



lyit

Institiúid Teicneolaíochta Leitir Ceánainn
Letterkenny Institute of Technology

Mission-based Performance Compact

between

Letterkenny Institute of Technology

and

The Higher Education Authority

Date: February 2014

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

This Compact is an agreement between the Higher Education Authority and Letterkenny Institute of Technology and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Letterkenny Institute of Technology is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Letterkenny Institute of Technology. It sets out how Letterkenny Institute of Technology's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Letterkenny Institute of Technology commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Letterkenny Institute of Technology agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and Letterkenny Institute of Technology agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

Letterkenny Institute of Technology acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Letterkenny Institute of Technology agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Letterkenny Institute of Technology of this in writing and will consult with Letterkenny Institute of Technology accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and Letterkenny Institute of Technology agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Letterkenny Institute of Technology must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Letterkenny Institute of Technology.

3. Mission and Strategy Statement

Letterkenny Institute of Technology's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Letterkenny Institute of Technology acknowledge that Letterkenny Institute of Technology's mission and strategy may evolve.

Letterkenny Institute of Technology and the Higher Education Authority recognise that Letterkenny Institute of Technology is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

LYIT has a clear, ambitious, and consistent strategic vision and stands apart from other HEIs in terms of its distinctive mission and its commitment to the border region it serves. LYIT strengths are strong regional engagement, flexibility in meeting national policy objectives, broadening higher education participation, quality of programmes delivered, and the excellent standing the Institute has with students, alumni, enterprise and other regional stakeholders.

LYIT's *Strategic Plan 2007-2013* was specifically written to align with the *National Development Plan (NDP) 2007-2013* reflecting the significant concentration in the plan on the all-island agenda. In particular the *Strategic Plan 2007-2013* is in line with the priority under All-Island Co-operation in the *NDP* for:

A significant upgrading of higher education capacity in the North West and the border region through strategic alliances between the educational institutions, North and South.

LYIT's mission and vision statements both underline the Institute's commitment to the region and to collaboration.

Mission:

To continuously develop as an academic institution of international repute, serving regional and national needs and pursuing, in a collaborative fashion, an ambitious progressive agenda that delivers on the aspirations of its vibrant Institute population and its external stakeholders.

Vision:

- *To be the higher education institution of choice for a wide spectrum of learners on a broad range of employment-focused, high quality education and training programmes delivered in a supportive and increasingly innovative learning environment.*
- *To make a major contribution to the development of the region in partnership with stakeholders through the exploitation of research, innovation and enterprise.*

In completing this compact every effort has been made to identify key performance indicators (KPIs) that are representative of core Institute activity and in keeping with the changes envisaged in the implementation of the *National Strategy for Higher Education to 2030*. LYIT had commenced tracking some performance indicators to assess progress on

initiatives set out in *Strategic Plan 2007-2013*; however, it is recognised that these processes will have to be further bolstered to meet the requirements of this compact. A central element of measuring achievement of KPIs involves benchmarking against other comparable HEIs and this will be done in every instance where the data is available. In setting out on this path the Institute is cognisant of the dangers of over concentrating on those activities that are amenable to assessment to the detriment of other valuable Institute activities. The UK's Higher Education Statistics Agency (HESA) emphasises the risks associated with making comparisons of subpopulations with small numbers and this will be a particular concern at LYIT where numbers on all programmes are relatively modest.

LYIT Strategic Plan 2007-2013 groups activity-focused objectives under the three interlinked strategic domains of Teaching and Learning, Learner Experience, and Research, Innovation and Enterprise. Achievement of these strategic objectives is dependent on adequate Institute capacity. The final set of objectives relate to measures aimed at growing Institute capacity. Appendix 8.

Objectives set out under Teaching and Learning encourage more flexible approaches to teaching and assessment, development of teaching materials, use of technology and further support for lecturers including pedagogical support. In addition, there are plans for a review of programme provision, improving programme delivery in light of learner feedback, utilising links with relevant external bodies to inform programme development and the further enhancement of language education.

Learner Experience encompasses objectives that focus on providing good quality teaching and learning facilities and having appropriate learning support and student services in place to enable learners manage their own learning. Also included are the supports in place to facilitate the personal development of learners through social/cultural and sporting activities, provision of skill development opportunities and the recognition of academic and non-academic achievement.

The Research, Innovation and Enterprise domain emphasises the need to formulate an ambitious research strategy to build on existing research groupings, encourage more academic staff to become research-active and research supervisors, strengthen research planning at School level and to develop quality assurance procedures to cover postgraduate research activity. Supporting innovation and enterprise is to be achieved by meeting the needs of business and industry in the region, by incorporating enterprise development elements on relevant programmes, by further developing the Institute's Business Development Centre, and by leading initiatives in the region on workforce development.

Objectives listed under Institute capacity relate to capturing additional funding, inter-institutional sharing of resources, examining resource allocation within the Institute and interfacing with the processes of the HEA.

Additional aspects of capacity addressed include protecting the good name of the Institute, leading the region's response to relevant national policy objectives, providing for the proper integration of the Tourism College Killybegs (TCK), and aligning staff development with Institute strategy.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Letterkenny Institute of Technology may adjust its mission and strategy from time to time. Letterkenny Institute of Technology agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

LYIT plans to publish the successor to *Strategic Plan 2007-2013* early in 2014 and work has already commenced to deliver this new plan. An initial piece of work will focus on determining the successful and less successful outcomes of the existing strategic plan and its implementation. Phase two will encompass a review of current best practice in formulating and implementing higher education strategic plans. The third phase of the preparatory work will include an environmental scan to determine what should be addressed in the new plan and include a review of international, national and regional policy documents. In addition, this phase will also focus on future higher education needs and most importantly include engagement with internal and external stakeholders to capture their input. This new plan will be shaped to achieve close coordination with the roll-out of the Mission-based Performance Compacts and the Strategic Dialogue process.

4. Current and Planned Profile

The following pages contain:

- Letterkenny Institute of Technology's current profile 2010/11 (as supplied by the HEA); and
- Letterkenny Institute of Technology's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

LYIT currently has approximately 3,500 students enrolled mainly on higher certificate, ordinary degree, honours degree and postgraduate programmes. A large proportion of the student population is from County Donegal and the North West. Every county in the Republic of Ireland is represented in the LYIT student body with the greater concentrations of students coming from counties with good transport links to Letterkenny. In stark contrast, the very poor mobility of students from Northern Ireland is evident in the Institute's data. LYIT has been very successful in attracting a high number of mature students and they account for approximately 30% of the student population. There has been a slight growth in the number of male students over the past three years where now there are marginally more males than females. There are marked differences in the programmes choices of males and females. The Institute is organised around four academic schools: Business, Engineering, Science, and Tourism at two campuses in Letterkenny and Killybegs. Tourism College, Killybegs (TCK) became a School of the Institute on 1 February 2007 with the commencement of the Institutes of Technology Act 2006.

The LYIT student profile in 2010/11 (see below) reflects the number of Level 7 programmes in the Institute's programme portfolio. The Periodic Programme Evaluations (PPEs) completed by each of the Institute's four schools in June 2012 saw a larger number of Level 6 and Level 8 programmes being offered to students from September 2012.

The new Strategic Plan (2014-2017) will build on LYIT's distinctive strengths in participation, equal access and lifelong learning, which will particularly inform a learner-centred mission. The emerging themes within the new Strategic Plan centre around five key pillars:

1. Learning and Teaching;
2. Student Experience;
3. Research, Innovation and Enterprise;
4. Collaboration and Regional Engagement;
5. Sustainability and Resource Utilisation

The Institute's proposed profile for 2016/17 is included in this section.

The Institute reserves the right to revisit its projected student numbers at the beginning of the academic year 2014/15. The figures currently presented are based on:

- The 2011 census figures
- Enrolment figures at feeder secondary schools
- A resolution to the ongoing discussions regarding LYIT School of Tourism

While we are confident our predictions will stand up, the timing regarding the demographic dividend to be achieved from increased first year numbers is uncertain.

Letterkenny Institute of Technology

Profile 2010/11

STUDENT NUMBERS

Entrants				Graduates			
		No.				No.	%
New Entrants (Full-time Undergraduate)			751	Undergraduate Graduates			720 96%
				Postgraduate Graduates			29 4%

Enrolments

		Full-time	Part-time	Total			Full-time	Part-time	Total
Other Enrolments (IoTs only)	No.	145	37	182	Other Enrolments (IoTs only)	%	80%	20%	100%
Foundation	No.	129	27	156	Foundation	%	83%	17%	86%
FETAC Cert	No.	0	0	0	FETAC Cert	%	0%	0%	0%
FETAC Advanced Cert	No.	16	10	26	FETAC Advanced Cert	%	62%	38%	14%
of which are apprenticeships	No.	0	0	0	of which are apprenticeships	%	0%	0%	0%
Undergraduate	No.	2,479	354	2,833	Undergraduate	%	88%	12%	95%
Diploma/Cert	No.	226	67	293	Diploma/Cert	%	77%	23%	10%
Ordinary Degree (L7)	No.	1,646	144	1,790	Ordinary Degree (L7)	%	92%	8%	63%
Honours Degree (L8)	No.	607	88	695	Honours Degree (L8)	%	87%	13%	25%
Occasional	No.	0	55	55	Occasional	%	0%	100%	2%
Postgraduate	No.	89	47	136	Postgraduate	%	65%	35%	5%
Postgrad Diploma/Cert	No.	43	0	43	Postgrad Diploma/Cert	%	100%	0%	32%
Masters Taught (L9)	No.	34	45	79	Masters Taught (L9)	%	43%	57%	58%
Masters Research (L9)	No.	12	2	14	Masters Research (L9)	%	86%	14%	10%
PhD (L10)	No.	0	0	0	PhD (L10)	%	0%	0%	0%
Occasional	No.	0	0	0	Occasional	%	0%	0%	0%
Total Enrolments	No.	2,568	401	2,969	Total Enrolments	%	86%	14%	100%
Research & Taught (L9/10)	FTE ¹⁾			70	Research & Taught (L9/10)	% FTE L8 and All PG			9.1%
Research (L9/10)	FTE			13	Research (L9/10)	% FTE L8 and All PG			1.7%
Research (L10)	FTE			0	Research (L10)	% FTE L8 and All PG			0.0%

DISCIPLINARY MIX

Full-time Undergraduate New Entrants				Full and Part-time PhDs			
		No.	%			No.	%
General Programmes ²⁾		0	0%	General Programmes		0	0%
Education Science		0	0%	Education Science		0	0%
Humanities & Arts		58	8%	Humanities & Arts		0	0%
Social Science, Business & Law		203	27%	Social Science, Business & Law		0	0%
Science		166	22%	Science		0	0%
Engineering, Manufacturing & Construction		149	20%	Engineering, Manufacturing & Construction		0	0%
Agriculture & Veterinary		16	2%	Agriculture & Veterinary		0	0%
Health & Welfare		92	12%	Health & Welfare		0	0%
Services		67	9%	Services		0	0%
Combined		0	0%	Combined		0	0%
Total		751	100%	Total		0	0%

STUDENT PROFILE

(% of Enrolments)			No.	%	(% of New Entrants)			No.	%
Flexible Learners (Part-time, Distance, E-Learning)			401	14%	Mature Entrants (Full-time Undergraduate)			156	21%
International Students (Full-time)			78	3%	Estimate: Entrants with Disability (EAS) ³⁾			70	9%
EU			53	68%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Backgrounds (EAS) ⁴⁾			207	28%
Non-EU			25	32%					

PROGRESSION

Non-Progression Rate from 1st to 2nd Year			%		Level 7			25%	
Level 8			4%		Level 6			19%	

STAFF & FINANCIAL DATA

			No.	%				€ 000 ⁵⁾	%
Core Staff			311	100%	Total Income			35,033	100%
Academic Staff			179	57%	State Grants			18,715	53%
Support staff			132	43%	Fees			9,586	27%
Contract Research & Specialist Staff			25	100%	Research Grants & Contracts			1,358	4%
Academic Staff			0	0%	Other Income			5,374	15%
Support staff			25	100%	Total Expenditure			32,559	100%
Total Staff			335	100%	Core - Pay			23,011	71%
Total Academic			179	53%	Core - Non-Pay			7,987	25%
Total Support			157	47%	Research Grants & Contracts - Pay			1,068	3%
					Research Grants & Contracts - Non-Pay			493	2%
Academic/Non-Academic Staff Ratio (Core)			1.4		Pay/Non-Pay Expenditure Ratio (incl. Research) ⁵⁾			2.8	(74/26)
Student/Academic Staff Ratio (FTE/Core)			15.5		Pay/Non-Pay Expenditure Ratio (excl. Research) ⁵⁾			2.9	(74/26)
Staff Qualifications (Proportion of...)				%				m ²	
Full-time Academic Staff with PhD qualification				16%	Net Space per FTE Student			6.9	
Full-time Academic Staff with PhD or Masters qu.				85%	Gross Space per FTE Student			9.8	
All Academic Staff with PhD qualification				14%					
All Academic Staff with PhD or Masters qualification				83%					

KNOWLEDGE TRANSFER

			No.				No.
Irish Patents Applications ⁶⁾			0	Licence agreements			for development
Spin offs/Campus Companies			for development	Publications index			for development
Invention Disclosures			for development	Citations index			for development

1) FTE (Full-time equivalents): Total Full-time + 0.5 Part-time

2) General programmes teach basic (e.g. literacy, numeracy) and personal (transferable) skills.

3) based on proportion of respondents to Equal Access Survey (EAS)

4) based on proportion of respondents to Equal Access Survey (EAS), as for RGAM

5) 2009/10 financial data except DKIT, GMIT, ITC and WIT (2008/09); no data for TI

6) Irish Patents Office 2010

Sources: Student Record System, Equal Access Survey, Quarterly Staff Returns, Funding Statements (Universities), Audited Accounts (Institutes of Technology), Irish Patents Office.

Letterkenny Institute of Technology											
Profile 2016/17											
STUDENT NUMBERS											
Entrants					Graduates						
				No.					No.	%	
New Entrants (Full-time Undergraduate)				1,175	Undergraduate Graduates *				1,250	106%	
					Postgraduate Graduates				100	9%	
*There is no correlation between Graduates for 2016/17 (1,250) and New Entrants in the same academic year.											
Enrolments											
				Full-time	Part-time	Total					
Other Enrolments (IoT only)				No.	150	38	188	Other Enrolments (IoT only)			
Foundation				No.	133	28	161	Foundation			
FETAC Cert				No.	0	0	0	FETAC Cert			
FETAC Advanced Cert				No.	17	10	27	FETAC Advanced Cert			
of which are apprenticeships				No.				of which are apprenticeships			
Undergraduate				No.	3,262	809	4,071	Undergraduate			
Diploma/Cert				No.	297	153	450	Diploma/Cert			
Ordinary Degree (L7)				No.	1,823	329	2,152	Ordinary Degree (L7)			
Honours Degree (L8)				No.	1,142	201	1,343	Honours Degree (L8)			
Occasional				No.		126	126	Occasional			
Postgraduate				No.	110	141	251	Postgraduate			
Postgrad Diploma/Cert				No.	52	0	52	Postgrad Diploma/Cert			
Masters Taught (L9)				No.	40	134	174	Masters Taught (L9)			
Masters Research (L9)				No.	16	5	21	Masters Research (L9)			
PhD (L10)				No.	2	2	4	PhD (L10)			
Occasional				No.	0	0	0	Occasional			
Total Enrolments				No.	3,372	950	4,322	Total Enrolments			
Research & Taught (L9/10)				FTE ¹			251	Research & Taught (L9/10)			
Research (L9/10)				FTE			25	Research (L9/10)			
Research (L10)				FTE			4	Research (L10)			
				All FTE Level 8 upwards			1590				
DISCIPLINARY MIX											
Full-time Undergraduate New Entrants					Full and Part-time PhDs						
				No.	%						
General Programmes ²				0	0%	General Programmes					
Education Science				0	0%	Education Science					
Humanities & Arts				110	9%	Humanities & Arts					
Social Science, Business & Law				294	25%	Social Science, Business & Law					
Science				294	25%	Science					
Engineering, Manufacturing & Construction				233	20%	Engineering, Manufacturing & Construction					
Agriculture & Veterinary				59	5%	Agriculture & Veterinary					
Health & Welfare				144	12%	Health & Welfare					
Services				41	4%	Services					
Combined				0	0%	Combined					
Total				1,175	100%	Total					
STUDENT PROFILE											
(% of Enrolments)				No.	%	(% of New Entrants)					
Flexible Learners (Part-time, Distance, E-Learning)				950	22%	Mature Entrants (Full-time Undergraduate)					
International Students (Full-time)				250	6%	Estimate: Entrants with Disability (EAS) ³					
EU				150	60%	Estimate: Entrants from Non-Manual, Semi- and Unskilled					
Non-EU				100	40%	Backgrounds (EAS) ⁴					
PROGRESSION											
Non-Progression Rate from 1st to 2nd Year				%	Level 7						
Level 8				15%	Level 6						
STAFF & FINANCIAL DATA											
				No.	%	€ 000 ⁵					
Core Staff				315	100%	Total Income					
Academic Staff				178	56%	State Grants					
Support staff				137	44%	Fees					
Contract Research & Specialist Staff				25	100%	Research Grants & Contracts					
Academic Staff				3	12%	Other Income					
Support staff				22	88%	Total Expenditure					
Total Staff				340	100%	Core - Pay					
Total Academic				181	53%	Core - Non-Pay					
Total Support				159	47%	Research Grants & Contracts - Pay					
						Research Grants & Contracts - Non-Pay					
Academic/Non-Academic Staff Ratio (Core)				1.3	Pay/Non-Pay Expenditure Ratio (Incl. Research) ⁵						
Student/Academic Staff Ratio (FTE/Core)				21.7	Pay/Non-Pay Expenditure Ratio (excl. Research) ⁵						
Staff Qualifications (Proportion of...)				%	m ²						
Full-time Academic Staff with PhD qualification				30%	Net Space per FTE Student						
Full-time Academic Staff with PhD or Masters qu.				90%	Gross Space per FTE Student						
All Academic Staff with PhD qualification				25%							
All Academic Staff with PhD or Masters qualification				85%							
KNOWLEDGE TRANSFER											
Please refer to the narrative in the main document											

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

LYIT will work closely with all of the colleges in the West/North West to ensure that the benefits of regional clusters are delivered upon. The close working relationship between the three IoTs in Connacht-Ulster, formally recognised in the Connacht –Ulster Alliance (CUA) will underpin this regional collaboration. The CUA was formally signed by the Presidents and Chairs of GMIT, LYIT and IT Sligo in the presence of An Taoiseach, Enda Kenny, TD on 9 July 2012. The new alliance focuses on delivering wider educational opportunities in addition to enhancing the economic and social development of the Connacht-Ulster region and significant progress has been achieved through this alliance over the past year.

The West/North West cluster consists of NUIG, LYIT, IT Sligo and GMIT. This cluster will be developed in the first instance. A wider cluster (West/North West/Mid-West) has been proposed by the Minister for Education & Skills and it is likely that a link will be established between the West/North West and Mid-West clusters.

On June 28, 2013, the Connacht-Ulster Alliance submitted three joint projects in respect of the HEA call for submissions under the Strategic Innovation and Development Fund:

1. Centre of Excellence in Online Learning (CEOL) in line with Para 4.1 of the Call for Proposals 'Quality of Teaching and Learning',
2. Access, transfer and progression, in line with Para 4.2 of the Call for Proposals 'Access, Participation and Transition',
3. GROW in line with Para 4.3 of the Call for Proposals 'Economic Development'.

A further submission has been made to the HEA on 1 October 2013 to access funding project manage both the regional cluster and the CUA.

Centre of Excellence in Online Learning (CEOL) was the only project funded under 3 projects listed – funding was allocated to support collaboration with National Forum for Teaching & Learning. Funding was also secured by CUA consortium to establish a regional cluster in the West/ NW region and also to appoint a programme manager with overall responsibility for the CUA implementation plan.

LYIT has a history of collaborative activity with higher education institutions in our region and was successful in achieving funding under the second cycle of the Strategic Innovation Fund for the North West Gateway Strategic Alliance (NWGSA) project with the University of Ulster. The outcomes of the NWGSA Scoping Study – undertaken by Indecon International Economic Consultants and London Economics – identified a need to augment higher education provision in the region, recognised the potential offered by a strategic collaboration between LYIT and the University of Ulster, and set out specific opportunities for collaboration between the two institutions. With cross-border collaboration an important priority in the HE strategies North and South and emphasised in the Minister’s recommendations of May 2013, LYIT will continue to work with partner institutions in Northern Ireland to coordinate activity for the benefit of the region and particularly as a major stakeholder in the North West Gateway Initiative.

Regional clusters: Institution objectives and performance indicators

1.	Institution objective	'To establish a regional cluster of the HEIs in the West / North-West region (NUIG, GMIT, ITS, LYIT), with appropriate governance structures.' It is also envisaged that a liaison will be established with the Mid-West cluster.
	Performance indicator	The establishment of a functioning cluster
	Baseline	List of current formal collaborations in the region – <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)
	Interim target, end 2014	<ul style="list-style-type: none"> • Cluster defined as the West / North-West region in the first instance • Governance agreed • Engage with the other HEIs in the cluster to agree cluster objectives • Cluster objectives established • Engagement with FE sector/ETBs
	Interim target, end 2015	<ul style="list-style-type: none"> • Functioning cluster • Achievement of short-term cluster objectives
	Final target, end 2016	<ul style="list-style-type: none"> • Review of cluster objectives and performance • Achievement of medium-term cluster objectives
2.	Institution objective	Coordinated academic planning
	Performance indicator	A coordinated academic plan
	Baseline	Individual portfolio of programmes for each HEI in the cluster
	Interim target, end 2014	<ul style="list-style-type: none"> • Mapping of programmes in the cluster (F/T and LLL) • Development of a matrix of programme provision at undergraduate and postgraduate level across partner institutes • Mapping of research activity • Mapping of civic engagement initiatives
	Interim target, end 2015	<ul style="list-style-type: none"> • Mapping of access, transfer and progression (ATP) opportunities
	Final target, end 2016	<ul style="list-style-type: none"> • Ensuring a diverse range of programmes across the region, responding to the needs of the region.
3.	Institution objective	<ul style="list-style-type: none"> • Develop regional learning pathways with partner institutes and further education institutions to provide clearly articulated progression opportunities among HEIs within the region

Performance indicator	<ul style="list-style-type: none"> • Review access, transfer and progression policies and practices across cluster institutions; • 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; • Harmonise RPL policies and develop agreements to enable students with prior formal and experiential learning to gain direct or advanced entry to particular programmes
Baseline	<ul style="list-style-type: none"> • Institutional transfer policies and FETAC entry routes
Interim target, end 2014	<ul style="list-style-type: none"> • Review existing access, transfer and progression policies; • Devise formal schema for progression among partner institutes and develop common access and transfer policies; • Agree on regional targets for number of transfer places across institutes
Interim target, end 2015	<ul style="list-style-type: none"> • 30 transfer students
Final target, end 2016	<ul style="list-style-type: none"> • 50 transfer students
<hr/>	
4. Institution objective	Continue engagement with cross-border education institutions to develop a cross-border higher education cluster.
Performance indicator	<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. • Collaboration in research and innovation activity. • Continued delivery of existing programmes and examination of further opportunities in line with outcomes of the NWGSA Scoping Study report.
Baseline	<ul style="list-style-type: none"> • Joint programme with UU • Informal progression arrangements with FE sector in Northern Ireland • Current student numbers from Northern Ireland • Current activities include: a maths initiative with North West Regional College (NWRC); NWRSP; North West Gateway Initiative, emerging plan being developed by ICLRD
Interim target, end 2014	<ul style="list-style-type: none"> • Formal articulation arrangements with NI FE colleges (Access, Transfer and Progression) • Increase number of advanced entry students from NI by 20 (from baseline) • Information provision to potential students from NI concerning learning opportunities at LYIT • The possibility of accessing funding to support this cluster will be explored with SEUPB and the North South Ministerial Council (NSMC) through the North West Gateway Initiative. • Formal engagement with UU

Interim target, end 2015	<ul style="list-style-type: none"> • Evidence of co-ordination of programme provision and examination of student pathways. • Increase number of advanced entry students from NI by 40 (from baseline)
Final target, end 2016	<ul style="list-style-type: none"> • Delivery of cross-border commitments in the HE strategies in RoI and NI. • Increase number of advanced entry students from NI by 60 (from baseline)

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

The LYIT Access Office was established in 2001 to support:

- mature students
- students with sensory, physical and multiple learning difficulties
- students from low income families.

The Access Office has recently been reconceptualised and rebranded and is now known as The Curve. The Curve is home to Access programmes, Learning Support (housing the Mathematics and Communications Learning Centres) and Lifelong Learning.

The mature student category refers to learners who are 23 years or older on entry to higher education. In the *National Plan for Equity of Access to Higher Education*, the target set out for mature students is 20% by 2013. By 2010/11, LYIT had already exceeded the national target with mature students on full-time programmes making up 24% (excluding the Certificate in Preparatory Studies) of the student population. The Access Office is active in promoting the Institute's programmes to prospective mature students. Cognisant of the National Access Plan 2014-2016 draft targets, LYIT has set the following targets for 2016:

- Participation in higher education by first time mature students: 30% (draft national target: 25%)
 - Participation in higher education by people with disabilities: 8% (draft national target: 8%)
 - Participation in part-time/flexible higher education: 22% (draft national target: 25%)
 - Participation in higher education by people disadvantaged by socio-economic barriers: 25% (draft national target: 25%)
-

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Ensure that the portfolio programmes on offer is in line with national policy objectives, LYIT's mission, the needs of employers and learner demand.
	Performance indicator	<ul style="list-style-type: none"> • Addresses national targets for participation • Addresses national objectives in relation to skills shortage areas • Employment opportunities • Employer feedback • Graduate first destination survey reports • Professional body feedback and accreditation • Student feedback – internal questionnaires and INSS • Retention rates <ul style="list-style-type: none"> ○ Introduction of 'pilot' extended Induction programme in Sept' 2013 will be benchmarked against both student and services feedback. ○ 'Quicksan' facility is available at registration for all students to identify specific learning difficulties and to put in place individual learning support-plans. ○ Entry level points • Student numbers • External examiners reports
	Baseline	<ul style="list-style-type: none"> • Existing student numbers by department and programme • Existing programme portfolio by NQF level • Existing graduate employment levels – graduate first destination survey • Current professional body recognition and feedback
	Interim target, end 2014	<ul style="list-style-type: none"> • Examination of programme portfolio to ensure alignment with national and regional policy objectives • Programme portfolio with strong evidence of employer support • Portfolio of programmes supported by appropriate student demand • Increased engagement with secondary schools, FE colleges and other • Increased student provision and demand in strategic areas
	Interim target, end 2015	<ul style="list-style-type: none"> • Increased provision and student demand in strategically important areas
	Final target, end 2016	<ul style="list-style-type: none"> • Rebalanced programme portfolio aligning with national and regional policy objectives

2.	Institution objective	<ul style="list-style-type: none"> • Increase student numbers from outside of the traditional Leaving Certificate cohort
	Performance indicator	<ul style="list-style-type: none"> • Meet national targets • Student numbers from different categories (mature, disadvantaged, disabilities) • Take up of LLL programmes • Improve retention rates for different categories (mature, disadvantaged, disabilities) • Completion rates for students from different categories (mature, disadvantaged, disabilities) • Curve activity levels – Maths Learning Centre and Communications Learning Centre <ul style="list-style-type: none"> ○ Success of Maths Learning Centre and Communications Learning Centre benchmarked against student exam performance
	Baseline	<p>Student enrolment from 2010/11</p> <ul style="list-style-type: none"> • Socio-economic disadvantaged groups • Mature • Disability • Certificate in Preparatory Studies • Certificate in Foundation Studies • LLL programmes • Springboard programmes
	Interim target, end 2014	<ul style="list-style-type: none"> • Increased engagement with adult education providers, FE colleges and other stakeholders regarding this cohort of learners • Review supports and information provision in respect of this cohort of learners • Certificate in Preparatory Studies (60 ECTS) – 120 students • Certificate in Foundation Studies (30 ECTS) – 30 students • Work towards harmonised RPL Policy within the CUA/ Regional Cluster • Agree definition of retention (harmonised within CUA/ Regional Cluster) and set realistic annual improvement targets • Pilot retention initiatives (e.g. extended induction, Peer Assisted Learning) <ul style="list-style-type: none"> ○ Extended Induction commenced on 'pilot' in Sept'13 using peer mentors. Success, or otherwise, will be benchmarked against both student and services feedback. ○ Peer Mentoring commenced on 'pilot' basis in Sept'13. Success, or otherwise, will be benchmarked against feedback from peer mentors via reflective journals • Maintain numbers on Springboard programmes

Interim target, end 2015	<ul style="list-style-type: none"> • Address gaps identified in information and supports for this cohort of learners • Maintain numbers on Certificate in Preparatory Studies (60 ECTS) and Certificate in Foundation Studies (30 ECTS) • Maintain numbers on Springboard programmes
Final target, end 2016	<ul style="list-style-type: none"> • Participation in higher education by first time mature students: 30% (draft national target: 25%) • Participation in higher education by people with disabilities: 8% (draft national target: 8%) • Participation in part-time/flexible higher education: 22% (draft national target: 25%) • Participation in higher education by people disadvantaged by socio-economic barriers: 25% (draft national target: 25%) • Progress in growing student number and improving completion rates for this cohort of learners. • Maintain numbers on Certificate in Preparatory Studies (60 ECTS) and Certificate in Foundation Studies (30 ECTS) • Maintain numbers on Springboard programmes

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

Objectives listed under *Teaching and Learning* in the LYIT strategy encourage more flexible approaches to teaching and assessment, development of teaching materials, use of technology and further support for lecturers including pedagogical support. In addition, there are plans for constant review of programme provision, improving programme delivery in light of learner feedback, utilising links with relevant external bodies to inform programme development, and the further enhancement of language education.

LYIT's continued commitment to the continuous professional development of academic staff is evident in the objective:

Build on existing collaboration in the provision of externally accredited staff development programmes for higher education practice encompassing short courses to the development of a full range of postgraduate opportunities.

Pedagogical training programmes have been developed in conjunction with the University of Ulster and date back to the Institute's response to the quality assurance requirements associated with the *Qualifications (Education and Training) Act 1999*. LYIT academic staff have completed the *Postgraduate Certificate in Higher Education Practice* (PgCHEP), *Postgraduate Diploma in Higher Education Practice* (PgDHEP), and the *MSc in Higher Education Practice* (MScHEP) programmes. The PgCHEP has been delivered at LYIT since 2003; more than 50 staff members have completed the programme and approximately a third of these have gone on to complete the PgDHEP programme. Other HEIs where lecturers have undertaken pedagogy programmes include Dundalk Institute of Technology, Queen's University Belfast and the University of Sheffield.

In addition to these longer-term professional programmes, academic staff also participate in various teaching and learning workshops, seminars and conferences. Shorter training programmes undertaken by academic staff in the areas of pedagogy and the use of modern

technologies, include:

- Formative assessment, best practice in assessment, and designing assessment to avoid plagiarism
- Pedagogy and practical use of the Virtual Learning Environment (VLE)
- Various practical and technical workshops on relevant technology such as Turnitin, Articulate, etc.
- Ethics Research Workshop
- Lecturing approaches, techniques and engaging diverse learners
- Context of Higher Education – levels and framework and LYIT policies including quality and ethics
- Peer-assisted learning and problem based learning.

The Institute is acutely aware of developments relating to the National Forum for the enhancement of Teaching and Learning and will be an active contributor to this forum.

The student experience must reflect a commitment to access, retention and progression; this must involve providing appropriate and adequate support for all students (and especially non-traditional students).

LYIT has invested over the years in the provision of excellent student support services. Through this compact the Institute will assess the performance of these services in meeting the needs of our student body. Consistently the feedback from student surveys accentuates the importance of the staff–student relationship at LYIT and it is our intention to continue to provide a quality student experience at the Institute.

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	Enhanced teaching and learning in order to deliver a vibrant high quality, inclusive learning environment for students
	Performance indicator	<ul style="list-style-type: none"> • Number of academic staff with pedagogical qualification • Retention/progression rates • Student evaluation systems (QA1/3 and INSS) • Number of programmes with accredited work placements
	Baseline	<ul style="list-style-type: none"> • 30% of academic staff with pedagogical qualification • Current retention/progression rates • Institutional performance in student evaluation systems (QA1/3 and INSS) • Current number of programmes with accredited work placements
	Interim target, end 2014	<ul style="list-style-type: none"> • Develop new Learning and Teaching strategy • Strengthen staff development programme to ensure staff are at the forefront of pedagogical best practice, embracing new learning technologies and flexible delivery. • Develop MA (Learning and Teaching) – for academic staff (incorporating pedagogical and research methodology training). • All new academic staff, who do not have a Learning and Teaching qualification, will complete at least one relevant module within two years. • Benchmark LYIT performance in INSS – set improvement targets • Pilot Online QA1 & 3 forms in one department/school • Agree with the HEA a definition of retention/progression and set realistic annual improvement targets • Pilot an extended year 1 induction programme • 45% of CAO entry programmes will have accredited work placements

Interim target, end 2015	<ul style="list-style-type: none">• Continue to develop and support Learning and Teaching excellence, via staff CPD, as articulated in L&T Strategy• Roll-out online QA1 & 3 forms across the Institute• Achieve target improvements in progression• Review feedback from pilot extended year 1 induction programme – roll out across the Institute• Improve progression rates for all undergraduate students• Design and deliver a refreshed teaching portfolio, with an increased emphasis on flexible provision based on current and future market needs.• 50% of CAO entry programmes will have accredited work placements	
Final target, end 2016	<ul style="list-style-type: none">• 50% of academic staff with a pedagogical qualification• Achieve target improvement in progression• 60% of CAO entry programmes will have accredited work placements	
2.	Institution objective	Enhance the quality of the student experience through improved student supports
	Performance indicator	<ul style="list-style-type: none">• Performance in INSS and internal QA1/3 surveys• Student involvement in clubs and societies• Student participation in sport and use of sporting infrastructure• Student use of social facilities and canteen facilities• Student uptake of institute services including IT and library• Student engagements with careers service• Medical and counselling service activity levels• Administration activities including registration, examinations and graduation
	Baseline	<ul style="list-style-type: none">• LYIT performance in INSS and internal QA1/3 surveys• Existing activity levels
	Interim target, end 2014	<ul style="list-style-type: none">• Use student feedback via INSS and internal QA1/3 surveys to identify gaps in service provision• Further develop processes for capturing student take-up of available supports• Commence process to improve student supports and information provision• Set targets for student involvement in clubs & societies and sporting activities• Launch joint Student Union initiative with partner colleges, focused on promoting positive mental health.
	Interim target, end 2015	<ul style="list-style-type: none">• Develop targets for student support services• Improve student support services in a prioritised manner informed by student feedback

	Final target, end 2016	<ul style="list-style-type: none"> • Complete identified student support improvements
3.	Institution objective	Further develop LYIT's quality assurance processes
	Performance indicator	<ul style="list-style-type: none"> • Breadth of QA processes in place • Feedback from new programme panels, periodic review panels and institutional review panels • Interaction with QQI • Feedback from learners via INSS and internal QA1/3 surveys • Student involvement in programme boards • External examiners reports • Student rechecks, reviews and appeals • Student complaints • Academic Council reports and findings
	Baseline	<ul style="list-style-type: none"> • Existing QA processes • Recommendations from external panels (new programmes, periodic review, institutional review).
	Interim target, end 2014	<ul style="list-style-type: none"> • Benchmark LYIT QA processes against other HEIs, the European Standards and Guidelines for Quality Assurance and QQI processes. • Identify QA elements to be developed and updated.
	Interim target, end 2015	<ul style="list-style-type: none"> • Develop QA process in a prioritised manner.
	Final target, end 2016	<ul style="list-style-type: none"> • Completed development of required QA processes.

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

LYIT's *Strategic Plan 2007-2013* for the first time specifically prioritised the key domain of Research, Innovation and Enterprise. Objectives set within this strategically significant domain included the need to formulate an ambitious research strategy, to build on existing research groupings, encourage more staff to become research-active and research supervisors, strengthen research planning at School level, and to develop quality assurance procedures to cover postgraduate research. To date *Research Strategy 2008-2013*, has been implemented which, inter alia, put in place a range of infrastructural and other supports to prioritise research at LYIT including the following:

- provision of dedicated postgraduate and research accommodation at CoLab
- agreed Institute-wide recognition of staff time requirements to enable research
- internal prioritised seed funding of research and support for travel to conferences
- appointment of a project accountant
- research training for research supervisors and postgraduate students
- mentoring, and co-supervision supports for inexperienced research supervisors
- support for online databases, research equipment, consumables and an agreed research overheads plan.

LYIT has also developed a range of other supporting and supplementary policies including: Postgraduate Regulations; Intellectual Property Procedures; Research Ethics Policies and Procedures; and Knowledge Transfer and Innovation Policy.

The NWGSA project with the University of Ulster was a key focus in terms of the significant benefits for research capacity and activity at LYIT and the further commercialisation of research findings through partnerships with industry. This was reflected in a significant submission to PRTL, which while it did not receive funding under this initiative, was recommended for funding by national government due to the strategic nature of the project. A significant element of the funding sought through PRTL has been secured via INTERREG for the new North West Regional Science Park (NWRSP) facility which will come on stream at LYIT in 2015.

LYIT is currently developing its Strategic Plan 2014-2017 and as this emerges towards the end of 2014 - a new Research and Innovation Strategy will evolve in 2014, which will build on our

successes in this key domain taking cognisance of international, national and regional collaborations and emerging smart regional specialisations.

The NWRSP project at LYIT in association with Northern Ireland Science Park (NISP), Belfast, received approved funding of €14 million and is in line with the strategy of the North South Ministerial Council on the North West gateway, the North West Gateway Initiative. This is a very significant all-island INTERREG/SEUPB award designed to build a 50,000 sq ft Science Park in Derry and extend LYIT's existing CoLab by an additional 20,000 sq ft, and also involves leveraging the NISP world class brand and associated programme supports to provide additional capacity at LYIT to further support the development of the North West regional economy.

In addition WiSAR our former Applied Research Enhancement Centre (ARE Centre), has recently been successful in the EI Technology Gateway Programme. LYIT has well developed plans for a new national Research Centre in Marine/Seafood Development and Renewable Energies. These research centres located within our academic Schools of Engineering and Science will leverage the national leadership role of our Schools of Business and Tourism in Innovation and Enterprise and help to embed knowledge exchange back into the region, including the education of industry ready graduates.

In February 2012 LYIT was pleased to receive continuing approval from QQI for postgraduate research degrees at Level 9 in Computing, Business and Science and at Level 10 in Science.

Although the overall current context and environment for research is challenging, LYIT continues to retain its ambitions to continue to conduct world-class quality research for the benefit of its learners and the wider stakeholder community of the North West region.

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	To develop a new Research and Innovation Strategy 2014-2017
	Performance indicator	New Research and Innovation Strategy developed
	Baseline	Research Strategy 2008-2013 at an end
	Interim target, end 2014	<ul style="list-style-type: none"> Develop new Research and Innovation Strategy consistent with new Strategic Plan and cognisant of Smart Regional Specialisations Determine research and innovation synergies within the region (Regional Cluster/CUA/Northern Ireland)
	Interim target, end 2015	<ul style="list-style-type: none"> Completion of North West Regional Science Park (in partnership with NWRCBG and NISP) Submission of collaborative INTERREG V Funding proposal under the Research and Innovation theme
	Final target, end 2016	<ul style="list-style-type: none"> Collaborative submission for Horizon 2020 funding Collaborative proposals for research funding within the region (regional cluster/CUA/Northern Ireland)
2.	Institution objective	Establish new National Research Centre in marine/seafood development
	Performance indicator	New National Research Centre established
	Baseline	Success of former EI ARE CAMBio
	Interim target, end 2014	Research themes reviewed and renewed and collaborative partners identified
	Interim target, end 2015	Research funding proposal submitted
	Final target, end 2016	Research funding proposal confirmed
3.	Institution objective	Increase research income
	Performance indicator	Annual research income received
	Baseline	€1m (2012)
	Interim target, end 2014	€1.25m €1.1
	Interim target, end 2015	€1.5m €1.1
	Final target, end 2016	€2m €1.25

4.	Institution objective	Increase postgraduate research activity, infrastructure and enabling frameworks
	Performance indicator	Number of postgraduate students, number of research-active staff
	Baseline	8 research post grad students registered in 2012, 10 research active staff
	Interim target, end 2014	14 research post grad students registered in 2014, 12 research active staff
	Interim target, end 2015	16 research post grad students registered in 2015, 14 research active staff
	Final target, end 2016	18 research post grad students registered in 2016, 16 research active staff

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

LYIT has six key pillars in its knowledge transfer, regional engagement and innovation strategy: organisational and management structures, teaching and learning and dissemination of knowledge, Intellectual Property (IP) Policy, infrastructural support, commercialisation support services, and enterprise support.

Key elements of LYIT's regional, cross-border, national and international engagement coordinated through the Development Office include:

- CoLab, LYIT's incubation, enterprise, research and development centre is currently home to 120 knowledge workers, working with 28 High Potential Start-up businesses, and the base for 12 LYIT postgraduate researchers.
- Enterprise development initiatives, including: a suite of entrepreneurship modules within full-time programmes; unique distinct Masters programmes in Innovation and Leadership for both the public and private sectors.
- Support for Enterprise Ireland's Enterprise Start programme and LYIT's/IT Sligo New Frontiers Entrepreneur Development Programme.
- An increasing number of work based and flexible learning programmes including: HDip in Financial Services Technologies with Pramerica/Allstate; Higher Certificate in Financial Services with Pramerica; Masters in Enterprise Applications Development with SITA.
- Related to the HDip in Financial Services Technologies. LYIT has been recognised by both IBM and LOMA (www.loma.org) for its engagement with industry. LYIT, in association with corporate partners, Pramerica and Allstate NI, has been profiled in an IBM Case Study entitled 'LYIT: A Lesson in Enterprise Education Agility' designed to showcase educational institutions supporting IBM mainframe programmes.
- Leading the Tech NW Skillnet Project supporting 60 developing companies across Donegal, Sligo and Leitrim in addressing their current and future skills needs.
- Labour market activation/Springboard programmes where LYIT has created 650 additional places for recently unemployed people.

This level of engagement reflects the emerging regional innovation ecosystem in the North

West Region in which LYIT plays a key leadership role. Within this emerging quadruple helix model of regional economic development, LYIT works very closely with the other key stakeholders in the region (including industry, government and community sectors), towards further addressing Ireland's human capital needs, and seeking to support high-value job creation

LYIT has specific strength in community engagement and the sole higher education provider in the region. There is also the value added to the community through staff and student engagement in voluntary activity throughout the region.

LYIT looks forward to the opportunity to proactively engage further with the HEA in evolving appropriate metrics in this important domain.

Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators

1.	Institution objective	Strengthen engagement and knowledge exchange with enterprise
	Performance indicator	<ul style="list-style-type: none"> • Maintain full occupancy at CoLab and increase supports for clients • Enhance enterprise development supports • Improved regional workforce development
	Baseline	<ul style="list-style-type: none"> • CoLab activity levels (number of companies, number of employees) • Existing enterprise development supports (numbers supported, training activity, new business start-ups) • Workforce development activity levels (collaborative programmes with industry, number of learners, employment statistics)
	Interim target, end 2014	<ul style="list-style-type: none"> • Maintain full occupancy at CoLab and increase supports for clients • Development of an institutional strategy for external engagement • Mapping the nature/extent of engagement activities • Improve information provision to the region
	Interim target, end 2015	<ul style="list-style-type: none"> • Complete the development of the NWRSP at LYIT • Address the gaps identified against institutional strategy and mapping process. • Further enhance enterprise development activities leveraging the new NWRSP facility • Development of regional cluster/CUA/Northern Ireland employer and professional body forum.
	Final target, end 2016	<ul style="list-style-type: none"> • Review engagement initiatives and knowledge exchange activities and benchmark against emerging best practice
2.	Institution objective	Enhance engagement with the community and public service
	Performance indicator	<ul style="list-style-type: none"> • Staff involvement on policy development groups in the region • Support and engagement activities with schools • Engagement with community and voluntary groups
	Baseline	<ul style="list-style-type: none"> • List of current leadership and membership of regional development groupings • Ongoing liaison with schools • Community and voluntary group supports
	Interim target, end 2014	<ul style="list-style-type: none"> • Mapping of existing community and public service engagement

Interim target, end 2015	<ul style="list-style-type: none">• Development of an Institutional strategy for external engagement with community and public services
Final target, end 2016	<ul style="list-style-type: none">• Roll-out of strategy for engagement with community and public services• Development of staff engagement matrix• Staff and students awards for recognition of best practice in civic/community engagement.

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

LYIT has a proud and distinguished tradition of involvement over many years in efforts to internationalise the educational experience of its learners. Principal among LYIT's instruments to achieve this has been the Institute's involvement in Erasmus Programmes since their inception in 1987. With the appointment in 2009 of a dedicated International Coordinator, this aspect of the internationalisation strategy gained a new impetus. LYIT has currently 48 bilateral Erasmus agreements in place with partner institutions in 15 countries, a significant reduction from 78 agreements only 3 years ago. This is consistent with LYIT's plans to consolidate, to focus more strategically, and to prioritise international partnerships to deliver higher added-value to learners and the Institution.

With increasing support from the academic departments there has been an encouraging increase in the numbers of outgoing Erasmus students in the past two years and the Institute is committed to increasing this number to nearer the levels of incoming students. In addition to student exchange under Erasmus, LYIT has consistently supported lecturing staff mobility.

Building on experience and on established systems and procedures for Erasmus students at LYIT, the Institute is currently developing revenue-generating international education streams of activity, consistent with the recently published internationalisation strategy for Irish higher education. In this respect the Institute is initially targeting growth territories and markets and leveraging LYIT's established links via the Donegal and North West diaspora to prioritise initially the North American and Canadian markets as well as prioritised non-EU countries, in particular China and Brazil.

In addition, an evolving relationship with stakeholders in China will deliver undergraduate students in niche areas from September 2014.

LYIT has been a participant in the Science without Borders initiative and this will deliver additional Brazilian students to LYIT in the next academic year.

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	To increase the number of international students studying at LYIT
	Performance indicator	Number of international students
	Baseline	80
	Interim target, end 2014	<ul style="list-style-type: none"> • 100 (20 fee paying international students) • Development of institutional strategy in collaboration with Regional Cluster/CUA • Develop a transition studies programme for incoming non-EU students
	Interim target, end 2015	<ul style="list-style-type: none"> • 150 (50 fee paying international students) • Establish new partnerships in targeted geographic markets • Enhance NW diaspora links in North America (Massachusetts)
	Final target, end 2016	<ul style="list-style-type: none"> • 250 (100 fee paying international students) • Increase participation in student exchange. • Enhance the internationalisation of the institute and its programmes through providing and encouraging students and staff to learn a new language
2.	Institution objective	To develop a coordinated international strategy with regional educational partners
	Performance indicator	<ul style="list-style-type: none"> • 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
	Baseline	<ul style="list-style-type: none"> • Existing agreements for incoming and outgoing students • Number of institutions • Staff exchanges • Student exchanges
	Interim target, end 2014	<ul style="list-style-type: none"> • Regional International education strategy agreed with a focus on improved supports for international students
	Interim target, end 2015	<ul style="list-style-type: none"> • Coordinated promotional campaign in place • Enhance quality assurance process in relation to student exchanges
	Final target, end 2016	<ul style="list-style-type: none"> • Review and renew international education strategy • Development of collaborative programmes with priority partners

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of Letterkenny Institute of Technology's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

LYIT's growth to this point has been built on the Institute's ability to attract a very significant number of students from the immediate catchment area. This catchment area is artificially restricted by the border and the impediments that exist on North to South migration of students for higher education. A main strand of the successful strategy for attracting students has been strong engagement with the local community and in particular with schools in the region; this engagement has included interaction with guidance counsellors to ensure LYIT offers a suite of programmes that fit with its strategic planning and that students are enthusiastic about.

LYIT has been successful in growing the depth and breadth of provision over the past ten years. This comprehensive programme offering has been achieved through a series of consolidation initiatives that can be traced back to the Institute's initial Modularisation and Semesterisation Framework of 2005 and the 2007 programmatic review process. The framework provided for the major revision of individual modules allowing for a greater sharing of modules across programmes and departments and led to significant efficiency savings. A second Modularisation and Semesterisation Framework was agreed by the Academic Council in May 2011 in time for the 2012 programmatic review process. This new framework addresses concerns raised in the Higher Education Strategy concerning over-teaching and over-assessment of students, and further efficiencies will be delivered by reducing total student contact hours. These efficiencies will be realised over the next four years as the newly validated programmes are rolled out.

Attracting sufficient number of learners onto programmes and reducing total costs bring down the unit costs for programmes. LYIT has made significant strides in reducing unit costs over the period 2006/07 to 2010/11 with Institute unit costs decreasing by 17% and particularly good progress has been made in reducing the costs associated with the School of Tourism by 18% over this period.

An important factor in reducing unit costs has been the substantial reduction in overall staff numbers. Since June 2008 total staff numbers have reduced from 360 to 315, a decrease of 13%.

While LYIT has experienced significant growth since the mid-1990s, in the last four years it has been severely impacted by financial cutbacks. Given the significant leadership role that the Institute has to play, it is important that it retains its ambitions in spite of these constraints. The Institute's Strategic Plan emphasises institute capacity and this has been a dominant theme in decisions taken during strategy implementation, particularly in cross-border

initiatives and proposed collaboration with other institutes of technology. Despite the 13% reduction in its staff numbers since 2008, student numbers have increased by 20% over the same period. This reduction in staff and the strong growth in student numbers has resulted in an increase of 31% in the ratio of students to academic staff members. Together with the reduction in unit costs, this reflects a prudent management of resources to ensure that the Institute can plan ahead proactively while offering a strong suite of programmes.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	To achieve financial sustainability
	Performance indicator	Financial performance
	Baseline	<ul style="list-style-type: none"> • Recurring deficits, primarily arising from (a) 2007 consolidation of Tourism College Killybegs and (b) 43% cut in core grant since 2008 • Autonomous institution, collaborating with CUA and regional cluster
	Interim target, end 2014	<ul style="list-style-type: none"> • Review programmes offered (Level 8 - transitions debate) – internal and within CUA/regional cluster • Review and renew CAO offerings • Review organisational structures to enhance flexibility in deployment of human resources • Explore opportunities for shared services and common processes with CUA and regional cluster partners • Conclude LYIT position regarding the School of Tourism
	Interim target, end 2015	<ul style="list-style-type: none"> • Consolidation of programmes – initially level 8 • Implement pilot shared service initiative (e.g. online databases, online exams process, library repository) • Implement pilot of common processes • Implement any changes arising from review of organisational structures
	Final target, end 2016	<ul style="list-style-type: none"> • Balanced budget, subject to resolution of School of Tourism funding • Consolidation of programmes – all levels • Continue development of shared services and common processes
2.	Institution objective	To pursue a trajectory that achieves redesignation as a technological university
	Performance indicator	A plan to meet TU criteria
	Baseline	<ul style="list-style-type: none"> • Signing of CUA MoU July 2012 • Agreed Implementation Plan December 2012 • 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.

Interim target, end 2014	<ul style="list-style-type: none"> • Review achievement of the objectives of the CUA Implementation Plan • Decision re making TU application • Programme mapping across the cluster • Identify opportunities for shared services and common processes with CUA and cluster partners • Pilot on-line QA student surveys across the CUA • Common library research repository • Joint CUA student union mental health initiative
Interim target, end 2015	<ul style="list-style-type: none"> • Mainstream on-line QA student surveys across the CUA • Report on the feasibility of online exams management system with CUA partners • Common learning, teaching and assessment strategy across the CUA • Mapping access, transfer and progression opportunities in the cluster
Final target, end 2016	<ul style="list-style-type: none"> • Common RPL policy and procedures • Ensure a diverse range of programmes across the Cluster, while avoiding unnecessary duplication

*To add more institution objectives, copy and paste one of the tables above **HERE** and edit as required.*

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Letterkenny Institute of Technology in the strategic dialogue process leading to this compact, performance funding of

€80,000 has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Letterkenny Institute of Technology agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Letterkenny Institute of Technology

Date:

Appendices

We (Letterkenny Institute of Technology) include the following appendices with our performance compact.

List the appendices here:

4	Appendix 1: Regional clusters Connacht-Ulster Strategic Alliance Agreement
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation
Other Appendices	
Appendix 8:	
Appendix 9:	
Appendix 10:	
<i>Add more rows as necessary</i>	

Appendix 1: Regional clusters

Connacht-Ulster Alliance

09/07/2012

Connacht-Ulster Strategic Alliance Agreement

between

the Institutes of Technology at Galway-Mayo, Letterkenny and Sligo

AGREEMENT: Made on July 9th, 2012.

BETWEEN: Institutes of Technology at Galway-Mayo, Letterkenny and Sligo (the partners).

WHEREBY: The partners commit to an alliance to deliver on jointly agreed strategic objectives that meet the higher educational service needs of the business and wider communities of the Connacht-Ulster Region of Ireland. This alliance will be known as the Connacht-Ulster Alliance (or the CU Alliance).

Scope: This strategic alliance agreement is intended to provide a clear statement of the depth and breadth of the proposed collaboration between the three partners. Throughout the collaboration proposed in this agreement, the partners will retain their legal independence.

Statement of ambition of the CU Alliance

The three institutions are forming the CU Alliance with the stated ambition of achieving re-designation as a Technological University.

The mission of the alliance will reflect the specific socio-economic profile of students in the Connacht-Ulster region, the opportunities presented by the region's magnificent natural landscape, the proximity to the border and the growth in high technology industries. Specifically, the CU Alliance will provide academic leadership to exploit existing strengths and collaboratively develop new opportunities in areas of strategic importance, in the realms of Business, Engineering, Science and Humanities.¹

In particular, the CU Alliance will bring coherence to higher education in the region by:

- a) Within 12 months, formally agreeing a common mission and vision and developing common, shared strategic objectives, with a focus on collaboration.
- b) Agreeing a trajectory to achieve re-designation as a Technological University.
- c) Forming a cluster with other higher education and further education providers in the Connacht and Ulster regions.

Characteristics of the CU Alliance

- a) Leadership of the social and economic development of the Connacht-Ulster region, through enhanced access and the provision of industry-relevant and professionally focussed programmes of higher education;
- b) Vibrant working relationship with the business community, including employers in the Connacht-Ulster region, who will have a corporate role in providing direction and guidance on the education provision. The collective suite of programmes offered by the CU Alliance will be developed to meet the needs of employers, students and the wider community;
- c) Flexible teaching and learning platform that builds on its established reputation for cost effective and online delivery;

¹ For example: life sciences, creative industries, ICT, marine, tourism, agri-food, and the energy sector.

- d) Enhanced student access, transfer and progression pathways between and through the institutions in the alliance;
- e) Externally acknowledged as a high profile higher education alliance in the European higher education arena in its provision of learning and teaching that is informed by applied research;
- f) A higher education alliance delivering an internationally recognised and valued learning experience for students, leading to greater employment opportunities, as indicated by the demand for its programmes and graduates who are employable upon completion of their programmes of study;
- g) Through partnership, delivering its services more cost effectively and efficiently;
- h) More direct and effective access by the business and the wider community to the full range of knowledge transfer, business support and incubation services.

Rationale

This agreement arises from the impetus created by the recently published National Strategy for Higher Education to 2030 (DES, 2011) in Ireland that creates a context in which the partners will provide a significantly more focussed range of educational services that respond better to the needs of learners and of the businesses and employers in the region.

The CU Alliance identifies areas where significant added value to the student experience, student learning, the engagement with the business community, resource management and community collaboration may be achieved. The institutions concerned have a track record of cooperation, for example within Lionra. Other examples include Ignite West – A regional Technology Transfer Consortium (NUIG (Lead), GMIT, LYIT and IT Sligo) and the New Frontiers Programme (LYIT and IT Sligo).

Alliance Profile

The demographics of the Connacht-Ulster region is particularly characterised by a rural population, on the periphery of Europe, spread across eight counties in the Republic of Ireland in addition to Northern Ireland. The North West is a recognised constituency of the European Parliament. The Alliance between the three Institutions, representing two of four provinces in Ireland, brings cohesion in higher education provision across this region.

The CU Alliance will maintain the professional and vocational education ethos of the constituent IOTs and will develop its programme offerings in close collaboration with industry. There will be a student-centred approach, underpinned by a shared staff development plan that builds on the existing high calibre pedagogical delivery that supports the currency, relevance and sustainability of programmes.

The alliance will develop a common overarching academic quality assurance framework that will be approved through each of its Academic Councils. The CU Alliance QA Framework will be aligned to the national QA Framework and the development of the proposed TU Quality Assurance procedures. Policies in the area of collaborative, transnational, and joint awards, in consultation with HETAC/QQAI will also be developed. A specific set of operational procedures for ensuring the quality assurance of the collaboration between the members of the Alliance will be developed.

The CU Alliance will form a cluster with universities and colleges of Further Education in the region. The cluster will provide tailored support for regional development, stakeholder engagement and

engagement between higher education providers, including cross border. The Alliance partners will explore the validation and provision of joint awards for levels 9 and 10 research programmes with cluster universities.

As part of this agreement, it is proposed to develop common strategies, with a view to consolidating services for the following functions across the alliance:

- Programme Offerings
- Online Provision
- Access Support
- Research and Innovation Support
- Library Services
- International Offices
- Careers Services
- MIS
- Human Resources
- Financial Services

Student and Graduate Profile

The CU Alliance will be a leader in providing accessible pathways and alternative routes to higher education. Specifically the alliance will further develop access initiatives for students from socio-economic disadvantage, mature, first time education and further education backgrounds and will actively promote and implement admissions based on the recognition of prior learning (RPL).

The portfolio of programmes offered by the CU Alliance will attract and be relevant to the needs of the growing population of students from the region.

The alliance will be defined by the quality and employability of its graduates. The alliance, through its academic programmes and approach to learning and teaching, will ensure that all its graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

Staff Profile

The CU Alliance acknowledges the achievements and capabilities of its staff and will continue to recruit staff with significant professional work experience and competence in relevant employment roles. The alliance is cognisant of the metrics and profile specified for academic staff in the criteria for TU and will have a heightened awareness of the need for coordinated recruitment of staff with the potential to contribute to teaching and research objectives.

Targeted professional doctorate provision will be established across the alliance for academic staff with potential for up-skilling. Research opportunities will be supported through bursaries and research capacity building initiatives, work allocations and through support for the dissemination of research findings through academic and professional publications and conferences and seminars.

Staff will be trained appropriately and will collaborate with their counterparts across the alliance.

The CU Alliance will develop administrative and technical support structures that ensure optimal integration of services, where appropriate, and will provide the necessary training and development for administrative staff to achieve this integration. The alliance will review its work practices across the 3 institutions with a view to developing more effective workflow efficiencies and businesses processes.

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Teaching, Learning and Curriculum Development

Student centred learning will be the focus of the Learning and Teaching Strategy for the CU Alliance. The alliance will respond to the unique dimensions of disadvantage in our region. There will be a particular drive to develop part-time, flexible and blended delivery methods appropriate to the learning styles of the student cohort. There will be a high priority given to the development of online delivered programmes with a particular focus on bespoke delivery to meet the needs of industry.

The CU Alliance will deliver higher education major programmes at levels 6 to 10 on the National Framework of Qualifications (NFQ) and Minor, Supplemental, and Special Purpose Awards, based on the identified needs of students and employers.

As part of the common shared strategic objective, the alliance will collaborate to provide programmes in strategically important areas, in line with the Higher Education Strategy.

Research

The CU Alliance recognises that there is a significant effort required to achieve the metrics for research in the HEA Technological University criteria.

The alliance, together with regional businesses and the community, will agree a common Research, Development & Innovation Strategy that builds a vibrant and visible research and innovation community. This will be informed by the niche and differentiated research expertise of the three institutions, and the priorities of the geographical regions being served. The alliance will establish a small number of high quality research centres of excellence capable of competing for national and international funding. The alliance recognises that, while there is a high level of research expertise within the three Institutions, it will work towards growing new applied research areas.

The alliance proposes to develop a joint research strategy.

The partners in the CU Alliance will collaborate with each other in making joint applications for research funding.

International Profile

The partners will combine their resources to substantially grow the number of international students across the CU Alliance institutions. The alliance supports the objectives, targets and strategic actions outlined in Investing in Global Relationships² and will develop a common International strategy for the Connacht-Ulster region. The objectives of this strategy will be to identify niche markets for the recruitment of international students and establishment of structures to ensure the sustainability of the provision of a quality experience for international students. The strategy will also generate non-exchequer income through the recruitment of non-EU students and will optimise the utilisation of resources in the provision of education to these students.

The alliance will develop a strategy for teaching and research collaborations with international HE providers.

The alliance will also develop collaborations with international partners in the provision of student support services.

Leadership, Management and Governance

This agreement has the approval of the Governing Bodies of the three partner Institutions. A CU Alliance Working Committee will be constituted to consider the governance and management of the alliance. This committee will monitor and report on progress towards the objectives of the alliance,

² Investing in Global Relationships 2010-2015, Report of the High-Level Group on International Education to the Tánaiste and Minister for Education and Skills, September 2010.

Connacht-Ulster Alliance

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to recommend actions and to oversee the communication process. The importance of coordinated and managed communication is recognised and a common approach will be established.

Implementation Plan

An immediate task following the signing of this agreement is the development of an implementation plan. This will clearly set out objectives and timelines. An early element in the process will involve developing and communicating a risk assessment and business plan.

A draft implementation plan will be approved by December 2012.

Signed under seal, on behalf of **Galway-Mayo Institute of Technology**

Mahan Governing Body Chair

Date: 7/7/12 President

Date: 7/7/12

Signed under seal, on behalf of **Institute of Technology, Sligo**

Kay Mac Sharry Governing Body Chair

Date: 7/7/12 President

Date: 9th July 2012

Signed under seal, on behalf of **Letterkenny Institute of Technology**

Harry McGarry Governing Body Chair

Date: 9/7/12 President

Date: 9th July 2012

Appendix 2: Participation, equal access and lifelong learning

Appendix 3: Excellent teaching and learning and quality of the student experience

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