## Interim Strategy Review











#### Introduction

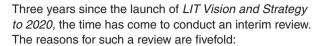
We have a great deal to be proud of, as this snapshot of how our own students, graduates, employers and policymakers see us will demonstrate:

- LIT is a "self-aware, reflective and mature" institution (HEA comment on LIT's Compact, March 2014).
- LIT is the only Institute of Technology to date that has attained IOT of the Year status twice (Sunday Times University Guide, Ireland edition 2008 and 2012).
- LIT consistently scores better than sector averages for "practical course content, staff approachability and preparation for employability" (EU Student Barometer, each year since 2009). These scores were echoed in the first iteration of the Irish Survey of Student Engagement (ISSE) in 2014.
- LIT has a clearly articulated educational philosophy of active learning and "highly effective" quality systems, i.e. a score of 5 out of 5, uniquely in the sector under the institutional review process (HETAC/QQI).
- LIT's Campus Masterplan "has the perfect fit" with rejuvenation plans for Limerick City (Conn Murray, Chief Executive, Limerick Authorities, April 2014).
- LIT is recognised as a major catalyst for the resurgence of Limerick City.
- LIT's success both in attracting significant research and development funding as a lead project partner and in the number of requests which it receives to partner with others in project applications.

There is ample evidence to be found of the excellence achieved by our students, our staff and of course our graduates, such as external panel reports and structured feedback from employers. LIT has a proven track record of delivery for a wide range of stakeholders. This instils us with confidence, therefore, that there are good foundations to build on and that we can set the benchmark for others.



LIT Chairman Niall Greene and LIT President Dr Maria Hinfelaar



- LIT has determined its position in the future higher education landscape as a strong, autonomous institution with deep collaborative links in particular with the University of Limerick and Mary Immaculate College as the regional cluster, widely known as the 'Shannon Consortium'; this strategy has been formally approved by the Minister for Education and Skills and policymakers.
- National strategy and policies for higher education are now far clearer than they were in 2011, with the publication of several key policies and projections and draft new legislation for the technological sector of higher education, as well as a new policy on Initial Teacher Education.
- 3. The integration process of the former Tipperary Institute into LIT, effected in 2011 with the development of the LIT Vision and Strategy to 2020 as a significant pillar, is now fully settled with the final phase of the academic integration model of larger multi-campus Faculties implemented from September 2014.
- 4. LIT has launched an ambitious Campus Masterplan to 2030, in close conjunction with the revitalisation plans for Limerick City under *Limerick 2030* – if fully delivered this will be a true enabler for transforming our students' experience and learning environment, as well as a strong catalyst for engagement with our community. Capital development plans for the Tipperary campuses are also firmly embedded in the county's plans.
- 5. The HEA has implemented a new funding model, which includes a performance-based component (the "Compact") that is dovetailed with institutional strategy; LIT's strategic goals and objectives align well with these agreed metrics and we have already been successful under the 2014 allocations. This achievement needs to be secured for the future.

Ireland is now entering a phase of sustainable economic recovery, coupled with a renewed sense of pride. Within our own region, there have been significant jobs announcements as a result of new FDI companies coming in, as well as expansion of the existing industry base. Such investment decisions were influenced by LIT's capability to develop programmes and supply graduates with the right skills and aptitudes. Our contribution to civic and cultural life is also very evident, such as the lead role we played in underpinning Limerick's status as the City of Culture for 2014 and our proactive contributions to Limerick's bid for European City of Culture status.

We will continue to be a major factor in creating the ecosystem for established industries and emerging innovators in the region. Our Enterprise Centres support hundreds of new companies creating new jobs, stretching from the Northside of Limerick, through Limerick City Centre, into County Tipperary – a unique geographical footprint that is being noticed nationally and internationally such as in the OECD project HEInnovate that reviewed our performance in May 2014. Our applied research and development activity is seamlessly connected with our enterprise centre clients, and is attracting levels of EU funding at the forefront of our sector.

In addition, LIT takes significant responsibility for enhancing flexible access routes into higher education to all sections of society – be they mature students looking to re-enter the labour market, first generation entrants from disadvantaged areas or students with a disability. LIT is at the upper end of HEA statistics for such designated groups, but more importantly, LIT has the ethos and the support systems to lend real meaning to the 'equity of access' ambition.

As a strong and autonomous institution with a clearly articulated educational philosophy understood by all, LIT is well placed to contribute to Ireland's social and human capital needs in every way. In doing so, LIT will meet the criteria for institutions in the technological sector (comprising IOTs and future Technological Universities) as set out in the National Strategy for Higher Education to 2030



#### **Our mission and remit**

Limerick Institute of Technology is a higher education institution under the Institutes of Technology Act 2006, whose mission is to prepare learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. The hallmark of our educational philosophy is active learning through a fusion of theory and practice. We provide third and fourth level education, training and research, playing a pivotal role in the economic and socio-cultural development of our region.

LIT provides active leadership in education, enterprise and engagement, with a strong focus on meeting skills needs (specialist as well as generic and citizenship skills). Our ethos is to provide excellent supports to students and to welcome diversity. Since the successful incorporation of the Tipperary Institute in 2011, LIT is a multi-campus institution with a wide geographic reach providing taught and research programmes for Limerick City and County, Tipperary and Clare as its primary catchment areas through six locations where taught and research programmes are offered. LIT also has seven enterprise incubation and acceleration centres, each with its own focus and profile and operating in collaboration with relevant agencies and private sector partners.

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

Our strategic vision is to continue to develop as an autonomous Institute of Technology with deep collaborative links particularly in our regional cluster, the **Shannon Consortium**, comprising LIT, the University of Limerick (UL) and Mary Immaculate College (MIC), in line with national policy objectives. We welcome the May 2013 Landscapes document launched by the Minister for Education and Skills where LIT's position is recognised and endorsed. LIT sees its future role as an ambitious, leading institution making a difference within the sector and the region. Our distinct mission and role is reinforced by specific outstanding achievements across the Institute which are profiled throughout this document.

We benchmark ourselves against international HEIs that are modelled on real-world learning, strong links with industry and the community in their regions and which play their part in widening participation. Benchmarking data, both quantitative and qualitative, are obtained from tools such as the Irish Survey of Student Engagement, the EU Student Barometer Survey and peer institutions with whom exchange of organisational know-how is taking place.



#### Structure of the interim review document

Following the updated context and description of LIT's mission and remit in the preceding pages, our institutional profile as published by the HEA and the collated profile data for the regional cluster are presented. In Part II of the document, specific strategic goals in the *LIT Vision and Strategy to 2020* document are discussed in sequence and cross-referenced with approved HEA Compact objectives and metrics. It is crucial to bring the strategic planning and review process together with the HEA Compact performance and the establishment of metrics, because of their direct connection with funding.

The baseline year for the Compact is 2011/12 and the final targets are for end 2016, so this interim Strategy Review also marks the midway point of the Compact timeframe. Performance against targets is being tracked by LIT Executive Management and their teams in line with assigned responsibilities. Our internal auditors, Deloitte, are assisting with the definition and identification of data sources for tracking performance on all the metrics. There is a reporting line from the President to the Governing Body through the Strategy Subcommittee and Audit Subcommittee, in advance of performance reports being submitted to the HEA (the first one is due in Spring 2015, and there will be annual monitoring after that). The review of the Compact is also included in the LIT Internal Audit Plan for 2014-15. For transparency, the reports will be published internally on the web portal.

The HEA has indicated that deviation from performance targets, if it arises, would require compelling evidence to justify amendments to the originally agreed Compact (Higher Education System Performance, HEA, 2014, p. 97). The risk of underperformance in respect of the Compact is listed on LIT's Risk Register and needs to be kept under close review. However, in the Compact document itself we flagged a number of external (uncontrollable) assumptions and factors that might affect our progress towards stated development objectives and this analysis was accepted by the HEA as an integral part of the Compact. Therefore, LIT is very conscious of mitigating major risks to future allocations of performance-based funding by the HEA. There will be a new iteration of institutional compacts under the HEA funding model in subsequent years (post 2016), which will again feed into strategic planning and review at LIT.

Significant changes and updates since the publication of *LIT Vision and Strategy 2020* are included in each section to follow. It is acknowledged that some strategic goals are more heavily loaded for the purpose of HEA Compact metrics than others. Where appropriate, supplementary information is provided so that each goal receives the attention and the level of monitoring it deserves. For the purpose of clarity and internal cohesion of the document, some of the goals in *LIT Vision and Strategy to 2020* have been combined or embedded within each other<sup>1</sup>.



<sup>&</sup>lt;sup>1</sup> The following standalone goals from LIT Vision and Strategy to 2020 have been subsumed in this Interim Review: Our Systems, Our Communications, Our Region, Our Sector and The World Around Us. This leaves eight distinct areas for review.

#### **Institutional Profile and Regional Cluster Profile**

The attached appendices 2 and 3 show LIT's profile for 2012/13 (HEA audited data) and our projected profile for year-end 2016, which we are committed to under the Compact with the HEA. These data show that LIT will remain a leading regional provider with a total enrolment of 7042 students by academic year 2016/17 (from a baseline of 6006 in 2012). Currently, we have the largest intake of any HEI of Leaving Certificate students in counties Clare and North Tipperary. While roughly 80% of our domestic intake comes from Limerick and bordering counties, our School of Art and Design has a unique national footprint. This intake profile reflects our mission to serve the region, and also to have one or two niche areas attracting learners from beyond the region.

Projections for 2016/17 are based on five assumptions which are detailed in documentation submitted to the HEA under the Compact 2014 to 2016:

- Demographic trends in our catchment area leading to an increase in undergraduate third-level entrants by 7.5%, assuming maintenance of existing participation and retention rates:
- 2. A substantial increase in non-EU enrolments arising from recent prioritisation;
- An emerging proportion of flexible and 'remote' learners, such as on-line or international through collaborative provision;
- 4. Doubling postgraduate capacity, both in taught and research programmes supported by knowledge transfer, in LIT's established niche areas and facilitated through the Federated Limerick Graduate School established under an MOU with our regional cluster the Shannon Consortium;
- Relatively higher growth in STEM and Arts than in other discipline areas (both at undergraduate and postgraduate level), reflecting LIT's traditional and emerging strengths which also match national and regional skills needs.

As of 2014-15, LIT's share of the IOT CAO acceptances is at 9.68%, though substantial numbers also enter through non-CAO routes as reflected in a mature student population of 28% and a proportion of 20% student intake with Further Education qualifications, obtained in the ETB sector. Total acceptances passed the **1800** mark for the first time in 2014/15. A very significant percentage of our students rely on the SUSI grant (approaching 50%), reflecting LIT's socio-economic profile.

LIT has a sound financial position and has managed financial and headcount constraints without compromising on sustainability and strategic development, even though it must be said that further cutbacks could not be absorbed without such compromises. For the 2016/17 profile we have assumed stability in the State-funded unit of resource relative to core student numbers, and significant growth in selffunded categories (i.e. international students, some of our flexible provision, R&D and Enterprise activity and fundraising). We are strongly supportive of the statements made in recent HEA publications that pressing sustainability issues in higher education must be addressed, both at the level of the individual student and at institutional level. However, we are confident that these issues will be resolved eventually and we will not be deflected from our ambition and purpose.



## Driving the region: LIT, UL and MIC combined profile of 2011/12 (HEA audited data)

- 20,474 students (17,385 undergraduates, 3,089 postgraduates)
  - 515 international students
  - 798 Ph.D students
  - 4,955 graduates (levels 6,7,8)
  - 1,648 graduates (levels 9,10)
- 71% regional student intake (Limerick, Clare, Tipperary)
- 2,297 staff (1282 academic, 1015 support)
- €241.8m total income
  - €44.5m research grants and contracts

#### Compact with the HEA - Creating the Regional Cluster<sup>2</sup>

Objectives	Baseline	2016 approved targets	Executive owners
5.1.1. Put in place MOUs and governance structures for major alliances in the sector (Mid-West Cluster prioritised)	MOUs prepared and signed with partners UL/MIC in Shannon Consortium and GMIT in West Cluster; Steering Committee formed by Presidents registered disability	Agreed programme of work delivered in pilot areas through a structure of Implementation Board and project groups; external advisory board functioning (ETBs, local authorities, industry and wider community	President and Executive representatives on Implementation Board
5.1.5. Shared and coordinated approach to promotion of the region, recognised by external stakeholders	Joint Open Days, Limerick Charter co-signed with stakeholders, successful ITLG Summit hosted jointly	Coordinated marketing and branding;  A joint capital /physical development project in Limerick City as part of Limerick 2030 Plan	President, Vice-President Strategy and External Affairs, Vice-President Corporate Services and Capital Development

<sup>&</sup>lt;sup>2</sup> Other Regional Cluster objectives such as in teaching and learning, research and shared services will follow in relevant sections further on in the document.

"The total number of learners in the HE sector, including full-time and part-time undergraduate and postgraduate, new entrants and the impact of increased entrants in previous years, is set to increase by approximately 20,000 or 10%, from 196,397 in 2011 to 216,732 in 2016.

These increases are well aligned with the projected expansion of demand for higher education that will arise from an increasing flow of school leavers in coming years and from the demand for graduates from a recovering economy."

(Higher Education System Performance, HEA, 2014, p. 10)

"It is the view of the HEA that there is now a high and growing level of risk that significant unfunded expansion in student numbers will damage the quality of graduate outcomes, defeat the objective of improving the quality of outcomes generally across the system and restrict economic development."

(Higher Education System Performance, HEA, 2014, p. 11)

"The National Strategy developed a vision for a higher education system in which different institutions would deliver, in different but complementary ways, on a broad suite of national objectives, with each institution delivering according to its own distinctive mission and profile..... the formation of regional clusters, while still at an early stage, is making steady progress."

(Higher Education System Performance, HEA, 2014, p. 78)

"Companies that are world-class, with management teams that are world-class, are supported by UL and LIT which are both absolutely top-class in meeting the requirements of industry."

(Conor Agnew, Region Manager IDA Mid-West, commenting on jobs announcements by Vistakon, Analog Devices, Regeneron and Kemp Technologies, Sunday Business Post, April 6, 2014)



## **Our Students**

STRATEGIC GOAL: The student is central to everything we do and our core function is to provide the student with an excellent educational experience which achieves the mission of the Institute to foster the professional, intellectual, social, cultural and personal development of the individual.



Since 2011/12 LIT has increased the diversity of its student population in terms of age profile, socioeconomic background and nationality. Over 20% of our full-time students now enter through Further Education routes. The mix of qualification levels and discipline areas at LIT, however, has largely been maintained. There are relatively larger numbers of non-EU students, supported by an International Office. LIT has also invested in a dedicated Flexible Learning function, aiming to support growth in part-time programmes, special-purpose awards and on-line or blended provision. There has been an increase in tailored programmes for specific industries developed in conjunction with companies, e.g. in ICT (Conversion Skills and Springboard), Medical Technology, Precision Engineering and Financial Services. Student recruitment on these programmes is also done in partnership with the relevant industry sectors and is closely aligned with growth sectors in the regional economy.

New CAO programmes developed since the evolution of *LIT Vision and Strategy to 2020* that build on LIT's areas of strength and support the metrics in this section also include a BA in Fashion Knitwear and Textiles, a BSc in Game Art and Design and a top-up degree in Culinary Arts.

LIT has completed the academic integration and alignment process across the Limerick and Tipperary campuses, which has resulted in improved cohesion of academic delivery and the creation of three substantial multi-campus faculties: Limerick School of Art and Design (LSAD) with almost 1000 students, Applied Science, Engineering and Technology (ASET) and Business and Humanities (BH) with roughly 2,500 students each. Students and staff now have their academic 'home' in a department where cognate areas and programmes are joined together, irrespective of location. An external review under the auspices of Governing Body has confirmed that this streamlined structure makes sense from a strategic and academic perspective, and has made some recommendations for on-going implementation (Professor Esche Report, 2014). These recommendations are being followed up through programmatic reviews scheduled for 2015 and 2016.

Under the national policy, LIT is actively engaged in intensified collaboration with regional cluster partners UL and MIC in the area of academic planning. This will open up opportunities to students and increase our collective capacity and efficiency, once we have completed an analysis of existing and planned provision across the Shannon Consortium.

Joint work is already being done through the "Limerick for IT" Forum, which brings together industry leaders such as Johnson & Johnson, SAP, Kerry Group, Hewlett Packard and General Motors, the IDA and LIT/UL in identifying specific demand for degree programmes that are codesigned and co-delivered. During 2014, the "Limerick for IT" initiative was credited with supporting 250 new jobs in the region, servicing expanding industries and attracting newcomer companies.

We are also working with MIC in the provision of English language foundation programmes for international students. In light of policy directives from the HEA and the Teaching Council, the validation of the Art and Design Teacher Education programme by UL under the umbrella of the National Institute for Studies in Education (NISE) has been implemented urgently so that continuation of this successful programme is ensured. Delivery of most of the programme continues at the School of Art and Design Clare Street campus, with some generic pedagogy modules delivered at the UL campus.

Following the successful formation of the NISE governance structures, in October 2014 the NISE partners submitted a proposal under the HEA call "Support for Mergers and Collaborations" requesting financial support for a Director and outlining ambitions for further collaboration at the programme level, the completion of a CPD needs assessment survey and joint research work.

To facilitate joint academic planning within the Shannon Consortium in a more coordinated manner, which may lead to some shared modules and inter-institutional student pathways, partners need to take cognisance of practicalities such as the academic calendar and module credit structures. The programmatic reviews taking place across all three LIT Faculties within the 2015 to 2017 timeframe will take this on board.



#### Compact with the HEA – relevant metrics for "Our Students"

Objectives	Baseline	2016 approved targets	Executive owners
5.3.1. Achieve total enrolments and discipline mix for new entrants as set out in Compact profile (spider chart)	Total enrolments: 6027  Ambition towards relatively increased percentages in STEM, Arts and Services; lower percentages in other disciplines while retaining absolute numbers	Total enrolments: 7042  Humanities and Arts: 18% Social Science, Business, Law: 15% Science: 24% Engineering, Construction: 23% Health: 8% Services: 12%	Vice-President Strategy and External Affairs, Vice- President Academic Affairs and Registrar
5.1.1. Mapping undergraduate provision across the Shannon Consortium	Composite profile for 11/12 of the three institutions obtained from HEA; plan in place to review CAO data and conduct full mapping exercise	Agree priority areas for joint programmes and modules which will increase capacity and/or reduce ineffective duplication	President (on Steering Group); Vice-President Academic Affairs and Registrar; Head of Faculty (on Implementation Board)
5.2.1. To maintain market share in a growing demographic, supporting participation levels under national policy	9.3% of IOT Sector CAO acceptances  1334 full-time undergraduate new entrants  4613 full-time undergraduate enrolments	9.5% of IOT Sector CAO acceptances  1505 full-time undergraduate new entrants  5048 full-time undergraduate enrolments	Vice-President Academic Affairs and Registrar Heads of Faculty
5.2.2. Continue to equal or exceed national benchmarks for % of entrants from underrepresented groups in HE	22% mature students 24% students from socio- economic designated groups 6% students with a registered disability	Maintain LIT's position on all three categories vs. national benchmarks and averages	Vice-President Academic Affairs and Registrar Heads of Faculty



Objectives	Baseline	2016 approved targets	Executive owners
5.2.3. Increase numbers of flexible learners (including on-line and 'remote')	Apprenticeship numbers: 544 Flexible learners: 868	Apprenticeship numbers: 256 Flexible learners: 1500	Heads of Faculty of Applied Science, Engineering and IT Head of Faculty, Business and Humanities
5.2.4. Enhance progression routes from PLC/FE sector	Bonus points linked FE programmes: 35 Entrants with FETAC qualifications: 235	Bonus points linked FE programmes: 45 Entrants with FETAC qualifications: 250	Vice-President Academic Affairs and Registrar
5.1.3. Integration of Art and Design Teacher Education programme into National Institute for Studies in Education	Art and Design Teacher Education programme (H.Dip) delivered at LSAD; agreement with UL to implement national policy	New style 2-year postgraduate programme provided to LIT learners at LSAD, UL-accredited. Module sharing.	Vice-President Academic Affairs and Registrar; Head of LSAD.
5.6.1. Increase intake of non-EU students and associated revenue streams	Annual enrolment of non- EU students who pay full fees: 7 (N.B. just under 100 in 12/13)	Annual enrolment of fee-paying non-EU students: 120	Vice-President Strategy and External Affairs





STRATEGIC GOAL: LIT has embraced a distinctive and agile educational philosophy of "applied" and "active learning", cognisant that our graduates will need to function in the regional workplace as well as the global workplace and wider community.



LIT was named Sunday Times Institute of Technology of the Year for the second time in 2012, as the only IOT to have achieved this accolade twice. The educational philosophy of active learning continues to inspire staff and students and is reinforced in programme documentation, QA policies, teaching and learning and assessment approaches as well as marketing and promotion. The concept of "active learning" also applies to our laddered programme structures: increasing numbers of students enrol in flexible add-on level 7 or level 8 diplomas later in life, with a view to upgrading their skills or changing career direction altogether. Many programmes across the Faculties of Applied Science, Engineering and Technology as well as Business and Humanities are accredited by professional institutions.

LIT has a vibrant and healthy academic process and a developing academic quality culture that support the collegiate and Academic Council. Throughout the recent period of economic turmoil these strengths have served LIT well to safeguard the quality of academic operations. As Ireland moves forward economically there will be an opportunity to enhance these strengths within LIT, including initiatives such as:

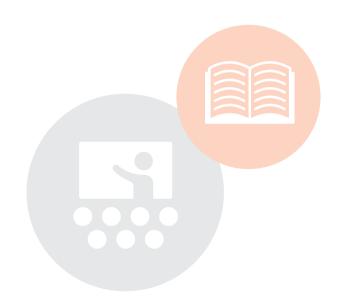
- Adequate structuring of a dedicated Teaching and Learning function;
- Strengthening the Quality Office in preparation for the next Institutional Review under QQI;
- Modernising and upgrading the Library services in terms of facilities (as part of the Campus Masterplan) and in terms of support technology such as rollout of the RFID lending system already pioneered in Clonmel;
- Progressing the Student "One Stop Shop" CRM system which will enhance the student services interface, through an estimated investment of €80K freed up in the student services budget.

LIT seeks external verification of the quality of our teaching and learning in addition to the regular QA monitoring processes and professional body recognition. Since 2009 LIT has participated in the EU Student Barometer which measures institutional performance as evaluated by learners compared with national and international benchmarks. The holistic approach taken by the EU survey, which focuses on the student experience and graduate expectations as opposed to the narrow metrics used in classical ranking systems, is particularly relevant for us as an IOT. Under the national strategy for higher education, the Irish Survey of Student Engagement (ISSE) was piloted in 2013 and fully rolled out in 2014. LIT students were amongst those with the highest response rates in the sector, following strong encouragement by management and staff in conjunction with the LIT Students Union.

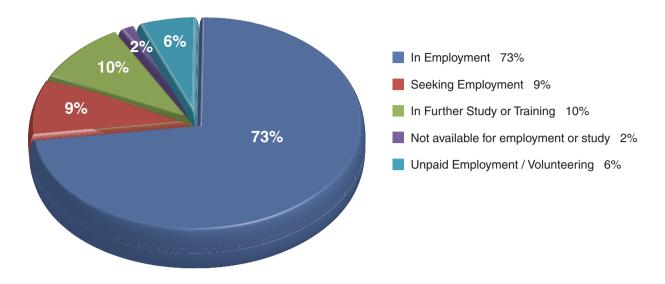
In the 2014 ISSE, LIT performed well in the areas of preparing for employability and relations with teaching staff, while students indicated that there is room for improvement in the use of online learning systems and providing work placement and study abroad opportunities (it should be noted that some programmes, such as Fashion Design and certain Built Environment courses. already lead the way in these areas). Most importantly, 86% of LIT students rated their educational experience at LIT as good or excellent, which was significantly above the national average. On the majority of questions, responses were more positive than in the 2013 pilot (see table overleaf). Through management-student fora, these results are being analysed and discussed so that we can better understand why we do well in certain areas (and thereby maintain our performance), or how we can improve in other areas.

We will continue our participation in the ISSE as well as the EU survey (while avoiding survey fatigue), so that we retain a critical international perspective. This is in line with ambitions to internationalise the curriculum and to increase international student and staff mobility.

A noteworthy and very welcome development is that graduate employment statistics, as captured in annual surveys, are now on the rise again due to economic recovery: a combined total of 89% of 2013/14 graduates are in paid employment, further studies or volunteering/internships. LIT has done some preliminary work in defining our graduates' attributes and we intend to build on this work. Through programmatic review processes, work placement and study abroad opportunities will be strengthened.



#### LIT Graduate Destinations 2013/14



Irish Survey of Student Engagement – LIT results	LIT % 2014	IoT Sector 2014	National % 2014	LIT % 2013 Pilot	National % 2013 Pilot
Relationships with teaching staff	78.2	71.5	67.1	76.1	72.4
Providing the support you need to help you succeed academically	69.7	63.3	63.9	66.9	62.8
3. Relationships with other students	85	84.2	82.5	81.2	81.5
4. Improved knowledge and skills that will contribute to your employability	64.7	63.2	63	61.9	62.3
<ol> <li>Acquired job-related and work-related knowledge and skills</li> </ol>	58.6	60.6	58.8	66.6	60.1
6. Solving complex real-world problems	52.6	51.8	52.3	58	50
7. Used an online learning system to discuss or complete an assignment e.g. Moodle, Blackboard	59.5	63.2	65.3	50.7	60.3
Had conversations with students of a different ethnicity/nationality	63.7	61.4	60.4	62.7	57.8
9. Study abroad or student exchange	23.9	25.1	29.1	17.1	25.3
10. Overall how would you evaluate your entire educational experience at your institution?	85.6	79.5	79.9	84.7	79.1
11. If you could start all over again would you go to the same institution?	84.9	79.6	82.4	82.3	84.2
12. Applied theories or concepts to practical problems or in new situations	71	68.1	69.7	68.6	65.3
13. Discussed ideas from your coursework with others outside class including students, family members, co-workers, etc.	60	58.2	60.7	55.1	62
14. Spend significant amount of time studying and on academic work	70.7	72.6	77.5	71.2	76

#### Compact with the HEA – relevant metrics for "Our Teaching"

Objectives	Baseline	2016 approved targets	Executive owners
5.3.2. Continue to embed active learning strategies in curriculum and assessment (as recorded in Gradebook system)	50% of learning assessed through active learning assessments as opposed to terminal examination	60% of learning assessed through active learning assessment methods	Vice-President Academic Affairs and Registrar, Heads of Faculty
5.3.3. LIT is reflected positively in independent external benchmarks measuring student perception (EU Student Barometer and Irish Survey for Student Engagement data to be aligned)	EU Student Barometer categories (colour-coded): Practical course content: green Preparation for employment: green Staff helpfulness: orange	Practical course content: green star  Preparation for employment: green  Staff helpfulness: green	Vice-President for Strategy and External Affairs
5.6.2. Increase numbers of international student outbound exchanges and improve ratio to inbound	Outbound exchange students: 7 (ratio 3:1)	Outbound exchange students: 40 (ratio 1.5:1)	Vice-President for Strategy and External Affairs; Heads of Faculty
5.6.4. Increase international student work placements	Number of international placements: 40	Number of international placements: 60	Vice-President for Strategy and External Affairs; Heads of Faculty
5.5.1. Contribute to regional and national human capital needs	Annual student numbers graduating: 1631	Annual student numbers graduating: 1700	Vice-President Academic Affairs and Registrar, Heads of Faculty
5.3.5. LIT graduates compete successfully in the employment market as captured in First Destinations Survey	85% of our graduates are in employment, further education, training or volunteering after graduation	90% of our graduates are in employment, further education, training or volunteering after graduation	Vice-President Academic Affairs and Registrar, Heads of Faculty



Dr Alan Kavanagh, Lecturer in Engineering, came out top of the class in an awards scheme aimed at recognising excellence in teaching at third-level. Alan was among the 53 teachers from 27 higher education institutions who received Teaching Hero Awards at a ceremony in Dublin Castle. The awards were established by the National Forum for the Enhancement of Teaching and Learning in Higher Education in partnership with the Union of Students in Ireland (USI). The national forum's patron is Prof Mary Mc Aleese.



LIT's ethos and delivery of a supportive environment for students is strong, as is borne out by student surveys and informal feedback. LIT continues to offer a full suite of supports, i.e. Careers, Sports and Recreation, Counselling, Access, Health, Pastoral and Learner Support (at subject level) and Information Literacy Skills workshops through the Library. We have professionalised the reporting mechanisms from these support functions, so that we have a clearer picture of user groups and peak times. There is strong evidence that the economic crisis which took hold in 2008 has led to severe strains on Student Services, because students rely on them more while at the same time Institute resource levels have declined. For instance, applications under the Student Assistant Fund (SAF) increased from 450 in 2010/11 to 1250 in 2012/13 (LIT Access Service Report 2013, p. 33). It is also a challenge to provide student-facing services across multiple campuses.

An issue causing great concern in the last few years has been student attrition not for academic reasons but due to financial hardship and other challenges in students' lives outside their studies, as captured in withdrawal forms and meetings with affected students. A recent national review. albeit using statistics dating back to 2011/12, confirms that this is a growing problem (which is likely to have exacerbated since), particularly in the IOT sector. LIT proactively manages these problems through comprehensive support mechanisms additional to State grants. We offer a spread payment facility for student contributions and have set up the Student Hardship Fund, which is resourced through our mainstream Student Services budget as well as fundraising amongst the LIT community. In 2013 we introduced a bursaries scheme for students from a regeneration area, with the help of private sector donations now approaching €200k from six different sponsors. The objective remains to improve our retention and completion statistics, or put more appropriately, to ensure that LIT students get the chance to fulfil their potential. A structured mentoring scheme is also in place.

Our MOU with UL and MIC expresses an intention to relieve pressures through pooling staff resources and facilities in the area of student supports. Some work is already being done in the area of assistive technologies.

"I wonder where I would have been without the aid of the wonderful people who helped keep my back straight and my head high when there seemed to be no other way."

(anonymous comment, Student Assistance Fund Survey, LIT Access Service Report 2013, p. 34)



Thirty three staff and students were in Strasbourg last November as guests of the European Parliaments Human Rights committee. The group drawn from third and fourth year Social and Community Studies in LIT Thurles spent three days in the French city.

#### Compact with the HEA – relevant metrics for "Our Student Supports"

Objectives	Baseline	2016 approved targets	Executive owners
5.3.6. Provide uniform standards of student services across all campuses	Ambition to modernise access to and presentation of student services across campuses, using a helpdesk and referral system supported by technology	Provider of technology- based solution selected, pilot rolled out and evaluated with significant student input so that final model can be implemented	Vice-President Academic Affairs and Registrar
5.3.4. Improve first-year and Institute overall progression rates year on year	First year completion: 75.46% Institute overall completion: 83.78%	First year completion: 80.25% Institute overall completion: 84.35%	Vice-President Academic Affairs and Registrar, Heads of Faculty
5.1.4. Sharing services across the regional cluster	Agreed in MOU to explore ways to share services, helping to maintain quality standards and achieve savings through economies of scale	Identify and start implementing a student- focused project and a back office project	Vice-President Academic Affairs and Registrar, Vice- President Corporate Services and Capital Development



"In 2007/08 grant aid positively impacted progression at all levels for those in the institutes of technology sector. This is no longer the case in 2011, with more students not in receipt of a grant progressing than those in receipt of grant. This result may suggest that student financial hardship is increasing and that for those in receipt of a grant this monetary benefit is not having the same impact as it did four years ago."

(Study of Progression in Irish Higher Education Institutions, HEA, 2014, pp. 14-15)



## Our Knowledge Transfer: Research

STRATEGIC GOAL: LIT will engage in innovative applied research in partnership with industry, supporting international operators as well as indigenous players. Such applied research focuses on existing or emerging areas of academic expertise within our organisation which may be enhanced by talented researchers whom we attract.



Research activity across LIT has continued to rise yearon-year. Every School and Department has seen an increase in postgraduate student numbers and research activity by LIT lecturing staff, ensuring that teaching is informed by research. In 2014, the number of postgraduate research students at LIT passed the 100 mark for the first time.

Since the publication of LIT Vision and Strategy to 2020, LIT has significantly developed its critical mass and capability via a number of dedicated research centres and groups that are supported through the LIT Graduate School while still remaining part of their original academic 'home'. Calls were issued on an annual basis throughout the Institute from October 2012 for the establishment of research centres and groups, which were met with overwhelmingly positive responses. The new centres and groups span a wide range of disciplines from Fine Art and Design, Social Sciences, and Microbial Biotechnology, to Interactive Systems, Energy Management, and Food Development. They have a focus on developing niche areas of expertise to attract international researchers and external funding to provide innovative products and processes for LIT's industry partners and develop postgraduate research opportunities.

Five centres have already attracted substantial external funding: the Shannon Applied Biotechnology Centre (SABC), the Controlled Environment Laboratory for Life Sciences (CELLS), the Applied Control for Distributed Renewable Energy Systems Group (ACORN), Sustainable Energy in a Rural Village Environment (SERVE) and Limerick School of Art and Design (LSAD, e.g. under the Limerick City of Culture programme). This has led to increases in the total research funding envelope and in postgraduate research numbers, putting LIT higher up the IOT rankings for knowledge transfer through research. We are actively pursuing emerging opportunities under EU Horizon 2020, building on existing strengths and international networks (Appendix 4).

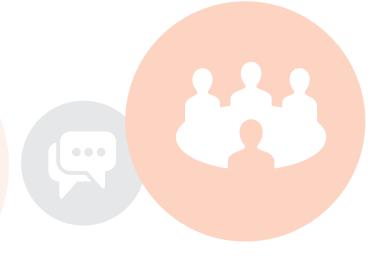
Other recently established research centres and groups are: Interactive Systems and Games Technologies Research Centre, ACADEmy in Art and Design which is active under Erasmus Plus, Analytical Sciences Research Group, Built Environment Technology and Educational Research Group (BETER), Energy Management and Environmental Ecosystems Group (EmmE), Gender and Sexuality Research Group, Health & Social Research Group (HEALR), Loss and Grief Group, and new groups carrying out research in Enterprise and the Games sector.

In the context of LIT's prioritisation of the regional cluster, working with UL and MIC rather than the creation of a technological universities with merged IOT partners further afield, a different approach towards achieving our research ambitions has now been adopted. The three institutions are setting up the Federated Limerick Graduate School, through which UL will ultimately become the awarding body for all Level 10 graduates across the three member institutions. LIT postgraduate students will remain LIT-registered, and will have LIT academic staff as their main supervisors. Other benefits of the federated Graduate School model include the alignment of policies and procedures, and the provision of generic training modules and seminars for all doctoral students across the city.

LIT has significantly improved and developed its research capacity and outputs in recent years, underlining our ambition to be a lead institution in the technological sector. It is anticipated that the ambition, vision and plans for the Limerick Graduate School will reinforce this and will also have a major positive impact on the profile of the region as a place for investment and R&D. However, there are challenges in respect of the quality and quantity of space for our growing research activity which need to be urgently addressed.

"Shannon Consortium Regional Cluster achieves an "A" in Review of Outcomes of Technology Transfer Strengthening Initiative 2"

**Enterprise Ireland Dec 2014** 



## Compact with the HEA – relevant metrics for "Our Knowledge Transfer: Research"

Objectives	Baseline	2016 approved targets	Executive owners
5.4.1. Increase postgraduate research opportunities in line with ambitions	Enrolment numbers at levels 9/10 research: 58 (N.B. 88 in 12/13)	Enrolment numbers at level 9/10 research: 120	Vice-President Research, Development and Enterprise
5.4.2. Improve LIT's academic standing as a provider of research in niche areas	Delegated authority to make research awards at level 9; level 10 through UL accreditation	Two narrow ISCED fields achieved delegated authority	Vice-President Research, Development and Enterprise
5.4.3. Successfully bid for external, non-Exchequer research funding	Funds awarded FP7 / Horizon 2020, EI, industry: €3.49m	Funds awarded FP7 / Horizon 2020, EI, industry: €5m	Vice-President Research, Development and Enterprise
5.4.4. Extend the collaborations within the Shannon Consortium	Agreement in MOU to establish the Limerick Graduate School, with aligned postgraduate regulations, generic training modules and Ph.D accreditation by UL	Limerick Graduate School established with the first LIT Ph.Ds graduating with UL degrees. QQI accreditation being phased out.	Vice-President Research, Development and Enterprise, Vice-President Academic Affairs and Registrar



Jan O'Sullivan TD, Minister for Education and Skills, along with Jed Nash TD, Minister of State for Business and Employment and LIT VP Research Enterprise and Development Dr. Fergal Barry visiting Shannon ABC at LIT.



# Our Knowledge Transfer: Enterprise Development

STRATEGIC GOAL: LIT offers supports to new enterprise through the distinctive LIT Enterprise Ladder accommodating the full spectrum of low to high risk and reward profiles. We aim to roll out the LIT Enterprise Ladder across our campuses, involving numerous partnerships with relevant State agencies and authorities as well as private enterprise.



LIT has developed its capacity and presence as a leader in third-level enterprise supports to maximum potential, with six centres fully operational and one more under construction across our region. These centres are run in partnership with e.g. Enterprise Ireland, the new Local Enterprise Offices (LEOs), Chambers of Commerce, community development agencies or local authorities and are named as follows:

- Hartnett Enterprise Acceleration Centre, main campus, Limerick
- National Franchise Centre, Limerick City Centre
- Thurles Chamber Enterprise Centre, LIT Thurles campus
- Croom Community Enterprise Centre, Croom, Co Limerick
- The Red Door BIC, Newcastle West, Co Limerick
- Questum Centre, Clonmel
- Irish Fashion Incubator, Limerick City centre (in progress).

This range of enterprise centres provides extensive coverage across the region, positioning LIT at the forefront of one of the key pillars of national higher education strategy: meeting Ireland's human capital needs. The impact of the centres through job creation and innovation is measurable, and also helps to foster a spirit of entrepreneurship amongst students through practical assignments and internship opportunities.

To ensure sustainable operation of the centres and to be able to offer additional financial supports of client companies subject to eligibility criteria, in 2012 LIT launched the Enterprise Ladder Fund in Limerick which has so far attracted private sector donations of over €400k, and this was followed by the Tipperary Enterprise Ladder Fund (in honour of Tony Ryan) which now stands at nearly €250k. Furthermore, there is a steep upward trend in successful applications from LIT under the innovation voucher and innovation partnership schemes, creating fruitful synergies between academic departments and enterprise including some of our centre client companies.

#### LIT's engagement with the community

Apart from structured knowledge transfer and enterprise supports, LIT staff and students engage with the community in numerous ways. LIT is a signatory to the national Campus Engage network, reflecting the very important role we have assumed in the fostering of social capital. There is the accredited student volunteering programme GIVE; Marketlink; Business in the Community; Coder Dojo; Foroige, particularly the NFTE programme and the Leadership and Advocacy programme delivered to learners with an intellectual disability. LIT has been recognised for such initiatives, for instance through AONTAS Star Award nominations, Junior Achievement and the Q Award for Accessibility. The LIT Library has earned recognition from the EU and Failte Ireland for bringing major international conferences to the region.

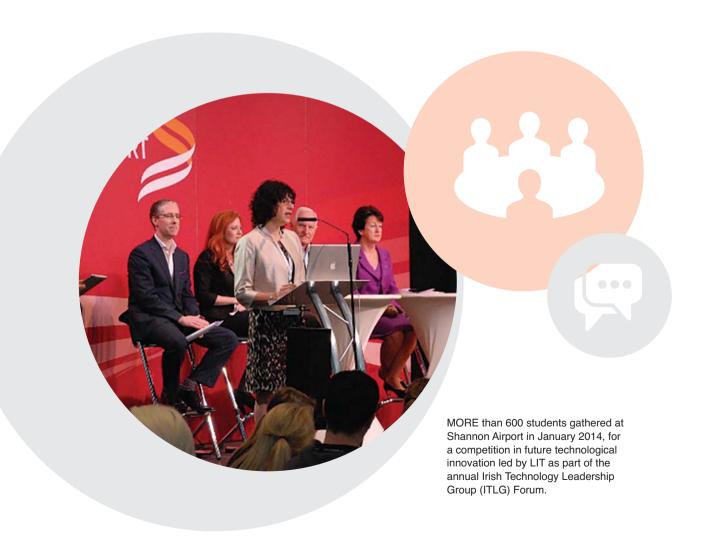
The Development Unit at LIT contributes significantly to the community-based leadership and engagement activity of the Institute, through a focus on applying existing knowledge in practical settings. This unit was historically based in Tipperary and managed the National Rural Development Network for several years. It is now broadening its activity with regional bodies and authorities across LIT's region and therefore supports our engagement and social capital agenda. There is also an international dimension to the work of the unit, such as the EU-funded project "Build UP Skills" (BUSI), aiming to improve the qualifications and skills of construction workers to help build, equip and renovate buildings of high energy performance.

In summary, LIT is a prime example of the "Engaged HEI", embedded across multiple layers in the community it serves and leading and supporting its social, economic and cultural development



## Compact with the HEA – relevant metrics for "Our Knowledge Transfer: Enterprise Development"

Objectives	Baseline	2016 approved targets	Executive owners
5.5.2. Further strengthen the impact of the LIT Enterprise Ladder	30 start-up companies supported in incubation centres per annum	50 start-up / emerging companies supported in incubation centres per annum	Vice-President Research, Development and Enterprise
5.5.3. An upward trend of industry-academia partnerships e.g. innovation vouchers	30 externally supported collaborations as recorded with P-codes	60 externally supported collaborations as recorded with P-codes	Vice-President Research, Development and Enterprise
5.5.4. Achieve commercialisation targets agreed with Enterprise Ireland under the TTSI2 programme	3 licences and research agreements with industry; 4 invention disclosures or patent applications	4 licences and research agreements with industry; 8 invention disclosures or patent applications	Vice-President Research, Development and Enterprise





# Our People



Education is driven by people for people, so continued staff commitment is key. A major challenge affecting LIT, along with the rest of the sector, is the cumulative impact of several years of the Employment Control Framework and other financial emergency measures which have led to a significant headcount cut and increased work pressure. The student/staff ratios in the sector have worsened from 1.15.6 to 1.19.5 within four years, and are set to worsen further in the short term. The HEA speaks of a "quality threshold" that is now at risk of being crossed (Higher Education System Performance, 2014, p. 58). LIT staff are to be commended for their strenuous efforts not to let the students suffer.

A key element of LIT's response to such challenges and constraints is to look for maximum efficiencies and an equitable allocation of staffing resources through objective systems and methodologies (the Internal Resource Allocation Model, IRAM). To some extent IRAM mirrors the new resource allocation system for the sector (Recurrent Grant Allocation Model, RGAM), which levels out previous funding anomalies between institutions. In spite of the legitimate expectation that LIT will benefit somewhat from the continued implementation of RGAM, our traditional delivery model faces significant pressures to continue to increase capacity as required under the national HE policy. However, alongside the drive for efficiencies and stringency through IRAM, LIT is nonetheless investing in staff development, for instance through international mobility, teaching and learning qualifications and structured supports for postgraduate studies which substantial numbers of staff are undertaking.

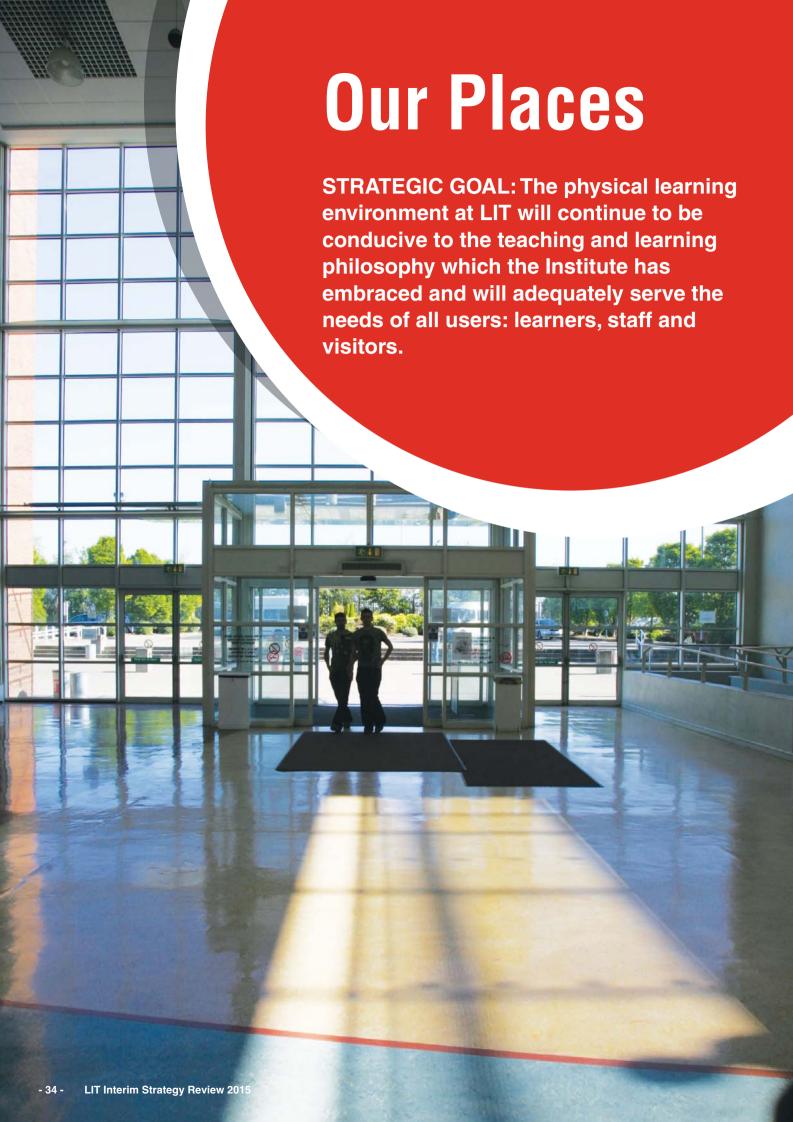
Apart from the fair deployment of resources and staff development, effective and positive communication across the organisation is a critical enabling factor. In the past few years, LIT has further developed channels such as the Newsletter and the staff portal, both of which are avidly used. Staff briefings, faculty meetings and other fora are always well attended. A range of policies has also been prepared to support the usage of electronic media. Supports such as the Employee Assistance Programme (EAP) have been in place for several years and are widely used.

Hopes are building that we are approaching the end of an era of cutbacks and doing "more with less", and that we will once more see investment in social and human capital – staff and students alike.



#### Compact with the HEA – relevant metrics for "Our People"

Objectives	Baseline	2016 approved targets	Executive owners
5.4.2. Increase postgraduate supervision capacity within LIT through recruitment and CPD	18% of academic staff have a Ph.D qualification	21% of academic staff have a Ph.D qualification	Vice-President Corporate Services and Capital Development (HR); Heads of Faculty
5.6.3. Increase international staff mobility	7 outbound per annum	20 outbound per annum	Vice-President Strategy and External Affairs; Heads of Faculty
5.7.5. Development of internal resource allocation model	Phased development of IRAM for academic planning – recurrent grant	Rollout across academic and non-academic areas – all income sources	Vice-President Corporate Services and Capital Development (HR); Heads of Faculty



One of the most ambitious and exciting developments in the past few years has been the launch of *Campus 2030* by Jan O'Sullivan TD in 2012 (now Minister for Education and Skills). The plan sets out physical expansion requirements of LIT, reflecting broad realities and deficits:

- In line with demographic and economic trends, by 2030 LIT will have some 10,000 students across our campuses. We are already stretched to provide the space and facilities needed to meet the requirements of our current population of just over 6,000 students so it is obvious that we need to grow our physical infrastructure considerably.
- If the Masterplan is not delivered, LIT will struggle to meet industry demand for graduates from companies in the region that have made significant jobs announcements recently in STEM domains, as we simply will not have the physical capacity to offer the additional places required.
- The quality of our building infrastructure is no longer of the standard that can reasonably be expected for a higher education environment for teaching and research. The configuration of existing spaces does not allow for social or informal interaction or independent learning. Some of the existing state-ofthe-art active learning spaces are not adequately accessible or visible.
- The LIT campuses are insufficiently integrated with our surrounding communities or landmarks, such as regeneration areas, Thomond Park and the emerging Cultural Quarter in Limerick City.

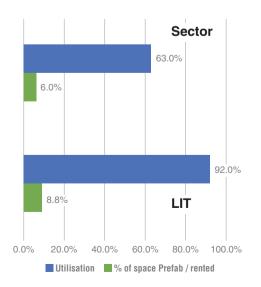
It is striking that the physical learning environment at LIT has consistently been given poor scores by respondents to the EU Student Barometer Survey, which drags down our overall rating that is otherwise very positive. *Campus 2030* addresses such issues through phased projects already underway, starting with improvements and refurbishments of existing building stock. However, a step change is needed to progress to subsequent phases – a range of projects involving acquisition or lease of additional sites for development are presented in the masterplan. It is anticipated that State funding for capital development will be available again from 2017/18, and LIT is also targeting other income streams (e.g. through fundraising and grants).

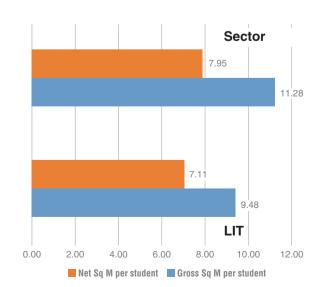
The finalised LIT *Campus 2030 – Our Places* Masterplan was approved by Governing Body in 2014. It has the strong backing of the authorities in Limerick and Tipperary, as exemplified by this statement from the Chief Executive of Limerick Authorities, Conn Murray:

### "The LIT Campus 2030 Masterplan is a critically important piece of the ambitious plan for the City and the Region."

The graph below presents key indicators which underline the urgency of the situation; LIT is at a significant disadvantage compared with sector averages as regards space utilisation, prefabs, net and gross square metres per student. This problem is even more acute than it appears, given our relatively higher percentage of student enrolments in space-intensive disciplines such as engineering, applied science and art & design.

#### **Campus Development**





#### **Campus Masterplan Vision**

Five pillars inform all developments across all campuses. They reflect the emphasis on the core business of education and research and capture our wider remit and ethos.

- Education and research: the creation of vibrant learning environments, supporting the active learning philosophy and an applied research focus informing teaching;
- 2. Community: delivering an engaged community through permeable and accessible campuses;
- Enterprise: the provision of appropriate enterprise and incubation spaces promoting integration with academic programmes;
- Sport: providing an appropriate range of sports facilities for the entire campus community – central to campus life and facilitating increased participation;
- Culture: building on the unique heritage and international reach of art and design all LIT campuses will reflect an important cultural focus.

These pillars are embodied in the 'Campus 2030 - Our Places' logo with the five pillars underpinning the philosophy of each project - no matter the scale or location.

#### **Campus Masterplan Delivery**

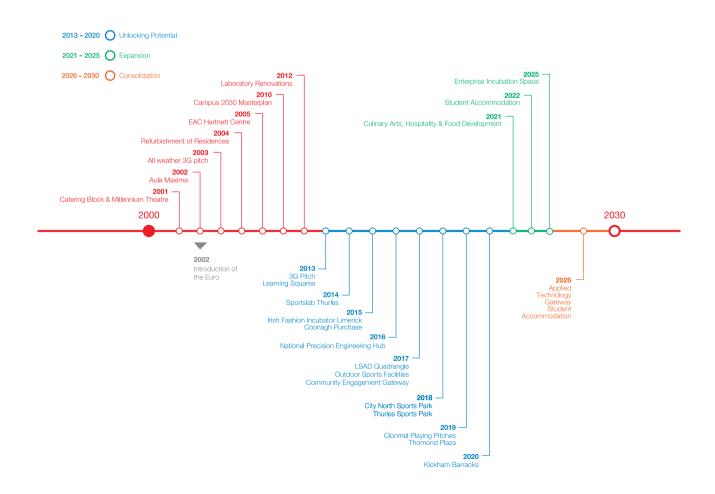
'Campus 2030 - Our Places' is forecast to require in the region of €250m capital funding over its life. This is an ambitious funding requirement which will be delivered to support key strategic projects in a phased manner.

Funding of a HE physical development plan in the current and emerging financial climate requires a new approach which will enable a more multi-agency agile response to funding requirements.

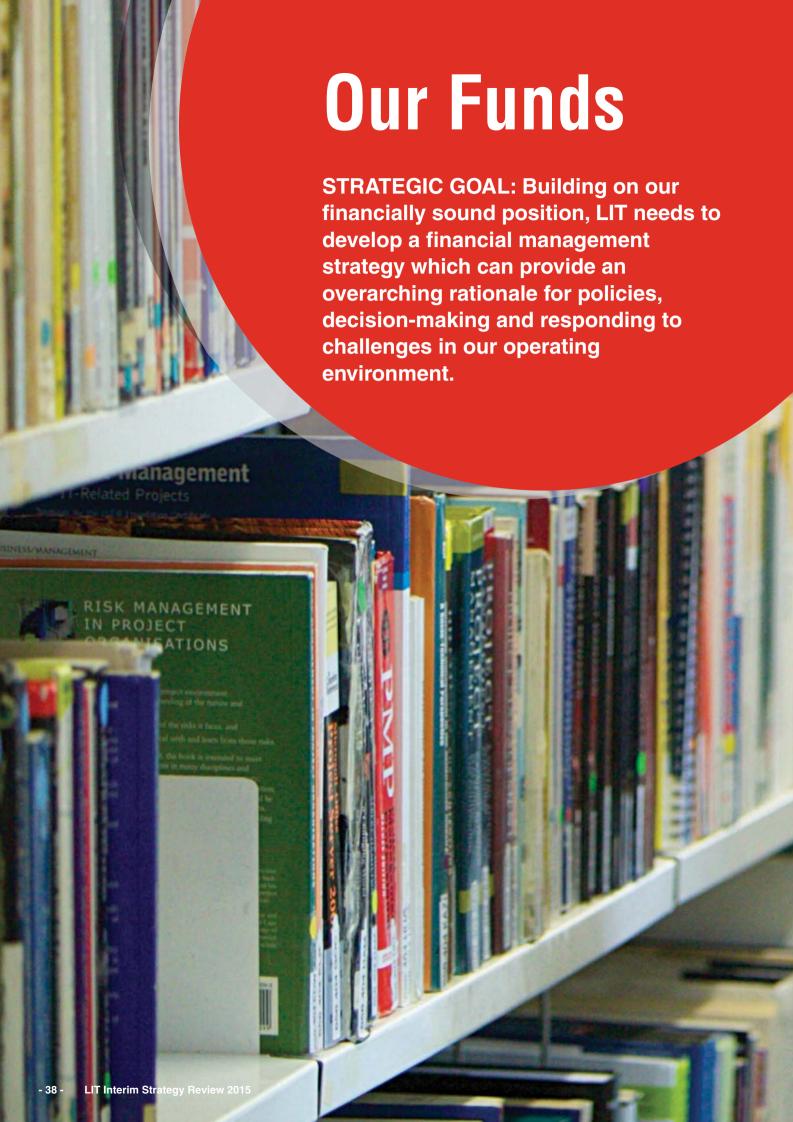
The delivery of Our Places has a number of strands. These include a number of large strategic projects. These are set out separately in sections of the Masterplan document. Each of these projects can be delivered as appropriate funding becomes available.

A detailed business case is developed for each strategic project which will be submitted to different funding agencies and partner organisations.

In addition, the LIT foundation plays a central role in the identification and sourcing of necessary capital funding. The latter stages of the capacity building phase will overlap with planned increase in HE State Capital Investment. The expansion phase will be predominantly funded from this source.







## **Recent changes**

LIT has begun the development and implementation of an internal resources allocation model and process (IRAM). This process reflects the needs of the organisation but is built around the principle of "resources follow activity", analogous to the HEA funding model.

LIT's strategy for fundraising from non state sources is supported by the LIT Thought Leadership Group / LIT Foundation, comprising key stakeholders from industry, the community and alumni. The three fundraising strands are:

- The LIT Enterprise Ladder Fund (ELF) which has raised donations totaling €635,000 to date;
- LIT Student Bursaries, currently supporting up to 20 students throughout their undergraduate studies at €2750 p.a;
- Capital development and equipment, currently standing at nearly €5m in benefactor donations.

### Compact with the HEA – relevant metrics for "Our Funds"

Objectives	Baseline	2016 approved targets	Executive owners
5.7.1. Budget management processes and priorities to ensure essential equipment and infrastructure is delivered	Balanced budget 2012, 1.5% of annual recurrent budget available for investment	Balanced budget and 2% available	Vice-President Corporate Services and Capital Development
5.7.2. To maintain the relative performance of LIT compared to the national average unit cost for the technological sector	LIT total unit cost per student is 96% of the national sector average	LIT total unit cost per student is 95% of the national sector average	Vice-President Corporate Services and Capital Development
5.7.3. Manage the mix of expenditure between pay and non-pay for recurrent activities	Pay costs are 83% of recurrent expenditure	Pay costs are 82% of recurrent expenditure	Vice-President Corporate Services and Capital Development
5.7.4. Increase the income generated from non-recurrent State grant sources – reducing the dependency on the State recurrent grant	Recurrent State grant is 47.6% of total income as per financial statements	Recurrent State grant is 46% of total income as per financial statements	Vice-President Corporate Services and Capital Development

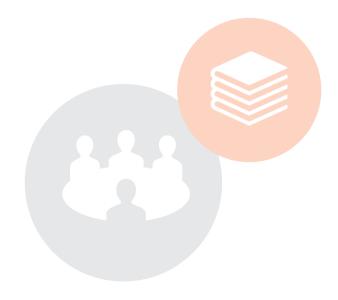




# **Appendix 1 Strategic Goals Matrix**

Strategic goals 1 to 6, 8 and 10 as in *Vision and Strategy to 2020* are covered in this review in their original sequence, and mapped against relevant objectives in the Compact agreed with the HEA. Goals 7, 9 and 11 to 13 are subsumed in the review template as follows:

Goal 7, Our Communications	Part I – The Context (Introduction) and Goal 6 - Our People
Goal 9, Our Systems	Part I – The Context (Introduction), Goal 8 - Our Places and Goal 10 – Our Funds
Goal 11, Our Region	Part I – The Context (Institutional Profile and Regional Cluster), Goals 4/5 - Our Knowledge Transfer and Goal 8 - Our Places
Goal 12, Our Sector	Part I – The Context (Introduction, Mission and Remit)
Goal 13, The World Around Us	Goal 1 – Our Learners, Goal 2 – Our Teaching and Goal 4 – Our Knowledge Transfer - Research



# Appendix 2 Limerick Institute of Technology 2012/13 Institutional Profile (HEA audited)

STU	DEN	T NU	MBE	:RS

New Entrants   Year 1 (Full-time Undergraduate)   New Entrants   Year 2+ (Full-time Undergraduate)   Year 2+ (Full-tim		Entr	ants					Grad	uates			
Full-time   Part-time   Dither Enrolments (IoTs only)   %   6%   94%   0												1,383 99
Other Enrolments (IoTs only)         time         time         time         Remote         Total         Other Enrolments (IoTs only)         time         time         Remote           Foundation         No.         20         315         0         335         Foundation         %         6%         94%         0           FETAC Cert         No.         0         4         0         4         FETAC Cert         %         0         100%         0           FETAC Advanced Cert         No.         20         306         0         326         FETAC Advanced Cert         %         0         100%         0           of which are apprenticeships         No.         1         306         0         307         apprenticeships         %         0%         100%         0           Undergraduate         No.         4,821         650         0         5,471         Undergraduate         %         88%         12%         0%           Undergraduate         No.         0         80         0         80         Diploma         %         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate						Enro	lments					
Foundation         No.         0         5         0         5         Foundation         %         0         100%         0           FETAC Cert         No.         0         4         0         4         FETAC Cert         %         0         100%         0           FETAC Advanced Cert         No.         20         306         0         326         FETAC Advanced Cert         %         6%         94%         0           Of which are apprenticeships         No.         1         306         0         307         apprenticeships         %         0%         100%         0           Undergraduate         No.         1         306         0         5,471         Undergraduate         %         .88%         12%         0%           Diploma         No.         0         80         0         80         Diploma         %         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate         %         0%         100%         0%           Higher Certificate         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %		No.	time	time				%	time	time		Total
FETAC Advanced Cert         No.         20         306         0         326         FETAC Advanced Cert         %         6%         94%         0           of which are apprenticeships         No.         1         306         0         307         of which are apprenticeships         %         0%         100%         0           Undergraduate         No.         4,821         650         0         5,471         Undergraduate         %         88%         12%         0%           Diploma         No.         0         80         0         80         Diploma         %         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate         %         0%         100%         0%           Higher Certificate         No.         637         1         0         638         Higher Certificate         %         10%         0%         0%           Ordinary Degree (L7)         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%           Honours Degree (L8)         No.         2,993         86         0         3,079	· · · · · · · · · · · · · · · · · · ·				0							1%
of which are apprenticeships         No.         1         306         0         307         of which are apprenticeships         %         0%         100%         0           Undergraduate         No.         4,821         650         0         5,471         Undergraduate         %         0%         100%         0%           Diploma         No.         0         80         0         80         Diploma         %         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate         %         0%         100%         0%           Higher Certificate         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%	FETAC Cert	No.	0	4	0	4	FETAC Cert	%	0	100%	0	1%
Undergraduate         No.         4,821         650         0         5,471         Undergraduate         %.         88%         12%         0%           Diploma         No.         0         80         0         80         Diploma         %.         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate         %.         0%         100%         0%           Higher Certificate         No.         637         1         0         638         Higher Certificate         %.         100%         0%         0%           Ordinary Degree (L7)         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %.         90%         10%         0%           Honours Degree (L8)         No.         2,993         86         0         3,079         Honours Degree (L8)         %.         97%         3%         0%           Occasional         No.         0         145         0         145         Occasional         %.         58%         43%         0%           Postgrad Diploma         No.         0         0         0         Postgrad Diploma         %	FETAC Advanced Cert	No.	20	306	0	326	FETAC Advanced Cert	%	6%	94%	0	97%
Diploma         No.         0         80         0         80         Diploma         %         0%         100%         0%           Certificate         No.         0         211         0         211         Certificate         %         0%         100%         0%           Higher Certificate         No.         637         1         0         638         Higher Certificate         %         100%         0%         0%           Ordinary Degree (L7)         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%           Honours Degree (L8)         No.         2,993         86         0         3,079         Honours Degree (L8)         %         97%         3%         0%           Postgraduate         No.         0         145         0         145         Occasional         Postgraduate         %         58%         43%         0%           Postgrad Diploma         No.         0         0         0         0         Postgrad Diploma         %         0%         0%         0%         0%           Postgrad Certificate         No.         0         2         0		No.	1	306	0	307		%	0%	100%	0	92%
Certificate         No.         0         211         0         211         Certificate         %         0%         100%         0%           Higher Certificate         No.         637         1         0         638         Higher Certificate         %         100%         0%         0%           Ordinary Degree (L7)         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%           Honours Degree (L8)         No.         2,993         86         0         3,079         Honours Degree (L8)         %         97%         3%         0%           Occasional         No.         0         145         Occasional         %         0%         100%         0%           Postgrad Diploma         No.         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         0%         0%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Research (L9)         %	Undergraduate	No.	4,821	650	0	5,471	Undergraduate	%.	88%	12%	0%	
Higher Certificate         No.         637         1         0         638         Higher Certificate         %         100%         0%         0%           Ordinary Degree (L7)         No.         1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%           Honours Degree (L8)         No.         2,993         86         0         3,079         Honours Degree (L8)         %         97%         3%         0%           Occasional         No.         0         145         0         145         Occasional         %         97%         3%         0%           Postgraduate         No.         115         85         0         200         Postgraduate         %         58%         43%         0%           Postgrad Diploma         No.         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         48         Masters Research	Diploma	No.	0	80	0	80	Diploma	%	0%	100%	0%	1%
Ordinary Degree (L7)         No. 1,191         127         0         1,318         Ordinary Degree (L7)         %         90%         10%         0%           Honours Degree (L8)         No. 2,993         86         0         3,079         Honours Degree (L8)         %         97%         3%         0%           Occasional         No. 0         145         0         145         Occasional         %         97%         3%         0%           Postgraduate         No. 115         85         0         200         Postgraduate         %         58%         43%         0%           Postgrad Diploma         No. 0         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Higher Diploma         No. 0         2         0         2         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No. 0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No. 34         33         0         67         Masters Research (L9)         %         51%         49%         0%	Certificate	No.	0	211	0	211	Certificate	%	0%	100%	0%	4%
Honours Degree (L8)         No.         2,993         86         0         3,079         Honours Degree (L8)         %         97%         3%         0%           Postgraduate         No.         115         85         0         200         Postgraduate         %         58%         43%         0%           Postgrad Diploma         No.         0         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Research (L9)         %         51%         49%         0%           Masters Research (L10)         No.         6         0         0         6         Doctorate (L10)         %         100%         0%	Higher Certificate	No.	637	1	0	638	Higher Certificate	%	100%	0%	0%	12%
Postgraduate         No.         115         85         0         200         Postgraduate         %         0%         100%         0%           Postgrad Diploma         No.         0         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Taught (L9)         %         51%         49%         0%           Masters Research (L9)         No.         45         3         0         48         Masters Research (L9)         %         94%         6%         0%           Doctorate (L10)         No.         6         0         0         6         Doctorate (L10)         %         100%         0%	Ordinary Degree (L7)	No.	1,191	127	0	1,318	Ordinary Degree (L7)	%	90%	10%	0%	24%
Postgraduate         No.         115         85         0         200         Postgraduate         %.         58%         43%         0%           Postgrad Diploma         No.         0         0         0         0         Postgrad Diploma         %.         0%         0%         0%           Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Taught (L9)         %         51%         49%         0%           Masters Research (L9)         No.         45         3         0         48         Masters Research (L9)         %         94%         6%         0%           Doctorate (L10)         No.         6         0         0         6         0         0         0         0         0         0	Honours Degree (L8)	No.	2,993	86	0	3,079	Honours Degree (L8)	%	97%	3%	0%	56%
Postgrad Diploma         No.         0         0         0         0         Postgrad Diploma         %         0%         0%         0%           Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Taught (L9)         %         51%         49%         0%           Masters Research (L9)         No.         45         3         0         48         Masters Research (L9)         %         94%         6%         0%           Doctorate (L10)         No.         6         0         0         6         Doctorate (L10)         %         100%         0%	Occasional	No.	0	145	0	145	Occasional	%	0%	100%	0%	3%
Postgrad Higher Diploma         No.         30         47         0         77         Postgrad Higher Diploma         %         39%         61%         0%           Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Taught (L9)         %         51%         49%         0%           Masters Research (L9)         No.         45         3         0         48         Masters Research (L9)         %         94%         6%         0%           Doctorate (L10)         No.         6         0         0         6         Doctorate (L10)         %         100%         0%	Postgraduate	No.	115	85	0	200	Postgraduate	%.	58%	43%	0%	
Postgrad Certificate         No.         0         2         0         2         Postgrad Certificate         %         0%         100%         0%           Masters Taught (L9)         No.         34         33         0         67         Masters Taught (L9)         %         51%         49%         0%           Masters Research (L9)         No.         45         3         0         48         Masters Research (L9)         %         94%         6%         0%           Doctorate (L10)         No.         6         0         0         6         Doctorate (L10)         %         100%         0%	Postgrad Diploma	No.	0	0	0	0	Postgrad Diploma	%	0%	0%	0%	0%
Masters Taught (L9)       No.       34       33       0       67       Masters Taught (L9)       %       51%       49%       0%         Masters Research (L9)       No.       45       3       0       48       Masters Research (L9)       %       94%       6%       0%         Doctorate (L10)       No.       6       0       0       6       Doctorate (L10)       %       100%       0%	Postgrad Higher Diploma	No.	30	47	0	77	Postgrad Higher Diploma	%	39%	61%	0%	39%
Masters Research (L9)       No.       45       3       0       48       Masters Research (L9)       %       94%       6%       0%         Doctorate (L10)       No.       6       0       0       6       Doctorate (L10)       %       100%       0%	Postgrad Certificate	No.	0	2	0	2	Postgrad Certificate	%	0%	100%	0%	1%
Doctorate (L10) No. 6 0 0 6 Doctorate (L10) % 100% 0%	Masters Taught (L9)	No.	34	33	0	67	Masters Taught (L9)	%	51%	49%	0%	34%
	Masters Research (L9)	No.	45	3	0	48	Masters Research (L9)	%	94%	6%	0%	24%
Occasional         No.         0         0         0         0         Occasional         %         0%         0%	Doctorate (L10)	No.	6	0	0	6	Doctorate (L10)	%	100%	0%	0%	3%
	Occasional	No.	0	0	0	0	Occasional	%	0%	0%	0%	0%
Total UG and PG Enrolments No. 4,936 735 0 5,671 PG Enrolments No. 87% 13% 0		No.	4,936	735	0	5,671		No.	87%	13%	0	100%

#### **DISCIPLINARY MIX**

First Year Full-time Undergraduate New Entrant						
	No.	%				
General Programmes	0	0%				
Education Science	0	0%				
Humanities & Arts	264	19%				
Social Science, Business & Law	270	19%				
Science	343	25%				
Engineering, Manufacturing & Construction	220	16%				
Agriculture & Veterinary	0	0%				
Health & Welfare	141	10%				
Services	149	11%				
Combined	0	0%				
Total	1,387	100%				

Doctorate (All modes)						
	No.	%				
General Programmes	0	0%				
Education Science	0	0%				
Humanities & Arts	2	33%				
Social Science, Business & Law	0	0%				
Science	4	67%				
Engineering, Manufacturing & Construction	0	0%				
Agriculture & Veterinary	0	0%				
Health & Welfare	0	0%				
Services	0	0%				
Combined	0	0%				
Total	6	100%				

PARTICIPATION						
(% of Total Enrolments incl. Flexible Learning)	No.	%	(% of New Entrants)	No.	%	
Flexible Learners			Mature Entrants (Full-time Undergraduate)	337	24%	
(PT, Distance, E-Learning, In-Service)	735	13	Estimate: Entrants with Disability (EAS)	26	2%	
Participants in Labour Market Activation (Springboard/LMA) (% of National Participation	111	2%	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)	333	24%	
Regional Intake (% of Full-time Enrolments)						
from the institution's county		36%				
from the institution's county and bordering counties		81%				

INTERNATIONALISATION				
International Students (Full-time) (% of Full-time Enrolments)	No.	%	Erasmus Students Outgoing (excl. work placements)	7
	13	0%		
EU	8	0%		
Non-EU	5	0%		

TEACHING AND LEARNING								
Non-Progression Rate from 1st to 2nd Year								
	Level 6 %	Level 7	Level 8 %		Level 6 %	Level 7	Level 8	
Education	N/A	N/A	N/A	Engineering (excl. Civil)	20%	30%	N/A	
Healthcare	N/A	N/A	9%	Construction & related	44%	40%	28%	
Combined & Other Disciplines	N/A	N/A	N/A	Services	24%	21%	13%	
Soc. Sci., Business, Law,				Computer Science	33%	41%	29%	
Arts, Humanities	34%	15%	16%	Total	30%	26%	17%	
Science & Agriculture & Veterinary	21%	8%	18%					

No. of Doctorate Graduates		Contract Research Income 2011/12 (€000)	2,639
per 10 Academic Staff	0.0	Private (€000)	0
(latest 5 year cumulative)		State and Semi-State (€000)	1,641
No. of Web of Science Documents per Academic	N/A	EU (€000)	830
Relative Citation Impact (World Average = 1)	N/A	Industry (€000)	0
		Other (€000)	10
		Contribution in respect of overheads (€000)	159
		Total Contract Research Income per Academic Staff	€8,886
		EU Contract Research Income per Academic Staff	€2,793
(2012/2013 cumulative)	No.	(2012/2013 cumulative)	No.
Priority Patent Applications	0	Licence agreements (institution - private industry)	0
Total Patents Granted	0	Spin-out companies created	0
Invention Disclosures	1		

STAFF			FINANCIAL 2011/12 DATA			
	No.	%		€ 000	%	
Core Staff	464	100%	Total Income	52,675	100%	
Academic Staff	297	64%	State Grants	26,512	50%	
Support staff	167	36%	Fees	17,831	34%	
Contract Research & Specialist Staff	46	100%	Exchequer	5,510	10%	
Academic Staff	22	48%	Non-Exchequer	12,321	23%	
Support staff	24	52%	Research Grants & Contracts	4,136	8%	
oupport starr	24	0270	Other Income	4,196	8%	
Total Staff	510	100%	Total Expenditure	52,416	100%	
Total Academic	319	63%	Core - Pay	36,886	70%	
Total Support	191	37%	Core - Non-Pay	11,394	22%	
Non-Academic/Academic Staff Ratio (Core)		0.6	Research Grants & Contracts - Pay	2,177	4%	
Student/Academic Staff Ratio (FTE/Core)		18.3	Research Grants & Contracts - Non-Pay	1,959	4%	
Staff Age Profile (Proportion of Staff aged)		%	Total Expenditure per Student (SRS)1	8,892		
20-39		33%	Exchequer/Non-Exchequer Fees Ratio		0.4	
40-54		51%	Dev/New Dev Everanditure Detic (1.1 Deve 1)		0.0	
55 and above		16%	Pay/Non-Pay Expenditure Ratio (incl. Research)		2.9	
Proportion of Academic Staff who are female		44%	Pay/Non-Pay Expenditure Ratio (excl. Research)		3.2	
Proportion of Senior Academic Staff who are f	emale	38%				
Staff Qualifications (Proportion of)		%				
Full-time Academic Staff with Doctorate qualif	ication	17%				
All Academic Staff with Masters or higher qua	lification	82%				
All Academic Staff with Doctorate qualification	1	16%				

SPACE	
	m²
Net Space per FTE Student	8.5
Gross Space per FTE Student	10.9

# Appendix 3 - Limerick Institute of Technology Projected Profile for 2016/17

етн	nΕ	MT I	м	ЛD	ED(	o.
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	Entr	ants					Grad	luates				
		No.	Chang	je over c	urrent				N	0.	%	
New Entrants Year						Undergraduate Graduates			1,	500	88%	
(Full-time Undergraduate)		1,505		8%		Postgraduate Graduates			2	00	12%	
					Enrol	ments						
Other Enrolments (IoTs only)	No.	Full- time	Part- time	Remote	<i>Total</i> 290	Other Enrolments (loTs only)	%	Full- time	Part- time	Remote	<i>Total</i> 100%	
Foundation	No.		13		13	Foundation	%	0%	100%	0%	4%	
FETAC Cert	No.		21		21	FETAC Cert	%	0%	100%	0%	7%	
FETAC Advanced Cert	No.		256		256	FETAC Advanced Cert	%	0%	100%	0	88%	
of which are apprenticeships	No.		256		256	of which are apprenticeships	%	0%	100%	0	88%	
Undergraduate	No.	5,048	1,230	150	6,428	Undergraduate	%.	79%	19%	2%	95%	
Diploma/Cert	No.	707	380	25	1,112	Diploma/Cert	%	64%	34%	2%	17%	
Ordinary Degree (L7)	No.	1,312	291	50	1,653	Ordinary Degree (L7)	%	79%	18%	3%	26%	
Honours Degree (L8)	No.	3,029	259	75	3,363	Honours Degree (L8)	%	90%	8%	2%	52%	
Occasional	No.		300		300	Occasional	%	0%	100%	0%	5%	
Postgraduate	No.	204	120		324	Postgraduate	%.	63%	37%	0%	5%	
Postgrad Diploma/Cert	No.	34	40		74	Postgrad Diploma/Cert	%	46%	54%	0%	23%	
Masters Taught (L9)	No.	60	60		120	Masters Taught (L9)	%	50%	50%	0%	37%	
Masters Research (L9)	No.	70	20		90	Masters Research (L9)	%	78%	22%	0%	28%	
PhD (L10)	No.	40			40	PhD (L10)	%	100%	0%	0%	12%	
Occasional	No.				0	Occasional	%	0%	0%	0%	0%	
Total UG and PG Enrolments	No.	5,252	1,350	150	6,752	Total UG and PG Enrolments	%	78%	20%	2%	100%	
Total Enrolments	No.	5,252	1,640	150	7,042							

#### **DISCIPLINARY MIX**

First Year Full-time Undergraduate New Entrant					
	No.	%			
General Programmes		0%			
Education Science		0%			
Humanities & Arts	271	18%			
Social Science, Business & Law	226	15%			
Science	361	24%			
Engineering, Manufacturing & Construction	346	23%			
Agriculture & Veterinary	0	0%			
Health & Welfare	120	8%			
Services	181	12%			
Combined	0	0%			
Total	1,505	100%			

Doctorate (All modes)					
	No.	%			
General Programmes		0%			
Education Science		0%			
Humanities & Arts	8	20%			
Social Science, Business & Law	4	10%			
Science	20	50%			
Engineering, Manufacturing & Construction	4	10%			
Agriculture & Veterinary		0%			
Health & Welfare	2	5%			
Services	2	5%			
Combined		0%			
Total	40	100%			

PARTICIPATION		
(% of Total Enrolments incl. Flexible Learning)	No.	%
Flexible Learners (PT, Distance, E-Learning, In-Service)	1,500	22%
Participants in Labour Market Activation (Springboard) (% of National Participation)	160	3%
Regional Intake (% of Full-time Enrolments) from the institution's county		35%
from the institution's county and bordering counties		79%
(% of New Entrants)		
Mature Entrants (Full-time Undergraduate)	316	21%
Estimate: Entrants with Disability (EAS)	75	5%
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS)		24%

INTERNATIONALISATION						
No.	%					
170	4%					
50						
120						
40						
	No. 170 50 120					

STAFF			FINANCIAL DATA 2010	6/17	
	No.	%		€000	%
Core Staff	582		Total Income	63,000	
Academic Staff	382	66%	State Grants	29,000	46%
Support staff	200	34%	Fees	20,000	32%
Contract Research & Specialist Staff	54		Exchequer	5,000	8%
Academic Staff	24	44%	Non-Exchequer	15,000	24%
Support staff	30	56%	Research Grants & Contracts	5,000	8%
Total Staff	636		Other Income	9,000	14%
Total Academic	406	64%	Total Expenditure	62,000	
Total Support	230	36%	Core - Pay	39,300	63%
			Core - Non-Pay	15,700	25%
			Research Grants & Contracts - Pay	4,000	6%
			Research Grants & Contracts - Non-Pay	3,000	5%

# Appendix 4 -Funded Research Activity as of November 2014

Research Centre/Group	Project	Status	Role	Value	Value to LIT
ACADemy	SYMBOLS	Awarded	Partner	€198,085	
CELLS & CHIMERA	EDEN ISS H2020	Awarded	Partner	€4,535,869	€252,775
CHIMERA & Shannon ABC	Sea2Society - H2020	Awaiting Outcome	Lead	€8.96M	€1,192,781
Centre for Rural and Sustainable Development Centre (CRSD)	Erasmus for Young Entrepreneurs Project	Erasmus for Young Awaiting Lead	Lead	€578,965	€119,324
	Erasmus Sports Awaiting Assistin Application - with NTSP Outcome	Assisting	NK	NA	
	Boomder H2020	Awaiting Outcome	Partner	€1.9M	€100,000
	Train to NZEB	Awaiting Outcome	Partner	€1.426M	€130,000
	Repute	On-going	Partner		
	A2PBEER	On-going	Partner		
	Sustainco	On-going	Partner		
ACORN	TEMPO	On-going	Lead	€1.75M	€800,000

Activity within I	Research Centres an	d Groups o	utside of H	orizon 2020
Research Centre/Group	Project	Status	Role	Value
ACORN	TEMPO – Stage 3	Awarded	Lead	€289,807
BioMaterial Lab	El Innovation Partnership – Iron Images Ltd	Awarded	Lead	€151,340
	Commercialisation Fund – Stage 2	Awarded	Lead	€284,700
CHIMERA	El Innovation Partnership – Keelings Soft Fruits	Awarded	Lead	€243,274
	El Feasibility Grant	Awarded	Lead	€9,000
FoodDS	El Innovation Vouchers (4)	Awaiting Outcome	Lead	€26,000
	El Feasibility Grant - Keelings Soft Fruits	Awarded	Lead	€9,000
Shannon ABC	El Innovation Partnership – Ógra Skincare	Awarded	Lead	€288,483
	El Innovation Partnership – Reagecon Diagnostics Ltd	Awarded	Lead	€313,742
	El Innovation Partnership – Cara Partners	Awarded	Lead	€253,205
	El Innovation Vouchers (6)	Awarded	Lead	€39,000

## Appendix 5 References

LIT Vision and Strategy to 2020, approved March 2011

LIT Mission and Charter to 2014

LIT Mission-Based Compact with HEA, approved February 2014

LIT Campus 2030 - Our Places, approved June 2014

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LIT Graduate Destinations Surveys (published annually)

Limerick 2030 - An Economic and Spatial Plan for Limerick, 2013

The Shannon Consortium – A Framework for Enhanced Collaboration in the Mid-West Region, LIT, UL, MIC, signed 2014 Reports of strategic dialogue meetings with HEA, December 2013 and January 2014

Report on the Limerick Institute of Technology Academic Structures Realignment, Phase I, Professor Edward J. Esche, 2013

Report on the Limerick Institute of Technology Academic Structures Realignment, Phase II, Professor Edward J. Esche, 2014

Sunday Times University Guide (Irish Edition), 2008 and 2012  $\,$ 

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QQI/HETAC reports

National Strategy for Higher Education to 2030 - Report of the Strategy Group, DES, 2011

Report to the Minister for Education and Skills on System Reconfiguration, Inter-institutional Collaboration and System Governance in Irish Higher Education, HEA, 2013

Study of Progression in Irish Higher Education Institutions, HEA, 2014

Reports from the Expert Group on Future Skills Needs, Forfas

Institutes of Technology Act 2006

Technological Universities Draft Bill, DES, 2014











Limerick Institute of Technology Moylish Park Limerick Ireland

T: +353 61 293000 F: +353 61 293001 E: information@lit.ie

#### www.lit.ie

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