

Institution Objective	Performance Indicator	Baseline
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1.1	<p><b>To provide the highest standard of governance, characterised by commitment to our institutional ethos and mission, enlightened visioning, prudent and ethical leadership, inclusive representation and collective responsibility</b>  <i>[Pillar 7 / Goal 1]</i></p>	<p>Adoption and implementation of agreed inter-institutional clustering strategy for compliance with re-configuration of higher education landscape (under the <i>National Strategy for Education</i>) that preserves the institutional identity, mission and operational integrity of the College.</p>	<p>MIC membership of the Shannon Consortium (dating from 2007).</p>
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<p>Target Achieved / Exceeded</p>
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<p>Target Achieved / Exceeded</p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Inter-institutional agreement, in the form of a MIC-UL-LIT MOU on governance and operational structure of Mid West Regional Cluster, adopted by MIC Governing Body.</p>	<p>Mid West Regional Cluster in operation and clear reporting relationship to (i) MIC Governing Body (as well as to, (ii) partner Governing Bodies), and (iii) to HEA, in place.</p>	<p>Demonstrable and measurable increase (and continuing growth projections) in range and depth of inter-institutional activities (e.g. shared academic planning and delivery; research; shared service delivery / SLAs; joint procurement; policy development) via Mid West Regional Cluster.</p>
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<p><b>Progress against 2014 target:</b></p> <p>Shannon Consortium MoU detailing governance and operational parameters agreed and signed by Mid-West Cluster Presidents and HEA, and adopted by MIC Governing Body.</p> <p>Independent Chairperson (external to institutions) appointed.</p> <p>Steering Group (three Presidents) and Implementation Group (Registrars and Senior Officers of respective institutions) formed and in operation (tasked with implementation of Shannon Consortium goals, including those contained in the Performance Compacts).</p>

Institution Objective	Performance Indicator	Baseline
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1.2	<p><b>To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals, as well as to contribute to the advancement of national priorities and policy imperatives, particularly in the education sector [Pillar 7 / Goal 4]</b></p>	<p>Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery;</p> <p>% research and knowledge transfer initiatives aimed at enhancing public policy and practice ;</p> <p>Number of collaborative research linkages and research networks created with other HEIs at regional, national, and international levels.</p>	<p>Teaching Council commendations, accompanying accreditation of all ITE programmes, recognising, <i>inter alia</i>, that the MIC "<i>strategic plan emphasises excellence in teaching and learning, as well as in scholarship and research, reflecting values and ideals that derive from a rich tradition.</i>"</p> <p>Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland (2012)</p>
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<p><b>Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Joint MIC-UL Task Force recommendations on role, structure and governance of National Institute for Studies in Education (NISE) adopted by Governing Bodies of both institutions and critical path for establishment of Institute agreed</p> <p>Independent Chair of NISE appointed</p>	<p>NISE launched and operative under leadership of Director appointed by MIC and UL Presidents, with oversight by NISE board appointed by participating institutions.</p>	<ul style="list-style-type: none"> <li>✓ Embedding of research in teacher education</li> <li>✓ Coordinated academic planning for initial teacher education modules common across the primary and post-primary continuum.</li> <li>✓ Systematic interface for school placement</li> <li>✓ Leverage critical mass for range of integral research clusters and contribute to national priorities in teaching / teacher education</li> <li>✓ Multi-faceted structured doctoral programme drawing from partners' respective areas of expertise</li> <li>✓ NISE as 'hub' for teacher professional development</li> <li>✓ Pedagogical innovation</li> <li>✓ Attract and enable international professional engagement</li> </ul>
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**Progress against 2014 target:**

All 2014 targets achieved / exceeded:

- ✓ NISE MoU adopted by MIC Governing Body, signed by Mid-West Cluster Presidents and submitted to HEA;
- ✓ NISE Strategic Plan approved and NISE Board established with independent Chairperson (external to institutions) – meeting quarterly;
- ✓ External nominee (Prof Pamela Munn, University of Edinburgh) appointed to NISE Board;
- ✓ Implementation of agreed targets commenced by NISE board under Shannon Consortium Implementation Group oversight and Steering Group direction
- ✓ CPD needs analysis completed June 2014;
- ✓ Initiation of joint academic planning process towards Structured PhD in Education;
- ✓ Systematic interface for school placement (TUS) awarded SIDF funding and project commenced following tender (completion target Autumn 2015).
- ✓ Cluster application submitted to HEA for implementation of Performance Compact objectives included a proposal for funding towards a dedicated Director of NISE (50K awarded). Job specification drafted and reviewed by Presidents' Steering Group.

Institution Objective	Performance Indicator	Baseline
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1.3	<p><b>To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes</b></p> <p><i>[Pillar 2 /Context 6 / Goal 1]</i></p>	<p>Joint review of new possibilities for inter-institutional <b>undergraduate</b> ... module and programme creation and co-delivery with partner HEIs, with particular emphasis on opportunities involving the University of Limerick within the Shannon Consortium framework;</p> <p>Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels</p>	<p>Proposal for MIC to contribute to the delivery of Geography modules to UL BSc in Physical Education programme;</p> <p>MIC Department of Philosophy contributing teaching on UL Nursing programme;</p> <p><i>National Strategy for Higher Education to 2030</i></p>
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<p><b>Substantial progress made, targets not met in full – reasons identified (across)</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Report and recommendations of joint UL-MIC Task Group to develop jointly-delivered, common entry, Liberal Arts undergraduate degree programme;</p> <p>100% increase in number of modules co-delivered [incorporating blended learning methodologies] between UL and MIC on existing programmes</p>	<p>Joint MIC-UL Liberal Arts undergraduate degree programme (with common entry), developed, approved and CAO-listed</p>	<p>MIC delivery of up to 10 modules on UL programmes</p> <p>Launch of joint UL-MIC Liberal Arts undergraduate degree programme</p>
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<p><b>Progress against 2014 target:</b></p> <p>During 2014, a joint MIC-UL Arts Working Group, composed of both Deans and Faculty members was convened and developed a practical model for a joint programme based on banded subject combinations. This group reported to the Shannon Consortium Implementation Group which has overall responsibility for the joint programme objective. Grant Thornton Consultants commissioned by MIC (under tender) to conduct pre-implementation due diligence and risk assessment. Report identified significant logistical issues, including timetabling and learning technology infrastructure, that require to be considered and resolved. This constitutes the work for 2015/16 with the consequence that the target launch of the programme has been pushed out, with the agreement of the HEA.</p> <p>Co-delivery of modules in existing programmes significantly exceeded 100%. MIC Programme modules include Geography, Philosophy and Mathematics. This activity continues to expand; in 2015 MIC will extend delivery of all of its current Geography modules to UL and will also introduce Geometry as part of its extra-mural offerings to the University.</p> <p>As part of its strategy of working at inter-institutional level the College also seeks to jointly develop and deliver programmes outside of the Shannon Consortium with other institutions which share its competencies and where it is strategically valuable to combine efforts. Academic Year 2013/14 saw the launch of a new joint Level 7 Bachelor of Early Childhood Practice (accredited by UL) as a co-initiative of MIC and the Institute of Technology Tralee. The two-year programme, jointly delivered by MIC and ITT, incorporates blended learning methodologies using learning technology and 22 participants were registered (by MIC) for the 2013/14 Academic Year.</p>
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Institution Objective	Performance Indicator	Baseline	
1.4	<p><b>To foster closer collaboration with partner institutions towards inter-institutional delivery of academic programmes</b> [<i>Pillar 2 / Context 6 / Goal 1</i>]</p>	<p>Joint review of new possibilities for inter-institutional ... <b>postgraduate</b> module and programme creation and co-delivery with partner HEIs, with particular emphasis on opportunities involving the University of Limerick within the Shannon Consortium framework</p> <p>Number of new modules and programmes jointly designed and delivered at all relevant NFQ levels</p>	<p><b>Level 9</b> – Joint Delivery</p> <ul style="list-style-type: none"> <li>- MIC-UL: 2 (taught)</li> </ul> <p><b>Level 10</b> – Joint Delivery:</p> <ul style="list-style-type: none"> <li>- MIC-UL: 1 Structured PhD programme</li> </ul> <p><b>Level 10</b> – Joint Development:</p> <ul style="list-style-type: none"> <li>- MIC-NUIG: 1 Structured PhD programme</li> </ul>
Target Achieved / Exceeded			
Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p><b>Level 9 – Joint Development:</b></p> <ul style="list-style-type: none"> <li>- MIC-Marino College: 1 (taught)</li> </ul> <p><b>Level 9 – Joint Delivery:</b></p> <ul style="list-style-type: none"> <li>- MIC-Marino College: 1 (taught)</li> </ul>	<p><b>Level 10 – Joint Development:</b></p> <ul style="list-style-type: none"> <li>- MIC-UL: 1 Single Structured PhD programme</li> </ul> <p><b>Level 10 – Joint Delivery:</b></p> <ul style="list-style-type: none"> <li>- MIC-NUIG: 1 Structured PhD programme</li> </ul>	<p><b>Level 10 – Single Delivery:</b></p> <ul style="list-style-type: none"> <li>- MIC-UL: 1 Structured PhD programme</li> </ul>
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<p><b>Progress against 2014 target:</b></p> <p><b>Level 9 – Joint Academic Planning:</b></p> <ul style="list-style-type: none"> <li>- MA in Christian Leadership in Education (Taught)- MIC-Marino College</li> </ul> <p><b>Level 9 – Joint Delivery:</b></p> <ul style="list-style-type: none"> <li>- MA in Christian Leadership in Education (Taught)- MIC-Marino College</li> </ul> <p><b>Level 10 – Joint Academic Planning:</b></p> <ul style="list-style-type: none"> <li>- SPhD in – Christian Leadership in Education MIC – Marino</li> <li>- SPhD in Education</li> </ul> <p><b>Level 10 – Joint Delivery:</b></p> <ul style="list-style-type: none"> <li>- SPhD in Philosophy of Art &amp; Culture – MIC &amp; NUIG</li> <li>- SPhD in Built Environment / Architecture – UL-LIT-MIC</li> </ul>



Institution Objective	Performance Indicator	Baseline
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1.5	<p><b>To further develop inter-institutional pathways for access to third level learning opportunities and for progression [Pillar 2 (7) / Goal 3]</b></p>	<p>Joint review of challenges and opportunities in establishing joined-up targeting, outreach and access pathways;</p> <p>Number of new inter-institutional initiatives for outreach and access in place Evidence of increased learner progression between MIC and partner institutions.</p>	<p>Shannon Consortium Downtown Centre (city-based hub offering access support);</p> <p>MIC-UL-LIT Access Course (Level 5 Certificate in General Studies);</p> <p>MIC participation in Southwest Regional Access Alliance.</p>
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<p><b>Target Achieved / Exceeded</b></p>		
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Joint Mid West Cluster review of challenges and opportunities for integrated targeting, outreach and access;</p> <p>Joint review to generate database that maps access initiatives onto Mid West Cluster institutions, FE partners and community partners.</p>	<p>New Mid West Cluster platform and protocols for integrated and systematic targeting, outreach and monitoring of access pathways in operation;</p> <p>Mid West Cluster access platform operating in partnership with community organisations and FE sector.</p> <p>Agreed mechanism in place for reciprocal recognition of access courses and awards across regional and national FE and HE institutions.</p>	<p>Increase (cumulative) in access across Mid West Cluster (cumulative baselines to be determined pre-2014);</p> <p>Increase in overall cross-institutional progression levels (against cumulative baselines to be determined pre-2014);</p> <p>Increase in vertical progression linkages and outcomes between community, FE and HE sectors (against cumulative baselines to be determined pre-2014).</p>
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<p><b>Progress against 2014 target:</b></p> <p>Shannon Consortium institutions reviewed and mapped shared access initiatives and included this information in their joint submission to the HEA for funding towards implementation of shared Performance Compact objectives (February 2015; outcome awaited).</p> <p>Agreed in principle to establish a regional forum that will include local FE / Community providers in 2015 with the goal, <i>inter alia</i>, of developing a coordinated model access to higher level in the Mid-West.</p> <p>UL and MIC have agreed mutual recognition of respective pre-entry / direct access programmes.</p>		

Institution Objective	Performance Indicator	Baseline	
1.6	<p><b>To broaden and deepen our commitment to working in partnership with other HEIs</b>  <i>[Pillar 7 / Goal 4]</i></p>	<p>Commitment to the Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery</p> <p>Establishment of Graduate School</p>	<p>Participation in the Shannon Consortium Regional Graduate Training Network</p> <p>Institutional approval for MIC Graduate School (following review)</p>
<p><b>Target Achieved / Exceeded</b></p>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>MIC Graduate School established and Head of School appointed</p> <p>Joint Mid West Cluster Task Force appointed to explore feasibility and plan required for establishment of federated Limerick Graduate School</p>	<p>Alignment of postgraduate regulations, policies and procedures (MIC / UL / LIT)</p>	<p>Launch of Federated Limerick Graduate School</p>
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<p><b>Progress against 2014 target:</b></p> <p>MIC Research &amp; Graduate School established and Head of Graduate School appointed (reporting to Associate Vice President Research).</p> <p>Joint Shannon Consortium Federated Limerick Graduate School (FLGS) Task Force convened to develop governance principles, operational procedures for establishment of FLGS and vision post 2016 (resulting in a FLGS Concept Paper that was approved by the Shannon Consortium Implementation Group in November 2014).</p> <p>Work of FLGS working group monitored quarterly by Shannon Consortium Implementation Group at direction of Shannon Consortium Steering Group.</p>		
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Institution Objective	Performance Indicator	Baseline	
1.7	<p><b>To foster collegiality and collaboration amongst Faculty and regional institutional partners towards reflective practice and scholarly dialogue on teaching and learning</b></p>	<p>Continued participation in Shannon Consortium Regional Teaching &amp; Learning Awards initiative as well as participation in national award programmes from the National Forum for the Enhancement of Teaching and Learning</p> <p>Participation in and organisation of regional Teaching &amp; Learning workshops and symposia</p> <p>Significant contribution to, and participation in the National Forum for the Enhancement of Teaching and Learning</p>	<p>3 Regional Teaching &amp; Learning Awards won by MIC Academic staff since 2007</p> <p>25% of MIC Academic staff participating in Shannon Consortium integrated teaching &amp; learning events (e.g. <i>Conversations in the Consortium</i> reflective practice seminars)</p>
<b>Target Achieved / Exceeded</b>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Joint Task Force (MIC-UL-LIT) recommendations towards a Mid West Cluster 'Regional Learner Network' incorporating integrated planning, delivery of teaching and learning interventions, and continuation of Regional Teaching &amp; Learning Award</p> <p>5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>5% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshops</p>	<p>Mid West Regional Learner Network operational</p> <p>5% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>10% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop</p>	<p>Cumulative 15% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme</p> <p>20% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshop</p>
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**Progress against 2014 target:**

2014 targets reached and significantly exceeded: Joint Teaching & Learning Task Force established and convened by Shannon Consortium institutions. Task Force achievement included:

- ✓ Development, piloting and mainstreaming of professional development initiative for Cluster Faculty – *'Conversations in the Consortium'* – which takes place across all three campuses;
- ✓ Establishment of the MIC-led *'Problem-Based Learning Network'* which is active at each of the three campuses;
- ✓ Review and re-configuration of the *'Regional Teaching Excellence Award Scheme'* (for which 2 MIC Faculty members were nominated);
- ✓ One-day joint seminar and professional development workshop;
- ✓ National Seminar proposal submitted to National Forum for Teaching & Learning was successful in achieving funding;
- ✓ Workshop on 'Developing the Teaching Portfolio' developed and led by MIC for participation by Faculty from the three institutions;

53% increase in initiatives devised and contributed by MIC to Mid West Cluster teaching and learning events programme.

145% increase in participation by MIC staff in Mid West Cluster teaching and learning training events / workshops.

Institution Objective	Performance Indicator	Baseline
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2.1	<p><b>To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning [Pillar 2 (4) / Goal 1]</b></p>	<p>Agreement on annual and cumulative student intake targets for period of our Strategic Plan with reference to national targets and inter-institutional strategy</p> <p>Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors</p> <p>Targets achieved across all demographic and socio-economic learner categories</p>	<p>Segmented wider participation targets in place and linked to current <i>National Policy for Equity of Access to Education</i></p> <p>Participation in HEAR scheme</p> <p>Mature student FTE enrolment rate of 9%</p> <p>Flexible learning enrolment rate 2%</p> <p>Student with disability enrolment rate of 1%</p>
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<b>Target Achieved / Exceeded</b>		
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Review and re-setting of wider participation targets with reference to <i>National Access Plan 2014</i>;            New targeting, outreach and access / retention strategy in place and seamlessly integrated with Mid West Cluster access platform (see <i>Domain 1, Objective 1.5</i>, above);            Participation in DARE scheme;            Mature student FTE enrolment rate of 6%;            Flexible learning enrolment rate 2%;            Student with disability enrolment rate of 3%;</p>	<p>Coordinated Mid West Cluster outreach and targeting activity            Structured, multi-sectoral partnerships and initiatives in place focused on effective targeting towards wider participation and coordinated approaches            Mature student FTE enrolment rate of 7%            Flexible learning enrolment rate 3%            Student with disability enrolment rate of 3.5%</p>	<p>Mature student FTE (UG) enrolment rate of 8%            Flexible learning enrolment rate 3%            Student with disability enrolment rate of 4%</p>
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**Progress against 2014 target:**

Wider Participation rates:

- ✓ Mature Student Entrants (Undergraduate Year 1) 2013/14 – 4.14% (rising to 5.9% - 2014/15);
- ✓ Entrants with Declared Disability (Undergraduate Year 1) 2013/14 – 2.4% (rising to 3.07% - 2014/15);
- ✓ Entrants with Declared SED<sup>1</sup> (Undergraduate Year 1) 2013/14 – 8.35% (falling to 6.98% - 2014/15);

Additional progress against targets:

- ✓ Completion of review and re-setting of wider participation targets with reference to *National Access Plan 2014*;
- ✓ New Shannon Consortium targeting, outreach and access / retention strategy developed and submitted to HEA as part of cluster submission for funding of joint Performance Compact objectives (funding case presented);
- ✓ MIC and UL agreed to mutually recognise their respective foundation / access programmes for direct entry;
- ✓ MIC participation in DARE scheme commenced;

<sup>1</sup> Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds



Institution Objective	Performance Indicator	Baseline
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2.2	<p><b>To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning</b> [<i>Pillar 2 (4) / Goal 1</i>]</p> <p><b>To implement a process of programme re-conceptualisation ... that promote lifelong learning and that complement the institutional ethos and values of the College</b> [<i>Pillar 2 / Goal 2 (1)</i>]</p>	<p>Effective targeting and outreach strategies developed and implemented with critical emphasis on partnership with key stakeholders in the community, public and statutory sectors;</p> <p>Number of new offerings developed, approved, and launched;</p> <p>Targets achieved across all demographic and socio-economic learner categories;</p>	<p>Identification of need to develop new direct access route to enable mature learners to progress to the BEd and teacher education programmes</p> <p>Agreement with DES to develop an entry programme targeted at mature students to counteract emerging decline in applicants</p> <p>Partnership with Limerick &amp; Clare Education &amp; Training Board to develop pre-entry programme</p>
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<b>Target Achieved / Exceeded</b>		
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Design, accreditation and piloting of 1-year Teacher Education Preparatory Programme</p> <p>15 students registered on pilot 2013-14 pre-entry programme, with direct access to BEd degree programme upon satisfactory completion</p>	<p>6 students progressing from 2014-15 Teacher Education Preparatory Programme to BEd;</p> <p>15 students registered on 2014-15 Teacher Education Preparatory Programme.</p>	<p>6 students progressing from 2015-16 Teacher Education Preparatory Programme to BEd</p> <p>15 students registered on 2015-16 Teacher Education Preparatory Programme</p>
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**Progress against 2014 target:**

1-year *Teacher Education Preparatory Programme* designed as a Foundation Certificate initiative and successfully piloted. This programme was developed to target and prepare mature students for direct entry to the MIC BEd programme following completion of the preparatory course and satisfactory progress in core modules. The programme is an excellent example of partnership with the FE sector towards seamless progression between further and higher education pathways. Limerick & Clare ETB (LCETB) contributed financial and teaching resources to the programme. 17 students registered on the pilot 2013-14 programme and 15 progressed to the BEd (with one student deferring their place for financial reasons and one student not completing the programme successfully). The programme was offered again for the 2014/15 Academic Year and 18 students were enrolled.

Further progress in the context of promoting lifelong learning at MIC and of increasing learner diversity in line with national targets was made with commencement of a new 1-year NFQ Level 6 *Certificate in Inclusive Care & Education* (0-6 Years). This programme is recognised by the DES as a Level 6 major award and is targeted specifically at staff of community childcare facilities. This innovative feature of the programme means that it offers complementarity and cohesion to early years care as well as to the national Local and Community Development Programme, as well as directly enhancing the labour market potential of participants. The programme adopted a blended learning methodology adding to the core skills development of participants. 23 students registered and completed the programme in 2013/14 and by the close of 2014 the programme had been offered again and 20 students were enrolled.

Institution Objective	Performance Indicator	Baseline	
2.3	<p><b>To significantly increase the breadth and diversity of our student community in alignment with national targets for inclusive participation and lifelong learning [Pillar 2 (4) / Goal 1]</b></p>	<p>Targets achieved across all demographic and socio-economic categories</p> <p>Number of innovative and open campus-based learning initiatives specifically designed to introduce all sections of our community to university-level learning experiences, to promote life-long learning and to attract prospective students to access mainstream provision at MIC / partner institutions</p> <p>Evidence of coordination and complementarity between MIC life-long learning initiatives and partner initiatives</p>	<p>Certificate in Contemporary Living for adults with an intellectual disability introduced in partnership with local statutory and community-sector organisations</p> <p>12 students completing programmes</p>
<b>Target Achieved / Exceeded</b>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Introduction of 2-year, QQI-accredited Level 4 Certificate in General Learning &amp; Personal Development in partnership with Brothers of Charity, Ennis; 10 students registered.</p>	<p>100% progression to Year 2; Formal coordination structures in place for initiatives co-delivered with FE and community organisations.</p>	<p>100% completion and graduation rate;</p>
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<p><b>Progress against 2014 target:</b></p> <p>2-year, QQI-accredited Level 4 Certificate in General Learning &amp; Personal Development in partnership with Brothers of Charity, Ennis, successfully developed and approved by MIC Academic Programme Approval Committee (APAC), accredited by QQI via Brothers of Charity Ennis (as approved provider). This programme reached all quality targets set by QQI.</p> <p>16 students were registered following the end of the 2013/14 Academic Year (which was Year 1 of the programme) and the commencement of the 2014/15 Academic Year. This represents an increase in the enrolment target – carried through in learner progression – of over 50%. This increase is considered significant by the College in the context of challenges faced by the target group at pre-registration stage and, moreover, in the context of the quality of the tailored student learning experience required to ensure retention and progression.</p> <p>It is of note that this programme is not Exchequer-funded as it is a Level 4 offering. There is now rich evidence from this programme to suggest that participation by adults with intellectual disability in a higher education setting is of very significant benefit, not just to their social quality of life but to their educational potential. Progression indicators from this programme are showing that some of the participants came to the College with untapped capacity for participation at Level 8 and these students are being carefully monitored and guided towards this goal. However, the lack of mainstream funding means that this programme is vulnerable to funding deficits from non-mainstream sources and costing the College valuable resource in continuously seeking new private / charitable funding opportunities in order to sustain an educational experience for participants that MIC feels they are entitled to as citizens of the State and which is otherwise unavailable to them.</p>
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Institution Objective	Performance Indicator	Baseline
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3.1	<p><b>To implement a process of programme re-conceptualisation with emphasis on (a) creation of collaborative intra-faculty and inter-faculty offerings and (b) learning outcomes that are focused on the fostering of critical and creative thinking and outstanding communication skills, that are informed by inclusive discourse on changing professional needs, that promote lifelong learning and that complement the institutional ethos and values of the College</b></p>	<p>Unique, innovative and outstanding 4-Year Bachelor of Education programme finalised, approved, resourced and launched by September 2012</p>	<p>In-depth re-conceptualisation exercise completed, resulting in new programme vision for Bachelor of Education degree, module structure and learning outcomes based on Bologna Framework, Teaching Council guidelines, DES policy on literacy and numeracy in ITE, and international best practice rooted in peer-recognised research</p> <p>Preparation for re-conceptualisation of Bachelor of Education in Education &amp; Psychology</p>
<p><b>Target Achieved / Exceeded</b></p>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Bachelor of Education degree programmes approved by Teaching Council, launched, and operational</p> <p>Four-Year BEd: 812 FTEs (406 per annum)</p> <p>Four-Year BEd Education &amp; Psychology: 62 FTEs (31 per annum)</p>	<p>Four-Year BEd: 1,218 FTEs (intake TBC by DES)</p> <p>Four-Year BEd Education &amp; Psychology: 93 FTEs</p>	<p>Four-Year BEd: 1,624 FTEs (intake TBC by DES)</p> <p>Four-Year BEd Education &amp; Psychology: 125 FTEs</p>
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**Progress against 2014 target:**

The College's reconfigured four-year Bachelor of Education and Bachelor of Education in Education & Psychology degree programmes were successfully approved and commended by Teaching Council (as well as the Psychology Society of Ireland in the case of the latter), launched, and operational by September 2013, with completion of First Year by the first ever cycle cohort by Summer 2014.

Targeting of participants for these programmes is regarded by the College as problematic for external reasons. Participation thresholds are set by the DES annually which cause issues relating to budgeting/resourcing, planning/timetabling, CAO liaison and, ultimately, marketing, which must operate within the limits set.

By the end of Academic Year 2013/14 1,249 students were registered on the *new* BEd programme and at the close of the calendar year, this figure stood at 1222 (inclusive of new entrants, less graduates of the class of 2014). These figures stood at 125 and 127, respectively, for the *new* Bachelor of Education in Education & Psychology.

In addition to this, the College has developed a new two-year Professional Master in Education (Primary Teaching) and following submission of the programme to the Teaching Council, accreditation was successfully achieved. The programme launched in September 2014 with an intake of 101 students.

Institution Objective	Performance Indicator	Baseline
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3.2	<p><b>To renew our emphasis on continuous quality assurance and to work as a whole community to situate our work in strategic context, to value and celebrate our endeavours, to actively seek the views of all those whose needs we serve, and to be imaginative in realising the potential for improvement</b>  <i>[Pillar 6 / Goal 6]</i></p>	<p>Quality Review Schedule established;            Number of Quality Reviews undertaken across academic and professional services departments;            Commencement of IUQB (i.e QQI) institutional review process .</p>	<p>N formal Quality Reviews completed;            N Quality Review Schedule 2012-2017 approved, following consultation with academic and professional services departments;            First formal Student Exit Survey completed (2011 graduating cohort).</p>
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**Substantial progress made, targets not met in full – reasons identified (across)**

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>7 further Quality Reviews completed / commenced; 3 further Student Exit Surveys completed; 4 First Year cohort Learning Experience surveys completed (including surveys and focus groups designed to capture student experience of re-conceptualised Level 8 &amp; 9 programmes).</p>	<p>4 new Quality Reviews completed / commenced ; 4 further Learning Experience surveys completed .</p>	<p>3 new Quality Reviews completed / commenced; 4 further Learning Experience surveys completed Participation in National Student Survey; Demonstrable evidence of academic and professional support service delivery modified in response to key Quality Review / Exit Survey findings 2012-2016; Preparation for commencement of final 3 Quality Reviews scheduled 2012-2017; Preparation for institution-wide Quality Review by QQI.</p>
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#### Progress against 2014 target:

Following development of a 5-year Quality Review Schedule in 2012, the College has experienced mixed results in meeting the annual targets set. Positive progress has been made at governance level, with the establishment of a committee of the College Governing Body with special responsibility for overseeing quality assurance and reporting to the Governing Body. This committee is chaired by an external member of the Governing Body with significant experience of educational leadership at national level and the senior officers of the College, alongside key staff with functional responsibility related to quality assurance, sit on the Quality Committee. Other positive developments include:

- ✓ Mainstreaming of a student Exit Survey (at the point of graduation) which enjoys an average annual response rate of 98% and which contributes data linked to common indicators to UL for incorporation with its own exit survey results;
- ✓ Adoption of the Irish Survey of Student Engagement (with a response rate of 16% in 2014 and of 26% in 2015);
- ✓ Structured consultation on survey design and feedback with the Students' Union (the Students' Union President and Vice President sit on the College's Exit Survey Working Group – which also implements the ISSE);
- ✓ Introduction in late 2014 of a Module Satisfaction Survey in tandem with UL (pilot survey conducted in 2015);
- ✓ Active response to Exit Survey results showing perceived deficits in communications and academic feedback by incorporating mitigating actions into Annual Operating Plans (AOPs) and course design/administration;
- ✓ Programme participant surveys conducted by Faculty of Education for each year cohort;
- ✓ Full quality reviews (SAR and PRR) of Research Office completed and Student Support Services commenced.

The main challenges are linked to the number of quality reviews listed in the 2012-17 schedule, the length of time typically required for completion of individual unit / thematic reviews (8 months +) and staff availability (the College has one full-time member of staff, employed at Executive Officer level, assigned to quality assurance). Additional obstacles include the increased workload of staff, particularly in the context of programme reconceptualisation in response to DES and Teaching Council requirements carried out under the ECF framework. This also applies in the case of Performance Compact objectives. To resume momentum, it was decided in late 2014 to develop a Quality Benchmark Survey instrument which will act as Stage 1 of the current quality review framework (and is based on a similar 'Gap Analysis' survey conducted in UL) and which can be readily incorporated into the new QQI model when launched. The strategy is to apply this new instrument to *all* Academic Departments and key Professional Service functions concurrently, instead of tackling quality reviews in smaller numbers per annum. This will enable the College to prepare for institutional review.



Institution Objective	Performance Indicator	Baseline
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3.3	<p><b>To ensure the prominence of a student-centred culture throughout support services that are cohesive and multi-faceted</b> [<i>Pillar 3 / Goal 1</i>]</p>	<p>Consultative review of student support services focusing on maintaining the fullest provision for the whole-student approach, effectiveness of service integration and linkage with academic provision, and efficient coordination within management infrastructure</p> <p>Recommendations implemented, new structures in place</p>	<p>Exceptional commitment of all staff to a student-centred teaching and learning culture and the whole-student ethos of the College</p> <p>Establishment of informal student support services network for integrated case management / referral</p> <p>Sub-optimal coordination and integration of distributed service delivery</p> <p>Excellent strategic and operational partnership with MISU (MIC Students' Union)</p>
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<p><b>Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Consultative review of students supports and service infrastructure completed with recommendations arising</p> <p>Scheduled Quality Review of student support services completed with recommendations arising</p> <p>Director-level appointment incorporating responsibility, <i>inter alia</i>, for coordinating services aimed at access, retention and progression.</p>	<p>Recommendations from both reviews (2014) implemented, new structures in place</p>	<p>Demonstrable enhancement of cohesion between support-services underpinning the student-centred culture at MIC</p>
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**Progress against 2014 target:**

Arising from consultative review and strategic assessment of needs in respect of the goals set out in the MIC Strategic Plan 2012-2016 for a high quality learning experience, a job specification for the new post of 'Director of Student Life' was approved and a selection process commenced at the end of 2014. This post was designated a promotional opportunity (SL grade) for Faculty. An appointment was successfully made in early 2015 and the function is in full operation. This post is seen as a critical driver towards enhanced coordination and integration of student service provision to meet the high quality standards expected of the MIC learning experience and address the operational and strategic complexities of ensuring this level of quality is sustained. The post-holder also has responsibility for access, retention and progression and the remit includes collaboration within the scope of the Shannon Consortium to ensure Performance Compact goals are met and the evolution of 'spill-over' initiatives higher education access in the Mid-West region are capitalised upon.

A quality review of student support services in MIC commenced during Academic Year 2013/14 and is expected to be completed in 2015. This is considered a 'stretch target' due to the scale and complexity of the review in question and is considered achieved since it is on course for completion (see progress report under 3.2, above).

Institution Objective	Performance Indicator	Baseline
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3.4	<p><b>To enhance retention and progression rates [Pillar 2 (4) / Goal 2]</b></p>	<p>Effective monitoring and reporting system in place with secure and confidential data flows between relevant support units</p> <p>Stronger operational linkages between academic staff and professional staff for ensuring student retention and progression</p> <p>Enhanced system of financial support for students (including students in difficulty) with increase evidence of linkages fostered for contributions under Corporate Social Responsibility (CSR) and more seamless coordination with external agencies providing grants and other aids</p> <p>Evidence of % increases in retention and progression above current baselines</p>	<p>Total student retention rate: 90%</p> <p>Total Facilitated External Transfer for non-completing First Year students: 56%</p> <p>Learner Support Unit 1:1 meetings providing academic advice and guidance: 891 per academic year</p> <p>Year Coordinators appointed for Bachelor of Education programme</p> <p>Establishment of informal student support services network for integrated case management / referral</p>
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Target Achieved / Exceeded
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Target Achieved / Exceeded
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Total student retention rate: 92%</p> <p>Adoption of policy and protocols for availability of programme exit awards</p> <p>Secure intranet-based MIS for tracking access / retention / referral / early warning</p> <p>Formalisation of student support services network for integrated case-management</p> <p>Learner Support Unit 1:1 meetings providing academic advice and guidance: 950 per academic year</p>	<p>Learner Support Unit 1:1 meetings providing academic advice and guidance: 975 per academic year</p> <p>Coordination of internal and cross-institutional retention and progression through integration with Mid West access platform and systematic partnership with wider community</p> <p>Total student retention rate: 93%</p> <p>Total facilitated external transfer for non-completing First Year students: 60%</p>	<p>Total student retention rate: 93%</p> <p>Level 7 awards for students opting to exit 3- or 4-year programmes following completion of Year 2</p> <p>Total facilitated external transfer for non-completing First Year students: 70%</p> <p>Learner Support Unit 1:1 meetings providing academic advice and guidance: 1000 per academic year</p> <p>Quantum of financial support from CSR/non-mainstream donations for students at risk</p>
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#### Progress against 2014 target:

The total undergraduate student retention rate for Academic Year 2013/14 stood at **98.2%**, well above target for the year. In real numbers, 46 students departed, for various reasons. Looking at First Year retention, a critical indicator, the overall rate of drop-out was 4.6%, and the majority of departing students emerged from the four undergraduate programmes – 38 in all. Of these, 10 students exited via the Bachelor of Education and 24 left from the BA in Liberal Arts.

While these figures represent exceptionally high retention rates current indications show a cause for concern regarding future retention rates. Some slippage is in evidence with the Liberal Arts programme particularly and this was noted during monitoring of the 2014/15 Annual Operating Plan, inclusive of Performance Compact targets. Possible reasons include the financial burden of continuing with the programme. Exit interviews conducted with all departing students appear to confirm that finance is the primary reason for drop-out, although personal / medical reasons are also cited. Declining levels of attendance by Liberal Arts students during contact hours has been observed in late 2014 (and again in 2015). There may be several reasons for this (including the emergence of higher rates of participation in part-time work during the academic year by students) but the phenomenon of low attendance is considered by the College to be an indicator of potential for lower performance and also risk of drop-out. In 2015, the College began to discuss ameliorative solutions including the need to develop an ‘early-warning system’ based on robust indicators and a comprehensive suite of preventive strategies are also under development – including installation of electronic ID card ‘readers’ (to be used contact hours) which will help to monitor attendance levels in real time.

In other progress, a new Executive sub-committee (the ‘Student Well-Being Committee’), chaired by the Director of Student Life, was approved in 2014 (and convened in early 2015). The remit of this committee is to monitor student well-being issues in an integrated fashion (i.e. as components of the holistic, student-centred learner strategy adopted at MIC) by coordinating student support services and case management.

Finally, the Learner Support Unit (which, in 2015, was re-branded the Academic Learner Centre), which provides tailored, 1:1 support for students outside the lecture environment (e.g. tutorials in academic writing skills, mathematics etc.) exceeded its target of 950 contacts in 2014 by over 50%. The Unit delivered one-to-one tutorials to 587 individuals and group a further 665 in small work-shops designed to address common issues for which students across all programmes sought assistance. The Unit adopted a particular strategy for students identified as at risk of failing subjects or exiting their programmes by delivering the following:

- ✓ 48 hours of *Gaeilge* support for undergraduates at risk of module failure / programme exit;
- ✓ 12 hours of ICT support for late adopter Mature Students;
- ✓ Mathematics support for 144 undergraduates at risk of module failure / programme exit;
- ✓ Education Guidance referrals for 48 students.

Set against the retention rates for the Academic Year, the success of these initiatives can be seen clearly.

Institution Objective	Performance Indicator	Baseline
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3.5	<p><b>To significantly enhance our library infrastructure to fully meet the diversity of needs amongst our learning community and of members of the wider community wishing to share our resources</b> [<i>Pillar 6 / Goal 2</i>]</p>	<p>Evidence of substantial progress towards refurbishment and extension of College Library</p>	<p>Long-standing deficits in space and quality of MIC Library Building</p>
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<p><b>Substantial progress made, targets not met in full – reasons identified (across)</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Plans for new Library Building finalised, with key goal to provide access to learning resources designed to meet wider public needs and promote engagement by public in city-based campus</p> <p>Joint application to funding pools (e.g. JESSICA / EIB Funds) via Joint Local Authorities consortium of local stakeholders</p>	<p>Finance package in place for commencement of planning and pre-construction processes</p>	<p>Planning and pre-construction process commenced</p>
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<p><b>Progress against 2014 target:</b></p> <p>In 2014 the College carried out a tender to appoint Project Management consultants for a term of 4 years to coordinate all capital projects up to a value of €500K per project - including advice on due diligence, risk assessment, compliance with public procurement for all building services, project appraisal, management of tenders for consultant appointments and contractors. The firm of <i>Aecom Consultants</i> was duly appointed. The College has worked with <i>Aecom</i> to procure BDP Architects to carry out a Library feasibility study. This process is designed to identify current best practice in terms of continuity between design, teaching, learning and research, and technology and identify a solution that will help to future-proof the new facility and make provision for the future growth in the College student population. The College Students' Union has written to all of the public representatives highlighting the shortcomings of the existing library facilities including the concerns of the Limerick Fire Officer.</p> <p>The College engaged as a partner with Limerick City &amp; County Council and the New Limerick Charter signatories for preparation of a joint application to the JESSICA EIB fund. However, this funding programme was terminated and replaced by a process requiring member state application in the first instance. This is problematic for local / regional consortia.</p> <p>The College opened negotiations with the DES in 2014 towards capital funding for the project.</p>
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Institution Objective	Performance Indicator	Baseline
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3.6	<p><b>To significantly enhance student communications</b> [<i>Pillar 3 / Goal 3</i>]</p>	<p>Academic feedback culture and mechanisms significantly enhanced  Student perceptions of academic feedback systems continuously monitored  Range of new student-centred information delivery protocols in place  Student enrolment, registration and payments systems significantly enhanced  Student communications fora established</p>	<p>Student representation (via MISU nominations) across all formal MIC committees and boards  Exit Survey feedback (2011, 2012) revealing perceived need for improvements in student communications and academic feedback  Insufficient options for online fee payment and absence of online enrolment system  Online module registration available  Text alert service available (critical incidents only)  Ageing website and intranet facilities for students</p>
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2014 Target Achieved / Exceeded
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2014 Target Achieved / Exceeded
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>New student-faculty fora introduced (4 meetings per annum)            50% academic feedback via VLE (Moodle)            Establish Corporate Communications Office incorporating responsibility for coordination of student communications            Significant enhancement of student information pages on MIC website            New student intranet portal introduced            Text alert service devolved to faculties and core service units for targeted information dissemination            100% of all student notifications delivered via combination of e-mail, Facebook, Twitter, and SMS (in addition to existing notification arrangements)            Dedicated student information smartphone app (iOS and Android) introduced</p>	<p>Online student enrolment introduced            Online fees payment mechanism introduced</p>	<p>Conduct comprehensive evaluation of students' current perceptions of communications effectiveness            Address any new / remaining deficits in Strategic Plan 2017-21</p>
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**Progress against 2014 target:**

- ✓ New student-faculty fora introduced (4 meetings per annum)
- ✓ 50% academic feedback via VLE (Moodle)
- ✓ Establish Corporate Communications Office incorporating responsibility for coordination of student communications
- ✓ Significant enhancement of student information pages on MIC website
- ✓ New student intranet portal introduced
- ✓ Text alert service devolved to faculties and core service units for targeted information dissemination
- ✓ 100% of all student notifications delivered via combination of e-mail, Facebook, Twitter, and SMS (in addition to existing notification arrangements)
- ✓ Dedicated student information smartphone app (iOS and Android) launched
- ✓ 55% academic feedback via VLE (Moodle);
- ✓ 100% use of VLE (Moodle) on undergraduate programmes; 96% postgraduate taught programmes.



Institution Objective	Performance Indicator	Baseline
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3.7	<p><b>To improve the quality of the MIC postgraduate student experience</b> [<i>Pillar 2 / Goal 3 (2)</i>]</p>	<p>Consultative review of postgraduate student experience at MIC</p> <p>Establishment of dedicated, fully equipped, resourced and clustered work-space for postgraduate students</p> <p>Improved communications, consultation mechanisms and information delivery for postgraduate students</p>	<p>Postgraduate student facilities distributed across campus; ageing work spaces</p> <p>Postgraduate Office and Research Office located and administered separately</p> <p>Approval for creation of MIC Graduate School</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>New MIC Graduate School created and integrated with Research Office Acquisition of new building, with centralisation and fit-out of fully equipped, resourced and clustered work space for students in the Graduate School</p> <p>Qualitative survey of exiting postgraduate students conducted Task Force to undertake consultative review of current and future postgraduate needs</p>	<p>Cross-fertilisation of graduate scholarship and mentoring via federated Limerick Graduate School and Mid West Cluster Graduate Training Network</p>	<p>Fully equipped, resourced and clustered work space for visiting scholars within the Limerick Graduate School</p>
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**Progress against 2014 target:**

2014 targets achieved:

- ✓ New MIC Research & Graduate School (RGSO) created and via integration of Research Office and Postgraduate Studies Office and re-located to new building;
- ✓ MIC concluded preliminary agreement with building vendors for purchase – subject due diligence work (in progress), including opening up works, following which final contract will be completed;
- ✓ Architectural design team selected by tender for refit of building as fully equipped, resourced and clustered work space for students and for the administrative hub of the RGSO;
- ✓ Qualitative survey of exiting postgraduate students conducted
- ✓ RGSO Task Force undertaking consultative review of current and future postgraduate needs (including monthly participation by RGS at Students' Union Executive, membership by Students' Union of Research Committee, creation of monthly Graduate Café workshops);
- ✓ In-depth survey of postgraduate alumni;
- ✓ Consultative meetings with all Heads of Department and (Graduate) Programme Coordinators

Institution Objective	Performance Indicator	Baseline
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3.8	<b>To support teaching and the scholarship of teaching</b> [ <i>Pillar 2 / Goal 1 (5)</i> ]	Significant enhancement of existing teaching and learning leadership, infrastructure and resourcing [ <i>Pillar 2 / Goal 1 (5) / Target 1</i> ]	Building blocks for a teaching and learning culture in place: <ul style="list-style-type: none"> <li>- Teaching &amp; Learning Co-ordinator</li> <li>- Teaching &amp; Learning Steering Committee</li> <li>- MIC Centre for Teaching &amp; Learning established</li> <li>- Shared services within the Shannon Consortium</li> </ul>
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<b>2014 Target Achieved / Exceeded</b>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Establishment of Teaching &amp; Learning Directorate  Appointment of Director of Teaching &amp; Learning  Appointment of 2 Educational Technologists via contract for service  Shared service framework within Mid West Cluster based on the Shannon Consortium model</p>	<p>Teaching &amp; Learning Officer appointed  Educational Technologist position mainstreamed</p>	<p>Teaching &amp; Learning culture fully supported and driven by intra- and inter-institutional leadership, infrastructure and resourcing</p>
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<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ Establishment of Teaching &amp; Learning Directorate</li> <li>✓ Appointment of Director of Teaching &amp; Learning</li> <li>✓ Appointment of 2 Educational Technologists via contract for service: Coordinator of Educational Technology &amp; Teaching and Learning Officer (plus training of ICT Services Helpdesk to support VLE);</li> <li>✓ Framework agreement with HEAnet for increased VLE operational capacity using dedicated server space;</li> <li>✓ Shared service framework within Mid West Cluster based on the Shannon Consortium model</li> <li>✓ 8 proposals submitted to the National Forum for the Enhancement of Teaching &amp; Learning (3 within Shannon Consortium).</li> </ul>
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Institution Objective	Performance Indicator	Baseline
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3.9	<p><b>To advocate for, demonstrate and embed exemplary practices and innovation in teaching and learning</b> [<i>Pillar 2 / Goal 2 (5)</i>]</p>	<p>% increase in events and initiatives designed effectively highlight and showcase exemplars of excellence and innovation in teaching &amp; learning            % increase in staff participation</p>	<p>Monthly range of intra-institutional events (MIC Centre for Teaching &amp; Learning) and inter-institutional (Shannon Consortium) – e.g. <i>Conversations in the Consortium</i> series of seminars for community of practice            20% academic staff participation</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
20% increase in number of events and initiatives showcasing exemplars of excellence and innovation in teaching & learning 100% increase in academic staff participation (over 2012)	30% increase in teaching and learning events and initiatives (over 2012) 75% increase in academic staff participation (over 2014)	10 large group events per semester including Special Interest Groups, seminars, workshops, presentations to Faculty Boards. 80% academic staff participation (400% increase over 2012)
<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ 53% increase (over 2013 data) in Teaching &amp; Learning events – attended by MIC-LIT-UL Faculty members;</li> <li>✓ 145% increase by MIC staff in Shannon Consortium Teaching &amp; Learning training events and workshops.</li> </ul>		

Institution Objective	Performance Indicator	Baseline	
3.10	<p><b>To provide teaching enhancement interventions which are supportive, voluntary and confidential</b> [Pillar 2 / Goal 3 (5)]</p>	<p>Number of Peer Observations of Teaching (POTs) undertaken [Pillar 2 Goal 3 (5) / Target 1] % increase in rate of participation in SETs [Pillar 2 Goal 3 (5) Target 3]</p>	<p>10 POT pairings, per annum SET participation rate: 31%</p>
<p><b>2014 Target Achieved / Exceeded</b></p>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
15 POT pairings, per annum SET participation rate: 31%	20 POT pairings, per annum SET participation rate: 31%	25 POT pairings, per annum SET participation rate: 31%
<p><b>Progress against 2014 target:</b></p> <p>15 pairings for Peer Observation of Teaching, including Graduate School Teaching Assistants. POTs also set up across Shannon Consortium.</p> <p>5.5% increase in rate of participation in SETs. In total, 36 SETs conducted (Autumn 17 and Spring 19), involving 4,356 student responses in AY13/14. (Arts Faculty Participation 40%; Education Faculty participation 60%. First time SET engagement 15%; Annual SET participation 40%; Every other year 30%; Infrequent participation 15%).</p> <p>Satisfaction results for AY 13/14</p> <p>91% Satisfaction with lecturer 86% Satisfaction of the student 80% Satisfaction with the module 86% Overall mean satisfaction</p>		



Institution Objective	Performance Indicator	Baseline
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3.11	<p><b>To foster collegiality and collaboration amongst faculty and regional institutional partners towards reflective practice and scholarly dialogue on teaching and learning</b> [Pillar 2 / Goal 4 (5)]</p>	<p>Continued participation in Shannon Consortium Regional Teaching &amp; Learning Awards initiative as well as participation in national award programmes from the National Forum for the Enhancement of Teaching &amp; Learning [Pillar 2 Goal 4 (5) / Target 1]</p> <p>Participation in and organisation of regional Teaching &amp; Learning workshops and symposia [Pillar 2 Goal 3 (5) / Target 2]</p> <p>Significant contribution to, participation in and inclusion with the National Forum [Pillar 2 Goal 3 (5) / Target 3]</p>	<p>2 short-listed candidates for Shannon Consortium Regional Excellence in Teaching &amp; Learning Award</p> <p>2 short-listed candidates for NAIRTL Teaching &amp; Learning Awards</p> <p>3 regional Teaching &amp; Learning workshops and symposia per academic year</p> <p>25% baseline participation in Regional T &amp; L events</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching &amp; Learning Awards  5% increase in regional Teaching and Learning events offered via MIC  5% increase in MIC academic staff participation rate in regional Teaching and Learning events  2 MIC representatives to National Forum</p>	<p>2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching &amp; Learning Awards  5% increase in regional Teaching and Learning events offered via MIC  10% increase in MIC academic staff participation rate in regional Teaching and Learning events  2 MIC representatives to National Forum (once established)</p>	<p>2 short-listed candidates for Mid West Cluster Regional Excellence in Teaching &amp; Learning Awards and engage in National Forum competitions if/when announced  15% increase in regional Teaching and Learning events offered via MIC  15% increase in MIC academic staff participation rate in regional Teaching and Learning events  2 MIC representatives to National Forum, plus 2 representatives contributing to Forum sub-committees as members (if applicable).</p>
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**Progress against 2014 target:**

- ✓ 2 short-listed candidates shortlisted for Mid West Cluster Regional Excellence in Teaching & Learning Awards in 2014;
- ✓ Participation in National Forum Teaching Heroes Award programme in collaboration with MIC Students' Union;
- ✓ 53% increase in regional Teaching and Learning events offered via MIC
- ✓ 145% increase in MIC academic staff participation rate in regional Teaching and Learning events
- ✓ 2 MIC representatives to National Forum (Vice President Academic Affairs; Director of Teaching & Learning)
- ✓ National Forum engagement: MIC representatives attended all 5 National Forum consultations (the initial national consultation and four on the Digital Roadmap consultation process). As part of the national consultation process on the Digital Roadmap, 4 national consultation meetings (DTL, DICT, AVPA & Ed Technoogist). Additionally, MIC took part in 1 telephone interview (VPAA), two post-specific questionnaires (DTL & Educational Technologist) and promoted the "20 Questions on Technology Enhanced Learning" as part of the consultation process.

Institution Objective	Performance Indicator	Baseline
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3.12	<p><b>To significantly advance and embed incorporation of blended learning strategies and new technologies in the teaching and learning environment and programme design</b> [<i>Pillar 2 / Goal 5 (5)</i>]</p>	<p>Number of programmes modified / newly designed to incorporate blended learning and new technologies</p> <p>Number of training interventions for design, roll-out and use of blended learning strategies and new technologies for teaching and learning</p> <p>Evaluation of integration and effectiveness of blended learning strategies and new technologies for teaching and learning</p>	<p>Commitment to blended learning delivery / use of learning technologies in Strategic Plan with several modules designed and approved with incorporation of same</p> <p>Limited usage of Blackboard, and subsequently, Moodle, as preferred institutional VLE</p> <p>No course sharing across Shannon Consortium via blended learning technologies</p> <p>Limited training for VLE-usage</p> <p>Training in usage of IWBs</p> <p>90% usage of out-dated Local Area Network server to host course / module information</p> <p>&gt; 10% of modules delivered using blended learning / learning technologies</p> <p>&gt; 10% multimedia content in online course materials</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Establishment of Blended Learning Unit, nested within Centre for Teaching &amp; Learning  Appointment of 2 Educational Technologists for pedagogical support and training  60% of faculty actively using VLE  45% of modules hosted on VLE (Level 6-10)  80 hours training in usage of learning technologies, per annum  15-20 MIC modules delivered across Mid West Cluster via blended learning  Interim evaluation of integration and effectiveness of blended learning strategies</p>	<p>70% of faculty actively using VLE  50% of modules hosted on VLE (Level 3, 6-10)  100 hours training in usage of learning technologies, per annum  20% increase in MIC modules delivered across Mid West cluster via blended learning</p>	<p>80% of faculty actively using VLE  65% of modules hosted on VLE (Level 3, 6-10)  150 hours training in usage of learning technologies, per annum  20% increase in MIC modules delivered across Mid West cluster via blended learning  Summative evaluation integration and effectiveness of blended learning strategies 2012-2016</p>
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**Progress against 2014 target:**

- ✓ Establishment of Blended Learning Unit, nested within Centre for Teaching & Learning
- ✓ Appointment of 2 Educational Technologists for pedagogical support and training
- ✓ VLE usage survey carried out
- ✓ 100% of faculty actively using VLE
- ✓ 100% of modules hosted on VLE (Level 4-8); 96% (Level 9-10);
- ✓ 120 hours training in usage of learning technologies, per annum
- ✓ 15-20 MIC modules delivered across Mid West Cluster via blended learning
- ✓ Research and evaluation into effectiveness of blended learning strategies (including participation in 14-party multi-institutional survey);
- ✓ e-Portfolio platform piloted;
- ✓ Blended learning delivery extended to all outreach programmes, including module delivery to UL, Level 7 delivery in partnership with ITT and Level 6 delivery under *Start Right* initiative in Early Childhood Care & Education.

Institution Objective	Performance Indicator	Baseline
4.1	<p><b>To grow our postgraduate learning and research community by expanding our range of opportunities for postgraduate study, with particular emphasis on increasing provision at doctoral level [Pillar 2 / Goal 1 (2)]</b></p>	<p>Number of new postgraduate programmes developed, approved and launched</p> <p>% increase in number of postgraduate students</p> <p>% increase in number of doctoral students</p> <p>Level 8/9 (Grad. Dip. Primary Teaching<sup>2</sup>) 125</p> <p>Level 9 (other Grad. Diplomas) 81</p> <p>Level 9 (Taught Masters) 150</p> <p>Level 9 (Research Masters) 43</p> <p>Level 10 (PhD) 70</p>
2014 Target Achieved / Exceeded		
2014 Target Achieved / Exceeded		

<sup>2</sup> Graduate Diploma in Education – Primary Teaching, phased out, nationally, from 2014 onwards.

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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To identify and leverage new growth areas	To identify and leverage new growth areas	Level 8/9 (Graduate Diploma / Cert) 90 Level 9 (Taught Masters) 295 Level 9 (Research Masters) 40 Level 10 (PhD) 75
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**Progress against 2014 target:**

**Level 8-10 student registrations at December 2014 (includes existing and new entrants at September 2014):**

- ✓ Level 8/9 **162**<sup>3</sup>
- ✓ Level 9 (Taught Masters) **317**<sup>4</sup>
- ✓ Level 9 (Research Masters) **19**
- ✓ Level 10 (PhD) – **93**

<sup>3</sup> Includes outgoing Graduate Diploma in Education – Primary Teaching.

<sup>4</sup> Includes Professional Master in Education.

Institution Objective	Performance Indicator	Baseline
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4.2	<p><b>To ensure that the College supports effective leadership in the field of research</b> [<i>Pillar 2 / Goal 3 (6)</i>]</p> <p><b>To review and significantly enhance our postgraduate management framework and support structures</b> [<i>Pillar 2 / Goal 2 (2)</i>] <i>Goal 5 (5)</i>]</p>	<p>Enhanced College infrastructure for the support of research and coordinated engagement by staff;</p> <p>Develop and operationalise research engagement and output data capture systems linked to central management information systems;</p> <p>Establishment of a Graduate School.</p>	<p>Research Office: Associate Vice President and 2 Professional Services staff</p> <p>2 Postgraduate Directors; 2 Professional Services staff</p> <p>Staff research surveys administered via staff email</p> <p>Strategic review and approval for consolidation of existing Postgraduate Directorates and establishment of Graduate School</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>		

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Head of Graduate School appointed  MIC Graduate School established  Development of Federated Limerick Graduate School framework agreement with UL and LIT  Acquisition of new, centralised accommodation for integration of Research Office and Graduate School  Development of online research survey and database, linked to institutional MIS</p>	<p>Consolidation of fully integrated Research &amp; Graduate School Office with AVP Research, Head of Graduate School, 2 academic support staff, 4 professional services staff  2 Doctoral Programme Coordinators appointed  High quality, fit-for-purpose, clustered learning space and administrative hub for Research and Graduate School  PRPs &amp; DRPs introduced Launch of Limerick Graduate School, with enrolments via partner institutions</p>	<p>MIC Graduate School fully functional and integrated with Limerick Graduate School through federated framework agreement  Benchmarking exercise based on 2015 measures to inform MIC research strategies and compare with international standards</p>
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<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ Head of Graduate School appointed</li> <li>✓ MIC Research &amp; Graduate School established</li> <li>✓ Development of Federated Limerick Graduate School framework agreement (Concept Paper) with UL and LIT - approved by MIC Governing Body;</li> <li>✓ Acquisition of new, centralised accommodation for integration of Research Graduate School Office</li> <li>✓ Development of online research survey and database, linked to institutional MIS</li> </ul>
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Institution Objective	Performance Indicator	Baseline
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4.3	<p><b>To cultivate an increased awareness of the role of research as an integral part of academic endeavour</b> [<i>Pillar 2 / Goal 1 (6)</i>]</p>	<p>Number of staff-focused initiatives and information strategies aimed at promotion of research activity</p> <p>% increase in overall research engagement by staff</p> <p>% increase in doctoral qualifications held by staff</p> <p>Number of student-focused initiatives aimed at promotion of research activity</p> <p>% increase in overall research engagement by students</p>	<p>Academic staff with PhD: 66%</p> <p>Academic staff with PhD / Masters: 100%</p> <p>Research publications (annual survey): 380</p> <p>Conference Papers (annual survey): 452</p>
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2014 Target Achieved / Exceeded
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2014 Target Achieved / Exceeded
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
Academic staff with PhD: 71% Academic staff with PhD / Masters: 100% Research publications (annual survey): 400 Conference Papers (annual survey): 475	Academic staff with PhD: 83% Academic staff with PhD / Masters: 100% Research publications (annual survey): 415 Conference Papers (annual survey): 490	Academic staff with PhD: 90% Academic staff with PhD / Masters: 100% Research publications (annual survey): 430 Conference Papers (annual survey): 505
<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ Academic staff with PhD: 72% <sup>5</sup></li> <li>✓ Academic staff with PhD / Masters: 100%</li> <li>✓ Research publications (annual survey): 400</li> <li>✓ Conference Papers (annual survey): 475</li> </ul>		

<sup>5</sup> N = 92/128. Since baseline data captured, 10 FT Academic Staff retired; 12 existing staff awarded Level 10.

Institution Objective	Performance Indicator	Baseline
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4.4	<p><b>To establish direction and priorities for inter-disciplinary research</b> [<i>Pillar 2 / Goal 5 (6)</i>]</p>	<p>Review conducted of current supports, challenges and opportunities surrounding inter-disciplinary research engagement by staff, resulting in related recommendations;</p> <p>Number of review recommendations adopted and implemented ;</p> <p>% increase in inter-disciplinary research activity involving inter-faculty, inter-institutional collaboration ;</p> <p>Number inter-disciplinary seminars;</p> <p>Number of new centres established for inter-disciplinary research focused on agreed themes.</p>	<p>Strong inter-disciplinary research activity: 6 centres;</p> <p>Review and recommendations surrounding current inter-disciplinary supports</p>
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2014 Target Achieved / Exceeded
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2014 Target Achieved / Exceeded
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>New research centres / institutes established:</p> <ul style="list-style-type: none"> <li>▪ Research Centre for Transnational Studies</li> <li>▪ Centre for Research in Education &amp; Teacher Education (CREaTE)</li> <li>▪ Centre for Early Childhood Research at MIC (CERAMIC)</li> <li>▪ Irish Institute for Catholic Studies</li> </ul>	<p>New institutes established:</p> <ul style="list-style-type: none"> <li>▪ Institute for Irish Studies;</li> <li>▪ Institute for Educational &amp; Social Policy</li> </ul>	<p>Centres and institutes generating:</p> <ul style="list-style-type: none"> <li>▪ Research funding income</li> <li>▪ Inter-disciplinary conferences / seminars</li> <li>▪ Inter-institutional research collaborations</li> </ul>

<p><b>Progress against 2014 target:</b></p> <p>New research centres / institutes established:</p> <ul style="list-style-type: none"> <li>▪ Research Centre for Transnational Studies</li> <li>▪ Centre for Research in Education &amp; Teacher Education (CREaTE)</li> <li>▪ Centre for Early Childhood Research at MIC (CERAMIC)</li> <li>▪ Irish Institute for Catholic Studies</li> </ul>
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Institution Objective	Performance Indicator	Baseline
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5.1	<p><b>To advance social inclusion through the medium of education and a strategy of partnership</b> [Pillar 5 / Goal 1]</p> <p><b>To foster a spirit of justice and commitment to the service of others amongst our College community</b> [Pillar 5 / Goal 2]</p> <p><b>To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals as well as to contribute to the advancement of national priorities and policy imperatives, particularly in the education sector</b> [Pillar 7 / Goal 4]</p>	<p>Membership / leadership of a number of local, regional and national and international networks and partnerships promoting the principle of social inclusion through education;</p> <p>Number of research projects completed focusing on curriculum development, educational inclusion and Continuing Professional;</p> <p>Development for practitioners addressing social exclusion and poverty issues in their work;</p> <p>Number of collaborative initiatives, including research, involving partners in the Shannon Consortium, as well as other agencies and organisations, aimed at promoting social inclusion through education;</p>	<p>Membership of multiple local, national and international networks and partnerships engaged in social inclusion with focus on education (see p.43, MIC Strategic Plan, Appendix 1), including Local Development Company (PAUL Partnership), Incredible Years Steering Group.</p> <p>MIC Curriculum Development Unit (research and resource development) Establishment and coordination of PLUS, <i>Oscailt</i>, &amp; <i>Cur le Chéile</i> networks of DEIS schools</p> <p>Transforming Education through Dialogue (TED) project created for school-community-statutory partnership and action research / knowledge exchange</p> <p>Secondment of key staff towards implementation of pilot DES projects (Maths Recovery; mainstreaming for children with autism)</p> <p>Centre for Global Development through Education (in partnership with Irish Aid)</p>
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<p><b>2014 Target Achieved / Exceeded</b></p>
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Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Research contribution and consultation for Limerick Children's Services Committee</p> <p>Participation in Atlantic Philanthropies (Limerick) Programme Innovation Development Fund (PIDF) research initiatives with multiple partners including DES, Limerick Education Centre, NEYAI, LDC, Limerick Office of Regeneration, DEIS Band 1 schools, community organisations</p> <p>Level 6 Certificate in Inclusive Care &amp; Education via Start Right Limerick, through blended learning, for community-based childcare practitioners</p> <p>MA in International Development Education launched</p>	<p>CPD in the development of a balanced literacy programme provided for 90% of teachers in DEIS Band 1 schools in Limerick City via PIDF</p> <p>Institute for Educational and Social Policy established</p> <p>Introduction of new electives for BED students in educational inclusion</p>	<p>Secondment of key staff to pilot the State's first full service extended school campus in Southill, Limerick, in partnership with DES, HSE, Limerick City Council and Atlantic Philanthropies</p> <p>Level 9 graduate programme in inclusive practices for schools</p>
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**Progress against 2014 target:**

- ✓ Contribution to Atlantic Philanthropies' *Programme Innovation Development Fund* (PIDF):
- ✓ Research and evaluation support and consultation via Limerick Children's Services Committee;
- ✓ Commencement of development for Southill Integrated Service and School Campus (MIC secondment for project steering);
- ✓ DEIS Literacy Project – MIC supporting partner on steering committee and implementation group, written and oral literacy CPD delivered directly to all DEIS Band 1 teachers, CPD in student literacy assessment models by MIC Educational Psychology Faculty;
- ✓ Level 6 *Certificate in Inclusive Care & Education* via Start Right Limerick, through blended learning, for community-based childcare practitioners

MA in International Development Practuce launched;

Key educational inclusion initiatives undertaken through *Transforming Education through Dialogue* (TED):

- ✓ Funding and hosting of DEIS 'Buzzing with Books' conference (May 2014)
- ✓ Establishment of MIC *Lego Education Innovation Studio* (in partnership with *Lego*) with live outreach to children in 8 DEIS schools;
- ✓ Doodle Den education project funded and launched;
- ✓ *League of Legends* annual soccer tournament coordinated and hosted at MIC for children of all Limerick DEIS schools (June 9 - 140 participants).

Institution Objective	Performance Indicator	Baseline
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5.2	<p><b>To increase awareness of the College as integral to the community and part of the shared economic, social, cultural and civic capital</b> [Pillar 5 / Goal 3]</p>	<p>Number of outreach and awareness-raising strategies implemented;</p> <p>Evidence of increased usage of campus / College facilities as public space for learning, civic and cultural purposes;</p> <p>Evidence of increased usage of campus / College facilities by Regeneration / RAPID communities;</p> <p>Evidence of greater integration and more visible recognition of MIC within local and regional economic, social, cultural, civic and governance fora.</p>	<p>12 campus- and community-based learning initiatives, <i>per annum</i>, for wider community (including annual Limerick Learning Festival organised by City of Learning Sub-Committee of City Development Board)</p> <p>Membership of:</p> <ul style="list-style-type: none"> <li>▪ 150 + community-based / statutory networks and partnerships focused on engagement of community in education and life-long learning;</li> <li>▪ Board of Local Development Company (representing social partners);</li> <li>▪ City of Learning Sub-Group of City Development Board (via Shannon Consortium nominee)</li> </ul>
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2014 Target Achieved / Exceeded

**2014 Target Achieved / Exceeded**

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Enhanced engagement with merged Limerick Local Authorities and direct contribution to <i>Limerick 2030: Economic &amp; Spatial Development Plan</i>, through formal structures</p> <p>Lime Tree Theatre offering a diversity of theatrical programmes for local, regional and national audiences, with 40,000 visitors, per annum</p> <p>Direct contribution to coordination of 2014 Limerick City of Culture programme and hosting of range of festivities</p> <p>New framework agreement in place enabling coordinated Mid West Cluster member engagement with local governance / local development and other life-long learning for a</p>	<p>Enhanced and coordinated life-long learning information dissemination mechanisms linking Mid West Cluster activities to visible third party information points</p> <p>Formal coordination structures in place for civic and cultural engagement via Mid West Cluster</p>	<p>40% increase in open, MIC-led, life-long learning, civic and cultural initiatives based on campus and in the community</p>
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**Progress against 2014 target:**

- ✓ Enhanced engagement with merged Limerick Local Authorities and direct contribution to *Limerick 2030: Economic & Spatial Development Plan*, through Limerick Charter Group (MIC tasked with drafting the *Limerick: Charter for Change Document* – adopted by Charter Group in 2014), including joint capital infrastructure planning for the Limerick City and preparation of 2020 European Capital of Culture bid);
- ✓ Direct and comprehensive contribution to planning for 2014 Limerick City of Culture programme and hosting of a wide range of programme events throughout the year;
- ✓ Lime Tree Theatre surpassed the 100,000<sup>th</sup> patron mark in January 2014;
- ✓ Agreement, via Shannon Consortium Steering Group and Implementation Group, to establish a regional forum directly articulated with the Shannon Consortium that creates direct linkages with enterprise, community and statutory sectors as well as FET sector.



Institution Objective	Performance Indicator	Baseline	
6.1	<p><b>To create new high quality infrastructure for the promotion and coordination of international learning experiences and scholar exchange</b> [Pillar 4 / Goal 1]</p>	<p>New International Office operational and working cohesively with related College functions</p> <p>Detailed plan for the promotion and coordination of international learning experiences and scholar exchange prepared, implemented and monitored</p>	<p>International strategy approved by MIC Governing Body</p>
<p><b>2014 Target Achieved / Exceeded</b></p>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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International Office established International Officer appointed Detailed international development operating plan in place	Phase 2 review of operations and infrastructure	Additional staffing commensurate with operational growth
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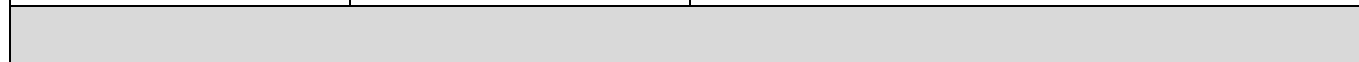


<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ International Office established</li> <li>✓ International Officer appointed</li> <li>✓ Detailed international development operating plan in place</li> </ul>
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Institution Objective	Performance Indicator	Baseline	
6.2	<p><b>To significantly increase the number of international students (undergraduate and postgraduate) attending learning programmes</b></p> <p><b>To significantly increase international mobility for academic staff peer networking, teaching and learning and research opportunities</b></p>	<p>Number of new MoUs signed with partner universities</p> <p>% increase in number of full-time students visiting MIC for study abroad periods / exchange programmes</p> <p>% increase in number of staff availing of mobility opportunities</p>	<p>Erasmus (out) / Year Abroad (out) Undergraduate intake (80:20 ratio): 60</p> <p>International Enrolments (UG &amp; PG): 11</p>
<p><b>2014 Target Achieved / Exceeded</b></p>			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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Erasmus (out): 45 International Enrolments (UG & PG): 20	Erasmus (out): 50 International Enrolments (UG & PG): 25	Erasmus (out): 50 International Enrolments (UG & PG): 30 (15 EU / 15 non-EU)
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**Progress against 2014 target:**

**Erasmus / Other Exchange:**

- ✓ All Erasmus Outgoing AY 2013/14: **53**
- ✓ % increase Erasmus Outgoing AY 2013/14 over 2012/13: **53 v 31 (71% increase)**
- ✓ All Erasmus Incoming AY 2013/14 **53**
- ✓ % increase Erasmus Incoming AY 2013/14 over 2012/13: **53 v 45 (Percentage Increase: 18%)**

**International Full-Time:**

Full-Time International Students enrolled during **AY 2013-14** (excluding Erasmus and exchange students ) **9** (7 in 2012-13)

Part-time International Students (MA in International Development Practice - P/T) : **2**

Full-Time International Students enrolled during **AY 2014-15** (excluding Erasmus and exchange students ) **7**

Part-time International Students (MA in International Development Practice - P/T) **2**

All Full-Time/Part-Time International exchange students enrolled during AY 2013-14 (excluding Erasmus ) **17**

One-semester fee-paying International Students AY 2013-14 **3**

All Full-Time/Part-Time International exchange Students enrolled during AY 2014-15 (excluding Erasmus ) **10**

One-semester fee-paying International Students AY 2014-15 **4**

**MoUs signed with Partner HEIs:**

Total number of MoUs with international partners - **21**

All MoUs signed with new international partners in Calendar Year 2014 - **5**

Institution Objective	Performance Indicator	Baseline	
7.1	<p><b>To provide the highest standard of governance, characterised by commitment to our institutional ethos and mission, enlightened visioning, prudent and ethical leadership, inclusive representation and collective responsibility [Pillar 7 / Goal 1];</b></p> <p><b>To broaden and deepen our commitment to working in partnership with other HEIs and external agencies to further our mission and goals as well as to contribute to the advancement of national priorities and policy imperatives [Pillar 7 / Goal 4].</b></p>	<p>Adoption of agreed clustering strategy for compliance with re-configuration of higher education landscape (under the <i>National Strategy for Education</i>) that preserves the institutional identity, mission and operational integrity of the College;</p> <p>Review conducted in support of maintaining highest standards of ethical, efficient and effective governance;</p> <p>Annual business plans based on Strategic Plan approved and monitored, with outputs and outcomes tracked, reported and measured against agreed KPIs;</p> <p>Commitment to Shannon Consortium maintained as primary clustering arrangement and % increase in shared approaches / joint initiatives / resource optimisation / shared service delivery.</p>	<p>Institutional commitment (Governing Authority level) to HEI clustering and shared delivery / provision through Shannon Consortium membership and joint activities</p> <p>Objective of sustaining, widening and deepening inter-institutional clustering arrangements in tandem with compliance with HE landscape configuration proposed under <i>National Strategy for Education</i> articulated in MIC Strategic Plan 2012-2016</p> <p>Annual Operation Plan (AOP) for 2012-13 prepared</p>
2014 Target Achieved / Exceeded			

Interim Target [end 2014]	Interim Target [End 2015]	Interim Target [end 2016]
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<p>Joint institutional (MIC-UL-LIT) agreement and adoption of governance framework and structures to underpin Mid West Cluster</p> <p>External review of MIC governance conducted and recommendations for re-structuring towards enhanced governance adopted</p> <p>AOPs 2012-14, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p>	<p>AOP 2014-15, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p>	<p>AOP 2015-16, aligned to KPIs arising from Strategic Dialogue, completed and targets met</p> <p>Strategic Plan 2017-2021 drafted in consultation with internal and external stakeholders and adopted by MIC Governing Authority</p>
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<p><b>Progress against 2014 target:</b></p> <ul style="list-style-type: none"> <li>✓ Joint institutional (MIC-UL-LIT) agreement and adoption of governance framework and structures to underpin Mid West Cluster</li> <li>✓ External review of MIC governance conducted and recommendations for re-structuring towards enhanced governance adopted</li> <li>✓ AOPs 2012-14, aligned to KPIs arising from Strategic Dialogue, completed, targets met and cumulative reports presented to Governing Body for each year.</li> </ul>
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