



Mission-based Performance Compact

between

Limerick Institute of Technology

and

The Higher Education Authority

Date: February 2014

Context

This Compact is an agreement between the Higher Education Authority and Limerick Institute of Technology and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Limerick Institute of Technology is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Limerick Institute of Technology. It sets out how Limerick Institute of Technology's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal Limerick Institute of Technology commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Limerick Institute of Technology agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and Limerick Institute of Technology agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

Limerick Institute of Technology acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Limerick Institute of Technology agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Limerick Institute of Technology of this in writing and will consult with Limerick Institute of Technology accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher Education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and Limerick Institute of Technology agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, Limerick Institute of Technology must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to Limerick Institute of Technology.

3 Mission and Strategy Statement

Limerick Institute of Technology 's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Limerick Institute of Technology acknowledge that Limerick Institute of Technology 's mission and strategy may evolve.

Limerick Institute of Technology and the Higher Education Authority recognise that Limerick Institute of Technology is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Limerick Institute of Technology (LIT) is a higher education institution (HEI) whose mission is to prepare learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. The hallmark of our educational philosophy is active learning through a fusion of theory and practice. We provide third and fourth level education, training and research, playing a pivotal role in the economic and socio-cultural development of our region (LIT Charter/LIT Vision and Strategy to 2020, approved by Governing Body).

LIT demonstrates active leadership in education, enterprise and engagement, with a strong focus on meeting national skills needs. Since the successful incorporation of the Tipperary Institute in 2011, LIT is a multi-campus institution with a wide geographic reach serving Limerick City and County, Tipperary and Clare as its primary catchment areas through six locations where taught and research programmes are offered. LIT also has six enterprise incubation centres, each with its own focus and profile and operating in collaboration with relevant agencies and private sector partners.

LIT Vision and Strategy to 2020 articulates goals placed into three domains. The section 'Academic Profile' covers the core services of teaching and learning, learner supports and technology transfer (enterprise development and applied research). The section 'Institutional Sustainability' presents how support functions and resources (HR, Finance, Estates, Administration, IT) help LIT to deliver its strategic goals. The section 'The Environment' offers a framework for a continuous analysis of our operating environment at the international, national, regional and sectoral levels. Following significant consultation with staff groups and external stakeholders, embedded plans with detailed objectives and KPIs were presented to the Governing Body by the academic departments and functional areas in 2012. The *National Strategy for Higher Education to 2030* (published early 2011) and subsequent policy implementation documents were referenced explicitly. Strategic planning, monitoring and review processes are therefore well established at LIT and we look forward to engagement with the HEA as the strategic performance funding model is introduced. Throughout this Compact, explicit reference is made to the goals in our Strategic Plan.

Our strategic vision is to continue to develop as an autonomous institute of technology with deep collaborative links particularly in the regional cluster (see 5.1), in line with national policy objectives; and we welcome the May 2013 Landscapes document where LIT's position is recognised. LIT sees its future role as a leading HEI. Our distinct mission and role is exemplified by unique achievements – for example, the accolade of Sunday Times Institute of Technology of the Year (2008 and 2012), the position of our Fashion Design Department in the top 50 in the world, our joint research and enterprise development work with NASA and the ITLG, and being the only IOT to date to be deemed 'highly effective' (5 out of 5) under the Institutional QA Review process.

We benchmark ourselves against international HEIs that are modelled on real-world learning, strong links with industry and the community in their regions and which play their part in widening participation. Benchmarking data, both quantitative and qualitative, are obtained from tools such as the EU Student Barometer Survey and partner institutions with whom significant exchange of organisational know-how has taken place (e.g. British Columbia Institute of Technology in Canada, Ulster University, Noordelijke Hogeschool Leeuwarden in The Netherlands).

The attached appendices show LIT's baseline profile for 2011/12 (audited data following the incorporation of Tipperary Institute in September 2011) and our projected profile for year-end 2016. This data shows that LIT will remain a leading regional provider – for example, we have the largest intake of any HEI of Leaving Certificate students in counties Clare and North Tipperary. While nearly 80% of our domestic intake comes from our own county and bordering counties, our School of Art and Design has a unique national footprint. This intake profile reflects our mission to serve the region, as well as to have one or two niche areas attracting learners from beyond the region.

Projections for 2016/17 are based on five assumptions, covered in relevant sections and performance targets further on in this Compact:

1. Demographic trends in our catchment area – leading to an increase in third-level entrants by 7.5%, assuming constant participation and retention rates (see 5.3);
2. A substantial increase in non-EU enrolments arising from recent prioritisation (see 5.6);
3. An emerging proportion of flexible and 'remote' learners, some of whom are international through collaborative provision (see 5.2 and 5.6);
4. Doubling postgraduate capacity, both in taught and research programmes supported by knowledge transfer, in LIT's established niche areas (see 5.4/5.5) and facilitated through the Limerick Graduate School established under the regional cluster of HEIs;
5. Relatively higher growth in STEM and Arts than in other discipline areas, reflecting LIT's traditional strengths (see 5.3) which also match national skills needs.

LIT has a sound financial position and has managed financial constraints without compromising on sustainability and strategic development (see also section 5.7). For the 2016 profile we have assumed stability in the State-funded unit of resource relative to core student numbers, and significant growth in self-funded categories (i.e. international students, some of our flexible provision and in R&D and Enterprise activity).

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Limerick Institute of Technology may adjust its mission and strategy from time to time. Limerick Institute of Technology agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

4. Current and Planned Profile

The appendices contain:

- Limerick Institute of Technology's current profile 2011/12 which provides a relevant baseline post integration of Tipperary Institute (as agreed with the HEA); and
- Limerick Institute of Technology's planned profile 2016/17 (completed).

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to its **regional cluster** is given here.

This sets out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

External factors or assumptions that might affect institutional progress towards stated development objectives are noted.

Regional clusters: strategy summary

LIT was a founding partner of the Shannon Consortium in 2006, a pioneering collaborative group of HEIs also comprising the University of Limerick (UL) and Mary Immaculate College (MIC) and previously the Institute of Technology in Tralee. The Consortium was enlarged in 2010 with the addition of Tipperary Institute, now part of LIT, thereby increasing its geographic scope. This Consortium is referred to in recent HEA documentation as the 'Mid-West Cluster', and has been commended in various reviews as an example of best practice in regional collaboration. It attracted €22m in Strategic Innovation funding between 2006 and 2008, has engaged in joint projects in access, teaching and learning innovations and has delivered efficiencies through joint procurement. While SIF funding has been discontinued since 2009, some projects were mainstreamed and the strength of the consortium is evidenced in a number of ways: by the continued success of joint approaches to labour market activation initiatives such as Springboard and Tusnua; by joint work under the Enterprise Ireland Technology Transfer call; and by the fact that many other HEIs have now joined the four original partners in the procurement consortium.

Our track record of collaboration is further deepened through the 'Limerick Charter: Commitment to Cohesion and Convergence (June 2013)', co-signed by Limerick City Council, LIT, UL, MIC and other major stakeholders to support the revitalisation of Limerick.

LIT views the Shannon Consortium as its natural starting point for developing the regional cluster over the next three years, and from this strong basis will respond to the Minister's policy decision regarding the development of increased synergies between the Mid-West and West Regional Clusters in subsequent years. We have adopted the five priority objectives for regional clusters set under national policy and endorsed by the Minister (May 2013).

The SIF-funded regional graduate training network has facilitated closer cooperation between University of Limerick, Limerick Institute of Technology and Mary Immaculate College in the area of graduate studies, especially in regard to the provision of generic and transferrable skills. Fortified by this experience, UL, MIC and LIT commit themselves to the development of a Limerick Graduate School under which research awards in the three institutions will eventually be accredited by the University of Limerick. The Limerick Graduate School will involve a federated model of governance with students being enrolled in their 'home' institution but having access to the full range of services in the three institutions. In appropriate cases supervisory panels will be drawn from staff in the

different institutions thus exposing students to as broad a range of expertise as possible. Moreover, the intense collaboration that is implicit in such joint supervisory arrangements will result in the deepening of capacity in each of the institutions (see section 5.4).

To progress this strategically and operationally and to reflect distinct relationships as well as collective agendas, an alliance framework/MOU has been developed between LIT, UL and MIC. Governance of the Mid-West Regional Cluster (branded as ‘Shannon Consortium’) will involve leadership by the Presidents and facilitation by an independent chair, as recommended by the HEA. Furthermore, an Implementation Board will be set up and jointly chaired by the Registrars (chief academic officers) of the institutions. This joint implementation board will include the VPs Research plus one other member nominated by each President. It will meet on a regular basis and will invite participation from other members of the management teams as required.

To underpin the connection between the Shannon Consortium and the West Cluster (NUIG, GMIT, LYIT, ITS), and to ensure that LIT works with its nearest neighbour in the IoT sector, an alliance framework is also being developed with Galway-Mayo Institute of Technology which will complement the NUIG-UL alliance. However, the Shannon Consortium will be prioritised during the 2014–16 Compact timeframe as reflected in our broader programme of work.

An advisory board to the Shannon Consortium is to be set up, which will include major regional and local stakeholders from industry and the wider community. Specifically, we will involve the local authorities and Education and Training Boards (ETBs) as key stakeholders on the Advisory Board in order to advance the national objective of regionally coordinated transfer and progression pathways. With the composition, governance and management structures of the ETBs currently taking shape, there is an opportunity to deepen that relationship. LIT will be the lead HEI in the Shannon Consortium with regard to linkages with the FE/PLC sector, given our student profile.

A joint framework proposal for the establishment of the National Institute for Studies in Education (NISE) has been agreed by UL/MIC/LIT and submitted to the HEA. This proposal includes the integration of the Art and Design Education programme provided at LIT into NISE structures, based on the recommendations set out in the international review report.

The initial work in regional cluster discussions has focused on ITE and the Limerick Graduate School. Discussions on coordinated academic planning and undergraduate student pathways will follow in 2014.

External factors that will have an impact on the delivery of regional cluster objectives are:

- Sectoral development fund decisions;
- Commitment from partner HEIs;
- Commitment from other regional stakeholders closely involved.

Formal monitoring of progress with the Shannon Consortium by the HEA is to be carried out via the regular strategic dialogue process at the institutional level.

Ref.: LIT Vision and Strategy to 2020, Goals 1, 9 and 12

Regional clusters: Institution objectives and performance indicators

1.	Institution objective	<u>Put in place MOUs and governance structures</u>
	Performance indicator	Steering group and implementation boards are functioning (facilitated by independent chair); external advisory board set up
	Baseline	MOUs being prepared with partners UL/MIC in Shannon Consortium and GMIT in West Cluster
	Interim target, end 2014	MOUs launched, independent chair appointed, prioritisation and programme of work agreed
	Interim target, end 2015	External advisory board functioning (to include ETBs, local authorities, industry and wider community) Project groups delivering outputs in pilot areas
	Final target, end 2016	Review of pilots Structured, evidence-based inputs from external advisory board
2.	Institution objective	<u>Mapping undergraduate provision</u>
	Performance indicator	Improved coherence and capabilities of 3rd level in region
	Baseline	Initial scan for Shannon Consortium completed with 2010/11 data
	Interim target, end 2014	Full mapping exercise conducted; agreed priority areas for joint programmes and modules which will increase capacity and/or reduce ineffective duplication
	Interim target, end 2015	Pilots under way to implement the above
	Final target, end 2016	Evaluating pilots and adding one or two disciplines
3.	Institution objective	<u>Integration of the Art and Design Teacher Education programme</u>
	Performance indicator	Implementation of national policy on the provision of ITE; integration of programme into proposed NISE structures.
	Baseline	Art and Design Teacher Education programme (HDip) has run successfully for over 30 years at LIT School of Art and Design, with Teaching Council validation
	Interim target, end 2014	Agree model with UL and with Teaching Council for the continued provision of the programme at School of Art and Design campus. Students remain registered at LIT. Synergies sought in modular structures with UL and in research-informed revised curriculum.

	Interim target, end 2015	New style Art and Design Teacher Education programme under way, UL-accredited.
	Final target, end 2016	Ongoing refinement of the model.
4.	Institution objective	<u>Sharing Services</u>
	Performance indicator	Extent to which service sharing has helped to maintain quality standards and achieve savings through economies of scale
	Baseline	SIF and Shannon Consortium Procurement Network track record
	Interim target, end 2014	Student-focused project identified
	Interim target, end 2015	Back-office project identified
	Final target, end 2016	Continued implementation and evaluation
5.	Institution objective	<u>Shared and coordinated approach to promotion of the region</u>
	Performance indicator	Recognition by external stakeholders of genuine and visible collaboration
	Baseline	Joint open days; Limerick Charter co-signed with stakeholders
	Interim target, end 2014	Successful ITLG summit hosted jointly Feasibility study for joint capital development with Shannon Consortium partners in city
	Interim target, end 2015	Coordinated marketing and branding when recruiting international students; sharing language training and support facilities for incoming students
	Final target, end 2016	Delivering a joint capital/physical development project in Limerick City as part of Limerick 2030 Plan

*Please note that objectives for the **Limerick Graduate School** are given in section 5.4*

5.2 Participation, equal access and lifelong learning

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **participation, equal access and lifelong learning** is given here.

This references the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, can be provided as required.

External factors or assumptions that might affect institutional progress towards stated development objectives are noted.

Participation, equal access and lifelong learning: strategy summary

It is assumed that State funding will support participation levels yielding a 60% tertiary attainment rate for 25–34 year olds by 2020, as per national and EU strategy. Failure to do this would significantly affect LIT's performance objectives outlined here.

LIT Vision and Strategy to 2020 states that school leaver cohorts through the CAO will continue to be the bulk of our intake, and that LIT (encompassing the former Tipperary Institute) is positioned in the upper quartile of student numbers enrolled at IOTs. In 2012 LIT achieved just over 1,600 acceptances through the CAO and a further 100 through direct/advanced entry. Internal systems are in place for monitoring first preference and acceptance ratios by programme and by department, and action is taken when programmes become unviable – so that capacity is redirected towards areas with stronger demand. For instance, our CAO list for 2013 was reduced by five programmes while student intake was maintained. As our current and projected profiles demonstrate, LIT is committed to provision at NQF levels 6/7 across a mix of disciplines, and pathways towards Level 8 and Level 9 (taught) in major fields.

LIT encourages participation which reflects the diversity of our population base and supports the region. We have excellent and active links with second-level schools and regularly host groups of students and teachers in disciplines with skills shortages (initiatives such as Science Week, Engineering Week, Games Fleadh, STEPs). Alternative entry methods are supported – e.g. through a growing number of linked programmes at PLC colleges that are given bonus points as well as deepened partnerships through the new ETBs. Access into LIT through non-Leaving Certificate routes currently stands at 40%. Enrolment of designated socio-economic groups will continue to be strong, as well as that of mature learners and learners with a declared disability. LIT has consistently met or exceeded targets set by the HEA for these under-represented groups, and projections are consistent with that track record. Additional in-house supports are provided through dedicated induction and mentoring. Continuation of current State schemes (e.g. Student Assistance Fund) will be essential.

LIT is committed to a significant expansion of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, online delivery, labour market activation programmes, work-based learning and hybrid (remote) programmes supported through technology. During 2013 LIT appointed a dedicated Head of Department of Flexible Learning on an ECF-neutral basis, and we are investing in staff development, technology and new partnerships.

Ref.: LIT Vision and Strategy to 2020, Goals 1 and 3

Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	<u>To maintain market share in a growing demographic, supporting participation levels</u>
	Performance indicators	a. % of IOT Sector CAO Acceptances b. FT UG New Entrants c. Total FT Undergraduate Enrolments
	Baseline	a. 9.3% b. 1334 c. 4613
	Interim target, end 2014	a. 9.4% b. 1400 c. 4869
	Interim target, end 2015	a. 9.4% b. 1450 c. 4935
	Final target, end 2016	a. 9.5% b. 1505 c. 5048

2.	Institution objective	<u>Widening participation -Continue to equal or exceed national benchmarks for % of entrants from under-represented groups in HE</u>
	Performance indicators	a. Mature students (IOT benchmark 18%) b. Socio-economic designated groups (national IOT benchmark 24%) c. Students with a registered disability (national IOT benchmark 5%)
	Baseline (relative to national benchmark)	a. > 4% above national benchmark b. = national benchmark c. > 1% above national benchmark
	Interim target relative to national benchmark, end 2014	a. > 4% above b. = c. > 1% above
	Interim target relative to national benchmark, end 2015	a. > 4% b. = c. > 1% above
	Final target, end 2016	a. > 4% b. = c. > 1% above

3.	Institution objective	<u>Increase numbers of flexible (including Remote) learners; recognising demand conditions for apprenticeship programmes</u>
	Performance indicator	a. Share of apprenticeship numbers b. Number of flexible learners (including remote)
	Baseline	a. 544 b. 868 (0 remote)
	Interim target, end 2014	a. 256 b. 1200 (100 remote)
	Interim target, end 2015	a. 256 b. 1400 (150 remote)
	Final target, end 2016	a. 256 b. 1500 (250 remote)
4.	Institution objective	<u>To enhance progression routes from PLC/FE Sector</u>
	Performance indicators	No. of Bonus Points agreements with FE Colleges. No. of Bonus Points Linked FE Programmes No. of entrants with FETAC qualifications (FE College Places have been capped so performance against this target will be based on a static gross number of FETAC applications)
	Baseline	2011/2012 = 4 Agreements & 24 Programmes; 163 entrants 2012/2013 = 7 Agreements & 32 Programmes; 224 entrants
	Interim target, end 2014	9 Agreements & 35 Programmes; 235 entrants
	Interim target, end 2015	10 Agreements & 40 Programmes; 240 entrants
	Final target, end 2016	11 Agreements & 45 Programmes; 250 entrants

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience** is given here.

This sets out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, can be provided as required.

External factors or assumptions that might affect progress towards stated objectives are noted.

Excellent teaching and learning and quality of the student experience: strategy summary

Our distinctive educational philosophy is central to our vision and strategy and yields specific outcomes, articulated as follows:

'Active Learning is a strategy encouraging students to be active participants in the learning process, allowing them to take ownership of their education. Connecting theory and practice, students apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally. LIT's educational philosophy, therefore, is aimed both at the acquisition of deeper understanding and competency in the core area of study, and at the acquisition of generic skills' (LIT Teaching, Learning and Assessment Strategy, TLA).

This TLA is embedded in programme design and delivery and QA systems; for instance, programme boards must describe what active learning methodologies they employ and must assign significant credits to practical work. These approaches support the predominant learning styles of our learner profile (i.e. visual and experiential). LIT's active learning ethos is consistently communicated to stakeholders through course literature, our website, industry interactions and community engagement. It is underpinned by staff development, e.g. workshops and an online compendium of active learning strategies. Academic staff are encouraged to undertake postgraduate qualifications in teaching and learning, funded by LIT under CPD policy.

The TLA of active learning must be supported with a learning environment appropriate to a modern HEI. LIT's investment decisions reflect our educational philosophy. Our 'Campus Masterplan 2030' addresses quantitative space deficits, but also aims to substantially upgrade spaces and expand flexible, technology-enhanced areas for student groups to work independently on active learning assignments.

Retention and completion statistics are monitored both at Institute level and programme level, and action is taken if this analysis indicates anomalies. LIT's target for completion is

84%. We recognise that academic quality as well as learner support services have an influence on retention and completion. As a multi-campus institution, LIT is challenged to provide uniform access and standards with regard to student services (counselling, careers, learner support etc.). We are exploring new methods to address any lack of availability of such services through international benchmarking.

External verification of the quality of our teaching and learning and the student experience is obtained through sources listed below, utilised to improve performance:

1. Programmatic reviews which routinely involve significant industry panel membership as well as academic membership.
2. Cyclical Institutional Reviews under QQI. The last review was conducted in 2010, yielding an overall quality effectiveness score of 5 out of 5 and a number of recommendations which were followed up (see QQI website). The next review is due towards 2015/16.
3. The EU Student Barometer, measuring institutional performance as evaluated by its learners compared with (inter)national benchmarks. LIT has scored consistently above other HEIs on practical application of coursework, preparation for employment and approachability/helpfulness of staff. LIT scores below average on international experience and quality of facilities; both items are being addressed.
4. Graduate surveys broken down by discipline area, monitoring employment statistics within one year of graduation. In the last few years trends have understandably been affected by the economic downturn, but the data nonetheless provides a useful picture that feeds into programme portfolio decisions.
5. The national student survey and employers' survey will provide additional insights; LIT actively encourages its students and industry partners to participate.

LIT will reinforce its distinctive discipline mix (see 2016 profile, section 3). As a proportion of new student intake, STEM programmes, Art and Design and related technology programmes are set to increase somewhat and will continue to be above national averages (in 2011/12, LIT was ahead of other HEIs by between 7% and 12% across these disciplines). These modest increases are therefore occurring where LIT's intake is already significantly ahead, but align well with CAO application trends (HEA, 2013) and EGFSN skill shortage forecasts.

In contrast, LIT expects intake in Social Sciences, Business and Law to decline somewhat, compensated for by an increase under Services (Hospitality, Tourism and Sports programmes). Again, CAO and employment trends underpin this profile.

The regional cluster is engaging in a mapping exercise of undergraduate and postgraduate (taught) provision, to be completed during 2014 (see 5.1).

External factors affecting objectives in this section may be:

- Financial hardship affecting student intake, progression and retention;
- Labour market trends affecting employability statistics.

Ref.: LIT Vision and Strategy to 2020, Goals 1, 2 and 7

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	<u>Achieve discipline mix as set out in strategy and profile</u>
	Performance indicator	Relatively increased percentages in STEM, Arts and Services; lower percentages in other disciplines while retaining absolute numbers
	Baseline	As per profile 2011/12
	Interim target, end 2014	Progress toward 2016 profile
	Interim target, end 2015	Progress toward 2016 profile
	Final target, end 2016	As per profile for 2016
	2.	Institution objective
Performance indicator		% of learning assessed through active learning assessments as opposed to terminal examination (as recorded in the Gradebook assessment management system)
Baseline		2012/2013: active learning assessment = 50%
Interim target, end 2014		55%
Interim target, end 2015		55%
Final target, end 2016		60%

3.	Institution objective	<u>LIT is reflected positively in independent external benchmarks measuring student perception</u>
	Performance indicator	Scores in selected categories, EU Student Barometer (see www.trendence.com for the methodology): <ul style="list-style-type: none"> a. Practical course content b. Preparation for Employment c. Staff Helpfulness
	Baseline	<ul style="list-style-type: none"> a. Green b. Green c. Orange
	Interim target, end 2014	<ul style="list-style-type: none"> a. Green b. Green c. Green
	Interim target, end 2015	<ul style="list-style-type: none"> a. Green b. Green c. Green
	Final target, end 2016	<ul style="list-style-type: none"> a. Green Star b. Green c. Green
4.	Institution objective	<u>To improve First Year and Institute overall progression rates (all stages) year on year</u>
	Performance indicator	First Year and Institute progression rates and benchmarked against IoT Sector norms.
	Baseline	<ul style="list-style-type: none"> a. Institute overall Completion Rate: 2011/2012 = 83.78% b. Year 1 Completion Rate: 2011/2012 = 75.46%
	Interim target, end 2014	<ul style="list-style-type: none"> a. – 83.95% b. – 79.75%
	Interim target, end 2015	<ul style="list-style-type: none"> a. – 84.15% b. – 80%
	Final target, end 2016	<ul style="list-style-type: none"> a. – 84.35% b. – 80.25%
5.	Institution objective	<u>LIT graduates compete successfully in the employment market</u>

	Performance indicator	% of graduates in employment, further education/training or volunteering six months after graduation as captured in First Destinations Survey
	Baseline	85%
	Interim target, end 2014	87%
	Interim target, end 2015	88%
	Final target, end 2016	90%
6.	Institution objective	<u>Provide uniform standards of student services across all campuses</u>
	Performance indicator	Modernise access to and presentation of student services across campuses, using a helpdesk and referral system supported by technology.
	Baseline	Services stretched across multiple locations in a suboptimal model
	Interim target, end 2014	Provider of technology-based solution selected and pilot rolled out
	Interim target, end 2015	Pilot evaluated with significant student input
	Final target, end 2016	Implementation of final model

5.4 High quality, internationally competitive research and innovation

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation** is provided here.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, can be provided as required.

External factors or assumptions that might affect progress towards the stated objectives are noted.

High quality, internationally competitive research and innovation: strategy summary

LIT's Vision and Strategy to 2020 expresses a commitment to 'innovative applied research in partnership with industry, supporting international operators as well as indigenous players. Such applied research focuses on existing or emerging areas of expertise within LIT, which may be enhanced by talented researchers whom we attract.'

From a very modest base less than ten years ago, LIT has developed a number of niche research areas that are highly respected in the sector. The bulk of LIT's research activity is concentrated in the three ISCED narrow fields of Life Sciences, Engineering and Arts, with some further activity in e.g. Services and Computing. By 2016/17 LIT aims to have achieved delegated authority to make awards to Level 9 in two of the three narrow fields. The narrow fields cover the following:

1. Bioprospecting and Biodiscovery – production, identification, extraction, characterisation and analysis of biological compounds for commercial application.
2. Applied Energy Management Technologies – the development and application of intelligent systems, renewable energy technologies and smart electrical networks to develop sustainable manufacturing and smart facilities.
3. Interactive System Technologies – the development of interactive systems and their application in game technology, virtual learning environments, big data analytics, decision support systems and multimodal interface design.
4. Art and Design – fine art, curatorial and applied design research.
5. Social Sciences – including applied social care research, and business and tourism research (including sports, food and events) with particular emphasis on impact to our local economy.

Postgraduate research student numbers at LIT have grown significantly in recent years. During 2013/14, LIT's postgraduate research places stand at 98, with the majority externally funded. Following this trajectory, by 2016, they are expected to reach 120 (of whom 40 PhDs). LIT has improved critical mass and capability in its research centres, which are at the heart of supporting innovation and economic recovery in the region as envisaged by the Research Prioritisation Action Group, and are internationally linked. The following research centres have attracted substantial external funding:

1. Shannon Applied Biotechnology Centre: building on Enterprise Ireland seed funding, it now coordinates an FP7 programme involving 10 EU and non-EU partners to a value of
-

€4.2m, investigating marine organisms as a source for bioactive molecules. This Centre is expected to develop significantly, attracting Enterprise Ireland, EU and industry funding.

2. The Controlled Environment Laboratory for Life Sciences (CELLS), partnered with NASA. LIT was awarded a Marie Curie professor in this field from NASA/Florida Institute of Technology; research experiments on board the International Space Station are ongoing (funded by US-based companies).

3. The Applied Control for Distributed Renewable Energy Systems (ACORN) group: awarded EU funds of €1.25m with partners University of Ulster, De Puy, Intel and General Motors to develop sustainable energy management systems in manufacturing.

4. Limerick School of Art and Design (LSAD): MA/PhD research in curatorial studies in partnership with Limerick City Gallery of Art and VISUAL Centre for Contemporary Art, Carlow.

These research centres align with the academic faculty structure in LIT and are supported by the Graduate School.

LIT research activities will continue to have a strong applied focus, delivering specific innovative outputs in partnership with industry, community and other external stakeholders. Our undergraduate curriculum is increasingly research-informed in the discipline areas where we have growing research capability. We will continue to build up our research supervision capacity through staff development to PhD qualification level and targeted recruitment.

In line with the national strategy and our MOU with the University of Limerick and Mary Immaculate College, LIT envisages a coordinated regional approach and collaboration on structured PhDs through the creation of a federated Limerick Graduate School. A federation is the logical model, since LIT is to remain autonomous under national HE strategy. Following a review of policies and procedures across the institutions and selection of appropriate pilot disciplines, UL will become the awarding body for research programmes at Level 10 (students remain LIT-registered). This will build on areas where LIT has delegated authority at Level 9, with the case-by-case model under QQI being phased out.

Ref.: LIT Vision and Strategy to 2020, Goals 4 and 6

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	<u>Postgraduate research opportunities increase in line with ambitions</u>
	Performance indicator	Enrolment numbers at levels 9/10 research
	Baseline	58 (please note 2013/14 number at 98)
	Interim target, end 2014	88
	Interim target, end 2015	100
	Final target, end 2016	120
2.	Institution objective	<u>Academic standing as a provider of research in niche areas</u>
	Performance indicator	Delegated authority to make research awards at level 9 (from QQI); Level 10 through UL accreditation (see obj. 4 below)
	Baseline	None
	Interim target, end 2014	one narrow ISCED field achieved DA
	Interim target, end 2015	one more field submitted
	Final target, end 2016	second narrow field achieved DA
3.	Institution objective	<u>Successfully bid for external / non-Exchequer research funding, to support our ambitions</u>
	Performance indicators	Funds awarded under FP7 and successor programmes (EU Horizon 2020); funds contributed by EI and by industry
	Baseline	€3.49M
	Interim target, end 2014	€4M
	Interim target, end 2015	€4.5M
	Final target, end 2016	€5M

4.	Institution objective	<u>Engaging in strong collaboration and knowledge exchange with strategic partners</u>
		<u>Extend the collaborations within the Shannon Consortium</u>
	Performance indicator	Establishment of Limerick Graduate School involving UL, LIT and MIC
	Baseline	Regional Graduate Training Network (SIF-funded)
	Interim target, end 2014	Align PGR policies, procedures and regulations in UL, LIT and MIC; Pilot accreditation of LIT PhDs by UL
	Interim target, end 2015	Further piloting of accreditation by UL of LIT PhDs
	Final target, end 2016	Limerick Graduate School established First pilot accreditation of LIT PhD to graduate within Limerick Graduate School
5.	Institution objective	<u>Postgraduate supervision capacity within LIT to be increased</u>
	Performance indicator	Number of staff with PhD qualification, supported through recruitment and CPD
	Baseline	18%
	Interim target, end 2014	19%
	Interim target, end 2015	20%
	Final target, end 2016	21%

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange** is given here.

This references the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, can be provided as required.

External factors or assumptions that might affect progress towards the stated objectives are noted.

Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary

LIT currently supplies over 1600 skilled graduates per year to society, rising to 1700 by 2016. Through the supply of graduates and interns, LIT makes a major contribution to the knowledge base and innovation in our region and beyond. We regularly monitor this through our graduate surveys and liaison with industry throughout our catchment area. The continuing relevance of our programmes is ensured through consultation and needs analysis among industry and community stakeholders, including graduates, so that we ensure LIT contributes to meeting Ireland's human capital needs.

Complementing our core educational remit, the LIT Enterprise Ladder offers innovative ways for external clients and LIT learners to engage with enterprise supports and applied research, thus creating new knowledge and new employment. The Enterprise Ladder is an integrated concept that accommodates the full spectrum of low- to high-risk/reward profiles within our areas of academic and business support expertise. It is being supported by a mix of Exchequer and private sector funding, including benefactors.

These enterprise support activities of LIT have developed significantly in recent years and will continue to grow. Since 2006, LIT's Hartnett Enterprise Acceleration Centre on the main campus has supported numerous companies creating hundreds of jobs in high-tech export-focused sectors supported by Enterprise Ireland, and LIT also leads the provision of a similar programme offered to companies based at the UL Incubation Centre (Nexus). In partnership with the Limerick Chamber of Commerce, LIT launched the National Franchise Centre in Limerick City Centre in 2011, offering a comprehensive accelerated 12-month training programme, creating franchisee-ready candidates with opportunities clearly identified including a financial support structure.

The addition of new centres at the Thurles campus (2012), Clonmel and Croom (2013) will build on this performance and will involve numerous partnerships with relevant State agencies as well as with private enterprise. IFIL, the Irish Fashion Incubator linked to the Fashion Department of LSAD is at the heart of plans to revitalise Limerick City Centre in a partnership with the local authorities. It is expected that by 2016, the cumulative total of jobs created through LIT Enterprise centres along the spectrum of the LIT Enterprise Ladder will have doubled from the baseline and the number of companies supported annually will have increased. This performance will be contingent on general economic conditions.

We will continue to embed the LIT Enterprise Ladder facilities and programmes, through guest lectures, practical assignments where students or graduates assist the start-up companies, or more structured links with the academic departments. We aim to deepen our connection with Silicon Valley networks such as the Irish Technology Leadership Group (ITLG) and are their lead partner for the ITLG Summit in Limerick in 2014 (also involving UL).

In a broader sense, LIT has a strong leadership track record in the region, and we aim to enhance this leadership profile through being an influencer and a driver for the success of the region.

The education, training, research and consultancy provision offered by LIT serves a broad mix of clients. This mix includes multinational organisations in various sectors; some large indigenous players; a wide range of small and medium-sized enterprises both city and rurally based; public sector and statutory bodies; and community and voluntary organisations. LIT will further develop its relationships with these players and as reflected in industry liaison policies and plans at various levels of our organisation, and by a growing number of externally funded innovation partnerships. Through a dedicated Development Unit function, a range of significant EU-funded projects such as under Leonardo are acquired and managed. For instance, the Tipperary campus of LIT has led the €4.1m SERVE project, pioneering and monitoring energy upgrades of existing buildings and eco-homes across a range of EU countries.

LIT demonstrates strong engagement with both city and rural communities – through arts and sports activities, through work placements (regional, national or international), through learner assignments and through the accredited student volunteering programme (GIVE). Many staff members sit on boards and committees in the region. We are major partners in the delivery of the Limerick City of Culture calendar of events in 2014, and staff of our School of Art and Design played a crucial role in building the case for this status to be awarded to the city.

The LIT Campus Masterplan 2030 is a particular example of LIT's regional engagement. The plans are being developed not just with a view to internal purposes; at the heart of the process is the revitalisation of Limerick City, contributing to social cohesion and development in Limerick Regeneration areas and creatively reutilising space left vacant because of recent over-development. LIT is actively collaborating with local authorities, community groups and business interests across its campuses in Limerick, Tipperary and Clare in bringing campus masterplans to fruition. For further detail on LIT's role in the regeneration of Limerick see Appendix.

Ref.: LIT Vision and Strategy to 2020, Goals 5 and 11

**Enhanced engagement with enterprise and the community and embedded knowledge exchange:
Institution objectives and performance indicators**

1.	Institution objective	<u>Contribute graduates to support regional and national economy and society: meeting Ireland's Human Capital Needs</u>
	Performance indicator	Annual numbers graduating, in line with rising enrolment trends
	Baseline	1631
	Interim target, end 2014	1650
	Interim target, end 2015	1675
	Final target, end 2016	1700
2.	Institution objective	<u>Further strengthen the impact of the LIT Enterprise Ladder: Meeting Ireland's Human Capital Needs</u>
	Performance indicator	Start-up companies/entrepreneurs supported in incubation centres per annum
	Baseline	10
	Interim target, end 2014	30
	Interim target, end 2015	40
	Final target, end 2016	50
3.	Institution objective	<u>Sustain the upward trend in industry partnerships between business and academia that are mutually beneficial</u>
	Performance indicator	Externally supported active collaborations (e.g. innovation vouchers, innovation partnerships) as recorded with P-codes
	Baseline	30 p/a
	Interim target, end 2014	40
	Interim target, end 2015	50
	Final target, end 2016	60

4.	Institution objective	<u>Achieve the commercialisation and knowledge targets agreed with Enterprise Ireland under the TTSI2 programme: Meeting Ireland's Human Capital Needs</u>	
	Performance indicators	Annual targets	
		a.	Licences/Options/Assignments
		b.	Spin outs
		c.	Research Agreements with Industry
		d.	Invention Disclosures
		e.	Priority Patent Applications
		f.	PCT Patent Applications
	Baseline	a.	1
		b.	0
		c.	2
		d.	3
		e.	1
		f.	0
	Interim target, end 2014	a.	1
		b.	0
		c.	1
		d.	4
		e.	2
		f.	0
	Interim target, end 2015	a.	2
		b.	1
		c.	2
		d.	4
		e.	2
		f.	1
	Final target, end 2016	a.	2
		b.	0
		c.	2
		d.	5
		e.	2
		f.	1

5.6 Enhanced internationalisation

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **enhanced internationalisation** is given here.

This references the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, can be provided as necessary.

External factors or assumptions that might affect progress towards the stated objectives are noted.

Enhanced internationalisation: strategy summary

LIT has embarked on an ambitious strategy to internationalise the institution in many different respects. We have deployed senior management capacity as well as student services supports, which are yielding significant results that far outweigh the investment of both management/staff capacity and international travel.

Our trajectory is on a steeply upward curve. From a low baseline in 2011/12 when we only had 7 non-EU fee-paying students, by 2013/14 this number was approaching 100. Even though a significant proportion of this number was due to our successful participation in the Science Without Borders programme funded by the Brazilian government, our strategy is to have a diverse international intake and not depend on just one or two markets. Key immediate target markets for direct international recruitment of full-time students are Brazil, the Indian Sub-Continent, China, North America and the Gulf States. Secondary developing markets are Malaysia, Turkey and Sub-Saharan Africa. Recruitment is being effected by direct marketing and representation at student fairs, appointment of agents, institutional MOUs and collaboration with the Education Ireland brand and other Irish HEIs.

We aim to internationalise our student body through the provision of international exchange, training and placement opportunities. Currently the number of incoming international exchange students far outstrips Irish LIT students funded to study abroad, and the net cost to the institute of this imbalance remains a concern. The launch of Erasmus for All, opening up exchange opportunities outside the EU, will provide the impetus to improve the ratio of incoming to outgoing exchange students. In contrast to the low numbers on Erasmus Exchange, LIT has been very successful in Erasmus work placements which are expected to be steady.

We will develop collaborative and transnational educational provision with selected international partners, aiming to have working international collaborations (not just MOUs) in place with at least two institutions in the major markets identified above. This may include blended and online education courses available to international applicants, and collaborations with UK-based colleges facilitating transfer and progression to LIT.

Furthermore, we will internationalise the skills and expertise of our staff through staff exchanges with partner institutions, multi-party international research projects and presentations at international conferences, study visits, international funding proposal development and where possible recruitment.

LIT campuses will recognise and communicate diversity in our places and activities, enriching the educational experience of all. LIT is developing a dedicated international office and reception for international students. Tailored induction programmes are being developed to support international students. Our curricula, likewise, will increasingly

include international texts, online resources, case studies and active learning experiences. The compendium of active learning strategies will highlight examples of such strategies with an international focus.

The development of appropriate international language provision to address language skill shortages is currently limiting employment opportunities of Irish graduates. We aim to address this by offering a voluntary blended language learning module to our students, maximising employment potential.

Assumptions used in growth projections for incoming fee-paying students include continuation of the current benign visa regime operated by the Irish government, the ongoing support from Enterprise Ireland and Education Ireland in promoting study in Ireland, and continuing growth of the economies of major target countries such as Brazil, India, China and some African countries.

Ref.: LIT Vision and Strategy to 2020, Goals 1, 2 and 13

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	<u>Increase intakes of Non-EU students and associated revenue streams</u>
	Performance indicator	Annual intake of non-EU students who pay full international fee
	Baseline	7 students in 11/12 (please note 13/14 approaching 100 non-EU students)
	Interim target, end 2014	60 students
	Interim target, end 2015	80 students
	Final target, end 2016	120 students
2.	Institution objective	<u>Increase numbers of international student outbound exchanges and improve ratio to inbound</u>
	Performance indicator	Outbound exchange student numbers and ratio
	Baseline	7 (ratio 3:1)
	Interim target, end 2014	15 outbound (ratio 2:1)
	Interim target, end 2015	30 outbound (ratio 1.5 :1)
	Final target, end 2016	40 outbound (ratio 1.5 :1)
3.	Institution objective	<u>Increase international staff mobility</u>
	Performance indicator	Outbound staff mobility per annum
	Baseline	7
	Interim target, end 2014	10
	Interim target, end 2015	15
	Final target, end 2016	20
4.	Institution objective	<u>Increase international student placements</u>
	Performance indicator	Number of outbound international student placements
	Baseline 2011/12	40
	Interim target, end 2014	45
	Interim target, end 2015	50
	Final target, end 2016	60

5. Institution objective	<u>Increase Transnational Education (TNE) delivery including online and UK supported arrangements</u>
Performance indicator	No of students studying from TNE arrangements (Note these also included in 5.2 as Remote learners)
Baseline 2011/12	No students studying under TNE arrangements
Interim target, end 2014	20
Interim target, end 2015	40
Final target, end 2016	75

5.7 Institutional consolidation

Strategy summary

A summary of Limerick Institute of Technology's strategy and chosen objectives in relation to **institutional consolidation** is given here.

This references the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, can be provided as necessary.

External factors or assumptions that might affect progress towards the stated objectives are noted.

Institutional consolidation: strategy summary

LIT already has a proven track record of effective financial management. Independent evidence for this can be seen through the delivery of additional resources to LIT from the phased implementation of the RGAM national funding model. The challenge for LIT, therefore, is not further consolidation but to maintain our current effective practice while also leveraging future scale efficiencies from regional cluster collaboration, and to develop our financial strategy to facilitate future institutional positioning and maximise the quality and quantity of service provision to learners and stakeholders.

From 1 September 2011 the former Tipperary Institute has been integrated into LIT, representing the most significant consolidation within the higher education sector in Ireland for many years. The integration has already addressed very significant sustainability issues on the Tipperary campuses. Full-time student numbers have grown from 338 in 2008/09 to 804 in 2012/13, and cost per student was reduced by over 50% in that period. This growth has been achieved in parallel with financial savings to the Exchequer of approximately €3m per annum. These savings, which involved redeployment of some staff, were cited as a successful example of public sector reform in the recent government review of the Croke Park I Agreement. A viability plan continues to be implemented which will see the Tipperary campuses supporting increased student numbers by 2016 and reaching financial viability within higher education norms. It should be noted that ring-fenced funding arrangements, agreed with DES/HEA, will expire end 2015.

LIT delegated authority and quality assurance arrangements have been transferred to all Tipperary courses. A fuller rationalisation of the academic programme portfolio and academic management structures across the whole of LIT is being implemented, involving a realignment of academic departments by cognate discipline area as opposed to by geographic location, resulting in significant synergies and consequential efficiencies in delivery.

LIT will continue to exercise strong and prudent financial management, together with a sound set of business case principles to support course development and other investment decisions. The LIT financial strategy is designed to address five key issues which will also support consolidation and collaboration objectives:

1. The long-term viability/financial sustainability of the Institute and matching resources with objectives.
 2. Maintaining productive financial capacity to meet current objectives. This will include the development of alternative funding streams.
-

3. Ensuring that resources are available for on-going capital development and necessary investment in priority areas such as access/student supports and staff development on a multi-annual basis.

4. The evaluation of strategic alternatives and managing risks through a robust and challenging business case methodology.

5. Integrating financial, campus planning and other corporate strategies through the development and implementation of an Institute-wide resource allocation model (IRAM) for all income sources. This will be developed and rolled out in a phased process which will enable review of appropriateness and outcomes.

These objectives will be addressed by measures such as planning the achievement of an investment fund each year to support strategic development priorities; monitoring of unit costs against national benchmarks; the development of an internal resource allocation system; and the creation and expansion of non-core grant funding streams including philanthropic sources.

As well as applying these internal strategies, LIT will actively participate in wider public service strategies to preserve and develop our education services (e.g. the Education Procurement Service, formerly the Shannon Consortium Procurement Network) while operating within constrained and reduced resources. These measures will include the adherence to national employment control framework targets, increasing use of shared services, maximising the potential of online services and further development of our internal KPI-based performance management system to support the dialogue process with the HEA about this mission-based Compact.

Ref.: LIT Vision and Strategy to 2020, Goals 8, 9 and 10

Institutional consolidation: Institution objectives and performance indicators

Note: objectives below take into account the conclusion of the ring-fenced funding arrangements for the former Tipperary Institute, and bringing the operation into sector norms by 2015.

1.	Institution objective	<u>Budget management process and priorities to ensure essential equipment and infrastructure investment capacity is delivered</u>
	Performance indicator	% of annual recurrent budget available for investment
	Baseline	Balanced budget 2012, 1.5% available
	Interim target, end 2014	1.5% of recurrent budget
	Interim target, end 2015	1.5% of recurrent budget
	Final target, end 2016	2% of recurrent budget
2.	Institution objective	<u>Ranking of relative unit cost within IOT Sector</u>
	Performance indicator	To maintain the relative performance of LIT compared to the national average unit cost per student for the technological sector
	Baseline	LIT total unit cost is 96% of the national sector average
	Interim target, end 2014	96%
	Interim target, end 2015	95%
	Final target, end 2016	95%
3.	Institution objective	<u>To manage the mix of expenditure between pay and non-pay for recurrent activities.</u>
	Performance indicator	Pay costs as % of total recurrent expenditure
	Baseline	83 % pay
	Interim target, end 2014	83% pay
	Interim target, end 2015	82% pay
	Final target, end 2016	82% pay

4.	Institution objective	<u>Increase the income generated from non-recurrent State grant sources – reducing the dependency on the State recurrent grant.</u>
	Performance indicator	Recurrent state grant as a % of total income – per financial statements
	Baseline	2011/12 – 47.6%
	Interim target, end 2014	47.0%
	Interim target, end 2015	46.5%
	Final target, end 2016	46.0%
5.	Institution objective	<u>Development and implementation of internal resource allocation model, further embedding criteria-based decision-making</u>
	Performance indicator	Phased development and implementation of IRAM
	Baseline	2011/12 – Incremental model
	Interim target, end 2014	All academic – pay and non-pay – recurrent grant
	Interim target, end 2015	All areas – academic and non-academic – recurrent grant
	Final target, end 2016	All areas – academic and non-academic – all income sources

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of Limerick Institute of Technology in the strategic dialogue process leading to this compact, performance funding of

€ 126,000

has been allocated to the Institute.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and Limerick Institute of Technology agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to Institute.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, Limerick Institute of Technology

Date:

Appendices

The baseline institutional profile and projected profile for 2016 are provided overleaf.

We (Limerick Institute of Technology) have also included one appendix under section 2, Participation, Equal Access and Lifelong Learning, arising from the dialogue process with the HEA.

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Appendix for section 2 – LIT's involvement with the regeneration of Limerick

LIT is a co-signatory to the *Charter of Convergence and Cohesion* in relation to the overarching plan *Limerick 2030 – Transformational Change and a New Vision for Limerick* which was launched by Government mid 2013. The plan has three major pillars: an economic strategy, a spatial strategy and a marketing plan, all underpinned by social regeneration. LIT is referenced in the document and directly involved in its implementation as follows.

Economic Strategy:

This seeks to position Limerick to capture a greater share of knowledge-based investment, supporting innovation, enterprise and start-ups while capitalising on its existing strengths: three higher education institutions, ICT and digital assets and a strong knowledge and technology based reputation. Examples of LIT's contribution to this agenda are:

- Membership of the Limerick Economic Forum set up in 2013, comprising industry, HEIs and civic leaders;
- A lead role in achieving expansion of the strong ICT/engineering/manufacturing industry base in Limerick, such as the 'Limerick for IT' platform and pioneering work with the Precision Tools Manufacturing Association (PTMA) which commenced 2013/14;
- Significant employment creation through our enterprise and high-tech incubation facilities supported under the LIT Enterprise Ladder model, which far exceeds the national benchmark for such activities across the IOT sector;
- Fostering a culture of celebrating local business successes through the annual Regional Business Awards, co-hosted with Limerick Chamber.

Spatial Strategy:

This aims to transform how the city centre looks, repositioning itself as a premier destination for residents, retailing, business and education through attracting new investment. Physical regeneration of disadvantaged parts of the city away from the centre also feeds into this spatial strategy. Examples of LIT's engagement:

- Detailed submissions have been made by LIT to the masterplan and the specific deliverables that form part of a bid under the EU 'Jessica' Fund. Eligible projects include:
- A Sports and Community Gateway building on the main Northside campus, linking 3rd level education to disadvantaged sections of the city;
- A Fashion Design Incubator in the redeveloped cultural quarter of the city centre;
- City-centre based student accommodation - this project is under consideration as a joint investment also involving UL/MIC;
- The 'Jessica' projects are capable of being delivered over a 5-year time window so should commence during the timeframe of this Compact. The LIT Campus Masterplan to 2030 also has longer term ambitions, such as the development of a Creative Technologies Hub in the city centre which may bring together art and design programmes with technology-based degrees in music, games, multimedia etc.

Marketing Plan:

This sends a consistent message of Limerick as attractive and historic as well as creative and vibrant in all its dimensions (social, cultural, spatial, and economic). LIT's key contributions to date:

- Leadership of the Steering Committee hosting the 2014 Irish Technology Leaders Group Forum (partners ITLG, UL, Shannon Airport, Limerick Chamber and the City/County Authorities), including a pioneering new national event *Young ITLG Innovators*;
- Offering support to the Board of the Limerick City of Culture 2014 at a time when the project was under severe threat, through the secondment of the Head of School as interim Head of City of Culture – a move which has been deeply appreciated;
- On-going inclusion of weaker socio-economic groups such as a scholarship scheme and staff/student volunteering projects with the Northside Learning Hub, St Munchin's Community Centre and others.