Higher Education Institution Self-Evaluation Report

1st September 2019 – 31st August 2020

Institution Name	*Limerick Institute of Technology (LIT)*
Overview of institutional progress	Whisper it gently but it has been a seminal year for LIT and a period of substantial growth despite the many difficulties faced. Our greatest achievement was that despite the Covid-19 pandemic we were able to complete the academic year 19/20 and have a successful start up to AY 20/21. There was no onward transmission of COVID-19 in any LIT campus.
	However, in recognising the efforts of staff and students in attaining this outcome we must also look to the significant achievements for LIT for the AY 19/20. Chief amongst these has been our elevation to European University status as part of the successful RUN-EU consortium bid. LIT is the co-coordinator of the EU consortium and includes our TU partners AIT and 6 other regionally based technology driven HE institutions.
	One of our proudest achievements was the attainment of an Athena Swan Bronze award on our first application and based on a very robust Gender Equality Action Plan.
	Research activities have grown substantially during the year. Research student numbers have grown by almost 60% in 2019/20 compared to the previous year and this was largely facilitated by Landscape funding from HEA. The latent capacity for growth within LIT was at last realised. Other key research indicators also grew including taught Masters. We were also successful in a number of Horizon 2020 projects and significantly we are coordinating two of these.
	In significantly progressing our Mission and Vision we have updated and developed new policies allowing for the future proofing of many activities. As such and in response to regional and national needs LIT has grown our Flexible student numbers via Springboard and HCI. We had over 2,000 part-time students registered on such programmes in 2019/20. An increase of almost 30% on the previous year. In line with this we have grown our Work Based Learning opportunities for students and coordinated this under a new Careers & Employability Manager.
	Despite the global pandemic LIT met its ambitious targets in the area of International students. A very significant achievement in the most difficult of times.
	One of the most satisfying outcomes for the year has been the very significant reduction in the Non-progression rates, a clear drop from 20% to 15%.
	The injection of funding under the COVID-19 response from HEA has played a key part in allowing for a balanced budget outcome. The long term financial sustainability of LIT remains a worrying problem especially as we move to becoming Ireland's 3rd TU but retaining the same funding model.
Please note: Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.	

1. **Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;**

With 4 Faculties and 10 Departments located across 5 campuses in the Mid-West region, LIT is home to over 7,000 students. The Institute has recently restructured followed a period of sustained growth and the result has been the creation of a new Faculty of Applied Science and Technology. The recent growth in the demand from industry in the region, particularly in BioPharma, Engineering and ICT has informed and driven these Institutional changes. These changes reflect the emphasis the Institute places on delivering on our role as a provider of work-ready talent to support economic growth of our region.

Working with our industry, enterprise and community partners we are responding to needs in the Technology, Life Sciences, Electronics and Manufacturing areas as well as emerging strengths in Future Mobility, Film and Financial Services. An increased focus on sustainability and the low carbon economy is also driving programme development and R&D in LIT. To ensure our students are equipped with the necessary skills and confidence to excel in their careers post-graduation, with the ability to drive and deliver new innovations and keep apace with the changes in the world of work, the LIT student life-cycle is continuously informed by and engaged with industry inputs.

LIT's Flexible Learning offering has expanded significantly over the past number of years. We offer over 100 flexible learning programmes ranging from NFQ Levels 6 to 9 across Science, Engineering, IT, Business, Art and Design. These programmes are delivered through a variety of modes including traditional classroom, practical, laboratory, online and blended teaching. Following significant investment aimed at facilitating online delivery modes in particular, the Institute delivered fully online and blended programmes to approximately 2,000 learners in 2020/21. This significantly minimised the impact of the restrictions around Covid 19 on LIT students in 2020.

Since its establishment in 2019, LITs Careers and Employability (C&E) Office has acted as a link with companies and organisations seeking to recruit graduates and students at all levels. The proportion of LIT programmes offering work placement has increased from 75% to 88% during that period. This increase can be attributed to Academic Faculty and Departments integrating Work Based Learning as a core component of our academic offerings. The C&E Office has engaged closely with all Departments and Faculties to ensure that these WBL Opportunities are fully supported.

COVID-19 has unsurprisingly presented challenges to the supports offered to LIT Students and C&E Partners. An immediate review of structures was required at the outset of the pandemic in order to deal with these challenges and this resulted in a transition of the C&E delivery model to an online offering. Our students and employer partners were fully informed of and fully supported our evolving model. In the period up to August 2020 the C&E office has adapted plans for Careers Fairs and other events to transition to online platforms. The uptake and engagement at these events has been extremely positive despite the challenging environment we found ourselves in. In conjunction with the LIT Office of International Services a large number of students completed international work placements and received ERASMUS funding despite the severe travel restrictions which were enforced during the period. The C&E Office has ensured that students were able to complete their placement remotely and avail of an online series of placement supports where appropriate.

Strategic Priority 1a: Enhancement of our flexible model of education.			
i. Institution Strategic Initiatives	**1.1 Development of a Flexible Learning Programme Portfolio Plan for each academic department;** **1.2 Establishment of a development fund to assist in the execution of this Flexible Learning Programme Portfolio Plan;** **1.3 Establishment of guidelines for the development of new Flexible Learning programmes;** **1.4 Development and rollout of Level 9 Postgraduate Certificate in Online & Blended Learning**		
ii. Key Performance Indicators	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual**
Flexible Learning student numbers	1,364 (2017/18 part-time student numbers as per March 2018 SRS Return)	1,567 (2018/19 part-time student numbers as per March 2019 SRS Return)	1,210	2,025 (2018/19 part-time student numbers as per March 2020 SRS Return)
iii. Interim targets, commentary and data source (maximum of 300 words)	*1.1 Development of a Flexible Learning Programme Portfolio Plan for each academic department:* Since 2018 an agreed process of engagement between the Department of Flexible Learning and other Academic Departments in LIT has resulted in annual plans for Flexible Learning programme development and delivery. Programme portfolios are reviewed in February/March each year in preparation for the following academic year student intake. These plans are developed in conjunction with individual programme teams, the relevant Head of Department and the Head of Flexible Learning. The portfolio plans are developed with input from industry, research and other relevant resources available within the academic department. The portfolio planning process has resulted in 13 new flexible learning programmes being developed as well as removal of underperforming programmes from the portfolio. LIT will register over 2,000 students on Flexible Learning programmes for the Academic Year 2020/21 which represents a 100% increase compared to 2017/18 academic year. In 2020 the Institute was successful in securing support under the Springboard+, HCI Pillar 1 and 3 and July Stimulus funds. We have worked with industry partners and networks such as the Regional Skills Forums to ensure that our programme development and portfolio is responsive to regional needs and demands. *1.2 Establishment of a development fund to assist in the execution of this Flexible Learning Programme Portfolio Plan:* Once a portfolio plan for flexible learning was developed within each department, the Head of Flexible Learning allocated a programme development budget. This budget allowed for programme teams to work on developing and accrediting flexible learning programmes within their department. Where available, the Flexible Learning Department also supports other initiatives and supports across Academic Departments including CPD and support for appropriate equipment. *1.3 Establishment of guidelines for the development of new Flexible Learning programmes:* The Head of Flexible Learning in conjunction with the academic Heads of Department and the Registrar's Office has developed a set of guidelines for the development of new Flexible Learning programmes. For programmes to be funded for development by the flexible learning development plan they are required to follow these guidelines. This process was complete in March 2019 and all new programme development continues to follow these guidelines. They are reviewed as required and in line with LITs commitment to Quality Assurance.			

1.4 Development and rollout of Level 9 Postgraduate Certificate in Online & Blended Learning:

The Department of Flexible Learning and the LIT Quality, Teaching and Learning office have jointly developed a level 9 (10 ECTS) Special Purpose Award in Adapting Coursework in Blended and Online Learning. The aim of this course is to look at the learning design process and how it can be applied to new and existing modules for blended and online delivery.

The knowledge gained by LIT staff who have completed this programme of study has directly contributed to the further development of Flexible Learning programmes by those staff through the Flexible Learning Programme Development Fund. By the end of 2020 over 90 academic staff had completed this certificate. These staff have become central to the ongoing development of online and blended programmes in Flexible Learning. The Department of Flexible Learning and the office of Quality, Teaching and Learning have also developed an additional 5 x 10 Credit programmes, with the intention of ultimately offering 6 certificates and the opportunity for staff to complete all 6 and gain a Graduate Diploma in Teaching and Learning.

Strategic Priority 1b: Expansion of work based learning and work placement opportunities

i.	Institution Strategic Initiatives	1.5 Establish a work based learning unit under the leadership of the Dean, Work Based Learning; 1.6 Identification of a baseline following a comprehensive analysis of LITs current academic programme portfolio; 1.7 Benchmarking exercise against best practice in other HEI's (national and international); 1.8 Assessment of Customer Relationship Management (CRM) options; 1.9 Stakeholder consultation process (internal and external).			

		Pre-compact Baseline 2018-19	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
ii.	Key Performance Indicators				
Percentage of programmes containing an element of WBL		65%	65%	75%	88%

iii.	Interim targets, commentary and data source (maximum of 300 words)	LIT has established a Careers and Employability (C&E) function with a direct reporting line to the Dean of Flexible and Work Based Learning. 88% of our programmes include a Work Placement component and in 2019/2020 the Careers and Employability team supported over 700 students in their work placement process. This is projected to grow to 930 in 2020/21 and to 1,240 by 2021/22 A procurement process was initiated in early 2020 to engage consultants to provide a Work Placement Management System. The subsequent evaluation determined that the submitted tenders did not offer LIT value for money. A second procurement process was initiated, for a modified service, and a contract was awarded in late 2020. Development of the Work Placement Management System is on-going with plans for delivery in Q2 2021. The C&E Office, which supports graduates entering the workforce, posted over 623 individual job opportunities during 2019/20. In preparation for our graduates applying for these positions, 194 one to one CV Reviews took place and 211 One to One Careers Advice sessions were availed of. The C&E Office pivoted its normal Careers service (events, fairs and workshops) into an on-line environment and continues to see growth in demand from both companies and students. Ongoing stakeholder engagement and consultation has seen LITs database of employers grow considerably and a significant majority of those employers engage with LIT on a regular basis. 170 Companies attended our LIT Careers Fairs (Spring and Autumn 2020) and 25 employers hosted Information Sessions & Presentations. Significant focus has been placed on communications and marketing initiatives which have supported stakeholder engagement immensely. Employers now can provide content directly via our website, we enable creation of distinct employer pages and support materials. Having a centralised Work Placement Service has facilitated a single point of contact for new and existing employer partners. From the onset of COVID-19 LIT and its partners have continually adapted to the needs of our students and partners both nationally and internationally. 207 students were provided with one on one COVID related supports in addition to 168 student workshops that were rolled out to ensure our students were supported as much as possible. Employer partners availed of further supports to enable students to continue on work placements remotely.

LIT Careers and Employability developed an Online Summer Series centred on Employer Webinars as well as Work Placement Skills / Pathways to Progress. From when the C&E platform went to a remote Work From Home model the Careers Service has seen 211 students. It has supported 372 more students.

There were 252 unforeseen engagements with students relating to COVID19. The additional work was enabled due Covid 19 related Programmatic Review postponements.

2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

LIT's internationalisation objectives, in particular those relating to mobility of staff, students and researchers, to intra-institute cooperation on curriculum design, and to the internationalisation of research will be realised through collaboration activities with our regional, national and international partners. LIT is committed to a whole-of-institute internationalisation strategy and has embarked on the journey with the launch of the Regional University Network–European University (RUN–EU).

Internationalisation targets include

- Provide graduates, through a truly internationalised curriculum, with the skills and global perspective they need to succeed in international and intercultural environments.
- Recruit promising and ambitious students, researchers and staff from around the world.
- Promote and support international study, work placement and exchange opportunities for students and staff through national and international exchange programmes.
- Develop transnational partnerships and manage strategic alliances that will establish a global footprint.
- Build research-based international strategic partnerships and attract world-class researchers.

Strategic Priority 2a: Enriching the student learning experience through internationalisation and attracting additional non-exchequer income generating international students

i. Institution Strategic Initiatives	2.1 The Office of International Services has been structured with an appropriate number and level of staff with a clear organigram of duties and responsibilities established. The OIS is now feeding in to the design of new programmes to ensure that the important international dimension is incorporated. 2.2 Encourage international staff exchanges: initiative offering lecturing staff the opportunity to accompany international staff on visits to international partners to build deeper links within faculties. 2.3 Signing of one to one articulation agreements with international HEI's. 2.4 Engagement with international agents, direct recruitment and international scholarships. 2.5 Establish a course development competitive fund to facilitate development of new programmes which are particularly suitable to the international market or which contribute to the internationalisation of the institute.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of international students *non-EU fee paying students	121 (2017/18 non-EU fee paying students as per March 2018 SRS return)	201 (2018/19 non-EU fee paying students as per March 2019 SRS return)	225	267 (2019/20 non-EU fee paying students as per March 2020 SRS return)
Erasmus + (Work Placement)	70	Reported 70 against target of 83 *incorrect reporting period was applied.	83	23
Erasmus + (Study Abroad)	9	Reported 25 against target of 12 *incorrect reporting period was applied.	12	Incoming Study: 47 Outgoing Study: 21
iii. Interim targets, commentary and data source (maximum of 300 words)	*The Office of International Services has been structured with an appropriate number and level of staff with a clear organigram of duties and responsibilities established. The OIS is now feeding into the design of new programmes to ensure that the important international dimension is incorporated:* The Office of International Services (OIS) staffing increased from 6 full-time staff in the 18/19 academic year to 7 full-time staff in the 19/20 Academic Year. Each staff member has a clear set of duties and responsibilities with an appropriate amount of overlap to ensure strategic goals and targets can be achieved. In addition to this, the OIS conducts research of international markets and feeds into the programme development process in LIT *Encourage international staff exchanges: initiative offering lecturing staff the opportunity to accompany international staff on visits to international partners to build deeper links within faculties:* A number of LIT academic staff members travelled abroad with the OIS during Semester 1 of the 19/20 Academic year. Staff from the Department of the Built Environment and the Department of Art & Design travelled to Malaysia in October of 2019. During this visit LIT staff presented guest lectures in key partner institutes of LIT including TAR UC, Dasein Academy of Art and Malaysian Institute of Art. In normal times there would be additional travel with academic staff in the second semester to key recruitment areas. These areas include Canada, where LIT has a large number of academic partners have requested guest lectures and presentations from LIT, and China where we have a joint-programme agreement in place requiring a number of guest-lectures each year. However, as Covid-19 struck in early 2020 this travel was cancelled and alternative online sessions went ahead in their place. With regards to the Erasmus programme, 5 staff undertook mobilities in 2019/20 (compared to 11 in 2018/19). A further 8 applications had been submitted for 19/20, however these were not all completed due to Covid-19.			

Signing of one-to-one articulation agreements with international HEI's:
LIT currently has 185 one-to-one articulation agreements with non-EU institutes. 40 of these articulations were agreed to and signed in the 2019/20 Academic Year.

Engagement with international agents, direct recruitment, and international scholarships:

International Agents:
LIT has conducted research into new and emerging markets to explore and as such has expanded our agent network within Latin America, East Africa and the ASEAN region including Kenya, Uganda, Chile, Colombia, Vietnam and South Korea.

Direct Recruitment:
Numbers for international students have increased to 267 in 2019/20 with growth across all key markets including China, India, Malaysia and Nigeria. The most significant growth was seen in Nigeria due to dedicated staffing with expertise in the market. Canada showed some stagnancy due to multiple staffing changes however this has settled thanks to consistency of communication in the market.

International scholarships:
The OIS received a total of €23,320 in Government of Ireland (GOI) staff mobility funding in 2019/20; €5,080 for China and €18,240 for Brazil. The China funding was used in full over 2 staff exchanges and the Brazil funding for 6 staff exchanges has been postponed to next year due to Covid19.

Regarding Erasmus funding, LIT received €221,792 in funding for the K103 project in 2019/20 and €72,163 for the K107 project; €39,643 for Brazil and €32,520 for Canada.

Establish a course development competitive fund to facilitate development of new programmes which are particularly suitable to the international market or which contribute to the internationalisation of the institute:

A number of masters programmes particularly suitable for the international market were offered in the 2019/20 academic year: Master of Arts in Interdisciplinary Design Practice and Master of Science in Digital Marketing.

Strategic Priority 2b: Further development of enterprise activities

i. Institution Strategic Initiative	2.6 **Develop commercialisation and entrepreneurship training opportunities for all staff and students** 2.7 **Expand enterprise boot camp activities for second and third level students.**			
ii. **Key Performance Indicators**	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Innovation Vouchers	25	23	26	**26 (per 2019 KTI Survey)**
Licenses/Options/Assignments	1	1	2	**1 (per 2019 KTI Survey)**
Spinouts	0	0	0	**0 (per 2019 KTI Survey)**

iii. Interim targets, commentary and data source (maximum of 300 words)	LITs Enterprise & Innovation mission is turn ideas into innovation and innovation in thriving business helping to drive economic growth across our region and across Ireland. *Develop commercialisation and entrepreneurship training opportunities for all staff and students.* During the reporting period LIT ran a number of key programme activities for staff and students which were designed to help aspiring innovators and entrepreneurs to test, validate and develop their ideas as well as building key entrepreneurial and innovation skills. This included Phase 1 of the New Frontiers programme which was open to all staff and students and to the general public. The programme was run in two formats, as a 6 week online interactive programme and as a more intensive bootcamp with both followed by mentoring opportunities. Additionally, online start up clinics were available to all staff and students. The Enterprise & Innovation team also delivered guest lecturing in person and online, Start-up Grind (an entrepreneur speaker series with guests including Tom Brennan of EirGen Pharma, Peter Coppinger of Teamwork, Peter Melerud co-founder of Kemp Technologies, Orlaith Ryan and Sharon Cunningham co-founders of Shorla Pharma). The LIT Entrepreneur Day event was also run in the LIT Questum Enterprise Centre in Clonmel in 2020 which was host to 9 EY Entrepreneur of the Year speakers. A skills development programme delivered as a Lunch & Learn series to support accessibility during the workday. This series offered entrepreneur, leadership, and teamwork skill building opportunities as well as networking across our diverse community of students, start ups and staff. **Expand enterprise boot camp activities for second and third level students.** In the reporting period LIT ran the Phase 1 Bootcamp open to all LIT students. The bootcamp programme was delivered online. The Empower programme (second level) was planned to run later in the year for the October mid-term (outside of this reporting period). In addition to this LIT was an Irish partner of EU v The Virus Hackathon with Staff and Students getting involved in innovating to solve some of the biggest problems faced across sectors (Health, Education, Travel etc) that had been affected by COVID.

3. **Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;**

LIT is committed to applied research, development and innovation, working in partnership with our stakeholders, supporting international and indigenous actors focused on existing and emerging areas of expertise within LIT. The Institute's strategic plan is to increase RDI capacity in areas that have a clear economic and social impact for the region.

1. Grow the quantity, quality and impact of Research, Development and Innovation (RDI) activities and enable knowledge transfer and entrepreneurship;

2. Promote a research culture to increase capacity and identify and support staff to be research active;

3. Advance key national research prioritisation areas relevant to the region;

The ambitious targets outlined in this plan include increasing the number of postgraduate research students to 200 along with a strategic focus to increase our research funding streams. These are in line with our ambitious plans to meet Technological University criteria in conjunction with our partnership with AIT. Our track record as a strategic knowledge generator and technology transfer partner of choice for companies and organisations facing the challenges of achieving sustainable competitive advantage in their marketplace is well proven and we will continue to leverage from the existing and emerging areas of expertise across all of our campuses.

Strategic Priority 3a: Promote a research culture

i. Institution Strategic Initiative	3.1 Build up LIT's research supervision capacity through staff development to PhD qualification level and targeted recruitment. 3.2 Engagement with external stakeholders to identify further collaborative opportunities including: Limerick for Engineering, Limerick for IT, PTMA, AEC, ISAX, RDI Advisory Board, Foundation Advisory Board, Innovate Limerick, Regional Chambers and City and County Councils, EVA, Foroige, Youth Work Ireland; 3.3 National Partnering with organisations who can provide fees and stipends for postgraduate students and co-locating Postgraduate researchers in partners/stakeholder facilities; 3.4 International partnering with selected Universities and Organisations as sources of postgraduate students and funding e.g. UTFPR, FioCruz and UFSJ in Brazil, Dex in Spain; 3.5 Identification and facilitation of advocates and champions of research within faculties and departments; 3.6 Utilisation of the Graduate Research Office (GRO) Bursaries in selected areas to grow research activities in key strategically important areas; 3.7 Appropriate incentivisation of support staff to engage in research and research supervision; 3.8 Streamlining of administrative procedures around postgraduate admission and progression; 3.9 Facilitation of postgraduate fora including progression colloquia and peer support groups.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Post-Graduate Research numbers	102 (2017/18 PG research student numbers as per March 2018 SRS Return)	101 (2018/19 PG research student numbers as per March 2019 SRS Return)	110	160 (2019/20 PG research student numbers as per March 2020 SRS Return)
Post-Graduate Taught numbers	137 (2017/18 PG taught student numbers as per March 2018 SRS Return)	87 (2018/19 PG taught student numbers as per March 2019 SRS Return)	90	128 (2019/20 PG taught student numbers as per March 2020 SRS Return)
iii. Interim targets, commentary and data source (maximum of 300 words)	Research, Development & Innovation (RDI) is a core pillar of LIT and central to our strategic goal of achieving Technological University status. The importance of working with our external stakeholders spans the entire continuum of Research, Development and Innovation. We recognise that RDI endeavours are as important as the teaching endeavour and are valid aspects of academic pursuits. Teaching itself is a valid research pursuit – all forms of teaching– delivery and assessment. Our academics are highly skilled in their practice and are reflective of that practice and seek to publish that practice in appropriate teaching orientated journals. We provide a number of training programs aimed at developing further our publication record including external specialist advisory sessions. We are a leading exponent of "Active Learning". That knowledge and expertise needs to be critically examined, published and disseminated to a wider audience. We have instigated a number of post graduate scholarship initiatives which show a continued growth trajectory with a postgraduate research cohort of 160 as of the March 2020 SRS. In line with our TU proposals we have instigated a number of other staff orientated programs including a pilot supervision mentorship program in the faculty of applied science, engineering and technology aimed at growing our supervisory capacity at level 10 including PhD write-up and fee support to institute academics undertaking PhD programs. We also continue to engage with our International partners particularly through the recently funded Horizon 2020 program Regional University Network (RUN-EU-https://run-eu.eu/) in building International research and academic partnerships and developing challenged based research and innovation teams thus expanding our critical research and innovation knowledge specialisations in line with the Horizon Europe research cluster prioritisation areas. We remain committed and engaged with external stakeholders particularly those within our region who are part of a number of our RDI advisory boards and projects.			

Strategic Priority 3b: Grow the quantity, quality and impact of its RDI activities from competitively won RDI funds				
i. Institution Strategic Initiative	3.10 Target EU funding success through H2020 in Science, Engineering, Arts, Food development, Social Sciences and Humanities disciplines including the Erasmus+ and Interreg programmes as well as other national funding bodies, including Enterprise Ireland, Irish Energy Research Council, Irish Research Council, Science Foundation Ireland and the Department of Agriculture Food and Marine.			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Research funding awarded per annum	No baseline provided	Two new H2020 projects: Value €5m (LIT Lead Partner) and €2m (consortium partner) Institute Technology Gateway Shannon ABC was funded for a further five years. The gateway was also successful in being awarded more than €0.5M in equipment grants in the period. LIT is a leading and founding member of the €4.62M Bio-economy innovation and piloting campus at Lisheen proximal to the LIT Thurles campus.	No target set	€4.017m (LIT 2019 Statutory Accounts)
Number of research agreements with industry	No baseline provided	LIT engaged in 35 research agreements with industry	No target set	41 (KTI Survey 2019)

iii. Interim targets, commentary and data source (maximum of 300 words)	In 2019, Limerick Institute of Technology and Athlone Institute of Technology announced their intention to come together to form a Technological University. LIT and AIT are now set on a trajectory towards achieving Technological University designation. This approach allows us to develop a unique new Technological University that will have a clear regional focus with a national and international outlook that will benefit our staff, our students and the communities we serve. Research excellence, innovation and impact are central to our TU philosophy. The Technological Universities Act legislation identifies a strengthened role for research, development, innovation and engagement activities, envisaging teaching and learning that is informed by research. Research, Development & Innovation (RDI) is a core pillar of LIT and is central to our strategic goal of achieving Technological University status. The importance of working with external stakeholders spans the entire continuum of research, development and innovation. The implementation plans to deliver on these activities is aligned with the key priority areas within our strategic plan to increase industry research and development capacity in areas that have a clear economic and social impact for the region. **Selected Funding Successes, Projects, Business & Industry Interaction:** LIT RDI was involved in a number of successful submissions for funding under National and Horizon 2020 funding mechanisms. **Horizon 2020/Erasmus** **RUN-EU-**LIT is co-coordinator of Regional University Network (RUN-EU) successful under the European Universities call. **BioICEP**: Microbial plastic degradation. **BUSLeague**: energy training supports for the construction sector. **Superhomes2030**: the roll out at a National level of the deep retrofitting model developed by Tipperary Energy Agency **HP4All**: Focusing on the issue of skills and knowledge development in relation to the installation and operation of heat pumps across 4 different EU Countries. **SocialB:** Involving partners from 4 countries will develop capacity building resources for Higher Education Institutes and Social Enterprises themselves.

4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

LIT promotes fairness, equal opportunity, respect and positive outcomes for all students and strives for an organisation culture that embraces diversity in its student population. Meeting the needs of disadvantaged groups and opening up higher education to under-represented groups will be an ongoing challenge. To that end, Student Access forms a central part of LIT's KPI targets. Over the past year LIT continues to be successful in attracting and supporting members of the Irish Travellers Community to progress to higher education, with 8 new entrants from this community in 19/20. Our involvement with HEAR for the first time in 19/20 resulted in 105 applicants and through DARE, LIT received 83 applicants in 19/20 compared to 4 the previous year. As an Access Institution, LIT is ahead of national targets for access groups identified in the National Strategy for Access, including access for members of the 'new Irish' communities whereby 9 LIT Sanctuary Scholarships were awarded in 19/20.

Retention is another central part of LIT KPI target. In 19/20 LIT has outperformed its target for non-progression with an interim target of 20% but an actual non progression rate of 15% achieved.

Strategic Priority 4a: Maintaining and enhancing appropriate pathways and necessary supports to enable students continued progression through their educational journey.

i.	Institution Strategic Initiative	4.1 Continue to strengthen existing relationships with DEIS Schools and Further Education Colleges, as well as identifying and developing new ones. 4.2 PATH II and PATH III Projects, together with Shannon Consortium partners. 4.3 Introduce a Direct Provision Scholarship under the LIT Institute of Sanctuary initiative. 4.4 Develop a Student Success Strategy by 2020.		

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual
QQI/FET Qualified Enrolments	268	298 (*period reported unclear)	270	New Entrants: 193 **Total: 337** **These are based on the ratings through CAO.**
Mature students	262	317 (*period reported unclear)	265	New Entrants 220 **1730 1st year students** **Total mature population in all years is 917.**
Students with Disabilities	106	110 (*period reported unclear)	108	New Entrants 124
Students from Traveller community	8	13 (*period reported unclear)	9	New Entrants 8

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iii.	Interim targets, commentary and data source (maximum of 300 words)

LIT has links with 14 FET's across 72 programmes encompassing all 5 campuses in Limerick, Tipperary and Clare.
The reduction in numbers via QQI/FET Qualified Enrolments and the decreasing Mature Student numbers is possibly reflective of the wider social, cultural and economic factors including a robust employment economy. The HEA - Progress Review of the National Access Plan acknowledges that 'these factors often lie beyond the control of the higher education sector' however not withstanding these challenges LIT continues to exceed the HEA targets and the overall national participation rates.

	LIT in 19/20
Student with Disabilities	HEA Target is 8%. LIT have a 9.9% participation rate. 578 students registered with the Disability. 355 (61%) met the strict eligibility criteria for the HEA/ESF Fund for Students with Disabilities.
Mature	HEA Target is 16%. LIT have a 19% participation rate.
Traveller	HEA Target is 80. National Average is 63. 8 of these travellers are registered in LIT.
Direct Provision	LIT awarded 9 Sanctuary Scholarships
PATH 2 - 1916 Bursaries	In Y3 of the Bursaries we supported 28 Active Scholarships. All awardees are provided with individual mentoring support.
HEAR	105 applicants (19/20 1st year in HEAR)
DARE	83 applicants welcomed compared to 18/19 with 4 welcomed.
Student Assistance Fund	Received 1177 Applications in 19/20

PATH 3 Project Details	Dedicated links-Post Primary Schools 19/20	Dedicated links-Post Primary Schools 20/21	Links with organisations (Community development groups, NGO's, Advocacy groups and Youth Services) 19/20	Links with organisations (Community development groups, NGO's, Advocacy groups and Youth Services) 20/21
Path 3 – Travellers and Early School Leavers	6 (DEIS) in County Limerick and Clare	6 (DEIS) in County Limerick and Clare	7	15
Path 3- Destinations College	5 School (3 DEIS; 2 Non-DEIS)	10 Schools (5 DEIS; *5 Non-DEIS)	5	10
*This reflects an understanding that there are students who experience disadvantage that are not attending designated DEIS schools.				

Strategic Priority 4b: Using all available data sources to identify students from underrepresented learner groups who are most in need of our support.				
i. Institution Strategic Initiative	4.5 **Adopt the Data-Enabled Student Success Initiative (DESSI) developed by the National Forum for the Enhancement of Teaching and Learning in Higher Education, across LIT.** 4.6 **Supporting student retention through appointment of a dedicated retention officer, targeted learning support, adoption of a student-centric approach to timetabling, peer mentoring and other supports.**			
ii. Key Performance Indicators	**Pre-compact Baseline** *2018-19	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
LIT non-progression rate	21%	19%	20%	15%
iii. Interim targets, commentary and data source (maximum of 300 words)	LIT has outperformed in its target for non-progression with an interim target of 20% but an actual non progression rate of 15% achieved. Note that this is calculated internally using the HEA methodology. LIT has engaged with the National Forum in particular with the DESSI Data – Enables Student Success Initiative and ORLA Online Resources for Learning Analytics. Being part of these initiates is an opportunity to be part of a wider community and sharing of best practice around the used of data analytics for student engagement. LIT has enabled some reporting functionality and has delivered staff support session on how to use the reports within Moodle to review student engagement and interaction in the online classroom. The Institute will continue to develop and integrate learning analytics in a manner that maximises its potential while ensuring compliance with data protection and taking account of ethical considerations. LIT continues to support student retention through the continued work of a dedicated Retention Officer and continues to offer targeted learning support through the excellent work of its Learning Support Unit. A broad range of supports are offered by Student Support Services including Chaplaincy, Counselling, Medical and Access Services. A Peer to Peer Mentoring system is being piloted in the current Academic Year.			

5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;	

The diverse range of quality enhancement activates outlined in the strategic priorities for this goal demonstrates the commitment of the Institute to quality and academic excellence. The activities described reflect a culture of engagement, innovation, reflection on approaches and best practice, and a striving to continuously improve the quality of the learning experience for students. Provision of staff development and CPD opportunities in the scholarship of teaching and learning and in developments in digital learning are key enablers of this. The targets achieved in terms of staff participation in both unaccredited and credited CPD in these domains reflect an impressive engagement by Institute Staff with this agenda. It also demonstrates the effectiveness of the CPD offerings and of the emerging CPD pathways in terms of relevance and accessibility. The range of activities listed that enable sharing and dissemination of best practice in a collaborative and reflective context further supports this commitment This commitment to consistent improvement is further supported and evidenced by the: (i) capacity building for digital learning and teaching, (ii) the extensive national and international benchmarking activities undertaken and (iii) the rigorous quality assurance system for programme/module (re)/validation and overall improvements listed to the wider quality assurance framework.

Strategic Priority 5a: **Effective staff engagement and development**

i. **Institution Strategic Initiative**	5.1 **The implementation of a Continuous Professional Development Framework;** 5.2 **National and international benchmarking;** 5.3 **Evidence-based approach undertaken by LIT academics in new programme development and re-validation of programme activity;** 5.4 **Quality benchmarking audits of modules and programmes;** 5.5 **Supporting staff to develop their skills in designing active learning across all areas of the curriculum;** 5.6 **Development of a CPD pathway in teaching, learning and assessment for all staff;** 5.7 **Collation and dissemination of best practice examples of active learning;** 5.8 **Further development of the international dimension and the potential for increasing the number of outward study trips for staff;** 5.9 **Embedding the findings of the ISSE survey in the institute quality enhancement processes (with particular emphasis on teaching and learning functions);** 5.10 **Process changes designed to improve the collation of academic material in LIT;** 5.11 **Facilitation of knowledge transfer from research active staff to the wider LIT learning community;** 5.12 **Investment in appropriate infrastructure and platforms to facilitate the use of technology enhanced learning;** 5.13 **Provision of training and support to academic staff and students to enable development of digital literacy skills;** 5.14 **Facilitation of a community of practice to develop a culture of academic collaboration and knowledge sharing of TEL activities across the Institute.**

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual	Appropriate targets for 2020/21
CPD, Framework, CPD Opportunities; Training and Support for Digital Literacy. i. A comprehensive set of unaccredited and accredited CPD offerings and associated resources are available for staff. This CPD align with the National Professional Development Framework. ii. Support sessions, videos, user guides and learning resources on the integration of Technology Enhanced Learning into the classroom will be developed to support staff				LIT's Teaching and Learning Strategy, 2018-2023 focuses on the importance of aligning CPD offerings to the National Professional Development Framework (NPDF). The provision of CPD training and support that has being offered over the academic year 2019-2020 aligns to the five domains of the NPDF. The CPD programme provided staff with support that is flexible and accessible across the various campuses. A LIT Staff CPD Needs Analysis Survey was conducted and a Staff Presentation/Seminar was held on the Survey Findings. The outputs shaped the developing CPD Pathway. LIT Staff Participated in the CPD Needs Analysis Survey In line with the National PD Framework, the CPD involved both Unaccredited and Credited CPD opportunities **Staff CPD offerings included the following** **(A) Unaccredited CPD** 1. Ongoing Individual Support & CPD | Sept 2019-Aug 2020	133 Individual Staff Sessions Provided | 2. Group Support Sessions *A particular focus of this support was to support digital literacy skills* | September 2019 (7 Sessions)	59 Participants
June 2020: 22 Sessions	1934 Participations		Continue to offer both unaccredited and credited CPD opportunities to staff with a focus on development of innovative pedagogies, assessment and digital enhanced learning **(A) Unaccredited CPD** **Ongoing Individual Support Sessions** **Target: 180** *2019-2020 Target* **Group Support Sessions** **Target 20 Sessions with 1000 Participations** 1. Deliver 3 Dedicated Staff Development Days (Online) **(B) Accredited CPD** 1. Development and Delivery of the following L9, 10 Credit SPA's - Research Methods - Pedagogies of Active Learning for Student Engagement

digital literacy skills. iii. A range of accessible accredited CPD programmes in teaching, learning and assessment are available and form a progression pathway for staff.				3. Dedicated Staff Development Days Three Staff Development Days were held throughout the academic year. Each had a specific theme with a key note presentation first followed by a range of workshops **(B) Credited CPD - CPD Pathway** A CPD Pathway is in development that will be composed of - A range of L9, 10 Credits SPA's - Graduate Certificate - Graduate Diploma - Structured Masters - Taught Masters The following Special Purpose Awards were developed and had the indicated Staff participation rates during the reporting period indicating the interest by LIT staff in accessible and relevant credited CPD. - Designing and Adapting Coursework for Blended and Online Learning (36 Participants) - Reflective Academic Practice and Building Teaching Portfolios (17 Participants).	2. Development and Delivery of the following L9, 10 Credit SPA's - Research and Innovation Management - Assessment for Engaged Learning 3. Development of the following CPD Programmes in Academic Practice - Graduate Certificate - Graduate Diploma - Structured Masters - Taught Masters Support for remote teaching and learning will be an integral part of Staff CPD during the reporting period
Technology Enhanced Learning Infrastructure and Platforms i. There is Institute-wide access to suitable platforms that enable the use of technology enhanced learning. ii. There is development of capacity with Learning Analytics				1. The Institute provides all staff with a number of applications and platforms for the development of technology enhanced learning. These include: - Moodle - MS Teams - Panopto - Office 365 2. LIT has enabled an number of plugins in Moodle to support a comprehensive suite of features that can be accessed within Moodle, these include the integration of: - H5P - Urkund - Panopto - Student Diary Pro	1. Roll out of Webcams to all LIT Classrooms. 2. The integration of the MS Teams plugin into Moodle to allow staff and students link seamlessly between the two platform for an enhanced teaching and learning experience. 3. Upgrade to the latest version of H5P to allow staff to access

and engagement with the National Forum for Teaching and Learning on related initiatives.				3. LIT provides all staff and students with access to the full Office 356 suite and MS Teams. All online classes are delivered via MS Teams and the integration of Class Notebook. Several Individual and Group support sessions have been delivered in addition to a number of resources on the use of MS Teams and Class Notebook for reflective journals, student e-portfolios and collaborative group project work. 4. Workshops focusing on enhancing the students learning experience and supporting participation and engagement were delivered These focused on the following digital applications: - Mentimeter - Padlet - Videoscribe - Screen-cast-o-matic - OBS Studio - Camtasia - Articulate - Captivate	additional tools for building interactive learning resources. 4. Work on the development of a number of Recording booths across each campus within LIT. These recording booths will have sufficient hardware and software to allow staff to delivery online classes and development online learning resources.
National and International Benchmarking i. LIT is an active participant in national and international benchmarking and uses this in evidence based decision making.				1. LIT had one of the highest participation rates in the National Student Survey (in top 2 nationally) (formerly ISSE). LIT 2020 Participation Rate of 51%. 2. The ISSE Survey finding were analysed at both Institute and Department and discussed at all governance and management fora. Survey data was analysed at level of Academic Department for first time and made available at Department and Programme boards to inform decision making and teaching and learning quality enhancements. 3. LIT participated in the EuroStudent Survey 2019 with 560 LIT students contributing. (This survey runs every 3 Years) 4. LIT participated in the National Digital Experience Survey 2019 (INDEX) with 704 Students and 134 Staff contributing.	1. Maintain high participation rates in National Student Survey. Participate in optional additional questions to maximise national benchmarking opportunities. 2. Continue to analyse and make available the Student Survey results at Department Level. 3. Participate in the Postgraduate Student Survey scheduled for 2020/21.

				5. LIT participated in an international Covid-19 Response Barometer Survey in which 1195 LIT Student participated. This allowed international benching of the Institutes response to Covid-19	
Improving Collation of Academic Material for Stakeholders i. A range of academic material is more readily accessible to key stakeholders				1. Restructuring of the LIT Quality Assurance Handbook - The LIT Quality Assurance Handbook has been re structured in a more logical order to allow for ease of access of its constituent documents. - These have been made available as a set of easily accessible links from a Table of Contents on the Staff Portal. - Items that were not directly related to Quality Assurance and Enhancement have been removed from the handbook. - The Handbook has been fully published for the first time during the reporting period and is available at LIT Academic QA Handbook 2. A dedicated Staff Moodle Technology Enhanced Learning (TEL) Resources Page was created to provide repository of resources to assist staff .	1. Development of a new integrated Academic Quality Assurance Handbook in anticipation of Technological University Designation. 2. Development of a dedicated Moodle Student Resources page – a one stop shop of student information and resources.
Collation and Dissemination of Best Practice Examples of Active Learning i. A range of resources and CPD opportunities support Active Learning Capacity for staff				1. Development of a dedicated Staff Moodle Page titled TEL Resources (Technology Enhanced Learning). collation of a wide range of digital resources and supporting best practice guides to support Staff in the implementation of Active Learning Methodologies. 2. Participation of over 150 Academic Staff in a Staff Dev Programme & associated workshops on Active Learning & Student Engagement (See prog below) -20th Feb 2020 3. Participation by 20 staff in an SPA in Reflective Practice and Portfolio Building with 17 achieving accreditation. Participants reflected on their teaching practice and	1. Publication and full dissemination of Active Learning Compendium to all Academic Staff 2. Development, validation and delivery of a L9 10 Credit Special Purpose Award in *Active Learning Pedagogies for Student Engagement.* 3. Host a related National Forum Seminar Series on Enhancing Student Engagement through

				explored the integration of Active Learning Pedagogies in their practice). 4. The development and drafting of A Compendium of Active Learning Strategies for Student Engagement (Part 1 - 65 Strategies -Individual, Pair and Groupwork). Engagement of 20 Academic Staff in its development via a Practitioner Guide section.	Technology Enhanced active Learning.
Knowledge transfer from research active staff to the wider LIT learning community i. There are a range of opportunities for knowledge transfer among the LIT learning community.				1. LIT Engage Research Group host bi-monthly *Food For Thought Lunchtime Research Seminars* - where Doctoral Researchers share and disseminate their work. 2. Staff development Day seminar/review of the Teaching and Learning strategy which includes a dedicated theme titled *Developing Capacity with Knowledge and Research skills.* 3. Conducted Workshop which included questionnaires on best practices on assessment, active learning and graduate attributes -subsequently analysed and disseminated the findings as a resource.	1. Continue to support LIT Engage Research Group *Food For Thought Lunchtime Research Seminars* 2. Host a Staff seminar on *Sharing our Practitioner Wisdom.* 3. Further develop the goals of the Teaching and Learning strategy theme on *Developing capacity with knowledge and research skills.*

Development of the international dimension
 	
i. There is an increasing number of outward study trips for staff.
				1. There was 8 Staff Mobilities which include:
				   - 6 Staff Training Mobilities under the Erasmus+ programme in 2019/2020
				   - 2 Teaching Mobilities in Malaysia took place outside of Erasmus in 2019/2020
				   -
				2. There was 2 Virtual Staff Mobilities
				   - 2 Virtual Teaching Mobilities in China took place outside of Erasmus in 2019/2020
					1. Projecting zero physical staff mobilities due to Covid-19.
					
					2. Target of 8 Virtual Staff Mobilities set.

iii. Interim targets, commentary and data source (maximum of 300 words)	This objective mandates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence. The progress outlined in the 2019/20 Actual evidences the Institutes commitment to this objective. The advent of Covid-19 during the reporting period and resulting implementation of emergency remote teaching and learning has added to its importance in the context of the altered learning and teaching environment. The provision of digital platforms and infrastructure for digital learning and teaching, and the associated staff development and support programmes, reflect the Institutes commitment to digital learning and to providing a quality learning experience particularly in the context of remote learning during the current reporting period. The noteworthy participation rates for staff in the extended suite of CPD offerings further complement this and evidences the overall culture of quality enhancement and the collective commitment of staff. The steps taken to develop collaborative practices, collate academic material into resource and repositories and dissemination of best practice further helps to develop a quality and continuous improvement culture. Additional key facets of the LIT approach include the embedding of staff development in the context of the National Professional Development Framework, the use of quality benchmarking both nationally and internationally and the commitment to develop a culture of academic collaboration and evidence across the thematic areas listed. The targets set for the next academic year across the broad range of thematic areas listed are ambitious and are designed to progressively support the objective and deepen the impact of the associated academic activities into the next reporting period and in the context of anticipated Technological University designation.

Strategic Priority 5b: The development of a policy on online/blended learning				
i. Institution Strategic Initiative	5.15 The development of a policy on online/blended learning			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Policy on online/blended learning	No policy in place	No update was provided – target was to develop policy by 2019.		A comprehensive Policy Framework for Blended and Online Learning and supporting documents were developed and these were approved by Academic Council and Governing Body in December 2018 (ahead of target) and became fully operational in 2019. Please see: LIT Blended and Online Policy 2019-2024 The policy was supported by three ancillary documents as follows and available at: 1. LIT Learning Design Models/Frameworks for Blended and Online Learning 2019-2020 2. LIT Operational Guide for Blended and Online Programmes 2019 -2020 3. LIT Technical Setup Guide for Blended and Online Programmes 2019-2020 This was further complemented by the approval of two policies governing Lecture Recording in May and June 2020 respectively; available as follows: 4. (12) LIT Lecture Recording Policy 19-21(AC 3.5.19).pdf 5. LIT Policy for Provision of Lecture Recordings as a Reasonable Accommodation 2019 – 2024 Key provisions of the policy including guiding mapping templates for delivery and assessment were reflected in the New Programme Guidelines 2019/20 6. LIT New Programme Guidelines 2020/21 will see: 1. Revision of Policies and supporting documents in light of a) operational review particularly in light of covide-19 and remote delivery and b) integration of policy framework as a result of anticipated TU designation. 2. Further integration of core provisions of policy framework related to programme development and management with academic regulations.

iii. Interim targets, commentary and data source (maximum of 300 words)	A key priority of the LIT Strategic Plan 2018-2022 *is "to enhance our flexible model of education to include new online and blended programmes that increase student enrolments, supporting continuous professional development (CPD) and enable life-long learning".* The development of a comprehensive policy suite to support this goal has been viewed by the Institute as a key strategic enabler. This development of the policy framework involved a broad-based and representative working group and the resulting policies were approved in December 2018. Additionally complementary policies relating to lecture recording were developed and approved in 2019. The Blended and Online Policy outlines the guiding principles for the development and delivery of blended and online learning. It further enables the development of resources to facilitate their provision and specifies the relevant quality assurance and enhancement measures required to adhere to best practice and relevant quality standards. The policy takes account of the QQI Statutory Quality Assurance Guidelines for Blended Learning Programmes. It takes a holistic view of the required quality assurance and enhancement measures with their specification at (i) Institutional level, (ii) Programme level and (iii) Learning Experience Context. The policy includes key definitions of blended and online learning and templates to facilitate mapping of design, delivery and assessment requirements at both programme and module levels. Academic integrity and verifying the validity of assessment is also an integral component. The policies have been key enablers in enhanced provision by the institute of blended and online learning and have been a reference point for staff that has supported programme design, delivery and assessment. Key provisions have been incorporated into New Programme Guidelines with further incorporation into academic regulations envisaged. The associated Lecture Recording policies have been instrumental in supporting both Students and Staff in providing a regulatory framework and necessary protections.

6. Demonstrates consistent improvement in governance, leadership and operational excellence.

LIT is committed to ensuring that the highest levels of governance standards are achieved and the Institute is continually striving to ensure that best practice is adopted in this area. In that regard there are a number of processes and projects which have been initiated as outlined below.

Strategic Priority 6a: Ensuring adherence to the highest standards of governance

i. Institution Strategic Initiative	**6.1 LIT will continue to play a pivotal role in the coherent development of our region through the development of physical infrastructure as envisaged in our Campus development plan- Campus 2030.** **6.2 LIT will continue to play an active leadership role in a range of relevant regional fora in cooperation with other regional stakeholders to maximise local and regional opportunities in keeping with our Institutional strategic objectives.**			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Campus development	No baseline provided.	Campus Development plans are in progress with the Coonagh Campus and PPP project investments.		Coonagh Campus development awaiting approval from HEA to progress the detailed fit out part of the project. This continues to have negative impact on the ability to grow places provided in a range of Engineering Programmes and apprentices places. Positive progress has been made in developments in Clonmel and Thurles where funding has been secured in conjunction with Local Authorities und URDF funding. While these are important projects in the context of satellite

				campuses and regional facilities they will not provide additional places for programmes. The PPP project is on target in accordance with the HEA timelines.
Compliance with relevant submission deadlines for the annual governance statement	Completion of draft Governance statement by April of each year with the completed version approved and submitted within 1 month of the issuing of the Audit Certificate & SIC by the C & AG.	AGS submitted in July (deadline is 28th February). LIT has become a pilot site for the Department of Education led project "Integrity & Transparency at Work". We believe that this will further enhance and identify areas of corporate governance best practice.	Submit AGS by deadline.	Some delays still encountered as format changes in Financial Statements. Draft completed and is being submitted to the Audit and Risk committee on Monday 15th March 2021 and will be submitted to the HEA after review and approval by the ARC. A draft Whistleblowing/confidential disclosure policy has been finalised though this national group and will be submitted to the LIT governing body.
Compliance with public procurement structures and processes;	No baseline provided.	Objectives reported as 'actioned'		Continued ongoing updating of structure and system changes to ensure compliance is improved. This includes deepened engagement with OGP, maintains a contracts register and periodic reviews of cumulative spend to pre-empt possible issues to the greatest extent possible.
Ensuring that LIT financial statements include the consolidation of foundations/trusts which may operate on behalf of LIT;	No baseline provided.	Objectives reported as 'actioned'		Complete
Compliance with public pay policy	No baseline provided.	Objectives reported as 'actioned'		Complete
Compliance with relevant ECF/public sector controls	No baseline provided.	Objectives reported as 'actioned'		Staffing approval processes in place – However due to growth in apprenticeship numbers,

				significant growth in competitively funded programme provision and the full impact of the reduction of the flex hour has caused significant challenges in maintain overall ECF headcount targets.
Submission of Financial Statements for audit in keeping with C&AG timelines	No baseline provided.	Delay in the finalisation of the Financial statements has resulted in Audit cert not yet being issued – Expected in November 2019.		Draft Financial Statements submitted in November 2020 (2019/20), Audit Fieldwork commenced February 2021. Not yet complete.
Implementation of relevant recommendations from rolling sector governance reviews	No baseline provided.	Rolling Sector governance review was completed and recommendations have been implemented.		Complete
Embed risk management practices and policies as part of an ongoing process to improve decision making through the enabling of an appropriate risk culture	No baseline provided.	A risk management system has been implemented and an Enterprise Risk Management approach to enhance decision-making is being progressively rolled out across the organisation to support the embedding of Risk Management processes.		Roll out to each functional area has been delayed due to Covid.
Evaluate the possible implementation of a balanced scorecard type methodology to organisational performance management and review which will facilitate operational excellence.	No baseline provided.	Balanced scorecard methodology for reporting of organisational performance has been examined and a discussion document has been drafted to be considered before the end of 2019.		This methodology for performance management has been paused until TU process is complete. Developing and embedding an Organisation wide performance management culture and processes will be a key deliverable in the new TU.

iii. Interim targets, commentary and data source (maximum of 300 words)	Overall there has been progress in this area. To examine this across the three main themes Campus Development. LIT has established a particular approach to campus development which is based on the fact that we have a distributed model of operation. The opening of the Ennis campus – as a partnership project with the Local authority is a good example of how change can be delivered in a collaborative way. The careful management of the programme portfolio in the satellite campuses is ongoing. In addition, there is a clear emphasis of growing the partnerships with local Authorities. IN the year under review LIT and Tipperary County Council wee successful in securing funding for the development of facilities – which will benefit the campus, the students and staff and the wider community in both Thurles and Clonmel. IN Clonmel this is in the amount of a €5.5m capital grant to develop the Clonmel sports hub including local Industry contributions. This is being provided as a capital grant to LIT and is a project which will enhance the campus. Similarly LIT as secured €600k to support the development of a design for the development of a regional sports campus in Thurles – in conjunction with the Local Authority and Tennis Ireland. However, on the campus development front the lack of progress of the Coonagh Engineering campus is disappointing and is having a continued impact on the Institutes capacity to respond to the growing skills needs in the region in Electrical and Mechanical Engineering and apprenticeship numbers. Operational Governance & Compliance Strides have been made to comply with submission timelines for AGS etc. This has not met the deadline of end of February but following the Arc meeting on 15th of March the AGS will be submitted to the HEA. Increased steps have been taken to support procurement compliance – this has improved but continues to be a challenge and takes some time to fully implement. Performance Management/Risk management Elements of these proposal have been paused due to the TU project and The Impact of Covid.

Strategic Priority 6b: Promotion of fairness, equal opportunity, respect and positive outcomes for all of our students and staff.				
i. **Institution Strategic Initiative**	Implementation of recommendations from the Expert Group's 2016 National Review of Gender Equality in Irish Higher Education Institutions			
ii. **Key Performance Indicators**	**Pre-compact Baseline**	**Sept 2018-Aug 2019 Progress**	**2019/2020 Interim Target**	**2019/2020 Actual** (Reporting period 1 Sept 2019 – 31 Aug 2020)
Progress on recommendations from the Expert Group's 2016 National Review of Gender Equality in Irish Higher Education Institutions	**No baseline provided**	**No update was provided.** **VP Equality and Diversity has been appointed.**	**Athena Swan Bronze application by Nov 2019.**	**Athena SWAN Bronze Award achieved in March 2020**

| **iii. Interim targets, commentary and data source (maximum of 300 words)** | LIT achieved the Athena SWAN Bronze Award in March 2020, under the expanded charter and on first-time application.

Recruitment process for Equality, Diversity and Inclusion Manager was completed in August 2020, with Dr. Carol Wrenn to commence in November 2020. This post is at a level equivalent to Director in other HEIs. The Vice President for Academic Affairs & Registrar also holds responsibility for EDI at VP level. This VP sits on the Executive Management team and the EDI Manager sits on the Management team in LIT.

LIT's progress on implementation of HEA 2016 Expert Group Recommendation and Gender Equality Taskforce Actions submitted as part of SALI application in October 2019.
LIT prepares and submits data annually to HEA on key gender disaggregated recruitment and selection metrics for academic staff.

LIT's EDI Steering Committee, chaired by LIT's President, continues to meet. This committee, with membership including representatives from Faculty, HR, Student Support Services, EDI and Students Union, oversees and provides guidance and direction for the achievement of equality, diversity and inclusion objectives across the Institute.

LIT has 78 actions within its Gender Equality Action Plan (GEAP) for 2020 – 2023. Currently, 4 actions are completed, 35 in progress, 27 planned for 2021.
Of the short-term actions, 40 will be ongoing into the long term.
8 actions will be initiated in the medium term (2022- 2023)
2 will be implemented from 2023.
GEAP progress reports are provided to Executive Management and Governing Body annually.

Under the AIT-LIT Technological University Consortium, an EDI Working Group was established to ensure EDI (including gender equality) is a central component of mission, vision and values of the TU and permeates through merger plans and processes. The group developed a briefing note, providing a Statement on EDI for the new TU, from which Principles of an Inclusive Culture are derived and stated commitments of how the TU can achieve this. |
|---|---|

7. Signature: *Of the President or on behalf of the President (please sign in space below)*	
Signature:	*[signature]*
Date:	*12.03.2021*