



UNIVERSITY *of* LIMERICK
OLLSCOIL LUIMNIGH

Mission-based Performance Compact

between

University of Limerick (UL)

and

The Higher Education Authority (HEA)

Date: February 2014

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Context

This Compact is an agreement between the Higher Education Authority and the University of Limerick 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 the University of Limerick 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 the University of Limerick. It sets out how the University of Limerick's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal University of Limerick 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 the University of Limerick 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 the University of Limerick 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.

The University of Limerick 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 the University of Limerick agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify the University of Limerick of this in writing and will consult with the University of Limerick 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 the University of Limerick 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, the University of Limerick 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 the University of Limerick.

3 Mission and Strategy Statement

The University of Limerick'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 the University of Limerick acknowledge that the University of Limerick's mission and strategy may evolve.

The University of Limerick and the Higher Education Authority recognise that the University of Limerick 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.

Enter your mission and strategy statement here.

Mission

The mission of the University of Limerick is to be a distinctive, pioneering and connected university that shapes the future through educating and empowering people to meet the real challenges of tomorrow.

Vision

The University of Limerick will be internationally known as a distinctive, pioneering and connected institution that provides outstanding student experiences, actively engages in research and is globally and locally connected in terms of its contribution to economic, social and cultural life.

Values

We will be guided by a number of core values in the realisation of our vision. We value:

- Student-centred education that empowers, inspires, develops and sustains productive and enquiring citizens who place a premium on social justice.
- High-quality research that maximises relevance, commercialisation and innovation.
- The uniquely strong *esprit de corps* among our staff, which is characterised by a distinctively bold, entrepreneurial and innovative spirit combined with a clear and unique sense of identity.
- Being connected to our communities by promoting their physical, economic, educational, social and cultural well-being.
- Strong ethical practices that emphasise honesty, integrity, diversity, equity and respect for all.
- The natural environment and the promotion of sustainable development, both within and beyond the campus.
- A quality improvement ethos that is underpinned by strong academic and organisational governance and demanding standards of performance.
- Collaboration with academic institutions, corporations and government agencies in ways that support mutually beneficial activities.

Strategic Goals

Our vision shapes the four goals of the University of Limerick Strategic Plan 2011-2015:
Pioneering & Connected:

Goal 1: We will provide an outstanding and distinctive experience for every one of our students to enable them to become knowledgeable, skilled and confident graduates.

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- Goal 2:** We will further enhance our research profile and strengthen the impact of our research, both nationally and internationally.
- Goal 3:** We will sharpen our international focus in all areas of activity.
- Goal 4:** We will be renowned for the excellence of our contribution to the economic, educational, social and cultural life of Ireland in general and the Shannon region in particular.

Pioneering & Connected commits the University of Limerick to forging new ways of teaching and learning for our students and to seeking innovations in research that will advance the economic, educational and social development of our region and the world. This involves working together across disciplines, departments and faculties within the University as well as collaborating with other universities, research bodies, institutes of education, corporations and public institutions, regionally, nationally and internationally. At a time of severe constraints on state funding, the plan also commits us to finding new ways of funding our activities by applying our characteristic entrepreneurial approach to what we do.

A strong sense of local connection to our communities is a defining feature of the University of Limerick, and we are acutely aware of our responsibility to promote economic, educational, social and cultural development. We also recognise that a modern university must be connected to the global research and learning environment to realise its ambitions. Internationalisation, both as a way of thinking and in the implementation of specific actions, will form a central component of UL's strategic activities. It will be reflected in both our programme content and our research activities, and we will continue to internationalise our student body and staff. We will be a university that is both locally and globally connected.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that the University of Limerick may adjust its mission and strategy from time to time. The University of Limerick 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.

The University of Limerick Strategic Plan 2011-2015: *Pioneering & Connected* was adopted in 2011. A mid-term review will take place in academic year (AY) 2013/14, and appropriate modifications to actions and targets will be made.

Pioneering & Connected has been reinforced by a series of twelve Management Council task force reports. These reports amplify the strategic plan by providing focused, action-orientated implementation plans to achieve selected objectives prescribed in the plan.

In AY 2012/13, the University's Academic Council adopted a graduate attributes statement, which outlines six high-level attributes to be developed in each student. The graduate attributes statement commits the University to providing a learning environment in which students are enabled to develop capacities to become more knowledgeable, proactive, creative, responsible, collaborative and articulate. The enumeration of these attributes provides a core framework for the design, content and delivery of academic programmes and their attendant learning outcomes, thus reinforcing our commitment to the imperative of ensuring that our graduates are provided with abundant opportunities to develop skills that enhance their employability.

The Bernal Project is a strategic initiative that will enable the University of Limerick to enhance teaching and research outputs that will have an impact on economic, educational and social development nationally and globally. Rooted in key disciplines in the Faculty of Science & Engineering to address academic and research needs, the project aligns well with *Pioneering & Connected*. The project is described in greater detail in section 5.4 below.

The University of Limerick has adopted an ambitious capital development plan designed to support and better enable the delivery of its strategic goals. Valued at €325m and supported by a €100m loan facility from the European Investment Bank, the plan will see the construction of a range of teaching, research and other facilities on the University campus, at the Mid-West University Hospital and in Limerick city. Included in the plan at either development planning or concept stage are:

- National Centre for Applied Materials Research (NCAMR)/MSSI Phase 2 (planning)
 - The Bernal Building (planning)
 - Glucksman Library and Information Services Building, Phase 2 (planning)
 - Clinical Education and Research Building, Mid-West University Hospital, Dooradoyle (planning)
 - University Sports Arena Extension and Pitch Development (planning)
 - New Student Centre (concept)
 - Health Research Institute Building (concept)
 - City Centre Academic Building (concept)
 - City Centre Student Accommodation (concept)
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4. Current and Planned Profile

The following pages contain:

- The University of Limerick's current profile 2010/11 (as supplied by the HEA); and
- The University of Limerick's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

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

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

Within our region, autonomous but connected higher education institutions (HEIs) already work in competitive collaboration, aligning HE provision and engaging with the region's civil society and public/private sectors. We fully support the view expressed in *Towards a Future Higher Education Landscape* that "the HE system must play a lead role in the creation, fostering and growth of potential new spheres of economic activity and social innovation", and this vision is clearly reflected in our institutional strategy. We are especially committed to our two inter-institutional collaborative ventures, the **Shannon Consortium** and the **NUI Galway/University of Limerick Strategic Alliance**. We further envisage the emergence of an inter-regional cluster that builds upon these two existing relationships.

We realise that collaborative ventures can complement and strengthen the region's economy by scaling to national and international levels. Collaboration provides opportunities to group autonomous institutions into strategic alliances to provide complementary and differentiated teaching, research and engagement. Through the Shannon Consortium and the NUI Galway / University of Limerick Strategic Alliance and with the HEIs acting as key drivers of a regional innovation system, emphasis will be placed on deepening the economic and social relations and networks spanning the public and private sectors within the region.

The Shannon Consortium (Mid-West Regional Cluster)

The University of Limerick is a member of the Shannon Consortium, an alliance of higher education partners, which blends diverse institutional traditions and strengths in ground-breaking collaboration. The Consortium was reconstituted in 2013 in line with recommendations regarding the establishment of a Mid-West Regional Cluster comprising the University of Limerick (UL), Limerick Institute of Technology (LIT) and Mary Immaculate College (MIC). This integrated approach spans the full spectrum of HEIs (a university, a teacher education institution and an institute of technology) in Limerick city serving the broader mid-west region.

The aims of the Consortium are to develop specific innovations, and working together to have a greater impact on stakeholders than is possible by any individual institution acting alone. Collaboration brings about economies of scale across the Consortium. The Consortium's vision is inspired by our institutional strategic plans and is informed by: the *National Development Plan for Ireland*; analyses of future skills needs; the *National Workplace Strategy*; *Addressing Issues of Social Exclusion in Moyross and Other Disadvantaged Areas of*

Limerick City (the Fitzgerald Report); and *Limerick 2030: An Economic and Spatial Plan for Limerick*. The Consortium liaises with other educational stakeholders, such as vocational education committees, to ensure a coherent approach to advancing the social and economic goals of the region.

For both Strategic Innovation Fund (SIF) funding cycles, multiple collaborative projects were successfully organised in thematic strands, providing a firm basis for the development of the regional cluster in the years ahead. It is noteworthy that a number of projects have expanded beyond the Consortium and embrace other HEIs in thematic clusters in the years following the SIF investment. The latter include the Shannon Consortium Procurement Network (now Education Procurement Services), the South-West Regional Access Alliance and the National Centre for Excellence in Mathematics and Science Teaching and Learning.

With future HE landscape recommendations in mind, the three Consortium institutions (UL, MIC and LIT) have agreed to enter into a Memorandum of Understanding to develop further a collaborative higher education strategy focusing on the following platforms in a Mid-West regional cluster: (i) partnerships and collaborations between the institutions in teaching and learning; (ii) exploiting the “geographical fit” of the Shannon Region for sharing academic and support services; (iii) research capacity and capability; (iv) knowledge dissemination, technology transfer and innovation; and (v) advocacy and communication.

At this stage the Consortium partners are engaged in one exercise to map teaching and learning and one to map research activities. An early outcome was the decision by UL to acquire its undergraduate geography teaching from MIC. Fortified by the success of this venture, the two institutions have now committed to exploring the feasibility of a single arts degree offered by the two institutions, which would significantly broaden students’ choices with respect to disciplines and to specialised streams within disciplines while at the same time facilitating greater cohesion between the disciplines on the two campuses.

The SIF-funded regional graduate training network has facilitated closer cooperation in the area of graduate studies, especially with regard to the provision of generic and transferrable skills. This experience has encouraged UL, MIC and LIT to commit to the development of a Limerick Graduate School, under which research awards in the three institutions would eventually be accredited by UL. The Limerick Graduate School will be based on a federated model of governance whereby students are enrolled in their “home” institution but have 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 deepen the capacity of each institution.

In the area of upskilling, the Shannon Consortium partners jointly plan and implement Springboard initiatives for the region on an annual basis and will continue to do so in the future.

In association with MIC, UL is committed to leading a national institute for teacher education with links to LIT, NUI Galway and University College Cork (UCC). The institute will require close integration of UL and MIC with the objective of locating teacher education within a university setting in a research-based context and ensuring maximum coordination in the provision of programmes. It is also planned to incorporate LIT teacher education into UL.

The NUI Galway/University of Limerick Strategic Alliance

The NUI Galway/University of Limerick Strategic Alliance is an institution-wide partnership established in 2010 to cover all of the key areas of activity, including teaching, research, technology transfer, lifelong learning and the provision of services. The objective of the Alliance is to enhance support for the social and economic development of our wider region

by combining the strengths of the two universities with a view to increasing the quantity and quality of our collaborative research and teaching; developing industrial, business and other partnerships; using our combined resources in the most effective manner; and reinforcing the international standing of both universities.

The NUI Galway/University of Limerick Strategic Alliance aims to drive scientific and economic progress with a specific focus on industry partnerships and research in the areas of biomedicine, energy, ICT and civic engagement.

A broad vision for the Strategic Alliance (2010-2020) has been adopted by UL and NUI Galway. The vision encompasses:

- A marked increase in the national and international profile for both universities and a resulting improvement in economic competitiveness for the wider region in an increasingly globalised economy
 - The clear development of critical mass and the resulting ability to present a single face to industry and other external stakeholders, particularly in the areas of research and knowledge transfer
 - The efficient, intelligent and creative use of shared, merged and/or joint resources and services
 - The provision of a leading contribution to the re-shaping of the higher education landscape in Ireland in the light of the *National Strategy for Higher Education to 2030*
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Regional clusters: Institution objectives and performance indicators

1.	Institution objective	Establish a centre of excellence in teaching and teacher education (<i>UL Strategic Plan Goal 1, Action No. 9</i>)
	Performance indicator	Full adoption of the recommendations outlined in the report of the <i>International Review Panel on the Structure of Initial Teacher Education Provision in Ireland</i> (page 30) in relation to the establishment of an institute of teacher education
	Baseline	Report of the <i>International Review Panel on the Structure of Initial Teacher Education Provision in Ireland</i> Framework Document regarding establishment of National Institute for Education Studies (NISE) submitted to HEA November 2013
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Action plan/Framework Document re governance agreed with HEA (April 2014) 2. Appoint one Chair in Education and one Chair in STEM Education at UL 3. Educational leadership/continuing professional development (CPD) programme development 4. Joint Structured PhD model development (research expertise mapping and design stage) 5. "Tús" (Teacher/University/Student) school placement interface developed
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Governance structures operational 2. CPD and Structured PhD programme development 3. Tús shared service/student teaching placement management system fully operational
	Final target, end 2016	<ol style="list-style-type: none"> 1. National institute for teacher education fully operational at UL, MIC and LIT with engagement from NUI Galway and UCC 2. Single Structured PhD programme available for AY 2016/17 intake 3. Joint blended CPD programme fully designed and available for AY 2016/17 intake
2.	Institution objective	Broaden access to and offer greater flexibility in the delivery of programmes (<i>UL Strategic Plan Goal 1, Objective 6</i>) & Extend the collaborations within the Shannon Consortium (<i>UL Strategic Plan Goal 4, Action No. 4</i>)
	Performance indicator	Joint academic planning between UL and MIC in relation to co-delivered arts provision

Baseline	Shared modules in geography delivered cross-institutionally
Interim target, end 2014	Arts programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
Interim target, end 2015	≥ 10 shared/co-delivered arts modules available from AY 2015/16 onwards
Final target, end 2016	Common entry/joint arts offering from UL and MIC
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3.	<p>Institution objective Engage in strong collaboration and knowledge exchange with strategic partners (<i>UL Strategic Plan Goal 2, Action No. 4</i>)</p> <p>&</p> <p>Extend the collaborations within the Shannon Consortium (<i>UL Strategic Plan Goal 4, Action No. 4</i>)</p>
Performance indicator	Establishment of Limerick Graduate School involving UL, LIT and MIC
Baseline	Regional Graduate Training Network (SIF-funded)
Interim target, end 2014	Align postgraduate research policies, procedures and regulations in UL, LIT and MIC Pilot accreditation of LIT research awards by UL
Interim target, end 2015	Further piloting of accreditation by UL of LIT research awards
Final target, end 2016	Limerick Graduate School established
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4.	<p>Institution objective Broaden access to and offer greater flexibility in the delivery of programmes (<i>UL Strategic Plan Goal 1, Objective 6</i>)</p>
Performance indicator	Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate (UG) and postgraduate (PG) programmes
Baseline	Two joint MSc programmes currently offered Eight <i>Link to Learn</i> modules shared across both campuses
Interim target, end 2014	≥ 12 <i>Link to Learn</i> joint modules at UG level Taught PG programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
Interim target, end 2015	≥ 15 shared/co-delivered modules available from AY 2015/16 onwards Four joint postgraduate programmes offered Alignment of CPD offerings and transition to joint awards for five CPD programmes

	Final target, end 2016	Four joint PG programmes in total offered through NUIG/UL Alliance
5.	Institution objective	Extend the collaborations within the Shannon Consortium (<i>UL Strategic Plan Goal 4, Action No. 4</i>) & Build on SIF investments to sustain vital learning resources, learner support services and access and lifelong learning programmes (<i>UL Strategic Plan Goal 1, Action No. 6</i>)
	Performance indicator	A fully functioning regional network for formal and informal academic teacher training and student T&L supports
	Baseline	Shannon Consortium SIF T&L projects, including regional T&L awards
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Jointly planned and delivered T&L CPD non-accredited programme – “<i>Conversations in the Consortium</i>” – for academic staff 2. A regional learner support network covering joint planning re. academic writing, science and maths, ICT and peer learning student supports 3. Regional T&L awards
	Interim target, end 2015	<ol style="list-style-type: none"> 1. A single CPD accredited programme for academics to develop competence in teaching, learning and scholarship 2. Regional learner supports network in place 3. Regional T&L awards
	Final target, end 2016	All of the above fully operational
6.	Institution objective	Extend the collaborations within the Shannon Consortium (<i>UL Strategic Plan Goal 4, Action No. 4</i>) & Build on SIF investments to sustain vital learning resources, learner support services and access and lifelong learning programmes (<i>UL Strategic Plan Goal 1, Action No. 6</i>)
	Performance indicator	Regional pre-entry supports aligned
	Baseline	Shannon Consortium Downtown Centre

Interim target, end 2014	<ol style="list-style-type: none"> 1. Pre-entry programme mapping across the consortium and in association with providers of further education (FE) in Limerick (<i>aligned to New National Access Plan</i>) <p>Transition activities</p> <p>(Nos. 2 & 3 are SIDF proposals awarded under SIDF Jan 2014)</p> <ol style="list-style-type: none"> 2. <i>First Leanings</i> (pending SIDF proposal) Transition Year programme developed to include Toolkit for transition year co-ordinators; delivery of pilot to 500+ students; and production of accompanying National Parents Guide to HE 3. Threshold Concepts Transition programme (pending SIDF proposal) Yr. 1 rollout: 10+ non-HE partners from 2nd level and FE sectors and 250+ students engaged (LIT-led)
Interim target, end 2015	<ol style="list-style-type: none"> 1. A common entry scheme targeted at Limerick city and county HE and FE providers and joint recognition of progression from regional and national higher education access entry programmes (<i>subject to a published national access plan recommending same</i>) <p>Transition activities</p> <ol style="list-style-type: none"> 2. <i>First Leanings</i> mainstreamed 3. Threshold Concepts Transition programme Yr. 2 rollout (subject to funding)
Final target, end 2016	<ol style="list-style-type: none"> 1. Scheme established for the mutual recognition of progression from access entry programmes on a regional and national basis 2. Transition activities mainstreamed
7.	<p>Institution objective</p> <p>Continually enhance the skills base of the workforce (<i>UL Strategic Plan Goal 1, Objective 4</i>)</p> <p>&</p> <p>Extend the collaborations within the Shannon Consortium (<i>UL Strategic Plan Goal 4, Action No. 4</i>)</p>
Performance indicator	Annual Springboard & ICT submissions
Baseline	Regional planning and marketing re Springboard/ICT upskilling and other labour market activation measures
Interim target, end 2014	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
Interim target, end 2015	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
Final target, end 2016	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)

8.	Institution objective	Engage in strong collaboration and knowledge exchange with strategic partners (<i>UL Strategic Plan Goal 2, Objective 4</i>) & Contribute to social and economic development through the rapid translation of research (<i>UL Strategic Plan Goal 2, Objective 6</i>)
	Performance indicator	Shared technology transfer (TT) support services
	Baseline	Submission of Enterprise Ireland's Technology Transfer Strengthening Initiative Cycle 2 (TTSI 2) proposal for delivery of TT services from UL to IT Tralee (ITT) and Limerick IT (LIT) Single technology transfer web portal for NUIG/UL alliance
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Completion of Enterprise Ireland's TTSI 2 consortium agreement for delivery of technology transfer services from UL to ITT and LIT and delivery of on-site commercialisation training for researchers at ITT and LIT 2. Launch of New Frontiers programme in association with partners 3. Single face to enterprise in areas of research and technology transfer (NUIG/UL alliance)
	Interim target, end 2015	<p>Shared Services Action</p> <ol style="list-style-type: none"> 1. Regional technology transfer shared service in association with ITT and LIT (TTSI 2) 2. Regional delivery of training programme for entrepreneurs (New Frontiers) 3. Single face to enterprise in areas of research and technology transfer (NUIG/UL alliance)
	Final target, end 2016	Shared services action (as above)

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

Equal access, widening participation and lifelong learning are key elements of *Pioneering & Connected*, which has the objective of increasing the diversity of the student population and sets targets in relation to mature students, students with a disability and students from socio-economically disadvantaged backgrounds as proportions of the overall student population.

The University's policy on equal access flows from a philosophy that values inclusion and diversity and is dedicated to the provision of appropriate entry mechanisms, tailored programmes and support services to ensure equality of access, participation and outcome for under-represented student groups in the University.

In addition to providing high-class supports for full-time students, the University of Limerick is also expanding its part-time, distance and e-learning provision with a view to enhancing access, widening participation and promoting lifelong learning. This will be managed by a new institution-wide CPD unit (which will be established by 2014) that will offer an integrated service for flexible learners of all kinds who wish to avail of the University's educational offerings.

It should be noted that current national objectives and targets are set within the context of the existing National Plan on Equity of Access to Higher Education 2008–2013; these objectives and targets may be amended to align with regional demographic trends and/or the priorities set out in the new *National Access Plan for Equity of Access to Higher Education for 2014–2016*.

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

1.	Institution objective	Increase the diversity of the student population <i>(UL Strategic Plan Goal 1, Objective 4)</i>
	Performance indicator	Percentage of full-time non-standard entrants to undergraduate programmes <i>(This measure will count the percentage of mature students, students with disabilities and students from socio-economically disadvantaged backgrounds on full-time undergraduate programmes and will include all entrants to the University's UG programmes outside the traditional Leaving Certificate and deferred Leaving Certificate cohorts. The main non-standard entry routes refer to transfer and progression from further education and mature student entry. Entrants under the HEAR and DARE schemes for supplementary admissions will also be counted in this indicator, as will those entering through RPL. *)</i>
	Baseline	22% for AY 2012/2013
	Interim target, end 2014	26% (AY 13/14)
	Interim target, end 2015	28% (AY 14/15)
	Final target, end 2016	N/A (subject to targets set in the University's strategic plan 2015–20)

**To include Springboard/LMA/ICT upskilling cohorts from AY 2013/14 onwards*

2.	Institution objective	Increase the diversity of the student population <i>(UL Strategic Plan Goal 1, Objective 4)</i>
	Performance indicator	Establish a centre of excellence in the use of assistive technology (AT) in education in the University
	Baseline	South West Regional Access Alliance (SWRAA): UL, LIT, MIC, ITT, UCC, Cork IT, Athlone IT, NUI Galway and Galway-Mayo IT – mapping report on AT provision across the HE sector produced in 2012/13
	Interim target, end 2014	Business plan produced for the establishment of the Centre of Excellence in the Use of Assistive Technology in Education
	Interim target, end 2015	Presentation to HEA for approval and adoption
	Final target, end 2016	N/A

3.	Institution objective	Establish a CPD centre at UL (<i>UL Management Council Strategic Planning Task Force Report</i>)
	Performance indicator	<p>One-stop-shop CPD unit with three basic functions: (i) <i>Strategic</i> – set the direction for CPD at UL; (ii) <i>Operational</i> – manage the development and delivery of CPD; and (iii) <i>Research</i> – develop an international reputation in professional, part-time, flexible and e-learning methodologies</p> <p>Programmes developed and adopted for multi-modal delivery (full-time, part-time, distance, flexible, blended and CPD modes)</p> <p>National and international market awareness of the new brand</p>
	Baseline	<p><i>Ad hoc</i>, distributed CPD activity at UL</p> <p>Limited market awareness of UL's flexible learning and CPD offerings</p>
	Interim target, end 2014	<p>Director of CPD appointed (Jan 2014)</p> <p>CPD business plan developed and adopted (2014)</p> <p>CPD centre staffed and co-located</p> <p>Brand, image and logo developed and recognised regionally</p>
	Interim target, end 2015	<p>Office suite dedicated to CPD and accessible to flexible learners</p> <p>National recognition of CPD at UL</p>
	Final target, end 2016	<p>CPD facilities offering a broad range of student services in a format and at a time that is suitable for flexible learners</p> <p>Recruiting flexible learners regionally, nationally and internationally</p>

4.	Institution objective	Common platform for online delivery to flexible learners (<i>UL Management Council Strategic Planning Task Force Report</i>)
	Performance indicator	Number of learning units available online
	Baseline	Multiple learning management systems (LMSs) used for flexible learners
	Interim target, end 2014	Common entry point for all CPD courses, at least five programmes using common LMS
	Interim target, end 2015	At least eight programmes available on a common LMS and modular programme route established
	Final target, end 2016	50% of flexible learning programmes available through modular route
5.	Institution objective	Standard awards system for CPD at UL (<i>UL Management Council Strategic Planning Task Force Report</i>)
	Performance indicator	Common framework for positioning CPD awards within the National Framework of Qualifications (NFQ)
	Baseline	Lack of clarity on awards and progression criteria
	Interim target, end 2014	Common framework for developing and accrediting CPD awards agreed at Executive Council
	Interim target, end 2015	50% of CPD courses compliant with common framework
	Final target, end 2016	90% of CPD courses compliant with common framework
6.	Institution objective	Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society (<i>UL Strategic Plan Goal 1, Objective 6</i>)
	Performance indicator	Percentage of flexible learners (part-time, distance, e-learning) as a proportion of overall student population
	Baseline	14%
	Interim target, end 2014	Maintain baseline of 14% during set-up of CPD centre and consolidation of CPD activity
	Interim target, end 2015	15%
	Final target, end 2016	17%

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set 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, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

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

Goal 1 of *Pioneering & Connected* outlines a series of objectives, actions and targets that are related to the provision and continual improvement of high-quality teaching and learning. These will be further amplified in a new University of Limerick teaching and learning strategy to be adopted in 2014. The teaching and learning strategy will represent a more detailed articulation of the University's stated commitment to providing an outstanding and distinctive learning experience for every one of its students in a manner that aligns with the ongoing reform of Irish higher education as identified in the *National Strategy for Higher Education to 2030*.

The teaching and learning strategy will build on the graduate attributes statement that has been adopted by the University's Academic Council and will place a premium on the student experience and on professional development by focusing on innovations that build on the achievements of recent years. The University will remain committed to its Cooperative Education programme, which is a key distinguishing feature of the UL experience that sets the University apart from other HEIs in Ireland and, indeed, Europe. As part of the programme, each undergraduate student spends an extensive period of time in a relevant work setting as an accredited part of his or her degree. All these elements combine to give practical expression to the University's commitment to education for employability.

The UL teaching and learning strategy will clearly articulate priorities over the next five years. There will be a renewed emphasis on:

- Enhanced **excellence in pedagogy and curriculum design** that not only embraces the rigours of each discipline but also steps beyond disciplinary boundaries;
- Wider access to and greater flexibility in the delivery of programmes that incorporate international best practice in **educational technology and e-learning**;
- A strong emphasis on the **UL graduate attributes** to ensure that every student will, through engagement with the curriculum, become more creative, articulate, proactive, responsible, knowledgeable and collaborative. These attributes are increasingly seen

as being vital for graduates embarking on careers in any field and on engaged, effective citizenship throughout their lives;

- Further strengthen our **specialised curricular and co-curricular learner supports**;
- Building on the First Seven Weeks initiative to **create an academically supportive, engaging and creative first-year experience** including a unique transition programme for first-year students;
- Utilising the newly resourced Graduate Attributes Hub as a location for incubating, developing, supporting and **delivering innovations in teaching and learning**;
- Generating new pathways for recognising and mainstreaming outstanding teaching across all disciplines;
- Quality assurance measures that enhance the quality of teaching and learning;
- Regular and rigorous review of programmes in line with international best practice, especially through adherence to the European Standards and Guidelines (ESGs).

Above all, the teaching and learning strategy will demonstrate the importance that UL places on the quality of education offered to students. In this way, the University is confident that its graduates will leave as employable, self-motivated and reflective lifelong learners with the ability to process information, think critically and demonstrate intellectual maturity both in the workforce and in society.

In addition to an emphasis on high-quality pedagogy, continual quality improvement and internal and external benchmarking, goals 1 and 3 of *Pioneering & Connected* envisage changes in the composition of the student population, in particular because of increases in the percentages of postgraduate and international students.

Changes in the student population, national and regional demographic features and labour market considerations will require a renewed focus on the UL's programme portfolio. A number of key strategies will inform the University's programme portfolio:

- In keeping with the undertaking given by the university sector in relation to the reform of university entry mechanisms, the number of UG programmes will be progressively revised and reduced by moving to generic entry programmes while retaining a wider variety of exit routes;
- UG and PG taught programmes will be streamlined with a view to leveraging opportunities to rationalise within the Shannon Consortium and the NUI Galway/University of Limerick Strategic Alliance;
- The programme portfolio will be continually revised to ensure that it is determined by considerations of demand rather than supply;
- CPD programmes will be developed and customised to regional and national employment needs;
- PG taught programmes designed to enhance the employability or professional accreditation of graduates in areas such as engineering and teacher education will be developed;
- PG taught programmes that build on emerging research expertise and critical mass will be developed. For example, the Bernal research programme affords the opportunity to develop PG taught programmes in focused areas of interest prompted by newly recruited academic staff.

The University of Limerick acknowledges in *Pioneering & Connected* and in the graduate attributes statement that the campus life experience is an essential part of the overall student experience. To this end it is recognised that formal learning is enhanced by the nurturing of co-curricular and extra-curricular opportunities through community living on a vibrant campus of outstanding quality supported by an unequalled range of sporting and cultural facilities. Thus, UL is committed to providing a high-standard physical and virtual environment in addition to learning and personal development opportunities beyond the formal curriculum.

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

1.	Institution objective	Provide an outstanding and distinctive experience for every one of our students to enable them to become knowledgeable, skilled and confident graduates (<i>UL Strategic Plan Goal 1</i>)
	Performance indicator	Development and implementation of a UL teaching and learning strategy (2014–18)
	Baseline	Goal 1 UL Strategic Plan UL Management Council Strategic Planning Task Force reports and recommendations
	Interim target, end 2014	Draft a teaching and learning strategy for university-wide implementation
	Interim target, end 2015	Monitor ongoing implementation in line with planned outcomes and actions for Year 1
	Final target, end 2016	Monitor ongoing implementation in line with planned outcomes and actions for Year 2 Conduct interim review
2.	Institutional objective	Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience (<i>UL Strategic Plan Goal 1, Objective 3</i>)
	See section 5.5, <i>Enhanced engagement with enterprise and the community and embedded knowledge exchange</i> , for a detailed set of objectives and targets in relation to cooperative education and employability (objective nos. 1 and 2).	
3.	Institution objective	Maintain in the curriculum a balance of breadth and depth that develops our students' independent lifelong learning capacity so that they become versatile and adaptable graduates (<i>UL Strategic Plan Goal 1, Objective 2</i>)
	Performance indicator	1. Implementation of the Broadening the Curriculum programme across UL 2. Sustained study options through the introduction of cross-faculty "broadening" modules (e.g. language, business, science, arts, humanities, education) available as an optional elective in undergraduate degree programmes.
	Baseline	Multidisciplinary broadening modules developed and presented for approval to Academic Programme Review Committee (September 2013)

Interim target, end 2014	Piloting of seven multidisciplinary broadening modules in selected programmes
Interim target, end 2015	<ol style="list-style-type: none"> 1. Full integration of multidisciplinary broadening modules in programme structures in AY 2015/16 2. Pilot a number of cross-faculty broadening modules
Final target, end 2016	<ol style="list-style-type: none"> 1. Ongoing review and development of multidisciplinary broadening modules. 2. Cross-faculty broadening modules also available as electives in AY 2016/17
4.	<p>Institutional objective</p> <p>Establish a CPD centre at UL (<i>UL Management Council Strategic Planning Task Force Report</i>)</p> <p>&</p> <p>Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society (<i>UL Strategic Plan Goal 1, Objective 6</i>)</p>
	See section 5.2, <i>Participation, equal access and lifelong learning</i> , for a detailed set of objectives and targets in relation to the development of CPD and lifelong learning at UL (objective nos. 4, 5, 6 and 7)
5.	<p>Institution objective</p> <p>Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences (<i>UL Strategic Plan Goal 1, Objective 1</i>)</p> <p>&</p> <p>Continually enhance the skills base of the workforce (<i>UL Strategic Plan Goal 1, Objective 8</i>)</p>
Performance indicator	Planned activity around the UL graduate attributes
Baseline	The graduate attributes statement (See Appendix 2)
Interim target, end 2014	Establishment of a fully functioning graduate attributes hub
Interim target, end 2015	Integrating the UL graduate attributes into teaching and learning in innovative ways (e.g. through the use of technology) through a number of planned and supported activities (e.g. re-engaging teaching staff with the culture of learning outcomes, CPD events, Specialist Diploma in Teaching, Learning and Scholarship, delivering Broadening the Curriculum modules, planning curriculum innovation around existing and new programmes, supporting peer observation and the recording of teaching).

Final target, end 2016 Ongoing supported activities and events around graduate attributes in the fully established graduate attributes hub.

6.	Institution objective	Provide a specific and coordinated series of supports and experiences for first-year students during their transition to third-level education <i>(UL Strategic Plan Goal 1, Objective 5)</i>
	Performance indicator	First-year retention rate (%)
	Baseline	<ol style="list-style-type: none"> Existing student adviser system Existing structures such as the First Seven Weeks induction programme and the four learner support units (Writing, Maths, Science and ICT) First-year retention rate 91% (HEA profile sheet 2010/11)
	Interim target, end 2014	<ol style="list-style-type: none"> Develop a student advisor working group and adopt recommendations Appoint a dedicated first-year retention officer Enhance faculty-level ownership and engagement through designated roles of responsibility within faculties on the First Seven Weeks programme
	Interim target, end 2015	<ol style="list-style-type: none"> Reconfigure the advisor system to maximise student engagement and support with a focus on active mentoring during the student's first year Create a learner support units strategic planning board to strategically align the support units
	Final target, end 2016	<ol style="list-style-type: none"> Fully revised student advisor system Fully revised learner support unit planning and management Improve/maintain first-year retention from the baseline rate (i.e. $\geq 91\%$)
7.	Institution objective	Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences <i>(UL Strategic Plan Goal 1, Objective 5)</i>
	Performance indicator	<ol style="list-style-type: none"> Numbers of staff at UL with a teaching qualification Annual T&L awards programme
	Baseline	<ol style="list-style-type: none"> UL currently offers the Specialist Diploma in Teaching, Learning and Scholarship (Level 9, 30 ECTS credits) Existing awards framework around small- and large-group teaching using a variety of feedback sources

Interim target, end 2014	<ol style="list-style-type: none"> 1. Development of a working group and wide consultation with teaching staff informed by and building on the work done by the specialist diploma 2. Review the existing awards system and realign with the emerging awards framework of the National Forum for the Enhancement of Teaching and Learning
Interim target, end 2015	<ol style="list-style-type: none"> 1. Publish a draft competency framework, align individual teaching staff competences and qualifications with the framework and identify staff in need of further training/development 2. Implement and evaluate the new awards system aligned to the national awards framework of the National Forum for the Enhancement of Teaching and Learning
Final target, end 2016	<ol style="list-style-type: none"> 1. Engage academics identified as being in need of further development in relevant CPD activities. 2. Full implementation of the new UL teaching awards system
8.	<p>Institution objective Ensure that the physical and virtual campus continues to contribute to the strategic development of the University (<i>UL Strategic Plan Enabling Theme 2 (Resources), Objective 8</i>)</p> <hr/> <p>Performance indicator Major capital/physical developments to enhance the quality of teaching, learning and the student experience funded through a combination of exchequer, non-exchequer and philanthropic funding</p> <hr/> <p>Baseline N/A (new buildings)</p> <hr/> <p>Interim target, end 2014 Building phase</p> <hr/> <p>Interim target, end 2015 University Sports Arena extension and pitch development (subject to UL students vote on building levy) <i>Planned completion*</i></p> <hr/> <p>Final target, end 2016 Glucksman Library and Information Services Building Phase 2 (approved for funding that has been deferred) <i>Planned completion*</i> Student Centre (subject to UL students vote on building levy) Complete a plan for a Teacher Education building to support UL teacher education programmes and facilitate UL's leadership of the National Institute for Teacher Education (subject to available funding)</p>

* *Planned completion dates taken from UL Capital Development Plan 2012–17*

9.	Institution objective	Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i> (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)
	Performance indicator	Compliance with ESG 2.3.2: " <i>Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.</i> " This requires the development of a programme review system and roll out to all programmes.
	Baseline	The institution has varied mechanism in place for the approval and revision of programmes.
	Interim target, end 2014	Develop a pilot scheme and enrol three programmes
	Interim target, end 2015	Review scheme, update and enrol 10 programmes
	Final target, end 2016	All existing programmes enrolled for a complete review of programme content in a continuous five-year review cycle to maintain the relevance of offerings
10.	Institution objective	Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i> (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)
	Performance indicator	Compliance with sections of ESG 2.3.3: " <i>Students should be assessed using published criteria, regulations and procedures which are applied consistently ... have clear and published criteria for marking; ... In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.</i> "
	Baseline	Non-standardised grading and assessment regulations and marking schemes
	Interim target, end 2014	A comprehensive review of the effectiveness of the current procedures for evaluation of student work and grading with recommendations presented to Academic Council by September 2013
	Interim target, end 2015	1. Revised grading and assessment regulations adopted 2. Clear guidelines on marking and grade descriptors published for staff and students
	Final target, end 2016	1 and 2 above fully completed and available in a centralised information system

11.	Institution objective	<p>Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education’s <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area</i> (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)</p> <p>&</p> <p>Improve the quality of modules that score lowest in student satisfaction surveys through implementation of a “module satisfaction survey” (UL Management Council Strategic Planning Task Force Report)</p>
	Performance indicator	<ol style="list-style-type: none"> 1. A system for measuring student satisfaction for all taught modules, with appropriate interventions and/or sharing of best practices as determined by student response
	Baseline	<ol style="list-style-type: none"> 1. Voluntary student evaluation of teaching system in place 2. Pilot module satisfaction survey involving 27 modules run in Spring 2013
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Identify low-scoring and high-scoring modules and ensure appropriate interventions. 2. Refine the module satisfaction survey and roll out to a broader range of modules.
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Extend the range of taught modules surveyed and review thresholds. 2. Roll out to all appropriate low-scoring taught modules and establish targets for improvement.
	Final target, end 2016	<ol style="list-style-type: none"> 1. Deploy to all appropriate modules and develop reporting to illustrate trends. 2. Continually monitor modules that have received low scores and work to raise scores above threshold through CPD and other interventions.

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

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

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation: strategy summary

Goal 2 of *Pioneering & Connected* states that the University of Limerick will enhance its research profile and strengthen the impact of its research, both nationally and internationally. This goal will be achieved by publishing and disseminating high-quality research; deepening research capability through recruitment, mentoring, secondment and exchange programmes; creating synergies and academic support through research institutes and centres; collaborating with strategic partners; contributing to social and economic development through the rapid translation of research; clearly aligning research and teaching; and promoting a culture of entrepreneurship.

UL has established and will refine research and knowledge translation performance indicators, will put in place faculty and institute research strategies, will further align research activities into institutes and centres and will deepen interactions between researchers, industry and professional practice. The University will collaborate strategically in joint ventures with other institutions, will adopt a knowledge transfer and commercialisation strategy that enhances its contribution to economic and social development and will provide incentives for convergent research initiatives.

UL's research focus closely aligns with that outlined in *Towards a Future Higher Education Landscape*: "[i]n terms of research activity, the frameworks established by funding programmes, particularly PRTL, together with the much more competitive international environment for research, has led to greater institutional research specialisation....[and that]...a greater emphasis on the prioritisation and the impact of our research investment is needed in future together with closer links between the research, knowledge transfer and innovation agendas."

UL has marked out its own research distinctiveness through the promotion of a research ethos characterised by the *convergence of discrete disciplines* working together to achieve fundamental breakthroughs while operating in a *translational approach* – an innovative alternative mode of research to the traditional basic-applied research dichotomy – which translates research results more rapidly towards commercialisation.

The Bernal Project: The Bernal Project is a major strategic initiative that will enable UL to enhance its strategic research outputs that will have an impact on economic, educational and social development nationally and globally. Proud of its strong history in applied science and engineering, UL is prioritising key disciplines in the Faculty of Science & Engineering to

address academic and research needs. The Bernal Project (which is extensively supported from non-exchequer philanthropic sources) focuses on the development of the following selected priority areas:

- Pharmaceutical science and engineering
- Modern materials, biomedical materials and engineering
- Energy and sustainable environment

The Bernal Project involves an international campaign to recruit world-leading professors in the three priority areas, start-up funds to seed the teaching and research activity, and the construction of a new facility to accommodate the project. The professors will be recruited on a phased basis over the next three years. In addition, the future recruitment of academic staff within the Faculty of Science & Engineering will be aligned with the appointed Bernal professors. The Bernal Project will provide a fully equipped laboratory building of the order of 6,100m² (completed by September 2014) to enable teaching and research by the ten appointees and their support staff.

Health Research Institute: Pioneering & Connected identified the area of food, health, sport and human performance as a strong candidate for future research prioritisation in the period 2011–2015. UL is now at the planning stage for the establishment of a Health Research Institute that will build upon and deepen existing expertise within the University and its healthcare partners. The Health Research Institute will complement existing institutes and centres in other institutions by emphasising end-stage multidisciplinary translational research that focuses on the later stages of translation to patients and to practice.

Knowledge Transfer and Commercialising: With its pioneering focus on translational research and commercialisation, UL continues to demonstrate leadership in terms of industrial engagement as reflected in its collaborative research partnerships funded through Enterprise Ireland's Technology Centres Programme and Innovation Partnership programme and Science Foundation Ireland's Centres Programme. The UL-led, SFI-funded Synthesis and Solid State Pharmaceutical Centre (SSPC) and the EI-funded Pharmaceutical Manufacturing Technology Centre (PMTTC) are examples of ways in which UL has demonstrated national leadership by establishing effective, inclusive and relevant academic collaborations in industry.

UL's current strategic plan places a strong emphasis on increasing EU funding across all of its priority research areas. Aligned with the national strategy, the University has set aggressive targets for increasing income from Horizon 2020.

Collaboration with private venture capital has led to the development of a number of high-quality spin-out companies, such as Powervation, Crescent Diagnostics, Cauwill Technologies Ltd and, most notably, Stokes Bio. The Nexus Innovation Centre established in 2011 is a purpose-built innovation centre at the heart of UL. Nexus seeks to develop and sustain a vibrant entrepreneurial eco-system by leveraging UL's knowledge base; enabling accelerated business development; making connections with potential investors, experienced entrepreneurs and the wider community; and facilitating both the accelerated development of national and international start-ups with global reach and the commercialisation of academic research that results in the creation of new jobs in the region. It is expected that Nexus will support the start-up and growth of 35 new high-potential start-up companies between 2011 and 2016, which will generate hundreds of new high-value jobs in the local economy.

In addition, key collaborations have been established with the other Irish HEIs through various SFI, PRTL and other collaborative research initiatives. The Shannon Consortium has

been successful in 2013 with its detailed joint proposal for shared knowledge-transfer support services under Enterprise Ireland's Technology Transfer Strengthening Initiative Cycle 2 (TTSI 2) programme. (See section 5.1, *Regional clusters*, objective no. 9.)

Graduate School: The expansion of the University's Graduate School continues. The expansion includes the development of a suite of generic and transferable skills modules for all research postgraduates as part of the universal structured PhD model that was adopted by UL in AY 2011/12. The Graduate School will form the hub of the proposed Limerick Graduate School that will serve the partner institutions in the Shannon Consortium. (See section 5.1, *Regional clusters*, objective no. 3.)

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

1.	Institution objective	Publish and disseminate highly cited research in high-quality, internationally prominent journals and books <i>(UL Strategic Plan Goal 2, Objective 1)</i>
	Performance indicator	<ol style="list-style-type: none"> No. of article and review publications in the ISI Web of Knowledge – target (increase by 20% over the four-year period) No. of citations achieved by UL publications – target (increase by 40% over the four-year period) No. of books published with prestigious publishers – target (increase by 20% over the four-year period)
	Baseline (2012)	<ol style="list-style-type: none"> No. of article and review publications in the ISI Web of Knowledge – 446 No. of citations achieved by UL publications – 6,328 No. of books published with prestigious publishers – 20
	Interim target, end 2014	N/A
	Interim target, end 2015	N/A
	Final target, end 2016	<ol style="list-style-type: none"> No. of article and review publications in the ISI Web of Knowledge – 535 No. of citations achieved by UL publications – 8,859 No. of books published with prestigious publishers – 24
2.	Institution objective	Increase the enrolment of doctoral students by 40% <i>(UL Strategic Plan Goal 2, Target 1)</i>
	Performance indicator	No. of doctoral students (annual)
	Baseline	121 (strategic plan baseline 2009)
	Interim target, end 2014	160 (reporting on AY 2013/14 enrolment)
	Interim target, end 2015	169 (reporting on AY 2014/15 enrolment)
	Final target, end 2016	N/A (new strategic plan 2015–20)

3.	Institution objective	Develop research capability through the recruitment and retention of staff, comprehensive mentoring, secondment and exchange programmes (UL Strategic Plan Goal 2, Objective 2)
	Performance indicator	<ol style="list-style-type: none"> 1. Recruitment and HR policies to support the UL research strategy, including evidential alignment of faculty and administration recruitment plans with UL's broader research strategy 2. No. of senior priority research appointments (professorships) through external funding, including philanthropic sources and funding bodies 3. A suite of bespoke research training programmes for academics, complemented by coaching and mentoring schemes
	Baseline (2012)	<ol style="list-style-type: none"> 1. Tenure track for academic recruitment introduced 2. Externally funded academic appointments – 1 3. <i>Ad hoc</i> research training provision
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Produce three-year recruitment strategies for each individual faculty (x 4) in line with the UL research strategy and, where appropriate, the National Research Prioritisation agenda 2. Externally funded academic appointments – 6 (cumulative) 3. Rollout of bespoke research training programme
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Secondment and exchange programme in place and annual targets established 2. Externally funded academic appointments – 9 (cumulative) 3. Review training programme annually
	Final target, end 2016	<ol style="list-style-type: none"> 1. Externally funded academic appointments – 13 (cumulative) 2. Annual review of bespoke research training programme to evaluate impact 3. Review training programme annually

4.	Institution objective	Create synergies and academic support from the critical mass achieved through research institutes and centres (UL Strategic Plan Goal 2, Objective 3)
	Performance indicator	<ol style="list-style-type: none"> 1. Individual research strategies for each research institute 2. New research institute focused on health 3. Completion of a review of UL's research priority areas including a benchmark exercise and analysis of alignment with the national and international policies
	Baseline	<ol style="list-style-type: none"> 1. No. of individual research strategies for institutes 2. Graduate Entry Medical School fully operational and research prioritisation activity completed 3. Informal review mechanisms
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Research strategies that align with UL strategic plan in place for existing institutes 2. Health research institute established 3. Institutional review of UL's research priority areas commenced
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Annual review of institutes' performance against their strategic targets 2. Health research institute research strategy in place 3. Institutional benchmarking and review of UL's research priority areas completed. Recommendations around clustering of centres and strengthening of institutes adopted
	Final target, end 2016	<ol style="list-style-type: none"> 1. Annual review (as 2015 above) 2. Health research institute research strategy fully operational and subject to annual review 3. N/A (completed)
5.	Institution objective	<p>Strengthen the alignment between resource allocation and strategic [research] priorities & Ensure that the physical and virtual campus continues to contribute to the strategic development of the University</p> <p><i>(UL Strategic Plan Enabling Theme 2 (Resources), Objectives 1 & 8)</i></p>
	Performance indicator	Major capital/physical developments to enhance priority research infrastructure funded through a combination of exchequer, non-exchequer and philanthropic funding

Baseline	N/A (new buildings)
Interim target, end 2014*	National Centre for Applied Materials Research Building (MSSI Phase 2) Bernal Research Building
Interim target, end 2015*	Clinical Education Research Building at Mid-West University Hospital (in partnership with HSE)
Final target, end 2016*	Glucksman Library and Information Services Building Phase 2 Medical Research Institute (subject to state and philanthropic funding)

* Planned completion dates taken from UL Capital Development Plan 2012–17

6.	Institution objective	Engage in strong collaboration and knowledge exchange with strategic partners (<i>UL Strategic Plan Goal 2, Objective 4</i>) & Address how to diversify sources of income to maximise non-state revenue (<i>Strategic Plan, Enabling Theme 2 (Resources), Objective 2</i>)
	Performance indicator	1. Increase the value of research expenditure from EU funding in Horizon 2020 over FP7 (target 50% increase) 2. Increase research income from industry (target 20% increase)
	Baseline (2012)	1. N/A 2. Research income from industry – €1.85m
	Interim target, end 2014	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 compared with first year of FP7 2. N/A
	Interim target, end 2015	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first two years of FP7 2. N/A
	Final target, end 2016	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first three years of FP7 2. Research income from industry – 20% increase over baseline year

7.	Institution objective	Contribute to social and economic development through the rapid translation of research (<i>UL Strategic Plan Goal 2, Objective 5</i>)
	Performance indicator	<ol style="list-style-type: none"> 1. Measuring progress in relation to implementation of TTSI 2 – a national four-year knowledge transfer and commercialisation programme <u>Commercialisation (sub-indicators)</u> <ol style="list-style-type: none"> 2. Licences, options and assignments signed with industry 3. Invention disclosures 4. Patent applications 5. Number of spin-out companies formed
	Baseline 2011/2012 (Average)	<ol style="list-style-type: none"> 1. UL knowledge transfer and commercialisation (KT) strategy 2011–15 2. Licences, options and assignments signed with industry – 8 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 9 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 9 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Final target, end 2016	<ol style="list-style-type: none"> 1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 10 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2

8.	Institution objective	Promote job creation and economic development by engaging in effective incubation activities (<i>UL Strategic Plan Goal 2, Objective 5</i>)
	Performance indicator	<p>UL enterprise formation supports are delivered via the Nexus Innovation Centre, a dedicated 1600sqm innovation centre with 18 units and two bio incubation laboratories.</p> <ol style="list-style-type: none"> 1. No. of entrepreneurs trained by Nexus 2. No. of new start-up companies supported by Nexus 3. No. of student placements/collaborative projects 4. No. of jobs in Nexus companies 5. Coordinated campus-wide entrepreneur activity
	Baseline	<p>Nexus Innovation Centre established 2012</p> <ol style="list-style-type: none"> 1. No. of entrepreneurs trained by Nexus – 8 2. No. of new start-up companies supported by Nexus – 26 3. No. of student placements/collaborative projects – 36 4. No. of jobs in Nexus companies – 76 5. <i>Ad hoc</i> campus entrepreneur activity
	Interim target, end 2014 (Accumulated)	<ol style="list-style-type: none"> 1. No. of entrepreneurs trained by Nexus - 16 2. No. of new start-ups companies supported by Nexus - 52 3. No. of student placements/collaborative projects - 72 4. No. of jobs in Nexus companies – 90 5. Campus entrepreneur programme designed
	Interim target, end 2015 (Accumulated)	<ol style="list-style-type: none"> 1. No. of entrepreneurs trained by Nexus – 24 2. No. of new start-up companies supported by Nexus – 78 3. No. of student placements/collaborative projects – 108 4. No. of jobs in Nexus companies –100 5. Campus entrepreneur programme delivered
	Final target, end 2016 (Accumulated)	<ol style="list-style-type: none"> 1. No. of entrepreneurs trained by Nexus – 32 2. No. of new start-up companies supported by Nexus – 104 3. No. of student placements/collaborative projects – 144 4. No. of jobs in Nexus companies –105 5. Campus entrepreneur programme delivered

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

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

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

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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

Since the establishment of the University of Limerick, engagement with enterprise and the community has been central to the University's *modus operandi*. Active engagement with business, industry, professional associations, schools and groups of local citizens has advanced UL's capability and reputation as a connected university. This engagement is driven by a commitment to direct interaction with external constituencies through mutually beneficial exchange, exploration and application of knowledge and expertise. The breadth and depth of interaction continues to build greater public understanding of the role of UL as a knowledge resource and also enriches the learning and discovery functions of the University. UL's engagement with its communities is underpinned by a genuine desire to respond to needs, aspirations and priorities, both regional and national.

Regional Development

At regional level, UL is committed to leading collaboration among educational institutions in the region through well-established relationships developed as part of the Shannon Consortium and the NUI Galway/University of Limerick Strategic Alliance and to contributing to the growth of indigenous enterprises and foreign direct investment. UL will enhance its relationships with strategic partners and will deepen its relationship with the community, thereby establishing the University as a fulcrum of life in the greater Limerick area. To promote job creation and economic development, UL will collaborate with industry, engage in incubation activities, enhance skill levels and create spin-out companies.

UL has a deep appreciation of its role as Limerick's university. This carries with it the expectation that the University will play a role in the economic and social regeneration of the city as well as being a principal cultural asset for the city and the region. To this end, UL will promote the city and region through its active support of the ambitions outlined in *Limerick 2030: An Economic and Spatial Plan for Limerick*. In particular, UL is committed to a significant presence in the Limerick city centre area, which, subject to available funding support, will see the development of major academic and student residential facilities.

More generally, UL will continue to be a fulcrum in the social, cultural and sporting life of the region by providing community access to its campus and excellent amenities.

Industry Engagement and Employability

In its engagement with business and industry, UL is committed to creating opportunities to obtain industry feedback on current and future skills needs. Specifically, the University is

concerned with embedding formal mechanisms for dialogue to improve its understanding of the possibilities for mutual benefit and the alignment of its teaching and learning activities with industry requirements.

Employability is attracting increasing attention from industry, government, students and parents. Bringing the world of work into the learning environment is a defining feature of the Limerick student experience and a prime enrolment driver for students. UL's pioneering commitment to employability reflects its view that there is significant confluence between what industry and academics value. In this context, the University has provided leadership in the employability arena nationally and internationally. It occupies a position of considerable strength with respect to graduate work-readiness, and graduate employability is a recurring theme in the student learning journey from first year to alumni.

UL's Cooperative Education programme is a high-profile example of its commitment to the scholarship of engagement as a valid pedagogy. Formal, academically accredited and compulsory and with placements in 25 countries, Cooperative Education is one of the largest such programmes in Europe. It differentiates itself from other HEI placement programmes in its disciplinary spread by securing placements for arts, humanities and social sciences students as well as for those studying the more obviously vocational sciences, engineering, informatics and business disciplines. The employer base reflects a broad sectoral mix: ICT, pharmchem, financial services, aerospace, medical technologies, food and education as well as the professions and the public and not-for-profit sectors.

The success of UL's employability strategy is reflected in the results of its annual employability skills survey of students and the consistently high employment levels of its graduates. Aligned to this, the University is currently completing an institutional employability statement that outlines its distinctive approach to employability. UL will be the first university to develop and publish such a statement. A robust annual industry engagement programme involving over 1,400 on-site visits to employers by UL staff and on-campus visits by employers underpins UL's position as a university of employability.

Knowledge Transfer and Commercialisation (see the Knowledge Transfer and Commercialisation sub-section of section 5.4, *High quality, internationally competitive research and innovation*)

Civic Engagement

UL educates students for more than just employment. Alive to the increasingly complex world, UL is committed to educating students to be contributing members of society to the benefit of themselves, the workforce, the community and the economy. One of the most tangible manifestations of UL's social responsibility focus is the student volunteering programme, one of the largest in the country. To underpin UL's stated objective of deepening the relationship between the University and the community and establishing the University as a fulcrum in the Shannon region and beyond, UL is currently developing an institutional civic engagement strategy and intends putting in place a civic engagement champion and working group.

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

1.	Institution objective	Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience (<i>UL Strategic Plan Goal 1, Objective 3</i>)
	Performance indicator	<ol style="list-style-type: none"> 1. No. of graduate and cooperative education (Coop) employer visits to UL 2. No. of Coop and graduate employer on-site visits by UL staff 3. Graduate employment rate 4. Coop placement rate 5. No. of new Coop employers 6. No. of international Coop placements
	Baseline	<ol style="list-style-type: none"> 1. 650 Coop and graduate employer visits annually 2. 800 employer site visits annually 3. Trending at +10% above the national graduate employment average¹ 4. Coop placement rate the largest and most inclusive placement programme in Ireland, 90%+ placement rate 5. Existing Coop employer network (1,700 Irish and international companies) 6. Largest international Coop programme, 20% of overall placement, highest participation in Erasmus work placement
	Interim target, end 2014	<ol style="list-style-type: none"> 1. 725 employer visits annually 2. 850 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 5% of Coop placement 6. Maintain baseline above
	Interim target, end 2015	<ol style="list-style-type: none"> 1. 760 employer visits annually 2. 875 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 6.5% of Coop placement 6. Maintain baseline above
	Final target, end 2016	<ol style="list-style-type: none"> 1. 800 employer visits annually 2. 900 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 8% of Coop placement 6. Maintain baseline above

¹ HEA First Destinations Report

2.	Institution objective	<p>Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience</p> <p><i>(UL Strategic Plan Goal 1, Objective 3)</i></p>
Performance indicator	<ol style="list-style-type: none"> 1. Biennial feedback system on the work-readiness of new graduates and their ability to continue to learn 2. A shared employability agenda with Ireland's national and regional development agencies by establishing a formal forum to include representatives from the IDA, IBEC, FORFAS, Enterprise Ireland, InterTradelreland, Chambers of Commerce, Tourism Ireland, ISME and Connect Ireland 3. Inclusion of industry in the design of all new programmes and the review of existing programmes 4. To have explicit employability-related learning outcomes for all UL programmes 	
Baseline	<ol style="list-style-type: none"> 1. Informal feedback system 2. Existing connectivity with development agencies 3. No formal or structured system to take account of business/industry view on new or existing programmes 4. No employability learning outcomes in respect of programmes currently 	
Interim target, end 2014	<ol style="list-style-type: none"> 1. Develop survey of employers in mid-west region; establish contact with relevant industry groups 2. Establish regional employability working group 3. Devise a mechanism for external industry expert involvement in the design of all new programmes 4. Publish an institutional employability statement 	
Interim target, end 2015	<ol style="list-style-type: none"> 1. Survey and focus groups, followed by analysis and dissemination of feedback to faculties and employers 2. Regional employability working group (x 2 meetings) 3. Adoption of mechanism for external industry expert involvement in the design of all new programmes 4. Formal requirement for employability-related learning outcomes in respect of programmes 	
Final target, end 2016	<ol style="list-style-type: none"> 1. Rollout of survey nationally 2. Establishment of national graduate employability forum (subject to funding) 3. N/A (complete) 4. Formal requirement for employability-related learning outcomes in respect of programmes 	

3.	Institution objective	Promote job creation and economic development by collaborating with industry, engaging in effective incubation activities and creating spin-out companies (UL Strategic Plan Goal 4, Objective 4)
	Performance indicator	<ol style="list-style-type: none"> 1. Acquire and develop space for embedded industry/academia research collaborations 2. Develop and promote knowledge transfer and research impact case studies 3. Implement new national IP framework
	Baseline	<ol style="list-style-type: none"> 1. No space for embedded industry research collaborations 2. No impact case studies developed 3. IP policies in line with 2005/06 national codes of practice
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Acquire and upgrade dedicated space for embedded industry research collaborations 2. Four research impact case studies completed 3. Develop new IP framework implementation plan
	Interim target, end 2015	<ol style="list-style-type: none"> 1. One company located in embedded research collaboration space 2. Eight research impact case studies completed 3. Complete new IP framework implementation plan
	Final target, end 2016	<ol style="list-style-type: none"> 1. Two companies located in embedded research collaboration space 2. 12 research impact case studies completed 3. Review implementation of new IP framework

Note: See section 5.4, *High quality, internationally competitive research and innovation*, for a detailed set of objectives and targets related to technology transfer, knowledge transfer, commercialisation and incubation (objective nos. 1 and 2).

4.	Institutional objective	Establish a CPD centre at UL (UL Management Council Strategic Planning Task Force Report) & Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society (UL Strategic Plan Goal 1, Objective 6)
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See section 5.2, *Participation, equal access and lifelong learning*, for a detailed set of objectives and targets in relation to the development of CPD and lifelong learning at UL (objective nos. 4, 5, 6 and 7).

5.	Institution objective	Improve the level of interaction between our students and community groups & Encourage environmental and social responsibility within and beyond our physical boundaries (<i>UL Strategic Plan Goal 4, Objectives 2 and 9</i>)
	Performance indicator	Centralised civic engagement unit/office UL civic engagement strategy
	Baseline	Absence of any formal civic engagement structure and central repository to record and/or promote civic engagement activities
	Interim target, end 2014	Appoint a civic engagement champion Establish a civic engagement working group
	Interim target, end 2015	Audit all civic engagement activities Develop a civic engagement website and repository of UL civic engagement activity
	Final target, end 2016	A central repository to record all civic engagement activities by individuals and departments and a database of civic engagement activity and expertise and local/regional/national organisations engaged with UL An institution-wide UL civic engagement strategy
6.	Institution objective	Deepen the relationship between the university and community and establish ourselves as a fulcrum in the life of the greater Limerick area & Improve the level of interaction between our students and community groups & Encourage environmental and social responsibility within and beyond our physical boundaries (<i>UL Strategic Plan Goal 4, Objectives 1, 2 and 9</i>)
	Performance indicator	Numbers of students receiving the University of Limerick President's Volunteer Award (PVA)
	Baseline	The UL PVA and an annual PVA award ceremony established in AY 2009/10 (baseline 82 participants)
	Interim target, end 2014	Meet the volunteer target as set out in the strategic plan (205 students for AY 2013/14)
	Interim target, end 2015	Meet the 200% increase volunteer target (224 students for AY 2014/15)
	Final target, end 2016	N/A (new targets to be established in UL strategic plan 2015–20)

7.	Institution objective	<p>Promote Limerick city and the Shannon region by providing community access to our highly acclaimed academic, sporting and cultural amenities and infrastructure</p> <p>&</p> <p>Ensure that our prominence as a centre of cultural, artistic, festive and sporting activity is an enduring source of pride to the city and region (<i>UL Strategic Plan Goal 4, Objectives 6 and 8</i>)</p> <p>&</p> <p>Establish a UL visitor centre and “open campus” planning and marketing</p> <p>(<i>UL Management Council Strategic Planning Task Force Reports</i>)</p>
	Performance indicator	“Open Campus” annual programme planning
	Baseline	<ul style="list-style-type: none"> - 600,000 visits to the UL Sports Arena annually - 70,000 + attendees at University Concert Hall annually - Multitude of international academic conferences and sporting/cultural events (e.g. Special Olympics), family days, open days, employment fairs, 10k walks/fun runs, alumni events, graduate conferrings, national and international sporting competitions, etc. - Fragmented marketing and branding from various units with no quantification of combined economic and social impact
	Interim target, end 2014	<ol style="list-style-type: none"> 1. “Open Campus” combined planning and marketing covering UL Arena, University Concert Hall, conferencing and all other public events within the range of academic, sporting and cultural activities 2. Commission study on socio-economic impact of sporting, cultural and other public activities on campus
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Initiate “Open Campus” event planning and marketing campaign 2. Present report on socio-economic impact of UL’s sporting, cultural and other public activities on campus
	Final target, end 2016	<ol style="list-style-type: none"> 1. Expanded UL “Open Campus” activities profile 2. Open University of Limerick Visitor Centre

8.	Institution objective	Promote job creation and economic development & Foster the development of a culture of lifelong learning and enhance skill levels to attract investment and economic development (UL Strategic Plan Goal 4, Objectives 4 and 5)
	Performance indicator	UL engagement activities with revised Limerick city and county councils in key local/regeneration planning and development activities
	Baseline	<ol style="list-style-type: none"> 1. <i>Limerick 2030: An Economic and Spatial Plan for Limerick</i> (June 2013) 2. UL (and Shannon Consortium partners) with city and county councils, Dept. Social Protection, HSE, City of Limerick VEC², PAUL Partnership, and LEDP have jointly prepared and submitted an EU Structural and Investment Funds (ESI) partnership agreement to Dept. Public Expenditure and Reform (D/PER) in preparation for the forthcoming ESI 2014–2020 (prepared April 2013)
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Implementation of Limerick 2030 plan (with ongoing UL engagement) 2. Develop detailed proposal to EU Commission for circa €35m ESI application re: “Sustainable Urban Development” and “Integrated Approaches to Territorial Development” (subject to negotiations with D/PER to put forward the proposal as part of Ireland’s EU Structural Funds package)
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Implementation of Limerick 2030 plan 2. Implementation of ESI programme (if successful with structural funds application to EU Commission)
	Final target, end 2016	<ol style="list-style-type: none"> 3. Implementation of Limerick 2030 plan 4. Implementation of ESI programme (if successful with structural funds application to EU Commission)

² The City of Limerick VEC will be merging with the County Clare and County Limerick VECs to become the new Limerick and Clare Educational and Training Board.

9.	Institution objective	<p>Promote job creation and economic development <i>(UL Strategic Plan Goal 4, Objective 4)</i></p> <p>&</p> <p>Ensure that our prominence as a centre of cultural, artistic, festive and sporting activity is an enduring source of pride to the city and region <i>(UL Strategic Plan Goal 4, Objective 8)</i></p>
	Performance indicator	Major capital/physical developments (+ job creation) to enhance priority infrastructure funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings) €325m capital development plan 2012–17
	Interim target, end 2014	Completion of projects outlined in the capital development plan to end 2014
	Interim target, end 2015	Completion of projects outlined in the capital development plan to end 2015
	Final target, end 2016	Completion of projects outlined in the capital development plan to end 2016

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **enhanced internationalisation**.

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

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation: strategy summary

The University of Limerick seeks to be judged by the highest international standards and recognises that it must be connected to the global research and learning environment to fully realise its ambitions. By extending its internationally connected research and teaching programmes, students' experiences will be enriched by increased exposure to diverse cultures and learning opportunities, and the capacity to foster the lifelong learning skills they will need in a globalised working environment will be enhanced. A sharpened international focus will enable the University to recruit the best students, both at home and abroad.

In an increasingly competitive environment, research in priority areas will be shaped by the work of cross-national research communities. UL also seeks to extend its international reach through teaching exchanges and study leave arrangements with institutions abroad and by hosting international scholars in the University. UL will continue to value the European dimension and will actively engage in both EU research endeavours and EU higher education initiatives.

Internationalisation objectives are set out in Goal 3 of *Pioneering & Connected*:

- Providing experiences that instil the spirit of European and global citizenship in its students
- Promoting cultural diversity through the recruitment of international students
- Further expanding the internationalisation of curricula
- Revising and expanding our network of international partnerships with third-level institutions and research bodies
- Benchmarking research activities against the highest international standards
- Drawing on relevant international experience and best practice to strengthen our contribution to the development of the region and the nation

To achieve these objectives, UL has undertaken to:

1. Devise an international education business plan that focuses on key markets and on recruiting more international students.
2. Increase the number of undergraduate programmes that have an explicit international dimension.
3. Expand involvement in the Erasmus programme and widen non-EU exchange schemes and cooperative education placements.
4. Acquire appropriate international accreditation and recognition for degree programmes, schools and faculties.
5. Engage actively with the EU's higher education initiatives and, in particular, with the Union's strategies to forge educational links with other parts of the world.

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6. Ensure that staff participates in international research consortia and scholarly societies.
 7. Continue to stress the importance of recruiting high-profile international researchers who will also assume an active teaching role (as evident, for example, in the Bernal project).
 8. Review existing memoranda of understanding with universities abroad with a view to identifying institutions with which it can develop staff and student exchanges that strengthen its research priorities.
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Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Sharpen our international focus in all areas of activity (<i>UL Strategic Plan Goal 3</i>)
	Performance indicator	Development of a business plan for international education that focuses on key markets and on the recruitment of international students aligned to the <i>International Education Mark</i> code of practice
	Baseline 2013/14	International education business plan 2010–15
	Interim target, end 2014	Development of new five-year business plan for internationalisation 2015–20
	Interim target, end 2015	Implementation of year one of the new business plan 2015–20
	Final target, end 2016	Implementation of year two of the new business plan 2015–20
2.	Institution objective	Promote cultural diversity through the recruitment of international students and staff (<i>UL Strategic Plan Goal 3, Objective 2</i>)
	Performance indicator	Non-EU student recruitment: increasing the number of non-EU international students at UL by 50% over five years
	Baseline 2013/14	630 non-EU students
	Interim target, end 2014	710 non-EU students
	Interim target, end 2015	764 non-EU students
	Final target, end 2016	822 non-EU students
3.	Institution objective	Provide experiences that instil the spirit of European citizenship in our students (<i>UL Strategic Plan Goal 3, Objective 2</i>) & Promote cultural diversity through the recruitment of international students and staff (<i>UL Strategic Plan Goal 3, Objective 2</i>)
	Performance indicator	Involvement in Erasmus programme and non-EU exchange programmes: increase the number of students undertaking an academic semester overseas by 30% over a five-year period to meet the Bologna target of 20% of graduates spending a training or study placement overseas by 2020
	Baseline 2013/14	371 taking an academic semester overseas

	Interim target, end 2014	389 taking an academic semester overseas
	Interim target, end 2015	410 taking an academic semester overseas
	Final target, end 2016	433 taking an academic semester overseas
4.	Institution objective	Provide experiences that instil the spirit of European citizenship in our students <i>(UL Strategic Plan Goal 3, Objective 2)</i> & Promote cultural diversity through the recruitment of international students and staff <i>(UL Strategic Plan Goal 3, Objective 2)</i>
	Performance indicator	Increase the number of international visiting students (Study Abroad by 50% and Erasmus and non-EU exchange by 30%) on our campus over a five-year period.
	Baseline 2013/14	792 visiting students
	Interim target, end 2014	840 visiting students
	Interim target, end 2015	899 visiting students
	Final target, end 2016	959 visiting students
5.	Institution objective	Expand the internationalisation of our curricula <i>(UL Strategic Plan Goal 3, Objective 2)</i>
	Performance indicator	1. A fully integrated international student support system (ISSS) Phase 1 2. Internationalisation of the curriculum at UL, Phase 2: working within disciplines
	Baseline	1. Supports in various units and departments across UL, e.g. Writing Centre, International Office, PhD supervisors 2. Workshop with course directors on internationalisation of the curriculum in late 2011
	Interim target, end 2014	1. Development of a working group and consultation with key stakeholders (including international students) 2. Integration of a module on internationalising the curriculum on the Specialist Diploma in Teaching, Learning and Scholarship offered by the Centre for Teaching and Learning

	Interim target, end 2015	<ol style="list-style-type: none"> 1. Design and pilot the ISSS 2. Implementation of curriculum, teaching and assessment changes to include a strong international focus (e.g. official programme documents, module descriptions, etc.)
	Final target, end 2016	Full implementation
6.	Institution objective	Sharpen our international focus in all areas of activity <i>(UL Strategic Plan Goal 3)</i>
	Performance indicator	<ol style="list-style-type: none"> 1. No. of research memoranda of understanding (MoUs) signed and no. of joint research awards 2. No. of UL internationally active academic and administrative staff through Erasmus teaching exchange and staff training opportunities
	Baseline	<ol style="list-style-type: none"> 1. Strategic research links with international institutions currently based mainly on funded research projects (FP7, etc.) 2. 50 UL staff mobile on Erasmus teaching and training programmes
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Four specific research MoUs 2. Increase of 5.5% on 2013/14
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Six specific research MoUs and two joint awards 2. Increase of 5.5% on 2014/15
	Final target, end 2016	<ol style="list-style-type: none"> 1. Eight specific research MoUs and four joint awards 2. Increase of 5.5% on 2015/16

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of the University of Limerick's strategy and chosen objectives in relation to **institutional consolidation**.

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

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation: strategy summary

N/A

**Institutional consolidation:
Institution objectives and performance indicators**

1.	Institution objective	N/A
	Performance indicator	N/A
	Baseline	N/A
	Interim target, end 2014	N/A
	Interim target, end 2015	N/A
	Final target, end 2016	N/A

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 University of Limerick in the strategic dialogue process leading to this compact, performance funding of

€ 309,000

has been allocated to the university.

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 University of Limerick 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 the university.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, University of Limerick

Date:

Appendices

We (the University of Limerick) include the following appendices with our performance compact.

List the appendices here:

Appendix 1: *Pioneering & Connected: UL Strategic Plan 2011–15*

Appendix 2: University of Limerick Graduate Attributes Statement

Appendix 1: Pioneering & Connected: University of Limerick Strategic Plan 2011–15

Available at: <http://www2.ul.ie/pdf/521283169.pdf>

Appendix 2: University of Limerick Graduate Attributes Statement

Available at: <http://www2.ul.ie/pdf/982103103.pdf>