



S T R A T E G I C P L A N  
2005 - 2010

# STRATEGIC PLAN 2005 - 2010

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# PLEAN STRAITÉISEACH 2005 - 2010

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## FOREWORD

The future of Cork Institute of Technology will be characterised by change and some uncertainty. This uncertainty should be welcomed for it gives us the freedom to shape the future of the Institute in a way that is both meaningful and appropriate.

Cork Institute of Technology is a diverse and complex institution, including as it does the areas of Science, Engineering, Technology, Business, Hospitality, Humanities, Art, Design, Music, Maritime, Professional and Collaborative programmes. As the Institute moves forward it is essential that we have a shared vision of its future. Following extensive consultation with the staff and students, and our other major stakeholders, we have developed this Strategic Plan.

Implementing the Strategic Plan will be carried out within this framework of partnership. The changes we make will allow Cork Institute of Technology to become more flexible and innovative in course design and delivery, place us in the vanguard of using new technologies and in anticipating and meeting the challenges of a diverse student body and society while maintaining the quality and career focus of our graduates.

Our support for innovation and for the development of Irish industry through our research and continuing education programmes will continue to grow. Our aim is to make Cork Institute of Technology one of the premier higher education providers regionally and nationally. The Strategic Plan maps the way into this shared vision of the future.

**Dr Brendan J. Murphy**

*Director, June 2005*

I am pleased, on behalf of the members of Governing Body, to present this plan, a strategy for the future development of Cork Institute of Technology.

CIT has played a major role in transforming the education and economic opportunities for a great many in a competitive, socially inclusive and culturally enriched environment. A key factor in its success has always been the expertise and commitment of the staff and at the outset I wish to acknowledge all who have contributed to the present stature and reputation of the institution on which this plan for the future will build.

CIT will continue to contribute greatly to our country's educational needs and will proactively engage in the future development of Higher Education producing high quality graduates while adding further to an ever increasing knowledge based and research led economy.

This Strategic Plan sets out a clear vision and framework for the work of our institution over the coming years aimed at developing a continuing, progressive, inclusive and flexible career focused education and training system.

This document outlines a policy framework to maintain the unique ethos that is CIT while working towards a shared vision of the future for our institution in a collaborative way.

This Strategic Plan, the outcome of a partnership process, involving all of the institution's stakeholders, provides us with a vision of where we will be in five years' time. It also provides us with a plan of action to get there and we look forward to a period of further considerable development, growth and progress over the period 2005 - 2010.

In wishing the implementation of the plan well, may I say *Rísam Uile*

**Cllr Donal O' Rourke**

*Chairman of Governing Body, June 2005*



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**EXECUTIVE  
SUMMARY**

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# INTRODUCTION

Cork Institute of Technology is recognised and respected as a progressive educational institution, in the local region and beyond. The Institute has consistently shown leadership in education within the State and, in particular, in the Institute of Technology sector. It has long been characterised by its talented and diverse student body and its highly sought after graduates. Students enjoy a choice of programmes and courses at all award levels and in disciplines such as engineering, science and computing, business and humanities, nautical studies, visual and performing arts, and apprentice and craft studies. The academic curriculum is complemented by a supportive, friendly, student-centred environment which promotes academic achievement and personal and social development. The professional and dedicated staff members are committed to the highest standards; they are dynamic and outward looking and are engaged in continued professional development. The Institute has a general culture of innovation and is responsive to economic and social needs regionally, nationally and internationally. CIT makes a unique contribution to the social, cultural and sporting life of the community through its sponsorship of, and involvement in, a range of activities and events.

This is a time of great potential and many challenges for CIT. The Institute has recently appointed a new Director and has installed a new academic management structure. Also the nature of third level education in Ireland is in a period of reform and change due to national and international influences. Finally, CIT is achieving greater autonomy and is therefore charged with greater responsibility for its own development. CIT has gone through many changes to bring it to where it is today. Through these changes it has matured into a modern third level institution offering a range of awards in a variety of disciplines. In light of these challenges, opportunities and responsibilities, the time is right for CIT to look to its future. It is in this context that the current strategic planning process was initiated by the Institute's Director Dr Brendan Murphy.

The strategic planning process involved extensive consultations with the staff and students of the Institute and with other interested parties such as representatives of industry and the education sector. The outcome of this process is a plan which defines CIT, expresses its future aims and aspirations, and outlines what will be achieved during the five year lifespan of the plan.

The remainder of this section outlines the mission, vision and goals of CIT. Section 2 describes the history and profile of the Institute. In Section 3 the goals and objectives of the Strategic Plan are presented in detail. Finally, Section 4 outlines the proposed implementation process for this Strategic Plan.

## MISSION AND VALUES

All the activities of CIT are governed by its mission statement. The mission statement encapsulates and reflects the Institute's core values. CIT's mission statement is:

**TO PROVIDE STUDENT-CENTRED EDUCATION WITH A CAREER FOCUS FOR THE BENEFIT OF THE PERSONAL, INTELLECTUAL AND PROFESSIONAL DEVELOPMENT OF THE STUDENT AND FOR THE BENEFIT OF THE WHOLE OF SOCIETY**

The core values of CIT are:

- **CIT is a teaching, learning and research institution of excellence and quality which provides inclusive access to education for students with varied aptitudes, needs and experiences across a wide range of disciplines and award levels.**
- **CIT is committed to its role in society and thus will ensure that the Institute, its staff, students and graduates make a real and meaningful contribution to academic, economic, industrial, social and cultural life regionally, nationally and internationally.**
- **CIT will develop and foster the talents of the students of the Institute in a supportive environment. The Institute will provide its students with an education which satisfies their expectations and meets their needs in their careers and as members of society.**
- **CIT will continue to develop through a governance, management and organisational culture of partnership, consultation and cooperation.**

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## STRATEGIC VISION

The strategic vision of CIT is:

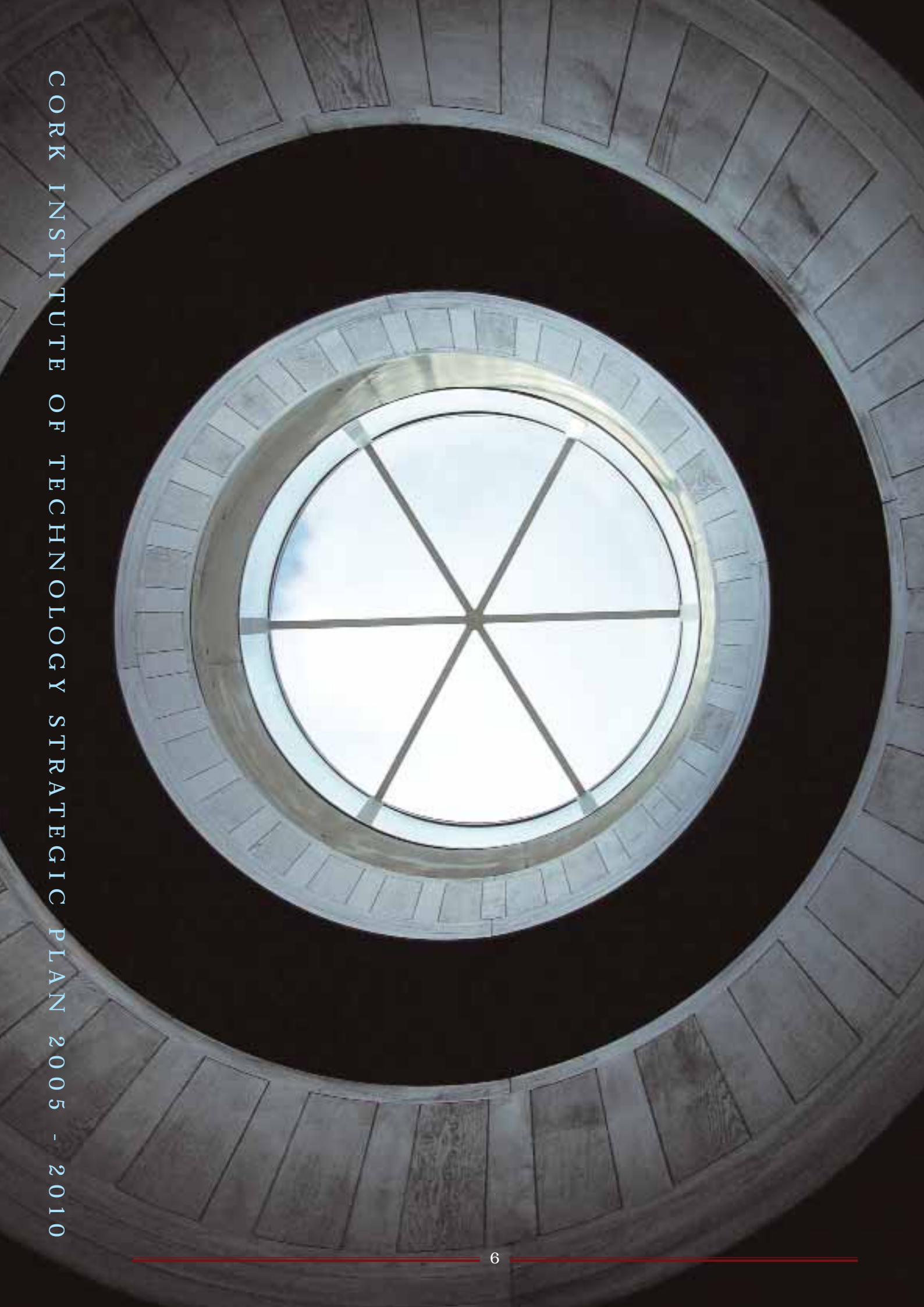
**CIT WILL BE A PRE-EMINENT PROVIDER OF CAREER-FOCUSED EDUCATION THAT EMBRACES DIVERSITY AND INNOVATION**

The strategic vision expresses the Institute's vision of success. The achievement of this vision will be evident in an Institute which is recognised for the distinctive contribution it makes to the economic, cultural and social well-being of its region and communities. Such an Institute will also be progressive, flexible and innovative in its planning and responsiveness to student needs, while building on its existing strengths.

## STRATEGIC GOALS

The strategic goals outline what CIT will strive to achieve during the lifetime of this Strategic Plan. With the successful achievement of each goal CIT will move closer to its strategic vision. The Institute's strategic goals are:

- 1. To develop and enhance CIT and its academic programmes while ensuring: inclusive access to learning opportunities, that development is in line with regional and national needs, and that the unique range of programmes and disciplines within CIT will be maintained**
- 2. To further develop and enhance the role of CIT in the economic, social and cultural life regionally, nationally and internationally**
- 3. To build productive partnerships and strategic alliances based on mutual understanding and cooperation with selected local, national and international partners**
- 4. To foster and develop excellence in teaching and learning which will underpin CIT's leadership in the provision of student-centred, career-focused education**
- 5. To further develop the research, innovation and technology transfer activities of CIT through the creation of a carefully focused research and development strategy. This strategy must ensure that these activities are sustainable, productive and impact positively on the teaching and learning activities of the Institute**
- 6. To increase awareness of CIT, its programmes and its other activities through effective promotion and advocacy of CIT. To enhance the service provided to staff, students, and others, supported by effective communication and consultation**
- 7. To foster a culture of quality through effective initiatives and systems**





# CIT HISTORY AND PROFILE

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## HISTORY

CIT can trace its origins back to the Royal Cork Institute which was established in 1803. However, its real antecedent is found in the Crawford Municipal Technical Institute, which was established in 1912. Since then there have been many developments, mergers and name changes that have brought CIT to where it is today.

The major phases in the development of CIT were:

- **Two colleges that were to eventually form part of CIT were established in the mid to late 1800s. A School of Design was established in 1850 and evolved into the Crawford College of Art and Design. The Cork School of Music came into existence in 1878.**
- **The Crawford Municipal Technical Institute was established by the Technical Instruction Committee of Cork Corporation in 1912.**
- **In the early 1970s the Regional Technical Colleges were established nationwide. Cork RTC opened at its new Bishopstown campus in September 1974. It incorporated the Crawford Municipal Technical Institute, and certain business courses and staff were also transferred from the School of Commerce at Morrison's Island. At this stage the college was governed by the Cork VEC.**
- **The modern composition of CIT was partially established on the 1st January 1993 when Cork RTC became a self governing entity. It was at this point that Cork RTC assumed responsibility for two constituent colleges, namely, the Cork School of Music and the Crawford College of Art and Design.**
- **Cork Regional Technical College was redesignated as Cork Institute of Technology on the 18th December 1997 by order of Mr Micheál Martin TD, Minister for Education & Science.**
- **On the 9th July 2004 the National Maritime College of Ireland became a constituent college of CIT. This college is located in a purpose-built state-of-the-art facility at Ringaskiddy, Co. Cork.**

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## INTERNAL ENVIRONMENT

One of the key first steps in the strategic planning process is the careful examination of the current environment within CIT. The outcome of this analysis will inform the forward looking strategic planning activities. An important part of this environment analysis is the identification of the Institute's strengths and weaknesses. As CIT moves forward it will strive to build on its considerable strengths while at the same time working to tackle any perceived weaknesses.

### PHYSICAL ENVIRONMENT

The Institute boasts many top class facilities including its award-winning Library & IT Building and its world class laboratories. CIT presently has four separate campuses. The main campus is located in Bishopstown and covers an area of approximately 80 acres. As well as the original RTC building the campus consists of the Library & IT Building, Gymnasium, Astroturf pitch, running track and playing pitches. The campus also has numerous temporary buildings which house both administrative offices and classrooms. In addition the campus is also the site of four ongoing building construction projects. The new Administration Building is due for completion by mid 2005. The Student Centre is also due to be completed by Summer 2005. The new Tourism and Hospitality Building is well advanced and will be completed for the start of the 2005 academic year. Finally, ground was broken on the Business and Innovation Centre project in early 2005.

The Crawford College of Art and Design is currently located at Sharman Crawford Street. This campus is currently the subject of redevelopment plans. A number of options are being considered, which may see the college remain at its current site, occupy a new city centre site or become integrated into the main campus.

After a series of setbacks and delays the building works for the new Cork School of Music will commence shortly. Upon completion, the school will provide a modern purpose-built location for music education and performance in the heart of the city.

The National Maritime College of Ireland opened in October 2004. The development of this state-of-the-art building was funded using the public-private-partnership model.

As well as the aforementioned campuses the Institute currently occupies rented accommodation at Model Farm Road and at the North Point Business Park.

### STUDENT NUMBERS

CIT currently has in the region of 17,000 registered students with approximately 2,500 new entries year on year. Of these approximately 9,000 are full-time and the remaining 8,000 are part-time. The part-time student population consists of a wide variety of students including access, evening and continued professional development students as well as a significant number studying music and drama at all levels. In the lifetime of the plan it is projected that the total number of registered students will grow by 30%.

### STAFF NUMBERS

CIT currently has 1,544 staff members of which 1,237 are academic staff. The academic staff consists of 471 permanent whole-time, 112 pro-rata part-time and 654 hourly-paid part-time members. The non-academic staff is composed of technical support, library, administrative and services staff. The 307 non-academic staff members break down as follows: 103 administrative, 23 library, 81 technical support and 100 service staff.

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## EXTERNAL ENVIRONMENT

It is clear that the external environment in which CIT operates has a significant part to play in the future aspirations of the Institute. The term external environment covers aspects such as economic climate, demographics and government policy. This external environment is a source of both threats and opportunities which CIT will strive to mitigate and exploit respectively.

### PUBLIC POLICY

Despite greater levels of autonomy CIT will for the foreseeable future remain largely affected by public and government policy. In particular, decisions made in relation to the structure and funding of the third level sector as a whole will define the bounds within which CIT can determine its own future development. In this context the recently completed OECD report has particular relevance. However, it is not the only issue of public or government policy that will have an effect on the future success of CIT. For instance, issues relating to the allocation of funding of undergraduate studies and research are also highly significant.

CIT will need to be proactive in engaging with policy makers. It is essential that CIT contribute to the formulation of policy and not simply react to it.

### DEMOGRAPHICS

The demographic profile of the population has obvious implications for the future development of CIT. The current demographic trend has seen a considerable drop in the numbers of students sitting the Leaving Certificate in recent years. The simplest analysis of this trend, based on birth rates, will not see a significant reversal until 2011 and after. However, data exists which suggests that this drop in birth rates may be mitigated by inward migration. The impact of the drop in school leavers is also lessened by the significant increase in lifelong learners. Furthermore, there is a trend towards students remaining in education longer which can compensate, in some way, for the smaller number of enrolments. It is important that, as part of CIT's continued operational planning process, projections of future student numbers are generated and continually revised based on best available data. Accurate projections are essential to future provision of programmes and resources.

### ECONOMIC FACTORS

As CIT seeks to adopt a leadership role in the provision of career-focused education it must be aware of, and responsive to, the economic climate. In particular, the provision and design of programmes must reflect the skills required for economic progress. Organisations such as the Enterprise Strategy Group (ESG) and the Expert Group on Future Skills Needs (EGFSN) have recently published reports which identify the educational needs of the economy over the coming years. The reports of the EGFSN provide a thorough analysis of the skills that will be required by Ireland's growing economy. They also indicate areas where growth will stagnate or even decline. The group's report, prepared by McIver Consulting, which outlines future requirements for researchers and research personnel in the Irish economy, presents the entire third level sector with a considerable challenge. The ESG also indicates the educational and skills requirements of the future knowledge economy. The need to provide graduates who can satisfy the needs of this economy is central to their report titled, *Ahead of the Curve – Ireland's Place in the Global Economy*. This report, in particular, talks about the need to increase the skill-base in the areas of research and development, and sales and marketing. It is imperative that the future development of CIT is influenced by the findings of these and other expert groups.



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## STRATEGIC GOALS AND OBJECTIVES

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## INTRODUCTION

The strategic goals and objectives constitute the core of the Strategic Plan. They chart a route for the Institute towards achieving its strategic vision. Successful achievement of the goals and objectives will result in an Institute which is positioned as a leading provider of career-focused education and which is inclusive, enterprising and responsive to the needs of its students.

The goals are broad aims for the Institute, while the objectives refer to specific items that will be achieved during the lifetime of the plan. The objectives are essentially steps towards achieving the goals. A single strategic objective may contribute to the achievement of many goals.

## STRATEGIC GOALS

The strategic goals articulate in broad terms what CIT will achieve as it moves towards achieving its strategic vision. The strategic goals, which were introduced in Section 1, are described below.

### GOAL 1

**TO DEVELOP AND ENHANCE CIT'S ACADEMIC PROGRAMMES WHILE ENSURING: INCLUSIVE ACCESS TO LEARNING OPPORTUNITIES, THAT DEVELOPMENT IS IN LINE WITH REGIONAL AND NATIONAL NEEDS, AND THAT THE UNIQUE RANGE OF PROGRAMMES AND DISCIPLINES WITHIN CIT WILL BE MAINTAINED**

CIT will promote and support a diverse student body at undergraduate and postgraduate level. It will actively seek to improve participation, retention and success rates of students. As CIT is committed to the principle of inclusive access to learning opportunities, all future development will ensure that CIT meets its responsibilities in this area. CIT has a significant role in developing programmes and courses which are in line with regional and national development needs. Consequently future development plans must pay attention to projections of future skills needs as defined by government, policy agencies and economic projections. CIT has a varied academic portfolio which incorporates its many third level education programmes, the provision of craft and apprentice education and the mainstream provision of music performance tuition at first and second levels. This variety of disciplines is unique in the Institute of Technology sector and contributes to CIT's richness. It allows for unique and beneficial interdisciplinary initiatives between staff and students. It results in a diverse student body, with each group of students making a distinct and positive contribution to the Institute. It is important, therefore, that any development continues to maintain CIT's balance of disciplines, programmes and courses.

### GOAL 2

**TO FURTHER DEVELOP AND ENHANCE THE ROLE OF CIT IN THE ECONOMIC, SOCIAL AND CULTURAL LIFE REGIONALLY, NATIONALLY AND INTERNATIONALLY**

Since its foundation, an important part of CIT's role has been its contribution to society. To fulfil its mission, CIT will seek to enrich and benefit the economic, social and cultural life of the region and the country. The ability to look outward and work to the benefit of society as a whole has long been a strength of the Institute and will continue to be so in the future.

### GOAL 3

**TO BUILD PRODUCTIVE PARTNERSHIPS AND STRATEGIC ALLIANCES BASED ON MUTUAL UNDERSTANDING AND COOPERATION WITH SELECTED LOCAL, NATIONAL AND INTERNATIONAL PARTNERS**

As well as developing its own strengths, CIT will also continue to develop links with other institutions, groups and organisations whose strengths and activities complement its own. Specifically, the Institute will work in partnership with University College Cork across a range of initiatives for the mutual benefit of both institutions, their student bodies and the region generally. These partnerships will generate new programmes, will facilitate the creation of a critical mass of research activities and will help to broaden the student base. Proactive partnerships which are of mutual benefit will make a significant contribution to the future development of the Institute.

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## GOAL 4

### **TO FOSTER AND DEVELOP EXCELLENCE IN TEACHING AND LEARNING WHICH WILL UNDERPIN CIT'S LEADERSHIP IN THE PROVISION OF STUDENT-CENTRED, CAREER-FOCUSED EDUCATION**

Quality, relevant programmes of study which are delivered with a student-centred ethos are at the core of CIT. This student-centred ethos will be evident in the stimulating and supportive learning environment provided. It will also be supported by a dedicated, professional staff, state-of-the-art academic support services and quality student services. The core activities of teaching and learning will be supported and continually improved.

## GOAL 5

### **TO FURTHER DEVELOP THE RESEARCH, INNOVATION AND TECHNOLOGY TRANSFER ACTIVITIES OF CIT THROUGH THE CREATION OF A CAREFULLY FOCUSED RESEARCH AND DEVELOPMENT STRATEGY. THIS STRATEGY MUST ENSURE THAT THESE ACTIVITIES ARE SUSTAINABLE, PRODUCTIVE AND IMPACT POSITIVELY ON THE TEACHING AND LEARNING ACTIVITIES OF THE INSTITUTE AND ITS STAFF**

Research, innovation and technology transfer will be increasingly important at CIT. These activities will be appropriate and sustainable and will make a real contribution to teaching and learning in the Institute. Among the undertakings arising from and supported by this climate of innovation will be consultancy, continuing professional development and contract research.

## GOAL 6

### **TO INCREASE AWARENESS OF CIT, ITS PROGRAMMES AND ITS OTHER ACTIVITIES THROUGH EFFECTIVE PROMOTION AND ADVOCACY OF CIT. TO ENHANCE THE SERVICE PROVIDED TO STAFF, STUDENTS, AND OTHERS, SUPPORTED BY EFFECTIVE COMMUNICATION AND CONSULTATION**

Effective communication, promotion and advocacy of CIT is an important component of the Institute's future success. Strengthening CIT's capacity for communication will not only enhance the Institute's ability to be successful but will also ensure that these successes are visible to all interested parties. A culture of consultation and partnership which is inclusive and open will also make an important contribution to the success of the Institute.

## GOAL 7

### **TO FOSTER A CULTURE OF QUALITY THROUGH EFFECTIVE INITIATIVES AND SYSTEMS**

The establishment of a reputation for quality in all its activities and services is central to CIT's future development. A culture of quality and effective quality systems must be embedded in every part of the Institute. It is also important that CIT's commitment to quality is visible to its clients and society at large.

## STRATEGIC THEMES

In the interest of clarity, the strategic objectives are not grouped under the strategic goals to which they contribute. This is because the number of objectives associated with a goal may be prohibitively large and because a single objective may contribute to the achievement of more than one goal. Instead, the objectives have been assimilated and organised under a number of strategic themes. The strategic themes encapsulate all of the roles and activities of CIT. The table below lists these strategic themes and gives an indication of the objectives that will be associated with each theme.

STRATEGIC THEMES	INDICATIVE OBJECTIVES
<b>Academic Planning</b>	<b>Programme design, school/department planning, academic structures</b>
<b>Teaching and Learning</b>	<b>Teaching and learning supports, academic quality systems, retention initiatives</b>
<b>Research, Innovation and Technology Transfer</b>	<b>Research supports, funding, research strategy</b>
<b>Inclusive Access to Learning Opportunities</b>	<b>Access programmes, outreach programmes, RPL</b>
<b>Management and Governance</b>	<b>Management structures and quality, decision making, management training</b>
<b>Internal and External Communication and Consultation Systems</b>	<b>Communication systems, quality and monitoring, workflow, consultation</b>
<b>Marketing, Promotion and Advocacy of CIT</b>	<b>Brand development, promotional activities, media relations</b>
<b>Staff Development</b>	<b>Training initiatives, personal development, induction, flexible working</b>
<b>Student and Graduate Development</b>	<b>Student services, personal development, feedback systems, Alumni Association</b>
<b>Academic Support Services</b>	<b>Library, ICT facilities, learning resources</b>
<b>Development of the Physical Environment</b>	<b>Building projects, master planning, quality of learning/working environment</b>
<b>Services and Administration</b>	<b>Quality of service, planning services, provision of services</b>
<b>Internationalisation</b>	<b>Targeted recruitment, provision of supports, academic mobility programmes</b>
<b>Social role</b>	<b>Social activities, relationships, provision of facilities</b>
<b>Cultural role</b>	<b>Cultural spaces, arts policy, cultural events</b>
<b>Economic and Industrial Partnerships and Alliances</b>	<b>Collaboration, CPD, consultation</b>
<b>Academic Partnerships and Alliances</b>	<b>Consultation, promotional activities, HEI collaborations</b>

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## STRATEGIC OBJECTIVES

In this section the individual objectives which CIT will achieve during the lifetime of the Strategic Plan are described. Successful achievement of these specific objectives will move the Institute closer to its goals and ultimately to realising its strategic vision. Planning for, and working towards, the achievement of these objectives will drive the implementation of the overall Strategic Plan.

### ACADEMIC PLANNING

This theme deals with all aspects of academic planning. All academic planning activities will be mindful of regional and national development needs. Also, CIT possesses a unique variety of programmes. This diversity of disciplines, programmes and levels brings a richness to the Institute. Future academic planning should ensure that this variety, and the balance of disciplines that makes it possible, are maintained.

#### OBJECTIVES:

- **Review and revise the Institute's overall academic plan**
- **Ensure that each school and constituent college develops its own Strategic Plan, aligned with the Institute's Strategic Plan, a major part of which will be its academic plan**
- **Develop the programmes and courses within the Institute so that each third level student is afforded the opportunity to obtain an honours degree at a minimum**
- **Provide progression opportunities for apprentice/craft students where appropriate**
- **Develop taught postgraduate programmes across the Institute**
- **Ensure that each new programme is designed in accordance with relevant government policies, national needs and strategy documents that pertain to the proposed course or discipline**
- **Increase input from external stakeholders to the course development and review processes**
- **Further develop role as a leading provider of continued professional development (CPD) and lifelong learning**
- **Develop interdisciplinary courses internally and in cooperation with external partners**
- **Provide flexible course structures and modes of delivery**
- **Enhance the systems for the development and approval of courses, including a provision for accelerated development and approval when this is necessary**
- **Maintain the mainstream provision of music performance tuition at first and second levels**

### TEACHING AND LEARNING

This theme addresses the Institute's primary activity. CIT is proud of its reputation as a student-centred institution. An essential part of this student-centred ethos is the Institute's commitment to excellence in the area of teaching and learning. Academic excellence and quality are made up of many disparate factors, ranging from staff development and quality systems to the physical environment.

#### OBJECTIVES:

- **Establish a Teaching Development Unit to provide guidance, training and innovation in teaching and assessment techniques**
- **Provide practical user-friendly electronic course delivery, learning management, and assessment systems**
- **Review current assessment techniques and ensure that they are tailored to the programme's learning outcomes and the student profile**
- **Review and revise, where necessary, the Institute's academic quality management and assurance systems**

- **Develop Institute retention initiatives. In particular, set measurable targets and ensure that these initiatives are subject to periodic review and development**
- **Improve current system for student feedback on academic issues and ensure that a system is in place to review and act on this feedback**
- **Ensure that student/lecturer ratios that are conducive to effective teaching and learning are established and maintained**
- **Create a handbook and quality of service charter for academic staff**
- **Establish a favourable ratio of full-time to part-time academic staff to promote excellence in teaching and learning**
- **Promote opportunities for lifelong learning by enabling students to develop the skills needed for creative and critical thinking, and problem-solving, in their chosen careers and in their lives generally**

## RESEARCH, INNOVATION AND TECHNOLOGY TRANSFER

The development of an appropriate and sustainable research programme is a key element of this Strategic Plan for the Institute. A thriving research activity is important for building collaborative links with other research institutions and industry; it supports staff development, recruitment and retention and provides postgraduate progression opportunities for students.

### OBJECTIVES:

- **Establish an internal Research and Innovation Council, a Head of Research and a Research Office**
- **Identify and develop four to six Strategic Research Areas (SRAs) by building on existing and developing research strengths. Up to five further Development Areas for Research which have the potential to become Strategic Research Areas in their own right will also be identified and supported**
- **Prioritise both internal interdisciplinary research collaborations and collaborations with other research institutions in Ireland and overseas**
- **Establish a programme of research and postgraduate studies in each school**
- **Recognise contributions to the research performance of the Institute by developing appropriate incentives for research active staff**
- **Establish a system to record and recognise research output (e.g. conferences, workshops, recordings, patents, etc) other than peer-reviewed publications**
- **Develop supports for the research activity including guidance on research proposal preparation, project management, supervision and administration**
- **Support the establishment of spin-off and start-up enterprises based on the Institute's research activities**

## INCLUSIVE ACCESS TO LEARNING OPPORTUNITIES

CIT is fully committed to the principle of equal and inclusive access to educational opportunities. The critical role that access to learning opportunities will play in the future development of the economy and of society as a whole can not be overstated. In accordance with its mission and core values CIT will seek to enhance and develop its role in the inclusive provision of education.

### OBJECTIVES:

- **Develop initiatives which will identify specific groups that currently experience difficulty accessing learning opportunities and which will facilitate and support access to CIT for these groups**
- **Develop the Institute's programmes and structures for open and distance learning and e-learning**
- **Develop initiatives for students returning to education**
- **Continue to develop outreach courses and programmes**
- **Further develop and publicise the recognition and accreditation of prior learning**

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## MANAGEMENT AND GOVERNANCE

The future success of CIT will be founded on a management and governance culture of openness and cooperation in adherence to the principles of partnership. The recently introduced academic management structures offer a vehicle for the establishment of a system of management and decision making which is efficient and open, and which embraces the partnership methodologies.

### OBJECTIVES:

- **Provide ongoing management and partnership training and guidance for all in management roles within the Institute**
- **Where beneficial, devolve decision making and executive powers across the new management structures**
- **Develop a detailed projection of the Institute's likely working environment over the next five years, to include student numbers, space requirements and services requirements**
- **Develop a management and governance quality system which will include mechanisms for assessment of the achievement of quality in this area and will include a periodic review of management structures and roles**
- **Develop and publish the guidelines for operation of the new academic management structures**
- **Review and reform, where necessary, non-academic management structures**
- **Develop a charter for management indicating measures for quality of service in this area and outlining the systems for decision making and change management which ensure that these are carried out with adequate consultation and communication to all affected staff**
- **Establish a clear and open decision making and budget allocation process**

## INTERNAL AND EXTERNAL COMMUNICATION AND CONSULTATION SYSTEMS

The effective communication of necessary information both inside CIT and to its clients and the general public outside CIT is of vital importance. Meaningful consultation is also an important element of effective communication. CIT will develop effective information management, communication and consultation structures as part of its continuing development.

### OBJECTIVES:

- **Implement institute-wide communication, information and work flow systems**
- **Develop an institute-wide Management Information System**
- **Develop an integrated communications infrastructure including phone and email systems, and ensure access, with adequate training, to these systems**
- **Develop and expand the staff intranet as a tool for internal communication and provide internet access, and training where required, to all staff**
- **Implement a system of communication and consultation in accordance with the Handbook of Operating Procedures for Academic Management Structures**
- **Develop a communication and consultation system for non-academic functional areas**
- **Strengthen the Institute's capacity for communication through the medium of Irish**
- **Deploy an effective contact and communication management system**
- **Provide an external communication and information interface that adheres to the quality of service charter and the client-centred ethos of service provision**

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## MARKETING, PROMOTION AND ADVOCACY OF CIT

The promotion of CIT, its programmes and its other activities is an essential facet of its future success. It is essential to communicate a consistent and coherent message about the nature and quality of CIT's activities to the wider public. These communications must be proactive, tailored to their target audience and must be of the highest quality. It is also important that CIT's views and interests are represented at various public forums where policy that may affect our future is formulated.

### OBJECTIVES:

- **Proactively promote CIT among interest groups, employers, prospective staff and students and the general public**
- **Strengthen the Institute's brand and corporate identity and ensure that they are communicated in an appropriate and consistent manner**
- **Develop and improve the CIT website as a marketing and promotion tool**
- **Establish role of communication and media officer**
- **Ensure that CIT's views and interests are actively represented and promoted outside the Institute**
- **Encourage, facilitate, recognise and reward staff participation, including membership of professional and representative bodies, in promoting the interests of the Institute**
- **Proactively seek to increase CIT's exposure in the media**

## STAFF DEVELOPMENT

The continued development of the staff of the Institute is one of the major drivers of future development. It has wide-ranging implications, not least for quality, job satisfaction and strategic development. CIT will strive for a mutually supportive environment in which all staff feel their needs are recognised and their contributions valued and rewarded. The objectives under this theme address staff development in its broadest sense, concentrating not only on job-related aspects but also on health and safety, and personal development.

### OBJECTIVES:

- **Develop a system to measure staff satisfaction and to address any difficulties identified**
- **Develop a formal system for the provision of staff development and training. This should provide professional development opportunities as well as instruction in communication, problem solving and partnership**
- **Develop a staff health and safety programme**
- **Develop and facilitate the staff sabbatical system**
- **Develop an Employee Assistance Programme (EAP) to provide support and counselling services for staff**
- **Develop staff induction (and transfer) systems which should include introduction to CIT, training in their particular function and training in communication, problem solving and partnership**
- **Encourage and facilitate staff exchanges within and beyond CIT**
- **Provide career development opportunities for all staff**
- **Review and revise, where necessary, the recruitment process**
- **Facilitate flexible working arrangements for staff**
- **Develop a formal system of incentives and supports for staff engaged in approved projects**
- **Develop a retirement planning and preparation programme**

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## STUDENT AND GRADUATE DEVELOPMENT

The responsibilities of CIT towards its students go far beyond the delivery of academic programmes. To encourage their development as effective members of society, it is important that the Institute satisfy not just their academic needs but also their social, cultural and personal needs. As a student-centred institution CIT will develop the talents of its students in a supportive environment. The Institute will strive for an enhanced student experience in an environment which promotes learning and personal development. Furthermore, the Institute will forge closer links with its alumni. The provision of services and development opportunities to alumni is an important aspect of a student-centred institute.

### OBJECTIVES:

- **Review and revise, where necessary, the formal student complaints system**
- **A student charter and handbook, which will outline the responsibilities, duties and rights of the Institute's students, will be produced**
- **Develop a structured feedback mechanism on all aspects of the student experience and a system to actively deal with issues identified**
- **Further develop the programme to promote health and safety issues among students**
- **Continue to develop and expand the student counselling service**
- **Develop student retention initiatives, which are proactive, specific and tailored, throughout the Institute across all courses and departments**
- **Develop programmes to encourage students to develop their non-academic talents and to encourage student participation in cultural, social and sporting events associated with CIT**
- **Further develop the student induction system**
- **Further develop systems to provide students with career, personal and life skills**
- **Continue to develop facilities to identify and support students with learning difficulties**
- **Further develop the student/graduate careers advice and placement service**
- **Further develop the Alumni Association**

## ACADEMIC SUPPORT SERVICES

CIT is committed to developing academic support, library and ICT and other facilities to support learning, teaching and research. CIT recognises the central importance of excellent quality academic support, library, and information services provision and will ensure that staff and students have opportunities to access up-to-date and well-equipped services in all its major locations. As learning becomes a substantially proactive activity, and access to learning resources becomes ever more important, academic support staff take on the role of learning facilitators.

### OBJECTIVES:

- **Design and deliver information services to meet changing information needs for a diverse Institute community in support of learning, teaching, research and creativity**
- **Build where appropriate in-house collections in all formats to ensure access to the most critical resources for learning and research**
- **Ensure access to information resources worldwide, both electronic and print, through enhanced connectivity**
- **Integrate appropriate technology into all aspects of library services, collections and operations, so as to provide users with the best possible service**
- **Develop appropriate virtual learning environments**
- **Further develop learning resource centres to assist student learning**

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## DEVELOPMENT OF THE PHYSICAL ENVIRONMENT

The physical environment of the Institute impacts on every aspect of its activities. It has implications for quality, promotion of courses, staff and student satisfaction, and health and safety. The development of a physical environment which is pleasant and is appropriate for the activities it houses is essential to the Institute's future success.

### OBJECTIVES:

- **Develop to completion the Business and Innovation Centre, the Cork School of Music, the Apprentice Building and the Crawford College of Art and Design in the lifetime of the plan**
- **Develop a building and environment master plan for the Institute to include future development, utilities planning, emergency planning and maintenance and service planning**
- **Remove temporary classroom and office accommodation and provide permanent alternative**
- **Develop minimum specification for various teaching areas and plan to provide this in all areas**
- **Develop a minimum acceptable office specification and plan to provide this for all staff**
- **Review, revise and implement the commuter plan**
- **Develop an Eco Campus plan to promote sustainable policies in relation to the environment within which CIT operates**
- **Appoint health and safety officer and review health and safety plan and policy**
- **Upgrade the appearance of the campus and its buildings including front facade, public areas and campus walk ways**
- **Ensure that development of new and existing buildings is carried out in consultation and cooperation with staff and local residents who will be impacted**
- **Provide proper access, security and services for Summer, apprentice/craft and night time students and staff**
- **Provide crèche facilities for students and staff**
- **Upgrade the provision of catering facilities for staff and students**
- **Further develop the Institute's facilities for access by staff, students and visitors with special needs**

## SERVICES AND ADMINISTRATION

Quality services impact positively on the quality of the academic activities, the quality of the staff and student experience and on the public perception of the Institute. The future development of CIT will depend, to a large degree, on the continued provision of quality services.

### OBJECTIVES:

- **Develop for each functional area within the Institute a Strategic Plan which will be aligned with the Institute's Strategic Plan**
- **Develop a quality management and assurance system for the provision of administration and ancillary services within the Institute**
- **Provide an administration and ancillary services charter outlining best practice and quality of service measures for administration and services. This charter will also outline the Institute's duties towards administration and services staff in relation to workload, staffing levels and training**
- **Provide adequate administrative support for students engaged in adult and continuing education**
- **Improve integration of administration and services between the different campuses and constituent colleges**
- **Establish dedicated reception/service areas in each building**
- **Provide integrated, user-focused administration and ancillary services**
- **Support the provision of services and administration with appropriate communication, information and IT systems**

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## INTERNATIONALISATION

One of the major changes to Irish society in recent years has been the increasing internationalisation of its population. There is also a growing population of overseas students enrolling in Irish third level institutions. The implications of this for CIT are many. The Institute must provide suitable supports for these students and the staff that will deal with them on a day to day basis. It is also important that all CIT's graduates are given experiences that will assist them in dealing with a multinational working environment either at home or abroad. This may be in the form of study exchanges, language programmes or other such initiatives.

### OBJECTIVES:

- **Encourage and facilitate student and staff participation in academic mobility programmes**
- **Encourage and facilitate staff exchange**
- **Develop and implement a strategy to increase recruitment of overseas students**
- **Develop programmes aimed at giving CIT graduates an international dimension, e.g. optional language module**
- **Further develop the International Students Office**

## SOCIAL ROLE

CIT has a significant contribution to make to society in the region, the country as a whole and, increasingly, internationally. CIT will use its expertise, resources and facilities to assist and benefit the wider society. Among the many resources that may be of benefit to the wider community are the Institute's libraries, its conference facilities and its sporting facilities.

### OBJECTIVES:

- **Encourage, recognise, facilitate and reward staff participation and involvement with local, regional and national committees or organisations**
- **Encourage and facilitate community access to CIT, its services and its facilities, where capacity exists**
- **Organise and sponsor social initiatives and events within the region**
- **Promote the various social, cultural and sporting events associated with CIT**
- **Develop initiatives to foster good relations with the Institute's neighbours**
- **Promote CIT's libraries as a resource for other relevant information providers, and for the local industrial, business and cultural community**

## CULTURAL ROLE

For the benefit of students, staff and the wider society, CIT will ensure that there is a significant cultural element to its activities. The Institute will be involved in the production, hosting and sponsoring of cultural events. It is also desirable to have a cultural presence on all of the Institute's campuses.

### OBJECTIVES:

- **Develop a comprehensive arts policy for CIT which, inter alia, acknowledges the unique contributions made by its two constituent schools, the Cork School of Music and the Crawford College of Art and Design**
- **Ensure that there is a cultural presence on each campus**
- **Develop appropriately-equipped performance venues on each campus**
- **Produce, sponsor and host cultural events**
- **Develop a visual arts exhibition space on each campus**

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## ECONOMIC AND INDUSTRIAL PARTNERSHIPS AND ALLIANCES

CIT's success is influenced by the effectiveness of its relationship with industrial policy makers and those who employ its graduates. Through direct links with employers and through careful research into the economic climate, CIT will be best placed to deliver quality, relevant programmes of learning.

### OBJECTIVES:

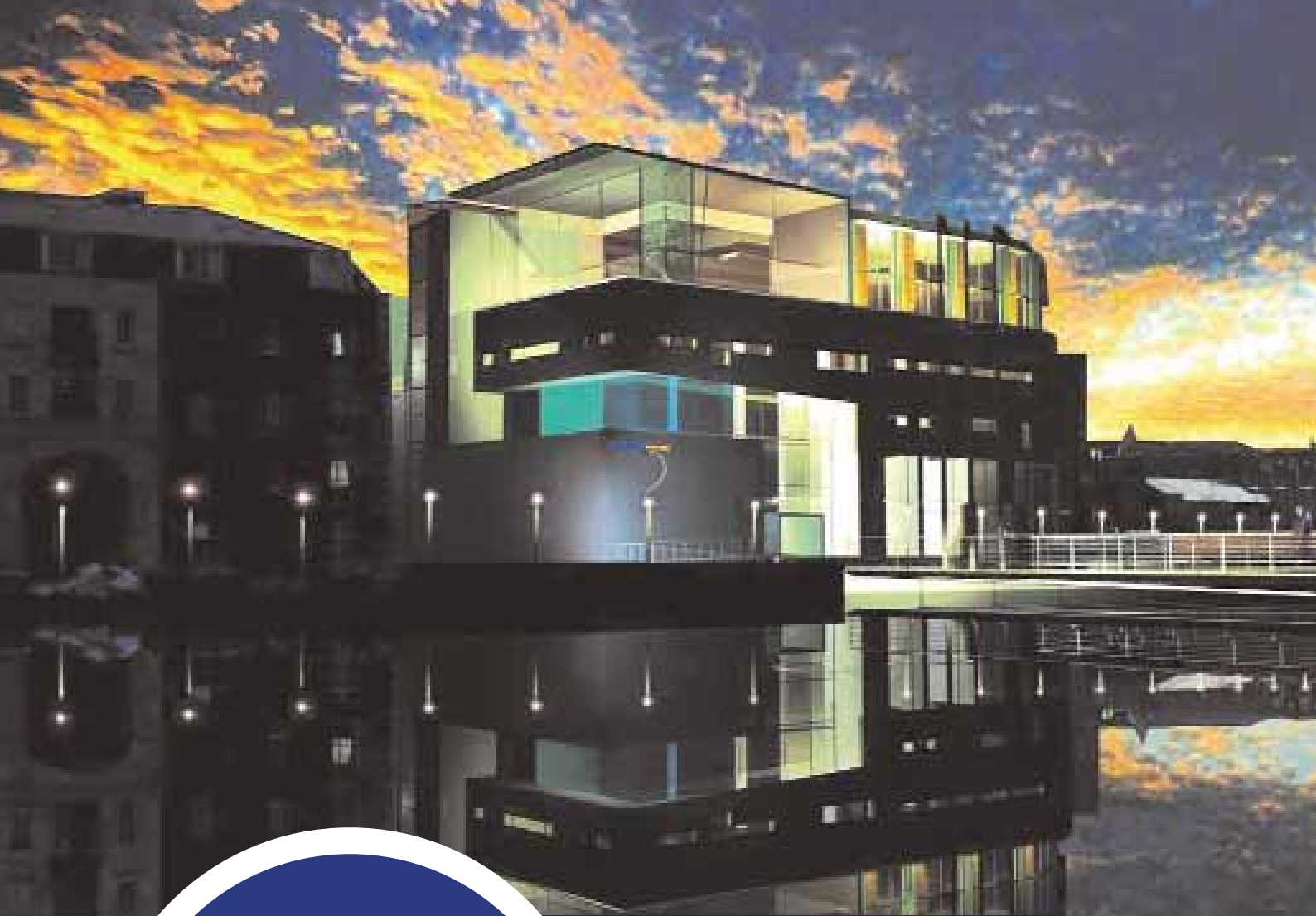
- **Establish an External Advisory Board for schools within the Institute, and for departments or discipline areas where deemed appropriate**
- **Develop and implement a strategy for seeking external support of programmes or initiatives for the mutual benefit of CIT and the external partner**
- **Develop and market CIT's services as a CPD provider for enterprises and organisations**
- **Develop Innovation Centre to facilitate industry start-ups and CIT spin-offs**
- **Encourage and facilitate exchange of expertise/technology between CIT and companies and organisations**
- **Encourage and recognise staff engagement with industry in the role of consultant**
- **Enhance CIT's links with industrial bodies such as the IDA, Enterprise Ireland, IBEC and ISME**

## ACADEMIC PARTNERSHIPS AND ALLIANCES

Meaningful cooperation and partnerships between CIT and other academic institutions will become increasingly important as the educational culture within the state, and internationally, changes. Activities in this area include supporting initiatives at second level, developing student progression or transfer initiatives with other third level or further education colleges and partnerships on course design, delivery and awards.

### OBJECTIVES:

- **Encourage and facilitate student progression from colleges of further education**
- **Develop and expand links with other HEIs locally, nationally and internationally**
- **Continue to develop CIT's partnership with UCC**
- **Establish a Schools Advisory Board for the Institute to facilitate communication and feedback between CIT and the post primary sector**
- **Provide career guidance facility for prospective students on CIT website**
- **Further develop the Institute's primary schools initiative**
- **Develop closer links with FÁS and Fáilte Ireland**
- **Strengthen and support the activities of course promotion including school visits, the Open Day event and taster courses for prospective students**



4

IMPLEMENTATION

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## STRATEGIC PLAN IMPLEMENTATION PROCESS

The success of the strategic planning process depends ultimately on the successful implementation of the plan produced. In the previous section, the details of the Strategic Plan were outlined in the form of strategic goals and objectives. The strategic objectives are the main unit of work when it comes to the implementation of the plan. Each objective will be assigned a working group which will have the task of implementing that objective. The order and timeframe for each objective will be determined at the outset and the different working groups will be established, as the need arises, during the lifespan of the plan. The implementation of the plan will be carried out in a partnership manner. Successful implementation of the plan requires the support and cooperation of the staff, students and management of the Institute. In the remainder of this section the Strategic Plan implementation process is described in detail.

### STRATEGIC PLAN STEERING GROUP

A group, representative of the staff and students, and appointed and chaired by the Director Dr Brendan Murphy, will be established. This group, called the Strategic Plan Steering Group, will oversee the implementation of the Strategic Plan. This steering group will:

- **Produce a quarterly report**
- **Be responsible for deciding the priority and timeframe to be assigned to each strategic objective**
- **Be responsible for forming the different working groups charged with the implementation of the various strategic objectives**
- **Review the progress reports of the active working groups once a quarter**
- **Hold a review meeting with each working group at least twice annually. This meeting will assess progress to date and will address any problems that the working group may be having**
- **Be responsible for conducting a major mid-term review of the Strategic Plan and its implementation**
- **Produce a close-out report when the current plan reaches the end of its term**

### COMPETENCY CENTRE

To support the activities of the various groups and individuals engaged in implementing the Strategic Plan, a competency centre will be established. The competency centre will provide training, support and resources for the implementation of the plan. The centre will provide assistance to the steering group and the working groups on issues such as:

- **Drafting the implementation plan**
- **Effective project and workflow management**
- **Project tracking and review**
- **Effective communication and consultation techniques**

### STRATEGIC PLAN WORKING GROUPS

Once the steering group has decided that the time is right for the implementation of a particular strategic objective, a working group for that objective will be established. The working group will:

- **Meet at least once a month**
- **Develop the strategic objective implementation plan (see below). This plan must be lodged with the Strategic Plan Steering Group**
- **Provide the steering group with a progress report once a quarter**
- **Meet with the steering group to review progress at least twice a year**

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- **Produce a close-out report, upon completion of the objective, which will be reviewed by the steering group before the objective is signed off on and the working group is dissolved. This report will form part of the overall close-out report produced by the steering group**
  - **Produce a hand-over report, if the working group does not complete its objective in the lifetime of the plan, which will be submitted to the steering group and will be used by that group in the formulation of the close-out report**

## STRATEGIC OBJECTIVE IMPLEMENTATION PLAN

This plan is vital to the successful implementation of the relevant strategic objective. The implementation of the objective should be subdivided into a number of distinct actions or projects. The plan should list each of these projects. Each project should have associated with it three properties: output, project leader and timeframe. These three properties help to establish deliverables, accountability and milestones, all of which are vital for effective management of the project.

An individual project will be managed by its leader. This person will plan and manage the completion of this project within the project's timeframe. The leader will report to the working group on progress and any other relevant issues.

## THE MID-TERM REVIEW

This consists of the review and revision of the entire Strategic Plan halfway through its lifespan. This process will review the progress of implementation on all the strategic objectives and will determine if any new objectives need to be added to the plan, if any objectives need to be modified, or if some objectives need to be removed, having lost their relevance.

## THE CLOSE-OUT REPORT

The close-out report will be produced by the steering group when the current Strategic Plan reaches the end of its lifespan. This report will detail the progress in relation to each of the strategic objectives. It will indicate what remains to be done in relation to objectives that have not been fully implemented. Finally, it will make recommendations about the possible content of the next Strategic Plan.

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## APPENDIX A: THE STRATEGIC PLANNING PROCESS

Commencing in September 2004, CIT embarked on the process of creating a new Strategic Plan for the Institute. A member of the staff of the Institute, Mr Tadhg Leane from the Department of Computing, was seconded into the role of Strategic Plan Facilitator. The Facilitator was given the task of coordinating the strategic planning process. The process was divided into four phases as follows.

### GENERAL CONSULTATION AND FRAMEWORK DOCUMENT

This phase consisted of a wide survey of the Institute's stakeholders. This was done by means of an online survey and personal contacts. Through this phase, staff, students, industry, and other stakeholders were allowed to indicate what they felt was important for inclusion in the Institute's Strategic Plan. The deliverable from this phase was the Strategic Planning Framework Document. This phase was completed by the end of October 2004.

### STRATEGIC PLANNING WORKSHOPS

This was the major consultative activity of the process and it consisted of a programme of workshops with groups of stakeholders. These workshops involved face-to-face discussions of the ideas contained in the Framework Document. The workshops were designed to identify the issues which stakeholders felt should be addressed by the Strategic Plan. A workshop was held with each academic school, with the administration and ancillary services within the institution, with the partnership committee, with the Students Union, with industry stakeholders and with representatives from the post primary sector. In total, eighteen workshops were conducted between November 1st and December 8th 2004.

### DRAFT STRATEGIC PLAN AND FINAL CONSULTATION

The next stage in the process was concerned with the drafting of the Strategic Plan and the final consultation. The draft Strategic Plan, a document with a format and content indicative of the final Strategic Plan, was produced by the end of January 2005. This draft formed the basis of the final round of consultations which were conducted during February 2005. A Strategic Planning Committee (SPC) was formed and included members representing all the major stakeholders. The individual members of the committee were given the task of organising and conducting consultations with the stakeholder groups they were representing. In practice this meant that a series of consultation meetings was conducted by the members of the SPC. The comments and ideas expressed at these meetings were made known to the SPC by the relevant members. The SPC then held two working meetings during which the final content of the Strategic Plan was decided. This phase was concluded by mid March 2005.

### GOVERNING BODY APPROVAL AND STRATEGIC PLAN LAUNCH

The Strategic Plan document, as agreed by the SPC, was examined and discussed by the Governing Body of the Institute. Having received the approval of the Governing Body the document was then adopted as the Institute's Strategic Plan and was prepared for its formal launch in June 2005.



# PLEAN STRAITÉISEACH

2005 - 2010

## RéAMHFHOCAL

Beidh athrú agus roinnt neamhchinnteachta sna tréithe a bhainfidh le Institiúid Teicneolaíochta Chorcaí amach anseo. Ba chóir fáilte a chur roimh an neamhchinnteacht sin de bhrí go dtugann sé an saoirse dúinn saol na hInstitiúide amach anseo a leagan amach ar bhealach ciallmhar agus oiriúnach.

Is institiúid inti féin í Institiúid Teicneolaíochta Chorcaí agus ceann coimpléascach, agus tá réimsí clár le fáil inti lena n-áirítear Eolaíocht, Innealtóireacht, Gnó, Fáilteachas, Daonnachtaí, Ealaín, Dearadh, Ceol, Muirí chomh maith le clár Ghairmiúla agus comhoibriúcháin. De réir mar a bhogann an institiúid ar aghaidh tá sé riachtanach go mbeadh fis roinnte againn di amach anseo. I ndiaidh dianchomhairliúcháin leis an bhfoireann agus leis na mic léinn, agus leis na mórghallshealbhóirí eile atá againn, tá an Plean Straitéiseach seo forbartha againn.

Feidhmeofar an Plean Straitéiseach seo laistigh den chreatoire comhpháirtíochta seo. Tabharfaidh na hathruithe a dhéanfaimid deis d'Institiúid Teicneolaíochta Chorcaí a bheith níos solúbtha agus níos nuálaí ó thaobh dearadh agus seachadadh cúrsaí, beimid sa líne tosaigh ó thaobh teicneolaíochtaí nua a úsáid agus ó thaobh a bheith ag súil le dúshláin ó chuallacht mac léinn agus sochaí atá éagsúil agus ó thaobh freastal orthu agus ag an am céanna ag coinneáil fócais cháilíochta agus slí bheatha ár gcéimithe.

Leanfaidh ár dtacaíocht don nuálaíocht agus d'fhorbairt thionscail na hÉireann ag fás trinár gclár oideachais leantacha agus taighde. Tá sé mar aidhm againn Institiúid Teicneolaíochta Chorcaí a bheith ar cheann de na príomhsoláthróirí oideachais tríú leibhéal go réigiúnach agus go náisiúnta. Is cosán é an Plean Straitéiseach chuig fis roinnte an tsaol amach anseo.

**An Dr. Brendan J. Murphy**

*Stiúrthóir, Meitheamh 2005*

Tá ríméad orm, thar ceann chomhaltaí an Choiste Rialaithe, an plean seo a chur i láthair, straitéis d'fhorbairt Institiúid Teicneolaíochta Chorcaí amach anseo.

Bhí ról ollmhór ag CIT ó thaobh deiseanna eacnamaíola agus oideachais dhaoine go leor a athrú i dtimpeallacht iomaíoch, uilechuimsitheach go sóisialta agus i dtimpeallacht chultúrtha shaibhir. Príomhfhachtóir ina dul chun cinn i gcónaí ab ea saineolas agus tiomantas na foirne agus ón tús is mian liom aitheantas a thabhairt do na daoine ar fad a chabhraigh chun sinn a thabhairt chuig an gcéim ag a bhfuilimid faoi láthair agus le deá-cháil na hinstitiúide ar a n-oibreoidh an plean seo don saol amach anseo.

Leanfaidh CIT ag cur go mór le riachtanais oideachais na tíre agus beidh sí forghníomhach i mbun forbartha ar Ardoideachas amach anseo agus céimithe d'ardchaighdeán mar thoradh air sin agus ag an am céanna cuirfear tuilleadh leis an eacnamaíocht eolas bhunaithe atá stiúrtha ag taighde agus atá ag dul i méid.

Leagann an Plean Straitéiseach seo amach fis agus creatoire soiléir d'obair na hinstitiúide sna blianta amach romhainn agus é dírithe ar chóras oiliúna agus oideachais dírithe ar shlite beatha a fhorbairt, a bheidh solúbtha, uilechuimsitheach, forchéimnitheach agus leanúnach.

Tugann an cháipéis seo cuntas ar chreatoire polasaí chun an t-éiteas sainiúil sin arb é CIT é a chothabháil agus oibriú ag an am céanna i dtreo fis roinnte don saol amach anseo dár n-institiúid ar bhealach comhoibritheach.

Soláthraíonn an Plean Straitéiseach seo, toradh próisis comhpháirtíochta, lena mbaineann gallshealbhóirí na hinstitiúide go léir, fis dúinn den áit a mbeimid faoi cheann cúig bliana eile. Soláthraíonn sé freisin plean gnímh dúinn chun an áit sin a bhaint amach agus táimid ag tnúth le tréimhse forbartha, fáis agus dul chun cinn suntasach eile thar an tréimhse 2005-2010.

Agus mé ag guí gach rath ar fheidhmiú an phlean, déarfaidh mé *Risam Uile*.

**An Comhairleoir Donal O'Rourke**

*Cathaoirleach an Choiste Rialaithe, Meitheamh 2005*



GEARRTHUARISC  
FHEIDHMEACH

## RéAMHRÁ

Aithnítear agus tugtar ómós d'Institiúid Teicneolaíochta Chorcaí mar institiúid oideachais forchéimnitheach, sa réigiún áitiúil agus níos faide ó bhaile. Tá ceannaireacht leanúnach léirithe ag an institiúid i gcúrsaí oideachais laistigh den Stát agus, go háirithe, in earnáil na hinstitiúide Teicneolaíochta. Is fada an lá cail ar an institiúid de bharr éagsúlachta agus buanna a cuid mac léinn agus a cuid céimithe a mbíonn an-tóir orthu. Baineann mic léinn sult as rogha clár agus cúrsaí ag gach leibhéal dámhachtana agus i ndisciplíní mar innealtóireacht, eolaíocht agus ríomhaireacht, gnó agus daonnachtaí, staidéir loingseoireachta, amharc ealaíona agus ealaíona léirfheidhmeacha, agus printíseacht agus staidéir cheardaíochta. Cuirtear leis an gcuiraclam acadúil arís le timpeallacht thacúil, chairdiúil atá lárnach don mhac léinn agus a chuireann chun cinn gnóthachtáil acadúil agus forbairt phearsanta agus shóisialta. Tá na comhaltaí foirne gairmiúla agus tiomnaithe dírithe ar na caighdeáin is airde; tá siad dinimiciúil agus féachann siad chun cinn agus bíonn siad i mbun forbairt ghairmiúil leanúnach. Tá cultúr nuálaíochta tríd is tríd ag an institiúid agus tugann sí aird ar riachtanais eacnamúla agus sóisialta go réigiúnach, go náisiúnta agus go hidirnáisiúnta. Cuidíonn CIT go sainiúil le saol sóisialta, cultúrtha agus spóirt an phobail tríd urraíocht a dhéanamh ar réimse imeachtaí agus ócáidí agus tríd an bhaint a bhíonn aici leo.

Tráth é seo a bhfuil CIT in ann go leor a bhaint amach agus tráth a mbeidh dúshlán go leor le comhlíonadh aici. Cheap an institiúid stiúrthóir nua le gairid agus tá struchtúr bainistíochta acadúil nua suiteáilte aici. Ina theannta sin tá nádúr an oideachais tríú leibhéal in Éirinn ag dul trí thréimhse leasaithe agus athraithe mar gheall ar thionchar náisiúnta agus idirnáisiúnta. Ar deireadh, tá CIT ag baint féin-rialú mór amach agus mar sin tá sí níos freagraí anois ná riamh as a forbairt féin. Tá cuid mhaith athruithe feicthe ag CIT chun í a thabhairt go dtí an áit ina bhfuil sí faoi láthair. Tríd na hathruithe sin is institiúid tríú leibhéal nua-aimseartha í anois atá ag cur réimse dámhachtana ar fáil i ndisciplíní éagsúla. I bhfianaise na ndúshlán, na ndeiseanna agus na bhfreagrachtaí sin, tá sé in am anois ag CIT féachaint ar a saol amach anseo. Is sa chomhthéacs sin a thionscnaigh Stiúrthóir na hinstitiúide, An Dr. Brendan Murphy, an próiseas pleanála straitéiseach reatha.

Chuathas i mbun dianchomhairliúcháin leis an bhfoireann agus le mic léinn na hinstitiúide agus le páirtithe leasmhara eile mar ionadaithe as an earnáil tionscail agus oideachais sa phróiseas pleanála straitéiseach. Is é an toradh a bhí ar an bpróiseas sin ná plean a thugann sainmhíniú ar CIT, a léiríonn a cuid aidhmeanna agus mianta amach anseo, agus a thugann cuntas ar cad a bhainfead amach le linn saolré cúig bliana an phlean.

Tugann an chuid eile den rannóg seo cuntas ar misean, fíis agus spriocanna CIT. Déanann Rannóg 2 cur síos ar stair agus ar phróifíl na hinstitiúide. Cuirtear i láthair go sonrath spriocanna agus cuspóirí an Phlean Straitéisigh i Rannóg 3. Ar deireadh tugtar cuntas i Rannóg 4 ar na próisis fheidhmiúcháin atá molta don Phlean Straitéiseach seo.

## MISEAN AGUS LUACHANNA

Bíonn gach ceann de ghníomhaíochtaí CIT rialaithe ag a ráiteas misin. Is ionann an ráiteas misin seo agus léiriú ar phríomhluachanna na hinstitiúide. Is ionann ráiteas misin CIT agus:

### **OIDEACHAS A SHOLÁTHAR ATÁ DÍRITHE AR AN MAC LÉINN LE FÓCAS AR SHLÍ BHEATHA AR MHAITHE LE FORBAIRT PHEARSANTA, INTLEACHTÚIL AGSU GHAIRMIÚIL AN MHC LÉINN AGUS AR MHAITHE LEIS AN SOCHAÍ GO LÉIR**

Is iad seo a leanas príomhluachanna CIT:

- **Is scoth-institiúid teagaisc, foghlama agus taighde d'ardchaighdeán í CIT a sholáthraíonn rochtain uilechuimsitheach ar oideachas do mhic léinn le cumais, riachtanais agus taithe éagsúla ar fud réimse leathan disciplíní agus leibhéil dámhachtain.**
- **Tá CIT tiomanta ina ról sa sochaí agus mar sin cinnteoidh sé go gcuirfidh an institiúid, an fhoireann, na mic léinn agus na céimithe go mór agus i ndáiríre le saol acadúil, eacnamúil, tionsclaíoch, sóisialta agus cultúrtha go réigiúnach, go náisiúnta agus go hidirnáisiúnta.**
- **Forbróidh CIT agus cothóidh sí buanna mac léinn na hinstitiúide i dtimpeallacht thacúil. Soláthróidh an institiúid oideachas dá cuid mac léinn a shásóidh a n-ionchais agus a fhreastalóidh ar a gcuid riachtanas ina slite beatha agus mar bhaill den tsochaí.**
- **Leanfaidh CIT ag forbairt trí chultúr rialúcháin, bainistíochta agus eagraíochta ina mbeidh comhpháirtíocht, comhairliúchán agus comhoibriú.**

# FÍS STRAITÉISEACH

Is é seo a leanas fis straitéiseach CIT:

## **BEIDH CIT INA SOLÁTHRÓIR SUNTASACH D'OIDEACHAS A BHEIDH DÍRITHE AR SHLITE BEATHA AGUS A CHUIREANN FÁILTE ROIMH ÉAGSÚLACHT AGUS NUÁLAÍOCHT**

Léiríonn an fhís straitéiseach fis dul chun cinn na hinstitiúide. Beidh sé soiléir go mbainfear an fhís sin amach le hinstitiúid a aithnítear as an méid ar leith a dhéanann sí do féin-fholláine eacnamúil, cultúrtha agus sóisialta a réigiúin agus pobail. Beidh institiúid mar seo forchéimneach, solúbtha agus nuálaíoch ó thaobh pleanála agus freagra a thabhairt ar riachtanais mac léinn, agus ag an am céanna ag saibhriú na láidreachtaí atá aici cheana féin.

## SPRIOCANNA STRAITÉISEACHA

Tugann na spriocanna straitéiseacha cuntas ar cad a fhéachfaidh CIT le baint amach le linn saolré an Phlean Straitéisigh seo. Trí gach ceann de na spriocanna sin a bhaint amach, bogfaidh CIT níos gaire dá fis straitéiseach. Is iad seo a leanas spriocanna straitéiseacha na hinstitiúide:

- 1. Forbairt agus cur le CIT agus a clár acadúil agus a chinntiú go mbeidh rochtain uilechuimsitheach ar dheiseanna foghlama, go mbeidh forbairt ar aon líne le riachtanais réigiúnacha agus náisiúnta, agus go ndéanfar cothabháil ar an réimse sainiúil clár agus disciplín laistigh de CIT**
- 2. Forbairt bhreise agus cur le ról CIT i saol eacnamúil, sóisialta agus cultúrtha go réigiúnach, go náisiúnta agus go hidirnáisiúnta**
- 3. Comhpháirtíochtaí rathúla agus comhaontais straitéiseacha a thógáil a bheidh bunaithe ar chomhthuiscint agus ar chomhoibriú le comhpháirtithe áitiúla, náisiúnta agus idirnáisiúnta roghnaithe**
- 4. An scoth a chothú agus a fhorbairt i dteagasc agus foghlaim a bheidh mar bhun taca ag ceannaireacht CIT ó thaobh oideachais dírithe ar shlite beatha agus a bheidh lárnach don mhac léinn a sholáthar**
- 5. Forbairt bhreise a dhéanamh ar ghníomhaíochtaí aistrithe teicneolaíochta, nuálaíochta agus taighde CIT trí straitéis forbartha agus taighde dírithe go cúramach a fhorbairt. Caithfidh an straitéis sin a chinntiú go mbeidh na gníomhaíochtaí sin inbhuanaithe, tairgiúil agus go mbeidh dea-thionchar acu ar ghníomhaíochtaí teagaisc agus foghlama na hinstitiúide**
- 6. Feasacht a ardú maidir le CIT, a clár agus gníomhaíochtaí eile dá cuid trí chur chun cinn éifeachtach agus tacaíocht do CIT. An tseirbhís a sholáthraítear don fhoireann, do mhic léinn agus do dhaoine eile a fheabhsú, le tacaíocht trí chumarsáid agus chomhairliúchán éifeachtach.**
- 7. Cultúr cáilíochta a chothú trí thionscnaimh agus córais éifeachtacha.**



STAIR  
AGUS PRÓIFÍL CIT

## STAIR

Is féidir le CIT a bunús a thabhairt chomh fada siar le hinstitiúid Ríoga Chorcaí a bunaíodh in 1803. Mar sin féin, aimsítear a stair i ndáiríre in *Crawford Municipal Technical Institute* i 1912. Is iomaí forbairt, comhnasc agus athruithe ainmneacha atá feicthe againn riamh ó shin rud a d'fhág CIT san áit a bhfuil sí inniu.

Is iad seo a leanas na mórchéimeanna i bhforbairt CIT:

- **Bunaíodh dhá choláiste i lár go dtí deireadh na 1800aidí a bheadh mar chuid de CIT de réir a chéile. Bunaíodh Scoil Deartha in 1850 agus d'athraigh sé go dtí Coláiste Ealaíne is Deartha Crawford. Tháinig feidhm le Scoil Cheoil Chorcaí in 1878.**
- **Bhunaigh Coiste Teagaisc Teicniúil Chomharchumann Chorcaí an Crawford Municipal Technical Institute i 1912.**
- **Go luath sna 1970aidí bunaíodh na Coláistí Réigiúnacha Teicniúla ar fud na tíre. D'oscail Coláiste Réigiúnach Chorcaí ag a campas nua i mBaile an Easpaig i Meán Fómhair 1974. Bhí Crawford Municipal Technical Institute mar chuid de, agus aistríodh roinnt cúrsaí gnó agus cuid den fhoireann freisin ón Scoil Tráchtála ag Oileán na nGé. Ba é Coiste Gairmoideachais Chorcaí a bhí ag rialú an choláiste faoin tráth seo.**
- **Bunaíodh cuid de phíosa nua-aimseartha CIT ar an 1 Eanáir 1993 nuair a bhain RTC Chorcaí eintiteas féinrialaithe amach. Is ag an bpointe sin a ghlac RTC Chorcaí freagracht as dhá chomhcholáiste, go príomha, Scoil Cheoil Chorcaí agus Coláiste Ealaíne is Deartha Crawford.**
- **Ainmníodh Coláiste Réigiúnach Theicniúil Chorcaí in athuair mar institiúid Teicneolaíochta Chorcaí ar an 18 Nollaig 1997 tríd ordú an Uasail Micheál Martin TD, an tAire Oideachais & Eolaíochta.**
- **Ar an 9 Iúil 2004 d'éirigh le Coláiste Náisiúnta Muirí na hÉireann a bheith mar chomhcholáiste de chuid CIT. Tá an coláiste sin lonnaithe i sain-saoráid den dearadh is déanaí i Rinn an Scidigh, Co. Chorcaí.**

## TIMPEALLACHT INMHEÁNACH

Ceann de na chéad phríomhchéimeanna sa phróiseas pleanála straitéiseach ná imscrúdú cúramach a dhéanamh ar an timpeallacht reatha laistigh de CIT. Stiúróidh toradh na hanaílise sin na gníomhaíochtaí pleanála straitéiseacha a bheidh ag féachaint chun cinn. Cuid thábhachtach den anailís timpeallachta sin is ea aitheantas a thabhairt do láidreachtaí agus do laigeachtaí na hinstitiúide. De réir mar a bhogann CIT chun cinn féachfaidh sí lena cuid láidreachtaí móra a neartú a thuilleadh agus ag an am céanna oibreoidh sí chun dul i ngleic le haon laigeachtaí suntasacha atá aici.

## TIMPEALLACHT FHSICÍÚIL

Tá seod ag an institiúid sna saoráidí den scoth atá inti lena n-áirítear an Leabharlann agus Foirgneamh TE den scoth agus cuid de na saotharlanna is fearr ar domhan. Tá ceithre champas ar leithligh ag CIT faoi láthair. Tá an príomhchampas lonnaithe ag Baile an Easpaig agus limistéar thart ar 80 acra ann. Anuas ar an gcéad fhoirgneamh a bhí ag an RTC tá foirgneamh na leabharlainne/TE le fáil ar an gcampas, giomnásiam, páirc Astroturf, raon reatha agus páirceanna imeartha. Tá go leor foirgneamh sealadach freisin ag an gcampas ina bhfuil oifigí riaracháin agus seomraí ranga. Ina theannta sin táthar ag obair ar ceithre thionscadal tógála foirgneamh ar an gcampas. Táthar ag súil go mbeidh an Foirgneamh Riaracháin nua tugtha chun críche faoi lár 2005. Táthar ag súil chomh maith go mbeidh Ionad na Mac Léinn tógtha faoi Shamhradh 2005. Tá go leor déanta leis an bhFoirgneamh Fáiltithe agus Tuarasóireachta nua agus tabharfar chun críche é do thús na bliana acadúil 2005. Ar deireadh, tosaíodh ar an obair ar thionscadal an Ionaid Nuálaíochta agus Gnó go luath i 2005.

Tá Coláiste Ealaíne is Deartha Crawford lonnaithe i láthair na huair ar Shráid Sharman Crawford. Tá an campas sin faoi réir ag pleananna athfhorbartha faoi láthair. Táthar ag breithniú roinnt roghanna, b'fhéidir go bhfanfadh an coláiste sa suíomh reatha, b'fhéidir go mbeadh sé lonnaithe ar shuíomh nua i lár na cathrach, nó b'fhéidir go ndéanfaí lánpháirtíú air isteach sa príomhchampas.

I ndiaidh roinnt fadhbanna agus maille cuirfear tús go gairid leis na hoibreacha tógála do Scoil Cheoil nua Chorcaí. Nuair a bheidh sé tugtha chun críche, soláthróidh an scoil sain-ionad nua-aimseartha le haghaidh oideachas agus léiriúchán ceoil i gcroílár na cathrach.

D'oscail Coláiste Náisiúnta Muirí na hÉireann i nDeireadh Fómhair 2004. Maoineadh forbairt an fhoirgnimh seo leis an dearadh is déanaí ar fad ag baint úsáide as an tsamhail comhpháirtíochta-príobháidigh-poiblí.

Chomh maith leis na campais atá luaite thuas tá cóiríocht ar cíos ag an institiúid faoi láthair ag Model Farm Road agus ag Páirc Ghnó North Point.

## LÍON MAC LÉINN

Tá thart ar 17,000 mac léinn cláraithe ag CIT i láthair na huair le thart ar 2,500 iontrálacha nua ó bhliain go bliain. Astu sin tá thart ar 9,000 lánaimsearhach agus tá an 8,000 eile páirt-aimsearhach. Is éard atá sa daonra mac léinn páirt-aimseartha ná éagsúlacht leathan mac léinn lena n-áirítear mic léinn rochtaine, oíche agus mic léinn atá gafa le for-

bairt ghairmiúil leanúnach chomh maith le líon suntasach atá ag staidéar an cheoil agus drámaíochta ag gach leibhéal. I saol an phlean fortheilgtear go dtiocfaidh fás de 30% ar an líon iomlán mac léinn cláraithe.

## LÍON FOIRNE

Faoi láthair tá 1,544 comhaltaí foirne ag CIT agus is foireann acadúil 1,237 díobh sin. Tá 471 duine buan lánaimseartha, 112 páirtaimseartha pro-rata i measc na foirne acadúil agus 654 comhalta páirtaimseartha a íoctar de réir na huaire. Tá foireann tacaíochta teicniúil, leabharlaine, riaracháin agus seirbhísí i measc na foirne neamh-acadúil. Is mar seo a leanas atá mionshonraí chomhaltaí foirne neamh-acadúil: 103 riarachán, 23 leabharlann, 81 tacaíocht theicniúil agus 100 foireann seirbhíse.

## TIMPEALLAUGHT SHEACHTRACH

Is léir go bhfuil páirt shuntasach ag an timpeallacht sheachtrach ina bhfeidhmíonn CIT ar an méid atá sí ag iarraidh a bhaint amach anseo. Clúdaíonn an téarma timpeallacht gnéithe mar aeráid eacnamúil, déimeagrafaic agus polasaí rialtais. Is foine bagairtí agus deiseanna é an timpeallacht sheachtrach sin agus oibreoidh CIT go dian chun fáil réidh leis na bagairtí agus chun leas a bhaint as na deiseanna.

## POLASAÍ POIBLÍ

In aineoinn leibhéal neamspéachais níos mó beidh tionchar ag polasaí poiblí agus ag polasaí rialtais ar CIT don tréimhse ghairid amach anseo ar aon nós. Go háirithe, sainmhíneoidh cinní a dhéanfar maidir le struchtúr agus maoiniú na hearnála tríú leibhéal ina hiomlán na teorainneacha ina bhféadfaidh CIT a forbairt féin amach anseo a chinneadh. Sa chomhthéacs sin tá oiriúnachas áirithe ag an tuarascáil is déanaí de chuid an OECD. Mar sin féin, ní hé saincheist polasaí poiblí ná rialtais an t-aon rud a mbeidh tionchar aige ar dhul chun cinn CIT amach anseo. Mar shampla, tá saincheisteanna a bhaineann le leithroinnt maoinne ar staidéir fochéimithe agus taighde an-tábhachtach freisin.

Caithfidh CIT a bheith forghníomhach ina gcuid oibre le déantóirí cinní. Tá sé riachtanach go gcuirfidh CIT le déanamh polasaí agus nach freagra amháin a bheidh sí ag tabhairt air.

## DÉIMEAGRAFAIC

Tá impleachtaí soiléire ag próifil déimeagrafaic an daonra ar fhorbairt CIT amach anseo. Le blianta beaga anuas facthas titim mór i líon na mac léinn atá ag tabhairt faoin Ardteistiméireacht sa treocht déimeagrafaic reatha. Ní fheiceann an anailís is simplí atá déanta ar an treocht sin, bunaithe ar rátaí beirthe, athrú suntasach ar chúrsaí go dtí 2011 agus ina dhiaidh sin. Mar sin féin, tá sonraí ann a déarfadh go bhféadfaí deireadh a chur leis an titim seo i rátaí beirthe le himirce chuig an tír seo. Laghdaítear an tionchar a bhí ag an titim ar fhágáilithe scoile freisin leis an ardú suntasach atá ar fhoghlaimoírí saoil. Ina theannta sin, tá treocht ann anois go bhfuil mic léinn ag fanacht san oideachas níos faide agus cúitíonn sé sin ar bhealach an líon beag a dhéanann rollú. Tá sé tábhachtach mar chuid de phróiseas pleanála feidhmíochta leanúnach CIT, go ndéantar fortheilg ar líon na mac léinn amach anseo agus go ndéanfar athbhreithniú leanúnach air bunaithe ar na sonraí is fearr atá ar fáil. Tá fortheilgeacha cruinne riachtanach i ndáil le soláthar clár agus acmhainní amach anseo.

## FACHTÓIRÍ EACNAMÚLA

Dé réir mar a fhéachann CIT le ról ceannaireachta a ghlacadh i soláthar oideachais dírithe ar shlite beatha caithfidh sí a bheith ar an eolas faoin aeráid eacnamúil agus aird a thabhairt air. Go háirithe, ní mór go léireodh soláthar agus dearadh clár na scileanna a theastaíonn chun go ndéanfar dul chun cinn eacnamúil. Tá tuarascálacha foilsithe le gairid ag eagraíochtaí mar an Grúpa Straitéise Fiontair (ESG) agus an Sainghrúpa ar Riachtanais Scile Amach Anseo (EGFSN) a aithníonn riachtanais oideachais na heacnamaíochta thar blianta amach anseo. Cuireann tuarascálacha an EGFSN anailís chruinn ar fáil ar na scileanna a bheidh ag teastáil ó eacnamaíocht na hÉireann a bheidh ag fás. Tugtar le fios iontu chomh maith na réimsí ina dtiocfaidh titim ar fhás nó fiú amháin meath. Cuireann tuarascáil an ghrúpa, arna ullmhú ag *McIver Consulting*, agus a thugann cuntas ar riachtanais taighdeoirí agus pearsanra taighde amach anseo in eacnamaíocht na hÉireann, dúshlán mór ar fáil don eanáil tríú leibhéal ar fad. Tá an riachtanas céimithe a chur ar fáil a bheidh in ann riachtanais na heacnamaíochta seo a chomhlíonadh lárnach do theideal na tuarascála, *Ahead of the Curve – Ireland's Place in the Global Economy*. Labhraítear sa tuarascáil seo, go háirithe, ar an riachtanas atá ann an bonn-scile a mhéadú i réimsí na taighde agus na forbartha, chomh maith le díolachán agus margáíocht. Tá sé an-tábhachtach go mbeidh tionchar ag torthaí an ghrúpa sin agus sain-ghrúpaí eile ar fhorbairt CIT amach anseo.



3

SPRIOCANNA  
AGUS CUSPÓIRÍ  
STRAITÉISEACHA

## RéAMHRÁ

Is iad na spriocanna straitéiseacha agus na cuspóirí croí-lár an Phlean Straitéisigh. Leagann siad síos an cosán don institiúid lena fis straitéiseach a bhaint amach. Má éiríonn léi na spriocanna agus na cuspóirí sin a bhaint amach beidh an institiúid mar cheannródaí ó thaobh oideachais dírithe ar shlíthe beatha a sholáthar, institiúid a bheidh uilechuimsitheach, fiontraíoch agus freagrach as riachtanais a cuid mac léinn.

Is aidhmeanna leithne iad na spriocanna don institiúid, agus is éard atá sna cuspóirí ná míreanna ar leith a bhainfear amach thar saol an phlean. Is céimeanna iad na cuspóirí i dtreo na spriocanna a bhaint amach. D'fhéadfadh cuspóir straitéiseach amháin cabhrú chun go leor spriocanna a bhaint amach.

## SPRIOCANNA STRAITÉISEACHA

Is ionann na spriocanna straitéiseacha i dtéarmaí leithne cad a bhainfidh CIT amach agus í ag bogadh i dtreo a fis straitéiseach a bhaint amach. Déantar cur síos ar na spriocanna straitéiseacha, a tugadh isteach i Rannóg 1, thíos.

### SPRIOC 1

**FORBAIRT AGUS CUR LE CIT AGUS A CLÁR ACADÚIL AGUS A CHINNTIÚ GO MBEIDH ROCHTAIN UILECHUIMSITHEACH AR DHEISEANNA FOGHLAMA, GO MBEIDH FORBAIRT AR AON LÍNE LE RIACHTANAI RÉIGIÚNACHA AGUS NÁISIÚNTA, AGUS GO NDÉANFAR COTHABHÁIL AR AN RÉIMSE SAINIÚIL CLÁR AGUS DISCIPLÍN LAISTIGH DE CIT**

Forbróidh CIT agus tabharfaidh sí tacaíocht do chuallacht mac léinn atá éagsúil ag leibhéal fochéime agus iarchéime. Féachfaidh sí go gníomhach le rátaí rannpháirtíochta, coinneála agus dul chun cinn mac léinn a fheabhsú. De bhrí go bhfuil CIT tiomanta don phrionsabal rochtaine uilechuimsitheachta chuig deiseanna foghlama, cinnteoidh gach forbairt a dhéanfar amach anseo go gcomhlíonfaidh CIT a cuid freagrachtaí sa réimse sin. Tá ról suntasach ag CIT ó thaobh cláir agus cúrsaí a fhorbairt a bheidh ag teacht le riachtanais fhorbartha réigiúnacha agus náisiúnta. Mar gheall air sin caithfidh pleananna forbartha amach anseo aird a thabhairt ar fortheilgeacha riachtanais scileanna amach anseo arna shainmhíniú ag fortheilgeacha de chuid an rialtais, gníomhaireachtaí polasaí agus fortheilgeacha eacnamúla. Tá pórtfóilió acadúil éagsúil ag CIT ina bhfuil na cláir oideachais tríú leibhéal éagsúla ag soláthar oideachais ceardaíochta agus printiseachta agus soláthar príomhsrutha ar theagasc léiriúcháin ceoil ag an gcéad agus dara leibhéal. Tá an éagsúlacht disciplíní sin sainiúil in earnáil na hinstitiúide Teicneolaíochta agus cuireann sé le saibhreas CIT. Tugann sé deis tionscnaimh idirdhisciplíneacha sainiúla agus tairbhiúla a chur ar bun idir an fhoireann agus mic léinn. Mar thoradh air sin tá cuallacht mac léinn éagsúil, agus gach grúpa mac léinn ag cur go dearfach leis an institiúid ar bhealach ar leith. Tá sé tábhachtach mar sin, go leanfaidh aon fhorbairt a dhéanfar ag cothabháil comhréir disciplíní, clár agus cúrsaí CIT.

### SPRIOC 2

**FORBAIRT BHREISE AGUS CUR LE RÓL CIT I SAOL EACNAMÚIL, SÓISIALTA AGUS CULTÚRTHA GO RÉIGIÚNACH, GO NÁISIÚNTA AGUS GO HIDIRNÁISIÚNTA**

Ó bunaíodh í, cuid thábhachtach de ról CIT a bhí sa méid a rinne an institiúid don tsochaí. Chun a misean a chomhlíonadh, féachfaidh CIT chun saibhreas agus buntáiste a thabhairt do shaol eacnamúil, sóisialta agus cultúrtha an réigiún agus na tíre. Is láidreacht de chuid na hinstitiúide le fada é an cumas atá aici féachaint chun cinn agus oibriú ar mhaithe leis an tsochaí ina hiomláine agus beidh an scéal amhlaidh amach anseo.

### SPRIOC 3

**COMHPHÁIRTÍOCHTAÍ RATHÚLA AGUS COMHAONTAIS STRAITÉISEACHA A THÓGÁIL A BHEIDH BUNAITHE AR CHOMHTHUISCINT AGUS AR CHOMHOIBRIÚ LE COMHPHÁIRTITHE ÁITÚLA, NÁISIÚNTA AGUS IDIRNÁISIÚNTA ROGHNAITHE**

Chomh maith lena cuid láidreachtaí féin a fhorbairt, leanfaidh CIT ag forbairt naisc le hinstitiúidí, le grúpaí agus le heagraíochtaí eile ar ionann a gcuid láidreachtaí agus a gcuid gníomhaíochtaí féin. Go sonrach, oibreoidh an institiúid i gcomhpháirtíocht le Coláiste na hOllscoile Corcaigh ar fud réimse tionscnamh ar mhaithe leis an dá institiúid araon, a gcuid mac léinn agus an réigiún tríd is tríd. Tiocfaidh cláir nua as na comhpháirtíochtaí sin, déanfar éascú ar lear mór gníomhaíochtaí taighde a chruthú agus cuideoidh sé chun an bonn mac léinn a leathnú. Cuirfidh comhpháirtíochtaí rathúla a fheidhmeoidh ar mhaithe leis an dá institiúid go mór le forbairt na hinstitiúide amach anseo.

## SPRIOC 4

### **AN SCOTH A CHOTHÚ AGUS A FHORBAIRT I DTEAGASC AGUS SAN FHOGHLAIM A BHEIDH MAR BHUN TACA AG CEANNAIREACHT CIT Ó THAOBH OIDEACHAS DÍRITHE AR SHLITE BEATHA A BHEIDH LÁRNACH DON MHAC LÉINN A SHOLÁTHAR**

Tá cláir staidéir chuí d'ardchaighdeán a sheachadtar le héiteas lárnaithe don mhac léinn i gceartlár CIT. Tá an t-éiteas mac léinn-lárnaithe sin le feiceáil go soiléir sa timpeallacht foghlama spreagtha agus thacúil a sholáthrófar. Gheobhfar tacaíocht freisin ó fhoireann thiomanta, ghairmiúil, ó sheirbhísí tacaíochta acadúla den dearadh is déanaí agus ó sheirbhísí mac léinn d'ardchaighdeán. Tabharfar tacaíocht agus feabhsófar go leanúnach na príomhghníomhaíochtaí teagaisc agus foghlama.

## SPRIOC 5

### **FORBAIRT BHREISE A DHÉANAMH AR GHNÍOMHAÍOCHTAÍ AISTRITHE TEICNEOLAÍOCHTA, NUÁLAÍOCHTA AGUS TAIGHDE CIT TRÍ STRAITÉIS FORBARTHA AGUS TAIGHDE ATÁ DÍRITHE GO CÚRAMACH A FHORBAIRT. CAITHFIDH AN STRAITÉIS SIN A CHINNTIÚ GO MBEIDH NA GNÍOMHAÍOCHTAÍ SIN INBHUANAITHE, TÁIRGIÚIL AGUS GO MBEIDH DEA-THIONCHAR ACU AR GHNÍOMHAÍOCHTAÍ TEAGAISIC AGUS FOGHLAMA NA HINSTITIÚIDE**

Beidh taighde, nuálaíocht agus aistriú teicneolaíochta níos tábhachtaí amach anseo i CIT. Beidh na gníomhaíochtaí sin oiriúnach agus inbhuanaithe agus cuirfidh siad i ndáiríre leis an teagasc agus an fhoghlaim san institiúid. I measc na ngealltanais a thiofadh as an aeráid nuálaíochta sin agus a gheobhaidh tacaíocht uaidh beidh forbairt chomhairliúcháin, ghairmiúil leanúnach agus taighde chonartha.

## SPRIOC 6

### **FEASACHT A ARDÚ MAIDIR LE CIT, A CLÁR AGUS GNÍOMHAÍOCHTAÍ EILE DÁ CUID TRÍ CHUR CHUN CINN ÉIFEACHTACH AGUS TACAÍOCHT DO CIT. AN TSEIRBHÍS A SHOLÁTHRAÍTEAR DON FHOIREANN, DO MHIC LÉINN AGUS DO DHAOINE EILE A FHEABHSÚ, LE TACAÍOCHT TRÍ CHUMARSÁID AGUS CHOMHAIRLIÚCHÁN ÉIFEACHTACH**

Is comhchuid thábhachtach de dhul chun cinn na hinstitiúide amach anseo cumarsáid éifeachtach, CIT a chur chun cinn agus tacú léi. Ní hamháin go gcuirfear le cumas na hinstitiúide dul chun cinn a dhéanamh trí chumas cumarsáide CIT a neartú ach cinnteoidh sé freisin go mbeidh an dul chun cinn sin le feiceáil go soiléir ag gach páirtí leasmhar. Beidh cultúr comhairliúcháin agus comhpháirtíochta a bheidh uilechuimsitheach agus oscailte tábhachtach freisin ó thaobh dul chun cinn na hinstitiúide.

## SPRIOC 7

### **CULTÚR CÁILÍOCHTA A CHOTHÚ TRÍ THIONSCNAIMH AGUS CÓRAIS ÉIFEACHTACHA**

Tá bunú deá-cháil feabhais ó thaobh gach ceann dá cuid gníomhaíochtaí agus seirbhísí lárnach d'fhorbairt CIT amach anseo. Ní mór cultúr feabhais agus córais cháilíochta a neadú i gach cuid den institiúid. Tá sé tábhachtach freisin go mbeidh tiomantas chun feabhais CIT soiléir dá cuid cliant agus don tsochaí i gcoitinne.

## TéAMAÍ STRAITÉISEACHA

Ar mhaithe le soiléireacht, níl na cuspóirí straitéiseacha grúpaithe le chéile faoina spriocanna straitéiseacha lena gcuireann siad leo. Tá sé sin amhlaidh de bhí go bhféadfadh líon na gcuspóirí a bhainfeadh le sprioc a bheith mór go leor agus toisc go bhféadfadh cuspóir aonair cuidiú chun níos mó ná sprioc amháin a bhaint amach. Ina áit sin, tá na cuspóirí comhshamhlaithe agus eagraithe faoi roinnt téamaí straitéiseacha. Tá ról agus gníomhaíochtaí CIT go léir cuimsithe sna téamaí straitéiseacha. Liostálann an tábla thíos na téamaí straitéiseacha sin agus léirítear na cuspóirí a luaitear le gach téama.

TéAMAÍ STRAITÉISEACHA	CUSPÓIRÍ LÉIRITHEACHA
Pleanáil Acadúil	Dearadh clár, pleanáil scoile/roinne, struchtúir acadúla
Teagasc agus Foghlaim	Tacuithe teagaisc agus foghlama, córais cháilíochta acadúla, tionscnaimh choinneála
Taighde, Nuálaíocht agus Aistriú Teicneolaíochta	Tacuithe taighde, maoiniú, straitéis taighde
Rochtain Uilechuimsitheach ar Dheiseanna Foghlama	Cláir rochtaine, cláir for-rochtaine, RPL
Bainistíocht agus Rialúchán	Struchtúir bhainistíochta agus cáilíochta, déanamh cinní, oiliúint bhainistíochta
Córais Chumarsáide Inmheánacha agus Sheachtracha agus Córais Chomhairliúcháin	Córais chumarsáide, cáilíochta agus monatóireachta, sruth oibre, comhairliúchán
Margaíocht, Cur Chun Cinn agus Tacaíocht CIT	Forbairt branda, gníomhaíochtaí cur chun cinn, caidrimh leis na meán
Forbairt Foirme	Tionscnaimh oiliúna, forbairt phearsanta, ionduchtúchán, obair sholúbtha
Forbairt Mac Léinn agus Céimithe	Seirbhísí Mac Léinn, forbairt phearsanta, córais aiseolais, Cumann Alumni
Seirbhísí Tacaíochta Acadúil	Leabharlann, saoráidí ICT, acmhainní foghlama
Forbairt na Timpeallachta Fisiciúil	Tionscadail thógála, máistir phleanáil, caighdeán foghlama, timpeallacht oibre
Seirbhísí agus Riarachán	Caighdeán seirbhíse, seirbhísí pleanála, soláthar seirbhísí
Idirnáisiúnú	Sprioc-Earcaíocht, soláthar tacuithe, cláir taistil acadúil
Ról sóisialta	Gníomhaíochtaí sóisialta, caidrimh, soláthar saoráidí
Ról cultúrtha	Spásanna cultúrtha, polasaí ealaíon, imeachtaí cultúrtha
Compháirtíochtaí agus Comhaontais Eacnamúla agus Tionsclaíochta	Comhoibriú, CPD, comhairliúchán
Compháirtíochtaí agus Comhaontais Acadúla	Comhairliúchán, gníomhaíochtaí cur chun cinn, comhoibriúcháin HEI

## CUSPÓIRÍ STRAITÉISEACHA

Sa rannóg seo déantar cur síos ar na cuspóirí aonair a bhainfidh CIT amach le linn saolré an Phlean Straitéisigh. Má éiríonn leis an institiúid na cuspóirí sainiúla sin a bhaint amach bogfaidh sí níos gaire dá cuid spriocanna agus go bunúsach a fis straitéiseach a thabhairt chun fire. Stiúróidh an phleanáil agus an obair a dhéanfar chun na cuspóirí sin a bhaint amach feidhmiú an Phlean Straitéisigh foriomlán.

### PLEANÁIL ACADÚIL

Déileálann an téama sin le gach gné de phleanáil acadúil. Coinneoidh gach gníomhaíocht pleanála acadúil riachtanais fhorbartha náisiúnta agus réigiúnach i gcuimhne. Ina theannta sin, tá éagsúlacht shainiúil clár i CIT. Tugann an éagsúlacht disciplíní, clár agus leibhéal sin saibhreas don institiúid. Ba chóir go gcinnteodh pleanáil acadúil amach anseo go ndéanfar cothabháil ar an éagsúlacht sin, agus ar an gcomhréir disciplíní a ligean do seo tarlú.

#### CUSPÓIRÍ:

- Athbhreithniú agus dul siar ar phlean acadúil foriomlán na hinstitiúide
- A chinntiú go ndéanann gach scoil agus comhcholáiste forbairt ar Phlean Straitéiseach dá gcuid féin, ag teacht le Plean Straitéiseach na hinstitiúide, agus beidh plean acadúil mar mhórchuid de
- Na cláir agus na cúrsaí a fhorbairt laistigh den institiúid ionas go dtabharfar an deis do gach mac léinn tríú leibhéal ar a laghad céim onórach a bhaint amach
- Deiseanna forchéimnithe a sholáthar do mhic léinn printiseachta/ceardaíochta más cuí.
- Cláir iarchéime múinte a fhorbairt ar fud na hinstitiúide
- A chinntiú go leagfar amach gach clár nua de réir polasaithe rialtais cuí, riachtanais náisiúnta agus cáipéisí straitéiseacha a bhaineann leis an gcúrsa nó disciplín molta
- Ionchur ó gheallshealbhóirí seachtracha a mhéadú i ndáil le forbairt an chúrsa agus próisis athbhreithnithe
- Forbairt bhreise ar an ról mar phríomhsholáthóir d'fhorbairt ghairmiúil leanúnach (CPD) agus foghlaim ar feadh an tsaoil
- Cúrsaí idirdhisciplíneacha a fhorbairt go himmheánach agus i gcomhoibriú le páirtithe seachtracha
- Struchtúir cúrsa solúbtha agus bealaí seachadta a sholáthar
- Cur leis na córais chun cúrsaí a fhorbairt agus a cheadú, lena n-áirítear foráil le haghaidh forbairt luathaithe agus ceadú nuair a bhíonn sé sin riachtanach
- Soláthar príomhshruithaithe de theagasc léiriúcháin ceoil a chothú ag an gcéad agus dara leibhéal

### TEAGASC AGUS FOGHLAIM

Tugann an téama sin aghaidh ar phríomhghníomhaíocht na hinstitiúide. Tá CIT bródúil as an deá-cháil atá uirthi mar institiúid atá dírithe ar mhic léinn. Cuid riachtanach den éiteas sin atá dírithe ar mhic léinn ná tiomantas na hinstitiúide an scoth a bhaint amach i réimse an teagasc agus na foghlama. Tá baint ag go leor fachtóirí difriúla leis an scoth acadúil agus caighdeánach sin, ó fhorbairt foirne agus córais cháilíochta go dtí an timpeallacht fhisiciúil.

#### CUSPÓIRÍ:

- Aonad Forbartha Teagasc a fhorbairt chun treoir, oiliúint agus nuálaíocht a sholáthar i dteicnící teagasc agus measúnaithe
- Seachadadh cúrsa leictreonach atá éasca le húsáid agus praiticiúil a sholáthar, chomh maith le bainistíocht fhoghlama, agus córais mheasúnaithe
- Teicnící measúnaithe reatha a athbhreithniú agus a chinntiú go mbíonn siad leagtha amach le teacht le torthaí foghlama an chláir agus le próifíl an mhic léinn
- Athbhreithniú agus dul siar, mar is cuí, ar bhainistíocht cáilíochta acadúil na hinstitiúide agus na córais dearbhaithe
- Tionscnaimh coinneála institiúide a fhorbairt. Go háirithe, spriocanna intomhaiste a leagan síos agus a chinntiú go mbíonn na tionscnaimh sin faoi réir ag athbhreithniú tréimhsiúil agus ag forbairt
- An córas reatha atá ann le haiseolas a fháil ó mhic léinn maidir le saincheisteanna acadúla a fheabhsú agus a chinntiú go mbíonn córas i bhfeidhm chun athbhreithniú a dhéanamh ar an aiseolas agus gníomhú air
- A chinntiú go mbunaítear agus go ndéantar cothabháil ar chomhréir mac léinn/léachtóir a chuidíonn le teagasc éifeachtach agus foghlaim
- Lámhleabhar agus cairt seirbhíse cáilíochta a chruthú don fhoireann acadúil
- Comhréir fábhach d'fhoireann acadúil lánaimseartha agus páirtaimseartha a bhunú chun scoth an teagasc agus na foghlama a chur chun cinn

- Deiseanna a chur chun cinn le haghaidh foghlaim ar feadh a saoil a chur ar chumas mac léinn na scileanna a theastaíonn chun smaointeoireacht chruthaíoch agus criticiúil a fhorbairt, chomh maith le scileanna chun fadhbanna a réiteach, agus iad i mbun a slite beatha roghnaithe agus ina saol tríd is tríd

## TAIGHDE, NUÁLAÍOCHT AGUS AISTRIÚ TEICNEOLAÍOCHTA

Príomhghné den Phlean Straitéiseach seo don institiúid is ea clár taighde inbhuanaithe agus oiriúnach a fhorbairt. Tá gníomhaíocht thaighde bhriomhar tábhachtach ó thaobh naisc chomhoibritheacha a thógáil le hinstitiúidí taighde eile agus le tionscail; tugann sé tacaíocht d'fhorbairt, d'earcaíocht, do choinneáil foirne agus soláthraíonn sé deiseanna iarchéime do mhic léinn.

### CUSPÓIRÍ:

- Comhairle Nuálaíochta agus Taighde inmheánach a bhunú, Ceann Taighde agus Oifig Taighde
- Ceithre go dtí sé Réimse Taighde Straitéiseach (SRAanna) a aithint agus a fhorbairt tríd obair a dhéanamh ar láidreachtaí taighde atá ann cheana féin agus iad a fhorbairt. Aithneofar chomh maith agus tabharfar tacaíocht do suas go dtí cúig Réimse Forbartha breise le haghaidh Taighde a d'fhéadfadh a bheith mar Réimsí Taighde Straitéiseacha ina gceart féin
- Tús áite a thabhairt do chomhoibriú taighde idirdhisciplíneach inmheánach agus do chomhoibriú le hinstitiúidí taighde eile in Éirinn agus thar lear
- Clár taighde agus staidéir iarchéime a bhunú i ngach scoil
- Aitheantas a thabhairt don méid a dhéantar d'fheidhmiú taighde na hinstitiúide trí dhreasachtaí cuí a fhorbairt d'fhoireann atá gníomhach le cúrsaí taighde
- Córas a bhunú chun aschuir taighde a aithint agus a thaifeadadh (m.sh. comhdhálacha, ceardlanna, taifid, paitinn, etc.) seachas foilseacháin atá athbhreithnithe ag piaraí
- Tacuithe a fhorbairt don ghníomhaíocht taighde lena n-áirítear treoir ar ullmhúchán beartas taighde, bainistíocht tionscadail, maoirseacht agus riarachán
- Tacú le bunú fiontair torthaí agus tosaithe amach bunaithe ar ghníomhaíochtaí taighde na hinstitiúide

## ROCHTAIN UILECHUIMSITHEACH AR DHEISEANNA FOGHLAMA

Tá CIT go hiomlán tiomanta don phrionsabal rochtain chomhionann agus uilechuimsitheach ar dheiseanna oideachais a chur ar fáil. Ní féidir beag is fiú a dhéanamh don ról criticiúil a bheidh ag rochtain ar dheiseanna foghlama i bhforbairt a dhéanamh ar an eacamaíocht agus ar an tsochaí ina iomláine amach anseo. De réir a misean agus a príomhluachanna féachfaidh CIT chuig cur lena ról agus é a fhorbairt chun soláthar uilechuimsitheach a dhéanamh ar oideachas.

### CUSPÓIRÍ:

- Tionscnaimh a fhorbairt a thabharfaidh aitheantas do ghrúpaí sainiúla a mbíonn deacrachtaí acu faoi láthair rochtain a fháil ar dheiseanna foghlama agus a dhéanfaidh éascú agus a thacóidh le rochtain chuig CIT do na grúpaí sin
- Clár agus struchtúr na hinstitiúide a fhorbairt le haghaidh foghlaim oscailte agus cianfhoghlaim agus e-foghlaim
- Tionscnaimh a fhorbairt do mhic léinn a bhíonn ag filleadh ar an oideachas
- Leanúint ag forbairt cúrsaí agus clár for-rochtaine
- Forbairt bhreise a dhéanamh ar aitheantas agus creidiúnú a thabhairt don d'fhoghlaim roimh ré agus poiblíocht a thabhairt dó

## BAINISTÍOCHT AGUS RIALÚCHÁN

Beidh dul chun cinn CIT amach anseo bunaithe ar chultúr oscailte agus comhoibrithe bainistíochta agus rialúcháin de réir na prionsabail chomhpháirtíochta. Cuireann na struchtúir bhainistíochta acadaúla a tugadh isteach le déanaí meán ar fáil chun córas bainistíochta agus déanamh cinní a bhunú a bheidh éifeachtúil agus oscailte, agus a fháilteoidh roimh mhodheolaíochtaí comhpháirtíochta.

### CUSPÓIRÍ:

- Oilúint agus treoir comhpháirtíochta agus bhainistíochta leanúnach a sholáthar do gach duine le ról bhainistíochta laistigh den institiúid
- Sa chás go mbíonn sé tairbhíúil, déanamh cinní agus cumhachtaí feidhmeannacha a aistriú ar fud na struchtúr bainistíochta nua

- Fortheilg sonraithe den timpeallacht oibre is dóigh a bheidh ag an institiúid thar na chéad cúig bliana eile a fhorbairt, le líon na mac léinn san áireamh, riachtanais spáis agus riachtanais seirbhísí
- Córas cáilíochta rialúcháin agus bainistíochta a fhorbairt ina mbeidh meicníochtaí chun measúnú a dhéanamh ar cháilíocht a bhainfear amach sa réimse seo agus ina mbeidh athbhreithniú tréimhsiúil ar struchtúir bhainistíochta agus ról
- Na treoirínte feidhmíochta de na struchtúir nua bainistíochta acadúla a fhorbairt agus a fhoilsiú
- Struchtúir bhainistíochta neamh-acadúil a athbhreithniú agus a leasú, nuair is cuí
- Cairt a fhorbairt do thomhaisí léiritheacha bainistíochta le haghaidh caighdeán seirbhíse sa réimse seo ag tabhairt cuntais ar chórais le haghaidh déanamh cinní agus bainistíocht athraithe a chinntíonn go gcomhlíontar iad sin le dóthain comhairliúcháin agus cumarsáide leis an bhfoireann go léir go mbíonn tionchar aige orthu
- Próiseas leithroinnte buiséid agus déanta-cinní oscailte agus soiléir a bhunú

## CÓRAIS CUMARSÁIDE INMHEÁNACHA AGUS SHEACHTRACHA AGUS CÓRAIS CHOMHAIRLIÚCHÁIN

Tá an-tábhacht go deo le cumarsáid éifeachtach a dhéanamh ar eolas riachtanach taobh istigh de CIT agus dá gcliaint agus don phobal ginearálta lasmuigh de CIT. Is gné thábhachtach de chumarsáid éifeachtach is ea comhairliúchán chiallmhar. Déanfar forbairt ar struchtúir chumarsáide agus chomhairliúcháin mar chuid dá forbairt leanúnach.

### CUSPÓIRÍ:

- Cumarsáid, eolas agus córais sruthoibre a fheidhmiú ar fud na hinstitiúide
- Córas Eolais Bainistíochta a fhorbairt ar fud na hinstitiúide
- Infreastruchtúr cumarsáide lánpháirtithe a fhorbairt lena n-áirítear córais theileafóin agus ríomhphoist, agus rochtain a chinntiú, le hoiliúint chúí, chuig na córais sin
- Inlíon foirne a fhorbairt agus a leathnú mar uirlis cumarsáide inmheánach agus rochtain idirlín a sholáthar, agus oiliúint mar is cuí, don fhoireann go léir
- Córas cumarsáide agus comhairliúcháin a fheidhmiú de réir Lámhleabhar Nósanna Imeachta Oibríochta do Struchtúir Bhainistíochta Acadúla
- Córas cumarsáide agus comhairliúcháin a fhorbairt i gcás réimsí feidhmíochta neamh-acadúil
- An cumas atá ag an institiúid cumarsáid a dhéanamh trí mheán na Gaeilge a neartú
- Córas bainistíochta cumarsáide agus teagmhála éifeachtach a chur ar bun
- Comhéadan eolais agus cumarsáide sheachtraigh a sholáthar a chomhlíonann caighdeán na cairte seirbhísí agus an t-éiteas cliaint-dhírthe i gcás soláthar seirbhísí

## MARGAÍOCHT, CUR CHUN CINN AGUS TACAÍOCHT CIT

Is cuid riachtanach de dhul chun cinn CIT amach anseo an institiúid a chur chun cinn, chomh maith lena cláir agus gníomhaíochtaí eile. Tá sé riachtanach teachtaireacht chomhsheasmhach agus chomhtháite a chur in iúl maidir le nádúr agus caighdeán gníomhaíochtaí CIT don phobal i gcoitinne. Ní mór do na cumarsáidí sin a bheith forghníomhach, leagtha amach dá sprioc-lucht éisteachta agus a bheith den chaighdeán is airde. Tá sé tábhachtach freisin go ndéanfaí ionadaíocht ar thuairimí agus ar leasanna CIT ag fóraim phoiblí éagsúla áit a gcuirtear le chéile polasaí a bhféadfadh tionchar a bheith aige ar ár saol amach anseo.

### CUSPÓIRÍ:

- CIT a chur chun cinn go forghníomhach i measc grúpaí leasmhara, fostóirí, foireann ionchasach agus mic léinn agus an pobal i gcoitinne
- Féiniúlacht chorparáide agus branda na hinstitiúide a neartú agus a chinntiú go gcuirtear in iúl iad ar bhealach a bheidh oiriúnach agus comhsheasmhach
- Láithreán gréasáin CIT a fhorbairt agus a fheabhsú mar uirlis margáíochta agus dul chun cinn
- Ról oifigeach meán agus cumarsáide a bhunú
- A chinntiú go ndéantar ionadaíocht ghníomhach agus go gcuirtear chun cinn tuairimí agus leasanna CIT lasmuigh den institiúid
- Rannpháirtíocht foirne a spreagadh, a éascú, a aithint agus luach saothair a thabhairt dó, lena n-áirítear ballraíocht i gcomhlachtaí ionadaíochta agus gairmiúla, ó thaobh leasanna na hinstitiúide a chur chun cinn
- Féachaint go gníomhach leis an méid poiblíochta a fhaigheann CIT sna meáin a mhéadú

## FORBAIRT FOIRNE

Ceann de na mórstúirthóirí chun forbairt a dhéanamh amach anseo is ea forbairt leanúnach a dhéanamh ar fhoireann na hinstitiúide. Tá impleachtaí fadréimseacha aige sin, go háirithe i gcás cáilíochta agus ó thaobh sásamh a bhaint as an bpost agus forbairt straitéiseach. Féachfaidh CIT chun comhthimpeallacht tacaíochta a bhaint amach ina motháionn an fhoireann go léir go dtugtar aitheantas dá gcuid riachtanas agus go dtugtar aird agus luach saothair as an méid a dhéanann siad. Tugann na cuspóirí faoin téama sin aghaidh ar fhorbairt foirne sa chiall is leithne atá leis, ag díriú ní hamháin ar ghnéithe a bhaineann leis an bpost ach freisin ar shláinte agus sábháilteacht, agus ar fhorbairt phearsanta.

### CUSPÓIRÍ:

- **Córas a fhorbairt chun sástacht foirne a thomhas chun aghaidh a thabhairt ar aon deacrachtaí a aithnítear**
- **Córas foirmiúil a fhorbairt le haghaidh forbairt foirne agus oiliúna a sholáthar. Ba chóir do seo deiseanna forbartha gairmiúla a chur ar fáil chomh maith le treoir ó thaobh cumarsáide, réiteach fadhbanna agus comhpháirtíochta**
- **Clár sábháilteachta agus sláinte foirne a fhorbairt**
- **Córas sabóideach na foirne a fhorbairt agus a éascú**
- **Clár Cúnaimh Fostaithe (EAP) a fhorbairt chun tacaíocht agus seirbhísí comhairleoireachta a chur ar fáil don fhoireann**
- **Córais ionduchtúcháin (agus aistrithe) foirne a fhorbairt agus ba chóir réamheolas a thabhairt anseo faoin CIT, oiliúint ina feidhm phraiticiúil agus oiliúint ó thaobh cumarsáide, réiteach fadhbanna agus comhpháirtíocht**
- **Malartú foirne a spreagadh agus a éascú laistigh de CIT agus thairis**
- **Deiseanna forbartha slí bheatha a sholáthar don fhoireann go léir**
- **Athbhreithniú agus dul siar, mar is cuí, ar an bpróiseas earcaíochta**
- **Socrúithe oibre solúbtha a éascú don fhoireann**
- **Córas foirmiúil dreasachtaí agus tacuithe a fhorbairt don fhoireann a bhíonn i mbun tionscadal ceadaithe**
- **Clár ullmhúcháin agus pleanála scoir a fhorbairt**

## FORBAIRT MAC LÉINN AGUS CÉIMITHE

Téann na freagrachtaí atá ar CIT i leith a cuid mac léinn i bhfad thar seachadadh clár acadúil. Chun a bhforbairt mar chomhaltáí éifeachtacha den tsochaí a spreagadh, tá sé tábhachtach go sásódh an institiúid ní hamháin a gcuid riachtanas acadúil ach freisin a gcuid riachtanas sóisialta, cultúrtha agus pearsanta. Mar institiúid atá dírithe ar mhic léinn déanfaidh CIT forbairt ar thallainn nó buanna a cuid mac léinn i dtimpeallacht thacúil. Féachfaidh an institiúid le taithe mac léinn níos fearr a bhaint amach i dtimpeallacht a chuirfidh foghlaim agus forbairt phearsanta chun cinn. Ina theannta sin, cothóidh an institiúid naisc níos daingne lena alumni. Is gné thábhachtach d'institiúid atá dírithe ar mhic léinn é soláthar seirbhísí agus deiseanna forbartha don alumni.

### CUSPÓIRÍ:

- **Athbhreithniú agus dul siar, mar is cuí, ar chóras foirmiúil gearán do mhic léinn**
- **Cuirfear le chéile cairt mac léinn agus lámhleabhar; a thabharfaidh cuntas ar na freagrachtaí, dualgais agus cearta atá ag mic léinn na hinstitiúide**
- **Meicníocht aiseolais struchtúrtha a fhorbairt ar gach gné de thaithe an mhic léinn agus córas chun déileáil go gníomhach le saincheistanna a aithnítear**
- **Forbairt bhreise a dhéanamh ar an gclár chun saincheistanna sláinte agus sábháilteachta a chur chun cinn i measc mac léinn**
- **Leaúint ag forbairt agus ag leathnú seirbhís chomhairleoireachta na mac léinn**
- **Tionscnaimh coinneála mac léinn a fhorbairt, a bheidh forghníomach, sainiúil agus leagtha amach, ar fud na hinstitiúide agus ar fud gach cúrsa agus roinn**
- **Clár a fhorbairt chun mic léinn a spreagadh a gcuid buanna neamh-acadúla a fhorbairt agus chun rannpháirtíocht mac léinn in ócáidí chultúrtha, sóisialta agus spóirt a bhaineann le CIT a spreagadh**
- **Forbairt bhreise a dhéanamh ar chóras ionduchtúcháin mac léinn**
- **Forbairt bhreise a dhéanamh ar chórais chun scileanna slite beatha, pearsanta agus scileanna saoil a chur ar fáil do mhic léinn**
- **Leaúint ag forbairt saoráidí chun mic léinn le deacrachtaí foghlama a aithint agus tacaíocht a thabhairt dóibh**
- **Forbairt bhreise a dhéanamh ar sheirbhísí comhairle agus socrúcháin mac léinn/céimithe**
- **Forbairt bhreise a dhéanamh ar an gCumann Alumni**

## SEIRBHÍ SÍ TACAÍOCHTA ACADÚIL

Tá CIT tiomanta tacaíocht acadúil, leabharlann agus ICT agus saoráidí eile chun tacú le foghlaim, teagasc agus taighde a fhorbairt. Aithníonn CIT an tábhacht lárnach atá le tacaíocht acadúil cáilíochta den scoth, le leabharlann, agus soláthar seirbhísí eolais agus cinnteoidh sí go mbeidh deiseanna ag an bhfoireann agus ag mic léinn rochtain a fháil ar sheirbhísí atá cothrom le dáta agus trealmhaithe go maith i mór-láithreacha na hinstitiúide. De réir mar a bhíonn an fhoghlaim ina gníomhaíocht fhorghníomhach shubstaintiúil, agus go mbíonn níos mó tábhachta fós le rochtain ar acmhainní foghlama, glacann an fhoireann tacaíochta acadúil ról éascaitheoirí foghlama.

### CUSPÓIRÍ:

- Seirbhísí eolais a dhearadh agus a sheachadadh chun freastal ar riachtanais eolais atá ag athrú do phobal institiúide fairsing ó thaobh tacú le foghlaim, teagasc, taighde agus cruthaíocht
- Bailiúcháin in-tí i ngach formáid a thógáil nuair is cuí lena chinntiú go mbeidh rochtain ar na hacmhainní is tábhachtaí don fhoghlaim agus taighde
- Rochtain a chinntiú ar acmhainní eolais ar fud an domhain, bídis leictreonach nó priontáilte, trí comhcheangailteacht níos fearr
- Teicneolaíocht chuí a lánpháirtíú i ngach gné de sheirbhísí leabharlainne, bailiúcháin agus oibríochtaí, chun an tseirbhís is fearr is fearr ar fáil a sholáthar d'úsáideoirí
- Timpeallachtaí foghlama fíorúil atá cuí a fhorbairt
- Forbairt bhreise a dhéanamh ar ionaid acmhainní foghlama chun cuidiú le foghlaim mac léinn

## FORBAIRT NA TIMPEALLACHTA FISICIÚIL

Bíonn tionchar ag timpeallacht fhisiciúil na hinstitiúide ar gach gné dá cuid gníomhaíochtaí. Bíonn impleachtaí aige i gcás cáilíochta, cur chun cinn cúrsaí, sástacht foirne agus mac léinn, agus sláinte agus sábháilteacht. Tá forbairt timpeallachta fhisiciúil atá taitneamhach agus oiriúnach do na gníomhaíochtaí a bhíonn ar bun inti riachtanach do dhul chun cinn na hinstitiúide amach anseo.

### CUSPÓIRÍ:

- An tIonad Nuálaíochta agus Gnó, Scoil Cheoil Chorcaí, an Foirgneamh Printíseachta agus Coláiste Ealaíne is Deartha Crawford a fhorbairt agus a thabhairt chun críche i saolré an phlean
- Máistirphlean foirgnimh agus timpeallachta a fhorbairt don institiúid ina mbeadh breis forbartha, pleanáil saoráidí, pleanáil éigeandála agus pleanáil cothabhála agus seirbhíse
- Fáil réidh le cóiríocht oifige agus seomraí ranga sealadacha agus malairt cóiríochta buan a sholáthar
- Íos-shonraíocht a fhorbairt i gcás roinnt réimsí teagaisc agus pleanáil chun é sin a sholáthar i ngach réimse
- Íos-shonraíocht glactha oifige a fhorbairt agus pleanáil chun é sin a sholáthar don fhoireann go léir
- An plean ríomhairí a athbhreithniú, dul siar air agus é a fheidhmiú
- Plean Éicea-champais a fhorbairt chun polasaithe inbhuanaithe maidir leis an gcomhshaol a fhorbairt ina bhfeidhmeoidh CIT laistigh díobh
- Oifigeach sláinte agus sábháilteachta a cheapadh agus plean agus polasaí sláinte agus sábháilteachta a athbhreithniú
- Dreach an champais a uasghrádú agus a cuid foirgneamh lena n-áirítear aghaidh an fhoirgnimh, limistéir phoiblí agus bealaí siúil an champais
- A chinntiú go ndéantar forbairt ar fhoirgnimh a bhí ann cheana féin agus ar chinn nua i gcomhairle agus i gcomhair leis an bhfoireann agus le háitritheoirí áitiúla a mbeidh tionchar aige orthu
- Rochtain cheart, slándáil agus seirbhísí a sholáthar do mhic léinn agus d'fhoireann Samhraidh, printíseachta/ceardaíochta agus do mhic léinn agus don fhoireann oíche
- Saoráidí crèche a sholáthar do mhic léinn agus don fhoireann
- Soláthar saoráidí lónadóireachta don fhoireann agus do mhic léinn a uasghrádú
- Forbairt bhreise a dhéanamh ar shaoráidí na hinstitiúide ionas go mbeidh rochtain ag an bhfoireann, ag mic léinn agus ag cuairteoirí le riachtanais speisialta orthu

## SEIRBHÍSÍ AGUS RIARACHÁN

Bíonn tionchar dearfach ag seirbhísí d'ardchaighdeán ar chaighdeán gníomhaíochtaí acadúla, ar chaighdeán na foirne agus ar thaithí na mac léinn agus ar an tuairim a bhíonn ag an bpobal faoin institiúid. Brathfaidh forbairt na hinstitiúide amach anseo, a bheag nó a mhór, ar sholáthar leanúnach seirbhísí d'ardchaighdeán.

### CUSPÓIRÍ:

- Plean Straitéiseach a fhorbairt i gcás gach réimse feidhmíochta laistigh den institiúid a thiocfaidh le Plean Straitéiseach na hinstitiúide
- Córas deimhnithe agus bainistíochta cáilíochta a fhorbairt chun seirbhísí riaracháin agus coimhdeacha a sholáthar laistigh den institiúid
- Cairt seirbhísí riaracháin agus coimhdeacha a sholáthar ag tabhairt cuntais ar dhea-chleachtas agus beartais seirbhísí d'ardchaighdeán i gcás riaracháin agus seirbhísí. Tabharfaidh an chairt sin cuntas chomh maith ar dhualgais na hinstitiúide i leith foireann riaracháin agus seirbhísí maidir le hualach oibre, leibhéil fhoirme agus oiliúint
- Dóthain tacaíochta riaracháin a sholáthar do mhic léinn a bhíonn gafa le hoideachas aosach agus leanúnach
- Lánpháirtíú riaracháin agus seirbhísí idir na campais dhifriúla agus comhcholáistí a fheabhsú
- Limistéir sheirbhísí/fháiltithe tiomanta a bhunú i ngach foirgneamh
- Seirbhísí coimhdeacha agus riaracháin lánpháirtithe agus dírithe ar an úsáideoir a sholáthar
- Tacú le soláthar seirbhísí agus riaracháin le cumarsáid chuí, eolas agus córais TE

## IDIRNÁISIÚNÚ

Ceann de na mórathruithe atá tagtha ar shaol na hÉireann le blianta anuas is ea an méadú atá ar idirnáisiúna i measc an daonra anseo. Tá an daonra mac léinn ó thar lear atá ag rollú in institiúidí tríú leibhéal na hÉireann ag dul i méid freisin. Is iomaí impleacht atá ansin do CIT. Ní mór don institiúid tacuithe oiriúnacha a sholáthar do na mic léinn sin agus don fhoireann a bhíonn ag déileáil leo ó lá go lá. Tá sé tábhachtach freisin go dtabharfaí taithí do chéimithe CIT go léir a chuideoidh leo déileáil le timpeallacht oibre ilnáisiúnta sa bhaile nó thar lear. D'fhéadfadh sé sin a bheith i bhfoirm malartaithe staidéir, cláir theanga nó tionscnaimh eile den tsórt sin.

### CUSPÓIRÍ:

- Rannpháirtíocht mac léinn agus foirne i gláir soghluaiste acadúil a spreagadh agus a éascú
- Malartú foirne a spreagadh agus a éascú
- Straitéis a fhorbairt agus a fheidhmiú chun earcaíocht mac léinn ó thar lear a mhéadú
- Cláir a bheidh dírithe ar ghné idirnáisiúnta a thabhairt do chéimithe CIT, m.sh. modúl teanga roghnach
- Forbairt bhreise a dhéanamh ar Oifig Mac Léinn Idirnáisiúnta

## RÓL SÓISIALTA

Is féidir le CIT go leor a dhéanamh don tsochaí sa réigiún, sa tír ina iomlán agus níos mó ná riamh, go hidirnáisiúnta. Úsáidfidh CIT a saineolas, acmhainní agus saoráidí chun cuidiú agus chun buntáiste a thabhairt don tsochaí i gcoitinne. I measc na n-acmhainní fairsinge a d'fhéadfadh dul chun tairbhe don phobal i gcoitinne tá leabharlanna na hinstitiúide, saoráidí comhdhála agus a cuid saoráidí spóirt.

### CUSPÓIRÍ:

- Rannpháirtíocht agus an bhaint a bheidh ag an bhfoireann le coistí nó eagraíochtaí áitiúla, réigiúnacha agus náisiúnta a spreagadh, a aithint, a éascú agus luach saothair a thabhairt dá bharr
- Rochtain an phobail ar CIT, a cuid seirbhísí agus saoráidí, a spreagadh agus a éascú, sa chás gur féidir sin a dhéanamh
- Tionscnaimh agus ócáidí sóisialta laistigh den réigiún a eagrú agus urraíocht a thabhairt dóibh
- Na hócáidí spóirt, cultúrtha agus sóisialta éagsúla a bhaineann le CIT a chur chun cinn
- Tionscnaimh a fhorbairt chun dea-chaidrimh a chothú le comharsana na hinstitiúide
- Leabharlanna CIT a chur chun cinn mar acmhainn do sholáthróirí eolais eile cuí, agus don phobal tionsclaíoch, gnó agus cultúrtha áitiúil

## RÓL CULTÚRTHA

Ar mhaithe le mic léinn, leis an bhfoireann agus leis an sochaí i gcoitinne, cinnteoidh CIT go mbeidh eilimint cultúrtha suntasach ag baint lena cuid gníomhaíochtaí. Beidh baint ag an institiúid le hócáidí cultúrtha a chur le chéile, a óstáil agus le hurraíocht a thabhairt dóibh. Táthar ag iarraidh láithreacht chultúrtha a bheith chomh maith ar gach ceann de champais na hinstitiúide.

### CUSPÓIRÍ:

- Polasaí ealaíona cuimsitheach a fhorbairt do CIT, a thabharfaidh *inter alia*, aitheantas don tacaíocht ar leith atá tugtha ag a dá comhscóil, Scoil Cheoil Chorcaí agus Coláiste Ealaíne is Deartha Crawford
- A chinntiú go mbeidh láithreacht chultúrtha ar gach campas
- Ionaid léiriúcháin a bheith trealmhaithe go cuí a fhorbairt ar gach campas
- Ócáidí cultúrtha a chur le chéile, a óstáil agus urraíocht a thabhairt dóibh
- Spás taispeántais amharcealaíona a fhorbairt ar gach campas

## COMHPHÁIRTÍOCHTAÍ AGUS COMHAONTAIS EACNAMÚLA AGUS TIONSCLAÍOCHA

Bíonn tionchar ag éifeachtachas an chaidrimh a bhíonn ag CIT le déantóirí polasaí tionsclaíoch agus iad sin a fhostaíonn a cuid céimithe ar dhul chun cinn na hinstitiúide. Trí naisc dhíreacha a dhéanamh le fostóirí agus trí thaighde chúramach a dhéanamh ar an aeráid eacnamaíoch, beidh CIT ábalta cláir fhoghlama oiriúnacha d'ardchaighdeán a sheachadadh.

### CUSPÓIRÍ:

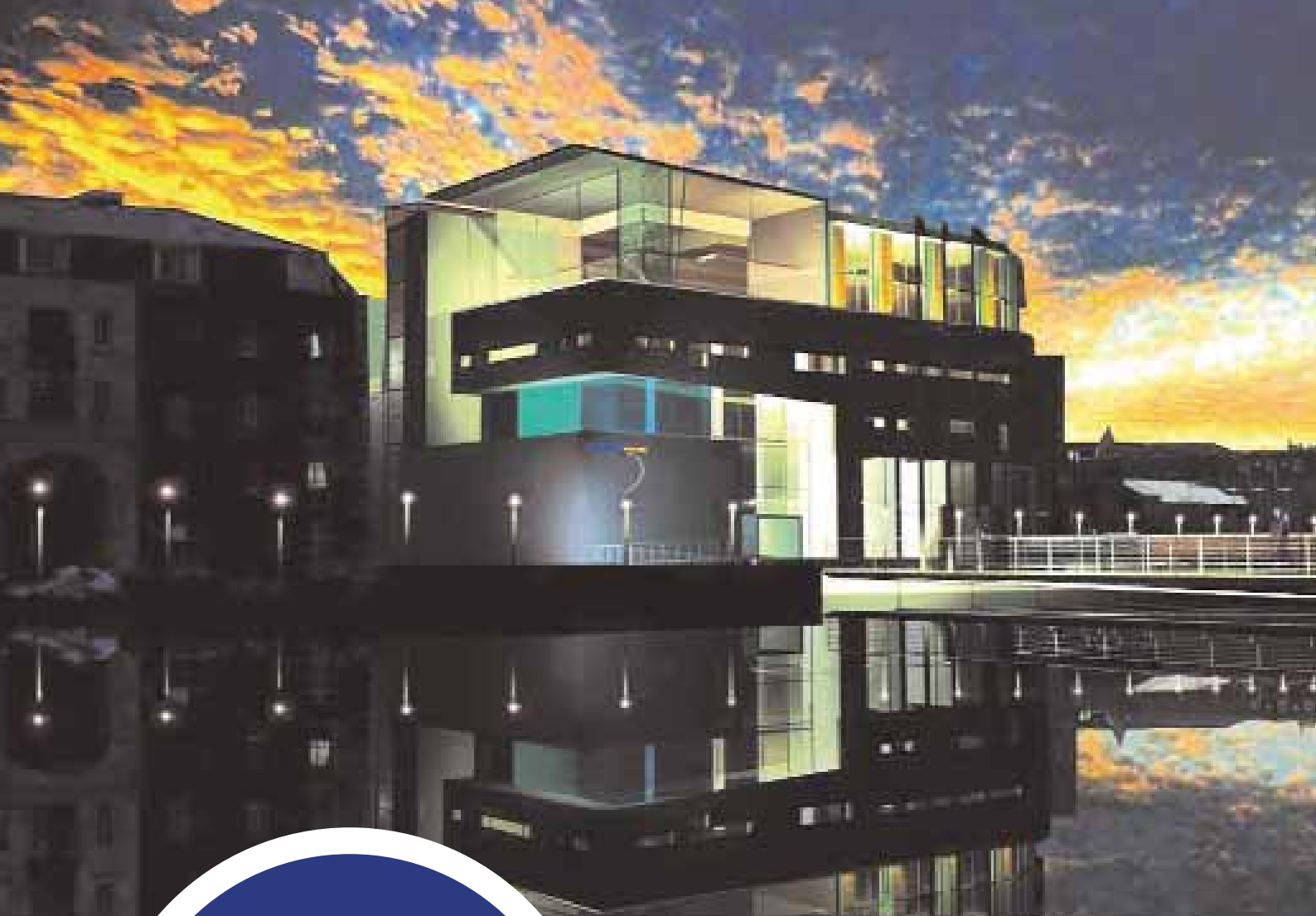
- Bord Comhairleach Seachtrach a bhunú do scoileanna laistigh den institiúid, agus do ranna nó do réimsí disciplíne a mheastar a bheith cuí
- Straitéis a fhorbairt agus a fheidhmiú chun féachaint le tacaíocht sheachtrach a fháil do chláir nó tionscnaimh ar mhaithe le CIT agus an comhpháirtí seachtrach araon
- Seirbhísí CIT a fhorbairt agus margaiócht a dhéanamh orthu mar sholáthróir CPD d'fhiontair agus d'eagraíochtaí
- Ionad Nuálaíochta a fhorbairt chun comhlachtaí nua i dtionscail agus torthaí CIT a éascú
- Malartú fiontair/teicneolaíochta idir CIT agus cuideachtaí agus eagraíochtaí a spreagadh agus a éascú
- An bhaint a bhíonn ag an bhfoireann le tionscail ó thaobh a róil chomhairleach a spreagadh agus aitheantas a thabhairt dó
- Naisc CIT le comhlachtaí tionsclaíocha mar an IDA, Enterprise Ireland, IBEC agus ISME a láidriú

## COMPHÁIRTÍOCHTAÍ AGUS COMHAONTAIS ACADÚLA

Beidh tábhacht níos mó le comhoibriú chiallmhar agus comhpháirtíochtaí idir CIT agus institiúidí acadúla eile de réir mar a athróidh an cultúr oideachais laistigh den stát, agus go hidirnáisiúnta. Áirítear le gníomhaíochtaí sa réimse seo tionscnaimh thacaíochta ag an dara leibhéal, forchéimniú mac léinn a fhorbairt nó tionscnaimh aistrihe le coláistí breisoideachais nó tríú leibhéal agus comhpháirtíochtaí ar leagan amach cúrsaí, chomh maith lena seachadadh agus dámhachtain.

### CUSPÓIRÍ:

- Forchéimniú mac léinn ó choláistí breisoideachais a spreagadh agus a éascú
- Naisc le HEIanna eile a fhorbairt agus a leathnú go háitiúil, go náisiúnta agus go hidirnáisiúnta
- Leanúint ag forbairt comhpháirtíochta idir CIT agus UCC
- Bord Comhairleach Scoileanna a bhunú don institiúid chun cumarsáid agus aiseolas idir CIT agus earnáil an iarbhuideochais a éascú
- Saoráid ghairmthreorach a sholáthar do mhic léinn ionchasacha ar láithreán gréasáin CIT
- Forbairt bhreise a dhéanamh ar thionscnamh bunscoileanna na hinstitiúide
- Naisc níos daingne a fhorbairt le FÁS agus Fáilte Ireland
- Gníomhaíochtaí cur chun cinn cúrsa a neartú agus tacú leo lena n-áirítear cuairteanna scoile, an ócáid Lá Oscailte agus cúrsaí tástála do mhic léinn ionchasacha



4



FEIDHMIÚ

## PRÓISÉAS STIÚRTHA AN PHLEAN STRAITÉISIGH

Brathann dul chun cinn an phróisis pleanála straitéiseach go bunúsach ar mar a éireoidh le feidhmiú an phlean a chuirtear le chéile. Sa rannóg roimhe seo, tugadh cuntas ar shonraí an Phlean Straitéisigh i bhfoirm spriocanna agus cuspóirí straitéiseacha. Is iad na cuspóirí straitéiseacha an príomhaonad oibre nuair a thagann sé chomh fada le feidhmiú an phlean. Sannfar gach cuspóir chuig grúpa oibre a mbeidh orthu an cuspóir sin a chur i bhfeidhm. Cinnfear ord agus fráma-ama gach cuspóir ag an tús agus bunófar na grúpaí oibre difriúla, de réir mar a thagann an riachtanas chun cinn, le linn saolré an phlean. Cuirfear an plean i bhfeidhm ar bhealach comhpháirtíochta. Teastóidh tacaíocht agus comhoibriú na foirne, mac léinn agus bainistíocht na hinstiúide ionas go n-éireoidh le feidhmiú an phlean. Sa chuid eile den rannóg seo déantar cur síos níos sonraíthe ar phróiseas feidhmiúcháin an Phlean Straitéisigh.

## GRÚPA STIÚRTHA AN PHLEAN STRAITÉISIGH

Bunófar grúpa, a dhéanfaidh ionadaíocht thar ceann na foirne agus na mic léinn, agus ceapfaidh an Stiúrtóir An Dr. Brendan Murphy, a bheidh ina chathaoirleach ar an ngrúpa na baill. Déanfaidh an grúpa seo, ar a dtabharfar Grúpa Stiúrtha an Phlean Straitéisigh, forbheathnú ar fheidhmiú an Phlean Straitéisigh. I measc na rudaí a dhéanfaidh an Grúpa Stiúrtha:

- Cuirfidh siad tuarascáil ráithiúil le chéile
- Beidh siad freagrach as an tosaíocht agus an fráma ama a shannfar ar gach cuspóir straitéiseach a chinneadh
- Beidh siad freagrach as na grúpaí oibre difriúla a mbeidh oibleagáid orthu na cuspóirí straitéiseacha éagsúla a fheidhmiú a chur le chéile
- Déanfaidh siad athbhreithniú ar thuarascálacha dul chun cinn na ngrúpaí oibre gníomhacha uair gach ráithe
- Beidh cruinniú athbhreithnithe acu le gach grúpa oibre ar a laghad faoi dhó sa bhliain. Déanfaidh an cruinniú sin measúnú ar an dul chun cinn go dtí seo agus tabharfar aghaidh ar aon fhadhbanna a d'fhéadfadh a bheith ag an ngrúpa oibre
- Beidh siad freagrach as mór-athbhreithniú meántéarmach a dhéanamh ar an bPlean Straitéiseach agus a feidhmiú
- Cuirfidh siad tuarascáil iata ar fáil nuair a shroichfidh an plean reatha deireadh a théarma

## IONAD INNIÚLACHTA

Chun tacú le gníomhaíochtaí na ngrúpaí éagsúla agus na ndaoine a mbeidh baint acu le feidhmiú an Phlean Straitéisigh, bunófar ionad inniúlachta. Soláthróidh an t-ionad inniúlachta oiliúint, tacaíocht agus acmhainní d'fheidhmiú an phlean. Soláthróidh an t-ionad cúnaimh don ghrúpa stiúrtha agus do na grúpaí oibre ar shaincheisteanna mar seo a leanas:

- An plean feidhmiúcháin a dhréachtú
- Bainistíocht sruthoibre agus tionscadail éifeachtacha
- Rianadh agus athbhreithniú tionscadail
- Teicnící comhairliúcháin agus cumarsáide éifeachtach

## GRÚPAÍ OIBRE AN PHLEAN STRAITÉISIGH

Chomh luath agus a chineann an grúpa stiúrtha go bhfuil an t-am tagtha chun cuspóir straitéiseach áirithe a chur i bhfeidhm, bunófar grúpa oibre don chuspóir sin. I measc na rudaí a dhéanfaidh an grúpa oibre:

- Buailfidh siad le chéile ar a laghad uair sa mhí
- Déanfaidh siad forbairt ar an bplean feidhmiúcháin don chuspóir straitéiseach (féach thíos). Caithfear an plean sin a chur isteach chuig Grúpa Stiúrtha an Phlean Straitéisigh
- Cuirfidh siad tuarascáil dul chun cinn ar fáil don ghrúpa stiúrtha uair sa ráithe
- Buailfidh siad leis an ngrúpa stiúrtha chun athbhreithniú a dhéanamh ar dhul chun cinn ar a laghad faoi dhó sa bhliain
- Cuirfidh siad tuarascáil iata le chéile, nuair a bheidh an chuspóir comhlánaithe acu, agus déanfaidh an grúpa stiúrtha athbhreithniú air sin sula seoltar an cuspóir agus ansin scoirfidh an grúpa oibre. Beidh an tuarascáil sin mar chuid den tuarascáil iata foriomlán a chuirfidh an grúpa stiúrtha le chéile.

- Cuirfidh siad tuarascáil ar lámh le chéile, mura gcomhlánaíonn an grúpa oibre a cuspóir i saolré an phlean, agus cuirfear isteach chuig an ngrúpa stiúrtha é agus úsáidfidh an grúpa sin é le linn dóibh na tuarascála ar lámh a chur le chéile

## PLEAN FEIDHMIÚCHÁIN DON CHUSPÓIR STRAITÉISEACH

Tá an plean sin riachtanach chun go n-éireodh le feidhmiú na cuspóra straitéisigh cuí. Ba chóir feidhmiú na cuspóra a fho-roinnt isteach i roinnt gníomh nó tionscadal ar leith. Ba chóir liosta de na tionscadail sin a bheith sa phlean. Ba chóir go mbeadh trí thréith ag baint le gach tionscadal: aschuir, ceannaire tionscadail agus fráma ama. Cuidíonn an trí thréith sin chun inseachadtaí, cuntasacht agus clochmhíle a bhunú, agus tá gach ceann díobh riachtanach chun an tionscadal a bhainistiú go héifeachtach.

Déanfaidh ceannaire an tionscadail aonair bainistiú air. Pleanálfaidh an duine sin agus déanfaidh siad bainistiú ar an tionscadal sin a thabhairt chun críche laistigh de fráma ama an tionscadail. Tabharfaidh an ceannaire tuairisc don ghrúpa oibre ar dhul chun cinn agus aon saincheisteanna eile cuí.

## AN ATHBHREITHNIÚ MEÁNTÉARMACH

Is éard a bheidh anseo ná athbhreithniú agus súil siar ar an bPlean Straitéiseach iomlán leath-bhealaigh tríd a saolré. Déanfaidh an próiseas seo athbhreithniú ar dhul chun cinn feidhmiú gach cuspóir straitéiseach agus cinntí sé an gcaithfear aon chuspóirí nua a chur leis an bplean, an gcaithfear aon chuspóirí a nuashonrú, nó an gcaithfear roinnt cuspóirí a bhaint amach, de bharr nach bhfuil siad oiriúnach níos mó.

## AN TUARASCÁIL IATA

Is iad an grúpa stiúrtha a chuirfidh an tuarascáil iata le chéile nuair a shroichfidh an Plean Straitéiseach reatha deireadh a saolré. Beidh sonraí sa tuarascáil sin ar dhul chun cinn maidir le gach ceann de na cuspóirí straitéiseacha. Tabharfar le fios ann cad a bheidh fágtha le déanamh maidir le cuspóirí nach bhfuil feidhmithe go hiomlán. Ar deireadh, déanfar moltaí ann faoin ábhar a d'fhéadfadh a bheith sa chéad Phlean Straitéiseach eile.

## AGUISÍN A: AN PRÓISEAS PLEANÁLA STRAITÉISIGH

Ag tosú i Meán Fómhair 2004, thug CIT faoi phróiseas chun Plean Straitéiseach nua a chruthú don institiúid. Tugadh comhalta d'fhoireann na hinstitiúide, an tUasal Tadhg Leane ón Roinn Ríomhaireachta ar iasacht do ról Éascaitheoir an Phlean Straitéisigh. Tugadh an tasc don Éascaitheoir an Próiseas Pleanála Straitéiseach a chomhordú. Roinneadh an Próiseas i gceithre chéim mar seo a leanas.

### CÁIPÉIS COMHAIRLIÚCHÁIN AGUS CREATOIBRE GINEARÁLTA

Is éard a bhí sa chéim seo ná suirbhé leathan ar gheallshealbhóirí na hinstitiúide. Rinneadh é sin trí shuirbhé ar-líne a dhéanamh agus trí theagmhálacha pearsanta. Tríd an gcéim seo, tugadh deis don bfoireann, do mhic léinn, tionscail, agus do gheallshealbhóirí eile a dtuairimí a thabhairt le fios faoi cad a mheas siad a bhí tábhachtach go leor le cur isteach i bPlean Straitéiseach na hinstitiúide. Ba í an Cháipéis Creatoibre Pleanála Straitéisigh a bhí ineachadta ón gcéim seo. Tugadh an chéim sin chun críche faoi dheireadh mhí Dheireadh Fómhair 2004.

### CEARDLANNA PLEANÁLA STRAITÉISEACHA

Ba é sin mórghníomhaíocht chomhairliúcháin an Phróisis agus reachtáladh clár ceardlann ann le grúpaí geallshealbhóirí mar chuid de. Rinneadh plé duine-ar-dhuine sna ceardlanna sin ar na smaointe a bhí sa Cháipéis Creatoibre. Leagadh na ceardlanna amach chun na saincheisteanna a mheas geallshealbhóirí ba chóir don Phlean Straitéiseach aghaidh a thabhairt orthu a aithint. Tionóladh ceardlann oibre le gach scoil acadúil, leis na seirbhísí riaracháin agus coimhdeacha laistigh den institiúid, leis an gcoiste comhpháirtíochta, le Cumann na Mac Léinn, le geallshealbhóirí tionscail agus le hionadaithe ón earnáil iarbhuoideachais. Ar an iomlán, reachtáladh ocht gcinn déag de cheardlanna oibre idir 1 Samhain agus 8 Nollaig, 2004.

### DRÉACHT PHLEAN STRAITÉISEACH AGUS COMHAIRLIÚCHÁN DEIRIDH

Bhain an chéad chéim eile sa phróiseas leis an bPlean Straitéiseach a dhréachtú agus leis an gcomhairliúchán deiridh. Cuireadh le chéile an dréacht Phlean Straitéiseach, cáipéis le formáid agus ábhar cosúil leis an bPlean Straitéiseach deiridh, faoi dheireadh Eanáir 2005. Leag an dréacht síos an bunús den bhabhta deiridh comhairliúcháin a rinneadh le linn Feabhra 2005. Bunaíodh Coiste Pleanála Straitéiseach (SPC) agus bhí comhaltaí a rinne ionadaíocht ar na geallshealbhóirí ollmhóra ar fad ar an gCoiste sin. Bhí ar chomhaltaí aonair den choiste comhairliúcháin a eagrú agus a reachtáil leis na grúpaí geallshealbhóirí a raibh ionadaíocht á dhéanamh acu orthu. I gcleachtas chiallaigh sé sin gur reachtáil comhaltaí an SPC sraith cruinnithe comhairliúcháin. Chuir na comhaltaí cuí na tuairimí agus na smaointe a léiríodh ag na cruinnithe sin in iúl don SPC. Ansin bhí dhá chruinniú oibre ag an SPC agus is ag na cruinnithe sin a cinneadh ábhar deiridh an Phlean Straitéisigh. Tugadh an chéim sin chun críche faoi lár na Márta 2005.

### CEADÚ AN CHOISTE RIALAITHE AGUS SEOLADH AN PHLEAN STRAITÉISIGH

Rinne Coiste Rialaithe na hinstitiúide imscrúdú agus plé ar cháipéis an Phlean Straitéisigh, arna cheadú ag an SPC. Agus cead faighte ón gCoiste Rialaithe glacadh leis an gcáipéis mar Phlean Straitéiseach na hinstitiúide agus ullmhaíodh é le seoladh go foirmiúil i Meitheamh 2005.



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