Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	*Letterkenny Institute of Technology*
Overview of institutional progress	In the second semester of 2018/2019 *LYIT's Strategic Plan 2019-2023 Delivering for Our Students and Our Region* was finalised. The new strategy was officially launched by the Minister for Education and Skills, Joe Mc Hugh TD, on 9 October 2019. This new strategy addresses all commitments made through LYIT's Mission-based Performance Compact 2018- 2021 and this alignment is clear on p.18 where the strategic domains and strategic objectives in the new plan are introduced. *Themes and Objective Domains for Strategic Plan 2019-2023* *Summary of Strategic Domains and Strategic Objectives* In implementing the Strategic Plan the Institute has adopted a reporting mechanism to Governing Body which prioritises various actions and the progress made against those actions. This is done through an approved template which is included in the President's Report at each Governing Body meeting. In this way the Governing Body is kept abreast of progress towards implementation of the plan and therefore progress against the Performance Compact. In a recent self-Assessment process undertaken by the Governing Body one of the positive developments highlighted was the adoption of this reporting mechanism on Strategic Plan implementation.

It is clear from the above that the Institute through the implementation of its Strategic Plan is mapping progress against the Performance Compact. Through the body of this report we will identify areas where we have made significant progress over the period under review. Our commitment to the emerging Technological University with IT Sligo and GMIT is referenced in the appended documents which shows progress against the targets set. Within LYIT itself significant progress has been made on student recruitment across various different types of programmes. In responding to Covid-19 the Institute has been extremely innovative and staff and students have worked together for mutual benefit. The emergence of our Flexible and Online Unit has been a major support to this activity.

While we were on a positive trajectory in terms of international student recruitment and a reputation has been enhanced by our post-graduate provision, the impact of Covid-19 has made it really difficult to recruit students at this time. In terms of our research activity we have maintained our research income while significantly exceeding the target set initially and we are putting in place the building blocks for further expansion with our partners in the CUA and the Cross-border Cluster. LYIT's strong reputation in developing access routes for students and supporting students on campus is well profiled in this document. We will continue to address this issue paying particular attention to the feedback from our student surveys and the impact of our quality reviews. The Institute has made major strides in implementing a staff development framework and ensuring that resources are available to support this activity.

In the context of equality, diversity and inclusion we have addressed all the targets we had set for ourselves and look forward to the outcome of our Athena Swan Bronze Award application. The Institute prides itself on compliance with Government policy and the strengthening of staff resources in governance and compliance has meant that this agenda has been addressed effectively. In conclusion while there have been some difficulties arising from Covid-19 the Institute remains committed to the implementation of its Strategic Plan and consequently its Mission-Based Performance compact. The following report is an honest assessment of where the Institute currently finds itself and we look forward to discussing it in more detail with the HEA.

Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

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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;**

In terms of Key System Objective 1, LYIT set out the maximum of two institutional strategic priorities under: Lifelong Learning and Employability.

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 the relevant High-Level Targets detailed under Key System Objective 1.

Institutional Priority – Employability
Develop and implement a tailored plan to improve the employability of graduates in line with the relevant High-Level Targets detailed under Key System Objective 1.

LYIT launched its Strategic Plan 2019-2023 in October 2019 at the beginning of this period of the compact. The Plan reflected a number of themes and objective domains which mirrored the overall key system objective outlined above. Under the domains of Education Partnership and Regional Development, Student Experience, Teaching, Learning and Assessment and Research the Institute committed itself to the development of a strong graduate pipeline spanning full-time undergraduate, post-graduate and flexible and online programmes for the benefit of those living in the region. This contribution has a strong regional remit but also contributes both nationally and internationally due to the distribution of our graduates and the enhanced reach of our flexible and online programmes.

To underpin this ambitious programme development, focus the Institute has extremely strong links with local and regional industry including on a cross-border basis. The increase in graduate employment in the region is testament to this relationship and the impact of on-the-job training for existing staff shows the confidence that these employers have in the graduates from the Institute. In addition to direct contacts with employers LYIT is also engaged in a number of external stakeholder groups e.g. IBEC Regional Executive, IBEC-CBI Forum, Regional Skills Forum, Chambers of Commerce (Letterkenny and Derry), various Skillnets (Tech North West, ICT Skillnet, Retail Ireland Skillnet), ICT FinTech Cluster, and the Killybegs Blue Economy Cluster.

Strategic Priority 1a: 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.

i. **Institution Strategic Initiatives**	**1.1 Determine baseline data for education attainment in this North West region and in terms of the LYIT student population across the relevant age cohorts.** The Institute continues to monitor success rates for Leaving Cert for students in the region. These completion rates have increased significantly over the last 15 years and this has resulted in consequent increase in applications and enrolments at LYIT. Currently LYIT attracts over 40% of the Leaving Cert cohort from County Donegal on an annual basis. The Institute produced a Data Profile of the Cross-border Region utilising available Census data and Feeder School data published in the Irish Times for 2019 in respect of commitments made for the Cross-border FE HE Cluster. Feeder School data was examined on a county by county basis with an analysis of student progression for each Donegal school. **1.2 Examine opportunities for programme development in relation to the new apprenticeships in conjunction with our further education partners.** LYIT has made significant progress in collaboration with Donegal ETB regarding the hosting of electrical apprenticeships at the Institute. LYIT and Donegal ETB signed an MoU in January 2016 and both organisations have worked together on a significant number of initiatives since then. In June 2019 LYIT made an application to the HEA to run electrical apprenticeships at the Institute this was a major development as LYIT had withdrawn from apprenticeship provision in the early 1990's. This was a strong statement of intent to return to this activity. By September 2020 the Institute has not received any formal decision on this application but at the time of completing this document a revised submission has been made to the HEA and a decision regarding funding is pending (March 2021). The Institute has also been involved in developing two apprenticeships in the culinary area namely; Apprentice Chef de Partie (BA in Culinary Arts) and the Apprentice Sous Chef (BA (Hons) in Culinary Arts – add-on). Unfortunately, these programmes have not commenced due to issues at a national level.

Through our engagement with Retail Ireland Skillnet the Institute has opened up progression routes for graduates from their apprenticeship programme.

1.3 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.

The Institute's Academic Council has been extremely supportive in the development of flexible programme opportunities across the Institute. These opportunities have been identified by the relevant academic schools in collaboration with industry to provide opportunities for part-time provision but more specifically opportunities for those already in work. In the academic year 2019/20, 27 new programmes were approved by Academic Council and these are available in Appendix 1. A significant number of these programmes were through the Institute's Springboard offering with funding provided by the HEA.

Under the CUA iNote project LYIT benefited from resources to support its flexible and online delivery. This manifested itself in the appointment of a Head of Flexible and Online Learning in July 2019 and subsequently the appointment of an Instructional Designer to support this activity. With the advent of Covid-19 in March 2020 the impact of the Flexible and Online Learning Unit was invaluable in supporting staff and students in the maintenance of programme delivery. At the time of completion of this report the Institute now employs two Instructional Designers and a Student Advisor (March 2021).

1.4 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.

LYIT's Academic Programme Plan 2017/19 – 2019/20 approved at Academic Council commits the Institute to expansion of its programme delivery. The Plan includes the following four objectives:

1. The number of offerings at level 8 should be increased.
2. While continuing to develop our levels of activity in part-time and distance learning develop an expertise/provision in relation to apprenticeships.
3. Increase our provision of flexible and on-line programmes.
4. Recruit additional fee-paying International Students

These objectives are completely consistent with our compact and the success of the Plan is outlined below in the key performance indicators.

1.5 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's programme portfolio does address national targets and prioritises identified skill needs in this region. Letterkenny and the broader North West region have a national profile in respect of International Financial Services which encompasses Financial Technologies (FinTech). A regional ICT/FinTech Group has been established to address skill needs in this area and this includes FDI employers (North and South), LYIT, Donegal ETB, Secondary School Representatives and Donegal County Council. LYIT has specifically addressed this requirement through the development of the FinTech Learning Labs concept with major

employers on both sides of the border. This formed the basis of the Institute's application under the Human Capital Initiative (HCI) Pillar 3 in March 2020 where the project was placed on a reserve list for funding. The Institute was particularly disappointed with the outcome of this competition as there has been significant input from international employers to address upskilling of existing staff in the North West City Region (Letterkenny, Derry and Strabane).			

ii. Key Performance Indicators	Pre-compact Baseline 2017/18	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Total Springboard places	No baseline identified	**186** students registered	200-250 places	**229** students registered
LYIT Enrolment – Full-time	3102	**3063** Registered against target of 3050	3050	**3202** registered against the target of 3050
LYIT Enrolment – Part-time	1214	**904*** includes 123 taking e-learning students, against target of 1000	950	**958*** *Includes 170 E-Learning Students against target of 950
LYIT Enrolment – Total	4316	**4090** against target of 4050	4000	**4260** against the target of 4000

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved**	As outlined in the table above the Institute has successfully achieved the targets it had set for 2019/20 in terms of student recruitment. We anticipate that this trend will continue over the coming academic years as the Institute continues to provide a broad range of full-time programmes with an increase in number at Level 8 while also providing relevant part-time provision developed with industry needs in mind and an increasing online enrolment which allows us to recruit students from any location and therefore we are not restricted by the geographical region we serve. This level of activity is driven by significant work at school and department level facilitated by a pro-active Academic Council. There is a clear recognition through the objectives set in the Institute's Academic Programme Plan of the direction the Institute needs to follow. In addition, to support these developments the Institute has been extremely proactive with schools' engagement activities and also with ongoing industry engagement. The Institute believes that there is potential in the development of the FinTech Learning Labs concept and was extremely disappointed not to receive HCI funding to support this activity. In the context of the emerging Technological University the Institute will benefit from the HCI funded Education 4.0 project which will build on the success of the iNote project and significantly bolster the LYIT Flexible and Online Learning Unit which has made a major impact in its first academic year.

Strategic Priority 1b: Employability - Develop and implement a tailored plan to improve the employability of graduates in line with the High-Level Targets detailed here.	

i. **Institution Strategic Initiatives**	**1.6** **Determine baseline data relevant to employability addressing existing supports to prepare students for employment.** For a number of years, the Institute organised a Graduate Destination Survey at our graduation ceremony in October in the year of graduation. This activity has now been overtaken by a National Graduate Outcome Survey and in the first year (2017) of operation LYIT had a very poor response rate (9%) making it difficult to establish a baseline for comparisons. Through the allocation of dedicated resources, the LYIT response rate (42%) to this survey improved remarkably for 2018. **1.7** **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.** The Institute recognises the increase in demand for work placement in our academic programmes. This has seen a significant increase in programmes with a built-in placement and this is reflected in our key performance indicators below. Given the impact of Covid-19 the main challenge this year was to maintain our work placements during lockdown or where this wasn't possible to ensure that alternatives were in place to allow students complete their course of study. This has had an impact on the initiatives we had outlined for the compact and while we have addressed the key performance indicator outlined the roll out of further planned initiatives under Strategic Plan 2019 - 2023 have been impacted by Covid-19. **1.8** **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."** The Academic Council's Programmes Committee plays an important role in standardising Institute approaches to all aspects of programme development. The Programmes Committee ensure consistency, as far as possible, in how programme modules are developed including Work Placement modules encompassing length of placements, ECTS credits associated, individual roles in assessment, and assessment approaches. The final agreed QA processes governing Work Placement will be informed by guidelines developed by the Programmes Committee and national and international best practice. This issue was also addressed as part of our response to the Cyclical Review 2018. **1.9** **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.** The new programmes developed in 2019/20 (detailed in the appendix 1) show a very clear focus on advanced digital skills which are in very high demand in Donegal and the wider North West in the regions significant ICT and FinTech sector. The impact of Covid-19 interrupted plans to roll out initiatives to strengthen the digital skills of students on existing programmes. Covid-19 meant that students were not on campus from March 2020 for the remainder of the academic year

and required all students and staff to engage more directly with a range of digital technologies. The focus of everyone involved was to ensure that academic programmes would be completed successfully. This was achieved through individual efforts of staff and students and a comprehensive set of supports that were developed by the Institute's Flexible and Online Learning Unit. The supports from this unit have been enhanced even further in the current academic year and this will be reported in next year's SER.

While the Institute is committed to the provision of foreign language modules it has become increasingly difficult to recruit students onto these programmes and this has resulted in some programmes being removed from the CAO on a permanent basis while others have been paused subject to internal reorganisation.

The CUA International Working Group is actively working on an initiative to enhance languages provision on a collaborative basis.

1.10 **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.**
Within LYIT an institution indicator of Work Readiness has been created and validated using data analytics of items already measured as part of the studentsurvey.ie. This provides a baseline measure of frequencies around employment knowledge and skills that contribute to employability, the application of learning in the workplace, blended learning with workplace experience, acquisition of job and work-related knowledge, working with others, and solving real world problems at LYIT. These measures can then be benchmarked with national data and monitored over time.

These projects build on previous Institute initiatives including the development of the LYIT Graduate Attributes which was a key focus of the period covered by the previous compact. The Institute is being greatly assisted in developing employability skills statement via work being undertaken by the partners in the CUA.

ii.	Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number and % of programmes with work placement		No baseline identified	55% (28/51 programmes)	58%	**67% (36/54 programmes)**
iii.	Interim targets, commentary and data source (maximum of 300 words)	The strategic initiatives outlined here have been more difficult to address because of the impact of Covid-19. As can be seen from the statistics provided above LYIT has significantly increased the number of programmes with work placements. The management of these placements resides with the individual academic schools and it is difficult to have a consistent approach across the college as the programmes vary depending on the level of engagement required. It is great credit to the staff, students and placement providers that this activity was concluded successfully in the academic year 2019/20 and as the restrictions have continued into this academic year the flexibilities provided by all concerned have continued. The Institute's Careers Service has continued to offer ongoing support to

Please colour code this box in line with progress achieved	students while moving online. There has also been collaborative work through the CUA in developing Joint Employability Statements, developing an Employability module and hosting a Joint Virtual Careers Fair. The nature of the recruitment process for graduates has also changed significantly and there is an onus on the Institute to provide support for graduates as they seek employment in this new environment.

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;
In terms of Key System Objective 2, LYIT set out the maximum of two institutional strategic priorities under: Internationalisation and Enterprise Engagement. **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 relevant High-Level Targets detailed under Key System Objective 2. **Institutional Priority – Enterprise Engagement** Enhance enterprise engagement activities in line with the relevant High-Level Targets detailed under Key System Objective 2. The Institute recognises the national priority to attract international students to Ireland and to develop language and intercultural skills in our indigenous population. This is outlined in the Irish Educated, Globally Connected, an International Strategy for Ireland 2016 – 2020 and reflected in the LYIT Strategic Plan 2019-2023. In order to attain this objective LYIT undertook the following actions during the academic year 2019/20.   - Build capacity in respect of the International Office with the appointment of an International Education Manager   - Work with the academic managers to promote the Institute to international students continuing the positive trend in international enrolments.   - Enhance the experience of international students who choose LYIT by supporting their integration into campus life and work with regional enterprises to capitalise on the significant potential of this particular student cohort.   - Develop additional Erasmus+ agreements and supports to increase the numbers of incoming and outgoing Erasmus+ students**.**   The Institute through the HEA Landscape funded Smart Industry NoW project has put in place a Smart Industry Board that builds on the existing structures of Derry City and Strabane District Council's Skills Delivery Partnership. In addition, the Institute continues to build alliances with enterprise in the region where the ICT/FinTech Cluster and the Marine Cluster represent concrete examples of the Institute's commitment.

Strategic Priority 2a: Internationalisation	
i. **Institution Strategic Initiatives**	**2.1** **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** The International Education Manager's Operation Plan for 2019/20 which was agreed at Executive Board included the following: - Proposed expansion into new territories including attending fairs in Korea, Japan, UAE, Mexico, and Sri Lanka. - Implemented an online application system for processing LYIT's non-EU applications. - Engage in a new payment system for Non-EU payments using a Third party called Flywire. The online application system was launched in January 2020 and over 800 offers were made to Non-EU students for September 2020 in addition the Flywire system is now in place. The numbers of Non-EU students decreased in September 2020 due to Covid-19 and due to the financial difficulties faced by students and their families. Only two out of the seven planned fairs went ahead due to Covid-19. LYIT engaged a Regional Manager in India to expand our agent network in India and surrounding countries in Jan 2020. **2.2** **Conduct a baseline analysis of matters that influence the current profile of international students at LYIT** A student Ambassador group was established in September 2019 at LYIT with representatives from a diverse range of countries representing LYIT's International student body. Weekly meetings were held between the student Ambassador group and the International Office to improve LYIT's offering to international students. The group highlighted several possible enhancements which were taken on board and implemented including establishing an International Student Hardship Fund and an additional tuition discount to International students progressing in September 2020. The group was very active throughout the academic year providing feedback that will be useful in further shaping the international offering at LYIT. Resulting from the success of this Ambassador group, LYIT recruited a Senior International Student Ambassador to join the International Office for a paid 12-month period starting in August 2020. **2.3** **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.** Ireland is a favoured location for incoming Erasmus+ students and particularly in the context of Brexit, HEIs in Ireland (including LYIT) are being pursued by institutions across the EU to agree Erasmus+ partnerships. In the Covid-19 context, LYIT was unable to pursue a planned strategy to welcome increased number of Erasmus+ students in programme areas that have traditionally been under subscribed Negotiations are ongoing through the Irish Government to support Erasmus students from Northern Ireland and LYIT hopes to leverage its strong cross-border partnerships to be a central element of this Irish Government initiative. This activity does not relate to the 2019/20 academic year.

2.4 Ensure that processes are put in place to enable and support a greater percentage of LYIT students to undertake part of their studies abroad and also to undertake work placements through Erasmus+

Returning LYIT students that have been on an Erasmus+ mobility are asked to present to students in the year groups below them to share their experience and encourage participation in Erasmus+. Learning from experiences in previous years, LYIT is increasing the supports required to prepare students prior to their mobility. In March 2020 all of our students on Erasmus+ were requested to return to Ireland due to the pandemic. These students were assisted financially and emotionally to return to Ireland and find alternative means to achieve their academic credits.

2.5 Arising from QQI's Code of Practice for the Provision of Programmes to International Learners and the planned QA mark for international education, draft new QA guidelines to underpin existing activity levels and planned growth.

As part of the development of Quality Assurance Handbook (QAH) 4.1 the Institute has adopted the QQI Code of Practice for the Provision of Programmes of Education and Training to International Learners. LYIT adheres to the three principles of this code.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of Full-time International Students	150	**201**	230	**261**
Full-time EU Students	93	**54**	70	**57** against target of 70
Full-time non-EU Students	57	**147** against target of 143	160	**204** against the target of 160
Teacher Mobility Erasmus +	5	Information not provided. *Please provide total achieved*	7	**1***
Staff Mobility Erasmus +	3	Information not provided. *Please provide total achieved*	5	**0***
Number of staff on non-EU bilateral programmes	2	Information not provided. *Please provide total achieved*	3	**0***
Incoming delegations from non-EU	China, USA, Malaysia	Information not provided. *Please provide details*	No target set	Malaysia, India and Mexico
***Staff were unable to travel due to Covid19**				

iii. Interim targets, commentary and data source (maximum of 300 words) **Please colour code this box in line with progress achieved**	The Institute set very ambitious targets in terms of recruitment of Non-EU students. The appointment of an International Education Manager signalled a strong strategic intention to achieve this objective. It is evident from the recruitment for 2019/20 that the Institute strategy was succeeding and that our reputation specifically for the provision of attractive post-graduate programmes in the ICT area was proving popular with this student cohort. The Institute had embarked on an extensive recruitment campaign for the 2020/21 academic year and this was proving very successful as is evidenced by the number of offers made to prospective students. However, the advent of Covid-19 in March 2020 had a major impact on student recruitment. The first objective was to ensure that the students who were already with us completed their programme successfully and that our own students who were studying abroad were returned safely and also were in a position to continue their studies. Despite the negative impact of Covid-19, LYIT managed to retain a significant number of international students for the academic year 2020/21 and the work of the International Office in dealing with specific issues arising has been extremely supportive of this group of students. The CUA International Working Group has worked collaboratively towards developing a draft Internationalisation Strategy Framework. Collectively the group has proposed the adoption of Jane Knight's definition of Internationalisation…. "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education." The Draft CUA Internationalisation Strategy Framework proposes a 3 Pillar approach including; • Internationalisation at Home • Internationalisation Abroad and • Internationalisation of Research All based on 3 cross-cutting themes of Sustainability, Active Global Citizenship, and Language and Intercultural Awareness.

Strategic Priority 2b: Enterprise Engagement	

i. Institution Strategic Initiatives	**2.6 Conduct a baseline study of existing levels of enterprise engagement and existing capacity available through the Institute's incubation centre CoLab.** LYIT has undertaken a survey of CoLab clients and has identified specific requirements particularly in relation to Sales and International Marketing. We are currently working towards providing enhanced supports to CoLab clients in these areas. The Institute has more broadly examined the provision of incubation supports for enterprise start-ups and was a partner with Donegal County Council in their successful bid under the Border Enterprise Development Fund for the Alpha Innovation Centre on a site adjacent to our main campus in Letterkenny. **2.7 Identify targets for enhanced activity that address the high level targets identified here in terms of enterprise engagement.** LYIT is engaged in a number of external stakeholder groups e.g. IBEC Regional Executive, IBEB-CBI Forum, Regional Skills Forum, Chambers of Commerce (Letterkenny and Derry), various Skillnets (Tech North West, ICT Skillnet, Retail Ireland Skillnet), ICT FinTech Cluster, and the Killybegs Blue Economy Cluster.

The Institute has continued through the HEA Landscape funded Smart Industry NoW project to put in place a Smart Industry Board that builds on the existing structures of Derry City and Strabane District Council's Skills Delivery Partnership. A board will be formed involving the key industry representatives from across the region to help shape enterprise engagement activities. In addition, the Institute continues to collaborate in terms of high-potential start-ups with Catalyst Inc who were key partners in the 2015 extension to LYIT's research and innovation centre, CoLab.

2.8 **Further develop capacity and the number of project agreements with industry, such as innovation vouchers in line with the high level targets.**

Up until March 2020 LYIT was on the trajectory to meet its high level targets in line with the performance indicators included in the Compact. Covid-19 significantly impacted on all LYIT's external engagements for the second half of academic year 2019/20.

The Institute's WiSAR Technology Gateway met all metrics agreed with Enterprise Ireland over the 2019/20 period and used the period to build capacity in Software Engineering to further complement its existing strengths in Electronics and the Internet of Things.

2.9 **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.**

These enhanced interactions are particularly evident at academic School and Department level. All of our programme development is informed by inputs from industry and in a number of programmes industry has specifically contributed to the curriculum content and delivery of the programmes. In excess of 60% of our part-time and online delivery programmes have been developed in partnership with industry.

LYIT continued the engagement with the Killybegs Marine Cluster in relation to our successful funding application via Enterprise Ireland's Regional Technology Cluster Fund in 2019/20. Unfortunately, the appointments of the Education and Outreach Manager for all the successful clusters were delayed until Enterprise Ireland were in a position to complete the job specification for these posts. Interviews were conducted in late 2020 and the successful candidate took up the role in February 2021.

The FinTech Learning Labs proposal under HCI Pillar 3 was an example of a strong engagement on programme development undertaken with large employers in the region. This proposal encompassed 11 programmes designed to upskill and reskill staff in the large FinTech enterprises in the region, this proposal was innovative as not only did it involve co-design with leading innovative international enterprises it also encompassed co-delivery of programmes utilising the enterprises' key personnel.

2.10 **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.**

The Smart Industry Now project with our partners Ulster University, North West Regional College, and Donegal ETB is aimed specifically at supporting innovation in enterprises.

LYIT with our CUA partners IT Sligo and GMIT is a member of the Ignite West TTSI consortium led by NUIG's Technology Transfer Office.

2.11 **Through these activities play our part in delivering improved employer satisfaction rates as measured through the National Employer Survey.**

The most recent National Employer Survey 2018 shows an employer satisfaction rate of 86% with higher education providers.

At LYIT we believe we are making a positive contribution to this engagement at a local, regional and national level. This has been evident in the number of companies that were keen to be partners in the two cluster proposals, ICT/FinTech and the Marine Cluster, that we presented for funding to Enterprise Ireland under the Regional Technology Cluster Fund.

ii. Key Performance Indicators	Pre-compact Baseline 2017-2018	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of EI Innovation Partnerships	13 completed (to 2018, cumulative)	10 completed to Oct 2019	No target set	**1** In the period September 2019-August 2020
Number of Innovation Vouchers	150 completed (to 2018 cumulative)	250 completed to Oct 2019	No target set	**15** In the period September 2019-August 2020
Inter-trade Ireland Fusion Programme	40 completed (to 2018 cumulative)	50 completed to Oct 2019	No target set	**Fusion 6 CoInnovate 10** In the period September 2019-August 2020
EI commercialisation grants	6 completed (to 2018 cumulative)	10 completed to Oct 2019	No target set	**1** In the period September 2019-August 2020
Activity levels at Tech North West Skillnet	Learning network, 120 companies (2019). Network secured cumulatively 2.3m funding, 60% from the	120+ companies accessing training programmes (2019). 700+ employees and c.a. 30 jobseekers will complete training programmes.	No target set	**120 Employers involved across Donegal, Sligo and Leitrim. 500 employees/unemployed persons trained.**

	companies, 3,500 individuals trained to date.			
Activity levels at CoLab	CoLab is an Incubation, Research and Enterprise Centre on the LYIT main campus, with 4500m2 of accommodation to support entrepreneurs at every stage of business development.	73 separate entities in residence at CoLab, employing 212 people (June 2019)	No target set	**65 businesses in CoLab June 2020 employing 175 graduate level knowledge workers**
Engagements via WiSAR (Wireless Sensor Applied Research) Technology Gateway	Technology Gateway in partnership with Enterprise Ireland. Expertise in wireless, embedded systems, power electronic solutions for the Internet of Things supplemented with strong software capability.	No update on engagements provided.	No target set	**50 Engagements with Industry 2019/20**
New Frontiers Programme outcomes	This entrepreneurship initiative is run collaboratively with IT Sligo and is funded by EI (250k per annum)	No information on outcomes provided	No target set	**25 Phase 1 Participants 12 Phase 2 Participants 3 Phase 3 Participants 2 participants secured Competitive Start Funding**
Collaborative research agreements with industry	1 (2017)	2 (2018)	2 (2019)	**4 (2020)**
Contract service agreements with industry	22 (2017)	25 (2018) e.g. Innovation Vouchers	25 (2019)	**15 (2020)**
Consultancy agreements with industry	3 (2017)	3 (2018)	3 (2019)	**2 (2020)**
Number of inventions/disclosures in year	0 (2017)	0 (2018)	1 (2019)	**0 (2020)**
Number of Licenses/Options/Assignments	1 (2017)	0 (2018)	1 (2019)	**0 (2020)**

iii. Interim targets, commentary and data source (maximum of 300 words)	LYIT envisions its future working closely with regional enterprise in line with the model proposed for Technology and Innovation Poles detailed in Project 2040: Investing in Business, Enterprise and Innovation 2018-2027. Technology and Innovation Poles will see a further scaling of the capability of Technological Universities (TUs), in a planned, internationally ambitious way, that creates centres of excellence for both generating high-levels of entrepreneurship and spin-outs in the regions and also as key activators in supporting firm-level innovation, productivity, scaling and internationalisation.
Please colour code this box in line with progress achieved	The Institute is also committed to the road map in Future Jobs Ireland to help shift our enterprise and jobs focus to ensure quality jobs that will be resilient into the future. The five pillars in Future Jobs Ireland are areas where LYIT has an important role to play, that is in embracing innovation and technological change; improving SME productivity; enhancing skills and developing and attracting talent; increasing participation in the labour force; and transitioning to a low carbon economy. The Technology and Innovation Pole vision as a driver of technology development, advanced skills to a much greater focus on enterprise spin-out and firm level innovation, productivity, scaling and internationalisation is one which is embraced by LYIT. In addition, the focus on collaboration between TUs, and other national and regional actors, to create a regional/cross regional high-tech hothouse concept, generating and incubating a proliferation of high potential start-ups embedded in the region will be very beneficial as regional enterprises look to the regional HEI for innovation supports.

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;

In terms of Key System Objective 3, LYIT set out the single strategic priority under: Research.

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.

The Institute's Strategic Plan 2019-2023 identifies research as a specific objective domain. In order to pursue the objectives outlined in the Plan the Institute has pursued the following actions:

- Built capacity through the appointment of a Research Support Officer to support the Head of Research and Innovation in the delivery of the Institute's Research priorities.
- Worked with the Estates Manager in the delivery of the new William C. Campbell Research Suite at LYIT's CoLab to accommodate 60 research students.
- Progressed, developed and reviewed the necessary policies and procedures to support Research and Innovation including Intellectual Property, Conflicts of Interest and Research Ethics.
- Undertook and supported activities that raised awareness about research opportunities together with potential funding sources.
- Developed research capacity through the CUA

- Utilised the funding available for the Cross-border Cluster to support jointly supervised research between LYIT and UU working with innovative regional industry through the Smart Industry NoW Project.
- Worked collaboratively with IT Sligo and GMIT in the CUA on the delivery of the CUA Research Symposium.
- Examined opportunities for new collaborative research projects that will take the place of the current Interreg VA Centres.

Strategic Priority 3a: Research	

i. Institution Strategic Initiatives	**3.1 President's Research Scholarships** This Programme is concerned with the provision of research and development training for highly skilled graduates leading to the award of a Master's and PhD degree. The provision of high-quality R&D training is the primary objective. The programme includes training in advanced research techniques (Certificate in Research Practice) and in the application of new knowledge and technologies. The aim is to increase the supply of graduates with the necessary skills to provide the advice and technical support which industry requires to become and to remain competitive. This will be achieved through the provision of research and development training for graduates for the specific purpose of promoting development capability and thus advancing LYITs links with industry and other external organisations. In 2019/20 a total of 16 President's Research Scholarships were awarded to candidates from across the Institute to support them in their research studies. **3.2 Develop a Research and Innovation Strategy** LYIT's primary focus in the Research domain during 2019/2020 in collaboration with colleagues in IT Sligo and GMIT was to significantly advance the Research metrics required to achieve the TU criteria. Significant progress was made towards achieving these key criteria. Preliminary internal discussions were commenced with respect to the new Research and Innovation Strategy building on the Institute Restructuring underway and emerging synergies between Engineering and Computing. This dynamic will contribute to LYIT's ambitions to continue to support strategic industry partners across the North West region in key areas like Data Science including High Performance Computing, AI and Cybersecurity as well as in Financial Technologies encompassing Design, Innovation, and Entrepreneurship. In undertaking this preliminary internal review, LYIT is acutely conscious of the research strengths of our CUA partners in IT Sligo and GMIT and our collective desire to add value to one another and enhance our collective research and innovation offerings to the region.

	We are also working collaboratively with partners in Northern Ireland especially Ulster University, building further on our long-established relationship and are positioning LYIT to be a key positive contributor to future North/South research and innovation developments.			
ii. **Key Performance Indicators**	**Pre-compact Baseline** (2017-18)	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Research income	**€1.9m** (2017-18)	**€2.6m** (Audited)	**€1m** *noted in 2019 report as being a conservative estimate, but new target was not provided.*	**€2.2m** (Draft Accounts)
Number of postgraduate research students	**31** (with 17 ICT research students)	**31** against target of 31	**45** (with 21 ICT research students)	**53**
Research Centre Activity	Ongoing research projects: TAOIDE (H2020) Advancement of Ocean Energy Devices – Total funding €3.24m, LYIT €346k. NWCAM (Interreg VA) NW Centre for Advanced Manufacturing – total funding €8.8m, LYIT €570k. Bryden Centre (Interreg VA) Marine Renewable Energy – Total funding €9.8m, LYIT €2.3m CPM (Interreg VA) Centre for Personalised Medicine, Total funding €9.4m, LYIT €367K	SAFER (Interreg Atlantic Area) Smart Atlantic Food Cluster – total funding €1.8m, LYIT €178k SMARTRenew (Interreg NPA) Renewable Energy Storage – Total funding €1.65m, LYIT €294K Enter to Transform (Interreg North West Europe) Refugee Entrepreneurship €389K.	No target set	All projects listed for 2018/19 are continued for 2019/20.
iii. **Interim targets, commentary and data source (maximum of 300 words)**	The Institute received a contribution of €200k from the HEA on the basis of the research case study submitted as part of the Compact documentation for 2018/19. In addition to this funding a further €150k was secured in RGAM funding for research. This funding allied to research funding won and seed funding provided through the President's Award ensured significant activity in the Institute for the academic year 2019/20. There was also a significant contribution from CUA funding to support the pursuit of the TU criteria specifically related to research.			

Please colour code this box in line with progress achieved	The William C. Campbell Research Suite in the CoLab building is now complete. The Centre provides dedicated accommodation for research students including desk space for 60 students, meeting rooms, and conference facilities. The research suite is named after the Nobel Prize Winning Biologist from 2015 who was born in Ramelton, County Donegal and Professor Campbell assisted at the official opening in November 2020. The Institute in 2019/20 sponsored, in association with Údarás na Gaeltachta, the Marine Renewables Industry Association annual conference in Dublin. This allowed researchers from the Bryden Centre to promote their activity to an industry dominated audience. LYIT is an active participant in the CUA WG2 working collaboratively with IT Sligo and GMIT to achieve the TU research metrics. LYIT had a strong representation at the CUA Research Symposium in January 2020. LYIT students won both competitions, Laura McDaid and Christopher McEleney were commended for their poster and conference presentations.

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;

In terms of Key System Objective 4, LYIT set out the maximum of two institutional strategic priorities under: Participation Rates for Underrepresented Groups and Student Success Strategy.

Institutional Priority – Participation Rates for Underrepresented Groups
LYIT will sustain improvements in participation and success rates for students from underrepresented groups.

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 relevant High-Level Targets detailed under Key System Objective 4.

The Curve Our Story: A Celebration of Twenty Years of Access was published in December 2020 by LYIT to mark the significant milestone of twenty years of Access initiatives at LYIT. The Curve is LYIT's Access Office and the publication reflects on the benefits that have flowed from Access initiatives since the initial offering of the Access programme in 2000/01. Principal among these benefits has been improved opportunities for underrepresented groups to progress to higher education in County Donegal. Included are inspiring testimonials from students who completed the Access programme, which for many was the first step in an education journey that continued to honours degrees, postgraduate study, and on to valuable and rewarding careers.

Strategic Priority 4a: Participation rates for underrepresented groups	
i. **Institution Strategic Initiatives**	**4.1 PATH II Programme** **PATH II – 1916 Bursaries** The 1916 Bursary Fund forms part of the overall package of access measures to promote participation by under-represented groups in higher education. Consistent with the goals and target groups in National Plan for Equity of Access to Higher Education 2015-2019, the

1916 Bursary Fund provides financial support to students identified by LYIT as being the most economically disadvantaged from specified target groups, and complements existing student supports and access initiatives, with funding of €5,000 per year. In the period covering this reporting period, 1 September 2019- 31 August 2020, the following number of students being supported at LYIT with a 1916 Bursary are;

Year	Number of 1916 Bursary holders
2017	4
2018	5
2019	7
Total	**16**

4.2   PATH III Programme: Attract –Transition – Succeed Project.

MENTORING FOR ATS (ATTRACT TRANSITION SUCCEED): LYIT piloted training for ATS mentoring with students who had completed the LYIT Access programme and LYIT SU student leaders. This created a cohort of peer mentors who supported participants in the LYIT summer access programme and the ATS summer schools. The pilot produced a suite of training materials, supported by on-line resources. The peer mentoring pilot was extended to support all students on the 2019/20 LYIT Access programmes and all students on the ATS summer schools. (The planned summers schools were rescheduled to September 2020, prior to the start of the new academic year). LYIT has partnered with 12 post-primary schools, 8 of which are DEIS schools to develop a Peer Mentoring for Access initiative, which is supporting mentoring programmes for pupils in post-primary schools. This initiative is supporting the professional development of teachers in the area of mentoring, leadership, and advancement in relation to access to higher education. Both pupils and teachers will have access to on-line resources, printed handbooks and bespoke peer mentoring training. Pupils will have the opportunity to be awarded a digital badge in mentoring from LYIT. The training materials, handbooks, on-line resources and digital badge have been shared with all partners within the West/North West Cluster. This involved 230 pupils as peer mentors and 13 teachers as mentor leaders. Pupils were in Transition Year (TY) in six of the schools, 6th Year in two of the schools, 5th Years in three of the schools, and 3rd Year in one school.

The ATS digital badge for peer mentoring has been co-designed by academic staff, students and post-primary teachers. This badge recognises the commitment, development of skills and competencies, as well as the value of the mentoring work undertaken by both mentors and mentees. In developing mentoring within LYIT, we have held meetings, conference calls, piloted training, undertaken peer mentoring training with all 204 pupils involved and reviewed materials with our community partners. This engagement has taken place in community venues, partner schools, and also in LYIT.

REACH for ATS: We worked with Community partners and focused on 2 pilot schools initially. This approach was very productive and has allowed us to refine both our approach to working with target schools and the content of the material delivered. REACH for ATS now has a full staff complement, clear links with target schools and community partners. The implementation of COVID-19 restrictions meant that some of the planned outreach activities could not take place from March 2020 as planned. Activities were changed and moved on-

line; in particular those for digitally-supported maths learning. Plans in collaboration with community partners were revised and revised outreach activities were developed on a blended basis for September 2020. We planned to interact with 250 students during this period but managed to interact with 130.

4.3 Certificate in Preparatory Studies for Higher Education and Certificate in Access Studies
LYIT's Certificate in Preparatory Studies for Higher Education (Level 6 Minor Award - 60 ECTS credits) was established in 2006 and in 2012 a new Certificate in Access Studies (Level 6 Minor Award - 30 ECTS credits) was also developed. In 2015, the Certificate in Access Studies became the first higher education access programme in Ireland to allow entry to Leaving Certificate Applied (LCA) students.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Direct entry from FE Colleges	20	45	45	58
Number and % of all full-time students in receipt of SUSI grant	74% (national average for IoTs is 64%) **1863 (60%)**	**1782 (58%)**	74%	**1760 (55%)**

iii. Interim targets, commentary and data source (maximum of 300 words)	It is evident in the HEA data developed in the past two years on Spatial and Socio-Economic Profile of the Higher Education Population that access initiatives at LYIT are contributing in a very positive way in addressing disadvantage and the needs of underrepresented groups. LYIT's success in reflecting the diversity of the region we serve is evident in the HEA socio-economic profile data from December 2020. The data relates to Deprivation Index Scores (DIS) that measure the relative affluence or disadvantage of a particular geographical area compiled from the census data. Across the higher education system, there was an average of 4.9 students from disadvantaged areas to every 10 students from affluent areas with LYIT a significant outlier where the finding was 79 students from disadvantaged areas to every 10 students from affluent areas. This analysis of Ireland's 25 higher education institutions includes a breakdown of the student population into four categories from "Disadvantage" to "Affluent". LYIT had the highest percentage of "Disadvantage" students at 25%, and also the highest percentage in the "Marginally Below Average" category at 52%, the Institute also had the lowest percentages in both the "Marginally Above Average" category at 20% and "Affluent" at 4%. LYIT's mean deprivation index score was -5.1 with the average across higher education sector at 2.1 and where the next lowest higher education institute was Waterford Institute of Technology at -2.3. Based on Electoral Division (ED) level area income profiles, the overall average household income of students, based on their home ED, in higher education was €49,603, and again LYIT had the lowest figure at €35,853.
Please colour code this box in line with progress achieved	

Strategic Priority 4b: Student Success Strategy	
i. Institution Strategic Initiatives	**4.4 Student Success Strategy – will select and track comprehensive metrics to ensure participation of underrepresented groups and set targets for various sub-groups of students and identify most appropriate manner to target these students, accurately profile supports required, and ensures supports are in place from the outset.**

LYIT as part of the CUA's Learning & Teaching Sub-group and the Student Services Sub-group has jointly developed a 'Student Success Strategy Framework' with its CUA partners (GMIT & IT Sligo). This document will be included as part of the CUA's TU Application. The CUA Student Success Framework and collaborative strategic activities align with the National Forum's strategic priorities and the CUA Learning Teaching & Assessment Principles which have been approved by the CUA's Academic Councils.

Optum North-West Healthcare Scholarship 2019/20
Optum Ireland aims to support the enhancement of the healthcare system in the Donegal region and have developed the Optum North-West Healthcare Scholarships to promote diversity in higher education by supporting young people from less advantaged and non-traditional backgrounds to pursue higher education. The Optum North-West Healthcare Scholarships is delivered in partnership with Letterkenny Institute of Technology (LYIT) and Ulster University (UU).

Each year, Optum Ireland award two scholarships to students pursuing third level education at LYIT. In 2019/20, LYIT was awarded four Optum North-West Healthcare Scholarship, an increase of two scholarships.

These scholarships were awarded to:
- Nicole Laverty, student in the Bachelor of Science in Early Childhood Care, Heath & Education
- Jamie Gallivan, Bachelor of Science (Hons) in Applied Computing
- Aine Kerr, student in the Bachelor of Science (Hons) in Science
- Stephanie McDaid, student Bachelor of Science (Hons) in General Nursing

These students receive an annual €2,500 bursary from Optum Ireland for the duration of their studies at LYIT. This partnership with Optum Ireland supports young people pursuing third level education in the region.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Student Success Strategy	No comprehensive Student Success Strategy in place.	*Unclear from report if Student Success Strategy has been developed yet. Various initiatives described.	Student Success Strategy	See above
Target Socio-Economic Group (SEG)	40% (2017-18)	31% against target of 40%	40%	**From 2019/20 data not collected on SEG grouping in Access survey**
1st time mature students	17% (2017-18)	14% against target of 17%	16.5%	**107 (11%)**

New Entrants with a Disability	15% (2017-18)	20% against target of 14%	14.5%	**14.6%**
iii. Interim targets, commentary and data source (maximum of 300 words)	LYIT prides itself and its track record in attracting students from socio economic disadvantaged backgrounds to the Institute. Over a 20-year period the Institute has been extremely innovative in creating pathways for these students and this has subsequently been supported by a number of scholarship opportunities that have developed over the years. This theme is further developed in the Institute's Case Study appended to this submission.			
Please colour code this box in line with progress achieved	LYIT through our involvement in the CUA has developed a 'Student Success Strategy Framework' which will form part of the CUA's TU application. The development of the framework has involved input from the Academic Council's at LYIT, IT Sligo, and GMIT.			

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;

In terms of Key System Objective 5, LYIT set out the maximum of two institutional strategic priorities under: Quality Assurance and Professional Development of Staff.

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.

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.

The Institute in its Cyclical Review 2017/18 detailed the benefits that innovation in Quality Assurance can have in fostering a dynamic institutional culture. LYIT has a very clear commitment to continuous quality improvement and this is evident in the working of our Academic Council and the constant updating that occurs in our Quality Assurance Handbook (QAH).

In 2019/20 a very significant examination of the Institute's approach to the professional development of staff and the detail of the PROGRESS initiative is detailed below.

Strategic Priority 5a: Quality assurance	
i. Institution Strategic Initiatives	**5.1 Actions via the QQI Cyclical Review: greater exploitation of data and a focus on learning analytics** In response to the recommendations of our Institutional Review, LYIT has developed a series of Quality Improvement Plans (QIPs). The QIP is developed annually by the Institute's Executive Board. The QIP designates responsibilities, timeframes and includes an action plan in tabular format. Individual members of Executive Board are responsible for the delivery of objectives and targets in their Faculty/Functional area. The annual QIP also reviews performance against targets in the previous year's QIP. The QIP is included in the Annual Institutional Quality Report (AIQR) to QQI.

A student engagement research initiative began in March 2020 under the Unlock project. It aims to improve student engagement through learning analytics, partnership and co-designed interventions while ensuring sustainability.

- Unlock's first aim relates to the development of reporting templates using available data from studentsurvey.ie. Ultimately, Unlock aims to facilitate the use of survey data to inform decisions around teaching, learning and student success both locally and nationally. By looking at qualitative content at LYIT, our student survey reporting may evolve with student engagement in Ireland to align with the strong inclusivity and diversity values upheld by LYIT and instilled in the five principles of decision making in student engagement (NStEP, 2020).
- The second aim relates to partnership, Unlock works with internal stakeholders to make the initiative a success. For example, one of its other objectives is the communication of findings from the studentsurvey.ie. To achieve this, Unlock partnered with Graphic and Digital Design students at LYIT to create and choose an identity for the project.
- Our third objective involves the co-design of interventions to improve student success. For example, the traditional classroom and lecture theatre design has been shown to be suboptimal in the facilitation of learning and engagement in primary, secondary and third level education. However, 'still' or 'sedentary' learning remains prevalent within Higher Education Institutes across Ireland and the UK.
- Finally, the fourth aim is for the initiative to positively influence student success long after the project has ended. With this in mind we provide syntax for our reports so that analysis can be replicated. In support of Open Science principles, Unlock advocates for transparency in student engagement outputs so that interventions can be replicated, collaborations fostered, findings shared and methods continuously developed as the educational environment evolves.

5.2 Restructuring in LYIT to ensure necessary supports for Institute reporting, quality monitoring, decision-making bodies –
Under section 7.6 Leadership, Compliance and Resource Utilisation in the Institute's Strategic Plan 2019-2023 the Institute is committed to restructuring. In early 2019 in advance of the publication of the Strategic Plan the Institute introduced a number of Vice-Presidential roles replacing the Registrar, Secretary/Financial Controller and Head of Development respectively. Following publication of the Strategic Plan a sub-group of Executive Board was established to progress this matter and extensive consultation was carried out across the Institute. An agreed approach was approved by Governing Body and communicated to all Institute stakeholders in 2019/20. It was agreed that the implementation phase should begin in September 2020 and be completed in Semester 1. The main changes agreed included transition from four academic schools to three faculties. These faculties are Business, Engineering and Technology and Science and Health.

In addition, arising from the Central Services Reviews carried out previously new posts were to be created namely; Student Services Manager, Head of Online and Flexible Learning, Quality Assurance Officer and a Research Officer. In addition, a new Vice-President and a Head of Department of Early Education and Social Sciences were agreed upon. A post-doctoral researcher was appointed to support the Institutional Research activity and monitoring of data. The Institute will be in a better position to report on the positive impact of this activity for the academic year 2020/21. The last restructuring at LYIT took place in 2004.

5.2 Develop guideline for Induction/First Year experience that builds on existing LYIT initiatives.

Given the impact of Covid-19 the Institute needed to rethink its approach to student induction for Academic Year 2020/21. The planning for this was completed in the academic year 2019/20 and the following is an indication of the schedule of activities for first year student in their first week in college.

LYIT's Online Induction 2020: Connect for Success

Pre-entry
Welcome to LYIT (Paul Hannigan, President of LYIT and Mary Hernandez, President of LYIT's SU)

All students invited to sign up for free the Future learn programme " A Digital Edge: Essentials for the Online Learner"
https://www.futurelearn.com/courses/a-digital-edge-essentials-for-the-online-learner

After enrolment
Week 1: School/ Departmental Induction

Week 2: Supporting your academic success (Digital and in Person)
        In person: Communications Learning Centre, Maths Learning Centre

Digital: Studiosity https://www.studiosity.com/
        Through a range of interactive activities, real student voices, and sophisticated pedagogy, the *Being Well, Living Well* toolkit will equip students with practical tools and knowledge in order to develop realistic strategies for coping and prevention.

Week 3: Supporting your Wellbeing
        Digital: Being Well, Living Well https://www.epigeum.com/courses/support-wellbeing/being-well-living-well/
        Student services and other relevant institutions videos can be integrated into this

Week 4: Supporting Safe, Respectful, Support and Positive Consent
        Digital: Active Consent workshops

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Ongoing review/revision of policies and procedures	Quality Assurance Handbook 2016/17 Periodic Programme Evaluation reports for all four Academic Schools	Central Services Review. LYIT submitted its QQI Institutional Review follow-on report to QQI in September	Implement recommendations of QQI review.	Continued scheduled updates of Quality Assurance processes in line with commitments made in the QQI Institutional Review report in 2017/18.

	2017/18 QQI Institutional Review report.	2019, detailing how the review findings and recommendations have informed revised practices at LYIT		
Non-progression rates	Level 6: (2015-16 to 2016/17) 27% (2016/17 to 2017/18) 22%	Level 6: (2017/18 to 2018/19) 24%	Level 6: 20%	Level 6: (2018/19 to 2019/20) 20%
	Level 7: (2015-16 to 2016/17) 27% (2016/17 to 2017/18) 24%	Level 7: (2017/18 to 2018/19) 32%	Level 7: 25%	Level 7: (2018/19 to 2019/20) 25%
	Level 8: (2015-16 to 2016/17) 16% (2016/17 to 2017/18) 13%	Level 8: (2017/18 to 2018/19) 15%	Level 8: 15%	Level 8: (2018/19 to 2019/20) 13%
	All Levels: (2015-16 to 2016/17) 24% (2016/17 to 2017/18) 20%	All Levels: (2017/18 to 2018/19) 24%	All Levels: 21%	All Levels: (2018/19 to 2019/20) 19%
iii. **Interim targets, commentary and data source (maximum of 300 words)** **Please colour code this box in line with progress achieved**	When preparing this compact the Institute was emerging from a QQI Cyclical Review and was in the process of finalising its Strategic Plan for 2019-2023. The recommendations from the Cyclical Review have been acted upon and this had a direct impact on the appointment of a Quality Officer to support the Institute in its annual engagement with QQI. In addition to this post the Institute commenced a significant restructuring process which is now in its implementation phase in the academic year 2020/21. This process was long overdue and necessary to prepare the Institute for the Higher Education environment in which it operates. LYIT prides itself on its staff/student relationship and the necessity to provide a positive experience for first year students. The end of the last academic year was severely impacted by Covid-19 but various surveys carried out with students (with positive response rates) highlighted from a student perspective the efforts that were being made by staff at the Institute to maintain contact with them and to ensure they progressed their programme of study. This relationship was reflected in the development of a new online induction programme for implementation in September 2020 details of which have been provided in this section**.**			

Strategic Priority 5b: Professional development of staff		
i. **Institution Strategic Initiatives**	**5.3 Develop a strategy to encompass all aspects of technology enhanced learning, working collaboratively with partner institutions and via industry collaborations.**	

The Flexible Online Learning Unit (FOL) has contributed to this through enhancing awareness of all aspects of Technology Enhanced Learning (TEL) at student, lecturer and institutional level. The FOL Unit has also highlighted the need for an integrated cross departmental approach to TEL by working across and with Departments and Schools within LYIT. The FOL Unit has established and engaged in strategic partnerships with providers that enhance the vision of TEL within LYIT, including Studiosity (Student level), Blackboard Ally (Student, Lecturer and Institute level) and collaboration and information sharing with GMIT and IT Sligo on a regular basis. The FOL Unit has been providing regular professional development and non-accredited training for teaching staff in the use of technology, online delivery, and teaching and learning. The FOL team has also been supporting students with access and functionality of the technologies used throughout their programme of study. Blackboard Ally promotes universal design and enhanced learning options for students by providing learning material in various formats. The FOL Unit has also been supporting the development of digital skills and capabilities of students.

Given that the Head of Flexible and Online Learning was only appointed in July 2019 the impact of this Unit across the college has been remarkable. The role of the Unit in maintaining academic delivery during the Covid-19 shutdown since March 2020 cannot be underestimated and the Unit has significant plans for further development into the future.

5.4 Implement the National Professional Development Framework for all staff who teach in higher education

PROGRESS, *Professional Growth for Equity, Sustainability and Success*, is a research project supporting evidence-based professional development planning for all staff at LYIT. The project is funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education. Originally, this was an 18-month project with a completion date of 31st August 2020, extended to October 2020 due to the COVID-19 pandemic.

The overarching aim of the research is to create a robust and reliable evidence base to inform the design and development of the Institute's strategic professional development planning processes and structures. Employing a Mixed Methods approach the project draws on the experiences and perspectives of staff, students and industry partners regarding their professional development (PD), which for this project comprises professional learning, growth in expertise and professional capacity, as well as career progression.

The primary objectives of the project are:
- to understand the experiences of all staff regarding their professional growth
- to identify the professional development priorities of all staff
- to explore the opportunities and barriers to engaging in effective professional growth related to expertise, job satisfaction & career progression
- to investigate how to build capacity for developing professional practice, particularly related to iterative PD opportunities, supporting evidence-based practice, the Scholarship of Teaching and creating communities of practice

- to explore professional development opportunities that enhance both disciplinary excellence and career growth
- to understand students' perspectives of how staff professional development impacts students' engagement in higher education, particularly through the lens of reflective and reflexive practice and building partnerships
- to investigate effective professional development structures for the institution

These objectives are aligned to the strategic priorities of the Institute and the relevant professional development frameworks of the National Forum for the Enhancement of Teaching and Learning in higher education and higher education policy.

Data gathered through this initiative comprised:
- 58% (n=218) survey response rate from staff
- 12 interviews with staff
- 1 group interview with students
- 8 hours of audio data
- 238 pages of transcripts

Initial findings suggest the design of a meaningful professional development model, PROGRESS , should be founded on the three pillars of:
(1) Professional Development in Practice
(2) Professional Development for Practice and
(3) Creating a Community of Practice.

5.5 Develop an LYIT Strategy for Digital Enhancement of Teaching and Learning
Through the PROGRESSS survey 94% (n=176) of all respondents expressed that they are either Very Likely or Somewhat Likely to be interested in PD related to technology/digital skills.

Efforts in the latter part of 2019/20 to address the move to online learning was facilitated by a significant ramping up of supports from the newly formed Flexible and Online Learning Unit delivering material and courses for staff groups and individual supports for academic staff.

5.6 Develop existing supports in respect of teaching, learning and assessment and support academic staff in their own discipline areas, to enable staff to develop innovative new programmes and stronger research output.
Through the PROGRESS survey Teaching and Learning initiatives were the PD areas of most interest to academic staff.

LYIT's two-year Masters in Learning and Teaching (MALT) programme reflects the growing understanding of the central role of assessment and evaluation in learning and teaching and this programme is central to supporting staff in the development of their skills and knowledge of learning and teaching. The Institute also strongly engages with the National Forum for the Enhancement of Teaching and Learning in Higher Education and LYIT will utilise the National Professional Development Framework (PD Framework) to support our professional development requirements.

ii. Key Performance Indicators	Pre-compact Baseline 2017-2018	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of staff undertaking CPD programmes	Baseline not identified	Not identified. Plan to develop a comprehensive staff development plan encompassing all staff categories.	No specific target	48 Staff
% of Higher Education Academic Staff teaching at level 8 or higher with level 9 qualification	Baseline not identified	93%	93%	92.4% (contributing to CUA TU metrics)
% of Higher Education Academic Staff teaching at level 8 or higher with level 10 qualification	Baseline not identified	27% In Dec 2018, 46 academic staff held level 10 qualifications, 21 undertaking a level 10 award, with 8 estimated to complete by end 2019.	32%	36% (contributing to CUA TU metrics)
Level of investment in CPD for staff	€96,026 (2017) Support provided to staff to cover costs of further study and timetable reductions for staff to pursue postgraduate study at level 10 on the NFQ.	€111,854 (2018)	No specific target	€36,600 This figure has been negatively impacted by the reduction in CPD due to Covid-19. In 2019/20 there was significant in-house training provided by the FOL Unit. In addition, the sum above does not include staff post-graduate fees which have been an important Institute commitment in respect of the TU metrics.
iii. Interim targets, commentary and data source (maximum of 300 words)	Significant progress has been achieved in terms of the pursuit of the TU criteria and particularly in respect of the Level 10 qualifications of the key academic staff group that teach at Level 8 or higher. PROGRESS was a significant initiative for determining Professional Development (PD) needs of staff and was closely aligned with the PD framework developed by the National Forum for the Enhancement of Teaching and Learning in Higher Education. Spending on staff development has been very significantly impacted by staff members inability to travel for professional development and does not recognise the significant Institute commitment towards			

Please colour code this box in line with progress achieved	paying for masters and doctoral programmes and time allowances for staff pursuing higher degrees. In addition, the in-house training provided by the newly established FOL Unit is not reflected in the cost of professional development.

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

In terms of Key System Objective 6, LYIT set out the maximum of two institutional strategic priorities under: Equality, Diversity & Inclusion and Professional development of Staff.

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.

Institutional Priority - Compliance with Government Policy
Ensure compliance with Government policy and support the HEA in exercising their responsibilities.

The Institute through Strategic Plan 2019-2023 undertook to put a series of measures in place to further support the equality, diversity and inclusion agenda.
1. Identify a senior member of staff to further initiatives from Strategic Plan 2019-2023 in respect of the EDI agenda.
2. Complete the work on the LYIT Gender Action Plan.
3. Prepare a funding request in respect of the HEA Strategic Academic Leadership Initiative.
4. Progress the LYIT Athena Swan Institutional Bronze submission.

There has been significant collaboration on an Institute wide basis through the development of the Athena Swan submission including the comprehensive staff survey which identified issues that needed to be addressed through our application. LYIT's Governing Body was kept informed of progress through its dedicated Gender Equality Sub-Committee (GESC).

The Institute continues to have a continuous quality improvement focus on all aspects of compliance and there is evident progress that occurred in 2019/20.

Strategic Priority 6a: Equality, Diversity and Inclusion

i. Institution Strategic Initiative	6.1 Engaging the student body in supporting equality and diversity strategy
	LYIT's Governing Body adopted the Athena SWAN (AS) principles and established a Gender Equality Sub-Committee (GESC) chaired by the Institute's President and includes the VP for Research, Equality and External Affairs; HR Manager; and Director of EDI (a 2-year seconded post). The GESC developed the structures and assigned resources to support both the AS application

and wider EDI initiatives and became the core of Athena SWAN Self-Assessment Team (SAT) Steering group. Dedicated administrative support was provided by the Institute's Teaching, Learning and Student Engagement (TLSE) Officer and an assistant staff officer from HR was assigned to work with the team on the application.

The President issued an open call to all LYIT staff and students, inviting participation in the first LYIT Self-Assessment Team (SAT). The 31-member SAT team established in response to the call includes a balance of academic and Professional, Managerial and Support Staff (PMSS) from both campuses. UG and PG students, and executive officers from LYIT Students' Union. The SAT composition includes:
- A wide diversity of experience and background (including gender, caring responsibilities, age, race and ethnicity and intersectionality)
- All grades from temporary early career to senior management
- Subject expertise (including gender equality, intersectionality, employment law, human rights, policy, organisational change)
- Representatives from key institute committees (including Executive Board, Executive Council, and Academic Council)
- Human resources experts

6.2 Further develop LYIT's Gender Action Plan which traces progress against the recommendations from the Expert Group's report

Members of the SAT have participated in AS panels as chair, panellist and observers and represent the institution at the national EDI and AS committees. The Director of EDI and the TLSE Officer held a series of seven briefing sessions with all staff on both campuses in February 2020. Sessions shared information on the AS charter, the application, data capture and analysis and the SMART action plan. A survey was developed with a view to address the main areas of focus for the AS submission. It also built upon data collected and analysed by the Professional Growth for Equity, Sustainability and Success study (PROGRESS) in 2019. The data collection and analysis group, together with the Director of EDI, developed a draft survey (AS survey) reviewed by all WGs. Analysis of the survey, quantitative HR and student data and relevant benchmarking were undertaken by this same group and considered in detail by each of the WGs. Focus groups were held with staff returners from maternity and paternity leave following initial data analysis. All WGs developed draft action plans, informed by the data collection and analysis, relevant to their area of focus. The AS survey was launched on 6 March 2020 to coincide with International Women's Day by Professor Philip Nolan.

The Communications WG promoted the survey over social media and through internal communications, with SAT members championing the survey amongst colleagues. The implementation of restrictions due to COVID-19 on 12 March 2020 required all LYIT staff and students to work and learn remotely. The Steering Group was determined to ensure that the institution's commitments to EDI and Athena SWAN continued to be prioritised and the President communicated directly to all staff encouraging survey participation. A response rate of 62% was achieved which reflects the importance which staff and senior managers place on gender equality.

The SAT agreed in June to expand the focus of the LYIT submission to include expanded consideration of PMSS. The Director of EDI and her research team developed two additional surveys to capture the experiences of staff and students working and

learning during the pandemic; these were issued in May 2020 and analysed by the Director of EDI and WG1 during June and July. Some of the key findings were included in the Further Information Section of the Draft Athena SWAN submission.

6.3 Adoption and implementation of Equality, Diversity and Inclusion Strategy
Referring to 6.2 above the Institute was actively engaged on a number of fronts in preparing its Athena Swan application. One of the outcomes of this work was the development Equality, Diversity and Inclusion Policy which was approved by the Institute's Governing Body in advance of our Athena Swan application.

6.4 Adoption of an LYIT Strategic Goal with a focus on: Gender equality; equality, diversity and inclusion; diversity monitoring.
It is clear that the Institute has made significant progress in developing action plans and policies in the specific areas mentioned and these are now being adopted into the day to day operation of the Institute as we await the outcome of our Athena Swan application.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Achievement of Athena Swan Bronze institutional award	No Athena Swan Award.	No update provided on Athena Swan.	Submit application for Athena Swan Bronze Award	Athena SWAN Institutional Bronze (Expanded Charter and new PMSS pilot procedure) submitted on 17 December 2020
Compliance with HE Gender Equality Task Force Action Plan recommendations	Equality, Diversity and Inclusion adopted as one of five cross-cutting themes of the LYIT Strategic Plan. LYIT Gender Equality Action Plan	LYIT Student Union Equality and Diversity Week in Jan 2019 Update on distribution of senior roles by gender provided: it was noted that the profile has not changed significantly since the HEA Institutional Staff Profiles by Gender, published July 2018.	No specific target – continue to work towards recommendations of Action Plan.	All areas of HE Gender Equality Task Force Action Plan recommendations are incorporated into the LYIT 2020 Gender Action Plan. This plan is inclusive of all SMART actions arising from the data collection and analysis for the Athena SWAN Bronze submission. Implementation is progressing on target, consistent with the actions/dates and KPIs in the GAP 2.0 2020. Link to Gender Action Plan 2019
iii. Interim targets, commentary and data source (maximum of 300 words)	Over the period under review and arising from commitments made in the Institute's Strategic Plan 2019-23 LYIT has made significant progress in addressing the agenda of Equality, Diversity and Inclusion. This was driven by the VP for Research, Equality and External Affairs and the appointment of a senior academic to the post of Director of EDI. This momentum was carried through in engagement from Governing Body and participation by staff and students. At the end of this period the Institute was concluding its application for			

Please colour code this box in line with progress achieved	the Athena Swan Bronze Award and implementing its Gender Action Plan. The challenge now is to maintain the momentum and to ensure that the strategies and action plans developed are implemented right across the college to ensure a positive engagement with this agenda.

Strategic Priority 6b: Compliance with government policy	

i. Institution Strategic Initiatives	Compliance with Government Policy actions as detailed in LYIT's Compact: 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.

ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Annual Governance Statement submitted on time	No baseline identified	Submitted on time	Submit AGS on time	AGS prepared for the period 1 September 2018 to 31 August 2019 was approved by the Governing Body on 20 February 2020 at its first meeting post-Christmas and was submitted to the HEA.
Compliance with procurement rules	No baseline identified	Compliant	Full compliance	The Institute is working towards reducing its level of non-compliance in procurement. The majority of procurement is compliant with 99% compliance (non-compliance €107,244 overall spend €8,261,249).
Compliance with deadlines for submission of annual financial statements to C&AG, and transparency in financial statements regarding Trusts and Foundations.	No baseline identified	Financial statements were not submitted on time. The Institute does not have any foundations or trusts.	Submit financial statements on time	Financial Statements are being prepared and the estimated date for submission to the C&AG is the 18 February 2021 following the first post-Christmas meeting of the Governing Body.

				The Institute does not have any foundations or trusts.
Financial sustainability	Institute incurred operating deficits for each of the 6 years beginning with year ending 31 August 2011 – 31 August 2016. LYIT achieved a surplus in years ending 2017 and 2018.	It is noted that key to returning LYIT to an operating surplus has been the growth in student population and particularly success in growing part-time student numbers.	Maintain operating surplus and grow reserves.	The Institute remains in a surplus despite the impact of COVID 19.
Adherence to QQI procedures and AIQR process	No baseline identified	No update provided	No target set	The Institute's Annual Institutional Quality Report for 2019/20 including the Quality Improvement Plan was submitted on time.
Compliance with public pay policy and adherence to public sector number controls	No baseline identified	Compliant	Full compliance	The Institute is compliant with public pay policy. ECF numbers have been exceeded in order to meet staff requirements in areas such as Springboard, July stimulus, Additional places, etc.
Compliance with regulatory frameworks e.g. FOI, GDPR, THEA Code of Governance	Risk Management policy was approved by the Governing Body in December 2015.	Risk and Compliance Officer appointed. Active Audit and Risk committee. Committed to THEA Code of Conduct	No target set	The Institute is compliant with regulatory frameworks including FOI, GDPR and the THEA Code of Governance 2019.
iii. Interim targets, commentary and data source (maximum of 300 words)	The Institute is working to reduce its level of non-compliant procurement below €100,000. The Audit and Risk Committee maintain a strategic focus on procurement and are monitoring non-compliance on a quarterly basis. It is the ultimate goal of the Institute to have full compliance in procurement. The Annual Governance Statement for 2018/2019 was approved by the Governing Body on the 20 February 2020. The Institute is compliant in the regulatory frameworks including FOI, GDPR and the THEA Code of Governance 2019.			
Please colour code this box in line with progress achieved	LYIT was a member of the advisory group that oversaw the development of the new AIQR process/template. We also participated in the pilot process that took place in 2020. The AIQR includes a Quality Improvement Plan, with annual updates on implementation of recommendations of all external reviews.			

7. **Signature:** *Of the President or on behalf of the President (please sign in space below)*	
Signature:	
Date:	*12 March 2021*

Titles	Award	Level	Credits
MSc in Innovation in Fintech	Masters	9	90
MSc in Innovation in Fintech Research	Masters	9	90
MSc in Computing in DevOps Research	Masters	9	90
Postgraduate Diploma in Science in Innovation in Fintech	PG Diploma	9	60
Bachelor of Business (Hons) in Marketing Practice with Online Technologies	Honours Degree	8	240
Bachelor of Engineering (Hons) in Biomedical Engineering	Honours Degree	8	240
BSc (Hons) in Computing with Data Science and AI	Honours Degree	8	240
Bachelor of Engineering (Hons) in Biomedical Engineering	Honours Degree	8	240
Bachelor of Business (Hons) in Marketing with Online Technologies	Honours Degree	8	180
BSc Hons in Computer Science	Honours Degree	8	180
BSc (Hons) in Computing in Cybersecurity	Honours Degree	8	60
BSc (Hons) in Contemporary Software Development	Honours Degree	8	60
Postgraduate Certificate in Innovation in Fintech	PG Certificate	9	30
Diploma in Emerging Information Technologies for Industry	Diploma	7	60
Certificate in Digital Skills	Certificate	6	60
Certificate in Contemporary Healthcare Management	Certificate	9	30
Certificate in SQL Programming	Certificate	7	20
Certificate in Business Intelligence	Certificate	7	10
Certificate in Fintech (Financial Services & Emerging Technologies)	Certificate	9	10
Certificate in Innovation and Entrepreneurship	Certificate	9	10
Certificate in Design Thinking	Certificate	9	10
Certificate in Culture, Communication and Influencing	Certificate	9	10
Certificate in Financial Services Regulation	Certificate	9	10

Certificate in Enquiry and Action	Certificate	9	10
Certificate in Innovation and Global Enterprise	Certificate	7	10
Certificate in Innovation in Ireland	Certificate	8	10
Certificate in Global Innovation and International Enterprise	Certificate	9	10