



lyit

Institiúid Teicneolaíochta Leitir Ceannainn
Letterkenny Institute of Technology

PRESIDENT'S REPORT

2017/18

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1. EXECUTIVE SUMMARY

2017/18 was dominated by a number of significant events from the Institute's perspective. The main focus was on the QQI CINNTE Institutional Review. As President this was the third institutional review I have been involved with and this is a very important as it really is our "fitness to practice" review. It looks at all our processes and specifically our quality assurance processes to ensure we are delivering what we are supposed to be delivering.

In addition to this we were coming off the back of simultaneous Programmatic Reviews in each of the academic schools and were also in the process of embedding a peer review process in our Central Services.

This year also saw us returning to a budget surplus for the first time in seven years. The accounts for 2016/17 have just recently been signed off by the C&AG showing the Institute with a surplus of €700k.

The work done on the Institutional Review has positioned us well in completing our new Strategic Plan for the period 2019-23. The various inputs from the ongoing reviews has provided us with significant raw material to build a plan for the coming years.

The Technological University question has now been answered more fundamentally. The TU legislation was passed in April 2018 and the first TU in the state will be in Dublin from January 2019. The CUA continues to work to achieve the TU criteria and it is planned to make an application for TU status in 2020.

In addition, the Institute has received funding to support the FE/HE Cross-border Cluster which was launched by Minister Bruton in February 2018. This funding will allow the Cluster to prosper in the coming year in support of the North West City Region and Project Ireland 2040.

Regarding student enrolment the Institute hit a new milestone this year crossing the 4,000 mark for the first time. Great credit is due to everyone involved in developing new programmes for CAO entry but particularly for ongoing engagement with industry and the success of work based learning and on-line programmes.

Our International Office has excelled this year in attracting significant numbers of non-EU students to the college. This is a significant sea change for the Institute and while it has its challenges it also creates a great deal of diversity on campus.

Reflecting on the year it has been extremely busy mainly characterised by significant change in the external environment allied to ongoing developments at LYIT, 2018/19 promises to be equally challenging.

2. STRATEGIC PLANNING

2.1 HEA Strategic Dialogue Cycle 4 Submission

The Institute attended a meeting in the HEA on Monday, 11 September regarding the Institute's submission under Cycle 4 of the Strategic Dialogue process. The HEA panel for the meeting is as listed in appendix 1. The LYIT Executive Board was very happy with the interaction on the day.

Appendix 2 includes the feedback from the HEA regarding the Institute's engagement on Cycle 4 of the Strategic Dialogue process. The Institute responded to the findings by Friday, 15 December and the material was published early in 2018.

2.3 *Strategic Plan/Cyclical Review*

The Institute adopted a twin track process to complete the QQI Cyclical Review and the Institutes Strategic Plan. A copy of the submission made to QQI is attached in Appendix 3. QQI visited the Institute on Tuesday, 27 February 2018 to discuss the agenda for the Institutional Review.

The Institute underwent a Cyclical Review by Quality and Qualifications Ireland (QQI), culminating in a visit by a Review Team in the week of 23 - 27 April. The Review Team comprised peer reviewers who are students and senior institutional leaders from comparable institutions, as well as external representatives. The Review Team presented a summary of findings to senior management at the end of the week and the Chair of the Panel complimented the Institute on the exemplary manner in which students and staff engaged with the Panel.

The Panel provided the Institute with summary feedback outlined below and, as can be seen from the outcome, the Cyclical Review process has been very positive.

Summary Commendations

- Growth and diversification
- Ambitious and responsive in supporting regional, social and economic priorities
- Commitment to professional development of staff
- Commitment to developing a research and innovation profile
- Student-centred attitudes and effective support for ATP
- Effective use of collaborations and partnerships
- Learning community, and strength of student and staff affiliation.

Summary Recommendations

- Ensure wide engagement of staff in development of strategic plans
- Implement a set of clearly differentiated sub-strategies and plans
- Consistently identify and utilise performance objectives
- Develop an Institutional Research Office and utilise data as a priority
- Implement a Quality Improvement Plan with a focus on impact
- Consider streamlining, simplifying, and clarifying committee structures and aspects of QA implementation
- Integrate planning for growth and diversification to ensure capacity in all areas
- Review opportunities for cross-functional staff dialogue and planning
- Consider how to better capitalise on your significant investment in staff development.

The final report from the Panel will be available in due course and will be distributed to all staff at that time. Following successful completion of the QQI Cyclical Review the Institute will now focus its efforts on completion of the new Strategic Plan using the outputs from the QQI process as an important input to the plans development.

3. COLLABORATIONS

3.1 LYIT/Donegal ETB Meeting

A meeting of the Steering Group which manages the implementation of the LYIT/DETB MoU was held on Monday, 4 September 2017 in the ETB Ballyraine Training Centre. Progress is being made on a number of fronts specifically relating to the Strategic Plans of both organisations.

A further meeting of the LYIT/Donegal ETB Strategic Group took place on 9 January 2018 in LYIT. LYIT was represented by Billy Bennett, Registrar, (Chair); John Andy Bonar, Head of Development; Henry Mc Garvey, Sec/Financial Controller. Donegal ETB was represented by Anne McHugh, Chief Executive; Crona Gallagher, Director of FET; Jim McGlynn, Director of Organisation Support and Development; and Martin Gormley, Director of Schools

The meeting addressed a range of issues, including:

- Student Pathways and Progression
- School Liaison and RPL Officer
- Strategic Plans - Donegal ETB and LYIT
- Regional Skills Forum
- Apprenticeships / Traineeships
- Gartan Outdoor Education and Training Centre and LYIT Killybegs Campus
- Planning for future projects

3.2 Donegal ETB Adult Learner Fair

Approximately 1,200 people attended this event on Wednesday, 24 January 2018 in the Mount Errigal Hotel. There were 21 exhibitors in attendance as well as many course specific stands from the hosts. Other HEIs from our cluster were in attendance including IT Sligo and St. Angela's NUIG. North of the border Ulster University was not represented although North West Regional College were there.

LYIT dealt with a significant number of queries which, from the Curve perspective led to running the access course from February 2018.

3.3 CUA Update

The CUA was successful in its application for funding from the HEA to support the work of the Alliance. On this occasion the Alliance received €1.2m which was distributed among the three Institutes to support activity in pursuit of the Technological University criteria.

The CUA Steering Group met on 21 December 2017 at LYIT. This was an opportunity to take stock of the progress of the alliance in advance of the publication of the TU legislation.

A further meeting of the CUA Steering Group was held on Wednesday, 21 February in Sligo. In addition to the normal Steering Group meeting the first formal meetings of a number of Working Groups were also held. These groups are as follows:

WG1 – Mission, Vision and Positioning, Governance, organisation and Communication and related engagement

WG2 – Research, Knowledge Exchange and related Engagement

WG3 – Academic Planning and Strategy and related Engagement

WG4 – Corporate Services and related Engagement

The Terms of Reference for these working groups and the Steering Group are included for information in Appendix 7.

The Working Groups and Steering Group have continued to meet to progress the CUA agenda. A funding submission (see Appendix 8) was made to the HEA on Thursday, 26 April. Representatives from the consortium were invited to meet with the HEA on Monday, 14 May.

The President and Chairman were invited by the HEA to a briefing regarding the implementation of the Technological Universities Act on Wednesday, 18 April. Minister Mary Mitchell O'Connor was in attendance at this meeting as was a senior advisor to An Taoiseach.

The Presidents of CUA Institutions met with Minister Mitchell O'Connor on Thursday, 10 May in advance of the THEA Colloquium in Galway.

The Executives of the three Institutions involved in the CUA met in Bundoran on Friday, 18 May. This was a very useful meeting in terms of building alliances and also crystallising some of the issues regarding the alliance. A further meeting took place on Thursday, 20 June in Enniscrone.

The Presidents of the CUA Institutes along with the Programme Manager and Chairman, Martin Cronin met with Minister Mitchell O'Connor on Tuesday, 26 June in Leinster House. This was an opportunity for a frank discussion regarding progress towards the TU criteria.

Dr Seán Duffy was seconded as the LYIT Programme Manager for the CUA starting on 1 September 2018 for a three year period. It is anticipated that funding to support this secondment will be forthcoming through the recent CUA application for Landscape Funding.

3.4 *Cross Border Further and Higher Education Cluster*

Arising from a meeting of the Cross-border Further and Higher Education Institutions an MOU was agreed and a copy of the document is included in Appendix 9. This document has resulted from ongoing consultation among the four partners involved. This agreement supports the work of both Councils in developing the North West City region and the Minister for Education and Skills visited LYIT on Friday, 23 February to witness a signing of the memorandum.

The Minister for Education and Skills, Richard Bruton, TD and Minister Joe McHugh, TD were both in attendance to witness the signing. This was a very positive event attended by a broad cross section of stakeholders from both sides of the border which demonstrated significant support for the initiative.

A further meeting of the stakeholders involved in this cluster was held on Monday, 26 March in Ulster University. It was agreed at the meeting that two funding proposals should be pursued, one to the local authorities and the second to the HEA. A copy of the submission made to the HEA is available in Appendix 10. Representatives of the consortium met with the HEA on Monday, 14 May to discuss the submission.

The Alliance made a presentation to the North West Strategic Growth Partnership on Thursday, 28 June to outline progress made over the last six months. At the time of writing this report no outcome has been received regarding the funding submission.

3.5 *MoU with Donegal County Council*

In June 2016 LYIT and Donegal County Council signed a Memorandum of Understanding. Since then both organisations have been working on the implementation of specific projects. On Friday, 26 January both management teams from Donegal County Council and LYIT respectively met to discuss common strategic objectives for future collaboration. This was a very useful meeting which will hopefully result in very positive outcomes.

4. BREXIT

4.1 *British Ambassador/Council Dinner*

The President was invited to a dinner hosted by the British Ambassador to Ireland, Robin Barnett, on behalf of the British Council at his residence in Dublin on Wednesday, 18 October. This was a dinner to discuss issues regarding Brexit and the attendees were senior figures in Higher Education in the Republic of Ireland.

4.2 *Brexit Advisory Clinic*

The Institute hosted an Enterprise Ireland Brexit Advisory Clinic in CoLab on Wednesday, 29 November. This was the first event of its kind held in the country and it was well attended by both Enterprise Ireland and LEO Client Companies.

4.3 *Matt Carthy, MEP*

Matt Carthy MEP visited LYIT on Friday, 8 December to meet with members of the Executive Board and visit some of the CoLab clients. The main issue for discussion was the possible impact of Brexit for Higher Education.

4.4 *All Island Civic Dialogue*

The President was invited to this event in Dundalk IT which included an address from Michel Barnier, Chief Brexit Negotiator from the EU Commission. This was a very useful event and the schedule for the day is included in Appendix 11. It was useful to hear the voices of young people articulated on the day and the various issues they see arising from Brexit.

On the following morning Tuesday, 1 May the President attended a session with Mr Barnier in Derry City with a number of invited stakeholders, Donegal County Council, Letterkenny Chamber of Commerce and LYIT were the three institutions from the Republic of Ireland that were represented at this meeting. This gave a very useful insight to the developments regarding Brexit and particularly the negotiating position of the EU.

5. ESTATES

5.1 Public Private Partnership Building

A submission was made to HEA/DES in February 2017 outlining all our capital requirements for both the Letterkenny and Killybegs campuses. Our submission included a range of new build and refurbishment projects on both campuses as well as playing facilities and changing rooms at Knocknamona/Carnamuggagh. We were subsequently requested by HEA to identify a single top priority project suitable for a Public Private Partnership (PPP) delivery model and costing under €20 million.

A revised submission for a 5,100m² building costing just under €20million was submitted to the HEA on 16 June 2017. The proposed building includes a new IT enabled library, lecture theatres, classrooms, IT laboratories, online learning facilities, academic staff accommodation and a café. Such additional general purpose facilities will free up capacity to extend existing specialized facilities within the main building as required to meet growth in STEM and other courses. A site visit by a delegation from the HEA/DES Third Level/PPP Unit took place on 5 July 2017. The visit afforded an opportunity for a detailed review and discussion of our submission as part of the project appraisal process.

During the visit, LYIT presented evidence demonstrating: the extent to which the proposed project forms an integral part of the strategic vision for the development of the campus; the capacity of the project to cater for increased enrolments based on predicted increasing demand over the period up to 2026; the impact of the project in terms of addressing identified skills deficits, promoting regional development and supporting lifelong learning; the impact of the proposed project on recurrent costs and details substantiating proposed Capital costs. The delegation enquired in relation to alternatives to the proposed new building in the event of not being successful. LYIT confirmed that there are no realistic alternatives given the lack of capacity of existing facilities - as demonstrated by existing net space/full time equivalent student of only 5.29m² - and lack of availability/affordability of suitable rental accommodation locally.

The Chief Executive of Donegal County Council, Seamus Neely, Vice-president of Professional Business Services at Pramerica, Chris Lynch and John O'Connell, Programme Manager, Optum, met with the HEA/DES delegation in support of our submission. They acknowledged the significant and extremely valuable contribution of LYIT to social and economic development within the county. The industry representatives cited the availability of LYIT graduates and the cooperation and flexibility of LYIT in running work based learning programmes as key to their growth to date and they expressed strong support for continued investment in facilities at LYIT that they consider as essential to their ambitious growth programmes.

The delegation visited the proposed site, the area to the south west of the north campus, and confirmed that it appeared suitable for PPP in terms of its separation from existing buildings and independent access. Details outlining utilisation rates for existing facilities were submitted to the HEA on 14 July 2017 and a Cost Benefit Analysis (CBA) was requested.

The site/project suitability was further assessed during a site visit by the National Development Finance Agency (NDFA) on 27 July 2017. The NDFA outlined the procurement process for the PPP building including their role in the process should LYIT be successful. The PPP programme will be delivered by a Project Team overseen by a Project Board, both comprising officials of the HEA, DES and NDFA. Responsibility for delivery of the project to service commencement will rest within this

governance framework. LYIT will be required to provide a detailed output specification of requirements for the delivery of the building including operational hours as part of a user engagement process. An exemplar design team will be appointed by the NDFA to design the building and procure planning permission and other statutory approvals. The project will then be tendered by the NDFA and the successful PPP Company will be engaged to finance, design, build, maintain and operate the building for 25 years. The NDFA specifically will be responsible for procurement and oversight of the construction phase.

NDFA/DES will pay monthly unitary charges to the PPP Company over 25 years commencing on service commencement (building handover). LYIT will be responsible for payment of energy bills and the LYIT Estates office will be responsible for the operational management of the PPP Company over the 25 year term. This will involve monitoring service delivery and initiating unitary charge deductions if accommodation is not available or services are not performed to agreed standards as set out in the PPP agreement. Ownership of the building will transfer to LYIT at the end of the 25-year term. The PPP company will be obliged to return the building to a pre-defined standard including full plant replacement in the years leading up to transfer to LYIT. Any alterations to the building during the PPP term must be undertaken by the PPP Company only. NDFA advise that a fund will be retained to cover some 'churn' costs. However, as this fund will be shared by all other institutions within the PPP bundle it may be insufficient to meet large scale modifications. It is therefore preferable to avoid making physical changes during the PPP term. Likewise, there is limited flexibility for extending opening hours beyond a provisional allowance during the PPP term.

Subsequent to their site visit, the NDFA suggested the 150-space Car park in front of existing Library as an alternative site to that proposed by LYIT. Both sites are part of the LYIT master plan, however the proposed alternative site suggested by NDFA will require the advance decanting of existing car parking as part of an enabling works package to prepare the site for handover to the PPP Company. Preparation of the site originally proposed by LYIT will require diversion of an existing small drain and site clearance, however this site has advantages in terms of existing ground levels, geotechnical characteristics and earlier availability. Following discussions with the DES/HEA/NDFA in August 2017, it was agreed that the final site selection will form part of the services provided by the exemplar design team engaged by NDFA. It was also agreed that should LYIT's application be successful, the enabling works contract will be funded by DES. A Cost Benefit Analysis (CBA) report was prepared by Jim Dorgan Associates and submitted to HEA/DES in late September 2017.

On 13 October the HEA confirmed that it is proposed to include LYIT in the PPP programme based on the broad parameters of the project outlined in our application. The letter notes however that work remains to be done in clarifying aspects of the programme at LYIT and in other IoTs. Proposals will be subject to ongoing technical appraisal and economic analysis to ensure value for money is achieved. In particular, the CBA documents will be reviewed and there may be changes to the scale or scope of the project during the next phases. All 11 IoTs selected for inclusion in this PPP programme are invited to attend an information session in the DES offices in Tullamore on 7 November. The Estates Manager and Secretary/Financial Controller will attend on behalf of LYIT. Direct engagement with individual institutions will follow at a later date.

An engagement process will commence shortly at LYIT to finalise our requirements. It is important that we ensure that the building will be designed to meet our needs in so far as they are foreseeable and that the building will have sufficient in-built flexibility to allow for minimal alterations during the PPP term.

5.2 Campus Master Plan Presentation

Work on completing the review and updating of the campus master plan has been completed. The updated plan takes account of additional land at Port Road purchased in 2010 and additional space requirements to 2030 and beyond. Mark McCann, Managing Director, Coady Partnership Architects, presented the plan to all staff on Wednesday 13 December. Mark's presentation was followed by a briefing from our Estates Manager on the proposed new building to be delivered as part of the Public Private Partnership programme announced by the Minister for Education and Skills in October 2017.

Masterplanning of the Knocknamona/Carnamuggagh lands has commenced with a presentation by Hamilton Architects and Turley Town Planning Consultants to Executive Board and Estates on Monday 28 May. The presentation was followed by a workshop to explore the board's vision for the short and long-term development of the site and how to inform and influence the emerging regional and local planning policy frameworks, in particular the Letterkenny Area Plan currently under review, to support the realisation of this vision.

The primary short to medium term uses identified included the following:

- Outdoor Sports facilities – playing pitches and track and field facilities and associated pavilion
- Agricultural Education Facilities
- Business Development/Innovation

Site opportunities and constraints were identified as follows:

Opportunities	Constraints
Greenfield site	Access
Site aspect and profile Proximity to large employers	Current zoning Established neighbourhood
No evident sensitive designations	Site Topography
Established neighbourhood	Overhead power lines
Proximity of existing services infrastructure	Sustainable drainage costs

Access to the local road network was identified as the key constraint, particularly for any intensive development which would give rise to significant traffic movements to and from the site.

Given historic negative experience of operating a second campus at St. Conals, there was an expressed view that the Knocknamona/Carnamuggagh campus should be a satellite facility, in support of core teaching activity on the main campus, as opposed to a standalone campus in order to avoid replication of services.

Community access and green corridors to connect the campus and adjoining residential developments to the town centre were agreed as important in winning community support for the site development. The interfaces with IDA lands and housing estates were identified as a consideration for possible future collaboration or for sale to fund development of facilities. An area of the site could be identified as suitable for more intensive development.

Turley Associates highlighted the importance of ensuring flexibility in the zoning of the lands in order to facilitate all possible future developments – including business and research and development, not included in the current zoning. It was agreed that a submission on more inclusive zoning would be made to Donegal County Council (DCC) through the current consultation process prior to the 29 June.

Sports Programme Staff Consultation – 1 June 2018

The Secretary/Financial Controller and the Estates Manager held a consultation meeting with Sports Programme lecturers on 1 June 2018 in order to explore their aspirations for the site. Detailed discussions took place on the types of facilities available in other third-level Institutes and Universities.

It was recommended that further research of existing facilities in other IoTs/Universities is undertaken. Research visits were organised to WIT and UL on Friday 15 June.

Donegal County Council Consultation - 11 June 2018

A consultation with the DCC forward planning unit took place on Monday 11 June. LYIT shared the emerging vision for the campus and DCC shared their perspectives on the development of the emerging local planning framework for development of Letterkenny to a large regional centre of 30,000 population. The following points were noted:

- DCC identified access to the local road network as a key constraint for both the IDA and the LYIT sites citing restrictions by NRA on additional roundabouts on the N56, as evidenced on the recent Pramerica development.
- DCC recommended that the master plan should identify how the site will link one artery of the town to another and demonstrate how this will link into the overall Letterkenny Area Plan.
- DCC highlighted the requirement for Sustainable urban Drainage Systems (SuDS) to attenuate rainwater arising from development of the site given the lack of capacity in the downstream drainage network.
- Potential sports development support capital funding (€1billion nationally) provided for in the NDP could help fund the sports facilities development. DCC emphasised the need to satisfy the NDP objective for cross-community involvement, which could include both public and private sector partners. The presence of large multi-national employers in the environs would be an advantage in pursuing NDP funding.
- DCC agreed that the current redrafting of the Letterkenny Area Plan provides a unique opportunity for rezoning the lands which should be considered in terms of LYIT ambitions for the site. Turley to submit document on rezoning prior to 29 June 2018 and further consultation will be ongoing prior to publication of the Draft Letterkenny Area Plan for public consultation in late 2018. DCC requested a schematic of proposed uses prior to adoption of the draft plan.

DCC/LYIT will have further consultation with the large local employers in the environs.

5.3 Energy Awareness and Sustainability Day

LYIT Green Campus and Energy Awareness teams hosted their second annual Energy Awareness & Sustainability Day during Awareness Week on Thursday, 23 November 2017. The event served to increase awareness of climate change and highlighted the changes we can and need to make in order to minimise our impact on the environment.

The highlights of this year's event were the impressive visual displays demonstrating the amount of waste generated by the use of disposable water bottles and coffee cups. A plastic whale filled with

disposable water bottles provided a visual representation of the 280 plastic water bottles sold at LYIT on a daily basis. The papier-mâché plastic whale theme was inspired by recent media coverage on the damage to marine and human life caused by plastic pollution in the world's oceans. A paper cup pyramid served to demonstrate the 380 used disposable, non-recyclable coffee cups discarded daily into our waste stream. Information was provided on more sustainable alternatives and reusable coffee cups were available for sale at discounted rates. There was an opportunity to pledge behavioural changes and to sign up to join Green Campus.

The preparation and display of over 40 eye catching environmentally themed posters by design department students was a particularly encouraging demonstration of student engagement which we hope will build student participation in future Green Campus activities.

An information stand by Voice Ireland acting for the Recycling Ambassador Programme, provided advice on waste segregation to reduce levels of contamination in household recycling bins. OPW Optimising Power at Work advisers and local suppliers showcased the latest in energy efficient/renewable energy technologies and equipment. Two local car dealerships provided an opportunity to test drive electric and hybrid vehicles.

LYIT sports staff performed fitness testing and Green Aware held a kilowatt challenge cycling competition to demonstrate just how difficult it is to generate one unit of electricity. Transition year students from Loreto Letterkenny attended an environment themed poster competition. Spot prizes contributed by AIB, Chartwell, SSE Airtricity, National Transport Authority, SEAI, and local business exhibitors were awarded to prize winners for various competitions and draws.

A series of guest lectures on topics such as climate change and policy, energy saving in the home, waste recycling and engineering response to population growth took place on the day and was well attended. The lecture by Emeritus Professor John Sweeney of NUIM Maynooth, was particularly well received and is available for viewing on the LYIT Energy Team or LYIT Green Campus Facebook pages.

Energy Awareness and Sustainability Day is part of a wider sustainability agenda at LYIT. An application to secure a Green Campus Flag for LYIT was made to An Taisce in May 2017. Through the Green Flag programme LYIT will address environmental sustainability themes including energy, waste management, biodiversity and sustainable transportation. LYIT is proud of its achievements in reducing energy over the years. These efforts have culminated in the consistent achievement of the highest rankings among public bodies whose energy consumption is monitored annually by the Sustainable Energy Authority of Ireland (SEAI). The Green Campus Flag initiative was recognised by the Letterkenny Tidy Towns group through a special environmental award as part of the 32nd Annual Cleaner Community Campaign 2017.

6. KILLYBEGS CAMPUS

6.1 *Taste of Donegal*

The ‘Taste of Donegal Food Festival’ now in its ninth year attracts over 20,000 visitors to the three-day festival, culinary competitions and demonstrations and food stalls from 25 – 27 August, 2017. Dr Séan Duffy, Head of School of Tourism, was invited to perform the official opening of the festival on Friday 25 August. As part of its marketing and promotion efforts the School of Tourism, for the second year, participated in the festival by having a stand in the main marquee. The stand, manned by School of Tourism staff, provided an opportunity to promote the School, Killybegs Campus and the full and part-time programmes on offer. The stand was a great success and afforded the school an excellent opportunity to engage industry professionals and with the wider public in relation to School of Tourism programmes. Participation at the event resulted in increased amount of programme related enquiries and applications from students, especially relating to part-time/lifelong learning programmes. In addition, the stand afforded opportunities for significant engagement with parents of potential students, potential students, industry representatives and the general public and was very informative in terms of programme development, student demand and methods to employ in terms of marketing and promotion of the School of Tourism and its programmes.

6.2 *French Ambassador HE Stephane Crouzat Visit*

Paul Hannigan, LYIT President, hosted a lunch for the Ambassador of France to Ireland, HE Stéphane Crouzat at LYIT School of Tourism, Killybegs on Tuesday 6th March. The Ambassador was accompanied on the day by Marc Daumas, Attaché for Scientific and Education Collaboration; Jillian Harpur, Economic Attaché; Maxence Salendre, Press Officer; and Bernard Mrozinski.

The event, organised by Ciarán Ó hAnnacháin, Head of Department of Hospitality, Tourism and Culinary Arts, was the second time a French Ambassador visited the Killybegs Campus as part of the France Ireland Culinary Arts, Hospitality and Tourism (FICAHT) Network, which was established with support from the French Embassy and the Higher Education Authority in Ireland to enhance collaboration between Irish and French HEIs, offering education and training programmes for the tourism industry, through the Erasmus+ programme.

To create additional tangible evidence of this collaboration project, Irish HEIs were invited to participate in Goût de France / Good Food France, an event organised by the French Ministry for Europe and Foreign Affairs and the Chef Alain Ducasse, which is an initiative to promote French Food both in France and around the Globe. Restaurants register with Goût de France and promote their menus and businesses in this way. The project now has over 3000 restaurants and 150 Embassies over five continents engaged in this celebration of French Gastronomy. Irish HEIs that participate in this project do so by hosting a lunch or dinner to which the Ambassador and his team attend. LYIT Killybegs have been involved in this project since its inception and have enjoyed the support of the French Embassy in promoting the event. This year, 40 guests, including councillors, local business leaders, representatives from partner HEIs in the region, tourism organisation representatives, the media, LYIT executive and students enjoyed a menu inspired by Chef Paul Bocuse, and prepared and presented by the students of LYIT Killybegs.

LYIT School of Tourism is represented on FICAHT by Ciarán Ó hAnnacháin, Head of Department of Hospitality, Tourism and Culinary Arts, and this engagement has resulted in increased numbers of

staff and students engaging in incoming and outgoing study and work placement projects between Ireland and France, supported through Erasmus+.

6.3 Donegal County Council – LYIT TY Tourism Training Programme (2018)

The School of Tourism successfully delivered a four-day training programme for Transition Year students during April and May 2017. The programme was delivered on a one-day per week pilot basis (over four weeks) to two-second level schools from Co. Donegal, Abbey Vocational School, Donegal Town and St. Columba's College, Stranorlar. In total 40 students completed the programme, 20 from each school. The programme, which was expanded for 2018 included 80 second level students from four schools.

Industry and stakeholder (including second level schools) engagement exercises undertaken in 2015 and 2016 by Donegal County Council (Tourism Sectoral Forum), Donegal Tourism Ltd and LYIT's School of Tourism showed that:

- i. A significant number of senior cycle second level students are employed in tourism/hospitality enterprises on a seasonal/part-time basis and
- ii. The majority of the students have not received industry specific training and in many cases have a low level of awareness of tourism product knowledge and service skills.
- iii. While the availability of such a seasonal workforce is very welcome, there is concern in relation to the low levels of training amongst this group as they are employed primarily in customer/tourist interfacing-service roles.

The programme addressed the above issues by focusing on the following

- a) Introduction to the Hospitality industry
- b) Tourism in Co. Donegal and the Wild Atlantic Way
- c) Restaurant service,
- d) Introduction to food hygiene and food handling and
- e) Customer care.

The second year of the programme began in February and ran until April involved 80 Transition Year/Fifth Year and Learning Cert Applied students from four Co. Donegal Schools.

- 1) St. Catherine's Vocational School, Killybegs
- 2) St. Columba's Comprehensive School, Glenties
- 3) Finn Valley College, Stranorlar
- 4) Deele College, Raphoe

The programme was delivered by the School of Tourism's lecturers on the LYIT's Killybegs Campus in training kitchens, restaurants and demonstration classrooms. The programme culminated in a live lunch service by the students to invited guests and a presentation of Certificates of Completion to all participants. The programme content was supplemented by guest speakers from the tourism/hospitality industry and was funded by Donegal County Council.

7. RESEARCH

7.1 Bryden Centre Update

The Bryden Centre project is a ‘virtual competence centre’ that will support industry-led applied/pre-commercial collaborative research on a cross-border, interregional basis that is focused on two specific forms of renewable energy, which are considered to have the greatest sustainable potential and widest applicability in the region:

- Marine renewable energy; and
- Bio-energy

Using a Doctoral Training Centre model (as recognised as best practice by RCUK and Horizon 2020), the Bryden Centre project (and the five partner research institutions - Queen’s University Belfast, Letterkenny Institute of Technology, University of Highlands and Islands, Ulster University, Agri-Food & Biosciences Institute) has an objective to produce 78 peer reviewed journal and conference publications focused upon the Renewable Energy sector (anticipated timing is 20 during 2019, 29 during 2020 and 29 during 2021). It is anticipated that the project will recruit 34 PhD students (and 6 Post-Doctoral Research Associates- PDRAAs).

Letterkenny institute of Technology will act as lead institution for 7 PhD candidates and co-supervise many more. The project currently involves staff from three schools in the Institute, Business, Science and Engineering and is truly multi – disciplinary in nature.

The Institute will benefit from €2.7m worth of funding to cover studentships, PDRA’s, an administrative post to support the project and equipment. It is an opportunity to build further research capacity across the Institute at Level 10. The Institute is greatly indebted to Donegal County Council for their initial work with Questor at QUB and Belfast City Council, and deserve a vote of thanks for their help and support in developing this consortium that is the Bryden Centre. It would not have been possible without their support. The complete project is worth €9.3m across all the institutes and is funded under the Interreg Va –SEUPB programme.

7.2 NW Centre for Advanced Manufacturing Launch

This is an €8.5m Interreg V funded project bringing together 8 businesses and 4 academic institutions to deliver 15 world leading research projects as part of an Advanced Manufacturing Super Cluster based out of the North West.

The Lead Principal Investigator for the project is Professor Eileen Harkin-Jones and the academic partners include LYIT, UU, University of Glasgow and IT Sligo.

Dr Jim Morrison, Head of Department of Electronics and Mechanical Engineering leads LYIT’s contribution to the research and Dr Morrison and Dr Padraig Gallagher, External Services Manager represented LYIT at the launch.

7.3 Invent Awards Dinner

On Thursday, 5 October the President and Head of Development represented LYIT at the highly anticipated Invent Awards from Connect at Catalyst Inc, which were held at the Waterfront

Conference Centre in Belfast. Sponsored by Bank of Ireland UK, more than 670 distinguished guests gathered for what has long been considered the foremost ‘Night of Innovation’ to witness the unveiling of Northern Ireland’s next breakthrough inventions.

7.4 *Catalyst Inc. – Launch of Knowledge Economy Report*

The President and Head of Development attended this launch on behalf of LYIT. The President participated in a panel discussion facilitated by Mark Carruthers from BBC Northern Ireland. As a result of this meeting the President has been invited to a number of other events to be hosted in Northern Ireland within the next few months. The Institute hosted a meeting of the Catalyst Inc. Board on Thursday, 14 June in CoLab.

8. FINANCE

8.1 *HEA Accountability Meeting*

The President, Registrar and Secretary/Financial Controller met with the HEA on Tuesday, 17 April 2018 to discuss the Institute’s Programmes and Budgets. The HEA approved the Programmes and Budgets and the Institute agreed to continue to work on the sustainability of the School of Tourism post the additional four-year funding, which was approved to help LYIT fund the campus in Killybegs.

9. CONFERENCES/WORKSHOPS

9.1 *Athena Swan Workshop/MARC Leaders Workshop*

The President attended the Men Achieving Radical Change (MARC) workshop hosted by the University of Limerick on 27 September. This was a very useful workshop in promoting recognition of diversity within the workplace and it has a resonance with the ongoing work regarding Athena Swan Accreditation.

Following on from this, THEA hosted a conference entitled “Advancing Equality and Diversity in Universities and Colleges” in Dublin on Wednesday, 18 October. This was attended by the President, Dr Lynn Ramsey and Helen McGrandles from LYIT. Presentations were made by the HEA, Athena Swan, University of Limerick and the University of Ulster. There is a major challenge ahead for the Institute to achieve the Athena Swan accreditation and the Institute is currently devising a project management approach to address this issue.

9.2 *North West Trade Delegation Visit to US*

Over the last few years Donegal County Council and Derry City and Strabane District Councils have led a NW Trade Mission to Massachusetts in the US, culminating each year with the Golden Bridges Conference.

This year from Nov 12th to Nov 18th the President and Head of Development supported the Local Authorities led trade delegation which consisted of the Mayors, CEOs and senior executives of both Councils, the Chairperson and CEO of Udaras na Gaeltachta, senior executives from Ulster University, NWRC, Catalyst Inc. and representatives of 15 businesses from Donegal and Derry.

This year the NW Trade Delegation included Philadelphia, Worcester and Boston in its itinerary.

During the visit the President and Head of Development met with senior executives and the Presidents of Worcester State University and Becker College both in Worcester and with whom LYIT has ongoing collaborations.

They also supported the NW Trade Delegation meetings in Philadelphia, Worcester and Boston.

In addition they visited the Singh Centre for Nanotechnology at Penn State University in Philadelphia and attended the Golden Bridges Conference.

These engagements are an important demonstration of LYIT's support for the cross-border NW City Region development recognised by Government and led by both Local Authorities.

9.3 *Drew University/International Studies Abroad Ireland*

Institute Study Abroad Ireland (ISAI) led by Dr Niamh Hamill and John O'Connell from their base in Bundoran, hosted their annual Winter School with Drew University from the USA, in both Dublin and Bundoran.

On 6 January Michael Margey, Head of School of Business represented LYIT at the Drew University Peace Award Presentation to former President of Ireland, Dr Mary McAleese in Dublin.

On Wednesday, 10 January Michael Margey, Head of School of Business, and John Andy Bonar, Head of Development represented LYIT at the launch of the 5th Annual Transatlantic Connections Conference, a joint programme of Drew University and ISAI in Bundoran.

Prof Christine Kinealy of Quinnipiac University was the Keynote Speaker at the well-attended Conference launch event.

9.4 *DICE Conference*

This years DICE (Design, Innovation, Creativity, Enterprise) took place on Wednesday, 7 March to coincide with Local Enterprise week. Following the success of the previous three DICE events, this year's event expanded to accommodate three sessions. As the interest from schools had increased substantially from last year, a cap on students from each secondary school applied. The auditorium on the Letterkenny campus was filled to capacity, with 160 attendees from local businesses, schools and of course our own students and staff. Mr Paul Hannigan, President, warmly welcomed attendees and provided valuable information on studying at LYIT. Following a screening of our department promotional video, students from the BA Fashion with Promotion presented their designs – a diverse range of colour, form and texture flanked both sides of the auditorium, culminating in a rich display of ensembles and the designers on the platform side by side. Three of these students have already been shortlisted for the annual Fashion Innovation Awards in Galway later this month.

As has been the case for our previous DICE Conferences, our invited speakers reflected our current offerings within the Department of Design & Creative Media.

Our first speaker, Derry born Aileen Faller, is a highly sought-after Costume Designer for film & TV. She holds an international portfolio with credits on hits such as Peaky Blinders, The Derry Girls,

Game of Thrones and several American TV series. Aileen was accompanied by a majestic handmade 17th century styled costume for all to see.

Next, we presented “Lightning Talks” – these were devised to be short presentations but such was the entertainment value of the presenters – the timekeeping was set to one side. Starting with one of our recent graduates, Shaun Kelly from the BA (Hons) Animation displayed segments from his most recent film, storyboards for a forthcoming film and announced he had received yet another international prestigious award that morning, adding to his growing collection of prizes which appear to span the globe.

The recent Hackathon participants presented next – eight Digital Media students described in detail their recent project and “win” at the collaboration with Pramerica. The final Lightning Talk was by the very entertaining and talented Ryan Tracey, Balloon Artist, based in Derry, who not only described his road to fame and fortune but established a “world record” live in the auditorium – having created five balloon sculptures behind his back in under 24 seconds – themed “Back to the Future”!

Award winning - Michael McLaughlin, a graduate of the department from 1997 wrapped up the morning session with his magnificent Photography presentation. A highly regarded visual artist, Michael’s passion for landscape, portraiture and light, exceeded all attendees’ expectations of this presentation.

The afternoon session was directed more towards third level students. Lucia Fontes, UX Program Manager at Google, London was first to present. Lucia offered a wonderful insight into the workings of this global organisation, their design thinking and clever understanding of its users.

Another Design graduate took to the platform next. Noel Feeney graduated in 2014 and in this short time has set up a multidisciplinary design studio with three like-minded individuals, called, This Greedy Pig on Dublin’s Fade Street! Noel was in a position to guide design students and encourage risk-taking as they embark on their chosen career paths.

Colman Walsh was our final speaker of the afternoon. Colman provides UX training from his Dublin base. His hilarious presentations described several of the recent “design blunders” made by large organisations across Ireland. His subtext being – “Listen to the User”!

The final session of the day moved across to An Dárlann where a relaxed opportunity to network took place. Music was provided by local singer / songwriter, Amy Meehan. Three presentations took place. The audience of, predominantly professionals from a range of businesses in the Northwest enjoyed a rich opportunity to discuss in greater detail the benefits of UX from both Lucia and Colman mentioned above.

Padraig Lynch, designer and lecturer within the department of Design & Creative Media launched a new design product in An Dárlann that evening also. The “Wallpaper Process” has been designed to help those who have creative ideas, realise them through five easy steps. The product had been tried and tested at this years Hackathon with in excess of 90% of its users giving it a “thumbs up”! Students from the BA (Hons) Graphic & Digital Design displayed posters on the corridor leading to the auditorium during the day and energetic discussions took place with alumni, staff and current students in-between sessions.

This years DICE has again received the “wow factor” from local schools and visitors. This could not have been achieved without the on-going commitment from students and staff to the event.

We look forward to further engagements with and continued recognition from, our peers and industry practitioners. We are proud to continue to host graduate success stories alongside long established design practitioners – reinforcing our staff commitment to and good rapport with students and graduates long after they have entered professional life.

9.5 *Irish Guidance Counsellors (IGC) National Conference 2019*

Letterkenny Institute of Technology has been provided with the fantastic opportunity to host the 2019 IGC National Conference at the Letterkenny campus. The event will take place on Friday 5 and Saturday 6 April, 2019. The two-day conference will be attended by over 400 Guidance Counsellors working in second level, colleges of further education, private practice and Guidance Counsellors working with adults in a variety of settings. Exhibitors from other 3rd level institutions and universities from across the Republic of Ireland and United Kingdom will also attend this event. The event presents LYIT with a fantastic opportunity to showcase our facilities and suite of programmes to a large audience. It will also be a fantastic opportunity to promote the Northwest region. .

10. INTERNATIONAL

10.1 *Malaysian Delegation/India Visit*

LYIT India Visit, November 14 – 27 2017

LYIT International department took part in the Enterprise Ireland delegation to India in November 2017. LYIT took part in fairs in five cities in India (New Delhi, Pune, Mumbai, Chennai and Bangalore). They also attended briefing sessions with the Irish visa office in India and all of the official Enterprise Ireland events. This was LYIT’s first visit to India and the purpose was to meet Indian agents and students with a view to recruiting students for Masters in Computing for Sept 2018.

Malaysian Delegation visit to LYIT Friday 1 Dec 2017

Our Malaysian partner C.K Chiau, brought a delegation of 14 Malaysian High School and Third Level counsellors to LYIT on Friday 1 December. The purpose of the visit was to familiarize them with LYIT and to meet our current Malaysian students. They met with Paul Hannigan while visiting LYIT. A dinner was hosted for them at the Yellow Pepper on Friday evening which they all enjoyed. This visit will assist us with student recruitment in Malaysia. In Dec 2017 we have a Malaysian graduate attending 12 recruitment fairs in Malaysia, on behalf of LYIT.

Chengdu Neusoft University visit to LYIT Tuesday 5 Dec 2017

A delegation of 5 visited LYIT on Tuesday 5 December from our Chinese partner university - Chengdu Neusoft University. The delegation comprised of their Vice President and 4 Senior staff from their Computing and Digital Design Departments. While at LYIT they met with Senior Managers and Academic Heads from Computing and Design. During their visit, they did a tour of Donegal, visited LYIT and had a meeting with LYIT at Pramerica. LYIT hosted them for dinner at Castlegrove on Tuesday evening. This visit was to strengthen the on-going collaboration between LYIT and Neusoft. During 2017 two of LYIT’s computer staff taught in Neusoft University. LYIT also had four, 3rd year computing students studying at Neusoft for the semester.

10.2 Visit to Partner Universities in China

During the week beginning 22 January Billy Bennett, Registrar and John Andy Bonar, Head of Development supported by Xuxuan Y Liu from ZhidaICE LYIT's representatives, visited 3 partner Universities in China.

Over the course of the week-long visit, the LYIT delegation visited 3 partner Universities in 3 cities including, Changsu Institute of Technology in Shanghai, Chongqing University of Technology in Chongqing and Chengdu Neusoft University in Chengdu.

China's population exceeds 1.4 billion people. The population of Shanghai exceeds 25 million, the population of Chongqing, China's largest city exceeds 30 million and the population of Chengdu exceeds 14million. Interestingly Chengdu is China's biggest tourist destination attracting over 22 million visitors annually to 3 world renowned tourist attractions, China's Pandas, China's Ancient Irrigation Works and China's Holy Mountain home of their Taoism religion.

For all of Semester 1 2017/18, Paul Corey Lecturer in Computing, delivered lectures in Computing in Chengdu Neusoft University, and 4 Computing Students from LYIT spent the Semester there too, teaching English to large groups of Chinese Students, while attending classes in Computing and Mandarin/Chinese Language and Culture.

Several meetings between the LYIT delegation and our partners took place in each University with their Senior Leadership Teams.

Significant progress was achieved and we are hopeful that this visit will help improve non EU International student recruitment in September 2018.

11. VISITORS

11.1 Visit by Dr Graham Love, CEO, HEA

The Chief Executive of the HEA Dr Graham Love visited the Institute on Tuesday, 29 August. While on campus he met with the Executive Board and had a very frank discussion around current issues in Higher Education. Following the meeting he undertook a campus walk about and was very impressed by the facilities available in the Institute.

11.2 Visit by Minister of State Michael D'Arcy

The Institute facilitated a visit from Minister of State Michael D'Arcy on Monday, 28 August. The focus of the meeting was to meet with regional stakeholders including state agency representatives, Donegal County Council and business representative's to discuss the possibility of attracting additional financial services businesses out of Dublin. This was a very useful engagement and Minister Joe McHugh was also in attendance to ensure that there was support for the regional contribution.

11.3 Chinese Ambassador's Visit

On Friday, 1 September Chinese Ambassador, Ambassador Extraordinary and Plenipotentiary of the People's Republic of China to Ireland, Dr Yue Xiaoyong and two Chinese colleagues Jiang Yingbo - Political Attaché and Walter Xiongwen Pan - Chief of Political Section visited the Institute. They Ambassador met with Paul Hannigan, President, Fintan Moloney, Chairman, John Andy Bonar, Head of Development and Jill Murphy, International Education Manager. The purpose of the meeting was to deepen the relationship between LYIT and their Chinese partners. The Ambassador was introduced to LYIT and briefed on developments to date with LYIT and China. He also had a chance to meet with some current Chinese LYIT students.

This meeting was followed up by a second meeting in Dublin on Wednesday, 13 September at the Chinese Embassy.

11.4 Pramerica/University of Texas at El Paso (UTEP)

On 5 September LYIT hosted a delegation of Pramerica/Prudential Executives accompanied by senior staff of UTEP and ALU. Pramerica wanted to profile their relationship with LYIT to their academic partner Universities in Texas/UTEP and Africa/ALU.

LYIT President Paul Hannigan made a short presentation to the 20 strong delegation and an interesting discussion followed. The Heads of School of Science, Business, Tourism, the Registrar and Head of Development also attended the meeting.

This was the first time Higher Education Institutions from the continents of Africa, the US and Europe formally met at LYIT.

11.5 Visit by Minister Mary Mitchell O'Connor

The Minister for Higher Education Mary Mitchell O'Connor, TD visited the Institute on Monday, 8 January. The Chairman attended the meeting to represent the Governing Body. During the visit the Minister met with the Institute's Executive Board and also with the Students' Union Executive. She also had a tour of the Institute where she met with relevant staff representing the various academic areas. Minister Joe McHugh, TD was also in attendance.

This was part of a series of meetings where the Minister has visited most of the third level campuses in the country. It was very useful from the Institute's perspective to have the Minister on campus and to outline to her the progress being made by the Institute on a number of fronts.

11.6 Moderator's Visit

Moderator of the Presbyterian Church Reverend Noble McNeely and his wife visited the Institute on Thursday, 9 November. They attended a short prayer service and then a lunch was hosted by the President. This visit was part of a busy itinerary in the North West.

11.7 Rick Hamilton Master Inventor Guest Lecture

On Wednesday, 17 January LYIT/CoLab was honoured to host a Guest Lecture, delivered by Rick Hamilton, Master Inventor. Rick worked previously with IBM, where for 24 years he was IBM's most

prolific inventor. In fact Rick has to date 851 registered inventions in his name making him the 21st most prolific inventor of all time.

Within the last year Rick has joined Optum, and during his week-long visit to Optum Dublin and Letterkenny, Matthew Erskine from Optum very generously arranged for Rick to deliver a guest lecture on contemporary Innovation, Invention and Entrepreneurship at CoLab to about 50 Technology Entrepreneurs, Senior Leadership Teams from regional Multi National Enterprises, LYIT Staff and Students.

11.8 Nursing and Midwifery Board of Ireland Inspection

The Director of Professional Nursing Standards Ms Judith Foley and a panel of six people, selected by the Nursing and Midwifery Board of Ireland (NMBI), visited the Institute on 20 and 21 February for their 5 yearly site visit of the three nursing programmes in the Department of Nursing and Health Studies. They started their visit by meeting the President, Registrar, Head of Department of Nursing and Health Studies and the Head of School. This was followed by meetings with Clinical Partners, staff, students from years 1, 2 and 3 of our nursing programmes and a tour of facilities. On day two the panel met with student support services including Medical Centre, the Curve, the Nursing Allocation Officer and further staff from the HSE. Clinical placement sites across the HSE West including General, Psychiatry and Intellectual Disability services will be visited in the coming weeks also.

11.9 Minister for European Affairs, Helen McEntee, TD

On Thursday, 8 March Helen Mc Entee, Minister for European Affairs accompanied by Dominic Berkeley, Department of Foreign Affairs visited Letterkenny campus. The purpose of their visit was twofold:

- To promote career opportunities in the EU institutions – including traineeships, internships, generalist vacancies, and specialist vacancies including auditors and lawyer linguists. The key message was that fluency in a language was not essential. Dominic also explained the recruitment process for the various competitions and resources for further information.
- To introduce the #Future Europe debate (a regional roadshow to inform and involve the public on key issues affecting the EU which include migration, climate change, terrorism, economy, Brexit amongst others. The Minister gave an overview of the Letterkenny regional event to which took place in the Radisson Blu at 5.30 pm on 8 March to which members of the public were invited.

11.10 John Santelli, Executive Vice President, Optum

The Institute hosted a visit from Mr Santelli on Thursday, 26 April. This was a very useful engagement as it was the first time Mr Santelli has visited Optum in Donegal. This was important in the evolving relationship between LYIT and Optum and the opportunity to discuss new possibilities for collaboration.

12. INSTITUTE EVENTS

12.1 Enabling Maths Initiative

The enabling mathematics course is a joint initiative between Donegal Education and Training Board and Letterkenny Institute of Technology arising from the signing of a formal memorandum of understanding between LYIT and DETB in January 2016.

The enabling mathematics course was piloted in 2016 and rolled out again in 2017. The development of this enabling mathematics course is designed to give students a second chance to succeed in Mathematics and thus, overcome the entry requirements to enter a wide range of courses in 2017. The course ran in LYIT for two weeks from Monday 28th August – Friday 8th September. The final examination is of an equivalent standard to the current Leaving Certificate ordinary mathematics paper and is set and assessed by mathematics teachers nominated by Donegal ETB. Twenty students successfully completed the programme which meant that they were eligible for a place on any programme in LYIT for which there are places available as long as they meet the minimum entry requirements and the current CAO points for the relevant programme.

12.2 Hackathon

Letterkenny Institute of Technology hosted its first-ever Hackathon event, the Fintech 2025 Hackathon in partnership with Pramerica on October 13-15.

The Hackathon was launched on Friday evening in Pramerica's brand new Rock campus with participants moving to the LYIT campus on Saturday and Sunday.

This was a very special event for all partners involved (including Queens University Belfast, Kainos and the American Chamber of Commerce Ireland), as it showcased the strong partnerships that have been forged between the academic community and industry, within the North West Region.

Universally a Hackathon event typically involves a large group of people meeting to engage in collaborative computer programming. However, Fintech 2025 Hackathon was organised with a slight difference.

It offered 45 Pramerica staff and 30 LYIT students with an interest, flair or specialism in Finance, Technology, Design, DevOps, Business, Marketing, Data, Law or Actuarial Science, an opportunity to come together in 10 mixed teams to develop a business idea, product or service, that could be used in the year 2025 over the course of one weekend.

A total of 130 applications were received and 75 participants chosen to take part, all vying for the top prize of €2,500 in LK Vouchers. The weekend was full of innovative presentations, fun-spot prizes and industry insights from an expert panel of mentors, drawn from LYIT, Kainos, Enterprise Ireland, Queens University, Emergenetics, American Chamber of Commerce Ireland and Pramerica staff, who worked with the teams throughout the weekend.

In the end the “Prudential in My Pocket” team were the outright winners, with a business idea that focused on using MPESA as a payment process to pay Pru products. Comprising of five Pramerica staff members and two LYIT students the team worked hard over the weekend to create an app concept that could be further developed into a usable product for the year 2025.

The judging panel comprised of five industry experts, including Ciaran Harvey, Senior Managing Director & CIO, Pramerica; Anne Clydesdale, Director, Clinton Leadership Institute Queen's University; Paul Hannigan, President, LYIT; Mark Redmond, Chief Executive, American Chamber of Commerce Ireland; and Brendan Mooney, Managing Director & CEO, Kainos.

Throughout the three days there was a great competitive rivalry and synergy between all competing teams and the blend of the experience brought by Pramerica's staff and enthusiasm and creativity brought by LYIT's students ensured there was much mutually beneficial learning achieved throughout the weekend.

12.3 Appointment of Chaplain

Reverend Canon Harry Gilmore was appointed to provide chaplaincy services by the Church of Ireland Bishop of Derry and Raphoe for 2017/18.

12.4 Careers and Post Graduate Fair

The Careers and Postgraduate Studies Fair took place on Monday, 23 October. A total of 85 exhibitors were in attendance including recruiters, postgraduate course providers, professional bodies and voluntary service organisations. A notable feature of this year's event was the number of LYIT graduates representing the various recruiters which included Amazon, Aurivo, Gardai and Pramerica. These graduates were videoed by Donegal Daily and information from this would be most useful for marketing. In addition to the main event, seminars took place on topics such as apprenticeships, teaching in UK, study in France and working in Japan. We also hosted a very well attended CV Clinic and there were plenty of viewers at our Jobs Wall.

The success of this event can be measured by the queues of people looking to attend from 11.30. From then on, there was a constant flow of attendees. The Careers and Postgrad Studies Fair was promoted using a variety of methods including Facebook, radio/video/press releases and roundabout advertising. Fiona Kelly used social media to great effect during the event through twitter and Facebook. The following people and departments deserve acknowledgement for their efforts in ensuring the success of this event – Brenda Hamilton, Roseanne Mc Ginley, Fiona Kelly, Nicola Dunnion, Caretakers, security, IT.

12.5 New Entrants Scholarships

LYIT made presentations to 12 New Entrants Sports Scholars on Monday 23 October, those awarded the scholarship, which is worth €1,000 to each successful applicant, were selected from the current academic group of students.

The New Entrant Sports Scholarship programme was first introduced in September 2015, at that time 3 awards were made.

The growth in the programme has been accredited to the development of sport in the Institute in recent years and also the ever increasing standards in both GAA and Soccer in the third level sector of education, and in particular at LYIT.

The New Entrant Sports Scholarship programme, which is open to full-time students registering in LYIT for the first time, is linked to the main Sports Scholarship programme in LYIT.

The winning New Entrant students are:

- Shane McNamee, Ramelton, a Derry City U19 player.
- Gareth Doherty, Drumkeen, a Finn Harps U19 player.
- Jason McCallion, Muff, a Derry City U 19 player.
- Shane Porter, St Johnston, a player with Dergview in the Irish League.
- Aoife McColgan, Malin, a dual player with success in both GAA and Soccer.
- Aisling Nee, Letterkenny a GAA player with St. Eunan's GAA Club
- Emma McMahon, Kildysart, Co. Clare, a minor team player in her native County Clare.
- Zoe Green, Rathmullan, a Soccer player with international honours and also a winner of Donegal Sports Star Awards in 2015.
- Jason McGee, Falcarragh, a member of the Donegal Senior GAA squad and former captain of the Donegal Minors Ulster Championship winning team 2016
- Michael Carroll, Derrybeg, also a member of the GAA County squad.
- Gary Molloy, Kilcar, a member of the County Championship winning team and a minor team player with Donegal.
- Michael Langan, Creeslough, a member of the County squad and a former Ulster Player of the Year at U21 level.

In presenting the awards the students were congratulated by Paul Hannigan, President, LYIT, who complimented the GAA and Soccer club members in LYIT on having maintained the sporting standards over the years and who, each year, provide the basis for the expanding sports programme. He also stressed the need for these students to be aware of their academic commitments and to establish a balance between their sports and studies in the year ahead.

12.6 Teaching and Learning Champions

The Teaching and Learning Champions (TLC) project is a leadership development project for senior and middle managers funded by the National Forum for the Enhancement of Teaching and Learning (National Forum). LYIT is the lead partner for the two year, €150,000 project. Dr Lynn Ramsey is project manager and Dr Isobel Cunningham is project researcher. LYIT works with three partner institutions from the West/ North West Higher Education Cluster: St Angela's college Sligo (STACs), IT Sligo and GMIT. The project supports an evidence based engagement with the learning and teaching issues articulated in the National Forum's Professional Development Framework and the Roadmap for Enhancement in a Digital World.

The project has three elements:

1. An on-line peer mentoring forum for senior and middle managers
2. Two Insight days to enable higher education leaders in education in the North West and West to network and examine professional development and digital leadership in depth.
3. The development of a module on Mentorship for Teaching and Learning Leadership.

The first Insight Day focused on Professional Development Frameworks and Mentorship and was held in LYIT on Thursday 2 November in the Colab board room. The Insight Day was attended by over forty academic and professional services managers, Students Union sabbatical officers and students from LYIT, STACs and GMIT.

President Paul Hannigan delivered the opening address, focusing on the value of collaboration in teaching and the transformational role of professional development for the student experience. Professor Rachel Thomson's keynote paper 'Professional Development Frameworks as a Leadership Tool: Lessons from the UK' provided participants with an opportunity to learn from her experience as Pro-vice Chancellor for Teaching at Loughborough University. Dr Sinéad O'Flanagan (Senior Lecturer in Leadership, Sloan School of Management, MIT) joined by skype and delivered a stimulating paper on 'Strategic Decision-Making and Leadership for Teaching and Learning Excellence'.

The TLC project is underpinned by the principle of student engagement. This was highlighted in Jimmy Mc Govern's paper 'Teaching and Learning Leadership: the student perspective'. Additional papers and workshops were provided by Dr Deena Ingham (Academic Developer, Loughborough University), Dr Mark Glynn (Head of Teaching Enhancement Unit, DCU), Dr Lynn Ramsey (Head of Teaching and Learning, LYIT) and Dr Maria Gallo (Director Lifelong Learning, STACs).

12.7 Optum Event

An awards ceremony was held on Thursday, 23 November for students in the School of Science. The event was hosted by Optum Letterkenny, a United Health Group Company. Padraig Monaghan, CEO Optum, presented awards to the highest achieving students across a range of programmes related to Optum's industrial sector. In total twenty awards were presented to the recipients shown below. Family and friends accompanied students to the event.

The purpose of the event was, primarily, to raise the profile of Optum in the region and to give Optum a forum to market their company as an attractive employer for graduates.

Student	Course
Ravpreet Kaur	BSc (Hons) in Computing with Cloud & Green IT
George Ilie	BSc (Hons) in Computing in Applied Computing
Hugh Boyle	BSc in Computing
Patrick Doherty	BSc in Computing with Computer Security & Digital Forensics
Shaun Mc Fadden	BSc in Computing with Computer Games Development
Conor Kelly	Higher Certificate in Computing in IT Support
April Kennedy	BSc (Hons) in Early Childhood Care, Health & Education
Kirsty Mc Menamin	Higher Certificate in Early Childhood Care, Health & Education
Donna Collins	BSc (Hons) in Health & Social Care
Margaret Mc Fadden	Higher Certificate in Health & Social Care
Chelsea Harrison	BSc (Hons) in General Nursing
Margaret Mulhern	BSc (Hons) in Intellectual Disability Nursing
Shane Loughlin	BSc (Hons) in Psychiatric Nursing
Niamh Woods	Bachelor of Science in Agriculture
Cliodhna Muldoon	BSc in Science in Analytical & Forensic Science
Daniel O'Neill	BSc in Bioscience
Eimear Gallier	Higher Certificate in Science – Dental Nursing
Stephen Bracken	BSc in Food Science & Nutrition
Leanne Burke Kelly	Higher Certificate in Science (Pharmacy Technician)
Patricia Warren	BSc in Veterinary Nursing

12.8 College Awareness Week

College Awareness Week is a national campaign that aims to promote the benefits of going to college and help students of all ages to become college-ready. Letterkenny Institute of Technology hosted a number of events on Monday 20 November as part of College Awareness Week 2017. The events were organised by the Schools Engagement and RPL Officer and targeted local community groups and charities.

Event 1: Basic Technology Training for members of Active Retirement Letterkenny Branch: 10 ladies from Age Action Ireland, Letterkenny branch received ‘Basic Technology Training’ from 2nd and 3rd year LYIT computing students. This event took place in the Science meeting room. The ladies who attended this event were aged between 70-80 years and brought along their own iPads, tablets and laptops during the training session. They were taught ‘How to set up an email account’, ‘How to sync emails to their technology’, ‘How to connect to WIFI and internet searching’. Active Retirement hope to continue the positive links with LYIT and will seek further training from the LYIT students in Spring 2018.

Event 2: READ DL launch - READ DL is a community literacy initiative based on the worldwide ‘One Book, One Community’ project. The aim of READ DL is to remind us about the joy of reading for all the family and to get local schools and communities reading. A launch photo was taken at this event which included Paul Hannigan, President LYIT, Billy Bennett, Registrar LYIT, Anne McHugh, CEO, Donegal ETB, Paddy Hannigan, Donegal ETB, and staff from The Curve at LYIT.

Event 3: Foyle Sailability Promotional Stand- Foyle Sailability is a cross border voluntary organisation dedicated to promoting sailing opportunities to people with all types of disability. They have a number of accessible vessels and have engaged with LYIT over the last 6 weeks to promote their activities. LYIT, in conjunction with Ulster University Magee, North West Regional College and Donegal ETB will take part in a one day Sailing Regatta in Spring 2018 in Derry. As part of this project, Foyle Sailability, and the project partners above, visited the LYIT campus to promote the joint Sailing Regatta. A promotional photo of all project partners was taken at this event and shared on all of LYIT’s social media platforms.

12.9 Open Day

Letterkenny Institute of Technology Open Day took place at the Letterkenny campus on Friday 24 November. Over 1,250 prospective students attended this event, with students travelling from as far as Wexford, to attend the LYIT Open Day event. 52 people attended this event following connections made with Letterkenny Institute of Technology staff at Higher Options in the RDS, Dublin and also, the IGC West Careers Fair in the Galway Bay Hotel. The event concluded the College Awareness Week activities at Letterkenny Institute of Technology.

12.10 Guidance Counsellors Annual Meeting

The Institute hosted the annual meeting with Guidance Counsellors from County Donegal secondary schools and also representatives from Donegal ETB Guidance Services on Thursday 18 January, 2018. This event provides the institute with a useful opportunity to share information on any new course developments and also to get their feedback on the connections with the institute during the previous year. A total of 27 career guidance counsellors were in attendance, representing 20 secondary schools and Donegal ETB Guidance services.

Paul Hannigan, President provided the welcome address and he emphasised the importance of this event for LYIT and how the annual meeting is now very much part of the LYIT calendar. Billy Bennett, Registrar delivered a presentation on behalf of the institute, with each of the Head of Schools, Dr Gertie Taggart, Dr Sean Duffy, Denis Mc Fadden and Michael Margey providing a feedback and Q&A session with the guidance counsellors in attendance.

The overall feedback from the event was very positive, the career guidance counsellors welcomed the increase in CAO programmes at the institute over the previous academic year. They welcomed the appointment of the Schools Engagement Officer and the launch of the new LYIT website. Professional Development opportunities at LYIT were also highlighted. The guidance counsellors also recommended that LYIT consider moving the institute's Open Day to a Thursday given that a significant number of Donegal schools now have a half-day on a Friday.

12.11 Read DL Launch

This year's book "A Monster Calls" is based on an original concept by author Siobhan Dowd, the story is about a boy who is struggling to come to terms with his mother's terminal illness. Unexpectedly, he is visited one night by a monster, asking if he can tell him three stories. In return, he wants the most dangerous thing of all from Connor: the truth.

Enhancements to the project this year included the joint purchase of more books (2,500) with DETB, the development of a dedicated website <http://readdonegal.com/>, Instagram and Twitter accounts and a promotional video.

Shay Given launched the initiative in the Central Library on Friday, 2 February.

12.12 Website

The Institute's existing web site, www.lyit.ie, was designed and developed in 2008/2009. The site was developed prior to popularity of smartphones and tablet devices. In July 2016, a procurement process was undertaken to appoint a contractor to redesign, develop and implement a website for the Institute on a new content management system. In October 2016, Inventise Business Solutions Limited was appointed as most advantageous economical operator. The project followed five phases:

- Phase 1 - Research: Research resulted in an Information Architecture and content layout for the new website following a consultation process with the various stakeholders internally.
- Phase 2 – Web Design: Wireframes were developed allowing for an extra layer of decision making to take place before starting the visual design stage of the project. Following wireframe review a visual design was delivered and approved by Executive Board.
- Phase 3 - System and web site Implementation, following the approval of the visual design, the back end system and visual design was translate into a working website.
- Phase 4 - Content Migration: A large part of the project is migrating and creating new content for the new website. This element of the project is almost completed and moving to final phase, phase 5.
- Phase 5 - User Acceptable Testing: The final stage prior to go live is full user acceptance testing of the functionality and quality check on the content.

The Institute's new website is nearing completion, following an extensive stakeholder consultation process. This process has resulted in the development of several new add-on functions such as

dedicated staff and students hubs. A key feature of the new website has been the responsive design element, where the website will be fully compatible with tablet and mobile platforms. Today the majority of students (as high as 90% for some colleges) access their college websites via mobile rather than desktop computers.

In Mid-November 2017 the Marketing Officer started to review the website and scoping out the workload that needed to be done to ensure the website was in a good place to launch in early 2018. The process is currently undergoing final QA testing of functionality and content proofing; to date this process has proved demanding with the sheer volume of content and components in the website. It is expected that the website will be officially launched in the next few weeks. The steering committee primarily consisted of Nicola Dunnion, Liam McIntyre, Sheila King and Michael Margey.

12.13 Dental Council of Ireland – Professional Reaccreditation

The Department of Science in LYIT delivers a Higher Certificate in Science in Dental Nursing programme which is accredited by the professional body for Dental Nursing the Dental Council of Ireland (DCI). The DCI five year reaccreditation visit was conducted by an external panel on Wednesday, 14 February 2018. The panel consisted of Prof Martin Kinirons (chair), Prof Claire McCarthy and Ms Michelle Spearman Gheraghty, in addition Ms Grainne Ginty and Dr Paul Lyons will from the Dental Council provided executive support throughout.

The panel met first with the President, Mr Paul Hannigan, Head of School of Science Dr Gertie Taggart and Head of Department of Science Dr Joanne Gallagher. This was followed with a series of meetings with current students, past graduates, academic staff and a comprehensive tour of the campus incorporating the new Dental Nursing Laboratory. Following a final meeting with the Management team the panel indicated that they would prepare a report for the Dental Council and the outcome will be communicated in due course.

12.14 Sports Scholarships

A total of 22 Sports Scholarships were awarded in LYIT, on Monday 26 February, to full-time students who are committed members of the sports programme. In addition 2 special recognition awards were made and also 6 Fresher's Sports Awards, presented to a group of students that are members of both the soccer and GAA ladies teams that reached national finals this year with LYIT.

The sports scholars;

Athletics/Shot Putt: John Kelly, St Johnston, Co Donegal

GAA: Calum Gallagher, Ballintra, Danny Rodgers, Dungloe, Darragh Black, Milford, Liam Kelly, Creeslough, Adam Lynch, Ballybofey, Enda McCormick, Kilmacrennan, Michael Langan, Creeslough and Jason McGee, Falcarragh.

GAA Ladies: Aine O'Reilly, Louisburg, Co Mayo, Kathy Ward, Cloghan, Aoife McColgan, Malin, Emma McMahon, Kildysart, Co. Clare.

Soccer: Fearghal Harkin, Clonmany, Adrian Delap, Milford, Shane Graham, Letterkenny, Dean Larkin, Letterkenny, Daire McDaid, Termon.

Hurling: Shaun Anderson, Killygordon, Caolan McDermott, Buncrana.

Basketball: Peter Lynch, Letterkenny Aoife Nolan, Drimnagh, Dublin.

Fresher's Awards: Aishleen McGuinness, Moville, Zoe McGlynn, Raphoe, Erika Hanna, Annagry, Lauren Cregan, Clonmany, Nicole Gordon, Clonmany, Vanessa McHugh, Lifford.

Special recognition awards: Alisha Burke, Kinvara Co. Galway, Katie Reddan, Carrick on Shannon, Co. Leitrim.

12.15 Duncan Stewart Visit – 10 April 2018

Following an invitation from the Faculty of Engineering; Architectural Technology Programme, and the Green Campus Team, Duncan Stewart, Renowned Architect, Environmentalist and Television presenter gave an impassioned talk to an engaged audience filling Lecture Theatre 1103 on Tuesday, 10 April.

Duncan has been at the vanguard of education on Climate Change and Sustainable Energy/Construction and Transport for more than 30 years.

The facts and figures presented renders inaction, as truly catastrophic for the planet. While we in Ireland see ourselves as an inherently Green Country, we pollute per person to the order of 20 times that of our German counterpart. So, as a nation we have many changes to make in the way we use Energy, Travel and eat!

Small changes are a very good start especially for Educational Institutions such as LYIT, The Green Campus promotion initiative, where students constructed a large Whale to illustrate the danger to marine life of our continued use of single use plastic water bottles was very impressive. So too, the Chartwells 'no single use coffee cups day' which followed Duncan's talk.

Duncan is also interested in collaborating on the Renewable Energy research being conducted by Dr John Doran, Nuala Carr and others at the Bryden Centre LYIT and has been in contact with John since his visit.

12.16 School of Business Studies Awards

This event was held on Wednesday, 18 April, and was an opportunity to acknowledge and celebrate the success of our students through their endeavours and achievements. The Student awards is an important event in the School Calendar, which looks to add to the student experience by acknowledging student achievement which wouldn't normally be acknowledged at the annual conferring ceremony. The School of Business Students Awards consists of a series of awards across all the departments including School based awards. The Outstanding Student in the School award concerns the following three areas of Excellence, Endeavour and Engagement:

- Excellence: A student who demonstrated/achieved academic excellence overall or in a particular subject area.
- Endeavour: A student who demonstrated an enduring commitment to their studies/college despite facing obstacles along the way
- Engagement: A student who generously devoted their time and energy to enriching and inspiring the lives of others.

This year recorded the largest turnout of staff and students to such an extent that the lecture hall was full with standing room only. This event is designed to involve staff in all aspects from master of ceremonies to presenting prizes/awards. Each award is presented by one of the staff involved in teaching the student and also the respective Head of Department. Parents were also in attendance in some instances. The President and Registrar attended with the President providing the closing speech.

Department of Business Studies

Best 1 st Year Student 2016/17	<i>Lianna Hudson – Bachelor of Business(Hons) in Accounting</i>
Best 2 nd Year Student 2016/17	<i>Kyle O'Brien – Bachelor of Business (Hons)</i>
Best Accounting Student	<i>Conor Kelly – Bachelor of Business (Hons) in Accounting</i>
Best Postgraduate Marketing Student	<i>Nathan McCarron – Master of Science in Marketing Practice</i>
Enterprise Development Award <i>(Sponsored by Colab)</i>	<i>Rory Noone – Bachelor of Business in Management</i> <i>Conor Friel – Bachelor of Business in Management</i> <i>Cheng Yang Ong – Bachelor of Business in Management</i> <i>Mirzeta Becirovic – Bachelor of Business in Management</i>
Fantasy Budget (Team)	<i>Adrian McConnell – Bachelor of Business (Hons) in Accounting</i> <i>Alan Ferguson – Bachelor of Business (Hons) in Accounting</i> <i>Olivia Webb – Bachelor of Business (Hons) in Accounting</i>
Best 1 st Year Team – ICT & Learning to Learn	<i>Melanie Doherty - Bachelor of Business (Hons) in Accounting</i> <i>Aiden Gallen - Bachelor of Business (Hons) in Accounting</i> <i>Chloe Johnston - Bachelor of Business (Hons) in Accounting</i> <i>Kelly Chen - Bachelor of Business (Hons) in Accounting</i>

Department of Law & Humanities

Best 1 st Year Student 2016/17	<i>Wendy Patton – Bachelor of Arts (Hons) in Business with French</i>
Best 2 nd Year Student 2016/17	<i>Conor Laverty – Bachelor of Arts (Hons) in Business with Spanish</i>
Best 2 nd Year Student in Languages	<i>Wendy Patton – Bachelor of Arts (Hons) in Business with French</i>
Best Female Sports Student	<i>Jade Leeper – Higher Certificate in Sport Studies</i>
Best Male Sports Student	<i>Ryan McLaughlin – Bachelor of Science (Hons) in Sport Coaching & Performance</i>
Best Personal Fitness Instructor	<i>Damien Duddy –Bachelor of Science (Hons) in Sports and Exercise with Performance</i>
Outstanding Team Work	<i>Dillion O'Loughlin – Bachelor of Arts (Hons) in Law with Criminal Justice</i> <i>Paul Devlin – Bachelor of Arts (Hons) in Law with Criminal Justice</i> <i>Tara Gallagher – Bachelor of Arts (Hons) in Law with German</i>
Best Legal Research/Writing Skills	<i>Bronagh Hayes – Bachelor of Arts (Hons) in Law/LLB</i>

Department of Design & Creative Media

Best 1 st Year Student 2016/17	<i>Adena O'Hanlon – Bachelor of Arts (Hons) in Visual Communications and Graphic Design</i>
Best 2 nd Year Student 2016/17	<i>April Murphy – Bachelor of Arts in Fashion with Promotion</i>
Best International Competition Submission	<i>Aoife Nolan – Bachelor of Arts in Fashion with Promotion</i>
Best Student in Design Theory	<i>Sean Nugent – Higher Certificate in Arts in Photography</i>
Best Design Project	<i>Niamh Porter - Bachelor of Arts in Fashion with Promotion</i>

School of Business

Best International Student	<i>Magdalena Toyfl – Bachelor of Business (Common Entry)</i>
Outstanding Student (Excellence, Endeavour, Engagement)	<i>Lorraine Kennedy – Bachelor of Arts (Hons) in Business (Life Long Learning)</i>
Outstanding Student (Excellence, Endeavour, Engagement)	<i>Faith Welch – Master of Science in Marketing Practice</i>
Outstanding Student (Excellence, Endeavour, Engagement)	<i>Makenzie Burud – Master of Science in Marketing Practice</i>
Outstanding Student (Excellence, Endeavour, Engagement)	<i>Gemma Carroll – Bachelor of Arts in Digital Media Design</i>

12.17 Digital Badge Workshop

The Digital Badge in ‘Reflective Practice in Teaching’ was designed by LYIT lecturers (Dr Deirdre McClay, Bronagh Heverin & Siobhan Cullen) and was launched on Thursday, 27th April.

The National Forum for the Enhancement of Teaching & Learning has developed a series of 15 Digital Badges for all those forms of who have a teaching or learner support role in higher education. Two of these forms of “micro-accreditation” have been designed by academic staff at LYIT, with the Digital Badge in Mentoring being launched here in January by Dr Lynn Ramsey.

The purpose of the Digital Badge in ‘Reflective Practice in Teaching’ is to support and develop reflective practice, an integral part of professional development in teaching.

We were delighted to welcome Jenny Moon BSc, MPhil, MEd, MSc, MA, PhD who has been at the forefront of reflective practice for decades. She currently works with Bournemouth University as a Visiting Fellow and continues to work freelance, running workshops and projects. Most of the workshops relate to the subject matter of her books(9), many of which are about reflection.

Jenny’s workshop was very well attended by lecturing staff from LYIT as well as colleagues from UU and ETB. In the afternoon, Jenny ran a similar workshop for teachers and lecturers who are studying on our *M.A in Learning & Teaching* programme.

12.18 LYIT Open Evening – May 2018

The Institute hosted an Open Evening for prospective students on Thursday, 10 May from 3 - 7 pm at our Letterkenny and Killybegs campuses. The primary focus of this event was Lifelong Learning, so it was targeted towards prospective students looking to upskill, those who currently have no formal qualification, are unemployed, or are a mature student and considering a return to education. The Open Evening also provided an opportunity for applicants to discuss their CAO options in advance of the 1 July CAO Change of Mind deadline. All departments within LYIT were represented at the event and it was well attended, with 240 people arriving throughout the event.

12.19 Engineering EXPO Event

Letterkenny Institute of Technology (LYIT)'s Department of Electronic and Mechanical Engineering held their annual EXPO event on Wednesday, 23 May on campus wherein students displayed their project machine builds and projects from academic year 2017/2018 to employers such as Terex, Abbotts, Randox, Kirchhoff, Seagate, Mooney Boats, Mantis Cranes and Jones Engineering.

Year 4 delivered their Research Project Findings, Year 3 demonstrated their Design Project Machines, Year 2 displayed their Motion Conversion Mechanisms, and Year 1 for the first time had their Precision Machining Pieces on show. Guest speaker Ray Speer who is currently Technology Director with Analog Devices delivered a remarkable insight into how state of the art Embedded Electronic Technology is being incorporated to maintain some of the simplest mechanical devices and afforded an insight into trending technology by means of the 'Hype Curve'.

12.20 Design Graduate Exhibition

The Department of Design & Creative Media Showcase took place on Friday, 1 June, at the Regional Cultural Centre (RCC), Letterkenny. As this will be the first graduating year from LYIT's BA in Fashion with Promotion, every effort was made to celebrate this special occasion. Behind the closed doors of the 'Green Room', twenty-five models rushed about with their young designers preparing an extremely well-coordinated Fashion Show which included an array of stylish garments and accessories. Nollaig Crombie, Head of Department of Design & Creative Media welcomed the students families and friends along with a wide ranging number of invited guests from the creative industries.

The Show was officially opened by Eilish Kennedy, Designer and Creative Director at McElhinney's Department store where several of the participating students had engaged in projects and internships this year.

Martin McElhinney presented two awards on the evening. The runner-up Fashion student award was presented to Lauren Doyle and the best Fashion student in show was presented to Luke Barber. Both Eilish and Martin praised all of the young designers on their extraordinary achievements and national recognition in just three years at LYIT.

Alongside the BA Fashion with Promotion, this year's Exhibition included the HC in Photography, BA (Hons) Visual Communication / Graphic Design, BA & BA (Hons) Animation, BA Digital Media Design and BA (Hons) Digital Film & Video.

The Show presents an opportunity for all students to celebrate their achievements however throughout the year, individual students have been recognised for their outstanding achievements,

namely, Silke Schaffner, HC Photography, for her submission to the International ‘Remote Photo Exhibition’, James Hennigan, BA (Hons) Visual Communications / Graphic Design, for his submission to the renowned ‘International Society of Typographic Designers’ (ISTD) and receiving the highest recognition among all Irish Design courses and Niamh Porter and Lauren Doyle, BA Fashion with Promotion for their commendation at the ‘Irish Fashion Innovation Awards’ in Galway in March this year.

Design Staff and Students devoted endless hours to the preparation and subsequent supervision of the Show. Every detail was considered. The music selection for each Fashion student, the lighting, the rehearsals, the show reels of film, animation and motion graphics, proof reading, printing, invitations and of course the refreshments, which this year were prepared and presented by staff.

The Show continued through to 8 June, facilitated by a rotation of all exhibiting students. As per previous years, large numbers of visitors attended the Show during the week. The standard was exceptional throughout and many students have already secured employment.

13. MISCELLANEOUS

13.1 *Rotary Club Meeting*

The President was invited to address the Letterkenny Rotary Club meeting on Tuesday, 12 September. This was the fourth occasion on which the President addressed this group over the years. He outlined the contribution that LYIT makes to the region both directly and indirectly and outlined some of the future prospects for the Institute.

13.2 *IBEC NW Meeting - TDs*

The President as a member of the IBEC NW Regional Executive met with a number of Oireachtas members from the NW region to discuss relevant issues for the region including the funding for Higher Education Institutions on Friday, 15 September 2017.

13.3 *Sunday Times University Guide*

The Sunday Times Good University Guide 2018, which is produced annually and ranks universities and ITs, has named Letterkenny Institute of Technology (LYIT) as runner-up in The Sunday Times Institute of Technology of the Year Award for 2018. Athlone Institute of Technology (AIT) has been named Institute of Technology of the Year and NUI Galway has been named The Sunday Times University of the Year 2018.

The Sunday Times Guide is one of the most comprehensive, independent guides to Irish undergraduate courses produced with each third-level institution in Ireland assessed under a number of criteria including new developments, facilities and links with industry and research. It is often used as a barometer for potential students and parents around the country in selecting third level institutions.

It is timely that the Institute ranked so highly in the Sunday Times Guide as we emerge from the difficult years of the recession and look forward confidently to the future. The staff at LYIT have worked hard over the years to ensure the success of the Institute regardless of the external

environment. Students continue to choose LYIT as their preferred location and this year 2017/18 sees record numbers of first years enrolled at the Institute.

We are delighted to see our student engagement activities have been highlighted by the Sunday Times this year, as we believe this is what differentiates us from others. This is the third occasion that Letterkenny has featured so highly in the rankings.

The Sunday Times made specific reference to the following issues:

The Institute's cross-border relationships with the North West Regional College and Ulster University boost regional access to higher education, innovation and job creation. Among other things, LYIT has significantly increased the number of students enrolled from Northern Ireland over the past three years.

The Institute offers an MA in Learning and Teaching reflecting the priority that LYIT places on this activity. Just over half of its academic staff has a pedagogical qualification, up from 30% three years ago. The broader education community in the region has also benefitted from this programme.

Dedication to improving the learning experience can also be seen in the work LYIT has put into learning from students. LYIT has enjoyed considerable success in the Irish Survey of Student Engagement (ISSE). The student response rate for the ISSE stands at 34% in 2016-17, against a national rate of just 27%. A total of 86% of students would choose Letterkenny again if they were starting their studies afresh, compared to 82% nationally, and 88% evaluated their student experience as excellent or good, compared to 83% nationally.

A student participation scheme for class representatives, first tried out in 2016, has resulted in a 66% increase in active contributions at class representative council meetings.

13.4 Letterkenny Municipal District Council Meeting

The President was invited by the Council to meet with them on Tuesday, 10 October. The main focus of the meeting was to examine ongoing developments at the Institute and how the Council could contribute to the workings of the Institute on various issues. This was a very useful meeting and a number of issues will be followed up by the President and by the elected representatives and Executive members of the Council.

13.5 Meeting with Mayor of City of London

The President was invited by the Mayor of Derry City and Strabane District Council Maolíosa McHugh to meet with Dr Andrew Parmely Rt Hon the Lord Mayor of City of London. This was a lunch meeting attended by public and business representative groups from the North West City Region and allowed the opportunity for the promotion of ongoing cross-border initiatives.

13.6 Tip O'Neill Awards

The 2017 recipients of the prestigious Tip O'Neill Irish Diaspora Awards were formally presented at a special Gala Dinner in the Grianan Hotel Burt on Friday, 20 October.

The Head of School of Business and the Head of Development represented LYIT at the event.

This year's recipients were Mr. Marty Meehan, President of the University of Massachusetts, Boston, Barbara Koster, Senior Vice President and Global Chief Information Officer for Prudential Financial and Board Chair of Pramerica Systems Ireland Ltd., Packie Bonner, former Republic of Ireland goalkeeper and Frazer Doherty, Super Jams.

The Tip O'Neill Irish Diaspora Award is an initiative of the Donegal Diaspora Project in Donegal County Council and was initiated in 2012 on the centenary of the birth of Thomas P. Tip O'Neill. Tip O'Neill whose maternal grandparents hailed from the Inishowen Peninsula in Co. Donegal, was an American Politician and Statesman who served as Speaker of the US House of Representatives from 1977 until 1987.

Former recipients of the award include well known US broadcaster and political commentator Chris Matthews, former President of Massachussets State Senate Therese Murray, Irish New York based journalist and publisher Niall O'Dowd, former Governor of Montana Brian Schweitzer and US philanthropist Loretta Brennan Glucksman.

Donegal County Council in partnership with the Ulster University at Magee, Letterkenny Institute of Technology and International Partners worked together to put in place an action packed itinerary on Friday October 20th where each of the recipients held individual workshops at Magee University revolving around their area of expertise.

The weekend concluded with the inaugural Tip O'Neill Golf Challenge which was held on Saturday October 21st in the award winning Ballyliffin Golf Course. A number of college teams from across America, including UMass, Worcester State University and the University of St Petersberg participated in the competition with regional teams from UU and LYIT. The LYIT Team consisting of Shay Henry, John Doran, George Onofrei and Simon Stephens won the inaugural competition.

13.7 Enterprising Town Awards

Letterkenny was the regional winner of the Bank of Ireland Enterprising Town Awards this year. The Institute played an integral role in hosting the judges on Thursday, 21 September. The initial meeting was held in CoLab with a presentation from the Chief Executive of Letterkenny Chamber of Commerce supported by the Chairman of Donegal County Council. The President of LYIT hosted the event and subsequently there were other engagements with local businesses and with primary and secondary schools.

13.8 Letterkenny Chamber Awards

On Friday, 10 November over 300 people attended this year's Letterkenny Chamber Awards ceremony in the Radisson Hotel.

LYIT sponsors the Best Innovation Award and this year the winner was SeaQuest Systems from Killybegs.

Other award winners were:

- Social Enterprise of the Year - St Eunans GAA

- Business Excellence - Accountant Online, a client of CoLab
- Excellence in Marketing - Dillon's Hotel
- Best Start Up - Wholegreen Health Food
- Retailer of the Year - Grove Furnishings
- Excellence in Customer Service - Patrick Gildea Hairdressers
- Growth through Exports - Irish Pressings Gweedore, a previous participant on New Frontiers
- Hall of Fame - Mary T Sweeney, Castlegrove House
- Business Person of the Year - Mark Doherty, Century Complex

The President, Head of School of Business, Head of Development, Industrial Liaison Manager, Finance Manager and CoLab Manager represented LYIT at the Chamber Awards event.

13.9 Gender Equality Taskforce for Higher Education – Stakeholder Event

The President and Dr Lynn Ramsey attended this meeting on behalf of LYIT. The Taskforce recently established by Minister Mitchell O'Connor will report in March 2018 regarding the implementation of the 2016 HEA National Review of Gender Equality in Irish Higher Education Institutions.

13.10 Launch of Dr Richard Thorn’s Book – “No Artificial Limits”

The former President of IT Sligo Dr Richard Thorn has published a new book entitled No Artificial Limits which charts the development of the Regional Technical colleges and the Institutes of Technology to date. This is a very useful historical account of seminal moments in the development of the sector.

13.11 Northern Powerhouse Workshop

The Institute hosted this event in CoLab on Monday, 5 March on behalf of Donegal County Council and LYIT. A presentation was made from the UK Department of International Trade regarding possible business opportunities in the north of England. The British Ambassador had intended to be at the event but had to cancel at short notice. This was a very useful event and also contributed towards Enterprise Week.

13.12 Local Enterprise Week 2018

Donegal LEO Local Enterprise Week took place from Monday, 5 – Friday, 9 March 2018. The busy programme consisted of almost 30 events in 20 venues attended by hundreds of people across County Donegal.

LYIT hosted a number of significant events during Local Enterprise Week which attracted huge numbers of visitors to the campus including:

- Building an E-Commerce Website
- Workshop for NW Businesses accessing markets in Northern England,
- The Design, Innovation, Creativity and Enterprise (DICE) Conference 2018
- Enterprise Ireland Research, Development and Innovation Funding Workshop
- Profit First Workshop
- Agency Supports for Employers

13.13 The Skills needs of the ICT and FinTech Sectors in the North West 2018

The above report was launched in the Donegal ETB Training Centre on Friday, 9 March. This is a very useful document published by the North West Regional Skills Forum identifying opportunities for collaboration between industry and education and training providers in the ICT/Fin Tech areas. There will be a number of initiatives arising from this report and the Institute is committed to contributing positively toward this activity.

13.14 Unconscious Bias Training

The President undertook this training provided by the Equality Challenge Unit UK along with the Presidents from the other Institutes of Technology at a THEA training event on Wednesday, 28 March.

13.15 4th Industrial Revolution Challenge (4IRC) Event

The President was invited to participate in this event in Belfast on Tuesday, 10 April. The schedule for the event is attached at Appendix 12. This was a very useful event in front of broad range of stakeholders from right across Northern Ireland. The focus of the event was to challenge the way we teach and there was some very lively engagement from the audience.

13.16 AnCham Leadership Innovation Showcase

The above event was hosted in Pramerica and led by the President of AmCham North West, Seamus Hughes. It was very gratifying to hear the regard in which LYIT is held by its industry partners.

13.17 HEA Meeting in Letterkenny

The HEA met in CoLab on the morning of Tuesday, 26 June. This is part of a strategy by the Authority to hold their meetings in constituent colleges.

13.18 Deeble College Prize Giving

The President was invited to the annual prize giving in Deeble College on Friday, 25 May. This was a very significant day in the Schools calendar and the President was delighted to be invited as Deeble College is a significant feeder school for LYIT.

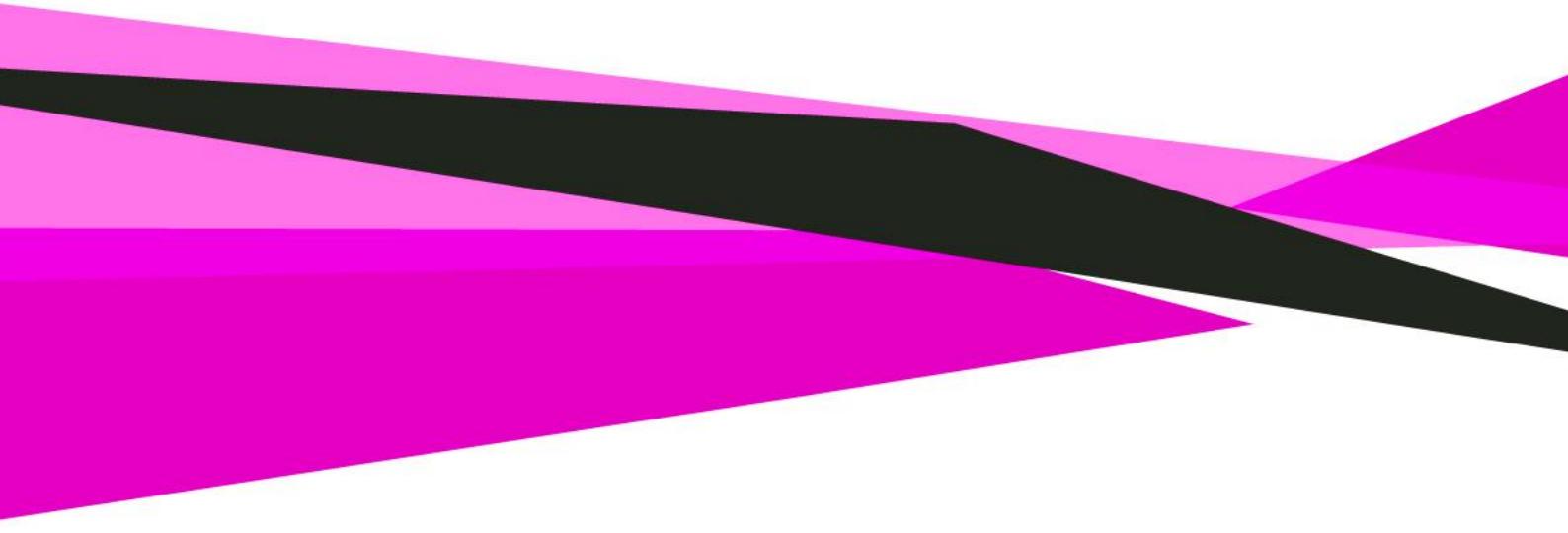
APPENDIX 1

HEA

Panel for Strategic Dialogue

Bilateral Meeting

11 September 2018



Letterkenny Institute of Technology
Strategic Dialogue – Bilateral Session
Monday 11th September 2017
14.00 – 16.30

The following members from the HEA (including Expert Panel member) will be attending the meeting:

- Dr. Graham Love, CEO
- Mr Fergal Costello, Head of System Governance and Performance Management
- Mr Tim Conlon, Senior Manager
- Ms Valerie Harvey, Head of Performance Evaluation
- Ms Sarah Fitzgerald, Higher Executive Officer
- Mr Mark Kirwan Executive Officer
- Mr George Pernsteiner, Expert Panel member

APPENDIX 2

Strategic Dialogue Feedback

Letterkenny Institute of Technology
Strategic Dialogue – Bilateral Session - Agenda
Monday 11th September 2017
11.00 – 13.30

LYIT

Mr Paul Hannigan, President
Mr Billy Bennett, Registrar
Mr. John Andy Bonar, Head of Development
Mr Henry McGarvey, Secretary/Financial Controller
Dr Seán Duffy, Head of School of Tourism
Mr Michael Margey, Head of School of Business
Mr Denis McFadden, Head of School of Engineering
Dr Gertie Taggart, Head of School of Science

HEA

Dr Graham Love, CEO
Mr Fergal Costello, Head of System Development and Performance Management
Mr Tim Conlon, Senior Manager
Ms Valerie Harvey, Head of Performance Evaluation
Ms Sarah Fitzgerald, Higher Executive Officer
Mr Mark Kirwan Executive Officer
Mr Liam Ryan, System Funding

External

Mr George Pernsteiner, Expert Panel member
Dr Trish O'Brien, Process Auditor

Context

LYIT's financial situation has improved significantly this year returning to a break-even position. The improved situation is attributable to the very active work by the institute to increase student numbers (38% increase between 2011/12 and 2016/17) and the increase of 180% in the same period in part-time provision. In addition, the Government has ring fenced €3 million for the Killybegs campus over 4 years.

LYIT is entering a new phase of strategic planning to ensure that a replacement for Strategic Plan 2014-17 is in place early in 2018 – learning captured through this phase of the strategic dialogue process will be an important element in shaping the successor strategic plan.

Introduction

The HEA opened by welcoming the LYIT delegation to the meeting and noted that it was the fourth strategic dialogue meeting to date. As their initial observation, the HEA remarked on their view of how the sector has responded well to the challenges of providing quality education in an increasingly constrained environment, and it is important to sustain this in the future. An agenda had been prepared to inform the discussion. In terms of the strategic dialogue process as a whole, the HEA, for

its part, considers that this has overall become an essential part of the HEA – HEI relationship, and for wider system performance and accountability. Given that a new cycle will commence shortly, the HEA will consider how this might evolve, and will seek views from the sector on how the process can be improved.

LYIT took the opportunity to make a written response, prior to the meeting, setting out areas of clarification.

LYIT has used this process to align with reporting on its strategic plan. The challenge lies in communicating progress via a written document and it is only right that it is balanced with the dialogue process. The institute is very conscious of setting stretch targets and can report that most have been met which represents significant progress.

Participation

LYIT was congratulated on its substantial enrolment growth, particularly at level 8, and at a time when others have not been able to grow that level of provision. It is acknowledged that this growth has underpinned the sustainability of the institute. LYIT explained that it looked at growth planning in terms of a 5 year cycle, moving from 3,000 students approximately (3,053 FT and 320 PT) to 4,000 students currently (3,062 FT and 896 PT) and with further ambitions to grow to 5,000 students (3,500 FT and 1,500 PT). This was a challenge in a region that presents flat demographics. The plan involved looking at each academic school, its current level of offering and then setting challenging targets accordingly. All programmes were to be turned over in that time period, so the aim was not merely to increase the number of programmes, but rather revise the content to ensure that they were up to date. The institute as a whole was driven by the objective to grow its way out of the recession.

It is clear that the majority of the growth has taken place in part-time provision which is underpinned by a new model for part-time and lifelong learning. Processes for approval of minor and special purpose awards have been streamlined. The financial model saw a partial return of income generated to academic schools and a central contribution to overheads, which offered some encouragement to staff involved.

As per the HEA's commentary on the self-evaluation, LYIT is in a fairly unique position as a border institution and is continuing to engage in cross border initiatives. Following a review of the flow of students from the Donegal region to FE and HE in Derry, it was found that large numbers are crossing the border in order to do up to 2 years in FE/HE in Northern Ireland. As a result, LYIT has now entered into formal collaborative agreements with North West Hearing Clinic (NWHC) in Derry, developing four programmes on the basis of a 2+2 model.

On future growth projections, regionally, school leavers have been declining. Currently, 40% of school leavers in Donegal (2,500) come to LYIT. It is worth noting, however, that the demographic trajectory set for Donegal and surrounding hinterland will grow by approximately 50,000 in the coming years and a lot of this growth will take place around Letterkenny. Industry engagement means that people can now see tracks through the college and into employment and parents can see that opportunities for their children to remain in the area.

Teaching and Learning

The increasing connection with local business was discussed and its contribution to programme development, namely with a view to upskilling and providing employment opportunities for graduates. For example, 70% of students were on part-time programmes last year delivered by, for, or with industry. LYIT has made fundamental changes to how programmes are designed, with a parity

of esteem between academic staff and industry in co-designed programmes. There is flexibility in delivery, an element of work-based learning and additionally, teaching is informed by working with industry and staff are very bought-in to that process. There are currently five senior managers with Pramerica undertaking a Masters at LYIT.

The HEA notes that lifelong learning is becoming a crowded space, both nationally and internationally. LYIT discussed the concern that learning is a social process but still see higher education provision moving increasingly online, perhaps with a 70:30 (online: face to face) split. The demand is borne out by the fact that it has been approached by GM in Limerick to train staff.

LYIT states that the higher education sector would benefit from a revised HR framework. LYIT lost a lot of staff in 2012 owing to the employment control framework and cutbacks. As a result, staff had to take on more responsibility and additional hours to compensate. The lack of funding for the sector stems, in part, from the way in which higher education is seen as a cost, not an investment. Outcomes and opportunities created should be considered. For example, LYIT has the highest economic impact in the country, graduate retention is significant (50% of students come back for further study and 50% are in employment in the correct sector of employment) and LYIT is one of the biggest employers in the region.

Research

As per the self-evaluation, the core of LYIT's research strategy was agreed by Academic Council in September 2016. In terms of research ambitions, the institute notes that it can take a generation to grow research and the alternative is to buy it in, or collaborate. Upon reflection of its position in the landscape, the institute considers itself to look to the West-North West cluster and also to Northern Ireland. It is currently involved in a UU-QUB lead research grant worth €30m, of which, €4.7m is coming into LYIT. The institute has also developed a dynamic around data analytics, involving UU and incorporating areas such as wireless sensors, renewables and advanced manufacturing. The challenge is to create a research office internally to manage this as it grows in a distributed fashion.

Collaborative research programmes such as INTERREG are important in building capacity in the research space, but LYIT is clear that collaboration has to be financially viable in terms of overheads. The institute considers itself to run a lean organisation and are able to reinvest some overhead in capacity building. It is worth noting that the current tranche of funding under INTERREG is ring-fenced, but post this round, funding is not certain.

With respect to the ROI, NUIG is the university to which LYIT looks. In terms of developments in relation to structured PhDs, the institute continues to work with cluster partners and has discussed with Deans of Graduate Studies a proposed a model for cluster collaboration whereby students would do a 2 year research masters with two supervisors from different institutions, the arrangements for which could be reversed for PhD level. This is a model that could extend to the cross-border cluster. In the context of balancing scale/capacity with responsiveness, the institute is clear that it cannot do everything and it has to make choices across research, engagement, all-island agenda, student number growth etc. LYIT remains conscious of its limitations and obligations and tries to balance those. Capacity and physical resources often present as difficulties. Collaborations with UU and QUB remain important, notably as they are located only a short distance away and they are already involved in the co-supervision of PhD students, and Brexit will see a return to a focus on the border.

Connacht-Ulster Alliance (CUA)

The partners (LYIT, GMIT and IT Sligo) have been working on the CUA proposal since 2012. The consortium considers that there is real value in the technological university brand. The partners also consider that they can make a significant contribution to the region by making flexible learning options available and bringing in mature students. Work builds on a shared history of projects and working together e.g. Lónra. Industrial action on the part of TUI members ceased in May 2017, so work has since progressed.

Killybegs campus

The Killybegs campus is operating under a revised financial plan and LYIT can report that the institute as a whole broke even in 2015/16.

Internationalisation

As set out in the self-evaluation, there is an international strategy with regional educational partners, but achieving the compact targets for fee paying students has proven challenging. LYIT reports that it has traditionally had a very low number of fee-paying non-EU students, at 1, 2, 0 respectively over the last three years. It has since grown from single digits to 50+ fee paying international students, focussing on key markets. A dedicated resource has been assigned to do this and the cost was recovered within a year.

Cluster

On the cluster, they have put in place a system of rotating chairs. LYIT has led on a few cluster pieces and considers itself to be a full players in the cluster. LYIT asked that the reflections document be updated to reflect this. At presidential level, there is a steering group and there are two nominees at the operational group level. The aim is to share proposals for new programmes and the institute has been involved in several projects submitted to the National Forum for Teaching and Learning. LYIT notes that there is some confusion in terms of trying to reconcile the work of the clusters and the regional skills fora.

In terms of what has happened that could not have happened outside of the cluster, LYIT notes that shared academic planning has led to sharing proposals for new programmes in order to avoid duplication. Routes of progression within the institution have been mapped and students made aware of same. The HEA set out high level objectives for clusters around pathways and academic planning and LYIT considers that it has achieved those. The mechanism for further engagement is via a project manager; it was necessary to reduce to this level and manage within resources.

The HEA noted that the new system performance framework is due imminently and that it will not look very different to the current iteration and that this should facilitate planning. It is likely that governance and accountability will feature more strongly in the new version.

Next steps

The HEA intends to circulate a minute of the meeting in late October. HEIs will have the opportunity to respond on matters of factual accuracy or clarification prior to the publication of the full suite of documents. It is expected that the aggregated outcomes from the sessions will inform the publication of a system level performance report in 2018.

Summary/ Outcomes

The outcome presented below is based on the key inputs of this process i.e.:

- the institutional self-evaluation;
- the review by HEA, and external experts;
- the strategic dialogue meeting between HEI senior management, the HEA, and external experts.

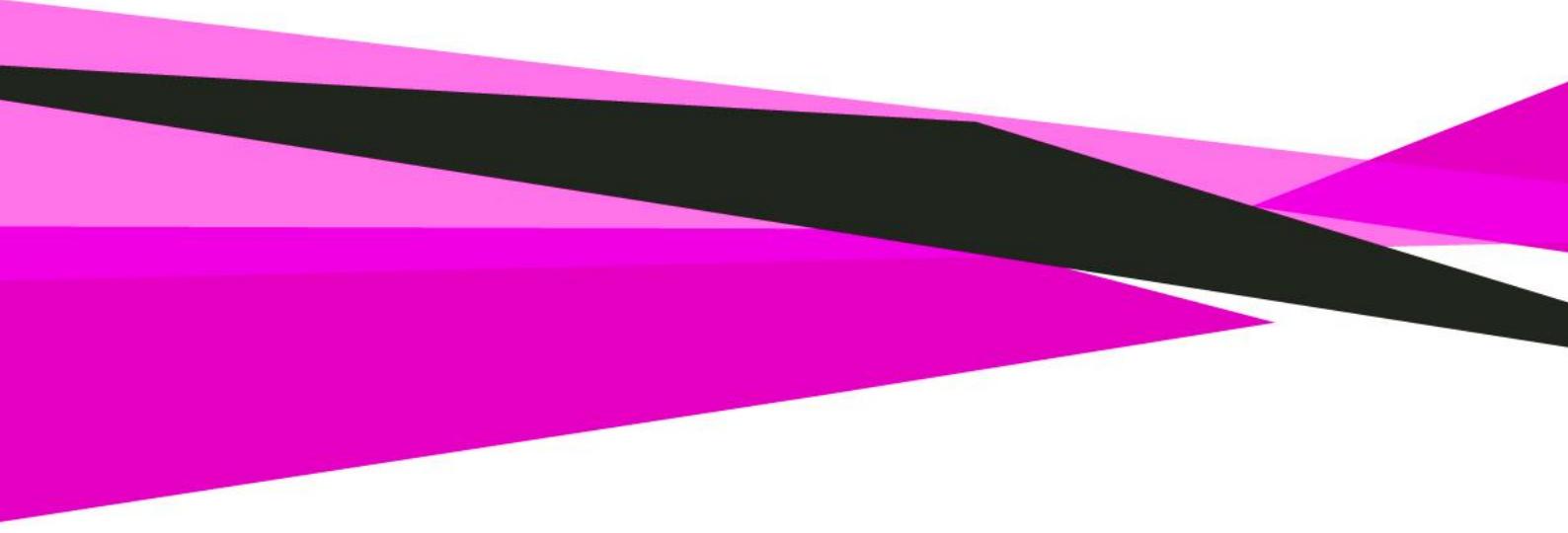
LYIT is congratulated on significant enrolment growth. It has systematically redeveloped academic programmes, shown a responsiveness to industry needs and successfully grown its part-time and lifelong learning provision, which is no mean feat given its location. The institution has ambitious plans for further growth which are both credible and vital to underpin the future sustainability of the institute.

The primary role of LYIT as a provider of undergraduate education in the North West is acknowledged. Additionally, the institute discussed some research and knowledge transfer initiatives underway with national and cross-border partners. The latter will come under increased strain in the context of Brexit. LYIT is invited to consider a re-focussing of research strategy, setting out where the institute is headed in the research space, having regard to institutional capacity, what is time and stage appropriate, what is aligned with the cluster and the structured PhD programme with NUIG, and having regard to the need to meet TU criteria, etc. Equally, LYIT is invited to consider how greater trust amongst the cluster can be fostered and supported; and how momentum can be ensured both at TU and cluster level.

APPENDIX 3

Cyclical Review 2017/18

**Institutional Self-Evaluation
Report (ISER)**





lyit

Institiúid Teicneolaíochta Leitir Ceannainn
Letterkenny Institute of Technology

CYCLICAL REVIEW 2017/18

INSTITUTIONAL SELF-EVALUATION REPORT (ISER)

19 JANUARY 2018

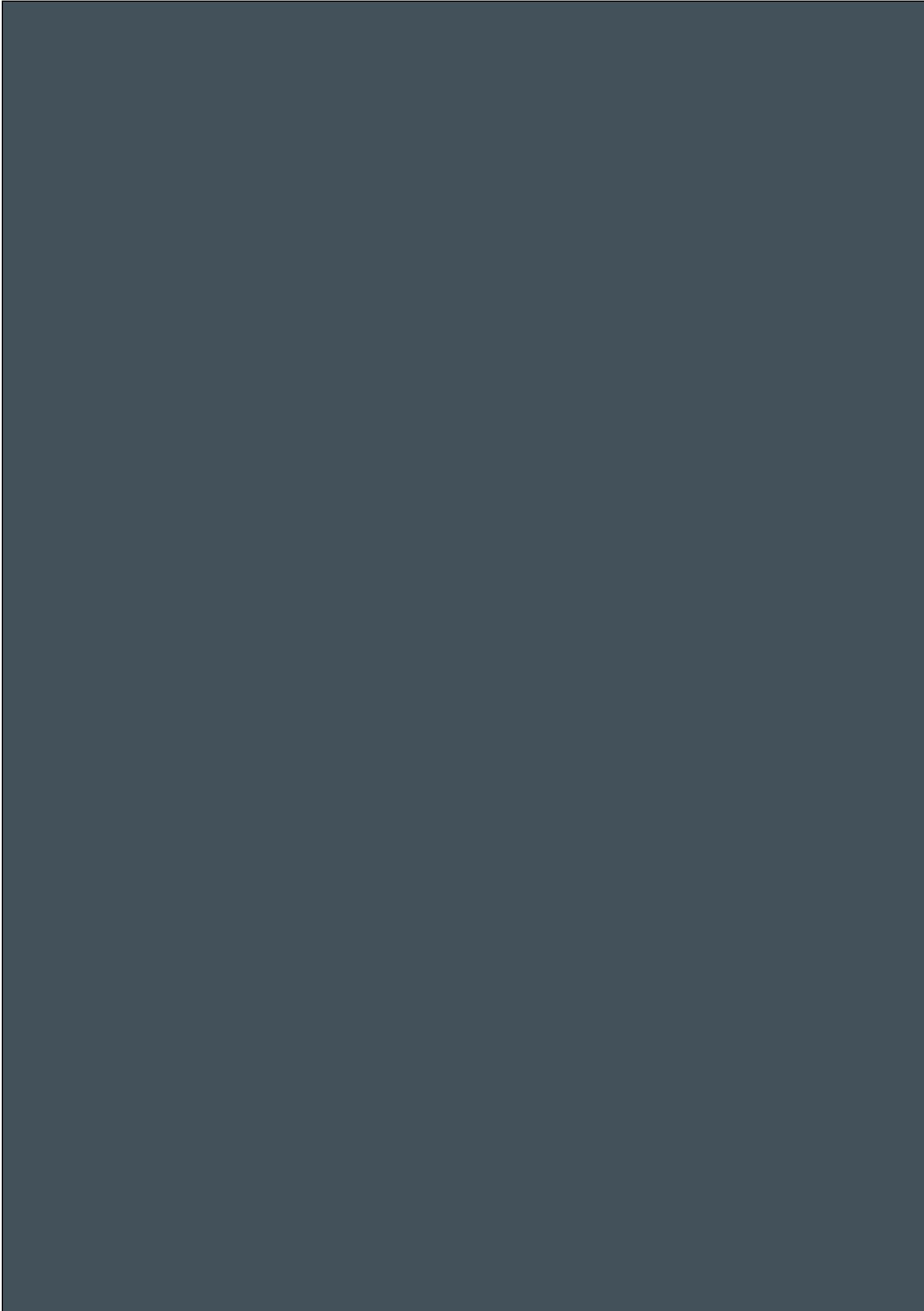


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Foreword

As President of Letterkenny Institute of Technology (LYIT) this is the third Institutional Review that I have been involved in. In 2004/05 LYIT was attempting to establish its credentials to make its own academic awards and to gain delegated authority from HETAC to do so. There was significant momentum behind the proposal at the time as this was a step change in the history of the college. The submission was successful and from then on the Institute had the authority to award its own undergraduate degrees.

With this delegated authority came significant autonomy but hand in hand with this was the responsibility that the Institute had to safeguard the quality of its programmes and the processes required to maintain that quality. It also resulted in the first iteration of the Institute's Quality Assurance Handbook and this has provided guidance for the Institute ever since.

In 2008/09 the Institute undertook a further Institutional Review which was successfully completed by the Institute and reinforced the Institute's Delegate Authority which by then had been extended to taught Masters Degree programmes and postgraduate activity in selected discipline areas.

We are enthusiastically engaged with the current QQI Cyclical Review and as one of the first Institutions through this process are anxious to learn, but also to support QQI to ensure that the process can be developed and improved for the future. In preparation for this review it is important to stress that we undertook simultaneous Periodic Programme Evaluations (PPEs) for each of our four academic schools in 2017 with work commencing as far back as September 2015. At that stage we were well aware of the pending cyclical review and it was understood that these PPEs would form a very strong backdrop to this submission. We are cognisant of the fact that this current submission is merely "a moment in time" and the implementation of Quality Assurance continues on a day to day basis as does the preparation for the international panel visit later this year.

In preparing this document we recognise that by its very nature it is restrictive. In this context it is difficult for LYIT's personality to be recognised. The last ten years have been difficult for us as we sought to deal with the impact of the recession and the consequent cut in funding and staffing resources. However, it is great credit to the staff in the Institute that we have continued to flourish over this period resulting in an increased enrolment of 1,000 students while delivering the Institute back to financial sustainability.

This was only achieved through the efforts of everyone within the Institute pulling in the same direction with a common purpose. While we are in no way perfect, and don't pretend to be, we believe that a very honest effort is made to ensure that everything we do is done for the benefit of our students and the region we serve. LYIT has all the characteristics of a civic university, in that it is significantly embedded in its region working with industry, local government and community to deliver on our aspirations.

The region we serve is unique in that it is part of a broader North West City Region which crosses the border into Derry City and Northern Ireland as part of our natural hinterland. Perversely with the advent of Brexit this has strengthened our engagement on a North/South basis and has allowed us to engage in a more proactive way with stakeholders in Northern Ireland as the political system begins to recognise the border as being strategically significant.

We are currently in the process of developing a new Strategic Plan for the period 2018-22 and we have deliberately used the preparation for this Cyclical Review to inform elements of that plan. This is an indication that the Institute has attempted to address the Review as part of the Institute's normal work and that it shouldn't be seen as additional activity with little relevance to day to day operations.

As we move towards our 50th anniversary we are very ambitious for our future and for that of our region. The bedrock of that ambition must be based around the quality of the activities internally within the Institution but also in terms of our external engagement. Therefore, we welcome the Cyclical Review, we present this document as an initial engagement with the QQI and we look forward to the conversations to be had with the Chairperson of the visiting panel and with the panel members themselves.

Mr Paul Hannigan
President

Introduction

The Institutional Self-Evaluation Report (ISER) is divided into three parts: Part A: LYIT Cyclical Review Overview, Part B: Self-Evaluation and Strategy, and Part C: Quality Improvement Plan (ESG & Core Statutory QA Guidelines). All elements of the submission were drafted to take cognisance of the *QQI Handbook for the Cyclical Review of Institutes of Technology (2017)*.

The QQI Handbook does not include a template for the ISER and it was decided to align Part A of the ISER with the template presented for the Review Team's Review Report. Part A of the ISER sets out the context, methodology and the findings of the self-evaluation addressing the first three sections of the Review Report: Introduction and Context; Methodology used to prepare the Institutional Self-Evaluation Report; Quality Assurance/Accountability. Quality Assurance/Accountability is addressed in outline form in Part A with a more detailed examination of the matters presented in Part B. The domains from the Institute's *Strategic Plan 2014-17* are used in Part B to place the self-evaluation findings and particularly those relevant to Quality Assurance/Accountability in context with the aims in the strategy together with recent developments.

Under Quality Assurance/Accountability in Part A the evolution of the Quality Assurance processes at LYIT is traced together with detailed future planned initiatives arising out of this self-evaluation. The QQI Handbook lists four purposes which are a good fit with the main quality enhancement measures proposed by LYIT. In addition, the five objectives from the QQI Handbook are also used to confirm Institute compliance and to justify further quality improvement plans.

The criteria for assessing the Institute's compliance with the five objectives and the stated purposes of the Cyclical Review encompass compliance with key QQI documents, an open approach to continuous quality improvement, and clear evidence that QA is embedded in strategy. An important component of the self-evaluation involved an examination of Institute procedures and practices against the key documents referenced in the criteria:

- 1) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
- 2) QQI Core Statutory Quality Assurance Guidelines
<https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>
- 3) QQI Sector Specific Institute of Technology Quality Assurance Guidelines
<https://www.qqi.ie/Downloads/Sector-Specific%20Quality%20Assurance%20Guidelines%20for%20Institutes%20of%20Technology.pdf>
- 4) QQI Policy and Criteria for Making Awards (including FET provision)
<http://www.qqi.ie/Publications/Publications/Policy%20and%20Criteria%20for%20Making%20Awards.pdf>
- 5) Statutory Guidelines for the QA of Research Degree Programmes
<https://www.qqi.ie/Publications/Publications/Topic-specific%20QA%20Guidelines%20WP.pdf>
- 6) Sectoral Protocols for Joint Awards
<https://www.qqi.ie/Downloads/IoT%20Sectoral%20Protocol%20on%20Programmes%20Leading%20to%20Joint%20Awards.pdf>

- 7) QQI Policy and Criteria for Access, Transfer and Progression
<http://www.qqi.ie/Publications/Publications/Access%20Transfer%20and%20Progression%20%20QQI%20Policy%20Restatement%202015.pdf>
- 8) Code of Practice for the Provision of Programmes to International Learners
<http://www.qqi.ie/Downloads/Code%20of%20Practice.pdf>

Part B introduces the Review Team to the Institute's approach to strategy, details more recent activity in each of the domains, and outlines the quality improvement initiatives in the context of the strategy.

Part C is where the Quality Improvement Plan is summarised with planned improvements set out. It was decided to map the European Standards and Guidelines (2015) against the QQI Core Statutory Quality Assurance Guidelines (2016) and to use the more comprehensive QQI Guidelines to frame the individual elements of the Quality Improvement Plan.

Additional questions from the QQI Handbook for Cyclical Review that were examined via this Institutional Self-Evaluation Report are set out in Appendix 1 LYIT Cyclical Review Questions 2017/18.

Part A:

LYIT Cyclical Review Overview

A.1 Introduction and Context

In pursuing the self-evaluation for this Cyclical Review and in the development of *Strategic Plan 2018-2022* the Institute has endeavoured to bolster our capacity for innovation, look to identifying new opportunities, and also at recasting previous initiatives to leverage further benefits. Combining the self-evaluation for the Cyclical Review and the preparatory work for the new strategic plan has ensured that key principles for delivering on Institute ambition are reflected in the planned revision of the Institute's QA processes, copper fastened QA as a key component of Institute strategy, and facilitated the broad understanding of the importance of QA in facilitating the achievement of LYIT's ambitions.

It is clear that the Institute must continue to enhance its Quality Assurance processes to support high-level activities that were previously thought to be the sole preserve of the universities. It is evident that delegated authority has afforded the Institute the flexibility to grow the depth and breadth of its provision which in turn has been important in underpinning the continued development of the region we serve.

Themes explored in the development of *Strategic Plan 2018-2022* have informed the planned revisions to QA processes at LYIT. These themes are: ambition, innovation, inclusion, equality and diversity, collaboration, excellence, transparency, engagement, multi- and inter-disciplinary, student centred, data driven, environmentally sustainable, and maximising the potential of new technology.

Two documents published as the drafting of the ISER neared completion on 15 January 2018, were the Higher Education System Performance Framework 2018 – 2020 and the *Review of the Allocation Model for Funding Higher Education Institutions* carried out by an independent Expert Panel for the HEA. The Performance Framework sets out the Government's key objectives for the higher education system for the next three years. Both documents are very significant in terms of strategy and quality assurance at LYIT and will influence the framing of *Strategic Plan 2018-2022* and also be considered in respect of the planned revisions to the Institute's QA processes.

The process employed for Cyclical Review has been designed to reflect Parts 2 and 3 of the ESG (2015) and includes the following elements:

- the publication of Terms of Reference;
- the preparation of an Institutional Self-Evaluation Report (ISER);
- the conduct of an external assessment and Site Visit by a team of reviewers;
- the publication of a review report including findings and recommendations; and
- a follow-up procedure to review actions taken.

The 2017/18 review process maps closely with the previous sectoral approach to Institutional Review, conducted under the auspices of HETAC, but with an additional enhancement in the form of a follow-up report component. This follow-up report, which it is planned to occur one year after the Main Review Visit, will be a submission to QQI incorporating the Institute's Cyclical Review Action Plan and will also detail how the review findings and recommendations have informed revised practices at LYIT. The Institute is keen to adopt a holistic approach to the Cyclical Review so that as comprehensive a follow-up report as possible can be achieved. This will involve taking the opportunity of the year following the Main Review Visit to give an impetus to implementing important quality enhancement measures identified through the self-evaluation process together with any further recommendations from the Review Team.

Institute Profile

The Institute is organised around four academic schools: Business, Engineering, Science, and Tourism at two campuses in Letterkenny and Killybegs. The School of Tourism (formerly Tourism College Killybegs) became LYIT's fourth academic school on 1 February 2007 with the commencement of the Institutes of Technology Act 2006. The Institute has succeeded in substantially growing total student numbers from 2011/12 to 2017/18, with the growth in part-time students particularly evident. Part-time numbers have grown from 11% of the total in 2011/12 to 22% in 2017/18. Consistent with our *Strategic Plan 2014-17* and commitments made in the Mission-Based Performance Compact with the HEA, the Institute has succeeded in growing overall student numbers by 34% since 2011/12. This achievement is set in the context of approximately 24% growth in student numbers across the higher education system and significantly reduced human and financial resources within the Institute.

Table 1 Total Student Numbers (Percentages) for 2011/12 to 2017/18 by mode of study

Year \ Mode	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18*
Full-time	2684 (89.2)	2821 (83.1)	2867 (82.1)	2980 (80.9)	3039 (77.5)	3062 (77.3)	3152 (78.1)
Part-time	326 (10.8)	574 (16.9)	626 (17.9)	703 (19.1)	882 (22.5)	901 (22.7)	883 (21.9)
Total	3010 (100)	3395 (100)	3493 (100)	3683 (100)	3921 (100)	3963 (100)	4035 (100)

Source: HEA census returns March annually

*Source: October census returns

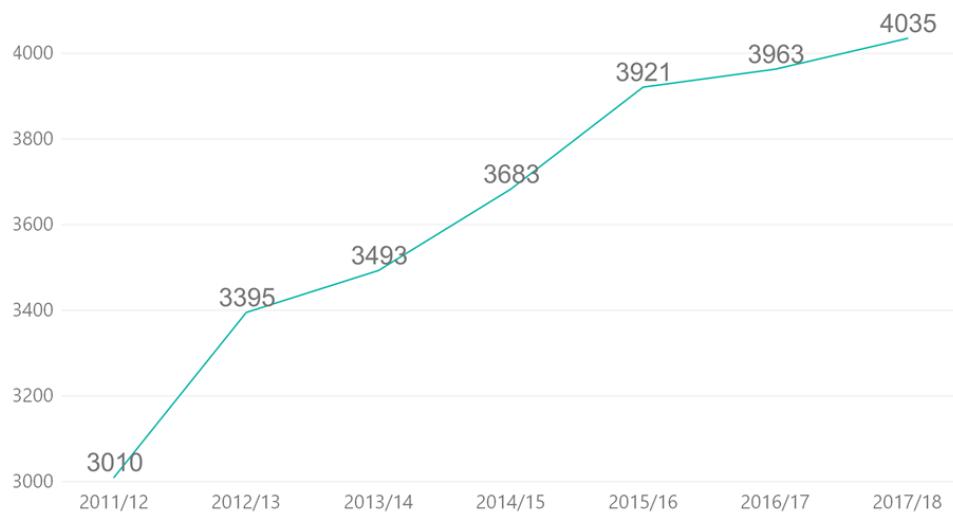


Figure 1 Total Students by Academic Year

Mission, Vision and Core Values

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

Mission:

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

- Nationally Significant
- Regionally Engaged
- Student Centred

Vision:

- To be widely recognised as a leading higher education institute for the quality of our graduates and our employment-focused education programmes.
- To retain the excellent relationship that we enjoy with our student body and be an exemplar for student services and campus facilities.
- To play a key role in driving the development of the North West region through research, innovation and enterprise initiatives and our well established partnerships with education and industry bodies.
- To support the implementation of public policy and particularly the national higher education strategy, exploiting LYIT's particular strength and track record on cross-border engagement.

Core Values:

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

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

- a) Learning and Teaching: LYIT is committed to ensuring that students can fulfil their potential by empowering learners to take greater responsibility for their own learning on high quality coherent programmes of study that are closely aligned with the needs of employment.
- b) Student Experience: LYIT is determined to build on the excellent relationship that we enjoy with our student body by working collaboratively with students on all aspects of student services and campus facilities to contribute towards an improved student experience.
- c) Research, Innovation, and Enterprise: LYIT is focused on building a suitable framework of research supports to sustain and grow existing research centres, leveraging collaboration with partner institutions; in addition the Institute will continue to offer a broad suite of services to local enterprise through CoLab and the North West Regional Science Park.
- d) Collaboration and Regional Engagement: LYIT is dedicated to maximising the unique benefits arising from our inclusion in two regional clusters and through strong engagement with

- stakeholders play a key role in regional development and promoting the region's rich cultural heritage.
- e) Sustainability and Resource Utilisation: LYIT is committed to achieving greater coordination between its various policy and strategy bodies, improving Institute capacity for data capture and evidenced based decision making, and taking significant strides in strategy implementation

The Institute is currently developing a strategic plan for the five year period 2018-2022; this successor plan is due to be published in the first half of 2018. This self-evaluation for the Cyclical Review will represent an important input to the development of this new strategic plan.

Legislative Elements

Letterkenny Institute of Technology is governed by a legislative framework which includes:

- Regional Technical Colleges Acts and Amendment Acts (1992; 1994; 1999)
- Institutes of Technology Act (2006)
- Qualifications (Education And Training) Acts (1999 and 2012)

The Institute through its Quality Assurance Policy sets out to establish a coherent framework for enhancing the quality of education and training provided and showing that standards are safeguarded.

Governing Body

The Governing Body of the Institute is established under Section 6 of the Regional Technical Colleges Act 1992 as amended by Section 4 of the Regional Technical Colleges (Amendment) Act 1994. Section 7 of the 1992 Act provides that "Save as otherwise provided by this Act, the Governing Body of a college shall manage and control the affairs of the college...". The 1992 Act gives the Institute the specific function of providing such courses of study as the Governing Body considers appropriate. It gives the Governing Body the function of approving annual programmes and budgets and determining numbers and terms and conditions of staff subject to the approval of the Minister.

The Governing Body consists of a Chairperson and seventeen ordinary members and the President of the Institute. The Chairperson is appointed by the Minister for Education and Skills. Membership of the current Governing Body, which was appointed in December 2016 is detailed in Appendix 2. Meetings of the Governing Body take place up to six times per year.

Academic Council

Section 10 of the Regional Technical Colleges Act 1992 requires that each college has an Academic Council to:

- assist the Governing Body in the planning, co-ordination, development and overseeing of the educational work of the college, and
- protect, maintain and develop the academic standards of the courses and the activities of the college.

There are five standing committees of Academic Council:

- Academic Standards
- Planning
- Programmes

- Research
- Learning, Teaching and Student Engagement

Standing Orders also make provision for a General Purposes Committee. The membership of the General Purposes Committee is prescribed as the President, Registrar and chairpersons of the standing committees of the Academic Council.

The Governing Body is required to make regulations for the membership and terms of office of the Academic Council. The new Academic Council took up office in October 2017, and its membership is presented in Appendix 2. Meetings of the Academic Council are held at least three times per semester.

President

The President is the chief officer of the Institute. The RTC Act provides that the President shall, subject to the provisions of the Act "control and direct the activities of the college and control and direct the staff of the college and be responsible to the Governing Body therefore and for the efficient and proper management of the college". The President is ex-officio a member of the Governing Body and is entitled to be a member of every committee appointed by the Governing Body. The President is ex-officio a member of the Academic Council of the college and, if present, presides at all meetings of the council and is entitled to be a member of every committee established by the council.

Delegated Authority

The Institute applied to HETAC in January 2004 for delegated authority under Section 29 of the Qualifications (Education and Training) Act 1999 to make its own awards up to Level 8 on the National Framework of Qualifications (NFQ). A HETAC convened Evaluation Group visited the Institute on 27/28 April 2004 and conducted a rigorous assessment of the Institute's application. A HETAC Order in Council was communicated to the Institute on 27 September 2004 confirming that the Institute's application for delegated authority had been successful.

At the time of the Institute's application for delegated authority in January 2004 the Institute had not commenced offering postgraduate taught programmes at Level 9 on the NFQ. HETAC policy in January 2004 only permitted the granting of delegated authority to include all programmes at a particular level on the NFQ. Following the change of policy by HETAC, to grant delegated authority for a subset of programmes at Level 9, and the establishment of LYIT provision of postgraduate taught programmes, the Academic Council decided on 27 January 2006 to seek to extend delegated authority status to Level 9 taught programmes. An application was prepared and submitted to HETAC in June 2006. This second delegated authority evaluation took place in May 2007 and the Institute was granted the authority to make awards for all taught programmes in October 2007. On 20 February 2017 the Institute obtained additional delegated authority from QQI to make research degree awards at Level 9 on the National Framework of Qualifications.

Summary Student Profile

The Institute's portfolio of programmes has undergone significant change over the past number of years and together with changing trends in student demand this has impacted on student numbers per academic School.

Table 2 Full-time Student Numbers (Percentages) for 2011/12 to 2017/18 by School

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18*
School							
Business	1152 (42.9)	1179 (41.8)	1081 (37.7)	1017 (34.1)	970 (31.9)	979 (32.0)	1082 (34.3)
Science	1092 (40.7)	1167 (41.4)	1295 (45.2)	1471 (49.4)	1565 (51.5)	1616 (52.8)	1651 (52.4)
Engineering	288 (10.7)	297 (10.5)	298 (10.4)	297 (10.0)	325 (10.7)	310 (10.1)	287 (9.1)
Tourism	151 (5.6)	178 (6.3)	193 (6.7)	195 (6.5)	179 (5.9)	157 (5.1)	132 (4.7)
Total	2683 (100)	2821 (100)	2867 (100)	2980 (100)	3039 (100)	3062 (100)	3152 (100)

Source: HEA census returns March annually

*Source: October census returns

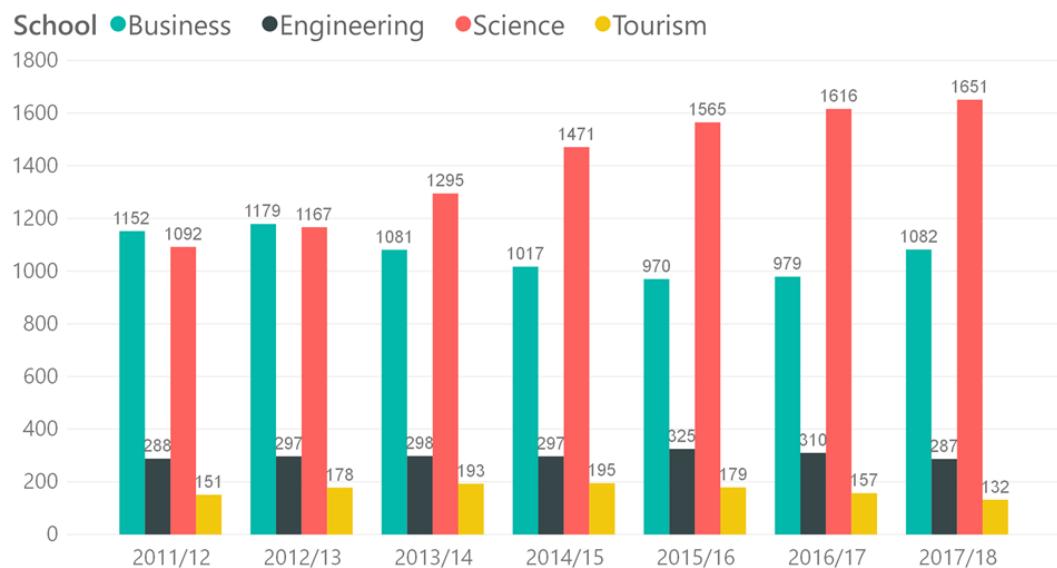


Figure 2 Full-time Students Numbers by School and Academic Year

Growth in part-time student numbers has accounted for more than 50% of the growth in total student numbers over the period since 2011/12.

Table 3 Part-time Student Numbers (Percentages) for 2011/12 to 2017/18 by School

Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18*
School							
Business	148 (45.4)	396 (69.1)	429 (68.5)	531 (75.5)	602 (68.3)	471 (52.3)	484 (54.8)
Science	88 (27)	120 (21.0)	147 (23.5)	81 (11.5)	197 (22.3)	247 (27.4)	247 (28.0)
Engineering	57 (17.5)	39 (6.8)	30 (4.8)	42 (6.0)	48 (5.4)	48 (5.3)	28 (3.2%)
Tourism	33 (10.1)	18 (3.1)	20 (3.2)	49 (7.0)	35 (4.0)	135 (15.0)	124 (14.0)
Total	326 (100)	573 (100)	626 (100)	703 (100)	882 (100)	901 (100)	883 (100)

Source: HEA census returns March annually

*Source: October census return

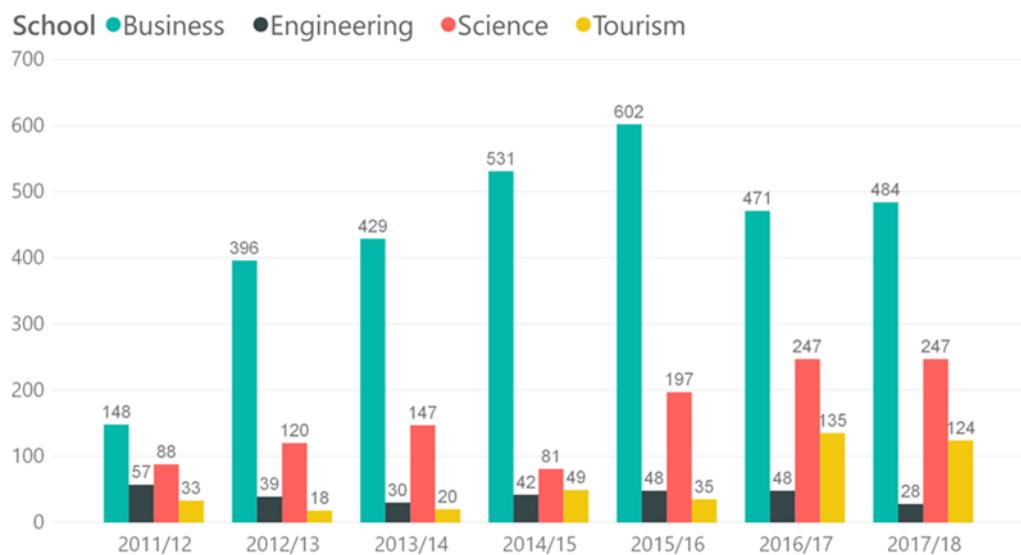


Figure 3 Part-time Students Numbers by School and Academic Year

Overall full-time student numbers show a growth of 17.5% from 2011/12; with the growth in student numbers in Year 1, Year 2, Year 3, and Year 4 of 17%, 10%, 17%, and 28% respectively. The number of post-graduate students shows a 57% increase from the 2011/12 levels.

Table 4 Full-time Student Numbers (Percentages) for 2011/12 to 2017/18 by year of study

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18*
Year 1	981 (36.6)	1097 (38.9)	1089 (38.0)	1058 (35.5)	1094 (36.0)	1040 (34.0)	1143 (36.3)
Year 2	699 (26.1)	674 (23.9)	755 (26.3)	825 (27.7)	800 (26.3)	833 (27.2)	769 (24.4)
Year 3	591 (22.0)	626 (22.2)	613 (21.4)	671 (22.5)	683 (22.5)	682 (22.3)	693 (22.0)
Year 4	349 (13.0)	374 (13.3)	379 (13.2)	368 (12.3)	428 (14.1)	432 (14.1)	448 (14.2)
Post-grad	63 (2.3)	50 (1.8)	31 (1.1)	58 (2.0)	34 (1.1)	75 (2.4)	99 (3.1)
Total	2683 (100)	2821 (100)	2867 (100)	2980 (100)	3039 (100)	3062 (100)	3152 (100)

Source: HEA census returns March annually

*Source: October census returns

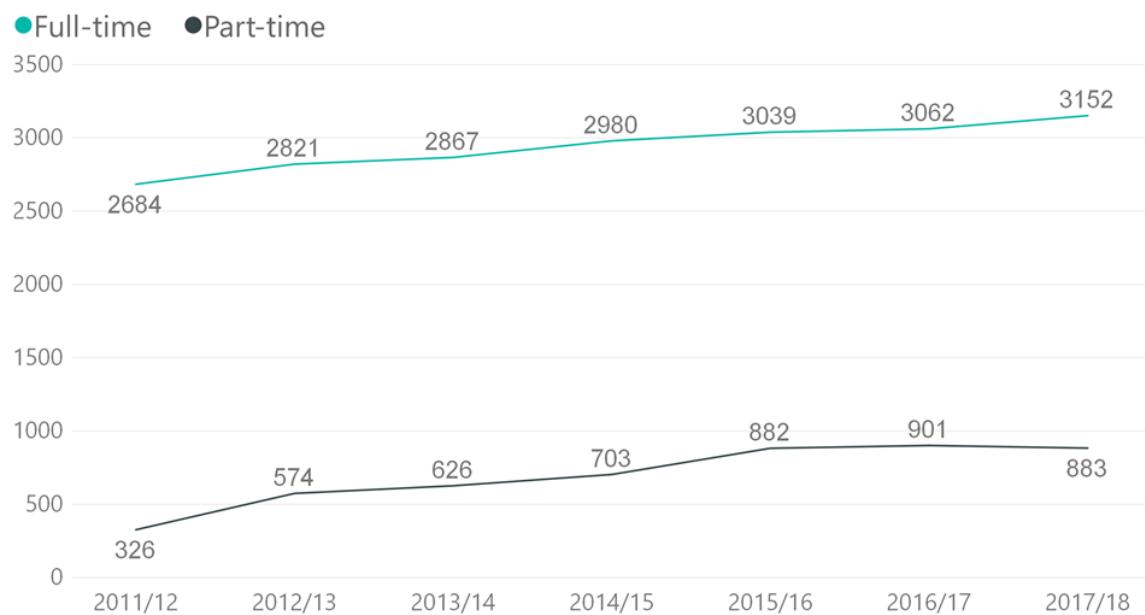


Figure 4 Full-time and Part-time Students by Academic Year

A further breakdown of student numbers by Department details the significant changes in both programme provision and demand over the period 2011/12 to 2017/18.

Table 5 Full-time Student Numbers for 2011/12 to 2016/17 by Department

Department	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18*
Business Studies	584	471	372	331	329	353	362
Design and Creative Media	211	188	193	179	172	179	204
Law and Humanities	352	520	516	507	469	447	516
Civil and Construction	176	154	146	165	185	181	177
Electronic and Mechanical	123	143	152	132	140	129	110
Computing	396	402	465	537	520	510	495
Nursing and Health Studies	421	449	498	576	599	665	685
Science	287	316	330	358	446	441	471
Gastronomy & Culinary Arts	100	119	134	128	121	109	132
Hospitality and Tourism	62	59	59	67	58	48	
Total	2712	2821	2865	2980	3039	3062	3152

Source: HEA census returns March annually

*Source: October census returns

Student registration data by programme for October 2017 is presented in Appendix 3.

The percentage success in the examinations each year for LYIT students is trending upwards, 75% of students across the Institute passed all of their examination in 2016/17. Additional information on examination success for each of the Institute's nine Departments is presented in Appendix 4.

Table 6 Student Examination Data

Year	No. of Examination Students	No. of Students Passing	% Successful
12/13	3062	2206	72
13/14	3324	2384	72
14/15	3240	2443	75
15/16	3580	2652	74
16/17	3646	2738	75

The HEA's *A Study of Progression in Irish Higher Education 2013/14 to 2014/15* contains the most recent data, published March 2017, containing benchmarking information on progression rates. This study reports non-progression rates among full-time undergraduate new-entrants at LYIT for programmes at Level 6 of 24%, at Level 7 of 32%, and at Level 8 of 13%. The corresponding non-progression rates for the IoT sector as a whole were 26%, 27%, and 16%.

LYIT students traditionally come in the main from County Donegal, neighbouring counties, and counties with good public transport links to the Institute's two campuses. Greater collaborative activity with colleges in Northern Ireland, particularly the North West Regional College in Derry, is

bringing about an increase in direct entry students (entry after year one) a trend which is not visible in students entering via the Central Applications Office (CAO) system.

Table 7 Origin of LYIT students entering via CAO in 2016

Location (County, Province, Region)	Total Students	Male	Female	% of Total Acceptances
Ulster (3 Counties)				
Donegal	712	382	330	73
Cavan	22	9	13	2
Monaghan	26	13	13	3
Connacht				
Galway	9	6	3	1
Mayo	26	11	15	3
Roscommon	18	7	11	2
Sligo	23	9	14	2
Leitrim	21	9	12	2
Munster	17	7	10	2
Leinster	73	25	48	7
Northern Ireland	24	11	13	2
UK (excl. NI)	2	1	1	0
EU	3	0	3	0
Non-EU	0	0	0	0
Total CAO Entrants	976	490	486	100

In Appendix 5 the portfolio of programmes from Level 6 to Level 9 on the NFQ offered via the Institute's four schools is presented.

Summary Staff Profile

The data presented below for LYIT was compiled for the HEA's Higher Education Institutional Staff Profiles by Gender which was published in July 2017. The total number of full-time core-funded academic staff was 168 made up of 152 (90.5%) permanent staff and 16 (9.5%) on temporary contracts.

In October 2017, the number of full-time academic staff with a Level 10 qualification was 48 or 28.1% of the 167 full-time academic staff. Factoring in the 23 staff members continuing on Level 10 programmes as of October 2017 this would mean that the percentage of full-time academic staff with a Level 10 qualification or pursuing a Level 10 qualification was almost 42% of the full-time academic staff.

Table 8 LYIT Staff Profile (December 2016)

Staff Category	Female	%	Male	%	Total	
Executive Board	1	13	7	87	8.0	
Academic Core Staff	97.2	49.5	99.2	50.5	196.4	
Non-Academic Core Staff	82.6	58.7	58.1	41.3	140.7	
Research/Specialist Non-Academic	5.7	30.8	12.8	69.2	18.5	
Lecturer Grades						
*Senior Lecturer	7	50.0	7	50.0	14.0	
**Lecturer	58.5	49.1	60.7	50.9	119.2	
Assistant Lecturer	28.9	57.3	21.5	42.7	50.4	
Academic Core-Funded Staff						
Full-Time	Permanent	74.0	48.7	78.0	51.3	152.0
	Temporary Contract	7.0	43.8	9.0	56.3	16.0
Part-Time	Permanent	10.0	50.8	9.7	49.2	19.7
	Temporary Contract	4.4	74.6	1.5	25.4	5.9
Hourly Paid	2.9	59.2	2.0	40.8	4.9	
Non-Academic Core-Funded Staff						
Full-Time	Permanent	43.0	53.0	38.2	47	81.2
	Temporary Contract	9.0	45	11.0	55	20.0
Part-Time	Permanent	25.1	88.4	3.3	11.6	28.4
	Temporary Contract	4.5	61.6	2.8	38.4	7.3
Hourly Paid		0		0	0	

*Senior Lecturer refers to Senior Lecturer 1, 2 and 3; and **Lecturer refers to Lecturer 1, Lecturer 2 and Lecturer

Quality Assurance Development

Continuous quality improvement and innovation have been strongly associated with Quality Assurance at LYIT since the first drafting of the QA framework following the self-evaluations for Quality Assurance and Delegated Authority in 2002 – 2004. The impact of the self-evaluation at that time led to reconfigured Academic Council committees, a reconstituted Executive Board and a new Executive Council. The organisation of Quality Assurance committees at School level was also defined with the introduction of the Student Progress Committees, revised Programme Boards, and the School Student Committee. Through this process all Institute staff were involved in the development of the Institute's first Quality Assurance Handbook which built on existing Institute good practice, HETAC (NCEA) procedures for validation of new programmes and programmatic reviews, the UK's QAA Codes of Practice, and the rich on-line resource of documented QA procedures available. External experts were used to help inform the process prior to final sign off by the Academic Council and before the final submission was made to HETAC. The modular electronic form of the handbook was influenced by best practice at the time and has continued to be the framework used to support the many revisions that have taken place since.

Quality Assurance has also been utilised as the means for bringing about broader change at the Institute. The initial engagement with Ulster University on the Postgraduate Certificate in Higher Education Teaching (PgCHET) arose out of a QA initiative. Early efforts at achieving transparency and information sharing through the provision of the LYIT's Admin Intranet initiative was also borne out of a QA project, and the inclusive process by which the QA structures were initially created was revamped as the LYIT model for Major Change Initiatives and was detailed in the Institutional Review of 2008/09. This inclusive approach from the beginning has ensured broad acceptance of the QA Handbook and allowed the Academic Council to essentially become legislators where they have made many revisions and added new sections.

The Institute completed the self-evaluation for the previous Institutional Review in 2008/09 with the Expert Panel visit occurring at the beginning of 2009. Periodic Programme Evaluations were completed in all four Schools in the 2011/12 academic year and the process was repeated successfully again in the 2016/17 academic year.

A significant quality enhancement process introduced in September 2016 is the extension of the review methodology to include the non-academic departments within the Institute.

Self-evaluations of the central service areas are ongoing at this time consistent with the methodology set out in the Central Services Periodic Review Process detailed in Section 5 (Procedures and Guidelines for Periodic Evaluations) of the Quality Assurance Handbook. The eight areas of central services that are the subject of this new process are: Academic Administration and Student Services; Library; Computer Services; Industrial Liaison and Research; International Office and Life-long Learning; Finance; Human Resources; and Estates. These self-evaluations mirror to a great extent the methodology applied in the academic areas, addressing:

- Established Terms of Reference
- Self-evaluation Process
- Visit from a Panel of External Experts (Peer Group)
- Report from External Experts
- Response from Central Services Management

Similar to the Periodic Programme Evaluation, in keeping with the ethos of delegated authority, the Institute has put steps in place to ensure that the internal element of these self-evaluations are as rigorous as possible prior to submission to an external panel for consideration. This is the Institute's first formal effort at extending peer review to the central service areas and the lessons learned from this experience will be captured in revised practice.

The Central Service Reviews (CSRs) are a significant QA commitment for LYIT and are in this first instance being managed by the Executive Board (EB) through a CSR Review Committee, comprising the four Heads of School and chaired by Dr Seán Duffy, Head of School of Tourism. Dr Duffy provided an outline of the initial examination of CSR submissions to the Academic Council on 15 December 2017; he indicated that some CSR documentation could be further developed in terms of the self-evaluation element, certain areas required a greater focus on the services that they are delivering, and that more engagement with stakeholders would be beneficial.

CSRs build on the (EB) Reports set out in section 10 of LYIT's Quality Assurance Handbook. EB Reports are annual reports by members of the EB to the Academic Council which have been updated to reflect changes in QA over the years. A recent change has seen the AIQR become a core element of

the Registrar's Annual Report and the EB Reports from the Heads of School have been very valuable in terms of their designed alignment with the needs of the Periodic Programme Evaluations (PPEs). It is planned that the EB Report templates will be revised again to align with achieving the recommendations from the CSRs together with elements of quality enhancement proposed through the CSRs.

At the time of submission the status of these reviews is included in Appendix 6.

A2 Methodology used to prepare the Institutional Self-Evaluation Report

The process for completing the Cyclical Review at LYIT involved a Steering Group chaired by the President made up of the members of the existing strategy group. The Registrar undertook the role of Institutional Coordinator and he chaired the Institutional Self-Evaluation Report (ISER) Group.

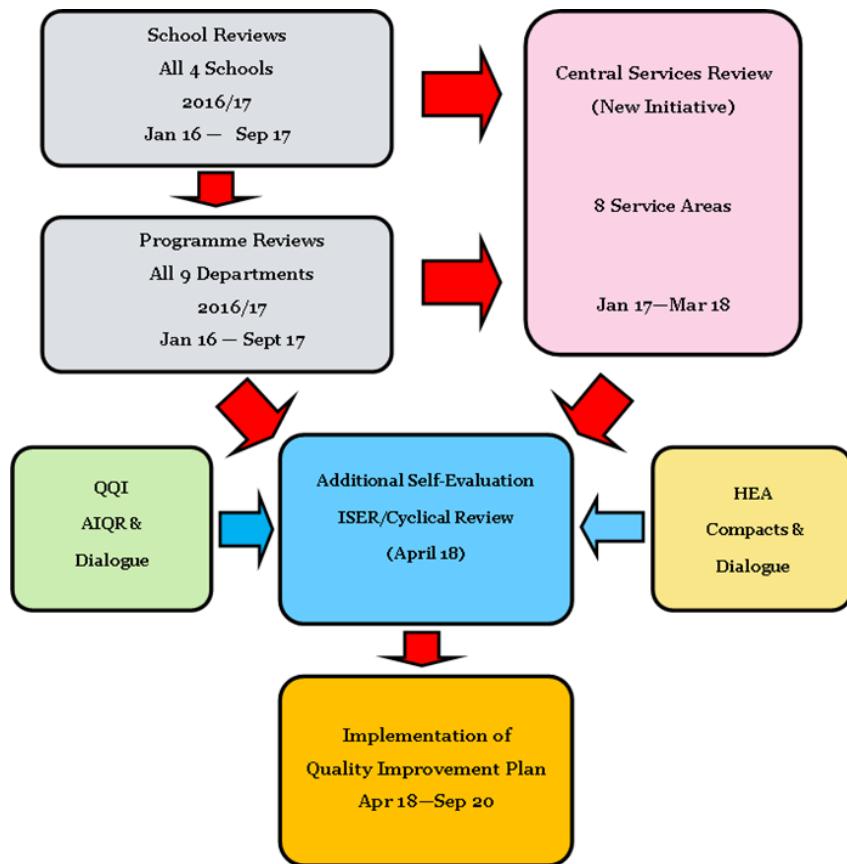


Figure 5 Process for Cyclical Review

Oversight of both the development of the new strategy and the self-evaluation for the Cyclical Review involved the Academic Council, Executive Board, Executive Council and the student body with every effort made to ensure that the ongoing work for the new strategic plan could contribute to the Cyclical Review and vice versa.

Answers to questions posed in the QQI Handbook are presented below:

Who wrote the ISER?

The ISER was developed by the ISER Group with the subgroup: Mr Billy Bennett – Registrar, Mr John Andy Bonar – Head of Development, and Dr Paddy Hannigan – Senior Lecturer Strategy, tasked with framing the final submission.

Who approved the ISER?

The ISER was approved by the ISER Group, the Academic Council, and the Executive Board.

Who was on the development team?

The ISER Group comprised: Mr Billy Bennett (Chair) – Registrar, Mr John Andy Bonar – Head of Development, Dr Lynn Ramsey – Head of Teaching & Learning, Ms Mary O’Shea – President of the Students’ Union, Dr Simon Stephens – Senior Lecturer Quality, and Dr Paddy Hannigan – Senior Lecturer Strategy.

Were a range of staff, students and stakeholders consulted?

Consultation on the ISER encompassed the Governing Body, Academic Council, the Academic Standards Committee, Executive Board, Executive Council, and the student body. The President highlighted the Cyclical Review to all staff in September 2017 and followed it up in a note to all staff in November 2017 where he outlined the process in some detail.

How long did it take to develop?

Active development of the ISER commenced at the end of the 2016/17 academic year and the submission was completed on 19 January 2018. The self-evaluations underpinning the ISER commenced as early as September 2016. A schedule of meetings relevant to the Review is included in Appendix 7.

How has it been disseminated within the institution?

A Consultation and Engagement Document was prepared specifically to inform debate at the Academic Council, Executive Council and with the student body. The final submission document and the LYIT Profile Document for Cyclical Review will be made available electronically to all staff and students via SharePoint.

The outcomes from this self-evaluation can be traced to five different sources: important matters raised through the PPE processes in 2016/17; the AIQR process and Annual Dialogue Meetings with QQI; four cycles of the HEA’s strategic dialogue process; required elements of quality assurance to support an ambitious *Strategic Plan 2018-2022*; and the self-evaluation based broadly on the QQI Handbook for Cyclical Review, all relevant QQI policies and procedures, and identified good practice. By the time of the Main Review Visit the necessary quality improvement activities to address the Central Services Review will also have been captured. The elements of the quality enhancement proposed and how they map against the five different sources is presented in the table below.

Table 9 Summary of Proposed Quality Enhancement Activities

Proposed Enhancement Category	Reason for Enhancement
<p>Further develop existing policies/guidelines on:</p> <ul style="list-style-type: none"> ▪ Induction/First Year Experience ▪ Work Placements ▪ Industry Engagement ▪ International Strategy ▪ Building Digital Capacity <p>Supplement and revise existing guidelines on:</p> <ul style="list-style-type: none"> ▪ New Programme Development ▪ Periodic School and Programme Reviews ▪ Learning, Teaching and Assessment <p>Exploit opportunities available via:</p> <ul style="list-style-type: none"> ▪ New Apprenticeship Programmes 	Outcome from the PPEs held in each of the Institute's four Schools in 2016/17
<p>Further develop existing policies/guidelines on:</p> <ul style="list-style-type: none"> ▪ Student Engagement ▪ Equality and Diversity ▪ Access, Transfer and Progression ▪ Research 	<p>Outcome from the Annual Institutional Quality Report (AIQR) process to QQI and the Annual Dialogue Meetings.</p> <p>HEA System Performance Framework – published January 2018</p>
<p>Build capacity in terms of</p> <ul style="list-style-type: none"> ▪ International Strategy ▪ Research ▪ Information and Data Management 	HEA's Strategic Dialogue Process
<p>Key themes from Institute strategy development</p> <ul style="list-style-type: none"> ▪ Growth Planning ▪ Research ▪ Technology ▪ Building Digital Capacity ▪ Collaboration ▪ Information and Data Management ▪ Institute Restructuring 	To support an ambitious new LYIT <i>Strategic Plan 2018-2022</i>
<p>Further develop existing policies/guidelines on:</p> <ul style="list-style-type: none"> ▪ Staff Recruitment, Management and Development ▪ Supports for Learners ▪ Information and Data Management ▪ Public Information and Communication ▪ Innovation in QA ▪ International Strategy 	Alignment with QQI Core Statutory Quality Assurance Guidelines and other QQI sector specific guidelines.

Included in the full set of revisions to LYIT's QA infrastructure from this self-evaluation are a subset of guidelines to achieve further alignment with QQI Core Statutory Quality Assurance Guidelines.

This subset of guidelines will address Staff Recruitment, Management and Development; Supports for Learners; Information and Data Management; and Public Information and Communication.

New revisions to the QA processes arising from this self-evaluation will complement the QA revisions already under development and planned for adoption by the Academic Council for September 2018. This approach will ensure that all of the elements of quality enhancement proposed here will have formal recognition in a more comprehensive LYIT Quality Assurance framework. Although individual components of these additional new guidelines may be available for the September 2018 publication of version 3.0 of the QAH, it is proposed that the full set be in place by the completion of the current Academic Council's term in June 2020. Priorities identified among these additional new guidelines include Building Digital Capacity, Work Placements, and a Postgraduate Handbook.

The demands placed on strategically important decision making bodies within the Institute have grown significantly over the past five years due to the growth in student numbers, a more diverse portfolio of programmes, and a more complex external environment. Initiatives proposed here are also aimed at improving workflows and enhancing administrative supports to enable key decision making bodies to concentrate on strategic matters and to also ensure that the more routine activities are appropriately addressed. These initiatives will be reflected under the proposed enhancement category of Institute Restructuring.

A.3 Quality Assurance/Accountability

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

Quality Assurance Handbook (QAH) version 2.0 was first drafted in 2011 to address Part One of the European Standards and Guidelines for Quality Assurance (2005), the review of quality assurance undertaken for the Institutional Review (December 2008), and the Report of the HETAC Expert Panel (March 2009). Version 2.0 of the handbook also took cognisance of HETAC policies and procedures in 2011, including Assessment and Standards (2009), Core Validation Policy and Criteria (2010), General Programme Validation Manual (2010), Provider Monitoring Policy and Procedures (2010), Effective Practice Guidelines for External Examining (2010). Version 2.0 of the handbook in 2011 also represented LYIT's initial Institute response to the National Strategy for Higher Education to 2030 (2011). Prior to 2011 the changes in the QAH were more incremental, however, in 2011 all sections of the QAH were revised and the individual procedures were formatted consistent with a revised Institute design template; it was deemed appropriate to release the updated sections simultaneously as Version 2.0.

Important revisions in the past two years have encompassed the treatment of Minor, Special Purpose, and Supplemental Awards; and also the addition of a subsection on Central Service Reviews. Entire new sections added in the past four years include: *Recognition of Prior Learning, Postgraduate Research Degree Regulations, Modularisation and Semesterisation Framework, and Procedures and*

Guidelines Governing Collaborative Programmes. It is envisaged that the QA framework will continue to develop and how best to facilitate and further promote this innovation has been considered through this particular self-evaluation. A breakdown of when individual sections of the QAH were first drafted or revised is given in the table below.

Table 10 Quality Assurance Handbook Version 2.0 Details

Section	Title	Length (pages)	Last updated
Section 1	Background	13	02/05/14
Section 2	Quality Assurance Policy	12	10/03/17
Section 3	Procedures and Guidelines for the Design and Validation of New Programmes	37	16/09/16
Section 4	Procedures and Guidelines for the Ongoing Monitoring of Programmes	8	17/06/11
Section 5	Procedures and Guidelines for Periodic Evaluation	22	07/04/17
Section 6	Procedures and Guidelines for Assessment Planning	12	17/06/11
Section 7	Examination Procedures	21	28/11/14
Section 8	External Examiner Procedures	18	07/02/14
Section 9	LYIT Marks and Standards	19	17/06/11
Section 10	Executive Board Reports	4	10/06/16
Section 11	Recognition of Prior Learning	12	29/11/13
Section 12	Learner Complaints Procedure	6	17/06/11
Section 13	Learner Charter	6	17/06/11
Section 14	Procedures and Guidelines Governing Collaborative Programmes	34	20/03/15
Section 15	Postgraduate Research Degree Regulations	42	10/03/17
Section 16	Modularisation and Semesterisation Framework (2015)	4	09/12/16

The Institute plans to significantly restructure and revise the Quality Assurance Handbook during 2017/18, with a view to having QAH Version 3.0 completed for September 2018. An outline of the proposed revised QAH structure is included in the table below. This version will involve the restructuring of the QAH into eight chapters which will include an updated version of the existing 16 section QAH; and the inclusion of new sub-sections relating to: Institutional Reviews; School Reviews; Access, Transfer and Progression; Complaints Procedures; and Research activities. In addition, a revised and enhanced set of templates will be prepared to support the consistent application of these QA policies and procedures. Version 3.0 of the QAH will fill gaps identified via the AIQR engagement with QQI, these gaps concerned the broader research agenda, beyond simply the QA of research degrees, and the need for a tailored procedure to address access, transfer and progression.

Specifically, these changes will:

- Enhance our engagement with learners and their participation in quality assurance
- Respond to the challenges of ensuring equality and embracing diversity
- Improve the documentation of access, transfer and progression procedures
- Develop quality assurance policies and procedures as they relate to all aspects of research activity

Table 11 Draft Structure for Quality Assurance Handbook (Version 3.0)

Chapter	Title
<i>Chapter 1</i>	<i>Quality Assurance Policy</i>
	1.1 National Quality Assurance
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<i>Chapter 8</i>	<i>Templates and Appendices</i>

The Quality Assurance Handbook is published on the Institute's website
[\(<http://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/>\)](http://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/)

LYIT is committed to transparency and has since 2015/16 published all of the Panel of Assessors Reports for new programme evaluations on the LYIT website. In addition, the final reports of the External Expert Group Reports for the Periodic Programme Evaluations of 2011/12 and 2016/17 are also accessible on the Institute's website. Further promoting this culture of transparency has been a key consideration of this self-evaluation.

Through the Annual Institutional Quality Report (AIQR) the Institute details the range of QA policies and procedures employed at LYIT and outlines how the QAH has been updated and implemented. The Institute has engaged proactively with QI through the AIQR process and via the Annual Dialogue Meetings, culminating in the formal approval of LYIT's QA processes again in 2017. In addition, the Institute has taken a leadership role in national quality projects, including: the ISSE Plenary Group; the Technological Universities Quality Framework (TUQF); the Technological Higher Education Association (THEA)/QI Quality Working Group; the THEA Internal Audit Steering Group; and the QI Consultative Forum.

Purposes of Cyclical Review

Under each of the purposes of the Cyclical Review from the QI Handbook for IoTs the headline measures for quality enhancement at LYIT arising out of this self-evaluation are outlined together with relevant ongoing Institute activity that will be refocussed.

Purpose 1: To encourage a QA culture and the enhancement of the student learning environment and experience across and within the institution.

A major planned improvement in this area is in relation to Student Engagement building on our existing strong relationship with our student body in revising Institute processes to ensure that students become more significant partners across all Institute activity. In B.2 LYIT's involvement in the National Student Engagement Programme (NStEP) is explained and also how through this NStEP pilot scheme students were facilitated in this self-evaluation and in capturing their input into other strategic projects.

Learning, Teaching, and Assessment (LTA) will continue to be the focus of innovation at LYIT, building on achievements over the past three years with the completion of the LTA strategy, the continued development of the Masters in Learning and Teaching (MALT) programme, and the drafting of the LYIT Graduate Attributes. Additional areas for LTA activity over the next period will focus on encouraging students to be innovative and entrepreneurial, offering students opportunities to achieve advanced levels of digital literacy, and supporting students in their transition to employment. Additionally, the documentation from the recently completed PPEs will be trawled to capture the many examples of good practice in teaching, learning, and assessment in place across the four Schools for adoption as Institute practice.

Discussions in respect of *Strategic Plan 2018-2022* referenced the need to exploit the exciting opportunities that are emerging in the technological world, a phenomenon that Klaus Schwab, Founder of the World Economic Forum referred to as The Fourth Industrial Revolution. A further proposal for inclusion in the new plan is the development of a strategy to encompass all aspects of technology enhanced learning to build capacity in prioritised areas working collaboratively with partner institutions and via industry collaborations. Through the PPEs in 2016/17 there was an examination of the Institute's approach to online and blended learning and a recognition that capacity building in this area was required. The work of the National Forum for Enhancement of Teaching and

Learning in Higher Education on *A Roadmap for Enhancement in a Digital World 2015-2017* is helpful in this regard. The roadmap encapsulates the challenges for HEIs in Building Digital Capacity as: *Embracing the full potential of digital technology poses a challenge to many of our basic structures, our assumptions, our policies and procedures, not least regarding our beliefs and attitudes about the role and nature of higher education itself.*

LYIT's commitment through *Strategic Plan 2018-2022* to Building Digital Capacity is motivated by the clear understanding of the truly disruptive nature of this technology, LYIT's potential to excel is in this arena, the significant enhancement it offers learners, and the opportunities to further enhance the Institute's reputation for technological innovation. The Institute will develop a strategy on Building Digital Capacity that is informed by best practice internationally and the ongoing work of the National Forum's roadmap project. A small number of motivating projects will be selected at an early juncture to point to the exciting potential of these initiatives; opportunities span the full spectrum from greater innovation in the use of the VLE to Virtual Reality applications.

The experience of completing four separate PPEs in 2016/17 is not only an examination of the documentation submitted and the Schools under review but is also a robust examination of the Institute's PPE processes. Reports from the External Expert Groups detail a number of areas where the approach might be improved and together with the internal feedback the Institute will set about revising the methodology. New Programme Evaluations have many common themes with the PPE process and it would be advantageous to capture the learning in terms of PPEs and New Programme Development at the same time to ensure consistency remains in these two critical components of QA in terms of delegated authority. A similar examination of the Institute's experience in the 2011/12 PPEs was conducted through the Academic Council in 2012/13 and a number of initiatives adopted at that time have proved beneficial.

Significant experience on revising the induction programme and various approaches across the Institute in relation to improving the first year experience will be brought together in an Institute Guideline on Induction/First Year Experience. This guideline will look to build on existing Institute initiatives and innovations, such as, Peer Mentoring, transition to college life, and motivating the students in terms of their future employment opportunities.

A further Institute guideline to be drafted will address Work Placement, and be informed by practice and policies in each of the Schools and best practice approaches both nationally and internationally. 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.

Purpose 2: To provide feedback to institutions about institution-wide quality and the impact of mission, strategy, governance and management on quality, and the overall effectiveness of their quality assurance.

LYIT has long been committed to explicitly embedding quality in the Institute's mission and strategy and ensuring that governance and management supports this central role for quality assurance. The Institute will be keen to hear from the Review Team on any recommendations they may have in further promoting quality assurance enhancement at LYIT.

Purpose 3: To contribute to public confidence in the quality of institutions by promoting transparency and public awareness.

Ensuring that LYIT makes major strides in terms of Information and Data Management is a clear priority through this self-evaluation. Transparency is a particular priority where promulgating information to the greatest extent possible will become a key responsibility of the main Institute decision making bodies and also of senior post-holders. There is a wealth of information that was captured through the recently completed PPEs that will be very beneficial for Institute staff, current and prospective students, and external stakeholders.

LYIT has a good track record in terms of transparency; publishing our Quality Assurance Handbook, all of the final Periodic Programme Evaluation Reports of the External Expert Group from 2011/12 and 2016/17, and the reports of all Panels of Assessors for New Programme proposals since 2015/16 on the Institute website. Significant additional programme information is published on the website and in hardcopy through the LYIT Prospectus and student support services information via the LYIT Student Handbook.

An increasing array of reports are produced annually by the Registrar's Office for the Academic Council in relation to Quality Assurance:

- Report on Rechecks, Reviews and Appeals
- Report on Breaches of Assessment Regulations
- Report on Student De-Registrations
- Interim and Final Report on Examinations
- Report of Registered Student Numbers
- ISSE Institution Report
- CAO Application Statistics
- Report of Postgraduate Research Advisory Board (two reports in 2016/17)
- Report on End of Year Pass Rates by LYIT Admission Types and CAO Point Bands
- Report on Previous Higher Education Institutions that Full-Time LYIT Advanced Entry Applicants Attended Prior to Admission to LYIT.

Difficulties in terms of Information and Data Management within the Institute have been most acutely felt by staff, resulting in delays and other inefficiencies in sourcing information. Building capacity in terms of tracking and trending Institute data and benchmarking activity against other national and international providers has become increasingly important as a result of the QQI AIQR process and the HEA's Strategic Dialogue Process.

Institute Restructuring to ensure that the necessary resources are in place to more efficiently support Institute reporting, quality monitoring, and important decision making bodies is a key outcome of this self-evaluation. Institute Restructuring will also encompass ensuring that the information published via LYIT's various digital platforms is of the highest quality.

Purpose 4: To facilitate quality enhancement by using evidence-based, objective methods and advice.

Including student feedback mechanisms within formal processes for benchmarking the Institute against peers nationally and internationally using the QA1, QA3, and the Irish Survey of Student Engagement (ISSE) is a central element of Student Engagement and will be further developed as an

LTA initiative. Success in this area will ensure the capture of better data and facilitate informed revision of Institute provision. These revised processes will be built around transparency with the data appropriately shared and responses tailored to the feedback obtained. LYIT through a collaboration with our partners in the Connacht Ulster Alliance (CUA) were successful in moving the two paper based QA questionnaires of students to an online format. These questionnaires referred to as the QA1, focused on each module individually, and the QA3, a programme and support services questionnaire. These surveys build a broad picture of students' evaluation of individual programmes when combined with the outcomes from the ISSE survey. In the next academic year the online QA3, commenced first at LYIT, will be combined with the ISSE and rolled out nationally.

A number of the proposals that are being considered for inclusion in the new strategic plan involve information provision and exploiting existing Institute databases. The proposed solution here is the establishment of an Institutional Research Office (IRO) which will be useful in terms of annual returns to both QQI and the HEA. Institutional Research Offices address a broad category of work at colleges and universities to inform campus decision-making and planning in areas such as admissions, assessment, enrolment management, facilities utilisation, and alumni relations.

LYIT will harness the information available via its MIS system and also its Virtual Learning Environment (VLE) using the opportunities presented by data analytics to build a more comprehensive picture of factors that influence student success. Building this additional capacity in terms of tracking and trending Institute data and benchmarking will help the Schools in terms of ongoing programme monitoring and for Periodic Programme Evaluations. This activity will be included under the heading of Information and Data Management encompassing what is also increasingly being understood as Learning Analytics. LYIT will actively engage with the National Forum for Enhancement of Teaching and Learning in Higher Education on their new Data-Enabled Student Success Initiative (DESSI) for assistance. DESSI's purpose is to provide support, through a National Coordinator, to institutions as they develop, or begin to explore, strategies for using data to underpin effective, sustainable student success.

Fostering a process that enables individuals or committees of the Academic Council to initiate new policy, templates, and procedures will be encouraged. The aim is to promote Innovation in QA by facilitating the drafting of outline or principles documents that can be adopted by the Academic Council to inform practice which in due course can be worked up into a full policy or procedure document or included in an existing policy/procedure.

Institute expectations of QA committees at School level currently involve the School Student Committee, Student Progress Committees, and the Programme Boards. Given the growth in student numbers and a greater divergence in the nature of programmes across the Schools there is a strong argument for the further decentralising of QA. An initial step will be to examine the establishment of a QA Committee within each School, building on existing practice, such as, the School based Ethics Committee and Plagiarism Committee; with the aim that committees established would be a useful resource for the School and be a medium for further Innovation in QA including TLA.

LYIT is determined to continue its strong track record of Innovation in QA but Institute growth has led to a degree of congestion in terms of the workload of key decision making bodies. Institute Restructuring will aim to devolve elements of the existing workload of the Academic Council and Executive Board to allow greater time for consideration of more strategic matters.

LYIT is an open and engaged Institute with many formal and informal connections with industry and employers in our region. Collaborative activity with industry is evident in the Institute's proactive approach to providing education and training programmes to meet the needs of industry. It is now an appropriate time to leverage these close links by formalising Industry Engagement in a way that it not only provides a beneficial feedback mechanism to inform Institute strategy development but is also readily available to inform programme development within the Schools. Formalised links with industry will have benefits for individual programmes through site visits, insight into changing employment demands, availability of guest lecturers, work placement opportunities for students, and improved employment prospects for graduates.

Purpose 5: An additional specific purpose for cyclical review is to support systems-level enhancement of the quality of higher education.

LYIT is actively involved in supporting system-level enhancement of quality in higher education through participation in various bodies. Included here is a sample of engagement of some Executive Board members. Details regarding the individual Heads of School are included in the recently completed PPEs.

President

- Technological Higher Education Association (THEA) (Board member) (Chair 2014)
- Eurashe (European Association of Institutions in Higher Education) (Board member)
- Swim Ireland (Board member)
- Donegal Economic Development Committee (Board member)
- Social Inclusion and Community Activation Programme Committee (SICAP) (Board member)
- Donegal Children and Young People's Services Committee (CYPSC) (Board member)
- North West Action Plan for Jobs Committee (Board member)
- Donegal Local Community and Development Committee (LCDC) (Board member)
- U Multi Rank Advisory Board, Eurashe representative
- Connacht Ulster Alliance (Steering Committee)
- West/North West Regional Cluster (Steering Committee)
- Educate Together National School, Letterkenny (Chairperson)
- North West Regional Executive of IBEC (Board member)

Registrar

- EduCampus Technological Universities Governance Forum (Chair)
- Irish Survey of Student Engagement (ISSE) Plenary Group
- Technological Universities Quality Framework (TUQF) Steering Group
- Council of Registrars (CoR)
- THEA/QQI Quality Working Group
- Connacht Ulster Alliance (CUA) Steering and CUA Registrar Sub-Group
- West/North-West Cluster Operational Group (Co-Chair)
- Cross Border Project Team, Higher Education Strategy for Northern Ireland (Project 11)
- Alcohol Forum Board (Deputy Chair)
- THEA Internal Audit Steering Group
- THEA Code of Governance Working Group

- LYIT/Donegal ETB Strategic Planning Group
- THEA Heads of Research, Development and Innovation Group

Secretary/Financial Controller

- THEA Internal Audit Steering Group
- LYIT/Donegal ETB Strategic Planning Group
- THEA Code of Governance Review Group
- Chair of THEA Estates Managers Group

The Head of Development is a member of the THEA Heads of Research, Development and Innovation Group.

Objectives of Cyclical Review

Additional elements of quality enhancement are detailed against the objectives below. Elements of improved practice presented above have not been repeated here.

Objective 1: To review the effectiveness and implementation of the QA procedures of the institution through consideration of the procedures set out, primarily, in the Annual Institutional Quality Assurance Report (AIQR). The scope of this objective also extends to the overarching approach of the institution to assuring itself of the quality of its research degree programmes and research activities.

Through the AIQR process the Institute made commitments in terms of developing procedures and guidelines to further underpin research, to support equality and diversity and to further enhance student engagement.

Research will be a main theme of *Strategic Plan 2018-2022* recognising significant progress in the research agenda, advantages of having formal university partnerships, opportunities in terms of applied research, and the potential to further build capacity with partner institutions. To achieve a significant breakthrough in Research in conjunction with our partner HEIs there will be a fundamental examination and revision of all quality assurance policies and procedures as they relate to all aspects of research activity.

Objective 2: To review the procedures established by the institution for the governance and management of its functions that comprise its role as an awarding body.

The Institute is cognisant of its responsibilities under delegated authority and LYIT ensures that it meets its responsibilities as an awarding body under delegated authority through observance of LYIT QA procedures that have been agreed with QQI, compliance with QQI policy and procedures, and through a strong commitment to oversight in programme development and review by external experts familiar with QQI processes.

Objective 3: To review the enhancement of quality by the institution through governance, policy, and procedures. To review the congruency of quality assurance procedures and enhancements with the institution's own mission and goals or targets for quality. To identify innovative and effective practices for quality enhancement.

LYIT recognises the importance of QA for the Institute in meeting its strategic objectives and this is evident in terms of the flexibility that delegated authority has offered in renewing and revitalising our portfolio of programmes over the past five years. This flexibility extended to the development of programmes tailored for part-time students and also in the development of minor, special purpose, and supplemental awards for industry partners.

In the last couple of years the opportunities for collaborative programmes has been evident to the Institute and a number of innovative programmes with our partners including partners in Northern Ireland have been developed. Collaboration in both programme development and in respect of research will be a focus of *Strategic Plan 2018-2022*.

Objective 4: To review the effectiveness and implementation of procedures for access, transfer and progression.

The benefits of a formal procedure covering Access, Transfer and Progression (ATP) was an output of the AIQR process. Having a formal ATP procedure that encompass ECTS credits, award titles, and entry requirements will be very useful for staff and students with a role in programme development. This procedure will reflect the entire student lifecycle at LYIT from initial admission to graduation.

Objective 5: Following the introduction of a statutory international education quality assurance scheme, to determine compliance with the Code of Practice for the Provision of Programmes to International Learners.

Arising from the QQI Code, PPEs, HEA's Strategic Dialogue Process and the development of statutory QA scheme for international education there is a need for a more formal process to address all aspects of international students' experience with LYIT. New guidelines will be drafted, building on existing processes which have delivered strong growth in international student numbers over the past five years, to be fully compliant with the Code of Practice for the Provision of Programmes to International Learners

Part B:

Self-Evaluation and Strategy

This section is structured to reflect the objective domains of *Strategic Plan 2014-17*, introducing the Review Team to the Institute's approach to strategy, detailing more recent activities in each of the domains, and to outline the quality improvement initiatives in the context of the strategy.

B.1 Learning and Teaching

B.1.1 Background and Recent Developments

Strategic Plan 2014-17 was drafted to both guide the further development of good practice in teaching and learning at the Institute over the lifetime of the plan by reinvigorating ongoing activity and to provide the necessary impetus to deliver on important new initiatives. Three key objectives are:

- Develop our student-centred culture and further support students to fulfil their potential; important initiatives will include easing the transition into higher education, encouraging students to take greater responsibility for their own learning, and preparing students for a lifetime of learning.
- Assist lecturing staff with their continuous professional development, including: developments in their particular discipline area, trends in teaching and learning, new technologies, and initiatives of the National Forum for the Enhancement of Teaching and Learning.
- Foster excellence in curriculum design to ensure a portfolio of programmes of the highest quality reflecting existing strengths in the STEM area; the resulting portfolio will be aligned with national and regional policy objectives, best practice in teaching and learning, innovative assessment methodologies, QQI award standards, and student demand.

The Masters in Learning and Teaching (MALT) programme is central to supporting LYIT staff in advancing their skills and knowledge of learning and teaching within third-level; the programme is also open to educators from further education, post-primary and primary sectors. The two year MALT programme reflects the growing understanding of the central role of assessment and evaluation in learning and teaching and the importance of academic writing and research at every stage of education. The first cohort of learners on the MALT programme graduated in 2017 and of the 12 completing participants 8 were LYIT staff members. A second cohort will complete in summer 2018, this cohort has 27 participants in total, including 8 LYIT staff members. LYIT academic staff are also enrolled on Level 9 and Level 10 teaching and learning programmes in the university sector with a significant number completing professional doctorates in education.

A set of policy and strategy documents on Teaching and Learning were completed and approved by the Institute's Academic Council in 2016/17:

- September 2016 – Plagiarism Policy
- September 2016 – Learning, Teaching and Assessment Strategies
- October 2016 – LYIT Graduate Attributes

Each of these documents was completed in sufficient time to inform the Periodic Programme Evaluations (PPEs), external panel visits which took place in May/June 2017.

B.1.2 Self-Evaluation Outcomes

The development of a formal procedure for Access, Transfer and Progression will be useful to staff and students involved in new programme development. Other aspects of New Programme Development that need further consideration following the PPEs include the way assessment plans are reflected and specifically how assessment is detailed in the module template. Relevant to both New Programme Development and the PPEs is the need for a single Institute model for mapping of Programme Learning Outcomes, Module Learning Outcomes, and QQI Award Standards. Through *Strategic Plan 2018-2022* there is a commitment to develop new programmes that are inter-disciplinary in nature, this will require a greater deal of collaboration between Institute Departments and Schools and the strengthening of processes to support this type of collaboration.

Examining the opportunities that exist through the New Apprenticeship Programmes was raised via the PPEs and will be pursued in conjunction with our Further Education and Training (FET) partners.

New initiatives (ensuring more obvious linkages with QQI Core Statutory QAGs) will include policy and procedure development which will address the following:

- Teaching and Learning
- Assessment
- Access, Transfer and Progression
- Periodic Self-Evaluation and New Programme Development
- Learning Analytics
- Work Placements
- New Apprenticeship Programmes
- Innovation in QA

B.2 Student Experience

B.2.1 Background and Recent Developments

Strategic Plan 2014-17 states LYIT's determination to build on the excellent relationship that we enjoy with our student body by working collaboratively with students on all aspects of student services and campus facilities to contribute towards an improved student experience.

The six objectives detailed in the strategy are:

- i. Prioritise the student experience in all aspects of Institute activity by embedding a service ethos that is focused on excellence, informed by strong engagement with students and is underpinned by documented quality assurance procedures.
- ii. Ensure that all educational delivery spaces are state of the art, comprising flexibly resourced general teaching spaces together with sufficient additional specialist facilities, and complemented by access to up to date learning resources.
- iii. Review and enhance the Institute's virtual learning environment (VLE), this will involve an examination of opportunities presented via new technologies and consideration of best fit models for blended learning.
- iv. Enhance student-centred support services so that they are easy to access, integrated, and responsive; these services will be shaped by significant engagement with students to ensure services continue to meet the demands of a growing student population.

- v. Improve the campus experience for our increasingly diverse student body by ensuring the suitability of Institute facilities and access to attractive spaces for social interaction and recreation.
- vi. Develop supports for both incoming and outgoing international students, continue supports for lecturing exchanges, encourage language learning and cultural understanding, develop collaborative initiatives with both national and international partners, and deliver on revenue generating opportunities.

The questions for both the Cyclical Review and new strategic plan is how we can better identify the important aspects of the student experience that need to be addressed, the most appropriate way to set about implementing these measures, and how we monitor that the intended results are being achieved.

LYIT is one of five institutions nationally selected to participate in the National Student Engagement Programme 2016 Pilot (NStEP). The initial phase of the NStEP had two aspects:

- enhancing the capacity of students for engagement in higher education by focusing on student training;
- enhancing the capacity of our institution for student engagement by focusing on institutional analysis and evaluation.

LYIT established an internal working group co-chaired by the Head of Teaching and Learning and the LYIT SU President. Membership of the working group was drawn from senior managers and administrators with equal numbers of student representatives from across the institution. Three representatives from the internal LYIT NStEP working group are part of the National Working Group.

85 LYIT student representatives participated in NStEP class rep training in 2016/17. Student feedback from the session was very positive with over 90% of students reporting that they found the training very valuable; it helped in improving their understanding of the class rep role, the mechanisms for student engagement and representation within their institution. The LYIT SU considered that the training heightened student engagement throughout the academic year and noted a 66% increase in active participation at Class Rep Council meetings. LYIT has committed to continue to support the student representative training beyond the national pilot.

The Institutional Analysis Session held at LYIT in 2016/17 was facilitated by consultants to NStEP, Eve Lews of Student Partnerships in Quality Scotland (sparqs). The session was attended by 10 student class reps and society leaders and 30 LYIT staff (including the President, Registrar, senior managers, academic staff and student services staff). The full day session examined five aspects of student engagement aligned to the Report of the Working Group on Student Engagement in Higher Education (HEA, 2016): feedback; teaching and learning; students and institutional strategy; students and programme interaction and communication, feedback and transparency.

Participation in NStEP has provided the Institute with the opportunity to critically analyse student engagement at LYIT in a structured way. The evaluation of the institutional analysis highlighted many ways in which the organisational culture within LYIT supports student engagement. An example is the student initiated anti-bullying policy which has been co-drafted by students and staff and is proceeding through Academic Council. The Institute plans to formalise and deepen its commitment to student engagement through the adoption of an institutional student engagement strategy which is

currently under review with the Teaching, Learning and Student Engagement committee of Academic Council.

A series of workshops were held at LYIT in December 2017 focused on three pilot projects, facilitated by Simon Varwell Development Consultant from sparqs. The projects examined were the Institutional Self Evaluation Report, the new *Strategic Plan 2018-2022*, and the review and planned revisions to the Quality Assurance Handbook. A report on these workshops was prepared for consideration at the Academic Council meeting of 15 December 2017 and the issues raised by the student body were addressed as far as possible in the final ISER. A number of matters raised by the student body will be looked at again in implementing the quality improvement plan. This particular engagement will help inform a template on which future partnership projects with the student body will be based.

The ISSE survey takes place each February – March and is open to first year undergraduates, final year undergraduates, and postgraduate taught students. ISSE is a joint initiative from the HEA, Irish Universities Association (IUA), Technological Higher Education Association (THEA) and the Union of Students in Ireland (USI). Twenty seven institutions participated in 2017. The ISSE reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities. The Irish Survey of Student Engagement (ISSE) Results from 2017 is published on the HEA's website, with more specific results for LYIT available via the student survey website. [<http://hea.ie/assets/uploads/2017/11/ISSE-Report-2017-final.pdf>, <http://studentsurvey.ie/wp-content/uploads/2017/12/ISSE-2017-LyIT.pdf>]

The ISSE provides a summary of responses against Specific Engagement Indicators. The questions supporting each of these indicators is set out in Appendix 8. The results for LYIT are strong, the Institute outperforms the IoT sector average in six of the nine indicators. The better results for LYIT are in the areas where the Institute would always have understood our strengths to exist, such as, Student Faculty Interaction, Effective Teaching Practices, and Quality of Interaction. Results from the ISSE have informed Institute practice and strategic planning over recent years; a focus of this activity has been facilitating students to take greater responsibility for their own learning and a particular effort to improve engagement in all aspects of service provision is being pursued via the Central Services Review.

Table 12 ISSE Survey Results 2017 Summary

Specific Engagement Indicator	LYIT	All ISSE	Universities	IoTS	Other
Higher Order Learning	36.0	36.5	38.1	35.1	35.2
Reflective and Integrative Learning	28.9	30.6	31.7	29.4	30.8
Quantitative Reasoning	19.0	19.6	20.1	19.7	16.2
Learning Strategies	30.3	30.4	31.3	29.7	29.4
Collaborative Learning	30.2	30.6	29.2	32.0	30.5
Student-Faculty Interaction	16.4	14.0	12.6	15.6	12.7
Effective Teaching Practices	38.2	34.6	34.3	35.3	31.5
Quality of Interactions	41.3	39.0	38.7	39.7	39.5
Supportive Environment	28.4	28.9	30.5	27.8	25.9

Important Institute initiatives to support students in their studies include the Mathematics Learning Centre (MLC), the Communications Learning Centre, and the Revision Support Initiative. All three of these supports are provided via the Curve; the MLC is in place since 2007 and now provides approximately 3,000 student engagements per annum. The CLC provides advice and support designed to help students with academic writing and study skills. It is open to all students, who can call to the CLC for support on any aspect of academic communication skills and it is planned to develop the centre in line with the success of the MLC. The Revision Support Initiative offers specialised revision workshops to students as they approach the repeat examination period. Based on the experience of the pilot project in 2016 there is a plan in place to ensure that this initiative is better integrated through improved communications with the relevant School, lecturer and student, together with the identification of appropriate resources and ensuring these are accessible to the student. These initiatives are all detailed through the Central Services Review covering the Curve.

B.2.2 Self-Evaluation Outcomes

New policy and procedure development and other initiatives to support:

- Induction/First Year Experience
- Student Engagement
- Building Digital Capacity
- Equality and Diversity

B.3 Research, Innovation and Enterprise

B.3.1 Background and Recent Developments

The core of the LYIT Research Strategy agreed by Academic Council in September 2016 is to contribute to the achievement of the Institute's mission by creating a research and development environment that brings researchers and students together with start-ups, regional industries and local communities.

The Research Strategy goes beyond committing LYIT to a further expansion of research activity and brings research forward as a key strand of the Institute's mission. It is underpinned by the establishment of new research structures and supports: Intellectual Property Rights Policy, Certificate in Research Practice, Postgraduate Degree Regulations, Postgraduate Research Advisory Board, and the Research Ethics Committee.

Specific elements to be addressed via the strategy are:

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

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

A summary of key research projects that LYIT is currently involved in:

- Enterprise Ireland Technology Gateway, WiSAR, 2018-2022, €1m.
- Bryden Centre, Interreg V funded Renewable Energy Project, led by Queen's University Belfast, €9.7m.
- North West Advanced Manufacturing Centre, Interreg VA funded Advanced Manufacturing Project, led by Catalyst Inc. (formerly Northern Ireland Science Park), €8.5m
- Centre for Personalised Medicine, Interreg VA funded Stratified Medicine Project, led by Ulster University, €8.6m
- Cognitive Analytics Research Lab, Data Analytics Research Centre, led by Ulster University.
- TAOIDE, Horizon 2020 funded Ocean Energy Research Project, led by University College Cork, €3.2m.

The official launch of the Bryden Centre took place on 17 January 2017; the centre is dedicated to the memory of the late Professor Ian Bryden, University of the Highlands and Islands, a leading expert in marine renewable energy which will support research into bio-energy and marine based renewable energy sources. Partners in the project are Queen's University Belfast, University of the Highlands and Islands, LYIT, Ulster University Agri-Food & Biosciences Institute, Donegal County Council and Dumfries and Galloway Council. The project which has been funded by SEUPB from the EU's INTERREG VA Programme has a total funding of €9.7m with LYIT to receive €2.7m worth of funding to cover studentships, post-doctoral research assistants, administrative support, and equipment. The focus of the project is developing collaborative research on a cross-border, interregional basis and will involve staff from across the Institute matched with researchers in our partner institutes to work on multi-disciplinary projects.

On 20 February 2017 the Institute obtained additional delegated authority from QQI to make research degree awards at Level 9 on the National Framework of Qualifications. Having delegated authority for Level 9 research programmes will allow the Institute respond more flexibly to available opportunities and provides a platform for the Institute to further grow the number of postgraduate researchers.

B.3.2 Self-Evaluation Outcomes

New policy and procedure development and other initiatives to support:

- Research
- Industry Engagement

B.4 Collaboration and Regional Engagement

B.4.1 Background and Recent Developments

Strong collaborative relationships with regional HEI partners has long been important to the Institute. LYIT partners with three higher education institutions (GMIT, NUI Galway and IT Sligo) to form the West/North West Higher Education Cluster. LYIT has committed significant time and expertise of senior personnel since the establishment of the Cluster. A determination to serve our region and reflecting our unique location, drives LYIT to play a leading role in cross-border collaboration with both FE and HE providers in Northern Ireland. LYIT is particularly well placed with our partners in Northern Ireland to help realise objectives for cross-border collaboration detailed in the HE strategies both North and South. Significant progress has also been achieved on the emerging cross-border cluster of FE and HE providers (LYIT, Ulster University, North West Regional College and Donegal ETB) with the official launch of the cluster scheduled to occur in February 2018.

The West/North West Higher Education Cluster engagement has extended across our region to include engagement with stakeholders such as the Regional Skills Fora, the Further Education sector, the Education and Training Boards, Western Development Commission and Fáilte Ireland. The Operations Group is chaired by the Registrars in each institution on a rotational basis and the programme manager, Dr Lynn Ramsey, is seconded from LYIT. The Cluster Programme Manager is a member of the Regional Skills North Forum and the Programme Manager for the Regional Skills North Forum, Dr Oran Doherty, is on secondment from LYIT.

The Cluster has completed detailed programme mapping and analysis of student pathways across the region. This has informed the joint academic process which has three elements:

- Sharing information on new programme development.
- Sharing information on planned pausing of programmes.
- Evidence based review and refreshing of programme offerings and student pathways.

Collaboration has resulted in a number of key outputs including:

- Inter-institutional Articulation Agreement;
- Collaborative Framework for Post Graduate Supervision and Progression;
- Jointly awarded Teaching and Learning projects under the National Forum for the Enhancement of Teaching and Learning;
- Masters programmes in Translation Studies and Conference Interpreting jointly delivered by NUI Galway and LYIT.

Significant recent success in securing research funding via Interreg points to the ongoing potential of cross-border collaboration. The cross-border cluster can be the vehicle for transfer and progression opportunities as evidenced by initial success with NWRC (Appendix 9); LYIT is also engaged with these partners on the challenges posed by Brexit. Development of the National Planning Framework will also impact future cluster arrangements and further define LYIT's role in respect to cross-border activity.

The Connacht-Ulster Alliance (CUA) was established in July 2012 with LYIT, GMIT and IT Sligo as members. The CUA is working towards achieving the criteria required to become a technological

university. An amount of €1.2m has been obtained from the HEA to support the CUA's plans for 2017/18.

Strategic Plan 2014-17 sets out LYIT's commitment to engagement as

- Develop and implement a plan for active engagement with stakeholder groups to assist them in pursuit of their respective agendas including community groups, schools, public service employers, private industry, and development agencies; this engagement will address regional development and include a focus on promoting the region's heritage and particularly the Irish language.
- Ensure that available Institute supports for enterprise and industry are easily accessible through a single point of contact and develop additional services through the North West Regional Science Park (NWRSP) and via the Institute's incubation, enterprise, research and development centre, CoLab.

Key companion documents to the strategic plan are the twelve Functional Area Plans (FAPs), with a specific FAP addressing Innovation and Regional Engagement. Actions identified in this Innovation and Regional Engagement FAP (adopted by the Executive Board in March 2016) include:

- Position the Institute to lead initiatives that are key to the economic development of the region and actively supporting key partners in their pursuit of complementary agendas.
- Establish at an Institute level a social engagement plan that details assistance available to community groups and schools.
- Establish partnerships with relevant regional groups to promote broader regional development; including promoting the region's rich heritage and the region's importance in respect of the Irish language.
- Work to attract high quality technology and knowledge based businesses to the NWRSP and higher value added inward investment projects and jobs to the region.

Key actions in addressing this engagement agenda have included the June 2016 framework agreement with Donegal County Council, the January 2016 Memorandum of Understanding (MoU) with Donegal ETB, and the July 2016 MoU with the Donegal Gaelic Athletic Association (CLG Dhún na nGall) which together formalise the strong working relationships between LYIT and these partners and recognises the opportunities to add significant value in civic society and to local communities.

Donegal Education and Training Board (DETb) is a very important strategic partner for LYIT; DETB was established from the merger of Donegal Vocational Education Committee (Donegal VEC) and Foras Áiseanna Saothair (FÁS) training services, bringing the majority of publicly funded adult education and training together for the first time. The recent publication of the Qualifications and Quality Assurance (Amendment) Bill 2017 provides for the extension of award making powers for the IoTs to all levels of the National Framework of Qualifications up to Level 9, these new powers have significant potential in our continued engagement with Donegal ETB.

B.4.2 Self-Evaluation Outcomes

New policy development to support International Strategy and a continued commitment to exploit the many opportunities available through Collaboration.

B.5 Sustainability and Resource Utilisation

B.5.1 Background and Recent Developments

Over the past number of years the Institute has been engaged in extensive dialogue with the HEA regarding the financial challenges facing LYIT. A central strand of these discussions has been the amalgamation of the School of Tourism, formerly the Tourism College Killybegs, into LYIT and the impact that this amalgamation has had on Institute finances. A Financial Plan for 2017-2020 has recently been submitted to the HEA (Appendix 10).

The Tionchar project funded by the Irish Research Council and based at Trinity College, Dublin was established to analyse the economic impact of the Irish higher education sector and in particular the impact of innovation spending on the sector. A paper published by this research group ‘The Different Consequences of State Funding Cuts to Irish HE’ recognised that LYIT was the IoT that had to sustain the largest decline in total income over the period 2008/09 to 2011/12 and recognised the “impressive resilience” of IoTs that survived such funding reductions.

Activity at LYIT has been significantly impacted by financial cutbacks going back almost to the Institute’s Institutional Review of 2008/09 in what has been a lost decade for public sector investment in Ireland. The absence of a borrowing framework for the IoTs left the sector particularly vulnerable over this period with what little education investment there was being allocated to primary and secondary level to address increasing enrolments. The *HEA’s Financial Review of the Institutes of Technology (October 2016)* clearly presented the challenges that IoTs faced since 2008 where LYIT was among six institutes identified as facing immediate sustainability challenges.

A further four of the IoTs were categorised as potentially at risk due to limited reserves and current or projected deficit positions. The review captured the scale of the turnaround in the IoT sector’s financial health where the state grant fell by 34% between 2008 and 2015 forcing a sector that was generating a surplus of €40.8mn in 2008/09 into a deficit of €2.7m by 2014/15, and despite this stark decline in funding the sector delivered a very impressive growth of 24% in student numbers. There was also no discernible characteristics for the IoTs at greatest financial risk, the larger IoTs were as likely to be at risk as smaller institutes. LYIT started this period of austerity in 2008 in the unenviable position of having the lowest percentage non-pay budget in the sector and the Institute was eventually successful in its arguments that the funding model did not reflect the higher costs associated with second campuses.

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

Although LYIT’s financial concerns have not been erased, the Institute has greater flexibility to more confidently engage in capturing ambitious ideas for *Strategic Plan 2018-2022*. However, it must be

recognised that the funding challenge over the last decade did reduce autonomy in the sector and inevitably took its toll on a range of innovative projects that LYIT was keen to progress. Even working within these constraints the Institute has made great strides since 2011/12; student numbers have grown by 34%, the portfolio of programmes is broader and deeper, postgraduate offerings have increased, external collaborations across education and industry are proving beneficial, and there has been a step change in research funding secured.

The new Higher Education System Performance Framework 2018 – 2020, published on 15 January 2018, will have a significant impact on Institute activity over the next three years and will be a further input in the final framing of *Strategic Plan 2018-2022*. Although the objectives only became available at the very end of the ISER preparation there is a great deal of cross-over between the outcomes of the LYIT self-evaluation and the new performance framework.

Higher Education System Performance Framework 2018 – 2020 Key System Objectives

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

Objective 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.

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

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

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

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

The *Review of the Allocation Model for Funding Higher Education Institutions* carried out by an independent Expert Panel for the HEA was also published on 15 January 2017. An implementation group will now be established by the HEA to begin a process to action the key recommendations in the funding model review during 2018. Recommendations included a rebalancing of the funding mechanism to better recognise the cost of science, technology, engineering or mathematics (STEM) programmes and a system more open to lifelong learning and more responsive to demographic challenges and changing patterns of student demand. This review will also further inform QA activity at LYIT and be reflected in LYIT's *Strategic Plan 2018-2022*.

B.5.2 Self-Evaluation Outcomes

Policy and procedure development and other initiatives to support:

- Growth Planning

- Staff Recruitment, Management and Development
- Information and Data Management

A significant Institute commitment to improving organisational effectiveness and efficiency in respect of broad interpretation of QA adopted here comes under the heading of Institute Restructuring.

Part C:

**Quality Improvement Plan (ESG &
Core Statutory QA Guidelines)**

Quality Improvement Plan Structure

In the table below the ESGs (2015) are mapped against QQI Core Statutory Quality Assurance Guidelines:

Table 13 Mapping of QQI Core Statutory QA Guidelines with the Standards from ESGs

QQI Core Statutory QA Guidelines	European Standards and Guidelines for QA 2015
1) Governance and Management of Quality	1) Policy for quality assurance Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
2) Documented Approach to Quality Assurance	2) Policy for quality assurance Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
3) Programmes of Education and Training	3) Design and approval of programmes Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. 4) Student admission, progression, recognition and certification Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.
5) Staff Recruitment, Management and Development	5) Teaching staff Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.
6) Teaching and Learning	6) Student-centred learning, teaching and assessment Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
7) Assessment of Learners	7) Student-centred learning, teaching and assessment Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
8) Supports for Learners	8) Learning resources and student support Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

9) Information and Data Management	9) Information management Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
10) Public Information and Communication	10) Public information Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.
11) Other Parties involved in Education and Training	
12) Self-Evaluation, Monitoring and Review	11) On-going monitoring and periodic review of programmes Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. 12) Cyclical external quality assurance Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

C1 Governance and Management of Quality

Key elements to be delivered under this heading:

- Information Management and Transparency
- Growth Planning
- Institute Restructuring

C2 Documented Approach to Quality Assurance

Processes to continue to encourage innovation in QA and also the further development of QA capacity at School level will be put in place.

New elements of QA proposed:

- Access, Transfer and Progression
- Research
- Equality and Diversity
- Induction/First Year Experience
- Preparation for Employment & Work Placements

New elements of QA Proposed (to further align with QQI Core QAGs):

- Staff Recruitment, Management and Development
- Supports for Learners
- Information and Data Management
- Public Information and Communication

C3 Programmes of Education and Training

Strengthen processes for: Periodic Self-Evaluation and New Programme Development and develop process to take advantage of opportunities available through the New Apprenticeship Programmes with our FET partners.

C4 Staff Recruitment, Management and Development

In addition to developing the new QA procedure for Staff Recruitment, Management and Development a very clear prioritised staff development plan will be completed to address current and future Institute needs.

C5 Teaching and Learning:

Further develop processes in terms of

- Teaching and Learning
- Information and Data Management (Technology Enhanced Learning)

C6 Assessment of Learners:

Further develop processes in terms of

- Assessment

C7 Supports for Learners

Strengthen Student Engagement using the NStEP initiative and develop new policy/procedures on Support for Learners informed by the QAA's Code of Practice for Student Engagement and QAA's Code of Practice for Enabling Students' Development and Achievement.

C8 Information and Data Management

Key elements to be delivered under this heading:

- Information Management & Transparency (including Institutional Research Office)
- Building Digital Capacity
- Information and Data Management Guideline

The New Information and Data Management Guideline will be developed reflecting a best practice approach, the information needs of both QQI's AIQR process and the HEA's Strategic Dialogue Process, existing Institute databases, information needs for monitoring and planning Institute activity, and the opportunities available through modern data analytics software.

C9 Public Information and Communication

The development of the new QA procedure for Public Information and Communication will be based around the maximum possible sharing of Institute data and will be informed by the QAA's Code of Practice for Information about Higher Education Provision.

C10 Other Parties involved in Education and Training

External expertise is a significant component of Quality Assurance practice at LYIT with external experts exclusively making up the Panel of Assessors for New Programme Evaluations and the External Expert Group for the Periodic Programme Evaluation (PPE). The Central Services Reviews will also involve a panel of external experts. In addition, external experts support the Academic Council's Programmes Committee in the internal phase of a new programmes evaluation and all Schools consult a panel of external experts in the development of their PPE submissions prior to final submission to the formal External Expert Group. The process for developing minor, special purpose, and supplemental awards at LYIT also involves an external panel and where proposed changes to an existing programme reach a relatively modest threshold there is a need for a panel of external experts to validate the proposed changes.

The key roles played by external experts in all aspect of LYIT activity will be protected and procedures and process will be strengthened in respect of:

- Collaboration
- Industry Engagement
- International Strategy

C11 Self-Evaluation, Monitoring and Review

Strengthen all elements of monitoring and self-evaluation with a focus on data informed decision making and evaluation which will inform the revision of documented policies and procedures which will also be influenced by recent LYIT experience and best practice.

The new Institute Research Office will be critical to improving the data sources available to facilitate improvement in ongoing monitoring and periodic self-evaluation. Building Institute capacity in Learning Analytics will complement the more Institute level focus of Information Management and Transparency and ensure that data can be appropriately used to assist at an Institute level, programme level, and in terms of individual learners.

Sections C1-C11 present a challenging environment for the Institute which will be informed by the outcomes of the Cyclical Review.

Appendix 1:

**LYIT Cyclical Review Questions
2017/18**

Key Questions Proposed by QQI

The following key questions are suggested for carrying out the review under each of the identified objectives:

- *How have quality assurance procedures and reviews been implemented within the institution?*
- *How effective are the internal quality assurance procedures and reviews of the institution?*
- *Are the quality assurance procedures in keeping with European Standards and Guidelines?*
- *Are the quality assurance procedures in keeping with QQI policy and guidelines, or their equivalent?*
- *Who takes responsibility for quality and quality assurance across the institution?*
- *How transparent, accessible and comprehensive is reporting on quality assurance and quality?*
- *How is quality promoted and enhanced?*
- *Are there effective innovations in quality enhancement and assurance?*
- *Is the student experience in keeping with the institution's own stated mission and strategy?*
- *Are achievements in quality and quality assurance in keeping with the institution's own stated mission and strategy?*
- *How do achievements in quality and quality assurance measure up against the institution's own goals or targets for quality?*

Key Questions for Reviewers

Key questions asked by reviewers when analysing the AIQR and the ISER might be:

- How well have the descriptive and analytical functions been balanced by the institution?
- Is there evidence of comprehensive self-analysis and self-reflection?
- Is there evidence of comprehensive understanding and alignment with ESG and QQI QAG?
- Is there evidence of deliberate management of quality assurance and enhancement?
- Is there evidence of the institution using external references and benchmarks (national and international)?
- Is there evidence of compliance with any regulatory requirements (NFQ, ESG, QQI QAG, other QQI policy etc.)?
- Is there evidence of the use of data and narrative sources of information?
- Is there evidence of commitment to a quality culture?
- Can the Team identify issues that the institution would like to explore?

Appendix 2:

Governing Body, Academic Council and Management Structure



Governing Body

Membership of the current Governing Body, which was appointed in December 2016 is included below.

Table 14 Governing Body 2016 – 2021

Name	Nominating Organisation
Fintan Moloney, Chairman	Department of Education and Skills (Ministerial appointment)
Paul Hannigan, President	
<i>Section 4(1) (a)</i>	
Ms Anne McHugh	Donegal ETB
Ms Bernie Mulhern	Donegal ETB
Cllr Niamh Kennedy	Donegal ETB
Cllr Michael McBride	Donegal ETB
<i>Section 4(1) (b)</i>	
Cllr Seamus Kilgannon	Mayo, Sligo and Leitrim ETB
Cllr Paddy O'Rourke	Mayo, Sligo and Leitrim ETB
<i>Section 4(1) (c) Academic Staff</i>	
Ms Siobhan Cullen	LYIT
Mr Pat Campbell	LYIT
<i>Section 4(1) (d) Non-Academic Staff</i>	
Linda McGlinchey	LYIT
<i>Section 4(1) (e) Students</i>	
Ms Mary O'Shea	LYIT
Mr Paul Lynch	LYIT
<i>Section 4(1) (f)</i>	
Ms Marie Slevin	Irish Congress of Trade Unions
<i>Section 4(1) (e)</i>	
Ms Joan Crawford	Fáilte Ireland
Ms Meadbh Seoige	Údarás na Gaeltachta
Ms Grainne O'Brien	Bord Iascaigh Mhara
Mr Seamus Hughes	Irish Business and Employers Confederation
Mr Philip Maguire	Catalyst Inc.

Academic Council

The new Academic Council took up office in October 2017, and its membership is presented below. Meetings of the Academic Council are held at least three times per semester.

Table 15 Academic Council Membership (2017/18 – 2019/20)

No.	Category	Members
1	President <i>ex-officio</i> , [Chairman]	Paul Hannigan
1	Registrar <i>ex-officio</i> , [Secretary]	Billy Bennett
1	Head of Development <i>ex-officio</i>	John Andy Bonar
4	Heads of School <i>ex-officio</i>	Michael Margey Dr Seán Duffy Dr Gertie Taggart Denis Mc Fadden
9	Heads of Department <i>ex-officio</i> ⁱ	Patricia Doherty Nollaig Crombie Siobhan Cullen Dr Jim Morrison Anne Boner Thomas Dowling Dr Joanne Gallagher Dr Louise McBride Ciarán O hAnnrracháin
1	Librarian <i>ex-officio</i>	John Devlin
2	Students appointed by the Governing Body ⁱⁱ	Ms Mary O'Shea Mr Paul Lynch
1	Technical support staff ⁱⁱⁱ	Ken MacIntyre
10/11	Female academic staff ^{iv}	Dr Sharon McLaughlin Dr Anne Burke Alison Cannon Mary Gallagher Dr Nicola Anderson Noleen Boyle Una Carthy Anna Meehan Dr Deirdre McClay Maria Griffin Dr Sarah Diffley
10/11	Male academic staff ^v	Dr Simon Stephens Dr Bill Scott Dr George Onofrei Aidan Finnane Mark Cullen Finbarr Dunwoody Dr Eoghan Furey Dr Nick Timmons Andrew McNamee Padraig Lynch
41*	Total Membership	41

Notes:

The categories i, ii, iii, iv and v are as set out by the Governing Body. Academic staff and student membership is constituted having regard to gender equality.

Executive Board

The Executive Board is made up of the Institute's eight senior managers: President, Registrar, Secretary/ Financial Controller, Head of Development, Head of School of Business, Head of School of Engineering, Head of School of Science and Head of School of Tourism.

Table 16 Executive Board Membership

Name	Position
Paul Hannigan	President
Billy Bennett	Registrar
John Andy Bonar	Head of Development
Henry McGarvey	Secretary/Financial Controller
Dr Seán Duffy	Head of School of Tourism
Michael Margey	Head of School of Business
Denis McFadden	Head of School of Engineering
Dr Gertie Taggart	Head of School of Science

Executive Council

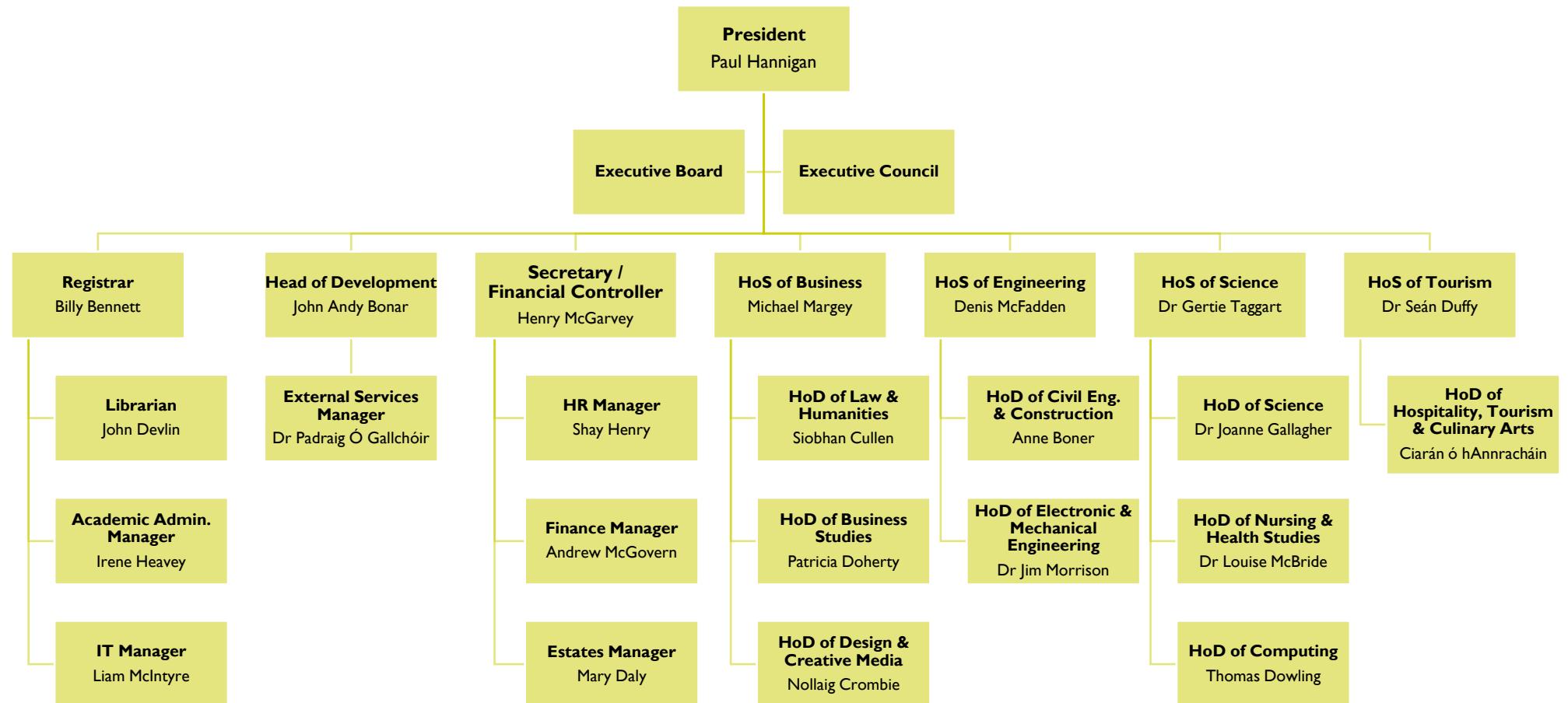
The Executive Council comprises the members of the Executive Board together with Heads of Department and the Central Service Managers.

Table 17 Executive Council Membership

Name	Position
Paul Hannigan	President
Billy Bennett	Registrar
John Andy Bonar	Head of Development
Henry McGarvey	Secretary/Financial Controller
Dr Seán Duffy	Head of School of Tourism
Michael Margey	Head of School of Business
Denis McFadden	Head of School of Engineering
Dr Gertie Taggart	Head of School of Science
Anne Boner	Head of Department of Civil Engineering & Construction
Thomas Dowling	Head of Department of Computing
Patricia Doherty	Head of Department of Business Studies
Dr Joanne Gallagher	Head of Department of Science
Dr Louise McBride	Head of Department of Nursing & Health Studies
Dr Jim Morrison	Head of Department of Electronic & Mechanical Engineering

Ciarán ó hAnnracháin	Head of Department of Hospitality, Tourism & Culinary Arts
Nollaig Crombie	Head of Department of Design & Creative Media
Siobhan Cullen	Head of Department of Law & Humanities
Mary Daly	Estates Manager
John Devlin	Librarian
Irene Heavey	Academic Administration & Student Affairs Manager
Shay Henry	Human Resources Manager
Andy McGovern	Finance Manager
Dr Pádraig Ó Gallchóir	External Services Manager/Industrial Liaison Manager
Liam McIntyre	IT Manager

LYIT Organisation Structure



Appendix 3:

**Programme Registration Data
October 2017**

Student Numbers School of Business

Table 18 Student Numbers Department of Business Studies (October 2017)

	Dept. of Business Studies	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_BFRMS_C	Cert in Mainframe Tech (SB)							18	11		18
LY_BAICS_C	HC Business (Adm Tech & CS)	17						1		17	18
LY_BBUSS_C	HC in Business (Acct & Admin)	1	10							11	11
LL_BMMEP_D	Cert in Bus (Managing & Ment)							78	13		78
LY_BMARK_D	Certificate Online Marketing							26	4		26
LY_BADMN_D	BA in Administration & IT			18						18	18
LY_BBAMM_D	Bachelor of Business (Common)	50								50	50
LY_BMGMT_D	BBus in Management		26	23						49	49
LY_BMRKT_D	BBus in Marketing		4	21						25	25
LY_BRETL_D	BBus in Retail Mgt Practice							139	139		139
LY_BADMN_B	BA (Hons) Administration & IT				2					2	2
LY_BRETL_B	BBS (Hons) Retail Mgt Practice							16	16		16
LY_BBSLL_B	BBS (Life Long Learning)							72	72		72
LY_BBUSI_B	BBus (Hons)	29	27	17						73	73
LY_BMGMT_B	BBus (Hons) in Management				12			1		12	13
LY_BACCT_B	BBus (Hons) in Accounting	23	29	23						75	75
LY_BMRKT_B	BBus (Hons) in Marketing				6					6	6
LY_BACCT_M	MA in Accounting					4		5	5	4	9
LY_BBUSS_M	Mbus (Research)					6				6	6
LY_BINOL_M	MBus Innovation & Leadership							16	10		16
LY_BMARK_M	MSc in Marketing Practice					14		3	3	14	17
LY_BIMPS_M	MSc Innov. Mgt. in Pub Serv							10	8		10
	Total	120	96	102	20	24	0	385	0	362	747

Table 19 Student Numbers Department of Design and Creative Media (October 2017)

	Department of Design	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_DDPHO_C	Cert in Digital Photography							31	5		31
LY_DFASH_C	Cert in Fashion Fundamentals							6	1		6
LY_DPHOT_C	HC in Arts in Photography	14	11							25	25
LY_DFASH_D	BA Fashion Promotion & Design	13	7	9						29	29
LY_DANIM_D	BA in Animation	18	18	20						56	56
LY_DCDMD_D	BA in Creative Digital Media		13	17						30	30
LY_DIGFV_D	BA in Digital Film & Video	19								19	19
LY_DESGN_B	BA (Hons) Design (Common Ent)	15								15	15
LY_DFLVD_B	BA (Hons) Digital Film & Video				5					5	5
LY_DANIM_B	BA (Hons) in Animation				6					6	6
LY_DVCOM_B	BA (Hons) Visual Coms & Grph D		9	5	5					19	19
	Total	79	58	51	16			37		204	241

Table 20 Student Numbers Department of Law and Humanities (October 2017)

	Dept. of Law & Humanities	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_HESKL_C	Certificate in Essential Skill	47								47	47
LY_HPREP_C	Certificate in Preparatory Stu	90								90	90
LY_HSPAN_C	Cert in Elementary Spanish						17	3			17
LY_HRESR_C	Certificate Research Practice						5	2			5
LY_HSPRT_C	HC in Sports Studies	31	19							50	50
LY_HLCJL_D	BA in Law with Crim Jus (ISFG)	50	14	21						85	85
LY_HBUSL_B	BA (Hons) in Business I/S/F/G	12	19	9	5			1		45	46
LY_HLCJL_B	BA (Hons) in Law Crim/I/S/F/G				15			1		15	16
LY_HLLAW_B	Bachelor of Arts (Hons) LLB	25	22	12						59	59
LY_HSPED_B	BSc (Hons) Sp & Ex Phys Edu			12			1			12	13
LY_HSPEF_B	BSc (Hons) Sport Performance			14						14	14
LY_HSPRT_B	BSc (Hons) Sports (Com Ent)	39	15					1		54	55
LY_HSCOP_B	BSc (Hons) Sports Coach & Perf			1	26					27	27
LY_HSPNW_B	BSc (Hons) Sprt Coach & Perfor				10					10	10
LY_HGOVE_G	HDip in Arts in Governance					8		9	9	8	17
LY_HMALM_M	MA in Learning & Teaching							27	20		27
	Total	294	89	69	56	8		484		1082	1566

Student Numbers School of Engineering

Table 21 Student Numbers Department of Civil Engineering and Construction (October 2017)

	Dept. of Civil Engineering	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LL_CCELS_C	Cert Intro Con Econ & Land Sur							2	1		2
LL_CREVT_C	Certificate in BIM							9	2		9
LY_CBVDC_C	Cert in 4D BIM (Navisworks)							5	1		5
LY_CBSRV_D	BEng Build Serv & Ren Energy		4	4						8	8
LY_CCIVL_D	BEng Civil Engineering	22	8	7				1		37	38
LY_CARCH_D	BSc Architectural Technology	7	5	5						17	17
LY_CSURV_D	BSc in Quantity Surveying	16	8	4						28	28
LY_CFSTY_B	BEng (Hons) Fire Safety Eng	10	9	8	6					33	33
LY_CFIRES_B	BSc (Hons) Fire Safety Eng				8			10	10	8	18
LY_CSURV_B	BSc (Hons) Quantity Surveying	12	11	10	12			1		45	46
LY_CCMSC_M	Master of Science (Research)					1				1	1
	Total	67	45	38	26	1				177	205

Table 22 Student Numbers Department of Electronics and Mechanical Engineering (October 2017)

	Dept. of Electronics & Mechanical Engineering	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_MELEC_D	BEng Electronic Engineering	10	9	9						28	28
LY_MMECH_D	BEng Mechanical Engineering	14	21	21						56	56
LY_MEMSY_B	BEng (Hons) Embedded Sys Des				12					12	12
LY_MMECH_B	BEng (Hons) Mechanical Eng				12					12	12
LY_MEMSC_M	Master of Science (Research)					2				2	2
	Total	24	30	30	24	2				110	110

Student Numbers School of Science

Table 23 Student Numbers Department of Computing (October 2017)

	Department of Computing	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LL_KCIVC_C	Certificate Civic Engagement							23	4		23
LY_KCDPT_C	Cert Coding Principles Teacher							15	3		15
LY_KDVOP_C	Cert in Development Operations							12	6		12
LY_KITSS_C	HC in IT Support-Summer Intake	11	2							13	13
LY_KITSW_C	HC IT Support -Winter Intake	5								5	5
LY_KINSY_D	BSc Comp Information Systems							5	5		5
LY_KGAME_D	BSc Computer Games Dev	29	20	18						67	67
LY_KCOMP_D	BSc in Computing	2	40	21				1		63	64
LY_KCMPU_D	BSc in Computing Common Entry	44								44	44
LY_KCSDF_D	BSc Security & Dig For	26	28	34						88	88
LY_KCLGT_B	B.Sc (Hons) in Cloud & Grn IT		12	1	8					21	21
LY_KCOMP_B	BSc (Hons) Applied Computing	25	13	17	20			1		75	76
LY_KITSP_B	BSc (Hons) Comp Services Mgt			16	6					22	22
LY_KGAME_B	BSc (Hons) Computer Games Dev				11					11	11
LY_KCMPU_B	BSc (Hons) in Computing				13					13	13
LY_KCSDF_B	BSc (Hons) Security & Dig For				13			1		13	14
LY_KBSAD_G	HDip Bus Sys Analysis & Design					8				8	8
LY_KPRJM_G	HDip in IT Project Management					5		10	10	5	15
LY_KCOMP_G	HDip in Science in Computing					15		1	1	15	16
LY_KCOMP_M	Master of Science by Research					6				6	6
LY_KDATA_M	MSc Comp Big Data Analytics					11		31	19	11	42
LY_KCLGT_M	MSc Comp Private Cloud Tech							16	4		16
LY_KSSCT_M	MSc Comp Systems & Softw Sec					9		10	10	9	19
LY_KCLOD_M	MSC in Private Cloud Technologies					6		11	11	6	17
	Total	142	115	107	71	60		137		495	632

Table 24 Student Numbers Department of Nursing and Health Studies (October 2017)

	Dept. of Nursing & Health Studies	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_NACTN_C	Certificate in Acute Nursing							6	1		6
LY_NECCCE_C	HC in Early Child C H & E	33	21							54	54
LY_NHLSS_C	HC in Health & Social Care	36	21							57	57
LY_NECCCE_D	B.Sc Early Child Hd Care & Ed							14	14		14
LY_NDRST_D	BSc Early Child Care Hlth & Ed							19	14		19
LY_NHLSS_D	BSc in Health & Social Care			3						3	3
LY_NCOUN_C	Cert Counselling Skills Minor							9	2		9
LY_NNRSG_B	BSc (Hons) General Nursing	31	25	26	22					104	104
LY_NNRSM_B	BSc (Hons) ID Nursing	20	17	8	15					60	60
LY_NNRSP_B	BSc (Hons) Psychiatric Nursing	32	26	18	22					98	98
LY_NECCCE_B	BSc (Hons)Early Child C H & E	27	22	37	44			1		130	131
LY_NHLSS_B	BSc (Hons)Health & Social Care				32					32	32
LY_NEWRC_B	BSc(Hons) Early Child Care H&E			20	27			1		47	48
LY_NHLSC_B	BSc(Hons) Health & Social Care	24	23	42	11					100	100
LY_NHLSC_M	MSc Advancing Health & Social							11	8		11
LY_NTIAD_M	MSc Therp Intervent for Alcoh							7	5		7
	Total	203	155	154	173			68		685	753

Table 25 Student Numbers Department of Science (October 2017)

	Department of Science	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LL_SPEER_C	Certificate in Peer Mentoring							25	4		25
LL_SINDU_C	Certificate Industry Studies							12	3		12
LY_SDENT_C	HC in Dental Nursing	14	15							29	29
LY_SPHRM_C	HC in Science Pharmacy Tech	18	21					2	2	39	41
LY_SFODN_D	BSc Food Science & Nutrition	18	15	8						41	41
LY_SAGRI_D	BSc in Agriculture		29	33				1		89	90
LY_SBIOA_D	BSc in Bioscience	10	7	13				1		30	31
LY_SVETN_D	BSc in Veterinary Nursing	31	32	32						95	95
LY_SPMED_D	BSc Pharmaceutical & Medicinal	35	12	11						58	58
LY_SSCIE_B	Bach of Science (Honours)	12	12	5						29	29
LY_SVETN_B	BSc (Hons) Animal Behv & Welf				4					4	4
LY_SBIOA_B	BSc (Hons) Bio Analytical Sci				17			1		17	18
LY_SAGRI_B	BSc (Hons) in Agriculture				17					17	17
LY_SFODN_B	BSc (Hons)Food Sci & Nutrition				19					19	19
LY_SSCIE_M	MSc (Research)					4				4	4
	Total	165	143	102	57	4		42		471	513

Student Numbers School of Tourism

Table 26 Student Numbers School of Tourism (October 2017)

	School of Tourism	Y1	Y2	Y3	Y4	Y5	Y6	PT	WTE	FT	Total
LY_TICPC_C	Adv Cert Prof Cook - Immersion	15							15	15	15
LY_TRAIN_C	Adv Cert Prof Cook Traineeship					11	11			11	11
LY_TMGUD_C	Cert Local & Regional Guiding					38	13			38	38
LY_TCSKL_C	Certificate in Culinary Skills					18	18			18	18
LY_TCART_C	HC in Arts in Culinary Arts	10							10	10	10
LY_GAPCK_F	Adv Cert Prof Cook - Train 10 10 10					10	10			10	10
LY_TFBOP_C	Cert in Food & Beverage Operat					23	4			23	23
LY_GCSKS_C	Certificate in Culinary Skills					2	2			2	2
LY_GCSKL_C	Certificate in Culinary Skills 1 1 1					1	1			1	1
LY_THFAO_C	Cert Hotel Front Office & Acco					12	12			12	12
LY_TABRS_C	HC in Bar Supervision	7	8				1		15	16	16
LY_GACRT_C	HC in Culinary Arts		16						16	16	16
LY_GCART_D	BA Culinary Arts PT/FT		11	20					31	31	31
LYTHONW_D	BA Hospitality & Tourism (NWI)			6					6	6	6
LY_TCART_D	BA in Culinary Arts	7					1		7	8	8
LY_THOST_D	BA in Hospitality & Tourism	5	3				1		8	9	9
LY_THRRM_D	BA in Hot Rest & Res Mgt			13			1		13	14	14
LY_TRDMM_C	Cert in Hotel Revenue & DMM					5	1			5	5
LY_TREST_D	Dip in Rest Operations Mgt	5							5	5	5
LY_TCART_B	BA (Hons) in Culinary Arts			2					2	2	2
LY_GFOOD_B	BSc (Hons) Cul Arts & Food Tec			1	3				4	4	4
	Total	49	38	40	5			124		132	256

Appendix 4:

**Examination Success Data by
Department**

Table 27 Department of Business Studies Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	538	538	366	68
13/14	609	609	414	68
14/15	576	556	402	72
15/16	663	656	497	76
16/17	653	653	460	70

Table 28 Department of Law & Humanities Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	444	444	290	65
13/14	528	528	370	70
14/15	504	497	361	73
15/16	522	511	353	69
16/17	491	491	331	67

Table 29 Department of Design and Creative Media Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	216	216	144	67
13/14	214	214	146	68
14/15	179	175	122	70
15/16	170	166	123	74
16/17	205	205	166	81

Table 30 Department of Civil Engineering and Construction Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	170	170	117	69
13/14	154	154	100	65
14/15	169	165	113	69
15/16	213	212	145	68
16/17	200	200	126	63

Table 31 Department of Electronics & Mechanical Engineering Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	175	175	110	63
13/14	169	169	110	65
14/15	134	132	91	69
15/16	142	141	90	64
16/17	130	130	82	63

Table 32 Department of Science Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	350	350	278	79
13/14	350	350	287	82
14/15	363	361	297	82
15/16	453	444	375	84
16/17	438	438	366	84

Table 33 Department of Computing Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	480	480	308	64
13/14	545	545	325	60
14/15	550	539	379	70
15/16	620	603	369	61
16/17	587	587	379	65

Table 34 Department of Nursing and Health Studies Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	490	490	445	91
13/14	532	532	474	89
14/15	617	614	524	85
15/16	653	650	567	87
16/17	716	716	648	91

Table 35 School of Tourism Examination Success Data

Year	No. of Registered Students	No. of Examination Students	No. of Students Passing	% of Examination Students Successful
12/13	198	198	146	74
13/14	223	223	158	71
14/15	221	201	154	77
15/16	205	197	133	68
16/17	226	226	180	80

Appendix 5:

Programme Portfolio

CAO Handbook 2018

Table 36 CAO Handbook 2018 – Level 8 Entries

Code	Title (NOT to be entered on Application Form) Honours Bachelor Degrees - Level 8								
LY 108	Business - Accounting								
LY 118	Business								
LY 208	Law								
LY 218	Business - with French or Spanish or German or Irish. You can apply for LY218 only ONCE You must then select ONE of the following options <table border="1" style="margin-left: 20px;"> <tr> <td>FRH</td> <td>French</td> </tr> <tr> <td>GER</td> <td>German</td> </tr> <tr> <td>SPN</td> <td>Spanish</td> </tr> <tr> <td>IRI</td> <td>Irish</td> </tr> </table>	FRH	French	GER	German	SPN	Spanish	IRI	Irish
FRH	French								
GER	German								
SPN	Spanish								
IRI	Irish								
LY 228	Sports and Exercise - Common Entry with Degree Award option in <ul style="list-style-type: none"> • Performance • Physical Education 								
LY 408	Design - Common Entry with Degree Award options in: <ul style="list-style-type: none"> • Animation • Digital Film and Video • Graphic and Digital Design • Fashion and Promotion 								
LY 508	Fire Safety Engineering								
LY 518	Quantity Surveying								
LY 528	Construction Management								
LY 708	Applied Computing								
LY 818	Science - Common Entry with Degree Award options in: <ul style="list-style-type: none"> • Bioanalytical Science • Food Science & Nutrition 								
LY 828	Agriculture – Common Entry with Degree Award options in: <ul style="list-style-type: none"> • Animal and Crop Science • Environmental Management 								
LY 908	General Nursing	<i>(If mature, see page 11)</i>							
LY 918	Psychiatric Nursing	<i>(If mature, see page 11)</i>							
LY 928	Intellectual Disability Nursing	<i>(If mature, see page 11)</i>							
LY 968	Early Childhood Care, Health and Education								
LY 978	Health & Social Care - Common Entry with Degree Award options in: <ul style="list-style-type: none"> • Ageing & Care • Disability Studies 								

Table 37 CAO Handbook 2018 – Level 6/7 Entries

Ordinary Bachelor Degrees - Level 7 (DG) Higher Certificates - Level 6			
Code	Title (NOT to be entered on Application Form)	Ordinary Bachelor Degrees - Level 7	Qualification
LY 107	Business – Common Entry with degree award options in Accounting, Management, Marketing		DG + HD
LY 207	Law - with Criminal Justice or French or Spanish or German or Irish. You must then select ONE of the following options:	You can apply for LY207 only ONCE	DG + HD
	CRJ Criminal Justice		
	FRH French		
	GER German		
	SPN Spanish		
	IRI Irish		
LY 317	Culinary Arts	at Killybegs, Co. Donegal	DG + HD
LY 327	Hospitality And Tourism (Common Entry) with Degree award options in Hotel Restaurant & Resort Management Front Office Management	at Killybegs, Co. Donegal	DG + HD
LY 337	Culinary Science (Common Entry) with Degree award options in Food Technology Bakery and Confectionery Technology	at Killybegs, Co. Donegal	DG + HD
LY 427	Digital Film and Video		DG + HD
LY 437	Animation		DG + HD
LY 447	Fashion with Promotion		DG
LY 457	Graphic and Digital Design		DG + HD
LY 507	Quantity Surveying		DG + HD
LY 517	Building Services and Renewable Energy		DG + HD
LY 527	Civil Engineering		DG + HD
LY 547	Architectural Technology		DG + HD
LY 607	Electronic/Computer Engineering. Common Entry with Degree award options: Electronic Engineering or Computer Engineering		DG + HD
LY 617	Mechanical Engineering		DG + HD
LY 707	Computer Games Development		DG + HD
LY 717	Computing Common Entry with Degree Award options in • General Computing • Mobile Technology		DG + HD
LY 737	Computer Security and Digital Forensics		DG + HD
LY 817	Bioscience		DG + HD
LY 837	Food Science and Nutrition		DG + HD
LY 847	Veterinary Nursing		DG + HD
LY 867	Pharmaceutical & Medicinal Science		DG + HD
LY 877	Agriculture		DG
Code	Title (NOT to be entered on Application Form)	Higher Certificates - Level 6	Qualification
LY 116	Business – Administration, IT and Customer Service		HC + DG + HD
LY 206	Sports Studies		HC + DG + HD
LY 336	Bar and Restaurant Supervision	at Killybegs, Co. Donegal	HC + DG + HD
LY 346	Culinary Arts	at Killybegs, Co. Donegal	HC + DG + HD

LY 406	Photography	HC
LY 806	Pharmacy Technician	HC
LY 816	Dental Nursing	HC
LY 906	Early Childhood Care, Health and Education.	HC
LY 916	Health and Social Care	HC

Add-on study opportunities are indicated in the final column (HC – Higher Certificate, DG – Ordinary Degree, and HD – Honours Degree)

Programme Portfolio - Taught Postgraduate Programmes

Table 38 Taught Postgraduate Programmes

HDips	Higher Diploma in Arts in Finance and Technology Higher Diploma in Arts in Mainframe Business Information Systems & Infrastructure Higher Diploma in Arts in Tourism Destination Marketing Higher Diploma in Arts in Food Product Development Higher Diploma in Arts in Governance and Compliance in Financial Services Higher Diploma in Arts in 3D and Animation Higher Diploma in Science in Computing (Conversion) Higher Diploma in Science in Computing in Business Systems Analysis and Design Higher Diploma in Science in Computing in IT Project Management Higher Diploma in Science in Computing for Educators
Masters/ PG Dips	MA in Accounting / PGDip in Accounting MSc in Marketing Practice/PGDip in Marketing Practice MSc in Management Practice / PGDip in Management Practice MSc in Leadership and Innovation in the Public Service MBus in Innovation & Leadership M.A in Learning & Teaching MSc in Computing in Private Cloud Technologies MSc in Computing in Systems and Software Security MSc in Computing in Big Data Analytics MSc in Computing in DevOps MSc in Computing in Enterprise Applications Development MSc in Advancing Health and Social Care MSc in Therapeutic Interventions for Alcohol and Other Drugs PGDip in Business in Six Sigma and Business Improvement (All computing MSc programmes have an exit award of a PGDip with the same name as the MSc title)

Programme Portfolio - Part-Time Programmes

Table 39 Part-Time Accredited Diploma/Certificate Courses

Programme Title	NFQ Level	ECTS Credits
Certificate in Fundamentals of Ageing and Care	6	20
Certificate in Child & Family Support	6	10
Certificate in Computing in Coding Principles for Teachers	8	10
Certificate in Computing in Coding for Teachers (Follow on)	8	10
Certificate in Innovation & Creativity at Work	6	10
Certificate in Social Media – Introduction	6	10
Certificate in Online Marketing	7	10
Certificate in Managing & Mentoring People	7	10
Certificate in Basic Web Design & Development	6	10
Certificate in Fashion Fundamentals	6	10
Certificate in Photography	6	10
Certificate in Building Information Modelling (BIM) /Revit	6	10
Certificate in 4D BIM (Navisworks)	6	10
Certificate in Renewable Energy & Physics Fundamentals	6	10
Certificate in Introductory Construction Economics & Land	6	10
Certificate in Elementary Spanish	6	10
Certificate in Elementary Mandarin Chinese	6	10
Certificate in Advanced Veterinary Fluid Therapy	8	10
Advanced Certificate in Professional Cookery - Traineeship	6	240
Advanced Certificate in Professional Cookery – Immersion	6	120
Diploma in Restaurant Operations Management	7	60
Certificate in Local and Regional Guiding	6	20
Certificate in Seafood Development and Promotion	6	10

Table 40 Preparatory/Foundation Certificate Courses

Programme Title	NFQ Level	ECTS Credits
Certificate in Preparatory Studies for Higher Education	6	60
Certificate in Access Studies	6	30

Table 41 Part-Time Degree Courses

Programme Title	NFQ Level	ECTS Credits
Bachelor of Business (Hons)	8	240
Bachelor of Business (Hons) Stage 3 Advanced Entry	8	120
Bachelor of Science in Early Childhood Care, Health & Education	7	120
Bachelor of Science (Hons) in Early Childhood Care & Education	8	60
Bachelor of Science in Health & Social Care	7	60
Bachelor of Arts in Culinary Arts	7	180

Table 42 Postgraduate Courses

Programme Title	NFQ Level	ECTS Credits
Master of Science / Postgraduate Diploma in Advancing Health	9	90
Master of Science/Postgraduate Diploma in Therapeutic	9	90
Master of Science in Computing in Systems & Software Security	9	90
Master of Science in Computing in Private Cloud Technologies	9	90
Master of Science in Computing in Big Data Analytics	9	90
Master of Science in Computing in Enterprise Applications	9	90
Master of Science in Computing DevOps	9	90
Master of Science in Marketing Practice	9	75
Master of Arts in Accounting	9	75
Master of Business (Executive) in Innovation & Leadership	9	75
Master of Arts in Learning & Teaching	9	90
Master of Science in Management Practice	9	75
Master of Science in Innovation Management in the Public	9	90
Higher Diploma in Science in Computing	8	60
Higher Diploma in Science in Computing Business Systems	8	60
Higher Diploma in Science in Computing in IT Project	8	60
Higher Diploma in Arts in 3D Modelling & Animation	8	60
Higher Diploma in Arts in Governance & Compliance in Financial	8	60
Higher Diploma in Business & Finance Technology (FinTech)	8	60
Higher Diploma in Arts Food Product Development	8	60
Higher Diploma in Arts in Tourism Destination Marketing	8	60

Table 4.3 Springboard Courses 2017/18

Springboard Courses 2017/2018	Level	Type Award	ECTS
Master of Science in Computing in Private Cloud Technologies	9	Major	100
Masters of Arts in Accounting	9	Major	85
Higher Diploma in Science in Computing (Conversion course into Computing)	8	Major	85
Higher Diploma in Science in Computing in IT Project Management	8	Major	70
Higher Diploma in Arts in Governance & Compliance in Financial Services	8	Major	70
Certificate in Mainframe Technologies	8	Minor	45
Certificate in Culinary Skills	6	Minor	80

Appendix 6:

Central Services Review Status

Table 49 Central Services Review

Central Service (Head of Function)	Department (Central Service Manager)	Draft Document Submitted	Draft Document Reviewed	Revised Draft Received
Registrar (Billy Bennett)	Library (John Devlin)	29 May 2017 11 October 2017 (V2)	06 November 2017	18 January 2018
	Academic Administration (Irene Heavey)	03 March 2017 27 October 2017 (V3)	06 November 2017	20 December 2017
	IT (Liam McIntyre)	20 December 2017	15 January 2018	
	The Curve (Brian McGonagle)	17 January 2018	Initial Review 18 January 2018	
Development (John Andy Boner)	External Services (Padraig Gallagher)	20 October 2017 (V2)	06 November 2017	
	International (Jill Murphy)	08 January 2018	15 January 2018	
	Life Long Learning (Brian McGonagle)	17 January 2018	Initial Review 18 January 2018	
Secretary/Financial Controller (Henry McGarvey)	Human Resources (Shay Henry)	20 October 2017	06 November 2017	
	Finance (Andy McGovern)			
	Estates (Mary Daly)	Initial Draft 04 December 2017		

Appendix 7:

Schedule of Review Meetings



Table 48 Schedule of Review Meetings

School and Programme Reviews (PPE)	
<i>Group</i>	<i>Meeting</i>
Academic Council Meeting	16 October 2015 6 May 2016 10 June 2016 9 December 2016 3 February 2017 7 April 2017 23 May 2017 29 May 2017 16 June 2017 20 October 2017
Governing Body	22 June 2017
Programme Committee	13/25 November 2015 30 May 2016 3 June 2016 21/23/23/27 January 2017 2/27 February 2017 3/9/21/27 March 2017 3/4/6/24/26 April 2017 9/12/15/18/22/25 May 2017
Executive Board Meetings	27 August 2015 1 September 2016 24 October 2016 11 January 2017 20/27 February 2017 2/22/27 March 2017 4 April 2017 2/15/23 May 2017 12 June 2017 (Feedback)
School & Programme Review Panels	
School & Programme Review Meetings	
Central Services Review	
<i>Group</i>	<i>Meeting</i>
Academic Council	27 November 2015 15 December 2017
Executive Board	17 October 2016 20/27 February 2017 2/22/27 March 2017 4 April 2017 2/15/23 May 2017 26 September 2017 9 October 2017 20 November 2017 15 January 2018

Central Services Review Committee	6/8 November 2017 4/11/18 December 2017 15 January 2018
Cyclical Review/Strategic Planning	
<i>Group</i>	<i>Meeting</i>
Academic Council	11 March 2016 3 February 2017 1 December 2017 15 December 2017 19 January 2018
Executive Board	17 October 2017 27 November 2017 4/11/18 December 2017 15 January 2018
Strategic Planning/ISER Group	Friday, 29 September 2017 Friday, 6 October 2017 Friday, 13 October 2017 Tuesday, 24 October 2017 Thursday, 2 November 2017 Wednesday, 22 November 2017 Tuesday, 28 November 2017 Friday, 1 December 2017 Wednesday, 6 December 2017 Thursday, 7 December 2017 Friday, 8 December 2017 Friday, 12 January 2018 Wednesday, 17 January 2018
Governing Body	31 March 2016 9 February 2017 14 December 2017

Appendix 8:

ISSE Questions – Specific Engagement Indicators



HIGHER-ORDER LEARNING: During the current academic year, how much has your coursework emphasised...[very little, some, quite a bit, very much]

- Applying facts, theories, or methods to practical problems or new situations
- Analysing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming an understanding or new idea from various pieces of information.

REFLECTIVE AND INTEGRATIVE LEARNING: During the current academic year, about how often have you...[never, sometimes, often, very often]

- Combined ideas from different subjects / modules when completing assignments
- Connected your learning to problems or issues in society
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from their perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your subjects / modules to your prior experiences and knowledge.

QUANTITATIVE REASONING: During the current academic year, about how often have you...[never, sometimes, often, very often]

- Reached conclusions based on your analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a realworld problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information.

LEARNING STRATEGIES: During the current academic year, about how often have you...[never, sometimes, often, very often]

- Identified key information from recommended reading materials
- Reviewed your notes after class
- Summarised what you learned in class or from course materials.

COLLABORATIVE LEARNING: During the current academic year, about how often have you... [never, sometimes, often, very often]

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on projects or assignments.

STUDENT-FACULTY INTERACTION: During the current academic year, about how often have you... [never, sometimes, often, very often]

- Talked about career plans with academic staff
- Worked with academic staff on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with academic staff outside of class
- Discussed your performance with academic staff.

EFFECTIVE TEACHING PRACTICES: During the current academic year, to what extent have lecturers / teaching staff...[very little, some, quite a bit, very much]

- Clearly explained course goals and requirements
- Taught in an organised way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments.

QUALITY OF INTERACTIONS: At your institution, please indicate the quality of interactions with... [Poor, 2, 3, 4, 5, 6, Excellent, N/A]

- Students
- Academic advisors
- Academic staff
- Support services staff (career services, student activities, accommodation, etc.)
- Other administrative staff and offices (registry, finance, etc.).

SUPPORTIVE ENVIRONMENT: How much does your institution emphasise...[very little, some, quite a bit, very much]

- Providing support to help students succeed academically
- Using learning support services (learning centre, computer centre, maths support, writing support etc.)
- Contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counselling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (special speakers, cultural performances, sporting events, etc.)
- Attending events that address important social, economic, or political issues.

Appendix 9:

Collaborative Provision

QQI first approved LYIT's QA Procedures and Arrangements for Collaborative, Transnational and Joint Awards in February 2014 and the updated procedure was formally approved again by QQI in 2017. A number of collaborative agreements have subsequently been approved and are set out in the table below (inactive collaborative agreements are not included).

Table 47 Collaborative Agreements

Programme Title, Award type and NFQ level	Locations of provision	Name and website of Partner Institution (insert hyperlinks)	Type of Partner Institution	Awarded by	Description
Master of Science in Innovation Management in the Public Service (Level 9)	Locations throughout the island of Ireland	University of Ulster http://www.ulster.ac.uk	Collaborative	Joint	Commenced 2004 Joint award
Bachelor of Business in Retail Management Practice Bachelor of Business (Hons) in Retail Management Practice (add-on)	LYIT, Galway and Dublin	Retail Ireland Skillnet	Collaborative	Own Institution	Commenced September 2011
BSc. Early Childhood Care, Health and Education.	LYIT (Letterkenny) and Derry	North West Regional College, Derry http://www.nwrc.ac.uk	Collaborative	Own Institution	Commenced September 2015 Delivery of Years 3 and 4 in dual locations.
BSc. (Hons) in Sports Coaching and Performance	LYIT (Letterkenny) and Derry	North West Regional College, Derry http://www.nwrc.ac.uk	Collaborative	Own Institution	Commenced September 2016 Delivery of Years 3 and 4 in dual locations.
BSc. Early Childhood Care, Health and Education.	LYIT (Letterkenny) and Dublin	Dorset College	Collaborative	Own Institution	Commenced September 2016
BA in Hospitality and Tourism	LYIT (Killybegs) and Derry	North West Regional College, Derry http://www.nwrc.ac.uk	Collaborative	Own Institution	Commenced September 2017 Delivery of Years 3 and 4 in dual locations.
Master of Science in Therapeutic Interventions for Alcohol and Other Drugs	LYIT and Alcohol Forum	Alcohol Forum	Collaborative	Own Institution	Commenced Sept 2017

*LYIT makes the award under delegated authority from QQI

Appendix 10:

**Extract from LYIT Financial Plan
2017-2020**

Table 50 Extract from Financial Plan 2017-2020

Letterkenny Institute of Technology		2013/14	2014/15	2015/16	2017	2018	2019	2020
Financial Plan 2017 - 2020		€000s	€000s	€000s	€000s	€000s	€000s	€000s
<i>LYIT</i>		Audited	Audited	Audited	Plan	Plan	Plan	Plan
<i>INCOME</i>								
Core Grant		11,499	11,755	12,413	14,880	15,323	15,353	15,393
Tuition Fees		3,298	2,851	3,261	3,130	3,365	3,578	3,769
Student Registration Charge		6,512	7,234	7,909	8,382	8,450	8,551	8,670
Amortisation of Capital Grants		2,044	2,268	2,261	2,150	2,150	2,150	2,150
Research Grants and Contracts		1,283	1,586	1,595	1,595	1,595	1,595	1,595
Other Income		2,923	2,548	2,906	2,613	2,615	2,615	2,610
Student Support		489	335	413	375	375	375	375
Interest Income		97	64	1	1	1	1	1
Total Income		28,145	28,641	30,759	33,126	33,874	34,219	34,563
<i>EXPENDITURE</i>								
Pay Costs		22,064	22,224	22,663	23,650	24,010	24,269	24,429
Non-Pay Costs		5,191	5,507	5,972	6,950	6,961	7,085	7,210
Depreciation		2,044	2,268	2,261	2,150	2,150	2,150	2,150
Total Expenditure		29,299	29,999	30,896	32,751	33,122	33,503	33,789
Operating (Deficit) / Surplus		-1,154	-1,358	-137	376	753	715	774

Appendix 11:

**Important Elements of QAA Quality
Code Relevant to this Self-
Evaluation**



QAA – Enabling Student Development and Achievement

The Expectation

The Quality Code sets out the following Expectation about student engagement, which higher education providers are required to meet:

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

The Indicators of sound practice

Indicator 1: Higher education providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.

Indicator 2: Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.

Indicator 3: Arrangements exist for the effective representation of the collective student voice at all organisational levels, and these arrangements provide opportunities for all students to be heard.

Indicator 4: Higher education providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.

Indicator 5: Students and staff engage in evidence-based discussions based on the mutual sharing of information.

Indicator 6: Staff and students disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.

Indicator 7: The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced where required.

QAA - Enabling Students' Development and Achievement,

The Expectation

The Quality Code sets out the following Expectation about enabling students' development and achievement, which higher education providers are required to meet.

Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

The Indicators of sound practice

Indicator 1: Through strategic and operational planning, and quality assurance and enhancement, higher education providers determine and evaluate how they enable student development and achievement.

Indicator 2: Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations.

Indicator 3: A commitment to equity guides higher education providers in enabling student development and achievement.

Indicator 4: Higher education providers inform students before and during their period of study of opportunities designed to enable their development and achievement.

Indicator 5: To enable student development and achievement, higher education providers put in place policies, practices and systems that facilitate successful transitions and academic progression.

Indicator 6: Higher education providers ensure all students have opportunities to develop skills that enable their academic, personal and professional progression.

Indicator 7: Higher education providers ensure staff who enable students to develop and achieve are appropriately qualified, competent, up to date and supported.

Indicator 8: Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.

QAA - Information about Higher Education Provision

The Expectation

The Quality Code sets out the following Expectation concerning Information about higher education provision, which providers of higher education are required to meet.

Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy.

The Indicators of sound practice

Indicator 1: Higher education providers publish information that describes their mission, values and overall strategy.

Indicator 2: Higher education providers describe the process for application and admission to the programme of study.

Indicator 3: Higher education providers publish information to help prospective students select their programme with an understanding of the academic environment in which they will be studying and the provision that will be made to enable their development and achievement.

Indicator 4: Information on the programme of study is issued to current students at the start of their programme and throughout their studies.

Indicator 5: Higher education providers set out what they expect of current students and what current students can expect of the higher education provider.

Indicator 6: When students leave their programme of study, higher education providers issue to them a detailed record of their studies, which gives evidence to others of the students' achievement in their academic programme.

Indicator 7: Higher education providers:

- set out their arrangements for managing academic standards and quality assurance and enhancement and describe the data and information used to support its implementation
- maintain records (by type and category) of all arrangements for delivering higher education with others that are subject to a formal agreement.

Appendix 12:

Professional Body Accreditation

Table 44 Professional Body Accreditation of Programmes

Programme	School	Exemption/ Membership/ Recognition/ Accreditation	Professional/Industry Body
BSc. (Hons) General Nursing BSc. (Hons) Psychiatric Nursing BSc. (Hons) Intellectual Disability Nursing	Science	Approval	Bord Altranais agus Cnáimhseachais na hÉireann
Higher Certificate in Science in Dental Nursing	Science	Accreditation (2012)	Dental Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2015)	Veterinary Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2015)	The Accreditation Committee for Veterinary Nurse Education (ACOVENE) - EU.
Bachelor of Science in Agriculture Higher Certificate in Agriculture	Science	Approved for Revenue and DAFM listing for the purposes of eligible awards for Trained Farmer status (2017)	Teagasc
BSc (Honours) in Bioanalytical Science	Science	Accreditation (2007)	Teaching Council of Ireland
BA in Culinary Arts; BA in Hotel, Restaurant and Resort Management; BA(Hons) in Destination Tourism with Marketing	Tourism	Recognition for Certificate in Business Accounting	CIMA
BA (Hons) in Hotel, Restaurant and Resort Management; BA (Hons) in Culinary Arts	Tourism	Graduates eligible for Membership	Irish Hospitality Institute
B.Eng. in Electronic Engineering (L7); B.Eng. in Computer Engineering (L7); B.Eng. in Mechanical Engineering (L7); B.Eng. in Civil Engineering (L7); B.Eng. in Building Services and Renewable Energy(L7); B.Sc (Hons) in Fire Safety Engineering (L8)	Engineering	Graduates eligible for Membership (Associate Engineer level)	Engineers Ireland
B.Sc in Architectural Technology(L7)	Engineering		RIAI
B.Sc.(Hons) in Quantity Surveying(L8)	Engineering		Society of Chartered Surveyors Ireland (SCSI)
B Bus. (Hons) in Accounting	Business	Exemption	ACCA CPA ICA

MA in Accounting	Business	Exemption	ACCA CPA ICA
Level 8 Law Programmes	Business	Accreditation (2016)	The Honourable Society of Kings Inns Institute of Professional Legal Studies at QUB

Table 45 External Accreditation Panels 2016/17

Programme	School	Professional/Industry Body	Panel Membership	Panel Date
BSc in Agriculture	Science	Teagasc	Submission	31/3/17
Engineering	Engineering	Chartered Association of Building Engineers (CABE),		Oct 2017

Table 46 External Accreditations Panels 2017/18

Programme	School	Professional/Industry Body
Bachelor of Business (Hons) Accounting	Business	ACCA (November 2017)
Nursing Programmes	Science	NMBI
Higher Certificate in Science in Dental Nursing	Science	Dental Council
Re-accreditation of 5 programmes plus accreditation of BEng (Hons) in Fire Safety Engineering (Associate).	Engineering	Engineers Ireland
Partnership Achieved. BSc (Hons) in Quantity Surveying accredited	Engineering	SCSI
Accredited Centre. Accreditation of 4/5 programmes – application Autumn 2017 BSc (Hons) in Construction Management BSc (Hons) in Sustainable Construction Management BSc (Hons) in Construction Contracts Management BSc in Quantity Surveying	Engineering	CIOB
Accreditation of BSc (Hons) in Fire Safety Engineering (Incorporated) and BEng (Hons) in Fire Safety Engineering – application Autumn 2017	Engineering	IFE
Academic Affiliate granted. Application for accreditation of a number of programmes follows other professional body accreditations (2018)	Engineering	CABE





lyit

Institiùid Teicneolaiochta:

Leitir Ceanainn

Letterkenny Institute
of Technology

Bóthar an Chaladh, Leitir Ceanainn
Contae Dhún na nGall, Éire

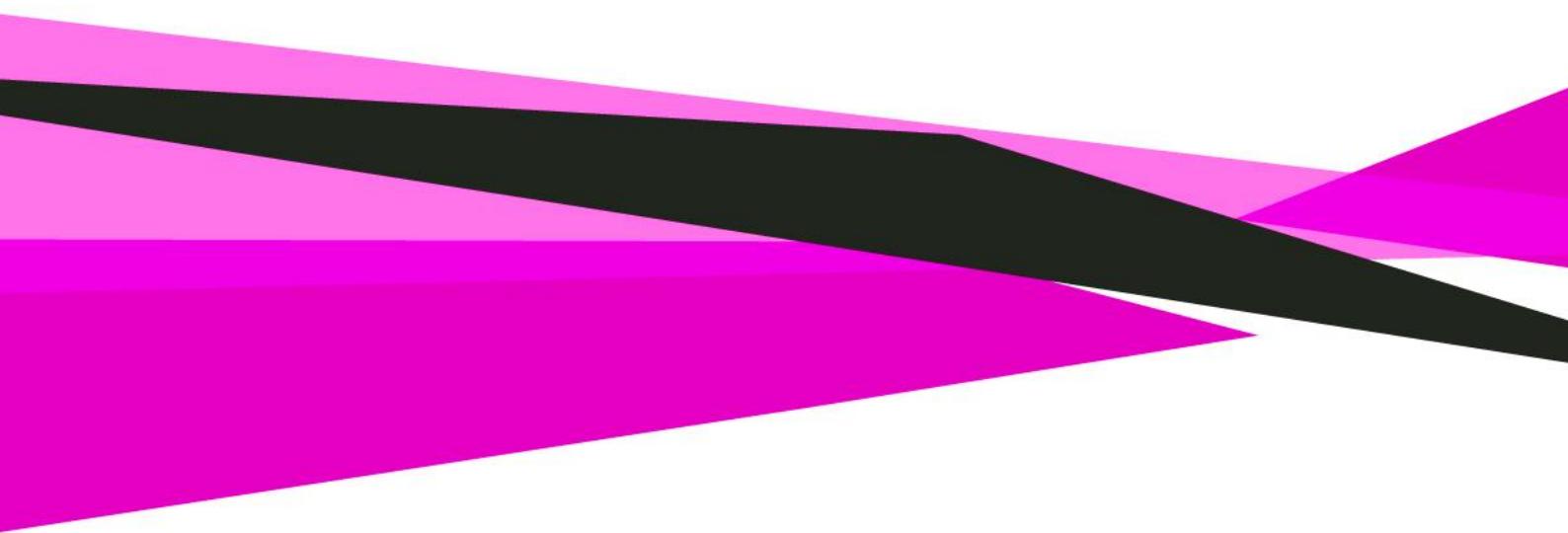
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APPENDIX 4

CUA Working Groups Terms of Reference





CONNACHT-ULSTER ALLIANCE

Working Groups: Terms of Reference & Operational Guidelines

Version tracking

- Version 1: Draft for consideration by WG1 6 Oct 2017
- Version 2: Draft amended following decisions of WG1 6 Oct 2017
- Version 3: Draft amended following decisions of SG 19 Oct 2017
- Version 4: Draft amended following decisions of SG 13 Nov 2017
- Version 5: Draft revised by John Davies at request of WG1 and SG, 21 Dec 2017
- Version 6:** **Final approved document. Approved by SG 31 January 2018**

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Preamble

1. The purpose of this paper is to provide the Terms of Reference for, and advice to, Working Groups [WGs] in relation to how they might effectively proceed to discharge their responsibilities. In essence, at the outset of the paper, the task can be defined thus:

The Working Groups have been set up by the CUA to prepare the ground for an application for designation as a Technological University [TU]. Their primary focus will be to produce strategies and actions to meet the TU criteria relating to their specific domain, and to prepare a Report indicating how these should be achieved. In doing so, they will also begin to identify the main elements and priorities of a longer term CUA strategy for their particular domain, for future consideration.

The context of the work of the groups

2. It is important that WGs have an understanding of the general context and expectations of TU alliances.
3. The Minister for Education and Skills and Minister for Higher Education (17 July 2017)¹ have indicated that the mission of TUs is to drive regional development and jobs growth and that this will be reflected in the legislation. TUs must have the scale and capacity to deliver for their stakeholders in areas such as:
 - delivering a **range of disciplines and levels of qualification**, including apprenticeships, to meet the skills needs of the regions, retain talent in the regions and contribute to national priorities
 - effectively **supporting lifelong learning**, upskilling and reskilling to support career development for citizens throughout their lives
 - **internationalisation** activities including attracting more international students and increasing mobility opportunities for Irish students and staff
 - creating the capacity for **greater engagement with local enterprises**, particularly SMEs. Supporting innovation, management upskilling and internationalisation of companies
 - **undertaking globally significant research and innovation** that supports competitiveness and nurtures new business ideas; creating a regional research capacity
 - **attraction, retention and development of enterprise** in the regions
 - a **greater capacity for social and community engagements** that would include placements, research and innovation, work with schools, cultural and sporting activities
 - increased national and international influence and visibility with a **single coherent university brand**

These indicate the potential priorities for any international review panel. The DES has also indicated: 'a rigorous examination process by the international panel to ensure only the highest quality applications are approved and that institutions of the requisite calibre are progressed'.

¹ <https://www.education.ie/en/Press-Events/Press-Releases/2017-Press-Releases/PR2017-17-07.html>

4. In October 2015 the Minister for Education and Skills approved Stage 1 of the Connacht Ulster Alliance (CUA) application for designation as a Technological University. Subsequently Minister Bruton (17 July 2017) indicated that he would bring forward a number of insertions and amendments to the Technological Universities Bill. These relate to terms and conditions for staff; strengthening the regional remit of a technological university; membership of governing bodies; and amendments to the application process for designation as a technological university (i.e. removing the stipulation for merger prior to designation).

On 7 November 2017 Cabinet agreed the amended Bill. It passed the Second Stage in the Dáil on 23 January 2018.

5. The CUA Steering Group has thus far considered, in the light of the above,

- a working definition of the TU's Mission, Vision and Positioning
- a provisional view of the Organisational and Governance structures for the TU

These documents provide a background and framework for the Groups' deliberations and are available for Groups to familiarise themselves with.

6. According to the latest version of the Bill, Section 30 includes 'An application ... shall include information:

- (a) demonstrating compliance by applicant institutions with the eligibility criteria
 - (b) demonstrating that plans and arrangements are in place for managing academic, financial and administrative matters arising"
- which provides an idea of what the WGs shall be expected to deliver.

The criteria for the designation

7. The Working Groups will thus focus their activities on progressing the CUA in relation to the criteria for designation, as outlined in s.28 of the Bill:

1. 4% of students must be at level 9 (research masters) or 10 (doctorate) (i.e. total R9/10 as a proportion of total L8-10). + A demonstrated plan to increase this to 7% by date ten years after establishment of TU.
2. 30% of L8-10 students on flexible (part-time and/or online), developed with regional stakeholders (e.g. has work placement) and/or mature (23 years +).
3. 90% of FT staff teaching on L8-10 programmes ('a programme that leads to an award of at least honours bachelor degree level' s.28.1 (c) of TU Bill) must be qualified to masters level, and at least 35% to doctoral and 10% to equivalent level. A demonstrated plan to increase this combined level of 45% to 65% by date ten years after establishment of TU.
4. Of those involved in provision of L10 programmes and research, 80% to hold a doctoral degree
5. Of those involved in supervision of L10, each must hold a doctoral degree or equivalent and be involved in relevant research.

6. Delegated authority to award doctoral degrees in not less than three fields of education, and a demonstrated plan to increase this to five fields within five years of designation.
7. The TU must have demonstrated capacity in the following areas:
 - a. Integrated, coherent and effective governance structures
 - b. Strong links with business, enterprise, the professions and other stakeholders in the region
 - c. No removal of QQI approval
 - d. Procedures for developing programmes in conjunction with business, enterprise, the professions and other stakeholders in the region
 - e. Provides opportunities for international teaching, learning and research.
8. There is also a consistent thread running through the Bill of engagement with stakeholders, namely:
 - Internal: to include trade unions through existing structures; students through student union; staff through consultative processes
 - External: to include employers (FDI, SMEs, micro-businesses, public sector); professional bodies; community groups; local and regional government and representative bodies (e.g. NWRA, WDC); ETBs,
 and it follows that all Groups will need to demonstrate this, as appropriate to their specific theme.

Configuration of the WGs

9. The initial configuration will be as follows:

WG1: Mission, Vision and Positioning, Governance, Organisation and Communication and related Engagement

Initial members: Presidents, Chair CUA, PM

TU Criteria to be addressed: all, but specifically 7a, 7b

WG2: Research, Knowledge Exchange and related Engagement

Initial members: Executive leads for research/development

TU Criteria to be addressed: 1, 2 (in respect of P/T students), 3, 4, 5, 6, 7b, 7c, 7d, 7e

WG3: Academic Planning and Strategy and related Engagement

Initial members: Registrars

TU Criteria to be addressed: 1 (in terms of lead into Level 9/10); 2, 7b, 7c, 7d, 7e

WG4: Corporate Services and related Engagement

Initial members: SFCs

TU Criteria to be addressed: 7a; engagement (para 7); 3, 4, 5, (in relation to HR aspects)

Attachment 1 indicates further the possible scope of each WG.

Membership of WGs

10. The envisaged particular membership is indicated in para 9 in respect of the specific WG.

- senior staff nominated through the Presidents of the CUA partner Institutes will comprise the initial membership of the WGs. Each WG will aim to ensure Institute and gender balance on each WG through co-option of additional members
- Presidents will consult as appropriate within their Institutes in relation to membership
- a WG may co-opt further additional members as required
- there will be student representation on WGs 2 and 3
- the Chair of each WG is to be elected by each WG at its first meeting.

11. Each WG will be supported by the CUA Project Managers, to provide facilitation and support in terms of:

- the production of relevant institutional data especially related to the criteria
- the development of drafts
- the reviewing of materials, reports etc. which may be of use in the preparation of drafts
- liaising with stakeholders.

In addition the PM and external consultant will be available for specialist advice and briefing, initially and as the work proceeds.

Organisation of work

12. WGs will meet when and where they deem necessary in order to fulfil all their tasks by the due date, and in the process will identify:

- priority actions/outputs in order to assist the CUA in meeting the relevant criteria for designation as a TU
- specific work packages in order to achieve the actions/outputs (each will have milestones, outputs, required resources and person(s) responsible for delivery outcomes)
- collaborative actions between the partners where appropriate to fulfil the TU criteria
- any resources required to achieve the action/outputs
- any barriers that may impede the actions/outputs
- elements which require consultation with other WG in relation to areas of overlap e.g. research and HR; international partnerships
- embryonic elements in an ongoing strategic plan for the new TU, which can be taken forward for development as CUA evolves.

13. Each WG will report via its Chairperson to the CUA Steering Group [SG] in terms of its minutes, recommendations and any tabled concerns. Thereafter:

- the SG may wish to request further consideration of particular items

- the SG may formally approve recommendations as decisions for progressing as appropriate, and incorporation into the submission document.
14. The WGs will be established subject to necessary approvals as any Institute (via communication from its President) may require. The WGs will be required to present an interim report by the end of May 2018
15. All WG and SG minutes (actions and decisions) will be posted on the CUA portal.

Attachment:

Areas for consideration for the WGs to meet the TU criteria

The attached comprises some suggestions which the WG may like to consider when figuring out how to realise the TU Criteria

WG1: Mission and vision, governance and organisation, communications and related engagement

The following may be helpful in demonstrating how the relevant TU criteria may be met and how the process is being progressed.

1. Draft working documents on:
 - Mission, Vision and Positioning
 - Governance and Organisationare available for discussion and adoption.
2. Re. Communications, the following may be helpful, as a starting point, in the context of Engagement
 - Governing Bodies

This is, of course, critical, and the notion of a multi-pronged approach is helpful e.g.

- small workshops for Chairs and Presidents
- larger workshops for all GB members
- permanent item on TU progress in each GB agenda.

At the appropriate time, it would be normal to create a transitional “shadow GB” for the TU itself.

- Staff – Again, a multi-pronged approach as outlined is highly pertinent, including:
 - campus briefings
 - the creation of a web-based/paper CUA Newsletter to appraise staff of developments especially as momentum increased and on an interactive basis to facilitate staff comments and feedback
 - the WG themselves who would be expected to engage with relevant colleagues.
 - Economic and Public Sector Stakeholders. A planned series of regional and subregional sessions towards submission date (and after) would be a good investment to:
 - report on progress – sell the TU
 - collect feedback
 - obtain perspectives on likely future initiatives.
3. Marketing e.g.
 - processes for enhancing international student recruitment
 - processes for enhancing research degrees
 - processes for enhancing lifelong learning
 - overall stakeholder engagement from a marketing perspective – the TU brand and USP

Note: many of the pointers to this section are likely to emerge from WG2 and WG3

WG2: Research, knowledge exchange and related engagement

The following may be helpful in demonstrating how it is planned to achieve the TU criteria:

1. the establishment of specific overarching TU wide multi-disciplinary research thematic areas
 - what are they? Useful to aim at five/six eventually
 - use in forming/supporting research student clusters and recruitment
 - basis for IP exploitation with engaged client organisations
 - focal point for international research partnerships.
2. expansion of postgraduate research
 - use of themes to attract students
 - industrial doctorates in connection with engaged clients (part-time)
 - bursaries
 - throughput from bachelors
 - conversion of taught Masters into research Masters
 - expansion of supervisors
 - Graduate School and the provision of comprehensive training and QA protocols
 - an embryonic TU research and knowledge exchange strategy.
3. appropriate research organisation
 - committees
 - Vice President
 - associate deans
 - cross TU centres/institutes
 - Graduate School
 - R&D/enterprise office and related units for KE.
4. Research partnerships, national and international
 - criteria for selection
 - scope and desired outcomes
 - organisation.
5. HR related matters e.g.
 - acceleration of PhD completions
 - identification of additional staff
 - creation of quality time
 - training
 - research appointments
 - joint appointments.

WG3: Academic planning and strategy and related engagement

The following are likely to be helpful in considering how the criteria may be met e.g.

1. formulation of provisional academic profile for TU e.g.
 - definitions of categories of lifelong students – and implications
 - aggregate student numbers (over c. three year period?) broken down into student levels; ft/pt; on site/offsite; open/closed; domestic/EU/international
 - overall desired programme profile resulting
2. formulation of a framework for programme development in the context of the profile e.g.
 - new programmes – thematic areas?
 - programme revising
 - stakeholder engagement mechanisms in terms of programme development
 - framework for modular/credit systems across TU
3. means of improving progression to levels 9 (research) and 10 (with WG2) including
 - conversion of taught Masters into research Masters
 - research training at UG levels
 - industrial research degrees
4. expansion of international students numbers e.g.
 - clarification of nature of “offer” and USP attractiveness factors
 - definition of target world regions/countries for recruitment/expansion
 - strategy for ug/pg recruitment
 - Erasmus etc.
 - partnership strategy and student recruitment levels; mobility and exchange; criteria for selecting partners; potential of WTUN
 - international QA
 - marketing strategy
 - student support mechanisms academic, social, financial
 - international experience for CUA students
5. teaching and learning strategies e.g.
 - credit accumulation and transfer
 - assessment of prior learning and experience
 - work and international placements
 - assessment
 - on-line provision
 - in-company provision (cooperative education)
6. QA arrangements for innovative academic programme e.g.
 - campus-based QA
 - industry based QA
 - international QA
7. all the above imply a combination of:
 - harmonisation of existing practices
 - design of new policy and operating arrangements, and purpose built academic organisation(s)

WG4: Corporate services and related engagement

- a. This is a WG which is likely to draw on the recommendations of preceding groups, in terms of policies to be developed/harmonised; processes to be designed/harmonised; and structures to be created. As such, it is likely to be later in the sequence of WG activities.
 - b. Some of its work can be directly related to the achievement of the TU Criteria, but other aspects are somewhat longer term in relation to institutional sustainability.
 - c. The scope is likely to include, primarily, Finance, HR, Estates and infrastructure
 - d. The suggestions for consideration that follow are certainly not intended to be in any way prescriptive, but simply to stimulate WG thinking:
1. HR
 - development of system of flexible staff contracts for the new TU to realise international, lifelong learning, research and KE dimensions especially off-site (subject to national negotiations)
 - ditto for joint staff appointments with industry; other HEI partners;
 - ditto for international exchange staff
 - with WG2: design and implementation of policy on enhancement of PhD and Masters staff profile (see WG2)
 - staff development programme for acquisition of research degrees – training, sabbatical, quality time; and new skills (on-line; KE etc.)
 - cooperative arrangements of filling vacancies in light of impending TU designation
 2. Finance
 - provision of budgetary support for research studentship bursaries; research sabbaticals
 - ditto for appointment to new TU support units
 - ditto for on-line investment
 - generally means of securing long term financial sustainability, which is an implied ongoing interest of HEA, and may need reference. This would include
 - cost efficiencies
 - alternative income sources
 - the entrepreneurial dimension
 3. Estates and infrastructure
 - IT systems integration and development
 - Managing for the physical infrastructure across multiple campuses
 - Masterplan and capital development plan

APPENDIX 5

CUA

Landscape Funding Submission



Support for Restructuring of the Higher Education Landscape

Project Application & Plan 2018

Including Planned Activity & Outcomes



Connacht Ulster Alliance [CUA]

CUA Project Office on behalf of:

*Galway Mayo Institute of Technology
Letterkenny Institute of Technology
Institute of Technology Sligo*

Notes

Scope of the Fund

The National Strategy for Higher Education provides for substantial changes to the landscape of Irish higher education.

The HEA, with the support of the Department of Education and Skills, recognises that such reforms carry some additional costs and has provided for a fund to support HEIs with these costs. The fund is not expected to be able to cover all costs arising, but to make a contribution to those costs.

The HEA is now inviting submissions for funding support in respect of the costs arising from landscape reform as part of the implementation of the National Strategy for Higher Education. The total funding available under this call is c. €12M (including c.€10M funding from the Department of Education and Skills in support of Technological University development).

Completing Template

Do not leave any questions or sections blank. If a question / section is not applicable to a specific project, insert 'N/A' or 'N/A at this time'.

Submission Format

Submissions should be received by the HEA in electronic format before 5pm, Thursday 26th April 2018 (sfitzgerald@hea.ie). A signed / hard copy is not required.

PDF Files

PDF files must be accompanied by a readable/editable duplicate in Microsoft Word. We also request that the format specified be maintained as much as possible. Please expand tables as necessary.

Abstract

The abstract should, at a glance, provide the reader with a clear understanding of the project. This summary may be used as a short description for additional purposes related to the landscape reform programme and may be made available in the public domain. It must therefore be short and precise and should not contain confidential information. Please limit the abstract to 300 words.

PROJECT DETAILS

Project Information	
Project title	Connacht Ulster Alliance – realising the transition to a Technological University for the West/North-West
Project abstract	<p>The Connacht Ulster Alliance [CUA] is an alliance of HEIs (GMIT, LYIT, IT Sligo) actively committed to the creation of a Technological University for the West/North-West. Following Ministerial approval of its Stage 1 Expression of Interest in October 2015, the CUA has worked steadily towards its objective. Passage of the Technological Universities Act 2018 provides the stimulus for the CUA to progress purposively towards application for designation as a Technological University (TU).</p> <p>Recognising the challenging nature of compliance with the TU criteria, the CUA will continue to commit significant resources to the support and development of applied research, through support for Strategic Research Centres, Technology Gateways, smaller research groups and postgraduate student bursaries. All involve substantial partnership with external stakeholders, including FDI and SME firms, government agencies, NGOs, professional and industry bodies and communities. In addition, the Alliance will continue to invest in the enhancement of academic staff qualifications at doctoral level and in initiatives to support student retention and internationalisation.</p> <p>In 2018 the CUA has started to significantly accelerate and deepen this collaborative development, through the work of dedicated Working Groups, supported by seconded senior staff. The members of the Alliance have or are each currently appointing additional personnel to support the work of each working group. The CUA Steering Group, Working Groups and CUA personnel will develop the distinctive TU vision and mission; address the totality of the TU criteria; develop collaborative projects and initiatives that add value; address issues of governance and organisation; quality enhancement and shared services; and enhance the Alliance's ability to 'act as one'.</p> <p>The CUA will engage in further extensive consultation with internal and external stakeholders. It has a strong desire to work collaboratively with the HEA and the DES to achieve the vision of TU for the West/North West as a fundamental contribution to balanced national development, as outlined in the National Development Plan and maintenance of access and equity in Irish higher education.</p>

Please provide a contact person for all project report queries:	
Name:	Dr Perry Share
Job title:	CUA Project Manager
Office:	CUA Project Office
Email address:	share.perry@cualliance.ie
Contact number:	086 308 1429

Submitted by:	
Name:	As above
Job title:	As above
Signed:	
Date:	26 April 2018

1.) Project Objectives and Implementation Plan

	(a) Project objective(s)	(b) Short description	(c) Timescale	(d) Outcomes/targets	(e) Key milestones	(f) Key cost elements
1	Increase the number of L9/L10 research students by 30 per annum above baseline	This initiative will build research capacity and output within the CUA and assist in the achievement of the relevant TU metric. It includes the establishment of a number of CUA-wide postgraduate research bursaries.	Sept 2018 – June 2021	AY 2018-19 (+30 PG students) AY 2019-20 (+30 PG students) AY 2020-21 (+30 PG students) This will increase no. of L9R/L10 students from April 2018 baseline of 171 to 261 by June 2021.	March/April each AY – commence recruitment process Commence students in Sept of relevant AY	Competitive PG Research bursaries to support postgraduate research activity and output. <i>Annual net cost per bursary = €20k.</i> Total cost for this objective = €600k per annum
2	Support and development of Strategic Research Centres within CUA partners + provide ongoing support for individual/specified research group support	This initiative will build research capacity and output within the CUA and assist in the achievement of the relevant TU metric. It entails continued support of the six existing CUA SRCs (CERIS, PEM, CRISP, WISAR, MedTech and the MFRC) in order to develop national/international profiles and to achieve critical mass for sustainability (including linking across centres where appropriate).	Sept 2018 - June 2021	The SRCs will meet their individual annual targets/KPIs in relation to research inputs (external funding) and outputs (publications, patents, industry engagement, dissemination events, impact measures). A CUA Research strategy will be developed by end of 2018 that identifies cross-institutional research targets/KPIs and how the SRCs contribute to these. 3 collaborative events will be organised per annum specifically to foster communication and collaboration across the SRCs.	The progress of SRCs will be measured annually (normally April) against KPIs by the AC Research Committee and Executive of each partner, and reported to Working Group 2/Steering Group of the CUA.	Core funding support to Strategic Research Centres: eg for leadership, dissemination activity and significant equipment costs SRC support: €40k per centre per annum. Other support: where there is an imbalance in the number of SRCs: €80k to LYIT and €40k to GMIT targeted to develop research groups that have the potential to develop into SRCs or to link with existing SRCs <i>Total cost: €360k per annum</i> Collaborative events: Cost each €10k (to include T&S) <i>Total cost per annum: €30k</i>

				Operate staff/small group research support fund: to broaden staff involvement in research and to foster and develop overall research culture.		Staff/small group support fund: €60k per partner per annum <i>Total cost per annum: €180k</i> <i>Overall cost per annum for this objective: €570k</i>
3	Support development of research infrastructure through enhancement of partner research offices	This initiative will enhance the capacity of the Research and Innovation functions of each partner to work individually and collaboratively across the CUA to develop a research culture and the capacity to expand and enhance research activity. Each partner will identify the best deployment of this resource within the overall CUA Research and Innovation Strategy: eg Head of Research/Graduate & Professional Development/Grant and funding officer; research accountant etc	Sept 2018 – June 2020	Each partner will identify specific staffing requirement in order to implement the targets of the CUA Research Strategy. Appointed staff will have specific remit to operate collaboratively across the CUA.	Additional staff to commence in Sept 2018.	Staff cost: €100k per partner, specific allocation will depend on nature of required position <i>Overall cost per annum for this objective: €300k</i>
4	Provide a structured process for the enhancement of academic staff qualifications 30 per annum above baseline	This initiative will enhance the level of qualifications within the existing CUA academic staff cohort and assist in the achievement of the relevant TU metric. It entails fee support and release from teaching for 2hrs/week	Sept 2018 – June 2021 (completion of individual PhD programmes will take up to 6 years)	AY 2018-19 30 additional staff supported AY 2019-20 30 additional staff supported AY 2020-21 30 additional staff supported	Seek submissions from staff in Q2. Assess and process applications: staff approval by end Q2; Staff commence programme in Q3.	Fee support and teaching hours relief Avge tuition fee = €6k per annum Teaching relief = €6k per annum Unit cost = €12k per annum <i>Overall cost per annum for this objective: €360k</i>

5	Address retention issues amongst undergraduate students	<p>This entails the development and implementation of further collaborative initiatives across the CUA partners to address issues of student success and retention in line with best practice (eg as per work of National Forum for Enhancement of Teaching and Learning)</p>	Sept 2018 - June 2021	<p>AYs 2018-2021 measurable increase in student retention in selected programmes (no numeric indicator has been specified in advance, pending outcome of review and developmental work)</p>	<p>AY 2018-2019 1 new mentoring/student success initiative will be implemented in each partner. The CUA office will coordinate an impact evaluation of the initiatives to evidence best practice across the consortium.</p> <p>AY 2019-2020 CUA-wide student success strategy developed and piloted, based on evaluation of existing initiatives</p> <p>AY 2020-2021 – full implementation of CUA-wide student success programme</p>	<p>Secure services of external student mentoring expertise (successfully piloted at IT Sligo) Annual cost per partner = €30k Total cost year 1 = €90k Implementation of common programme (years 2 & 3) = €60k</p> <p>Overall cost per annum for this objective:</p> <p>€90k (year 1) €60k (years 2-3)</p>
6	Establishment of structured Masters/Doctoral programmes across CUA	<p>This entails the establishment of a number of structured masters and doctoral programmes across the CUA based where appropriate in blended learning and industry-based approaches</p>	Sept 2018 – June 2021	<p>May 2018 – June 2019: identify and resolve key barriers/enablers for the development of cross-CUA structured PG research programmes, inc. QA, programme development, industry partnerships, HR issues</p> <p>Sept 2019: offer 2 new structured MA/doctoral programmes – intake 30 students per programme</p>	<p>Dec 2018 – all policy/QA/administrative issues in relation to structured research programmes identified and addressed</p> <p>June 2019 – new programmes approved through QA processes</p> <p>Sept 2019 – 2 new programmes recruit</p>	<p>Programme development costs 2018 – €10k per programme (n=2)(initial industry/QA liaison) = €20k</p> <p>2018 - 2019 – programme development costs = 6 x 2hrs/wk per programme (academic staff) = €18k per programme (x2) = €36k</p> <p>Scholarships = 6 x 6k per programme (x2) = €72k</p> <p>2019 - 2020 – programme development costs = 6 x 2hrs/wk</p>

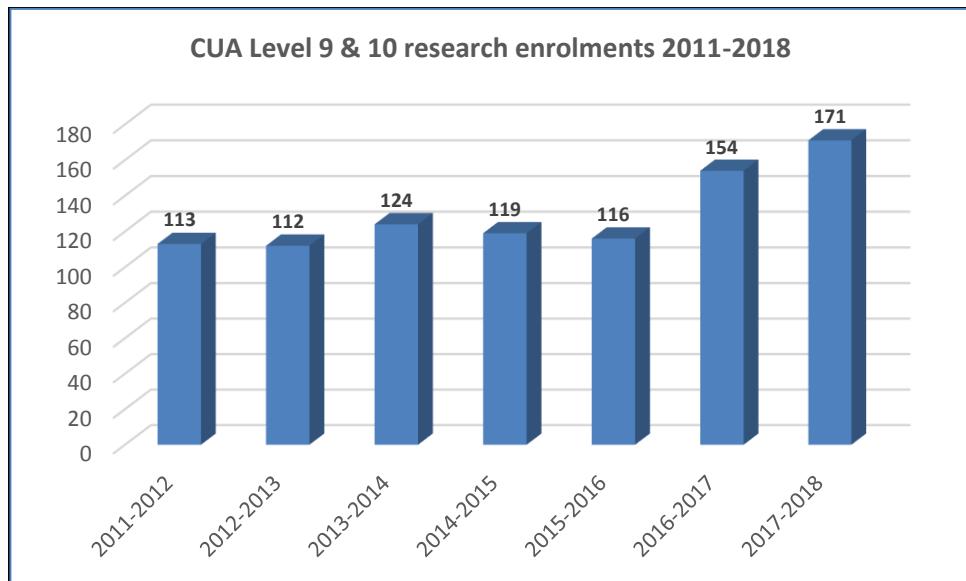
				<p>Sept 2020: offer 2 new structured MA/doctoral programmes – intake 30 students per programme</p> <p>Sept 2021: offer 2 new structured MA/doctoral programmes – intake 30 students per programme</p> <p>Targeted enrolment (includes students as they progress with 10% attrition rate):</p> <p>2019-20 = 60</p> <p>2020-21 = 174</p> <p>2021-22 = 348</p>	<p>Sept 2020 – 2 additional new programmes recruit</p> <p>Sept 2021 – 2 additional new programmes recruit</p>	<p>per programme (academic staff) = €18k per programme (x2) = €36k</p> <p>Scholarships = 6 x 6k per programme (x4) = €144k</p> <p>2020 - 2021 – programme development costs = 6 x 2hrs/wk per programme (academic staff) = €18k per programme (x2) = €36k</p> <p>Scholarships = 6 x 6k per programme (x6) = €216k</p> <p>Annual cost for this objective</p> <p>2018 - €38k</p> <p>2019 - €90k</p> <p>2020 - €162k</p> <p>2021 - €234k</p>
7	Operation of CUA Project Office	The CUA Project Office coordinates and administers the activities across the 3 CUA partners, in partnership with the three Institutes. It acts as a centre for data collection and analysis and is the internal and external point of contact for the CUA. It operates as a support for the CUA Chairman, Presidents, Steering Group, Institute-based Project Managers, Working Groups and other bodies as required. It has a key role in the fulfilment of all the objectives.	Ongoing to June 2021	The operation of the CUA Office is reviewed on a regular basis by the CUA Steering Group		<p>Annual cost of operating office (current staff Project Manager at Registrar grade and Data Analyst at GVII grade) (includes payment to CUA Chair, external advisor and professional services)</p> <p>Overall cost per annum for this objective: €300k</p>

8	Engagement with stakeholders	<p>This entails the establishment of a structured process for constructively engaging with external and internal stakeholders of the CUA/proposed TU</p>	May 2018 – June 2021	<p>Agreed engagement structures established 3 internal and 3 external engagement events completed for each partner per annum</p>	<p>May 2018 – structure for internal and external stakeholder engagement agreed by CUA Steering Group 3 internal and 3 external engagement events completed for each partner, per annum for 2018, 2019 and 2020 February 2019 Evaluation of engagement process completed by CUA office February 2020 Follow-up evaluation of engagement process completed by CUA office February 2021 Follow-up evaluation of engagement process completed by CUA office</p>	<p>Organise meetings with relevant stakeholders and document outcomes: travel, room rental, refreshments, &c Cost per meeting: €1.5k Overall cost per annum for this objective: €27k</p>
9	Actively engage staff in reimagining HE activities in line with TU designation	<p>This entails the support of the four CUA Working Groups to address key issues in the transition to Technological University. WGs to identify specific collaborative projects to engage with TU metrics. WGs may establish focused sub-groups, with additional members, where required.</p>	Sept 2018 – June 2021	<p>Each WG is in the process of developing its specific outcomes and targets and a strategy for to implement/reach these. The initial report from each WG is end-May 2018 and each WG will develop a fully developed strategy and implementation plan by end-Sept 2018.</p>	<p>WG report back end May 2018 (interim); end-Sept 2018 (final). All WGs report to each meeting of the CUA Steering Group</p>	<p>Convene working groups and action collaborative initiatives as identified, travel, room rental, refreshments, etc Cost per working group, to include T&S for face-to-face meetings where required and seed fund for collaborative initiatives: €50k per annum Overall cost per annum for this objective: €200k</p>

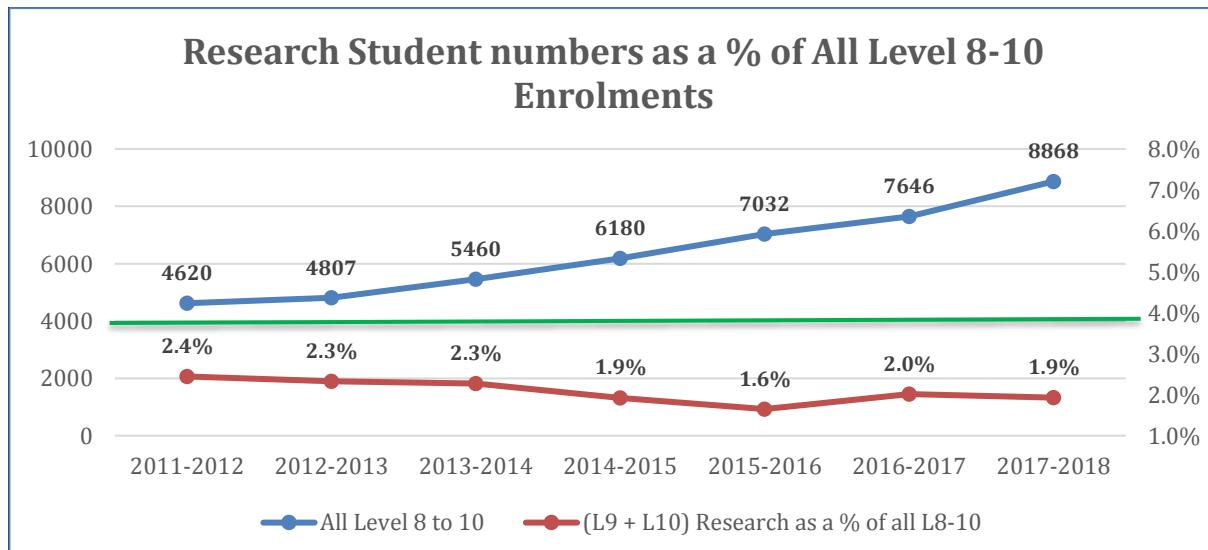
10	Provide expert leadership for process of reimagining HE activities in line with TU designation	This entails the secondment (and replacement) of a number of Institute staff specifically to support the work of the CUA Working Groups and to direct collaborative actions, in order facilitate transition to TU	June 2018 – June 2021	June 2018 – June 2021 3 senior staff seconded Sept 2018 – June 2021 3 additional 3WTE senior staff seconded (fractional appointments)	Staff seconded for period June 2018 – June 2021	Secondments: Will average at Senior Management grade up to € 90,773 + on-costs = €100k per WTE Annual cost per annum of this objective: 2018 = €175k 2019 = €600k 2020 = €600k 2021 = €300k
11	Consultative processes	This involves extensive consultation with internal and external stakeholders in order to underpin the application for, and transition to, Technological University	May 2018 – June 2020	2018-19 3 x 15 on-campus meetings held with staff/students 2019-20 3 x 10 on-campus meetings held with staff/students 2020-21 3 x 10 on-campus meetings held with staff/students	March 2018 – completion of all consultative processes Sept 2018: establish standing stakeholder advisory groups for transition to TU	Organise meetings with relevant stakeholders and document outcomes: travel, room rental, refreshments, &c Cost per meeting: €1.5k Annual cost per annum of this objective: 2018-19 = €67.5k 2019-20 = €45k 2020-21 = €45k
12	International initiatives	Engage in a number of collaborative actions in the field of international student recruitment	Jan 2018 – June 2020	Strategy to co-ordinate international student recruitment activity to be determined by WG3	Sept 2018 CUA International student recruitment strategy adopted by SG	International offices travel, room rental, refreshments, &c; potentially involving international travel to key partners Annual cost per partner: €30k Overall cost per annum for this objective: €90k

g) Progress/rationale to date¹

1 Increase number of L9/L10 research students via provision of bursaries or other direct student support



Of the €2.1m provided by the HEA, **€321k or 15%** has been invested in the **provision of competitive postgraduate research bursaries**. The outcome has been a maintenance of postgraduate student numbers during the period of economic downturn, followed by a significant increase of 47% (from 154 to 171) in the number of enrolled research students in the period since 2015-2016.



A major challenge for the CUA consortium is that the number of students enrolled at Level 8 and above has **increased by 62.4%** since 2013-2014. This has made the achievement of the 4% research student criterion more demanding, as can be seen from the above graph. The current metric of research students as a proportion of overall CUA student numbers at levels 8-10 is 1.9% (April 2018). The CUA is thus still some way from the fulfilment of the criterion outlined in s. 28(1)(a)(1) of the TU Act.

¹ Outlined as per the twelve objectives outlined above

2 Support and develop Strategic Research Centres (SRCs) within CUA partners + provide ongoing support for individual/specified research group support

Of the €2.1m provided by the HEA, **€292k or 14%** has been invested in the provision of support for identified Strategic Research Centres (of which there are six, listed below), for other recognised research groups, and for individual researchers/other groups. This has allowed the SRCs to maintain a significant level of activity, for example in conversion to EI Technology Gateway status.

The currently recognised SRCs within the CUA are as follows:

Centre	Campus base
CERIS (Centre for Environmental Research, Innovation and Sustainability)	IT Sligo
CRISP (Centre for Research in the Social Professions)	IT Sligo
MET (Medical and Engineering Technologies Research Centre) (EI Tech Gateway)	GMIT
MFRC (Marine and Freshwater Research Centre)	GMIT
PEM (Precision Engineering and Manufacturing Centre) (EI Tech Gateway)	IT Sligo
WISAR (Wireless Sensors) (EI Tech Gateway)	LYIT

A number of additional research groups have emerged, some of which have the capacity to develop into SRCs or to align their activities with existing SRCs. The CUA has thus maintained its capacity to engage in high quality applied research in at least three distinct educational fields, in line with the criterion outlined in s. 28(1)(g; h) of the TU Act.

3 Support development of research infrastructure through enhancement of partner research offices

Of the €2.1m provided by the HEA, **€467k or 22%** has been invested in the provision of support for the establishment/maintenance of dedicated research offices and other research infrastructure and capacity building, such as small grants and equipment purchases. A professional Research Office is central to the development of an active research culture within an HEI.

In the case of GMIT the funding has allowed for the employment of a Head of Research and administrative support staff. This in turn has facilitated a significant increase in research activity and output within this partner.

4 Provide a structured process for the enhancement of academic staff qualifications

Of the €2.1m provided by the HEA, **€285k or 13%** has been invested in the support of enhancement of academic staff qualifications. All three partners operate schemes of support for staff who are enrolled in qualifications leading to a masters or (more commonly) a doctoral qualification. The numbers of staff enrolled in doctoral qualification schemes in 2017 are:

IT Sligo: **25**

GMIT: **27**

LYIT: **23**

Total: 75

As a consequence of investment in these staff development schemes, in parallel with recruitment of new staff to the CUA partners, the proportion of staff with at least Level 9 Research qualifications has increased from 87% to 90%. **For Level 10 qualifications, the proportion has increased from 24% to 30% since 2013.**

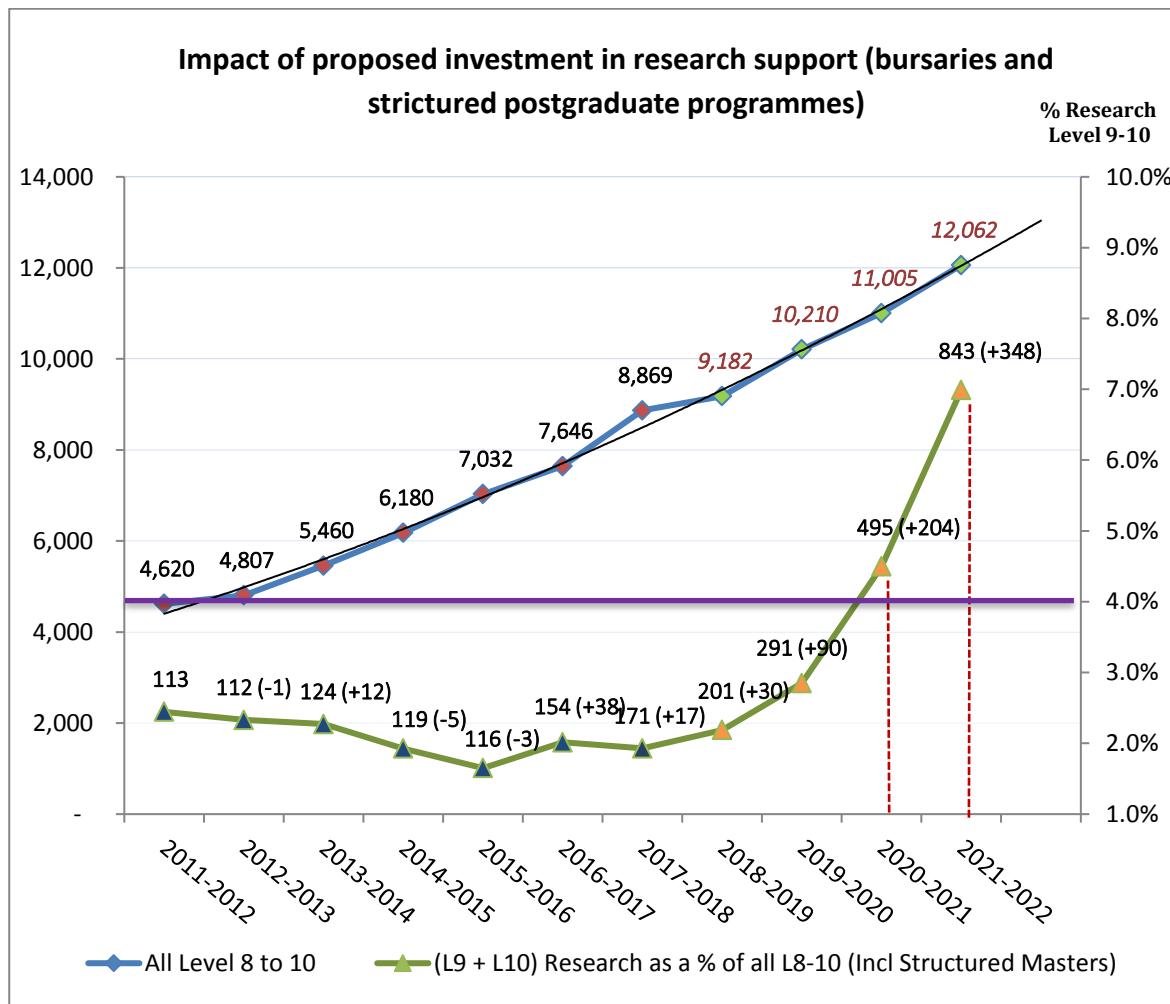
5 Address retention issues amongst undergraduate students

All CUA partners, in common with the majority of the Institute of Technology sector, face challenges in terms of retention of students. Of the €2.1m provided by the HEA, **€18k or 1%** has been invested in the support of retention initiatives: specifically at IT Sligo (each of the partners operate special retention programmes, but not all have drawn on HEA CUA Project funding).

6 Establish structured Masters/Doctoral programme across CUA

This is a new initiative, drawing on the experience of similar programmes in (amongst others) NUIG, Smurfit Business School (UCD), GMIT and IT Blanchardstown. The action is supported by a common policy and procedure for the reaccreditation of Level 9 programmes across the CUA in 2016.

Such structured programmes are particularly appropriate for the fulfilment of the support needs for firms, NGOs, communities and other regional stakeholders, as outlined in the TU Act. The active development of such programmes will also facilitate the fulfilment of the research student criterion as outlined in s. 28(1)(a)(1) of the TU Act, as outlined in the graph below:



7 Operate CUA Project Office

Of the €2.1m provided by the HEA, **€641k or 30%** has been invested in the support of the CUA Project Office. This office coordinates and administers the activities across the 3 CUA partners, in partnership with the three Institutes. It acts as a centre for data collection and analysis and is the internal and external point of contact for the CUA. It operates as a support for the CUA Chairman, Presidents, Steering Group, four Working Groups and other bodies as required. It has a key role in the fulfilment of all the objectives. The CUA Project Office employs a Project Manager (Dr Perry Share) and Data Analyst (Anne Marie McCormack) on a seconded basis; funds and manages all meetings across the CUA; and retains the services of the CUA Chair (Martin Cronin) and External Advisor (Professor John Davies). It also manages internal and external communications including the CUA staff portal (internal) and webpage (external) (cualliance.ie).

8 Actively engage with external stakeholders

To date the costs of engagement with stakeholders (eg regional authorities NWRA and WDC, peak bodies and economic development bodies (EI, IDA), local government (eg Sligo Co. Co.) and individual firms and bodies) has been absorbed within the expenditure of the CUA Project Office and individual Institute budgets.

9 Actively engage staff in reimagining HE activities in line with TU designation

Following extensive consultation across the partners, the CUA Steering Group agreed Terms of Reference and Operational Guidelines for the establishment of CUA Working Groups in February 2018. Consequently, it has established four Working Groups that report to the CUA Steering Group.

The steering group membership comprises:

Mr Martin Cronin (Chair); Dr Perry Share (CUA PM); Dr Fergal Barry (GMIT); Dr Michael Hannon (GMIT); Dr Rick Officer (GMIT); Ms Cáit Noone (GMIT); Dr Brendan McCormack (IT Sligo); Mr Colin McLean (IT Sligo); Ms Elizabeth McCabe (IT Sligo); Mr Paul Hannigan (LYIT); Mr Billy Bennett (LYIT); Dr Sean Duffy (LYIT);

Attendees: Professor John Davies – (External consultant); Anne-Marie McCormack (CUA Office)(Recording secretary)

The Working Groups are responsible for the development of common strategies, policies, processes and collaborative actions in the following areas:

- **WG1: Mission, Vision and Positioning, Governance, Organisation and Communication and related Engagement**
Membership: Mr Martin Cronin (Chair); Dr Fergal Barry (GMIT); Ms Cáit Noone (GMIT); Dr Brendan McCormack (IT Sligo); Ms Úna Parsons (IT Sligo); Mr Paul Hannigan (LYIT); Dr Perry Share (CUA PM);
- **WG2: Research, Knowledge Exchange and related Engagement**
Membership: Dr Rick Officer (GMIT); Mr Colin McLean (IT Sligo); Mr John Andy Bonnar (LYIT); Dr Perry Share (CUA PM – in attendance)
- **WG3: Academic Organisation, Planning and Quality and related Engagement**
Membership: Dr Michael Hannon (GMIT); Mr Colin McLean (IT Sligo); Mr Billy Bennett (LYIT); Dr Perry Share (CUA PM – in attendance)
- **WG4: Corporate Services and related Engagement**
Membership: Ms Elizabeth McCabe (IT Sligo); Mr Henry McGarvey (LYIT); Mr Jim Fennell (GMIT); Dr Perry Share (CUA PM – in attendance)

All WGs are active and have made interim reports to the CUA Steering Group, as of April 2018. To date the costs of operation of the WGs has been absorbed within the expenditure of the CUA Project Office and individual Institute budgets.

10 Provide expert leadership for process of reimagining HE activities in line with TU designation

Following extensive consultation across the partners, the CUA Steering Group agreed Terms of Reference and Job Descriptions for Institute-based CUA Project Managers in January 2018. Each Project Manager will be seconded for a period of 36 months and will provide support of the CUA Project Office, the Working Groups and other groups engaged in activities that support the development of the Technological University. Each Project Manager will work predominantly (though not exclusively) with one of the CUA Working Groups. They will also be extensively involved in managing the consultative activity with internal and external stakeholders. As of April 2018 the recruitment of these Project Managers is being finalised and it is anticipated that they will take up their positions in May/June 2018.

11 Expand consultative processes

Previous rounds of staff and external stakeholder consultation were completed in 2015, but there is a need to reengage and extend this process. This will be a major responsibility and task of the Institute-based Project Managers outlined at point 10 above. To date the costs of stakeholder consultation has been absorbed within the expenditure of the CUA Project Office and individual Institute budgets

12 International initiatives

The International Officers of the three partners meet regularly and have developed common initiatives, for example in the recruitment of Canadian students. This group will review the potential for a CUA Internationalisation strategy and related collaborative initiatives. In addition, the CUA is a founder member of the global World Technological Universities Network and is actively developing strategic linkages through the WTUN. To date the costs of international activity has been absorbed within the expenditure of the CUA Project Office and individual Institute budgets.

2.) Project Financial Plan

Table 1a: Costs to date – annual summary

Report Date:	Direct Costs:	Indirect Costs (management, oversight, etc.):	Total Project Costs:	HEI Matched Funding:	HEA Contribution:	Project Surplus / Shortfall.
Year end 2014	€96,496	€336,000	€432,496	€336,000	€162,000	+ €65,504
Year end 2015	€408,560	€1,269,000	€1,670,560	€1,269,000	€0	- €343,056
Year end 2016	€217,064	€1,299,192	€1,516,256	€1,299,192	€760,000	+ €199,880
Year end 2017	€1,072,250	€1,072,250	€2,144,500	€1,072,250	€1,200,000	+ €327,630
Total	€1,794,370	€3,976,442	€5,770,812	€3,976,442	€2,122,000	

Project Financial Plan (up to 2017)

Table 1b: Costs to date – detailed breakdown by cost centre – Total to end 2017									
<u>(a) Cost Centre</u>	<u>CUA Office</u>	<u>P/G bursaries</u>	<u>Strategic research centres</u>	<u>Other research infrastructure</u>	<u>Staff quals</u>	<u>Other (admin)</u>	<u>Other (mentoring)</u>	<u>Other (alumni)</u>	<u>Total</u>
Academic Affairs	0	0	0	0	0	0	0	0	0
Student Administration and Support	0	321	0	0	0	0	18	12	30
Research	0	0	292	467	0	0	0	0	759
Engagement	0	0	0	0	0	0	0	0	0
Corporate Affairs	641	0	0	0	0	80	0	0	721
IT & Communications	0	0	0	0	0	0	0	0	0
Programme & Change Management	0	0	0	0	285	0	0	0	285
Engagement & Communication	0	0	0	0	0	0	0	0	0
Total Direct Costs	0	0	0	0	0	0	0	0	0
Contingency	0	0	0	0	0	0	0	0	0
Grand Total	641	321	292	467	285	80	18	12	2116
Institutional Matched Funding	0		0	0	0	0	0	0	3976

There may be small discrepancies due to rounding

2. Project Financial Plan (2018)

Table 2b: Expected Costs (2018)

(a) Cost Centre	Project objective (1) Bursaries	Project objective (2) SRCs	Project objective (3) Res. Inf	Project objective (4) Staff qual	Project objective (5) retention	Project objective (6) Struct masters/ docs	Project objective (7) CUA office	Project objective (8) engage	Project objective (9) WGs	Project objective (10) Second- ments	Project objective (11) Consult	Project objective (12) Internat	Total
Academic Affairs	0	0	0	0	0	0	0						0
Student Administration and Support	600	0	0	0	90	38	0					90	818
Research	0	570	300	0	0	0	0						870
Engagement	0	0	0	0	0	0	0	27					27
Corporate Affairs	0	0	0	0	0	0	300						300
IT & Communications	0	0	0	0	0	0	0						0
Programme & Change Management	0	0	0	360	0	0	0		200	175			735
Engagement & Communication	0	0	0	0	0	0	0				67.5		67.5
Total Direct Costs	0	0	0	0	0	0	0						0
Contingency	0	0	0	0	0	0	0						0
Grand Total	600	570	300	360	90	38	300	27	200	175	67.5	90	2817.5
Institutional Matched Funding	0	0	0	0	0	0	0						2817.5
HEA Contribution Sought	0	0	0	0	0	0	0						2817.5

Project Financial Plan (2019)

Table 2b: Expected Costs (2018)

(a) Cost Centre	Project objective (1) Bursaries	Project objective (2) SRCs	Project objective (3) Res. Inf	Project objective (4) Staff qual	Project objective (5) retention	Project objective (6) Struct masters/ docs	Project objective (7) CUA office	Project objective (8) engage	Project objective (9) WGs	Project objective (10) Second- ments	Project objective (11) Consult	Project objective (12) Internat	Total
Academic Affairs	0	0	0	0	0	0	0						0
Student Administration and Support	600	0	0	0	60	90	0					90	840
Research	0	570	300	0	0	0	0						870
Engagement	0	0	0	0	0	0	0	27					27
Corporate Affairs	0	0	0	0	0	0	300						300
IT & Communications	0	0	0	0	0	0	0						0
Programme & Change Management	0	0	0	360	0	0	0		200	600			1160
Engagement & Communication	0	0	0	0	0	0	0				45		45
Total Direct Costs	0	0	0	0	0	0	0						0
Contingency	0	0	0	0	0	0	0						0
Grand Total	600	570	300	360	60	90	300	27	200	600	45	90	3242
Institutional Matched Funding	0	0	0	0	0	0	0						3242
HEA Contribution Sought	0	0	0	0	0	0	0						3242

Duplicate this table to add additional (7+) 'project objective' columns if required

Project Financial Plan (2020)

Table 2b: Expected Costs (2018)

(a) Cost Centre	Project objective (1) Bursaries	Project objective (2) SRCs	Project objective (3) Res. Inf	Project objective (4) Staff qual	Project objective (5) retention	Project objective (6) Struct masters/ docs	Project objective (7) CUA office	Project objective (8) engage	Project objective (9) WGs	Project objective (10) Second- ments	Project objective (11) Consult	Project objective (12) Internat	Total
Academic Affairs	0	0	0	0	0	0	0	0	0	0	0	0	0
Student Administration and Support	600	0	0	0	60	162	0	0	0	0	0	90	912
Research	0	570	300	0	0	0	0	0	0	0	0	0	870
Engagement	0	0	0	0	0	0	0	27	0	0	0	0	27
Corporate Affairs	0	0	0	0	0	0	300	0	0	0	0	0	300
IT & Communications	0	0	0	0	0	0	0	0	0	0	0	0	0
Programme & Change Management	0	0	0	360	0	0	0	0	200	600		0	1160
Engagement & Communication	0	0	0	0	0	0	0	0	0	0	45	0	45
Total Direct Costs	0	0	0	0	0	0	0	0	0	0	0	0	0
Contingency	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	600	570	300	360	90	38	300	27	200	175	67.5	90	3314
Institutional Matched Funding	0	0	0	0	0	0	0	0	0	0	0	0	3314

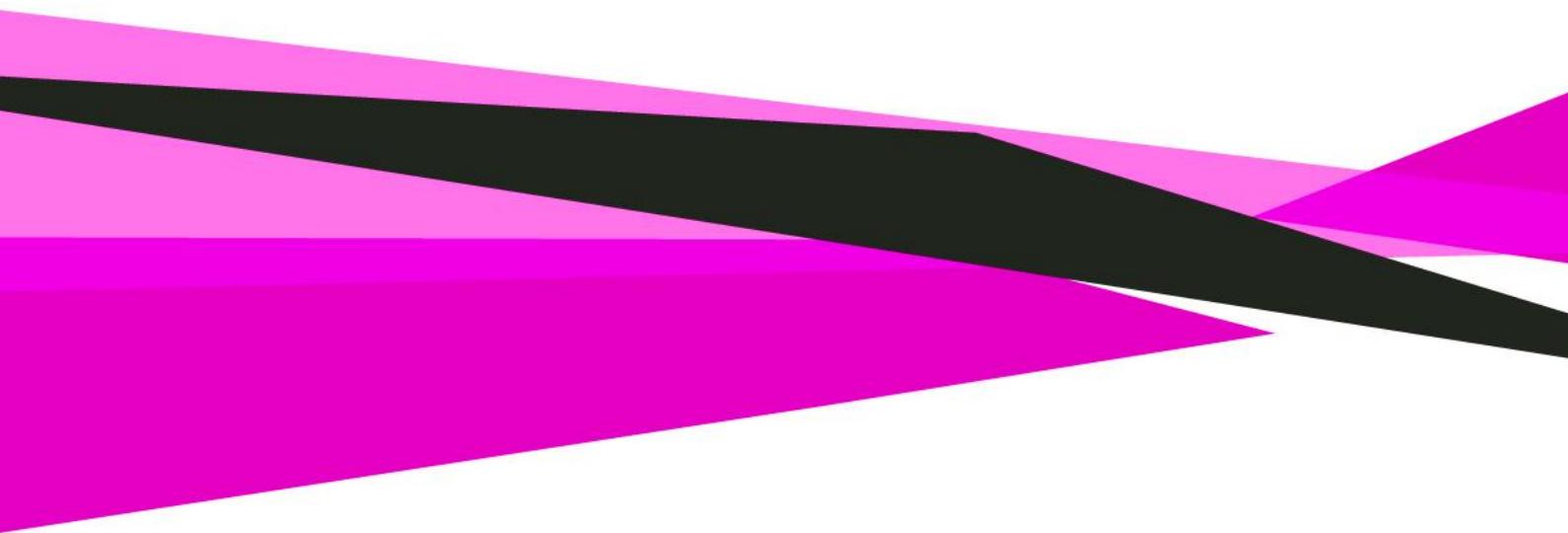
3.) Conclusion / Final Comments

Conclusion / Final Comments

The evolution of the CUA and the Technological University process is dynamic, so estimates of activity and expenditure for 2019 and 2020 have potential to change in any future funding rounds.

APPENDIX 6

**MoU Between
Ulster University, LYIT, NW
Regional College and Donegal
ETB**



MEMORANDUM OF UNDERSTANDING

between

ULSTER UNIVERSITY

and

LETTERKENNY INSTITUTE OF TECHNOLOGY

and

NORTH WEST REGIONAL COLLEGE

and

DONEGAL EDUCATION AND TRAINING BOARD

with a view to establishing a

STRATEGIC ALLIANCE

for the purposes of supporting long-term growth outcomes for the North West City Region aligned with the work of the North West Strategic Growth Partnership

Context and Strategic Assumptions Underpinning this Memorandum of Understanding

PREAMBLE

This Memorandum of Understanding (MOU) is entered into by and between Ulster University, with a registered address at Cromore Road, Coleraine, BT52 1SA; Letterkenny Institute of Technology with a registered address at Port Road, Letterkenny, Co Donegal; North West Regional College with a registered address at Strand Road, Derry, BT48 7AL; and Donegal Education and Training Board with a registered address at Ard O'Donnell, Letterkenny, Co. Donegal.

Ulster University, Letterkenny Institute of Technology, North West Regional College and Donegal Education and Training Board are referred to collectively as the "Parties" or individually as "Party".

Whereas:

(a) Ulster University (UU)

As Northern Ireland's civic university, Ulster University is grounded in the heart of the community and strives to make a lasting contribution to society as a whole. Renowned for its world-class teaching, Ulster aims to transform lives, stretch minds and develop the skills required by a growing economy.

(b) Letterkenny Institute for Technology (LYIT)

LYIT attracts a mix of 4,000 students both from the local area and from across the globe. Modern integrated campuses in Letterkenny and Killybegs encourage strong academic learning and career-focused practical experience.

(c) North West Regional College (NWRC)

The North West Regional College is the largest provider of professional and technical education and training across the city region with some 15,000 full-time and part-time enrolments.

(d) Donegal Education and Training Board (ETB)

Donegal ETB is the county's largest provider of a broad range of educational services including adult and further education and training services (12,000 full-time and part-time learners); 15 post primary schools and colleges (5000+ students); Outdoor Education & Training; Music Education; and co-ordination of Youth Service provision.

Purpose and Context

This MOU builds on previous work undertaken between the partners to support regional growth through delivering on the higher further education needs of the North West, and added value approaches to education, training, innovation and R&D in the context of the North West City Region and its global position.

The purpose of this Memorandum of Understanding (MOU) between Ulster University, Letterkenny Institute of Technology, North West Regional College and Donegal Education and Training Board is to further develop and consolidate existing collaboration between the institutions which cements the civic and economic role of these four institutions within the context of the emerging Regional Growth model for the North West City Region. The MOU represents an articulation of the role of its partners as anchors for growth within the North West City Region place-based leadership model, which is driving a long-term and ambitious agenda for the region with global, national and regional reach and impact. Additionally, the MOU provides a mechanism for both governments to engage with the institutions to deliver on our shared further and higher educational ambitions and commitments.

The North West City Region growth agenda has been firmly established through the North West Strategic Growth Partnership (NWSGP) and associated structures. The NWSGP has been co-designed and agreed by local and central government in both jurisdictions as the vehicle for co-ordinating and influencing all aspects of future growth of the North West City Region and is the endorsed mechanism (via the North South Ministerial Council) for senior central government officials and their Departments to engage with the North West City Region on collaborative approaches to growth. Approaches to advance the regional growth agenda include the interjurisdictional alignment of core resources across domestic Government functions with the growth priorities of the region, as consistent with the previous objectives of the North West Gateway Initiative.

This MOU recognises that the North West Strategic Growth Partnership and its constituent members across both administrations on the island of Ireland are committed to a cross-cutting regional growth agenda aligned to outcomes linked to **three regional growth pillars as outlined in the North West Strategic Growth Plan:**

- Regional Economic Growth and Investment;
- Regional Physical and Environmental Development;
- Regional Social and Community Cohesion and Well-Being.

Consistent with the idea of Civic Universities and their role as anchors of Smart Regions, it is acknowledged that strategic collaboration among the higher and further education partners to this MOU has a significant role to play in the advancement of the North West City Region growth agenda across all three pillars and that investments in higher and further education can achieve added value and

release potential in both jurisdictions. The partners to this MOU recognise that the North West Strategic Growth Plan highlights areas of regional growth where education, training and research have a key role. These are areas which the MOU partners already support individually, and they relate to Job creation, growth and inward investment, Skills and Training, Tourism, Energy/Renewables/Green Infrastructure, Regional Connectivity and Health. This MOU is designed to promote strategic collaboration on a basis of complementarity, adding value and further coherent linkage to the overarching regional growth priorities of the North West Strategic Growth Partnership. For education providers these relate to the provision of progressive education and training pathways and industry links for those studying and working in the region into the future, and addressing the role of education in the attainment of City Region growth goals.

The NWSGP and its associated processes and arrangements are a value-adding place-based leadership model for a cross-border functional territory in delivering on key aspects of the Northern Ireland Regional Economic Strategy, the Northern Ireland Regional Development Strategy, the Irish National Planning Framework, the Irish National Skills Strategy and the Irish National Enterprise Strategy, as well as the specific Higher Education policy drivers.

From the present day, this MOU builds on the body of collaborative work between these institutions which has developed organically over time. In its contemporary context, the model of co-operation in this MOU allows its partners to work together as 'anchors' of the economy of the region. This model also aligns with the well-established acknowledgement within EU Regional, Higher and Further Education Policies of the link between research, education, workforce development and economic competitiveness, and the role of higher and further education institutions in territorial co-operation – the latter being an established and acknowledged significant driver of European cohesion across both internal and external EU boundaries.

This MOU will therefore also support activity which can enable delivery, in a value-adding context, of the following strategic outcomes which are cited in the Irish Higher Education Strategy:

- Better planning and organisation of programmes, allowing for differentiated offerings;
- Greater impact through pooling of effort and development of shared services;
- More explicit attention to student pathways and progression; and
- A coordinated approach to enterprise and other stakeholders at regional level.

Additionally, the MOU supports work which can contribute to the following outcomes of the Higher Education Strategy for Northern Ireland:

- Facilitate cross-border student mobility;
- Reduce the obstacles to student mobility between North and South;

- Pursue collaboration that is beneficial to the institutions involved and for students; and
- Facilitate cross-border cooperation in teaching and learning, particularly where it is geographically advantageous.

The MOU supports work which can contribute to the following outcome of the Irish Further Education & Training (FET) Strategy:

- Provide effective progression pathways for FET graduates to higher education
- Install an appropriate advisory infrastructure to ensure the relevant provision is informed directly by employers and reflects/responds to emerging labour market challenges

Strategic Alliance: Cross-border Further and Higher Education Cluster

The North West City Region is the fourth largest urban agglomeration on the island of Ireland, and the third largest which is impacted by and referenced in the Irish National Planning Framework. This imperative to develop the Higher and Further Education provision of the North West in support of enhanced economic development provides the impetus for a significant alliance between Ulster University, Letterkenny Institute of Technology, North West Regional College and Donegal Education and Training Board. This alliance – known as the Cross-border Further and Higher Education Cluster – will develop education, research and innovation foundations for this North West region. The four institutions who are party to this MOU fully support a regional growth agenda aimed at releasing the full potential of the region within an ambitious, asset-based culture of collaboration for long-term outcomes. This regional growth agenda moves beyond a deficit-based analysis of regional needs and is focused on a co-ordinated place-based leadership model to underpin creative and innovative approaches to maximising the future and emerging potential of the North West City Region as a functioning economic region which offers global opportunities and quality of life to those who live, work and invest in the region.

The Cross-border Further and Higher Education Cluster wishes to build on existing collaborative relationships and progress shared objectives within a formally-expressed strategic alliance.

In the first instance and in keeping with the work of the Higher Education Clusters in the Republic of Ireland, the Cross-border Cluster will focus on programme mapping and student pathways and progression.

The resulting synergies in the strategic co-development of further and higher education have the potential to rebalance the regional economies as conveyed in the Irish Government Strategy for Regional Clusters, and as articulated in the HEA Landscape Document. Ultimately this alliance will enable the institutions to widen the access opportunities for the population of the North West Region and ensure that they play a co-ordinated role in economic development.

The Institutions within the regional cluster will co-operate to:

- Respond to the needs of all stakeholders including those in the region
- Design and deliver new courses and programmes that support economic and social development in the North West region
- Deliver economy and efficiency in the provision of programmes of teaching and research
- Share staff and facilities where appropriate
- Facilitate student mobility and progression pathways

- Encourage widening participation and access by non-traditional and part-time students
- Support teaching and learning, including on-line and blended learning programmes
- Protect, preserve and enhance the distinctive linguistic culture and heritage of the region in a context of international diversity and opportunity
- Enhance technology transfer and intellectual property protection
- Market programmes to international students
- Support joint procurement and shared corporate services

The purpose of this Memorandum of Understanding is to provide a framework for a strategic alliance between the parties by setting out those areas where all four institutions have agreed to work together.

Areas of Collaboration

A. Teaching and Learning

- Defined Access, Transfer and Progression opportunities among all Institutions
- Recognition of relevant Quality Assurance Procedures and Standards (where national contexts allow).
- Sharing of best practice in Teaching & Learning
- Flexible Delivery
- Development of Work Placement Programmes

B. Research

- Further development of existing research partnerships whilst exploring the potential for new partnerships
- Enhanced structured graduate education and research supervisory training programmes through joint provision
- Joint cross border, national and international research funding submissions
- Formation of Joint Research Clusters and Centres
- Joint research dissemination and outreach activities

C. Community Engagement

- Joint community engagement initiatives to include civic, social, cultural and public events
- Joint development of performance indicators for community engagement

D. Enterprise, Innovation and Technology Transfer

- Further development of the regional approach to entrepreneurship and innovation
- Development of Centre(s) of Excellence in Enterprise, Innovation and Technology Transfer
- Provision of an enhanced knowledge base to support regional innovation.
- Positive impact on Foreign Direct Investment in the region

E. Internationalisation

- Actively promoting a culture of internationalisation within and across the institutions
- Marketing to and recruitment of International Students
- Development of Transnational Quality Assurance Policies
- Facilitation of Staff and Student Exchange
- Opportunities for co-operation with higher and further education institutions

Scope

This MOU articulates the intentions of the Parties to work cooperatively and does not create any legally binding commitments. Should the Parties agree at any stage

to undertake specific joint projects that are legally binding they shall conclude separate written agreements to govern the specific project or collaboration.

Financial Provisions

The Parties understand that any/all financial arrangements which may arise out of this memorandum will be separately negotiated by the Parties and will depend on the availability of funds.

Contact Name/Point of Contact

Each Party agrees that for the purposes of this MOU, a member of staff has been designated to act as Point of Contact for any queries in respect of the MOU.

For UU, the name and contact details for the designated person is:

Dr Malachy Ó Néill
Provost, Magee Campus
Northland Road
Derry~Londonderry
BT48 7JL

For LYIT, the name and contact details for the designated person is:

Paul Hannigan
President
Letterkenny Institute of Technology
Port Road
Letterkenny
Co Donegal

For NWRC, the name and contact details for the designated person is:

Leo Murphy
Principal & Chief Executive
North West Regional College
Strand Road
Derry~Londonderry
BT48 7AL

For Donegal Education and Training Board, the name and contact details for the designated person is:

Anne McHugh
Chief Executive
Donegal ETB
Ard O'Donnell
Letterkenny
Co. Donegal

Confidential Information

The Parties agree that no confidential or proprietary information shall be shared in any collaboration under this MOU. If a Party wishes to disclose information it considers to be confidential or proprietary it shall only do so after a written confidentiality agreement has been entered into with the other Party or Parties.

Intellectual Property

Treatment of Intellectual Property rights, where developed through a collaboration under this MOU, shall be determined by the Parties concerned through negotiation, having due regard to their respective policies and regulations as to ownership and exploitation. The agreed negotiated terms shall be covered in separate written agreements between the Parties.

Publicity/Publications

No Party shall use the name of any other Party in any advertising, promotional or similar materials without the express written permission of the other Party (Parties). The Parties agree to coordinate all public announcements regarding the activities provided for under this MOU.

Amendments

This MOU may be amended or modified by the written agreement signed by the representative of each Party.

Dispute Resolution

In the event of any dispute arising in respect of any provision of this MOU the Parties shall make every reasonable effort to resolve all issues fairly by negotiation.

Any dispute which cannot be settled amicably shall be referred to the Presidents or their designees who will meet as often, for a duration and as promptly as the Parties in question reasonably deem necessary to discuss and negotiate in good faith to resolve the dispute.

Any legal proceedings arising from a dispute will be conducted in accordance with the laws of both jurisdictions as appropriate.

Term

This MOU shall be effective from the XX, 2018 and shall continue in force for a period of five years (the Term).

Any extension of the Term shall be subject to the mutual written agreement of the Parties.

Termination

The Agreement may be terminated by a Party upon six months' advance written notice. In the event of the early termination of the MOU, each Party will assume responsibility for its residual obligations to students who have yet to complete any programme of study. This may include providing the necessary support to enable students to complete the programme of study within a reasonable period of time.

Disclaimer and Status of the Parties

The relationship of the Parties to each other is that of independent and autonomous organisations. Nothing in this MOU shall be construed to create any partnership or joint venture between the Parties. Nothing in this MOU restricts the right of any Party to enter into agreements with other organisations or entities for any purpose.

Approval

Signed on behalf of Ulster University

**Professor Paddy Nixon
Vice-Chancellor & President
Ulster University**

Date

Signed on behalf of Letterkenny Institute of Technology

**Mr Paul Hannigan
President
Letterkenny Institute of Technology**

Date

Signed on behalf of North West Regional College

**Mr Leo Murphy
Principal & Chief Executive
CEO
North West Regional College**

Date

Signed on behalf of Donegal ETB

**Anne McHugh
Chief Executive
Donegal ETB**

Date

APPENDIX 7

**Joint HEA Landscape
Submission**
LYIT
Ulster University
Donegal ETB
NW Regional College



Support for higher education landscape reforms

Project Application & Plan 2018

Including Planned Activity & Outcomes

Cross-border FE and HE Partnership

*Letterkenny Institute of Technology
Ulster University
North West Regional College
Donegal Education and Training Board*

Notes

Scope of the Fund

The National Strategy for Higher Education provides for substantial changes to the landscape of Irish higher education.

The HEA, with the support of the Department of Education and Skills, recognises that such reforms carry some additional costs and has provided for a fund to support HEIs with these costs. The fund is not expected to be able to cover all costs arising, but to make a contribution to those costs.

The HEA is now inviting submissions for funding support in respect of the costs arising from landscape reform as part of the implementation of the National Strategy for Higher Education. The total funding available under this call is c. €12M (including c.€10M funding from the Department of Education and Skills in support of Technological University development).

Completing Template

Do not leave any questions or sections blank. If a question / section is not applicable to a specific project, insert 'N/A' or 'N/A at this time'.

Submission Format

Submissions should be received by the HEA in electronic format before **5pm, Thursday 26th April 2018** (sfitzgerald@hea.ie). A signed / hard copy is not required.

PDF Files

PDF files must be accompanied by a readable/editable duplicate in Microsoft Word. We also request that the format specified be maintained as much as possible. Please expand tables as necessary.

Abstract

The abstract should, at a glance, provide the reader with a clear understanding of the project. This summary may be used as a short description for additional purposes related to the landscape reform programme and may be made available in the public domain. It must therefore be short and precise and should not contain confidential information. Please limit the abstract to 300 words.

PROJECT DETAILS

Project Information:	
Project Title:	Cross-border FE and HE Partnership
Project abstract:	<p>The Project Ireland 2040 National Planning Framework (NPF) has identified the key role that Letterkenny and Donegal must play in more balanced regional development:</p> <p>The NPF further sets out a vision for the North West City Region as: "Addressing enhanced connectivity is a priority for this regional area as well as enabling growth and competitiveness to support the strong links that exist between Letterkenny and Northern Ireland. While a co-ordinated strategy exists through the North-West Growth Partnership, there is scope to further reflect this approach in a regional and local spatial planning context to ensure that Letterkenny and environs has the capacity to grow sustainably and secure investment in the context of the cross-border North-West Gateway Initiative." (p. 39)</p> <p>The National Development Plan (2018-27) also details this strong commitment within Government to the North West border region:</p> <p><i>Investing in the Border Region</i> <i>The National Development Plan represents a particular step change for the northern part of the island of Ireland, including the border counties and the North-West. As set out in the NPF, the Government wants to work with the Northern Ireland authorities across three main dimensions:</i></p> <ul style="list-style-type: none"> ▪ <i>working together for economic advantage;</i> ▪ <i>co-ordination of infrastructure investment; and</i> ▪ <i>managing our shared environment.</i> (p.29) <p>On 23 February 2018 the North West Strategic Growth Partnership, in partnership with the Higher and Further Education and Training Institutions of the North West City Region, announced a new agreement in education, training and innovation for the North West City region. The agreement is the result of years of successful collaborative working amongst the four education sector providers – Letterkenny Institute for Technology (LYIT), the Ulster University (UU), North West Regional College (NWRC) and Donegal Education and Training Board (DETb) - with the aim of improving access to higher and further level education and</p>

	<p>training to students living and studying in the North West City region.</p> <p>The Minister for Education and Skills Richard Bruton T.D. endorsed this historic agreement saying:</p> <p>“Today’s announcement is a fantastic development for the North West region. This new partnership will greatly enhance collaboration between the education and training providers in key areas such as research, innovation and education and training”.</p> <p>This proposal is also aligned with the National Strategy for Higher Education to 2030 (January 2011) in respect of cross-border collaboration and regional development:</p> <p><i>Collaboration across the system nationally will also continue to be encouraged, focusing on areas where there is potential to build national scale and strength. There is also significant potential for institutional collaboration on a North-South basis to advance cross-border regional development and strategically advance Irish higher education on an all-island basis.</i></p>
Please provide a contact person for all project report queries:	
Name:	Paul Hannigan
Job title:	President
Office:	President
Email address:	Paul.hannigan@lyit.ie
Contact number:	074 9186012
Submitted by:	
	(if different from above)
Name:	Helen McNelis
Job title:	President's Secretary
Signed:	
Date:	26 April 2018

1.) Project Objectives and Implementation Plan

	(a) Project objective(s)	(b) Short Description	(c) Timescale	(d) Outcomes /targets	(e) Key Milestones
1	Cluster Office	Establish a functioning regional cluster for this important cross-border region.	Sep 2018 – Aug 2019	Identification of key staff across the partners. Formation of a network of working groups.	Appointment of Co-ordinator.
2	Matrix of provision	Develop a matrix of course provision at undergraduate and postgraduate level across the partner institutions mapping common areas, specialist areas and progression opportunities.	Sep 2018 – Jan 2019	Develop a coding system to characterise existing provision. Summarise existing provision. Establish progression opportunities within the region.	Partners agreeing a model for presenting the matrix of programme provision. Final agreed matrix.
3	Non-traditional students	Identify new entry routes for non-traditional students to full-time and part-time programmes.	Oct 2018 – Mar 2019	Gap analysis of existing provision. Develop an initial list for consideration at the Steering Group. Further development on areas with significant potential.	List of new entry routes supported via a brief business case detailing the anticipated collaboration elements.

4	Coordinated Academic Plan	Develop a Coordinated Academic Plan that exploits opportunities for collaboration and enhancement aimed at enhanced study pathways for students in the region.	Jan 2019 – Sep 2019	<p>Initial list of priorities agreed by the partners.</p> <p>Full list of added value activity for inclusion in the Academic Plan agreed by the partners.</p> <p>Format for Academic Plan agreed by partners.</p>	<p>Overview of Academic Plan drafted for the Steering Group.</p> <p>Final Academic Plan endorsed by the partners.</p>
5	Regional FE/HE Prospectus	Develop a regional FE/HE Prospectus that clearly articulates the study pathways for prospective students in the region.	Mar 2019 – Sep 2019	<p>Initial agreement with the partners on the outline form for the prospectus.</p> <p>Capture profiles for each of the programmes.</p> <p>Agree with the partners how each programme is portrayed.</p> <p>Agree transfer and progression opportunities for identified programmes.</p>	<p>Agree a profile for a sample of programmes for each partner.</p> <p>Establish transfer and progression opportunities.</p> <p>Final agreement of Region Prospectus 2019-2020</p>

				Identify a list of further transfer and progression opportunities that require additional work.	
6	Enterprise Engagement	Review current enterprise engagement activities across the partner institutions to identify opportunities for collaboration.	Sep 2018 – Aug 2019	<p>Examination of national/regional policy documents relevant to enterprise engagement.</p> <p>Profile enterprise engagement activities of the partners.</p> <p>Engage with relevant bodies to identify areas where the partners could provide enhanced supports.</p> <p>Examine the needs of regional enterprises as part of a gap analysis.</p> <p>Outline a plan for an enhanced enterprise engagement supports for the region.</p>	<p>Completion of a profile of all enterprise engagement activities of the partners.</p> <p>Steering group agree the plan for delivering enhanced enterprise support for the North West City Region.</p>

7	Inward investment	<p>Examine opportunities through the partnership that would make the region more attractive to inward investment in key growth areas.</p>	<p>Sep 2018 – Aug 2019</p>	<p>Develop a profile of the region addressing the workforce and the skills needs of the region.</p> <p>Examine current programme provision and research activity against existing and future skills needs of employers.</p> <p>Review best practice approaches for transforming a region for the challenges of the knowledge economy.</p> <p>Develop an education plan that will aid the region in attracting inward investment.</p>	<p>Publication of a regional skills profile and a regional skills needs report, working closely with the North West Regional Skills Forum.</p> <p>Development of a plan including a gap analysis of activities required to attract additional inward investment.</p>
<i>Add additional (7+) 'project objective' rows above if required.</i>					

2.) Project Financial Plan

Table 1a: Costs to date – annual summary

Report Date:	Direct Costs:	Indirect Costs (management, oversight, etc.):	Total Project Costs:	HEI Matched Funding:	HEA Contribution:	Project Surplus / Shortfall
Year end 2014	€0	€0	€0	€0	€0	€0
Year end 2015	€0	€0	€0	€0	€0	€0
Year end 2016	€0	€0	€0	€0	€0	€0
Year end 2017	€0	€0	€0	€0	€0	€0

2). Project Financial Plan (up to 2017)

Table 1b: Costs to date – detailed breakdown by cost centre – Total to end 2017

<u>(a) Cost Centre</u>	<u>Project objective (1)</u>	<u>Project objective (2)</u>	<u>Project objective (3)</u>	<u>Project objective (4)</u>	<u>Project objective (5)</u>	<u>Project objective (6)</u>	<u>Project objective (7)</u>
Academic Affairs	0	0	0	0	0	0	0
Student Administration and Support	0	0	0	0	0	0	0
Research	0	0	0	0	0	0	0
Engagement	0	0	0	0	0	0	0
Corporate Affairs	0	0	0	0	0	0	0
IT & Communications	0	0	0	0	0	0	0
Programme & Change Management	0	0	0	0	0	0	0
Engagement & Communication	0	0	0	0	0	0	0
Total Direct Costs	0						
Contingency	0	0	0	0	0	0	0
Grand Total	0						
Institutional Matched Funding	0	0	0	0	0	0	0
HEA Contribution Sought	0	0	0	0	0	0	0

2). Project Financial Plan (2018)

Table 2b: Expected Costs (2018)

<u>(a) Cost Centre</u>	<u>Objective (1)</u> Cluster Office (€000's)	<u>Objective (2)</u> Matrix of provision (€000's)	<u>Objective (3)</u> Non-traditional students (€000's)	<u>Objective (4)</u> Coordinated Academic Plan (€000's)	<u>Objective (5)</u> Regional FE/HE Prospectus (€000's)	<u>Objective (6)</u> Enterprise Engagement (€000's)	<u>Objective (7)</u> Inward investment (€000's)
Academic Affairs	70	0	0	40	0	0	0
Student Administration and Support	0	0	0	30	50	0	0
Research	0	0	0	0	0	0	0
Engagement	0	30	0	10	0	40	40
Corporate Affairs	10	0	0	0	0	0	10
IT & Communications	0	0	0	0	0	0	0
Programme & Change Management	0	0	60	0	40	0	0
Engagement & Communication	0	0	10	0	10	30	20
Total Direct Costs	80	30	70	80	100	70	70
Contingency	0	0	0	0	0	0	0
Grand Total	80	30	70	80	100	70	70
Institutional Matched Funding	40	15	35	40	50	35	35
HEA Contribution Sought	40	15	35	40	50	35	35

2). Project Financial Plan (2019)

Table 2c: Expected Future Costs (2019)

<u>(a) Cost Centre</u>	<u>Project objective (1)</u> (€000's)	<u>Project objective (2)</u> (€000's)	<u>Project objective (3)</u> (€000's)	<u>Project objective (4)</u> (€000's)	<u>Project objective (5)</u> (€000's)	<u>Project objective (6)</u> (€000's)	<u>Project objective (7)</u> (€000's)
Academic Affairs	70	0	0	40	0	0	0
Student Administration and Support	0	0	0	30	50	0	0
Research	0	0	0	0	0	0	0
Engagement	0	30	0	10	0	40	40
Corporate Affairs	10	0	0	0	0	0	10
IT & Communications	0	0	0	0	0	0	0
Programme & Change Management	0	0	60	0	40	0	0
Engagement & Communication	0	0	10	0	10	30	20
Total Direct Costs	80	30	70	80	100	70	70
Contingency	0	0	0	0	0	0	0
Grand Total	80	30	70	80	100	70	70
Institutional Matched Funding	40	15	35	40	50	35	35
HEA Contribution Sought	40	15	35	40	50	35	35

Duplicate this table to add additional (7+) 'project objective' columns if required

2). Project Financial Plan (2020)

Table 2c: Expected Future Costs (2020)

<u>(a) Cost Centre</u>	<u>Project objective (1)</u> (€000's)	<u>Project objective (2)</u> (€000's)	<u>Project objective (3)</u> (€000's)	<u>Project objective (4)</u> (€000's)	<u>Project objective (5)</u> (€000's)	<u>Project objective (6)</u> (€000's)	<u>Project objective (7)</u> (€000's)
Academic Affairs	70	0	0	40	0	0	0
Student Administration and Support	0	0	0	30	50	0	0
Research	0	0	0	0	0	0	0
Engagement	0	30	0	10	0	40	40
Corporate Affairs	10	0	0	0	0	0	10
IT & Communications	0	0	0	0	0	0	0
Programme & Change Management	0	0	60	0	40	0	0
Engagement & Communication	0	0	10	0	10	30	20
Total Direct Costs	80	30	70	80	100	70	70
Contingency	0	0	0	0	0	0	0
Grand Total	80	30	70	80	100	70	70
Institutional Matched Funding	40	15	35	40	50	35	35
HEA Contribution Sought	40	15	35	40	50	35	35

Duplicate this table to add additional (7+) 'project objective' columns if required

3.) Conclusion / Final Comments

Conclusion / Final Comments
<p><i>The Project</i></p> <p>The North West Strategic Growth Plan identifies that for the North West ‘to remain competitive and at the cutting-edge, the education partners must increasingly collaborate and adopt a joined-up approach to attract students to their campuses’.</p> <p>The timely, formal strategic alliance between the four partners provides an ideal conduit for a collaborative project which will harness the breadth of partners’ programmes and facilitate development of shared services; boost the economy of the North West region; strengthen the local skills-base; and block the brain-drain of students leaving the area for what they perceive are better opportunities elsewhere.</p> <p>The North West City Region is the fourth largest urban agglomeration on the island of Ireland, and the third largest which is impacted by and referenced in the Irish National Planning Framework. This imperative to develop the Higher and Further Education provision of the North West in support of enhanced economic development provides the impetus for a significant alliance between Letterkenny Institute of Technology, Ulster University, North West Regional College and Donegal Education and Training Board. This alliance – known as the Cross-border Further and Higher Education Cluster – will develop education, research and innovation foundations for this North West region. The four institutions fully support a regional growth agenda aimed at releasing the full potential of the region within an ambitious, asset-based culture of collaboration for long-term outcomes. This regional growth agenda moves beyond a deficit-based analysis of regional needs and is focused on a co-ordinated place-based leadership model to underpin creative and innovative approaches to maximising the future and emerging potential of the North West City Region as a functioning economic region which offers global opportunities and quality of life to those who live, work and invest in the region.</p> <p>The Cross-border Further and Higher Education Cluster wishes to build on existing collaborative relationships and progress shared objectives within a formally-expressed strategic alliance.</p> <p>In the first instance and in keeping with the work of the Higher Education Clusters in the Republic of Ireland, the Cross-border Cluster will focus on programme mapping and student pathways and progression. The resulting synergies in the strategic co-development of further and higher education have the potential to rebalance the regional economies as conveyed in the Irish Government Strategy for Regional Clusters, and as articulated in the HEA Landscape Document. Ultimately this alliance will enable the institutions to widen the access opportunities for the population of the North West Region and ensure that they play a co-ordinated role in economic development.</p>

In addition, the Institutions within the regional cluster will co-operate to:

- Respond to the needs of all stakeholders including those in the region
- Deliver economy and efficiency in the provision of programmes of teaching and research
- Share staff and facilities where appropriate
- Facilitate student mobility and progression pathways
- Encourage widening participation and access by non-traditional and part-time students
- Support teaching and learning, including on-line and blended learning programmes
- Protect, preserve and enhance the distinctive linguistic culture and heritage of the region in a context of international diversity and opportunity
- Enhance technology transfer and intellectual property protection
- Market programmes to international students
- Support joint procurement and shared corporate services

This proposal is also aligned with the National Strategy for Higher Education to 2030 (January 2011) in respect of cross-border collaboration and regional development:

Collaboration across the system nationally will also continue to be encouraged, focusing on areas where there is potential to build national scale and strength. There is also significant potential for institutional collaboration on a North-South basis to advance cross-border regional development and strategically advance Irish higher education on an all-island basis.

Specifically, in relation to mergers and alliances the national strategy states:

Alliances or mergers within the institute of technology sector on the one hand and within the university sector on the other will be supported where they can deliver greater institutional quality. However, formal mergers between institutes of technology and universities should not in general be considered: this would be more likely to dilute the diversity of the system. Instead, universities and institutes of technology should work together as distinct and complementary parts of the regional clusters described above. An exception would be the formation of alliances on a cross- border basis. These would be potentially very exciting and creative ways to align the higher education resources of those regions with the needs of students, enterprise and other stakeholders and should be encouraged where possible.

This formal alliance commits the project partners to:

Supporting activity which can enable delivery, in a value-adding context, of the following strategic outcomes which are cited in the Irish Higher Education Strategy:

- Better planning and organisation of programmes, allowing for differentiated offerings;
- Greater impact through pooling of effort and development of shared services;
- More explicit attention to student pathways and progression; and
- A coordinated approach to enterprise and other stakeholders at regional level.

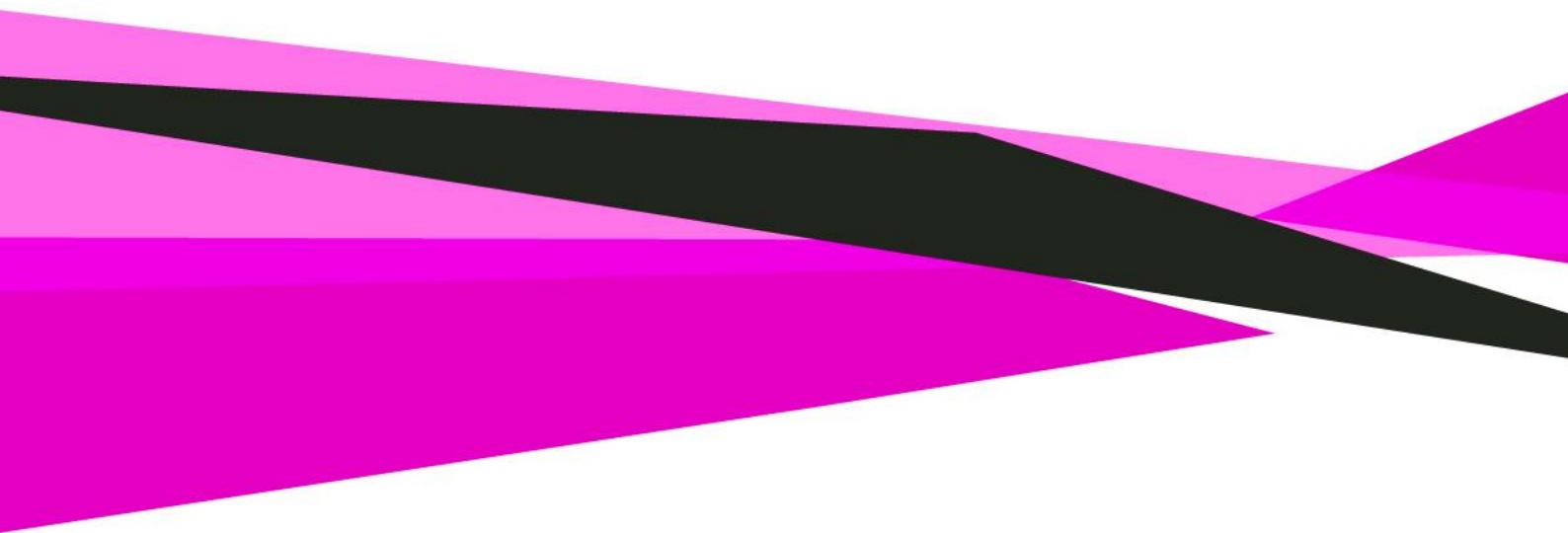
Additionally, the agreement supports work which can contribute to the following outcomes of the Higher Education Strategy for Northern Ireland:

- Facilitate cross-border student mobility;
- Reduce the obstacles to student mobility between North and South;
- Pursue collaboration that is beneficial to the institutions involved and for students; and
- Facilitate cross-border cooperation in teaching and learning, particularly where it is geographically advantageous.

This partnership will greatly enhance collaboration between the education and training providers in key areas such as research, innovation and education and training, particularly within the challenging context of ‘Brexit’. The project partners are committed to active collaboration with Donegal County Council and Derry City and Strabane District Council in developing new collaborative cross-border arrangements to promote the regional development work of the North West Gateway Initiative.

APPENDIX 8

All Island Dialogue Schedule



	All-Island Civic Dialogue on Brexit: Fourth Plenary Session Dundalk Institute of Technology 30 April 2018
9.45 – 9.50	Welcome by the Chair, Tom Arnold
9:50 – 10.00	Welcome statement from An Taoiseach Leo Varadkar T.D.
10.00 – 10.45	Contributions from political parties
10.45 – 11.30	The Brexit Negotiations: State of play and future direction Michel Barnier, introduced by the Tánaiste and Minister for Foreign Affairs and Trade, Simon Coveney T.D. Moderator: Áine Lawlor
11.30 – 12.00	Coffee break
12.00 – 12:50	Looking to the post-Brexit Future – A Youth Perspective
12.50 – 14.20	Lunch
14.20 – 15.35	Parallel Breakout Panel Discussions Looking to the post-Brexit Future – A Business Perspective Looking to the post-Brexit Future – A Civil Society Perspective
15:35 – 15:50	Coffee break
15.50 – 16.10	Wrap-up Plenary: Panel discussion with moderators from each panel, Q&A
16.10 – 16.20	Closing remarks by the Tánaiste and Minister for Foreign Affairs and Trade, Simon Coveney T.D.

APPENDIX 9

**Catalyst Inc.
Education 4IRC**

4IRC Education: Do we need to change the way we teach? - 10th April 2018, Blackbox, Belfast, 5.30-7.45pm

Time	Action	Who or Speaker
4pm	Prep of room	Jessica and Connect team
	Doors open & registration	Connect team & Shapers
5.15pm	Speakers arrive and quick run-through with Jessica/Emer	
5.30pm	Food & drinks available	
	Networking	Shapers & Connect team
5.50pm	Audience to take their seats	
5.50pm	Event starts	
5.55pm	Welcome	
5.55pm	Intro to the evenings proceedings	Emer Maguire host
6.05pm	TEDx style talk from Ms Elizabeth Huddleson, Principal Bangor Grammar	
6.15pm	TEDx style talk from Andrew Douglas, Edu Manager CCEA	
6.25pm	TEDx style talk from Paul Hannigan, President LYIT	
6.35pm	Audience engagement piece	Emer to intro what happens
7pm	Panel All speakers to re-join for panel alongside Mark Nagurski, Makematic, Stephanie Gowdy, PwC & Ged McBreen, Komodo	Emer
7pm	Panel begins – feedback from audience piece and questions from the floor	Emer
7.30pm	End of panel and launch new debate & feedback forms	Emer will announce next debate Feedback forms
7.40pm	Thanks and close	Emer



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