Draft Mission-based Performance Compact

2018-2021

between

Letterkenny Institute of Technology

and

The Higher Education Authority

Date: 18/01/2019

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

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

The purpose of strategy and performance 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 Higher Education Institution 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 Higher Education Institution. It sets out how Higher Education Institution's mission and goals align with national goals for higher education.

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 Higher Education Institution 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.

Contents

1. Establishment of the Compact

The Higher Education Authority and Higher Education Institution agree that:

■ This Compact consists of this document and the accompanying data report on the performance

■ The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

Higher Education Institution 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 Higher Education Institution agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Higher Education Institution of this in writing and will consult with Higher Education Institution accordingly.

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 by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance 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 strategy and performance dialogue.

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

3 Mission and Strategy Statement

Higher Education Institution'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 Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

Higher Education Institution and the Higher Education Authority recognise that Higher Education Institution 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.

Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Higher Education Institution may adjust its mission and strategy from time to time. Higher Education Institution agrees that the following will be the subject of strategy and performance 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 Mission and Strategy Information

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 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 2014-17 *Our Commitment to the North West Gateway Learning Region* is the Institute's third strategic plan:

Mission:

Letterkenny Institute of Technology will confirm its significant national profile for excellence in higher education through the pursuit of an ambitious development agenda informed by public policy, strong regional engagement, and a fundamental commitment to a student-centred ethos.	▪ Nationally Significant ▪ Regionally Engaged ▪ Student Centred

Vision:
- To be widely recognised as a leading higher education institute for the quality of our graduates and our employment-focused education programmes.
- To retain the excellent relationship that we enjoy with our student body and be an exemplar for student services and campus facilities.
- To play a key role in driving the development of the North West region through research, innovation and enterprise initiatives and our well established partnerships with education and industry bodies.

- To support the implementation of public policy and particularly the national higher education strategy, exploiting LYIT's particular strength and track record on cross-border engagement.

Core Values:
- Integrity – We are accountable, honest, transparent, and responsible in all our activities.
- Inclusion – We are welcoming, respectful, supportive, and student-centred.
- Ambition – We are continuously challenging ourselves to deliver on the aspirations of our students, staff and external stakeholders.
- Excellence – We are committed to a best practice approach that encompasses all Institute interests with an emphasis on learning and teaching, research, and the student experience.
- Region – We are focused on delivering for this nationally strategic region through engagement with development agencies, employers and the broader community.
- Collaboration – We are determined to deliver on the potential of regional clusters and existing strategic alliances, and further develop partnerships to achieve the Institute's mission.

A total of 27 individual strategic objectives are detailed against the five strategic domains listed below:

a) Learning and Teaching: LYIT is committed to ensuring that students can fulfil their potential by empowering learners to take greater responsibility for their own learning on high quality coherent programmes of study that are closely aligned with the needs of employment.
b) Student Experience: LYIT is determined to build on the excellent relationship that we enjoy with our student body by working collaboratively with students on all aspects of student services and campus facilities to contribute towards an improved student experience.
c) Research, Innovation, and Enterprise: LYIT is focused on building a suitable framework of research supports to sustain and grow existing research centres, leveraging collaboration with partner institutions; in addition the Institute will continue to offer a broad suite of services to local enterprise through CoLab.
d) Collaboration and Regional Engagement: LYIT is dedicated to maximising the unique benefits arising from our inclusion in two regional clusters and through strong engagement with stakeholders play a key role in regional development and promoting the region's rich cultural heritage.
e) Sustainability and Resource Utilisation: LYIT is committed to achieving greater coordination between its various policy and strategy bodies, improving Institute capacity for data capture and evidenced based decision making, and taking significant strides in strategy implementation.

Emerging Strategic Themes 2019-2023

The Institute is currently developing a strategic plan for the five year period 2019-2023; this successor plan is due to be published in early 2019. The following strategic themes will inform the drafting of the final document:

Education for the Future: LYIT must set a course through this strategy to address the future of higher education and employment. Projections of employment for the medium term see many current employment roles disappearing as technology disruption continues and this will have obvious impacts on LYIT's programme offering and our approach to preparing graduates for work. The launch of the Irish Government's Future Jobs Programme identified automation, the internet of things, advanced robotics, artificial intelligence and big data as technologies that will transform employment here in the future. LYIT recognises that technology is all pervasive with the requirements for strong digital skills extending throughout the entire portfolio of programmes we offer, and via this strategy we aim to achieve a digital transformation.

Student Partnership: LYIT has prided itself since its inception on the very strong relationship that all categories of staff enjoy with our student body. Given that the average length of study has grown significantly in recent years, it is now appropriate that a formal student partnership agreement be framed that places students at the centre of all aspects of Institute activity from planning through to implementation. This initiative was motivated by LYIT's participation in the National Student Engagement Programme 2016 Pilot (NStEP) and will be informed by the Report of the Working Group on Student Engagement in Irish Higher Education (April 2016).

Equality, Diversity, and Inclusion: To give greater prominence to equality, diversity and inclusion to ensure that we have appropriately informed Institute policy and practice taking advantage of our positive ethos to become an exemplar HEI in this regard. A key component will be the further development of LYIT's Gender Action Plan and the adoption and implementation of Equality, Diversity and Inclusion Strategy aligned with Athena Swan Charter and Higher Education Gender Action Plan 2018-2020. LYIT is committed to growing numbers and further developing our supports for students from underrepresented groups. The success of the various actions under the broad heading of Equality, Diversity, and Inclusion will be monitored and evaluated via ongoing data collection and appropriate tracking and trending.

Collaborative and Connected: The past five years have seen a deepening of engagement with employers, universities, professional bodies, schools, and community organisations. This is a strength of LYIT and will remain a priority for Strategic Plan 2019-2023; in particular our commitment to the Connacht-Ulster Alliance (CUA) and the pursuit of the Technological University criteria. Internally, we will be more multi-disciplinary and team focused where inter-departmental and cross-functional working will become the norm. There will be a particular emphasis on improving communications with staff and a greater range of staff representative fora. These new arrangements will aid the Institute in addressing the demands of a more complex external environment where much of our funding has to be secured on a competitive basis.

The Institute's strategy has always been shaped by the region we serve and this takes on an

even greater significance in the context of Project Ireland 2040 and the plans for place-making and the North West City Region. LYIT will play its part together with our connection with Donegal County and Derry & Strabane District Councils to provide the local leadership to deliver sustainable growth for this cross-border region. LYIT expects to benefit from funds committed through the National Development Plan (NDP) over the period 2019-2027 for HEIs in relation to Rural Development, Urban Development, Climate Action, Disruptive Technology and other funding streams.

Sustainability: LYIT will be an active advocate for the UN Sustainable Development Goals (SDGs) aimed at achieving a better and more sustainable future for all. The 17 SDGs address the global challenges, including those related to poverty, inequality, climate, environmental degradation, and peace and justice. In conjunction with the SDGs, Institute activity will also be informed by the National Strategy on Education for Sustainable Development in Ireland 2014- 2020 which includes an examination of how the higher education sector can address these issues. The Institute will continue to build on Institute success in energy performance and sustainability awareness activities and will pursue Green Flag status via the Green-Campus Programme.

4. Development Plans and Key System Objectives Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.

- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).

- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

Objective 1	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
Objective 2	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
Objective 3	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
Objective 4	Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population
Objective 5	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
Objective 6	Demonstrates consistent improvement in governance, leadership and operational excellence.

4.1 Key System Objective 1

Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability.
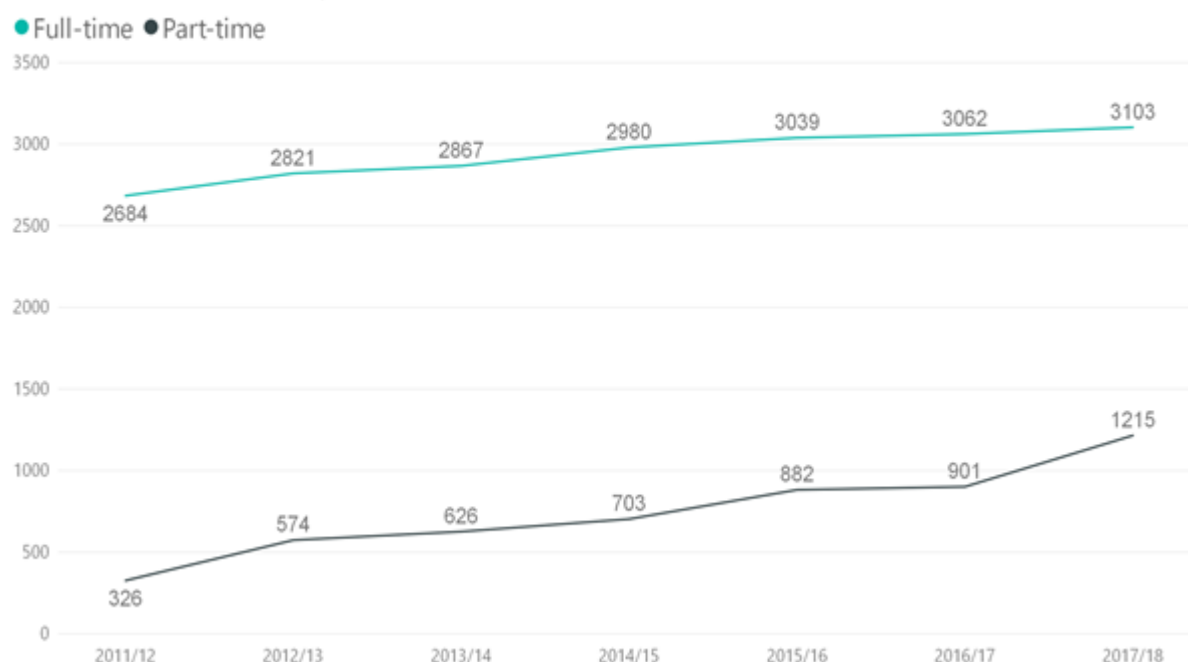
High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;

2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);

3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);

4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);

5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);

6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;

7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;

8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);

9. Achievement of the targets in the new ICT Action Plan.

LYIT Strategy Summary – Lifelong Learning

The Institute has succeeded in substantially growing total student numbers from 2011/12 to 2017/18, with the growth in part-time students particularly evident. Part-time numbers have grown from 11% of the total in 2011/12 to 28% in 2017/18. Consistent with our *Strategic Plan 2014-17* and commitments made in the 2014 Mission-Based Performance Compact with the HEA, the Institute has succeeded in growing overall student numbers by 43% since 2011/12. This achievement is set in the context of approximately 24% growth in student numbers across the higher education system and significantly reduced human and financial resources within the Institute.

Growth in part-time student numbers has accounted for approximately 68% of the growth in total LYIT student numbers over the period since 2011/12. Overall full-time student numbers show a growth of 17.5% from 2011/12; with the growth in student numbers in Year 1, Year 2, Year 3, and Year 4 of 17%, 10%, 17%, and 28% respectively. The number of post-graduate students shows a 57% increase from the 2011/12 levels.

Full-time and Part-time by Year

● Full-time ● Part-time

Year	Full-time	Part-time
2011/12	2684	326
2012/13	2821	574
2013/14	2867	626
2014/15	2980	703
2015/16	3039	882
2016/17	3062	901
2017/18	3103	1215

LYIT Institutional Priority – Lifelong Learning

Maintain and grow the numbers engaged in lifelong learning and the population of new entrants accessing their studies via flexible means in line with the targets in the National Skills Strategy and

High Level Targets detailed here.

Constituent Actions:
a. Determine baseline data for education attainment in this North West region and in terms of the LYIT student population across the relevant age cohorts.
b. Examine opportunities for programme development in relation to the new apprenticeships in conjunction with our further education partners.
c. Make further progress in terms of capacity for lifelong learning by continuing our efforts to design programmes specifically for part-time students and utilise the opportunities available via minor, special purpose, and supplemental awards to meet the needs of industry.
d. Detail a plan focused on maintaining and increasing the numbers from this region engaged in lifelong learning and new entrants undertaking their studies through flexible approaches utilising the opportunities available via Springboard.
e. Implement this plan to ensure that LYIT fulfils its role in addressing these national targets with a commitment to try to exceed targets in areas where regional variation may be evident or where the specific needs of this region are more acute.

LYIT Strategy Summary - Employability

LYIT has a range of initiatives and approaches on offer to our students which support their employability and transition into employment and beyond. LYIT has strong relationships with industry, employers, the North West Regional Skills Forum, and broader civil society which underscores the development of the LYIT graduate and prepares our undergraduate student for successful transition to life after graduation.

The LYIT graduate attributes are:

1) Discipline expertise and commitment to lifelong learning
2) Communication skills
3) Team-working
4) Ethical and social understanding and competency
5) Personal effectiveness and Leadership
6) Career readiness

Career planning and employment is supported directly by the Academic Schools and centrally by the LYIT Careers Office. LYIT is currently piloting the integration of accredited employability skills modules in programmes working with our Careers Officer to develop a 10 credit module.

Careers Office initiatives
- Careers planning and employability skills development sessions delivered to all 1st, 3rd and 4th year students
- Pre placement workshops
- Interview preparation
- Post graduate study and careers fair
- Presentation workshops
- CV clinic
- SME Event (during Enterprise Week): a half day event for students who are interested in setting up their own business
- Careers Awareness Week - a one week programme of presentations by external experts such as employers, communication experts and academics on a range of topics of careers interest.

LYIT Institutional Priority – Employability

Develop and implement a tailored plan to improve the employability of graduates in line with the High Level Targets detailed here.

Constituent Actions:
a. Determine baseline data relevant to employability addressing existing supports to prepare students for employment.
b. With the aim of adopting a more strategic approach to work placement existing work placement models across the Institute will be characterised, best practice work placement models from elsewhere will be examined, opportunities for realistic simulation of employment challenges and work based projects will be encouraged, the opinions of employers will be canvassed regarding employability skills, links between programmes and employers will be strengthened, and available capacity among employers for enhanced levels of work placement will be assessed.
c. The Institute is committed via Cyclical Review 2018 to draft a guideline for Work Placement, "this will be an Institute document and will reflect Institute expectations in respect of placements; include a Teaching and Learning perspective; address QA considerations, such as, students' rights and responsibilities, learning opportunities, workplace mentors, length of placement and ECTS credits, assessment, complaints and appeals; health and safety issues; and Institute supports."
d. A piece of work will be conducted to align Institute aims for students to achieve advanced digital literacy skills and the targets in the ICT Action Plan. In addition, enhancing student access to foreign language modules will be examined.
e. The activity above will be reflected in a suite of employability skills statements specific to each discipline and informed by best practice including the work of the UK's Higher Education Academy.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

4.2   Key System Objective 2

Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.

High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);

2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);

3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;

4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);

5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);

6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);

7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);

8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

LYIT Strategy Summary – Internationalisation

LYIT has a very positive history of engagement in international education stretching back over 30 years, primarily based on our participation in the Erasmus Programme. Consistent with Government Policy, Higher Education Strategy and LYIT's strategic planning, the Institute committed through the 2014 Mission-based Performance Compact to leverage this experience of incoming EU international students to support the recruitment of non EU International Students. In doing this the Institute was clear that its primary intention was to further internationalise all of our students' higher education experience and prepare them for employment in an inter-culturally rich and globally connected world. A clear supplementary benefit in recruiting non EU International students is that it represented a source of non-exchequer funds. Initial target countries for non EU Student recruitment were the USA, Canada, Malaysia and China. In focusing on North America the Institute worked closely with Donegal County Council's Diaspora project to build on the long tradition of emigration to North America from Ireland's North West.

QQI will authorise the use of an International Education Mark (IEM) to providers who have demonstrated that they have appropriate QA processes and comply with QQI's Code of Practice for

Provision of Programmes of Education and Training to International Learners. LYIT examined the opportunities available through internationalisation as part of the self-evaluation for the QQI Cyclical Review 2018 and has committed to developing more formal processes to address all aspects of international students' experience with LYIT. New guidelines will be drafted, building on existing processes which have delivered strong growth in international student numbers over the past five years, to be fully compliant with the Code of Practice for the Provision of Programmes to International Learners. The recent publication of the Qualifications and Quality Assurance (Amendment) Bill (2017 paves the way for the introduction of the IEM when the legislation is enacted.

LYIT Institutional Priority – Internationalisation

Establish and implement an internationalisation plan that will lead to a significant increase in international students at the Institute working towards the High Level Targets.

Constituent Actions:
a. Conduct a baseline analysis of matters that influence the current profile of international students at the Institute including countries of origin, programmes of study involved, typical length of study, international agreements, and fee paying status.
b. Identify targets for enhanced activity that address Erasmus students, non EU fee paying, and non EU domicile students in a Brexit context. Collaborations with partner institutions will be central to achieving these targets.
c. Ensure that processes are put in place e.g. in programme design to enable and support a greater percentage of LYIT students to undertake part of their studies abroad and also to undertake international work placements through Erasmus+.
d. Arising from QQI's *Code of Practice for the Provision of Programmes to International Learners* and the planned QA mark for international education the Institute through Cyclical Review 2018 has committed to drafting new QA guidelines to underpin existing activity levels and planned growth in this area.

LYIT Strategy Summary - Enterprise Engagement

LYIT provides a range of applied research, knowledge transfer, innovation and training supports to industry in the region. The supports include: EI Innovation Partnerships (13 completed to date), Innovation Vouchers (150 completed to date), Inter-trade Ireland Fusion Programme (40 completed to date), and EI commercialisation grants (6 completed to date). LYIT's provision of customized training was enhanced with the successful funding application to Skillnet for the formation of Tech North West Skillnet (TNWS). TNWS is a learning network (80 companies) for the North West launched in August 2011. This network aims to address the current and future skill needs of companies in the North West and is now the main organisational learning and business led network in the North-West. The network has secured €1.9 million in funding to date, 60% from the companies, with 3,000 individuals trained.

The New Frontiers Programme is LYIT's main entrepreneurship initiative which is run collaboratively with IT Sligo. This programme is currently funded by EI (€250K per annum). The Programme's primary purpose is to accelerate the development of sustainable new businesses that have strong employment and growth potential and contribute to job creation and economic activity in regional locations. The programme is an intensive enterprise development programme for entrepreneurs with an innovative business idea, one that demonstrates high commercial potential and a capacity to create employment in the North West region. Supports include:

1) Training in all areas of business including financial management, market research & validation, business process, patenting, product development, sales training.
2) Mentoring from experienced business advisors and practitioners.

3) Office space and other business incubation facilities.
4) Up to €15,000 tax-free scholarship to cover your full-time participation in the course (paid to the participant, not the business).
5) Networking opportunities with other entrepreneurs and business development agencies.
6) Introductions to seed and early-stage capital investment networks.
7) Access to entrepreneurship best practice – both national and international.
8) Peer group learning from participants in the region and across the country.
9) Access to the expertise in Enterprise Ireland through the Market Research Centre.
10) Expertise from the Institutes of Technology and the supportive environment of their business incubation centres.

CoLab – is LYIT's Incubation Centre and originally opened as the Business Development Centre (BDC) in May 2000 offering campus based incubation facilities to start-up companies, facilities for industrial research, seminar and training facilities and commercial services to local industry. The original building was 1,100 sq m and it was almost doubled in size in 2010 with €1.5 million funding from Enterprise Ireland and €1 million from the Department of Education and Skills. The recent major extension of €5 million was completed in 2015 following a joint application for funding through Interreg with the Northern Ireland Science Park bringing the floor area to over 4,000 sq m. CoLab offers its clients high-spec office and research units, shared reception services, meeting and training rooms, the latest telecommunications technology, and a communal networking area. CoLab is currently home to 200 knowledge workers, working with 50 businesses and host to LYIT's nationally funded Research Centre, WiSAR, employing 9 funded research staff and the base for 20 LYIT postgraduate researchers. The Development Office is also looking to support the Áislann Gaoth Dobhair Enterprise & Innovation Centre, GTECH, and is supporting Donegal County Council in relation to Buncrana Digital Hub where support will be accessed through the Regional Economic Development Fund. The experience gained through the operation of CoLab will be the basis for these initiatives in Gaoth Dobhair and Buncrana and may serve as a model for supporting other centres in the region.

LYIT Institutional Priority – Enterprise Engagement

Enhance enterprise engagement activities in line with the High Level Targets detailed here.

Constituent Actions:
a. Conduct a baseline study of existing levels of enterprise engagement and existing capacity available through the Institute's incubation centre CoLab.
b. Identify targets for enhanced activity that address the high level targets identified here in terms of enterprise engagement.
c. Further develop capacity and the number of project agreements with industry, such as, innovation vouchers in line with the high level targets.
d. Through Cyclical Review 2018 the Institute has committed to further leveraging the close links we have with employers and the many formal and informal engagements with industry in the region. This will be done in a way that will be more beneficial in informing Institute strategy development and programme development giving useful insights in to changing employment demands, access to a pool of potential guest lecturers, and improved employment opportunities for graduates.
e. Examine the Institute's capacity on its own and via our various collaborations and university partnerships to deliver significant innovation for industry, such as, intellectual property licence agreements for commercially relevant technologies.
f. Through these activities play our part in delivering improved employer satisfaction rates as measured through the National Employer Survey.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

LYIT Risk Register

4.3 Key System Objective 3

Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an innovation Leader in Europe.

High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);

2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);

3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);

4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);

5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);

6. Increase applied research in the Institutes of technology.

LYIT Strategy Summary – Research

The core of the LYIT's Research Strategy is to contribute to the achievement of the Institute's mission by creating a research and development environment that brings researchers and students together with start-ups, regional industries and local communities.

The Research Strategy goes beyond committing LYIT to a further expansion of research activity and brings research forward as a key strand of the Institute's mission. It will be underpinned by the establishment of a Research Office and the appointment of a Head of Research in September 2018. The supports that have already been put in place include: Intellectual Property Rights Policy, Certificate in Research Practice, Postgraduate Degree Regulations, Postgraduate Research Advisory Board, and Research Ethics Committee.

Specific elements addressed via the strategy are:

1) Implement a consistent quality framework for all postgraduate research activities.
2) Improve the coordination of research funding; underpinned by effective foresight, review and performance measurement systems.
3) Undertake research in our four Schools that informs teaching and builds a platform for strong research in strategically important areas.
4) Ensure a balance between individual investigators and multi-disciplinary teams working with and for our stakeholders.
5) Embed knowledge and the commercialisation of intellectual property into institutional activity and reward researchers accordingly.

A key focus for research at LYIT over the lifetime of the previous compact was securing research funding via Interreg VA by the end of the 2016/17 academic year. LYIT was a key partner in three successful cross-border proposals addressing Renewable Energy, Advanced Manufacturing, and the cross-border Centre for Personalised Medicine. In addition, LYIT was also successful in 2016 in securing funding via Horizon 2020 for a further renewable energy project TAOIDE which is concerned with technology advancement of ocean energy devices in conjunction with a number of international industry partners. The WiSAR Lab, an Enterprise Ireland funded Technology Gateway, continues to perform as an important Institute research centre. WiSAR offers technology solutions for companies locally and nationally utilising its platform of wireless sensor technologies in areas, such as, health monitoring, RF design and testing, and the application of wireless sensor networks to the optimisation of industrial processes.

A summary of key research projects that LYIT is currently involved in:
1) Enterprise Ireland Technology Gateway, WiSAR, 2018-2022, €1m.
2) Bryden Centre, Interreg V a funded Renewable Energy Project, led by Queens University Belfast, €9.4m.
3) North West Advanced Manufacturing Centre, Interreg VA funded Advanced Manufacturing Project, led by Catalyst Inc. (formerly Northern Ireland Science Park), €8.5m.
4) Centre for Personalised Medicine, Interreg VA funded Stratified Medicine Project, led by Ulster University, €8.6m.
5) Collaborations with the Cognitive Analytics Research Lab (CARL) at Ulster University and the SFI funded Insight Centre for Data Analytics.
6) TAOIDE, Horizon 2020 funded Ocean Energy Research Project, led by University College Cork, €3.2m.

Research will be a main theme of *Strategic Plan 2019-2023* recognising significant progress in the research agenda, advantages of having formal university partnerships, opportunities in terms of applied research, and the potential to further build capacity with partner institutions. To achieve a significant breakthrough in Research in conjunction with our partner HEIs there will be a fundamental examination and revision of all quality assurance policies and procedures as they relate to research activity. In 2017 the Institute obtained additional delegated authority from QQI to make research degree awards at Level 9 on the National Framework of Qualifications. Having delegated authority for Level 9 research programmes will allow the Institute respond more flexibly to available opportunities and provides a platform for the Institute to further grow the number of postgraduate researchers.

LYIT Institutional Priority – Research

The Institute will make further strengthening Research a central theme of *Strategic Plan 2019-2023* building on our recent successes and the further strengthening of collaborative arrangements with partner Universities and Institutes of Technology.

Constituent Actions:
a. A comprehensive research plan will detail a set of KPIs to be achieved that are in line with the High Level Targets above. These KPIs will address national skills needs, capturing additional research funding and new funding sources, greater industry research collaboration, and build on our strengths in applied research.
b. This plan will also address improving QA processes to support an increased number of research postgraduate students studying at the Institute.
c. Partner colleges will be central to the Institute's provision of Level 10 programmes which will strengthen the Institute's plans for achieving delegated authority in targeted areas.
d. Recent success achieved in respect of Interreg VA funding will form a basis for increased capacity of research supervisors and other research supports that will be further translated into increased research activity.

e. It is also planned that existing collaborations will form the basis of further ambitious research funding applications including the further targeting of Horizon 2020.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

4.4   Key System Objective 4

Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.

High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;

2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;

3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;

4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;

5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;

6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

LYIT Strategy Summary – Participation Rates for Underrepresented Groups

The Curve (Access Office) was established to encourage under–represented groups to enter third level and to provide these groups with support throughout their time at LYIT. Groups supported are:

- Mature Students (age 23 years or older)
- Students with physical or learning disabilities
- Students from low income families
- Students in need of additional Maths support
- Students in need of additional support in relation to Communications

All first year students get the opportunity to sit the Quickscan screening test on registration. This quick and easily conducted test identifies students who may have indicators of a learning difficulty (e.g. dyslexia) along with providing them with a summary of their 'preferred learning style'. The Curve is concerned with the successful access and participation of students with a disability. Students who indicate on their CAO form that they have a physical/sensory or learning difficulty have the opportunity to meet with the Learning Support Specialist (and medical centre staff, if appropriate) during the summer months prior to entry to assess needs and discuss necessary resources. Suitable support services are then made available for these students on commencement of their programme of study.

The Curve participates in a number of pre-entry initiatives to attract underrepresented groups to LYIT. These initiatives include working with primary and post-primary schools throughout the region including the Business in The Community project. The centre also participates on a number of national and regional fora which are concerned with the widening participation agenda. This active engagement ensures that LYIT continues to play a leadership role in widening and deepening access to Higher Education for underrepresented groups.

The Maths Learning Centre (MLC) has been in operation since November 2007 to deal with the large number of students who seek help and support in modules which have a mathematical component. It complements the existing tutorials delivered by lecturing staff. All learners are entitled to seek assistance from the Centre. Mature learners who have not studied mathematics for a long time find the support particularly useful.

Students can call to the Communications Learning Centre (CLC) for support on any communications/study skills topic. Supports provided by the CLC address: academic writing, essay writing, critical thinking, plagiarism & Turnitin, referencing, study and revision advice, and oral presentation skills

The Certificate in Preparatory Studies for Higher Education and Certificate in Access Studies programmes are suitable for both recent school-leavers and adults who wish to proceed to third level courses at LYIT or at another HEI. These accredited programmes are designed specifically for those who may have been unable or prevented previously from progressing into third level courses for a variety of reasons, including long-term unemployment, low income or other personal or family circumstances.

LYIT Institutional Priority – Participation Rates for Underrepresented Groups

LYIT will sustain improvements in participation and success rates for students from underrepresented groups.

Constituent Actions:
a. The Institute will continue to build relationships with the schools in our catchment area, particularly the DEIS schools, and work with our partners in the ETB sector to ensure more of these disadvantaged cohorts of learners make a successful transition to higher education.
b. The strategy will be informed by the National Plan for Equality of Access and international best practice and will further target the Programme for Access to Third Level (PATH) Fund to help deliver these initiatives.
c. In addition, the Institute is determined to continue to play a leading role in relation to equity of access at a national level and will support our partner institutions in further developing their equity of access plans and also advocate for these particular cohorts of learners at every opportunity.

LYIT Strategy Summary - Student Success Strategy

LYIT will take its lead from the recently hosted HEA workshop on Student Success which characterised that an effective institutional student success strategy requires the input and guidance of stakeholders from throughout, and even beyond, the institution. The groups with an input from within a HEI who can shape a student success strategy include students, teaching and learning staff, senior managers, retention and engagement officers, access officers, , student supports and library staff, and also extends to the IT department, administration and finance.

The LYIT student success strategy will aim to:
- improve student completion rates within the normal programme duration;
- increase the proportion of students achieving merit/ distinctions/ honours awards;
- reduce difference in grade awards between student categories and discipline areas;
- improve student retention rates;
- increase student engagement and confidence;
- improve graduate employability.

Initiatives in this area will utilise the data gathered by the Institute with the intention of targeting supports to help the students that may benefit the most.

LYIT Institutional Priority – Student Success Strategy

LYIT will draft a Student Success Strategy encompassing commitments to equity of access that further builds on Institute strengths in relation to the participation of underrepresented groups reflecting the High Level Targets set out here.

Constituent Actions:
    a. This strategy will involve the selection of a comprehensive set of metrics to ensure that the participation of the various underrepresented groups is accurately tracked.
    b. In addition, the strategy will set targets for various sub-groups of students and identify the most appropriate manner to attract these learners, accurately profile specific supports that will be required, and ensure these supports are in place for these learners from the outset.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

4.5   Key System Objective 5

Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence.

High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;

2. All HEIs to engage in International benchmarking by 2020;

3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);

4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);

5. All HEIs to have in place policies for digital teaching and learning by 2019;

6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

LYIT Strategy Summary – Quality Assurance

The Institute through its Quality Assurance Policy (Version 2.0) sets out to establish a coherent framework for enhancing the quality of education and training provided; with the overall aim of safeguarding standards. The Academic Council oversees the monitoring and review of the Quality Assurance Handbook and the associated policies. The Quality Assurance Handbook encompasses procedures for: Cyclical Reviews; Programme Design, Monitoring and Evaluation; Teaching, Learning and Assessment; Complaints procedures; and Research activities. Additional procedural documents on support services, management, human resources and the campus environment also inform QA at LYIT.

LYIT's QA processes are benchmarked against QQI Policy, the UK's QAA process, the European Standards and Guidelines for QA and the identification of good practice published by HEIs both nationally and internationally. Through the Annual Institutional Quality Report (AIQR) the Institute details our range of procedures; and the implementation and updating of our QAH. The Institute has engaged proactively with QQI on the AIQR process and on the strategic Annual Dialogue Meetings with QQI, culminating in the formal approval of LYIT's QA process in 2017. The Quality Assurance Handbook (QAH) and the outcomes of all quality reviews are published on the Institute's website www.lyit.ie/gateways/policiespublications/qualityassurance.

A significant review of the QAH was undertaken in 2017/18. This review will see the development of QAH Version 3.0. This version will involve the restructuring of our QAH policies/procedures into eight chapters which will include an updated version of our existing 16 section QAH Version 2.0; and the inclusion of new sub-sections relating to: Institutional Reviews; School Reviews; Access, Transfer and Progression; Complaints Procedures; and Research activities. In addition a revised/new set of Templates will be developed to support the consistent application of our QA policies and procedures. It is envisaged that QAH Version 3.0 will (subject to AC approval) be ready for use at the start of the 2018/19 academic year.

LYIT is committed to transparency and has since 2015/16 published all of the Panel of Assessors Reports for new programme validations on the LYIT website. In addition, the final reports of the

External Expert Group Reports for the Periodic Programme Evaluations of 2011/12 and 2016/17 are also accessible on the Institute's website. Through the Annual Institutional Quality Report (AIQR) the Institute details the range of QA policies and procedures employed at LYIT and outlines how the QAH has been updated and implemented.

The Institute has recently received initial feedback from the QQI International Panel who undertook the Cyclical Review at LYIT in April 2018. This engagement with the International Panel was very positive and LYIT is committed over the next two years to implementing our Cyclical Review quality improvement plan together with the recommendations from the International Panel.

LYIT Institutional Priority – Quality Assurance

A comprehensive development in Institute Quality Assurance, as part of the QQI Cyclical Review 2018 is planned, which will contribute to International benchmarking and address non-progression rates including non-progression rates in STEM disciplines.

Constituent Actions:
a. As part of the Institute's planned actions via the QQI Cyclical Review 2018 is a commitment to greater exploitation of data and a focus on learning analytics.
b. The need for Institute Restructuring to ensure that the necessary resources are in place to more effectively support Institute reporting, quality monitoring, and important decision making bodies was a key outcome of the self-evaluation undertaken for the Cyclical Review 2018, this restructuring will also encompass information published via LYIT's various digital platforms.
c. Through the Cyclical Review 2018 the Institute is committed to framing a guideline on Induction/First Year Experience that will build on existing Institute initiatives and innovations, such as, peer mentoring, transition to college life, and motivating the students in terms of their future employment opportunities.

LYIT Strategy Summary - Professional Development of Staff

The National Forum for the Enhancement of Teaching and Learning in Higher Education published The National Professional Development Framework (PD Framework) for All Staff Who Teach in Higher Education in 2016. The PD Framework aims to:

- Empower staff to create, discover and engage in meaningful personal and professional development in a variety of ways
- Encourage staff to engage in peer dialogue and support in their professional development activities
- Enhance and develop the pedagogy of individual disciplines for relevance and authenticity and enable learning from other disciplines
- Assist staff to reflect on, plan and contribute to the evidence-based enhancement and transformation of their teaching and learning approaches
- Contribute to the quality assurance and enhancement of the student learning experience

Strategic Plan 2014-17 included the objective:

> *Assist lecturing staff with their continuous professional development, including: developments in their particular discipline area, trends in teaching and learning, new technologies, and initiatives of the National Forum for the Enhancement of Teaching and Learning.*

At LYIT the Masters in Learning and Teaching (MALT) programme is central to supporting staff in the development of their skills and knowledge of learning and teaching within third-level; the programme is open to educators from further education, post-primary and primary sectors. The two

year MALT programme reflects the growing understanding of the central role of assessment and evaluation in learning and teaching and the importance of academic writing and research at every stage of education. In addition to the MALT programme LYIT staff are enrolled in Level 9 programmes in teaching and learning at a number of other institutions together with significant numbers undertaking and completing professional doctorates in education.

A number of key policy and strategy documents on Teaching and Learning were completed and approved in the last Academic Council's term of office:

- Plagiarism Policy
- Learning, Teaching and Assessment Strategies
- LYIT Graduate Attributes

Each of these documents was completed in sufficient time to inform the Periodic Programme Evaluations (PPEs) which took place in May/June 2017. LYIT ongoing successful engagement with the National Forum will continue with the adoption and promotion of the PD Framework.

LYIT Institutional Priority – Professional Development of Staff

Continuous Professional Development for all staff categories will be a central part of the Institute's *Strategic Plan 2019-2023* with a particular emphasis on academic staff and the adoption of new technologies in the delivery of programmes.

Constituent Actions:
   a. The Institute is committed via the Cyclical Review 2018 to "the development of a strategy to encompass all aspects of technology enhanced learning working collaboratively with partner institutions and via industry collaborations."
   b. LYIT's commitment to empowering staff personal and professional development -will continue to implement all aspects of the National Professional Development Framework for All Staff Who Teach in Higher Education. (The PD Framework)
   c. The development of an LYIT strategy for Digital Enhancement of Teaching and Learning which will promote a high quality learning experience for all students, supporting innovation and creativity in teaching and learning. The strategy will emphasise the importance of personal and professional digital capacity and the application of digital skills to develop professional competence for staff and students.
   d. Institute activity in this area will be aligned with the National Forum for Enhancement of Teaching and Learning in Higher Educations and A Roadmap for Enhancement in a Digital World 2016-17 will be helpful in this regard.
   e. Building Digital Capacity will be a key theme of *Strategic Plan 2019-2023* motivated by the clear understanding of the truly disruptive nature of this technology, LYIT's potential to excel in this arena, the significant enhancement it offers learners, and the further opportunity to improve the Institute's reputation for technological innovation.
   f. Existing supports in respect of teaching, learning and assessment will be further developed and supporting academic staff in relation to their own discipline areas will also be prioritised as it is recognised that this is the important source for innovative new programme development and stronger research output.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

4.6   Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;

2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);

3. All HEIs to submit their annual Governance Statements to HEA on time;

4. 100% compliance by HEIs with public procurement rules;

5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;

6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;

7. 100% compliance by HEIs with public pay policy;

8. 100% compliance by HEIs with public sector numbers controls;

9. Implementation of recommendations from rolling governance reviews;

10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;

11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to access their coherence and capacity for delivery.

LYIT Strategy Summary – Equality, Diversity & Inclusion

As outlined earlier the Institute is focussed on making equality, diversity, and inclusion one of the six strategic pillars of *Strategic Plan 2019-2023*. This commitment to equality, diversity and inclusion is to value and respect difference and treat each individual fairly and with dignity and ensure that the Institute provides an environment that does not tolerate harassment or bullying. Publicly funded bodies and higher education in particular have a responsibility to provide good example to broader society in progressing this agenda. Fostering a culture built on equality, diversity and inclusion where everyone is valued and can fulfil their full potential in a supportive environment will contribute to a more productive workforce and a more contented and engaged student body.

The HEA National Review of Gender Equality in Irish HEIs outlines that for the ambition articulated in the Higher Education Strategy to be achieved Irish HEIs need to attract, retain and progress the most talented people, regardless of gender. *Gender equality means an equal visibility, empowerment, responsibility and participation of both sexes in all spheres of public and private life. It also means an equal access to, and distribution of resources between women and men* (Council of Europe 2014).

LYIT will measure itself against the Expert Group's National Review of Gender view that gender equality in Irish HEIs will be achieved when:

- The most talented women and men are employed at all levels in Irish HEIs, in both academic and non-academic roles;
- Representation on HEI governance and management structures is gender balanced;
- There is gender balance among presidents (or equivalent) nationally;
- There is no perceived gender inequality among staff members;
- Irish HEIs have successfully achieved and retained gold institutional Athena SWAN awards.

In line with the Report of the Expert Group National Review of Gender Equality in Irish Higher Education Institutions, LYIT aims to apply for and achieve an Athena SWAN institutional award under the expanded charter by 2019. The Athena SWAN Charter was originally focused on STEMM (Science, Technology, Engineering, Mathematics and Medicine) areas and academic staff, but from 2015 it was extended in the UK to include arts, humanities, social sciences, business and law, as well as professional and support staff. It was also extended to recognise work undertaken to address gender equality more broadly, including measures to support transgender staff and students.

LYIT also commits more broadly to implementing the recommendations of the Report of the Expert Group National Review of Gender Equality.

LYIT Institutional Priority – Equality, Diversity & Inclusion

The Institute through *Strategic Plan 2019-2023* will put a series of measures in place to further support the equality, diversity and inclusion agenda.

Constituent Actions:

a. Supporting equality and diversity was a key priority for the student body through the engagement in the framing of the new strategic plan. The student body will be key partners in guiding Institute activity in this area.
b. Further develop LYIT's Gender Action Plan which traces progress against the recommendations from the Expert Group's report.
c. Adoption and implementation of Equality, Diversity and Inclusion Strategy (aligned with Athena Swan Charter, 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group Recommendations). This high level target will flow directly from our new strategic plan – suggested wording along the lines of:
   LYIT is committed to creating a diverse and inclusive higher education institution/
   LYIT is committed to promoting equality in all its activities and aims to provide a diverse and inclusive work, learning, teaching and research environment.
d. Adoption of an LYIT Strategic Goal- as recommended by LYIT Gender Action Group and also through student engagement on the new strategic plan will involve three, interconnected core elements
   - Gender Equality
   - Equality, Diversity and Inclusion
   - Diversity monitoring

LYIT Strategy Summary - Compliance with Government Policy

The HEA's Financial Review of the Institutes of Technology (October 2016) clearly presented the challenges that IoTs faced since 2008, LYIT was among six institutes identified as facing immediate sustainability challenges. A further four of the IoTs were categorised as potentially at risk due to limited reserves and current or projected deficit positions. The review captured the scale of the turnaround in the IoT sector's financial health where the state grant fell by 34% between 2008 and

2015 forcing a sector that was generating a surplus of €40.8mn in 2008/09 into a deficit of €2.7m by 2014/15, and despite this stark decline in funding the sector delivered a very impressive growth of 24% in student numbers. LYIT started this period of austerity in 2008 in the unenviable position of having the lowest percentage non-pay budget in the sector.

In February 2017, the Institute received an important boost with the news from the Minister for Education and Skills of an additional €3m in funding for LYIT to support the ongoing costs of the Killybegs Campus. Increased funding for HE in the 2017 budget and again in the budget for 2018 hopefully points to a more sustainable funded future for the sector. In addition, on 16 October 2017 the Institute received further good news when the Minister for Education and Skills announced that LYIT was to be one of the 11 IoTs to get a share of a €200m investment in new buildings. The project at LYIT will accommodate a learning resource centre, IT and innovation laboratories, online learning delivery rooms and classrooms.

Although LYIT's financial concerns have not been erased, the Institute has greater flexibility to more confidently engage in capturing ambitious ideas for *Strategic Plan 2019-2023*. However, it must be recognised that the funding challenge over the last decade did reduce autonomy in the sector and inevitably took its toll on a range of innovative projects that LYIT was keen to progress. Even working within these constraints the Institute made great strides since 2011/12; student numbers have grown by 43%, the portfolio of programmes is broader and deeper, postgraduate offerings have increased, external collaborations across education and industry are proving beneficial, and there has been a step change in research funding secured.

The Review of the Allocation Model for Funding Higher Education Institutions carried out by an independent Expert Panel for the HEA was published on 15 January 2017. Recommendations include a rebalancing of the funding mechanism to better recognise the cost of science, technology, engineering and mathematics (STEM) programmes and a system more open to lifelong learning and more responsive to demographic challenges and changing patterns of student demand. The implementation of the recommendations from this review will further shape activity at LYIT.

LYIT Institutional Priority – Compliance with Government Policy

Ensure compliance with Government policy and support the HEA in exercising their responsibilities.

Constituent Actions:

    a. LYIT pledges to submit annual Governance Statements to the HEA in a timely fashion and to fully comply with public procurement rules.
    b. LYIT pledges to submit annual financial statements to the C&AG within stipulated guidelines and observe full transparency in financial statements regarding accounting for Trusts and Foundations.
    c. LYIT pledges to fully comply with public pay policy and with public sector numbers controls.
    d. LYIT is also committed to the implementation of the THEA Code of Governance.

LYIT Risk Register

The LYIT Risk Register is linked to the Institute's strategic objectives and is periodically reviewed by both the Institute's Executive Board and the Audit and Risk Committee of Governing Body. This is then ultimately reported back to Governing Body. It is the Institute's intention to use this mechanism to manage the risks associated with the implementation of the agreed Compact and this will form part of the annual review provided by the Institute.

6. Annual Compliance Statement

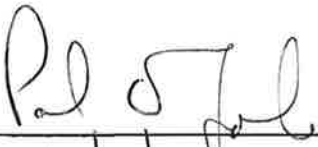The HEA will take into account ongoing compliance with important foundational requirements such as:

- 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 governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.
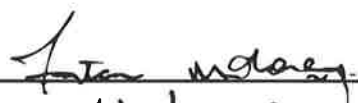
7. Agreement

To be completed following the conclusion of the strategy and performance dialogue process.

The HEA and Higher Education Institution 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 the place of Higher Education Institution within the system.

Signed: _____

Date: _____14 | 2 | 20 19_____

Chief Executive, Higher Education Authority

Signed: _____

Date: _____7/2/2019_____

President, Letterkenny Institute of Technology

Signed: _____

Date: _____4 | 2 | 20 19_____

Chair, Governing Body, Letterkenny Institute of Technology

Appendices

We, Letterkenny Institute of Technology, include the following appendices with our performance compact:

☒ | **Appendix 1**: Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability

Table 1.1: Part-time Degree Programmes – Letterkenny Campus
Table 1.2: Part-time Accredited Diploma/Certificate Programmes –
            Letterkenny Campus
Table 1.3: Part-time Accredited Programmes – Killybegs Campus
Table 1.4: LYIT Projected Enrolment *
Table 1.5: LYIT Projected Total Undergraduate and Postgraduate Graduate Numbers

☒ | **Appendix 2**: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

Table 2.1: LYIT Student and Staff Mobility 2013 – 2018
Table 2.2: Non-EU Students at LYIT
Table 2.3: LYIT Projected Springboard Places
Table 2.4: LYIT Projected Programmes with Work Experience
Table 2.5: Projected Number of Companies Supported by LYIT
Table 2.6: LYIT Projected Technology Transfer Activity
Table 2.7: LYIT Projected International Student Enrolment
Table 2.8: LYIT Projected Erasmus Staff Mobility

☒ | **Appendix 3**: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe

Table 3.1: LYIT Research Income
Table 3.2: LYIT Projected Research Masters and Doctorate Enrolments *
Table 3.3: LYIT Projected New Frontiers Participants
Table 3.4: LYIT Projected Research Income

☒ | **Appendix 4**: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population

Table 4.1: LYIT Projected Participation Rates for Underrepresented Groups
Table 4.2: LYIT Projected Direct Entry from FE Colleges

☒	**Appendix 5:** Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence

Table 5.1: Quality Assurance Handbook (Version 3.0)
Table 5.2: Summary of Proposed Quality Enhancement Activities 2018-2020
Table 5.3: LYIT Projected Non-progression Rates
Table 5.4: LYIT Projected Staff Qualifications

☒	**Appendix 6:** Demonstrates consistent improvement in governance, leadership and operational excellence
☐	**Appendix 7:** This data was returned by LYIT to the HEA at the end of September and is not included here as an appendix.

Appendix 1: System Objective 1 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

Table 1.1: Part-time Degree Programmes – Letterkenny Campus

Programme Title	NFQ Level	ECTS Credits	Duration
Bachelor of Business (Hons)	8	240	2 evenings x 3 hours x 3.5 years
Bachelor of Business (Hons) Stage 3 Advanced Entry	8	120	2 evenings x 3 hours x 1.5 years
Bachelor of Science in Early Childhood Care, Health & Education	7	120	2 x 13 week semesters x 3 years
Bachelor of Science in Digital Construction (Management or Sustainable Design)	7	80	2 x 13 week semesters
Bachelor of Science (Hons) in Early Childhood Care & Education	8	60	2 x 13 week semesters x 2 years
Bachelor of Science in Health and Social Care	7	60	2 x 13 week semesters x 3 years

Table 1.2: Part-time Accredited Diploma/Certificate Programmes – Letterkenny Campus

Programme Title	NFQ Level	ECTS Credits	Duration
Certificate in Computerised Accounts, Payroll & Information Technology Applications	6	40	2 evenings x 3 hours x 2 semesters
Certificate in Mainframe Technologies	8	35	16 weeks Blended (Online Dublin)
Certificate in Fundamentals of Ageing and Care	6	20	3 hours x one 12 week semester
Certificate in Introduction to Counselling	7	10	3 hours x one 12 week semester
Certificate in Acute Medicine	8	10	12 weeks
Certificate in Child and Family Support	6	10	1 evening x 4 hours x 1 semester
Certificate in Computing in Coding Principles for Teachers	8	10	1 semester
Certificate in Computing in Coding for Teachers	8	10	1 semester
Certificate in Innovation & Creativity at Work	6	10	1 evening x 3 hours x 1 semester
Certificate in Social Media – Introduction	6	10	1 evening x 3 hours x 1 semester
Certificate in Online Marketing	7	10	1 evening x 3 hours x 1 semester
Certificate in Managing and Mentoring People	7	10	1 evening x 3 hours x 1 semester
Certificate in Basic Web Design and Development	6	10	1 evening x 2 hours x 2 semesters
Certificate in Fashion Fundamentals	6	10	1 evening x 2 hours x 2 semesters
Certificate in Photography	6	10	1 evening x 2 hours x 2 semesters
Certificate in Building Information Modelling (BIM)/Revit	6	10	1 evening x 2 hours x 2 semesters
Certificate in 4D BIM (Navisworks)	6	10	1 afternoon & 2 online hours x 1 semester
Certificate in Renewable Energy and Physics Fundamentals	6	10	4 hours per week x 2 semesters
Certificate in Introductory Construction Economics & Land Surveying	6	10	6 hours x 2 mornings x 1 semester
Certificate in Elementary Spanish	6	10	1 evening x 2 hours x 2 semesters
Certificate in Elementary Mandarin Chinese	6	10	1 evening x 2 hours x 2 semesters

Certificate in Advanced Veterinary Fluid Therapy	8	10	1 day x 6 weeks
Certificate in Preparatory Skills	6	60	3xdays/week available on both campuses

Table 1.3: Part-time Accredited Programmes – Killybegs Campus

Programme Title	NFQ Level	ECTS Credits	Duration
Advanced Certificate in Professional Cookery - Traineeship	6	240*	2 days x 2 semesters in (year 1) 1 day x 2 semesters in (year 2)
Advanced Certificate in Professional Cookery - Immersion	6	120*	3 days x 2 semesters x 1 year
Bachelor of Arts in Culinary Arts	7	180	2 afternoons x 3 hours x 3 years
Diploma in Restaurant Operations Management	7	60	2 days x 2 semesters x 1 year
Certificate in Local and Regional Guiding	6	20	1 day x 2 semesters x 1 year
Certificate in Hotel Revenue and Digital Media Management	7	20	1 day x 2 semesters x 1 year
Certificate in Seafood Development and Promotion	6	10	3 hours x 2 semesters

(b) Outline Targets

Table 1.4: LYIT Projected Enrolment *

Mode	2017/18	2018/19	2019/20	2020/21
Full-Time	3102	3050	3050	3050
Part-Time	1214	1000	950	950
Total	4316	4050	4000	4000

* These projections reflect the figures already submitted as part of LYIT Dashboard Data submitted to the HEA in August 2018. As can be seen from the figures, 2017/18 represented a significant spike in part-time numbers due to two additional programmes which are not repeated in subsequent years. The Institute reserves the right to revisit these numbers based on the 2018/19 March census figures when confirmed.

Table 1.5: LYIT Projected Total Undergraduate and Postgraduate Graduate Numbers

	2017/18	2018/19	2019/20	2020/21
Undergraduate	990	997	1005	1012
Postgraduate	147	148	149	150
Total	1137	1145	1154	1163

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

OBJECTIVE 1	
Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability	
Indicator Type	*Indicators*
Trends in graduate outcomes	▪ Graduation rates ▪ Time to graduation ▪ Graduate employment, earnings and further studies ▪ 1st year retention rates ▪ Springboard and other evaluations
Profile of graduate outflow by discipline and relevance to identified national and regional needs	▪ Number and % of graduates by level and discipline
Contribution to the national apprenticeship system and implementation of the apprenticeship action plan	▪ Number of new industry led apprenticeships ▪ Number of apprenticeship registrations by discipline ▪ Number of apprentices by discipline / gender
Implementation of the ICT Skills Action Plan 2018 – 2026	▪ Annual % growth in intake (female / male) ▪ Graduates by level of qualification / mainstream / targeted programmes ▪ Retention rates
Implementation of the foreign languages in education strategy	▪ Proportion of students undertaking language modules programme by discipline and level
Rollout of springboard+ and other targeted initiatives	▪ Institution type ▪ Qualification type ▪ Completion rates
Public sector workforce planning	▪ Response to needs identified as part of the implementation of Health and Social Care Workforce Planning Framework ▪ Output of teachers to meet sector demands

Appendix 2: System Objective 2 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

Table 2.1: LYIT Student and Staff Mobility 2013 – 2018

	2013/14	2014/15	2015/16	2016/17	2017/18
Erasmus incoming	78	77	65	70	70
Erasmus outgoing	30	40	24	33	32
Non EU incoming	1	5	24	50	72
LYIT outgoing study/educational experience (outside of EU)	7	14	12	17	6
Staff mobility (EU & Non EU)	11	8	5	7	12
Incoming delegations from Non EU countries	China, USA	China, USA, Canada	China x 2, USA, Canada	China x 2, Malaysia	China x 5, Malaysia,
Outgoing Delegations to Non EU countries	China x2, Taiwan, Malaysia	China, USA, Taiwan,	China, USA, Canada, Taiwan	USA x2, China x2, Taiwan, Malaysia	China x4, India x2 , Malaysia USA x1

Table 2.2: Non-EU Students at LYIT

Year	Number of Non-EU Countries	Countries
2013/14	1	China
2014/15	3	Malaysia, India, China
2015/16	7	Malaysia and India, USA, Afghanistan, China, Sudan, Brazil
2016/17	18	Canada, USA, Malaysia, India, Pakistan, Cameroon, Afghanistan, China, Sudan, Oman, Brazil, Indonesia, Nigeria, South Africa, Taiwan, Venezuela, Mexico, Morocco
2017/18	15	Canada, USA, Malaysia, India, Pakistan, China, Sudan, Oman, Brazil, Indonesia, Nigeria, South Africa, Taiwan, Mexico, Singapore

(b) Outline Targets

Table 2.3: LYIT Projected Springboard Places

	2018/19 Allocation	2018/19 Registered	2019/20 Estimate	2020/21 Estimate
Total Springboard Places	233	233	200 - 250	200 - 250

Table 2.4: LYIT Projected Programmes with Work Experience

	2018/19			2019/20			2020/2021		
	No of Progs	Work Experience	% No of Progs	No of Progs	Work Experience	% No of Progs	No of Progs	Work Experience	% No of Progs
CAO	51	28	55%	52	30	58%	54	32	59%

Table 2.5: Projected Number of Companies Supported by LYIT

	2018/19	2019/20	2020/21
No. of Companies	40	45	50
Employees	150	175	200

Table 2.6: LYIT Projected Technology Transfer Activity

Year	Collaborative research agreements with industry (eg, innovation partnerships)	Contract services agreements with industry (eg, Innovation Vouchers)	Consultancy agreements with industry	Number of invention/ disclosures in year	No. of licences, options and assignments (LOAs)
2017	1	22	3	0	1
2018	2	25	3	0	0
2019	2	25	3	1	1
2020	3	30	3	1	2
2021	3	30	4	2	4

Table 2.7: LYIT Projected International Student Enrolment

	2017/18	2018/19	2019/20	2020/21
Full-time International Students (Total)	150	193	230	250
Full-time EU Students	93	50	70	80
Full-time Non-EU Students	57	143	160	170

Table 2.8: LYIT Projected Erasmus Staff Mobility

	2017/18	2018/19	2019/20	2020/21
Teacher Mobility Erasmus +	5	7	7	7
Staff Mobility Erasmus +	3	3	5	5
Number of Staff on non-EU bilateral programmes	2	2	3	4

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

Indicator Type	Indicators
OBJECTIVE 2 Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community	
Engagement and collaboration with employers and other organisations	- Employer satisfaction rates with HEI collaboration with enterprise - Number of Students on Work Placement - Number of Student Projects in collaboration with enterprise - Recruitment / Career Services - Use by enterprise of HEI Equipment and Facilities - Regional Skills Fora engagement data and reports
Community engagement	- Proportion of programmes that provide curricular options for socially engaged research and/or community based learning/ community engaged learning - Proportion of staff engaged in socially engaged research - Proportion of students engaged in socially engaged research - Proportion of staff involved in community based/community engaged learning - Proportion of students involved in community based/community engaged learning - Proportion of staff involved in volunteering - Proportion of students involved in volunteering - Percentage increase in primary and second level students participating in competitions and initiatives (male / female, DEIS status)
Internationalisation	- Proportion of international full-time student in the system - Number of students from core and high potential markets - Further development of relationships with partner countries through an appropriate increase in the number of branch campuses/articulation agreements/joint awards/international online programmes - Number of Incoming mobility of International Academic Staff and researchers - Publications with international peers - Organisation of international conferences
Increased level of mobility and international experience of Irish researchers, staff and students	- Number of student exchange – outward and inward - Number of courses with a mandatory built-in mobility period abroad - Number of Marie Curie and other researchers - Number of staff in the HEIs International sections - Number of Academics on mobility - Number of Staff on Erasmus+ bilateral programmes - Number of Staff on non-EU bilateral programmes

Appendix 3: System Objective 3 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

Table 3.1: LYIT Research Income

Year	Income
2012/13	€1,160,000
2013/14	€1,283,000
2014/15	€1,586,000
2015/16	€1,595,000
2016/17	€1,368,000

LYIT Strategic Research Projects

- Enterprise Ireland funded WiSAR Technology Gateway €1,391,000; 2018-2022
- Interreg VA funded Centre for Personalised Medicine €8,628,985 (LYIT €367,257)
- Interreg VA funded Bryden Centre €9,367,401 (LYIT €2,690,445)
- Interreg VA funded North West Centre for Advanced Manufacturing €8,518,406 (LYIT €570,210)
- Emerging Centre Ulster University preliminary funded Cognitive Analytic Research Centre CARL
- SMARTrenew NPA funded research project led by LYIT €1.7M.

(b) Outline Targets

Table 3.2: LYIT Projected Research Masters and Doctorate Enrolments *

	2017/18	2018/19	2019/20	2020/21
Generic programmes and qualifications				
Education				
Arts and humanities				
Social sciences, journalism and information				
Business, administration and law	6	4	10	12
Natural sciences, mathematics and statistics	4	6	8	10
Information and Communication Technologies (ICTs)	6	17	21	28
Engineering, manufacturing and construction	4	4	6	10
Agriculture, forestry, fisheries and veterinary				
Health and welfare				
Services				
Total	*20*	*31*	*45 **	*60 **

* These projections reflect LYIT's move towards achieving the metrics for TU designation.

Table 3.3: LYIT Projected New Frontiers Participants

	2018/19	*2019/20*	*2020/21*
No. of Phase 1 Participants	50	50	50
No. of Phase 2 Participants	12	12	12
No. of Businesses Formed	10	10	10
No. of CSF*s	2	2	2
No. of HPSU**	1	1	1

*CSF – Competitive Start Fund; ** HPSU – High Potential Start-Up.

Table 3.4: LYIT Projected Research Income

Year	*Income*
2016/17	€1,368,000
2017/18	€800,000
2018/19	€900,000
2018/20	€1,000,000
2020/21	€1,250,000

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

OBJECTIVE 3 Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe	
Indicator Type	*Indicators*
Public : Private investment in R&DI	- HERD as a % of GNP - Position in OECD - GERD as a % of GNP - Increase in proportion of income from Enterprise, EU, Philanthropic sources
Research quality & academic impact Internationally recognised research which will enhance the reputations of staff, institutions and Ireland	- Number of publications and field-adjusted percentage share of world output - Number of publications per academic staff - Field adjusted citation rates - Citation impact - Increase in number of research and scholarship activity/outputs per research-active academic staff - Number of staff who have undertaken research integrity training
Funding received under Horizon 2020	€M drawdown, and annual trend - Number of retained proposals / signed contracts - Sectoral distribution

Research expenditure, research agreements and consultancy	▪ Research expenditures (less block grant) ▪ Income per staff member ▪ Number of collaborative research agreements with industry ▪ Percentage of overall HE research income derived from industry
Spin-out companies, incubation & use of facilities	▪ Number of spin-outs established during the year ▪ Number of staff start-ups established during the year ▪ Number of Active spin-outs in existence at the end of the year ▪ Number of companies supported within the incubator in year ▪ Number of contracts with companies for use of facilities and equipment at the RPO ▪ Number of student-led companies supported within the incubator in year ▪ Number of spin-ins supported in each year ▪ Number of bespoke training programmes offered for industry and/or industry engaged in life-long-learning programmes
IP and IP transactions	▪ Total number of invention/software disclosures received during the year ▪ Total number of new patent applications filed during the year ▪ Total number of patents granted in year ▪ Total number of patents owned by the RPO at year end ▪ Total number of licences, options and assignments executed (LOAs) ▪ Types of organisations which whom LOAs were made (SME; MNC; other) ▪ Occupancy rates in the incubator
Increased collaborations with enterprise	▪ Number of active collaborations between institutions and enterprises ▪ Percentage of PhD awards involving employer partners ▪ Public-Private scientific co-publications (no. and per million of population) ▪ Number of EI Innovation Vouchers redeemed and value of EI Innovation Partnerships ▪ Number of SFI Industry Fellowships ▪ Number of IRC Enterprise Partnerships ▪ Multi-disciplinarily (researcher involved from more than one discipline; Irish vs non-Irish)? ▪ Revenue generated from contract service/consultancy with industry/non-profit ▪ Research collaborative agreements wholly or partly funded by industry
Open science	▪ % of publications deposited in Open Access repositories ▪ Number of researchers trained in FAIR data management

Engaged research	- Number of active engaged research partnerships / projects - Income generated by successful engaged research projects - New skills and competencies generated by engaged research findings - Number of new products /patents generated by engaged research findings - Number of new capacity building programmes developed/revised based on engaged research evidence - New or revised public policy based on engaged research evidence

Appendix 4: System Objective 4 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

SUSI data from February 2017 (Reported in The Irish Times, 7 February 2017)

- 74.4% of LYIT students were in receipt of grants from Student Universal Support Ireland (Highest concentration of grant holders)
- National average for IOT (64%)
- National average for universities (41%).

(b) Outline Targets

LYIT Targets

- LYIT will sustain improvements in participation and success rates for the students from the most disadvantaged groups
- Student success in LYIT is supported by our on-going commitment to widening access. Initial benchmarking demonstrates that we currently by-pass the national targets set for widening access in all of the target groups (see table below).

LYIT PATH 3 proposes:

- To target SEG (LCA students in DEIS schools), students with disabilities and ethnic minority students
- To engage with 250 students in these target groups each year
- To attract these students to study in LYIT and support transition either directly to year 1 or onto bespoke access programmes
- Collaborative outreach with partners from DEIS schools (working with Donegal ETB), FE and the community and voluntary sectors
- Tracking progress of access, PATH 2 and PATH 3 students – reporting to Executive Board and Academic Council
- PATH 2 and PATH 3 actions will support student success through:
  1. Pre-entry preparation in the form of outreach related to maths and study skills
  2. Summer schools
  3. Providing academic and peer mentoring to students entering under PATH 2 and PATH 3 supported by digital badging
  4. Monitoring and evaluation of targeted interventions under PATH 2 and PATH 3.

Table 4.1: LYIT Projected Participation Rates for Underrepresented Groups

Target Group	Current National Participation Rates	Targeted National Participation Rates	2017/18	2018/19	2019/20	2020/21
Target SEG (Non Manual; Manual Skilled; Semi-skilled; Unskilled)	23%	30%	40%	40%	40%	40%
1st Time Mature (FT)	13%	16%	17%	16.5%	16.5%	16%
1st Time Mature (FT and PT as a % of all new entrants)	19%	24%	37%	37%	36%	35%
New Entrants with a Disability	6%	8%	14.6%	14%	14.5%	15%

Table 4.2: LYIT Projected Direct Entry from FE Colleges

	2017/18	2018/19	2019/20	2020/21
Entrants directly from Further Education Colleges	20	45	45	46

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

OBJECTIVE 4	
Significantly improve the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population	
Indicator Type	*Indicators*
Progress towards Bologna objective to ensure that the student body entering, participating and completing higher education, at all levels, reflects the diversity of Ireland's population	▪ Progress against the National Access Plan targets including: participation by socioeconomic disadvantage, students with a disability, traveller participation, mature students and progression from further education and training
Increase number of those aged 25 to 64 engaged in lifelong learning from 7.2% (2015) to 10% by 2020 and to 15% by 2025	▪ Percentage increase in lifelong learning / formal education participation rates ▪ Percentage increase in lifelong learning / employed participation rates ▪ Percentage increase in lifelong learning / unemployed participation rate
Increase the number of entrants studying on a flexible basis (online, part-time, modular) by 25% by 2021 (APE 2016-2019)	▪ Number of students by programme type ▪ Sectoral distribution ▪ Graduate level ▪ Regional distribution
Increase in numbers and proportions of entrants from non-traditional routes	▪ Numbers and proportions entering from FET and through recognition of prior learning ▪ Engagement with FET provides on access, progress, teaching and learning to enhance the links and collaboration across the tertiary sector

Higher education persistence and completion rates for underrepresented groups	▪ Progression from 1st year and completion rates for socio-economic and underrepresented groups
% of students in tertiary education by mode of enrolment	▪ Position in EU / OECD ▪ Relative to EU / OECD averages
Part-time enrolment undergraduate and postgraduate	▪ 2015/16: 22,192 (of which 28% in STEM) ▪ 2015/16: 15,057 (16% STEM)
Overall participation by underrepresented groups as outlined in the National Access Plan by 2019	▪ Semi/unskilled manual worker group (new entrants to HE as a % of 18-20 year olds in the population) from 26% - 35%. ▪ Non-manual worker group (new entrants to HE as a % of 18-20 year olds in the population) From 23% to 30% ▪ Full-time mature student entrants (% of all new entrants to HE) from 13% - 16%. ▪ Full & part-time mature student entrants(% of all new entrants to HE) from 19% to 24% ▪ Students with disabilities (% of new entrants to HE) from 6% to 8% ▪ Part-time/flexible participation (% of all students in HE) from 19% to 22% ▪ Entrants on the basis of a further education qualification (% of new entrants to HE)from 6.6% to 10% ▪ Irish Travellers (overall number in HE) from 35 to 80

Appendix 5: System Objective 5 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

Table 5.1: Quality Assurance Handbook (Version 3.0)

Chapter	Title
Chapter 1	Quality Assurance Policy
	1.1 Quality Assurance Policy at LYIT
	1.2 National Policy Context
	1.3 Governance of Quality Assurance at LYIT
	1.4 Executive Board Reports
Chapter 2	Periodic Review Procedures
	2.1 Cyclical Review
	2.2 School Review
	2.3 Programmatic Review
	2.4 Central Service Reviews
Chapter 3	Programme Design, Monitoring and Evaluation
	3.1 The Design and Validation of New Programmes
	3.2 The Monitoring of Programmes
	3.3 Making Changes to Approved Programmes
	3.4 Collaborative, Joint and Transnational Programmes
Chapter 4	Access, Transfer and Progression
	4.1 Principles of Access, Transfer and Progression
	4.2 LYIT Admissions Policy
	4.3 Access
	4.4 Transfer
	4.5 Progression
	4.6 Recognition of Prior Learning (RPL)
Chapter 5	Marks and Standards
	5.1 Qualification Frameworks
	5.2 The Assessment of Learners
	5.3 Examination Roles and Responsibilities
	5.4 Assessment Regulations and Definitions
	5.5 The Processing of Examination Results
	5.6 Awards Classifications
	5.7 Breaches of the Assessment Regulations
	5.8 Rechecks, Reviews and Appeals
Chapter 6	The Learner Charter
	6.1 Learner Responsibilities and Code of Conduct
	6.2 Procedures for Learners' to make a Complaint
	6.3 Learners' Disciplinary Procedures
	6.4 Fitness to Study
Chapter 7	Research
	7.1 Research Overview
	7.2 Governance
	7.3 Postgraduate Research Degrees

	7.4 Research Validation Policy and Procedures
	7.5 The Examination Process
	7.6 Research Ethics, Policies and Procedures
	7.7 Research Projects and Centres
Chapter 8	Templates and Appendices

The HEA's *A Study of Progression in Irish Higher Education 2014/15 to 2015/16* contains the most recent data, published May 2018, containing benchmarking information on progression rates. This study reports non-progression rates among full-time undergraduate new-entrants at LYIT for programmes at Level 6 of 20%, at Level 7 of 26%, and at Level 8 of 16%. The corresponding non-progression rates for the IoT sector as a whole were 27%, 25%, and 15%.

(b) Outline Targets

Table 5.2: Summary of Proposed Quality Enhancement Activities 2018-2020

Proposed Enhancement Category	*Reason for Enhancement*
Further develop existing policies/guidelines on: ▪ Induction/First Year Experience ▪ Work Placements ▪ Industry Engagement ▪ International Strategy ▪ Building Digital Capacity Supplement and revise existing guidelines on: ▪ New Programme Development ▪ Periodic School and Programme Reviews ▪ Learning, Teaching and Assessment Exploit opportunities available via: ▪ New Apprenticeship Programmes	Outcome from the PPEs held in each of the Institute's four Schools in 2016/17
Further develop existing policies/guidelines on: ▪ Student Engagement ▪ Equality and Diversity ▪ Access, Transfer and Progression ▪ Research	Outcome from the Annual Institutional Quality Report (AIQR) process to QQI and the Annual Dialogue Meetings. New HEA System Performance Framework – published January 2017
Build capacity in terms of: ▪ International Strategy ▪ Research ▪ Information and Data Management	HEA's Strategic Dialogue Process

Key themes from Institute strategy development:	To support an ambitious new LYIT *Strategic Plan 2019-2023*
▪ Growth Planning ▪ Research ▪ Technology ▪ Building Digital Capacity ▪ Collaboration ▪ Information and Data Management ▪ Institute Restructuring	
Further develop existing policies/guidelines on: ▪ Staff Recruitment, Management and Development ▪ Supports for Learners ▪ Information and Data Management ▪ Public Information and Communication ▪ Innovation in QA ▪ International Strategy	Alignment with QQI Core Statutory Quality Assurance Guidelines and other QQI sector specific guidelines.

Additional targets will be specified in the Institutional quantitative data return which will be submitted as Appendix 7 for 28 September 2018. This quantitative return, will set out institutional / national baselines with reference to the high-level targets.

Table 5.3: LYIT Projected Non-progression Rates

	*2015/16**	*2018/19*	*2019/20*	*2020/21*
Level 6	20%	20%	20%	20%
Level 7	26%	25.5%	25%	24.5%
Level 8	16%	15.5%	15%	15%
All Levels	*22%*	*21.5*	*21%*	*20%*

Table 5.4: LYIT Projected Staff Qualifications

	TU Metrics	*2018/19*	*2019/20*	*2020/21*
% of Higher Education Academic Staff teaching at level 8 or higher with level 9 qualification	90%	93	93	93
% of Higher Education Academic Staff teaching at level 8 or higher with level 10 qualification	45%	27	32	35

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

OBJECTIVE 5	
Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence	
Indicator Type	*Indicators*
Irish Survey of Student Engagement (ISSE)	▪ Index scores per institution for the nine indicators of student engagement33 benchmarked against national and institution type norms
Progression rates	▪ Progression rates national, sectors, HEI, discipline and level of programme
Transitions reform progress against agreed commitments to reduce/review number of level 8 programmes and broaden entry routes	▪ Number of CAO programmes: national, sectors, HEI
Ratio of students to teaching staff in educational institutions	▪ Position in EU/OECD ▪ Relative to EU/OECD averages ▪ National trends
Links to workplace and research	▪ Percentage of students undertaking a work placement ▪ Percentage of undergraduate students active in research/undertaking a research project prior to their final year of studies ▪ Implementation of the National Framework for Doctoral Education
Quality assurance compliance and quality enhancement	▪ Eurydice bi-annual report ▪ Quality assurance procedures established in accordance with the 2012 Act ▪ Linked providers reviewed ▪ Authorised to use the International Education Mark ▪ Internal quality assurance reports published ▪ Annual institutional quality reports published ▪ New programme approval/validation reports published ▪ Programme review/revalidation reports published ▪ Doctoral framework implemented ▪ Quality enhancement initiatives undertaken ▪ Students trained for participation in quality assurance
Learning Impact: TRACE+ awards recognise higher education disciplines in their commitment to the development of excellence in teaching and learning	▪ Number of disciplines with current TRACE+ awards by institution

Staff capability	- Implementation of the Continuous Professional Development Framework - Number of staff with "Digital Badge" for completed CPD by academic year - Percentage and proportion of research active academic staff - Percentage of staff qualified to PhD level - Number of staff supported through research-related training, e.g. in doctoral supervision, career development. - Number of staff on assignments into enterprise, other HEIs or internationally. % of academic staff who have worked in a non-academic environment (e.g. industry, public sector, civil society, cultural body etc.)

Appendix 6: System Objective 6 – Profile, Outline Targets, Metrics and Indicators

(a) LYIT Profile Information

Statement of Responsibility of the Institute

The Institutes of Technology Acts 1992 to 2006 require the Institute to prepare Financial Statements in such form as may be approved by the Higher Education Authority and to submit them for audit to the Comptroller and Auditor General. In preparing these Financial Statements, the Institute is required to:

- Select suitable accounting policies and apply them consistently.
- Make judgements and estimates that are reasonable and prudent.
- Prepare Financial Statements on the going concern basis, unless it is inappropriate to presume that the Institute will continue in operation.
- Disclose and explain any material departures from applicable accounting standards.

The Institute is responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the Institute and which enables it to ensure that the Financial Statements comply with the Institutes of Technology Acts 1992 to 2006.

The Institute is also responsible for safeguarding its assets and for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Statement of Internal Controls

The Governing Body of Letterkenny Institute of Technology acknowledges its responsibility for ensuring that an effective system of internal control, based on compliance with the Code of Governance of Irish Institutes of Technology and the Code of Practice for the Governance of State Bodies published in August 2016, with effect from 1 September 2016, is maintained and operated. The system of internal control consists of those processes used to identify, evaluate, prioritise and manage the significant risks faced by Letterkenny Institute of Technology in the management of its affairs. The system can provide only reasonable and not absolute assurance that assets are safeguarded, transactions authorised and properly recorded, and that material errors or irregularities are either prevented or would be detected on a timely basis.

The Governing Body has taken steps to ensure an appropriate control environment, including the following:

- Procedures and regulations are documented, implemented and up to date. The Institute is engaged in an ongoing process to update existing procedures and to introduce new policies and procedures where appropriate.
- Regular reviews of periodic and annual reports, including financial performance against budgets, are performed by the Governing Body. Timeliness of preparation of draft statutory accounts has improved in recent years.
- An Audit and Risk Committee operates with clear terms of reference, dealing with significant control issues and receiving the reports of the internal and external auditors.
- Clearly defined capital investment control guidelines are in place.

Letterkenny Institute of Technology has an outsourced internal audit function, which operates in accordance with the Code of Governance of Irish Institutes of Technology. Annual internal audit plans take account of areas of potential risk identified by management and the Audit and Risk Committee. The Internal Audit Plan for 2016/ 2017/ 2018 was approved by the Audit and Risk Committee in March 2018.

Activities in Progress

- The Institute incurred operating deficits for each of the six years beginning the year ended 31 August 2011 up to the year ended 31 August 2016. The Institute is engaged in ongoing consultation with the Higher Education Authority regarding its financial position, with particular focus on the financial challenges associated with the School of Tourism, Killybegs. The Institute had an operating surplus in the year ended 31 August 2017.
- The Institute's Risk Management Policy was approved by the Governing Body in December 2015. The Institute has been working towards full implementation of the policy across all activities.
- The Institute is working towards full implementation of the Internal Controls Framework.
- The Institute is working towards full compliance with procurement rules and guidelines as set out by the Office of Government Procurement.
- The Institute continues to work towards broader compliance with the revised Code of Practice for the Governance of State Bodies 2016, and will adopt the 2018 THEA Code of Governance for Institutes of Technology in 2018 and will work towards full compliance.

Gender Action Plan

The Institute has in place a Gender Action Plan which traces LYIT's progress in relation to the recommendations of the HEA National Review of Gender Equality in Irish HEIs. All recommendations have now a timeline setting out when recommendations were addressed or the planned implementation date. This Action Plan will be further developed to address the requirements under both the 2018 Higher Education Gender Equality Task Force Action Plan and for achieving an Athena SWAN institutional award under the expanded charter

(b) Outline Targets

Additional targets will be specified in the Institutional quantitative data return which will be submitted as Appendix 7 for 28 September 2018. This quantitative return, will set out institutional / national baselines with reference to the high-level targets.

(c) Metrics and Indicators - Higher Education System Performance Framework 2018-2020

The following metrics and indicators will be monitored via the new Institutional Research Office to be established by LYIT to support the strategy and dialogue process with the HEA and the Annual Institutional Quality Report (AIQR) submission and dialogue with QQI.

Indicator Type	Indicators
OBJECTIVE 6 Demonstrates consistent improvement in governance, leadership and operational excellence.	
Institutional governance p	- Annual Governance Statements - Compliance with procurement rules - Accounting Timeliness: Submission of draft annual account within stipulated C&AG guidelines - Responsiveness: Submission of annual governance statements, staff statistics, SRS returns within HEA stipulated deadlines - Pay Policy Compliance: Levels of unsanctioned payments - Staffing: Staff numbers within target set within Delegated Sanction Agreement - Implementation of recommendations from rolling reviews of governance
Level and sources of funding	- Public : Private - Research - Core Grant by Institute - Spend per student - International benchmarks - Pay : Non-pay ratio of institutional budget - Competitive process funding - Level of funding secured from Performance and Innovation funds
Relative unit costs	- Institution Type - Discipline - Graduate
Level of efficiency gained and savings achieved through implementation of reform initiatives in line with government policy	Savings achieved through: - Shared Services - Centralised procurement - External service delivery model
Impact of capital investment	- Student space ratios (measured by subject area) - Space utilisation - New student places generated - investment in capital and equipment renewal as percentage of annual budget - Provision of new spaces for RDI activity
Cooperation with and implementation of restructuring	- Progress of Technological University projects - Reform of initial teacher education
Self-reflection, sustainability and strategic direction	- Strategic dialogue and compacts - Outcomes and responses to self-assessment tools such as HEInnovate
Performance management	- Strategic Dialogue and review of performance against compacts - Allocation of performance Funding

Workload management	▪ National and international benchmarks
Gender equality	▪ Implementation of the HEA Expert Group report on Gender Equality ▪ Implementation of the Gender Equality Taskforce Action Plan ▪ Athena Swan accreditation
Environmental sustainability	▪ Environmental sustainability policies and practices ▪ Number of green flags awarded