UNIVERSITY of LIMERICK

OLLSCOIL LUIMNIGH

Strategic Dialogue Cycle 3

HEI Self Evaluation Report

(Year 2: Interim targets to year end 2015)

June 28, 2016

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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HEI Self Evaluation Report

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

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

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

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

1   Regional clusters

1.	Institution objective	**Establish a centre of excellence in teaching and teacher education** *(UL Strategic Plan Goal 1, Action No. 9)*
	Performance indicator	Full adoption of the recommendations outlined in the report of the *International Review Panel on the Structure of Initial Teacher Education Provision in Ireland* (page 30) in relation to the establishment of an institute of teacher education
	Baseline	Report of the *International Review Panel on the Structure of Initial Teacher Education Provision in Ireland* Framework Document regarding establishment of National Institute for Education Studies (NISE) submitted to HEA November 2013
	Interim target, end 2015	1. Governance structures operational 2. CPD and Structured PhD programme development 3. Tús shared service/student teaching placement management system fully operational
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** **1. Governance** a. NISE Board operational with quarterly meetings [Chair appointed; quarterly meetings of Board Q 4 2014- Q 2 2016] b. Approval of budget (50k awarded by HEA Feb 2016) c. *Recruitment of Director stalled - MIC/HEA/DES currently engaged in dialogue re same. UL awaiting resolution but is concerned at ongoing delays and its implications for the future sustainability of NISE.* **2. CPD & structured PhD** a. CPD: CPD needs analysis report Q3 2014 b. CPD: NISE WG reps meet with IPPN, CPD for educational leadership + consultation re RFP for leadership prog Q4/2015 (awaiting national tender due 2016) c. CPD: Joint NISE submission to Teaching Council in response to Cosan consultation, Q4, 2015 d. sPhD: MIC and UL programmes collaborated on Winter & Summer schools **3. Tús** System went live Jan 2016, piloting completed, and is now fully operational.
	Final target, end 2016	1. National institute for teacher education fully operational at UL, MIC and LIT with engagement from NUI Galway and UCC 2. Single Structured PhD programme available for AY 2016/17 intake 3. Joint blended CPD programme fully designed and available for AY 2016/17 intake
	Summary	Substantial progress made, targets not met in full and reasons identified

2.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes** *(UL Strategic Plan Goal 1, Objective 6)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4*
	Performance indicator	Joint academic planning between UL and MIC in relation to co-delivered arts provision
	Baseline	Shared modules in geography delivered cross-institutionally
	Interim target, end 2014	Arts programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
	Interim target, end 2015	≥ 10 shared/co-delivered arts modules available from AY 2015/16 onwards
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Geography and geometry modules (>10) now delivered by MIC at UL on all PE and Arts programmes. Joint BA formally approved by UL Academic Council June 2016 Programme is now posted in CAO booklet for Sept 2017 intake. Joint co-ordination and scheduling in place.
	Final target, end 2016	Common entry/joint arts offering from UL and MIC
	Summary	Target achieved or exceeded

3.	Institution objective	**Engage in strong collaboration and knowledge exchange with strategic partners** *(UL Strategic Plan Goal 2, Action No. 4)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Establishment of Limerick Graduate School involving UL, LIT and MIC
	Baseline	Regional Graduate Training Network (SIF-funded)
	Interim target, end 2014	Align postgraduate research policies, procedures and regulations in UL, LIT and MIC Pilot accreditation of LIT research awards by UL
	Interim target, end 2015	Further piloting of accreditation by UL of LIT research awards
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** An accreditation panel reviewed LIT on 9th March. The accreditation report was presented to the UL Academic Council June 2016. Governance, Management and Operation of the FLGS document agreed covering all functions, terms of reference and protocols re commencement and review (approved June 2016). End 2016 formal launch as committed to below on target.
	Final target, end 2016	Limerick Graduate School established
	Summary	Target achieved or exceeded

4.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes** *(UL Strategic Plan Goal 1, Objective 6)*
	Performance indicator	Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate (UG) and postgraduate (PG) programmes
	Baseline	Two joint MSc programmes currently offered Eight *Link to Learn* modules shared across both campuses
	Interim target, end 2014	≥ 12 *Link to Learn* joint modules at UG level Taught PG programme mapping exercise and accompanying report/recommendations around co-delivered modules and joint programme
	Interim target, end 2015	≥ 15 shared/co-delivered modules available from AY 2015/16 onwards Four joint postgraduate programmes offered Alignment of CPD offerings and transition to joint awards for five CPD programmes
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** >15 modules through existing joint programmes. 5 taught PG programmes (PG Diploma Maths for teachers, MSC Environmental Mgt + 3 post graduate CPD programmes operating through the AUA) MSc Financial Information Systems discontinued due to poor intake 2 shared UG programmes running through AUA Joint structured PhD (x2) Large scale research collaboration on funded projects e.g. SFI Centres (CÚRAM, Lero) ongoing **Challenge:** Alignment of CPD awards not progressing further since 2015 due to changed strategy and uncertainty re future clusters. Whilst end 2016 targets have already been exceeded, regional cluster activity is now taking prominence and beginning to impact NUIG/UL active engagement.
	Final target, end 2016	Four joint PG programmes in total offered through NUIG/UL Alliance
	Summary	Target achieved or exceeded

5.	Institution objective	**Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)* & **Build on SIF investments to sustain vital learning resources, learner support services and access and lifelong learning programmes** *(UL Strategic Plan Goal 1, Action No. 6)*
	Performance indicator	A fully functioning regional network for formal and informal academic teacher training and student T&L supports
	Baseline	Shannon Consortium SIF T&L projects, including regional T&L awards
	Interim target, end 2014	1. Jointly planned and delivered T&L CPD non-accredited programme – *"Conversations in the Consortium"* – for academic staff 2. A regional learner support network covering joint planning re. academic writing, science and maths, ICT and peer learning student supports 3. Regional T&L awards
	Interim target, end 2015	1. A single CPD accredited programme for academics to develop competence in teaching, learning and scholarship 2. Regional learner supports network in place 3. Regional T&L awards
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. Conversations in the Consortium running. NF funded CPD (Digital capacity building) programme entitled *"Take one Step"* delivered across the consortium in 2015/16. The UL Specialist Diploma in Teaching, Learning and Assessment was reviewed AY 2014/15. The programme has been redesigned to include a three-tier linked level 9 qualification with certificate, graduate diploma and masters exit points. Formal approval by APRC in 2016. Plan to roll-out new programme(s) from September 2016 to coincide with the beginning of the academic year to allow for the inclusion of newly recruited teaching staff. 2. Learner support network fully operational 3. Regional award activity aligned with National Forum - multiple T&L national awardees. *Note re CPD: Fully engaged with the National Forum consultations on the emerging CPD national framework, whose impending publication will strongly influence the direction of an institutional framework from 2016 onwards.*
	Final target, end 2016	All of the above fully operational
	Summary	Target achieved or exceeded

6.	Institution objective	**Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Regional pre-entry supports aligned
	Baseline	Shannon Consortium Downtown Centre
	Interim target, end 2014	1. Pre-entry programme mapping across the consortium and in association with providers of further education (FE) in Limerick *(aligned to New National Access Plan)* ***Transition activities*** *(Nos. 2 & 3 are SIDF proposals awarded under SIDF Jan 2014)* 2. *First Leanings* (pending SIDF proposal) Transition Year programme developed to include Toolkit for transition year co-ordinators; delivery of pilot to 500+ students; and production of accompanying National Parents Guide to HE 3. Threshold Concepts Transition programme (pending SIDF proposal) Yr. 1 rollout: 10+ non-HE partners from 2nd level and FE sectors and 250+ students engaged (LIT-led)
	Interim target, end 2015	1. A common entry scheme targeted at Limerick city and county HE and FE providers and joint recognition of progression from regional and national higher education access entry programmes *(subject to a published national access plan recommending same)* ***Transition activities*** 2. *First Leanings* mainstreamed 3. Threshold Concepts Transition programme Yr. 2 rollout (subject to funding)

	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. Common Entry • Scheme established for the mutual recognition of progression from mature access entry programmes on a regional basis. UL and MIC have agreed mutual recognition of each other's merit based direct access criteria for mature entrants from their Foundation Programmes. LIT planning a part-time Mature Access Programme. • Mature Access routes to HE in Cluster are being marketed together as regional programme offers. • Review of university's RPL policy led by Continuing and Professional Education (CPE) • Increasing engagement with FE Colleges in relation to increasing access to programmes. FE programmes mapped to newly configured UL programmes. • launch of co-delivered part-time Leaving Certificate Mathematics Programme with ETB in September 2016 • Examination of 'higher level mathematics' options available in region to link to Eng. and Science Degrees • Development of access admission scheme specifically focused on socio-economically disadvantaged students in the cluster's hinterland • Development has begun on PATH (Progression via Assistive Technology to Higher Education). This programme will target the priority disability groups in the new National Plan on Equity of Access. As outlined in the cluster's report on student pathways this will combine accreditation in the use of assistive technology to academic achievement for entrance into higher education. • Student Affairs Division's new Strategic Plan will encompass the priority goals and targets set within the National Plan on Equity of Access to Higher Education 2015-2019 ***Transition activities*** 2. Design and production of the First Leanings toolkit for transition year students complete and ready for launch and dissemination to every second level school nationally. 3. Threshold Concepts – project led and reported by LIT.
	Final target, end 2016	1. Scheme established for the mutual recognition of progression from access entry programmes on a regional and national basis 2. Transition activities mainstreamed
	Summary	Target achieved or exceeded

7.	Institution objective	**Continually enhance the skills base of the workforce** *(UL Strategic Plan Goal 1, Objective 4)* & **Extend the collaborations within the Shannon Consortium** *(UL Strategic Plan Goal 4, Action No. 4)*
	Performance indicator	Annual Springboard & ICT submissions
	Baseline	Regional planning and marketing re Springboard/ICT upskilling and other labour market activation measures
	Interim target, end 2014	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Interim target, end 2015	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Successful Springboard + application by UL and coordinated within the region through *Limerick for Engineering* and *Limerick for IT*
	Final target, end 2016	Regionally planned Springboard / ICT upskilling, etc. (subject to calls for proposals)
	Summary	Target achieved or exceeded

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

2   Participation, equal access and lifelong learning

1.	Institution objective	**Increase the diversity of the student population** *(UL Strategic Plan Goal 1, Objective 4)*
	Performance indicator	Percentage of full-time non-standard entrants to undergraduate programmes *(This measure will count the percentage of mature students, students with disabilities and students from socio-economically disadvantaged backgrounds on full-time undergraduate programmes and will include all entrants to the University's UG programmes outside the traditional Leaving Certificate and deferred Leaving Certificate cohorts. The main non-standard entry routes refer to transfer and progression from further education and mature student entry. Entrants under the HEAR and DARE schemes for supplementary admissions will also be counted in this indicator, as will those entering through RPL.*)*
	Baseline	22% for AY 2012/2013
	Interim target, end 2014	26% (AY 13/14)
	Interim target, end 2015	28% (AY 14/15)
	Progress against 2015 target, commentary and data source	**Action Initiated**: yes **Status report:** **The current intake for 2015/2016 is 28%. (15/16 HEA returns)** *Challenges remain in relation to Mature students. Financial limitations in grant payments; alternative labour activation programmes; increase in employment opportunities; deficits experienced in mathematics and poor childcare provision all impact on the poor mature student numbers entering full-time programmes.* However, UL plans initiatives in this area e.g. part-time higher level Leaving Certificate Mathematics programme in collaboration with ETB for those interested in Engineering Courses. A review of both the HEAR and DARE schemes in the context of the targets in the National Equity of Access to Higher Education Plan and the work of the Mid-West Cluster under *student pathways.* **Student Affairs Division's new Strategic Plan** will also encompass the priority goals and targets set within the National Plan on Equity of Access to Higher Education 2015-2019 as appropriate.
	Final target, end 2016	N/A (subject to targets set in the University's strategic plan 2015–20)
	Summary	Target achieved or exceeded

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

2.	Institution objective	**Increase the diversity of the student population** *(UL Strategic Plan Goal 1, Objective 4)*
	Performance indicator	Establish a centre of excellence in the use of assistive technology (AT) in education in the University
	Baseline	South West Regional Access Alliance (SWRAA): UL, LIT, MIC, ITT, UCC, Cork IT, Athlone IT, NUI Galway and Galway-Mayo IT – mapping report on AT provision across the HE sector produced in 2012/13
	Interim target, end 2014	Business plan produced for the establishment of the Centre of Excellence in the Use of Assistive Technology in Education
	Interim target, end 2015	Presentation to HEA for approval and adoption
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Education Assistive Technology Centre (EATC) has been established in the university. It also received partial funding through HEA Clusters funding in Feb 2016 National Launch planned for September 2016 130 Training session targets set for 2016/2017 to include: Second Level 61; Higher Ed. 69; Public 12; Further Ed. 8; Employers 6. − Centre continues to provide AT service to LIT, MIC and the Institute of Technology Tralee − Disability Equality Training Programme for employers developed and added to suite of centre's training programmes − Development of other AT tailored programmes on-going − Development has begun on PATH (Progression via Assistive Technology to Higher Education). This will combine accreditation in the use of assistive technology to academic achievement for entrance into higher education. − Corporate sponsor being sought for the centre's programmes and further development − Dissemination of information on centre on-going e.g. presentation at European First Year Experience Conference in Ghent in April 2016.
	Final target, end 2016	N/A
	Summary	Target achieved or exceeded

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

4.	Institution objective	**Common platform for online delivery to flexible learners** *(UL Management Council Strategic Planning Task Force Report)*
	Performance indicator	Number of learning units available online
	Baseline	Multiple learning management systems (LMSs) used for flexible learners
	Interim target, end 2014	Common entry point for all CPD courses, at least five programmes using common LMS
	Interim target, end 2015	At least eight programmes available on a common LMS and modular programme route established
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Common UL Moodle instance established through CPE for all on-line programmes. Currently 12 programmes (see: http://moodle.ul.ie) Academic Council has approved a model for offering Masters programmes on a part-time basis (regulation 3.4) but there has been no demand/uptake to date.
	Final target, end 2016	50% of flexible learning programmes available through modular route
	Summary	Target achieved or exceeded

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

6.	Institution objective	**Broaden access to and offer greater flexibility in the delivery of programmes of study that are relevant to the needs of students and society** *(UL Strategic Plan Goal 1, Objective 6)*
	Performance indicator	Percentage of flexible learners (part-time, distance, e-learning) as a proportion of overall student population
	Baseline	14%
	Interim target, end 2014	Maintain baseline of 14% during set-up of CPD centre and consolidation of CPD activity
	Interim target, end 2015	15%
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 15/16 actual data (March 15/16 HEA returns) at **18%** - well-above 2015 target, bolstered in large part through DES contract for maths teachers **Challenges:** Drop-off likely following completion of DES-funded Maths programme. Additional investment/funding required to building digital capacity amongst academic staff (infrastructure, training and development costs) to required levels in future years.
	Final target, end 2016	17%
	Summary	Target achieved or exceeded

3 Excellent teaching and learning and quality of the student experience

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

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

3.	Institution objective	**Maintain in the curriculum a balance of breadth and depth that develops our students' independent lifelong learning capacity so that they become versatile and adaptable graduates** *(UL Strategic Plan Goal 1, Objective 2)*
	Performance indicator	1. Implementation of the Broadening the Curriculum programme across UL 2. Sustained study options through the introduction of cross-faculty "broadening" modules (e.g. language, business, science, arts, humanities, education) available as an optional elective in undergraduate degree programmes.
	Baseline	Multidisciplinary broadening modules developed and presented for approval to Academic Programme Review Committee (September 2013)
	Interim target, end 2014	Piloting of seven multidisciplinary broadening modules in selected programmes
	Interim target, end 2015	1. Full integration of multidisciplinary broadening modules in programme structures in AY 2015/16 2. Pilot a number of cross-faculty broadening modules
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Roll-out of 7 of the 12 Phase 1 approved broadening modules to approximately 450 students on a range of UG programmes began in January 2016 (semester 2 of AY 15/16). 10 additional Phase 2 interdisciplinary and cross disciplinary broadening modules (including languages modules) developed and approved during the course of 2015/16. Now ready for integration into programmes.
	Final target, end 2016	1. Ongoing review and development of multidisciplinary broadening modules. 2. Cross-faculty broadening modules also available as electives in AY 2016/17
	Summary	Target achieved or exceeded

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

5.	Institution objective	**Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences** (*UL Strategic Plan Goal 1, Objective 1*) & **Continually enhance the skills base of the workforce** (*UL Strategic Plan Goal 1, Objective 8*)
	Performance indicator	Planned activity around the UL graduate attributes
	Baseline	The graduate attributes statement (See Appendix 2)
	Interim target, end 2014	Establishment of a fully functioning graduate attributes hub
	Interim target, end 2015	Integrating the UL graduate attributes into teaching and learning in innovative ways (e.g. through the use of technology) through a number of planned and supported activities (e.g. re-engaging teaching staff with the culture of learning outcomes, CPD events, Specialist Diploma in Teaching, Learning and Scholarship, delivering Broadening the Curriculum modules, planning curriculum innovation around existing and new programmes, supporting peer observation and the recording of teaching).
	Progress against 2015 target, commentary and data source	**Action Initiated**: **Status report:** 2015 objectives met: Ongoing supported activities and events around graduate attributes in the fully established Graduate Attributes Hub, including TEL activities, CPD, and the delivery of broadening modules. The Regional Writing Centre is also currently piloting teacher-led writing initiatives in the faculties, as part of the development of a Communication-Enriched Curriculum (CEC) initiative. The UL Specialist Diploma in Teaching, Learning and Assessment was reviewed and has been redesigned to include a three-tier linked level 9 qualification with certificate, graduate diploma and masters exit points and due for launch Sept 2016
	Final target, end 2016	Ongoing supported activities and events around graduate attributes in the fully established graduate attributes hub.
4.	**Summary**	Target achieved or exceeded

6.	Institution objective	**Provide a specific and coordinated series of supports and experiences for first-year students during their transition to third-level education** *(UL Strategic Plan Goal 1, Objective 5)*
	Performance indicator	First-year retention rate (%)
	Baseline	1. Existing student adviser system 2. Existing structures such as the First Seven Weeks induction programme and the four learner support units (Writing, Maths, Science and ICT) 3. First-year retention rate 91% (HEA profile sheet 2010/11)
	Interim target, end 2014	1. Develop a student advisor working group and adopt recommendations 2. Appoint a dedicated first-year retention officer 3. Enhance faculty-level ownership and engagement through designated roles of responsibility within faculties on the First Seven Weeks programme
	Interim target, end 2015	1. Reconfigure the advisor system to maximise student engagement and support with a focus on active mentoring during the student's first year 2. Create a learner support units strategic planning board to strategically align the support units
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. Following two years of piloting a revised student adviser system will be launched in September 2016. 2. Learner support units strategic planning board established in 2015. See full report (Appendix 1 below) re retention activities (including learner centres) at UL. *Note:* Current retention rate as per 15/16 HEA returns (March 2016) at **90%** which represent a significant improvement from previous year. This is now at the average rate for all Irish universities.
	Final target, end 2016	1. Fully revised student advisor system 2. Fully revised learner support unit planning and management 3. Improve/maintain first-year retention from the baseline rate (i.e. ≥91%)
	Summary	Target achieved or exceeded

7.	Institution objective	**Foster excellence and innovation in pedagogy with an emphasis on encouraging small-group and self-directed learning experiences** *(UL Strategic Plan Goal 1, Objective 5)*
	Performance indicator	1. Numbers of staff at UL with a teaching qualification 2. Annual T&L awards programme
	Baseline	1. UL currently offers the Specialist Diploma in Teaching, Learning and Scholarship (Level 9, 30 ECTS credits) 2. Existing awards framework around small- and large-group teaching using a variety of feedback sources
	Interim target, end 2014	1. Development of a working group and wide consultation with teaching staff informed by and building on the work done by the specialist diploma 2. Review the existing awards system and realign with the emerging awards framework of the National Forum for the Enhancement of Teaching and Learning
	Interim target, end 2015	1. Publish a draft competency framework, align individual teaching staff competences and qualifications with the framework and identify staff in need of further training/development 2. Implement and evaluate the new awards system aligned to the national awards framework of the National Forum for the Enhancement of Teaching and Learning
	Progress against 2015 target, commentary and data source	**Action Initiated**: **Status report:** 1. N/A - Competency framework being produced by National Forum for the sector. Fully engaged with the NF consultations on the emerging CPD national framework, whose impending publication will strongly influence the direction of an institutional framework. UL is also a partner in the NF-funded (NUI Galway-led) project entitled "*All Aboard*" which is tasked with the development of a national digital skills CPD framework. 2. Regional award activity aligned with National Forum - multiple T&L national awardees. In addition a full review of local awards system completed and recommendations for new awards structures approved. Pilot of new awards system planned for Sept 2016 with a view to full roll out in January, 2017.
	Final target, end 2016	1. Engage academics identified as being in need of further development in relevant CPD activities. 2. Full implementation of the new UL teaching awards system
	Summary	Target achieved or exceeded

8.	Institution objective	**Ensure that the physical and virtual campus continues to contribute to the strategic development of the University** *(UL Strategic Plan Enabling Theme 2 (Resources), Objective 8)*
	Performance indicator	Major capital/physical developments to enhance the quality of teaching, learning and the student experience funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings)
	Interim target, end 2014	Building phase
	Interim target, end 2015	University Sports Arena extension and pitch development (subject to UL students vote on building levy)
	Progress against 2015 target, commentary and data source	**Action Initiated**: yes **Status report:** Arena extension will be completed in January 2017. Pitch development commenced and due for completion in early 2018. *Note:* Students voted in favour of an annual student levy to support the costs of the development of student infrastructure on campus in March 2016. The motion had been rejected previously (2014) so there have been minor delays to some projects as a result.
	Final target, end 2016	Glucksman Library and Information Services Building Phase 2 (approved for funding that has been deferred) Student Centre (subject to UL students vote on building levy) Complete a plan for a Teacher Education building to support UL teacher education programmes and facilitate UL's leadership of the National Institute for Teacher Education (subject to available funding)
	Summary	Target achieved or exceeded

9.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's** *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)
	Performance indicator	Compliance with ESG 2.3.2: "*Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.*" This requires the development of a programme review system and roll out to all programmes.
	Baseline	The institution has varied mechanism in place for the approval and revision of programmes.
	Interim target, end 2014	Develop a pilot scheme and enrol three programmes
	Interim target, end 2015	Review scheme, update and enrol 10 programmes
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** An annual review pro-forma pilot report for 13 academic programmes across all four faculties has been developed. The reports have been pre-populated with a dataset based on programme KPIs and institutional requirements. The Course Review Boards have been requested to meet, review annual reports and report to the Academic Programme Review Committee in October 2016.
	Final target, end 2016	All existing programmes enrolled for a complete review of programme content in a continuous five-year review cycle to maintain the relevance of offerings
	Summary	Target achieved or exceeded

10.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)**
	Performance indicator	Compliance with sections of ESG 2.3.3: "*Students should be assessed using published criteria, regulations and procedures which are applied consistently … have clear and published criteria for marking; …* *In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.*"
	Baseline	Non-standardised grading and assessment regulations and marking schemes
	Interim target, end 2014	A comprehensive review of the effectiveness of the current procedures for evaluation of student work and grading with recommendations presented to Academic Council by September 2013
	Interim target, end 2015	1. Revised grading and assessment regulations adopted 2. Clear guidelines on marking and grade descriptors published for staff and students
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Revised Grade descriptors which include meta-level grade descriptors for all academic grades have been published by the Academic Council. Revised regulations requiring academic staff responsible for teaching the module to publish, inter alia; "*indicative grade descriptors corresponding to each grade, the criteria on which assessment is to be based, the minimum performance standard and the weighting allocated to each assessment instrument associated with the module*".
	Final target, end 2016	1 and 2 above fully completed and available in a centralised information system
	Summary	Target achieved or exceeded

11.	Institution objective	**Formalise procedures for the continual enhancement of quality in line with the European Association for Quality Assurance in Higher Education's** *Standards and Guidelines for Quality Assurance in the European Higher Education Area* *(UL Strategic Plan Enabling Theme 3 (Quality), Objective 1)* **&** **Improve the quality of modules that score lowest in student satisfaction surveys through implementation of a "module satisfaction survey"** *(UL Management Council Strategic Planning Task Force Report)*
	Performance indicator	1. A system for measuring student satisfaction for all taught modules, with appropriate interventions and/or sharing of best practices as determined by student response
	Baseline	1. Voluntary student evaluation of teaching system in place 2. Pilot module satisfaction survey involving 27 modules run in Spring 2013
	Interim target, end 2014	1. Identify low-scoring and high-scoring modules and ensure appropriate interventions. 2. Refine the module satisfaction survey and roll out to a broader range of modules.
	Interim target, end 2015	1. Extend the range of taught modules surveyed and review thresholds. 2. Roll out to all appropriate low-scoring taught modules and establish targets for improvement.
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Module Satisfaction Survey (MSS) policy and procedures applied. Survey extended to all taught modules in Spring 2016. Reports on all modules to HoDs and Deans. Green, amber and red performance indicators applied. Targets for improvement identified by HoD in conjunction with module teaching staff.
	Final target, end 2016	1. Deploy to all appropriate modules and develop reporting to illustrate trends. 2. Continually monitor modules that have received low scores and work to raise scores above threshold through CPD and other interventions.
	Summary	Target achieved or exceeded

4 High quality, internationally competitive research and innovation

1.	Institution objective	**Publish and disseminate highly cited research in high-quality, internationally prominent journals and books** *(UL Strategic Plan Goal 2, Objective 1)*
	Performance indicator	1. No. of article and review publications in the ISI Web of Knowledge – target (increase by 20% over the four-year period) 2. No. of citations achieved by UL publications – target (increase by 40% over the four-year period) 3. No. of books published with prestigious publishers – target (increase by 20% over the four-year period)
	Baseline (2012)	1. No. of article and review publications in the ISI Web of Knowledge – 446 (Updated figure 441) 2. No. of citations achieved by UL publications – 6,328 (Updated figure 6995) 3. No. of books published with prestigious publishers – 20 (Updated figure 7)
	Interim target, end 2014	N/A
	Interim target, end 2015	N/A
	Progress against 2015 target, commentary and data source	**Status report:** On target to meet the WOS Publications and Citations targets by 2016. *Note:* The baseline targets for publications and citations were changed in 2014 because Web of Science updated their database – updated figures in red above. In February 2014 UL revised the list of high impact book publishers and therefore the targets have been updated to reflect the new publisher list.
	Final target, end 2016	1. No. of article and review publications in the ISI Web of Knowledge – 535 (Updated figure 529) 2. No. of citations achieved by UL publications –8,859 (Updated figure 9793) 3. No. of books published with prestigious publishers – 24 (Updated figure 8)
	Summary	Target achieved or exceeded

2.	Institution objective	**Increase the enrolment of doctoral students by 40%** *(UL Strategic Plan Goal 2, Target 1)*
	Performance indicator	No. of doctoral students (annual)
	Baseline	121 (strategic plan baseline 2009)
	Interim target, end 2014	160 (reporting on AY 2013/14 enrolment)
	Interim target, end 2015	169 (reporting on AY 2014/15 enrolment)
	Progress against 2015 target, commentary and data source	**Status report:** The PhD new research enrolments for 2014/2015 have been met with 179 students enrolled as per HEA (March 2015 HEA returns)
	Final target, end 2016	N/A (new strategic plan 2015–20)
	Summary	Target end 2015 (March returns) has been met

3.	Institution objective	**Develop research capability through the recruitment and retention of staff, comprehensive mentoring, secondment and exchange programmes** *(UL Strategic Plan Goal 2, Objective 2)*
	Performance indicator	1. Recruitment and HR policies to support the UL research strategy, including evidential alignment of faculty and administration recruitment plans with UL's broader research strategy 2. No. of senior priority research appointments (professorships) through external funding, including philanthropic sources and funding bodies 3. A suite of bespoke research training programmes for academics, complemented by coaching and mentoring schemes
	Baseline (2012)	1. Tenure track for academic recruitment introduced 2. Externally funded academic appointments – 1 3. *Ad hoc* research training provision
	Interim target, end 2014	1. Produce three-year recruitment strategies for each individual faculty (x 4) in line with the UL research strategy and, where appropriate, the National Research Prioritisation agenda 2. Externally funded academic appointments – 6 (cumulative) 3. Rollout of bespoke research training programme

	Interim target, end 2015	1. Secondment and exchange programme in place and annual targets established
		2. Externally funded academic appointments – 9 (cumulative)
		3. Review training programme annually
	Progress against 2015 target, commentary and data source	**Status report:** 1. Due to funding constraints a new programme did not materialise. However, sabbatical policy is being utilised to support academic staff to avail of professional development leave for research or scholarship including: sabbatical leave, special research leave and unpaid professional leave. 2. On target having recruited 9 funded research professors (7 Bernal, 1 HRB Profs + STEM Ed Chair). 3: Research training programmes have been reviewed and updated where required.
	Final target, end 2016	1. Externally funded academic appointments – 13 (cumulative)
		2. Annual review of bespoke research training programme to evaluate impact
		3. Review training programme annually
Summary		Substantial progress made, targets not met in full and reasons identified *Note:* *targets 2 & 3 achieved. Target 1 not attained*

4.	Institution objective	**Create synergies and academic support from the critical mass achieved through research institutes and centres** *(UL Strategic Plan Goal 2, Objective 3)*
	Performance indicator	1. Individual research strategies for each research institute 2. New research institute focused on health 3. Completion of a review of UL's research priority areas including a benchmark exercise and analysis of alignment with the national and international policies
	Baseline	1. No. of individual research strategies for institutes 2. Graduate Entry Medical School fully operational and research prioritisation activity completed 3. Informal review mechanisms
	Interim target, end 2014	1. Research strategies that align with UL strategic plan in place for existing institutes 2. Health research institute established 3. Institutional review of UL's research priority areas commenced
	Interim target, end 2015	1. Annual review of institutes' performance against their strategic targets 2. Health research institute research strategy in place 3. Institutional benchmarking and review of UL's research priority areas completed. Recommendations around clustering of centres and strengthening of institutes adopted
	Progress against 2015 target, commentary and data source	**Status report:** 1. As part of the UL strategies Broadening Horizons and Excellence & Impact there is a commitment to build critical mass in key research areas. A decision has been made to amalgamate the Stokes Institute, the Materials and Surface Science Institute and the Bernal Project into the Bernal Institute. A proposal was approved by UL Executive Committee in June 2016 to formally establish the Bernal Institute and the recruitment of a new Director will be finalised in September 2016. As part of the proposal to establish the Bernal Institute new strategy targets will need to be agreed. Lero completed its annual research report for 2015 against the research plan funded by SFI for the period 2014-2020. 2. A draft of the HRI strategy has been prepared after engaging the services of an international expert and extensive consultation with stakeholders. The strategy will be presented for formal approval in 2016. 3. The institutional benchmarking review was delayed until the restructuring of the research institutes was completed and the research strategy was developed. In October 2015 Academic Council approved the research strategy, *Excellence & Impact 2020*. The strategy was launched in January 2016. This strategy identifies research strengths of the institution.

	Final target, end 2016	1. Annual review (as 2015 above)
		2. Health research institute research strategy fully operational and subject to annual review
		3. N/A (completed)
Summary		Substantial progress made, targets not met in full and reasons identified

5.	Institution objective	**Strengthen the alignment between resource allocation and strategic** [research] **priorities** & **Ensure that the physical and virtual campus continues to contribute to the strategic development of the University** *(UL Strategic Plan Enabling Theme 2 (Resources), Objectives 1 & 8)*
	Performance indicator	Major capital/physical developments to enhance priority research infrastructure funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings)
	Interim target, end 2014*	National Centre for Applied Materials Research Building (MSSI Phase 2) Bernal Research Building
	Interim target, end 2015*	Clinical Education Research Building at Mid-West University Hospital (in partnership with HSE)
	Progress against 2015 target, commentary and data sources	**Action Initiated**: Yes **Status report:** The construction of the MSSI extension and the Bernal research building project (named the Analog Devices building) was completed. Construction of the 3,442m2 Clinical Education and Research Centre (CERC) commenced in June 2015 at University Hospital Limerick with the project expected to be completed by November 2016. Construction of the second phase of the Glucksman Library and Information Services Building started in April 2016.
	Final target, end 2016*	Glucksman Library and Information Services Building Phase 2 Medical Research Institute (subject to state and philanthropic funding)
	Summary	Target achieved or exceeded

* Planned completion dates from UL Capital Development Plan

6.	Institution objective	**Engage in strong collaboration and knowledge exchange with strategic partners** *(UL Strategic Plan Goal 2, Objective 4)* & **Address how to diversify sources of income to maximise non-state revenue** *(Strategic Plan, Enabling Theme 2 (Resources), Objective 2)*
	Performance indicator	1. Increase the value of research expenditure from EU funding in Horizon 2020 over FP7 (target 50% increase) 2. Increase research income from industry (target 20% increase)
	Baseline (2012)	1. N/A 2. Research income from industry – €1.85m
	Interim target, end 2014	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 compared with first year of FP7 2. N/A
	Interim target, end 2015	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first two years of FP7 2. N/A
	Progress against 2015 target, commentary and data source	**Action Initiated**: yes **Status report:** Target 1: The Horizon 2020 target for 2015 has not been met due to the slow start in securing projects. Target 2: Industry research funding is on target with €2.5m industry income received during academic year 2014/2015
	Final target, end 2016	1. 50% increase in the value of research expenditure from EU funding in Horizon 2020 over first three years of FP7 2. Research income from industry – 20% increase over baseline year
	Summary	Substantial progress made, targets not met in full and reasons identified

7.	Institution objective	**Contribute to social and economic development through the rapid translation of research** *(UL Strategic Plan Goal 2, Objective 5)*
	Performance indicator	1. Measuring progress in relation to implementation of TTSI 2 – a national four-year knowledge transfer and commercialisation programme <u>Commercialisation (sub-indicators)</u> 2. Licences, options and assignments signed with industry 3. Invention disclosures 4. Patent applications 5. Number of spin-out companies formed
	Baseline 2011/2012 (Average)	1. UL knowledge transfer and commercialisation (KT) strategy 2011–15 2. Licences, options and assignments signed with industry – 8 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Interim target, end 2015	1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 9 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Following a review of the Knowledge Transfer Strategy, the Intellectual Property Policy was updated and approved by Governing Authority in Sept 2015. Included in the new strategic plan is a commitment to update the Knowledge Transfer Strategy to incorporate an Enterprise strategy by 2017. Targets 2-5 have all been met for 2015 as follows: 23 Licences, options and assignments signed, 38 invention disclosures signed, 10 patent applications filed and 2 spin-outs companies formed.
	Final target, end 2016	1. Annual review of KT strategy 2. Licences, options and assignments signed with industry – 10 3. Invention disclosures – 29 4. Patent applications – 9 5. Spin-out companies formed – 2
	Summary	Target achieved or exceeded

8.	Institution objective	**Promote job creation and economic development by engaging in effective incubation activities** *(UL Strategic Plan Goal 2, Objective 5)*
	Performance indicator	UL enterprise formation supports are delivered via the Nexus Innovation Centre, a dedicated 1600sqm innovation centre with 18 units and two bio incubation laboratories. 1. No. of entrepreneurs trained by Nexus 2. No. of new start-up companies supported by Nexus 3. No. of student placements/collaborative projects 4. No. of jobs in Nexus companies 5. Coordinated campus-wide entrepreneur activity
	Baseline	Nexus Innovation Centre established 2012 1. No. of entrepreneurs trained by Nexus – 8 2. No. of new start-up companies supported by Nexus – 26 3. No. of student placements/collaborative projects – 36 4. No. of jobs in Nexus companies – 76 5. *Ad hoc* campus entrepreneur activity
	Interim target, end 2014 (Accumulated)	1. No. of entrepreneurs trained by Nexus - 16 2. No. of new start-ups companies supported by Nexus - 52 3. No. of student placements/collaborative projects - 72 4. No. of jobs in Nexus companies – 90 5. Campus entrepreneur programme designed
	Interim target, end 2015 (Accumulated)	1. No. of entrepreneurs trained by Nexus – 24 2. No. of new start-up companies supported by Nexus – 78 3. No. of student placements/collaborative projects – 108 4. No. of jobs in Nexus companies –100 5. Campus entrepreneur programme delivered

Progress against 2015 target, commentary and data source	**Action Initiated**:
	Status report: Target 1 & 5: *StartUp Mania Enterprise Programme* delivered a series of workshops during 2015 with over 160 participants bringing together innovators, entrepreneurs, leaders and students to support start-up entrepreneurs. Nexus in total organised and hosted 30 events with over 670 participants.
	Target 4: This target was overachieved with 135 employed in Nexus companies.
	Target 2: 64 new start-ups companies have been supported by Nexus since its founding which is short of the 2015 target of 78. The centre is currently full given the make-up of the companies. This was a stretch target and had anticipated a quicker turnover of companies. It is now unlikely that the 2016 target will be met.
	Target 3: 88 student placements/collaborative projects. One of the factors resulting in this target not being met is that some companies opted to employ new staff instead of student placements. This resulted in employment targets being over achieved but the student placement target not being met.
Final target, end 2016 (Accumulated)	1. No. of entrepreneurs trained by Nexus – 32 2. No. of new start-up companies supported by Nexus – 104 3. No. of student placements/collaborative projects – 144 4. No. of jobs in Nexus companies –105 5. Campus entrepreneur programme delivered
Summary	Substantial progress made, targets not met in full and reasons identified Targets 1, 4, and 5 achieved. Targets 2 and 3 not achieved.

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

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

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[1] HEA First Destinations Report

Progress against 2015 target, commentary and data source	**Action Initiated**: Yes
	Status report:
	1. 760+ employer visits annually
	2. 875+ site visits to employers annually
	3. Graduate employment 20%+ above the national average for the university sector[2]
	4. Coop placement rate of 96% achieved
	5. New employers account for 6.5%+ of placements
	6. International placements account for 20% of overall placements.[3]
Final target, end 2016	1. 800 employer visits annually
	2. 900 site visits to employers annually
	3. Graduate employment +10% above the national average
	4. Maintain 90%+ Coop placement rate
	5. New employers account for 8% of Coop placement
	6. Maintain baseline above
Summary	Target achieved or exceeded

2.	Institution objective	**Continue our commitment to the role of cooperative education as an intrinsic and distinctive part of the student experience**
		(UL Strategic Plan Goal 1, Objective 3)
	Performance indicator	1. Biennial feedback system on the work-readiness of new graduates and their ability to continue to learn
		2. A shared employability agenda with Ireland's national and regional development agencies by establishing a formal forum to include representatives from the IDA, IBEC, FORFAS, Enterprise Ireland, InterTradeIreland, Chambers of Commerce, Tourism Ireland, ISME and Connect Ireland
		3. Inclusion of industry in the design of all new programmes and the review of existing programmes
		4. To have explicit employability-related learning outcomes for all UL programmes
	Baseline	1. Informal feedback system
		2. Existing connectivity with development agencies
		3. No formal or structured system to take account of business/industry view on new or existing programmes
		4. No employability learning outcomes in respect of programmes currently

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[2] HEA First Destinations Report

[3] Maintenance of the 20% international placement rate is subject to (i) national and international employer demand (ii) prevailing economic conditions and (iii) disciplinary and skills fit between students and placement opportunities.

	Interim target, end 2014	1. Develop survey of employers in mid-west region; establish contact with relevant industry groups 2. Establish regional employability working group 3. Devise a mechanism for external industry expert involvement in the design of all new programmes 4. Publish an institutional employability statement
	Interim target, end 2015	1. Survey and focus groups, followed by analysis and dissemination of feedback to faculties and employers 2. Regional employability working group (x 2 meetings) 3. Adoption of mechanism for external industry expert involvement in the design of all new programmes 4. Formal requirement for employability-related learning outcomes in respect of programmes
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. Survey completed and data analysed and disseminated to faculty and employers. 2. Working Group superseded by UL's leading role in the Regional Action Plan for Jobs and the Regional Skills Forum. Ongoing and active engagement with EGFSN, AHECS, IBEC, IDA, Enterprise Ireland and employment initiatives including Limerick for IT and Limerick for Engineering. 3. Engaged Learning provides that all programmes have explicit employability-related outcomes embedded within the 5-year cyclical programme review process. Programme review panels will include employer representation. 4. Employability Statement produced and forwarded to Academic Council for approval.
	Final target, end 2016	1. Rollout of survey nationally 2. Establishment of national graduate employability forum (subject to funding) 3. N/A (complete) 4. Formal requirement for employability-related learning outcomes in respect of programmes
	Summary	Target achieved or exceeded

3.	Institution objective	**Promote job creation and economic development by collaborating with industry, engaging in effective incubation activities and creating spin-out companies** *(UL Strategic Plan Goal 4, Objective 4)*
	Performance indicator	1. Acquire and develop space for embedded industry/academia research collaborations 2. Develop and promote knowledge transfer and research impact case studies 3. Implement new national IP framework
	Baseline	1. No space for embedded industry research collaborations 2. No impact case studies developed 3. IP policies in line with 2005/06 national codes of practice
	Interim target, end 2014	1. Acquire and upgrade dedicated space for embedded industry research collaborations 2. Four research impact case studies completed 3. Develop new IP framework implementation plan
	Interim target, end 2015	1. One company located in embedded research collaboration space 2. Eight research impact case studies completed 3. Complete new IP framework implementation plan
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. 3,700 m^2 of space was acquired from Shannon Development to create embedded industry collaboration space on campus. The UL Strategic Plan includes the initiative to formally launch the UL *Enterprise Corridor* which will encompass both the Nexus centre and the newly acquired industry collaboration space. The Enterprise Corridor includes 3 multinationals and 27 start-up companies. 2. Eight research impact case studies have been developed and are available: http://www.ul.ie/research/content/case-studies 3. The Intellectual Property Policy was updated and approved by Governing Authority in Sept 2015.
	Final target, end 2016	1. Two companies located in embedded research collaboration space 2. 12 research impact case studies completed 3. Review implementation of new IP framework
	Summary	Target achieved or exceeded

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

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

6.	Institution objective	**Deepen the relationship between the university and community and establish ourselves as a fulcrum in the life of the greater Limerick area** & **Improve the level of interaction between our students and community groups** & **Encourage environmental and social responsibility within and beyond our physical boundaries** *(UL Strategic Plan Goal 4, Objectives 1, 2 and 9)*
	Performance indicator	Numbers of students receiving the University of Limerick President's Volunteer Award (PVA)
	Baseline	The UL PVA and an annual PVA award ceremony established in AY 2009/10 (baseline 82 participants)
	Interim target, end 2014	Meet the volunteer target as set out in the strategic plan (205 students for AY 2013/14)
	Interim target, end 2015	Meet the 200% increase volunteer target (224 students for AY 2014/15)
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 280 students received PVA in 15/16.
	Final target, end 2016	N/A (new targets to be established in UL strategic plan 2015–20)
	Summary	Target achieved or exceeded

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

	Interim target, end 2015	1. Initiate "Open Campus" event planning and marketing campaign
		2. Present report on socio-economic impact of UL's sporting, cultural and other public activities on campus
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes
		Status report: Visitor centre opened in 2015. Campus tours ongoing since April 2016. Open day held in September 2015.
		Report on impact of events not yet progressed – awaiting appropriate events to assess. However, UL was the focus of a comparative study of economic impact in HEIs in 2015 -
		See: Qiantao Zhang, Charles Larkin & Brian M. Lucey (2015): *The economic impact of higher education institutions in Ireland: evidence from disaggregated input–output tables*, Studies in Higher Education.
		http://dx.doi.org/10.1080/03075079.2015.1111324 .
		The study placed UL, along with the three Dublin universities in the top 20 of all UK and Irish universities in terms of economic impact with €4 generated for every €1 spent.
		See article: http://www.irishexaminer.com/ireland/irish-third-level-colleges-generate-4-for-each-1-spent-373312.html
	Final target, end 2016	1. Expanded UL "Open Campus" activities profile
		2. Open University of Limerick Visitor Centre
	Summary	Target achieved or exceeded

8.	Institution objective	**Promote job creation and economic development** **&** **Foster the development of a culture of lifelong learning and enhance skill levels to attract investment and economic development** *(UL Strategic Plan Goal 4, Objectives 4 and 5)*
	Performance indicator	UL engagement activities with revised Limerick city and county councils in key local/regeneration planning and development activities
	Baseline	1. *Limerick 2030: An Economic and Spatial Plan for Limerick* (June 2013) 2. UL (and Shannon Consortium partners) with city and county councils, Dept. Social Protection, HSE, City of Limerick VEC, PAUL Partnership, and LEDP have jointly prepared and submitted an EU Structural and Investment Funds (ESI) partnership agreement to Dept. Public Expenditure and Reform (D/PER) in preparation for the forthcoming ESI 2014–2020 (prepared April 2013)
	Interim target, end 2014	1. Implementation of Limerick 2030 plan (with ongoing UL engagement) 2. Develop detailed proposal to EU Commission for circa €35m ESI application
	Interim target, end 2015	1. Implementation of Limerick 2030 plan 2. Implementation of ESI programme (if successful with structural funds application to EU Commission)
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. UL fully engaged with all relevant aspects of the Limerick 2030 plan. Fab Lab and Health Hub now operating in City Centre. Numerous meetings held regarding City Centre accommodation project. UL is also heavily supporting the development of bid documentation and programming proposals around the city's European City of Culture 2020 application and also fully engaged with the Mid-West Regional Action Plan for Jobs and Regional Skills Forum. 2. n/a as ESI funding is now centrally managed through national government for the next 7 year cycle of EU structural funds. However, in support of LCCC engagement with, and drawdown of funding from European Structural (funding) Instruments (ESI), a UL researcher is now seconded full-time (2015-17) to LCCC to support their programming, monitoring and evaluation requirements. In 2016, a €5 million ERDF proposal under the call Urban Innovative Actions (UIA) entitled "Sm@rtST€M" was jointly submitted by LCCC and UL (decision pending Oct 2016). The project has also been included as planned project within the Limerick 2020 European Capital of Culture bid documentation.
	Final target, end 2016	1. Implementation of Limerick 2030 plan 2. Implementation of ESI programme (if successful with structural funds application to EU Commission)
	Summary	Target achieved or exceeded

9.	Institution objective	**Promote job creation and economic development** *(UL Strategic Plan Goal 4, Objective 4)* & **Ensure that our prominence as a centre of cultural, artistic, festive and sporting activity is an enduring source of pride to the city and region** *(UL Strategic Plan Goal 4, Objective 8)*
	Performance indicator	Major capital/physical developments (+ job creation) to enhance priority infrastructure funded through a combination of exchequer, non-exchequer and philanthropic funding
	Baseline	N/A (new buildings) €325m capital development plan 2012–17
	Interim target, end 2014	Completion of projects outlined in the capital development plan to end 2014
	Interim target, end 2015	Completion of projects outlined in the capital development plan to end 2015
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** €297m of projects outlined in the plan have commenced - representing 92% of the overall value of the plan. 32% of project value categorised as completed at June 2016.
	Final target, end 2016	Completion of projects outlined in the capital development plan to end 2016
	Summary	Target achieved or exceeded

6 Enhanced internationalisation

1.	Institution objective	**Sharpen our international focus in all areas of activity** *(UL Strategic Plan Goal 3)*
	Performance indicator	Development of a business plan for international education that focuses on key markets and on the recruitment of international students aligned to the *International Education Mark* code of practice
	Baseline 2013/14	International education business plan 2010–15
	Interim target, end 2014	Development of new five-year business plan for internationalisation 2015–20
	Interim target, end 2015	Implementation of year one of the new business plan 2015–20
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 2015/16 saw the successful implementation of year one of the IED Business Plan 2015-2020. Key actions and targets have also been embedded into *Broadening Horizons* the new university strategy under *"Theme 3: Raising our International Profile"*. In addition a university-wide Internationalisation Task Force has been established (chaired by the UL President) to drive key actions in the plan through to completion.
	Final target, end 2016	Implementation of year two of the new business plan 2015–20
	Summary	Target achieved or exceeded

2.	Institution objective	**Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Non-EU student recruitment: increasing the number of non-EU international students at UL by 50% over five years
	Baseline 2013/14	630 non-EU students
	Interim target, end 2014	710 non-EU students
	Interim target, end 2015	764 non-EU students
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Target was significantly exceeded with 1,211 non-EU students on campus at end 2015
	Final target, end 2016	822 non-EU students
	Summary	Target achieved or exceeded

3.	Institution objective	**Provide experiences that instil the spirit of European citizenship in our students** *(UL Strategic Plan Goal 3, Objective 2)* *&* **Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Involvement in Erasmus programme and non-EU exchange programmes: increase the number of students undertaking an academic semester overseas by 30% over a five-year period to meet the Bologna target of 20% of graduates spending a training or study placement overseas by 2020
	Baseline 2013/14	371 taking an academic semester overseas
	Interim target, end 2014	389 taking an academic semester overseas
	Interim target, end 2015	410 taking an academic semester overseas
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** Target exceeded with 459 students taking an academic semester abroad during 2015/16
	Final target, end 2016	433 taking an academic semester overseas
	Summary	Target achieved or exceeded

4.	Institution objective	**Provide experiences that instil the spirit of European citizenship in our students** *(UL Strategic Plan Goal 3, Objective 2)* *&* **Promote cultural diversity through the recruitment of international students and staff** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	Increase the number of international visiting students (Study Abroad by 50% and Erasmus and non-EU exchange by 30%) on our campus over a five-year period.
	Baseline 2013/14	792 visiting students
	Interim target, end 2014	840 visiting students
	Interim target, end 2015	899 visiting students
	Progress against 2015 target, commentary and data source	**Action Initiated**: **Status report:** Target exceeded with 1141 visiting students to UL through Erasmus, non-EU Exchange and Study Abroad during 2015/16
	Final target, end 2016	959 visiting students
	Summary	Target achieved or exceeded

5.	Institution objective	**Expand the internationalisation of our curricula** *(UL Strategic Plan Goal 3, Objective 2)*
	Performance indicator	1. A fully integrated international student support system (ISSS) Phase 1 2. Internationalisation of the curriculum at UL, Phase 2: working within disciplines
	Baseline	1. Supports in various units and departments across UL, e.g. Writing Centre, International Office, PhD supervisors 2. Workshop with course directors on internationalisation of the curriculum in late 2011
	Interim target, end 2014	1. Development of a working group and consultation with key stakeholders (including international students) 2. Integration of a module on internationalising the curriculum on the Specialist Diploma in Teaching, Learning and Scholarship offered by the Centre for Teaching and Learning
	Interim target, end 2015	1. Design and pilot the ISSS 2. Implementation of curriculum, teaching and assessment changes to include a strong international focus (e.g. official programme documents, module descriptions, etc.)
	Progress against 2015 target, commentary and data source	**Action Initiated**: Yes **Status report:** 1. Two new International support modules designed and piloted in 2015/16 2. Internationalisation module developed as core module for Specialist Diploma in Teaching and Learning.
	Final target, end 2016	Full implementation
	Summary	Target achieved or exceeded

6.	Institution objective	**Sharpen our international focus in all areas of activity** *(UL Strategic Plan Goal 3)*
	Performance indicator	1. No. of research memoranda of understanding (MoUs) signed and no. of joint research awards 2. No. of UL internationally active academic and administrative staff through Erasmus teaching exchange and staff training opportunities
	Baseline	1. Strategic research links with international institutions currently based mainly on funded research projects (FP7, etc.) 2. 50 UL staff mobile on Erasmus teaching and training programmes
	Interim target, end 2014	1. Four specific research MoUs 2. Increase of 5.5% on 2013/14
	Interim target, end 2015	1. Six specific research MoUs and two joint awards 2. Increase of 5.5% on 2014/15
	Progress against 2015 target, commentary and data source	**Action Initiated**: **Status report:** 1. 6 research MOUs, two joint research awards and 2 transnational education programmes in place 2. 45 Erasmus staff exchanges = in excess of 5.5% growth on previous year (40)
	Final target, end 2016	1. Eight specific research MoUs and four joint awards 2. Increase of 5.5% on 2015/16
	Summary	Target achieved or exceeded *Note: Target had not been reached in 2014 and had dropped to 40 staff exchanges; but growth is now in excess of the 5.5% target from the previous year.*

Appendix 1

Efforts to Improve Retention Rates

Context

The University of Limerick recognises the need for a strong focus on retention, in particular in some disciplinary areas as highlighted in the most recent HEA report on retention. With student attrition recognised as a problem in higher education, it is vital that institutions support a sense of belonging, promote student well-being and provide holistic supports to help improve engagement and retention. Since 2014, the centralised support units and the faculties have been working together to establish coherent structures to ensure a strategic and aligned approach. All of these retention-focused activities have been approached under the broad banner of 'Student Engagement and Success' and they draw on international and national best practice, with a very strong influence from the UK's 'What Works' projects, under the direction of Professor Liz Thomas, who has been consultant to UL over the past two years and has visited the campus twice, with a third visit planned for July 8th, 2016. Dr Manja Klemencic (Harvard), Prof. Dragan Gasevic (Edinburgh), and Dr Mark Glynn (DCU) have also been consulted in relation to student engagement and learner analytics respectively. These consultants have spoken to a wide audience of staff and faculty during their visits to UL and we have begun to implement further changes based on their advice and direction.

Student Engagement and Success (SES) Structures

In 2015, UL Executive Committee approved a proposal from the Dean of Teaching and Learning to establish the following structured approach to SES across the institution:
- The establishment of a university level **SES Committee** chaired by the VPA+R, whose remit is to develop a strategic and coherent approach
- The establishment of an **SES Committee** in each of the four faculties
- The establishment of an **SES Unit**, with membership from Student affairs, the Centre for Teaching and Learning, and Library and information Services

SES Unit

As part of the work being undertaken by the University of Limerick for Transitioning students (new entrants) and to improve the retention of the 1st year cohorts, a new SES Unit has been configured in the University, chaired by the Director of Student Affairs. Three new posts have been established in order to progress the work of this unit: the First Year Experience and Retention Coordinator (Student Affairs), Librarian for SES, and an Educational Developer: SES (Centre for Teaching and Learning, CTL). The three new staff were in place in advance of September 2016 to support the incoming cohort of first year students. The first two of these are student-facing roles and identifiable points of contact for all new students but particularly for students at risk. The CTL role, as well as having a student facing role, also has a strong remit in working with teaching and other staff around issues related to student engagement and retention.

The main focus of the work of this unit in the first year has been as follows:
- ➢ Transitions/retention-related activities
- ➢ Communication (Technology –enhanced)
- ➢ Peer-to-Peer Activities
- ➢ Cross (UL) Collaboration – around student engagement and success
- ➢ Reporting, Research, Evaluation (for example, partnering with a TCD-led National Forum funded research project on transitions).

The following new and improved activities are already underway for transitioning U/G Students:

- Orientation Week - A revised programme of activities for transitioning/new students during Orientation Week - focus will be on engagement of students in an activity that encourages students interaction with their new class from the outset; new format for delivery of welcome addresses, new welcome address videos, information clips playing in strategic places that students will visit during their campus tours.
- First Seven Weeks Programme - This is designed to support and enhance the orientation process from second level to higher education by providing strong, enhanced and targeted support to all first-year students during the very early weeks of their time at UL. In 2016, a similar support programme was piloted in semester 2 on a small scale and it is planned to roll this out more fully in February 2017. For incoming 2016 students, a plan is in place to increase participation and engagement through intensifying the current social media campaign by more expanded use of Facebook, Twitter and Snapchat. More personal contact with first-year students will also be increased through a focus on visiting the F7Ws Hub through an improved merchandising and marketing promotion, with a related increase in resourcing.
- Transition Module - A new Transition Module (How to be a UL Student) is being developed and will be piloted in Week 0 with follow-on sessions in Week 1 and Week 2 of Semester 1. The pilot group is approx. 400 students. Students will be timetabled to do this. It will not attract academic credit.
- Peer-support Programme - A new peer-support programme (Connect Up) for new entrants is being developed. Peer mentors will be recruited, trained and matched to new entrants and the programme will be piloted from Weeks 1-4 in Sem 1, 2016/17. There will be two academic programmes involved in this pilot.
- Advice Clinic - First Year students are advised and facilitated to meet UL's new First Year Experience and Retention Coordinator (appointed March 2015) on a one to one basis in Weeks 0 and onwards for personal, academic, financial, other advice, guidance and direction.
- Drop-in sessions for new entrants are organised by the university's SES Unit in Weeks 3, 6, 9 and 12, informed by a pilot roll-out.
- A new SES website is being developed with key links/relevant information content/FAQs/other to assist new transitioning students.
- A MOOC to improve the transition from 2nd to 3rd level education is under development and pilot. This National Forum-funded MOOC project (led by Sligo IT) focuses on promoting critical and creative thinking, as well as developing communication skills and key concepts in digital literacy. It also includes a module for parents.
- Increased use of library peer advisors to support peer to peer learning.
- Increased use of peers to promote the student voice and the first year experience through blogging, video blogging and social media.
- Recruitment of digital ambassadors to promote digital capacity amongst peers.
- Working closely with learning centres to promote student engagement & success and target students at risk (see more details below).
- A new PASS (Personal Advisor Support System), has been piloted across three faculties and is being fully rolled-out for 2016/17 entrants. This replaces the existing academic advisor system.

The Learner Centres

The CTL is home to five learner centres, which, apart from the Regional Writing Centre, also have a very strong affiliation with specific academic disciplines which have been found to be challenging for students in making a successful transition. A Learner Centre Sub-Committee has been established in 2015/2016, which reports to the Committee for Teaching and Learning (a sub-committee of Academic Council), and also to the relevant faculty boards. Each LC has a disciplinary-based director

who ensures a coherent and collaborative approach between the work of the centres and the faculties. This is overseen by the Dean of Teaching and Learning and the Associate Vice-President, Academic.

The *Science Learning Centre* at the University of Limerick has for many years provided support for undergraduates taking science modules via a Drop-in Service, and via on-request support tutorials for specific modules. It now aims to focus some of its provision on targeted support designed to enhance first year student transition and retention. Hence in AY2016-17 the Science Learning Centre, in collaboration with the module lecturers will be implementing targeted intervention on a pilot basis for students who have been identified as at risk of failing to progress in two General Biology first year modules (Biology 1 and Biology 2). The targeted intervention will consist of specialised weekly support tutorials designed to provide at-risk students with a more personalised and differentiated learning experience with the support of peer and postgraduate tutors.

The *Mathematics Learning Centre*, in addition to a wide range of supports already in place for all students, aims to target one first year service mathematics module on a pilot basis in 2016/17. The focus will be on achieving more attendances at mathematics support from at-risk students among a cohort of approximately 350 students. This will be accomplished with the help of a module leader who will inform the MLC of those students who are at-risk of failing the module (e.g. through midterm examination results). The MLC will target these students through individual emails to each student informing them of a specific MLC drop-in time for them to get help with their mathematics and aid their progression through the module.

In addition, to the normal activities of the **ICT Learning Centre (ICTLC)** which offer support to students at all levels of ICT programmes (such as our Drop-In, Targeted Sessions & Workshops, and Peer-Supported Learning Groups (PSLG)), the ICTLC will, in collaboration with the PSLC, liaise with the CSIS department to target 'At Risk' 1st year students and promote the use of group based active-learning initiatives such as PSLG to improve their learning and understanding of difficult subjects. For the coming academic year the focus will be on two department-identified difficult core modules. To improve our ability to respond to students' learning needs, a custom software package will be developed and deployed that will allow learning centre staff to record student interaction with the centre's supports which in turn will allow our staff to guide the students towards the most appropriate support initiatives.

The Peer Supported learning initiative run by the **Peer-Supported Learning Centre (PSLC)** is a student-centred, collaborative supplementary academic support for active learning aimed at 1st and 2nd year historically difficult modules, primarily in the Science & Engineering Faculty. The PSLC will continue the provision of these programmes for the coming year and, in collaboration with the ICT Learning Centre and Science Learning centre, target modules that seem to affect students' retention in the ECE, CSIS and Biology departments for the coming year. The focus next year will be on introductory programming modules (CE4701 & CE4702, CS4091 & CS4092), and introductory biology modules (BY4001 & BY4002). The centre will also continue its activities of increasing engagement of the students in these modules.

The Faculties

The core of any student experience lies directly within their discipline and programme of study, and teachers are arguably in the best position to impact on student engagement and success (as evidenced in the results of the 'What Works' projects in the UK). UL's four faculties have had a renewed focus on SES over the last two years, informed by data in relation to student progress at key points in the academic year. A range of data is examined and discussed from high-level management and academic committees to more local faculty boards and education committees in relation to student experience (for example, Exit Surveys, UL's ISSE results, Module Satisfaction

Surveys, and Student Evaluations of Teaching). Some examples of specific approaches within the faculties are detailed below.

Faculty of Education and Health Sciences

The average non-progression rates for students on Level 8 programmes across the Faculty of EHS have consistently been amongst the lowest at the University of Limerick in recent years, as well as being below the national average of 12% as presented in the HEA report *A Study of Progression in Irish Higher Education 2012/13 – 2013/14* (2016, p. 56). Without being complacent, we are proud of the evidence of this success.

Efforts to improve EHS retention rates have built on existing strengths, as well as on developing specific initiatives within identified programmes and departments. EHS is currently actively supporting the Annual Programme Review Pilot 2015/6 but in advance of this initiative EHS had developed strong protocols for the review of programmes through the 'Education and Health Sciences Teaching & Learning Strengths, Weaknesses and Identified Goals' or the EHS SWaG review process.

As part of these programme reviews, the respective course boards examined feedback from several sources including students, graduates and external examiners with the aim of enhancing student engagement, learning and progression. Some of the findings from such programme reviews have informed the Faculty's contribution to the First Seven Weeks programme at UL. Recently, an EHS Student Engagement and Success committee, chaired by Dr. Stephen Gallagher, has been established with reps from each department to inform the broader UL committee. Across departments and programmes, initiatives have been developed to promote student progression. For example, in the Department of Education and Professional Studies (EPS) there is a student consultative forum for all Initial Teacher Education (ITE) programmes. Faculty members invite class reps from across all ITE programmes and all year groups to meet at least twice per semester to identify with students potential difficulties before they impede students' successful progression. GEMS has a well-established peer supported mentoring programme to assist with the development and progression of new entrants to the programme. Based on this, the Faculty has approached the First Year Experience and Retention Coordinator, Sarah Gibbons, in an attempt to have additional EHS programmes involved in the pilot Connect Peer Mentor Programme ('Connect Up').

Faculty of Science and Engineering

A pilot scheme was introduced in 2015/16 focused on formally training a number of Laboratory Demonstrators as tutors for students during the laboratory sessions. Students can be nervous during labs and demonstrators were trained to recognise this and guide students through the practical aspects of the lab and the written report (including calculations). Lab reports and calculations are now completed by students before leaving the labs.

2016/17 also saw the introduction of clicker technology for all first year Science and Engineering students. These are used in Chemistry, Biology, Physics and Engineering modules in first year (which will be extended into second year in the upcoming academic year). This allows students to engage actively during class and it allows teaching staff to monitor understanding in a real-time scenario. As the clickers are traceable by student identification number, it also provides potential for more data analytics to help understand engagement patterns and identify students at risk through lack of attendance or poor performance.

Targeted chemistry tutorials have been organised by the CES (Chemical and Environmental Science) department (in addition to the regular scheduled tutorials) for students who have not studied

chemistry for the leaving cert. These are organised and paid for by the department and run six times a week (students choose which slot suits best). They are limited to 20-25 per group, start in week 3 and continue right up to week 12. This allows for a highly interactive and sustained learning experience.

The ECE (Electronic and Computer Engineering) department has undertaking to improve various first year modules in an attempt to encourage deeper engagement. This is being achieved through significant project work and formative assessment (40%-70% of module marks), an increase in team projects, improved and more timely feedback, open office hours, and compulsory lab attendance. For example, the three modules involving programming have significant additional support provided through the Peer Supported and ICT Learning Centres, more careful selection and briefing of teaching assistants, Sulis LMS based content and project management, and the introduction of optional evening tutorials by the learning centres for at risk students. For Electrical Engineering, new investment in labs has allowed more student exploration and personalisation, more teaching assistant hours have been assigned, improved feedback, and enforced plagiarism checking using TurnItIn, all of which have resulted in more engagement and participation and reduced number of fail grades (28% to 19%).

The CSIS (Computer Science and Information Systems) department has also engaged with the learner centres on targeted support for students who failed semester 1 programming modules through the provision of additional tutorials, which students have been informed are obligatory. For 2016/17, the Games Development and Computer Systems courses have a reconfigured model for delivery, which involved an initial three-week boot camp for the programming and maths components of the curriculum only, culminating in assessments at the end of three weeks. This will have a number of advantages, the two most important being; there will be a very early indicator of student performance on programming in particular, which will allow for early interventions, and it will allow students to gauge their own interest and ability, and consequently their motivation for remaining on these programmes in advance of the deadline for changing programme of study.

Faculty of Arts, Humanities and Social Sciences

Faculty in Arts, Humanities, and Social Sciences are invited each year to apply to the Faculty Teaching Board for staff development funding to enhance any aspect of teaching and learning. In line with Faculty and University priorities, and in accordance with the strategic plan —*Broadening Horizons* — we place particular emphasis on initiatives which can improve student engagement and retention. Our three emphases for funding in 2015/6 were: *Encouraging student engagement*; *Broadening the Digital Enhancement of Teaching and Learning*; and, broadly defined, *Initiatives for Retention*.

The types of activities that have been funded include investigations and evaluations of teaching practices and issues (feedback, attendance, engagement etc.), and the development of teaching supports and resources (e-portfolios, online resources). The Faculty Teaching Board met in early March and, with engagement and retention once again our primary concerns, the Board decided on the following emphases for the next Teaching Board funding round: Transitions to University: Learner motivation and the first year module; and Innovations in Student Assessment. These initiatives will be funded for the AY 2016/17.

Appendix 2

Implementation of the Transitions Agenda

Introduction:

The University of Limerick has been represented on the Task Group for Reform University Selection and Entry (TGRUSE) since the inception of this task group. In response to the reports and recommendations from this task group the University's Academic Council and the Faculties have:

1. Adopted the new leaving certificate grading scheme and published revised matriculation and leaving certificate subject requirements of all degree programmes offered thought the CAO.
2. Adopted the revised CAO points scale agreed by the IUA universities task TGRUSE.
3. Introduced a new suite of common entry programmes which will be offered in 2017 through the Central Applications Office. The substitution of common entry routes into the degree programmes offered by the University has resulted in a reduction from 72 programmes offered in 2015 to a planned 42 programmes in 2017.

The actions taken by the University which are listed above are evidenced of our commitment to ensuring a better experience for students as they transfer from the second level to the third level system.

Academic programme modification:

- New common entry programmes will necessitate a number of internal actions and programme modifications to ensure that student entering common entry programmes continue to have a good learning experience. This task is currently underway and will result in changes to the academic programme structure of over 40 programmes.

Student Experience:

The Transitions Task Report has identified a number of issues with students making subject and degree choices at an early stage in their second level education. Second level students currently have a number of supports and information systems available to them as they negotiate the options available to them as they make their subject choices for the leaving certificate and subsequently degree choices on the CAO.

As students will now be expected to make informed choices later in their education career it will be important for the University to ensure that students continue to have access to supports necessary to make an informed choice and ensure that students have a satisfactory experience under the new common entry system.

Systems development projects:

At present students enrol on programme of study in year 1 and generally continue on that programme of study until they exit the programme, transfer to another programme or graduate.

- Common entry will now require a much larger cohort of students to register on a programme of study in year 1 and then subsequently transfer to their destination programme at a later stage in their studies. It will be necessary to develop our student

administration systems to ensure that students are presented with the correct information on the options and choices available to them and to subsequently mange those choices.

- The current CAO process provides that where student demand exceeds the available places on a programme of study, students are allocated places based on their leaving certificate CAO points. This university expects that a number of degree options will continue to be over-subscribed and that it will be necessary to develop systems which will allocate places to students based on their academic performance.

Student Recruitment:

The University of Limerick recruits and competes on a national and international basis for students. It is expected that students who have a better transitions experience between second and third level will lead to better student retention and performance at third level. The impact of common entry programmes on student recruitment and performance will be monitored over the coming years.

University of Limerick Entry in the 2017 CAO Handbook

The following (common entry) programmes are new to the CAO Handbook for 2017 entry:

LM002 BA Arts (offered in conjunction with Mary Immaculate College), Incorporating nine Arts degrees previously offered in UL. See list below for University of Limerick degree options which are now discontinued as discrete entry options on the CAO. The full range of subject options available in the BA Arts programme is shown in the Appendix. The nine programmes below will no longer be offered by the University from 2017.

- LM022 BA Politics and International Relations
- LM032 BA Arts (Joint Honours)
- LM033 BA New English and Media
- LM035 BA English and History
- LM036 BA Economics and Sociology
- LM041 BA Politics and Public Administration
- LM045 BA Language and Literature
- LM046 BA History, Politics, Sociology and Social Studies
- LM048 BA Gaeilge+

LM026 BA Performing Arts
This programme incorporates two existing degree options previously advertised on the CAO. The two programmes below will no longer be offered as direct entry through the CAO from 2017.
- LM030 BA Irish Music and Dance
- LM031 BA Voice and Dance

LM121 BSc Computing Technologies
This programme incorporates three existing degree options offered by the University of Limerick. The three programmes below will no longer be offered as direct entry through the CAO from 2017..

- Computer Systems (LM051);
- Mobile Communications and Security (LM083) and

- Computer Games Development (LM110)

LM122 BSc Creative Media and Interaction Design
This programme incorporates two existing degree options offered by the University of Limerick. The two programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM113 BSc. Digital Media Design and
- LM114 Music Media and Performance Technology

LM123 BSc Biological and Chemical Sciences
This programme incorporates three existing and one new degree options offered by the University of Limerick. A new degree option BSc in Bioscience is introduced from 2017. The first three programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM061 BSc Pharmaceutical and Industrial Chemistry;
- LM064 BSc Industrial Biochemistry;
- LM066 BSc Environmental Science, and
- BSc Bioscience

LM124 BSc Mathematics
This programme incorporates three existing degree options offered by the University of Limerick. The three programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM088 Mathematics and Physics;
- LM060 Mathematical Sciences; and
- LM037 Economics and Mathematical Sciences

LM125 BSc Physics
This programme incorporates two existing degree options offered by the University of Limerick. The two programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM065 Applied Physics
- LM088 Mathematics and Physics

LM050 BBS Business Studies
This programme now incorporates three existing degree options previously offered by the University of Limerick. The three programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM052 BBS Business Studies with a Modern Language (French)
- LM053 BBS Business Studies with a Modern Language (German)
- LM055 BBS Business Studies with a Modern Language (Japanese)

LM116 BE Engineering Choice has changed name to **Engineering**
This programme now incorporates four existing degree options previously offered by the University of Limerick. The four programmes below will no longer be offered as direct entry through the CAO from 2017.

- LM071 Biomedical Engineering;
- LM073 Mechanical Engineering;
- LM085 Civil Engineering;

- LM119 Design and Manufacture Engineering

BSc Nursing Programmes

From 2017 mature applicants for Nursing and Midwifery programmes will be processed as part of the standard Nursing and Midwifery programmes. Mature applicants will continue to be allocated a set quota of places per programme. This means that the following programmes are being discontinued in the CAO Handbook:
- LM151 Mature Entry to BSc General Nursing
- LM153 Mature Entry to BSc Mental Health Nursing
- LM155 Mature Entry to BSc Intellectual Disability Nursing
- LM157 Mature Entry to BSc Midwifery.

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LM002 Arts Degree: In the first year, students choose four subjects from the groups below. Any subject combinations are permitted, as long as no two are in the same group.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10	Group 11
Psychology or German	English	Maths or Politics	Media	Geography or Spanish	Gaeilge or Theatre Studies	Public Leadership or Philosophy	Music or Sociology	Theology and Religious Studies or Linguistics with TESOL†	French	History or Economics

Students also take broadening modules in first year. At the end of first year, students select their subject combinations based on the subjects chosen in first year. The table below outlines the single and double honours combinations available to degree year.

Subject	Economics	English	French	Gaeilge	Geography	German	History	Linguistics with TESOL †	Mathematics	Media	Music	Philosophy	Politics	Psychology	Public Leadership	Sociology	Spanish	Theatre Studies	Theology and Religious Studies
Economics	n/a	✓	*	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English	✓	n/a	✓	✓	✓	✓	✓	✓	*	✓	✓	✓	*	✓	✓	✓	✓	✓	✓
French	*	✓	n/a	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gaeilge	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	*	✓	✓	*	✓	✓	n/a	✓
Geography	✓	✓	✓	✓	n/a	✓	✓	✓	n/a	*	✓	n/a	✓	✓	✓	✓	n/a	n/a	n/a
German	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓
History	n/a	✓	*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linguistics with TESOL†	✓	✓	✓	✓	✓	✓	✓	n/a	✓	✓	*	✓	✓	✓	✓	*	✓	✓	n/a
Mathematics	✓	*	✓	✓	n/a	✓	✓	✓	n/a	✓	✓	n/a	n/a	✓	✓	✓	✓	n/a	n/a
Media	✓	✓	✓	✓	*	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	*	✓	✓
Music	✓	✓	✓	✓	✓	✓	✓	*	✓	✓	n/a	✓	✓	✓	✓	n/a	✓	✓	*
Philosophy	✓	✓	✓	*	n/a	✓	✓	✓	n/a	✓	✓	n/a	✓	✓	n/a	✓	✓	n/a	n/a
Politics	✓	*	✓	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓

Public Leadership	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	✓	n/a	✓	✓	✓	✓	✓	*	✓
Sociology	✓	✓	✓	✓	✓	✓	✓	*	✓	✓	n/a	✓	✓	✓	✓	✓	✓	✓	*
Spanish	✓	✓	✓	✓	n/a	✓	✓	✓	✓	*	✓	✓	✓	✓	✓	✓	n/a	✓	✓
Theatre Studies	✓	✓	✓	n/a	n/a	✓	✓	✓	n/a	✓	✓	*	✓	✓	*	✓	✓	n/a	n/a
Theology and Religious Studies	✓	✓	✓	✓	n/a	✓	✓	n/a	n/a	✓	*	n/a	✓	✓	✓	*	✓	n/a	n/a

* Option combinations available in first year only   †TESOL (Teaching English to Speakers of Other Languages); n/a = Not Available

Appendix 3

Systems and Workload Management

The University of Limerick has an 'Academic Workload Allocation Policy' (see http://www.ul.ie/hr/sites/default/files/docs/Policies%2C%20Procedures%20and%20Forms/Academic%20Workload%20Allocation%20Policy.doc) and 'Full Economic Cost' process in place for over five years. It is University practice to allocate resources for teaching, research and service through workload allocations models. In order to identify where resources are needed, the University adopted a workload allocation policy with a number of models from which a department may choose one relevant to department disciplines to allocate teaching, research and service activities to academic staff. Academic staff also verifies their teaching, research and service activities through the full economic cost process (FEC).

The objective of the policy is to ensure that, within each academic department, the work undertaken is seen to be reasonably evenly distributed. The Academic Workload Allocation Policy (WAM) embeds the following principles:

- Reasonable workloads will be fairly distributed between individual employees in an open and consultative way.
- Employer-driven work will be contained within socially acceptable working hours, taking into account individual needs and circumstances.
- Staff will be afforded the opportunity for regular, reasonable, daily, weekly and annual breaks from work.
- Time should be made available during reasonable working hours for the full range of academic activities (i.e. teaching, research and service) as well as professional development as appropriate.

The University has a 'Performance Development Review (PDR) process in place See http://www.ul.ie/hr/sites/default/files/docs/Policies%2C%20Procedures%20and%20Forms/PDRS%20Documentation.doc that requires annual performance reviews with all staff in the university. The annual performance review incorporates the WAM process. Therefore, at the annual performance review meeting, Heads of Department review the performance of the individual member of academic staff against the objectives through the WAM process, as well as setting new objectives through WAM for the year ahead.

The University is satisfied that the Academic Workload Allocation Policy, Full Economic Cost Process and the Performance Development Review are focusing both departments and individual staff on the strategic objectives of the university and driving improvement in both accountability and performance across the institution.

The university is currently reviewing options of combining the three key processes into an electronic system which should drive further the objectives of transparency, fairness, accountability and improved performance.

Appendix 4

2017/18 Profile Sheet