IT Sligo Self-Assessment – Strategic Dialogue Cycle 3

1. Regional Clusters

	Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1	Establish a regional Cluster in the HEIS in the West/North West Region with appropriate Governance Arrangements It is also envisaged that a liaison will be established with the Mid-West Cluster	The establishment of a functioning Cluster	Factual list of current formal collaborations in the region of the individual institutions	Functioning Cluster Achievement of short term Cluster Objectives	Governance Structures in place • Steering Group and Operations Group established (2014) • Two Programme Managers appointed (in role 2015) • Agreed Academic Planning Process Functioning Cluster • Regular meetings of Steering Group and Operations Group (2014-2016) Steering Group meets (3 meetings 2015) Operations Group meets (6 meetings 2015) • Heads of Research group established (2015) • Meetings of Heads of Discipline across all discipline areas (2015-2016) Engagement with FE Sector and ETBs • Cluster partners shared information on FE/ETB engagement and activities (2015-2016) • Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16) • High level Regional HE-FE Planning Group to develop regional learning pathways (LYIT and Donegal ETB) (2014/2015 • IT Sligo pilot project on ETB engagement with MSL ETB(2015-2016) • LYIT Access to Access Programme with Donegal ETB (2015 and 2016) • NUI GALWAY and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair)	Review of Cluster Objectives and Performance Achievement of Medium term Cluster objectives	

					(2015-2016) • Coordination with North West and West Regional Skills For a (Programme managers sit on each steering group) (2015-2016) • Next step identified, Cluster/ETB MOU (Planned 2016-17) • Next step, Programme mapping GR ETB and Donegal ETB (2016) • Next step, GMIT- GR ETB Re-engagement Foundation Programme (2016) Building on existing formal collaborations in the Region • 'Ignite West' Technology Transfer Consortium • New Frontiers (LYIT/ITS) New formal collaborations in the Region • Coordination with North West and West Regional Skills Fora (2015) • Centre of Excellence for Irish (membership includes NUI GALWAY and LYIT) (2015) • Collaboration across the Cluster with National Forum for the Enhancement of Teaching and Learning- four collaborative projects funded (2015) • Medical Academy Castlebar (NUI GALWAY/GMIT)(2015) • Medical Academy Letterkenny (NUI GALWAY/LYIT)(2015) • Next steps- Engagement with Western Development Commission and Failte Ireland (2016)		
2	Coordinated academic planning	A coordinated academic plan	Individual portfolio of programmes for each HEI in Cluster	Mapping of access, transfer and progression opportunities	Coordinated Academic Planning Under a Regional Lens (Consistent with the Enhancement of Student Transitions Relating to Student Pathways) Agreed Joint Academic Planning Process Key elements: 1. Sharing information on new programme development 2. Sharing information on planned pausing of programmes	Ensuring a diverse range of programmes across the region, responding to the needs of the region	

IT Sligo Self-Assessment – Strategic Dialogue Cycle 3, 27th June 2016

3. Evidence based review and refreshing of programme offerings and student pathway

Specific Outputs on Co-ordinated Academic Planning
- Full time programme mapping, undergraduate and postgraduate complete(2014/2015)
- Lifelong learning data collated (2014/2015)
- Joint Academic Planning procedures agreed (2015)
- Detailed analysis of programme provision from level 6-level 10 in the discipline areas of business and engineering (2015)
- Detailed analysis of programme provision from level 6- level 10 in all other discipline areas (2015 – April 2016)

Research and Civic Engagement
- Mapping of research activity and civic engagement in business and engineering (2015)
- Mapping of research activity and civic engagement in all other discipline areas (2015 – April 2016)
- Detailed pilot area review of research activity and civic engagement related to the Wild Atlantic Way (2015)
- Pilot PhD programme: LYIT, IT Sligo, GMIT staff registering for NUI GALWAY PhDs (2015-2016)
- Wild Atlantic Way Research Group scoping study complete (2015) with circa €20k in funding secured from Failte Ireland (2015)
- Next steps: establish formal Regional Research Centre on Wild Atlantic Way with strategic partners including Western Development Commission and Failte Ireland
- Heads of Research Group established(2015)
- Mapping of research across discipline areas(2015 -2016)

| 3 | To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region | Review access, transfer and progression policies and practices across institutions

Develop new entry routes for non-traditional students to full time and part time programmes

Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular programmes | Institutional transfer policies and FETAC entry routes | Transfer system in place | Regional Learning Pathways

• Programme Mapping with Benchmark year 2014 (2014)
• Agreed process for the systematic capture of student transferring with the Cluster (2015)
• Formal scheme for progression among partner institutes devised and common access and transfer policies complete in Business and Engineering. (2015)
• Formal scheme for progression among partner institutes devised and common access and transfer policies complete in all discipline areas (2015- April 2016)

New joint programmes
• MSc in Regulatory Affairs (NUI GALWAY & Sligo IT) (2015)
• MA in Translation Studies (NUI GALWAY & LYIT) (2015)
• MA in Conference Interpreting (NUI GALWAY & LYIT) (2015)
• Next steps :further areas for development identified through review of programme provision

Recognition of Prior Learning
• Coordination of RPL policies between LYIT, IT Sligo and GMIT
• *Myexperience.ie* website established (2015)
• Next steps: possible extension to NUI GALWAY. | New entry routes in place | |

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Steadily increase student numbers, facilitating access and progression pathways	Student Populations (wwte)	6547	6,847	7,072WWTE in 2015/2016 *(Figure from SCRUM)* as compared to 6809 in March 2015 IT Sligo has continued to increase its overall wwte student number, and has surpassed the target for the end of 2015. However full time undergraduate numbers have fallen, related to a reduction in CAO aged students in the region. This reduction has bottomed out and this aged cohort will grow by 9% over the next 5 years. In 2015/16 IT Sligo saw a recovery in its first year intake, and we plan for this to continue to offset the delayed impact of lower intakes in 2014/2015. Further the improvement from March 2014 to March 2015 has been supported with a reduction in non-progression.	7,004	
Increase online student numbers, enhancing access and facilitating lifelong learning	Number of online students	930 in 2012/13	Not specified.	1843 online students 2015/2016 (SRS Returns March 2016) IT Sligo continues to be the national leader in Online Learning and has already exceeded its ambitious targets for the Performance Compact period. This has helped to offset an unplanned reduction in our full time undergraduate numbers.	1,570	

3. Excellent teaching and learning and quality of the student experience

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Deliver high quality teaching and learning through 21st Century Virtual Learning Environment (VLE), in collaboration with other providers	Reduced non-progression	27% non-progression	None specified, target for end of 2016 is 23%	Non-progression rate reduced to 23% (SRS Returns March 2016) IT Sligo has achieved the target for reducing non-progression set for 2016 a year early. Reducing non-progression from 27% to 23% represents significant progress and is attributable to increased investment in Peer Mentoring Programmes and targeted tutorial support to programmes with high attrition rate. This can be reduced further with greater investment.	23% non – progression	
Increase the number of academic staff with postgraduate qualifications in teaching and learning in higher education	Increased number of academic staff with postgraduate qualifications in teaching and learning in higher education	7	12	11 (Staff database) Progress has made towards achieving a modest target. The establishment of the Centre for the Advancement of Learning and Teaching is essential in achieving the 2016 target and further investment is required to achieve this.	20	
The CUA will develop and agree a joint Learning, Teaching and Assessment strategy	Agreement by Academic Council(s) of a joint Learning, Teaching and Assessment Strategy	Each partner has own Learning, Teaching and Assessment strategy	Single agreed Learning, Teaching and Assessment Strategy	**See below under Domain 7**		

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increase research income	Amount of competitively won research income	€1.1m	No target	Research income in the year ending August 2015 showed a small increase from the previous year (€2.1m as opposed to €1.9m), and the target for 2016 remains a stretch target given the funding climate. The recent establishment of a Contract Research Unit targeted at providing research and innovation support to SMEs is already proving to be successful and will contribute towards achieving the 2016 target.	€3.0m	
Establish Strategic Research Centres in prioritised areas of research	Establishment of successful Strategic Research Centres	No strategic research centres (2012/13)	Review of performance of centres and establishment of fourth centre	The performance of the Strategic Research Centres was reviewed, all three were determined to have met their KPIs and funding for the full 3 year period was confirmed. A decision to establish a fourth centre was deferred.	Four successful strategic research centres generating appropriate outputs and funding	
Increase in the number of registered level 9 and level 10 research students by	Number of research students	72	89	71 registered research students (66 FT and 5 PT) 2015/2016 SRS Returns
Whilst the number of research student has fallen marginally IT	100	

12% per annum				Sligo is still amongst the highest number of research students per member of academic staff (3rd behind DIT and WIT but ahead of CIT).Given the research funding environment this continues to be a stretch objective and progress has proved difficult. The award of a number of President bursaries, which will be increased following HEA funding for the CUA, will give renewed impetus to progress towards achieving this target.		████
Increase in the number of staff engaging in research as defined by those, supervising level 9 and level 10 students and/or making competitive funding applications and/or making peer reviewed publications	Number of staff supervising registered research students at level 9 and 10 and/or making competitive funding applications and/or making peer reviewed publications	40	Targets to be revised	As identified in the 2014 report IT Sligo has revised the objective and accordingly the Institute has formalised its definition of "research active" and is currently in the process of establishing its current baseline.		████

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Confirm two new agreements annually to provide company specific accredited training	New agreements to provide accredited company specific training with a minimum of 16 students	One new agreement per year	Two new agreements	IT Sligo has achieved the target for 2015, having confirmed the following two agreements in 2015: **1) AbbVie Sligo (plus 5 indignous SMEs)** for a range of level 6 online programmes in Quality and Polymer Processing areas. This programme commenced in Sept. 2015 and will extend throughout 2016. AbbVie staff are involved in this upskilling initiative which comprises level 6 certificate programmes in Quality and Polymer Technologies as well as Work-based Learning.The graduates from these level 6 programmes will progress onto level 7 programmes in the specific areas in due course. **2) Bristol, Myers, Squibb (BMS)**, Dublin for a range of Biopharma programmes at levels 8 and 9 – this is in partnership with NIBRT. BMS are developing a new Biopharmaceutical facility at their Cruiserath site in Dublin. They have a need to upskill a number of staff members in the Biopharmaceutical Processing and Bioanalytics areas to support the new start-up. The students involved are on level 8 Cert. programmes and some are taking the level 9 MSc. in Biopharmaceutical Science programme throughout 2016. IT Sligo benchmarks its performance in this area by the type of companies that seek out and pay for our programmes. Abbvie and MNS (amongst many other client companies) are global	Two new agreements for 2016	

				and world class companies.		
Increase Innovation Vouchers	Increased Innovation Vouchers	20 per annum	30 per annum	34 completed vouchers. Innovation vouchers are a critical route for IT Sligo to link with the SMEs of the Region, a sector of much greater significance than FDIs. Examples of Vouchers range from advising on a Seawater Well for Sligo based VOYA Seaweed Bath, to product development support for a Leitrim Wood Products company, to system architecture design support for a building energy software tool.	35 vouchers	
Enhance engagement with stakeholders across the region and beyond	Host five major events	Three major events	Five major events	2015 was a major year for Sligo and the North West, and IT Sligo was at the heart of it. Below are five of the major events which the Instituted hosted in: 1) In May 2015 HRH Prince Charles visited Sligo and the scene of his Great Uncle's death at Mullaghmore, a visit that put Sligo at the centre of world media attention. IT Sligo was the base for this leg of his visit, providing the infrastructure to host the visit and more appropriately the technology behind the media headquarters. 2) The 2015 Fleadh Cheoil na hEireann was held in Sligo, with the Institute at its heart, providing 15 of the competition venues. 3) 2015 was the 150th anniversary of Yeats birthday, Sligo and the Institute were the centre for these celebrations; the Institute sponsored a major international architectural competition and hosted a poetry event attended by Uachtaráin na hEireann and 6 Poet Laurates. 4) IT Sligo continues to be the main venue for the annual SligoLive festival, a festival now recognised nationally and responsible for attracting thousands of visitors to the region. 5) In March IT Sligo hosted ENVIRON 2015. The ENVIRON colloquium is the longest running and largest annual gathering of environmental researchers in Ireland, with over 300 delegates attending the event each year. It provides a venue for researchers to exchange information on their most up-to-date findings with a large and diverse audience made up of	Five major events	

| | | | | academics, industry members and policy makers. | | |

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
Increased recruitment of international students	Number of international student numbers.	140	220	191 Registered International Students (145 FT & 46 PT) SRS March 2016. Whilst overall the number of international students is down, when the large number of one off Brazilian students is discounted the overall trend of modest growth continues. Internationalisation is in the third tier of IT Sligo's strategic priorities	250	
Increase the number of outward student placements	Annual increase in outward placements	35	55	30 Erasmus placements plus 25 non Erasmus international work placements. Encouraging Irish students to consider international placements remains a challenge. A new B Bus in International Marketing with French/German/Spanish, which had been hoped would provide a large number of outward international placements, has	70	

| | | | | | | not yet recruited as expected. | | |

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
To pursue a trajectory that achieves re-designation as a Technological University	A Plan to Meet TU Criteria	Signing of CUA MOU in July 2012. Agreed implementation plan in December 2012. Submission of three collaborative SIDF proposals to the HEA.		In March 2015 the CUA **submitted** a Stage 1 application to the HEA as part of the process of seeking re-designation as a technological university. In October 2015, the Minister **approved** the CUA to progress to Stage 2 of the process. Using the feedback from the Minister on the Stage 1 submission, initial SWOT and Risk Management analyses have been developed. An application for funding to the HEA for the on-going work of the CUA in relation to restructuring of the HE sector was made in November 2015. While funding for this was ring-fenced in 2015, the HEA postponed the decision to allocate the funds until the end of Q2 2016.		
			Mainstream online QA student survey across the CUA	A working group to produce an online student survey in the three CUA institutions was established in 2014. The working group, in consultation with Academic Councils, Executive Boards and union representatives agreed an online version of the QA1/3 survey. A pilot of the QA3 was rolled out in GMIT and a pilot of the QA1/3 was rolled out in LYIT in 2014/15, using the Evasys survey methodology and protocols. Following the	CUA Common Strategic Planning Framework Common RPL process Ensure diverse	

				successful pilots, GMIT rolled out the full QA3 across the Institute and LYIT rolled out the full QA1/3 across the Institute in 2015/16. IT Sligo is planning to roll out the QA3 in the 2016/17 academic year. This is a unique collaboration that is consistent with national policies and priorities. The success of this collaborative project has led to a proposal to the ISSE Plenary Group to adapt the QA3 forms as a prospective local customisation project.	range of programme provision Agree date to apply for designation	
			Report on the feasibility of online exams management system with the CUA partners	A scoping of an online exams management system was commissioned from Deloitte by the three CUA institutions. This collaborative project succeeded in articulating key examination management processes. Given financial constraints, the funds were not available in 2015 to progress to a tendering process and product development phase. Arising from this project, a new collaboration with DCU is emerging using the GURU platform. GMIT piloted this system in 2015/16 and the outcome of this will be reviewed with a view to the potential for mainstreaming this system.		
			A common Learning, Teaching and Assessment Strategy	A 'CUA LTA Commitments and Aspirations' document was developed prior to 2015 and this has since informed a 'CUA- LTA visions, principles and strategy' draft document. At the end of 2015, the CUA agreed to establish a cross-institutional Working Group that would commence work in 2016 on, among other outputs, a CUA LTA strategy. The commencement of this WG has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd		

				March 2016.		
				Aligned to the LTA strategy, a common RPL policy was developed by staff from across the three CUA institutions. A pilot online RPL portal (www.myexperience.ie) was launched in 2014/15. The project involved the development of online tools to facilitate the process of RPL portfolio submission and assessment. In addition, a CUA Level 9 staff training module has been developed, accredited and delivered. The success of this pilot has attracted interest from the National Forum for the Enhancement of Teaching and Learning, with a view to making it available to other HEIs.		