UNIVERSITY *of* LIMERICK

OLLSCOIL LUIMNIGH

Strategic Dialogue Cycle 4

HEI Self Evaluation Report

(Year 3: Interim targets to year end 2016)

May 16, 2017

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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Strategic Dialogue Cycle 4 - HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the final set of targets, as at year end 2016. The template should largely be populated as per the published compact. If an institution experiences a significant departure from their set targets, then this should be signalled to the HEA as part of their self-evaluation report, along with an explanation of the cause for such departure.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2016 and having regard to (c) March 2017 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators and demonstrate any learning from the process. Institutions should also set out the data source against which progress has been reported.

As this is the concluding round of reporting under this cycle of strategic dialogue, institutions are requested to commence their self-evaluation with a more general assessment of the progress made in achieving the key priorities set out by the institution in their compact.

The self-evaluation requires institutions to report performance under seven separate domains having regard to particular institutional mission. Institutions are requested to submit an overarching statement reporting on progress made and the impact this progress is having on developments in other domains, under each system objective.

Case studies/exemplars

One of the objectives of this process has been to improve the accountability of the Irish higher education system in respect of its performance. While the individual compacts, and overall system report provide a very significant level of data in this regard, institutions are also requested to set out any particular case studies/exemplars of performance, in the achievement of specific compact objectives. This can be at the level of an individual domain, or may cross a number of domains, and at the level of an institution, or cluster. It is not necessary at this stage to provide full details of the case study, but rather to indicate the particular focus of the case study, and the outcome which was achieved.

As before, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

Overview of institutional progress

Overarching Statement

The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 7 domains, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has performed in this regard.

The original aims of the UL Compact with the HEA were to articulate a very comprehensive set of strategic objectives in support of our distinctive institutional mission; thereby ensuring we would continue to be recognised for our industry-relevant, award-winning research, our dedication to the student experience, our commitment to graduate employability and extensive community engagement.

The process highlighted our unique strengths within the sector in terms of our research excellence with demonstrable academic and societal impact across all disciplines, our disciplined and rigorous approach to teaching and learning and also emphasised that the needs of the communities we serve remains at the forefront of our activities and continues to shape our research and teaching programmes.

Over the four cycles of the Strategic Dialogue process the research portfolio has expanded steadily over the same period and our state-of-the-art research infrastructure has been enhanced through sustained investment and expansion, including funding for large-scale, UL-led national centres.

Since the publication of the Compact, UL has produced Broadening Horizons (UL Strategic Plan 2015-19), which reaffirms our vision 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".* This highly ambitious and challenging plan aims to build on our considerable achievements to date in the institution's relatively short history; accentuate our distinctiveness in ways that continue to set the institution apart from its competitors; and raise our international profile, standing and reputation across all areas of the University into the future.

Particular strengths were acknowledged by the HEA during the process, which identified UL as a 'Case Study' in terms of its comprehensive approach to teaching, learning and the quality of the student experience (see http://www.education.ie/en/Publications/Education-Reports/Higher-Education-System-Performance-2014-2016.pdf; Page 41).

Overall UL found the process very useful in terms of identifying and regularly measuring and annually communicating performance of our stated objectives over a three year plan. The coinciding publication by HEA of annual System Performance Reports and in particular the Volume 2 Sectoral and Institutional Profiles were also useful in terms of establishing national benchmarks for the University across a range of KPI's. This also served to inform, guide and align with the publication of our new strategic plan in 2015.

A number of other issues were identified throughout the Strategic Dialogue process and have been articulated in the new strategic plan:
  – UL needs to be more ambitious, particularly in relation to its future target setting around internationalisation

- UL will need to further prioritise growth and development of postgraduate numbers including the development of new offerings that can attract professional and international students
- UL needs to build on its substantial growth in exchequer funded research in recent years to further penetrate international funding opportunities (ERC/H20202/Marie Curie, etc.)
- UL can exploit further opportunities in flexible learning offerings and needs to invest further technology-enhanced learning and academic capacity building in this regard. .
- UL has limited current capability with respect to performance management and measurement, and will need increased investment to develop systems and build capacity to more adequately support the implementation of the strategic plan, monitor and measure performance and establish institutional benchmarks for an agreed set of strategic KPIs (including those in future Compacts) into the future.

1   Regional clusters

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that

A significant part of this this section of the Compact addressed the further development of the Shannon Consortium and focused in particular on three key projects, namely the establishment of an National Institute for Studies in Education (NISE) the delivery of a single Arts offering at UL/MIC; and the establishment of a federated Graduate School (FLGS) serving the three HEIs in the region (UL, MIC and LIT).

These initiatives have proved a significant and ongoing challenge with respect to the considerable additional costs associated with both the individual projects themselves and, more generally, the overall management, co-ordination and reporting costs of consortium activities across the three institutions as the breadth of collaborative activities expand and evolve. Furthermore it should be noted (and recognised by HEA) that the achievement of the stated objectives therein is oftentimes beyond the control of the reporting institution.

The University also recognised during the Strategic Dialogue process that issues pertaining to this section of the Compact dominated almost all discussions with the HEA whilst at the same time there remains an ongoing lack of clarity re HEA position, policy and future funding vis regional clusters into the future. The University would welcome further clarity in this regard.

Finally, over the period of the Compact the regional cluster (formal and informal) has extended far beyond inter-institutional (HEI) relationships, with synergies now emerging between this section of the Compact and Section 5 (Engagement). Whilst this section pertains mainly to collaborative activities between the region's HEIs, regional clustering now involves multiple stakeholders across education, enterprise and local government e.g. regional skills forum, regional action plan for jobs, Limerick 2030, etc. We would therefore envisage greater overlap across these themes (Section 1 and Section 5) in future plans.

1.	Institution objective	**Establish a centre of excellence in teaching and teacher education** *(UL Strategic Plan Goal 1, Action No. 9)*
	Performance indicator	Full adoption of the recommendations outlined in the report of the *International Review Panel on the Structure of Initial Teacher Education Provision in Ireland* (page 30) in relation to the establishment of an institute of teacher education
	Baseline	Report of the *International Review Panel on the Structure of Initial Teacher Education Provision in Ireland* Framework Document regarding establishment of National Institute for Education Studies (NISE) submitted to HEA November 2013
	Interim target, end 2015	1. Governance structures operational 2. CPD and Structured PhD programme development 3. Tús shared service/student teaching placement management system fully operational
	Final target, end 2016	1. National institute for teacher education fully operational at UL, MIC and LIT with engagement from NUI Galway and UCC 2. Single Structured PhD programme available for AY 2016/17 intake 3. Joint blended CPD programme fully designed and available for AY 2016/17 intake
	Progress against 2016 target, commentary and data source	1. NISE not yet fully operational. Board meeting quarterly, but to date the issue of the appointment of a Director has not yet been fully resolved to ensure full and effective NISE operation. The Shannon Consortium Implementation Group has noted that authorisation for joint appointment of a Director at full professorial level has been granted. The implementation path for this remains to be identified and agreed upon. 2. Collaboration between both institutions vis Summer and Winter schools. Full integration of sPhD's at MIC/UL will require the completion of the appointment of a Director to oversee implementation across both institutions 3. Two very large successful All-island CPD programmes have been secured by MIC and UL respectively. MIC are leading Leadership for Inclusion in the Early Years Programme (LINC) http://lincprogramme.ie/ and UL are leading a new DES-funded programme on school leadership http://www.ul.ie/cpe/pdsl/> Including the Postgraduate Diploma in maths for Teaching, the NISE core partners are now delivering three of the largest CPD programmes for teachers in the history of the state with a combined value in excess of €15 million.
	Summary	Substantial progress made, targets not met in full and reasons identified

2.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes** *(UL Strategic Plan Goal 1, Objective 6)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4*
	Performance indicator	Joint academic planning between UL and MIC in relation to co-delivered arts provision
	Baseline	Shared modules in geography delivered cross-institutionally
	Interim target, end 2014	Arts programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
	Interim target, end 2015	≥ 10 shared/co-delivered arts modules available from AY 2015/16 onwards
	Final target, end 2016	Common entry/joint arts offering from UL and MIC
	Progress against 2016 target, commentary and data source	First intake commencing September 2017. CAO handbook entry confirmed, cross-institutional timetabling established, curriculum finalised and the arrangements for "streaming" lectures so that they can be simultaneously taught on the two campuses in place. CAO applications for the 2017/18 academic year indicate that first preference enrolments in the common entry programme will be likely to exceed the first preference enrolments in the degrees which the programme is replacing at UL. **Note:** Additional IT and Ed Tech costs associated with the streaming of modules remotely will need to be addressed by both partners.
	Summary	Target achieved or exceeded

3.	Institution objective	**Engage in strong collaboration and knowledge exchange with strategic partners** *(UL Strategic Plan Goal 2, Action No. 4)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Establishment of Limerick Graduate School involving UL, LIT and MIC
	Baseline	Regional Graduate Training Network (SIF-funded)
	Interim target, end 2014	Align postgraduate research policies, procedures and regulations in UL, LIT and MIC Pilot accreditation of LIT research awards by UL
	Interim target, end 2015	Further piloting of accreditation by UL of LIT research awards
	Final target, end 2016	Limerick Graduate School established
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** The governance document of the Federated Limerick graduate school (FLGS) has been agreed by the Institutions involved. Meetings of the FLGS committee have taken place in line with governance requirements Projects have been developed leading to: − Cross institutional generic and transferable skills training − Inter-institutional Library arrangements − Research student drop in clinics − Cross institutional structured PhD − Development of a budget plan for the launch of FLGS, marketing, corporate image and websites. Formal Launch event and website envisaged for Autumn 2017
	Summary	Target achieved or exceeded

4.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes** *(UL Strategic Plan Goal 1, Objective 6)*
	Performance indicator	Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate (UG) and postgraduate (PG) programmes
	Baseline	Two joint MSc programmes currently offered Eight *Link to Learn* modules shared across both campuses
	Interim target, end 2014	≥ 12 *Link to Learn* joint modules at UG level Taught PG programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
	Interim target, end 2015	≥ 15 shared/co-delivered modules available from AY 2015/16 onwards Four joint postgraduate programmes offered Alignment of CPD offerings and transition to joint awards for five CPD programmes
	Final target, end 2016	Four joint PG programmes in total offered through NUIG/UL Alliance
	Progress against 2016 target, commentary and data source	1. More than 15 modules offered through existing joint programmes 2. Five joint postgraduate programmes offered: - MSc Technology Management; PG Diploma in Innovation Management; PG Diploma in Technology Commercialisation; PG Diploma Maths for Teachers; MSc Environmental Management; 2 joint Structured PhD programmes offered; 2 shared UG programmes offered jointly through AUA 3. Alignment of CPD offerings and transition to joint awards for five CPD programmes: BSc Science & Technology Studies - 109 students; Specialist Diploma in Medical Device Science – 17 students; Specialist Diploma in Lean & Quality Systems – 29 students; Specialist Diploma in Automation and Control – 8 students *(Total UG: 163 students)* 4. Large scale research collaboration on funded projects (eg SFI Centres (Curam, Lero, SSPC)* **Whilst end 2016 targets have already been exceeded, regional cluster activity has taken prominence over NUI Galway/UL Alliance activity and of necessity limits the potential for new developments within the Alliance, in the immediate term.*
	Summary	Target achieved or exceeded

5.	Institution objective	**Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)* & **Build on SIF investments to sustain vital learning resources, learner support services and access and lifelong learning programmes** *(UL Strategic Plan Goal 1, Action No. 6)*
	Performance indicator	A fully functioning regional network for formal and informal academic teacher training and student T&L supports
	Baseline	Shannon Consortium SIF T&L projects, including regional T&L awards
	Interim target, end 2014	1. Jointly planned and delivered T&L CPD non-accredited programme – *"Conversations in the Consortium"* – for academic staff 2. A regional learner support network covering joint planning re. academic writing, science and maths, ICT and peer learning student supports 3. Regional T&L awards
	Interim target, end 2015	1. A single CPD accredited programme for academics to develop competence in teaching, learning and scholarship 2. Regional learner supports network in place 3. Regional T&L awards
	Final target, end 2016	All of the above fully operational
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** 1. Dec 2016, competitive CPD funding secured from the National Forum to assist with the on-going development of the UL approved Graduate Diploma/MA in Teaching, Learning and Scholarship as a regional programme. Project initiated with an end date of June 2018. The joint programme will roll out fully across the SC in Sept 2018. In AY 2016/17, the existing programme is being jointly delivered by the SC partners and is open to all staff within the consortium. 2. The learner centres have had a strong focus on collaborative ventures over the past year. e.g. the Regional Writing Centre plays a strong leadership role in INEW (Irish Network for the Enhancement of Writing: https://inewriting.wordpress.com/), the Mathematics Learning Centre has collaborated nationally with the Irish Mathematics Learning Support Network (IMLSN) in the development and delivery of tutor training programmes for tertiary mathematics tutors nationwide; and the ICT Learning Centre (ICTLC) in partnership with the Peer Supported Learning Centre (PSLC) led a National Forum research project "ICT Retention - A review of the impact of retention interventions focused on students in ICT related areas of study" (http://www.teachingandlearning.ie/forum-resources/national-forum-publications/). 3. Regional T&L awards are in place and fully operational.
	Summary	Target achieved or exceeded

6.	Institution objective	**Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Regional pre-entry supports aligned
	Baseline	Shannon Consortium Downtown Centre
	Interim target, end 2014	1. Pre-entry programme mapping across the consortium and in association with providers of further education (FE) in Limerick *(aligned to New National Access Plan)* ***Transition activities*** *(Nos. 2 & 3 are SIDF proposals awarded under SIDF Jan 2014)* 2. *First Leanings* (pending SIDF proposal) Transition Year programme developed to include Toolkit for transition year co-ordinators; delivery of pilot to 500+ students; and production of accompanying National Parents Guide to HE 3. Threshold Concepts Transition programme (pending SIDF proposal) Yr. 1 rollout: 10+ non-HE partners from 2nd level and FE sectors and 250+ students engaged (LIT-led)
	Interim target, end 2015	1. A common entry scheme targeted at Limerick city and county HE and FE providers and joint recognition of progression from regional and national higher education access entry programmes *(subject to a published national access plan recommending same)* ***Transition activities*** 2. *First Leanings* mainstreamed 3. Threshold Concepts Transition programme Yr. 2 rollout (subject to funding)
	Final target, end 2016	1. Scheme established for the mutual recognition of progression from access entry programmes on a regional and national basis 2. Transition activities mainstreamed
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes/no **Status report:** Scheme successfully established for the mutual recognition of progression from mature access entry programmes on a regional basis. UL and MIC have agreed the mutual recognition of each institution's merit-based direct access criteria for mature entrants from their Access/Foundation Programmes. All Mature Access routes to Higher Education in the Shannon Consortium Cluster are now jointly marketed as regional programme offerings. *Note/Recommendation*: There is still an urgent need for an overall national approach to the delivery of access to university programmes in HEIs. The recommendations of the review on the provision of access programmes in higher education should be implemented or a new analysis of current provision should be carried out specifically in relation to the role FE can play in bringing an integrated national approach to access to university programmes.
	Summary	Target achieved or exceeded

7.	Institution objective	**Continually enhance the skills base of the workforce** *(UL Strategic Plan Goal 1, Objective 4)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Annual Springboard & ICT submissions
	Baseline	Regional planning and marketing re Springboard/ICT upskilling and other labour market activation measures
	Interim target, end 2014	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Interim target, end 2015	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Final target, end 2016	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** Springboard/ICT upskilling programmes delivered: 2014: €779K for 155 students; 2015: €1.038 million for 230 students; and 2016 €711K for 136 students. ***Note***: *Demand for Springboard/ICT appears to have peaked regionally and is now in decline given uplift to the regional economy and the increased availability of employment opportunities. A revision of the entry requirements and the programme focus is warranted if the programme is to continue into the future.*
	Summary	Target achieved or exceeded

8.	Institution objective	**Engage in strong collaboration and knowledge exchange with strategic partners** (*UL Strategic Plan Goal 2, Objective 4*) & **Contribute to social and economic development through the rapid translation of research** (*UL Strategic Plan Goal 2, Objective 6*)
	Performance indicator	Shared technology transfer (TT) support services
	Baseline	Submission of Enterprise Ireland's Technology Transfer Strengthening Initiative Cycle 2 (TTSI 2) proposal for delivery of TT services from UL to IT Tralee (ITT) and Limerick IT (LIT) Single technology transfer web portal for NUIG/UL alliance
	Interim target, end 2014	1. Completion of Enterprise Ireland's TTSI 2 consortium agreement for delivery of technology transfer services from UL to ITT and LIT and delivery of on-site commercialisation training for researchers at ITT and LIT 2. Launch of New Frontiers programme in association with partners 3. Single face to enterprise in areas of research and technology transfer (NUIG/UL alliance)
	Interim target, end 2015	Shared Services Action 1. Regional technology transfer shared service in association with ITT and LIT (TTSI 2) 2. Regional delivery of training programme for entrepreneurs (New Frontiers) 3. Single face to enterprise in areas of research and technology transfer (NUIG/UL alliance)
	Final target, end 2016	Shared services action (as above)
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** The UL and LIT partnership under the Limerick Consortium continues to share technology transfer resources and expertise to deliver a professional and responsive service to Industry, spin out companies and our academic communities. The Consortium was awarded funding under the Enterprise Ireland's Technology Transfer Strengthening Initiative Cycle 3 (TTSI 3) to support the partnership until 2021. *Note: As stated in prior reports, Target 3 above was superseded by Knowledge Transfer Ireland (KTI) taking over responsibility for the national perspective on the knowledge transfer (KT) system in Ireland and therefore no longer attainable. The KTI strategy is focused on funding regional clusters where institutes work together in knowledge transfer consortia to share and scale expertise. UL and NUIG are now leading 2 different consortiums as per EI's KTI requirements.*
	Summary	Target achieved or exceeded

2 Participation, equal access and lifelong learning

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution.

UL has been successful in meeting the target of 28% participation of the targeted groups in undergraduate programmes as committed to in the Compact. However, UL is cognisant of ongoing challenges in terms of increasing the participation of mature full-time undergraduate students. The university has framed an initiative in this area linked to our STEM programmes. UL will pilot for the second year, starting in September 2017, a part-time Higher Level Mathematics Programme. This is an initiative in partnership with Limerick and Clare ETB and our own Mathematics and Statistics Department. We are also examining, through this collaborative process, the feasibility of the use of the Mathematics for STEM QQI qualification to meet the Mathematics requirement for entry onto our STEM programmes. These initiatives along with the continued growth in the numbers entering our one year full-time Mature Student Access Certificate programme will increase full-time mature numbers over the next number of academic years. It is also worth noting the increase in the numbers of those who have gained refugee status on this particular programme. UL has also recently sought University of Sanctuary status, bringing a greater focus to work in this area by providing a number of scholarships, English Language Classes and a level of tailored post- entry support. UL has also committed to the role-out of our successful After School Club in the Access Campus based in Roxboro in Limerick City. The After-School Model will be rolled out to the greater City and County Area. Part of the initiative is the provision of tuition in Mathematics and Science subjects to second level pupils by undergraduate students in STEM subjects.

UL also welcomes the publication of the HEA's National Access Strategy since the publication of our Compact and this document will serve as a useful benchmark for measuring progress at institutional level against national targets in future plans.

With respect to lifelong learning, UL used this part of the Compact document, in tandem with the goals articulated in [Engaged Learning, UL teaching, Learning & Assessment Strategy 2014-18](#) to focus specifically on the establishment and development of a dedicated [Continuing Professional Education unit](#) over the period. During the period the University was fortunate to secure through a competitive tender process, two of the largest exchequer funded CPD programmes in the field of education in the history of the state (UL is now leading a new DES-funded programme on school leadership http://www.ul.ie/cpe/pdsl/ and also leads the [Postgraduate Diploma in maths for Teaching](#), which has been running since 2012 and is now enrolling its sixth cohort) . These successes have ensured that UL has exceeded all of its targets with respect to the flexible learner numbers as a percentage of the overall student population. However, the University also recognises that further investment is required to build capacity and infrastructure that will support the further roll-out of technology-enhanced learning offerings for students who wish to avail of UL offerings in a professional/remote setting both in Ireland and overseas. The university has also identified the need to formulate a clear technology-enhanced learning strategy and associated resourcing plan in the future to address this challenge.

1.	Institution objective	**Increase the diversity of the student population** *(UL Strategic Plan Goal 1, Objective 4)*
	Performance indicator	Percentage of full-time non-standard entrants to undergraduate programmes *(This measure will count the percentage of mature students, students with disabilities and students from socio-economically disadvantaged backgrounds on full-time undergraduate programmes and will include all entrants to the University's UG programmes outside the traditional Leaving Certificate and deferred Leaving Certificate cohorts. The main non-standard entry routes refer to transfer and progression from further education and mature student entry. Entrants under the HEAR and DARE schemes for supplementary admissions will also be counted in this indicator, as will those entering through RPL.*)*
	Baseline	22% for AY 2012/2013
	Interim target, end 2014	26% (AY 13/14)
	Interim target, end 2015	28% (AY 14/15)
	Final target, end 2016	N/A (subject to targets set in the University's strategic plan 2015–20)
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes/no **Status report:** The University's new Strategic Plan 2015-2019 has committed to a target of 28% of overall intake into full-time undergraduate programmes from non-standard entrants. **The current intake for 2016/2017 is 29%.** **Challenges** remain in relation to mature student numbers. Financial limitations in grant payments; alternative labour activation programmes; increase in employment opportunities; deficits experienced in mathematics and poor childcare provision all impact on the low mature student numbers entering full-time programmes. UL has provided, with ETB support, a part-time Higher Level Mathematics programme for those interested in Engineering Programmes. This pilot initiative will run again in 2017/2018. In tandem with this initiative we are examining with partners and stakeholders the recognition of QQI Maths for STEM as a means of meeting programme requirements for our STEM programmes. The Shannon Consortium initiatives in the area of Initial Teacher Education (HEA funded PATH 1) will also add to the numbers from the target groups entering programmes of study. A review of the HEAR and DARE schemes will also address the current imperative to increase student numbers. The University's Student Affairs Division's Strategic Plan includes the priority goals and targets set within the National Plan on Equity of Access to Higher Education as a sectoral benchmark for all its activities.
	Summary	Target achieved or exceeded

*To include Springboard/LMA/ICT up-skilling cohorts from AY 2013/14 onwards

2.	Institution objective	**Increase the diversity of the student population** *(UL Strategic Plan Goal 1, Objective 4)*
	Performance indicator	Establish a centre of excellence in the use of assistive technology (AT) in education in the University
	Baseline	South West Regional Access Alliance (SWRAA): UL, LIT, MIC, ITT, UCC, Cork IT, Athlone IT, NUI Galway and Galway-Mayo IT – mapping report on AT provision across the HE sector produced in 2012/13
	Interim target, end 2014	Business plan produced for the establishment of the Centre of Excellence in the Use of Assistive Technology in Education
	Interim target, end 2015	Presentation to HEA for approval and adoption
	Final target, end 2016	N/A
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report: Education Assistive Technology Centre (EATC) has been established in the university.** The Centre provides AT assessment and training services to LIT, MIC and the Institute of Technology Tralee. The Centre also provides AT training programmes to educational professionals through the Special Education Support Service. EATC also engages with second level schools in the region and provides AT assessment services and training to pupils with disabilities. The Centre also engages with employers and FE providers in relation to the provision of AT expertise. The Centre will be formally launched in May 2017.
	Summary	Target achieved or exceeded

3.	Institution objective	**Establish a CPD centre at UL** *(UL Management Council Strategic Planning Task Force Report)*
	Performance indicator	One-stop-shop CPD unit with three basic functions: (i) *Strategic* – set the direction for CPD at UL; (ii) *Operational* – manage the development and delivery of CPD; and (iii) *Research* – develop an international reputation in professional, part-time, flexible and e-learning methodologies
		Programmes developed and adopted for multi-modal delivery (full-time, part-time, distance, flexible, blended and CPD modes)
		National and international market awareness of the new brand
	Baseline	*Ad hoc*, distributed CPD activity at UL
		Limited market awareness of UL's flexible learning and CPD offerings
	Interim target, end 2014	Director of CPD appointed (Jan 2014)
		CPD business plan developed and adopted (2014)
		CPD centre staffed and co-located
		Brand, image and logo developed and recognised regionally
	Interim target, end 2015	Office suite dedicated to CPD and accessible to flexible learners
		National recognition of CPD at UL
	Final target, end 2016	CPD facilities offering a broad range of student services in a format and at a time that is suitable for flexible learners
		Recruiting flexible learners regionally, nationally and internationally
	Progress against 2016 target, commentary and data source	**Action Initiated**: Yes **Status report:** All objectives fully achieved as per previous Cycle 2 & 3 reports. CPE unit established and nationally recognised. (see http://www.ul.ie/cpe) Flexible learners now representing 19% of student body as reported in March 2017 HEA returns (ahead of UL's strategic target)
	Summary	Target achieved or exceeded

4.	Institution objective	**Common platform for online delivery to flexible learners** *(UL Management Council Strategic Planning Task Force Report)*
	Performance indicator	Number of learning units available online
	Baseline	Multiple learning management systems (LMSs) used for flexible learners
	Interim target, end 2014	Common entry point for all CPD courses, at least five programmes using common LMS
	Interim target, end 2015	At least eight programmes available on a common LMS and modular programme route established
	Final target, end 2016	50% of flexible learning programmes available through modular route
	Progress against 2016 target, commentary and data source	**Action Initiated**: Yes **Status report:** Common UL Moodle instance established through CPE for ***all (100%)*** of on-line programmes. Currently 12 programmes (see: http://moodle.ul.ie) Academic Council has approved a model for offering Masters programmes on a part-time basis (regulation 3.4) but there has been no demand/uptake to date. , Under the Awards Framework policy students may register for up to 24 ECTS credits on programmes offered by the University. Students are required to enrol on a programme of study if they intend taking credit above 24 ECTS. The University awards framework established which includes progression from certificate to higher certificate to diploma to degree at undergraduate level. At postgraduate level specialist diploma provides part completion of master's programmes.
	Summary	Target achieved or exceeded

5.	Institution objective	**Standard awards system for CPD at UL** *(UL Management Council Strategic Planning Task Force Report)*
	Performance indicator	Common framework for positioning CPD awards within the National Framework of Qualifications (NFQ)
	Baseline	Lack of clarity on awards and progression criteria
	Interim target, end 2014	Common framework for developing and accrediting CPD awards agreed at Executive Council
	Interim target, end 2015	50% of CPD courses compliant with common framework
	Final target, end 2016	90% of CPD courses compliant with common framework
	Progress against 2016 target, commentary and data source	**Action Initiated**: Yes **Status report:** Following a new University of Limerick Approved Awards and Other Modes of Learning Policy was adopted by Academic Council in 2016 with all courses now compliant (100%). End 2016 target attained and exceeded as reported in Cycle 3 report
	Summary	Target achieved or exceeded

6.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society** *(UL Strategic Plan Goal 1, Objective 6)*
	Performance indicator	Percentage of flexible learners (part-time, distance, e-learning) as a proportion of overall student population
	Baseline	14%
	Interim target, end 2014	Maintain baseline of 14% during set-up of CPD centre and consolidation of CPD activity
	Interim target, end 2015	15%
	Final target, end 2016	17%
	Progress against 2016 target, commentary and data source	**Action Initiated**: Yes **Status report:** 16/17 actual data (March 2017 HEA returns) at **19%** - well-above 2016 target, bolstered in large part through DES contract for maths teachers **Challenges:** Drop-off likely following completion of DES-funded Maths programme. Additional investment/funding required to building digital capacity and develop new online offerings (infrastructure, training and development costs), particularly those that can reach international markets in future years.
	Summary	Target achieved or exceeded

3 Excellent teaching and learning and quality of the student experience

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution.

The University of Limerick was quite fortunate in the fact the publication of the Compact coincided with the development of the *Engaged Learning, the* University's Teaching, learning & Assessment Strategy for the period 2014-18. This meant that considerable detailed work had just been completed in this domain prior to inform this section of the Compact.

UL was also the focus of a Case Study on this element of the HEA compact with the HEA commending UL (in its December 2016 Higher Education System Performance Report to the DES) for its comprehensive approach to teaching, learning and the quality of the student experience with HEA commenting on UL's treatment of this section of the Compact, as follows:

"The strategic dialogue process provided a number of examples of institutions seeking new ways to improve the student experience. A striking example is the approach being implemented by the University of Limerick. It has articulated its stance in Engaged Learning, the university's teaching, learning and assessment strategy, and in its compact with the HEA. The initiatives UL are taking include:

- Developing graduate attributes that set out for students and for prospective employers the knowledge, competencies and skills that a UL graduate can expect to develop over the course of his or her studies

- Working with the National Forum to prepare a full competency framework to ensure that its teaching staff are in a position to support students to develop the graduate attributes

- Drawing together evidence from different sources to identify any issues that inhibit effective learning. (Critically, this is first driven by students themselves, who are encouraged to provide their views of the quality of their learning at module, programme and institutional level. In this way, modules that return lower than average scores are identified for further examination.)

- Other measures such as teaching observation, where staff teaching is recorded and/or observed by a peer(s). Both student and peer observations are used to identify any further assistance that is needed to enhance teaching and learning quality

- Specific measures to assist staff in the development of their teaching skills, including generic programmes such as delivering Broadening the Curriculum modules, planning curriculum innovation around existing and new programmes, developing technology enhanced learning, and more specific programmes such as a Specialist Diploma in Teaching, Learning and Scholarship

- Planning for international benchmarking of its approach –for example, drawing on questions used to assess student satisfaction in similar reviews by universities in the UK."

See: http://www.education.ie/en/Publications/Education-Reports/Higher-Education-System-Performance-2014-2016.pdf; Page 41.

1.	Institution objective	**Provide an outstanding and distinctive experience for every one of our students to enable them to become knowledgeable, skilled and confident graduates** *(UL Strategic Plan Goal 1)*
	Performance indicator	Development and implementation of a UL teaching and learning strategy (2014–18)
	Baseline	Goal 1 UL Strategic Plan UL Management Council Strategic Planning Task Force reports and recommendations
	Interim target, end 2014	Draft a teaching and learning strategy for university-wide implementation
	Interim target, end 2015	Monitor ongoing implementation in line with planned outcomes and actions for Year 1
	Final target, end 2016	Monitor ongoing implementation in line with planned outcomes and actions for Year 2 Conduct interim review
	Progress against 2016 target, commentary and data source	**Action Initiated**: Yes **Status report:** *Engaged Learning*: UL Teaching, Learning & Assessment strategy (2014-18) Interim report produced and presented to UL Executive and relevant subcommittee of the UL Governing Authority UL's Strategic Plan *Broadening Horizons* published in September 2015 also incorporates all key actions articulated in Engaged Learning and is monitored annually. Furthermore, this HEA Compact document closely aligns with the key strategic goals articulated in *Engaged Learning* to ensure external oversight and review of progress to date
	Summary	Target achieved or exceeded

2.	Institutional objective	**Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience**
		(UL Strategic Plan Goal 1, Objective 3)
	See section 5, *Enhanced engagement with enterprise and the community and embedded knowledge exchange,* for a detailed set of objectives and targets in relation to cooperative education and employability (objective nos. 1 and 2).	

3.	Institution objective	**Maintain in the curriculum a balance of breadth and depth that develops our students' independent lifelong learning capacity so that they become versatile and adaptable graduates** *(UL Strategic Plan Goal 1, Objective 2)*
	Performance indicator	1. Implementation of the Broadening the Curriculum programme across UL 2. Sustained study options through the introduction of cross-faculty "broadening" modules (e.g. language, business, science, arts, humanities, education) available as an optional elective in undergraduate degree programmes.
	Baseline	Multidisciplinary broadening modules developed and presented for approval to Academic Programme Review Committee (September 2013)
	Interim target, end 2014	Piloting of seven multidisciplinary broadening modules in selected programmes
	Interim target, end 2015	1. Full integration of multidisciplinary broadening modules in programme structures in AY 2015/16 2. Pilot a number of cross-faculty broadening modules
	Final target, end 2016	1. Ongoing review and development of multidisciplinary broadening modules. 2. Cross-faculty broadening modules also available as electives in AY 2016/17
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** Twenty two broadening modules have been developed and approved since publication of the Compact. Approximately 500 students from across a range of programmes completed broadening modules in Semester 2 of AY 2016/2017.
	Summary	Target achieved or exceeded

4.	Institutional objective	**Establish a CPD centre at UL** *(UL Management Council Strategic Planning Task Force Report)*
	See section 2, *Participation, equal access and lifelong learning*, for a detailed set of objectives and targets in relation to the development of CPD and lifelong learning at UL (objective nos. 4, 5, 6 and 7)	

5.	Institution objective	**Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences** *(UL Strategic Plan Goal 1, Objective 1)* & **Continually enhance the skills base of the workforce** *(UL Strategic Plan Goal 1, Objective 8)*
	Performance indicator	Planned activity around the UL graduate attributes
	Baseline	The graduate attributes statement (See Appendix 2)
	Interim target, end 2014	Establishment of a fully functioning graduate attributes hub
	Interim target, end 2015	Integrating the UL graduate attributes into teaching and learning in innovative ways (e.g. through the use of technology) through a number of planned and supported activities (e.g. re-engaging teaching staff with the culture of learning outcomes, CPD events, Specialist Diploma in Teaching, Learning and Scholarship, delivering Broadening the Curriculum modules, planning curriculum innovation around existing and new programmes, supporting peer observation and the recording of teaching).
	Final target, end 2016	Ongoing supported activities and events around graduate attributes in the fully established graduate attributes hub.
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** Ongoing supported activities and events around graduate attributes in the fully established Graduate Attributes Hub, including TEL activities (Take One Step, and All Aboard National Forum funded initiatives), CPD, and the delivery of broadening modules. The newly configured UL Graduate Diploma/MA in Teaching, Learning and Scholarship was launched in August 2016 and is in alignment with the National Forum's recently published Professional Development Framework. In addition, the appointment of a CTL Student Engagement and Success Educational Developer has meant a huge increase in student support activities in this space.
	Summary	Target achieved or exceeded

6.	Institution objective	**Provide a specific and coordinated series of supports and experiences for first-year students during their transition to third-level education** *(UL Strategic Plan Goal 1, Objective 5)*
	Performance indicator	First-year retention rate (%)
	Baseline	1. Existing student adviser system 2. Existing structures such as the First Seven Weeks induction programme and the four learner support units (Writing, Maths, Science and ICT) 3. First-year retention rate 91% (HEA profile sheet 2010/11)
	Interim target, end 2014	1. Develop a student advisor working group and adopt recommendations 2. Appoint a dedicated first-year retention officer 3. Enhance faculty-level ownership and engagement through designated roles of responsibility within faculties on the First Seven Weeks programme
	Interim target, end 2015	1. Reconfigure the advisor system to maximise student engagement and support with a focus on active mentoring during the student's first year 2. Create a learner support units strategic planning board to strategically align the support units
	Final target, end 2016	1. Fully revised student advisor system 2. Fully revised learner support unit planning and management 3. Improve/maintain first-year retention from the baseline rate (i.e. ≥91%)
	Progress against 2016 target, commentary and data source	1. Following two years of piloting, a revised student advisor system (PASS) was rolled out across all faculties in September 2016. 2. Learner support units strategic planning board established in 2015, and fully operational in 2016, with very specifically targeted supports for students at risk during and following first semester exams. 3. Latest retention rate available AY 15/16 at **90%** (the average for all 7 universities in Ireland which is a solid benchmark to gauge progress and is a considerable improvement from the below-university average rate at 2013 of 87%) which represent a significant improvement from previous years. Faculties and departments have been engaged in new initiatives supported by IT, CTL and the Ed Tech centre to assist student's transition to third level, whilst ensuring that academic standards of the programmes are maintained. Retention rate for 16/17 unavailable at time of reporting as final exam grades not yet recorded.
	Summary	Substantial progress made, targets not met in full and reasons identified

7.	Institution objective	**Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences** *(UL Strategic Plan Goal 1, Objective 5)*
	Performance indicator	1. Numbers of staff at UL with a teaching qualification 2. Annual T&L awards programme
	Baseline	1. UL currently offers the Specialist Diploma in Teaching, Learning and Scholarship (Level 9, 30 ECTS credits) 2. Existing awards framework around small- and large-group teaching using a variety of feedback sources
	Interim target, end 2014	1. Development of a working group and wide consultation with teaching staff informed by and building on the work done by the specialist diploma 2. Review the existing awards system and realign with the emerging awards framework of the National Forum for the Enhancement of Teaching and Learning
	Interim target, end 2015	1. Publish a draft competency framework, align individual teaching staff competences and qualifications with the framework and identify staff in need of further training/development 2. Implement and evaluate the new awards system aligned to the national awards framework of the National Forum for the Enhancement of Teaching and Learning
	Final target, end 2016	1. Engage academics identified as being in need of further development in relevant CPD activities. 2. Full implementation of the new UL teaching awards system
	Progress against 2016 target, commentary and data source	**Action Initiated:** Yes **Status report:** **1.** Academics identified as being in need of further professional development are engaged in both formal and informal CPD activities as deemed appropriate to their individual needs, including newly created accredited training and development from graduate certificate, diploma and masters level **2.** New UL Teaching Award system piloted in early 2016 and now fully rolled out across the institution.
	Summary	Substantial progress made, targets not met in full and reasons identified

8.	Institution objective	**Ensure that the physical and virtual campus continues to contribute to the strategic development of the University** *(UL Strategic Plan Enabling Theme 2 (Resources), Objective 8)*
	Performance indicator	Major capital/physical developments to enhance the quality of teaching, learning and the student experience funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings)
	Interim target, end 2014	Building phase
	Interim target, end 2015	University Sports Arena extension and pitch development (subject to UL students vote on building levy)
	Final target, end 2016	Glucksman Library and Information Services Building Phase 2 (approved for funding that has been deferred) Student Centre (subject to UL students vote on building levy) Complete a plan for a Teacher Education building to support UL teacher education programmes and facilitate UL's leadership of the National Institute for Teacher Education (subject to available funding)
	Progress against 2016 target, commentary and data source	Glucksman Library & information Services Building underway. Due for completion in 2017/18. Student Centre - Students voted in favour of an annual student levy to support the costs of the development of student infrastructure on campus in March 2016. The motion had been rejected previously (2014) so there have been minor delays as a result but project is now in full planning and development phase. Education Building – proposals for same were submitted to HEA under recent Capital Funding Call (pending outcome)
	Summary	Substantial progress made, targets not met in full and reasons identified

9.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)**
	Performance indicator	Compliance with ESG 2.3.2: "*Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.*" This requires the development of a programme review system and roll out to all programmes.
	Baseline	The institution has varied mechanism in place for the approval and revision of programmes.
	Interim target, end 2014	Develop a pilot scheme and enrol three programmes
	Interim target, end 2015	Review scheme, update and enrol 10 programmes
	Final target, end 2016	All existing programmes enrolled for a complete review of programme content in a continuous five-year review cycle to maintain the relevance of offerings
	Progress against 2016 target, commentary and data source	Pilot review of 14 programmes undertaken in 2016. Review of Policy document on programme of review was completed in March 2017. Final Policy document to be presented to Academic Council in June 2017 prior to formal enrolment of all programmes in the continuous five year programme review cycle.
	Summary	Substantial progress made, targets not met in full and reasons identified

10.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's** *Standards and Guidelines for Quality Assurance in the European Higher Education Area* *(UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)*
	Performance indicator	Compliance with sections of ESG 2.3.3: "*Students should be assessed using published criteria, regulations and procedures which are applied consistently … have clear and published criteria for marking; …* *In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.*"
	Baseline	Non-standardised grading and assessment regulations and marking schemes
	Interim target, end 2014	A comprehensive review of the effectiveness of the current procedures for evaluation of student work and grading with recommendations presented to Academic Council by September 2013
	Interim target, end 2015	1. Revised grading and assessment regulations adopted 2. Clear guidelines on marking and grade descriptors published for staff and students
	Final target, end 2016	1 and 2 above fully completed and available in a centralised information system
	Progress against 2016 target, commentary and data source	META Level Grade Descriptors have been established for all academic grades awarded by the University. Academic regulations now require module leaders to provide inter alia "indicative grade descriptors corresponding to each grade, the criteria on which assessment is to be based, the minimum performance standard and the weighting allocated to each assessment instrument associated with the module." Whilst both actions have been completed, the development of a centralised information system, however, has not yet been implemented and will require the identification of funding sources from core budget prior to completion
	Summary	Substantial progress made, targets not met in full and reasons identified

11.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)**
	Performance indicator	1. A system for measuring student satisfaction for all taught modules, with appropriate interventions and/or sharing of best practices as determined by student response
	Baseline	1. Voluntary student evaluation of teaching system in place 2. Pilot module satisfaction survey involving 27 modules run in Spring 2013
	Interim target, end 2014	1. Identify low-scoring and high-scoring modules and ensure appropriate interventions. 2. Refine the module satisfaction survey and roll out to a broader range of modules.
	Interim target, end 2015	1. Extend the range of taught modules surveyed and review thresholds. 2. Roll out to all appropriate low-scoring taught modules and establish targets for improvement.
	Final target, end 2016	1. Deploy to all appropriate modules and develop reporting to illustrate trends. 2. Continually monitor modules that have received low scores and work to raise scores above threshold through CPD and other interventions.
	Progress against 2016 target, commentary and data source	In 2016 the module satisfaction survey(MSS) was deployed over both academic terms to ***all taught undergraduate and postgraduate modules*** (approximately 60,000 survey request to approximately 13,000 students taking one or more of approximately 1,300 modules on offer, each term). Full reporting structure in place to individual lecturers, heads of department, faculty-level reports to deans, institutional-level report to executive committee and a publically available summary institutional report available at http://www.ul.ie/quality/content/module-satisfaction-surveys. Detailed reports to lecturers, heads of departments and deans contain individual module-level traffic light performance indicators, and targeted improvements identified and actioned by head of department in conjunction with module lecturers.
	Summary	Target achieved or exceeded

4 High quality, internationally competitive research and innovation

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution.

The vision of the University of Limerick is to be internationally recognised as a research-led institution that delivers excellent research with impact. The progress made across key areas within our HEA Compact 2014-2016 contributes significantly to establishing a culture underpinned by quality and focused on impact. The quality and quantity of our publication outputs has exceeded all targets, supporting a more ambitious and global outlook as articulated within our Research and Innovation Strategy, Excellence & Impact 2020. Reflecting on the achievements and challenges of the Compact commitments, it is clear that to truly drive our internationalisation and engagement activities they must be underpinned by our research and innovation mission.

UL has recognised strengths in the areas of materials, advanced manufacturing, software, health and applied mathematical sciences. To intensify critical mass in our areas of research strength, we have restructured our research institutes by amalgamating the Materials and Surface Science Institute and the Stokes Institute into a consolidated Bernal Institute. Lero – The Irish Software Research Centre and the Health Research Institute (HRI) provide a stable and sustainable platform for the further development of our distinctive research strengths.

Established in 2014, the HRI stands out as one of the most important strategic initiatives with the potential to transform the university's future profile.   The completion of the Clinical Education and Research Centre (CERC) in collaboration with UL Hospitals is a key infrastructure for the region. Healthcare in the Mid-West provides a unique opportunity for innovation which will have far-reaching impacts both social and economic. The high levels of commitment and active partnership from HSE, Local Council and the University make the region a suitable test bed for the reform of healthcare delivery in particular primary care.

Our commitment to strengthen our leadership position as industry's third-level partner of choice is underpinned by very strong knowledge transfer outputs together with the achievement of industry research funding targets. However, securing EU funding in Horizon 2020 continues to be challenging and remains a priority into the future.

The synergies between research, innovation and a collaborative approach to external engagement (Section 5) are driving growth within the region. Within the lifetime of the Compact, the University has made significant commitments within the Mid-West Action Plan for Jobs which is contributing to sustainable job creation initiatives such as Limerick for IT, Limerick for Engineering and the growth of the UL Enterprise Corridor. The UL Enterprise Corridor provides an ecosystem of enterprise engagement and entrepreneurship activity generating a unique pathway from student placement to graduate employment, PhD industry partnership to spin-out and multinational research and development engagement.

1.	Institution objective	**Publish and disseminate highly cited research in high-quality, internationally prominent journals and books** *(UL Strategic Plan Goal 2, Objective 1)*
	Performance indicator	1. No. of article and review publications in the ISI Web of Knowledge – target (increase by 20% over the four-year period) 2. No. of citations achieved by UL publications – target (increase by 40% over the four-year period) 3. No. of books published with prestigious publishers – target (increase by 20% over the four-year period)
	Baseline (2012)	1. No. of article and review publications in the ISI Web of Knowledge – 446 (Updated figure 441) 2. No. of citations achieved by UL publications – 6,328 (Updated figure 6995) 3. No. of books published with prestigious publishers – 20 (Updated figure 7)
	Interim target, end 2014	N/A
	Interim target, end 2015	N/A
	Final target, end 2016	1. No. of article and review publications in the ISI Web of Knowledge – 535 (Updated figure 529) 2. No. of citations achieved by UL publications –8,859 (Updated figure 9793) 3. No. of books published with prestigious publishers – 24 (Updated figure 8)
	Progress against 2016 target, commentary and data source	The WOS Publications and Citations targets have been met with UL publishing 713 article and review publications in 2016 (35% over target) and UL publications receiving 14,679 citations in 2016 (50% over target). UL had 32 books published with high impact book publishers in the last 4 years (averaging 8 per year). **Benchmark**: UL is now placed fourth of the 7 Irish universities in terms of its relative publication and citation impact in the 2016 Times Higher and QS rankings. However, poor international reputational (academic survey) scores are continuing to place UL behind other Irish institutions in the overall international rankings. UL will continue to set highly ambitious targets with respect to these traditional academic/research metrics as part of it new strategic plan, Broadening Horizons and Excellence and Impact 2020
	Summary	Target achieved or exceeded

2.	Institution objective	**Increase the enrolment of doctoral students by 40%** *(UL Strategic Plan Goal 2, Target 1)*
	Performance indicator	No. of doctoral students (annual)
	Baseline	121 (strategic plan baseline 2009)
	Interim target, end 2014	160 (reporting on AY 2013/14 enrolment)
	Interim target, end 2015	169 (reporting on AY 2014/15 enrolment)
	Final target, end 2016	N/A (new strategic plan 2015–20)
	Progress against 2016 target, commentary and data source	N/A
	Summary	Target end 2015 has been met

Increase the enrolment of doctoral students by 40%
(UL Strategic Plan Goal 2, Target 1)

3.	Institution objective	**Develop research capability through the recruitment and retention of staff, comprehensive mentoring, secondment and exchange programmes** *(UL Strategic Plan Goal 2, Objective 2)*
	Performance indicator	1. Recruitment and HR policies to support the UL research strategy, including evidential alignment of faculty and administration recruitment plans with UL's broader research strategy 2. No. of senior priority research appointments (professorships) through external funding, including philanthropic sources and funding bodies 3. A suite of bespoke research training programmes for academics, complemented by coaching and mentoring schemes
	Baseline (2012)	1. Tenure track for academic recruitment introduced 2. Externally funded academic appointments – 1 3. *Ad hoc* research training provision
	Interim target, end 2014	1. Produce three-year recruitment strategies for each individual faculty (x 4) in line with the UL research strategy and, where appropriate, the National Research Prioritisation agenda 2. Externally funded academic appointments – 6 (cumulative) 3. Rollout of bespoke research training programme
	Interim target, end 2015	1. Secondment and exchange programme in place and annual targets established 2. Externally funded academic appointments – 9 (cumulative) 3. Review training programme annually
	Final target, end 2016	1. Externally funded academic appointments – 13 (cumulative) 2. Annual review of bespoke research training programme to evaluate impact 3. Review training programme annually
		12 of 13 planned appointments in place (8 Bernal, 2 HRB Profs, 1 Creative Writing Chair, 1 STEM Education Chair). The recruitment process for an additional Bernal Chair post was completed but the position was not filled. The position will be re-advertised. Target 2 & 3: Research training programmes have been reviewed and updated where required.
	Summary	Yes (with exception of delay in appointing 1 of the Professors)

4.	Institution objective	**Create synergies and academic support from the critical mass achieved through research institutes and centres** (UL Strategic Plan Goal 2, Objective 3)
	Performance indicator	1. Individual research strategies for each research institute 2. New research institute focused on health 3. Completion of a review of UL's research priority areas including a benchmark exercise and analysis of alignment with the national and international policies
	Baseline	1. No. of individual research strategies for institutes 2. Graduate Entry Medical School fully operational and research prioritisation activity completed 3. Informal review mechanisms
	Interim target, end 2014	1. Research strategies that align with UL strategic plan in place for existing institutes 2. Health research institute established 3. Institutional review of UL's research priority areas commenced
	Interim target, end 2015	1. Annual review of institutes' performance against their strategic targets 2. Health research institute research strategy in place 3. Institutional benchmarking and review of UL's research priority areas completed. Recommendations around clustering of centres and strengthening of institutes adopted
	Final target, end 2016	1. Annual review (as 2015 above) 2. Health research institute research strategy fully operational and subject to annual review 3. N/A (completed)
	Progress against 2016 target, commentary and data source	1. Launch of Research and Innovation Strategy, Excellence and Impact 2020 in January 2016 outlines ambitious targets and commitments to improve research performance across the institution. Faculty Research Performance commitments outlined as part of devolved planning process for Broadening Horizons Strategy in place. Multiannual development plans for 3 institutes produced. Lero completed its annual research report for 2016 against the research plan funded by SFI for the period up to 2020. Consolidation of MSSI, Stokes Institute under Bernal Institute complete and Bernal Institute launched in 2016. Director of the Bernal Institute now in place. 2: Health Research Institute strategy has been developed and is currently under review.
	Summary	Target achieved or exceeded

5.	Institution objective	**Strengthen the alignment between resource allocation and strategic** [research] **priorities** & **Ensure that the physical and virtual campus continues to contribute to the strategic development of the University** *(UL Strategic Plan Enabling Theme 2 (Resources), Objectives 1 & 8)*
	Performance indicator	Major capital/physical developments to enhance priority research infrastructure funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings)
	Interim target, end 2014*	National Centre for Applied Materials Research Building (MSSI Phase 2) Bernal Research Building
	Interim target, end 2015*	Clinical Education Research Building at Mid-West University Hospital (in partnership with HSE)
	Final target, end 2016*	Glucksman Library and Information Services Building Phase 2 Medical Research Institute (subject to state and philanthropic funding)
	Progress against 2016 target, commentary and data source	The construction of the 3,442m^2 Clinical Education and Research Centre (CERC) at University Hospital Limerick was completed in December 2016. We are now further exploring funding sources (state and philanthropic) for the establishment of a separate Health Research Institute HRI building on the UL campus. Construction of the second phase of the Glucksman Library and Information Services Building has commenced and is due to be completed by December 2017.
	Summary	Target achieved or exceeded

* *Planned completion dates from UL Capital Development Plan*

6.	Institution objective	**Engage in strong collaboration and knowledge exchange with strategic partners** *(UL Strategic Plan Goal 2, Objective 4)* & **Address how to diversify sources of income to maximise non-state revenue** *(Strategic Plan, Enabling Theme 2 (Resources), Objective 2)*
	Performance indicator	1. Increase the value of research expenditure from EU funding in Horizon 2020 over FP7 (target 50% increase) 2. Increase research income from industry (target 20% increase)
	Baseline (2012)	1. N/A 2. Research income from industry – €1.85m
	Interim target, end 2014	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 compared with first year of FP7 2. N/A
	Interim target, end 2015	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first two years of FP7 2. N/A
	Final target, end 2016	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first three years of FP7 2. Research income from industry – 20% increase over baseline year
	Progress against 2016 target, commentary and data source	**Target 1:** The Horizon 2020 target for 2016 has not been met due to the slow start in securing projects. **Target 2:** Industry research funding target has been met with €3.5m industry income received during academic year 2015/2016
	Summary	Target 1 has not been met Target 2 has been met

7.	Institution objective	**Contribute to social and economic development through the rapid translation of research** *(UL Strategic Plan Goal 2, Objective 5)*
	Performance indicator	1. Measuring progress in relation to implementation of TTSI 2 – a national four-year knowledge transfer and commercialisation programme Commercialisation (sub-indicators) 2. Licences, options and assignments signed with industry 3. Invention disclosures 4. Patent applications 5. Number of spin-out companies formed
	Baseline 2011/2012 (Average)	1. UL knowledge transfer and commercialisation (KT) strategy 2011–15 2. Licences, options and assignments signed with industry – 8 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Interim target, end 2015	1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 9 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Final target, end 2016	1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 10 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Progress against 2016 target, commentary and data source	Included in the Broadening Horizons strategic plan is a commitment to update the Knowledge Transfer Strategy to incorporate an Enterprise strategy by 2017. This is currently in progress. Targets 2-5 have all been met for 2016 as follows: 14 Licences, options and assignments signed, 43 invention disclosures signed, 14 patent applications filed and 2 spin-outs companies formed.
	Summary	Target achieved or exceeded

8.	Institution objective	**Promote job creation and economic development by engaging in effective incubation activities** *(UL Strategic Plan Goal 2, Objective 5)*
	Performance indicator	UL enterprise formation supports are delivered via the Nexus Innovation Centre, a dedicated 1600sqm innovation centre with 18 units and two bio incubation laboratories. 1. No. of entrepreneurs trained by Nexus 2. No. of new start-up companies supported by Nexus 3. No. of student placements/collaborative projects 4. No. of jobs in Nexus companies 5. Coordinated campus-wide entrepreneur activity
	Baseline	Nexus Innovation Centre established 2012 1. No. of entrepreneurs trained by Nexus – 8 2. No. of new start-up companies supported by Nexus – 26 3. No. of student placements/collaborative projects – 36 4. No. of jobs in Nexus companies – 76 5. *Ad hoc* campus entrepreneur activity
	Interim target, end 2015 (Accumulated)	1. No. of entrepreneurs trained by Nexus – 24 2. No. of new start-up companies supported by Nexus – 78 3. No. of student placements/collaborative projects – 108 4. No. of jobs in Nexus companies –100 5. Campus entrepreneur programme delivered
	Final target, end 2016 (Accumulated)	1. No. of entrepreneurs trained by Nexus – 32 2. No. of new start-up companies supported by Nexus – 104 3. No. of student placements/collaborative projects – 144 4. No. of jobs in Nexus companies –105 5. Campus entrepreneur programme delivered
	Progress against 2016 target, commentary and data source	**Status report: 1.** Since October 2014 to December 2016 58 entrepreneur events were run by Nexus with in excess of 1000 attendees. **2.** The Nexus centre is at full capacity and has supported 77 new start-ups companies and 9 social enterprise companies through the BNest programme since its establishment. This is short of the 2016 target of 104. This was a stretch target and it was also anticipated that there would have been a quicker turnover of companies which would have resulted in more companies supported. **3.** This target was met with 175 student placements with Nexus companies since its establishment. **4.** This target was overachieved with 149 employed in Nexus companies. **5**. Campus entrepreneur programmes include Start UP Mania Enterprise Programme, the Student Enterprise Network, and the UpStart Programme.
	Summary	Substantial progress made, targets not met in full and reasons identified Targets 1, 3, 4, and 5 achieved. Target 2 not achieved.

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

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution.

Employability targets as outlined below have all delivered according to projections. This in large part underpinned by the work of the Co-Operative Education and Careers Division and their work goes far beyond simply supporting the delivery of the Co-operative Education programme as part of the distinctive UL learning experience. The office's ongoing engagement with regional employers and stakeholders (IDA, etc.) is central to the continuing economic growth and job creation currently underway in the Mid-West, which is currently performing ahead of national trends, albeit from a lower base at the time of the publication of the Compact in 2013/14.

As stated above under Section 4 (research) the synergies between research, innovation and a collaborative approach to external engagement (Section 5) are also driving growth within the region. Within the lifetime of the Compact, the University has made significant commitments within the Mid-West Action Plan for Jobs which is contributing to sustainable job creation initiatives such as Limerick for IT, Limerick for Engineering and the growth of the UL Enterprise Corridor. The UL Enterprise Corridor provides an ecosystem of enterprise engagement and entrepreneurship activity generating a unique pathway from student placement to graduate employment, PhD industry partnership to spin-out and multinational research and development engagement.

We would therefore envisage stronger linkages between our teaching and research objectives and this section of the Compact in future plans.

Furthermore synergies are now emerging between this section of the Compact and Section 1 (regional clusters). However, whilst Section 1 pertains mainly to collaborative activities between the region's HEIs, regional clustering now involves multiple stakeholders across education, enterprise and local government e.g. regional skills forum, regional action plan for jobs, Limerick 2030, etc. We would there envisage greater overlap across these two domains (Section 1 and Section 5) in future plans.

1.	Institution objective	**Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience** *(UL Strategic Plan Goal 1, Objective 3)*
	Performance indicator	1. No. of graduate and cooperative education (Coop) employer visits to UL 2. No. of Coop and graduate employer on-site visits by UL staff 3. Graduate employment rate 4. Coop placement rate 5. No. of new Coop employers 6. No. of international Coop placements
	Baseline	1. 650 Coop and graduate employer visits annually 2. 800 employer site visits annually 3. Trending at +10% above the national graduate employment average[1] 4. Coop placement rate the largest and most inclusive placement programme in Ireland, 90%+ placement rate 5. Existing Coop employer network (1,700 Irish and international companies) 6. Largest international Coop programme, 20% of overall placement, highest participation in Erasmus work placement
	Interim target, end 2014	1. 725 employer visits annually 2. 850 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 5% of Coop placement 6. Maintain baseline above
	Interim target, end 2015	1. 760 employer visits annually 2. 875 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 6.5% of Coop placement 6. Maintain baseline above
	Final target, end 2016	1. 800 employer visits annually 2. 900 site visits to employers annually 3. Graduate employment +10% above the national average 4. Maintain 90%+ Coop placement rate 5. New employers account for 8% of Coop placement 6. Maintain baseline above

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[1] HEA First Destinations Report

| | Progress against 2016 target, commentary and data source | 1. 820+ employer visits
2. 910+ visits to employers
3. Graduate Employment 72%, 10% above the national average of 62% (benchmarked against HEA first destinations Report)
4. Placement rate of 97%
5. New employers account for 8% of placements
6. 20% of placements are global |
| | Summary | Target achieved or exceeded |

2.	Institution objective	**Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience** *(UL Strategic Plan Goal 1, Objective 3)*
	Performance indicator	1. Biennial feedback system on the work-readiness of new graduates and their ability to continue to learn 2. A shared employability agenda with Ireland's national and regional development agencies by establishing a formal forum to include representatives from the IDA, IBEC, FORFAS, Enterprise Ireland, InterTradeIreland, Chambers of Commerce, Tourism Ireland, ISME and Connect Ireland 3. Inclusion of industry in the design of all new programmes and the review of existing programmes 4. To have explicit employability-related learning outcomes for all UL programmes
	Baseline	1. Informal feedback system 2. Existing connectivity with development agencies 3. No formal or structured system to take account of business/industry view on new or existing programmes 4. No employability learning outcomes in respect of programmes currently
	Interim target, end 2014	1. Develop survey of employers in mid-west region; establish contact with relevant industry groups 2. Establish regional employability working group 3. Devise a mechanism for external industry expert involvement in the design of all new programmes 4. Publish an institutional employability statement
	Interim target, end 2015	1. Survey and focus groups, followed by analysis and dissemination of feedback to faculties and employers 2. Regional employability working group (x 2 meetings) 3. Adoption of mechanism for external industry expert involvement in the design of all new programmes 4. Formal requirement for employability-related learning outcomes in respect of programmes

	Final target, end 2016	1. Rollout of survey nationally
		2. Establishment of national graduate employability forum (subject to funding)
		3. N/A (complete)
		4. Formal requirement for employability-related learning outcomes in respect of programmes
	Progress against 2016 target, commentary and data source	1. National survey designed and finalised. To be disseminated to employers in October 2017 2. No - Funding not available 3. Delayed - linked to roll-out of programmatic review, which has been delayed (See section 3, Objective 9 above) 4. Delayed - linked to roll-out of programmatic review, which has been delayed (See section 3, Objective 9 above)
Summary		Substantial progress made, targets not met in full and reasons identified

3.	Institution objective	**Promote job creation and economic development by collaborating with industry, engaging in effective incubation activities and creating spin-out companies** *(UL Strategic Plan Goal 4, Objective 4)*
	Performance indicator	1. Acquire and develop space for embedded industry/academia research collaborations 2. Develop and promote knowledge transfer and research impact case studies 3. Implement new national IP framework
	Baseline	1. No space for embedded industry research collaborations 2. No impact case studies developed 3. IP policies in line with 2005/06 national codes of practice
	Interim target, end 2014	1. Acquire and upgrade dedicated space for embedded industry research collaborations 2. Four research impact case studies completed 3. Develop new IP framework implementation plan
	Interim target, end 2015	1. One company located in embedded research collaboration space 2. Eight research impact case studies completed 3. Complete new IP framework implementation plan
	Final target, end 2016	1. Two companies located in embedded research collaboration space 2. 12 research impact case studies completed 3. Review implementation of new IP framework
	Progress against 2016 target, commentary and data source	1. The UL Enterprise Corridor which encompasses both the Nexus centre and the IBC building includes 3 multinationals and 22 start-up companies. 2. 12 research impact case studies have been developed and are available: http://www.ul.ie/research/content/case-studies **3.** The operational implementation of the IP Framework has occurred with review and adoption of KTI template agreements.
	Summary	Target achieved or exceeded

4.	Institutional objective	**Establish a CPD centre at UL** *(UL Management Council Strategic Planning Task Force Report)* & **Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society** *(UL Strategic Plan Goal 1, Objective 6)*
	See section 2, *Participation, equal access and lifelong learning*, for a detailed set of objectives and targets in relation to the development of CPD and lifelong learning at UL (objective nos. 4, 5, 6 and 7).	

5.	Institution objective	**Improve the level of interaction between our students and community groups** & **Encourage environmental and social responsibility within and beyond our physical boundaries** *(UL Strategic Plan Goal 4, Objectives 2 and 9)*
	Performance indicator	Centralised civic engagement unit/office UL civic engagement strategy
	Baseline	Absence of any formal civic engagement structure and central repository to record and/or promote civic engagement activities
	Interim target, end 2014	Appoint a civic engagement champion Establish a civic engagement working group
	Interim target, end 2015	Audit all civic engagement activities Develop a civic engagement website and repository of UL civic engagement activity
	Final target, end 2016	A central repository to record all civic engagement activities by individuals and departments and a database of civic engagement activity and expertise and local/regional/national organisations engaged with UL An institution-wide UL civic engagement strategy
	Progress against 2016 target, commentary and data source	Actions completed and website live http://www.ul.ie/engage
	Summary	Target achieved or exceeded

6.	Institution objective	**Deepen the relationship between the university and community and establish ourselves as a fulcrum in the life of the greater Limerick area** & **Improve the level of interaction between our students and community groups** & **Encourage environmental and social responsibility within and beyond our physical boundaries** *(UL Strategic Plan Goal 4, Objectives 1, 2 and 9)*
	Performance indicator	Numbers of students receiving the University of Limerick President's Volunteer Award (PVA)
	Baseline	The UL PVA and an annual PVA award ceremony established in AY 2009/10 (baseline 82 participants)
	Interim target, end 2014	Meet the volunteer target as set out in the strategic plan (205 students for AY 2013/14)
	Interim target, end 2015	Meet the 200% increase volunteer target (224 students for AY 2014/15)
	Final target, end 2016	N/A (new targets to be established in UL strategic plan 2015–20)
	Progress against 2016 target, commentary and data source	N/A New Strategic Plan has set ambitious targets for continued growth of the PVA programme (50% growth over the period of the plan), including the development of opportunities for international students. 2016/17 PVA awardees are likely to exceed 300 students for the academic year. UL has also pioneered the blueprint and led the development, on behalf of a no. of 3rd level universities and Institutes of Technology, for the national database of student volunteers – www.studentvolunteer.ie This has now been piloted in many 3rd level institutions (2016-17) and continues to be rolled out across the 3rd level sector.
	Summary	Target achieved or exceeded

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7.	Institution objective	**Promote Limerick city and the Shannon region by providing community access to our highly acclaimed academic, sporting and cultural amenities and infrastructure** & **Ensure that our prominence as a centre of cultural, artistic, festive and sporting activity is an enduring source of pride to the city and region** *(UL Strategic Plan Goal 4, Objectives 6 and 8)* & **Establish a UL visitor centre and "open campus" planning and marketing** *(UL Management Council Strategic Planning Task Force Reports)*
	Performance indicator	"Open Campus" annual programme planning
	Baseline	- 600,000 visits to the UL Sports Arena annually - 70,000 + attendees at University Concert Hall annually - Multitude of international academic conferences and sporting/cultural events (e.g. Special Olympics), family days, open days, employment fairs, 10k walks/fun runs, alumni events, graduate conferrings, national and international sporting competitions, etc. - Fragmented marketing and branding from various units with no quantification of combined economic and social impact
	Interim target, end 2014	1. "Open Campus" combined planning and marketing covering UL Arena, University Concert Hall, conferencing and all other public events within the range of academic, sporting and cultural activities 2. Commission study on socio-economic impact of sporting, cultural and other public activities on campus
	Interim target, end 2015	1. Initiate "Open Campus" event planning and marketing campaign 2. Present report on socio-economic impact of UL's sporting, cultural and other public activities on campus
	Final target, end 2016	1. Open University of Limerick Visitor Centre
	Progress against 2016 target, commentary and data source	All targets reached and reported in Cycle 2 & 3 reports. Visitor Centre opened in 2015.
	Summary	Target achieved or exceeded

8.	Institution objective	**Promote job creation and economic development** **&** **Foster the development of a culture of lifelong learning and enhance skill levels to attract investment and economic development** *(UL Strategic Plan Goal 4, Objectives 4 and 5)*
	Performance indicator	UL engagement activities with revised Limerick city and county councils in key local/regeneration planning and development activities
	Baseline	1. *Limerick 2030: An Economic and Spatial Plan for Limerick* (June 2013) 2. UL (and Shannon Consortium partners) with city and county councils, Dept. Social Protection, HSE, City of Limerick VEC, PAUL Partnership, and LEDP have jointly prepared and submitted an EU Structural and Investment Funds (ESI) partnership agreement to Dept. Public Expenditure and Reform (D/PER) in preparation for the forthcoming ESI 2014–2020 (prepared April 2013)
	Interim target, end 2014	1. Implementation of Limerick 2030 plan (with ongoing UL engagement) 2. Develop detailed proposal to EU Commission for circa €35m ESI application
	Interim target, end 2015	1. Implementation of Limerick 2030 plan 2. Implementation of ESI programme (if successful with structural funds application to EU Commission)
	Final target, end 2016	1. Implementation of Limerick 2030 plan 2. Implementation of ESI programme (if successful with structural funds application to EU Commission)
	Progress against 2016 target, commentary and data source	1. UL fully engaged with all relevant aspects of the Limerick 2030 plan. Fab Lab and Health Hub now operating in City Centre. Numerous meetings held regarding City Centre accommodation project. 2. n/a as ESI funding is now centrally managed through national government for the next 7 year cycle of EU structural funds. However, in support of LCCC engagement with, and drawdown of funding from European Structural (funding) Instruments (ESI), a UL researcher is now seconded full-time (2015-17) to LCCC to support their programming, monitoring and evaluation requirement.
	Summary	Target achieved or exceeded

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

6   Enhanced internationalisation

Overarching Statement *(maximum of 400 words)*

The institution should use the overview to set out its view of progress on the objective as a whole, prior to considering on an objective by objective basis. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution.

The University of Limerick has exceeded its targets in this section of the Compact, suggesting the need to be far more ambitious with respect to our internationalisation targets in any future Compact(s). Furthermore, UL recognises that, in hindsight, there was an overemphasis placed on student and staff mobility and has identified the need to expand the institution's understanding of internationalisation in this regard. Furthermore we acknowledge the need to, in future, benchmark our own institution's progress against the national targets as articulated https://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf

These observations have been addressed in Broadening Horizons 2015-19, where Internationalisation forms one of the three central tenets of the University's strategy to 2019.

Operationally, we are also cognisant of the need to target specific countries and to focus on depth (versus breadth) as a strategic approach to the institution's internationalisation efforts into the future. Developing these deeper international relationships in a limited number of targeted markets will also require moving beyond student exchange programmes to also build international partnerships that will:

- Exploit new international opportunities including the delivery of programmes overseas.

- Secure international accreditation(s) particularly in the field of Business studies

- Include a more acute focus on research (H2020, ERC, etc.)

- Enhance our reputation and standing with particular regard to UL positioning in international rankings and league tables.

1.	Institution objective	**Sharpen our international focus in all areas of activity** *(UL Strategic Plan Goal 3)*
	Performance indicator	Development of a business plan for international education that focuses on key markets and on the recruitment of international students aligned to the *International Education Mark* code of practice
	Baseline 2013/14	International education business plan 2010–15
	Interim target, end 2014	Development of new five-year business plan for internationalisation 2015–20
	Interim target, end 2015	Implementation of year one of the new business plan 2015–20
	Final target, end 2016	Implementation of year two of the new business plan 2015–20
	Progress against 2016 target, commentary and data source	Successful implementation of year two of the new Business Plan. Key actions and targets have also been embedded into *Broadening Horizons* the new university strategy under *"Theme 3: Raising our International Profile"*. In addition a university-wide Internationalisation Task Force has been established (chaired by the UL President) to drive key actions in the plan through to completion.
	Summary	Target achieved or exceeded

2.	Institution objective	**Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Non-EU student recruitment: increasing the number of non-EU international students at UL by 50% over five years
	Baseline 2013/14	630 non-EU students
	Interim target, end 2014	710 non-EU students
	Interim target, end 2015	764 non-EU students
	Final target, end 2016	822 non-EU students
	Progress against 2016 target, commentary and data source	Targets met and exceeded by 9% with 879 non-EU students recruited
	Summary	Target achieved or exceeded

3.	Institution objective	**Provide experiences that instil the spirit of European citizenship in our students** *(UL Strategic Plan Goal 3, Objective 2)* *&* **Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Involvement in Erasmus programme and non-EU exchange programmes: increase the number of students undertaking an academic semester overseas by 30% over a five-year period to meet the Bologna target of 20% of graduates spending a training or study placement overseas by 2020
	Baseline 2013/14	371 taking an academic semester overseas
	Interim target, end 2014	389 taking an academic semester overseas
	Interim target, end 2015	410 taking an academic semester overseas
	Final target, end 2016	433 taking an academic semester overseas
	Progress against 2016 target, commentary and data source	Target achieved and exceeded by 11% with 482 students taking an academic semester overseas
	Summary	Target achieved or exceeded

4.	Institution objective	**Provide experiences that instil the spirit of European citizenship in our students** *(UL Strategic Plan Goal 3, Objective 2)* *&* **Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Increase the number of international visiting students (Study Abroad by 50% and Erasmus and non-EU exchange by 30%) on our campus over a five-year period.
	Baseline 2013/14	792 visiting students
	Interim target, end 2014	840 visiting students
	Interim target, end 2015	899 visiting students
	Final target, end 2016	959 visiting students
	Progress against 2016 target, commentary and data source	Targets achieved and exceeded by 14% with 1092 visiting students (Erasmus, non-EU exchange and Study Abroad)
	Summary	Target achieved or exceeded

5.	Institution objective	**Expand the internationalisation of our curricula** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	1. A fully integrated international student support system (ISSS) Phase 1 2. Internationalisation of the curriculum at UL, Phase 2: working within disciplines
	Baseline	1. Supports in various units and departments across UL, e.g. Writing Centre, International Office, PhD supervisors 2. Workshop with course directors on internationalisation of the curriculum in late 2011
	Interim target, end 2014	1. Development of a working group and consultation with key stakeholders (including international students) 2. Integration of a module on internationalising the curriculum on the Specialist Diploma in Teaching, Learning and Scholarship offered by the Centre for Teaching and Learning
	Interim target, end 2015	1. Design and pilot the ISSS 2. Implementation of curriculum, teaching and assessment changes to include a strong international focus (e.g. official programme documents, module descriptions, etc.)
	Final target, end 2016	Full implementation
	Progress against 2016 target, commentary and data source	Academic Literacies Modules AW6001 and AW6012 were successfully rolled out across all faculties in September 2016 with over 130 students enrolled over the academic year 2016/2017
	Summary	Target achieved or exceeded

6.	Institution objective	**Sharpen our international focus in all areas of activity** *(UL Strategic Plan Goal 3)*
	Performance indicator	1. No. of research memoranda of understanding (MoUs) signed and no. of joint research awards 2. No. of UL internationally active academic and administrative staff through Erasmus teaching exchange and staff training opportunities
	Baseline	1. Strategic research links with international institutions currently based mainly on funded research projects (FP7, etc.) 2. 50 UL staff mobile on Erasmus teaching and training programmes
	Interim target, end 2014	1. Four specific research MoUs 2. Increase of 5.5% on 2013/14
	Interim target, end 2015	1. Six specific research MoUs and two joint awards 2. Increase of 5.5% on 2014/15
	Final target, end 2016	1. Eight specific research MoUs and four joint awards 2. Increase of 5.5% on 2015/16
	Progress against 2016 target, commentary and data source	**1.** Target has been exceeded with 8 research MOUs and 5 joint awards in place. **2.** 61 internationally active academic and administrative staff through Erasmus teaching exchange and staff training opportunities during 2016/2017. Target of 59 has been exceeded.
	Summary	Target achieved or exceeded