



lyit

Institiúid Teicneolaíochta Leitir Ceannainn
Letterkenny Institute of Technology

Letterkenny Institute of Technology

Progress against Performance Compact Targets for 2015

Contents

<<Gary: include Reflections, seven main headings, and LYIT Profile>>

Summary:

Total number of targets for 2015 in Performance Compact: 50

Met or exceeded	48
In progress / partially met	2
Not met	0
Total	50

Reflections

<<Gary: text sent in separate email>>

1. Regional Clusters

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
<p>1. Establish a regional Cluster in the HEIS in the West/North West Region with appropriate Governance Arrangements</p> <p>It is also envisaged that a liaison will be established with the Mid-West Cluster</p>	<p>The establishment of a functioning Cluster</p>	<p>Factual list of current formal collaborations in the region of the individual institutions</p> <p>LYIT Collaborations</p> <ul style="list-style-type: none"> • Connacht-Ulster Alliance (CUA) MoU signed (July 2012) • Scoping Study and Joint programme with the University of Ulster (LYIT recognised institute of UU) • Joint programme and MoU with NUIG • Joint programme with Donegal Education & Training Board (Access 2 Access programme) 	<p>Functioning Cluster</p>	<p>Governance Structures in place</p> <ul style="list-style-type: none"> • Steering Group and Operations Group established (2014) • Two Programme Managers appointed (in role 2015) • Agreed Academic Planning Process <p>Functioning Cluster</p> <ul style="list-style-type: none"> • Regular meetings of Steering Group and Operations Group (2014-2016) Steering Group meets (3 meetings 2015) Operations Group meets (6 meetings 2015) • Heads of Research group established (2015) • Meetings of Heads of Discipline across all discipline areas (2015-2016) 	<p>Review of cluster objectives and performance</p> <p>Achievement of medium-term cluster objectives</p>	

			<p>Achievement of short term Cluster Objectives</p>	<p>Engagement with FE Sector and ETBs</p> <ul style="list-style-type: none"> • Cluster partners shared information on FE/ETB engagement and activities (2015-2016) • Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16) • High level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB) (2014/2015) • IT Sligo pilot project on ETB engagement (2015-2016) • LYIT Access to Access Programme with Donegal ETB (2015 and 2016) • NUI GALWAY and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair) (2015-2016) • Coordination with North West and West Regional Skills for a (Programme managers sit on each steering group) (2015-2016) • Next step identified, Cluster/ETB MOU (Planned 2016-17) • Next step, Programme mapping GR ETB and Donegal ETB (2016) • Next step, GMIT- GR ETB Re-Engagement Foundation Programme (2016) 		
			<p>Achievement of short term Cluster Objectives (cont'd)</p>	<p>Building on existing formal collaborations in the Region</p> <ul style="list-style-type: none"> • 'Ignite West' Technology Transfer Consortium • New Frontiers (LYIT/ITS) <p>New formal collaborations in the Region</p> <ul style="list-style-type: none"> • Coordination with North West and West Regional Skills Fora (2015) • Centre of Excellence for Irish (membership includes NUI GALWAY and LYIT) (2015) 		

				<ul style="list-style-type: none"> • Collaboration across the Cluster with National Forum for the Enhancement of Teaching and Learning- four collaborative projects funded (2015) • Medical Academy Castlebar (NUI GALWAY/GMIT) (2015) • Medical Academy Letterkenny (NUI GALWAY/LYIT) (2015) <p>Next steps- Engagement with Western Development Commission and Fáilte Ireland (2016)</p>		
2. Coordinated academic planning	A coordinated academic plan	Individual portfolio of programmes for each HEI in Cluster	<p>Mapping of access, transfer and progression opportunities</p> <p>Mapping of access, transfer and progression</p>	<p>Coordinated Academic Planning Under a Regional Lens (Consistent with the Enhancement of Student Transitions Relating to Student Pathways)</p> <p>Agreed Joint Academic Planning Process</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Sharing information on new programme development • Sharing information on planned pausing of programmes • Evidence based review and refreshing of programme offerings and student pathway <p>Specific Outputs on Co-ordinated Academic Planning</p> <ul style="list-style-type: none"> • Full time programme mapping, undergraduate and postgraduate complete (2014/2015) • Lifelong learning data collated (2014/2015) • Joint Academic Planning procedures agreed (2015) • Detailed analysis of programme provision from level 6-level 10 in the discipline areas of business and engineering (2015) • Detailed analysis of programme provision from level 6- level 10 in all other discipline areas (2015 – April 2016) <p>Research and Civic Engagement</p>	Ensuring a diverse range of programmes across the region, responding to the needs of the region.	

			opportunities (cont'd)	<ul style="list-style-type: none"> • Mapping of research activity and civic engagement in business and engineering (2015) • Mapping of research activity and civic engagement in all other discipline areas (2015 –April 2016) • Detailed pilot area review of research activity and civic engagement related to the Wild Atlantic Way (2015) • Pilot PhD programme: LYIT, IT Sligo, GMIT staff registering for NUI GALWAY PhDs (2015-2016) • Wild Atlantic Way Research Group scoping study complete (2015) with circa €20k in funding secured from Fáilte Ireland (2015) • Next steps: establish formal Regional Research Centre on Wild Atlantic Way with strategic partners including Western Development Commission and Fáilte Ireland • Heads of Research Group established (2015) • Mapping of research across discipline areas (2015 - 2016) 		
<p>3. To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region</p>	<p>Review access, transfer and progression policies and practices across cluster institutions</p> <p>Creation of a matrix of course provision at undergraduate and postgraduate level across partner institutes, map common areas, specialist areas, progression opportunities</p>	<p>Institutional transfer policies and FETAC entry routes</p>	<p>Transfer system in place</p>	<p>Regional Learning Pathways</p> <ul style="list-style-type: none"> • Programme Mapping with Benchmark year 2014 (2014) • Agreed process for the systematic capture of student transferring with the Cluster (2015) • Formal scheme for progression among partner institutes devised and common access and transfer policies complete in Business and Engineering. (2015) • Formal scheme for progression among partner institutes devised and common access and transfer policies complete in all discipline areas (2015- April 2016) <p>New joint programmes</p> <ul style="list-style-type: none"> • MSc in Regulatory Affairs (NUI Galway & Sligo IT) (2015) 		

	<p>Develop new entry routes for non-traditional students to full time and part time programmes</p> <p>Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular programmes</p>			<ul style="list-style-type: none"> MA in Translation Studies (NUI Galway & LYIT) (2015) MA in Conference Interpreting (NUI Galway & LYIT) (2015) Next steps: further areas for development identified through review of programme provision <p>Recognition of Prior Learning</p> <ul style="list-style-type: none"> Coordination of RPL policies between LYIT, IT Sligo and GMIT <i>Myexperience.ie</i> website established (2015) <p>Next steps: possible extension to NUI Galway</p>		
<p>4. Continue engagement with cross-border education institutions to develop a cross-border higher education cluster.</p>	<p>Joint approaches with partner institutions in NI to delivery of cross-border elements of RoI and NI higher education strategies</p>	<p>Joint programme with UU</p>	<p>Evidence of co-ordination of programme provision and examination of student pathways.</p>	<p>Student pathways from North West Regional College (NWRC) to LYIT in areas which do not compete with established pathways from NWRC to Ulster University (UU) are being prioritised.</p> <p>A formal collaborative agreement was signed with NWRC in 2015/16 and has resulted in:</p> <ul style="list-style-type: none"> The first pilot collaborative programme (BSc (Hons) Early Childhood Care, Health and Education) commenced September 2015 – 15 full-time students Further collaborative programmes (including Sports and Pharmaceutical and Medicinal Science) are scheduled to commence in September 2016 and September 2017 respectively. <p>The 12th cohort of the joint MSc (Innovation Management in the Public Service) with UU and LYIT commenced in January 2016.</p>	<p>Delivery of cross-border commitments in the HE strategies in RoI and NI.</p>	

		Informal progression arrangements with FE sector in Northern Ireland	<p>Increase number of advanced entry students from NI by 40 (from baseline)</p> <p>Increase number of advanced entry students from NI by 40 (from baseline) (cont'd)</p>	<p>It emerged from the parallel West/North-West regional cluster that no HEI in that cluster had data capture on source institution of advanced entry students. Formal mechanisms to capture the institution and country of origin for advanced entry students were established by LYIT for the first time in September 2015. This allows the establishment of a baseline and allows benchmarking against targets annually. Advanced Entry statistics are reviewed annually by Executive Board and Academic Council, with effect from academic year 2015/16.</p> <p>Advanced Entry Applicants usually have a minimum of one stage or a Higher Education qualification, from another college before entering an advanced year (post year 1) of full-time LYIT programmes. This new report profiles those previous HEI's that LYIT Advanced Entry Students have previously attended. The report exclusively covers Advanced Entry Students registered on full-time LYIT programmes at 31st October (HEA Census Date). This includes undergraduate and postgraduate programmes. This report will be produced annually in December.</p> <p>Number of Advanced Entry Students from HEIs in LYIT's two interlocking regional clusters:</p> <table border="1" data-bbox="1077 1029 1547 1396"> <thead> <tr> <th></th> <th>2013/14 Benchmark</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>Cross-Border Cluster</td> <td>10</td> <td>19</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>West/North-West Cluster</td> <td>15</td> <td>11</td> </tr> <tr> <td>Other</td> <td>23</td> <td>35</td> </tr> <tr> <td>Total</td> <td>48</td> <td>65</td> </tr> </tbody> </table>		2013/14 Benchmark	2015/16	Cross-Border Cluster	10	19				West/North-West Cluster	15	11	Other	23	35	Total	48	65	Increase number of advanced entry students from NI by 60 (from baseline)	
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				<p>LYIT's Mission-Based Performance Compact set a target of 30 student transfers within the clusters in 2015. This target has been achieved. In addition, there are 34 cross-border students on the Joint MSc (Innovation Management in the Public Service) with UU and LYIT in 2015/16.</p> <p>LYIT has succeeded in increasing the number of students from Northern Ireland by more than a third over the last three years:</p> <table border="1"> <thead> <tr> <th>NI Students in LYIT</th> <th>Full-Time</th> <th>Part-Time</th> </tr> </thead> <tbody> <tr> <td>2013/14</td> <td>18</td> <td>52</td> </tr> <tr> <td>2014/15</td> <td>32</td> <td>46</td> </tr> <tr> <td>2015/16</td> <td>45</td> <td>49</td> </tr> </tbody> </table> <p>Source: HEA Census Returns (March)</p>	NI Students in LYIT	Full-Time	Part-Time	2013/14	18	52	2014/15	32	46	2015/16	45	49		
NI Students in LYIT	Full-Time	Part-Time																
2013/14	18	52																
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	Continued delivery of existing programmes and examination of further opportunities in line with outcomes of the NWGSA Scoping Study report	Current student numbers from Northern Ireland Current activities include: a maths initiative with North West Regional College (NWRC); North West Regional Science Park (NWRSP); North West Gateway Initiative, emerging plan		<p>The 12th cohort of the joint MSc (Innovation Management in the Public Service) with UU and LYIT commenced in January 2016.</p> <p>Recruitment activity from NI schools and FE colleges has been augmented by a formal recruitment initiative with Education Recruitment and Marketing (Recruitment company). A targeted Northern Ireland brochure has been developed. A targeted recruitment initiative involving Guidance Counsellors from Counties Derry and Tyrone is scheduled for June 2016. Recruitment initiatives have begun to pay dividends as evidenced in the table below:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>CAO mentions</th> <th>% of LYIT's CAO Applicants</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	CAO mentions	% of LYIT's CAO Applicants											
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		being developed by ICLRD		<table border="1"> <tr> <td></td> <td>for LYIT from NI</td> <td></td> </tr> <tr> <td>2014 (end of season)</td> <td>99</td> <td>2</td> </tr> <tr> <td>2015 (end of season)</td> <td>115</td> <td>2</td> </tr> <tr> <td>2016 (as at 2/6/16)</td> <td>195</td> <td>3</td> </tr> </table>		for LYIT from NI		2014 (end of season)	99	2	2015 (end of season)	115	2	2016 (as at 2/6/16)	195	3		
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	Collaboration in research and innovation activity.			<p>The number of schools visited in NI in 2015/16 was 32.</p> <p>Work is on-going between Department of Education and Skills through the North South Ministerial Council to develop further activity through the North West Gateway initiative.</p> <p>LYIT is the RoI partner in five separate Interreg V project submissions. These projects include:</p> <ol style="list-style-type: none"> 1. Advanced manufacturing 2. Innovation in SMEs 3. Renewables 4. North-West Health Innovation Corridor 5. Centre for Clinical Research <p>The cluster academic partners in these collaborative research and innovation project proposals include:</p> <ul style="list-style-type: none"> • Queens University Belfast • Ulster University • NUI Galway • IT Sligo <p>Work is ongoing between local authorities on both sides of the border with the relevant Government Departments. This has coincided with the publication of the Fresh Start Stormont Agreement and will be a major catalyst for cross-border collaboration in this area.</p>														

			<p>strategically important areas (cont'd)</p> <p>of all part-time students (616 out of 882) in the Institute are registered on industry programmes.</p> <p>LYIT's strategy has been to grow full-time student programmes and numbers in strategically important areas, including STEM. Despite flat demographics, this strategy has resulted in full-time provision increasing by 11% in a five-year period.</p> <p>2011/12: 2,684 2012/13: 2,821 2013/14: 2,867 2014/15: 2,980 2015/16: 3,039</p> <p>Source: HEA Census Returns March annually</p> <p>In 2011/12 LYIT put in place a strategy to increase student numbers. The strategy has succeeded in <u>growing total student numbers by 30% in five years</u> (3,010 in 2011/12 to 3,921 in 2015/16).</p> <p>We have succeeded in significantly increasing the levels of graduate employment over the last three years as evidenced in our annual Graduate Destination survey:</p> <table border="1"> <thead> <tr> <th></th> <th>2013 %</th> <th>2014 %</th> <th>2015 %</th> </tr> </thead> <tbody> <tr> <td>Working</td> <td>27</td> <td>33</td> <td>37</td> </tr> <tr> <td>Continuing education</td> <td>50</td> <td>46</td> <td>50</td> </tr> <tr> <td>Seeking Work</td> <td>17</td> <td>16</td> <td>9</td> </tr> <tr> <td>Taking year out</td> <td>6</td> <td>5</td> <td>4</td> </tr> </tbody> </table>		2013 %	2014 %	2015 %	Working	27	33	37	Continuing education	50	46	50	Seeking Work	17	16	9	Taking year out	6	5	4		
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		Current professional body		The Letterkenny Institute of Technology																					

		recognition and feedback		<p>Academic Programme Plan 2015/16 – 2016/17 and W/N-W Cluster Academic Plan were approved in 2015/16. The LYIT Academic Programme Plan incorporates all of the relevant targets from this Mission-Based Performance Compact.</p> <p>These plans have been rolled out through internal programme development processes and cluster programme planning to ensure coherence with employers' skills requirement.</p> <p>LYIT is an active participant in the North-West Border Regional Skills Forum, which has arisen from National Action Plan for Jobs.</p>		
		Existing programme portfolio by NQF level		<p>The portfolio of programmes is reviewed annually by Executive Board to ensure programmes are supported by appropriate student demand.</p> <p>This is evidenced by a 30% growth in total student numbers (see statistics above).</p>		
				<p>A meeting with regional Guidance Counsellors is held in the Institute in January annually.</p> <p>Clusters of secondary schools in the region have been established with Executive Board member responsibility and regular monitoring.</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, Engineers Week, Women in Computing, Enterprise and Innovation Day.</p> <p>The REACH Scholarship scheme was established in 2014 and rolled out in full in 2015/16 with 53 Reach bursaries were awarded for 2015/16 (27 in 2014/15).</p> <p>Collaborative agreements were signed with Cavan Institute and North West Regional College (NWRC)</p>		

				<p>Derry. The first pilot collaborative programme with the NWRC (BSc (Hons) Early Childhood Care, Health and Education) commenced in September 2015. Further collaborative programmes (including Sports and Pharmaceutical and Medicinal Science) are scheduled to commence in September 2016 and September 2017 respectively.</p> <p>The Institute partnered with Donegal ETB to establish a high level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB).</p> <p>A formal Memorandum of Understanding was signed between LYIT and Donegal ETB in 2015/16.</p>																										
		Existing student numbers by department and programme		<p>The Institute has succeeded in achieving a significant annual growth in student numbers; LYIT has actively grown total student numbers by 30% in five years. The growth in student numbers has been particularly successful in lifelong learning (Source: 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> <tr> <td>2015/16</td> <td>3,039</td> <td>882</td> <td>3,921</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	2015/16	3,039	882	3,921		
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2. Increase student numbers from outside of the traditional Leaving Certificate cohort	Meet national targets Take up of LLL programmes	Mature enrolments	Address gaps identified in information and supports for this cohort of learners	<p>Mature learners represent 25% of full-time undergraduate enrolments in LYIT in 2015/16. The number of mature students as a % of all full-time students (including postgraduates) is significantly higher. This compares with 18% for all Institutes of Technology and 13% for all HEA funded institutions (Source: HEA Institutional and Sectoral Profiles 2012/13).</p> <p>Flexible learners represent 29% of total enrolments in LYIT in 2015/16; This compares with 21% for all Institutes of Technology and 19% for all HEA funded</p>	Participation in higher education by first time mature students: 30% (draft national target: 25%)																									

			<p>Address gaps identified in information and supports for this cohort of learners (cont'd)</p>	<p>institutions (Source: HEA Institutional and Sectoral Profiles 2012/13).</p> <p>In line with the National Strategy for Higher Education to 2030, full- and part-time students are treated equally and any student registered on a part-time programme of 30 ECTS or greater has full access to all student services. In addition, academic student supports (including Maths Learning Centre and Communications Learning Centre) are available to all students (full- and part-time). The introduction of an extended induction and the expansion of the Peer Mentoring Pilot have been central to addressing information and supports for this cohort of learners.</p> <p>A formal collaborative agreement was signed with NWRC in 2015/16 in order to increase student numbers from outside of the traditional Leaving Certificate cohort and has resulted in:</p> <ul style="list-style-type: none"> • The first pilot collaborative programme (BSC Early Childhood Care, Health and Education) commenced September 2015 – 14 full-time students • Further collaborative programmes (including Sports and Pharmaceutical and Medicinal Science) are scheduled to commence in September 2016 and September 2017 respectively <p>Established high level Regional HE-FE Planning Group to develop regional learning pathways between further and higher education.</p>		
	<p>Student numbers from different categories (mature, disadvantaged, disabilities)</p>	<p>Socio-economic disadvantaged groups Disability</p>		<p>The REACH Scholarship scheme was established in 2014 with 27 Bursaries awarded for 2014/2015, increasing to 53 in 2015/16.</p> <p>Entrants with disability (EAS): 6.9% is in line with the Institute of Technology average of 6% (Source: HEA Institutional and Sectoral Profiles 2012/13).</p>	<p>Participation in higher education by people with disabilities: 8% (draft national target: 8%)</p> <p>Participation in part-time/flexible higher</p>	

		Springboard programmes	Maintain numbers on Springboard programmes	<p>Socio-economically disadvantaged: 71% of first year undergraduate new entrants in LYIT were in receipt of SUSI grants in 2013/14. This is significantly higher than the average for all Institutes of Technology (56%) and all Universities (36%) (Source: HEA)</p> <p>The number of LYIT Springboard students in 2015/16 is almost double the 2012/13 figure and the LYIT Springboard students as a % of the national total has increased from 1.4% to 2.5% in three years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>LYIT Springboard students (% of national total)</th> <th>National Springboard participants*</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>79 (1.4%)</td> <td>5,569</td> </tr> <tr> <td>2013/14</td> <td>117 (2%)</td> <td>5,816</td> </tr> <tr> <td>2014/15</td> <td>101(2.5%)</td> <td>4,060</td> </tr> <tr> <td>2015/16</td> <td>153</td> <td>Not available</td> </tr> </tbody> </table> <p>*Source: Where is Springboard Taking Jobseekers, Trend Analysis Part 2, December 2014 (DOES, HEA, 2014)</p>	Year	LYIT Springboard students (% of national total)	National Springboard participants*	2012/13	79 (1.4%)	5,569	2013/14	117 (2%)	5,816	2014/15	101(2.5%)	4,060	2015/16	153	Not available	<p>education: 22% (draft national target: 25%)</p> <p>Participation in higher education by people disadvantaged by socio-economic barriers: 25% (draft national target: 25%)</p> <p>Progress in growing student number and improving completion rates for this cohort of learners.</p> <p>Maintain numbers on Springboard programmes</p>	
Year	LYIT Springboard students (% of national total)	National Springboard participants*																			
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		<p>Certificate in Preparatory Studies</p> <p>Certificate in Foundation Studies</p>	Maintain numbers on Certificate in Preparatory Studies (60 ECTS) and Certificate in Foundation Studies (30 ECTS)	<p>LYIT is a national leader in access to higher education. The HEA's Institutional and Sectoral Profiles 2012/13 benchmarks LYIT as the national leader in access to higher education, accounting for 39% of all students on Foundation programmes in the IoT sector. The numbers on LYIT' foundation programmes have continued to grow in 2015/16:</p>	<p>Maintain numbers on Certificate in Preparatory Studies (60 ECTS) and Certificate in Foundation Studies (30 ECTS)</p>																

		(now called Certificate in Access Studies)		<p>In 2014/15, 60 of these students went on to pursue full-time programmes within the Institute. In addition, 12 students are registered on the LYIT/Donegal ETB Access to Access Programme.</p> <table border="1"> <thead> <tr> <th></th> <th>Cert in Prep. Studies</th> <th>Cert in Access Studies</th> <th>Total Found. Prog.</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>95</td> <td>28</td> <td>123</td> </tr> <tr> <td>2015/16</td> <td>100</td> <td>31</td> <td>131</td> </tr> </tbody> </table>		Cert in Prep. Studies	Cert in Access Studies	Total Found. Prog.	2014/15	95	28	123	2015/16	100	31	131		
	Cert in Prep. Studies	Cert in Access Studies	Total Found. Prog.															
2014/15	95	28	123															
2015/16	100	31	131															
	<p>Improve retention rates for different categories (mature, disadvantaged, disabilities)</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</p>			<p>Nationally published data on non-progression provide useful benchmarks; however, the timeframe for publication means that institutions are not in a position to act on these in a timely manner.</p> <p>In recognition of this gap, LYIT has introduced a new internal report which captures exam progression at the end of the first semester and the end of the academic year.</p> <p>The Interim Report on Winter Semester Examinations provides an analysis of overall progression rates by year and Department as well as presenting the historical figures and trend data from the previous two years for comparison purposes. The Final Report on Examinations reports on progression rates at the end of the academic year, including the autumn repeat examination sittings as well as an analysis of progression rates by NQF Level (6-9).</p> <p>The Interim and Final Reports are reviewed by Executive Board, Academic Council, Heads of School/Department and Programme Boards.</p> <p>One early outcome of this review process has been a range of targeted retention initiatives introduced in 2015/16 (see below).</p>														

	against student exam performance			See below for further details (Efforts to Improve Retention Rates).		
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3. Excellent Teaching and Learning and Quality of the Student Experience

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
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	30% of academic staff with pedagogical qualification.	Continue to develop and support Learning and Teaching excellence, via staff CPD, as articulated in L&T Strategy	<p>A new Teaching and Learning Strategy was approved in 2015/16. The new strategy is aligned with the National Teaching and Learning Forum and with LYIT's Strategic Plan 2014-17. A draft Assessment Strategy and Assessment Guidelines are currently being reviewed by Academic Council.</p> <p>New MA in Learning and Teaching commenced September 2014. The programme was well received in the wider educational community in the North-west and has succeeded in attracting 23 students in 2014/15.</p> <p>A second cohort was recruited at the end of 2015 and commenced in February 2016, resulting in 43 total registered students (two cohorts).</p>	50% of academic staff with a pedagogical qualification	
			Roll-out online QA1 & 3 forms across the Institute	<p>LYIT has a strategic commitment to evidence based enhancement of learning, teaching and assessment. To this end, LYIT rolled out the online Quality Assurance survey across the institute in 2015/16. LYIT led this initiative on behalf of the Connacht Ulster Alliance and became the only Institute in the country to undertake both programme (QA3) and Module (QA1/2) online Quality Assurance surveys for all full-time students in 2015/16.</p> <p>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 the online survey was rolled out across the institute in 2015/16.</p> <p>Response rate School of Science pilot (2014/15): QA1 - 12% QA3 - 18%</p> <p>Response rate LYIT full time programmes (2015/16): QA1 - 21%</p>		

				<p>QA3 - 26%</p> <p>These response rates for the initial roll out of the on-line QA1/QA3 compare very favourably with the ISSE national response rate for 2015/16 which was 22.2%. (ISSE, 2016)</p> <p>This unique achievement was only possible because of a partnership approach to engagement between management, academic staff, staff unions and the Students' Union.</p>														
			<p>Achieve target improvements in progression</p>	<p>Efforts to Improve Retention Rates</p> <p>LYIT's progression rates are better than the IoT average at levels 6 and 7 and at the IoT average at level 8</p> <table border="1"> <thead> <tr> <th>Non-Progression 2012/13 to 2013/14</th> <th>Level 8 (%)</th> <th>Level 7 (%)</th> <th>Level 6 (%)</th> </tr> </thead> <tbody> <tr> <td>LYIT</td> <td>17</td> <td>26</td> <td>21</td> </tr> <tr> <td>All IoTs</td> <td>17</td> <td>28</td> <td>26</td> </tr> </tbody> </table> <p>(Source: Study of Progression in Irish Higher Education, HEA 2016)</p> <p>In recognition of the need to quantify and analyse completion rates for students from different categories, LYIT undertook a major project in 2014/15 to analyse exam performance by different student cohorts and categories.</p> <p>The Report on End of Year Pass Rates 2014/15 by LYIT Admission Types and CAO Point Bands looks at end of year pass rates by the entry type of students onto LYIT programmes. The report exclusively covers programmes which have greater than or equal to 60 ECTS credits in the academic year and reports on the number of students progressing on those programme.</p>	Non-Progression 2012/13 to 2013/14	Level 8 (%)	Level 7 (%)	Level 6 (%)	LYIT	17	26	21	All IoTs	17	28	26	<p>Achieve target improvement in progression</p>	
Non-Progression 2012/13 to 2013/14	Level 8 (%)	Level 7 (%)	Level 6 (%)															
LYIT	17	26	21															
All IoTs	17	28	26															

			<p>Achieve target improvements in progression (cont'd)</p>	<p>The data source for this report is the March 2015 Survey file for the HEA annual returns.</p> <p>The report presents end of year pass rates for 2014/15 by CAO entry point bands and LYIT admission types. In addition, it gives a breakdown of pass rates by CAO entry point bands and LYIT entry types for first year students and also by programme level. The data obtained for this report was taken from the Student Banner System in March 2015.</p> <p>The CAO point bands in this report reflect the entry points students achieved to gain entry onto LYIT programmes and are grouped in bands of 50 commencing at 100 points.</p> <p>Other CAO ratings include:</p> <ul style="list-style-type: none"> • FETAC Applicants • CAO deferrals from previous year • Mature Applicants <p>LYIT Admission Types:</p> <ul style="list-style-type: none"> • Direct External Transfer • Direct Internal • Direct Nursing • Fáilte Ireland • Overseas Recruitment • Springboard • Ex Foundation programme 		
			<p>Achieve target improvements in progression (cont'd)</p>	<p>The report is structured as follows:</p> <ol style="list-style-type: none"> 1. Overview of End of Year Pass Rates 2014/15 by LYIT Admission Types and CAO Point Bands 2. End of Year Pass Rates for First Year Students 2014/15 3. End of Year Pass Rates by Programme Level 2014/15 		

Achieve target improvements in progression (cont'd)

The reported exam progression rate for all CAO entrants is 76%; the report shows a clear correlation between CAO points bands and exam progression rates (ranging from 33% to 100%). The exam progression rate for all other admission types is 66%. Other headline exam progression statistics include:

- Mature – 80%
- FETAC – 79%
- Ex-Foundation – 69%

From 2015/16 a detailed report will be produced annually, benchmarked against previous years. This is formally reviewed by Executive Board, Academic Council, Heads of School/Department and Programme Boards.

School-based Initiatives

School of Science

Peer Mentoring. Commenced in 2013 with 6 students. Currently 60 students engaged. Quantitative data available. Need to capture Qualitative feedback.

Extended Induction: running since 2013. Feedback would suggest reducing initial Induction period in September by rescheduling some of the aspects into first 6 weeks of semester 1.

Overall, exam progression rates have improved over the last three years. For example the Winter semester progression statistics were as follows:

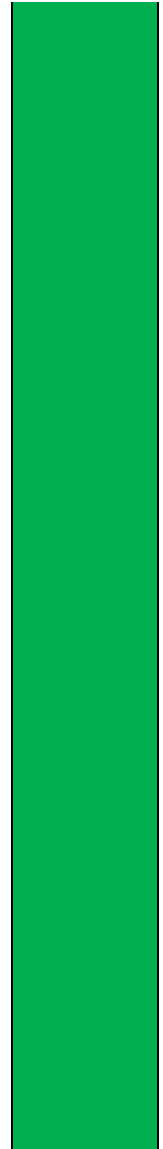
School of Science

2014: 66%

2015: 72%

2016: 73%

School of Business:



			<p>Achieve target improvements in progression (cont'd)</p>	<p>The School of Business has engaged in series of new initiatives during 2015:</p> <ul style="list-style-type: none"> • Extended Induction • 'Just ask' week • 'Reboot your studies' week • PDP • learning analytics <p>In particular the School has undertaken a significant engagement pilot for 1st years using a digital platform which is suited to the Millennial generation Y. This 'Uppiddee' online pilot engagement tool focused on a model developed by the World Health organisation which concerned mental fitness, physical fitness and creativity. A key aspect included weekly feedback and engagement using a digital channel.</p> <p>School of Engineering Emphasis on academic and social integration through extended induction period to be modified in Sept 2016 to spread activities over 1st semester.</p> <p>Restructuring of 1st Year curriculum to provide students with broader view of Engineering careers with more project based work and site visits and promoting student participation with professional bodies through Engineering and Construction societies.</p> <p>School of Tourism An extended induction programme was introduced in 2014. In addition, extracurricular activities including increasing participation in clubs and societies has been promoted by the School of Tourism in conjunction with Student Services and the Students Union.</p>		
			<p>Review feedback from pilot extended year 1 induction programme – roll</p>	<p>The Institute has reviewed feedback from the pilot extended year 1 induction programme and roll out this initiative across the Institute.</p> <p>School of Business Reflections</p>		

			<p>out across the Institute</p> <p>Review feedback from pilot extended year 1 induction programme – roll out across the Institute (cont'd)</p>	<p>Focus group reviews and feedback from class groups indicate that extended induction is working with regard to socialisation and familiarisation of teaching approach and physical layout/locations.</p> <p>School of Science Reflections Extended Induction is working well. However changes will be made to it in the new academic year 2016/17 as a result of feedback from current and previous first year groups. It will be condensed to one day and certain aspects of it delivered over the first 6 weeks of semester 1.</p> <p>School of Engineering Reflections Extended induction was discussed at meeting with class reps. and whilst appreciated by students it was felt that mixing aspects with standard classes more quickly and spreading some material over 1st semester would be easier to assimilate. This modification will be made for Sept 2016.</p> <p>School of Tourism Reflections An extended induction programme was introduced in 2014, feedback has shown that this initiative is well received and effectively combines administration, programme and student centred activities.</p> <p>There has been an annual increase in student participation in clubs and societies with the establishment of five Killybegs based clubs and societies in September 2015 an increase from three established in 2014.</p>		
	<p>Student evaluation systems (QA1/3 and INSS (now ISSE))</p>	<p>Institutional performance in student evaluation systems (QA1/3</p>		<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</p>		

		and INSS (now ISSE))		<p>detailed 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>In 2015/16 the LYIT response rate to ISSE was 32.5% benchmarked against the national response rate of 22.2%. This achievement is all the more remarkable given that LYIT also rolled out the on-line QA1/3 survey across the Institute in 2015/16.</p> <p>The results of the ISSE survey are reviewed by Executive Board, the staff and students on the Learning, Teaching and Student Affairs Committee of Academic Council, Academic Council and by Programme Boards.</p> <p>The ISSE student responses in 2015/16 demonstrate high levels of student engagement at LYIT. 85% of students surveyed evaluated their entire educational experiences as good or excellent. This compares with 80% of all Institute of Technology students. 88% of LYIT students surveyed would choose LYIT if they could start their studies again. By comparison the figure across all Institutes of Technology was 82%.</p> <p>The ISSE responses reflect LYIT's strong commitment to staff-student relationships. 69.1% of students surveyed assess the quality of student interactions as good, very good or excellent. The average of all Institute of Technology students surveyed was 57.2%</p> <p>LYIT's progression rates are better than the IoT average at levels 6 and 7 and at the IoT average at level 8 (Source: Study of Progression in Irish Higher Education, HEA 2016) (see evidence in sections above)</p>		
		Institutional performance in student evaluation systems (QA1/3 and INSS (now ISSE)) (cont'd)	Improve progression rates for all undergraduate students			
			Design and deliver a refreshed	LYIT identified part-time provision as a strategically important area. In line with national strategy priorities,		

			teaching portfolio, with an increased emphasis on flexible provision based on current and future market needs.	the LYIT priority has been to significantly grow part-time student programmes and numbers. This strategy has resulted in part-time provision (including Springboard, Lifelong learning and work-based learning) increasing by 170% over a five-year period. 2011/12: 326 2012/13: 574 2013/14: 626 2014/15: 703 2015/16: 882 Source: HEA Census Returns (March annually)		
	Retention/progression rates	Current retention/progression rates		See above		
	Number of programmes with accredited work placements	Current number of programmes with accredited work placements	50% of CAO entry programmes will have accredited work placements	LYIT has actively targeted increased levels of work placements on our full time programmes to enhance the student learning experience and the employability of graduates. In 2015/16, we succeeded in having accredited work placements on 24 out of 49 (49%) CAO entry programmes. This has increased from 22 out of 48 (46%) in 2014/15.	60% of CAO entry programmes will have accredited work placements	
				Implementation of the Transitions Agenda The Institute has produced an academic programme plan which includes the vision underpinning the portfolio of undergraduate programmes in the Institute and how planned provision is aligned to institutional mission and industry needs. The Institute's Executive Board and Academic Council embraced the spirit of the recommendations of the Transitions Group. The Institute introduced three new generic entry programmes in 2014/15. Two further generic entry programmes were introduced in 2015/16. This has been achieved without increasing the total number of CAO programmes. Full time programmes provision is reviewed annually by Executive Board.		

				<p>2014/15 (2015 CAO Handbook): 2 new CAO programmes introduced. 7 CAO programmes removed.</p> <p>Implementation of the Transitions Agenda (cont'd)</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>		
2. Enhance the quality of the student experience through improved student supports			Develop targets for student support services	<p>Student feedback on student support services is garnered via ISSE and internal QA1/3 surveys and formally reviewed through Programme Boards and the Learning, Teaching and Student Affairs Committee of Academic Council.</p> <p>A formal evaluation process (Periodic review of Central Services) to review non-Academic areas was approved by Academic Council in 2015/16 and will roll out as part of the Institutional Review process in 2016/17</p>	Complete identified student support improvements	
			Improve student support services in a prioritised manner informed by student feedback	<p>The Curve (LYIT's Access and Learning Support Centre) reports on student take-up of available supports annually.</p> <p>A formal induction programme is held for new entrants and a Student Handbook is published annually.</p> <p>Feedback is received from student representatives on Governing Body and Academic Council.</p> <p>The ISSE 2016 survey reports that 61.7% of students surveyed considered that LYIT provides quite a bit or very much support to help them succeed academically.</p>		

			<p>Improve student support services in a prioritised manner informed by student feedback (cont'd)</p>	<p>The comparable response of all Institutes of Technology was 56.5%.</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 is reported annually and celebrated in Annual Awards Ceremony.</p> <p>Joint Student Union initiative (focused on promoting positive mental health) with CUA partner colleges was launched in 2013/14 and ran again in subsequent years.</p> <p>A formal evaluation process (Periodic review of Central Services) to review non-Academic areas was approved by Academic Council in 2015/16 and will roll out as part of the Institutional Review process in 2016/17. This process will formally identify student support improvements.</p>														
<p>3. Further develop LYIT's quality assurance processes</p>			<p>Develop QA process in a prioritised manner</p>	<p>A new Annual Institutional Quality Report and annual dialogue process with QQI commenced 2014/15 and has continued in 2015/16. This provides a detailed report of quality assurance processes and quality outcomes. The formal report from QQI was very positive (report available on request).</p> <p>External Examiners are key in benchmarking international quality standards.</p> <p>Profile of LYIT External Examiners 2014/15:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>No.</th> <th>Jurisdiction</th> <th>No.</th> </tr> </thead> <tbody> <tr> <td>IoT</td> <td>3</td> <td>RoI*</td> <td>50</td> </tr> <tr> <td></td> <td>2</td> <td></td> <td></td> </tr> </tbody> </table>	Category	No.	Jurisdiction	No.	IoT	3	RoI*	50		2			<p>Completed development of required QA processes.</p>	
Category	No.	Jurisdiction	No.															
IoT	3	RoI*	50															
	2																	

				<table border="1"> <tr> <td>University</td> <td>30</td> <td>Outside Rol</td> <td>23</td> </tr> <tr> <td>Industry/other</td> <td>11</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>73</td> <td></td> <td></td> </tr> </table>	University	30	Outside Rol	23	Industry/other	11			Total	73						
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				<p>*Republic of Ireland The Institute is represented on the Technological University Quality Framework (TUQF) plenary group.</p>																

4. High Quality, Internationally Competitive Research and Innovation

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To develop a new Research and Innovation Strategy 2014-2017	New Research and Innovation Strategy developed	Research Strategy 2008-2013 at an end	Completion of North West Regional Science Park (in partnership with NWRCBG and NISP)	€5m. NWRSP extension to CoLab was formally opened in November 2015.		
			Submission of collaborative INTERREG V(a) Funding proposal under the Research and Innovation theme	LYIT is an RoI partner in five separate Interreg V(a) project submissions. These projects include: 1. Advanced manufacturing 2. Innovation in SMEs 3. Renewables 4. North-West Health Innovation Corridor 5. Centre for Clinical Research	Collaborative submission for Horizon 2020 funding Collaborative proposals for research funding within the region (regional cluster/CUA/Northern Ireland)	
2. The Establish new National Research Centre in marine/seafood development	New National Research Centre established	Success of former EI ARE CAMBio	Research funding proposal submitted	As above	Research funding proposal confirmed	
3. Increase research income	Annual research income received	€1m (2012)	€1.5m (€1.1m revised)	Research grants and contracts as per audited accounts: 2012/13 €1.17m. 2013/14 €1.30m. 2014/15 €1.59m. (draft Accounts)	€2m (€1.25m revised)	
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	16 research post grad students registered in 2015	Full Time Research Masters Students - 16 (March 2015 census) It is anticipated that this number will increase to 20 by the end of 2016.	18 research post grad students registered in 2016	
			14 research active staff	Research Active Staff 2014/15	16 research active staff	

				<p>Externally funded research staff: 15 2015/16 Externally funded research staff: 15</p> <p>(Contract Researchers; Principal Investigators; Fusion projects; IOTI Competitive funded PG scholarships)</p> <p>Other research active staff (staff undertaking Doctoral level studies): 2014/15: 29 2015/16: 31</p> <p>The percentage of academic staff with level 10 Qualifications (September 2015) is 25.31%.</p>		
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5. Enhanced Engagement with Enterprise and the Community and Embedded Knowledge Exchange

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
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)	Complete the development of the NWRSP at LYIT	CoLab: 35 Client Companies (up from 28 in 2014); 120 people employed (up from 100 in 2014) €5m. NWRSP extension to CoLab was formally opened in November 2015.		
	Enhance enterprise development supports	Existing enterprise development supports (numbers supported, training activity, new business start-ups)	Address the gaps identified against institutional strategy and mapping process	Innovation and Engagement Strategy 2015-19 developed 2015/16. The new strategy is aligned with the National Strategy for Higher Education to 2030, the HEA's Enterprise Engagement strategy and with LYIT's Strategic Plan 2014-17.	Review engagement initiatives and knowledge exchange activities and benchmark against emerging best practice	
	Improved regional workforce development	Workforce development activity levels (collaborative programmes with industry, number of learners, employment statistics)	Further enhance enterprise development activities leveraging the new NWRSP facility	Innovation and Engagement Strategy 2015-19 developed 2015/16. Active participant in North-West Border region skills forum. Established high level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB). This was formalised through a MoU in 2015/16. New bi-annual Lifelong Learning Open Evenings launched May 2014 (incl. Springboard) and rolled out annually thereafter.		
			Development of regional cluster/CUA/Northern Ireland employer and professional body forum	LYIT is an active member of numerous Northern Ireland employer-led forums, including: <ul style="list-style-type: none"> • Derry City Chamber of Commerce • Software Collaborative network • Engineering Collaborative Network 		

<p>2. Enhance engagement with the community and public service</p>	<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>	<p>Development of an Institutional strategy for external engagement with community and public services</p>	<p>Innovation and Engagement Strategy 2015-19 developed 2015/16. The new strategy is aligned with the National Strategy for Higher Education to 2030, the HEA's Enterprise Engagement strategy and with LYIT's Strategic Plan 2014-17.</p> <p>Recent Conferences hosted by the Institute</p> <ul style="list-style-type: none"> • 11th Annual Tourism and Hospitality Research in Ireland Conference • Design Innovation Creativity and Enterprise (DICE) Conference • EDU.Logic Seminar 2015 • TechMEUP Seminar 2015 • Irish Signals and Systems Conference (ISSC) • Donegal Diaspora – the Institute has hosted a number of conferences run by the Donegal Diaspora Initiative and this has strengthened the Institute's engagement with local organisations and with numerous international networks. 	<p>Roll-out of strategy for engagement with community and public services</p> <p>Development of staff engagement matrix</p> <p>Staff and students awards for recognition of best practice in civic/community engagement.</p>	
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6. Enhanced Internationalisation

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. To increase the number of international students studying at LYIT	Number of international students	80	150 (50 fee paying international students)	<p>2013/14 - 44 International students* registered</p> <p>2014/15 – 45 International students* registered</p> <p>2015/16 – 96 International students* registered *(domicile not = IE) (Including 25 non-EU International fee pay students in 2015/16)</p> <p>2015/16 Erasmus (out) – 17 Study, 17 Placement Erasmus (in) – 61 study, 5 placement</p> <p>10% of first year students have indicated that English is not their primary language (Studyscan Profile 2015/16)</p> <p>While the Institute has not fully achieved this one target (fee paying international students) in 2015, we have dramatically grown our overall numbers and have increased the numbers of fee paying international students from a base of between 0 and 2 in the previous three years. We are committed to growing activity in this space in keeping with national strategy priorities.</p>	250 (100 fee paying international students)	
			Establish new partnerships in targeted geographic markets	Consistent with LYIT’s Strategic Plan and Internationalisation Strategy LYIT continues to prioritise Target Markets in North America in association with the Donegal Diaspora and in South East Asia building on our strengths in Mandarin.	<p>Increase participation in student exchange.</p> <p>Enhance the internationalisation of the institute and its programmes through providing and encouraging students and staff to learn a new language</p>	

			Enhance NW diaspora links in North America (Massachusetts)	The Institute has participated in a joint delegation with Donegal County Council and the organisation of the Golden Bridges Conference in Boston for a number of years. This delegation has been successful in identifying areas of academic interest for LYIT while also developing institutional partnerships. In 2015 this delegation was extended to include both Derry City and Strabane District Council and the University of Ulster demonstrating a strong regional approach to developing Derry/Letterkenny City region.		
2. To develop a coordinated international strategy with regional educational partners	<p>Coordinated regional International Education Strategy with cluster and other partner institutions</p> <p>Develop International Partnerships in priority markets</p> <p>Information provision to partner institutions</p> <p>Number of formal partnerships in place</p> <p>Staff exchanges</p> <p>Institutional supports for international students</p>	<p>Existing agreements for incoming and outgoing students</p> <p>Number of institutions</p> <p>Staff exchanges</p> <p>Student exchanges</p>	Coordinated promotional campaign in place	<p>Initial collaboration has commenced through the CUA/Cluster.</p> <p>LYIT, IT Sligo and GMIT are collaborating to represent the Region at the Ireland Country of Honour forum in China in October 2016.</p>	<p>Review and renew international education strategy</p> <p>Development of collaborative programmes with priority partners</p>	
			Enhance quality assurance process in relation to student exchanges	LYIT is looking forward to benchmarking our Provision of Programmes of Education and Training to International Learners through the adoption of QQI's International Education Mark.		

7. Institutional Consolidation

Institute Objective	Performance Indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
<p>1. To achieve financial sustainability</p>	<p>Financial performance</p>	<p>Recurring deficits, primarily arising from (a) 2007 consolidation of Tourism College Killybegs and (b) 43% cut in core grant since 2008</p>	<p>Consolidation of programmes – initially level 8</p>	<p>The Institute has produced an academic programme plan which includes the vision underpinning the portfolio of undergraduate programmes in the Institute and how planned provision is aligned to institutional mission and industry needs.</p> <p>Programming mapping has been completed via the W/N-W Cluster. Detailed pilots underway in Engineering and Business. Programme portfolio and registered student numbers are reviewed annually by Executive Board.</p> <p>(See Section 3 above for further details)</p> <p>Systems and workload management</p> <p>Workload management is well defined in the Institute of Technology sector. The academic contract is defined in terms of teaching hours and the additional work expected of a staff member in an academic institution. Similarly, contracts are tightly defined for administrative and technical staff. Within Letterkenny IT and taking on board the restrictive nature of budget cuts that have been endured over the last eight years, a Resource Review Committee is in operation. This committee comprises the SFC, Registrar and HR Manager and was originally established in 2008 and the refreshed in 2012. All staffing and other resource requests are dealt with by this committee to ensure the Institute has reference to all factors that could impact on such decisions, including redeployment, retraining, demand for programmes, re-prioritisation of Institute activities. This group is a sub-committee of the Executive Board and all recommendations are considered by the Board before approval.</p>	<p>Balanced budget, subject to resolution of School of Tourism funding</p> <p>Consolidation of programmes – all levels</p>	

		<p>Consolidation of programmes – initially level 8 (cont'd)</p>	<p>The Executive Board also considers once per semester the allocated hours to each academic staff members noting any redeployments or divergence from normal timetabled teaching hours. In addition, the Board considers the actual teaching hours delivered against approved course schedules to ensure that students are receiving the allocated hours per module. Administration, technical and maintenance staff are all required to clock in and that has been in operation for many years. All additional hours to be worked as a consequence of various national agreements have been incorporated.</p> <p>These processes have been subject to a number of internal audit reports in the recent past and improvements to processes have been incorporated where necessary.</p>	
		<p>Consolidation of programmes – initially level 8 (cont'd)</p>	<p>The formal models and reports of workload management adopted by the Institute include:</p> <ul style="list-style-type: none"> • Revised modularisation/semesterisation Framework 2015. This unique Framework sets out guideline contact hours for all programmes across the Institute using the HEA's three programme discipline classifications. • Report on Timetabled Hours Vs Mod/Sem Contact Hours (Reviewed by Executive Board annually) • Report on Timetabled versus Contract hours (Reviewed by Executive Board in each semester) • Report on CAO programmes with low first year intake (Reviewed by Executive Board annually) <p>The formal approaches and models of workload management introduced by the Institute have contributed to the objectives of improving both accountability and performance of the Institute. The</p>	

			Consolidation of programmes – initially level 8 (cont'd)	<p>Institute has succeeded in dramatically reducing the unit costs of programmes over the last five years:</p> <table border="1"> <caption>Unit Cost Data</caption> <thead> <tr> <th>Year</th> <th>Unit Cost</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>10,000</td> </tr> <tr> <td>2010/11</td> <td>9,000</td> </tr> <tr> <td>2011/12</td> <td>9,500</td> </tr> <tr> <td>2012/13</td> <td>9,000</td> </tr> <tr> <td>2013/14</td> <td>8,500</td> </tr> <tr> <td>2014/15</td> <td>7,500</td> </tr> </tbody> </table>	Year	Unit Cost	2009/10	10,000	2010/11	9,000	2011/12	9,500	2012/13	9,000	2013/14	8,500	2014/15	7,500	
Year	Unit Cost																		
2009/10	10,000																		
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2014/15	7,500																		
		Autonomous institution, collaborating with CUA and regional cluster	<p>Implement pilot shared service initiative (e.g. online databases, online exams process, library repository). Implement pilot of common processes</p>	<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>	<p>Continue development of shared services and common processes</p> <p>Common RPL policy and procedures</p>														

			Implement any changes arising from review of organisational structures	<p>The Institute had made significant progress in upskilling and redeploying staff to better align with Institute priorities and has achieved substantial reductions in programme unit costs in the School of Tourism. However, the structural deficit attached to supporting the second campus has yet to be addressed.</p> <p>The LYIT/DoES/HEA Working Group on LYIT and Killybegs established and reported June 2014. LYIT has submitted a Financial Plan to the HEA and is awaiting a response and an appropriate level of funding.</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	Mainstream on-line QA student surveys across the CUA	<p>A working group to produce an online student survey in the three CUA institutions was established in 2014. The working group, in consultation with Academic Councils, Executive Boards and union representatives agreed an online version of the QA1/3 survey. A pilot of the QA3 was rolled out in GMIT and a pilot of the QA1/3 was rolled out in LYIT in 2014/15, using the Evasys survey methodology and protocols. Following the successful pilots, GMIT rolled out the full QA3 across the Institute and LYIT rolled out the full QA1/3 across the Institute in 2015/16. IT Sligo are planning to roll out the QA3 in the 2016/17 academic year. This is a unique collaboration that is consistent with national policies and priorities. The success of this collaborative project has led to a proposal to the ISSE Plenary Group to adapt the QA3 forms as a prospective local customisation project.</p>		
		Agreed Implementation Plan December 2012	Report on the feasibility of online exams management system with CUA partners	<p>A scoping of an online exams management system was commissioned from Deloitte by the three CUA institutions. This collaborative project succeeded in articulating key examination management processes. Given financial constraints, the funds were not available in 2015 to progress to a tendering process and product development phase. Arising from this project, a new collaboration with DCU is emerging using the GURU platform. GMIT piloted this system in 2015/16 and the outcome of this will be reviewed with a view to the potential for mainstreaming this system.</p>		

				<p>Other joint projects include:</p> <ul style="list-style-type: none"> • Research repository (http://cual.openrepository.com/cual) • 'Fit in Body, Fit in Mind' project carried out jointly by 3 student unions 		
		<p>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.</p>	<p>Common learning, teaching and assessment strategy across the CUA</p>	<p>A 'CUA LTA Commitments and Aspirations' document was developed prior to 2015 and this has since informed a 'CUA- LTA visions, principles and strategy' draft document. At the end of 2015, the CUA agreed to establish a cross-institutional Working Group that would commence work in 2016 on, among other outputs, a CUA LTA strategy. The commencement of this WG has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd March 2016.</p> <p>Aligned to the LTA strategy, a common RPL policy was developed by staff from across the three CUA institutions. A pilot online RPL portal (www.myexperience.ie) was launched in 2014/15. The project involved the development of online tools to facilitate the process of RPL portfolio submission and assessment. In addition, a CUA Level 9 staff training module has been developed, accredited and delivered. The success of this pilot has attracted interest from the National Forum for the Enhancement of Teaching and Learning, with a view to making it available to other HEIs.</p>		
			<p>Mapping access, transfer and progression opportunities in the cluster</p>	<p>Programme mapping complete for fulltime undergraduate programmes across the W/N-W Cluster.</p> <p>(See Section 1 above for further details)</p>	<p>Ensure a diverse range of programmes across the Cluster, while avoiding unnecessary duplication</p>	

**Institutional Profile: Letterkenny Institute of Technology
Profile 2017/18**

STUDENT NUMBERS

Entrants		Graduates		
	No.		No.	%
New Entrants Year 1 (Full-time Undergraduate)	1,057	Undergraduate Graduates	945	97%
New Entrants Year 2+ (Full-time Undergraduate)	50	Postgraduate Graduates	29	3%

Enrolments											
		Full-time	Part-time	Remote	Total			Full-time	Part-time	Remote	Total
Other Enrolments (IoTs only)	No.	15	28	0	43	Other Enrolments (IoTs only)	%	35%	65%	0%	100%
FETAC Cert	No.				0	FETAC Cert	%	0%	0%	0%	0%
FETAC Advanced Cert	No.	15	28		43	FETAC Advanced Cert	%	35%	65%	0%	100%
of which are apprenticeships	No.				0	of which are apprenticeships	%	0%	0%	0%	0%
Undergraduate	No.	3,016	761	0	3,777	Undergraduate	%	80%	20%	0%	92%
Foundation/Access	No.	103	37		140	Foundation/Access	%	74%	26%	0%	4%
Diploma	No.	4			4	Diploma	%	100%	#VALUE!	0%	0%
Certificate	No.	371	282		653	Certificate	%	57%	43%	0%	17%
Higher Certificate	No.				0	Higher Certificate	%	0%	0%	0%	0%
Ordinary Degree (L7)	No.	1,331	280		1,611	Ordinary Degree (L7)	%	83%	17%	0%	43%
Honours Degree (L8)	No.	1,207	162		1,369	Honours Degree (L8)	%	88%	12%	0%	36%
Occasional	No.				0	Occasional	%	0%	0%	0%	0%
Postgraduate	No.	37	276	0	313	Postgraduate	%	12%	88%	0%	8%
Postgrad Diploma	No.				0	Postgrad Diploma	%	0%	0%	0%	0%
Postgrad Higher Diploma	No.	9	79		88	Postgrad Higher Diploma	%	10%	90%	0%	28%
Postgrad Certificate	No.		4		4	Postgrad Certificate	%	0%	100%	0%	1%
Masters Taught (L9)	No.	14	193		207	Masters Taught (L9)	%	7%	93%	0%	66%
Masters Research (L9)	No.	14			14	Masters Research (L9)	%	100%	0%	0%	4%
Doctorate (L10)	No.				0	Doctorate (L10)	%	0%	0%	0%	0%
Occasional	No.				0	Occasional	%	0%	0%	0%	0%
Total UG and PG Enrolments	No.	3,053	1,037	0	4,090	Total UG and PG Enrolments	%	75%	25%	0%	100%
Research & Taught (L9/10)	FTE				125	Research & Taught (L9/10)	% FTE Honours Bach Degree L8 and All PG				8.5%
Research (L9/10)	FTE				20	Research (L9/10)	% FTE Honours Bach Degree L8 and All PG				1.4%
Research (L10)	FTE				0	Research (L10)	% FTE Honours Bach Degree L8 and All PG				0.0%

DISCIPLINARY MIX

First Year Full-time Undergraduate New Entrants		
	No.	%
General Programmes and Qualifications	99	9%
Education		
Arts and Humanities	72	7%
Social Science, Journalism and Information		
Business, Administration and Law	149	14%
Natural Sciences, Mathematics and Statistics	101	10%
Information and Communication Technologies (ICT)	159	15%
Engineering, Manufacturing and Construction	112	11%
Agriculture, Forestry, Fisheries and Veterinary	31	3%
Health and Welfare	224	21%
Services	110	10%
Total	1,057	100%

Doctorate (All modes)		
	No.	%
General Programmes and Qualifications		
Education		
Arts and Humanities		
Social Science, Journalism and Information		
Business, Administration and Law		
Natural Sciences, Mathematics and Statistics		
Information and Communication Technologies (ICT)		
Engineering, Manufacturing and Construction		
Agriculture, Forestry, Fisheries and Veterinary		
Health and Welfare		
Services		
Total	0	0%

PARTICIPATION

(% of Total Enrolments incl. Flexible Learning)		
	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,037	25%
	No.	%
(% of New Entrants)		
Mature Entrants Year 1 (Full-time Undergraduate)	278	26%
Mature Entrants Year 2+ (Full-time Undergraduate)		
Estimate: Entrants with Disability (EAS)	81	8%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	250	24%
New Entrants in receipt of Any Grant	626	59%
New Entrants in receipt of Top-up Grant	224	21%

Regional Intake (% of Full-time Enrolments)		
	No.	%
from the institution's county		76%
from the institution's county and bordering counties		78%
Participants in Labour Market Activation (Springboard/LMA)	120	1%
Students in receipt of the Fund for Students with Disabilities (% of Full-time UG & PG Enrolments)		5%

INTERNATIONALISATION

	No.	%		No.
International Students (Full-time)* (% of Full-time Enrolments)	85	3%	Erasmus Students Incoming (excl. work placements)	80
EU	10	0%	Erasmus Students Outgoing (excl. work placements)	40
Non-EU	75	2%	Other Exchange Students	
International Students (Part-time)* (% of Part-time Enrolments)	40	4%	Total no. of international (FT + PT + Erasmus Incoming) Students	205
EU	30	3%		
Non-EU	10	1%		

* Note: international enrolments *exclude* exchange students

TEACHING AND LEARNING

Non-Progression Rate from 1st to 2nd Year

	Level 6	Level 7	Level 8		Level 6	Level 7	Level 8
	%	%	%		%	%	%
Education	n/a			Engineering (excl. Civil)		25%	33%
Healthcare	11%	14%	2%	Construction & related		24%	
Combined & Other Disciplines	n/a			Services	16%		
Soc. Sci., Business, Law, Arts, Humanities	38%	29%	25%	Computer Science	14%	28%	28%
Science & Agriculture & Veterinary	19%	24%		Total	21%	26%	1%

RESEARCH AND KNOWLEDGE TRANSFER

	No.		No.
No. of Doctorate Graduates per 10 Academic Staff	0.0	Licence agreements (institution - private industry)	
		Spin-out companies created	1
Priority Patent Applications	0		
Total Patents Granted	0		
Invention Disclosures	1		