



**lyit**

**Institiúid Teicneolaíochta Leitir Ceannainn**  
Letterkenny Institute of Technology

**Response to Institutional Review 2018/19**

**Follow-up Report and Implementation Plan**

**September 2019**

## **1. Introduction**

LYIT welcomes the report from the Review Team. LYIT's engagement with the Institutional Review process facilitated an opportunity to evaluate:

1. The quality of our provision of education, training and research.
2. The effectiveness of our ongoing monitoring and review activities.

Our engagement with QQI was a positive experience and we would like to acknowledge the proactive and positive engagement by the Review Team with our staff, learners and stakeholders.

The recommendations of the Institutional Review are constructive and timely and will support our continued development. LYIT welcomes the commendations of the panel, which provide assurance that we are fulfilling our mission and serving our region.

## **2. Internal discussion and dissemination**

Responding to the Institutional Review findings requires LYIT to align our activities so that we achieve inter-disciplinary collaboration and the ongoing development of our institution. Engagement with our staff, students and our stakeholders is a priority. The outcome of the Institutional Review allows us to set priorities; review resource requirements and utilisation; improve operations, set common goals and targets; and establish consensus on intended outcomes/results.

The Institutional Review report was presented at meetings of our: Governing Body; Executive Board; and Academic Council. The office of the President disseminated the report of the Review Team to staff, students and stakeholders.

The review team made the following 11 commendations in subsection 8.2:

- 1) *The Review Team commends the success of LYIT in growing its student numbers and its programme offerings, and for the possibilities of diversifying its income streams this growth has presented during a time of financial challenge.*
- 2) *The Review Team commends both the professional development support provided and the impact that it is having on individual staff in terms of their professional practice and aspirations.*
- 3) *The Review Team commends the clear commitment of staff to LYIT and to its learners and the strong learning community that this commitment creates.*
- 4) *The Review Team commends the availability through the Curve of support for students in core academic skills throughout their studies in the Institute.*
- 5) *The Review Team commends the manner in which the Institute has developed collaborations and partnerships in order to develop its academic profile and capacity.*
- 6) *The Review Team commends LYIT's commitment to the introduction of a Head of Research and Innovation and a Research Office.*
- 7) *The Review Team commends the commitment by LYIT of the time and expertise of its staff to contributing to relevant regional and sectoral enterprise fora.*
- 8) *The Review Team commends LYIT for the strong and effective links it is making with industry and employers which are, in turn, enhancing the student experience.*

- 9) *The Review Team commends the active engagement of LYIT in national quality enhancement initiatives.*
- 10) *The Review Team commends the highly effective and wide range of activities pursued by LYIT to support the access, transfer and progression of students.*
- 11) *The Review Team commends the extent to which all students reported feeling integrated into LYIT and the wider student community.*

### **3. LYIT Response to the Recommendations**

LYIT welcomes the recommendations from the Review Team and has been keen to address these recommendations through the revisions to our Quality Assurance processes and via the implementation of our new strategic plan. *Strategic Plan 2019-2023 LYIT @ 50 – Delivering for Our Students and Our Region* was under development at the time of the visit of the Review Team in April 2018.

Recommendations from this Institutional Review challenge LYIT in terms of more immediate actions, actions to be considered in the medium term, and also in terms of the direction of travel for the Institute up to the next Institutional Review. LYIT sees great merit in addressing these cogent recommendations in a comprehensive way and recognises that recommendations for the medium and longer term require an ongoing commitment to resolve. Given the continuing relevance of these Institutional Review recommendations they will be included as an appendix to the Action Plan for Strategic Plan 2019-2023 and progress will be tracked in the annual Quality Improvement Plan.

Set out below are the 17 recommendations of the Review Team and detailed under each of the recommendations are the actions taken by the Institute to date together with further planned actions.

- 1) *The Review Team recommends that LYIT embraces the opportunity to be more evaluative when developing its next ISER. In doing so, that it reviews the document from an enquiring external perspective i.e., one that seeks to understand why things have happened, what their impact on the institution has been, and how this will inform future activities and strategies.*

LYIT accepted through the self-evaluation for the Institutional Review of the need to make strides in terms of Information and Data Management. This weakness has impacted the Institute's ability to be evaluative and will be addressed through the establishment of the Institutional Research Office.

The Institute routinely uses external experts in important QA processes, such as, new programme development and in terms of the Periodic Programme Evaluation (PPE) to give an important external perspective. External experts have also informed previous Institutional Reviews and it is evident that such an engagement would have been useful in this Institutional Review process.

Completing this new process for the first time gives all parties a better understanding of the methodology and the Institute will have both greater confidence in formulating more self-critical evaluations and a clearer view of how to achieve this in line with the documented process. The Institute

will also embrace the opportunity to be more evaluative when undertaking the next iteration of external reviews, beginning with School Reviews in 2020/21.

- 2) *The Review Team recommends to the Institute that it provides opportunities for all staff to engage in informing the strategy it is currently developing for 2018-2022 as well as for reviewing draft versions of the document.*

A document was circulated to all staff in November 2017 to start engagement on a new strategic plan, this document also referenced the then forthcoming Institutional Review. A set of possible elements for inclusion in the new strategy highlighted Campus Development, Institute Restructuring, Research, Academic Collaboration, Technology, Interdisciplinary Programmes, Regional Development, and Equality and Diversity. In February 2018, a second document was circulated to all staff regarding the development of the new strategy. It was intended that this document would be used as the basis for functional area/ academic school meetings and staff were invited to write directly to the President with ideas for inclusion in the new plan. Activity around the Institutional Review and ongoing reviews in the service areas inhibited this process. This document was examined in a couple of the academic areas at this time and some individual and group responses were received.

Engagement in semester 2 of 2017/18 was not sufficient enough to frame the strategy and the process was recommenced in semester 1 of 2018/19. To aid engagement with the consultation, a substantial number of documents were made available via the Institute's website. Documents were presented in three folders: Irish HE Strategic Plans, LYIT Documents, and National Policy Documents. The LYIT documentation included the submissions as part of the Institutional Review and the Review Teams' Report. Advice was received from the Planning Committee of the Academic Council at this point and questions to frame further consultation meetings were drafted and a member of the strategy group attended each of the meetings that took place in the academic schools and functional areas. It was set out in the documentation circulated that commitments made through both the Institutional Review (including addressing the recommendations) and the HEA Compact would also be reflected in the final document.

The main document included reference to six possible strategic domains: Teaching, Learning & Assessment; Campus Life; Research; Education Partnerships; Regional Engagement; and Institute Capacity. In addition, six possible themes were also suggested: Education for the Future; Unique Student Partnership; Place Making; Collaborative & Connected; Environmental Sustainability; and Equality, Diversity and Inclusion. The final strategy was shaped to a significant extent by the responses/feedback obtained through this consultation process. It is recognised that an enhanced approach to communication is needed in launching the new Strategic Plan.

- 3) *The Review Team recommends that the Institute includes in its QA Handbook a documented procedure for the development of Strategic Plans, which articulates how staff and other stakeholders are systematically included in one or more stages of internal and external consultation on strategic priorities.*

LYIT has included for the first time a Strategic Planning Process in Section 1.5 of Quality Assurance Handbook Version 3.1. The five stages identified in the new Strategic Planning Process are:

#### Stage 1 Environmental Analysis

This stage is informed by a series of focus group sessions with: senior management; a cross-section of staff; students; graduates; and our key stakeholders. During Stage 1 an audit of activity and trends covering our internal and external environments is completed.

#### Stage 2 Future Setting

In Stage 2 an organisational vision and a mission statement that describes the future of the Institute is developed. This stage includes a series of drafts of the Institute's mission and core values. Drafts are developed and refined during consultations with staff, students and stakeholders.

#### Stage 3 Domain Selection

During Stage 3 each of our Schools and Central Services are engaged to identify the key domains within which our organisation will develop and change. The Advisory Group then cross-references the developed list with the analysis from Stage 1 and 2 and creates a final set of domains, priorities and objectives. Drafts are developed and refined during consultations with staff, students and stakeholders.

#### Stage 4 Approval

In stage 4 the Advisory Group works to develop a full draft plan. The plan will be presented at special meetings to: Governing Body; Executive Board; and Academic Council. The draft plan is referred to the relevant sub-committee(s) of Academic Council for review. The Advisory Group disseminate the draft plan to staff, students and stakeholders during a series of interactive seminars. The final version of the Strategic Plan is submitted to the Governing Body for approval.

#### Stage 5 Dissemination and Implementation

The plan once approved by Governing Body is published and the Chair of the Governing Body and the President formally launch the plan at a showcase event. An implementation plan is drafted to ensure that implementation of the strategic plan can be achieved. The President provides regular updates to the Governing Body and Academic Council.

- 4) *The Review Team recommends that LYIT develop a series of sub-strategies and operational plans, each involving input and collaboration across education and training, research, and central support areas, where necessary, in order to develop institute-wide systems to support and manage the implementation of its strategy for 2019-2023.*

LYIT acknowledged through the self-evaluation for the Institutional Review and in the development of Strategic Plan 2019-2023 that our approach to sub-strategies and operational planning needs strengthening. The Institute is particularly committed through the new strategy to multidisciplinary working, recognising that an absence of internal collaboration has impeded progress on strategic initiatives in the past. The Functional Area Plan model adopted to monitor the achievement of Strategic Plan 2014-17 turned out to be overly ambitious and did not easily permit ongoing revision. A better

prioritisation of actions will be undertaken, and these actions will be more closely monitored, via the annual Quality Improvement Plan (see response to recommendation number 12 below).

- 5) *In dialogue with students the Heads of Department were very frequently cited as the default port of call within the Department for all academic and related queries. The Review Team recommends that given the growth and diversification in LYIT's portfolio since 2009, and its continued plans for expansion, LYIT introduces course coordinators.*

Good staff-student relationships and relatively small class sizes have meant that students have not been disadvantaged by not having Course Coordinators up to this point. The Executive Board undertook an initial review of various models for Course Coordination in semester 2 of 2018/19 and further proposals from the Heads of School will be considered by the Executive Board in 2019/20. This is a proposal that will have cost implications and could not have been progressed over the decade running up to the Institutional Review in 2017/18 due to the poor state of Institute finances in that period.

- 6) *The Review Team recommends that the Institute develops a strategy to systematically maximise the benefits to LYIT, and to its learners, of staff undertaking postgraduate study.*

LYIT is supportive of staff undertaking further postgraduate study and staff commitment to postgraduate study has been central to the creation of innovative new programmes and driving research across the Institute. A further positive has been that staff, through this engagement, have helped in the pursuit of the Technological University criteria. However, it is acknowledged that further guidance to staff could ensure that these positive endeavours have even more beneficial outcomes for the staff involved, the students they teach, the research students they supervise, and for the Institute in pursuit of its mission. This will be achieved via the comprehensive Staff Development Plan envisaged in the strategic objective Professional Development of Staff in Strategic Plan 2019-2023 and the new Research Strategy. The forthcoming School Reviews will make explicit how postgraduate work benefits each school and also aligns with school strategic priorities.

- 7) *The Review Team recommends that the Institute identifies how it can enhance opportunities for institution-wide and cross-functional dialogue on issues of common interest or shared responsibility.*

The increasingly complex higher education environment requires a much greater commitment to developing a culture where cross-functional collaboration becomes the norm. Strategic Plan 2019-2023 includes the theme Collaborative and Connected to give greater impetus to this activity at LYIT. Themes are a recognition that some elements are by their nature cross-cutting. Achieving this cultural change will involve a greater range of staff representative fora and improved communications with staff. Cross-functional initiatives have been prioritised in the development of the Institute's new Academic

Programme Plan 2019/20 – 2021/22 and will be articulated in School Reviews which are scheduled to take place in 2020/21.

- 8) *The Review Team recommends that the provision of student supports, including opportunities for social, sport or curricular interactions within the wider student body and across sites, forms an integrated sub-strategy of the Institute to ensure that there is sufficient capacity in these areas to meet continued growth and diversification of the student population.*

LYIT has prided itself, since our inception, on the very strong relationship that all categories of staff enjoy with our student body. To capitalise on this existing strength the Institute adopted Student Partnership as another of the five themes of Strategic Plan 2019-2023. Given that the average length of study has grown significantly in recent years, it is now appropriate that a formal student partnership agreement be framed that places students at the centre of all aspects of Institute activity from planning through to implementation. This initiative will be informed by the Report of the Working Group on Student Engagement in Irish Higher Education (April 2016) and focus on delivering an enhanced student experience.

- 9) *The Review Team recommends that the Institute introduces the Institutional Research Office (central data unit) as a matter of priority, aligns it with its strategy, planning, monitoring, and review activities.*

The commitment to establish an Institutional Research Office was mooted in our self-evaluation as part of the Institutional Review to inform decision-making and planning in areas such as admissions, assessment, enrolment management, facilities utilisation, and alumni relations. A particular objective in relation to the establishment of an Institutional Research Office. This office was initially established in the President's Office last year however this role and a separate Quality Office have been included in Strategic Plan 2019-2023 and these new offices will be fully operational later this academic year.

- 10) *The Review recommends that the Institute, in the context of its next strategic plan, begins to formulate and articulate how it can best capitalise on the opportunities that a future designation of Technological University might represent for the institute, its staff, students and community.*

LYIT's involvement in the Connacht-Ulster Alliance (CUA) to pursue Technological University (TU) designation is premised on enhancing student opportunities and the positive social, cultural and economic impact the Institute can have on the region we serve. Through Strategic Plan 2019-2023, LYIT has aligned the strategic objectives of the Institute with its future as a constituent university college in a Technological University. In particular, Section 9 of the Technological Universities Act 2018 sets out the functions of a TU and these functions have been assimilated into the objectives in Strategic Plan 2019-2023. The CUA Project Manager completed the first stage in the CUA

communication and consultation strategy in the second semester of 2018/19. The Planning Committee of Academic Council will consider opportunities for improved communication of on-going TU matters.

- 11) *The Review Team recommends to the Institute that it articulates, from a strategic standpoint, the criteria that it will apply when choosing to engage in further collaborative partnerships.*

Collaboration has proved very beneficial to LYIT and has been important for the Institute in more effectively supporting regional development. Collaboration has also facilitated academic staff to engage in national and internationally significant research projects. Collaboration is key to attracting and retaining high quality staff and infusing our teaching and research with contemporary and innovative methods. As Collaborative and Connected is an identified theme in the new strategy the Institute is committed to detailing the principles that will inform the appropriateness of any proposed new strategic partnerships. The Vice-President for Academic Affairs and Registrar will lead the Executive Board's evaluation of potential academic collaborative partners and ensure that there is a due diligence examination (by a Due Diligence Committee of Executive Board) of potential partners. The Vice-President for Research, Equality and External Affairs will lead the Executive Board's evaluation of potential research collaborative partners.

The Irish Higher Education Quality Network (IHEQN) Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions (2015) is important in relation to international programme collaborations. The Institute will engage in a collaborative programme where the collaboration has the potential to enrich provision, to the advantage of learners, in a way that the Institute could not achieve on its own. Collaborative programme provision will be strategic in nature and in the main build on the Institute's collaborative history and the existing agreements in place with partner institutions.

- 12) *The Review Team recommends that a more detailed and comprehensive Quality Improvement Plan (QIP), including the outcomes from its monitoring and review activities and related to academic delivery, student experience and student outcomes, is developed and utilised, and that it is monitored by the Institute with a focus on impact and effectiveness.*

LYIT produced a new Quality Improvement Plan 2018/19 in December 2018. A Quality Improvement Plan template is included in Quality Assurance Handbook Version 3.1 (section 1.6).

Our Quality Improvement Plan (QIP) is a plan developed in response to the outcome of the Institutional Review. The QIP is reviewed annually by the Executive Board. The QIP designates responsibilities and timeframes in order to address:

1. Recommendations from the Institutional Review.
2. Priorities set out in the Institute's Strategic Plan.
3. Recommendations from School and Programmatic Reviews.
4. Recommendations from the Central Service Reviews.



The QIP includes an action plan in tabular format. Individual members of Executive Board are responsible for the delivery of objectives and targets in their school/functional area. Planned actions are written to be 1) Specific, 2) Measurable, 3) Achievable, 4) Realistic and 5) Timed.

13) *The Review Team recommends that the Institute find further opportunities for promoting student research internally and identifying its connection with undergraduate programmes.*

Strategic Plan 2019-2023 sees research for the first time become a full strategic domain of activity for LYIT. The strategy specifically commits to boosting supports for an increasing number of research students including a greater number of Institute research bursaries, improved research facilities and equipment, more extensive research training programmes, improved access to published research, improved career supports, and access to facilities and supports at partner HEIs via the strong relationships the Institute has with our education partners.

This recommendation also challenges the Institute to give greater emphasis to research within our undergraduate programmes by encouraging research projects and facilitating these students engage with research being conducted on campus. These issues will be prioritised through the strategic domain of Teaching, Learning and Assessment and will be articulated in the forthcoming School Reviews and the new Research Strategy.

14) *The Review Team recommends that the Institute assures itself that its current research strategy is supportive of its new Strategic Plan for the period 2018-2022 and vis-a-versa.*

It is accepted that the Institute's Research Strategy is no longer a good fit with Institute strengths or the many collaborative research projects that LYIT is a partner in. The new strategic plan specifically addresses this point where under the strategic objective, Prioritised Research Areas, it states the Institute will:

Determine research priorities for the period 2019-2023 and develop a new Research Strategy aimed at using new knowledge for economic and social progress taking cognisance of the Government's research priorities for 2018 to 2023: ICT; Health and Wellbeing; Food; Energy, Climate Action and Sustainability; Manufacturing and Materials; and Innovation in Services and Business Processes.

15) *The Review Team recommends that LYIT clarifies, documents, and internally communicates the specific remits of all its governance entities, the parameters of their decision-making ability, and their reporting lines.*

A review of how we clarify, document, and internally communicate the specific remits of all our governance entities, the parameters of their decision-making ability, and their reporting lines will be undertaken during 2019/20. Changes will be documented in Chapter 1 of our Quality Assurance Handbook. Communication of the specific remits of all the governance entities, the parameters of their decision-making ability, and their reporting lines will be led by the President's Office.

- 16) The Review Team recommends that LYIT reviews its governance system and establishes if it can be streamlined with consideration to its effectiveness and impact, in the context of its plans for further decentralisation of decision-making, and in line with supporting the goals and targets in its renewed strategy.

LYIT's self-evaluation for the Institutional Review detailed that the demands placed on strategically important decision-making bodies within the Institute have increased 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. This motivated proposals aimed at improving workflows and enhancing administrative supports to enable key decision-making bodies concentrate on strategic matters. The implementation of Institutional Restructuring will be very broad encompassing the new Vice President roles and the Institute is looking at moving to a revised faculty structure and in a recasting of all service areas.

- 17) The Review Team recommends that LYIT should monitor its quality enhancement activities based on a systematic analysis of its outcomes against the objectives of the Quality Improvement Plan (QIP).

The Senior Lecturer for Quality and Senior Lecturer for Strategy will coordinate the development our Quality Improvement Plan annually (see response to recommendation number 12 above). The QIP will be monitored by Executive Board and reviewed annually by Academic Council. The QIP will be reported in the AIQR.

## **Appendix 1 Quality Improvement Plan 2018/19 (Implementation Plan)**

<b>Strategic objective or Recommendation from Quality Review:</b> Strategic Plan 2018-2022 (SP) Institutional Review 2018 (IR) School Review 2017 (SR) Programmatic Review 2017 (PR) Central Service Review 2018, 2019 (CSR)	<b>Responsible School, Department, Central Service</b>	<b>Baseline</b> (including an appropriate metric and date)	<b>Target</b> (including an appropriate metric and date)	<b>Progress</b> (December 2019)
<b>Strategy and Governance</b>				
IR (8.3.2; 8.3.10)	President	Consultation process commenced (November 2017)	New Strategic Plan 2018-2022 - December 2018 <ul style="list-style-type: none"> <li>• Articulate opportunities of future designation as a Technological University.</li> <li>• Formal consultation and engagement with staff, students, employers and other stakeholders complete.</li> </ul>	
IR (8.3.4 8.3.13; 8.3.14) CSR (International B1) CSR (Industrial Liaison B1, B3)	President and relevant Heads of Function	Current Strategies linked to Strategic Plan 2014-2017 Existing Research strategy (2015/16 – 2019/20)	Develop a series of sub-strategies and operational plans linked to Strategic Plan 2018-2022 – 2018/19 and 2019/20 <ul style="list-style-type: none"> <li>• Internationalisation</li> <li>• Research</li> </ul>	
IR (8.3.7)	President and Executive Council Secretary (HoS Engineering)	Executive Council meets once per Semester	Review the functioning of Executive Council, with a view to establishing a committee structure and meeting schedule that will enhance opportunities for institution-wide and cross-functional dialogue – June 2019	
IR (8.3.9)	President	Institutional Research Office attached to	Establish Institutional Research Office (central	

		President's Office (September 2018)	data unit) – September 2018	
IR (8.3.16) CSR (Academic Administration and Student Services B6)  CSR (Lifelong Learning B1)	President and Executive Board	Existing structures (January 2019)	Undertake a review of structures (including clarity on the specific remits of all the Institute's governance entities, the parameters of their decision-making ability, and their reporting lines) 2018/19 – complete by June 2019.  Consideration of a designated entity with a designated manager responsible for supporting and advocating for Lifelong Learning.	
<b>Quality Assurance Procedures</b>				
IR (8.3.2; 8.3.3)	Office of Vice President for Academic Affairs and Registrar	Strategic planning process not formally included in QAH (November 2018)	Strategic planning process formally documented in a revised Quality Assurance Handbook Version 3.1 – June 2019	
IR (8.3.11)	Office of Vice President for Academic Affairs and Registrar	Not formally included in QAH (November 2018)	Strategic criteria/principles driving collaborative partnerships in revised Quality Assurance Handbook Version 3.1 – June 2019	
IR (8.3.12; 8.3.17)	Executive Board  Office of Vice President for Academic Affairs and Registrar	Draft Quality Improvement Plan in Institutional Self Evaluation Report (January 2018)	New Quality Improvement Plan 2018/19 – December 2018.  Quality Improvement Plan template included in revised Quality Assurance Handbook Version 3.1 – June 2019	
IR (8.3.13; 8.3.14)	Head of Research and Innovation (with HoS and	No Postgraduate Research Handbook in place	Develop Postgraduate Research Handbook – February 2019	

	Senior Lecturer Quality Assurance)			
CSR (Academic Administration and Student Services B7; Computer Services B5; The Library B8)	Office of Vice President for Academic Affairs and Registrar	CSR panels agenda did not include meetings with stakeholders.	CSR panel agenda to formally include meetings with stakeholders.	
<b>Academic Schools</b>				
SR	Heads of School with Executive Board	Previous Academic Programme Plan (2015/16 – 2016/17)	Develop Academic Programme Plan 2018/19 – 2019/20 – February 2019	
Further focus on enhancing progression and throughput rates of students	Academic Managers Programme boards Student support services	Exam pass rates report 18/19	5% increase/improvement 2022	
Enhanced tracking/monitoring and integration of attendance, and exam performance	Heads of School and Vice President for Academic Affairs and Registrar	Separate EAS and Exam Performance systems such as Banner	Develop pilot during term 2 2019.	
Develop Tailored induction for Lifelong Learning students	Academic Schools and Development office	Pilot induction for online/LLL students department of computing 2018/19	Rollout implementation to another School at commencement of 19/20	
Increase the number of LLL programmes with online elements and maintain quality assurance	Academic Managers and Vice President for Academic Affairs and Registrar	Baseline Pilot Programmes (10) agreed with TUI 18/19	Target to increase LLL online pilots across all Schools during 2019/20	
<b>Central Services</b>				
CSR (Academic Administration and Student Services; Library; Computer Services)  CSR (Industrial Liaison; International and Lifelong Learning)	VP for Academic Affairs and Registrar; Vice President for Research, Equality and External Affairs; Vice President for Finance and Corporate Affairs	External Expert Group Panels complete for: <ul style="list-style-type: none"> <li>Library</li> <li>Computer Services</li> <li>Academic Administration and Student Services; the Curve</li> <li>Industrial Liaison</li> </ul>	External Expert Group Panels (Including meetings with stakeholders) complete for all Central Services – March 2019  Final Reports from all Central Service Reviews – March 2019	

		<ul style="list-style-type: none"> <li>International and Lifelong Learning</li> </ul>		
IR (8.3.6) CSR ( Academic Administration and Student Services B5; Computer Services B4; The Library B4)	HR Manager (with HoS and Central Service Managers)	Plan not formally articulated. (November 2018)	Produce a Staff Continuing Development Plan – June 2019	
IR (8.3.8)	Head of Teaching and Learning, Academic Administration and Student Services Manager and Students' Union President	Plan not formally articulated. (November 2018)	Develop a new Student Services Plan, addressing the provision of student supports – June 2019	
IR (8.3.13; 8.3.14)	Head of Research and Innovation (with Research Committee)	Research Day and Research Poster Day held in 2018	Establish annual Research Day and Research Poster Day - annual	