

# **Mission-based Performance Compact**

**2018-2021**

*Between*

**University of Limerick**

*and*

**The Higher Education Authority**

Date: 5<sup>th</sup> April 2019



## Context

---

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

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

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

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

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

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

This Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and the University of Limerick agree that this Compact will be published.

## The principles of State funding support

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

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

# Contents

---

	Page
<b>1. Establishment of the Compact</b>	<b>4</b>
Provides for the establishment of the Compact and its term, and for the Higher Education Authority to inform Higher Education Institution of any actual or prospective changes to policy.	
<b>2. Performance Funding Framework</b>	<b>5</b>
Sets out the Performance Funding Framework within which the HEA will allocate performance funding to Higher Education Institution.	
<b>3. Mission and Strategy Statement</b>	<b>6</b>
Includes a statement of Higher Education Institution's mission and strategy. The <b>University of Limerick</b> agrees to inform the Higher Education Authority of changes to its mission and profile.	
<b>4. Development Plans and Key System Objectives</b>	<b>8</b>
Sets out Higher Education Institutions strategic intentions and objectives using standardised templates aligned to the published framework. These strategic intentions / objectives <i>must</i> align with the institution's own properly formulated strategic plan.	
<b>5. Annual Compliance Statement</b>	<b>41</b>
Where significant or urgent governance or compliance issues arise, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.	
<b>6. Agreement</b>	<b>42</b>
Contains confirmation of the agreement between the HEA and Higher Education Institution, to be signed upon conclusion of the strategy and performance dialogue process.	
<b>Appendices</b>	<b>43</b>
Where necessary, this includes additional material supplied by Higher Education Institution, including details of how objectives might be objectively verified. This appendix will include a quantitative data sets developed by the HEA and HEIs over the coming months. Institutions will be required to validate and finalise these institutional baselines by September.	

# 1. Establishment of the Compact

---

The Higher Education Authority and Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

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



## 2. Performance Funding Framework

---

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

Performance Funding will be allocated by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategy and performance dialogue.

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

### 3. Mission and Strategy Statement

---

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

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

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

#### *Changes to the mission and strategy statement*

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

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

---

#### **UL's Strategy 2015-2019 Broadening Horizons**

##### **Mission**

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

##### **Vision**

Our vision is to be internationally recognised as a distinctively progressive, research-led university that provides an engaging student experience, conducts world-class research renowned for its translational impact and is globally and locally connected in terms of its contribution to economic, social and cultural life.

##### **Values**

Reinforced by an abiding commitment to the principles of academic freedom, we will be guided by six core values in the realisation of our vision: excellence, creativity, ethics, sustainability, community and global focus.

<https://www.ul.ie//UL-Strategic-Plan-Broadening-Horizons.pdf>

---

**Theme 1 – Building on our Achievements**

- 1.1 Our core missions: research and teaching – Ensure excellence in research – Provide a highly engaged learning experience for students – Strengthen undergraduate programmes – Increase postgraduate and doctoral enrolments – Embed technology-enhanced learning across curricula
- 1.2 Our local and regional communities – Support the Limerick 2030 vision – Champion civic engagement – Collaborate with regional partners – Widen the diversity of the undergraduate student population
- 1.3 Staff, students and alumni – Support staff – Address student needs – Engage with alumni

**Theme 2 – Accentuating our distinctiveness**

- 2.1 Research impact – Build critical mass in translational research – Deliver research that benefits the economy and society
- 2.2 Industry engagement and employability – Reaffirm our commitment to Cooperative Education and graduate employability – Respond to industry's research and development needs – Develop a culture of entrepreneurship and innovation
- 2.3 Infrastructure and campus life – Develop campus infrastructure – Enhance campus life

**Theme 3 – Raising our International Profile**

- 3.1 International research profile – Increase funding from international sources – Strengthen international research collaborations
- 3.2 International opportunities for students – Attract international students – Increase the number of international opportunities for outgoing students
- 3.3 International opportunities for staff – Seek new international partnerships – Invest strategically in international activity
- 3.4 Our global communities – Expand our global networks – Benchmark our programmes internationally

## 4. Development Plans and Key System Objectives

---

### Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.
- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).
- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

<b>Objective 1</b>	Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
<b>Objective 2</b>	Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
<b>Objective 3</b>	Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
<b>Objective 4</b>	Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population
<b>Objective 5</b>	Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
<b>Objective 6</b>	Demonstrates consistent improvement in governance, leadership and operational excellence.



## 4.1 Key System Objective 1

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

### High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;
2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);
3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);
5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);
6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;
7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;
8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);
9. Achievement of the targets in the new ICT Action Plan.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 1. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

### Strategy summary:

A key objective of UL is to broaden beyond what is largely a regional and undergraduate university in order to provide greater opportunities for our students, to develop a more diverse student and faculty and to support the social, cultural and economic development of the Mid-West while contributing to national education and training in key disciplines and professional programmes.

### **Objective 1, Strategic Priority 1: Addressing the needs of students and employers to sustain and grow employability**

Employability, as a holistic approach, is a key priority of UL. UL has developed a range of programmes, in particular the Co-operative programme (Co-op) for undergraduates that have resulted in a high employability of its graduates (79% for undergraduates, 85% for postgraduates and 18% in further education (*UL First Destinations Report Graduates of 2017*). It has also established highly valued CPE programmes to address national and local needs, often in partnership with industry. In these instances industry provides part of the programme, for example in specialised training in areas such as biopharmaceutical sciences and artificial intelligence.

To provide a seamless and flexible set of programmes, UL is combining its graduate school and CPE into a single body under the Dean of Graduate and Professional Studies allowing tailoring of its education and training to the needs of postgraduate students be they full- or part-time.

UL is liaising with key employers to develop Executive Education and other CPD offerings that contribute to the up- and reskilling of their workforce in line with the National Skill Strategy targets. UL also works with specific sectors through partnerships, such as Limerick for IT and Limerick for Engineering. The provision of Co-op, already available for all UG students will be expanded to include PG programmes.

While UL has always focused on employability, in the future there will be a stream offered to promote entrepreneurship education at UG and PG levels with the aim of embedding entrepreneurship in the curriculum and to complement the Co-op programme. This will build upon and continue the Government's Entrepreneurship Education programmes in primary and secondary schools in Ireland (<https://dbei.gov.ie/en/What-We-Do/Business-Sectoral-Initiatives/Entrepreneurship-/Entrepreneurship-Education/>).

UL will grow its flexible learning offer (part-time, blended, distance, low residency and fully online, work-based learning offers and cumulative degrees) to support the needs of a diversity of learners and especially mature learners. In doing so, it will exploit research strengths and address market needs. In particular, UL will embed and expand the Educational Assistive Technology Centre to support the development of flexible learning offers and contribute to the improvement of staff capabilities in all facets of technology-enhanced learning. At the same time, the establishment of a Learning Innovation Centre will drive the development and delivery of bespoke CPD for academic staff. It will be integrated into CPD requirements for staff and their performance management.

UL has established the Mature Student Office, which supports students registered on full-time UG programmes and those on the Mature Student Access Programme. It also offers a one-year part-time Higher Level Leaving Certificate Mathematics Course for Adult Learners in

collaboration with Limerick and Clare Education and Training Board (LCETB). In the future, UL will consolidate its initiatives to support the tertiary attainment amongst 30-34 year olds.

All programmes (UG and PG) already include employability statements and Student profiles (online and in the printed prospectus). This measure will be further embedded through changes to programme re/validation and the programme review process.

UL is committed to supporting the development of skills in the region and nationally in line with the 2025 National Skills Strategy. This is evidenced through our involvement in a range of initiatives such as; Springboard, Apprenticeships, and Skillnets. We are an active member of the Regional Skills Forum and work closely with the Skills Forum manager on all of these programmes.

UL has been the largest Springboard provider in the Mid-West since the programme was launched in 2011, UL upskills in excess of 200 Springboard students each year across a range of programmes from Lean Sigma to Regulatory Affairs and Supply Chain Management. UL is committed to increasing the number of Springboard students and has dedicated resources to support this growth over the coming years.

UL is the first Irish university to engage with new apprenticeship programme, and the first institute in the country to develop a Level 10 apprenticeship. In collaboration with industry networks UL has been approved to develop and deliver 7 new apprenticeship programmes in areas such as Lean Sigma, Supply Chain Management and Software Development, five of these are at Levels 9 and 10.

UL has worked with several Skillnets to develop, deliver and accredit flexible, work-based programmes. Examples of projects include: the first all-Ireland flexible learning MSc in Artificial Intelligence in collaboration with Technology Ireland ICT Skillnet; programmes in Regulatory Affairs, Quality Engineering, and Software Quality in collaboration with Irish Medical Devices Association (IMDA), Aircraft Leasing and Finance with FINUAS Skillnet, Professional Skills for Engineers in collaboration with Limerick Chamber Skillnet and Limerick for Engineering.

The Regional Enterprise-Academic Partnership (REAP) project recently funded through the HEA Innovation and Transformation call support the above activities by engaging practitioners in designing and delivering online and blended learning.

### **Objective 1, Strategic Priority 2: Building on its strengths in Modern Foreign Languages and in response to Languages Connect**

UL recognises the critical role of language training, in particular for Ireland to engage with the EU and globally, for our graduates to achieve their full potential and for UL to develop its international programmes. Consequently, UL has developed its Languages Strategy, in response to, and closely aligned to the National Strategy, 'Languages Connect' ([https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Foreign-Languages-Strategy/fls\\_languages\\_connect\\_strategy.pdf](https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Foreign-Languages-Strategy/fls_languages_connect_strategy.pdf)), through the long-established University of Limerick Language Centre (<https://ulsites.ul.ie/languagecentre/>).

The strategy will deliver opportunities to all students to learn an additional language. UL's Language Strategy grows opportunities for students to study a foreign language as part of their course (Applied Languages, Business), as a 'broadening offer' (elective) and as a co-curricular course. UL will expand the portfolio of languages on offer, in particular to include Mandarin and will support local schools as they develop their leaving certificate courses in addition to

non-curricular community based heritage languages through the President's Volunteer Award scheme. The development of our language strategy is informed by the evidenced competency needs of our Graduates for employability in a globalised world, by the growing demand for Co-op placements abroad through Erasmus+ and uptake of Erasmus+ student exchange and other Study Abroad opportunities. The language provision plans reflect ULs growth targets for student mobility.

Moreover, the strategy will be extended to support the development of programmes of study that combine a discipline and a second language (Sciences, Health, Joint BA degree with Mary Immaculate College (MIC)). In delivering on this, UL is responding to national imperative to grow teacher provision, including in modern foreign languages, to address current shortages.



<b>HEA System Objective 1</b>	<i>Providing a strong talent pipeline combining knowledge, skills &amp; employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability.</i>
<b>UL Institutional Objective</b>	<b>Objective 1, Strategic Priority 1: Addressing the needs of students and employers to sustain and grow employability</b>
<b>UL Deliverables</b>	<p>Leading from Broadening Horizons to our new Strategic plan 2020-2024:</p> <ul style="list-style-type: none"> <li>• We will combine the UL graduate school and CPE under Dean of Graduate and Professional Studies</li> <li>• We will develop Executive Education and Continuous Professional Development offerings – aligned to national skills strategy targets with companies</li> <li>• We will work towards ensuring that our postgraduate students experience a work based project/research experience.</li> <li>• Entrepreneurship will be included in UG and PG level – embedded in curriculum</li> <li>• We will grow our flexible learning offer, in particular for mature and work based learners</li> <li>• We will expand the Educational Assistive Technology Centre</li> <li>• We will establish a Learning Innovation Centre</li> <li>• UL will consolidate mature Student activities to support the tertiary attainment amongst 30-34 year olds</li> <li>• All programmes will contain an employability statement</li> <li>• We will increase the number of Springboard students in line with increased funding</li> <li>• In collaboration with industry we will establish seven new apprenticeship programmes</li> <li>• We will continue to work closely key skills development bodies: Skillnets; Mid West Skills Forum Limerick for Engineering and Limerick for IT</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan

<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019</b> (<i>baseline 2014</i>)</p> <p>Increased level 9/10 enrolments representing 30% of overall student population by 2019 (BH 1.1.4) (<i>this target was identified in 2014 and is not achievable</i>)</p> <p>Growth in number of flexible, part-time, blended, distance and work-based learning offerings (representing 20%+ of overall student intake by 2019) (BH 1.1.5) (<i>this target was identified in 2014 and is not achievable</i>)</p> <p>Percentage of full-time non-standard entrants to undergraduate programmes to increase to 28% of overall intake by 2018 (BH 1.2.4)</p> <p>Doubling of scholarship funding available under new institution wide UG and PG scholarship programmes (by 2019) (BH 1.3.2) (<i>Given the changed funding position of the University, this is now an inappropriate target</i>).</p> <p>Graduate employment rate <math>\geq 10\%</math> above national university average (BH 2.2.1)</p> <p>1,600+ Co-op placements annually (BH 2.2.1)</p> <p>Co-op annual placement rate of 90%+ with at least 20% of all placements being international (BH 2.2.1)</p> <p>750 visits by employers to UL campus annually; 850 visits by UL to employer sites annually (BH 2.2.1)</p> <p>20% of undergraduate students spending at least one semester abroad (EU Bologna 2020 target) (BH 3.2.2)</p>
<b>Mid Term Target 2019/2020</b>	<p>Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan</p>
<b>Final Target end 2021</b>	<p>Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan</p>

<b>HEA Key System Objective 1</b>	<i>Providing a strong talent pipeline combining knowledge, skills &amp; employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability.</i>
<b>UL Institutional Objective</b>	<b>Objective 1, Strategic Priority 2: Building on its strengths in Modern Foreign Languages and in response to Languages Connect</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ We will implement our Language Strategy which provides for opportunities for students to study a foreign language as part of their course (Applied Languages, Business), as an elective 'broadening offer' (elective) and as a co-curricular course.</li> <li>▪ We will expand the portfolio of languages on offer, in particular to include Mandarin and will support local schools as they develop their leaving certificate courses in addition to non-curricular community languages through the President's Volunteer Award scheme</li> <li>▪ The UL Languages strategy will be extended to support the development of programmes of study that combine a discipline and a second language (Sciences, Health, joint BA degree with Mary Immaculate College (MIC))</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>No foreign languages indicator identified in our previous strategy Broadening Horizons.</p> <p>We are currently developing our Strategy and Action Plan for the implementation of Languages Connect.</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan

## 4.2 Key System Objective 2

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

### High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);
2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);
3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;
4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);
5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);
6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);
7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);
8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

### Strategy summary:

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 2. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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



Strategy summary:

UL is working to develop a spectrum of engagements nationally and internationally to increase the diversity of its staff and students, to offer our students an experience beyond the university (in industry, the community and overseas) and to contribute to the social and cultural development of Limerick city, the Mid West and nationally.

### **Objective 2, Strategic Priority 1: Internationalisation**

Internationalisation is a key objective of the university, which has to date lagged behind nationally and with regards to its own targets. Internationalisation will enhance the student experience, both by diversifying the student body and providing students with experience overseas.

The purpose of the **Internationalisation Strategy** is fivefold:

- Enrich the UL community by attracting the best international faculty and students
- Provision of a culturally diverse learning environment with the opportunity for all students to study overseas;
- Support academic staff to engage effectively in international activity;
- Develop institutional partnerships that support research and postgraduate education;
- Expand the university's engagement with industry, cultural bodies and NGOs;
- Enhance the University's engagement with its international alumni population.

UL has established the International Education Division (IED) to implement its **Internationalisation Strategy** through three key programmes:

1. **Full degree studies** offered to students in key countries: USA, China, India and the Middle East while exploring new markets in Ghana, Nigeria, Indonesia, Malaysia, Thailand and Vietnam. Our target is to double student numbers over 2015- 2020.

As of 2018/19, there has been an 81% increase (567 enrolments - excluding 177 students in Graduate Entry Medicine) through

- Strategic partnerships offering 2+2 undergraduate and a variety of postgraduate programmes
- In-country visits involving, school/college visits, education fairs and Education Agents.
- Alumni Ambassador programme and Alumni events in key countries.
- Government of Ireland, UL Merit based scholarships and Government sponsorship programmes (China, Indonesia and Vietnam).

2. **Study Abroad Programme** are predominately US students visiting for periods of one year, a semester, or a 3 week summer programme. The credit gained is transferred to the home university. The growth has been in line with Broadening Horizons targets, with a more rapid growth predicted in the coming years, from a current headcount of 413 (220 FTE) to a headcount of 1000 by 2024, with growth driven by developing in country resources particularly in the US, developing new partners and offering new programmes.
3. **Erasmus+ and Non-EU exchange** offers students in UL an opportunity to study or work abroad (as part of the Co-op programme). UL has the largest outgoing mobility Erasmus programme in Ireland, with 30% of UG students spend one semester overseas. Our target is to grow the programme to 40% over period 2015-2020, with the ultimate goal of 50% of students engaged on the programme as part of the European University initiative.

IED also develops and provides the International Student Support, which ensures that the transition from home to UL is as seamless as possible. This includes:

- Residency on campus;
- Summer programmes for prospective students;
- Buddy programme for almost 1000 students each year;
- 7 day Orientation programme;
- Accredited Academic Literacies modules for English language and study skills training; Cross Cultural Communications programme for entire class cohorts; Field Trips throughout the year.

The International Strategy is overseen by the Vice-President for Academic Affairs and Student Engagement and four Assistant Deans International (ADIs). The President has also appointed a Special Advisor on European Policy, in particular to build links with the EU and to better understand the implications of Brexit, and a Director of China Engagement. An Internationalisation Challenge Fund was established in 2017, supporting faculty international activity and includes a particular stream for building partnerships with the UK.

In developing our priorities under our International Strategy UL is fully aware of the potential issues / risks, which are outlined in various arenas and include:

**Recruitment of international students:**

- Dependency on single markets and therefore exposure to developments affecting these markets including regime change / cultural and linguistic differences / political-economic uncertainty/ legislative and regulatory changes / volatility of international situation incl. terrorism
- International student monoculture on select programmes at UL
- Sufficient student support including academic and pastoral support
- Sufficient student accommodation to support growth trajectory
- Cross-cultural competencies of international and home students and staff
- Integration of international students into student / academic community

**International partnerships – progression / joint and dual degrees:**

- Safeguarding of partner standing and managing reputational risk (due diligence) including principal agents objective alignment
- Managing different political, legislative / regulatory, cultural, linguistic environments
- Managing students, the learning experience and learner support
- Safeguarding of academic standards and quality assurance/enhancement (academic liaison officers)
- Managing staff including travelling faculty and locally employed staff
- Safeguarding integrity of educational offer (fraud in online programmes – learner identification systems)

UL will, while implementing this strategy, seek to mitigate and reduce these potential issues/risks through careful planning and respective quality assurance and enhancement processes.

## **Objective 2, Strategic Priority 2: Building partnerships with industry**

The University of Limerick has a long track record of collaboration with industry and has appointed a Vice President for Research and Enterprise to drive the initiative. We partner with multinational and SME companies in leading sectors of our economy, from pharmaceuticals, advanced manufacturing, med-tech and Agri-Food to software, communications, aviation and financial services. By anchoring our R&D activity firmly within the Irish enterprise landscape, our partnerships lead to job retention and creation, skills enhancement and greater competitiveness and ultimately enhance Ireland's reputation as an innovation leader. We will continue to grow our collaborations with industry regionally, nationally and internationally. These collaborations are facilitated through our SFI and EI funded research centres and also through UL's research institutes, but more broadly involves our faculty and programmes. We are developing new models for industry engagement building on the success of Limerick for Engineering and Limerick for IT as well as the co-location of industry on the UL campus.

In developing or helping to establish new enterprises, we are building on our infrastructure of technology transfer, business incubation, innovation and enterprise engagement. We are in particular reviewing our R&D industry engagement structures to strengthen our enterprise partnerships with SMEs. Through the EI funded Technology Transfer Strengthening Initiative we will expand our engagement with SMEs working closely with our consortium partner, Limerick Institute of Technology. Notwithstanding this, we will continue to work with the IDA to attract FDI to the region.

Specifically, we are investing further in the Nexus Innovation Centre and integrating Nexus with the School of Design, Kemmy Business School and our research institutes and centres to develop the entrepreneurship and incubation activity in UL, working with regional centres to build a culture of entrepreneurship in our graduates and in the Mid-West. This will be enhanced by the development of a Centre for Entrepreneurship to create a stream of entrepreneurship in the UL curriculum. It will include enterprise boot camp activities for second- and third-level students and Co-op opportunities. These activities will strengthen our start-up pipeline and provide students with a distinctive educational experience.

<b>HEA Key System Objective 2</b>	<i>Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.</i>
<b>UL Institutional Objective</b>	<b>Objective 2, Strategic Priority 1: Internationalisation</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ <b>International</b> - Our target is to double international student numbers between 2015- 2020.</li> <li>▪ <b>Our Study Aboard Programme</b> - The growth has been in line with Broadening Horizons targets, with a more rapid growth predicted in the coming years, from a current headcount of 413 (220 FTE) to a headcount of 1000 by 2024</li> <li>▪ <b>Erasmus+ and Non-EU exchange</b> - Our target is to grow the programme by 40% over period 2015-2020 with the ultimate goal of 50% of students engaged on the programme as part of the European University initiative</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>60% increase in international full-degree student numbers by 2019 (BH 3.2.1) <i>(given the funding deficit, our target is now set year on year, and is higher than set in 2014)</i></p> <p>12% increase in US Study Abroad student numbers by 2019 (BH 3.2.1)</p> <p>20% of undergraduate students spending at least one semester abroad (EU Bologna 2020 target) (BH 3.2.2)</p> <p>No. of UL internationally active academic and administrative staff through Erasmus teaching exchange and staff training opportunities (BH 3.3.1)</p> <p>Benchmarking exercise re. international external examiners, research co-supervisors and adjuncts conducted for all programmes (2017) (BH 3.4.1)</p> <p>20% increase in international external examiners (by 2019) (BH 3.4.1)</p> <p>20% increase in the number of international research co- supervisors (by 2019) (BH 3.4.1)</p> <p>3.4.2 KBS Accreditations – Renewed and New (BH 3.4.2)</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



<b>HEA Key System Objective 2</b>	<i>Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community.</i>
<b>UL Institutional Objective</b>	<b>Objective 2, Strategic Priority 2: Building partnerships with industry</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ We will continue to grow our collaborations with industry regionally, nationally and internationally</li> <li>▪ We are developing new models for industry engagement building on the success of Limerick for Engineering and Limerick for IT as well as the co-location of industry on the UL campus</li> <li>▪ We will expand our engagement with SMEs on the development of a Centre for Entrepreneurship to create a stream of entrepreneurship in the UL curriculum</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>750 visits by employers to UL campus annually; 850 visits by UL to employer sites annually (BH 2.2.1)</p> <p>Licences, options and assignments – 5 per €10m investment per annum (BH 2.2.2)</p> <p>Invention disclosures – 15 per €10m investment per annum (BH 2.2.2)</p> <p>Patent applications – 5 per €10m investment per annum (BH 2.2.2)</p> <p>25% increase in no. of spin-out companies formed (<i>cumulative</i>) (BH 2.2.2)</p> <p>20% increase in research income from industry (€m) (BH 2.2.2)</p> <p>Enterprise training (Nexus) 100+ employees from 2016 (BH 2.2.3)</p> <p>Entrepreneur events (8 annually from 2016 onwards) (BH 2.2.3)</p> <p>Outward mobility (30% increase) (BH 3.2.2)</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan

### 4.3 Key System Objective 3

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

#### High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);
2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);
3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);
4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);
5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);
6. Increase applied research in the Institutes of technology.

#### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 3. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

---

#### Strategy summary:

A key issue raised in our previous compacts has been the scale of research in UL. UL has developed its research by fostering interdisciplinary programmes that have built on its strengths in the physical sciences, in particular in chemistry and mathematics, and partnerships with industry. These have been funded by Science Foundation Ireland and Enterprise Ireland and have included programmes centred on pharmaceutical manufacturing, software engineering, material science, applied mathematics, dairy processing and automated manufacturing. It has also developed the Bernal Institute in support of these programmes. However, this has resulted in a narrow base of research in contrast to the wide range of schools and departments that constitute the university and we believe the effect is limiting for the recognition that UL has for



research. We will therefore expand our programme of research into two areas, health and digital sciences, building on a range of schools and disciplines that have emerged in the past 10 years. Moreover, we need to broaden our research funding base, in particular by developing our EU H2020 and FP9 funding.

### **Objective 3, Strategic Priority 1: Developing new areas of research**

UL is focused on building on our strengths in priority research areas as well as identifying new areas that support the broadening of the research base and address national research priorities (<https://dbei.gov.ie/en/Publications/Publication-files/Research-Priority-Areas-2018-to-2023.pdf>).

Through the Bernal Institute, we have increased our critical mass and enhanced our international reputation in materials and process engineering. We have attracted two SFI Research Professors to UL in these priority areas and secured funding from SFI for research infrastructure. We will invest in additional recruitments to further intensify critical mass in the Bernal research programmes and that in turn will enhance the reputation of UL in material science and manufacturing.

However, we recognise the need to expand our research base. We have focused on two areas – **Health** and **Digital Sciences** - that will have a regional and national impact and will enhance the academic reputation of UL:

**Health** is a key area given the investment in health sciences by UL with the establishment of the Graduate Entry Medical School, the School of Allied Health, the School of Nursing and Midwifery, Physical Education & Sport Sciences and the School of Psychology. Towards this end, we established the Health Research Institute, which is focused on Health Services Delivery, Technology Enhanced Health and Health & Wellbeing, programmes that impact health and wellbeing regionally and nationally.

We have taken two approaches towards further developing the health programme.

In the first, we are developing an Academic Health Sciences Centre (AHSC) in partnership with the University Limerick Hospital Group (ULHG) and the Community Health Organisation in the region, which is unique in the geographic overlap of these two core modes of healthcare delivery. As part of the AHSC, we have co-developed the Clinical Education and Research Centre (CERC), a purpose build facility on the hospital campus that enables translational research in the health sciences.

Through the AHSC will develop research programmes that bring together academics, healthcare providers and industry to accelerate the **translation of medical sciences**, novel technologies and processes to healthcare settings. One key area is in stroke, where we have established research programmes in public health and community healthcare.

The second approach is to expand our research programmes in **biomedical sciences**, in particular by leveraging the expertise in the physical sciences (data analytics, imaging, gene sequencing, bioengineering and biotechnology) in UL. We have received initial philanthropic funding and are developing a partnership with a UK university to catalyse the development.

The second area of research that UL will develop is **Digital Sciences**. UL has a long track record in ICT and Applied Mathematics education and research. We lead the SFI Research Centres in Software (Lero) and Advanced Manufacturing (Confirm) and the robotics research group at UL is a major partner in the SFI Centre in Marine Renewal Energy (MaREI). We are leading the development of the first national Master in Artificial Intelligence degree in collaboration with

an industry consortium. Bringing these together, we will establish a Digital Strategy at UL to explore the development and application of digital technologies and technology-enhanced intelligence. This will build on the significant existing strengths in these areas and will leverage the extensive partnerships with industry and academic research centres in Ireland and abroad. The Digital Strategy will support education and research programmes focused on digital transformation across a range of sectors including health, advanced manufacturing, financial services, energy and agriculture integral to the development of digital services, design and disruptive business strategies. Again, we have received philanthropic funding to initiate the programme.

### **Objective 3, Strategic Priority 2: Diversifying the research-funding base**

The average research awards per year for the 3 years 2015-2017 is €39m, with €26m from two agencies – SFI and EI. Just €4m was awarded each year by the EU. The total of awards from H2020 to UL throughout the programme as of 2017 is €10m (UL was awarded €21m in FP7, but note that H2020 is still on-going). Therefore, EU funding accounted for just 10% of the research funding awarded to UL over the period, whereas the target is 20%. Moreover, UL has been awarded just one European Research Council (ERC) grant in this period (€1.6m). Therefore, grow/strengthen our EU funding is a major strategic objective and will further enhance the recognition and reputation of the university.

To address this issue, UL has developed an EU Research Office to develop its EU partnerships and funding, with a focus on promoting applications and in particular on Marie Skłodowska-Curie Actions, the ERC awards and Health. Two additional staff have been recruited to support the existing 2 staff. In addition, we are building our existing EU partnerships and promoting networking opportunities for our research community. The initial impact has been positive, with two EU COFUND training awards made in the current year.



<b>HEA Key System Objective 3</b>	<i>Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an innovation Leader in Europe.</i>
<b>UL Institutional Objective</b>	<b>Objective 3, Strategic Priority 1: Developing new areas of research</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ We will develop an Academic Medical Centre in partnership with the University Limerick Hospital Group and the Community Health Organisation in the region.</li> <li>▪ We will develop research programmes that bring together academics, healthcare providers and industry to accelerate the <b>translation of medical sciences</b>, novel technologies and processes to healthcare settings.</li> <li>▪ We will expand our research programmes in <b>biomedical sciences</b> in particular by leveraging the expertise in the physical sciences (data analytics, imaging, gene sequencing, bioengineering and biotechnology) in UL.</li> <li>▪ The second area of research that UL will develop is <b>Digital Sciences</b>. We will establish a Digital Strategy at UL to explore the development and application of digital technologies and technology-enhanced intelligence. The Digital Strategy will support education and research programmes focused on digital transformation across a range of sectors including health, advanced manufacturing, financial services, energy and agriculture.</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>40% increase in number of tenured academics supervising doctorates (BH 1.1.1)</p> <p>Research Impact programme (no. of impact case studies) (BH 2.1.2)</p> <p>20% increase in the no. of Int'l research co-supervisors (by 2019) <i>(we would envisage setting a higher target for this objective in our new Strategic Plan)</i></p> <p>Increases in non-state research (BH 3.4.1) <i>(we would envisage setting a higher target for this objective in our new Strategic Plan)</i></p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan

<b>HEA Key System Objective 3</b>	<i>Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an innovation Leader in Europe.</i>
<b>UL Institutional Objective</b>	<b>Objective 3, Strategic Priority 2: Diversifying the research-funding base</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ We will grow our EU funding and will further enhance the recognition and reputation of the university through the established UL EU Research Office with the aim of developing our EU partnerships and funding</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>Doubling of income from EU funding sources relative to that achieved under FP7 (€m) (cumulative target) (BH 3.1.1) <i>(this target is important and has not been achieved to date and will be addressed in our new Strategic Plan)</i></p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



#### 4.4 Key System Objective 4

*Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.*

##### High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;
2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;
3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;
4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;
5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;
6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement.

##### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 4. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

---

##### Strategy summary:

Access to university by school leavers is lower in Limerick City than in the rest of the country, with 27% of school leavers going to university versus an average of 30% nationally and much higher rates in Dublin. This in part reflects poor socioeconomic circumstances and low educational attainment particularly in the heart of the city. Even when students do gain access to third level, progression rates are low and many drop-out. UL has developed a suite of programmes to provide access and insure progression for a number of groups, including access for mature, socio-economically disadvantaged, mature and disabled students. Access has also been a key objective for the Shannon Consortium, which is developing a more comprehensive

offering through a partnership with the three Counties, Clare, Limerick and Tipperary. The goal here is to integrate all services to provide an optimal end-to-end educational programme, from school to third-level and beyond.

#### **Objective 4, Strategic Priority 1: Access Limerick**

The University focuses on the equality of opportunity through the strategic and coordinated work of three dedicated units: the Access Office to support the recruitment, progression and success of students from disadvantaged backgrounds; the Mature Students Office and the Disability Office. This support is complemented by the UL Engage initiative, which includes a suite of Broadening modules that fosters the engagement with communities including through volunteering opportunities. UL Engage also supports the AccessCampus initiative, an initiative where UL in partnership with the local community (LEDP, Limerick Enterprise Development Partnership) provides education in areas such as maths and science to people in Limerick's Southside Community. The Centre offers a computer lab and broadband access to support skills developments. AccessCampus caters for a diverse range of learners: from primary school to mature learners. The experience from this engagement informs further research on learning outside formal environments and supports future engagement initiatives.

Support of Access students when they enter university is a key issue (and see below on progression). To support the students, UL established the Centre for Teaching and Learning (CTL) (reviewed in 2017/8), which in turn established the Student Engagement and Success Unit. The First Seven Weeks initiative provides an enhanced and targeted support for students in the early phase of their transition. In collaboration with the Students Union (ULSU), the transition phase will be enhanced through embedding a compulsory Student Life module at induction stage. The CTL also offers dedicated learning support in key areas: Mathematics, (Academic) Writing, Science, ICT and Peer Supported Learning to aid student retention, progression and completion.

#### *Future Measures*

UL will continue to foster enrolment through the coordinated work of the Mature Student Office, Disability Office and the UL Sanctuary. The latter provides opportunities for further education to those in direct provision, including refugees and asylum seekers. A range of support measure will aid widening participation: a dedicated scholarship programme, which is already in existence; priority/supported access to residency places; and a residential summer school programme to promote access to tertiary education.

Recognising that Access to third level goes beyond our institution to involve other institutions in Limerick, the Shannon Consortium, a partnership of UL, Limerick Institute of Technology and Mary Immaculate College, led an application under PATH2 and PATH3 for targeted funding under the National Plan for Access to Higher Education 2015-2019 to support students from groupings with low take-up of third level education. The Mid-West Consortium was awarded 35 dedicated bursaries and €300k towards Community engagement and support measures annually for the period 2017/18-2019/20. The project plan is at implementation stage.

UL in partnership with Limerick City and Limerick County Councils will also work to enhance outreach in DEIS schools to grow opportunities for those in communities marred by disadvantage and social exclusion. Part of an enhanced outreach offer will be the establishment of DEIS summer camps at UL to provide first-hand experience of the university. UL is also expanding its students volunteering programme to enhance DEIS engagement. Currently,



through the President's Volunteer Awards Programme, our students provide a Study Group through the AccessCampus and we will broaden this to target additional schools in the Mid-West.

### **Plan for the Development and Implementation of a Strategy for Student Success**

The development and implementation of a strategy for student success is closely aligned to the development and implementation of the University's Strategic Plan.

It builds on the current Strategic Plan 'Broadening Horizons' (2015-2019) and the existing Teaching and Learning Strategy, the work of the Centre for Teaching and Learning and early intervention programmes such as 'First Seven Weeks', PASS-Personal Academic Support System; the work of the 5 Learning Centres as well as established and piloted faculty based-interventions. It takes into account student surveys (MSS, Exit survey, ISSE), the outcomes of annual programme monitoring and periodic programme reviews. It is cognisant of the diversification of the student body catalysed by the commitment to drive access, flexible learning and internationalisation.

Developmental elements towards a student success strategy, commencing in calendar year 2019 include:

- Review of Student Health Centre
- Review of Student Affairs (student services) with the aim to optimise student support *for implementation from 2019/20 onward*
- Development and implementation of *Learning Analytics* capacity and capabilities scoping, project and policy with the aim to provide students with personalised advice in support of a successful student journey *for implementation from 2020/21*
- Review and rework of orientation week to foster community building, 'induction' to challenge-driven learning ethos, cross-disciplinary collaboration and students as co-creators of the learning experience *for piloting in 2019/20*
- Review of approach to student inductions and pilot *in 2019/20*
- Development of assessment and feedback policy including final year projects *for implementation in 2019/20*
- Implementation of PASS as a mandatory component of student engagement *for implementation in 2019/20*
- Strengthening of feedback loop to students on issues raised through Course and Faculty Boards as well as on student survey outcomes (Exit survey; Module Satisfaction Survey, ISSE) *for implementation in 2019/20*
- Development of entrepreneurial education and embedding into curriculum as a stratified approach *for piloting in 2019/20*
- Developing Cooperative and entrepreneurship education opportunities for PG *for piloting in 2019/20*
- Developing the Masters project with alternatives to the dissertation to support work-based learning, cross-cultural competency development through Erasmus and international exchanges / fieldwork; digital media and information literacy *for implementation in 2019/20*
- Establishment of a Learning Technologist Forum including the Assistive Educational Technology Unit and CTL to support development of flexible learning offers and inform the development of a *Digital Learning Strategy* as an integral part of the Learning and Teaching Strategy

In collaboration with Student Life (UG Student Union) and PSU (Postgraduate Student Union) the following work will be undertaken:

- Review of student representation approach and system *for implementation in 2019/20*
- Development, piloting and implementation of Student Life Skill Module (mandatory for all first year students going forward), Beta version for piloting in 2019/20
- Review and renewal of Student Charter, *for implementation in 2019/20*

#### **Travellers:**

- The first Traveller in Ireland completed PhD and graduated in January 2019 – role model and alumna to capitalise on for promoting access routes to HE
- In addition to PATH 1 – promotion of teacher education to this group underpinned by Access support
- Destination College and residential Access Summer School (see below)

#### **National Access Plan:**

- Review of Access campus
- Building a virtuous circle between Access work and Community Engagement through structural approach to leverage mutual impact
- Implementation of residential Access summer school for levels 5 students
- Consolidating of Access support through Mature Student Access certificate endeavours including more flexible learning opportunities
- Acceleration of development of flexible learning offers – building on work of GPS, CTL and underpinned by Forum of Learning Technologists that has been established
- Further exploration and expansion of Springboard and apprenticeship offers
- Fostering of CPE offers in areas of national skill needs
- Continued support of University of Sanctuary scheme for Mature Student Access Certificate and fee waivers/ bursaries for entry to UG studies across all faculties
- Through Shannon Consortium, establishment of Limerick Alliance for Access to Education working with voluntary, NGOs and LCCC towards a joint-up approach to promote and grow access to all levels of education

#### **Objective 4, Strategic Priority 2: Progression and Retention**

Progression of undergraduate students has been a key challenge, with a 13% non-progression rate in Year 1 and an overall drop-out rate of 24% dating back to 2014 (C&AG Special Report on Non-Progression Rates in Higher Education, draft 2017). To tackle this issue, UL is developing a range of approaches under the guidance of the newly appointed Vice President for Academic Affairs and Student Engagement. Steps are in place to enhance students' engagement early in their first year and have had a marked effect. A 'First 7 weeks programme' has been introduced, including problem-based learning approaches in several areas, such as engineering, physics and sports sciences. Experiential learning has also been introduced in engineering and sports sciences, with a marked improvement in progression. The Student Advisory system will be redeveloped and will be made compulsory from September 2019. It will include training for staff and students. A data driven Learning Analytics tool will be established to monitor and evaluate students' learning progress. Linking this tool to the existing PASS (Personal Advisor Support

System), it will support early intervention to foster student success (retention, progression, completion). It will also provide a meaningful instrument for the review and revision of existing programmes as well as the development of transformative learning approaches and methods. (This also addresses objective 5).

<b>HEA Key System Objective 4</b>	<i>Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.</i>
<b>UL Institutional Objective</b>	<b>Objective 4, Strategic Priority 1: Access Limerick</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ UL in partnership with Limerick City and Limerick County Councils will work to enhance outreach in DEIS schools to grow opportunities for those in communities marred by disadvantage and social exclusion.</li> <li>▪ Part of an enhanced outreach offer will be the establishment of DEIS summer camps at UL to provide first-hand experience of the university</li> <li>▪ UL is also expanding its students volunteering programme to enhance DEIS engagement</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>50% increase in student participation in the PVA programme (BH 1.2.2)</p> <p>Percentage of full-time non-standard entrants to undergraduate programmes (BH 1.2.41)</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan

<b>HEA Key System Objective 4</b>	<i>Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.</i>
<b>UL Institutional Objective</b>	<b>Objective 4, Strategic Priority 2: Progression and Retention</b>
<b>UL Deliverables</b>	<p>The Personal Advisory Support System (PASS) will be redeveloped and made compulsory from September 2019.</p> <p>A data driven Learning Analytics tool will be established to monitor and evaluate students' learning progress. Linking this tool to the revised PASS, it will support early intervention to foster student success (retention, progression, completion). ). It will also provide a meaningful instrument for the review and revision of existing programmes as well as the development of transformative learning approaches and methods.</p>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>First-year retention rate (%)<b>(BH 1.1.3)</b></p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



## 4.5 Key System Objective 5

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

### High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;
2. All HEIs to engage in International benchmarking by 2020;
3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);
4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);
5. All HEIs to have in place policies for digital teaching and learning by 2019;
6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 5. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

---

### Strategy summary:

As noted in Objective 4, progression rates and student success are key issues for the Access students, but also for the student body as a whole. The non-progression rate has dropped in the first year to 11% and the non-completion rate to 20% since earlier reports (2013/14), but is particularly problematic in several science subjects in contrast to the professional programmes. The reasons for this are not clear. While we have good information on those who graduate (UL *First Destinations Report Graduates of 2017*), we have no information on those who leave the university. The CTL will undertake a review of these students, key resources being the specialist Learning Centre and the Learner Analytics as this will identify students with problems and aid follow up. In addition, we have introduced common entry in several undergraduate programmes to aid access, improve retention and align our programmes with international best practice. This has been a difficult and costly process, however we trust it will help students by allowing them to consider their subject choices after they have entered the university rather than at the CAO stage.

### **Objective 5, Strategic Priority 1: Improving progression and completion**

Building on the work of the Centre for Teaching and Learning, targeted measures to support learners in areas with problematic non-progression rates will be developed and implemented through specific learner groups. Programme/module review, the development of blended learning components as well as academic staff development in the area of transformative pedagogies shall focus on areas of problematic non-progression. The development and implementation of Learning Analytics will provide additional intelligence and aid the development of targeted measures to tackle non-progression.

UL has already established the Educational Assistive Learning Technology Centre. While initially targeted at supporting students with disability, the Centre will be a key component in the development of technology assisted and enabled learning. It will be complemented by a Learning Innovation Commons that drives the development of respective academic staff competency through CPD. A comprehensive Digital Learning Policy including lecture recording shall be implemented by 2019/20.

### **Objective 5, Strategic Priority 2: Common entry into undergraduate programmes**

UL has developed a number of common entry programmes, in engineering, arts and computer science. The most complex of the programmes is the joint BA with MIC. Launched in 2017, the common entry Bachelor of Arts offered in conjunction with MIC represents the largest jointly delivered arts, humanities and social sciences programme in Ireland. Students have enthusiastically endorsed the increased subject offerings, with about 50% opting to take a subject offered by the other campus in the first year in 2017/18. Based on this positive progress, we plan to consolidate and further enhance the BA in the coming years in the following ways:

1. Increase opportunities for interdisciplinary exchange and collaboration including opportunities for cross-fertilisation between STEM and arts-based subjects to foster creativity and interdisciplinary teamwork.
2. Expanding the number of transition modules offered to students to promote academic success and inclusivity. Specifically, this will involve delivering targeted additional student support modules at crucial points in programmes (preparing for academic success; preparing for cooperative education and Erasmus+);
3. Revising the final year project, which all students undertake. Specifically, we will introduce a range of alternative multi-modal and individually tailored formats that will match better with student talent and enhance employability and will strengthen the focus on research and entrepreneurship.
4. Developing opportunities to combine foreign languages with a wide range of disciplines.
5. Expanding choice on the programme by offering more vocational/professional skills; specifically, we will introduce Journalism as a subject on the BA programme offering (based on our existing BA in Journalism with New Media).

<b>HEA Key System Objective 5</b>	<i>Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality &amp; academic excellence.</i>
<b>UL Institutional Objective</b>	<b>Strategic Priority 1: Improving progression and completion</b>
<b>UL Deliverables</b>	<ul style="list-style-type: none"> <li>▪ Building on the work of the Centre for Teaching and Learning, targeted measures to support learners in areas with problematic non- progression rates will be developed and implemented through specific learner groups</li> <li>▪ Programme/module review, the development of blended learning components as well as academic staff development in the area of transformative pedagogies shall be targeted at areas of problematic non-progression.</li> <li>▪ The development and implementation of Learning Analytics will provide additional intelligence and aid the generation of targeted measures to tackle non-progression.</li> <li>▪ A comprehensive Digital Learning Policy including lecture recording shall be implemented by 2019/20.</li> <li>▪ See Objective 1, Strategic Priority 1 re. Learning Innovation Centre</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>First-year retention rate (≥91% 2018/2019)(BH 1.1.3)</p> <p>20% increase in No. of staff undertaking training and development opportunities (BH 1.3.1) <i>(A key objective for our new Strategic Plan will be workforce planning and staff development)</i></p> <p>2 Leadership training programmes annually (BH 1.3.1) <i>(A key objective for our new Strategic Plan will be workforce planning and staff development)</i></p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



<b>HEA Key System Objective 5</b>	<i>Demonstrate consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality &amp; academic excellence.</i>
<b>UL Institutional Objective</b>	<b>Objective 5, Strategic Priority 2: Common entry into undergraduate programmes</b>
<b>UL Deliverables</b>	<p>We plan to consolidate and further enhance the joint BA in the coming years in the following ways:</p> <ul style="list-style-type: none"> <li>▪ Increase opportunities for interdisciplinary exchange and collaboration including opportunities for cross-fertilisation between STEM and arts-based subjects to foster creativity and interdisciplinary teamwork.</li> <li>▪ Expanding the number of transition modules offered to all students to promote academic success and inclusivity. Specifically, this will involve delivering targeted additional student support modules at crucial points in the programme (preparing for academic success; preparing for cooperative education and Erasmus+);</li> <li>▪ Revising the final year project, which all students undertake. Specifically, we will introduce a range of alternative multi-modal and individually tailored formats that will match better with student talent and enhanced employability.</li> <li>▪ Expanding choice on the programme by offering more vocational/professional skills; specifically, we will introduce Journalism as a subject on the BA programme offering (based on our existing BA in Journalism with New Media).</li> </ul>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>Student advisor system implementation (BH 1.3.2)</p> <p>Student representation on all course boards (BH 1.3.2)</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



## 4.6 Key System Objective 6

*Demonstrate consistent improvement in governance, leadership and operational excellence.*

### High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;
2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);
3. All HEIs to submit their annual Governance Statements to HEA on time;
4. 100% compliance by HEIs with public procurement rules;
5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;
6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;
7. 100% compliance by HEIs with public pay policy;
8. 100% compliance by HEIs with public sector numbers controls;
9. Implementation of recommendations from rolling governance reviews;
10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;
11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to assess their coherence and capacity for delivery.

### Strategy summary

Please provide details of a maximum of two institutional strategic priorities Higher Education Institution has identified under Key System Objective 6. Each strategic priority should include a description of the strategic initiatives, with reference to the above high-level targets, that Higher Education Institution is currently implementing or will implement over the three-year timespan of the compact (academic years 2018-2021).

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

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

---

#### Strategy summary:

The university has undergone an extensive review of its management (PWC Report 2107) and governance structures (Crowe Howarth Reports I and II 2017). The Executive Committee has been reconstituted and reviews of Faculty support structures, Office of the President and Human Resources initiated. The Governing Authority (GA) was reduced in size from 35 to 29, in line with the Universities Act 1999 (note that the act mandates a minimum membership of 20). The membership is now a majority of external members (by 1), with a broader range of expertise including two members with senior leadership roles in international academic institutions. The GA committee structure was changed, reducing the number of standing committees to 3 (Audit and Risk Committee; Finance Human Resources Asset Management; Access, Equality and Student Affairs). The latter committee emphasises the importance of access into the university and the strategy for equality and diversity, including gender balance within UL. Two other committees that meet as required are the Dual Honorary Degree and the Nominating Committees

#### **Objective 6, Strategic Priority 1: Equality & Diversity Strategy 2018-2021**

The University of Limerick is committed to integrating equality and diversity into the structures, behaviours and culture of the University through ensuring that resources are committed, equality and diversity are mainstreamed and everyone (staff and students) take responsibility for equality and diversity.

The Special Advisor to the President on Equality and Diversity was appointed in UL in 2017 to provide advice and information on issues of Equality and Diversity as they affect the Irish third level sector in general and the academic mission of the University of Limerick in particular.

In the first instance, such advice and information will relate to the HEA National Review of Gender Equality in Irish Higher Education Institutions, and to the strategic implications of Athena SWAN for the University of Limerick and on all issues of equality and diversity including social inclusion.

Through membership of the Irish Universities Association the Special Advisor, Professor Ita Richardson will work with colleagues across the system on the implementation of equality and diversity actions and the development of a UL Equality and Diversity Strategy support to complement our existing Institutional Strategic Plan – ‘Broadening Horizons’. In addition, the new Equality and Diversity Strategic Plan will strengthen and align existing and new projects around Athena SWAN, University of Sanctuary, UL Engage, Access Office, Disability Office, Social Inclusion, Mature Students Office and the campus community.

To this end, Prof Ita Richardson is leading a University-wide cross-disciplinary Equality and Diversity Board, whose membership includes academics, professional staff and students. This board is developing a University of Limerick Equality and Diversity Strategy, which will be presented to the Executive Committee and Governing Authority for approval in mid-2018. The strategy focuses on 11 grounds of equality [protected characteristics]: Gender, Civil Status, Family Status, Sexual Orientation, Religion, Age, Disability, Race, Membership of the Travelling Community, Social Status, and Internationalisation. The first 9 are specific to the Equal Status Acts (2000-2015) and the Employment Equality Acts (1998-2015). Social Status and Internationalisation are included as strategic objectives within the University of Limerick. This will support UL in providing all staff and students with the ability to achieve their maximum potential under each of nine themes:

- Governance;
- Leadership;
- Staff Experience;
- Educational [Student] Experience;
- Research Experience;
- Campus Development;
- Events, Clubs and Societies;
- Public Relations, Marketing and Communications
- Technology

Once the UL Equality and Diversity Strategy has been approved, the Executive Committee will have responsibility for resourcing its implementation. An action plan will be developed by the Equality and Diversity Board, who will have overall responsibility for its implementation. The strategy 2018-2021 will be reviewed for progress against the objectives and reported on annually to the Executive Committee and Governing Authority by the Special Advisor on Equality and Diversity. All members of UL community will be expected to own and act upon the principles of this Equality and Diversity Strategy. This includes staff, students, alumni, visitors and contractors.

### **Objective 6, Strategic Priority 2: Implementation of Recommendations of Reviews 2016-2018**

The University of Limerick has undergone a number of reviews of finance, governance, human resources and matters raised by individuals who are currently or formerly employees of the university, including those raised under the protective disclosure legislation. These included:

- The Higher Education Authority Review of the processes employed by the University of Limerick to inquire into allegations made by Persons A, B and C (Mazars Report 2016)
- Higher Education Authority Independent Review of Certain Matters and Allegations Relating to the University of Limerick (Thorn Reports 1 and 2, 2017-2018)
- Deloitte Internal Audit Report 2017, commissioned by UL
- Crowe Howarth Reports on Governance, commissioned by UL

These reviews made a series of recommendations and a schedule of implementation has been agreed with the HEA. The reports on implementation are provided by the Chief Operating Officer & Registrar and are overseen by the GA Audit and Risk Committee.

As part of the implementation of these recommendations new and streamlined management and governance structures have been put in place in UL.

- The Governing Authority now has a reduced membership of 29 from 36 and a new Chancellor was also appointed from the 1<sup>st</sup> December 2017.
- A new top-level management structure has been introduced by the President with the support of the GA, including a newly designated post of Chief of Operations/Registrar.
- The post of Vice President for Academic Affairs has been redefined. In April 2018 the new Vice President for Academic Affairs and Student Engagement took up post. The creation of this new post has enabled the University to focus on developing its academic programmes and enhancing the student experience.

<b>HEA Key System Objective 6</b>	<i>Demonstrate consistent improvement in governance, leadership and operational excellence.</i>
<b>UL Institutional Objective</b>	<b>Objective 6, Strategic Priority 1: Equality &amp; Diversity Strategy 2018-2021</b>
<b>UL Deliverables</b>	<p>We will implement our UL Equality and Diversity Strategy 2018 – 2021.</p> <p>The new Equality and Diversity Strategic Plan will strengthen and align existing and new projects around Athena SWAN, University of Sanctuary, UL Engage, Access Office, Disability Office, Social Inclusion, Mature Students Office and the campus community</p>
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>Percentage of full-time non-standard entrants to undergraduate programmes (BH 1.2.4)</p> <p>Athena Swan accreditation (Target Silver Award by 2018/19) (BH 1.3.1)</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan

<b>HEA Key System Objective 6</b>	<i>Demonstrate consistent improvement in governance, leadership and operational excellence.</i>
<b>UL Institutional Objective</b>	<b>Objective 6, Strategic Priority 2: Implementation of Recommendations of Reviews 2016-2018</b>
<b>UL Deliverables</b>	Implementation of the Recommendations of Reviews 2016-2018
<b>Baseline</b>	Our baseline is being assessed as part of the preparation of our data return to the HEA in September 2018 and also in planning for our new strategic plan
<b>Interim Target 2018/2019</b>	<p><b>Based on Broadening Horizons Institutional Targets 2015-2019 (baseline 2014)</b></p> <p>As outlined above</p>
<b>Mid Term Target 2019/2020</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan
<b>Final Target end 2021</b>	Targets will be finalised September 2019 for the period beyond our current strategy as we are currently developing our new Strategic Plan



## 5. Annual Compliance Statement

---

The HEA will take into account ongoing compliance with important foundational requirements such as:

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

Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.

## 6. Agreement

---

**To be completed following the conclusion of the strategy and performance dialogue process.**

The HEA and Higher Education Institution agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the place of Higher Education Institution within the system.

Signed: Paul O'Leary

Date: 12/4/19

Chief Executive, Higher Education Authority

Signed: P. J. [Signature]

Date: 5/4/19

President, Higher Education Institution

Signed: [Signature]

Date: 5/4/19

Chair, Governing Body, Higher Education Institution

## Appendices

---

We (Higher Education Institution) include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	<b>Appendix 1:</b> Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
<input type="checkbox"/>	<b>Appendix 2:</b> Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
<input type="checkbox"/>	<b>Appendix 3:</b> Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe
<input type="checkbox"/>	<b>Appendix 4:</b> Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population
<input type="checkbox"/>	<b>Appendix 5:</b> Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
<input type="checkbox"/>	<b>Appendix 6:</b> Demonstrates consistent improvement in governance, leadership and operational excellence
<input type="checkbox"/>	<b>Appendix 7:</b> Institutional quantitative data return (September 2018)

