

ST. PATRICK'S COLLEGE THURLES



INSTITUTIONAL REVIEW

Response to
Recommendations
made by the Expert
Panel and
Improvement Plan



September 2009



FOREWARD

St. Patrick's College welcomes the report of the Expert Panel appointed by HETAC to undertake the College's first official Institutional Review, which also incorporated a Programmatic Review.

The College found the process to be extremely worthwhile and is happy that the improvement plan will provide the necessary foundation blocks to ensure the continued development of the College as one of Ireland's Colleges of Education. The quality of the process in its entirety is testament to the hard work and commitment of the staff of St. Patrick's College and Tipperary Institute and also the students who contributed in no small part. While demanding at times, both in terms of resources and time, the College is heartened by the, not inconsiderable, commendations of the Panel.

The College would like to take this opportunity to formally commend and thank Dr. Richard Thorn for his exceptional chairmanship of the review; Dr. Pat Cashell who acted as secretary; and all the Panel members whose commitment to the process has proved invaluable to the College.

As a relatively new College of Education, St. Patrick's College is delighted to have benefited from having access to the considerable diversity of experience and knowledge of the panel which in part consisted of experts in the various disciplines offered by the College at the time of the review – Business Studies, Religious Studies and Education.

Also, as mentioned in the report, St. Patrick's College deemed it prudent to employ the services of two external facilitators, in part due to the fact that it was the College's first review of this nature - Lorraine Halpin and Marion Lynch (staff of the Institute of Technology of Tralee at the time of the review). The facilitators conducted proceedings in an extremely professional manner and with an exceptional focus on quality.

Finally, the College would like to thank HETAC for their design and implementation of the entire process.

COLLEGE RESPONSE TO THE RECOMMENDATIONS OF THE EXPERT PANEL

The following states the recommendations of the Panel and states the College's response to each individual recommendation.

Objective 1- Public Confidence

1. The panel recommends that the College focus on the management of stakeholder relationships with local schools, committees, business groups and career guidance counsellors etc. This will help increase both the quality and quantity of public awareness, public relations and the profile of the College.

Response: The College accepts the recommendation and commits to maintaining a strong focus on this area. The College would like to acknowledge the work of the Education Stream Leaders and the School Liaison Officer in their work to date developing strong ties with schools and teachers.

Objective 2 – Strategic Planning and Governance

2. The panel recommends that the College develop a dedicated oversight function at the governing body/authority level to include additional expertise from the higher education and training sector. Advice on the new governance arrangements should form part of the work of the proposed strategic adviser as referenced under objective 7 below.

Response: The College accepts the recommendation.

3. The panel recommends that the College review its decision making structures and processes to ensure there is a separation of governance, operational management and academic decision-making. All elements should have clearly defined Terms of Reference.

Response: The College accepts this recommendation.

4. The panel recommends that the College review the development of its Strategic Plan, in particular the sequencing between vision, mission and implementation.

Response: The College accepts this recommendation.

5. The panel recommends that a more clearly defined Academic Council be constituted, with clearly articulated Terms of Reference. The Council should have a constitution which includes a clear demarcation of its role and functions. The College may consider including external representation on its Academic Council from experienced academics or academic managers in other Higher Education institutions.

Response: The College accepts this recommendation.

6. The panel recommends that the College's internal management and academic committees and boards should meet in accordance with a coherent schedule and Terms of Reference for each committee and board.

Response: The College accepts this recommendation.

Objective 3 – Quality Assurance

7. The panel recommends that the College review its Quality Assurance policies and procedures and ensure that they are fully fit-for-purpose. The quality assurance procedures are considered by the panel to be over elaborate for the size of the College, for example, the procedures describe a six committee structure where two committees may be sufficient such as an executive committee and a programme committee.

Response: The College accepts this recommendation.

8. The panel recommends that the College develops a strategic Human Resources Plan that, inter alia, takes into account the current significant reliance on part-time staff. The proposed plan should focus staff development on higher education development needs rather than operational matters.

Response: The College accepts this recommendation

9. The panel recommends that the College develop a clear Teaching, Learning and Assessment Strategy to include more rigorous internal moderation on, for example, joint project supervision and double marking arrangements. The HETAC Policy on Assessment and Standards, 2009 refers.

Response: The College accepts this recommendation and is currently working on an implementation plan regarding HETAC's Assessment and Standards 2009.

10. The panel recommends that the College develop internal and external options for students who fail to achieve the necessary standard for teaching required for the Bachelor of Arts (Honours).

Response: The College accepts that it would be ideal to have internal and external options for students who fail to achieve the necessary standard for teaching required and is committed to exploring all options. However it is noteworthy that this situation rarely arises. Students embarking on the degree are generally enthusiastic about teaching and view it as a vocation. Exit options are available in terms of business in the immediate area (Tipperary Institute) and students would also be eligible for exemptions should they wish to exit in order to pursue Religious based studies. The College will however make every effort to develop options in this regard.

Objective 4 Qualifications Framework, Access, Transfer and Progression

11. The panel recommends that the College progress the development of a College Policy on the Recognition of Prior Learning (RPL).

Response: The College accepts this recommendation.

12. The panel recommends that the College issue the European Diploma Supplement to graduates of the College in accordance with the State requirements on the National Diploma Supplement Template.

Response: The College accepts this recommendation.

Objective 6 Recommendations for Enhancement

13. The panel recommends that the College consider developing both internal and external options for students who fail to achieve the necessary standards for teaching.

Response: The College accepts this recommendation (see response to recommendation 10 above).

14. The College is encouraged to enhance the library stock, particularly for Business Studies and also for modules in the Religious Studies stream.

Response: The College accepts this recommendation. Traditionally, in addition to library stock in St. Patrick's College, students had access to Tipperary Institute stock. The College recognises that at this stage in its development it is appropriate to enhance library stock for all streams and has already taken actions in this regard.

Objective 7 – Programmatic Review of BA (Honours) Programme in Religious Studies, Education and Business Studies

The panel makes the following recommendations and accompanying conditions to HETAC on

programme revalidation:

15. The Bachelor of Arts (Honours) incorporating the subject streams of Religious Studies, Education and Business, be granted continuing approval for two further intakes in September 2009 and September 2010 which may be extended subject to the fulfillment of the recommendations specified in this report and subject to the fulfillment of the conditions set out below:

15.1 Condition

The panel recommends that in order to ensure the ongoing orderly growth and development of the College, it should take immediate steps to appoint an Advisor to work directly with the President, at a strategic level to address issues of governance, effective development of the Strategic Plan and the development of a strategic alliance with another higher education institution.

Response: The College accepts this condition and has already appointed and met with an Advisor with considerable experience and knowledge of the Higher Education sector.

15.2 Condition

St. Patrick's College, Thurles should enter into a formal strategic alliance with a higher education institution that will help ensure sustainability for the College in terms of planning and taking appropriate action to meet the current and future needs of the College and provide for its continued development.

Response: The College accepts this condition and can advise that progress has been made regarding the identification of an appropriate institution and is in the process of exploring options regarding such an alliance.

Programme recommendations to the College:

The panel recommends for all three subject streams, Religious Studies, Education and Business that the College:

I. Reduce the number of stated learning outcomes for all modules to a more realistic number and realign the individual module learning outcomes with the programme learning outcomes.

Response: The College accepts this recommendation.

II. Apply the weighting of the final award classification as indicated in the Self Evaluation Report (page 48) - with a greater weighting placed on the final year assessment of 25:75.

Response: The College accepts this condition and would like it noted that this was already included by the College in its internal Self Evaluation Report.

III. Establish alternative options, as part of the counselling service, for students who wish to change their career direction and move out of teaching.

Response: The College accepts this recommendation and views it as complementing Recommendation 10. As stated above, it is noteworthy that this situation rarely arises. Students embarking on the degree are generally enthusiastic about teaching and view it as a vocation. Nonetheless the College is cognisant of the fact that appropriate

mechanisms need to be in place in order to be prepared should this eventuality arise. All students receive comprehensive careers advice throughout their time in St. Patrick's College both through the work of the Education Stream and the Counseling service. Stream leaders also advise and guide the students with regard to progression options.

IV. Explore the use of a greater variety of assessment instruments in the continuous assessment of the modules.

Response: The College accepts this recommendation.

The panel makes the following recommendations to the College for each of the specific subject streams:

Religious Studies

V. The College should re-appraise programme content and ethos to ensure that a possible overemphasis on the Roman Catholic faith is avoided and that students are fully equipped also to teach in non Roman Catholic schools.

Response: The College accepts that students benefit from exposure to a diversity of Christian and varied Religious traditions. Given the Catholic history and ethos of St Patrick's College, there is naturally a Roman Catholic element incorporated into the programme. However, the College believes that this is not to the detriment of the equipping of students to teach in non Roman Catholic schools, given that the majority of modules encompass the broader Christian tradition and are delivered from a critical standpoint. Students have successfully undertaken Teaching Practice and have gained employment in schools that do not exclusively subscribe to a Roman Catholic ethos. The College will continue to review the programme content to ensure that students are fully equipped to teach in both Roman Catholic and non Roman Catholic Schools.

Education

VI. The practice of having only one 'Teaching Practice' supervisor per student should be revised. Legislation that is relevant and appropriate to the 'Teaching Practice' component should be re-located in the curriculum.

*Response: **Teaching Practice Supervisor** - Students typically have at least three different supervisors allocated to them throughout the overall teaching practice component in years 2, 3 & 4. It is formal policy that students have a different supervisor for each teaching practice placement in schools. From a logistical and financial resource perspective it would be extremely difficult to allocate each student two different supervisors in each teaching practice component, i.e. the two visits received in any given year –given the wide geographical areas to be covered and financial resources available. In addition to the three different supervisors allocated to each student over the programme, there is an extern moderation process also supported by additional visits from other supervision team members. Additionally, having the same supervisor for both visits per teaching practice component reinforces reflective*

practice, which is integral to the teaching and philosophy of the Education Stream. In the second visit the supervisor can assess how the student has developed and incorporated advice given following the first visit.

Legislation relevant to the Teaching Practice Component - The College welcomes this recommendation and will review and implement the necessary changes. Currently different elements of the legislation are located within relevant modules e.g. legislation relevant to codes of discipline in schools is presented in **classroom management – module -year 2** and legislation relevant to the codes of professional conduct and teacher registration process is presented in **year 4-professional and personal development**.

Business

VII. Due to the fact that graduates of the business stream of this programme will not have Teaching Council Recognition to teach Economics, the College should review the volume of ECTS credits currently allocated to the 'Economics' module with a view to reducing it.

Response: The College is committed to providing students with a broad understanding of the Business field. It is the view of the College that Economics is an important foundation area within the Business Stream, even though it is noted that students will not have Teaching Council Recognition to teach Economics. The College feels justified to equate the importance of Economics (as a central part of the incremental development of subjects in the Business Sub Stream) to 1/8th of the Business Stream (or 10 credits). However, the College is prepared to keep the matter under review.

Incremental development - Business Sub Stream

*Management Principles → Marketing Principles → **Economics** → Entrepreneurship → Strategic Management*

Incremental development - Business Sub Stream

Quantitative Techniques → Fundamental Accounting → Financial Accounting I → Financial Accounting II → Financial Accounting III

The following additional rationales are also cited:

1. *Quantitative Methods was reduced from 10 credits to 5 credits based on a review in line with the Economics syllabus, whereby overlap was eliminated from Quantitative methods and delivered within Economics, this increases the importance of*

maintaining Economics as a 10 credit module, to ensure the continued delivery of this material

2. *Unit 7 of the Business Syllabus at Leaving Certificate focuses on the International trading Environment, and Unit 2 of the Junior Certificate Business Studies Syllabus focuses on Economic Awareness. An ability to effectively deliver on both of these subject areas is enhanced through a 10 credit foundation in Macro and Micro Economic concepts*

3. *Completing 10 ECTS in Economics, gives students improved transfer and progression options within the Business field*

VIII. The variation between continuous assessment and terminal examination weightings in the Business modules should be reviewed to ensure that they reflect a broader range of assessment strategies relevant to business.

Response: The College accepts this recommendation, making the following adjustments to continual assessment and terminal examination weightings:

Subject	Weighting	
	% Continuous Assessment	% Final Examination
<i>Management</i>	40	60
<i>Marketing</i>	40	60
<i>Cost and Management Accounting</i>	40	60
<i>Strategic Management</i>	40	60
Additional Points:		
<ul style="list-style-type: none"> ▪ <i>Quantitative Techniques maintains a weighting of 100% Continuous Assessment</i> ▪ <i>Economics maintains a weighting of 40% Continuous Assessment and 60% Final Examination</i> ▪ <i>Entrepreneurship and Business Law maintains a weighting of 50% Continuous Assessment and 50% Final Examination</i> ▪ <i>Fundamental Accounting, Financial Accounting and Advanced Accounting Principles maintain a weighting of 30% Continuous Assessment and 70% Final Examination.</i> 		

It is the view of the College that these adjustments in weighting allow for a broad range of continuous assessment strategies to be employed.

ST. PATRICK'S COLLEGE SELF-EVALUATION REPORT RECOMMENDATIONS

The following is a summary of the recommendations which arose as a result of the College's Self-Evaluation process. Many of these points have also been reiterated by the Panel. These recommendations, where appropriate, given the findings of the Panel will also form part of the College's improvement plan.

- Enhance the profile of the College
This will be considered under panel recommendation 1.
- Improve Public Confidence
This will be considered under panel recommendation 1.
- Develop a vision for the College
This will be considered under panel recommendation 4.
- Develop and publish a new Strategic Plan
This will be considered under panel recommendation 4.
- Include definitions of Quality and Culture in the Quality Assurance manual
This will be considered under panel recommendation 7.
- Increase representation at Programme Boards and Examination Boards
- Increase effectiveness of Programme Board meetings – programme monitoring
- Improve Examination Board Procedures
- Staff development to be part of new Strategic Plan
This will be considered under panel recommendation 4 and panel recommendation 8.
- Expand learning resources and improve support services
This will be considered under panel programme recommendation 3 (“Establish alternative options, as part of the counselling service, for students who wish to change their career direction and move out of teaching”).
- Plan, develop and implement a customised Information System

- Remodel website
- Facilitate access, transfer and progression

This will be considered under panel recommendation 11 and panel recommendation 12.

ST. PATRICK'S COLLEGE QUALITY IMPROVEMENT PLAN SEPTEMBER 2009

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High (H), Medium (M) or Low (L)</i>	<i>Brief outline of actions needed to implement this improvement</i>	<i>Person(s) responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
Objective 1: Public Confidence							
September 2009	1. Focus on the management of stakeholder relationships with local schools, committees, business groups and career guidance counsellors etc. This will help increase both the quality and quantity of public awareness, public relations and the profile of the College.	M	Identify key stakeholders. Devise calendar of events to ensure contact and high profile is maintained.	School Liaison Officer/ Teaching Practice Coordinator/ Head of Business Department.	College Advisor (CA) to review progress at end of Term 1 and again prior to commencement of next academic year.	Calendar of events established	WIP
Objective 2: Strategic planning and Governance							
September 2009	2. Develop a dedicated oversight function at the governing body/authority level to include additional expertise from the higher education and training sector.	H	Research appropriate structure. Consult Advisor. Identify possible members. Appoint governing body	President/ Academic Coordinator/ Registrar	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	Governing Body Appointed	WIP
September 2009	3. Review decision making structures and processes to ensure there is a separation of governance, operational management and academic decision-making. All elements should have clearly defined Terms of Reference.	H	Research appropriate structures. Consult with advisor. Re-define organisational chart. Define terms of reference. Develop coherent schedule for	President/ Academic Coordinator/ Registrar	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to	Structures in place	WIP

			each committee and board.		commencement of next academic year.		
September 2009	4. Review development of Strategic Plan, in particular the sequencing between vision, mission and implementation.	H	Consult with advisor. Redraft 5 year plan.	President/ Academic Coordinator/ Registrar/ Head of Business Dep	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	New Strategic plan published	WIP
September 2009	5. A more clearly defined Academic Council should be constituted, with clearly articulated Terms of Reference. The Council should have a constitution which includes a clear demarcation of its role and functions. The College may consider including external representation on its Academic Council from experienced academics or academic managers in other Higher Education institutions.	H	See Recommendation 3 above.		.		
September 2009	6. Internal management and academic committees and boards should meet in accordance with a coherent schedule and Terms of Reference for each committee and board	H	See Recommendation 3 above.				
Objective 3: Quality Assurance							
September 2009	7. Review Quality Assurance policies and procedures and ensure that they are fully fit-for-purpose. The quality	H	Research appropriate policies and procedures. Consult with advisor.	Registrar/ Academic Coordinator	To be completed prior to commencement of academic year	New QA Manual published and procedures implemented.	WIP

	assurance procedures are considered by the panel to be over elaborate for the size of the College, for example, the procedures describe a six committee structure where two committees may be sufficient such as an executive committee and a programme committee.		Re-draft QA Manual. Seek HETAC approval. Publish new QA Manual.		2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.		
September 2009	8. Develops a strategic Human Resources Plan that, inter alia, takes into account the current significant reliance on part-time staff. The proposed plan should focus staff development on higher education development needs rather than operational matters.	H	Consult with Advisor. Identify areas that require attention. Devise plan with due regard to areas such as CPD, academic qualifications of staff, publications, etc..	President/ Academic Coordinator/ Registrar	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	New Plan in place	WIP
September 2009	9. Develop a clear Teaching, Learning and Assessment Strategy to include more rigorous internal moderation on, for example, joint project supervision and double marking arrangements.	H	Consult with advisor. Workshop to be arranged for all academic staff re. assessment. HETACs new guidelines (Assessment and Standards 2009) to be implemented. Strategy to be Developed.	Academic Coordinator/ Registrar/ Heads of Departments/ Stream Leaders	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	New plan in place.	WIP
September 2009	10. Develop internal and external options for students who fail to achieve the necessary standard for teaching required for the Bachelor of Arts (Honours).	H	Review current options. Research possibilities. Make necessary external contacts. Prepare implementation plan.	Academic Coordinator/ Heads of Department/ Stream Leaders/ Senior	College Advisor to review progress at end of Term 1 and again prior to commencement of next academic	Internal and external options available.	WIP

				Education Lecturer Management team	year. Implementation Plan to be in place prior to commencement of Academic Year 2010/11 subject to budgetary constraints.		
Objective 4: Qualifications Framework, Access, Transfer and Progression							
September 2009	11. The panel recommends that the College progress the development of a College Policy on the Recognition of Prior Learning (RPL).	H	Research appropriate policies. Publish new Policy.	Registrar/ Academic Coordinator	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	New policy in place	WIP
September 2009	12. The panel recommends that the College issue the European Diploma Supplement to graduates of the College in accordance with the State requirements on the National Diploma Supplement Template.	H	European Diploma Supplement to be issued to all graduates.	Registrar	To be completed by end of December 2009. CA to review progress at end of Term 1.	European Diploma Supplements issued	Not Started
Objective 6: Recommendations for Enhancement							
September 2009	13. The panel recommends that the College consider developing both internal and external options for students who fail to achieve the necessary standards for teaching	H	See recommendation 10				

September 2009	14. Enhance the library stock, particularly for Business Studies and also for modules in the Religious Studies stream	H	Carry out detailed inventory. Consult with external expert. Establish Stream requirements. Stock library to appropriate levels.	Head Librarian/ Academic coordinator/ Heads of Business and Education Streams.	Academic Coordinator to review progress at end of Term 1 and again prior to commencement of next academic year.	Library adequately stocked.	WIP
Objective 7: Programmatic Review of BA (Honours) in Education, Business Studies and religious Studies							
September 2009	15.1 Take immediate steps to appoint an Advisor to work directly with the President, at a strategic level to address issues of governance, effective development of the Strategic Plan and the development of a strategic alliance with another higher education institution.	H	Appoint an advisor	President	Complete	Advisor appointed	Complete
September 2009	15.2 Enter into a formal strategic alliance with a higher education institution that will help ensure sustainability for the College in terms of planning and taking appropriate action to meet the current and future needs of the College and provide for its continued development.	H	Identify suitable Alliance. Meet and consult. Formalise arrangement.	President	To be completed prior to commencement of academic year 2010/11. CA to review progress at end of Term 1 and again prior to commencement of next academic year.	Strategic alliance formalised	WIP
Programmatic Recommendations to the College							
September 2009	I. Reduce the number of stated learning outcomes for all modules to a more	H	Revise and reduce Programme L.O.s to reflect generic level 8	Academic Coordinator/ Heads of	Completed for 1 st year students prior to commencement	Learning Outcomes revised	WIP

	realistic number and realign the individual module learning outcomes with the programme learning outcomes.		NQAI descriptors. Revise learning outcomes to 4 – 7 per module and align with Programme L.O.s	Departments	of academic year (2009/10) and for all other years prior to end of academic year. CA to review progress at end of Term 1 and again prior to commencement of next academic year.		
September 2009	II. Apply the weighting of the final award classification as indicated in the Self-Evaluation Report (page 48) with a greater weighting placed on the final year assessment of 25:75.	H	Advise new students. Only to impact new students registering on programmes. Send email. Include in handbooks.	Academic Coordinator	Check that first year students have been advised by end of term 1.	First year students advised	Not Started
September 2009	III. Establish alternative options, as part of the counselling service, for students who wish to change their career direction and move out of teaching.	H	See recommendation 10. Student Counsellor to become familiar with all options to be in a position to advise students.	As per recommendation on 10 and Student Counsellor	College Advisor to review progress at end of Term 1 and again prior to commencement of next academic year.	Student counsellor in position to advise on options available	WIP
September 2009	IV. Explore the use of a greater variety of assessment instruments in the continuous assessment of the modules.	H	Moodle to be incorporated into new website. Workshop to be arranged for all academic staff re. assessment and use of Moodle.	Academic Coordinator/ Heads of Departments/ Stream Leaders	Heads to monitor and review range of assessment techniques used by academic staff at end of academic year.	Staff have capabilities and understanding to employ greater variety of assessment instruments.	WIP
Religious Studies							
September 2009	Re-appraise programme content and ethos to ensure		See College response to recommendation				

	that a possible overemphasis on the Roman Catholic faith is avoided and that students are fully equipped also to teach in non Roman Catholic schools.						
Education							
September 2009	The practice of having only one 'Teaching Practice' supervisor per student should be revised. Legislation that is relevant to the 'Teaching Practice' component should be relocated in the curriculum.		See College Response to recommendation.		Academic Coordinator to review progress re. legislation at end of Term 1 and again prior to commencement of next academic year.		
Business Studies							
September 2009	Due to the fact that graduates of the business stream will not have Teaching Council recognition to teach economics, the College should review the number of ECTS credits allocated to the economics module with a view to reducing it.		See College Response to recommendation.				
September 2009	The variation between continuous assessment and terminal examination weightings in the Business modules should be reviewed to ensure that they reflect a broader range of assessment strategies relevant to business.	H	Where appropriate, modules to be proportioned 60:40 (Terminal exam:CA) as opposed to 70:30. Update programme document.	Head of Business Department	Academic Coordinator to update programme document and forward to HETAC and Teaching Council before end of academic year 2009/10	Modules revised and programme document updated.	WIP

Self-Evaluation Report Recommendations (additional to those captured by above)

September 2009	Increase representation at Programme Boards and Examination Boards	M	Encourage all staff to attend Programme Board meetings; attendance at preliminary and final Examination Boards will be compulsory; ensure student representation at Programme Board meetings.	Stream Leaders; President	Review attendance lists for Programme Boards and Examination Boards at end of year	Academic staff attend programme and Examination Boards; Student representation at Programme Boards is maintained	WIP
September 2009	Increase effectiveness of Programme Board meetings – programme monitoring		Make relevant statistics available to staff on a yearly basis e.g. profile of student population; number of graduates in employment; employment destinations and analysis of exam results.	Registrar	See description	Programme monitoring will have greater emphasis	WIP
September 2009	Plan, develop and implement a customised Information System	H	Commission the development of a customised information system which will provide central repository	President; Registrar	Carry out testing and evaluation of the new system	Key Information pertaining to students and courses will be readily available	WIP
September 2009	Remodel website	H	Identify new company to re-build website. Consult with company re. design and content. Launch website	Academic Coordinator/ Registrar's Assistant	Monitor and update the website on a regular basis	Website effective	Complete