

Summary of Data Sources and Performance against Targets 2016 - Limerick Institute of Technology

Ref	Title	Number of Institute Objectives	Number of KPI's	KPI's - Manually Collated	KPI's - derived from SRS Return and other systems	Green	Orange	Red
5.1	Regional Clusters	5	7	7	0	7	0	0
5.2	Participation, equal access and lifelong learning	4	9	3	6	8	0	1
5.3	Excellent teaching and learning and quality of the student experience	6	10	7	3	6	2	2
5.4	High quality, internationally competitive research and innovation	5	6	5	1	4	1	1
5.5	Enhanced engagement with enterprise and the community and embedded knowledge exchange	4	9	8	1	3	1	5
5.6	Enhanced internationalisation	5	5	4	1	4	0	1
5.7	Institutional consolidation	5	5	5	0	4	0	1
		34	51	39	12	36	4	11

Note 1: The review of methodology and data sources available to LIT for reporting on Compact objectives was part of the internal audit programme for 2014/15. Deloitte differentiated between "manually collated" KPIs and

Note 2: KPIs as reported in this spreadsheet were identified as green, orange or red in a review process involving management and governing body of LIT.

Overview of Compact Domains and KPIs by LIT Executive Management Owner

Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
1	5.1	Regional Clusters	5.1.1	No. 1	1. President 2.Executive representatives on Implementation Board
2			5.1.1	No. 2	1. President 2.Executive representatives on Implementation Board
3			5.1.2	No. 1	1. President 2. VP Academic Affairs & Registrar 3. Head of Faculty on Implementation Board
4			5.1.3	No. 1	1. VP Academic Affairs & Registrar 2. Head of LSAD
5			5.1.3	No. 2	1. VP Academic Affairs & Registrar 2. Head of LSAD
6			5.1.4	No. 1	1. VP Corporate Services & Capital Development 2. VP Academic Affairs & Registrar
7			5.1.5	No. 1	1. President 2. VP Corporate Services & Capital Development 3. VP Strategy & External Affairs
Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
8	5.2	Participation, equal access and lifelong learning	5.2.1	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs
9			5.2.1	No. 2	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs
10			5.2.1	No. 3	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs
11			5.2.2	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty
12			5.2.2	No. 2	1. VP Academic Affairs & Registrar 2. Heads of Faculty
13			5.2.2	No. 3	1. VP Academic Affairs & Registrar 2. Heads of Faculty
14			5.2.3	No. 1	Heads of Faculty
15			5.2.3	No. 2	Heads of Faculty
16			5.2.4	No. 1	VP Academic Affairs & Registrar
Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
17	5.3	Excellent teaching and learning and quality of the student experience	5.3.1	No. 1	VP Academic Affairs & Registrar
18			5.3.1	No. 2	VP Academic Affairs & Registrar
19			5.3.2	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty
20			5.3.3	No. 1	VP Strategy & External Affairs
21			5.3.3	No. 2	VP Strategy & External Affairs
22			5.3.3	No. 3	VP Strategy & External Affairs
23			5.3.4	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty
24			5.3.4	No. 2	1. VP Academic Affairs & Registrar 2. Heads of Faculty
25			5.3.5	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty
26			5.3.6	No. 1	VP Academic Affairs & Registrar
Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
27	5.4	High quality, internationally competitive research and innovation	5.4.1	No. 1	VP Academic Affairs & Registrar
28			5.4.2	No. 1	1. VP Academic Affairs & Registrar 2. VP Research, Enterprise & Development 3. Heads of Faculty
29			5.4.2	No. 1	1. VP Academic Affairs & Registrar 2. VP Research, Enterprise & Development 3. Heads of Faculty
30			5.4.3	No. 1	VP Research, Enterprise & Development
31			5.4.4	No. 1	VP Research, Enterprise & Development
32			5.4.5	No. 1	1. VP Corporate Services & Capital Development 2. Heads of Faculty

Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
33	5.5	Enhanced engagement with enterprise and the community and embedded knowledge exchange	5.5.1	No. 1	1. VP Academic Affairs & Registrar 2. Heads of Faculty
34			5.5.2	No. 1	1. VP Research, Enterprise & Development
35			5.5.3	No. 1	1. VP Research, Enterprise & Development
36			5.5.4	No. 1	1. VP Research, Enterprise & Development 2. Head of Research & Technology Transfer
37			5.5.4	No. 2	1. VP Research, Enterprise & Development 2. Head of Research & Technology Transfer
38					No. 3
39			5.5.4	No. 4	1. VP Research, Enterprise & Development 2. Head of Research & Technology Transfer
40			5.5.4	No. 5	1. VP Research, Enterprise & Development 2. Head of Research & Technology Transfer
41			5.5.4	No. 6	1. VP Research, Enterprise & Development 2. Head of Research & Technology Transfer
Number			Ref	Title	Institute Objective
42	5.6	Enhanced internationalisation	5.6.1	No. 1	VP Strategy & External Affairs
43			5.6.2	No. 2	1. VP Strategy & External Affairs 2. Heads of Faculty
44			5.6.3	No. 3	1. VP Strategy & External Affairs 2. Heads of Faculty
45			5.6.4	No. 4	1. VP Strategy & External Affairs 2. Heads of Faculty
46			5.6.5	No. 5	VP Strategy & External Affairs
Number	Ref	Title	Institute Objective	KPI Number	Executive Owner
47	5.7	Institutional consolidation	5.7.1	No. 1	VP Corporate Services & Capital Development
48			5.7.2	No. 2	VP Corporate Services & Capital Development
49			5.7.3	No. 3	VP Corporate Services & Capital Development
50			5.7.4	No. 4	VP Corporate Services & Capital Development
51			5.7.5	No. 5	VP Corporate Services & Capital Development

Domain 1 - Regional Clusters

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Target - 2014	Progress Against Target - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.1.1	Put in place MOUs and Governance Structures	1. Steering Group and Implementation boards are functioning (facilitated by independent chair)	MOUs being prepared with partners UL/MIC in Shannon Consortium and GMT in West Cluster	1. MOUs launched. 2. Independent chair appointed 3. Prioritisation and programme of work agreed	1. External advisory board functioning (to include ETBs, local authorities, industry and wider community) 2. Project groups delivering outputs in pilot areas	1. Review of pilots 2. Structured, evidence-based inputs from external advisory board	1. President 2. Executive representatives on Implementation Board	Functioning - this term means meeting to an agreed schedule and working to an agenda as outlined in the MOUs. It can also involve being engaged in dialogue with the HEA.	1) Signed MOUs are in place with the following: - UL / MIC in Shannon Consortium - GMT in West Cluster The relationship with governance and business in the region has also been enhanced by the Shannon Consortium signatories to the Limerick Charter 2013. 2) An independent Chair (Mr. Tim O'Connor) is in place. 3) The programme of work agreed with partners is outlined in the LIT Agreed Mission Based Compact document (in particular in section 5.1 Regional Clusters and 5.4 High Quality, internationally competitive research and innovation). 5.4 includes the federated research graduate school involving LIT, UL and MIC. The Shannon Consortium Implementation Group is up and running and meets regularly (LIT representatives: VP Academic and Registrar; VP Research, Enterprise and Development, Head of Faculty of ASET). The chair rotates between the partners.	The Mid-West Regional Skills Forum has been established with the inaugural meeting held in September 2015. The Regional Skills Forum Manager has been appointed (employee of LIT) and took up position in May. The Mid-West Regional Skills Forum is the agreed External Advisory Board to the Shannon Consortium.	Federated Limerick Graduate School: The FLGS meets regularly and is concerned with the enhancement, development and promotion of postgraduate research capacity within the greater Mid-west region and the processes for accreditation of postgraduate research awards. The benefits of FLGS include the development of collaborative knowledge groups, greater critical mass in research supervision capacity, access to inter-institutional research facilities and learning spaces for postgraduates, shared generic and transferable skills training, and the development of a distinct brand for postgraduate research in Limerick. FLGS while preserving the uniqueness of each institution in offering a wide range of research opportunities, brings together related areas and abilities through collaborative research supervisory arrangements, accreditation and quality assurance systems. Mid-West Regional Skills Forum: A Mid-West Regional Skills Forum Manager was recruited and commenced in May 2016. An operation plan was developed and agreed with the Department of Education and Skills in September and reflected the relevant Regional Action Plan for Jobs objectives. Meetings with industry, local government agencies and education providers were held and priority skills needs identified. A promotional campaign encouraging students to undertake careers in ICT and engineering was implemented with new videos prepared. The Regional Skills Forum Manager became the Regional Action Plan for Jobs Manager and a new Regional Skills Forum Manager was recruited in February 2017. Implementation of the operation plan is ongoing with regular reports submitted to DES. LIT is also represented on the South East Regional Skills Forum.	1) Signed MOUs are located in the President's Office. 2) Meeting minutes of the Steering Group of Shannon Consortium are located in the President's Office. 3) LIT Agreed Mission Based Compact document is located at the following link: http://www.hei.ie/sites/default/files/fit_1_finalised_mission_based_performance_compact_2014_2016_0304_14_cleaned_up_version.pdf	
		2. External Advisory board set-up (by end 2015)					1. President 2. Executive representatives on Implementation Board			Outputs from the Shannon Consortium include: a) Achievements of HEA Regional Clusters Call Funding circa 450,000 Euros b) Achievement of funding for three projects under the Forum Digital Enhancement Fund c) Joint BA programme UL/MIC d) Establishment of NISE and successful implementation of teacher education programmes e) Federated Limerick Graduate School f) Programme provision collaboration g) Research project delivery			
5.1.2	Mapping undergraduate provision	Improved coherence and capabilities of 3rd level in region	Initial scan for Shannon Consortium completed with 2010/11 data	1. Full mapping exercise conducted 2. Agreed priority areas for joint programmes and modules which will increase capacity and/or reduce ineffective duplication	Pilots under way to implement the above	As per 2015; pilots under way for areas as identified in mapping exercise of undergraduate provision	1. President 2. VP Academic Affairs & Registrar 3. Head of Faculty on Implementation Board	N/A	High level mapping of undergraduate programmes presented to LIT Executive Management and the Shannon Consortium Regional Cluster Implementation Group. Seven programme areas have been identified for investigation of joint delivery possibilities or module sharing. Deans of Faculty UL/LIT are meeting to progress this. Resources needed to analyse programmes at module level and involve programme teams; awaiting outcomes of Regional Cluster submission made in February 2015 and targeted funding to be allocated (top-sliced from 2015 budgets).	Dean/Heads of Faculty met with their senior management teams and the seven possible programme areas have been identified for investigation of joint delivery possibilities and are in the process of identifying areas for collaboration. The Construction Management programmes are the first area for collaboration and the programme teams have met on several occasions where three specific areas for collaboration in the 2016/17 academic year have been agreed. Terms of Reference for this Shannon Consortium Programme Portfolio Initiative have also been agreed. The Shannon Consortium Programme Portfolio Facilitator has been identified and is working with the programme teams to achieve agreement on areas for collaboration. A tri-partite Structured PhD in Built Environment and Society is in development across the three institutions (LIT/UL/MIC). Collaboration on and completion of a joint research project (LIT/UL) for the Mid West Regional Skills Forum	Following on from previous years progress, further collaboration on the Construction Management programme has occurred in terms of exchange of reusable learning objects and poster presentation assessment. LIT is awaiting the establishment of the Shannon Consortium as a Corporate Entity of the Regional Cluster to manage and resource joint undergraduate programme activity	1) Full mapping exercise spreadsheet for the HEA is located in the VP for Academic Affairs and Registrar's Office. 2) Implementation Board meeting minutes are located in the office of the VP for Academic Affairs and Registrar.	
5.1.3	Integration of the Art and Design Teacher Education programme	1. Implementation of national policy on the provision of ITE	Art and Design Teacher Education programme (HDip) has run successfully for over 30 years at LIT School of Art and Design, with Teaching Council validation	1. Agree model with UL and with Teaching Council for the continued provision of the programme at School of Art and Design campus. 2. Students remain registered at LIT. 3. Synergies sought in modular structures with UL and in research-informed revised curriculum.	New style Art and Design Teacher Education programme under way, UL-accredited.	Ongoing refinement of the model.	1. VP Academic Affairs & Registrar 2. Head of LSAD	ITE - Initial Teacher Education	The Art and Design Teacher Education programme has been successfully integrated into NISE structures (as 1 of 8 deliverables in the NISE Framework). As of Sept 2014, students attend two generic modules on the UL Campus along with teacher education students in other disciplines. The bulk of the programme continues to be provided at the specialist facilities within the LIT School of Art and Design premises, as per agreement. NISE Board established with LIT representation.	The Art and Design Teacher Education Programme has been successfully integrated into NISE structures. Since September 2014 the programme has been implemented as per the agreement. The NISE Board has been established with LIT representation. Minutes from the NISE board meetings are submitted to the Shannon Consortium Implementation Board.	The Art and Design Teacher Education Programme has been successfully integrated into NISE structures under the Shannon Consortium umbrella. Since September 2014 the programme has been implemented as per the agreement and has been approved by UL Academic Council as a joint award with LIT. First joint awards conferred in October 2016.		The information source is the "Support for Mergers and Collaborations" submission by the National Institute for Studies in Education (NISE) which outlines the progress to date (pages 1 and 11 of the document in particular). The implementation of national policy on the provision of ITE is included in submission document by the National Institute for Studies in Education (NISE), Office of the Head of School of Art & Design (LSAD)
		2. Integration of programme into proposed NISE structures					1. VP Academic Affairs & Registrar 2. Head of LSAD	NISE - National Institute for Studies in Education	Agreement in place to develop the first UL/LIT Joint Award in 2016 for next offering of the programme.	The Professional Masters in Education was approved by UL Academic Council as a joint award with LIT. This year the first graduates will receive this joint masters degree.			
5.1.4	Sharing Services	Extent to which service sharing has helped to maintain quality standards and achieve savings through economies of scale	SIF and Shannon Consortium Procurement Network track record	Student-focused project identified	Back-office project identified	1. Continued implementation 2. evaluation	1. VP Corporate Services & Capital Development 2. VP Academic Affairs & Registrar	N/A	Relevant ongoing shared service projects are the following: Procurement: SCPN has accomplished a transition to become the Educational Procurement Service with the broadening of membership to the majority of IOs and universities as a fully functioning shared service at a sector level, not just regional cluster level. The EPS is now recognised as one of the new national procurement strategy hubs by the DGP. Threshold concepts project running with UL and MIC (supporting better transition from second level to third level education). This project is being implemented during 2014/15 with SDF funding. LIT is lead partner with UL supporting the delivery in second level and MIC supporting the evidence base. Collaboration across programmes in LIT, UL & MIC Groundwork has been undertaken around standardisation of Academic Calendars, so that practical obstacles to potential future shared delivery are addressed at an early stage. Mapping of Programmes and Review of Regulations across the Shannon Consortium.	The Threshold Concepts project is running (LIT/UL/MIC) (supporting better transition from second level to third level education). The Threshold Concepts Successful Transitions Programme has been rolled out to seven participant schools in Limerick and Clare who now use the materials developed as part of their Transition Year programme for mathematics. Threshold Concepts workshops have been offered to academic staff in LIT and UL. A conference paper was presented at the Scholarship of Teaching and Learning conference Cork (SoTL 2015).	The Threshold Concepts project has been mainstreamed within the Take1Step Transition programme, a collaborative project delivered by the three Shannon Consortium institutions in second level schools throughout the region. LIT continues to engage with UniJobs Ltd, a staffing agency which was established to provide the public sector with a cost-effective, shared workforce service. It is based on a shared service model designed to achieve efficiencies within the sector. The service is provided by UniJobs on a cost-recoupment basis only and therefore falls outside the scope of VAT resulting in significant savings for LIT.	SCPN and EPS documentation is located in the Office of the VP Corporate Services and Capital Development. The project initiation / proposal document for the Threshold Concepts Project is located in the office of the VP for Academic Affairs & Registrar. The mapping exercise spreadsheet is located in the office of the VP for Academic Affairs & Registrar.	
5.1.5	Shared and coordinated approach to promotion of the region	1. Recognition by external stakeholders of genuine and visible collaboration	1. Joint open days 2. Limerick Charter co-signed with stakeholders	1. Successful ITLG summit hosted jointly 2. Feasibility study for joint capital development with Shannon Consortium partners in city	1. Coordinated marketing and branding including recruiting international students 2. Sharing language training and support facilities for incoming students	Developing a business case for joint student accommodation project within the 'Opera Centre' project, to be implemented in conjunction with Limerick Authority	1. President 2. VP Corporate Services & Capital Development 3. VP Strategy & External Affairs	ITLG - Irish Technology Leadership Group	1) ITLG Summit The ITLG summit was jointly hosted by UL and LIT but there were also significant contributions from a local steering group (Shannon Airport Authority, Limerick City Authority and Limerick Chamber of Commerce.) Deliverables: - Memorandum of Understanding between ITLG and Limerick Stakeholders, paving the way for a binning arrangement with Santa Clara City - ITLG Silicon Valley Global Forum - Program 2) Feasibility study for joint capital development with Shannon Consortium. The feasibility study was carried out by the UL Marketing Centre for Small Business, exploring the feasibility of the provision of student accommodation in the city centre. This would cater for 450 international students and would be located in the "Opera Centre" development which Limerick City has acquired from developers. The study was delivered end 2014 and indicated that there is potential; next step is development of a business plan and funding plan in conjunction with the local authority.	1) Limerick 2020 City of Culture Bid LIT has secured a Head of Faculty to lead the bid for the Limerick City of Culture Bid. LIT's current Acting Head of Faculty of LSAD is a member of the Board of Limerick 2020. 2) Addressing Educational Needs in Co. Clare LIT is working in partnership with the Limerick and Clare Education and Training Board to address the educational needs in Co. Clare 3) Mid West Regional Skills Forum The Mid-West regional skills forum is a partnership between the regional education and training providers, local authorities, local enterprise offices and relevant public and private sector organisations to match skills supply and demand, supporting employers and facilitating job creation in the region. LIT leads the projects Limerick for Engineering and Limerick for IT 4) ITLG Collaboration Continued collaboration with the ITLG to promote the Mid West region in the US through staff visits.	Limerick 2020 City of Culture Bid: LIT continued to second a Head of Faculty to lead the bid for the Limerick City of Culture Bid. LIT's Acting Head of Faculty of LSAD also continued as a member of the Board of Limerick 2020. Mid-West Regional Skills Forum: A Mid-West Regional Skills Forum Manager was recruited and commenced in May 2016. An operation plan was developed and agreed with the Department of Education and Skills in September and reflected the relevant Regional Action Plan for Jobs objectives. Meetings with industry, local government agencies and education providers were held and priority skills needs identified. A promotional campaign encouraging students to undertake careers in ICT and engineering was implemented with new videos prepared. The Regional Skills Forum Manager became the Regional Action Plan for Jobs Manager and a new Regional Skills Forum Manager was recruited in February 2017. Implementation of the operation plan is ongoing with regular reports submitted to DES. LIT is also represented on the South East Regional Skills Forum. Addressing Educational Needs in Co. Clare: LIT is now offering an undergraduate programme in Ennis, with plans to expand the programme offerings with the availability of a suitable educational facility. To that end, the Registrar's office has engaged as a key stakeholder with Clare County Council in shaping the region's rural development strategy, specifically in the context of third level educational and training programme provision. Limerick 4 Engineering: The Limerick for Engineering consortium consists of 30 of the leading manufacturing companies in the Midwest along with LIT and UL. It's stated mission is to increase the quantity and quality of engineering talent in the region. The consortium held its promotional Showcase event on the 19th April 2016 where over 1,000 people attended to be advised on careers in engineering. Limerick 2030 Plan: A study commissioned by the local authority and undertaken by BDO concluded that the proposed student accommodation project was not feasible in the Opera Centre site. LIT continues to work with the local authority to identify suitable locations for development of a joint capital project. Supporting regional Chambers: LIT's VP of RDI has joined the board of Limerick Chamber to directly influence regional promotion and activities. LIT's head of Innovation and Enterprise directly supports the chambers in Limerick and in Tipperary for their	1) The memorandum of understanding with ITLG and Limerick, the program for the ITLG summit and subsequent meeting minutes are located in the President's Office. 2) UL Marketing Centre for Small Business report is located in the VP Corporate Services and Capital Development's Office.	

Domain 2 - Participation, equal access and lifelong learning

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Targets - 2014	Progress Against Targets - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.2.1	To maintain market share in a growing demographic, supporting participation levels	a. % of IOT Sector CAO Acceptances	a. 9.3%	a. 9.4%	a. 9.4%	a. 9.5%	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs	N/A	9.70%	9.2%. Space restrictions due to delays in funding of STEM Building capital project is impacting adversely on LIT's capacity to grow its programme offering and address known skill shortages. The current funding is not sufficient to fund a short term response for additional space and programme offerings (One offering considered for 75 students over 3 years had to be shelved because of an anticipated €80k deficit over the three years). These funding issues are now impacting on CAO performance.	9.3% (as per CAO). Funding continues to impact heavily on LITs CAO performance particularly regarding its capacity to invest in new programme offerings. Faculties and Departments have identified potential new programmes for development, which require capital investment. The capacity to offer these new programmes is curtailed until the provision of suitable funding is addressed. Plans to develop the Coonagh Campus to enable new offerings in the Engineering discipline area are being pursued.		IOT sector net acceptances for 2016 as issued by CAO. DIT excluded from sectoral data for the purpose of this calculation.
		b. FT UG New Entrants	b. 1334	b. 1400	b. 1450	b. 1505	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs	FT UG New Entrants: number of new first year students (not previously in HE)	1544 Full Time New Entrants (into Stage 1 of programmes). LIT saw a significant increase in acceptances and registrations for the academic year 14/15 compared with the previous year, due to a strengthened programme portfolio.	1529 Full Time new entrants into stage one of programmes. Slight reduction on previous year.	1477		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
		c. Total FT Undergraduate Enrolments	c. 4613	c. 4869 Adjusted target = 4727 due to stripping out exchange students and exam only students as per HEA definition	c. 4935 4787 Adjustment by -3% for revised definition	c. 5048 4897 Adjustment by -3% for revised definition	1. VP Academic Affairs & Registrar 2. Heads of Faculty 3. VP Strategy & External Affairs	Refer to Glossary for definition	4706 - having reviewed original targets against latest HEA definitions Would have been 4848 against original target definition	4813 based on latest HEA definitions. Would have been 4962 based on original definition.	4,755		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
5.2.2	Widening participation -Continue to equal or exceed national benchmarks for % of entrants from under-represented groups in HE	a. Mature students (IOT benchmark 18%)	a. > 4% above national benchmark	a. > 4% above	a. > 4%	a. > 4%	1. VP Academic Affairs & Registrar 2. Heads of Faculty	Mature student – an individual who is over 23 years of age for the year of entry.	364 Mature new entrants; national% not yet known. 23.6% matures (total student population) per SRS 2013/2014 highest mature intake in IOT sector in absolute terms (ref. HEA email re Access student numbers June 15)	360 mature new entrants 26% matures (total student population) as per SRS returns March 2016	276 mature new entrants (as per HEA SRS return 01.03.17). The reduction in the mature student intake reflects national trends where the demographic profile infers an expected decline in mature student intake. LIT's mature student % intake of 18.7% compares well against the HEA statistic of 14% of new entrants to third level being mature students. The number of mature students has been decreasing steadily in the IOT Sector from a high of 20% in 2010/11 to 14% in 2015/16 (HEA Statistics Report).		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
		b. Socio-economic designated groups (national IOT benchmark 24%)	b. = national benchmark	b. =	b. =	b. =	1. VP Academic Affairs & Registrar 2. Heads of Faculty	Socio - economic designated groups are measured in two ways: 1. The level of self-declarations (Socio-economic data survey) 2. The % of students who qualify for SUSI Grants.	as per SRS returns March 2015 % Socio Economic Designated Groupings HEA Equal Access Survey Response Rate 18% Taking SUSI Grant Detail - Sponsorship FT Enrolments 41.3% FT Undergraduates NE 46.6%	as per SRS returns March 2016 487 new students completed SEG survey/1507=32%	48.1% of 2016/17 new entrants qualify for grant. -HEA Equal Access Survey 2016/17 response rate 41.9%		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
		c. Students with a registered disability (national IOT benchmark 5%)	c. > 1% above national benchmark	c. > 1% above	c. > 1% above	c. > 1% above	1. VP Academic Affairs & Registrar 2. Heads of Faculty	N/A	pr HEA Calculation % Registered with disability 5% % Total Student Population Registered with Disability (400) 7.9%	per HEA calculation 116 students indicated disability = 8% Total student population registered with a disability is 8%	146 (9.9%) of new entrants are students with disabilities. 458 (9.4%) of undergraduates are students with disabilities. The national % average is 5.2% (AHEAD 2015/2016 National Participation Rates Survey).		Student Services Office
5.2.3	Increase numbers of flexible (including Remote) learners, recognising demand conditions for apprenticeship programmes	a. Share of apprenticeship numbers	a. 544	a. 256	a. 256	a. 256	Heads of Faculty	Apprenticeships - apprenticeships to be considered as bodies on the ground as opposed to whole-time equivalents (WTE's) for the purposes of this KPI. For example, 3 apprenticeship students would be considered as 3 for apprenticeship numbers as opposed to 1.5 WTE (3 students * 0.5).	199 Apprentices listed in SRS Returns; number of blocks allocated to LIT by HEA/Solas and to most other IOTs same as previous year. In addition, 11 Late registration within existing blocks and 39 Exam Only. Total apprentices in LIT 249	222 Apprenticeships listed in 2016 HEA returns (59 of these are April 2015)	267		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
		b. Number of flexible learners (including remote)	b. 868 (0 remote)	b. 1200 (100 remote)	b. 1400 (150 remote)	1400 enrolments in flexible learning category (mainly evening and part-time). Trend is upwards towards attaining the original 2016 target by 2017.	Heads of Faculty	LIT's definition of flexible learners: - All learners on programmes which are undertaken in accredited or non-accredited part-time mode (night or day delivery) - All learners completing programmes in ACCS Mode - Registered students on Transnational Education (TNE) Programmes LIT's definition of remote learners: - students completing programmes off campus (including fully on-line and blended delivery) and students registered on LIT programmes through collaborative agreements with other HEIs. Such "remote" learners are a sub-set of the total Flexible Learners number. The HEA define 'flexible' learners as PT, distance, e-learning, in-service. The HEA define 'remote' as distance, e-learning, in-service. % = (Flexible Learners)/(All Enrolments (FT, PT, Distance, E-Learning, In-Service))	1,090 including 50 remote learners: During 2014/15 a review was undertaken of part-time provision within Flexible Learning, resulting in the discontinuation of some programmes. The remaining programmes are viable and can be resourced within the HR constraints. A model was developed for the further expansion of this area by the LIT Flexible Learning Dept in collaboration with academic departments which is being rolled out from 2015/16. Work is also under way to improve supports to academic departments with the development of innovative blended learning programmes supported by technology, including joint work within the Shannon Consortium and a MOOC in collaboration with Sligo IT funded by the national T&L Forum. International benchmarking carried out during 2014 with the support of Fulbright Scholar Doris Bolliger from Wyoming University, expert in instructional design for flexible learning, who met with management and staff groups. Wyoming University is a leader in the provision of on-line and blended learning in the US. Implementing the learning points from this Fulbright project will take some time and is dependent on resources.	1,153: The number of remote learners has doubled (to 116) with the continued success of programme agreements with other HEIs. Total Flexible Learning numbers 1236, including hobby programmes. Development and expansion of programme provision was somewhat restricted in 2015/16 due to unavailability of staff to teach on some Flexible Learning programmes. LIT was successful in securing funding via EU projects and other resources e.g. Springboard to support further programme development. In January 2015 LIT joined with the Shannon Consortium members to partake in the development of a on-line staff development programme, developed in conjunction with Epigeum, to support Faculty in the development of on-line and blended learning programmes. An Educational Technologist has been put in place and training provided for staff via staff development days, Shannon Consortium events and new resources the Institute VLE and Staff Portal. For 2016/17 a new Flexible Learning Website has been developed which is aimed at easing access for prospective students to specific programme information and has been developed in line with data gathered from student surveys and profiling. New blended learning programmes in sustainable building and marketing have been developed and are running successfully.T	1,200: The development of Flexible Learning in LIT continues to expand and growth levels have been lower than anticipated. It is acknowledged that the initial target may have been too ambitious, as well as already highlight challenges relating to staffing of Flexible Learning programmes. Despite this LIT has made significant progress in relation to structures and procedures for further develop this important area in 2015/16. Firstly the continued engagement by some Academic Departments, working with the Flexible Learning Department, to exploring opportunities to implement programmes in Blended and Distance modes has allowed LIT to offer new solutions in different sectors. This is now resulting in LIT securing contracts with particular industries to provide large scale education programmes, particularly in engineering and business. Secondly, 4 new on-line/blended learning programmes have been developed since 2014 with a number more planned for 2016/17. Further development in this area will require capital investment in technology and physical resources and this is a core focus in on-going strategic planning. Finally, a dedicated policy in relation to Flexible, Blended and On-line learning is being finalised by relevant sub-committee of Academic Council.		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
5.2.4	To enhance progression routes from PLC/FE Sector	1. No. of Bonus Points agreements with FE Colleges. 2. No. of Bonus Points Linked FE Programmes. 3. No. of entrants with FETAC qualifications (FE College Places have been capped so performance against this target will be based on a static gross number of FETAC applications).	1. 2011/2012 = 4 Agreements & 24 Programmes; 163 entrants 2. 2012/2013 = 7 Agreements & 32 Programmes; 224 entrants	1. 9 Agreements & 35 Programmes 2. 235 entrants	1. 10 Agreements & 40 Programmes 2. 240 entrants	1. 11 Agreements & 45 Programmes 2. 300 entrants with FE qualifications	VP Academic Affairs & Registrar	N/A	Bonus Points Linked FE Programmes 45 Rather than stop at 45 links and continue to develop one link at a time we have moved towards MOUs with the Limerick/Clare ETB and Tipperary ETB that will deliver far more than that. This is the Right of Entry model to Higher Education used in American Community Colleges and State universities. It is the first such agreement in Irish HE for seamless transition based on graduation from FE into yr 1 or yr 2 (in the case of relevant NFQ level 6). Specifically, a number of collaborative arrangements and projects have been developed with Limerick College of FE, the main FE provider in LCETB and a significant feeder college to LIT.	Bonus points linked FE programmes is 45 LIT has MOU's in place with LCETB and Tipperary ETB providing pathways for their students into LIT programmes at year 1 and 2. Continued engagement with LCFE on collaborative arrangements and projects. to provide pathways for their students onto LIT programmes in Stage 1 or Stage 2. LIT is continuing to develop Memorandum of Understanding with Futher Education provides in the region to enable the 'ladder of learning' progression into LIT for qualifying prospective further education students. Number of entrants with FE Qualifications for 2016 – 2017 is 296.		MOUs with ETBs and LIT FE Links document. Admissions Office or Office of the VP for Academic Affairs & Registrar.	

Domain 3 - Excellent teaching and learning and quality of the student experience

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Target - 2014	Progress Against Target - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.3.1	Achieve discipline mix as set out in strategy and profile	1. Relatively increased percentages in STEM, Arts and Services 2. Lower percentages in other disciplines while retaining absolute numbers	As per profile 2011/12: General Programmes 0% Education Science 0% Humanities & Arts 18% Social Science, Business & Law 20% Science (incl. Computing) 24% Engineering, Manufacturing & Construction 21% Agriculture & Veterinary 0% Health & Welfare 9% Services 8%	Progress toward 2016 profile	Progress toward 2016 profile	As per profile for 2016: General Programmes 0% Education Science 0% Humanities & Arts 18% Social Science, Business & Law 15% Science/Computing 24% Engineering, Manufacturing & Construction 23% Agriculture & Vet. 0% Health & Welfare 8% Services 12%	1. VP Academic Affairs & Registrar 1. VP Academic Affairs & Registrar	Breakdown by ISCED discipline areas as used by the HEA and internationally. Note there have been some changes in ISCED categories since we prepared the Compact in 2014; these changes are reflected in the progress report.	Total 6327 (FT 5051, PT 1276) Academic Year 2014/15 (FT Undergraduate New Entrants) Art and Humanities (288) 18.7% Social Sciences, Journalism and Information (12) 0.8% (19.5% Based on original definition) Business, Administration and Law (257) 16.7% Natural Sciences (98) 6.4% Information Communication Technologies (ICT) (212) 13.7% (20.1% Based on original definition + Springboard) Engineering, Manufacturing and Construction (327) 21.2% Health and Welfare (137) 8.9% Services (212) 13.7%	Total student numbers is 6366 (fulltime 5212, part time 1154) Academic year 2015/16 Full time undergraduate new entrants: Arts and Humanities (354) 23% Social Sciences, Journalism and Information 0% Business, Administration and Law (264) 17% Natural Sciences (125) 8% Information Communication Technologies (199) 13% Engineering, Manufacturing and Construction (392) 26% Health and Welfare (143) 9% Services (52) 3% The number of students in the Engineering, Manufacturing and Construction category has increased.	Total student numbers is 6,409 (fulltime 5,208, part time 1,200) In the Academic year 2016/17, the Full-time undergraduate new entrants are profiled across the disciplines as follows: EU UG New Entrants (as per HEA SRS return 01.03.17): 254 (17.1%); Arts and humanities 243 (16.4%); Business, administration and law 177 (11.5%); Engineering, manufacturing and construction 207 (14.0%); Information and Communication Technologies 116 (7.8%); Natural sciences, mathematics and statistics 207 (14.0%); Services 1477 Total The largest decreases in new entrants have been to the Engineering, Manufacturing, and Construction disciplines (7.6%) and to the Arts and Humanities field (5.9%). The former reduction is reflected in LIT's CAO % profile of acceptances of programmes in the Engineering and Manufacturing fields. The capacity to address new skills requirements by new programme offerings in these areas has been impacted by the inability to expand the campus infrastructure to host such programmes. The reduction of entrants to Construction programme reflects on the national trend in the IoT sector in the 2016 year. The % reduction in the Arts and Humanities field also reflects national trends, specifically in terms of second level school leavers opting for discipline specific programmes post the recent recession.		March 2017 Census Return - summarised on HEA portal - https://heaweb.bea.ie/pls/apex/?p=100:LOGIN_DESKTOP:112786534210
5.3.2	Continue to embed active learning strategies in curriculum and assessment	% of learning assessed through active learning assessments as opposed to terminal examination (as recorded in the Gradebook assessment management system)	2012/2013: active learning assessment = 50%	55%	55%	60%	1. VP Academic Affairs & Registrar 2. Heads of Faculty	Active learning assessment' - any component of learning assessment that is not an exam (i.e. a project, work placement, etc.). % of learning assessed through active learning assessments' - % on a programme basis and not on an individual basis (i.e. Institute average).	60% of learning is now assessed through active learning assessment methods. This is the average for all LIT undergraduate programmes. Some programmes are significantly above this percentage, others are below. We continue working on the further embedding on active learning strategies.	65% of learning is now assessed through active learning assessments methods. Some programmes are above this percentage while others are below. This increase demonstrates that we are steadily embedding active learning strategies in our curriculum through the programmatic review process.	62% of learning is assessed through active learning methods including continuous assessment, practical and project elements.		SRS System (Banner) report obtained by MIS office.
5.3.3	LIT is reflected positively in independent external benchmarks measuring student perception (particularly concentrating on areas where LIT aims to be distinctive: active learning, employability focus and supportive ethos in staff-student relationship). National as well as international benchmarks tracked.	Scores in selected categories, EU Graduate Barometer (see www.trendence.com). ISSE data also being monitored.	N.B. survey categories and questions in Trendence Graduate Barometer (formerly EU Student Barometer) have changed slightly since baseline year, but remain broadly relevant for the areas being measured under this Compact objective. ISSE categories align well with these topics.						ISSE overall satisfaction index 2015/16 was not measured. ISSE "overall satisfaction" index 2014/15: LIT score = 68.9% versus 65.6% for all IOTs and 67.1% for all HEIs	ISSE overall satisfaction index 2015/16 was not measured. Two questions were related: (i) How would you evaluate your entire educational experience at this institution? (ii) If you could start over again would you go to the same institution you are now attending? LIT Score = (i) 83.3% , (ii) 83.0% versus all IOTs (i) 80.7% (ii) 81.7% and all HEIs (i) 82.2%, (ii) 84.0%	ISSE overall satisfaction index 2015/16 was not measured. Two questions were related: (1) How would you evaluate your entire educational experience at this institution? (i) LIT: 82.6%, (ii) All IOTs: 81.7% (iii) All HEIs: 83.0% (2) If you could start over again would you go to the same institution you are now attending? (i) LIT: 82.8%, (ii) All IOTs: 83.0% (iii) All HEIs: 85.4%		ISSE Results
		a. Practical course content	a. Green: LIT score 87.5% vs all Irish HEIs 69.8% and all EU 56.8%.	a. Green (at or above sector averages)	a. Green	a. Green Star (significantly above sector average)	VP Strategy & External Affairs	N/A	ISSE "active learning" index: 2014/15 score = LIT 44.6% versus 42.6% all IOTs and 40.8% all HEIs. Trendence LIT 81.3% v all Irish HEIs 74% and all EU 53.4%.	ISSE Index 'Active Learning' was measured by seven questions in 2015, now measured by four questions and categorised as a 'Collaborative Learning' index. LIT score=54% versus all IOTs 54% and all HEIs 54%	ISSE Index 'Active Learning' was measured by seven questions in 2015, now measured by four questions and categorised as a 'Collaborative Learning' index. LIT score=54% versus all IOTs 54% and all HEIs 54%		ISSE Results
		b. Preparation for Employment	b. Green: LIT score 67% vs all Irish HEIs 55.1% and all EU 49.8%.	b. Green	b. Green	b. Green (at or above sector averages)	VP Strategy & External Affairs	N/A	ISSE indices "improving knowledge and skills that will contribute to employability" and "acquiring work-related knowledge and skills": LIT score = 63.9% and 60.1% versus 62.2% and 59.4% all IOTs; 62.7% and 57.7% for all HEIs. Trendence Close links with employers LIT score 48.4% vs all Irish HEIs 56.4% and all EU 44.4%. This is due to the absence of work placement in some programmes, being addressed through programme review.	ISSE indices "improving knowledge and skills that will contribute to employability" and "acquiring work related knowledge and skills": LIT score = 61.4% and 58.8% versus 65.2% and 60.5% all IOTs and 63.7% and 57.1% for all HEIs.	Two questions were related: (1) Improving knowledge and skills that will contribute to employability (i) LIT: 65.3%, (ii) All IOTs: 65.3% (iii) All HEIs: 63.1% (2) Acquiring work related knowledge and skills. (i) LIT: 60.5%, (ii) All IOTs: 60.6% (iii) All HEIs: 57.3%		ISSE Results
		c. Staff Helpfulness	c. Green: LIT score 85.5% vs all Irish HEIs 79.7% and all EU 70.4%.	c. Green	c. Green	c. Green	VP Strategy & External Affairs	N/A	ISSE index "relationships with staff" LIT score = 74.4% versus 71.5% all IOTs and 68% all HEIs. Trendence Lecturer/Tutor Helpfulness 88.9% LIT score, vs all Irish HEIs 81.4% and all EU 59.9%.	ISSE index "relationships with teaching staff" was previously measured by one question. It is now measured by 8 questions and categorised as "supportive environment". LIT score = 68.0% versus 67.0% all IOTs and 67.0% all HEIs	ISSE index "relationships with teaching staff" was previously measured by one question. It is now measured by 8 questions and categorised as "supportive environment". LIT score = 68.0% versus 67.0% all IOTs and 67.0% all HEIs		ISSE Results
5.3.4	To improve First Year and Institute overall progression rates (all stages) year on year	1. First Year and Institute progression rates 2. benchmarked against IoT Sector norms.	a. Institute overall Completion Rate: 2011/2012 = 83.78%	a. 83.95%	a. 84.15%	a. 84.35%	1. VP Academic Affairs & Registrar 2. Heads of Faculty	"Completion" – students who register for exams and successfully complete them by the end of the exam session.	Academic Year 2013/2014: Institute Undergraduate Completion Rate 81.48%. The Student Retention Working Group is working to restore some of this lost ground on retention which is largely due to student finance. Furthermore, an integrated Grants & Fees Office has been established as a response which now provides a one stop shop for student finance issues and grant applications. Further detail in appendix.	Academic year 2014/15 Institute undergraduate completion rate is 81.81%. This is an increase on the previous year. The Institute strategy and Student Retention Working Group and Faculty/Department retention initiatives are being put in place to improve this number further. Inter-institutional collaboration with GMIT and IT Sligo has been established to assist with the creation of new initiatives to increase the completion and retention rates.	Academic Year 2015/16 Institute undergraduate completion rate is 81.10%. This is a slight decrease of 0.7% on the previous year (81.80%). The Institute has conducted a review of student retention to identify the core issues impacting on student completion and retention. Eight key themes have been defined to direct the work of the Sub-Committee of Academic Council on Student Support and Retention in the immediate future, with quantitative and qualitative benchmarks set. Academic year 2015/16 Institute year 1 completion rate is 75.56%. This is a decrease of 3.04% from the 78.60% completion rate achieved in 2014/15. Similar to national trends, the key issues of financial constraints, selection of incorrect programme of study, and mathematically capability, have been identified by LIT through primary research as impacting on retention rates. Through the work of the Sub-Committee of Student Support and Retention initiatives have been designed to address, where possible, higher levels of attrition in first year students.		The Completion / Retention reports generated from Banner system annually are located in the office of the VP for Academic Affairs & Registrar. Response documents are held in the academic departments. The Completion / Retention reports generated from Banner system annually are located in the office of the VP for Academic Affairs & Registrar. Response documents are held in the academic departments.
5.3.5	LIT graduates compete successfully in the employment market	% of graduates in employment, further education/training or volunteering six months after graduation as captured in First Destinations Survey	85%	87%	88%	90%	1. VP Academic Affairs & Registrar 2. Heads of Faculty	N/A	91% of our graduates are in employment, further education, training or volunteering after graduation and significantly more graduates are finding employment in the region. The economy has picked up quicker than expected.	90% of our graduates are in employment, further education or volunteering six months after graduation as captured in the Final Destination Survey. The number of graduates in employment is the highest number in recent years with an increase of 7% on the previous year. The number of graduates availing of voluntary opportunities or unpaid internships has fallen to a low of 3%. A higher proportion of graduates remained in the region, an increase on recent years.	87% of our 2016 graduates are in employment, further education or volunteering six months after graduation as captured in the Final Destination Survey. 78% of our graduates are in employment. The number of graduates availing of voluntary opportunities or unpaid internships has fallen to a low of 1%. A higher proportion of graduates remained in Ireland with only 4% going overseas. This is a down from a high of 20% in 2012.		The annual First Destinations Survey Reports located in the Careers Office show the % of graduates in employment, further education/training or volunteering six months after graduation broken down by academic department and by course.
5.3.6	Provide uniform standards of student services across all campuses	Modernise access to and presentation of student services across campuses, using a helpdesk and referral system supported by technology.	Services stretched across multiple locations in a suboptimal model	Provider of technology-based solution selected and pilot rolled out	Pilot evaluated with significant student input	Select system for pilot and student population: full-time, international, flexible learners.	VP Academic Affairs & Registrar	N/A	Selection of technology solution underway with various site visits undertaken to choose suitable system. Engaged in benchmarking of student helpdesks and integrated referral systems in UCD and Wolverhampton University. The systems available in Ireland are not as good as those viewed in USA and Canada. Acquiring the preferred system (British Columbia Institute of Technology) will be a slower process than originally proposed for technical and support contract reasons.	The office of Government Procurement framework to govern the procurement of CRM systems is now in the final evaluation stage which will facilitate us to proceed. In parallel with this development, the LIT Computer Services Department have initiated a programme of CRM training for one of our own staff so as to have as much CRM knowledge/training resources in-house as possible.	LIT has introduced, Careers Connect, a student and employer self-service career notice system, which supports real-time interaction for students and employers. This real-time system reduces administration workload and increases student engagement with Employers in determining their career and job choices. LIT is also piloting FRESHSERVICE, a helpdesk and referral system supported by technology to enhance the student services interface. The system provides uniform standards and modernise access to and presentation of student services across campuses.		Documents located within the office of the VP for Academic Affairs & Registrar: - The "Enhancement of Student Service Provision" proposal document (including reports of visits to international benchmark institutions) - The budget document for the proposed project

Domain 4 - High quality, internationally competitive research and innovation

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Targets - 2014	Progress Against Targets - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.4.1	Postgraduate research opportunities increase in line with ambitions	Enrolment numbers at levels 9/10 research	58	88	100	110 - with a higher proportion externally funded than is currently the case	VP Academic Affairs & Registrar	N/A	SRS 14/15 = 80 Level 9 FT (56) Level 9 PT (11) Level 10 FT (5) Level 10 PT (8) At its peak, registered candidates during 2014/2015 were at 103 postgrad research students (Not fully captured in SRS returns at deadline due to timing issue). There are some inhibitors in the funding environment and in available space/infrastructure (see appendix for detail).	SRS15/16 = 87 Level 9 FT (59) Level 9 PT (15) Level 10 FT (8) Level 10 PT (5) Frozen (11) In total LIT has 98 Research Students, against a Compact Growth Target of 100 for 2015. Candidates who are frozen will return to banner prior to end of 2016. LIT have a number of scholarships which are currently being interviewed and anticipate coming very close to the 2016 Growth Target of 120.	Total: 106 Level 9 FT (74) Level 9 PT (16) Level 10 FT (10) Level 10 PT (6) In total LIT has 106 Research Students against a Compact target of 110 for 2016.		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
5.4.2	Academic standing as a provider of research in niche areas	1. Delegated authority to make research awards at level 9 (from QQI) 2. Level 10 through UL accreditation (see obj. 4 below)	None	One narrow International Standard Classification of Education field achieved DA	One more field submitted	Second narrow field achieved DA	1. VP Academic Affairs & Registrar 2. VP Research, Development & Enterprise 3. Heads of Faculty	N/A	1. QQI have issued protocols for IOTs to apply for delegated Authority for Level 9 research for all active disciplines. LIT has made a formal application to QQI Level 9 Delegated Authority across all research areas, not just one narrow field.	LIT has been granted QQI delegated authority at Level 9 across all of its research areas.	LIT holds QQI delegated authority at Level 9 across all of its post-graduate taught programmes. LIT is preparing an application for QQI Delegated Authority for research in the Science and Engineering disciplines at Level 9 and 10.		Meeting minutes of the IOTI/QQI working group. Office of VP Academic Affairs
5.4.3	Successfully bid for external / non-Exchequer research funding, to support our ambitions	1. Funds awarded under FP7 and successor programmes (EU Horizon 2020); 2. Funds contributed by EI and by industry.	€3.49M	€4M	€4.5M	€3M	VP Research, Development & Enterprise	The interim targets represent the actual research expenditure figure as reported in the financial statements.	€4.88M	€4.43M See attached FINANCE spread sheets. LIT previously flagged a research funding target revision. Every effort is being made to achieve the original targets set. While there was a small shortfall on the 2015 target, LIT remains well ahead of the cumulative	€3.77m		2015/16 Audited Financial Statements
5.4.4	1. Engaging in strong collaboration and knowledge exchange with strategic partners 2. Extend the collaborations within the Shannon Consortium	Establishment of Limerick Graduate School involving UL, LIT and MIC	Regional Graduate Training Network (SIF funded)	1. Align PGR policies, procedures and regulations in UL, LIT and MIC 2. Pilot accreditation process of LIT PhDs by UL	Further piloting of accreditation by UL of LIT PhDs - Accepted students, IE/EE available	1. Limerick Graduate School established Framework 2. First pilot accreditation of LIT PhD to graduate within Limerick Graduate School. Results on Banner system.	VP Research, Development & Enterprise	Note: the interim target 2016 should be amended to read "reflected on Banner System" and not "Results on Banner System"	LIT have provided their Postgraduate Regulations (PGR) to UL as per framework document for the Federated Limerick Graduate School. Federated Limerick Graduate School established.	LIT has undergone an accreditation review of research by UL on March 9th 2016. Following the review it was the decision of the panel to recommend accreditation of LIT research to UL Governing body.	The institutional review of Limerick Institute of Technology for NFQ Level 10 research awards by UL on March 9th 2016 recommended accreditation of LIT research to UL Governing body which was approved. Students pursuing NFQ Level 10 research awards at Limerick Institute of Technology will be registered students of Limerick Institute of Technology, however, staff and students may have access to their respective facilities and as part of FLGS economies of scale are being utilised in the form of Generic and Transferable skills training, library access, access to research equipment etc., in line with national guidelines and agreements.		Office of VP Research, Development & Enterprise
5.4.5	Postgraduate supervision capacity within LIT to be increased (Masters/PhD's) - Masters by research can supervise students	Number of staff with PhD qualification, supported through recruitment and CPD	18%	19%	20%	21%	1. VP Corporate Services & Capital Development 2. Heads of Faculty	Staff - the term 'staff' represents academic and research staff for the purposes of this KPI.	19.20%	20%. On Target	17.38%		LIT HR Qualification Report - academic staff with PhD qualifications supported through recruitment and CPD. LIT quarterly Headcount Reports - submitted to the HEA detailing academic staff, qualifications, grade and funding source. Manual exercises by HR to calculate the % of staff with PhD qualifications. Note: Casual part-time (CPT) staff are excluded from this exercise.

Domain 5 - Enhanced engagement with enterprise and the community and embedded knowledge exchange

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Targets - 2014	Progress Against Targets - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.5.1	Contribute graduates to support regional and national economy and society: meeting Ireland's Human Capital Needs	Annual numbers graduating, in line with rising enrolment trends	1631	1650	1675	1700	1. VP Academic Affairs & Registrar 2. Heads of Faculty		2014 student numbers graduating:1818 (1691 Undergraduates 127 Postgraduates)	2015 student numbers graduating 1624 (1577 Undergraduates and 69 Postgraduates). More postgraduate students are staying on to PhD level.	Total 1677 FT 1410 PT 267		March 2017 Census Return - summarised on HEA portal - https://heaweb.heai.ie/pls/apex/f?p=100:LOGIN_DESKTOP:112786534:2170
5.5.2	Further strengthen the impact of the LIT Enterprise Ladder: Meeting Ireland's Human Capital Needs	Start-up companies/entrepreneurs supported in LIT enterprise centres per annum	10	30	40	60	1. VP Research, Development & Enterprise	Start-up companies / entrepreneurs supported in LIT-owned or LIT-affiliated enterprise centres per annum - participants / individuals who are supported on individual programmes.	Enterprise Year End 2014 (June reporting date): 44 entrepreneurs had completed year long programmes. LIT commenced participation in the European external benchmarking process HEInnovate . This will map the innovation culture across all parts of the organisation, so not just knowledge exchange and business incubation.	Enterprise Year End 2015 (June reporting date): 97 Entrepreneurs took part in incubation, pre-acceleration and specialist programmes. • New Frontiers Phase 2 & 3 (2014/2015) (12 entrepreneurs) New Frontiers Phase 1 (Apr/May 2015) (19 entrepreneurs) • LEAP (2014/2015) (12 entrepreneurs) • LEAP Croom (2014/2015) (7 entrepreneurs) • TESS (2014/2015) (11 entrepreneurs) • Franchise Start (21 participants (inc 2 staff) • Enterprise Start (17 entrepreneurs). Please note that additional team members also attended (not counted here) and in some cases where co-founders existed they also attended some programmes and mentoring sessions. In the reporting period there were also 41 client companies based in the centres (non programme participants): 16 client companies in TCEC (ex TESS participants) 11 Client companies (ex LEAP participants) in the NFC. 9 Client companies in Hartnett Centre (ex New Frontiers & ex Research activity based in the centre) 4 in CCEC. 1 Client company in Questum (just opening during the reporting period). The Enterprise Team marketed the EI Student Entrepreneurship Competition and then supported student Robert Laffan in his preparations who won the all island programme as well as two main national Engineers Ireland awards.	Innovation & Enterprise Year End 2016 (June reporting date): 99 Entrepreneurs took part in incubation, pre-acceleration and specialist programmes. Please note that additional team members also attended (not counted here) and in some cases where co-founders existed they also attended some programmes and mentoring sessions. Also note that some entrepreneurs attended more than one programme. New Frontiers Phase 2 & 3 (2015/2016) (10 entrepreneurs), Enterprise Start (September 2015) (17 entrepreneurs), FAST Franchise Masterclass (November 2015) (23 entrepreneurs), LEAP (2015/2016) (8 entrepreneurs), TESS (2015/2016) (11 entrepreneurs), Startup Ireland innovation & Entrepreneurial Skills Passport (November 2015) (12 entrepreneurs). In the reporting period there were also 60 client companies based in the centres (non-programme participants) employing 207 people in the centres with an additional 460 jobs created through Last Minute Minds (200) and Carebright (260) who employ carers and child minders (these figure exclude The Red Door BIC & inc 4 people on a CE Scheme based in CCEC). 24 client companies in TCEC, Thurles, Co Tipperary (excluding TESS participants), 11 client companies (excluding LEAP participants) in the NFC, Limerick City Centre. 8 client companies in Hartnett Enterprise Acceleration Centre, Moylish, Limerick (excluding New Frontiers companies & excluding Research Centres like ACORN & ShannonABC). 9 client companies in Questum, Clonmel, Co Tipperary. 8 client companies in		The information source for this KPI: - A list of Participants / Individuals on structured programmes at the various Enterprise Centres. - A list of client companies at the various Incubation Centres (excluding IDA clients). Office of the Enterprise Development and Business Liaison Manager
5.5.3	Sustain the upward trend in industry partnerships between business and academia that are mutually beneficial	Externally supported active collaborations (e.g. innovation vouchers, innovation partnerships) as recorded with P-codes	30 p/a	40	50	60	1. VP Research, Development & Enterprise	This KPI captures the relationships that have a financial transaction. LIT have significant other collaborations which are not captured here, such as regular industry interactions with academic departments as part of programme delivery and QA.	46 New P Codes Funded from External Sources. Total number of current P (Projects) Codes involving external partners: 71.	47 New P Codes Funded from External Sources. Total number of current P (Projects) Codes involving external partners: 109.	New P (Projects) Codes Funded from External Sources: 56 Total number of active P Codes involving external partners at 31/12/16: 123		Agresso MIS system where the 'P' and appropriate 'S' (self-financing) codes are identified. Spreadsheet maintained within the Research office, supported by Finance Office. Office of VP Research, Development & Enterprise
5.5.4	Achieve the commercialisation and knowledge targets agreed with Enterprise Ireland under the TTSI2 programme: Meeting Ireland's Human Capital Needs	TTSI agreed Annual targets							External benchmark: Shannon Consortium Regional Cluster achieved an "A" rating in the review of outcomes of the Technology Transfer Strengthening Initiative 2 (Q1 2015)	Shannon Consortium TTSI III application with University of Limerick as lead institution and LIT as partner to EI made in February 2016. Outcome of application expected in Summer 2016.	Joint UL (lead) and LIT application for Limerick consortium funding for technology transfer in Technology Transfer Strengthening Initiative III program was successful and the new TTSI III program began in January 2017 and will continue for 5 years.		
		a. Licences/Options/Assignments	a. 1	a. 1	a. 2	a. 2	1. VP Research, Development & Enterprise 2. Head of Research & Technology Transfer and their team	N/A	1	1. LIT in negotiation with Innovation Partners and expect to meet the LOA target in 2016 year as existing Innovation partnerships come to an end.	1. A further licence has been signed with another company in January 2017		Periodic reports are submitted to UL and data are externally validated by Knowledge Transfer Ireland. Maintained on an excel database within the GRO office
		b. Spin outs	b. 0	b. 0	b. 1	b. 0	as above	N/A	1 - New Frontiers Programme	1	0: New Spin out achieved in Feb 2017		Office of GRO
		c. Research Agreements with Industry	c. 2	c. 1	c. 2	c. 2	as above	N/A	3 Innovation Partnerships 2014	7 Innovatiuon Partnerships 2015	0: the 7 Innovation Partnerships of 2015 meant that Research was at a capacity but this traget has been achieved in 2017 with 2 researcn agreements signed with insultrv > €25,000.		Office of GRO
		d. Invention Disclosures	d. 3	d. 4	d. 4	d. 5	as above	N/A	5	5	4: 9 over the two years has been achieved		Office of GRO
		e. Priority Patent Applications	e. 1	e. 2	e. 2	e. 2	as above	N/A	3 filed between Oct-Dec 2014	3	0: A number of IDFs are in progress with UL, lead parntner of TTSI2/3		Office of GRO
		f. PCT Patent Applications	f. 0	f. 0	f. 1	f. 1	as above	N/A	0	0	0: A number of PCTs are in progress with UL, lead parntner of TTSI2/3		Office of GRO

Domain 6 - Enhanced internationalisation

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Targets - 2014	Progress Against Targets - 2015	Performance Against Final Target - 2016	Status 2016	Data Sources
5.6.1	Increase intakes of Non-EU students and associated revenue streams	Annual intake of non-EU students who pay full international fee	7 students in 11/12	60 students	80 students	85 non-EU students, with a higher proportion of intake into first year so that numbers ramp up. Expected enrolments in 2017 = 125	VP Strategy & External Affairs	The HEA have defined the 'increased intake' as the 'actual stock enrolled per interim target of non EU fee paying international students'.	83	81 as per March 2016 returns Unexpected loss of Science Without Borders intake (25 to 30 p/a) due to fiscal crisis in Brazil will impact on 2016 target. LIT has responded by building up alternative markets, e.g. Malaysia and Canada to try to minimize Brazil impact and continue growth to 100 by end of 2016.	104		March 2017 Census Return - summarised on HEA portal - https://heaweb.hepa.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
5.6.2	Increase numbers of international student outbound exchanges and improve ratio to inbound	Outbound exchange student numbers	7	15 outbound	30 outbound	Outbound exchange: 20, with a rising trend for following years.	1. VP Strategy & External Affairs 2. Heads of Faculty	There are two types of "Outbound exchange student" for this KPI: 1. Erasmus Student who goes to another University / Institution within the EU as part of their programme which is supported by Erasmus funding. 2. A student who goes to another University / Institution outside of the EU as part of their programme. This student is not part of the Erasmus funding and specific arrangements must be agreed.	6 See Appendix	Number of outbound students 8. This is the first year we have had some growth in Canada market. Erasmus continues to be a challenge in the language space. International Office has stepped up marketing of Erasmus Plus and semesterised programmes now work to a pre-Christmas exam calendar, more conducive to international study. Erasmus funding is not sufficient for students in an institute where 65% are on SUSI funding.	Number of Outbound students 6. While the LIT figures for outbound placement mobilities are above the sectoral average, study abroad figures remain low. This is due to a combination of factors. There is a poor uptake of European languages within the student body limiting the choice of study abroad destinations. A number of LIT programmes are not structurally suitable for study abroad e.g. non-semesterised programmes or post-Christmas semester completion dates. The level of Erasmus funding available to students remains the key issue for students, with 65% of LIT students in receipt of SUSI grants. The International Office are endeavouring to identify Erasmus study abroad opportunities in likeminded European Universities which provide programmes taught through English in affordable European locations.		March 2017 Census Return - summarised on HEA portal - https://heaweb.hepa.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
		Ratio	Ratio 3:1	Ratio 2:1	Ratio 1.5 :1	Ratio 1.5 :1	1. VP Strategy & External Affairs 2. Heads of Faculty	Ratio can be defined as the relationship between inbound and outbound students.	XO+LO/XI+LI 6/27 Ratio 4.5 to1. Note this KPI is a function of the above so will result in double counting for the purpose of colour coding.	8/32 Ratio of 4:1	1:5		March 2017 Census Return - summarised on HEA portal - https://heaweb.hepa.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170
5.6.3	Increase international staff mobility	Outbound staff mobility per annum	7	10	15	20	1. VP Strategy & External Affairs 2. Heads of Faculty	"Outbound staff mobility" includes: 1) The international visit must normally be at least 2 days in duration 2) Its purpose must be linked to the strategy implementation, teaching, or staff development objectives of LIT 3) On completion the staff member must furnish a report on their visit to their line manager and/or to the international office (depending on funding source)	Erasmus 5 Teaching Staff (Teaching) Erasmus 5 Admin Staff (Training). In addition, up to 10 staff per month are attending international research conferences and meetings, with many giving papers or providing training and consultancy services under LIT self-financed P-codes.	20 staff participated in outbound staff mobility. This is a significant improvement in 2015 and ahead of the compact target.	20		Travel and subsistence records for all international travel as held in President's Office. Erasmus records in International Office.
5.6.4	Increase international student placements	Number of outbound international student placements	40	45	50	60	1. VP Strategy & External Affairs 2. Heads of Faculty	International Student Placement can be defined as students going abroad to work as part of their programme of study.	45 Structured placements with international options exist in Fashion Design, Tourism, Built Environment, Science, Agricultural Mechanisation & IT	Student number is 50 for outbound placement. The growing number of programmes offering internships following programmatic review looks set to maintain an upward trend in this category.	60		Erasmus mobility reports and manually collated reports as above; International Office.
5.6.5	Increase Transnational Education (TNE) delivery including online and UK supported arrangements	No. of students studying from TNE arrangements (Note these are also included in 5.2 as Remote learners)	No TNE students yet but pipeline being created	20	40	Transnational Education students (remote): 100	VP Strategy & External Affairs	Transnational Education (TNE) is where a LIT Programme is delivered "offshore". (the delivery mode can be online or direct provision but must be offshore)	50	105 Chinese students currently studying in TNE agreements in LIT. We project this figure will continue to grow.	156		March 2017 Census Return - summarised on HEA portal - https://heaweb.hepa.ie/pls/apex/f?p=100:LOGIN_DESKTOP:1127865342170

Domain 7 - Institutional consolidation

Reference	Institute Objective	Performance Indicator	Baseline	Interim Target 2014	Interim Target 2015	Final Target 2016	Executive Owner	Data Definitions	Progress Against Targets - 2014	Progress Against Targets - 2015	Performance Against Final Target - 2016	Status 2016	Data Source
5.7.1	Budget management process and priorities to ensure essential equipment and infrastructure investment capacity is delivered	% of annual recurrent budget available for investment	Balanced budget 2012, 1.5% available	1.5% of recurrent budget	1.5% of recurrent budget	1.5% of recurrent budget available for investment for infrastructure	1. VP Corporate Services & Capital Development	<p>Management Accounts 2013/2014 In the "Capital and Educational Infrastructure" section of the management accounts, the % of annual recurrent budget available for investment can be calculated by dividing the "capital items funded by the recurrent grant" by the "State Grant Core Funding" figure.</p> <p>Financial Statements 2013/2014 Included in Note 1, the % of annual recurrent budget available for investment can be calculated by dividing the "amount allocated for capital expenditure" divided by the "State Grant Core Funding" figure.</p>	2% of recurrent budget has been set aside for maintenance, replacement and capital investment under the LIT Campus Masterplan to 2030. This is a modest percentage compared with internationally accepted benchmarks for HEIs.	2.09% of the state recurrent grant receivable during the 2014/15 financial year has been allocated for capital expenditure.	3.34% of the state recurrent grant receivable during the 2015/16 financial year has been allocated for capital expenditure.		2015/16 Audited Financial Statements
5.7.2	Ranking of relative unit cost within IOT Sector	To maintain the relative performance of LIT compared to the national average unit cost per student for the technological sector	LIT total unit cost is 96% of the national sector average	96%	95%	LIT total unit cost is 96% of the national sector average on a per student basis (same as baseline 2014)	1. VP Corporate Services & Capital Development	<p>Unit Cost Preparation LIT completes its own unit costing exercise.</p> <p>Unit Cost Analysis LIT will compare their unit cost figure against prior year LIT unit cost figure (as HEA unit cost report for sector not completed for 2012/2013).</p>	102% See Appendix	118% This is largely driven by the fact that LIT Tipperary student numbers have not increased in line with IOT average sectoral rates resulting in a higher relative unit cost per student.	114% During 2016 LIT has made progress following the ending of the ring fencing funding of the former Tipperary Institute on the overall cost base. This remains a concern and will be a particular focus of the next phase of performance management. This is also being addressed through the management of the programme portfolio to ensure that cohort size issues are being addressed.		LIT unit cost reports and overall sector reports as provided by HEA.
5.7.3	To manage the mix of expenditure between pay and non-pay for recurrent activities.	Pay costs as % of total recurrent expenditure	83 % pay	83 % pay as max	82 % pay as max	82 % pay as max	1. VP Corporate Services & Capital Development	<p>Financial Statements 2013/2014 As per Note 12 "Analysis of Expenditure", pay costs as a % of total recurrent expenditure can be calculated as follows:</p> <ul style="list-style-type: none"> • Deduct the self-financing activities ("Research Grants & Contracts" and "Strategic Innovation Fund") from the total figure for "Pay Costs" resulting in total pay costs for recurrent activities. • Deduct the self-financing activities from the "Total" figure, which will result in total pay and non pay costs for recurrent activities. • Divide total pay costs for recurrent activities by the total for pay and non-pay costs for recurrent activities. 	80.7%. This target has been achieved, but LIT is aware that the percentage of recurrent budget tied in with pay commitments is typically very high in the Irish IOTs when compared with international benchmarks. For instance, in the UK the HEFCE indicator "staff costs as a % of income" lies between 50 and 60% for most universities ("Institutions Finances Compared 2013/14", HEFCE, 2015).	78.5% LIT is meeting its compact targets for pay costs, yet remains concerned at recent loss of one hour of flex up with no indication how this will be funded. UK average pay cost to revenue in 2014/15 was 51.6%. The IoT Sector in particular is at a severe disadvantage because of the level and type of contact provision needed to bring weaker intake students up to the national standard.	79.5% LIT continues to meet compact targets for pay costs, yet remains concerned at recent loss of one hour of flex up and the consequential underfunding of its replacement. The loss of this funding has significantly hindered LIT's ability to act strategically in relation to the hiring of staff in areas to broaden and deepen our course provision in response to particular needs from industry in our region.		2015/16 Audited Financial Statements
5.7.4	Increase the income generated from non-recurrent State grant sources – reducing the dependency on the State recurrent grant.	Recurrent state grant as a % of total income – per financial statements	2011/12 – 47.6%	47.00%	46.50%	Recurrent State grant is 45% of income.	VP Corporate Services & Capital Development	<p>Management Accounts 2013/2014 The Recurrent State Grant as a % of total income per financial statements can be calculated by dividing the State Grant Core Funding figure by the Total Income figure.</p> <p>Financial Statements 2013/2014 The Recurrent State Grant as a % of total income per financial statements can be calculated by dividing the recurrent state grant by the total income in the Income and Expenditure section.</p>	43.4%. Achievement of this target is driven by increases in student contribution under national policy and corresponding decreases in State funding, but also by increased activity under self-financed codes such as RDI and internationalisation. Furthermore, the LIT Foundation has brought in additional resources for the LIT enterprise centres and towards student supports and scholarships.	44.9% Although comfortably within target, this represents a marginal increase on the equivalent performance reported in 2014. A one-off release of Strategic Innovation Funds (€889k) to income in 2014 resulted in a spike in the non-state grant income for that period.	42.27% LIT has delivered on this metric as set in the original compact. However, the mix of Income sources remains significantly dependent on the Student contribution and the income levels associated with the core activity and further diversification is required. This diversification will have a particular focus on the contribution to the overall revenue position of the Institute in order to ensure that the sustainability issues raised across the sector continue to be managed proactively.		2015/16 Audited Financial Statements
5.7.5	Development and implementation of internal resource allocation model, further embedding criteria-based decision-making	Phased development and implementation of IRAM	2011/12 – Incremental model	All academic – pay and non-pay – recurrent grant	All areas – academic and non-academic – recurrent grant	All areas – academic and non-academic – all income sources	1. VP Corporate Services & Capital Development	<p>Internal Resource Allocation Model – Briefing for Executive Management report (June 2014)</p> <p>Internal Resource Allocation Model – Briefing for Executive Management report (November 2014)</p>	IRAM data for all academic areas reviewed at granular level to an agreed methodology. Subgroup of Executive Management supported by HR and Finance has fine-tuned model. Has resulted in improved and shortened planning cycle, as well as maximising efficient use of resources.	IRAM data for all academic areas reviewed at granular level to an agreed methodology. Subgroup of Executive Management supported by HR and Finance has fine-tuned model. Has resulted in improved and shortened planning cycle, as well as maximising efficient use of resources.	Further development and embedding of IRAM has been facilitated by the appointment of a staff member with dedicated responsibility for co-ordination of the process together with a multi-disciplinary team from other areas of corporate services.		Office of VP Corporate Services & Capital Development

Glossary Definitions prepared by Deloitte (Internal Audit programme 2014/15)

Reference	Institute Objective	Performance Indicator	LIT Definition	HEA Definition
5.1.1	Put in place MOUs and Governance Structures	1. Steering Group and implementation boards are functioning (facilitated by independent chair) 2. External Advisory board set-up	Functioning - meeting to an agreed schedule and working to an agenda as outlined in the MOUs. It can also involve being engaged in dialogue with the HEA.	N/A
5.1.3	Integration of the Art and Design Teacher Education programme	1. Implementation of national policy on the provision of ITE 2. Integration of programme into proposed NISE structures	ITE - Initial Teacher Education NISE - National Institute for Studies and Education	N/A
5.1.5	Shared and coordinated approach to promotion of the region	1. Recognition by external stakeholders of genuine and visible collaboration	ITLG - Irish Technology Leadership Group	N/A
5.2.1	To maintain market share in a growing demographic, supporting participation levels	b. FT UG New Entrants c. Total FT Undergraduate Enrolments	FT UG New Entrants: number of new first year students Enrolments Full-time Part-time Remote Other Enrolments (IoT only) Foundation Programme Type: Foundation (Undergraduate) for Institutes of Technology only FETAC Cert Programme Type: FETAC Certificate for Institutes of Technology only FETAC Advanced Cert Programme Type: FETAC Advanced Certificate for Institutes of Technology only Of which are apprenticeships Course name: Those courses which relate to apprenticeship trades Undergraduate Diploma/Cert/Higher Cert Programme Type: Undergraduate diploma, undergraduate certificate Ordinary Degree (LT) Programme Type: Undergraduate ordinary/general degree Honours Degree (LB) Programme Type: Undergraduate honours degree Occasional Programme Type: Undergraduate occasional, Professional Training Qualification (Undergraduate), Postgraduate Qualifier (Undergraduate) Note: Exclude the following: Mature student – an individual who is over 23 years of age for the year of entry.	Full-time Undergraduate New Entrants Mode: Full-time Programme Type: Undergraduate certificate, undergraduate diploma, undergraduate ordinary/general degree, undergraduate honours degree, undergraduate occasional, postgraduate qualifier (undergraduate), professional training qualification (undergraduate) Course Year: 1 Enrolments Full-time Part-time Remote Other Enrolments (IoT only) Foundation Programme Type: Foundation (Undergraduate) for Institutes of Technology only FETAC Cert Programme Type: FETAC Certificate for Institutes of Technology only FETAC Advanced Cert Programme Type: FETAC Advanced Certificate for Institutes of Technology only Of which are apprenticeships Course name: Those courses which relate to apprenticeship trades Undergraduate Diploma/Cert/Higher Cert Programme Type: Undergraduate diploma, undergraduate certificate Ordinary Degree (LT) Programme Type: Undergraduate ordinary/general degree Honours Degree (LB) Programme Type: Undergraduate honours degree Occasional Programme Type: Undergraduate occasional, Professional Training Qualification (Undergraduate), Postgraduate Qualifier (Undergraduate) Age: 23 years of age on year of entry to programme
5.2.2	Widening participation - Continue to equal or exceed national benchmarks for % of entrants from under-represented groups in HE	a. Mature students (IoT benchmark 18%)	Mature student – an individual who is over 23 years of age for the year of entry.	Age: 23 years of age on year of entry to programme
5.2.3	Increase numbers of flexible (including Remote) learners, recognising demand conditions for apprenticeship programmes	a. Share of apprenticeship numbers b. Number of flexible learners (including remote)	Apprenticeships - apprenticeships to be considered as bodies on the ground as opposed to white-time equivalents (WTE's) for the purposes of this KPI. For example, 3 apprenticeship students would be considered as 3 for apprenticeship numbers as opposed to 1.5 WTE (3 students * 0.5). LIT's definition of flexible learners includes: - All learners on programmes which are undertaken in part-time mode (night or day delivery) - All learners completing programmes in ACCS Mode - It will include both accredited and non-accredited programmes - It will also include LIT registered students on Transnational Education (TNE) Programmes LIT's definition of remote learners includes: students completing programmes off campus (including fully on-line and blended delivery) and students registered on LIT programmes which are delivered collaborative agreements with other HEIs LIT advised that remote learners will be considered a sub-set of the total Flexible Learners number within LIT	Apprenticeship WTE numbers = 0.5 per student The HEA define 'flexible' learners as PT, distance, e-learning, In-service. The HEA define 'remote' as distance, e-learning, In-service. % = (Flexible Learners)/(All Enrolments (FT, PT, Distance, E-Learning, In-Service))
5.3.1	Achieve discipline mix as set out in strategy and profile	1. Relatively increased percentages in STEM, Arts and Services 2. Lower percentages in other disciplines while retaining absolute	STEM - Science, Technology, Engineering & Mathematics	N/A
5.3.2	Continue to embed active learning strategies in curriculum and assessment	1. % of learning assessed through active learning assessments as opposed to terminal examination (as recorded in the Gradebook assessment management system)	Active learning assessment - any component of learning assessment that is not an exam (i.e. a project, work placement, etc).	No specific HEA definition for this term but agreed with LIT's definition.
5.3.4	To improve First Year and Institute overall progression rates (all stages) year on year	1. First Year and Institute progression rates 2. benchmarked against IoT Sector	'Completion' – students who register for exams and successfully complete them by the end of the exam session.	No HEA definition for 'completion' but the HEA define 'progression' as progressing from first year to second year, etc.
5.4.5	Postgraduate supervision capacity within LIT to be increased	Number of staff with PhD qualification, supported through recruitment and CPD	Staff - the term 'staff' represents academic and research staff for the purposes of this KPI.	No specific HEA definition for this term but agreed with LIT's definition.
5.5.1	Contribute graduates to support regional and national economy and society: meeting Ireland's Human Capital Needs	Annual numbers graduating, in line with rising enrolment trends	Graduating – this is the number of students who are eligible for award on the Banner system (i.e. level 6, 7, 8, etc.). Students going on to do an add-on programme would be included in the "graduating" numbers. Part-time students who are eligible for award will also be included. Exit (major) awards students will also be included.	No specific HEA definition for this term but agreed with LIT's definition.
5.5.2	Further strengthen the impact of the LIT Enterprise Ladder: Meeting Ireland's Human Capital Needs	Start-up companies/entrepreneurs supported in incubation centres per annum	Start-up companies / entrepreneurs supported in incubation centres per annum - participants / individuals who are supported on individual programmes.	
5.6.1	Increase intakes of Non-EU students and associated revenue streams	Annual intake of non-EU students who pay full international fee	The HEA have defined the 'increase intake' as the 'actual stock enrolled per interim target of non EU fee paying international students'.	The HEA have defined the 'increase intake' as the 'actual stock enrolled per interim target of non EU fee paying international students'.
5.6.2	Increase numbers of international student outbound exchanges and improve ratio to inbound	Outbound exchange student numbers and ratio	'Outbound exchange student' for this KPI can be explained by the following two types of student: 1. Erasmus Student who goes to another University / Institution within the EU as part of their programme which is supported by Erasmus funding. 2. A student who goes to another University / Institution outside of the EU as part of their programme. This student is not part of the Erasmus funding and specific arrangements must be agreed.	No specific HEA definition for this term but agreed with LIT's definition.
5.6.2	Increase numbers of international student outbound exchanges and improve ratio to inbound	Ratio	Ratio can be defined as the relationship between inbound and outbound students.	No specific HEA definition for this term but agreed with LIT's definition.
5.6.3	Increase international staff mobility	Outbound staff mobility per annum	The definition for "outbound staff mobility" includes the following three elements: 1) The international visit must normally be at least 2 days in duration 2) Its purpose must be linked to the strategy implementation, teaching, or staff training objectives of LIT 3) On completion the staff member must furnish a report on their visit to their line manager and as appropriate to the international office (depending on funding source)	Not confirmed with HEA
5.6.4	Increase international student placements	Number of outbound international student placements	International Student Placement can be defined as students going abroad to work as part of their programme of study.	Not confirmed with HEA
5.6.5	Increase Transnational Education (TNE) delivery including online and UK supported arrangements	No of students studying from TNE arrangements (Note these also included in 5.2 as Remote learners)	Transnational Education (TNE) is where a LIT Programme is delivered 'offshore', (the delivery mode can be online or direct provision but must be offshore).	No specific HEA definition for this term. 'Vivienne Patterson explained that there is the term 'overseas campus students' for students who are overseas in a college campus (e.g. if an IT / University has another campus in America and the student is overseas in this campus). VP outlined that if the IT/University does not have a campus located in the overseas country and the student is located there studying online or through e-learning, this student would fall into the 'TNE' definition.