewed and collaborative partners identified 	Collaborative InterReg V projects in development with QUB and UU.	

3. Increase research income	Annual research income received	€1m (2012)	<ul style="list-style-type: none"> • €1.25m €1.1 	Research grants and contracts as per audited accounts: 2012/13 €1.17m. 2013/14 €1.30m.	
4. Increase postgraduate research activity, infrastructure and enabling frameworks	Number of postgraduate students, number of research- active staff	8 research post grad students registered in 2012, 10 research active staff	<ul style="list-style-type: none"> • 14 research post grad students registered in 2014, 12 research active staff 	Research Degree Students 2014/15 16 Full Time Research Masters Students registered. Research Active Staff 2014/15 Externally funded research staff: 15 (Contract Researchers; Principal Investigators; Fusion projects; IOTI Competitive funded PG scholarships) Other research active staff (staff undertaking Doctoral level studies): 29	

5. Engagement

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. Strengthen engagement and knowledge exchange with enterprise	Maintain full occupancy at CoLab and increase supports for clients	CoLab activity levels (number of companies, number of employees)	<ul style="list-style-type: none"> • Maintain full occupancy at CoLab and increase supports for clients 	CoLab: 28 Client Companies; 100 people employed (full capacity December 2014) €5m. NWRSP extension to CoLab completed (May 2015).	
	Enhance enterprise development supports	Existing enterprise development supports (numbers supported, training activity, new business start-ups)	<ul style="list-style-type: none"> • Development of an institutional strategy for external engagement • Mapping the nature/extent of 	Functional area plans, supporting LYIT Strategic Plan 2014-17 in development.	

			engagement activities		
	Improved regional workforce development	Workforce development activity levels (collaborative programmes with industry, number of learners, employment statistics)	<ul style="list-style-type: none"> Improve information provision to the region 	<p>Active participant in North-West Border region skills fora.</p> <p>Established high level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB).</p> <p>New Lifelong Learning Open Evening launched May 2014 (incl. Springboard).</p>	
2. Enhance engagement with the community and public service	<p>Staff involvement on policy development groups in the region</p> <p>Support and engagement activities with schools</p> <p>Engagement with community and voluntary groups</p>	<p>List of current leadership and membership of regional development groupings</p> <p>On-going liaison with schools</p> <p>Community and voluntary group supports</p>	<ul style="list-style-type: none"> Mapping of existing community and public service engagement 	Institute developed a matrix of senior management engagement in 2012. This matrix is being updated and extended to all LYIT managers.	

6. Internationalisation

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. To increase the number of international students studying at LYIT	Number of international students	80	<ul style="list-style-type: none"> 100 (20 fee paying international students) 	<p>2013/2014 - 44 International students* registered</p> <p>2014/2015 – 45 International students* registered</p> <p>2014/2015 Erasmus (out) – 25 Erasmus (in) – 67</p>	

				*(domicile not = IE)	
			<ul style="list-style-type: none"> Development of institutional strategy in collaboration with Regional Cluster/CUA 	Initial work has commenced through the CUA.	
			<ul style="list-style-type: none"> Develop a transition studies programme for incoming non-EU students 	Planned for development (2015/16)	
2. To develop a coordinated international strategy with regional educational partners	Coordinated regional International Education Strategy with cluster and other partner institutions Develop International Partnerships in priority markets Information provision to partner institutions Number of formal partnerships in place Staff exchanges Institutional supports for international students	Existing agreements for incoming and outgoing students Number of institutions Staff exchanges Student exchanges	<ul style="list-style-type: none"> Regional International education strategy agreed with a focus on improved supports for international students 	Initial work has commenced through the CUA.	

7. Institutional consolidation

Institute Objective	Performance Indicator	Baseline	Interim target, end 2014	Progress	Status
1. To achieve financial sustainability	Financial performance	Recurring deficits, primarily arising from (a) 2007 consolidation of Tourism College Killybegs and (b) 43% cut in core grant since 2008	<ul style="list-style-type: none"> Review programmes offered (Level 8 - transitions debate) – internal and within CUA/regional cluster 	Full time programmes reviewed annually by Executive Board. Three new generic entry programmes introduced 2014/15. Two additional generic entry programmes planned for 2015/16.	

				<p>Programming mapping complete via W/N-W Cluster.</p> <p>Detailed pilots underway in Engineering and Business. LYIT/DoES/HEA Working Group on LYIT and Killybegs established and reported June 2014.</p>	
			<ul style="list-style-type: none"> • Review and renew CAO offerings 	<p>Full time programmes reviewed annually by Executive Board.</p> <p>2014/15 (2015 CAO Handbook): 2 new CAO programmes introduced. 7 CAO programmes removed.</p> <p>2014/15: 3 new Common Entry programmes introduced, consistent with the Transitions reforms agenda (replacing 4 existing programmes)</p> <p>Net reduction of 6 CAO programmes from 54 (2014 CAO Handbook) to 48 (2015 Handbook)</p> <p>2015/16 (2016 CAO Handbook) 5 new CAO programmes introduced. 4 CAO programmes removed.</p>	
			<ul style="list-style-type: none"> • Review organisational structures to enhance flexibility in deployment of human resources 	<p>HR Plan, supporting LYIT Strategic Plan 2014-17 in development.</p>	
			<ul style="list-style-type: none"> • Conclude LYIT position regarding the School of Tourism 	<p>LYIT/DoES/HEA Working Group on LYIT and Killybegs established and reported June 2014. LYIT has submitted a Financial Plan to the</p>	

				HEA and is awaiting a response and an appropriate level of funding.	
		Autonomous institution, collaborating with CUA and regional cluster	<ul style="list-style-type: none"> • Explore opportunities for shared services and common processes with CUA and regional cluster partners 	<p>Shared services in the CUA have been agreed in a number of areas, including:</p> <ul style="list-style-type: none"> • CUAL (Research Repository) • RPL (myexperience.ie) • Online Quality Assurance • Student mental health initiative • PhD support service <p>Offering PhD opportunity to academic staff via NUIG's Graduate School.</p>	
2. To pursue a trajectory that achieves re-designation as a technological university	A plan to meet TU criteria	Signing of CUA MoU July 2012	<ul style="list-style-type: none"> • Review achievement of the objectives of the CUA Implementation Plan 	Objectives reviewed annually.	
		Agreed Implementation Plan December 2012	<ul style="list-style-type: none"> • Decision re making TU application 	Expression of Interest submitted March 2015.	
		Submission of four collaborative SIDF proposals to the HEA – one of which CEOL was funded but additional funding for a Programme Manager has also been secured.	<ul style="list-style-type: none"> • Programme mapping across the cluster 	Programme mapping complete for Fulltime UG programmes across the W/N-W Cluster.	
			<ul style="list-style-type: none"> • Pilot on-line QA student surveys across the CUA 	Complete in LYIT School of Science 2014/15.	

			<ul style="list-style-type: none">• Common library research repository	http://cual.openrepository.com/cual	
			<ul style="list-style-type: none">• Joint CUA student union mental health initiative	'Fit in Body, Fit in Mind' project carried out jointly by 3 student unions	