

LIT 2020



LIT Vision and Strategy to 2020

Active Leadership in Education, Enterprise and Engagement



Approved by LIT Governing Body as of March 2011

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Active Leadership in Education, Enterprise and Engagement throughout Limerick City and County, Tipperary and Clare

This document outlines and sets the scene for the development of Limerick Institute of Technology during the rest of this decade. LIT is a higher education provider operating under the Institutes of Technology Act 2006, with delegated authority to make our own awards up to level 9 (taught) and an approved provider of level 9/10 (research). The vision statement and strategic goals presented here follow a period of phenomenal success and growth under the previous Strategic Plan 2006 to 2010. The period culminated in the Institute Review under the Irish Higher Education and Training Awards Council when an international panel commended us for our highly effective quality assurance systems, our educational philosophy which is genuinely delivered on the ground, our powerful engagement with industry and the community, and the mature methodologies we have put in place for strategy development and reviews.

The conclusion of the last strategic planning period also marks the beginning of the enlarged LIT incorporating the former Tipperary Rural and Business Development Institute (TI), effectively from September 2011. This represents a significant increase in size and scope of the organisation, bringing with it the responsibility for students and staff located on five campuses and a further three outreach centres. The enlarged LIT will have more than 7000 full-time and part-time learners with capacity for further growth, and approximately 550 staff members. We will serve our primary catchment areas where we have campuses or outreach activity, namely Limerick City and County, Tipperary and Clare. In addition, we will serve surrounding counties including major towns and a large rural hinterland. LIT is now firmly positioned as one of the larger players in the sector and this is crucial in the modern higher education landscape. However, we do not underestimate the challenges of the integration process with TI and the resulting multi-campus operation across a wide geographic region. LIT in its new form will need to focus on its mission to learners and other stakeholders, stemming from a truly integrated and unified vision and purpose which is understood and felt by staff and by all those who work in conjunction with us. This vision must be underpinned by adequate albeit constrained resources, fit for purpose systems and smooth processes.

LIT is shaping its vision and strategic direction for the new decade building on the strengths and developments within our own organisation and the excellent reputation of our graduates. This is taking place against a backdrop of extremely difficult challenges for the Irish State, for the higher education sector and for our region. It is likely that such challenges will persist through much of the decade, which places an enormous responsibility on our shoulders as educators and also as a place of employment. LIT will make constructive contributions to sustainable recovery and renewal, flowing from the mission statement and values laid down in our Charter:

LIT prepares learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. The hallmark of our educational philosophy is active learning through a fusion of theory and practice. We provide third and fourth level education, training and research, playing a pivotal role in the economic and socio-cultural development of our region.

In delivering our mission for the benefit of learners and all other stakeholders including our staff, LIT will demonstrate **active leadership** in the following key strands:

- Active leadership in education and training: LIT boasts excellent quality standards and consistent **active learning approaches** which offer authentic experiences and an inspiring, values-based learning environment to a diversity of learners.
- Active leadership in enterprise development and knowledge transfer: the **LIT Enterprise Ladder** will offer innovative ways for LIT learners, spin-in and spin-out companies as well as external clients to engage with enterprise supports and applied research, thus creating new knowledge and new employment.
- Active leadership in **engaging with the community**: LIT will continue to forge strong links with industry and wider society, which will be supported through mainstream funding, alternative income streams and volunteering arrangements in order to provide service to industry and the community at institutional, staff and student level.
- Active leadership in **shaping the higher education landscape**: LIT will be proactive in its response to new government policy following the publication of the National Strategy for Higher Education to 2030, through the formation of the new Trans-Ireland Higher Education Alliance involving partners in the Institute of Technology sector and through the strengthening of our existing cross-sector alliance (the Shannon Consortium, led by the University of Limerick). This active leadership will include a continued excellent performance against **efficiency and effectiveness benchmarks**.

Through this active leadership LIT will be an influencer and driver for the success of the region, and a major player in the education sector nationally. In doing so, we are confident LIT will meet the criteria for the modern Institute of Technology as proposed in the National Strategy for Higher Education to 2030. Eventually this may lead to an application for redesignation of LIT as a Technological University together with an alliance partner or partners, subject to future government policy and enabling legislation. It must be stressed that the application procedures will be arduous and lengthy, with stringent criteria. Any decision to seek redesignation must lead to gains from a student/graduate perspective. It will also take account of the proud record of LIT as an autonomous institution with an identity as a major educational hub in the Mid-West of Ireland, and a clear mission that will not be diluted.

Our partners in these leadership endeavours cover the spectrum of industry, second-level and post-leaving certificate education, relevant agencies and the wider community. Furthermore, LIT will develop its network of international partners, thus adding a multinational and multicultural dimension to the learning environment for our future learners. It is essential for our graduates to be equipped with know-how and competencies for the global marketplace. Irish

graduates are noted for their employability with international companies and their adaptability at home and abroad, and an increasing capacity to create new indigenous enterprise trading internationally. LIT graduates will be at the forefront of these trends and be enabled to look beyond regional horizons.

These pillars of LIT's active leadership (active learning, the enterprise ladder, engaging with the community and shaping the higher education landscape) are the foundations of the thirteen strategic goals set out in this document. For the purpose of clarity in implementation and assigning ownership to specific functions within the organisation, the thirteen strategic goals have been placed into three broad domains. The section **academic profile** covers the core services to the public of teaching and learning, learner supports and technology transfer (enterprise development and applied research). The section **institutional sustainability** presents how a wide range of support functions and resources will help LIT to deliver the profile it is seeking. Finally, the section **the environment** offers a framework for a continuous analysis of our operating environment and how we will play our part.

This vision statement and strategy to 2020 articulates broad ambitions and goals. There will be embedded shorter strategic planning cycles derived from this document, which will be developed on a rolling basis for one to two-year periods as appropriate. These shorter-term plans will set highly specific objectives linked to key performance indicators (KPIs) within the broader strategic goal domains, and will be developed and monitored both at Institute and at area level. The distinct areas with responsibility to develop and deliver component plans are in line with the overarching LIT organisational structure, and are currently the following:

Limerick School of Art and Design
School of Science, Engineering and IT
School of Business and Humanities
School of the Built Environment
LIT Tipperary School
Secretary/Financial Controller's Area
Registrar's Area
Development Area

The successful realisation of any strategic vision depends on people. Governing Body, external stakeholders, management, staff unions, academic council members and students throughout the enlarged LIT organisation have all had a significant input into the development of this document. Over the lifetime of this strategic plan, the structure and composition of such bodies and the individuals involved will no doubt change. However, what will remain constant is a clear vision and strategic direction, proudly embraced by all associated with LIT.

March 2011

Mr John Clifford, Chairman

Dr Maria Hinfelaar, President

PART II STRATEGIC GOALS

In the sections below, thirteen strategic goals are presented under the following headings:

Domain A - Academic Profile

1. Our Learners
2. Our Teaching
3. Our Learner Supports
4. Our Knowledge Transfer – Research
5. Our Knowledge Transfer – Enterprise Development

Domain B - Institutional Sustainability

6. Our People
7. Our Communications
8. Our Places
9. Our Systems
10. Our Funds

Domain C - The Environment

11. Our Region – Industry and the Community
12. Our Sector – Education and National Bodies
13. The World Around Us (Macro Level)

Each goal is broken down into a number of ambitions and objectives in narrative format. These objectives will form the backbone of the component plans to be drawn up within the relevant areas of responsibility, i.e. the academic departments and the functional areas. Where possible, quantifiable key performance indicators (KPIs, see Appendix 3) have been developed which will serve as clear signposts for on-going progress reports and reviews, alongside more qualitative information feeding into such reviews. These KPIs build on the methodology adopted under the previous Strategic Plan, and have been further refined through our internal audit function which in turn was informed by the outcomes of the 2010 Institutional Review of LIT, national best practice and HEA guidelines.

Interspersed through the body of the text and juxtaposed with relevant strategic goals, reference is made to key recommendations in the *National Strategy for Higher Education to 2030* which was launched by the Minister for Education and Skills in January 2011. It must be emphasised that these references merely illustrate how the thinking at LIT dovetails with national strategy recommendations and emerging policies; they are not a comprehensive overview.

Domain A – Academic Profile

Ambition towards 2020:

What will be the essence of our identity and our core business?

Shorter Planning Cycles:

How do we prioritise and how do we measure KPIs? How are we viewed?

“In the coming decades, the delivery of higher education in Ireland must be characterised by flexibility and innovation.” (National Strategy for Higher Education to 2030, Recommendation 4)

1. Our Learners

The learner is central to everything we do and our core function is to provide the learner with an excellent educational experience which achieves the mission of the Institute to foster the professional, intellectual, social, cultural and personal development of the individual. The goals and objectives throughout this strategic plan articulate how LIT intends to deliver on this mission.

- LIT will continue to be a major provider on the CAO for school leaver cohorts entering level 6, 7 and 8 programmes, who will continue to be the bulk of our intake. We will attract capable and motivated students. This goal will be reflected in metrics broken down by academic area, such as first preference and acceptance ratios, as well as links with second-level schools and articulation agreements with PLC colleges.
- In relative size, LIT encompassing the former Tipperary Institute will be firmly positioned in the upper bandwidth of student numbers enrolled with the Institutes of Technology. Growth capacity may vary by campus, depending on available staff and physical resources as well as student demand for courses and the wider landscape. Absolute targets will be adjusted annually depending on a range of uncontrollable factors such as funding allocations, student contributions, staffing quota and the social and economic position of the country.
- LIT will continue as a major provider for non-traditional and under-represented groups in full-time education, meeting or exceeding targets set by the HEA which will be linked to the funding model for the sector. Alternative entry methods such as direct entry, advanced entry and transfers will be encouraged.
- LIT will increase its provision of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, on-line delivery, labour market activation programmes, work-based learning and hybrid models supported

through technology. Such lifelong learning opportunities will be made available to individual learners, industry, public bodies, communities and professional institutions.

- LIT will significantly build up its portfolio of postgraduate opportunities, both in taught and in research programmes so as to create new pathways for students through qualification levels 9 and 10. Such taught and research programmes will also target mature learners and may be offered on a modular and flexible basis, such as specialist diplomas delivered to industry. The capability of LIT to deliver on this goal will be subject to funding constraints both for the institution and for the learner.
- LIT will increase the number of international learners, in line with Government policy (EU and non-EU, on fee-paying as well as exchange schemes). Such learners will be recruited in a targeted manner where there is existing capacity and where links can be forged with international partners. Undergraduate, postgraduate and enterprise incubation support programmes will all be part of the mix of offerings to international learners. As relative latecomers to international recruitment strategy, LIT will take on board lessons learnt elsewhere in the sector.
- Incoming international learners will be adequately supported, for instance through link-ups with local families and a new 'buddy system' through the Students Union. LIT learners will also be encouraged to get international experience, e.g. through work placements or study abroad. Our existing bilateral partnerships or networks with institutions in the EU and in Florida, US will be nurtured and deepened; LIT will also seek to expand global horizons with partnerships in China and India.
- LIT will maximise its scope for internationalisation through collaborative and transnational provision of degree programmes with preferred international partners as defined under national policy.

“The Irish higher education system must continue to develop clear routes of progression and transfer, as well as non-traditional entry routes.”

“Higher education institutions should put in place appropriate supports to promote the integration, safety, security and well-being of international students.”

(National Strategy for Higher Education to 2030, Recommendations 4 and 16)

2. Our Teaching

LIT has embraced a distinctive and agile educational philosophy, cognisant that our graduates will need to function in the regional workplace as well as the global workplace and wider community.

- LIT has an educational philosophy of active learning which is described in its Teaching, Learning and Assessment Strategy document (TLA) and captured in the LIT Compendium of Active Learning Strategies available to all staff. LIT will continue to embed and implement this strategy in academic programme delivery and development

across the wider organisation. LIT fosters creative, innovative and independent thinking and enhances employability prospects through equipping the learner with transferable skills as well as excellent knowledge and competencies in their own field.

- This TLA Strategy of active learning is supported with appropriate facilities and technology and state of the art equipment and materials both inside the classroom and outside it, such as the Computer Centre and the Library and Information Resource Centre. Active learning can take place in any setting whether it is a laboratory, a studio, a work placement, a self-directed group or individual assignment accessed remotely, or an interactive lecture. Such facilities and technologies may include relevant Virtual Learning Environment (VLE) and social or professional networking platforms. Staff development (such as further qualifications) in pedagogical approaches and diversity of learning styles underpin the TLA philosophy.

“Higher education institutions should offer broad-based courses and more interdisciplinary learning opportunities for students in the first year of their undergraduate studies. Both undergraduate and taught postgraduate programmes should develop the generic skills required for effective engagement in society and in the workplace.” (National Strategy for Higher Education to 2030, Recommendations 5/6)

“All higher education institutions must ensure that all teaching staff are both qualified and competent in teaching and learning, and should support ongoing development and improvement of their skills.” (National Strategy for Higher Education to 2030, Recommendation 8)

- LIT seeks to maintain and build a balanced portfolio of modularised undergraduate programmes which maximises opportunities for students and which supports the distinctive profile and viability of all campuses in Limerick and Tipperary. Future new undergraduate programme development may take place in cognate disciplines in our existing domains, or in non-cognate and new niche domains subject to market potential and available staff expertise and physical resources. This portfolio should serve as a catalyst and a driver for the sustainable economic, social and cultural development of our region.
- LIT will ensure the continuing relevance of programmes to national and regional needs in an innovative manner, through consultation and engagement with industry and the community, involving needs analysis and market research feeding into the development and review of our programmes. Such engagement will include multinational companies, indigenous SMEs, the rural economy, the community and voluntary sector and relevant agencies. Graduates will be actively involved in such an analysis, e.g. through focus groups and surveys.
- LIT will maintain and continuously improve engagement with industry and society in the delivery of programmes, for instance through guest lectureships and local industry and community liaison fora. LIT also offers significant external certification e.g. through professional bodies, enhancing the value of the qualification obtained by the graduates.

- Shifts in economic outlook, as well as the evolution in the global workplace, place a requirement on LIT to internationalise the curriculum further. Graduates need to be able to look beyond boundaries and this will be reflected in academic programmes.

“Engagement with the wider community must become more firmly embedded in the mission of higher education institutions. To achieve this, institutions must encourage greater inward and outward mobility of staff and students between higher education institutions, business, industry, the professions and wider community..... and put in place structures and procedures that welcome and encourage the involvement of the wider community in a range of activities, including programme design and revision.” (National Strategy for Higher Education to 2030, Recommendation 14)

“Higher education institutions should consider international and global engagement in the widest perspective.” (National Strategy for Higher Education to 2030, Recommendation 15)

- In keeping with national policy on Access, Transfer and Progression, LIT will continue to offer progression pathways for learners into and along the National Framework of Qualifications levels 6-9 + 10. Within these pathways, flexible modular options will be available for learners such as multiple entry points, electives and part-time modes.
- An improved system of Recognition of Prior Experience and Learning (RPL) will be put in place, coupled with guidance to the prospective learner. Where possible, programmes will be developed with RPL in mind so that non-standard mature learners can be facilitated. RPL needs to address the different implications of recognising prior formal learning and of recognising prior experiential learning; this is especially important when mature learners come to LIT with an urgent need to upskill to improve their employability prospects.
- LIT’s approach and development of quality assurance systems and processes is effective and sophisticated. Our Quality Assurance is in line with standards and guidelines for the European Higher Education Area, and with the national guidelines and criteria for QA procedures to be overseen by the integrated agency Qualifications and Quality Assurance Ireland (QQAI). Staff are aware of national and international best practice in academia and in the profession. As a next step in the development of QA, we will engage in Institutional benchmarking with one or more international partners.
- LIT will improve the feedback loop, gathering data on learner perception and evaluations with a view to acting on this information and communicating back to learners. Formal structures such as staff and student liaison groups, programme boards and Academic Council Subcommittees will be utilised. Benchmarking systems to measure service levels within the learning environment such as put in place by the LIT Library will also be utilised. Anonymised local and/or international surveys and dedicated focus groups for specific themes will also be carried out. The principal aim of gathering such objective and qualitative feedback is to establish whether learners share and confirm the perception of LIT values, QA performance, profile and educational philosophy which the Institute has adopted as its goals.

- The LIT approach to teaching and learning results in distinctive graduate profiles; graduates are noted for their pragmatic, solution-oriented, ethical and entrepreneurial approach. Through our graduates LIT contributes to knowledge creation in the region. LIT is able to articulate to future employers and other stakeholders what these graduate profiles are, broken down by discipline area. This is regularly verified through feedback obtained from industry and the wider community, as well as alumni networks.

“Higher education institutions should put in place systems to capture feedback from students, and use this feedback to inform institutional and programme management, as well as national policy.” (National Strategy for Higher Education to 2030, Recommendation 2)

“Active Learning is a strategy which encourages students to be active participants in the learning process, and allows them to take ownership of their own education. Connecting theory and practice, students apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally.

LIT’s educational philosophy of active learning, therefore, is aimed both at the acquisition of deeper understanding and competency in the core area of study, and at the acquisition of generic skills so that we produce rounded graduates” (LIT Teaching, Learning and Assessment Strategy).

3. Our Learner Supports

LIT aims to offer a high-quality and supportive learning environment for all types of learners (full-time, part-time, international, priority groups – at all levels of the National Qualifications Framework from apprentices to undergraduates and postgraduates).

- Support services available to LIT students include induction and mentoring available to all students during their first year at LIT; remedial tuition (subject to staffing resources); coaching; counselling; access; medical; chaplaincy/pastoral care; careers advice; mature students network; international office and language support; sports clubs and societies. Over the lifetime of the plan, LIT aspires to apply quality standards of support services in all locations throughout our region, at a minimum on dedicated days. The effectiveness, level of usage and pressure points across the full spectrum of student services are reviewed annually and necessary adjustments are made where possible.
- LIT has developed an Information Literacy Framework which involves three components to make learners aware, familiar and competent to find, understand and communicate information accessible through library resources.

- LIT is responsive to changes in the demographic or social profile of learners and any need for targeted supports which may increase during tougher times in the wider society. Care is taken to make students fully aware of these supports through internal publications, induction and appropriate social media. LIT is sensitive to the historical inequity in the allocation of student support resources between full-time and part-time learners on accredited programmes and will support new government policy to address this. However, we recognise that it will be challenging to offer the full breadth of support services to all types of learners and we need to review the implications.
- Staff at LIT are noted in externally verified publications such as the EU Student Barometer for their personal approach to learners through the formal mentoring scheme, the educational philosophy of active learning as well as the general ethos. Over the lifetime of this strategic plan, steps will be taken at all our campuses to support this through facilities and spaces which are fit for purpose, including libraries, open access computer centres, quiet study areas and group study areas as well as the timetabled teaching spaces.
- LIT recognises that general ambiance and learner involvement in social, cultural or sporting events including volunteering adds a crucial dimension to the learning environment. Such activities, while often student-led, will be facilitated and supported by staff where possible so as to encourage continuity. They may involve on campus or off-campus activity as well as the virtual environment and social media.
- LIT's retention and completion performance is monitored throughout the Schools and action is taken if this analysis indicates problem areas. Innovative interventions will be taken to encourage LIT learners to achieve their potential and engage fully with their education.

“All students, whether full-time or part-time, on-campus or off-campus, should be equally supported by the funding model used to allocate resources to and within institutions.” (National Strategy for Higher Education to 2030, Recommendation 4).

“Higher education institutions should prepare first-year students better for their learning experience, so that they can engage with it more successfully.” (National Strategy for Higher Education to 2030, Recommendation 5)

4. Our Knowledge Transfer - Research

LIT will engage in innovative applied research in partnership with industry, supporting international operators as well as indigenous players. Such applied research focuses on existing or emerging areas of academic expertise within our organisation which may be enhanced by talented researchers whom we attract.

- Current strengths in applied research which have attracted significant external funds and yielded publications or industry outputs are in biotechnology, sustainable rural development, community-based decision-making, renewable energy, environmental monitoring and management, creative media and digital security, curatorial practice in art and design. A continuous review will be undertaken of our existing niche areas and potential new or related niches for applied research which may be selected.
- LIT aims to sustain its recent significant increases in the number of postgraduate learners, who are registered on programmes in our niche research areas.
- The LIT curriculum is research-informed through links between our applied research projects and undergraduate programmes. This will be continuously reinforced through practical application and enquiry-based approaches at undergraduate level.
- LIT will support the research effort through facilities and equipment, such as on-line courses on information literacy and research methods for fourth level education. LIT will also continue to operate its seed fund to encourage active research amongst students and staff, and to strengthen further our niche areas.
- We will build up our research supervision capacity through staff development to qualification levels 9 and 10.
- We will offer generic skills training for post-graduate learners in collaboration with alliance partners, to develop scale efficiencies and other synergies.
- LIT will continue to engage in competitive bids for research funding both within Ireland and the EU or beyond, involving regional industry (both multinationals and SMEs), public bodies and communities and national/international partners and consortia. We understand that collaboration is a prerequisite for developing research capacity.
- Building on the status of LIT as an approved institution offering research programmes, we will seek delegated authority status to make our own level 9 and 10 research awards in selected areas of strength.
- We will continue to use output metrics as KPIs to track our research performance and benchmark ourselves against other higher education institutions, such as: publications, conferences, exhibitions, patents, Intellectual Property (IP) rights, new product development, industry/innovation partnerships and interactions, community and public-sector body consultancy, EU project and other non-Exchequer funding secured.

“Every student should learn in an environment that is informed by research, scholarship and up-to-date practice and knowledge.” (National Strategy for Higher Education to 2030, Recommendation 3)

“Investment in R&D should be increased to 3% of GDP, in line with the renewed programme for government and the Innovation Taskforce report.”

*“Public research funding should be prioritised and better coordinated and underpinned by effective foresight, review and performance measurement systems.”
(National Strategy for Higher Education to 2030, Recommendations 9 and 12)*

5. Our Knowledge Transfer – Enterprise Development

LIT offers supports to new enterprise through the distinctive “LIT Enterprise Ladder”, accommodating the full spectrum of low to high risk/reward profiles within our areas of academic and business support expertise. We aim to roll out the LIT Enterprise Ladder across our campuses in the regions where we operate, involving numerous partnerships with relevant State agencies and authorities as well as with private enterprise.

- Through the supply of graduates and interns, LIT makes a major contribution to the knowledge base and innovation in our region and beyond. We will regularly monitor this through our graduate surveys and liaison with industry throughout our catchment area.
- We will continue to offer a range of business support and development programmes to foster indigenous enterprise: start-your-own business programmes in conjunction with Enterprise Boards; training for prospective franchisees and franchisors; the full-time Limerick Enterprise Acceleration Programme for spin-in and spin-out starting companies which may be rolled out to Tipperary (subject to resources); the incubation of High-Potential Start-Up client companies with export potential in conjunction with Enterprise Ireland.
- LIT Enterprise Ladder facilities and programmes will be further developed for different campuses as relevant and possible within the local context and with local partners. In Limerick these are situated within the Enterprise Acceleration Centre as well as city-centre locations; in Tipperary they will be offered through the Thurles Community Enterprise Centre and a new facility at Clonmel (Ballingarrane site).
- Having helped to create 150 jobs in the initial four years of the LIT Enterprise Acceleration Centre, we will continue to have a measurable impact on new company formation, employment creation and innovation both through and with our client companies and applied research functions.
- We will commercialise intellectual property through innovation partnerships and other forms of consultancy which for instance may involve final-year undergraduate students undertaking projects on behalf of external organisations.
- LIT learners will be encouraged to consider entrepreneurship as a career option through extracurricular awareness and taster programmes, as well as embedded modules, assignments or dedicated degree programmes within the LIT suite of curricula.
- We will foster stronger links between academics and learners with the LIT Enterprise Ladder facilities and programmes, for instance through guest lectures, practical assignments where students or graduates assist the start-up companies, or more structured links with the academic departments.

“Institutes of Technology should concentrate more on applied research and closer-to-market development and enterprise support, with a critical regional support dimension.” (National Strategy for Higher Education to 2030, p. 70 re ‘Diversity of Institutional Missions’)

Domain B – Institutional Sustainability

Ambition towards 2020:

How can our resources enable the profile we are seeking?

Shorter planning cycles:

What do we need specifically – what do we already have, what are the gaps and how do we address them?

“The growth of higher education must be sustainable and resourced with an appropriate funding base. Growth and quality improvement must be progressed together.

In particular, the HEA must be charged with keeping institutions under close review in relation to the sustainability of their ambitions for growth, as measured against the financial resources available to underpin that growth.” (National Strategy for Higher Education to 2030, Recommendation 25)

6. Our People

The key motivating factors for LIT staff are a culture of pride and loyalty towards the learners, graduates and other clients of LIT, and a culture of pride and loyalty towards LIT as an overarching organisation and its development trajectory during these times of change and transition.

- We are committed to building a cohesive organisation following the integration of the former Tipperary Institute, where all staff feel valued and will contribute as part of the “LIT family”.
- Staff demonstrate their pride and loyalty to learners, graduates and the wider organisation not only through their regular duties but also through cooperation and participation with major events such as conferring ceremonies, end-of-year shows, open days, careers events, external marketing and promotion.
- Uniform HR policies and practices will apply throughout the organisation, in line with national directives and agreements and taking cognisance of best practice for the sector.
- The LIT HR function in close dialogue with Schools and functional areas will monitor key information such as staff profiling data, recruitment and deployment of staff, internal transfers, absenteeism and expenditure on staff development and training.
- We will continue to implement effective information and consultation mechanisms across the enlarged LIT, underpinned by structured communication channels.
- We will foster a mutually supportive working environment (between peers throughout the campuses; between functional and hierarchical relationships). This mutually supportive working environment will flow from an ethos of focusing on the learner and other clients.

- We will continue to implement personal development plans and team development plans under the Performance Management and Development Systems for the sector, in line with strategic and operational priorities. These plans will fit with our academic programme provision, research and development ambitions and requirements with regard to administration and support. Under the LIT Staff Development Policy individual plans, e.g. to gain higher qualifications, will be supported as well as Institute-wide staff development initiatives such as teaching and learning seminars and international staff mobility.
- Much of the focus of previous plans included a drive to improve ICT systems to position LIT at the forefront of technology provision. The relative success of this strategy and the continuing maintenance of the acquired ICT standards will allow LIT to move the technology further into the teaching and learning environment and engage academic staff in its use in the classroom and beyond, through continuous and targeted training.
- LIT will operate with a cohesive and flexible integrated organisational structure which matches the adopted strategy for the organisation and understands the complexities of managing remote locations.
- We will demonstrate effective governance and leadership in line with nationally established codes of governance and codes of conduct, whether during times of change and transition or during times of stability.
- LIT will implement national agreements in the context of national policies and public sector reform, in consultation with staff unions.

“Working within our higher education institutions, we have a great number of people who can make very valuable contributions to the community and to wider civic life. These include scientists, engineers, artists, and expert practitioners in the humanities and social sciences.”
(National Strategy for Higher Education to 2030, page 13)

7. Our Communications

LIT will communicate efficiently and effectively with learners, alumni, employers, staff, stakeholders and the wider population using the most appropriate media. This reflects LIT’s commitment to providing stakeholders with accurate and accessible information about our provision, procedures and performance; and our commitment to raising our profile regionally, nationally and internationally.

- We will use a marketing strategy to reflect a multi-campus situation and a wide range of programme offerings. This strategy will use selected media for distinct market segments and use tools such as Customer Relationship Management Systems to ensure focus.
- We will celebrate our strengths and successes, underpinned by internal newsletters and a media and PR policy consistent with the Institute’s mission, vision and values. This will reinforce public confidence in LIT and will underline the sense of pride and identity amongst students and staff, who will be encouraged to take credit for their successes.

- We will further develop and reinforce the overarching LIT brand identity and the strong sub-brands within it, particularly the five LIT Schools, Research Centres and Enterprise Centres.
- There will be focus groups of key external stakeholders (e.g. Institute of Guidance Counsellors, local business or community fora) to ensure our programmes, services and communications are effective.
- LIT will participate in national initiatives to promote third level as an option (e.g. Adult Learners Week).
- Where applicable, LIT will join partnerships to promote our region as an attractive place to live, work, study and socialise.
- LIT staff embrace and are committed to communication that involves listening and understanding, as well as sending out messages which are accurate, courteous and timely.
- LIT's website and portals will become dynamic and interactive platforms, moving away from the traditional, flat presentation of information. They will make greater use of multimedia and will become the main vehicles for the broadcast of LIT's mission, work and interaction with its internal and external communities.
- We will continue to develop the Virtual Learning Environment to underpin our pedagogical strategies and our learner supports. This will build on the existing student portal and information literacy programmes.

8. Our Places

The physical learning environment at LIT will continue to be conducive to the teaching and learning philosophy which the Institute has embraced and will adequately serve the needs of all users: learners, staff and visitors.

- The Campus Development Masterplan to 2025 for the main campus at Moylish reflects the LIT strategy pillars of active leadership in education, enterprise and engagement and LIT quality standards.
- Masterplans will be developed for further capital development at other campuses, including Clare Street, George's Quay, Thurles and Clonmel (Ballingarrane site) where there is also expansion of student numbers and enterprise or R&D support facilities.
- The LIT standards for learner infrastructure and facilities underpin our academic programmes and services. For a holistic learning environment, such standards cover teaching spaces, library and IT spaces and wider student services. Modern sports facilities and accommodation must also be available, possibly in conjunction with partners.
- LIT has full ownership and responsibility for three campuses in Limerick City (Moylish, Clare Street and George's Quay) and two campuses in Tipperary (Thurles and Clonmel). LIT also provides a small range of programmes on outreach sites which we do not own

(Ennis, Pallaskenry, Limerick City centre). For our fully owned estates portfolio, we recognise and foster the distinctive character and role of each campus, fitting with its own programme provision and connecting with the region and the community. Such a distinctive character will stem from the building and its facilities and will be reinforced by the learner profile, dedicated student facilities and displays of their work.

- LIT will conduct an on-going space analysis and review of occupancy rates under the Estates function. As part of such reviews, more strategic and flexible usage of space and time may be considered, for instance in multi-purpose rooms and a better utilisation of the calendar year.
- Expansion or refurbishments will be undertaken where required and where feasible, to support programme development and growth in student numbers. In this context, a need for additional teaching space is projected for the Tipperary campuses as student numbers increase and available staff capacity is utilised under the viability plan. In Limerick, additional space will be freed up following the completion of the Library and Information Resource Centre (LIRC). The remodelling of this space will be actively reviewed in the developing Masterplan.
- LIT will adopt best practice to ensure sustainability in estates management from an environmental point of view. The Institute is now obliged to report to the Department of Communications, Energy and Natural Resources on its annual energy consumption, and more importantly, steps being taken to reduce it further.. Through increased control and use of better technologies energy demand will be reduced.
- The Institute is fully committed to the Mobility Management Plan which is currently being developed for Moylish Campus and later for all other campuses. The purpose of the MMP will be to promote sustainable travel to and from the campus and to work in partnership with the local authority, staff and students to achieve this.
- Environmentally sustainable computing (Green IT) practices will be adopted to enhance the LIT campus environments through the sustainable acquirement, use and disposal of computers, servers, and associated subsystems, with particular focus on energy consumption and recycling.
- The Information and Communications Technology (ICT) infrastructure will continue to be maintained and developed to keep LIT at the leading edge of ICT service provision to facilitate both teaching and learning and research, with particular emphasis on advanced networks, large data storage capacity and classroom technology.
- LIT will ensure that standards of accessibility to learners and staff with reduced mobility are maintained throughout its campuses.

“Higher education students of the future should have an excellent teaching and learning experience, informed by up-to-date research and facilitated by a high-quality learning environment, with state-of-the-art learning resources, such as libraries, laboratories and e-learning facilities.” (National Strategy for Higher Education to 2030 – Report of the Strategy Group, Recommendation 1)

9. Our Systems

There are both technical and human sides to systems which must support the smooth operation of the Institute. Such systems will continuously evolve and improve, in keeping with latest insights and technologies and may be subject to periodic business process reviews.

- Student administration processes and procedures will be learner-friendly and accessible.
- LIT will engage actively with the formation of shared services centres for the sector, in line with government policy. The Shannon Consortium Procurement Network is an example of such a shared service.
- In the context of the integration of Tipperary Institute into LIT, virtual centralisation of services and systems will be implemented in such a manner that staff resources are utilised, workload is shared on an equitable basis and excellent service levels are provided.
- The LIT internal and external audit functions will be compliant with the latest codes of governance and codes of conduct.
- The effective management of administrative information and the capacity to translate that information into actionable organisational intelligence will be underpinned by the development of the management information systems with a particular emphasis on data warehousing and business intelligence.
- Business intelligence (BI) solutions will be used to monitor Key Performance Indicators (KPIs) linked to the LIT Strategic Plan and to objectives set by Government or funding agencies through the use of customised dashboards and targeted reporting. There will be a balance between input-oriented and output-oriented measurable KPIs.
- Strategic planning cycles and KPIs will be dovetailed with externally benchmarked quality assurance cycles such as the quinquennial Institute Reviews.
- Risk management models will be embedded in governance, strategic and operational management, which involves the discipline to apply them when key decisions have to be taken.

“Ireland’s autonomous institutions should be held accountable for their performance to the State on behalf of Irish citizens.” (National Strategy for Higher Education to 2030, Recommendation 17)

10. Our Funds

Building on our financially sound position, LIT needs to develop a financial management strategy which can provide an overarching rationale for policies, decision-making and responding to challenges in our operating environment.

- Resource implications of goals and ambitions stated in this document and refined in the implementation plans will be reviewed on an on-going basis.
- Allocation models used internally will mirror the funding systems used in the sector where possible, but will be moderated through the Strategic Plan objectives.
- We will maximise our recurrent State funding in line with the implementation of unit costing for the (old) LIT component, and we will retain the funding base for the (old) TI component during the 5-year ring-fenced period agreed with the DES and HEA. Following this ring-fenced period, operations throughout the enlarged LIT will have converged towards normal parameters for the sector.
- LIT will adjust its policies and procedures as required under any future changes in the student contribution regime, for instance due to the alignment of fee structures for full-time and part-time accredited programmes.
- Self-funded non-Exchequer income streams through offering educational and non-educational services will be increased, so as to reduce our reliance on the State grant and support our core operations. These income streams may include Irish and international private sector sources.
- LIT will set aside sufficient funds for maintenance, equipment renewals, (re)development and innovation, as reflected in financial ratios in budgets and accounts.
- Funds for capital development will be sought from the State and from alternative sources, for instance through fundraising.
- LIT will set up an external advisory board with a view to fundraising efforts, which may involve philanthropic contributions in kind or in financial terms. Such contributions will be targeted at prioritised actions and projects that fit within our approved strategic plans.
- LIT will demonstrate continued efficient performance in the context of benchmarks and funding models for the sector, which will strengthen the capacity to deliver our services.

“Public investment in higher education must be aligned with national policy priorities, including widening of access, enhanced performance outcomes, and greater flexibility in provision.” (National Strategy for Higher Education to 2030, Recommendation 26)

“The proportion of the total costs met through non-exchequer investment will need to increase to international norms.” (National Strategy for Higher Education to 2030, p. 111)

Domain C – The Environment

Ambitions towards 2020:

What is the broad view of what the landscape will look like?

Shorter Plan cycle to September 2012:

What are the short to medium term risks and opportunities?

Relevant frameworks and tools can be used for a continuous scan of our operating environment. Any domestic or international uncertainties make such an analysis difficult. However, we need to work from our own sense of mission, vision and ability to contribute constructively. This section of the document also articulates how LIT interacts with and helps to shape the environment, particularly in the higher education sector and in our region.

Our region – Industry and the Community

LIT is a formidable voice in the region and also a good listener. LIT aims to enhance further its leadership profile through being responsive to the needs of the region, as well as being an influencer and a driver for the success of the region even in times of pressure.

- LIT has a wide geographic scope and primary catchment area as defined by campus locations in Limerick/Tipperary and surrounding counties. These can be visualised on a map of Ireland and related to actual demographic data and other regional characteristics as they emerge. We aim to at least consolidate and in some cases increase our penetration of these catchment areas.
- The education, training, research and consultancy provision offered by LIT serves a broad mix of clients. This mix includes multinational organisations in various sectors; some large indigenous players; a wide range of small and medium-sized enterprises (SME's) both city and rurally based; public sector and community and voluntary organisations. These industry and other sectors and organisations can be mapped out by School and by Research and Development area. LIT will further develop its relationships with these players and this will be reflected in industry liaison policies and plans at various levels of our organisation. This is subject to a further stakeholder analysis and prioritisation of relationships.
- LIT also enhances the social and economic life of the region by using its international knowledge networks to create opportunities for local enterprises, public bodies and community and voluntary organisations to participate in international projects, thereby enhancing their knowledge base, trading networks and effectiveness.

- LIT will continue to interact with and contribute to the main authorities, platforms and agencies in the region and nationally where appropriate: City and County Councils, City and County Development Boards, VECs, Enterprise Ireland Mid-West and South-East, Shannon Development, IDA West and IDA South East, the Mid-West and South East Regional Authorities, the Atlantic Way, various Chambers of Commerce and so on (but subject to prioritization).
- LIT engages with industry and the wider community through various initiatives. Within the region, we engage with socially and economically disadvantaged groups such as the Limerick Regeneration areas. There is also engagement with rural communities, the arts, sports and many more, through work placements (regional, national or international), learner assignments and the accredited student volunteering programme GIVE. Staff also contribute to public debate and make themselves available for Boards of voluntary organisations.
- Underpinned by a Corporate Social Responsibility policy, LIT will continue to engage with the community both at institutional, staff and student level and will support this through alternative income streams and volunteering arrangements.

Our Sector: Education and National Bodies

As active leaders in the field, LIT aims to be at the forefront of new evolving structures and collaboration within higher education; this involves close liaison with the principal stakeholders for the sector.

- National Strategy for Higher Education to 2030 – LIT is responding proactively and starts out in this new era as an integrated organisation encompassing the former Tipperary Institute. As an enhanced organisation with significant and valuable experience in collaborative work, we will be open to further collaborations on the basis of equal status, which respect and strengthen our autonomous status, identity and profile.
- Evolution of the IOT sector – LIT supports the national policy recommendations for Technological University (TU) status of the sector and subject to government policies will seek to achieve such status driven from its own strengths. Such an organic process will involve relevant partnerships or alliances and, over time, will safeguard LIT against any scenario of being left behind as peer organisations move forward to TU status. Alliances should be deep and wide, bringing deliverables to learners and staff such as joint programme development and provision, internationalisation, applied research, staff development and synergies at systems level. These activities are in line with national policies for the Institutes of Technology as they are currently constituted, as well as the criteria for moving towards Technological University status (subject to legislation and a challenging two-stage application process).

- LIT is committed to continuing collaborative relations with other providers of higher education within the region, in particular with the university sector through the Shannon Consortium. This consortium covers joint projects in access, teaching and learning innovations and efficiencies through joint procurement. Continued collaborative and articulation links with second level schools and post-leaving certificate colleges will further strengthen our position in the region and offer suitable education pathways. LIT and the other mainstream providers need to develop an improved mindset of collaboration, not only to meet the challenges of new government policy but also to respond to emerging competition from non-mainstream (private) providers.
- Relationships with regulatory bodies and agencies for the sector – LIT will engage positively with these bodies and seek to maintain its reputation for integrity, quality and reliability. LIT seeks to maintain its excellent performance as measured against benchmarks, and to retain its position of trust as evidenced by our coordination of major national projects and programmes, such as the Strategic Innovation Fund.
- Relationships with professional institutions – LIT values the strong links with relevant professional bodies which are nurtured through the academic departments and at programme level. Such links will be maintained and strengthened, where consistent with our educational philosophy and pedagogical approaches and where they will be beneficial to learners and graduates.

“Institutes of technology and universities each play different and complementary roles to meet the diverse needs of students, society and the economy.” (National Strategy for Higher Education to 2030, page 98)

“A framework should be developed to facilitate system-wide collaboration between diverse institutions to form regional clusters.”

The institute of technology sector should commence a process of evolution and consolidation; amalgamated institutions reaching the appropriate scale and capacity could potentially be redesignated as technological universities.”

(National Strategy for Higher Education to 2030, Recommendations 19/20)

The World Around Us (Macro Level)

At Institute level and at School or functional area level, we will conduct an on-going analysis of the macro environment in which we operate. Recognising that the macro environment is largely uncontrollable to any single organisation, we nonetheless need to monitor it.

- Domestic economic prospects – Ireland is facing a difficult decade overall and this will affect the various sectors of the economy which our programmes serve. However, there will also be opportunities which can be maximised through the many resources and talents which the country and its people possess. Continuously informed by insights on employability prospects and skills needs, LIT will contribute to recovery and a brighter future through education, training and research. Our provision of education and training, however, needs to go beyond a response to immediate cyclical labour market needs.
- International trends – as LIT will enrol an increasing number of international learners and our programme content will broaden, we must be cognisant of both local and global concerns.
- Societal factors – Higher education plays a crucial role, both in developing the ethos and systems of a smarter society and giving people hope through supporting their journey to attain qualifications, engage in research, development work or entrepreneurial endeavour. LIT's role is to enhance employability prospects and personal fulfilment for various segments of the population availing of our services. This also involves preparing learners for citizenship in the wider social sense. LIT is aware of the forecasts of increased demand for higher education and will seek to accommodate this demand.
- A public sector reform agenda is seeking to implement efficiency improvements and flexibilities in using resources. LIT is committed to delivering on this agenda for the benefit of students and other stakeholders using our services. Established delivery and operating paradigms for the sector may not be sustainable and we are challenged to find ways to provide our services to larger groups of learners, with fewer resources but without loss of quality. Such reform is contingent on national agreements, but has to be implemented at the local level in consultation with management, unions and staff.

“Ireland’s higher education system has played a major role in the development of Irish society and the economy, and has an even more critical role to play in the coming decades as we seek to rebuild an innovative knowledge-based economy that will provide sustainable employment opportunities and good standards of living for all our citizens.”
(National Strategy for Higher Education to 2030, page 9)

APPENDIX 1: BUILDING BLOCKS FOR STRATEGY DEVELOPMENT (NOT AN EXHAUSTIVE LIST)

External documents

Institutes of Technology Act 2006

Directives, policies and trend reports issued by the Department of Education and Skills and the Higher Education Authority

Policies and guidelines issued by the Higher Education, Training and Awards Council (HETAC – to be subsumed under a new Irish Quality Authority for all higher education providers)

National Strategy for Higher Education to 2030 – Report of the Strategy Group

Forfas/ESRI/FÁS Skills Needs Forecasts

Reviews and policy documents for the region

Internal documents

LIT Strategy 2006-10 and Interim Review documentation 2008/09

LIT Mission and Charter

LIT Teaching, Learning and Assessment Strategy

Campus Development Masterplan statement to 2025

LIT Research Strategy

LIT Institute Review Self-Evaluation Report April 2010

HETAC International Panel Report September 2010

LIT Institute Response to HETAC and Quality Improvement Plan 2010/2011

Tipperary Institute Strategy 2009-14

TI Institute Review Self-Evaluation Report 2009

TI Institute Response to HETAC and QIP

LIT-TI Scoping Exercise

LIT-TI Academic Integration Framework

LIT Integrated Organisational Model September 2011

Various internal policy and quality assurance documents

School Reports to Academic Council

LIT Key Performance Indicator Review, Internal Audit Report by Deloitte, February 2011

Minutes from Management Away Days

Minutes from Internal Advisory Group to the Strategic Plan

Reports from various external stakeholder liaison meetings

Minutes from Governing Body Subcommittee on Strategy

Minutes from Executive Management meetings dedicated to strategy development

Memorandum of Understanding for “Trans-Ireland Higher Education Alliance” signed between LIT and IT Carlow, January 2011

APPENDIX 2 – THE EVOLUTION OF THE INSTITUTES OF TECHNOLOGY

(From: National Strategy for Higher Education to 2030, Chapter 8.7, pp. 101-106)

The Technological Universities that emerge from a process of amalgamation should have a distinct mission and character: this will be essential to preserve the diversity that is one of the strengths of Irish higher education.

A two-stage process is envisaged for any application for redesignation:

- ■ **The application would be considered by an expert panel appointed by the Minister for Education and Skills on the advice of the HEA. This panel would assess the application in terms of institutional performance and in terms of the wider system implications if the application were approved. The panel should be both independent and expert, and be clearly seen to be so.**
- ■ **The second review would be made up of international experts who would assess the quality of the institution's performance, to assess whether it meets the standards expected of a technological university.**

The criteria for assessing whether any application is accepted should focus on advanced performance within mission. Early publication of these criteria will give the institutes advance notice of the rigorous demands of the designation process and will also enable them to plan in advance for any change of status.

The intention in setting out the criteria is to fundamentally protect the core mission and orientation of the institutes and to simultaneously challenge the institutes that wish to be redesignated to demonstrate that they have reached new levels of performance on these fronts.

First stage criteria

Criteria applied in the first stage of the review process would include:

- ■ **The impact of redesignation on the region and on the main stakeholders connected with the institution, so as to ensure that important current contributions of the institution would not be jeopardised by redesignation;**
- ■ **The relationship and collaborations with other higher education providers, the success of the institution in participating in regional clusters, and any initiatives to support consolidation within the sector;**
- ■ **The amalgamated institution's record in improving efficiency and effectiveness in the management of resources;**
- ■ **The expected financial and other operational impacts that might arise from redesignation and the business plan underpinning any such changes; and**
- ■ **The capacity of institutional leadership, governance and management processes.**

Second stage criteria

Criteria applied in the second stage of the review process would include:

- ■ **The institute’s strategic vision for the development of its technological university role and how it can bring substantial and unique added value to the innovation capacity of the region and nationally;**
- ■ **Its record of engagement with local and national business and public sectors in providing problem-solving support at a high technical level;**
- ■ **Its record of staff exchange in and out of relevant industry and public sector organisations;**
- ■ **Evidence of significant business engagement in curriculum development;**
- ■ **Proportion of students who are engaged in upskilling and non-traditional study arrangements (part-time, e-learning etc.);**
- ■ **Proportion of funding received from training or research contracts with the business sector; and**
- ■ **Its record of international collaborations with institutions with similar missions – collaborative projects, staff/student exchanges, etc.**

More generic requirements

In addition to these criteria, the institutes would be required to fulfil certain other more generic requirements, including:

- ■ **A culture of sustained scholarship which informs teaching and learning in all fields in which courses are offered;**
- ■ **Scale and critical mass sufficient to sustain institutional activity;**
- ■ **Institutional capacity in terms of the range of skills needed to ensure professional management and internal and external accountability;**
- ■ **Governance procedures, organisational structures, admission, access and progression policies, financial arrangements, and quality assurance processes, all underpinned by the values and goals of the technological university and which ensure the integrity of its academic programmes.**

APPENDIX 3 – PROPOSED SUPER KPIS FOR LIT STRATEGY TO 2020

(From: LIT Key Performance Indicator Review, Internal Audit Report by Deloitte adopted by Governing Body, February 2011, Chapter 3)

3. Proposed ‘Super KPIS’ for LIT Strategy to 2020

BASED ON DISCUSSION WITH THE PRESIDENT AND EXECUTIVE

3.1 Introduction

The LIT Strategy to 2020 is a “vision statement” (broad ambitions and goals) which is to be supplemented by shorter strategic planning cycles. Possible ‘Super KPIS’ have been proposed based on the draft LIT Strategy to 2020, available as at January 2011.

3.2 Definitions

Prior to proceeding with the identification of proposed ‘Super KPIS’, there were a number of metrics which needed to be clearly defined. Below is a table of definitions which were proposed by the Executive in the workshop on the 14th January, 2011.

METRIC	DEFINITION
Access Students	As defined by the HEA funding model: people with disabilities, mature students, those facing social or economic barriers, and minority groups (including the Traveler community and new Irish).
Active Learning Assessment	All assessment other than by terminal exams.
Completion- Programme	Students who have completed their programme within a specified timeframe: <ul style="list-style-type: none"> ○ Undergraduates – standard programme duration plus 1yr ○ Master’s Degree¹ - <ul style="list-style-type: none"> ▪ Full time - 48 months (maximum) ▪ Part time - 72 months (maximum) ○ Doctoral Degree - <ul style="list-style-type: none"> ▪ Full time - 72 months (maximum) ▪ Part time - 96 months (maximum)
Completion- Stage	% students who have completed a stage of their programme (i.e. one year to the next)

¹ Maximum duration of Master’s and Doctoral degrees obtained from the LIT Research Degree Programme Regulations approved by the Governing Body, June 2009.

Diversity	Gender, Ethnicity, over 23s, Access
Flexible Provision	Students studying by modes other than full-time day
International	Country of Origin Fee status (EU/Non EU)
Portfolio of programmes	Range of discipline areas, innovation, relevance, turnover (closed and new or significantly amended), mix of programme levels
Registered	Learner who has paid the relevant fees
Retention	As defined by LIT: Number of registered students (registered as at 30 th November) who complete the stage (year) (i.e. sit the exams) (May change to number of students registered as at 1 st March due to changes in HEA funding model)

3.3 Proposed 'Super KPIs' For LIT Strategy To 2020

The appropriateness of existing 'Super KPI's' were assessed for relevance to the strategy 2020 and a number of the existing 'Super KPI's were carried forward.

Domain A- Academic Profile
<p>1. <u>Market Share</u> % of CAO first preference applications % of CAO acceptances (IOT Sector)</p>
<p>2. <u>Student Numbers</u> WTE Student numbers against projected numbers % at Level 6, 7, 8, 9, 10</p>
<p>3. <u>Student Mix</u> % Non CAO - % Direct Entry - % Advanced Entry - % Targeted funded - % Apprentice % Access students (as defined by the funding model) % Flexible Provision (to consider monitoring of this) % International students</p>

4. <u>Active Learning Strategies</u> % of assessment by Active Learning
5. <u>Portfolio of Programmes</u> No. of programmes by discipline area No. of closed programmes No. of new programmes No. of programmes by level
6. <u>External benchmarks</u> Ranking/League Tables (Irish Sunday Times) European Student Barometer feedback: ~ Average percentage evaluation of Institute performance ~ Average overall student satisfaction with Institute
7. <u>Quality of Awards and classification</u> No. of 1 st class and 2.1 Median CAO points
8. <u>Employability</u> % graduates in employment % graduates in employment related to their programme of study % graduates engaging in further study
9. <u>Retention and completion</u> % Retention of students % Completion - Stage % Completion - Programme
10. <u>Staff Profile</u> % FTE core academic staff supervising level 9/10 research programmes % Staff with qualifications at level 9 and above
11. <u>Research income</u> Total research income in a year per the audited accounts
12. <u>Knowledge Transfer</u> No. of jobs created through the LIT Enterprise Ladder No. of clients participating in the enterprise development programmes

Domain B- Institute Sustainability	
13. Square metres per student	
14. Ratio of value of IT/Educational equipment - >3yrs:<3yrs	
15. % Practical teaching space	
16. <u>Infrastructure Investment</u> Annual capital budget Annual maintenance budget	
17. <u>Staff Development</u> % of staff that have completed PMDS (bi annual) Spend on staff development – Academic/Non Academic No. of staff participating in staff development – Academic/Non Academic	
18. <u>Income</u> Recurrent grant % of income from audited accounts Earned Income as % of total income Total Income per audited accounts	
19. <u>Efficiency</u> Unit cost per student related to funding categories under HEA model % IOT Recurrent Grant received by LIT	
20. <u>Revenue</u> Revenue Reserves/Investment capacity %	
Domain C- The Environment	
<p>~ This domain is covered by the indicators in Domain A and B.</p> <p>~When setting targets for Domain A and B ‘Super KPIs’ national and international benchmarks should be taken into account.</p> <p>~ Additionally when analytics are being performed on actual figures for each of the ‘Super KPIs’ they should be analysed in the context of the ‘environment’ – i.e. national and international trends as applicable.</p>	

3.4 'SUPER KPI' CONSIDERATIONS

It is not possible to monitor the progress of achieving goals as set out in strategic plans through Super KPI's alone, as not every goal has a related quantifiable metric. Reports on Super KPI's will need to be supplemented by additional commentary in order to capture and acknowledge Institute achievements which are not readily measurable, for example positive feedback from LIT graduate employers.

When finalising the 'Super KPIs', the LIT Executive may wish to take the following into consideration;

- Ensure that the 'Super KPIs' satisfactorily monitor progress towards achieving the goals set out in the LIT Strategy to 2020.
- That there is a balance between input and output 'Super KPIs'.

3.5 'Super KPI' Operational Considerations

- Owners need to be identified for each 'Super KPI'.
- Targets need to be set for each of the selected 'Super KPIs'. When setting targets for the 'Super KPIs', national and international benchmarks should be taken into consideration.
- The frequency of calculation of each 'Super KPI' needs to be agreed, e.g. annual/bi-annual.
- The timing of when each 'Super KPI' is calculated needs to be set, particularly where calculation of the 'Super KPI' involves student numbers.

3.6 'Super KPI' Reporting Considerations

- Consider reporting on current year v prior year and target v actual 'Super KPIs' to Governing Body on an annual basis.
- Where significant variances arise between actual and target consider documenting actions and identify a person responsible for actions.
- The identified 'Super KPIs' should be reviewed annually to ensure that they are still appropriate to the targets as set out in the strategic plan.