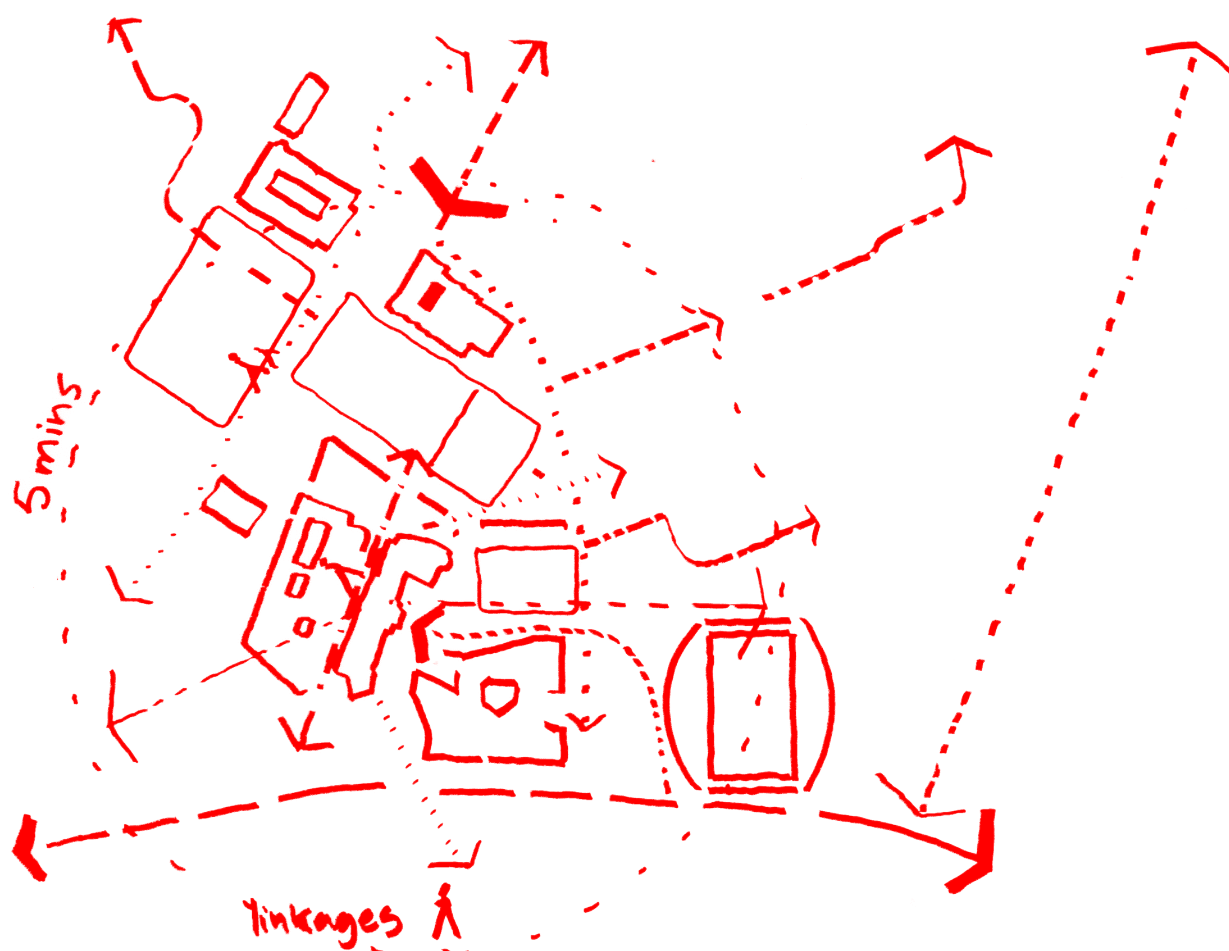


OUR PLACES





Introduction

As of 2014, Limerick Institute of Technology (LIT) has more than 6,000 full time and part time students and 500 staff. The projected growth of LIT over the period of the masterplan indicates a growth that will result in a population of 10,000 students and staff by 2030.

The Institute has five campuses and learning centres across Limerick city, Tipperary and Clare. The main campus is located at Moylish Park, with two city centre locations in Clare Street and George's Quay in Limerick city. LIT has two campuses located in Tipperary; Thurles and Clonmel. The LIT Ennis Learning Centre is based in the museum in Ennis town centre.

Campus 2030 - Our Places sets out in detail the physical expansion opportunities for LIT across its 157 acre estate footprint.

The number of students in higher education in Ireland has increased from 40,000 in 1980 to 120,000 in 2000 and to over 160,000 in 2010. Projections forecast that this number will double by 2030 over the life of the masterplan (Campus 2030 - Our Places).

Higher Education Institutions worldwide operate in an increasingly competitive international marketplace for funding and other limited resources. A number of key strategic unlocking projects have been proposed across all of LIT estates in response to needs.

CHALLENGES

Our Places puts enhanced student experience, exemplary teaching and learning space, and improved campus permeability at the core of the masterplan thinking for all campuses.

RESPONSE

LIT have also recognised the importance of implementation processes and have formed a dedicated Campus 2030 Steering Group which manages all of the masterplan's strategic projects. All candidate projects are assessed on a matrix of emerging needs, strategic priorities and funding availability. Going forward all projects will be validated against the objectives of Campus 2030 - Our Places.



View to the LIT Moylish Campus from the Institution's northern playing pitches, showing the closeness of its iconic neighbour Thomond Park

Our Places is organised into five sections including discussion on a number of institute wide aspects of the plan.

SECTION A - OVERVIEW

The section sets out the key considerations for the masterplan. Our Places does not exist in isolation and the overview describes the principles and processes behind the development proposals.

SECTION B - LIMERICK

The section describes the proposals for the Limerick campus and the re-branded locations of Moylish, Coonagh and City Centre

SECTION C - TIPPERARY

The section describes the proposals for the Thurles and Clonmel campuses.

SECTION D - STRATEGIC PROJECTS

The section describes the twelve key catalyst projects for LIT campuses.

SECTION E - APPENDICES

The section sets out extracts from the supporting information that has informed the masterplan approach.



Vision 2020



"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."

Campus 2030 - Our Places



"The aspiration for excellence and relevance of the Campus Development plan is embodied in the development vision – we will create places where people want to be; hubs of education and research, enterprise, sport, culture and community".

Chairman's Foreword

Over the next fifteen years the number of students in third level education in Ireland will double. LIT will broadly follow that trend and by 2030 there will be some 10,000 students across our campuses in Limerick, Clare and Tipperary. We are already stretched to provide the space and facilities needed to meet the requirements of our current population of 6,000 students so it is obvious that we need to grow our physical infrastructure considerably. But it is not just a question of setting a growth objective based on a straightforward extrapolation from our current base; already the manner in which we teach and do research is changing as we begin to exploit the potential presented by rapid and accelerating technological change.

This plan, which has been approved by the Governing Body of LIT, attempts to find a fit between our physical needs, rapidly evolving educational and other technologies, a changing labour market, our collaboration with other third level institutions and our responsibilities to the city and the region and their communities. That will have to be achieved in an environment of very constrained resources, at least in the immediate future. The plan is already in the process of being implemented and its successful completion will ensure that LIT maintains its position as a third level educational institution of the highest relevance and quality.

Niall Greene

Chair
Governing Body of LIT



Niall Greene, Chairman of LIT

"LIT's core mandate of education, enterprise and research engages with the needs of the local communities, city and region."



Jan O'Sullivan, Minister for Education and Skills; and Maria Hinfelaar, President of LIT.

President's Foreword

Our Places will deliver the physical changes which will provide for community-facing education facilities which are inclusive and of an excellent standard, building on LIT's reputation as a Higher Education Institution (HEI) with a clear educational philosophy of active, real-world learning. Campus 2030 - Our Places will be a central plank of the ambitious plans for the renaissance of Limerick City, "Limerick 2030".

Our Places will create a bridge between LIT, Thomond Park and a major regeneration zone of Limerick City. The City Centre Campus will be the centrepiece of a new Creative Quarter in Limerick that will support other key objectives of the over arching plans for the City. These initiatives will maximise the planned public investment in other important infrastructure. Our other campus locations follow the same philosophy.

Therefore, this masterplan will ensure the delivery of projects that are consistent with enhancing LIT's core mandate of education, enterprise and research and also engagement with the needs of the local communities, city and region.

Maria Hinfelaar
President, LIT

Executive Summary

The Higher Education (HE) operative environment is one which is in a state of constant change and evolution. The demands on the sector include: to do more with less, undertake structural and organisational change and provide for significant capacity expansion will continue to stretch both the human and capital resources of the institutions in the sector.

'Campus 2030 – Our Places' development masterplan is a framework for our physical development to 2030 and provide us with the ability to meet these demands. 'Campus 2030 – Our Places' represents a step change for LIT – which will be delivered in collaboration with a range of stakeholders.

In regional terms the rebirth of Limerick and the Mid West region is underway and provides a range of challenges and opportunities for LIT over the life of this plan.

Campus 2030 is informed by the Vision 2020 - LIT's strategic plan and heavily influenced by a range of strategic and development plans – both national and regional. The differing geographical locations and the variety of existing estates occupied by LIT ensures a diverse range of needs and creates unique opportunities for innovative responses. The plan respects our organisational heritage and culture it also delivers on the needs of the relevant local, educational and business communities. It demands a significant degree of organisational agility to enable innovative responses to opportunities – this agility is underpinned by the 5 pillars of the plan; Education & Research, Community, Enterprise, Sport and Culture. These pillars inform all 'Campus 2030' development proposals as they reflect the unique strengths of the Institution.

Detailed needs analysis and student number forecasting has informed the scale of the developments proposed, supported by community, city and regional needs - which LIT has to deliver as part of its unique mission. The plans are ambitious and stretching – but they reflect the organisation and its practical and focused delivery of its mission. The implementation of Campus 2030 will build on existing and new partnerships through collaboration.

The implementation of the plan will also see the development and application of new spatial standards. These will be internationally benchmarked and will ensure that the LIT learning environment will be modern, relevant, flexible and vibrant.

LIT are building a new future imagined in a way which maximises the maximum positive impact on its campus community, and its region. Creating places where people want to be reflects our ethos and delivers the manifestation of our active learning educational philosophy. Campus 2030 is an investment in our future which will create significant dividend for the learning and academic community – creating modern vibrant places of learning – of which we all will be proud.

Jimmy Browne

Vice President,
Corporate Services and Capital Development, LIT

Our Places

Creating Places where people want to be



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SECTION A

Overview

1.1 Context



LIT's Strategic Plan - Vision and Strategy 2020

1.1.1 Active Masterplanning

*"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."*

(LIT's Strategic Plan - Vision and Strategy 2020)

BDP were commissioned by Limerick Institute of Technology (LIT) in 2012 to develop a campus masterplan, that supports the continued growth and development of the Institute, described in its Vision and Strategy document - Vision 2020.

Our Places will provide a coherent physical development pathway for the campus at Moylish and all other campuses. The previous "Masterplan II" was completed in 2001. This plan related to the Moylish campus only. A number of perimeter buildings were developed based on its philosophy, of expanding the core block with student facilities on an incremental basis.

Our Places is also set against the national background for the National Strategy for Higher Education to 2030 (Published by the Department of Education and Skills), which outlines major reforms in the delivery of higher level education in Ireland.

Our Places initially reviewed the physical expansion approaches to the Moylish campus. It soon became evident during consultation meetings that the existing campus was operating at full capacity with little or no "decant" space for expansion as well as significant deficits in a range of necessary and important spaces.

The utilisation factor for LIT's facilities when measured by LIT Estates are 92% based against a typical Higher Education norm of 70% in Ireland.

"LIT has consistently scored well in the European Union Student Barometer surveys on major dimensions such as teaching and learning quality and preparing for employability, but we score poorly on student campus facilities".

LIT Strategic Plan
Vision and Strategy 2020

LIT has consistently scored well in the European Union Student Barometer surveys across areas not connected to its physical estate in particular teaching and learning quality and preparing for employability. However major deficits have developed within the campus since 2000 due to its rapid expansion. A lack of learning and social spaces, sports facilities, and other necessary student infrastructure have resulted in poor scores relating to the student experience.

LIT previously engaged with the National Development and Finance Agency (NDFA) from 2010-12 to develop a comprehensive brief to construct a 4,320m² Learning, Information and Resource Centre (LIRC) adjacent to its main entrance, under the Private Public Partnership procurement model.

The cancellation of the proposed Learning Information Resource Centre (LIRC) building in 2012 by the state resulted in the stalling of other developments around the campus which were planned in anticipation of a major new facility that would "unlock space" to facilitate redevelopment and necessary improvement of facilities.

Our Places was also developed within the Limerick Regeneration Framework Implementation Plan (LRFIP) and the Limerick 2030 Economic and Spatial Masterplan (Limerick 2030). Earlier regeneration proposals indicated a new link road through the centre of the campus. The proposed road split the campus in two and would have restrained future development options for the LIT estate.

The relaunch of the regeneration plans in September 2013 has resulted in a review of previous proposals and improved scope for integrating campus development with the community, such as the proposed strategic project of a new Community Engagement Gateway at the St Nessel's / Moyross northern boundary.

Neighbours are integral to the Our Places thinking and the proposals are grounded on creating sustainable and permeable campuses across LIT locations.



LIT's strong sporting heritage has played an important role in the development of the masterplan

1.1.2 Sport & Community

There is strong and proven tradition of sport and community engagement across the LIT estates. Sport is considered by the campus community as integral to the campus experience.

Strong existing links to local clubs, schools and community based organisations are actively encouraging the intensive use of the LIT facilities throughout the year.

Sport is also considered important in encouraging future learners to participate in higher education. The creation of a more permeable visible campus will also encourage a broader community engagement across the LIT Estate.

THE SPORTING CAMPUS

The enhancement of LIT's sport's facilities within the campuses is a critical stepping stone in creating an improved student experience.

Existing facilities are being upgraded and improved through a number of projects. This includes the completion of a major new Sportsclub to support the sports program on the Thurles Campus. Major new strategic projects are also proposed as part of the "re-opening" of the Moylish campus to the surrounding communities.

Strategic projects have placed sport and an active life style centrally within all the campuses.

COMMUNITY

LIT has a proven track record of engagement with its surrounding communities. Our Places will support this through a number of measures that are common to all campuses. These are;

- The creation of open campuses.
- The softening of boundary conditions.
- The creation of links through campuses encouraging a wider participation in campus daily life.
- The intensive use of the LIT estate for other community uses outside core academic time.
- The creation of safe spaces for the staff and students through the provision of well lit, active external spaces.

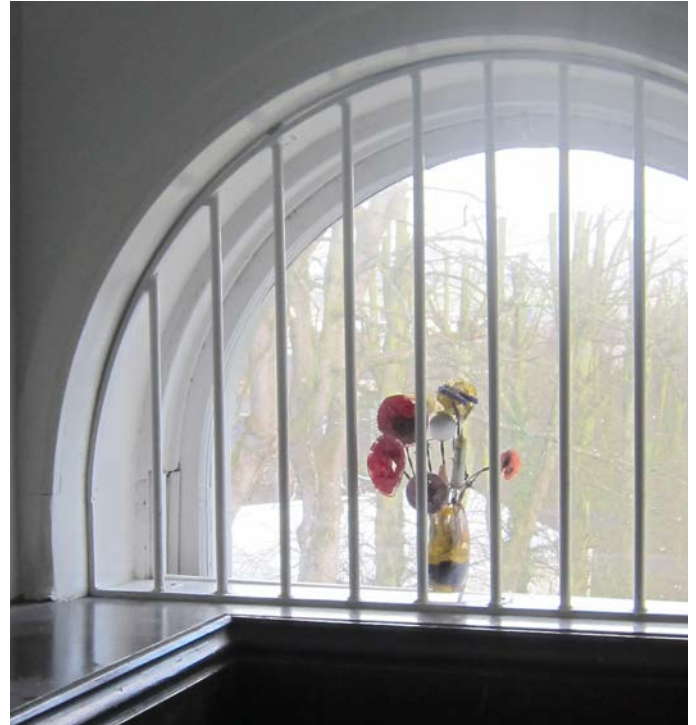
The campuses are not regarded as islands but as integral parts of the city and towns in which they exist. Walking and jogging trails, along with places for social gathering will be developed.

LIT's own campus community will help create a more social campus. The development of spaces that support informal learning through a variety of improved catering offers are important considerations. Informal collaborative spaces will be proposed throughout. Furniture will also play a key role in transforming existing spaces.





Sportshub



LSAD

1.1.3 Internal Perspective - Our Places

The LIT estate is diverse as it serves a wide cross section of learners across a number of physical locations. The spaces provided are also highly idiosyncratic and often they have been readapted a number of times from previous uses.

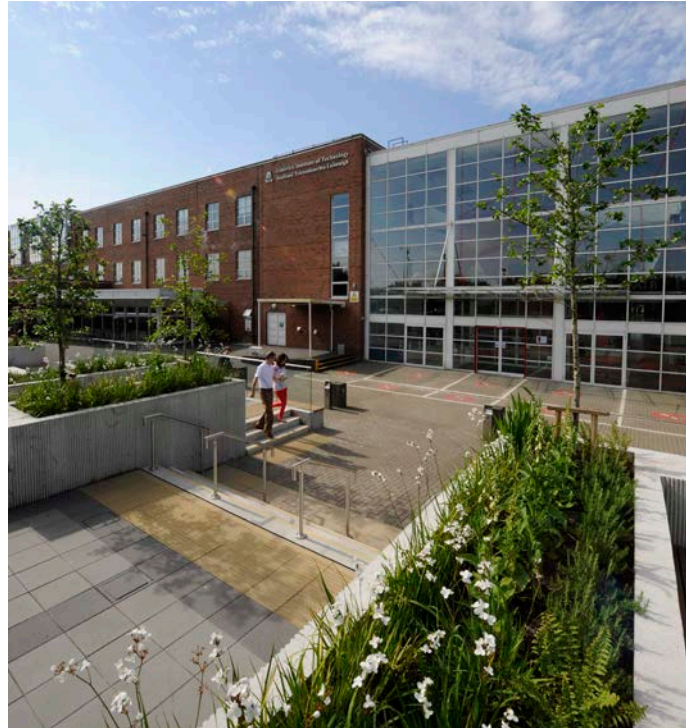
The spaces in general are intensely used across all locations. They are fixed in layout and there is generally little flexibility or expansion capacity.

An analysis conducted in 2013/14 identified the following deficits in the quality and quantity of LIT spaces:

- The spaces are overworked and tired
- Social spaces are incidental and unplanned rather than being integral to the learning experience.
- Catering and dining areas within the campus are dated and often noisy, cluttered and visually unappealing.
- Sports spaces are poor and support facilities such as changing areas are dramatically under provided.
- Specialist spaces are often tired in appearance and cluttered due to lack of storage provision.
- Studio spaces and hard working areas such as workshops are often the most fit for purpose spaces.
- The balance between flat group teaching and larger lecture spaces is problematic for the typical higher education learning environment.
- The appearance and feel of the LIT estate could be best summarised as that of a large school. There is a risk that the environment that the second level student is coming from is perceived as more sophisticated.
- External spaces are not treated as important spaces in the creation of campus experience. Spaces are often dominated by car parking and pedestrians are not given priority.
- There is little or no visual connection to what happens in LIT for the prospective student. Laboratories are hidden from view.



Typical Engineering Lab



Learning Squares

- There is nowhere for students to sit. Part of the higher education experience is the social experience of learning.
- Student support facilities in all campuses are poor, remote and not central to the campus culture.
- The campus workplaces are cellular and disconnected from the campus daily life.
- There is a proliferation of mobile temporary "permanent" units throughout LIT which are no longer fit for purpose.
- There is little use of colour throughout the campus.
- Wayfinding is inconsistent and the branding of the campuses is different in all locations.
- External spaces have poor finishes in general with badly placed smoking shelters and bins cluttering key campus entrances.



International student recruitment is growing significantly in LIT

CHALLENGES

Consequently LIT have a number of pressing challenges across the estate.

ACCESSIBLE CAMPUS

By the 31st December 2015 all public bodies are required to make their buildings accessible to people with disabilities, this will require the re-fitting of older public buildings so that they comply with Part M (1997 amendment) of the Building Regulations. The Act also requires compliance with any further amendments to Technical Guidance Document (TGD) part M, 10 years after the commencement of that amendment, meaning that by 2020 public buildings will be required to be in compliance with the 2010 amendment of TGD Part M. This is an urgent compliance requirement which needs to be addressed.

PROTECTED STRUCTURES

The Planning & Development Act 2000 introduced legislation and methods for protecting the Architectural Heritage and introduced the Record of Protected Structures (RPS) to ensure that each Local Authority must include policies and objectives in its Development Plan for Protected Structures or parts of structures of special interest.

The protection of a Protected Structure extends to and includes all parts of the structure, including its interior, all land around it (curtilage), and any other structures on that land. The obligation also applies to all fixtures and fittings forming part of the interior of a Protected Structure or of any structure on land around it.

LIT as an owner and occupier of Protected Structures in Clare Street and George's Quay is legally obliged to ensure that the structure is maintained and safeguarded from endangerment. This has a consequence on the LIT development needs and utilisation of these locations.

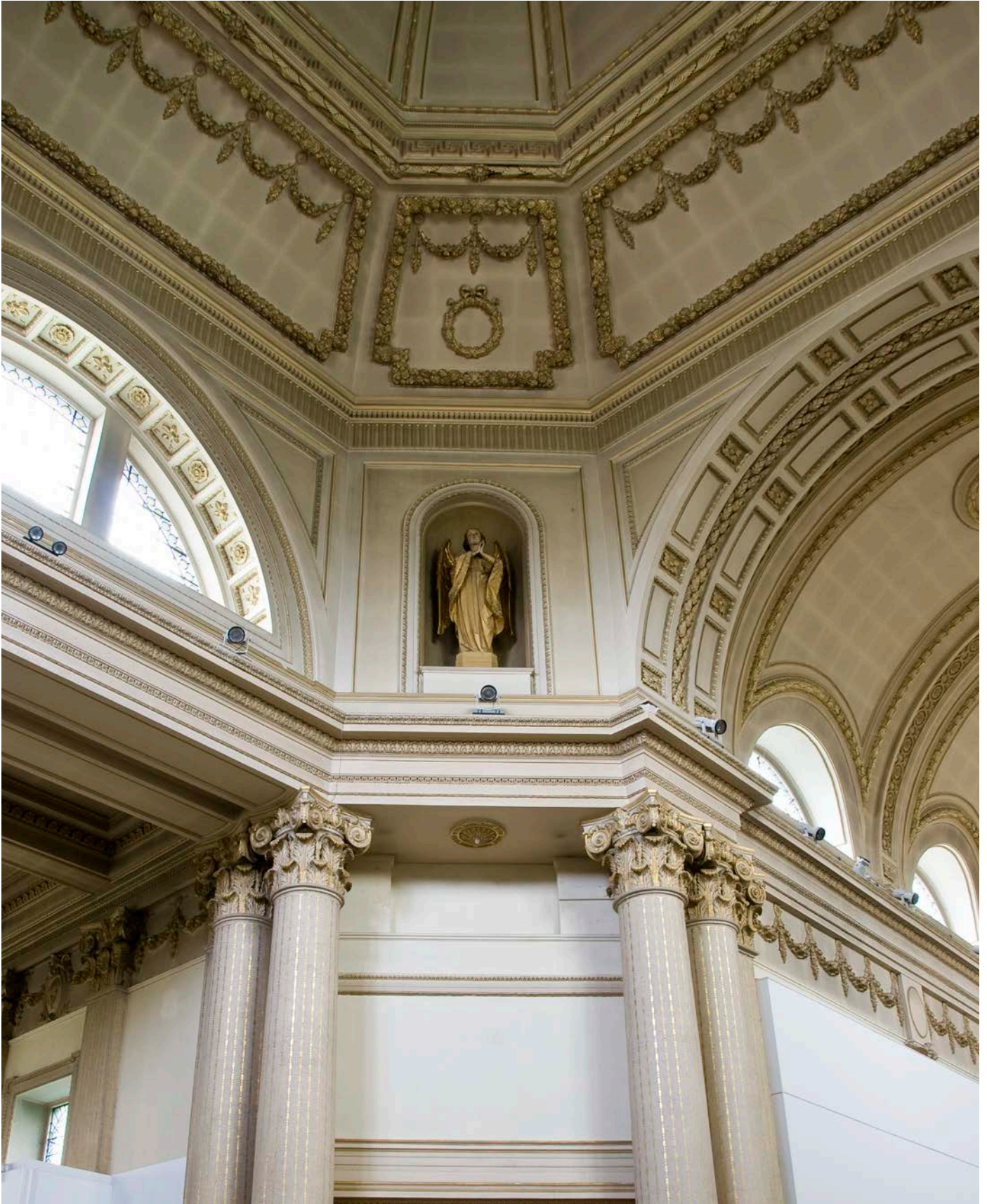
IMPROVED LEARNING SETTINGS

Studies of higher education (HE) have clearly indicated that the quality of the physical environment is an integral part of the student experience and the learning outcome. The development of the estate will be required to support the increased diversity of future learners. It also has become increasingly important in retaining and attracting students, staff and future investment for research.

STUDENT NUMBER GROWTH

The demographic profile of Ireland as well as increased international student recruitment will result in significant growth in Irish Higher Education learner numbers in the period to 2030.

The LIT estate must be in a position to respond to this critical capacity requirement with 2030 in terms of quality and quantity of appropriate space.



Protected Structures in Clare Street



1.1.4 Consultation

During the course of the consultation process associated with the development of the plan a number of key themes were repeated as influences on the masterplanning brief.

1. A very strong sense of the LIT community
2. Complete lack of social space/social learning on campus
3. Increasing real pressure on space for teaching delivery
4. LIT is a well kept secret –innovation and research
5. Sports is central to the culture of the campus
6. Students have limited if any extra curricular/social space

A diverse range of individuals participate in campus life and the strongest consistent message was the connection that LIT has made to its surrounding community through outreach schemes and involvement with local schools and community groups.

In contrast with this, the campus particularly in Moylish is physically defensive having little evidence of connection to its neighbours. The creation of a campus which reflects the actual ethos of LIT is consequently an important factor in the underlying philosophy of the Our Place's vision.

"Our Places are based on delivering a better joined up approach to education and its physical environment, utilising innovation such as flexible learning environments, adaptive reuse of existing buildings and creating visible learning where every element of the campus is treated as an educational opportunity".



Campus 2030 - Our Places was launched in Clare Street, in September 2012 to assembled staff and invited guests



Aerial view of the LIT Moylish campus from the north east illustrating the proximity of the Moyross regeneration area.

“Differentiation does not begin and end at the perimeter of the estate.”

Social Structure and Quality of life Social Housing in Ireland: a study of success, failure and lessons learnt 1999 - M Corcoran

1.1.5 Neighbours

In arriving at the Our Places proposals a range of factors have been considered. The following outlines some key aspects of community engagement.

The first stage of the development is to re-orientate the Moylish campus towards our nearest neighbours of the campus – Thomond Park and Moyross. This will result in a change of access and ensure that the “front door” of LIT faces its neighbours. This will allow for the creation of civic space in the heart of the existing campus and will facilitate community events to utilise the campus. LIT are providing land to enable the provision of a more attractive and inclusive entrance into St. Nessans secondary school.

In parallel with LIT developments there is a very important piece of infrastructure to be provided by government, the first phase of the northern distributor road. This will provide new connection routes into Moyross, helping it to become a more sustainable community.

The use of sport as a mechanism of community engagement and enabling social regeneration is a pivotal element of the LIT development plan. The development of extensive sports facilities is planned, in a shared usage model managed by LIT.

This plan is multifaceted. It is grounded in the reality of addressing the physical and social needs as well as education and employment issues of the region. It will enable the use of the LIT campus – but also ensure that the LIT campus enables change both in terms of physical, economic, social and educational transformation.



Impression of a new entrance for the Moylish Campus - Thomond Plaza



View looking from the defensive north east boundary of the Moylish Campus. The proposed entrance at St Nessans will provide better visual connections with our neighbours.



Planned Coonagh Knockalisheen Distributor which will link into Moyross

1.1.6

Geographical Context

Ireland



IRELAND

The Republic of Ireland is located on the western edge of Europe and its has a population level of 4.6 million. In 1973 Ireland became a member of the European Community (EC) known then as the European Economic Community (EEC)

The island of Ireland is subdivided into four provinces: Munster (to the south), Leinster (to the east), Connacht (to the west) and Ulster (to the north). These four provinces together consist of 32 counties - 26 of which lie within the Republic and a further 6 form Northern Ireland.

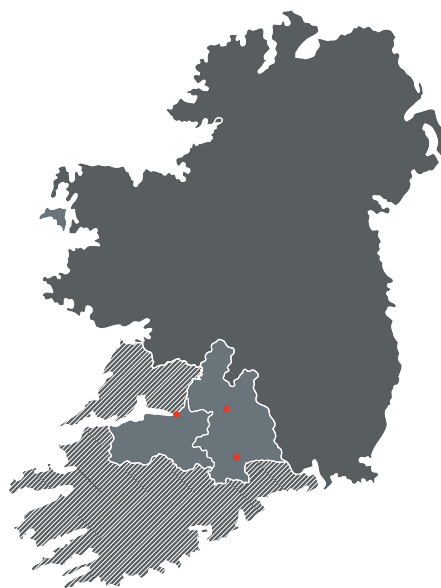
The number of students in higher education (HE) in Ireland has increased from 40,000 in 1980 to 120,000 in 2000 and to over 160,000 in 2010. Projections forecast that this number will double by 2030 over the life of the masterplan.

Provision of high quality HE graduates is a key driving force underpinning the economic development of Ireland.

"The Institutes of Technology are regional gateways for an extensive range of knowledge and technical resources, and have become focal points and nodes in the growth and development of Regional Technology and Business Parks."

Institute of Technology Ireland - ioti.ie

Munster



MUNSTER REGION

Munster (*an Mhumhain / Cúige Mumhan*), is one of the Provinces of Ireland situated in the south of Ireland. It is broken up into six counties: Clare, Cork, Kerry, Limerick, Tipperary and Waterford.

MULTIPLE LOCATIONS

LIT has two major campus locations. These are in Limerick and Tipperary. Within these locations there are five key clusters of activity, three in Limerick and two in Tipperary.

Academic disciplines are organised by faculty which are located across both main campus locations. Each cluster within each campus may have its own distinct character and history but is unified under the LIT educational philosophy of active learning and characterised by the strategic objectives of creating places where people want to be.

LIT has outreach locations in Pallaskenry and Ennis as well as enterprise locations in Limerick City, Croom, Clonmel and Thurles.

Limerick



LIMERICK

Limerick (*Luimneach*) is a county located in the province of Munster on the western coast of Ireland at the mouth of the River Shannon; Ireland's largest river. It is also conveniently situated 20km east of Shannon International Airport, one of Ireland's main three airports.

Limerick Metropolitan Area has an urban population of over 90,000*, and a hinterland population of over 210,000*.

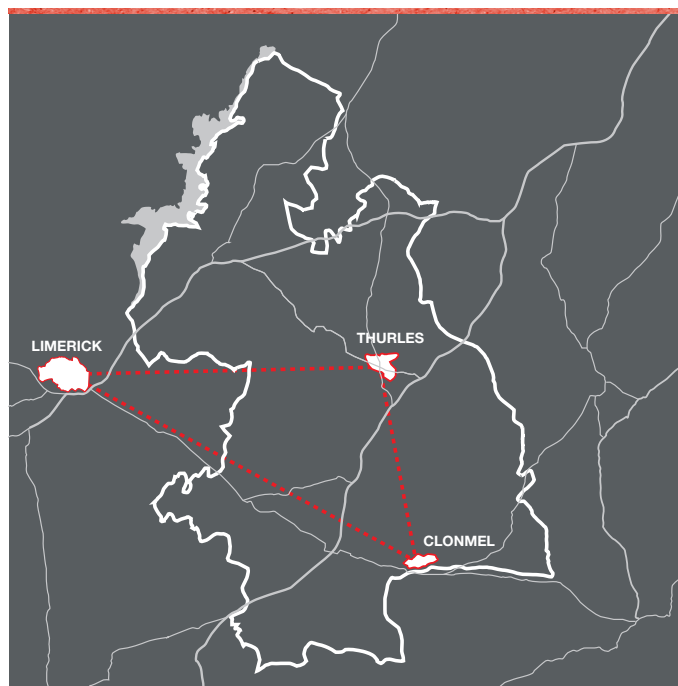
In 2014 Limerick made history after winning its bid to be the first ever National City of Culture. *Limerick 2014 City of Culture* identified Limerick as an internationally recognised location for the creative industries.

LIT have two existing campuses in the city. Moylish is the largest campus and is adjacent to Thomond Park Stadium, the home of Munster.

In addition LIT have a number of locations in the city centre which form the Limerick School of Art and Design (LSAD).

*figures attained from CSO.ie

Tipperary

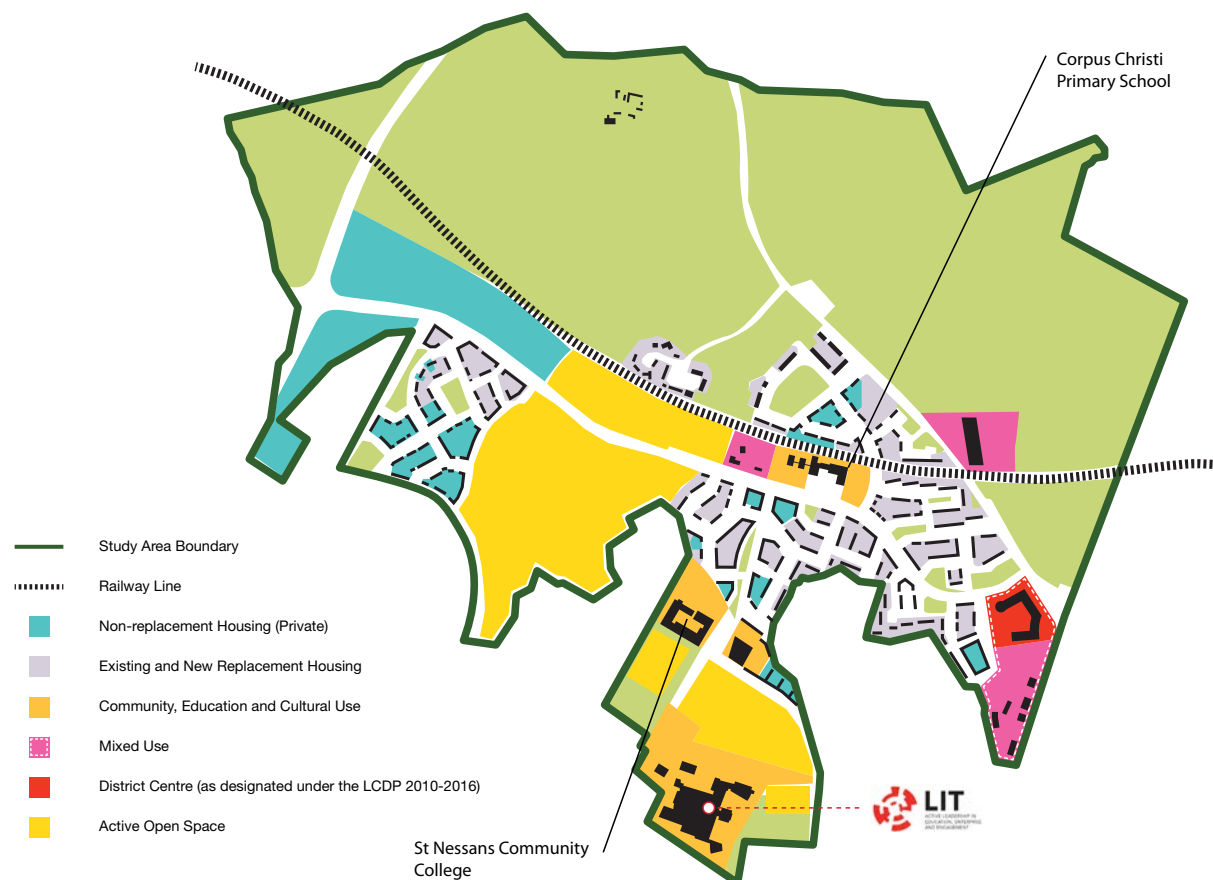


TIPPERARY

LIT also has two locations in Tipperary in Thurles and Clonmel. Clonmel population was 15,793 in 2011 census and Thurles was 7,933 in the 2011 census.

LIT have been working with the local councils in both towns and along with partners such as the Educational Training Board (ETB) to reinforce a rich network of linked local and national agencies.

The ongoing success of the Tipperary campuses will be based on the utilisation of Information technology in the delivery of learning excellence as well as the further development of niche / specialist programmes.



Extract from the Limerick Regeneration Framework Implementation Plan illustrating the potential for future extended active open space outside the campus boundaries

1.1.7 Limerick Regeneration Framework Implementation Plan

The Limerick Regeneration Framework Implementation Plan (LRFIP) was published in September 2013 outlining a strategic vision and framework plan for the future of Moyross, Southill, Ballinacurra, Weston and St. Mary's Park / King's Island. The Masterplan proposed the demolition housing, community and retail facilities and their replacement with new, better quality connected neighbourhoods.

Drawing on the analysis of the local situation - the problems, the strengths and the opportunities presented for the city - the aims of the LRFIPs are:

To improve quality of life and well-being for the communities of the regeneration areas by responding comprehensively to the problems addressed to the needs of people and the places and adopting a sustainable development approach. The strategy addresses the physical, economic, social, community development and community safety dimensions of regeneration.

To promote the social and economic inclusion of the regeneration areas into the mainstream life of the city, reducing the gaps between the regeneration areas and the average for the city as a whole. It also aims to improve physical connectivity between the regeneration areas and the city and into the wider region.

Opening up access to opportunities for people in the regeneration areas, for instance, in education, training and work will require harnessing existing resources of the city including those present in the regeneration areas and attracting coordinated public and private investment over the life of the plan.



The signatories to the Charter of Convergence and Cohesion at the launch of Limerick 2030 An Economic and Spatial Plan for Limerick: **Conn Murray**, Manager/CEO Limerick City and County Councils; **Maria Kelly**, CEO Limerick Chamber; **Liam McElligott**, CEO, Limerick Enterprise Development Partnership; **Prof Michael Hayes**, President, Mary Immaculate College; **Cllr Gerry McLoughlin**, Mayor of Limerick; **Patrick Keating**, CEO, Shannon Foynes Port Company; **Rose Hynes**, Chairperson, Shannon Airport Authority; **Cllr Jerome Scanlon**, Cathaoirleach Limerick County Council; **John Field**, Director of Finance at University of Limerick; **Dr Maria Hinfelaar**, President, Limerick Institute of Technology and **Prof Don Barry**, President, University of Limerick (not pictured)

The LRFIPs place strong emphasis on safety, consolidating efforts in policing and the wider criminal justice system to address problems of crime in the city. Crime has impacted particularly negatively on the regeneration areas, affecting the reputation of those communities and the city as a whole. A further objective here is to change perceptions of Limerick in terms of its association with crime. Tackling the problems affecting the regeneration areas comprehensively (physical, economic, social, crime) offers the best prospects for a vibrant and safe city. Working with communities and other stakeholders is a key part of the strategy to promote community safety.

Limerick Charter 2030 - A Regional Partnership

The launch of Limerick 2030: An Economic and Spatial Plan for Limerick following extensive consultation, has created a new charter for Limerick. To launch this important new beginning, a new Limerick charter was signed by a range of stakeholders. The LIT Campus 2030 Masterplan is integrated into the Limerick 2030 plan through a number of strategic projects.

1.1.8

Limerick 2030

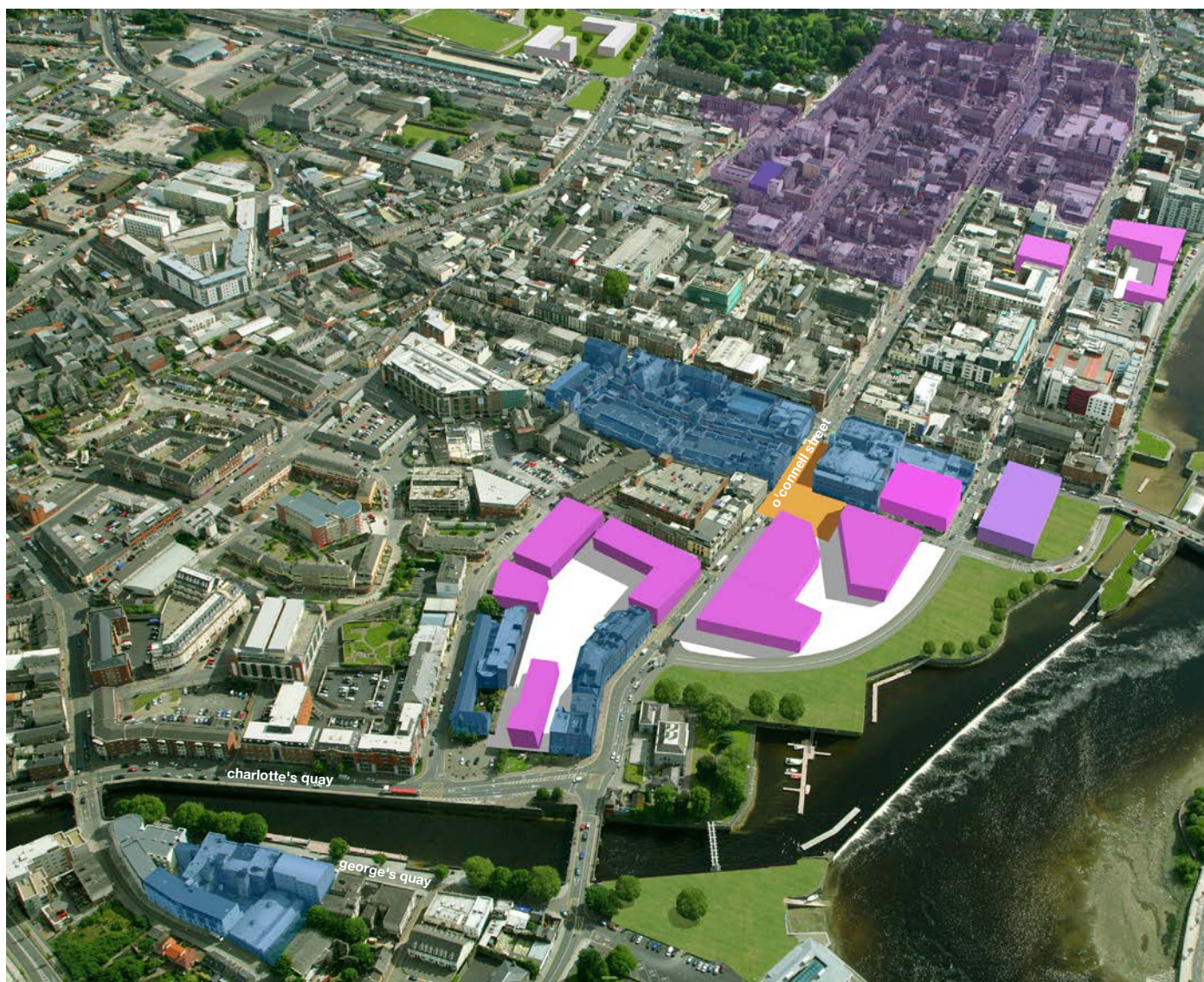
An Economic and Spatial Plan for Limerick



Aerial images of city centre regeneration proposals

'Limerick 2030 - An Economic and Spatial Plan for Limerick' (June 2013) sets out a number of objectives to change the infrastructure of the city centre and deliver a new vision for Limerick as a leading centre for commercial investment. It incorporates the plan into the Limerick City and County Development Plans. The cost of delivering the plan in the city centre is estimated at €250 million, mainly based on private investment. It is estimated to have the potential to deliver 5,000 new jobs in the city centre and some 12,000 full-time equivalent jobs overall. The Limerick 2030 plan is structured around three main elements; an Economic Strategy, a Spatial Strategy and a Marketing Plan.

The Economic Strategy aims to position Limerick to capture a greater share of knowledge-based investment, supporting innovation, enterprise and new start ups. It aims to capitalise on existing strengths including the presence of three Higher Education Institution's (HEI's) in Limerick (University of Limerick, Mary Immaculate College, Limerick Institute of Technology), the city's ICT and digital assets and its reputation for knowledge and technology-based businesses.



■ Renovation
 ■ Redevelopment
 ■ Georgian Quarter
 ■ Limerick Visitor Destination
 ■ Urban Open Space
 ■ City Square

The Spatial Strategy aims to transform “the look” of the city centre through a number of “transformational” city centre projects. It is especially focused on developing the city centre’s retail potential as the prime shopping location in the region. It aims to reposition to city as a desirable place to do business, and attract new investment and enterprises into high quality and flexible space in the city. Amongst the transformational projects included in the plan are the following:

- A renaissance of Limerick’s waterfront and the creation of an iconic destination building ‘The Limerick Cultural Centre’.
- ‘Great Streets’ - the transformation of the three main streets; O’Connell Street, Catherine Street and Henry Street; re-development of the Arthur’s Quay area to create a new city square;
- Refurbishment of Cruises Street and expansion of the shopping area (Penneys / Debenhams) there; creation of a new City Square/Plaza in the heart of the city.
- A city centre higher education campus to include facilities from LIT, UL and MIC as well as the development of the Opera Centre site as a location for new business and an Innovation Hub. This will be closely aligned to the city’s colleges providing space and support for fledgling businesses.
- Restoration of the Georgian Quarter.
- Renewal of Colbert Station creating better links with city centre facilities through a new public transport interchange.

source: Limerick 2030 - An Economic and Spatial Plan for Limerick (2013)

1.1.9

Higher Education Strategy

NATIONAL STRATEGY

A new National Strategy for Higher Education to 2030 was launched by the Irish government in 2011. The strategy is ambitious, but faces challenges due to severe public sector resource constraints and the projected expansion of the system by virtue of upward demographic trends. The national strategy includes recommendations to strengthen the capacity and macro framework for higher education in Ireland, which is characterised by a geographically dispersed and binary system with a wide range of institutions that have complementary but also overlapping missions. To meet some of these challenges, a policy incentivising collaboration and consolidation up to and including mergers was implemented from 2012 onwards. Furthermore, a new performance-based funding system was developed during 2013/14, whereby institutions would agree specific targets with the funding agency (the HEA) under a range of headings including projected student numbers and discipline mix, the quality of teaching and learning, research, engagement with industry and the community, internationalisation and collaboration with other institutions in the region across the binary divide (i.e. between universities, institutes of technology, teacher education institutions and other players such as further education and private colleges).

The National Strategy has the following to say with regard to capital development:

“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” (Report of the Strategy Group, Recommendation).

Due to financial constraints, there has been no State funding available for new capital development or maintenance of educational infrastructure in third level institutions since 2010 and the expectation is that this situation will not change until 2018, regardless of how badly such investment is needed. The annual funding envelope covers recurrent expenditure only, though the creation of some surpluses towards equipment renewals or addressing basic health and safety compliance issues is encouraged. A number of institutions, among them LIT, had accumulated some restricted reserves towards campus development prior to the economic downturn. Since there is no borrowing framework in place for the sector that might service capital development requirements, the only avenues open to LIT in the absence of State funding would be to utilise our own reserves or to find third-stream income such as from the local authorities or from benefactors.

National Strategy for Higher Education to 2030



Report of the Strategy Group
January 2011





“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”

Report of the Strategy Group, Recommendation

1.1.10

Educational Infrastructure in LIT

LIT POSITION IN THE HIGHER EDUCATION LANDSCAPE

In 2013, the Minister for Education and Skills approved a report from the HEA detailing the positions and projected profiles of institutions. LIT's strategy to continue to develop as an autonomous, independent institute of technology was endorsed in this report, as one of only four in the country. It was also acknowledged that LIT, following the successful incorporation of the former Tipperary Institute, was now a multi-campus institution of scale, with a proven viability, track record and maturity and distinctive characteristics. The student numbers forecast to 2016 were also approved by the HEA as part of the performance-based funding Compact – this was crucial from a campus development perspective, as it gave legitimacy to the projected growth trajectory towards 2030 which underpins this Masterplan.

LIT is a founder-member of the Shannon Consortium, also encompassing the University of Limerick and Mary Immaculate College. Under national strategy, this consortium is referred to as the “Mid-West Regional Cluster” and is viewed as a model of good practice. Even though the initial priorities for the cluster will be to do a mapping exercise of educational provision and look for early wins in joint academic planning, other longer-term collaborative projects such as establishing a student presence in parts of the city centre through infrastructure development are also envisaged. Given LIT's approved status as an autonomous institution, we have an ideal opportunity to infuse our campuses with a very clear identity and educational profile which will not be diluted.

EDUCATIONAL INFRASTRUCTURE IN LIT STRATEGY

LIT Vision and Strategy to 2020 sets out a range of goals and objectives, among them the following articulated as “Our Places”: “The physical learning environment at LIT will continue to be conducive to the teaching and learning philosophy which we have embraced and will adequately serve the needs of all users: learners, staff and visitors” (P. 20).

The chapter goes on to set objectives with regard to standards for learner infrastructure and facilities, the distinctive character and role of each campus, flexible usage of space, sustainability, mobility management and standards of accessibility. These goals and objectives have informed and inspired the development of the LIT Campus Masterplan (Campus 2030 - Our Places) to 2030 and are referenced throughout this document.



Opposite view across the *Libertia grandiflora* planted in the Learning Squares Project; part of Campus 2030 initial public realm environmental improvements.



View across the *Libertia grandiflora* planted in the Learning Squares Project; part of Campus 2030 initial public realm environmental improvements.

1.2

Active Learning



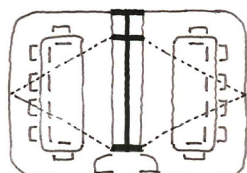
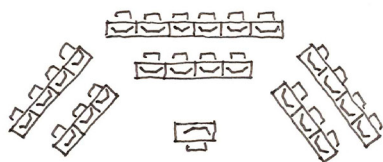
LIT's vision of learning space for the 21st century is one of a student-centred, adaptable learning environments.

FUTURE SPACE CHARACTERISTICS

The educational philosophy is one of active learning, a fusion of theory and practice.

LIT's vision of learning space for the 21st century is one of a student-centred, quality environment encompassing physical and virtual networks that promote the best educational outcomes for all the learning community. Standards for learning and teaching space (both physical and virtual) are shaped by iterative evaluation from student, staff and faculty feedback.

The following teaching and learning spaces consider the attributes of how future space should be developed to suit the pedagogical models envisaged at LIT



1.2.1

Teaching Spaces

Central to Our Places is the delivery of an enhanced learning experience for our students. The plan will empower the relationship between spatial design and pedagogy. This relationship is seen as the catalyst for the development of new teaching and learning spaces and is fundamental to the delivery of LIT's active learning educational philosophy.

Active learning is defined as any instructional method that engages students in the learning process. Central to the philosophy is student engagement through relevant, authentic active learning approaches such as case studies, group discussions, hands-on practical assignments, self-directed and peer/group learning.

Each academic programme of study within LIT can be mapped against these active learning approaches. The subsequent variety of instructional methods and teaching spaces needed across LIT's academic programmes influences the design and operation of all our spaces.

Teaching spaces are utilised as a network of spatial assets, each supporting and strengthening different teaching methodologies.

1.2.2

Learning Spaces

The spectrum of active learning methodologies creates valuable opportunities for learners to engage in the learning process. Furthermore, this learning philosophy enables learners with a diverse learning profile to select academic programmes that suit their personal preferences in terms of content, teaching methods and learning styles.

Our Places identifies the critical importance of developing a range of learning spaces which are 'student centred'. This requires some deconstruction in the way in which all stakeholders think about existing learning spaces to enable these spaces to evolve beyond their original brief.

The Campus 2030 vision for learning spaces includes the remodelling of existing learning spaces, the creation of new physical and virtual learning spaces and the evolution of a teaching and learning praxis which is reflected in our campus development.

1.2.3

Social Learning Spaces

Our Places identifies social learning spaces as an integral element of LIT's network of spatial assets which support learners as they interface their individual learning styles with LIT's learning environments. Social spaces should encourage learner conversation, collaboration and interpersonal engagement in a safe and stimulating environment.

Social learning spaces will be created to enable learners to transform a diverse range of experiences into a personal educational biography during their time spent at LIT.



BDP designed Robert Gordon University, Aberdeen demonstrates how the circulation is now being utilised successfully as group learning and social space.

1.2.4

Student Experience



Greater visibility to the laboratories along the street in Moylish has also been integrated with the design of a seat and power supply for laptop users putting learning on display.

LIT will bring international standards to each of the campus locations throughout all refurbishment and capital works projects. The rationale is to make the most out of the estate using every corner for learning. Most of the current facilities are inward looking and the learning is hidden away behind solid inflexible walls.

LITs philosophy of active learning will be demonstrated through the use of the following;

- Social learning spaces
- Peer to peer learning spaces
- Breakout spaces
- Spaces for tutorials that are currently untimetabled
- Spaces in the landscape - internal and external
- Spaces for living with learning and living are part of the student experience.
- Group Learning Spaces



Campus 2030 - Our Places. The proximity of high quality 3G all weather playing surfaces on the Moylish Campus has promoted greater participation in sport across the campus community

1.2.5 Sports Facilities

LIT's sporting profile has a proven ability to attract the widest range of students to the Institute as well as having a significant positive impact on the student experience.

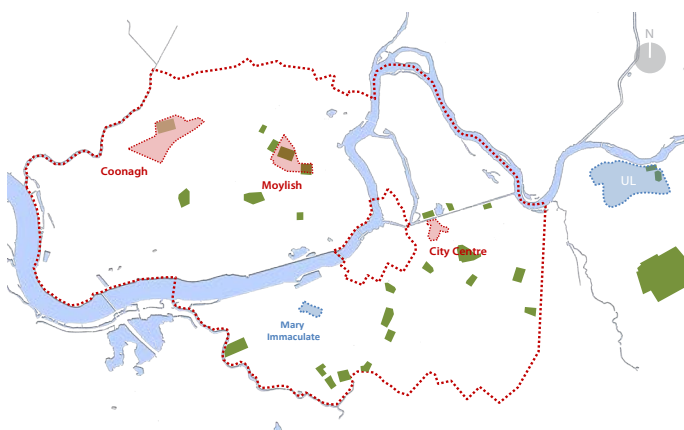
At all LIT locations we have analysed the sporting provision and found a deficit: in Limerick the South side of the city is well provided for while there are less than ten public sports facilities in the north side available to the community in spite of the population density.

A key aspiration of Our Places is the development of facilities that have a positive impact beyond the campus. It aims to create a campus which is open to its surrounding community, a campus which is a resource for all campus users, the wider community and the region.

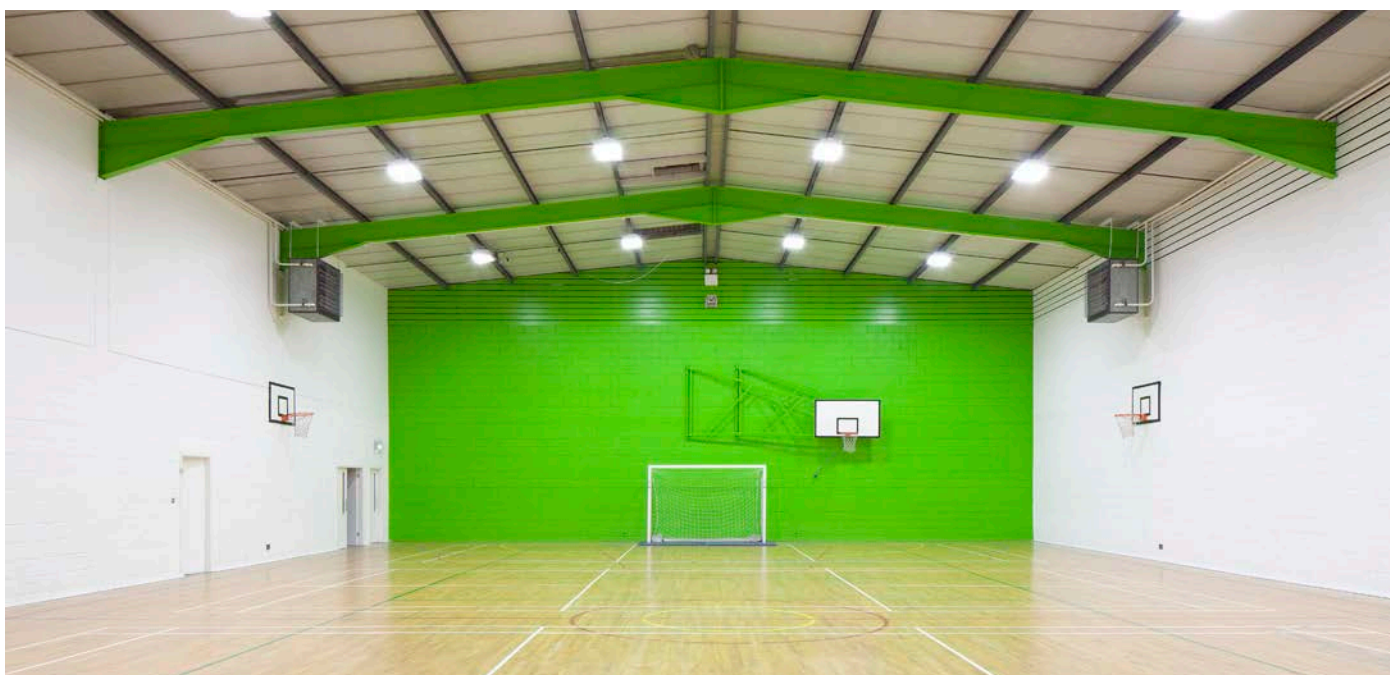
When the provision of excellent facilities is combined with a set of activities which utilize sport as a means of community engagement it can become a powerful tool - Our Places provides a unique framework which will ensure coherent development of sports facilities to support the campus community and the needs of the wider community.



Rebranding of the existing sports facilities reinforces the importance of sport.



Map of the sports facilities in Limerick



Campus 2030 - Our Places. Refurbishment of the existing Moylish Campus sports hub building has been supported with the introduction of colour

1.2.6 Art & Culture



LSAD's 2014 Fashion Show in the Milk Market

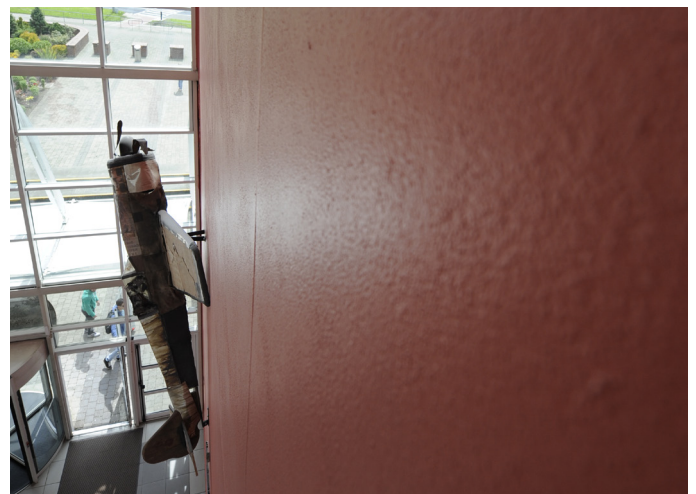
LIMERICK SCHOOL OF ART AND DESIGN (LSAD)

LSAD has a long history and is embedded in the city's core. LSAD is also ranked in the top fifty of the world's Art & Design Schools and continues to enrich the cultural vibrancy of the city.

The masterplan approach is the adaptive reuse of dormant properties to help put on display the active learning of LSAD. The use of pop up spaces for exhibition spaces will continue to be part of the LSAD's culture. The creation of a new contemporary space for LSAD has also been proposed as a major strategic project for the future intensive use of the existing building.

Studios are varied in size and scale and located within existing spaces. The spaces are adaptable, highly individualistic and noninstitutional in nature. LSAD utilises all of its spaces as diverse exhibition spaces throughout the year.

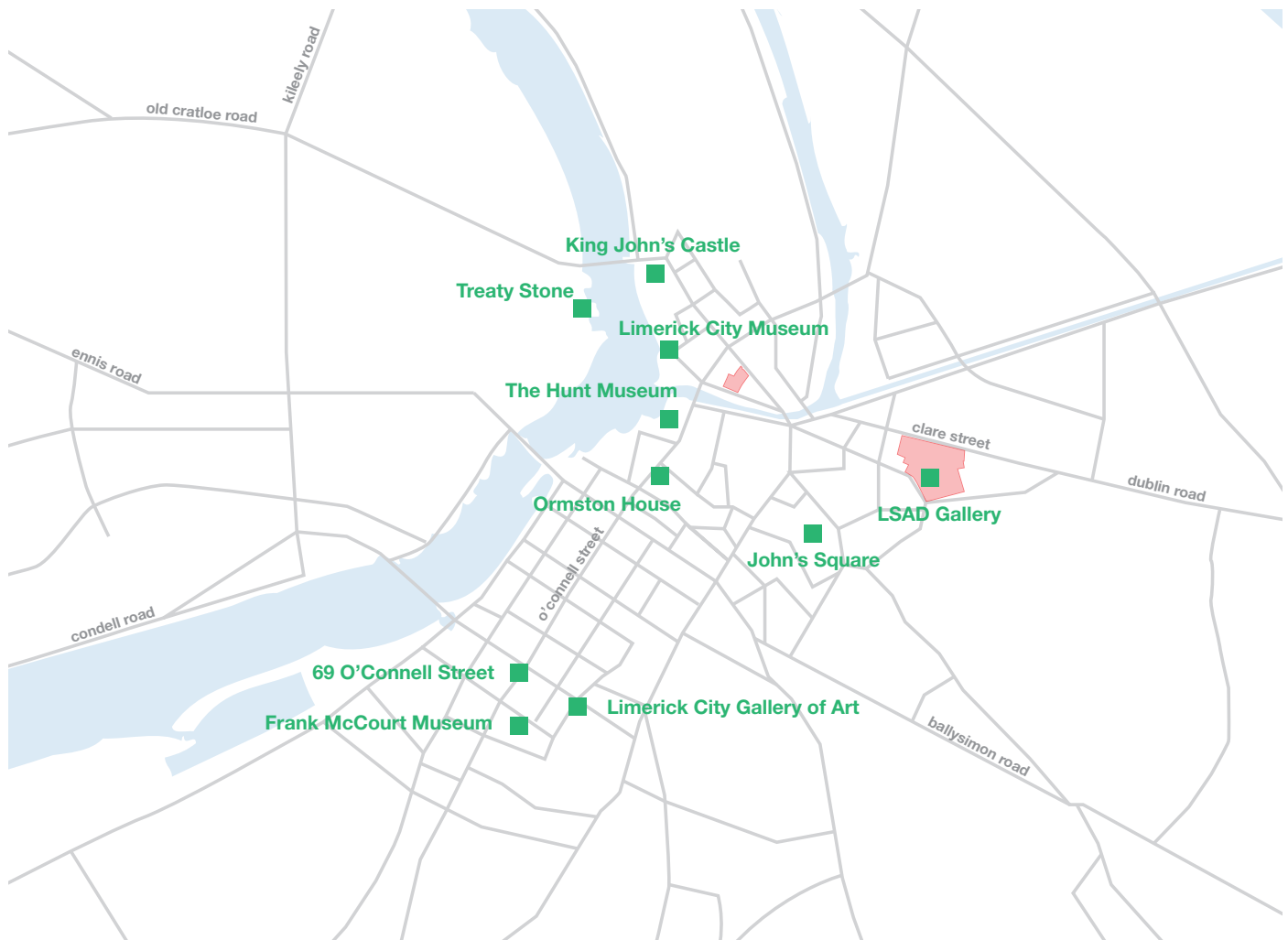
***"LSAD is ranked in the top fifty
of the world's Art & Design Schools"***



LIT have a policy of encouraging the display of the LSAD art works across their campuses through the establishment of the LIT permanent collection



1.2.7 Urban Cultural Infrastructure

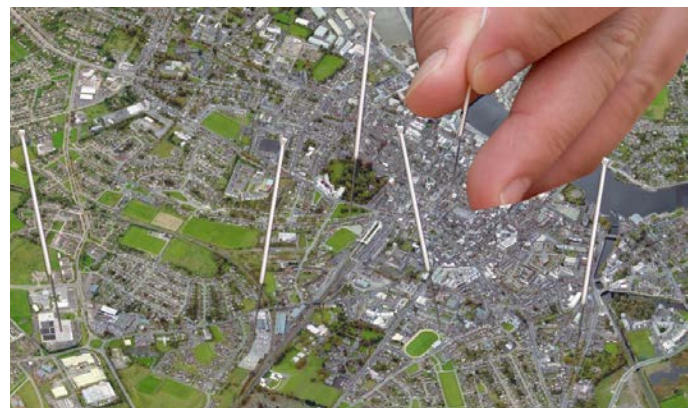


Limerick City Cultural Hotspots

The vision for cultural development in Limerick City is to create a vibrant city, widely recognised as a cultural centre, where arts, culture and sport are placed firmly at the centre of economic, social and physical regeneration in a way which inspires, empowers and elevates those who live, work and visit the city.

Limerick City of Culture 2014 is driven by four pillars of engagement:

1. Creativity & Innovation **CREATIVE CITY**
2. Access & Participation **CREATIVE CITIZENSHIP**
3. Partnership & Collaboration **COLLABORATION, CATALYST AND LEGACY**
4. Passport & Connectivity **PASSPORT TO THE FUTURE**



LSAD will be utilising pop-up galleries in vacant properties to engage with the city centre's regeneration.



Clonmel Junction Festival



The Source Arts Centre, Thurles



1.2.8 Places for Making

LIT's education philosophy of active learning is particularly evident in the workshops and laboratories in Moylish. The Campus is organised around larger spaces that provide robust learning environments.

The spaces are typically single storey and top lit. The combination of specialist machinery and instrumentation creates fluid learning environments, animated by real life workplace settings.

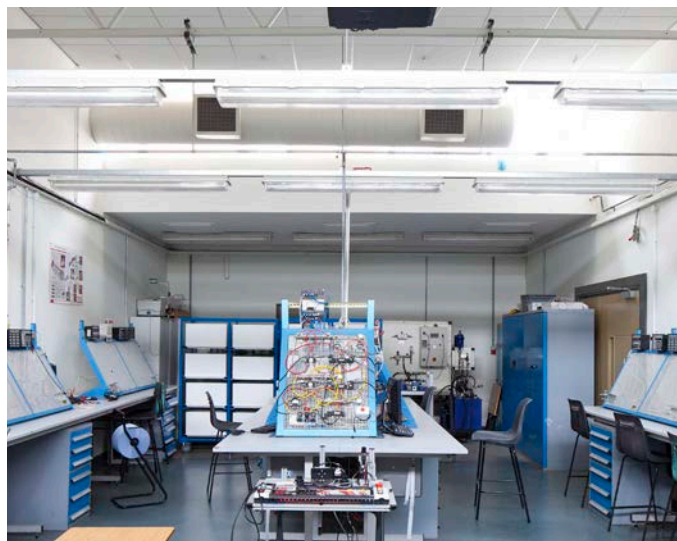
The learning spaces have at times lagged behind the information technology that has been integrated within the classroom. Whilst the specialist equipment may be highly technical the learning environment can be quite basic.

The integration of technologies such as teaching walls utilising audio-visual teaching methods will become increasingly important in the 21st century learning experience.

The spaces are adapting to new academic and pedagogical requirements and innovations. Whilst being highly flexible they are also at times very specialist, being closely related to the course requirements.

Our Places is committed to the delivery of flexible and modern places for making - spaces where students can make, break, design and utilise relevant tools, techniques and materials as part of the active learning approach.

"Whilst the specialist equipment may be highly technical the learning environment can be quite basic."



LIT have a number of learning laboratories which have undergone refurbishment as part of the Campus 2030 - Our Places refurbishment stages



Learning Squares, Moylish Campus



The creation of external seating surrounded by planting has helped transform formerly hard and unwelcoming spaces, such as the Learning Squares project

1.2.9

Landscape & Civic Space

The overall campus layout should contribute to harmony in mass, form and colour, complemented by effective landscaping for the enjoyment of all campus users and visitors.

- The varied use of external spaces for learning will be explored and pilot projects will test and provide feedback for future campus developments.
- Ease of movement for students and other users between campus buildings and external spaces i.e. parking areas, cycle shelters and bus transfer points on campus will be achieved ensuring the avoidance of congestion or conflicting directions of movement through the external spaces
- Designated external activities such as sports and amenity will have an appropriate location while also ensuring the avoidance of noise and other disruption to formal learning spaces.
- Safety issues will be reflected in the layout of buildings and their external spaces, traffic flows, pedestrian pathways and the safety needs of people with special needs will also be accommodated
- Sustainable design and operation practices will reduce the environmental impact of external spaces while also seeking opportunities for environmental gain, i.e. storm drainage will be evaluated for water harvesting, solar energy for thermal and electricity gain etc.

1.2.10 Sustainability

The masterplan for our places adopts and supports the principles of sustainable development described in Education for Sustainability - National Strategy on Education for Sustainable Development in Ireland (Department of Education & Skills, 2014)

This national strategy describes sustainable development as:

“Development which meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development is characterised as a continuous, guided process of economic, environmental and social change aimed at promoting wellbeing of citizens now and into the future. To realise development of this nature requires creating a sustainable and resource-efficient economy founded on a fair and just society, which respects the ecological limits and carrying capacity of the natural environment.” (Department of Education & Skills, 2014, P. 6)

Our places needs to develop on a sustainable path so that LIT can fulfil its educational role to “ensure that education contributes to sustainable development by equipping learners with the relevant knowledge (the ‘what’), the key dispositions and skills (the ‘how’) and the values (the ‘why’) that will motivate and empower them throughout their lives to become informed active citizens who take action for a more sustainable future” (Department of Education & Skills, 2014, p. 3)

Our places will be developed in a sustainable manner so that LIT can support the national strategy on education for sustainable development which requires LIT to:

- Balance environmental , social and economic considerations
- Promote lifelong learning
- Be locally relevant while also linking the local to the national and international
- Engage all sectors of the education system, as well as the non-formal education sector
- Be interdisciplinary and recognise interdependence and interconnectivities across other sectors
- Use a variety of pedagogical techniques that promote active and participatory learning and the development of key dispositions and skills
- Emphasise social justice and equity
- Focus on values and promote active democratic citizenship and inclusion as a means of empowering the individual and the community.
- Be an agent for positive change in reorienting societies towards sustainable development.

(Department of Education & Skills, 2014)



1.2.11

Development Pillars

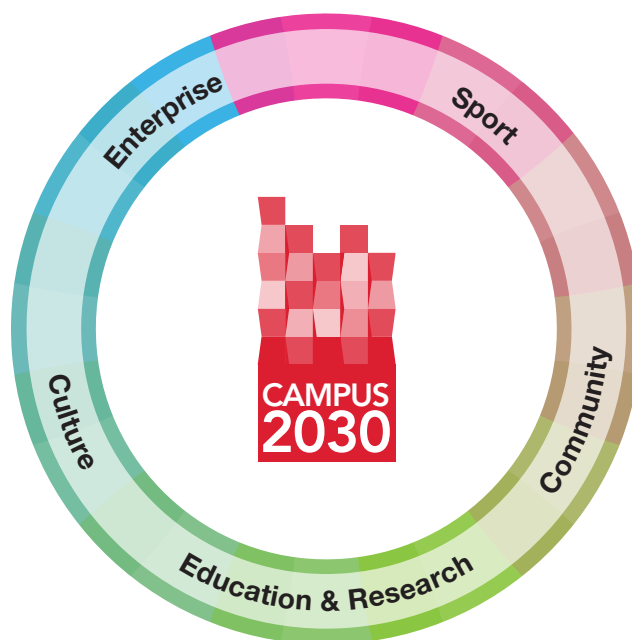
Our Places is based on the delivery of 5 key interconnected development pillars.

The development pillars are a logical elaboration and connection of the Institutional vision and the development vision. They bring together critical development components in a coherent way to provide five Campus 2030 deliverables in a strategic way.

These pillars will inform all developments across all campuses. They reflect the emphasis on the core business of education and research but also capture our wider remit and ethos. The pillars are;

1. Education and research: the creation of vibrant learning environment across all levels is a key deliverable with an applied research focus informing teaching
2. Community: delivering an engaged community through a permeable and accessible campus;
3. Enterprise: the provision of appropriate enterprise and incubation spaces integrated with academic programmes;
4. Sport: providing an appropriate range of sports facilities for the entire campus community – central to campus life and facilitating increased participation;
5. Culture: building on the unique heritage and international reach of art and design all LIT campuses will reflect an important cultural focus.

The pillars are embodied in the 'Campus 2030 - Our Places' logo with the five pillars underpinning the philosophy of each project - no matter the scale or location.





SECTION B

Limerick

2.1 Limerick Campuses



Aerial view of existing Moylish campus from south west

LIMERICK CITY CAMPUSES

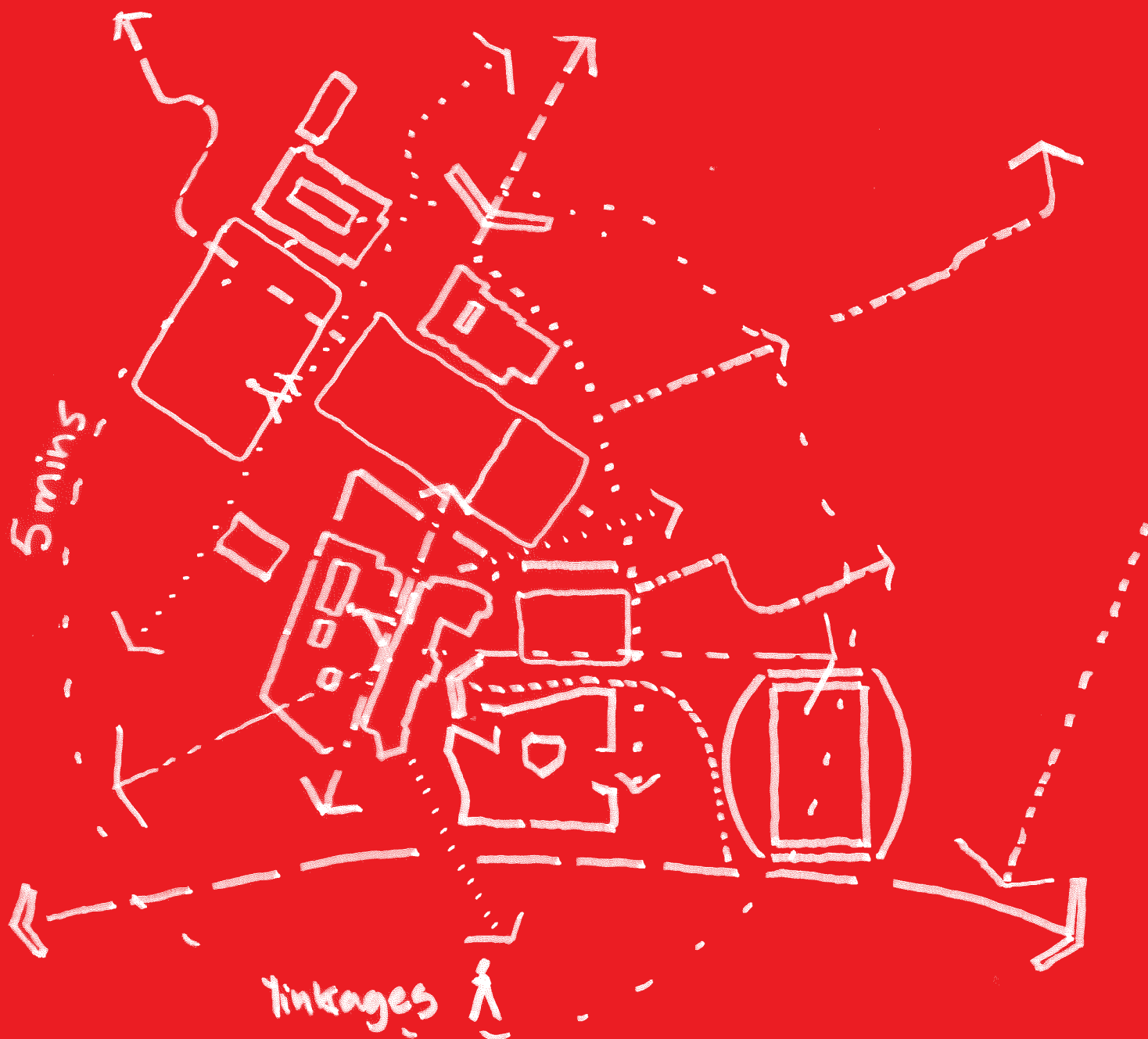


Limerick Campus Clusters

"The Limerick Campuses will provide appropriate modern and future proofed facilities in a setting and context which responds to the needs of the relevant cognate area".

2.2

Moylish



2.2.1

Objectives

As part of the overall approach a set of high level objectives have been developed for each campus. These are based on the principles of Our Places and the specific needs and deficits of each campus.

In the context of the overall strategy, these are the key objectives for the Moylish Campus;

1. **Learning** the creation of a cutting edge campus environment where learning is placed on display throughout.
2. **Linkages** much improved pedestrian connectivity with the northern campus perimeter in Thomond via the managed introduction of new gateways and avenues in conjunction with Limerick Regeneration partners and the local community.
3. **Sports** the provision of a major new gateway building and essential facilities, which will be shared and used actively with our local community and core educational activities.
4. **People** the creation of public realm and civic spaces throughout the campus.
5. **Daylight** the creation of internal open courtyards and green spaces throughout the deeper plan areas of the Moylish campus to connect people with their environment.
6. **Gateways & Gardens** the creation of a science and research cluster.
7. **Townscape** the creation of a new shared townscape plaza facing local communities and Thomond Park Stadium. LIT will become new education and sports urban quarter within the city.
8. **Street** the reorganisation of the internal street with improved student and staff services along its edges.
9. **Living** the development of on-site student accommodation and related facilities.
10. **Enterprise** the centred provision of incubation and enterprise space

2.2.2

Moylish

Site



Site location of Moylish campus, outlined in red

ENTRANCES

One of Moylish's most distinctive feature is its internal street. The street whilst functional operates more as a large corridor rather than the dynamic student hub of activity. Vertical enclosures ensure that the activities behind the walls in LIT are well kept secrets and there are little clues to the vibrancy and the life of the institution, which Campus 2030 will uncover.

The two main entrances also create confusion in relation to way -finding and orientation. Central to the masterplan is the realignment of the proposed entrance facing Thomond Park.

SOCIAL AND COMMUNITY USE

The campus is heavily used by external sporting and community bodies. The uses are varied in terms of age profile and provide an important element of activity on the campus throughout the day and importantly the evening. The intensification of use has clearly demonstrated a serious shortage of appropriately scaled and dispersed dressing rooms to support even the existing playing fields. Temporary measures have been implemented, but a longer term strategy is urgently required.



Site aerial of Moylish campus from south

CONGESTION

Campus congestion arising from a number of factors including:

- An high level of car usage among campus users
- A lack of public transportation
- Poor public cycling provisions

SERVICE ACCESS

Service access to the campus is primarily for deliveries on the western edge. Combined with walled yards, temporary structures and cross overs with students accessing the sports hub this is far from successful. Again the priority is for the vehicle and not for the pedestrian.

RESIDENTIAL

A student residential Village has also been proposed which will also see the campus becoming a 24 hour living space in the future. The creation a student village in Thomond will be a key consideration for the future physical development of LIT. The development of student facilities that would form part of LIT would be a key driver in developing a campus community which is more collegiate and less transitory.

This self contained model would also facilitate a range of future commercial and out of term activities.

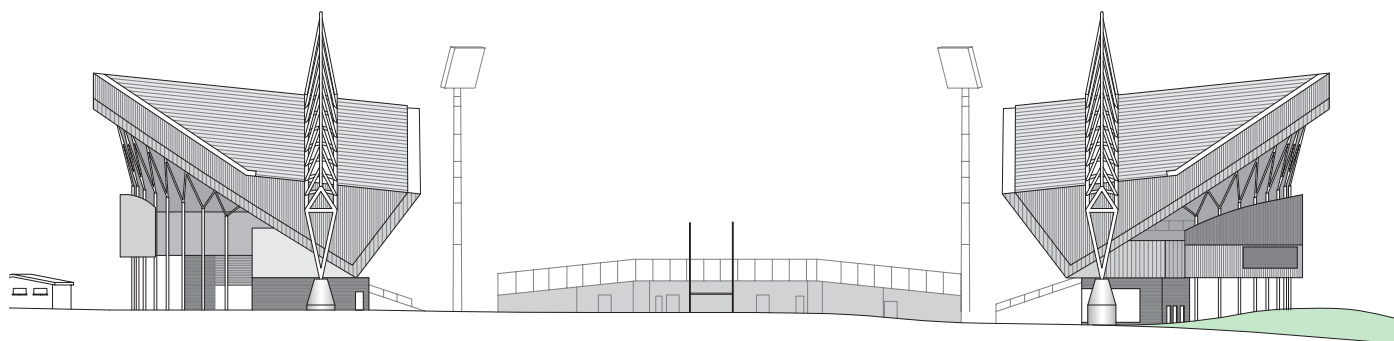
2.2.3

Moylish

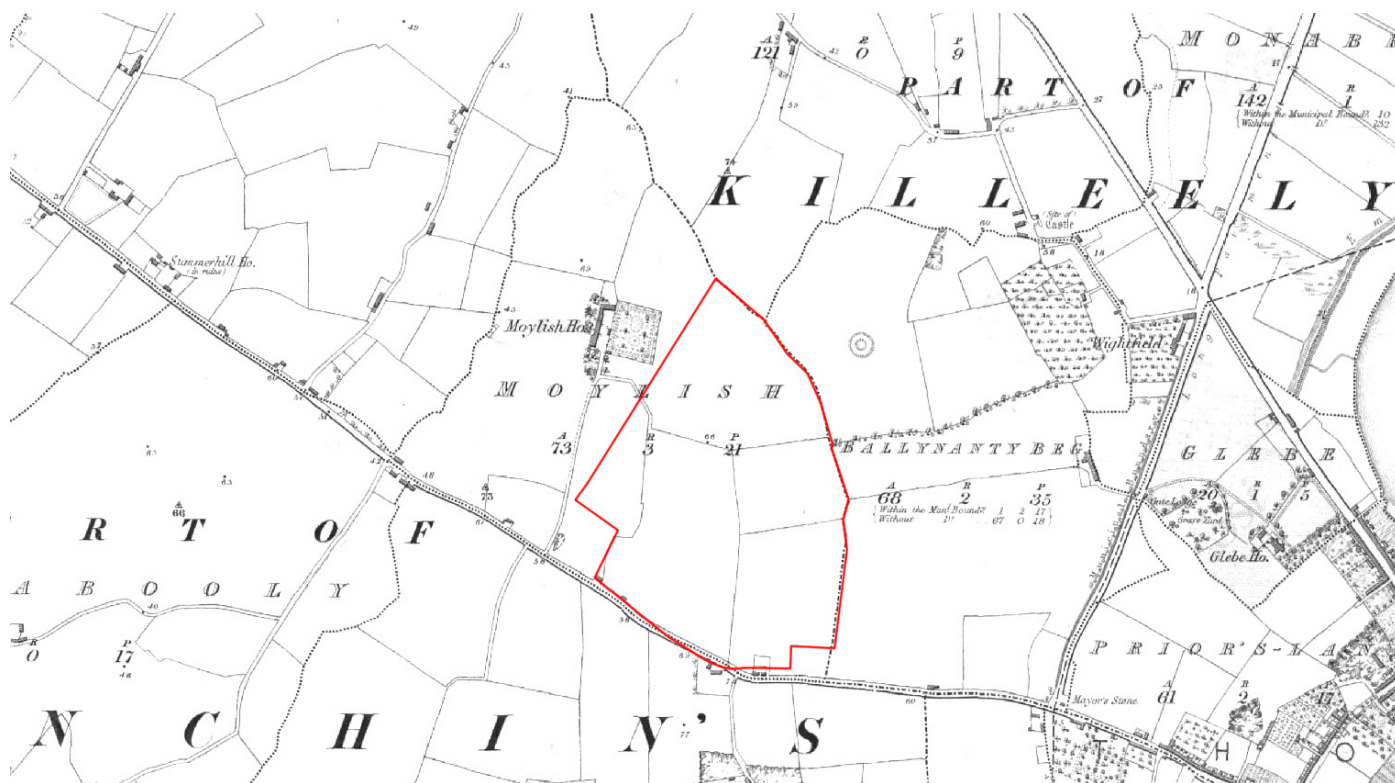
Historical Context



The presence of Thomond Park is ever present on the Moylish campus



Cross -Section through Thomond Park Stadium



Ordnance Survey 1829-41

HISTORY OF MOYLISH

Moylish was described as this "unsheltered plateau" when the first Munster Cup Rugby game was played in February 1936. The LIT campus is located on the Old Cratloe road en route to Ennis Town and until the mid twentieth century was predominantly agricultural land with an adjacent landowner house.

The urban sprawl of the city resulted in the development of peripheral social housing estates in the 1960's along the major approach routes to the congested city core. Moyross Estate was developed by the local authority between 1973–1987.

The original campus building was completed in what then was called Moylish Park in 1974 and engineering courses were gradually moved into the new accommodation. The first campus masterplan was completed in 1990 and was described in Limerick Institute of Technology-History as "a fairly straightforward task".

Phased extensions were built for the School of Engineering in 1994 and 1997, with subsequent building extensions such as the Aula Maxima, Millennium Theatre and pitches being completed soon afterwards.

The adjacent Thomond Park Stadium was completed in 2008, and is still the dominating feature on the city skyline.

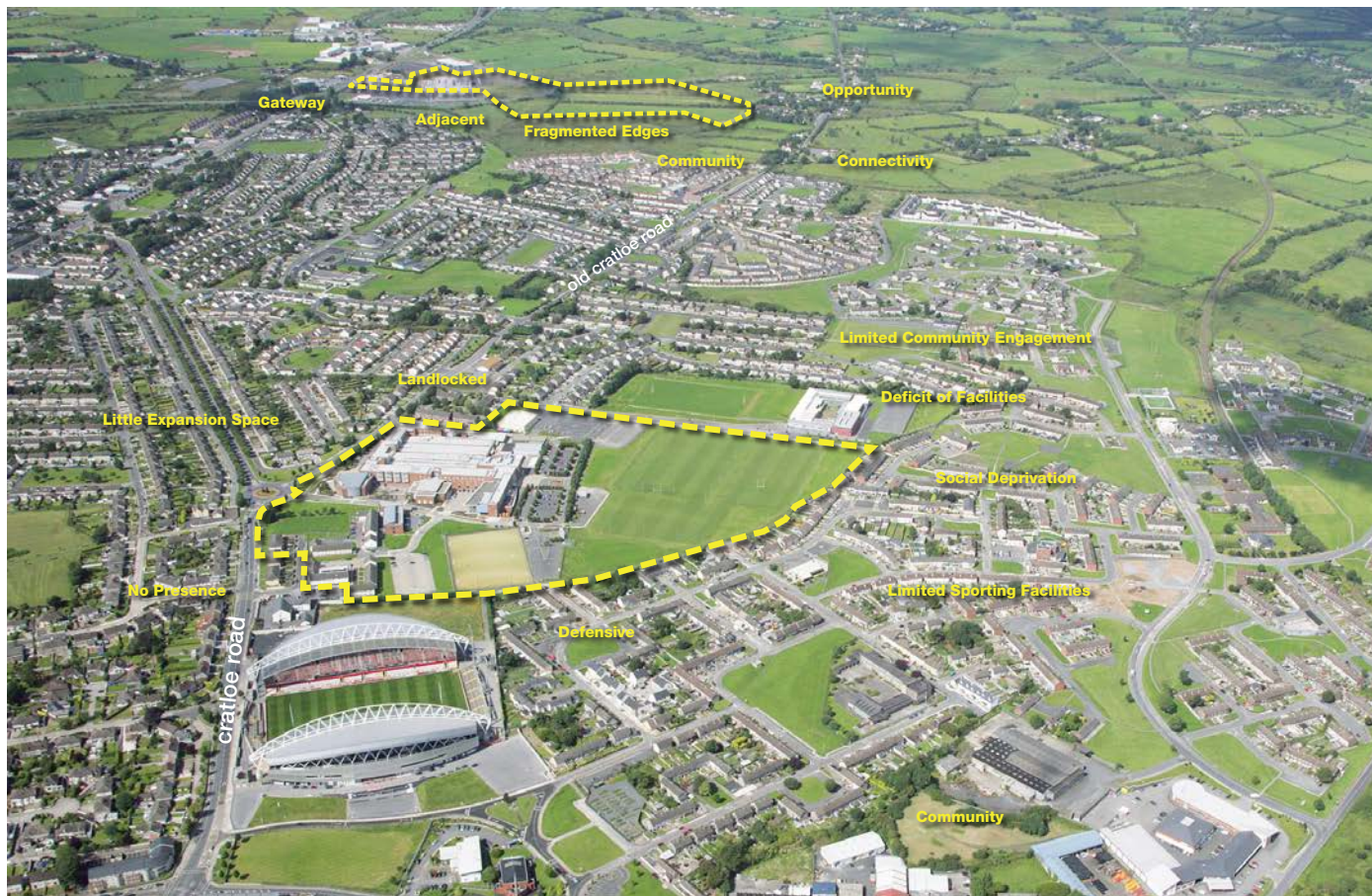


Photo of original building

2.2.4

Moylish

Site Analysis



Aerial view of Campus highlighting some of the key site issues

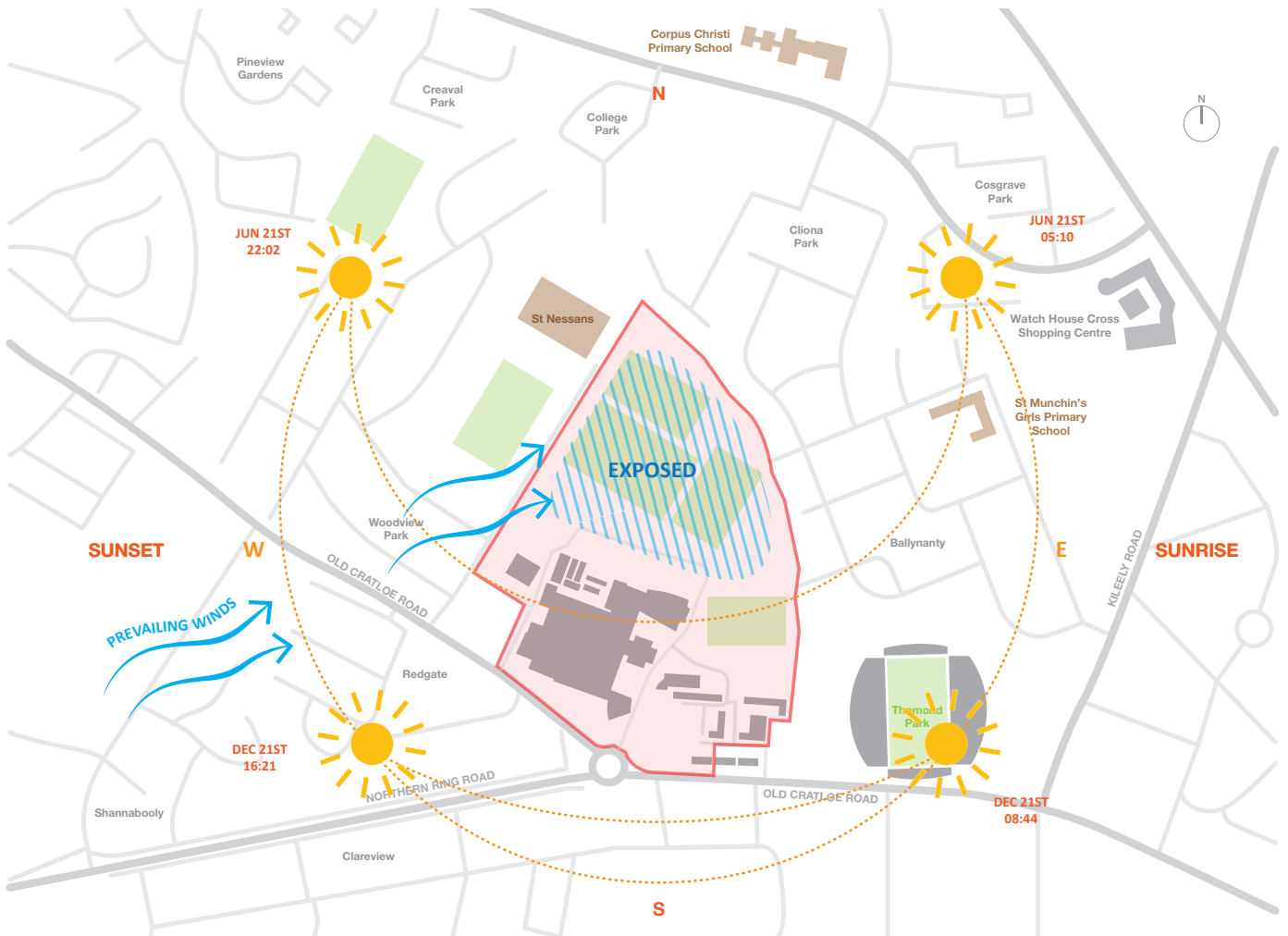
Moylish is a campus which has developed from an Advance factory in 1972. The campus is hard working, with Full Time Student efficiency indicating 92% utilisation of floor space, against the Higher Education Authority's recommended 70%. The existing buildings are internal orientated environments with the only major space being a 130 metre long internal three story glazed street.

The expansion of the campus satellite buildings and sporting facilities have produced a fragmentation of the campus rather than a consolidation of the core which has created a series of unconnected grouping of LIT staff and students. The EU student barometer revealed that LIT students ranked the college above the national and European ratings for practical course content, lecturer/tutor availability and helpfulness, course content and structure, teaching quality, accommodation availability, assistance with career planning, and inexpensive location.

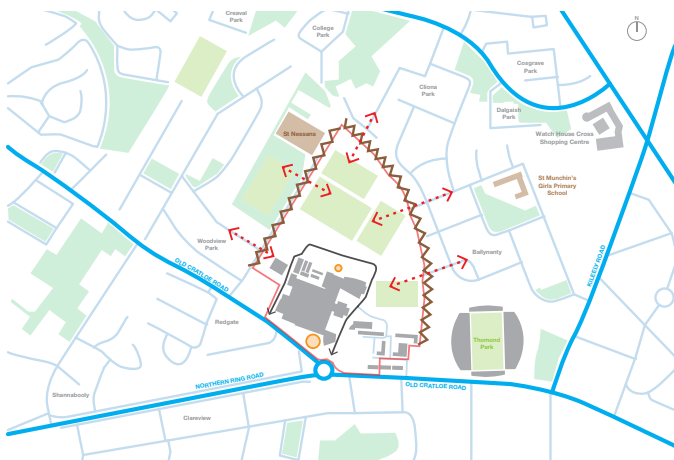


Moylish

Site Area: 14.3ha / 35.3ac
 Gross Floor Area: 35,448m²
 Energy Use: C3
 Student Numbers: 3,594



Micro-climate



Permeability



Car parking and arrival

- Barriers
- Potential Connections
- Green Spaces
- Main Arrival Points

- Major Arrival Point
- 600 Parking Spaces
- Pedestrian route to city centre
- Entrance
- 'Street'

2.2.5

Moylish

Existing Conditions Survey



MOYLISH CAMPUS

The central single storey building in Moylish was constructed as an advance factory in 1972. The building was open plan space that was top lit and laid out for manufacturing purposes.

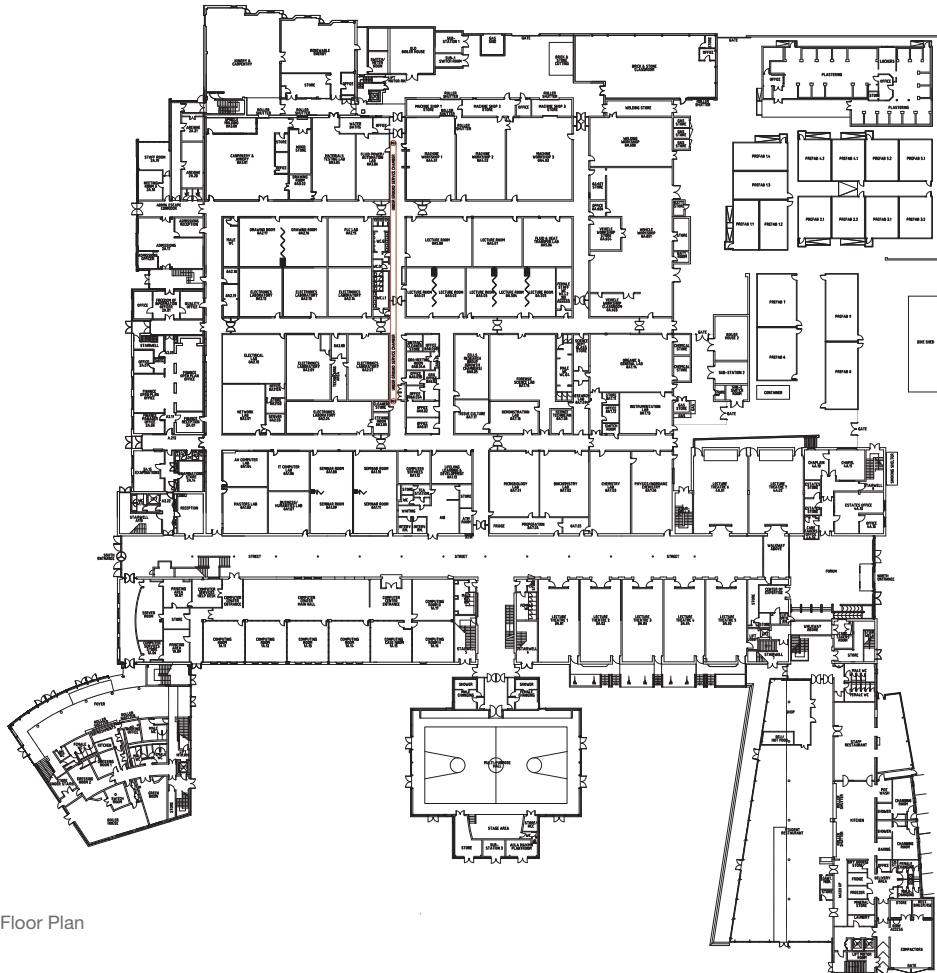
The building has been heavily adapted since its construction with a number of perimeter blocks of four storeys effectively screening the core. The most notable addition is the north south three storey street with central colonnade which provides the main arterial circulation for the campus.

The central single storey block, is top lit via a number of roof lights. The roof is generally poorly insulated and in areas there are signs of deterioration.

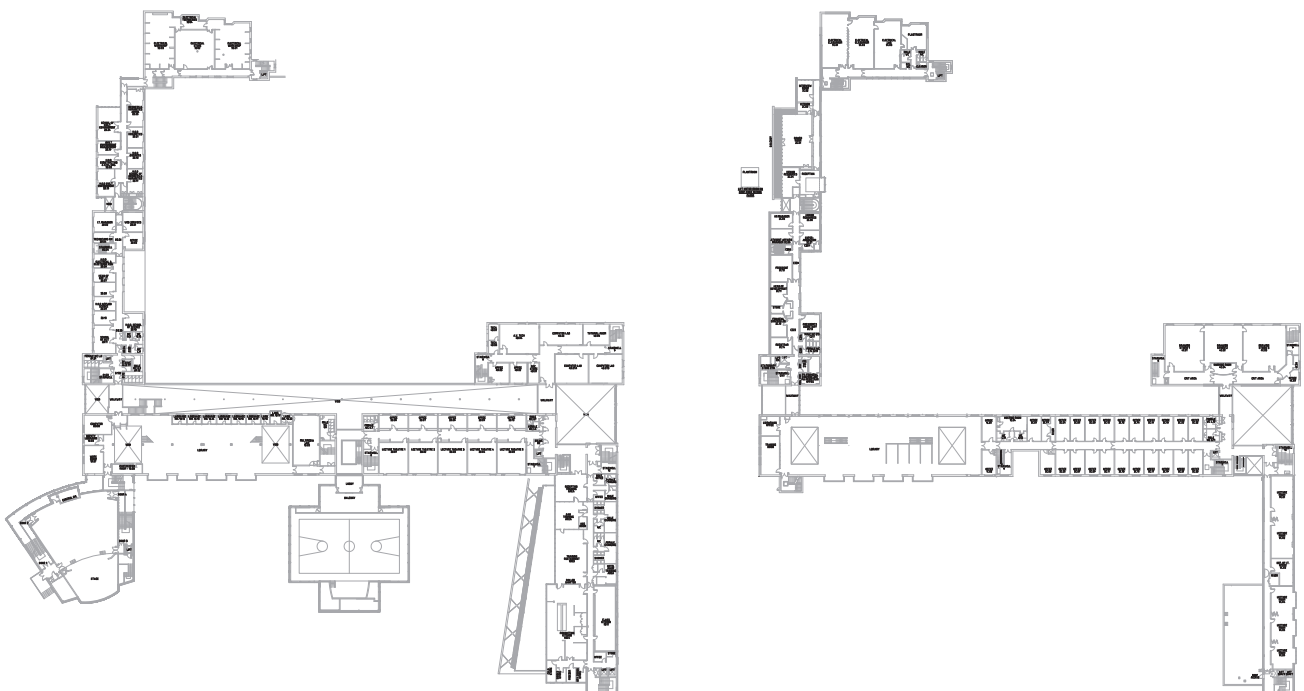
The buildings are serviced by a perimeter utility ring and a number of satellite buildings are located at the edges of the core campus block. These buildings are of varying quality and a scale.

The campus is dominated by car parking and there is limited external public realm space. Spaces between the contemporary additions in the 1990s have been utilised for temporary car parking.

Moylish has a number of playing fields to the north which have had substantial investment over a period of time to improve their playing surfaces. The existing 3G pitch has also been upgraded recently to contemporary standards.



Main Building Ground Floor Plan



Main Building First Floor Plan

Main Building Second Floor Plan

2.2.5

Moylish

Existing Conditions Survey



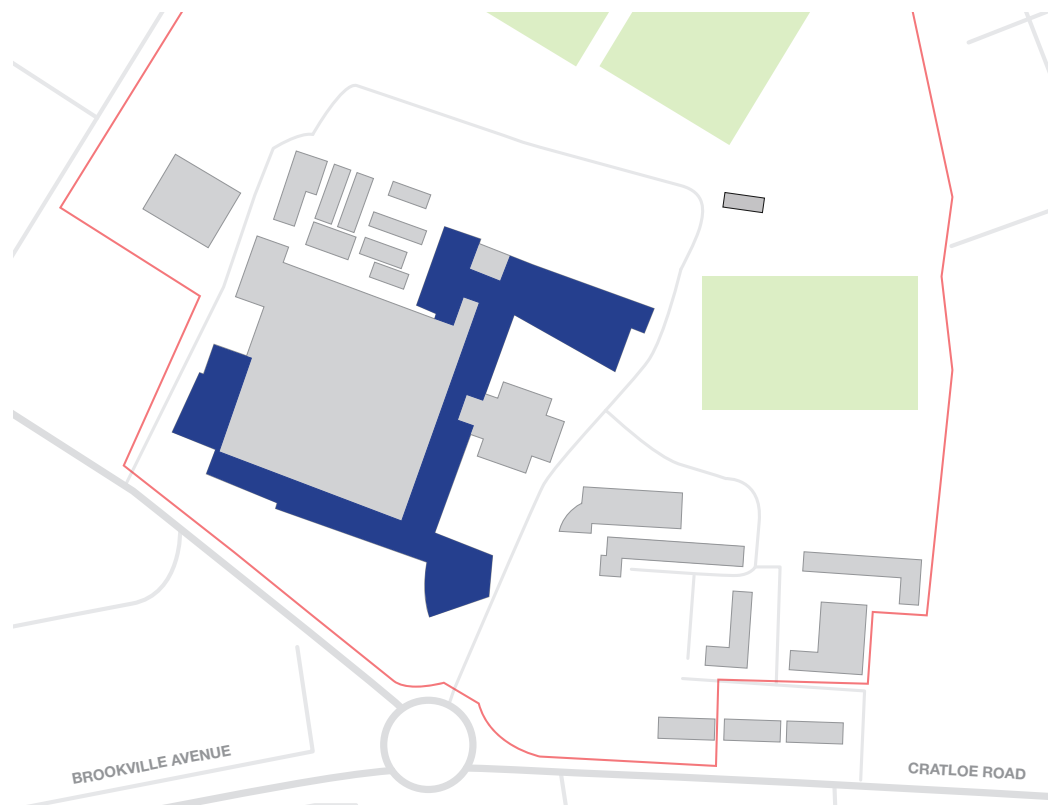
Ground Floor

		GROUND (m ²)	FIRST (m ²)	SECOND (m ²)	TOTAL (m ²)	%
HEA STANDARDS	<div></div> Grade A As New	1,618	649	-	2,267	6%
	<div></div> Grade B Good Condition	8,386	6,524	4,463	19,394	55.0%
	<div></div> Grade C Operationally Safe	9,317	2,057	-	11,373	32%
	<div></div> Grade D Need Replacement	1,837	577	-	2,414	7%
	Total Area (m²)	21,158	9,827	4,463	35,448	

*Condition Survey as of June 2014



First Floor



Second Floor



2.2.6

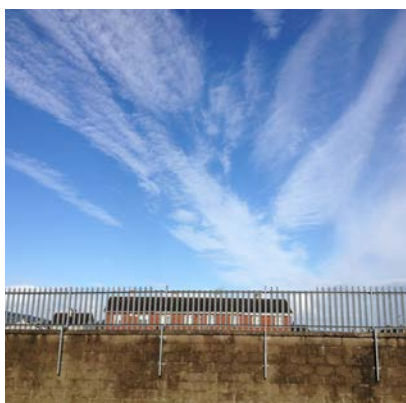
Moylish

Characteristics

Weak Characteristics

Defensive Boundary Condition

The campus is surrounded by defensive walls along the northern edges - with walls on 3 sides, which is at odds with LIT's ethos of participation and engagement



Temporary Accommodation

Existing temporary units (approx 1700m²) have been in LIT for over 20 years and create a seriously sub standard HE environment for Higher Education in 2014.



Entrances

There are a number of entrances and this causes confusion and duplication of services.



Strong Characteristics

The 'Street'

The street when full is a dynamic space which is readily viewed as LIT's only informal social space.



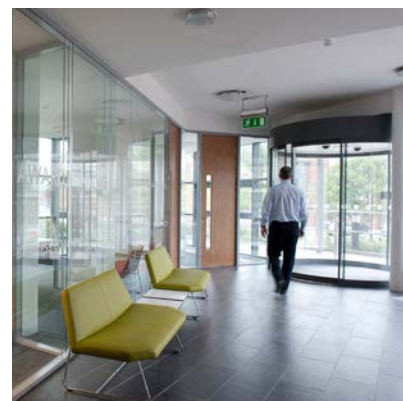
Upgraded Sports Facilities

3G pitch upgraded to FIFA 1 Star & GAA standards which are stringently tested on durability and longevity.



The Hartnett EAC Centre

Investment in modern facilities for research orientated companies provides a third level "feel" for the campus.



2.2.7

Moylish

Arrival



Location of proposed Thomond Plaza

Arrival to the campus is via two entrances which are located on the south and north facades of the central block. Both entrances serve the main street and have dedicated security points. Whilst the arrangement is highly efficient it does lead to confusion and duplication in relation to arrival at LIT - two front doors.

Our Places proposes a reorientation of the campus, with the formation of a single clearly defined entrance facing Thomond Park. The new entrance will form part of a student learning environment of winter gardens and student facing facilities. The external spaces around the entrance will be developed as pedestrian priority areas.

The redefined entrance in the campus will allow visitors to arrive to the heart of the campus immediately, in a student focused series of exciting and dynamic spaces. Active learning will be openly on display surrounding this new entrance.

Importantly the learning will be on display and the introverted nature of the campus will be replaced by an open, modern and accessible campus.



Impression of a new entrance for the Moylish Campus - Thomond Plaza

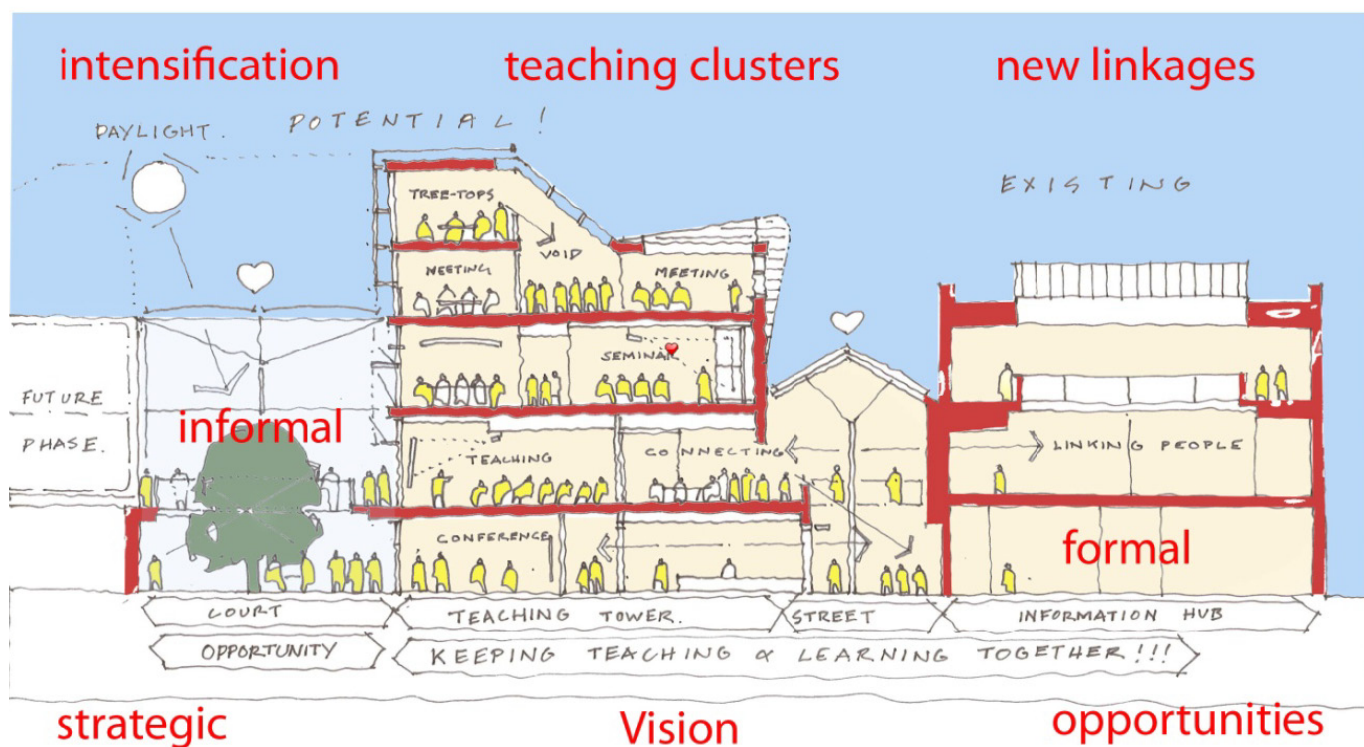


Potential view across to Thomond Park from new entrance gateway

2.2.8

Moylish

Role of the Street



The reimagining of the central street in LIT will require a series of measures to enable it to function as a truly effective social learning space. The opening of selected spaces into the street at different levels will provide opportunities to create a more dynamic learning environment.

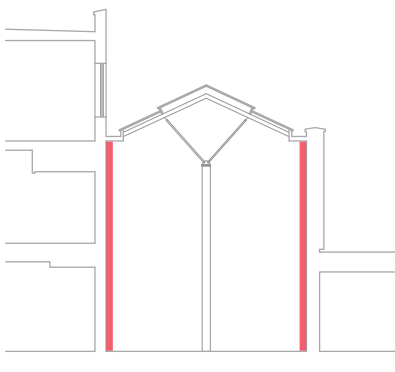
The street is dominated visually by a central colonnade which obscures views and combined with the relative narrowness (7.5 metres); it can feel very congested and cluttered. The opening of the ground levels promoting views to new garden courtyards within the depth of the building will be important in developing better visual links between various academic, learning and research activities.



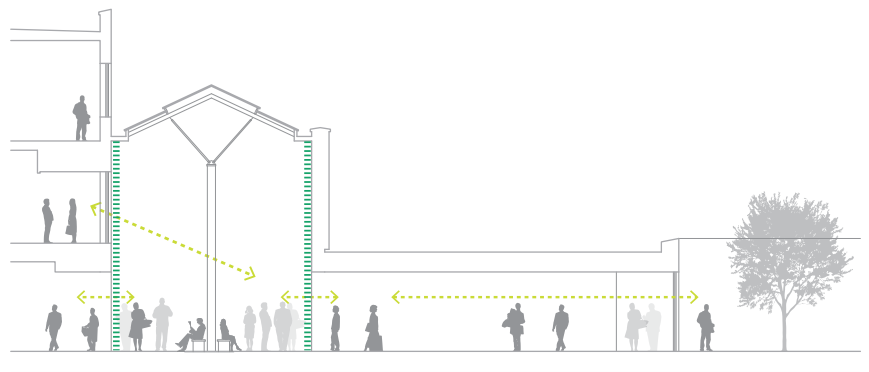
The LIT Street



visual connection with science labs - Campus 2030 Project 2014



existing street lacks activity - no visual connection across spaces



creating visual connections along the street will enhance student experience and encourage engagement

2.2.9

Moylish Courtyards



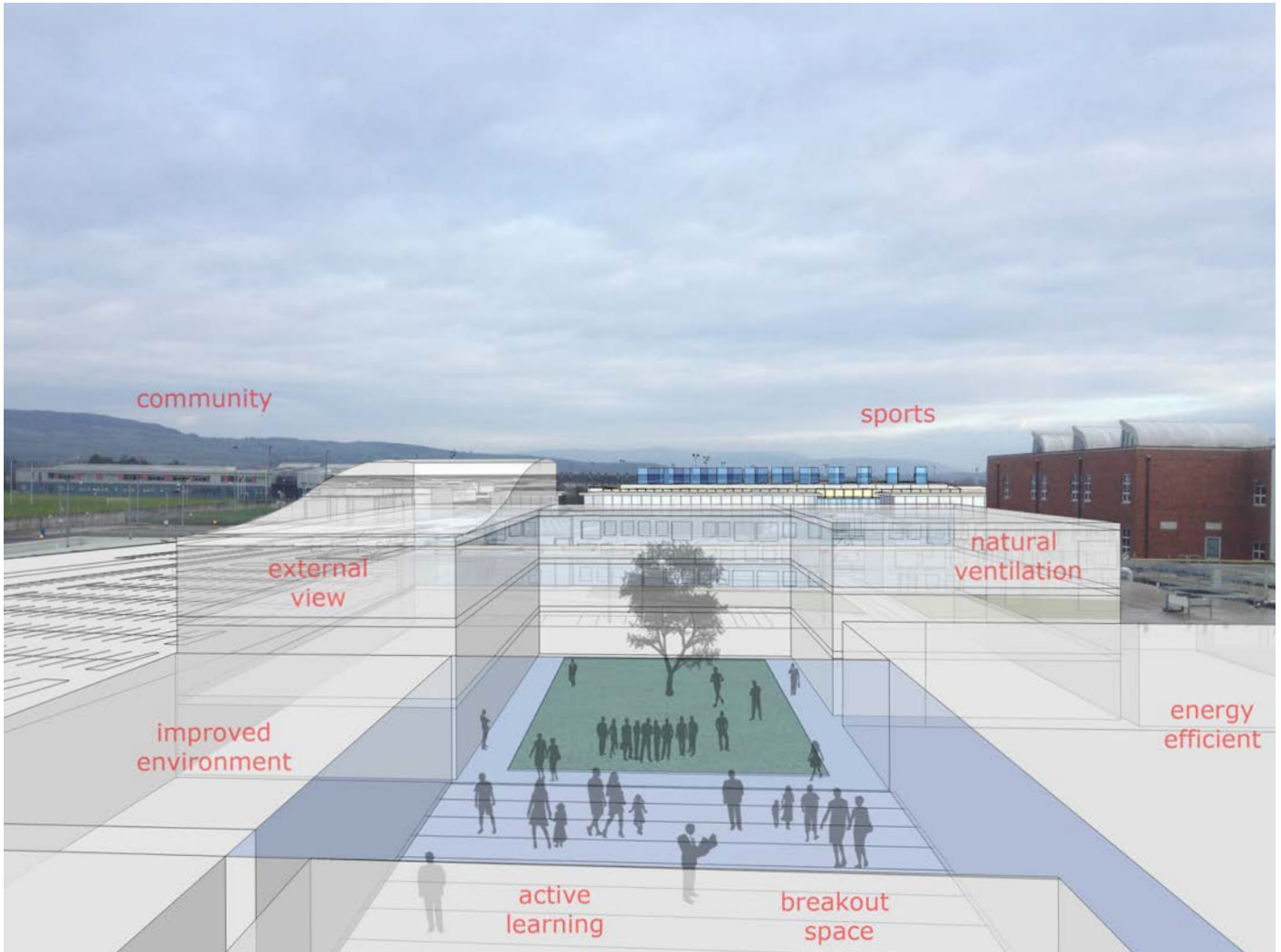
The existing building has large areas of deep plan with poor daylighting and ventilation provision or connection to the surrounding elements.

The central campus footprint was originally a production factory with deep plan single story top lit spaces. The space was efficiently planned and functional.

The development of perimeter buildings has created a further disconnect of the central student spaces from the outside environment. The spaces inside can also be disorientating and lack any social learning spaces for breakout.

As part of the plan a central courtyard is proposed as a green anchor to the central block. As well as allowing improved natural daylight and ventilation into the building it also will assist in creating a stronger sense of place for the central laboratories.

As a small sheltered area it will become a place for students and staff to sit and share ideas, an external classroom and group work space.



The creation of new courtyards will improve the learning environments over time.



Bailey Plaza, Cornell University - Michael Van Valkenburgh Associates

2.2.10

Moylish Masterplan





kileely road

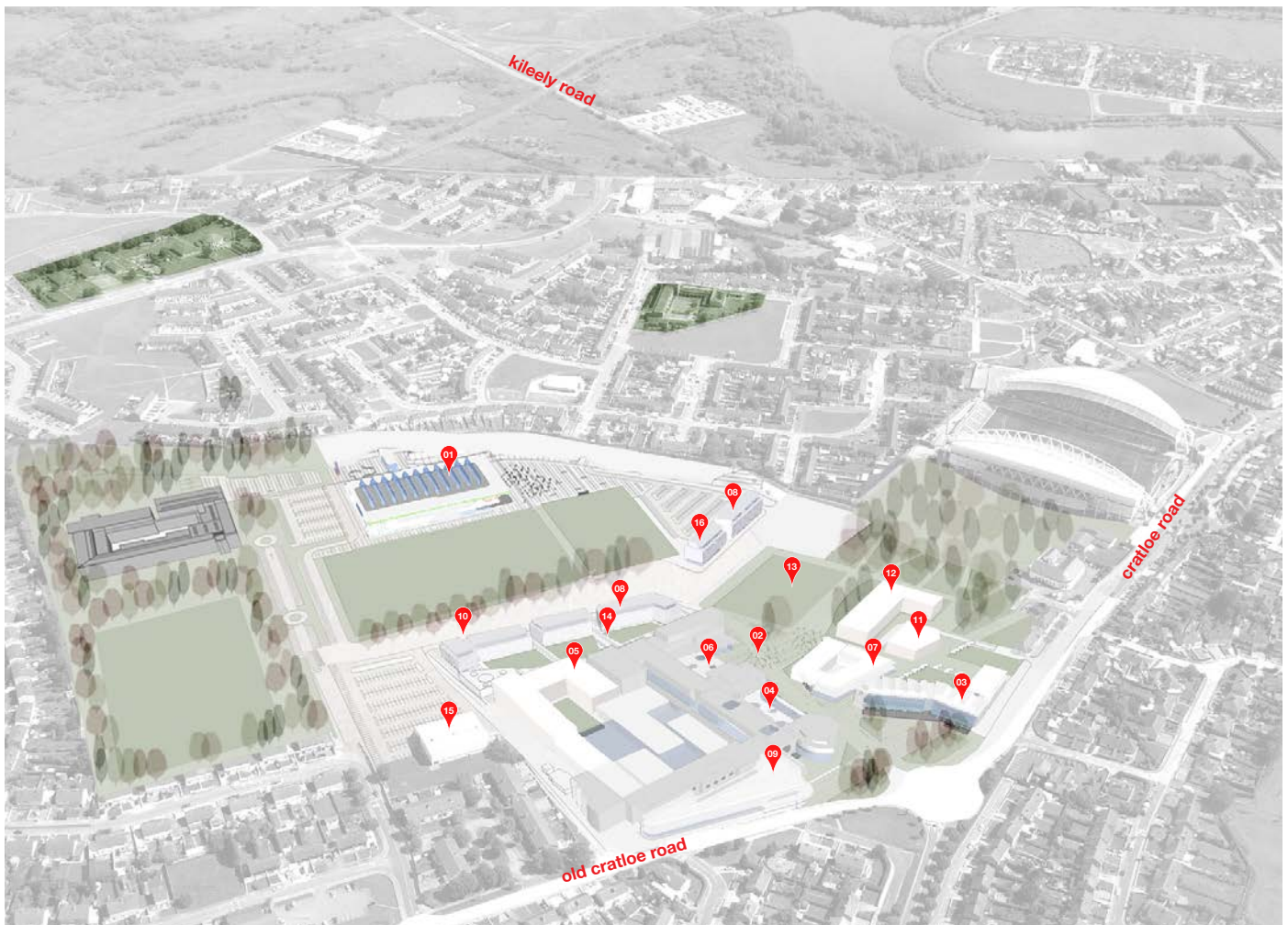
cratloe road

Legend

01. Community Engagement Gateway
02. Thomond Plaza
03. Applied Technology Gateway
04. Learning Resource Centre
05. Academic Extension
06. Welcome Hall
07. Hartnett EAC Extension
08. Student Village
09. Active Learning Centre
10. Student Centre
11. Research Pod
12. Science and Technology Building
13. All weather 3G Pitch
14. Learning Squares
15. Sports Hub
16. Sports Changing

2.2.10

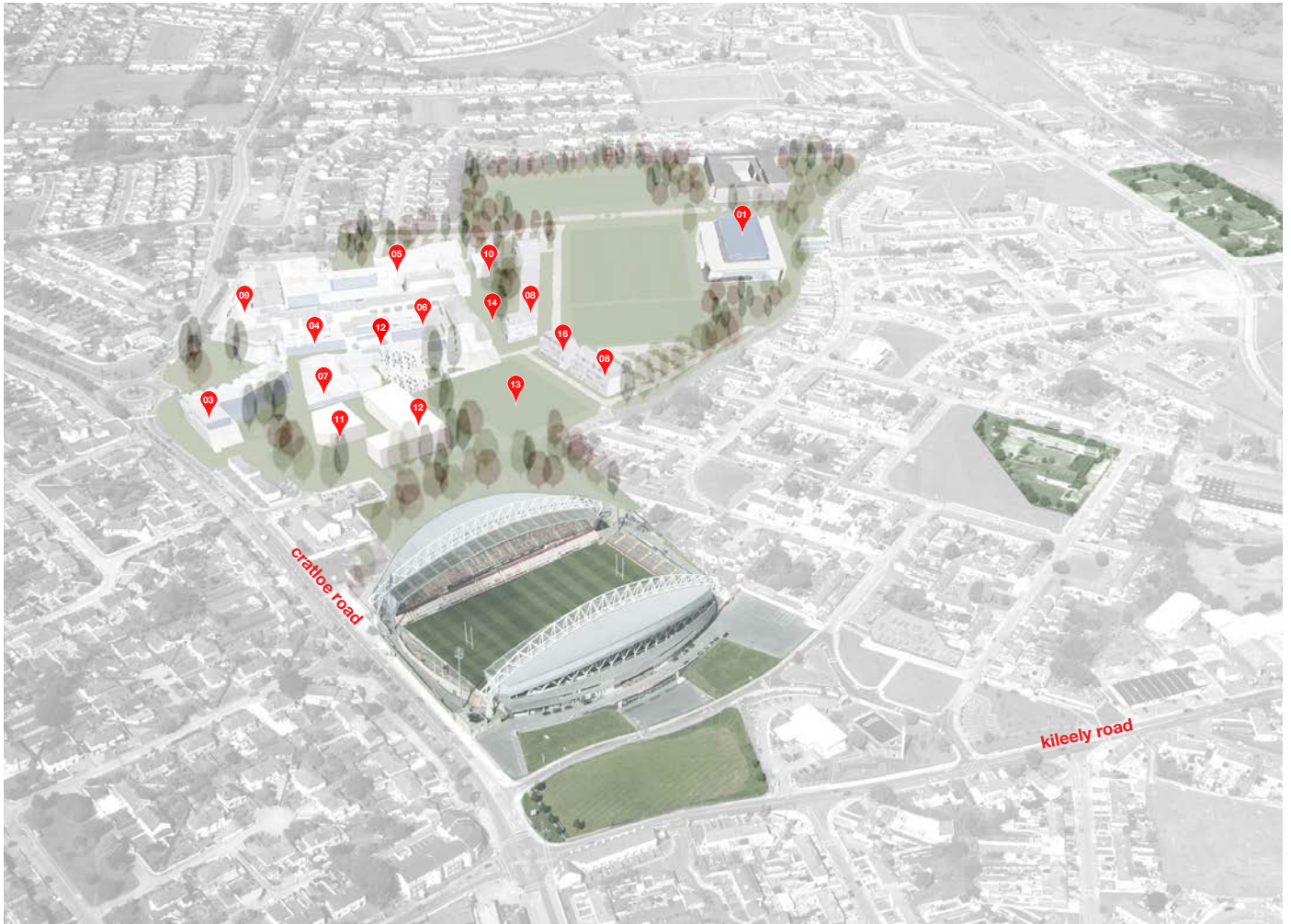
Moylish Masterplan



View of Moylish campus from the south west

Legend

- 01. Community Engagement Gateway
- 02. Thomond Plaza
- 03. Applied Technology Gateway
- 04. Learning Resource Centre
- 05. Academic Extension
- 06. Welcome Hall
- 07. Hartnett EAC Extension
- 08. Student Village
- 09. Active Learning Centre
- 10. Student Centre
- 11. Research Pod
- 12. Science and Technology Building
- 13. All weather 3G Pitch
- 14. Learning Squares
- 15. Sports Hub
- 16. Sports Changing



View of Moylish campus from the east

2.2.10

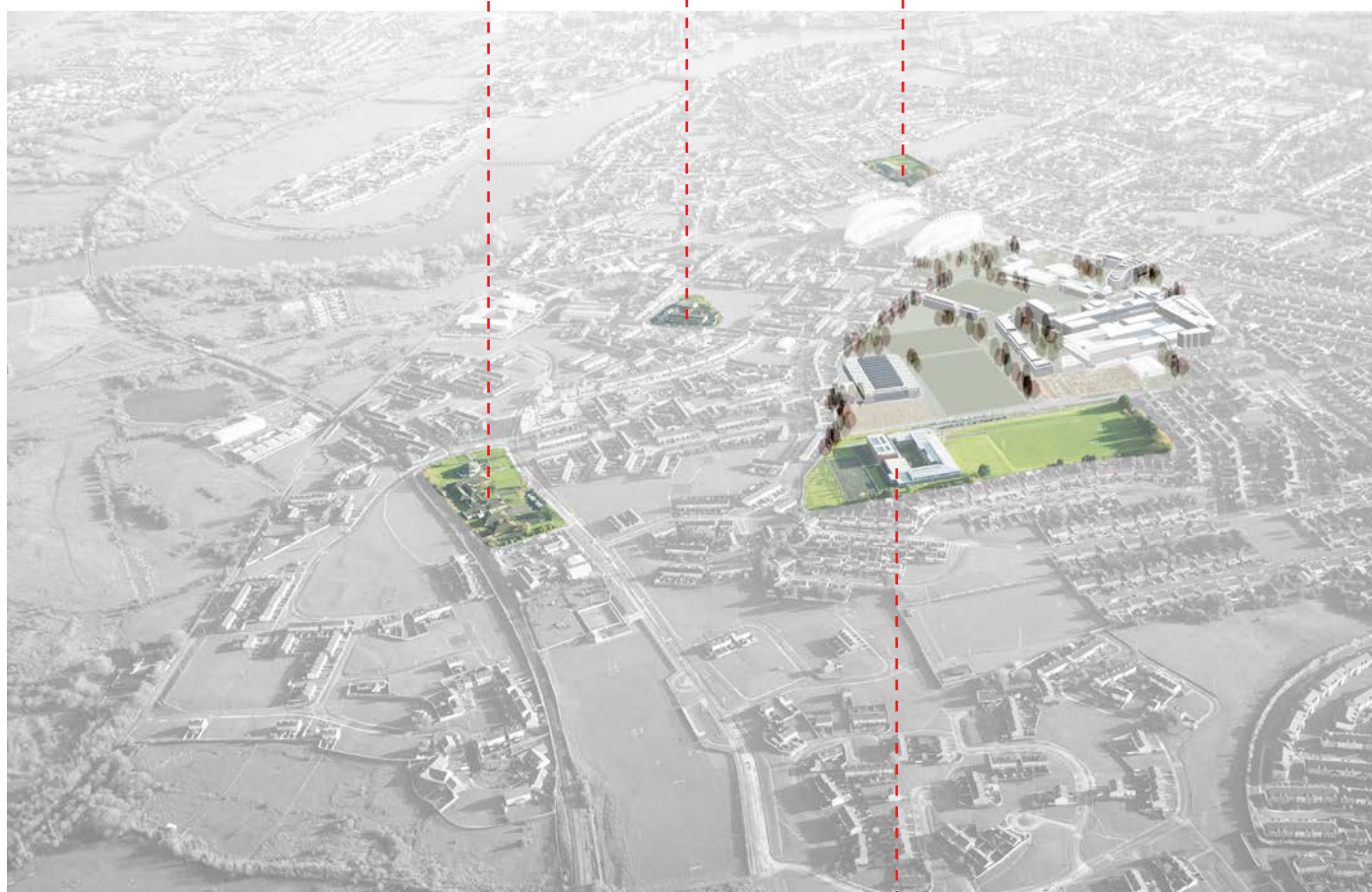
Moylish

Masterplan

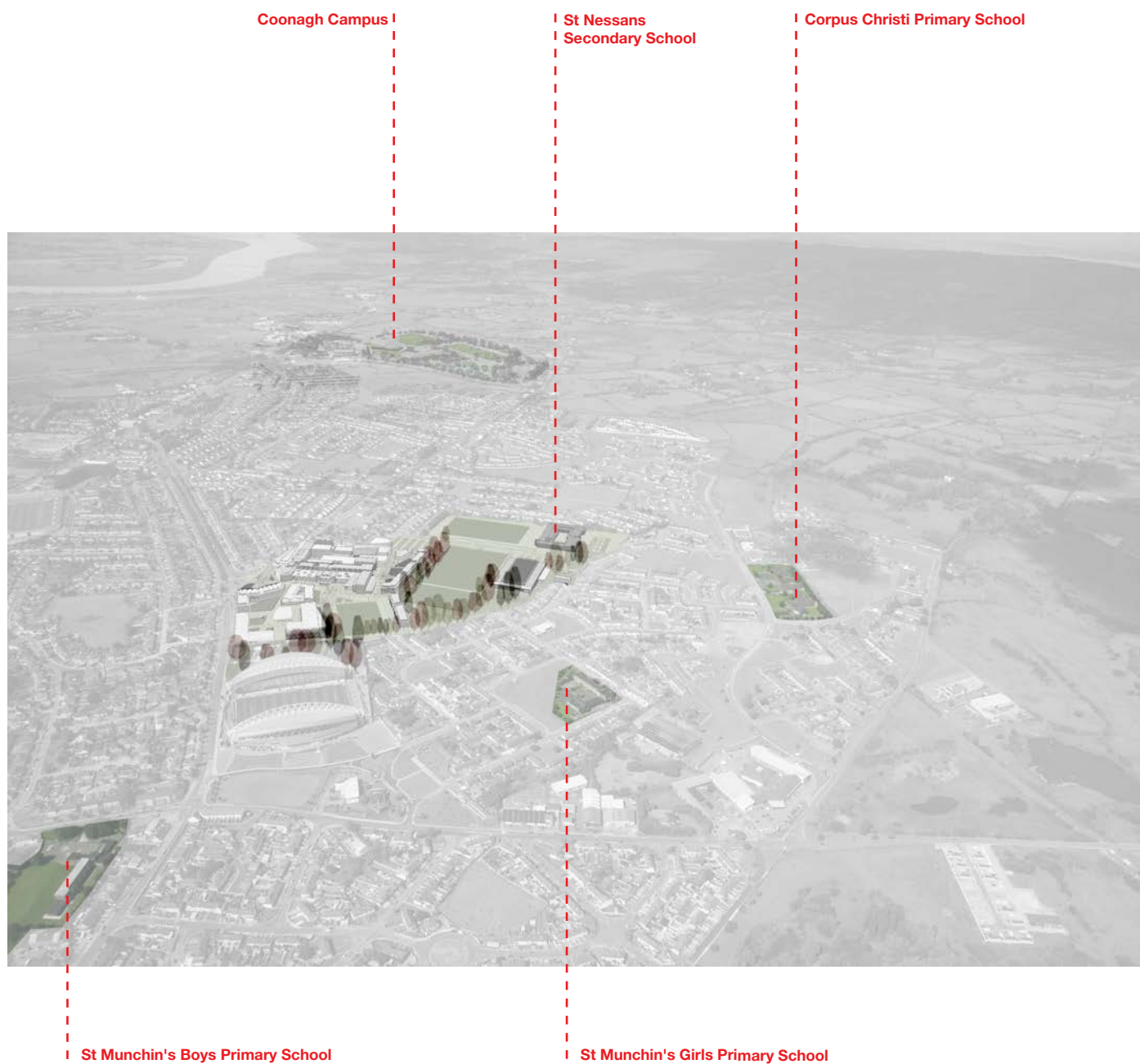
Corpus Christi
Primary School

St Munchin's Girls
Primary School

St Munchin's Boys
Primary School

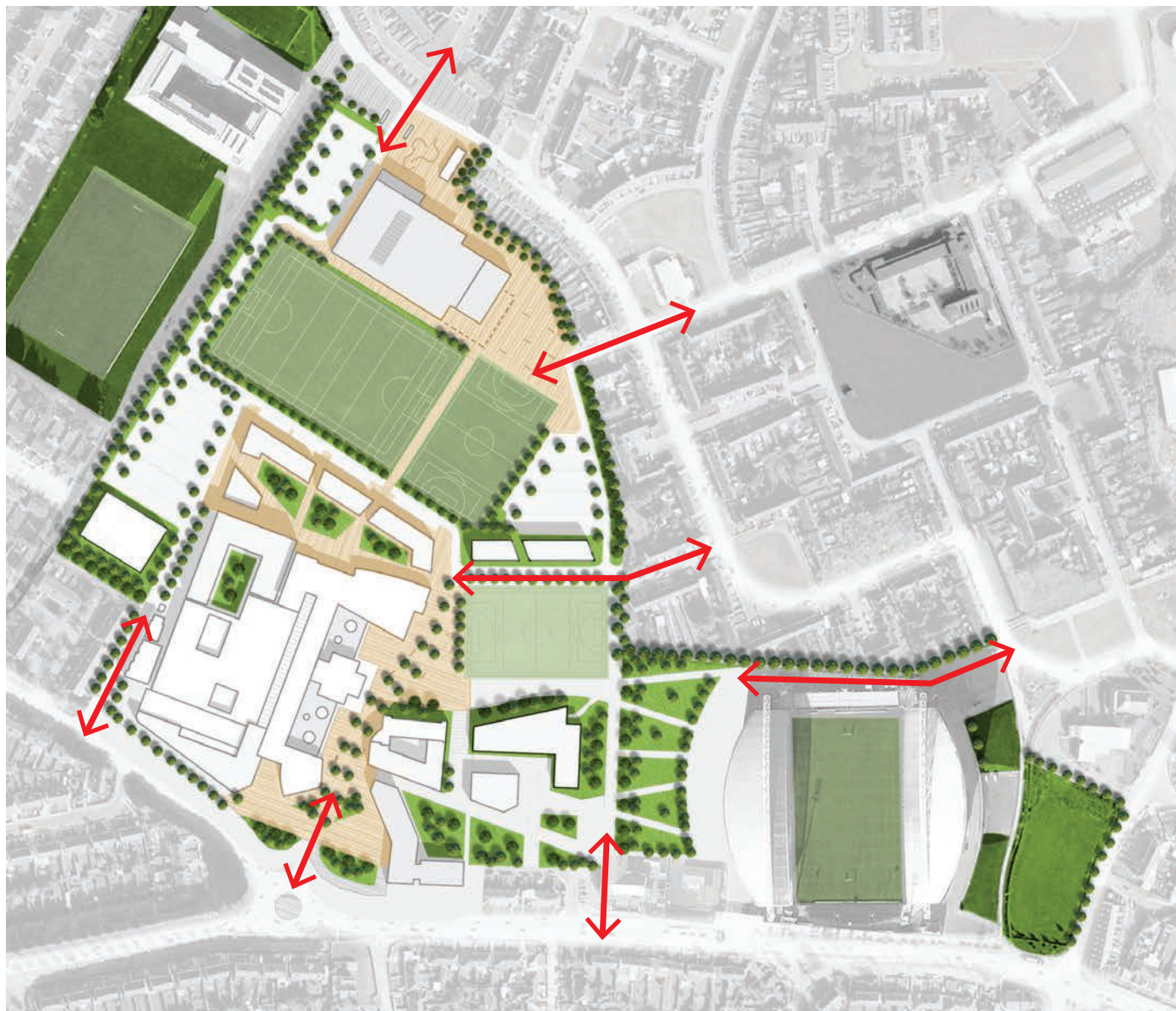


St Nessans Secondary School



View of Moylish campus from the South East - highlighting neighbouring educational facilities

2.2.11

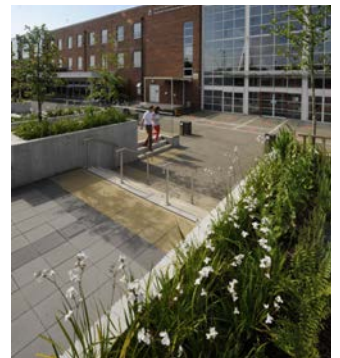
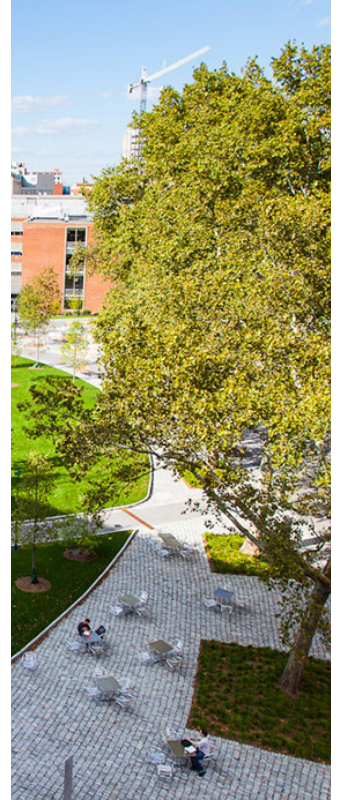
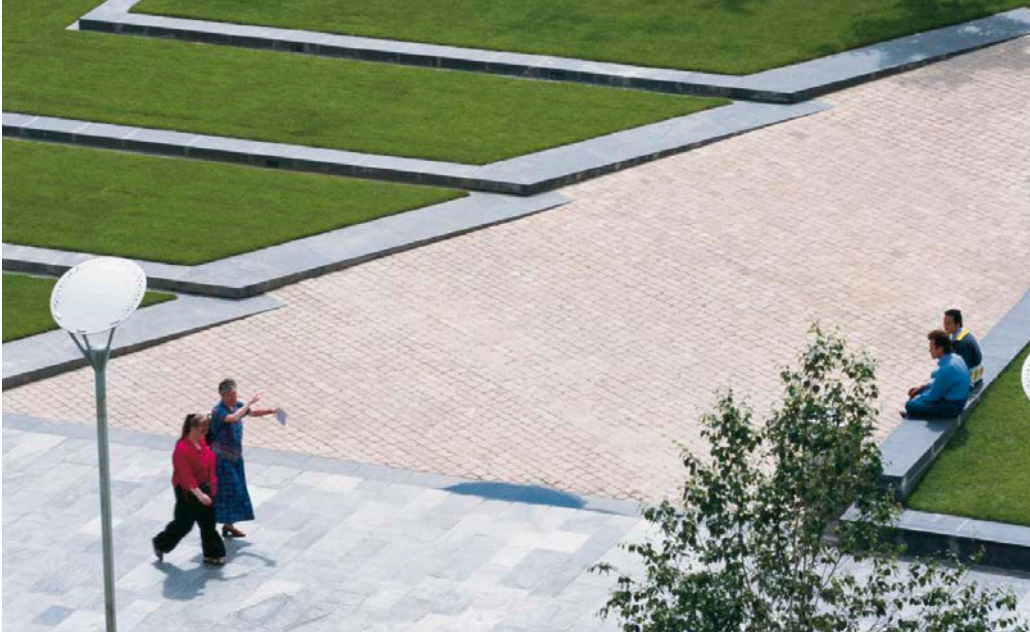
Moylish**Permeability & Landscape**

The campus landscape plan is based on the creation of a new shared entrance plaza between the existing Aula Maxima and Thomond Park. The entrance plaza will be a pedestrian priority shared surface which will provide a dramatic new arrival space for LIT - The Thomond Plaza.

The urban space will be eventually connected via tree lined pathways to Thomond Park creating a new urban series of spaces for the city. Whilst permeable for some limited traffic movements, the spaces between the buildings will relate to the edges of the buildings encouraging multiple access points and places for meeting. The existing car parking adjacent to the canteen areas will be transformed into garden spaces with high quality urban seating areas.

Surfaces will be permeable and a mixture of hard and soft finishes will segregate the landscape. Increased planting will be considered to promote greater biodiversity and shelter wherever possible.

However, there will be a structured public realm plan to create the appropriate civic presence. Lighting should be scaled in according to the spaces requirements, and to ensure unity for the various building edges.



The design of the landscape will be synchronised with the academic calendar. The landscape will serve to integrate the masterplan into its wider surroundings and become a multi-functional resource with added benefits.

These benefits will include the creation of public open space, visual amenity, a buffer against temperature and climatic extremes. Public spaces will create a strong civic focus for the institute and form part of a sequence of spaces that unite the campus within a common language of design, incorporating grass mounds, water, stepped terraces and specimen planting.

2.2.12

Moylish

Implementation



BUILDING SCALE

The campus is generally three to four storeys in scale surrounding a central single storey factory space. Recent buildings have increased in scale to four storeys with some plant areas.

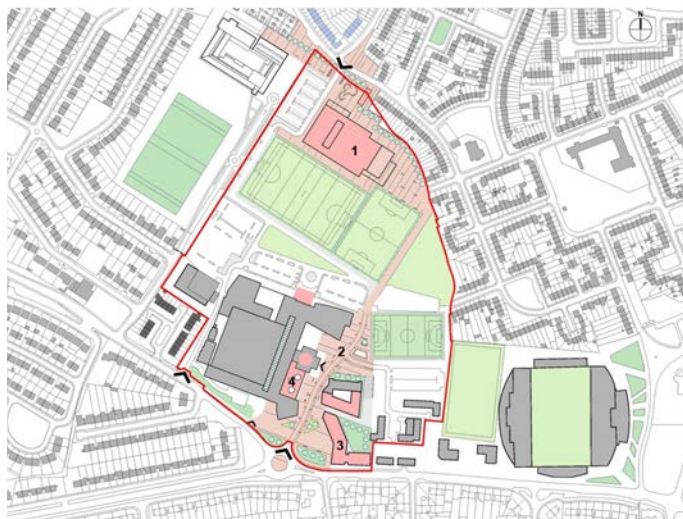
The proposed masterplan does not consider that increasing the height the buildings as a major driving factor considering its proximity to smaller scale residential buildings particularly to the southern edge of Old Cratloe Road.

However there are opportunities for taller blocks of 4-6 storeys that address wider expanses of land. These blocks also provide the ability for LIT to have marker buildings when viewed from the proposed northern gateway, whilst enjoying the views to Woodcock Hill and beyond.

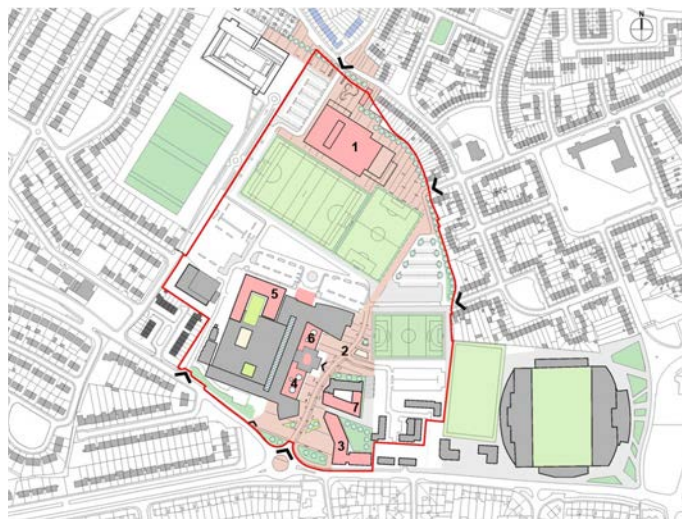
The existing domestic two storey blocks on the hill are much too small for the scale of the surroundings and should be developed into substantial four storey buildings to complete the townscape between Thomond Park and LIT.

Higher blocks should be considered throughout at key nodes or vistas if appropriate.

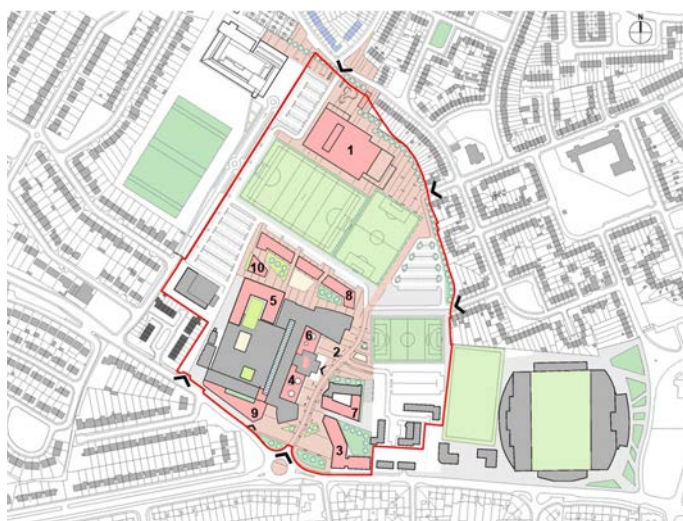




Phase 1: 2013 - 2020



Phase 2: 2021 - 2025



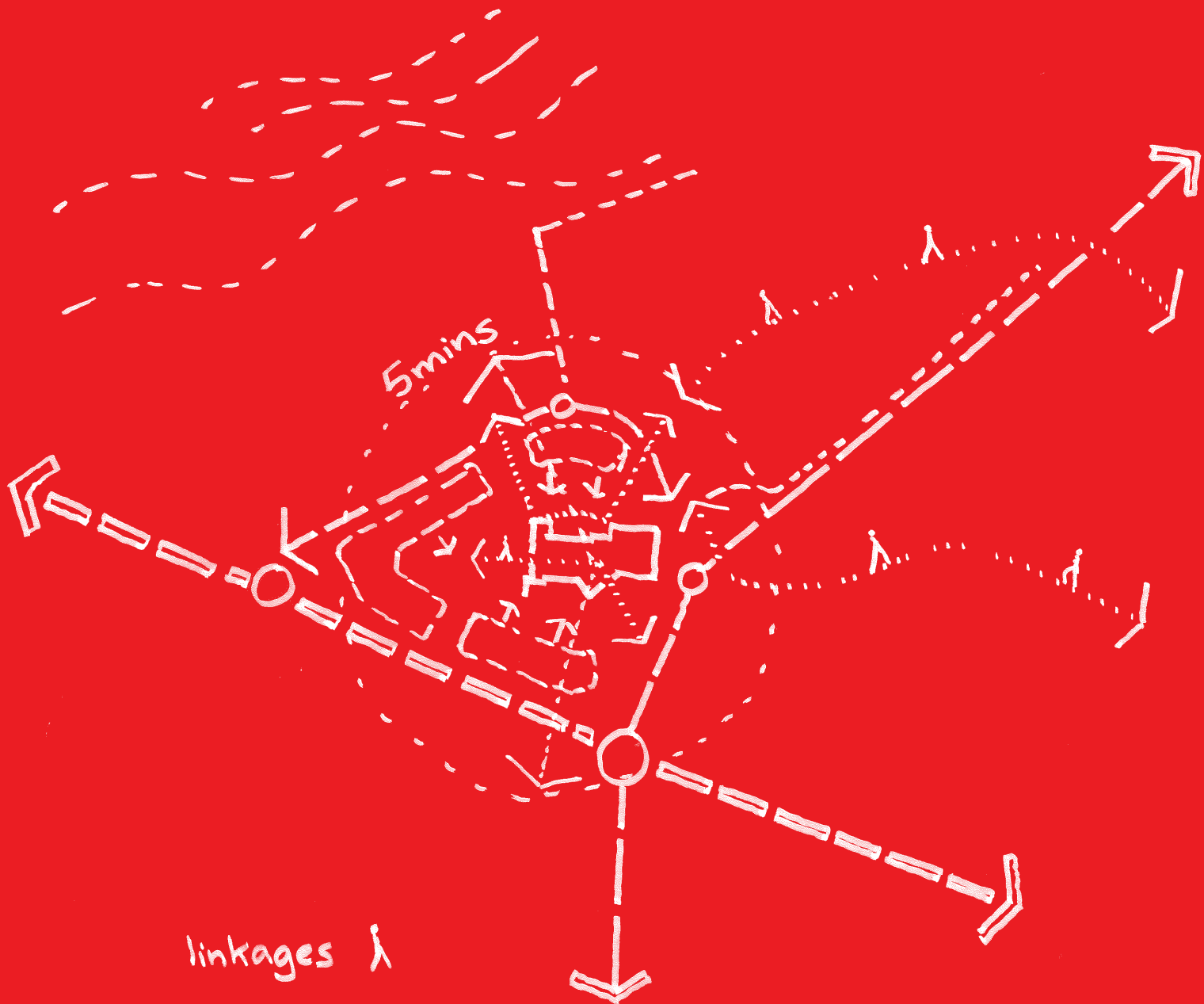
Phase 3: 2026 - 2030

Legend

- | | | |
|---------|-----|---------------------------------|
| phase 1 | 13. | All weather 3G Pitch |
| | 14. | Learning Squares |
| | 15. | Sports Hub |
| | 16. | Sports Changing |
| phase 2 | 01. | Community Engagement Gateway |
| | 02. | Thomond Plaza |
| | 03. | Applied Technology Gateway |
| | 04. | Learning Resource Centre |
| phase 3 | 05. | Academic Extension |
| | 06. | Welcome Hall |
| | 07. | Hartnett EAC Extension |
| | 08. | Student Village |
| | 09. | Active Learning Centre |
| | 10. | Student Centre |
| | 11. | Research Pod |
| | 12. | Science and Technology Building |

2.3

Coonagh



2.3.1

Objectives

As part of the overall approach a set of high level objectives have been developed for each campus. These are based on the principles of the overall plan, the specific needs and deficits of each campus.

In the context of the overall strategy, these are the key objectives for the Coonagh Campus;

1. **Learning** the creation of a cutting edge campus environment where learning is placed on display throughout.
2. **Fit for Purpose Space** existing flexible double height spaces will be utilised wherever practical to take advantage of their scale creating learning zones that reflect real life/employment environments.
3. **Future capacity** the creation of major additional teaching and learning spaces as needed will future proof LIT's space requirements in Limerick throughout the campus 2030 plan.
4. **Sport** to create a range of outdoor sports facilities which support and balance with the Moylish Campus and in particular Community Engagement Gateway project.
5. **Transformation** educational spaces are designed to promote a variety of informal and formal places to support all modes of learning. The educational environment will be dynamic and progressive. It will support group and self-directed learning throughout the campus, both inside and out.
6. **Adaptability** the spatial layout will be configured to ensure that future emergent courses are catered for via the use of innovative educational space planning.
7. **Gateway** the project will be a landmark gateway to the City. It will become a cluster of learning, research and enterprise activities whilst revitalising this route towards Shannon Airport and the western corridor.
8. **Connectivity** the campus will be intrinsically linked via partnership with the local authority and regenerate areas through cycle, jogging and walking paths which will physically connect all Limerick campuses, as a coherent part of the city's transformation.
9. **Environment** to create a highly sustainable environment, making the most of the embodied energy whilst placing the sports pitches carefully within the existing ecology to ensure that the waterways, marshes and dykes are maintained.
10. **Smart campus** to create an agile, technology rich campus and develop sustainable modes of transport between the LIT campuses. This will be supported by the utilisation of the existing car parking with the northern distributor road, which will enable excellent connectivity between the LIT campuses.

2.3.2

Coonagh

Site



Site location of Coonagh outlined in red

COONAGH

Coonagh Cross is a partially developed shopping centre on a key arterial route on the edge of Limerick city.

The property appeals for two reasons: firstly industrial spaces appropriate for leading Institute of technology activities exist and secondly the adjacent land holding provides the location for necessary sports facilities and pitches.

MASTERPLAN PRINCIPLES

The masterplan is designed around a number of key principles.

- Creation of an innovative campus
- Reinforcing LIT as a gateway to the city
- Increased physical connectivity to the wider community via new routes
- The softening of the existing environment
- Ensuring the location feels part of the LIT family of campuses.
- Create a space dividend in Moylish Campus allowing expansion for growing demand.
- Allows for sharing of necessary facilities between Moylish and Coonagh



Site aerial of existing Coonagh Cross from the south; site extents outlined in red

FLEXIBILITY / ADAPTABILITY

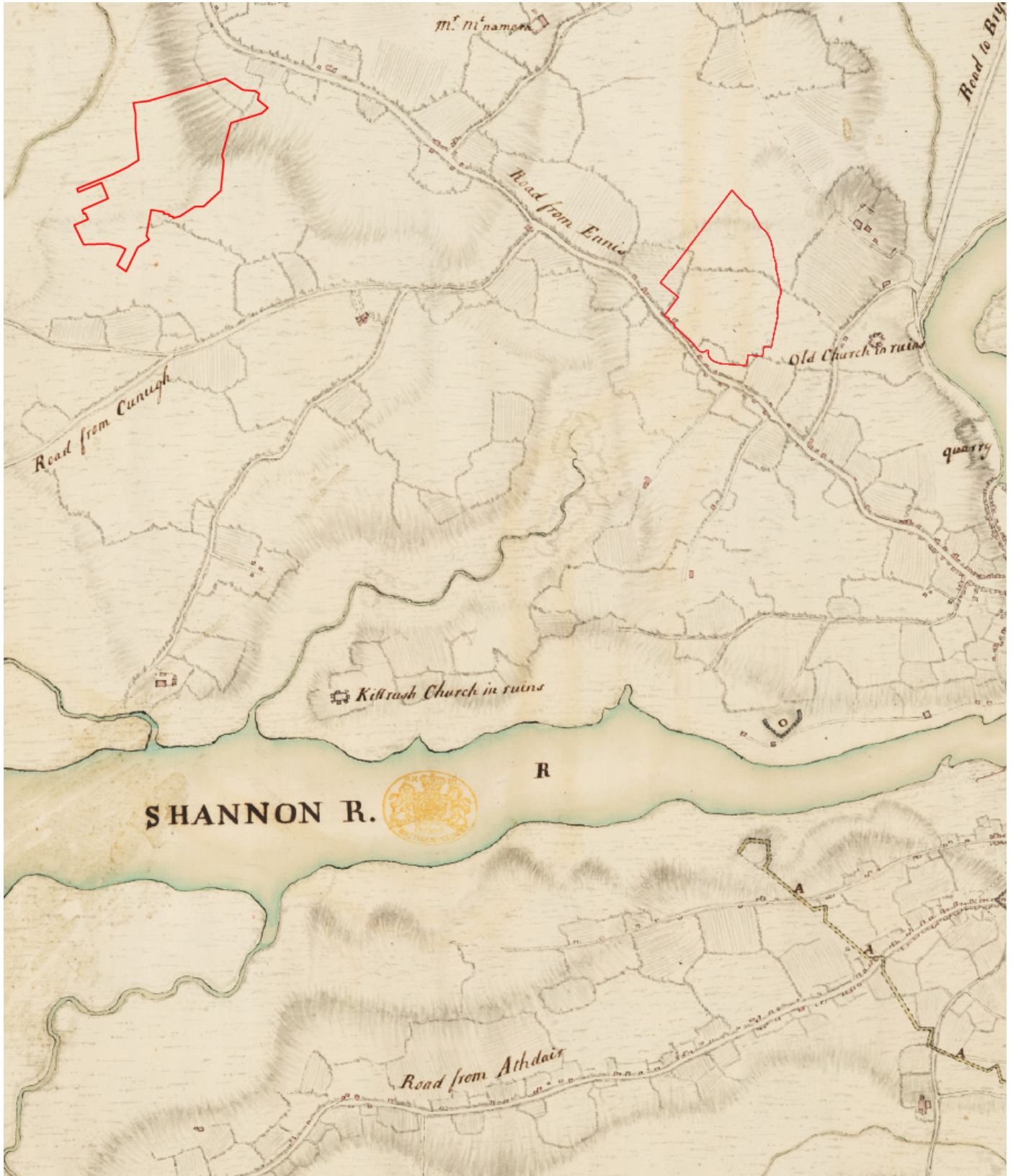
Coonagh is a facility which has complete flexibility. The masterplan will focus on a series of learning clusters which will be highly adaptive, over the period of the plan. This will allow flexible solutions for LIT within a broad framework. The initial stages of Campus 2030 - Our Places will set the tenor, with later stages becoming faculty specific as the campus grows. The integration of Information Technology within the campus will be expressed wherever possible to create a showcase for Coonagh. The facility will also be designed to allow for solutions for existing timetable constraints on the Moylish campus.

The Coonagh development also allows significant capacity for growth as well as the ability to provide industry standard facilities which will be provided in conjunction with industry partners.

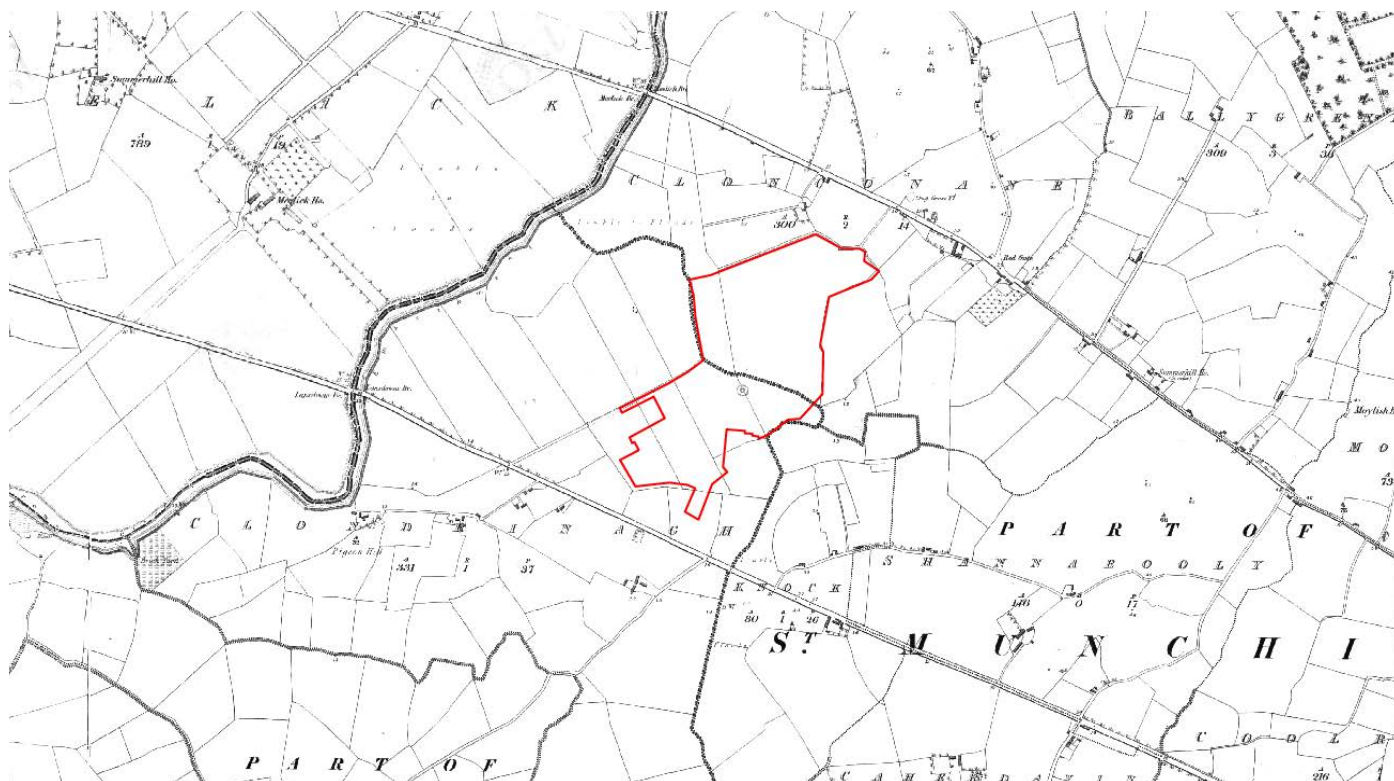
2.3.3

Coonagh

Historic Context



Country around Limerick, c. 1752 - William Eyres (British Library)



Ordnance Survey 1829-41

HISTORY

Coonagh (Irish: Cuanach, meaning "winding, abounding in hollows".)

It is an area which comprises the townlands of Coonagh East and West lying on the edge of Limerick city. The lands are predominantly agricultural with ad hoc development located on the main arterial routes.

Henry de Londres, Archbishop of Dublin, got a grant of this district in 1215 and a branch of the O Briens held almost exclusive possession the lands from an early date to Cromwellian times.

The area is a fine grained landscape with a complex web of raised dykes that control the distribution of water from the tidal Cropaun River (Meelick Creek). To the east of Coonagh is the Knocknalisheen marsh which drains into the Shannon estuary and is a special area of wildlife conservation.

The site is occupied by a partially vacant shopping centre completed in 2008. The proposed Coonagh to Knocknalisheen Distributor Road will also provide direct access to the Old Cratloe Road with a distance of 1.6km to Moylish campus.

2.3.4

Coonagh

Site Analysis

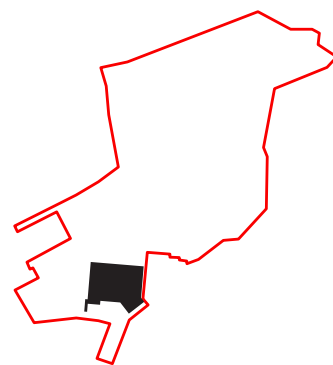


Aerial view of Coonagh Campus highlighting some of the key site issues

The current built form has created a challenging environment. It is located at the Coonagh Cross roundabout and is an empty retail development but on an important gateway to the city. The environment is exposed with large expanses of unsheltered car parking surrounding a monolithic internal facing building. The retail language of the architecture is evident through the mall configuration and location of the major entrances and service areas.

The site also forms part of an existing occupied Tesco Retail box which is attached to its southern edge. The surrounding landscape has also been destroyed during construction resulting in a landscape environment which is reasonably barren, with disconnected hedgerows and areas of substantial fill.

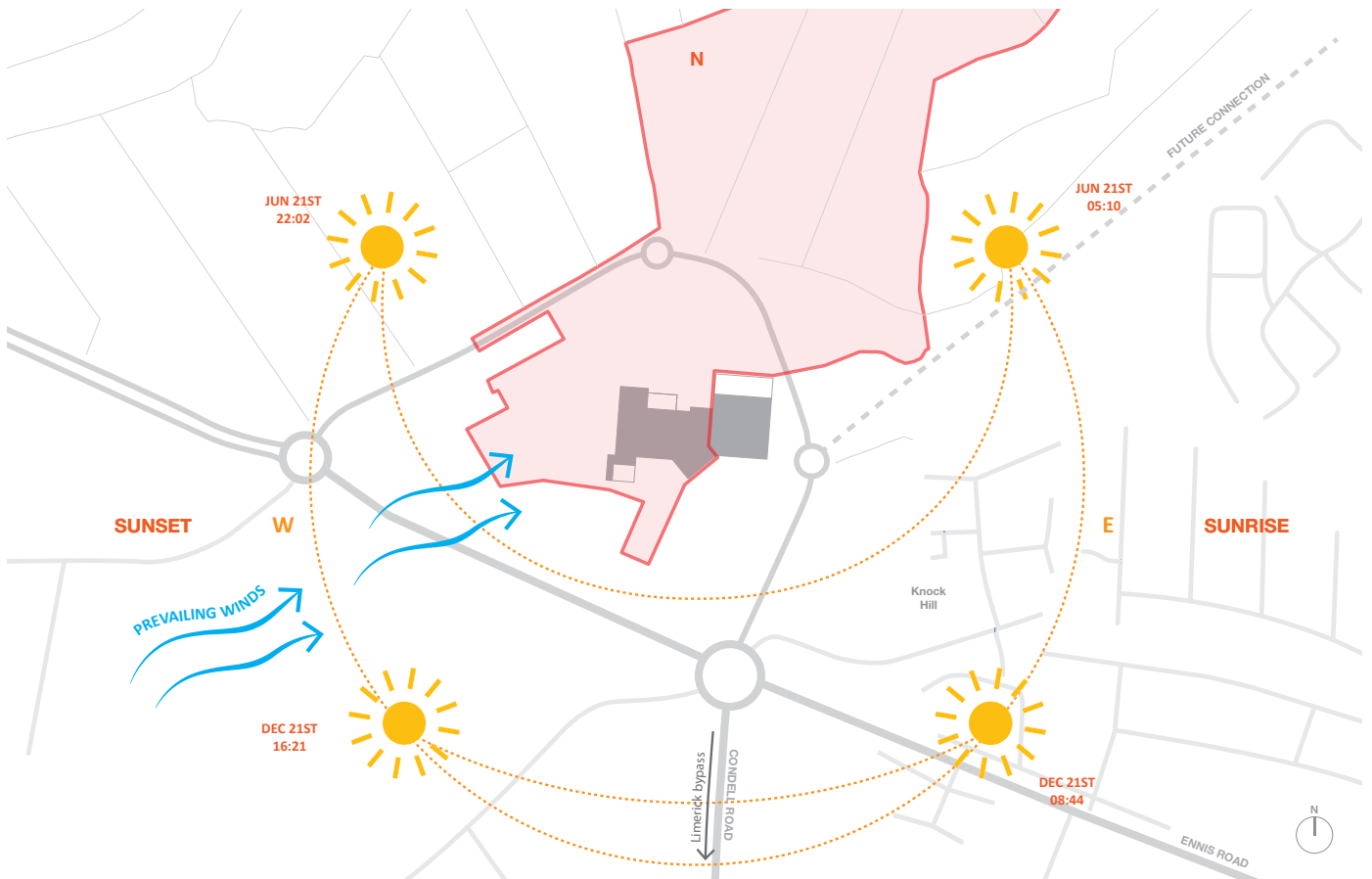
Careful intelligent design will resolve these site challenges.



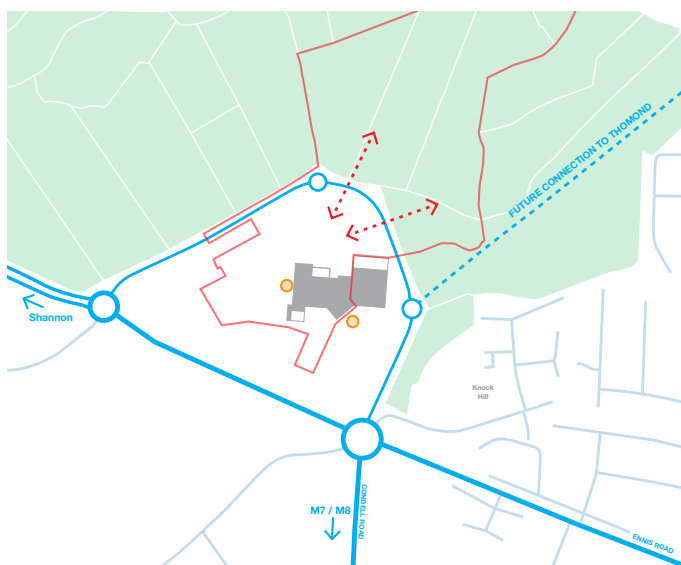
Coonagh

Site Area: 20.9ha / 51.7ac

Gross Floor Area: 7,435m²



Microclimate - Careful planning is required for future development to ensure the aspect is maximised without shading.



Connectivity

- Potential Connections
- Green Spaces
- Main Arrival Points



Car Parking

- Vehicular Access
- Parking
- Other Parking
- Pedestrian route to city centre
- Entrance
- 'Street'



2.3.5

Coonagh

Characteristics

Weak Characteristics

First Impressions

The incomplete nature of the existing shopping centre does not help Limerick's image on this gateway site.



Sense of Place

The building is designed as an internalised shopping box so has no sense of place or identity.



Legacy

As an abandoned property with multiple compliance and safety issues will require remediation measures.



Strong Characteristics

Space for Sport

The location has substantial adjacent lands that could be developed as sports facilities in the future.



Development Potential

The double height spaces provide ample opportunity for creating highly adaptable learning spaces.



Public Infrastructure

Maximising the excellent connections to Limerick, Shannon Airport, Moylish and local communities is paramount.



2.3.6

Coonagh

Fit for Purpose Environments

The existing building is a completed shell with a series of different sized units that provide the opportunity for the following:

- Large scale flexible space suited to workshops and industrial type settings
- Raw space that needs little demolition as it has not been occupied by tenants
- A mix of cellular and Open Plan space
- Structural capacity to house mezzanines throughout (increased floor space) and therefore potential to add significant value and capacity to the investment

The spaces can accommodate several faculties with fit for purpose accommodation.

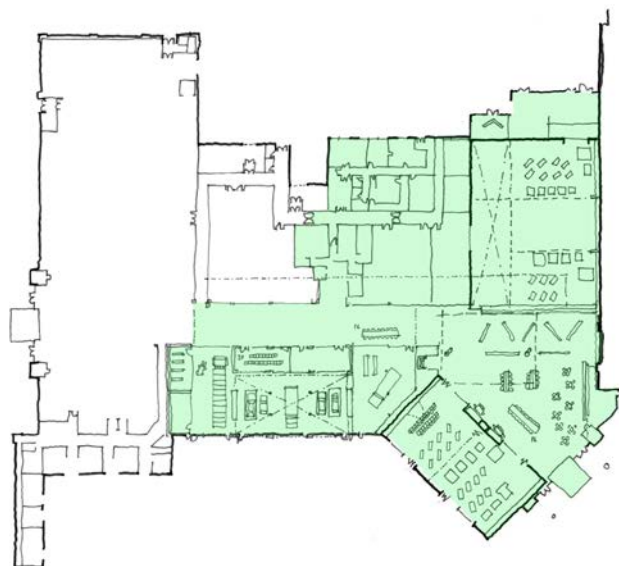
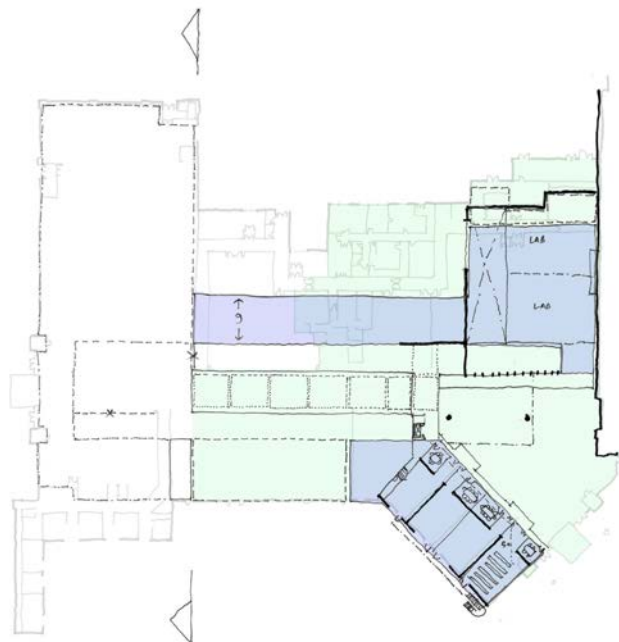
The education environments envisaged create a showcase for active learning and demonstrable partnerships with industry.

The aim is to create environments where education and employers can meet, can develop programmes together resulting in graduates that have the necessary skills for industry.

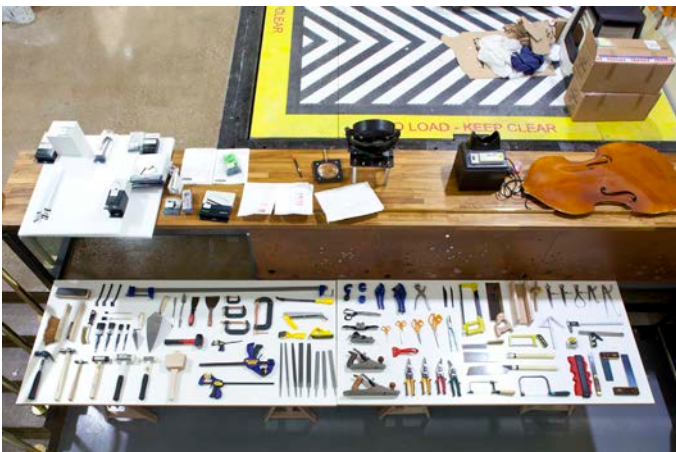
The spaces are designed to be flexible and agile to easily accommodate change in the future as industry needs develop.

Current early design layouts in the first phase indicate the capacity to provide 6,000m² of teaching and of learning space.

An example of this in action as the Institute of making at the University of London which creates a professional environment showcasing products and inviting to attract students and industry and create the interface between the two. LIT intend to create this environment for the region and at a national level.



Test Fit Scheme - Phase 1



Precedent: University of London - BDP

2.3.7

Coonagh Masterplan





Legend

- 01. Education + Laboratory
- 02. Precision Engineering Hub
- 03. Enterprise Graduation
- 04. Industrial Skills Lab
- 05. Sports Changing Facilities

2.3.7

Coonagh

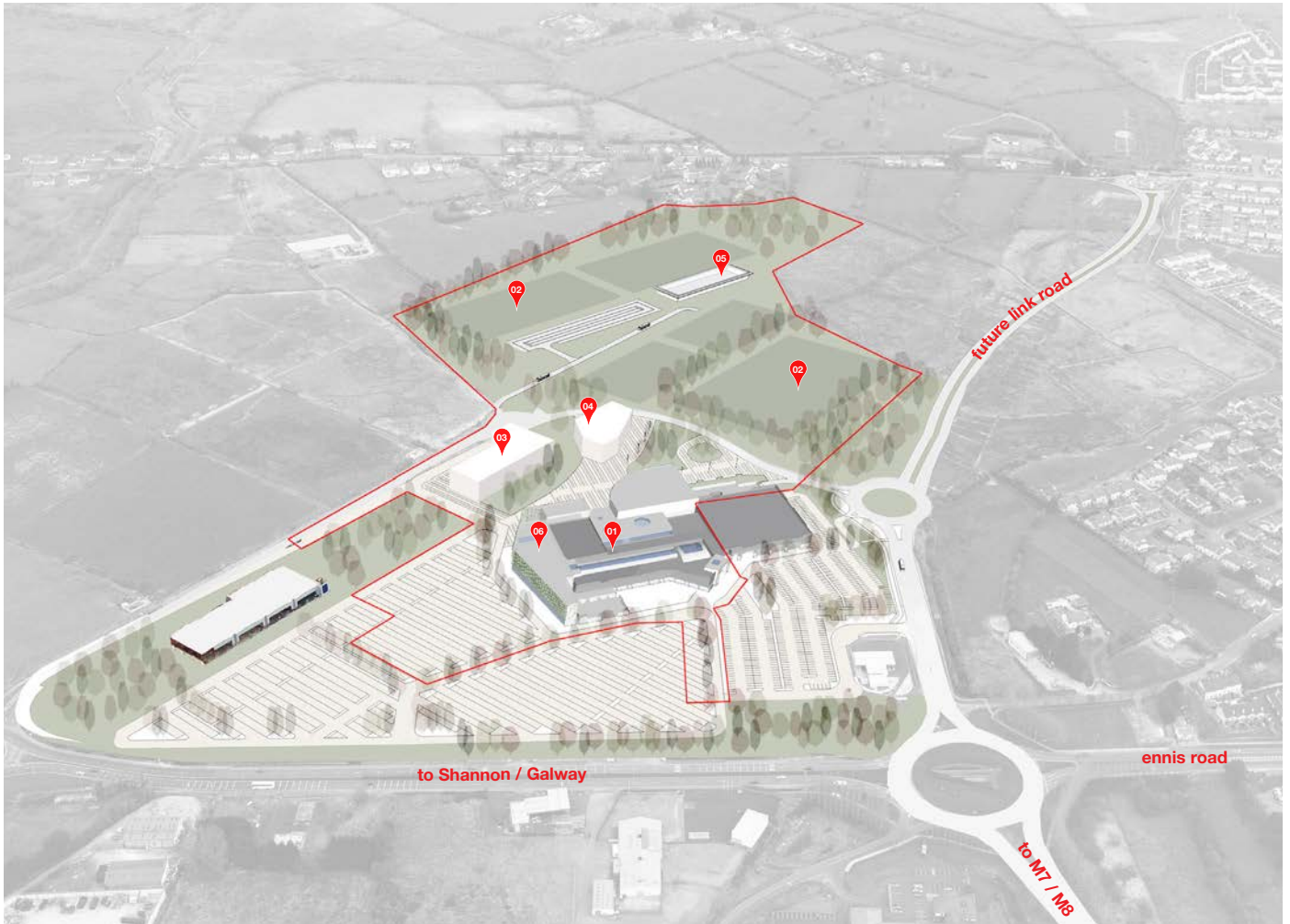
Masterplan



Coonagh masterplan from the west

Legend

- 01. Precision Engineering Hub
- 02. Sports Pitches
- 03. Enterprise Graduation
- 04. Industrial Skills Lab
- 05. Sports Changing Facilities
- 06. Education + Laboratory

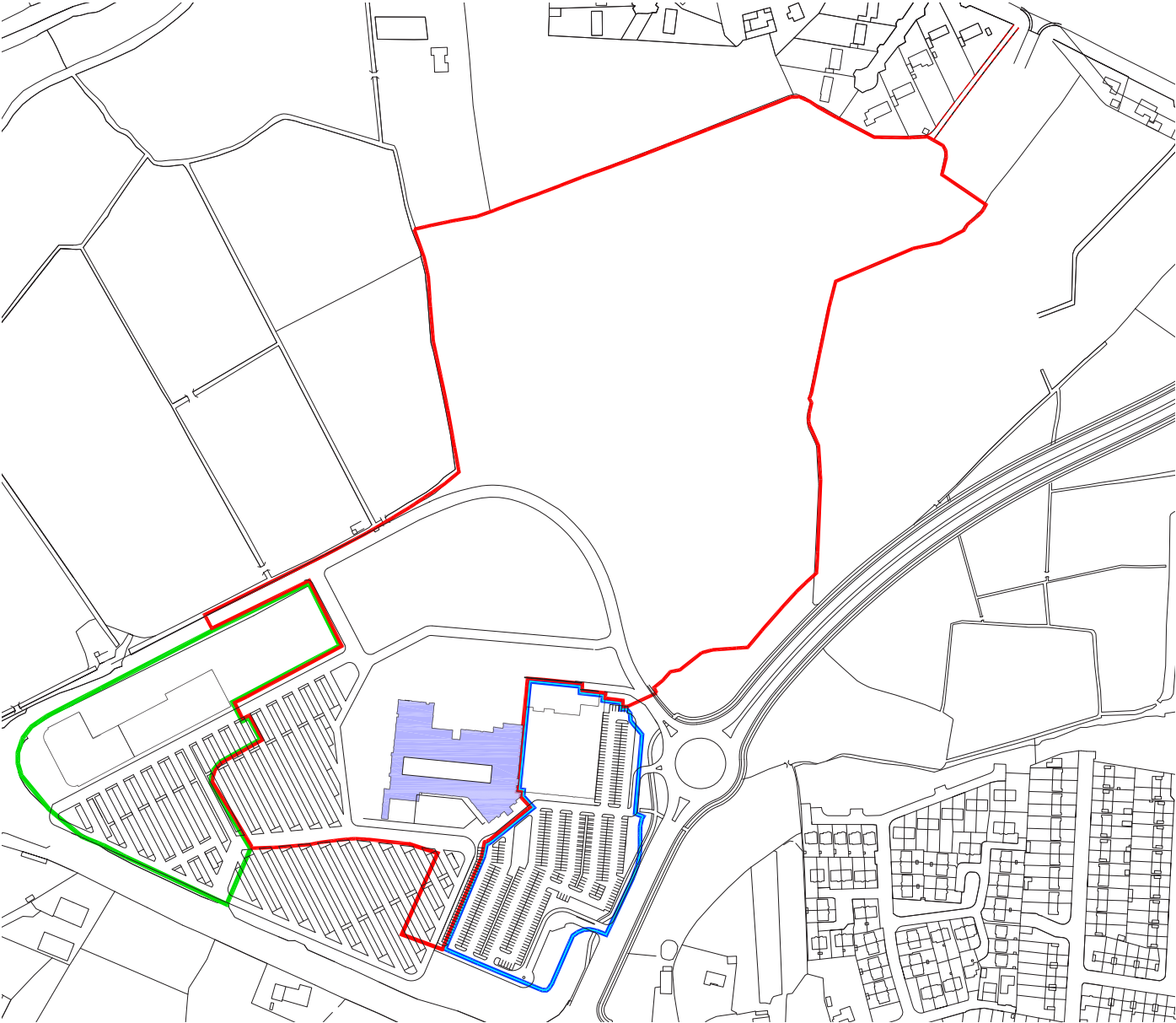


Coonagh masterplan from the south

2.3.8

Coonagh

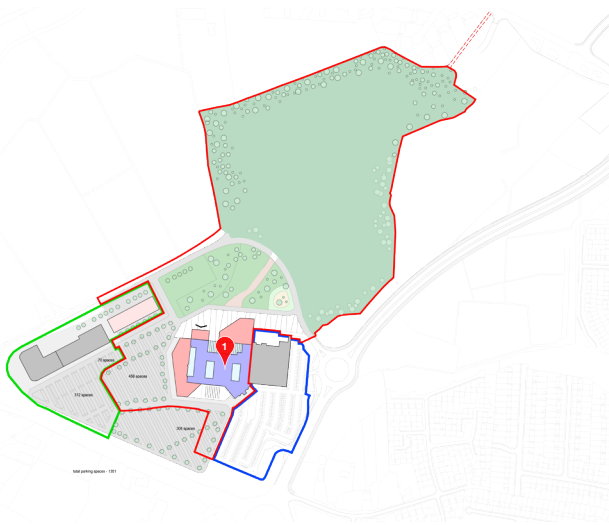
Implementation



Existing

Legend

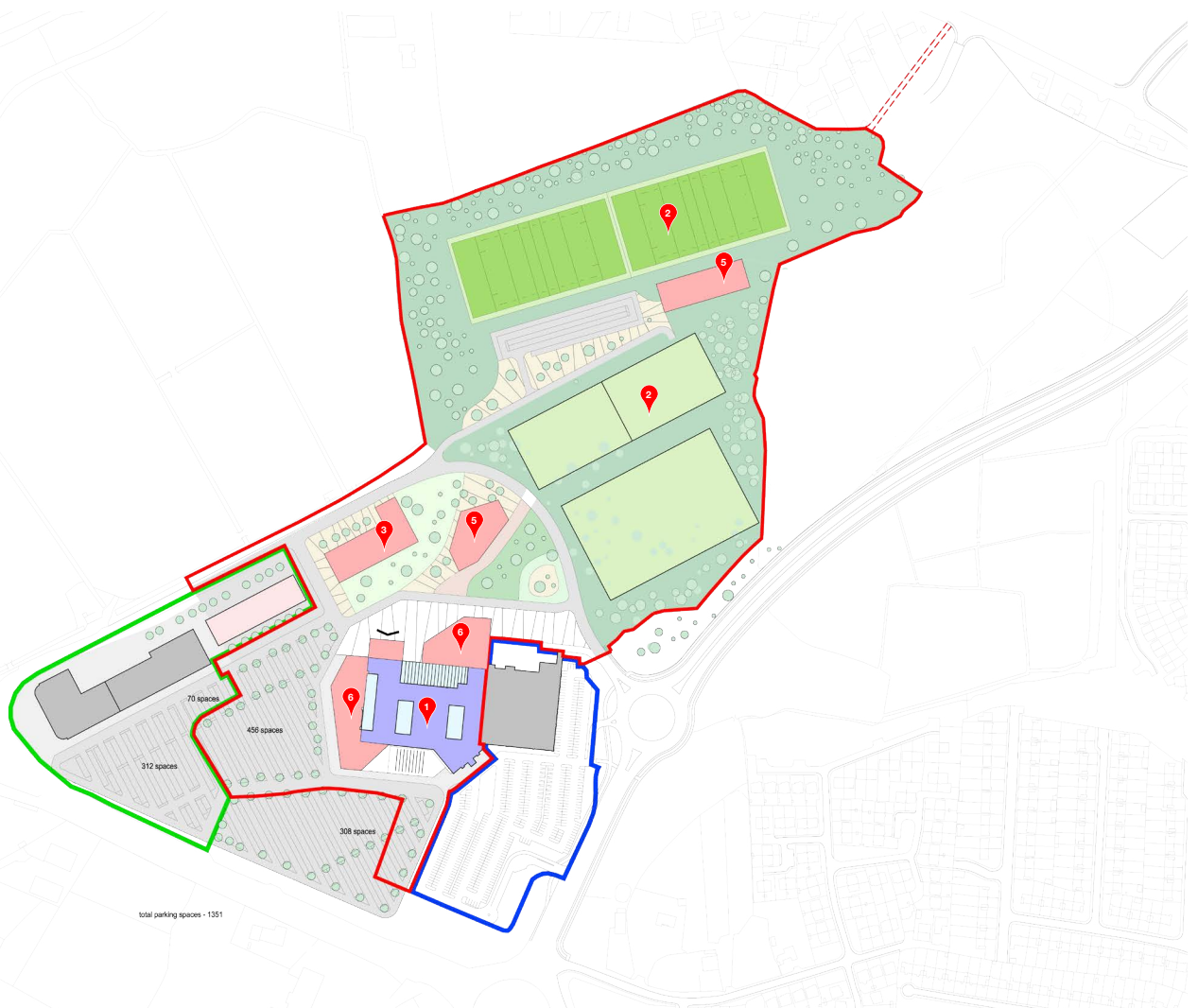
- | | |
|---------|--------------------------------|
| phase 1 | 01. Precision Engineering Hub |
| phase 2 | 02. Sports Pitches |
| | 03. Enterprise Graduation |
| phase 3 | 04. Industrial Skills Lab |
| | 05. Sports Changing Facilities |
| | 06. Education + Laboratory |



Phase 1 - 2015 - 2020



Phase 2 - 2020 - 2025



Phase 3 - 2025 - 2030

2.4

City Centre



2.4.1

Objectives

As part of the overall approach a set of high level objectives have been developed for each campus. These are based on the principles of Our Places and the specific needs and deficits of each campus.

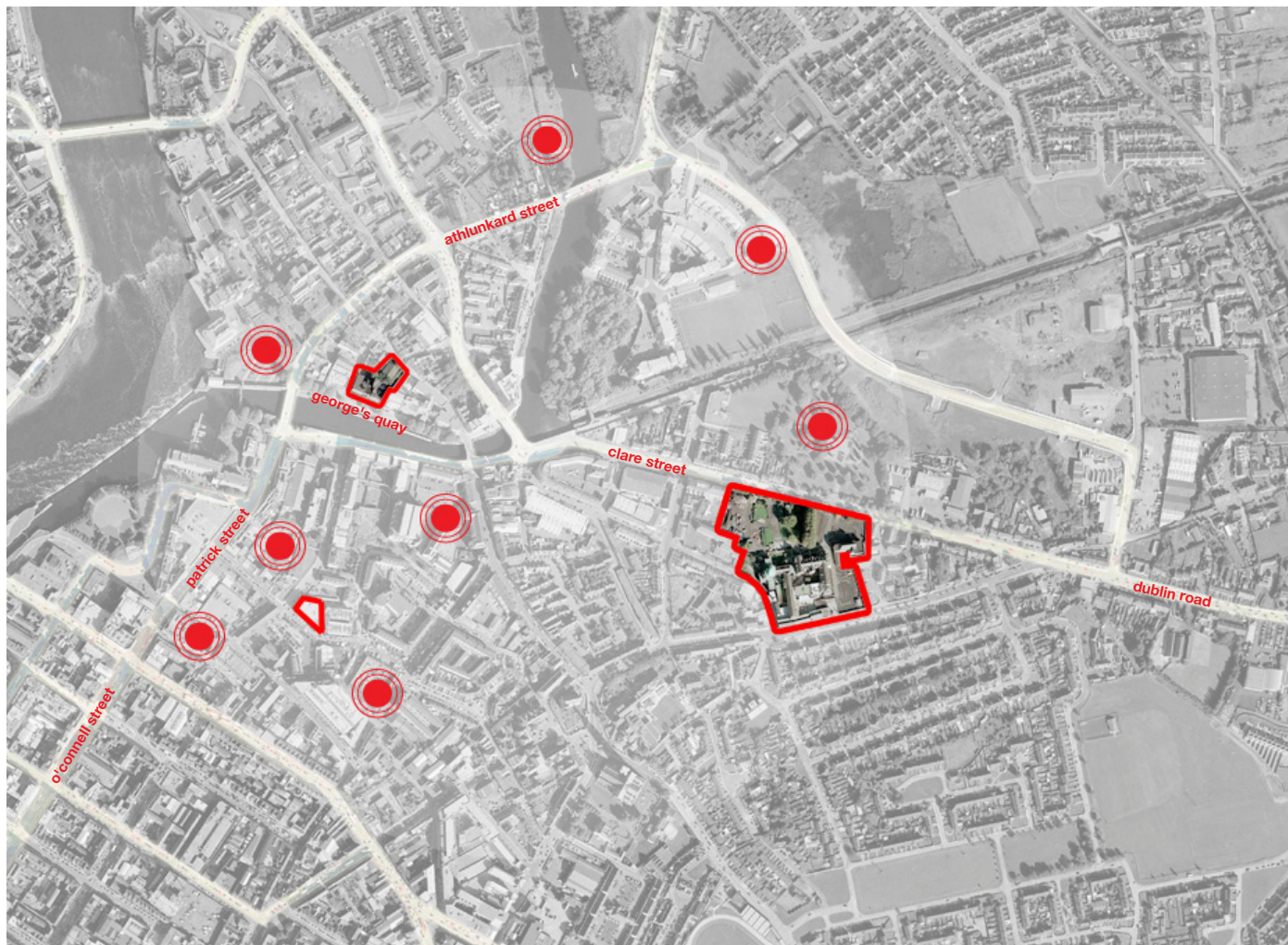
In the context of the overall strategy, these are the key objectives for the City Centre Campus;

1. **Learning** the re-adaptation of vacant buildings, integrating art and design with the city's regeneration will put art firmly on display to the passerby. Active learning will be in the "shop-front" for the passerby.
2. **Creative city** the enhancement of the creative cluster of Limerick School and Art and Design (LSAD) is to reinforce Limerick as a creative city with the LSAD facilities as an integral component of the city.
3. **Venue** the development of a covered major meeting space and venue for LSAD will provide a major new forum, which will enhance the learning experience of the students in LSAD Clare Street.
4. **Identification of Relevant Academic Areas / Programs** identification of relevant academic areas / programs which would benefit from new facilities in appropriate strategic city centre locations. This may allow for relocation from the existing Moylish campus to fit for purpose locations.
5. **Heritage** the ongoing assessment and improvement of the existing protected structures through a planned estates programme of preventive maintenance.
6. **Revitalisation** LSAD will adapt and utilise various opportunities to engage with the city centre's regeneration, utilising pop-up galleries in vacant properties whilst supporting the creative industries.
7. **Sport** creating partnership with local sports clubs and centres to provide a city centre campus with complimentary urban sports pursuits.
8. **Living** the creative cluster will include the development of student housing and facilities within the city core in conjunction with partners. A new shared student village will help to revitalise and support the city centre's regeneration through increasing population levels.
9. **Creative Technologies** the potential for providing a bespoke centre for LSAD which supports and enhances the student experience, encouraging stronger links with industry.
10. **Enterprise** the provision of incubation and enterprise space in the creative industries with international linkages.

2.4.2

City Centre

Site



Site Location

LIT has a history of multiple city centre locations. The School of Professional Studies was located on O'Connell Avenue, the School of Engineering was also located on O'Connell Avenue. These institutes/programs have been consolidated in appropriate space on the Moylish campus.

The existing campus buildings in the city are split between Clare Street (a reused 18th century convent) and George's Quay (a reused 1950s second level school).

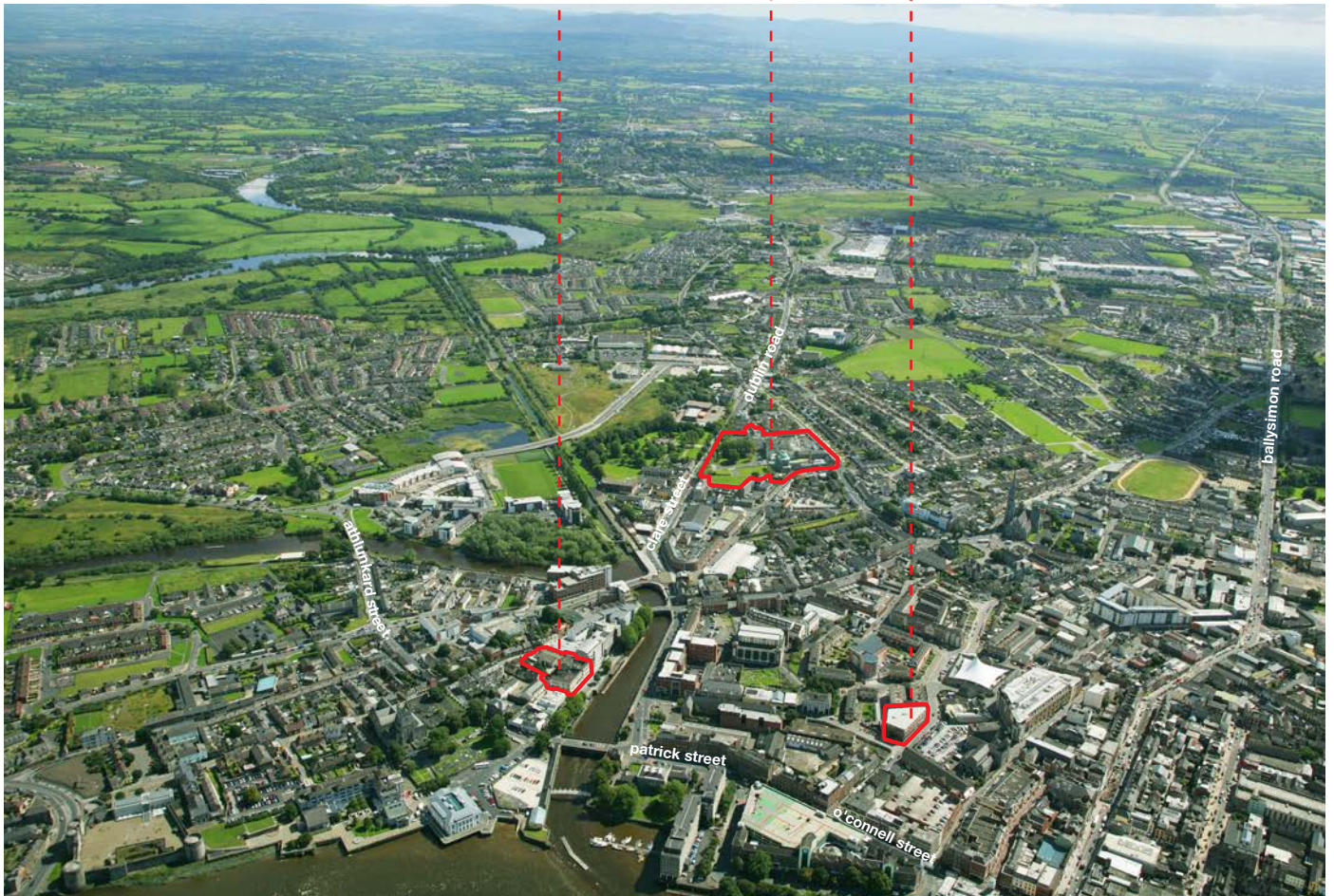
Clare Street provides a dramatic environment for an Art & Design school with an adapted church space as the school's gallery. The building is largely cellular and this has the effect of concealing the energy associated with an art school. The building is set within shared formal gardens bounded by stone walls.

George's Quay is located along the Abbey River Quay in one of the most attractive pedestrian spaces in Limerick City. Its physical context is its biggest asset. The building provides smaller scaled spaces that have a degree of charm, based on their curved edges and Dudok modernist language.



Jaochim Schmitt, The Right to be Lazy, Text in Grass 2009 (LSAD)

George's Quay | Clare Street | Ellen Street

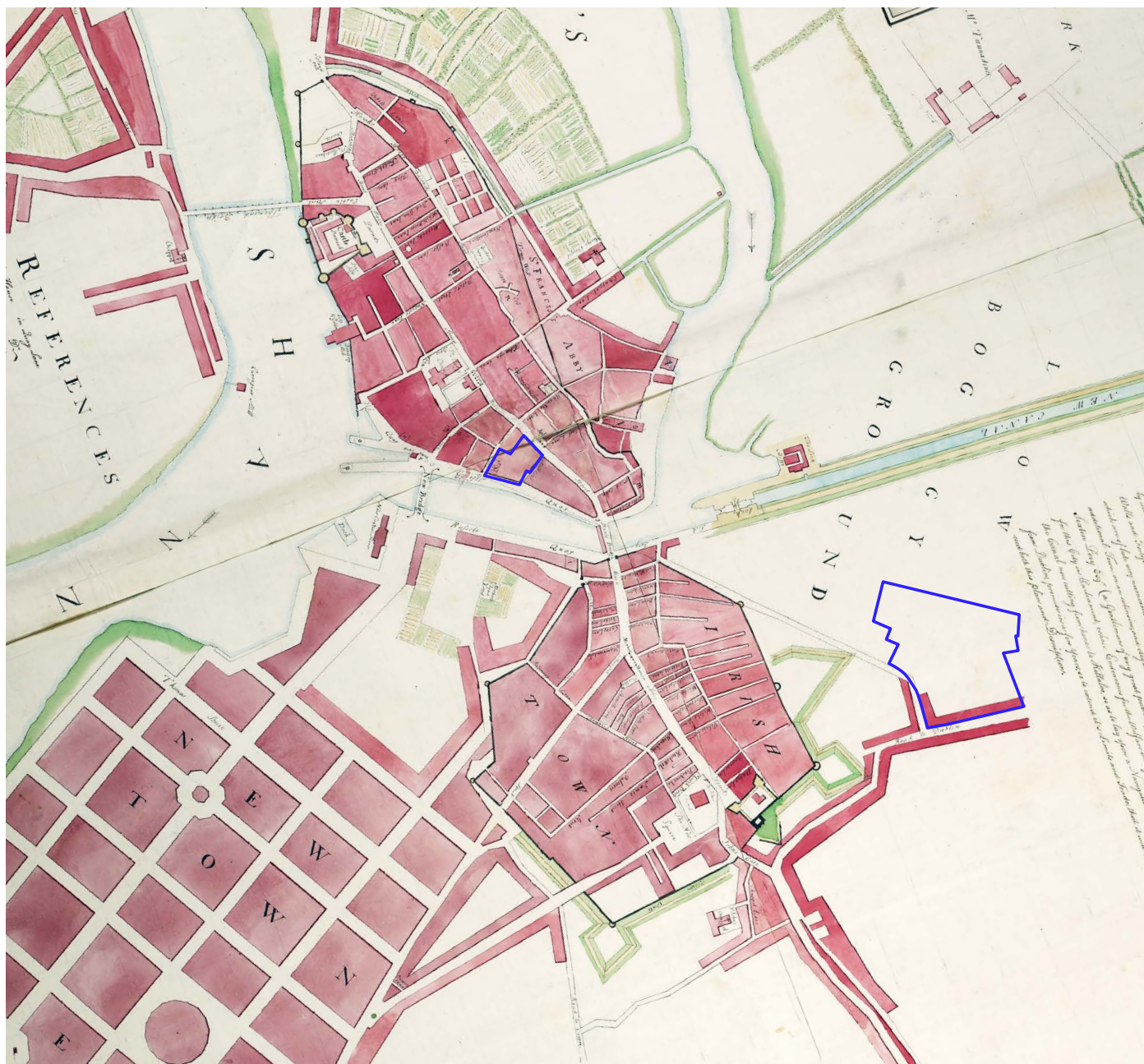


View of City Centre

2.4.3

City Centre

Historic Context



Limerick, 1769 - Christopher Colles (British Library)

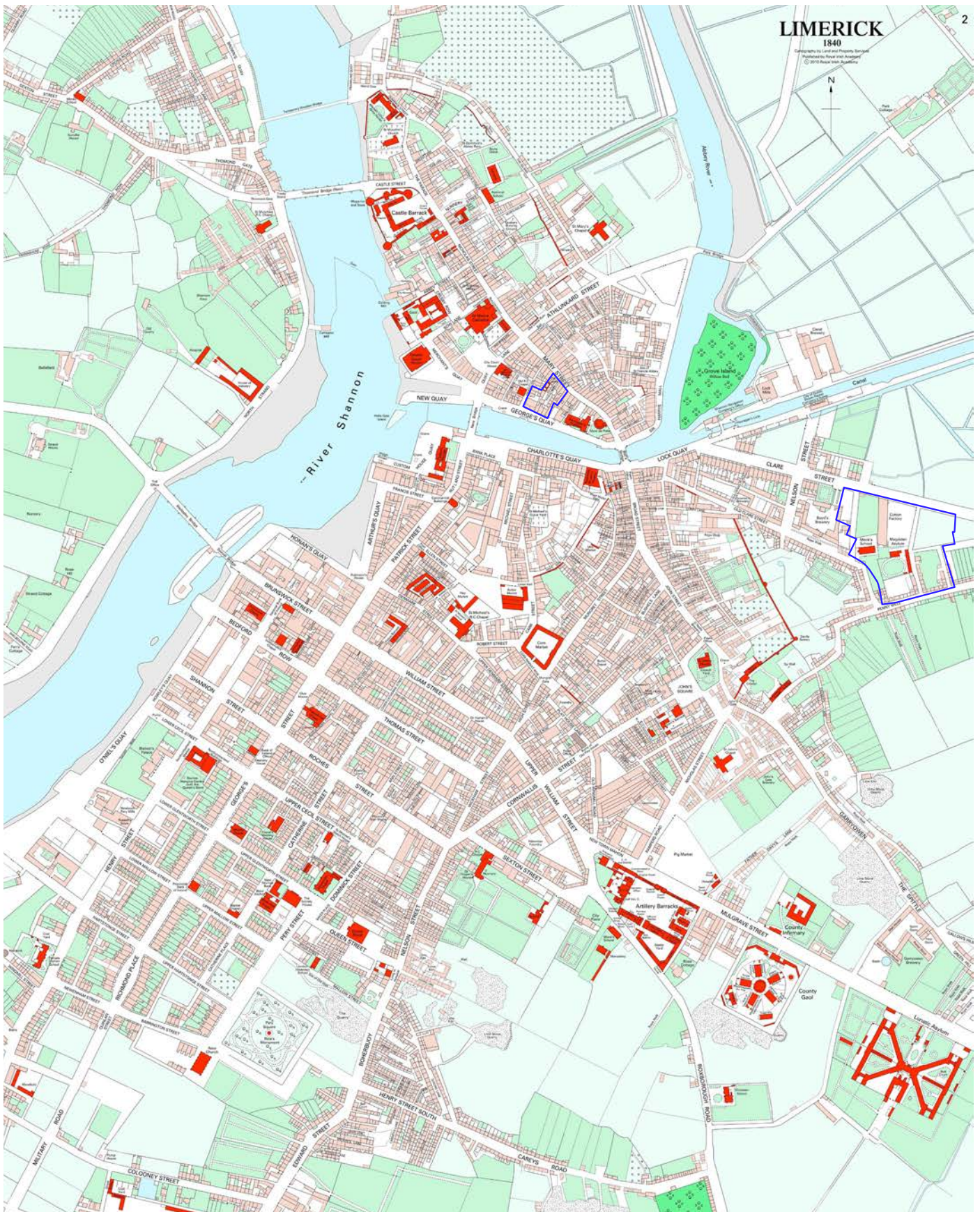
HISTORY OF LIMERICK CITY

The three towns that comprise the city of Limerick—English town, Irish town and Newtown Perry—represent the distinct phases of development and urban expansion.

English town occupies the site of the Vikings and Anglo Norman town on Kings Island. Irish town is the medieval extension southwards from Baals Bridge on the mainland, and Newtown Perry is the eighteenth- and nineteenth-century rectilinear extension built along the River Shannon to the south of the medieval core.

The city's core has been subject to a slow urban decline. LIT sits at the confluence of the three towns and is intrinsically connected to the contemporary culture of the city.

LIT moved into the Good Shepherd Convent in 1996 having been previously based in the St. Anne's Vocational College George's Quay since 1982 and a large number of rented spaces throughout the city centre.



Reconstructed OS Map, 1840

2.4.4

City Centre

Site Analysis



Aerial view of the City Campus highlighting some of the key site issues

LIT has had a presence in the city since the formation of the Limerick Athenaeum Society in 1852.

The campus is located across the two key sites of Clare Street and George's Quay. The sites are approximately 500 metres apart and there is a constant interchange of students and staff utilising shared facilities. Other sites are also clustered within the heart of the city based in a number of leased properties. The creative cluster of LSAD is also very much part of the city's cultural activities, with events such as the LSAD fashion show being hosted in the Milk Market close by.

The fragmentation of the campuses provides both challenges and opportunities. Both buildings are protected structures and their context provides limited scope for expansion. In spite of this, the buildings provide a unique studio based atmosphere which supports and enriches the LSAD student experience.

The studio based activities have resulted in students living close to the campus, predominantly in the Grove Island apartments. The city economic plan (Limerick 2030) has also highlighted the role of cultural activities as an economic catalyst for the future regeneration of the city's core.



Clare Street

Site Area: 2.3ha / 5.6ac

Gross Floor Area: 12,250m²

Student Numbers: 712 (combined)

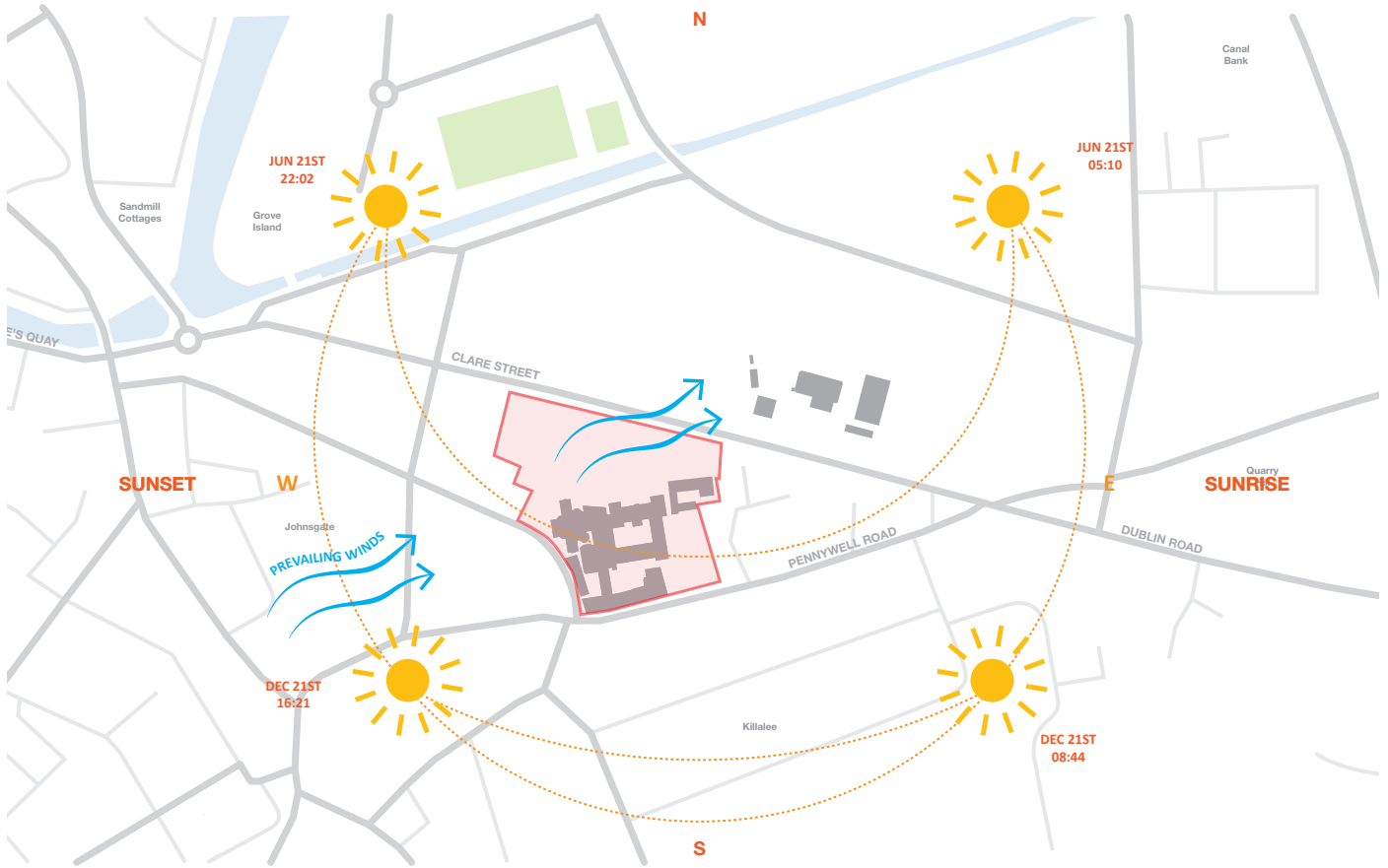


George's Quay

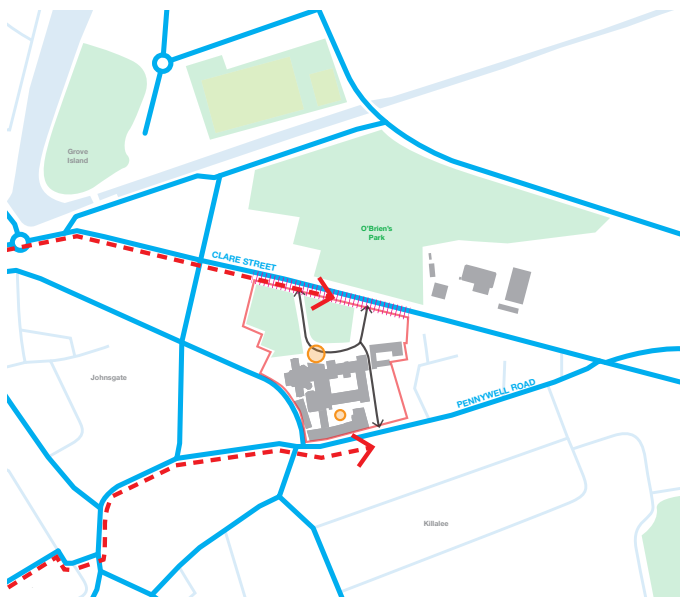
Site Area: 0.2ha / 0.5ac

Gross Floor Area: 1,690m²

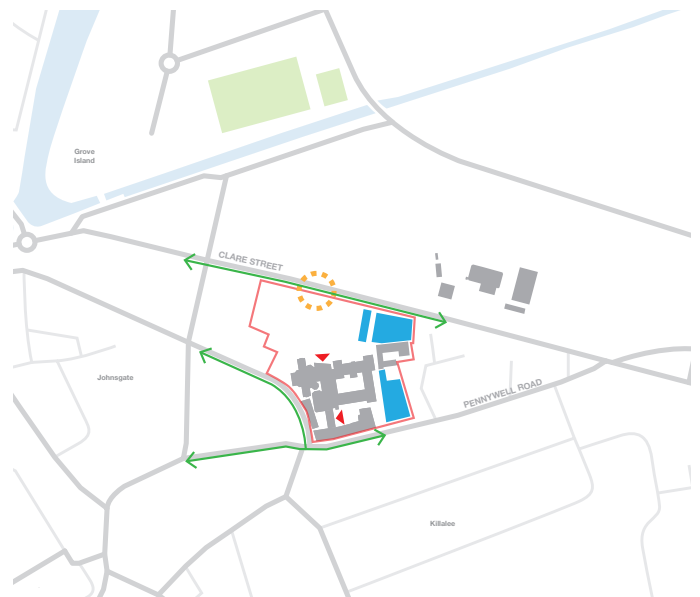
Student Numbers: 712 (combined)



Micro-climate



Connectivity, Clare Street



Parking and Entrances

- | | | | | | | | |
|--|-----------------------|--|---------------------|--|-------------------|--|---------------------------------|
| | Potential Connections | | Frontage / Presence | | Entrance | | Major Arrival Point |
| | Green Spaces | | Main Arrival Points | | 94 Parking Spaces | | Pedestrian route to city centre |

2.4.5

City Centre

Existing Conditions Survey



CLARE STREET

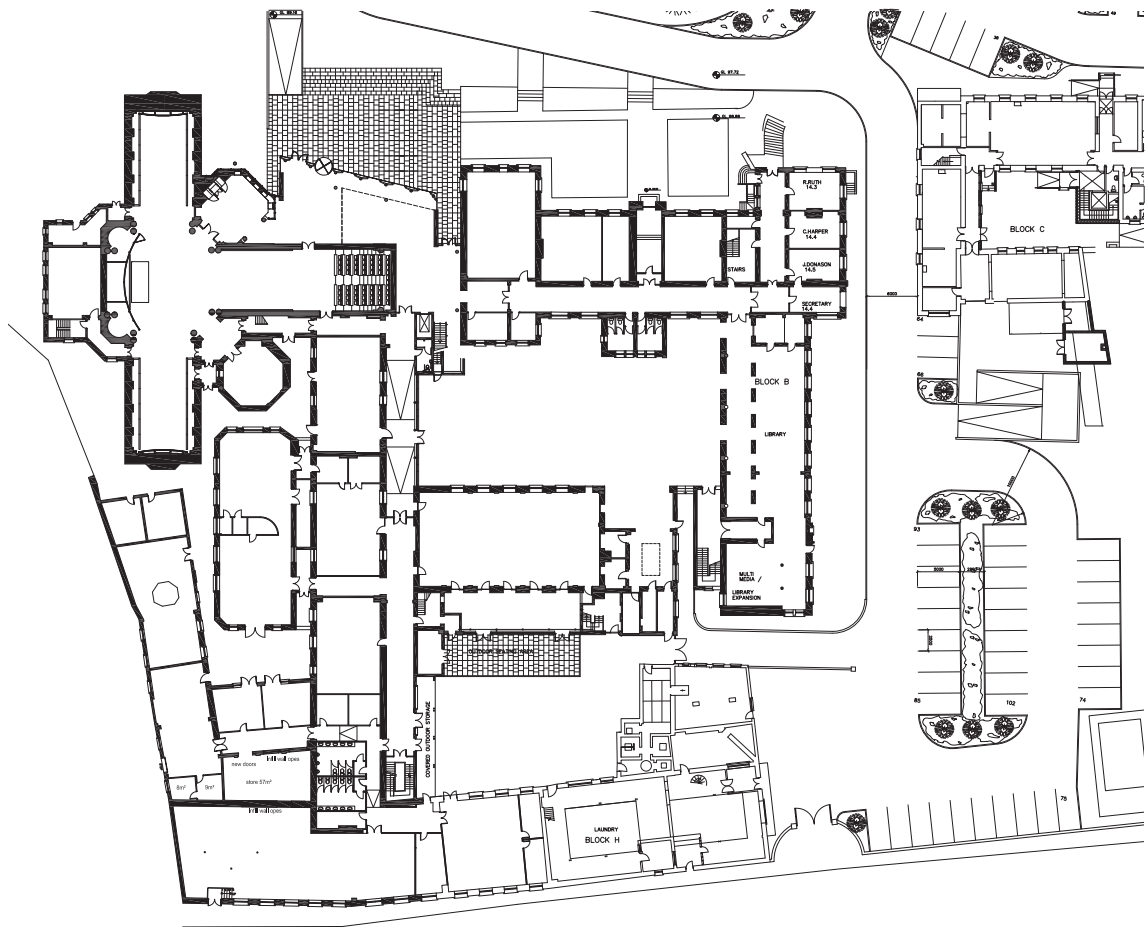
Clare Street is positioned on the edge of the proposed city centre core. The buildings are arranged around an open courtyard and are listed as protected structures under the Record of Protected Structures Sites & Monuments Record. The buildings were formally used as a nunnery and include a fine 1930s church building which is now adapted as a multi-use exhibition and teaching venue for the Art School.

The buildings are predominantly narrow plan with floor plates of 10 metres resulting into single sided circulation. The cellular nature of the rooms with high ceilings creates fine teaching spaces for studios but present challenges for future change.

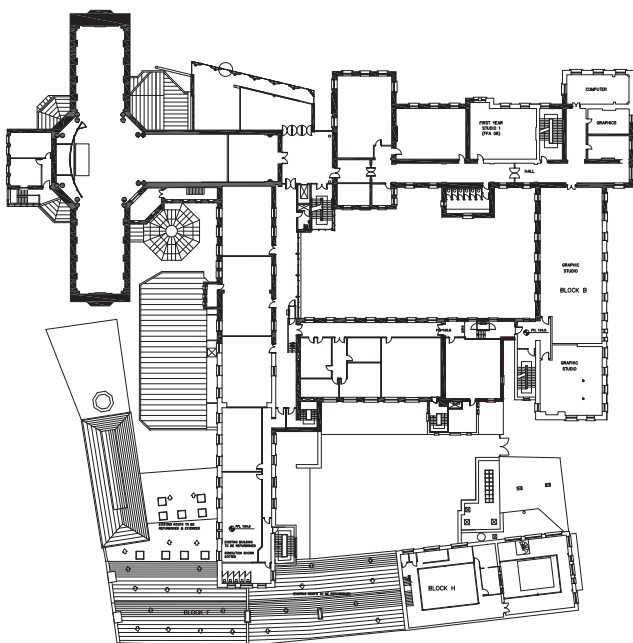
The buildings are set within 2.3 hectares of campus land and have dedicated parking and set down facilities. Adjacent structures are in use as a laundry to the Pennywell Road. The buildings have a number of fine lime trees which further add to the collegiate setting of the campus buildings.

A number of challenges face the development of the existing buildings:

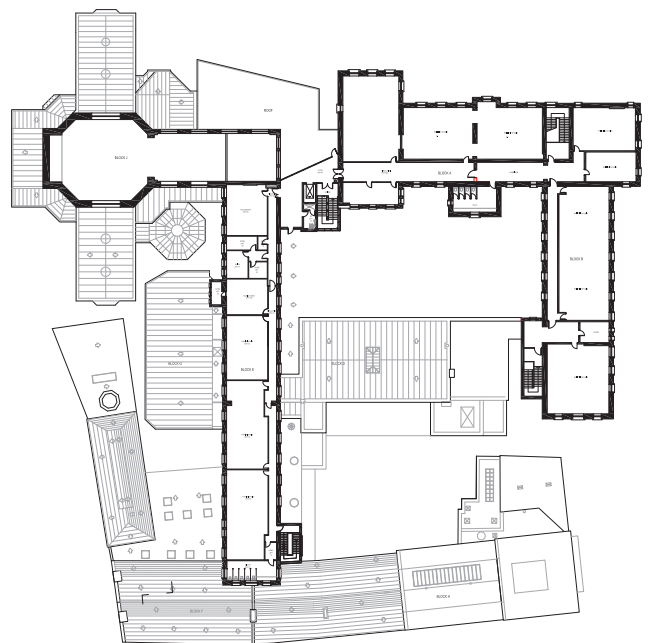
- Effective utilisation of the existing protected structures in context with emerging course requirements.
- Maintenance and running costs of the existing buildings
- Additional car parking requirements
- Ability to expand the existing building stock is limited.
- Accessibility and compliance with Part M and 'Buildings for Everyone' guidelines will remain a challenge going forward.



Ground Floor Plan



First Floor Plan



Second Floor Plan

2.4.5

City Centre

Existing Conditions Survey



Clare Street Ground Floor

		GROUND (m²)	FIRST (m²)	SECOND (m²)	TOTAL (m²)	%
HEA STANDARDS	<div></div> Grade A As New	-	-	-	-	-
	<div></div> Grade B Good Condition	4,853	3,647	2,140	10,640	87%
	<div></div> Grade C Operationally Safe	919	425	266	1,610	13%
	<div></div> Grade D Need Replacement	-	-	-	-	-
	Total Area (m²)	5,772	4,072	2,406	12,250	

*Condition Survey as of June 2014



Clare Street First Floor



Clare Street Second Floor

2.4.5

City Centre

Existing Conditions Survey



GEORGE'S QUAY

George's Quay is located along the Abbey River on Kings Island. It is located in a central location within Limerick's medieval core. The building is a protected 1930s brick structure in the Dutch modernist style. The building was formerly used as a school and is two storey structures with 4 metre floor to ceiling studios on the first floor.

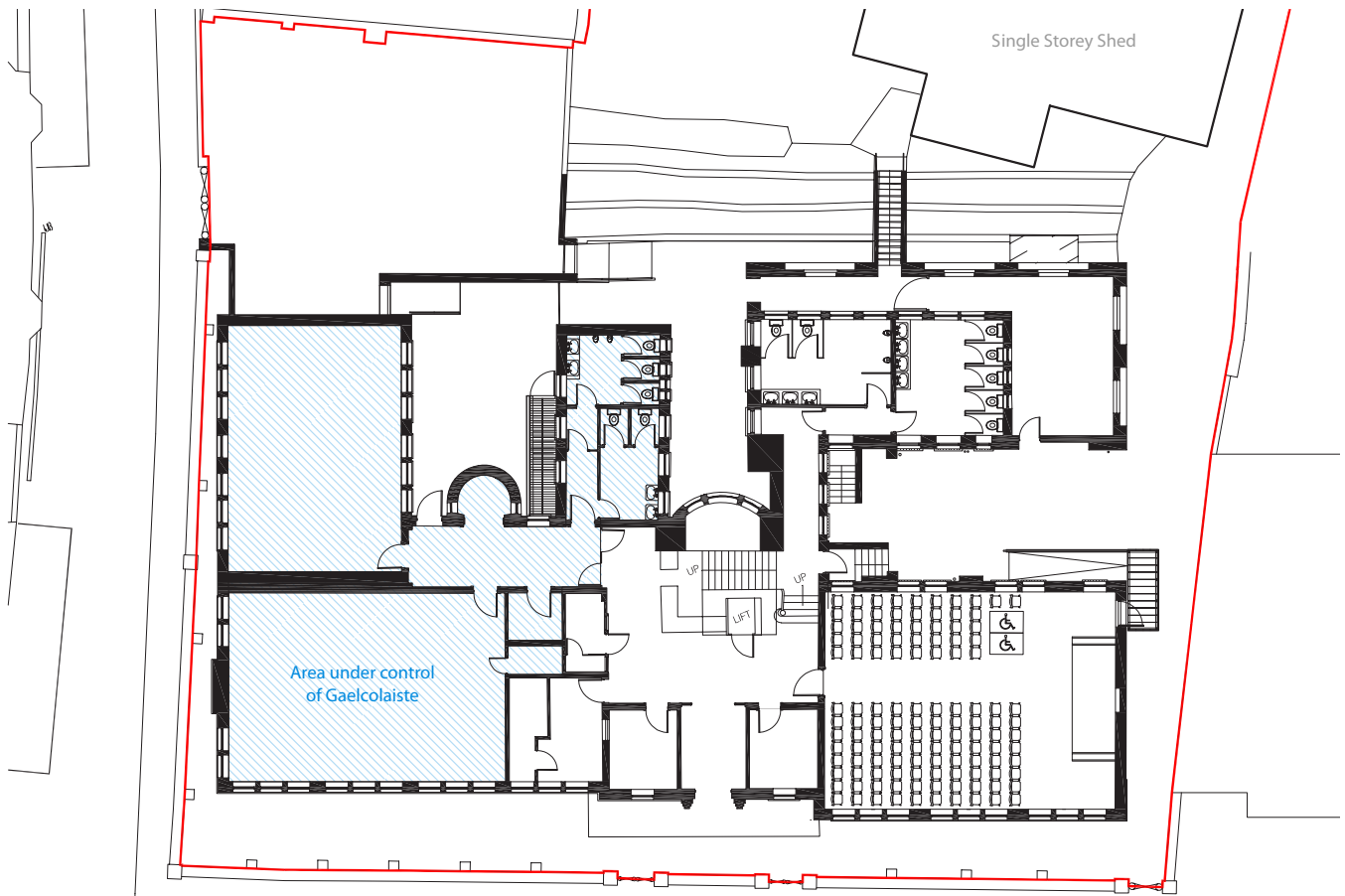
The building is organised around a central staircase core, with a small yard to the rear. The building has several informal car parking spaces accessed from Creagh Lane.

The building is on a landlocked site of 0.2 hectares which backs onto the Mary Street, immediately adjacent to Fanning's Castle which is also located in LITs tenure. To the rear of the George's Quay is an unoccupied single story shed. The shed's ground floor is 3 metres above the ground floor level of the George's Quay building.

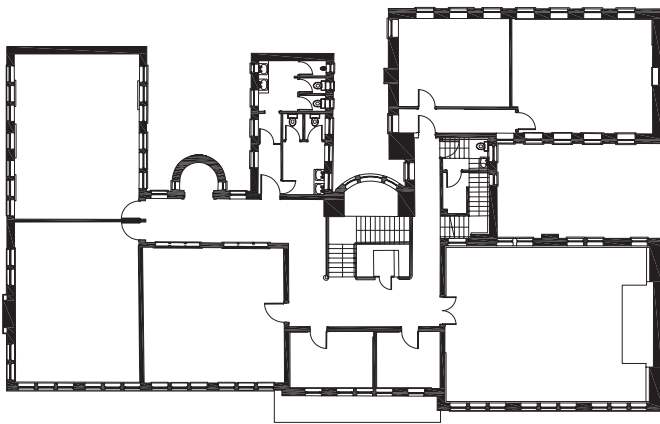
There are a number of challenges facing the future of development of the site.

- The site is a mix of protected structures which will require careful consideration in any future plan.
- The existing building has restricted population capacities due to the number of staircases.
- The rear unoccupied shed is unfit for teaching purposes and is scheduled as a grade x under the asbestos survey.

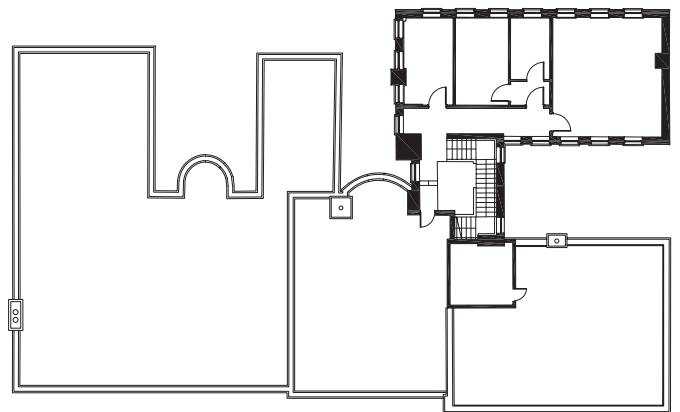
The location of George's Quay centrally within the heart of the city with its riverside aspect which gives LSAD a unique student social space is an important aspect of the estate. The studios are filled with daylight and are generally flexible teaching spaces that can be adapted through the use of furniture.



Ground Floor Plan



First Floor Plan



Second Floor Plan

2.4.5

City Centre

Existing Conditions Survey



George's Quay Ground Floor

		GROUND (m²)	FIRST (m²)	SECOND (m²)	TOTAL (m²)	%
HEA STANDARDS	<div></div> Grade A As New	-	-	-	-	-
	<div></div> Grade B Good Condition	326	569	119	1,014	60%
	<div></div> Grade C Operationally Safe	-	-	-	-	-
	<div></div> Grade D Need Replacement	438	-	-	438	26%
	<div></div> Area under control of others	238	-	-	238	14%
Total Area (m²)		1,002	569	119	1,690	

*Condition Survey as of June 2014



George's Quay First Floor



George's Quay Second Floor



Major safety and remediation works to the roof of LSAB Clare Street Church were carried out in 2014, to protect the building's fabric from further deterioration.

2.4.6

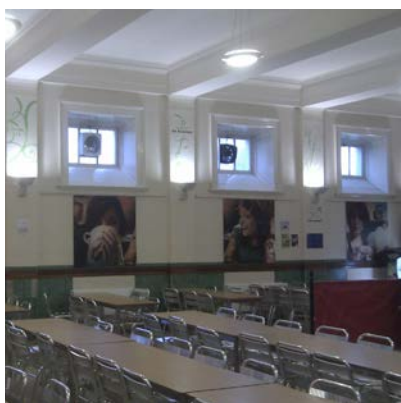
City Centre

Characteristics

Weak Characteristics

Dining

The dining space is uninspiring with poor daylighting and connectivity with the surrounding spaces.



Lack of Space

The existing building is constrained by its cellular plan organisation creating little opportunity for informal collaboration.



Fabric Deterioration

The building is a protected structure and in areas there are significant areas of continual maintenance required.



Strong Characteristics

Studios

The studios are dynamic spaces that reinvent the traditional cellular rooms with contemporary activities.



Setting

The central courtyard provides an opportunity for providing a dynamic core to the building.



Identity

The building has a strong city centre identity linked to Limerick.



2.4.7

City Centre Masterplan





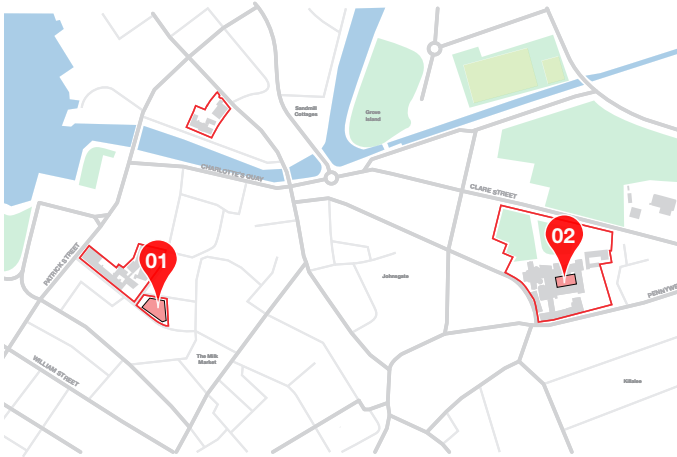
Legend

- 01. Irish Fashion Incubator Limerick
- 02. LSAD Quadrangle
- 03. Food Development / Tourism, Hospitality & Culinary Arts
- 04. Student Accommodation
- 05. George's Quay Expansion
- 06. Limerick Design House - LDH
- 07. Future Expansion

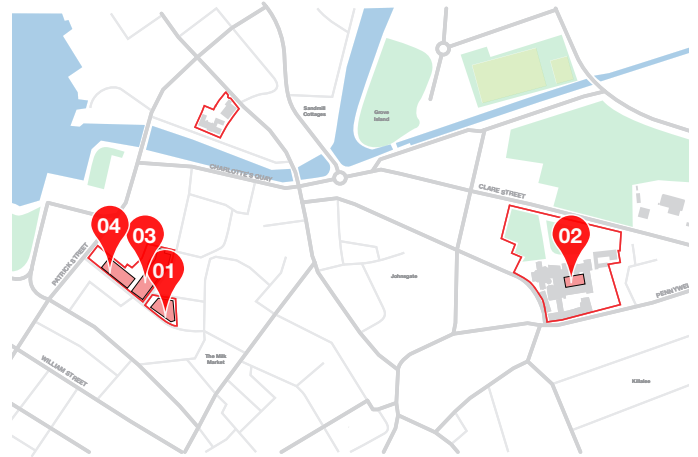
2.4.8

City Centre Implementation





Phase 1 - 2015 - 2020



Phase 2 - 2020 - 2025



Phase 3 - 2025 - 2030

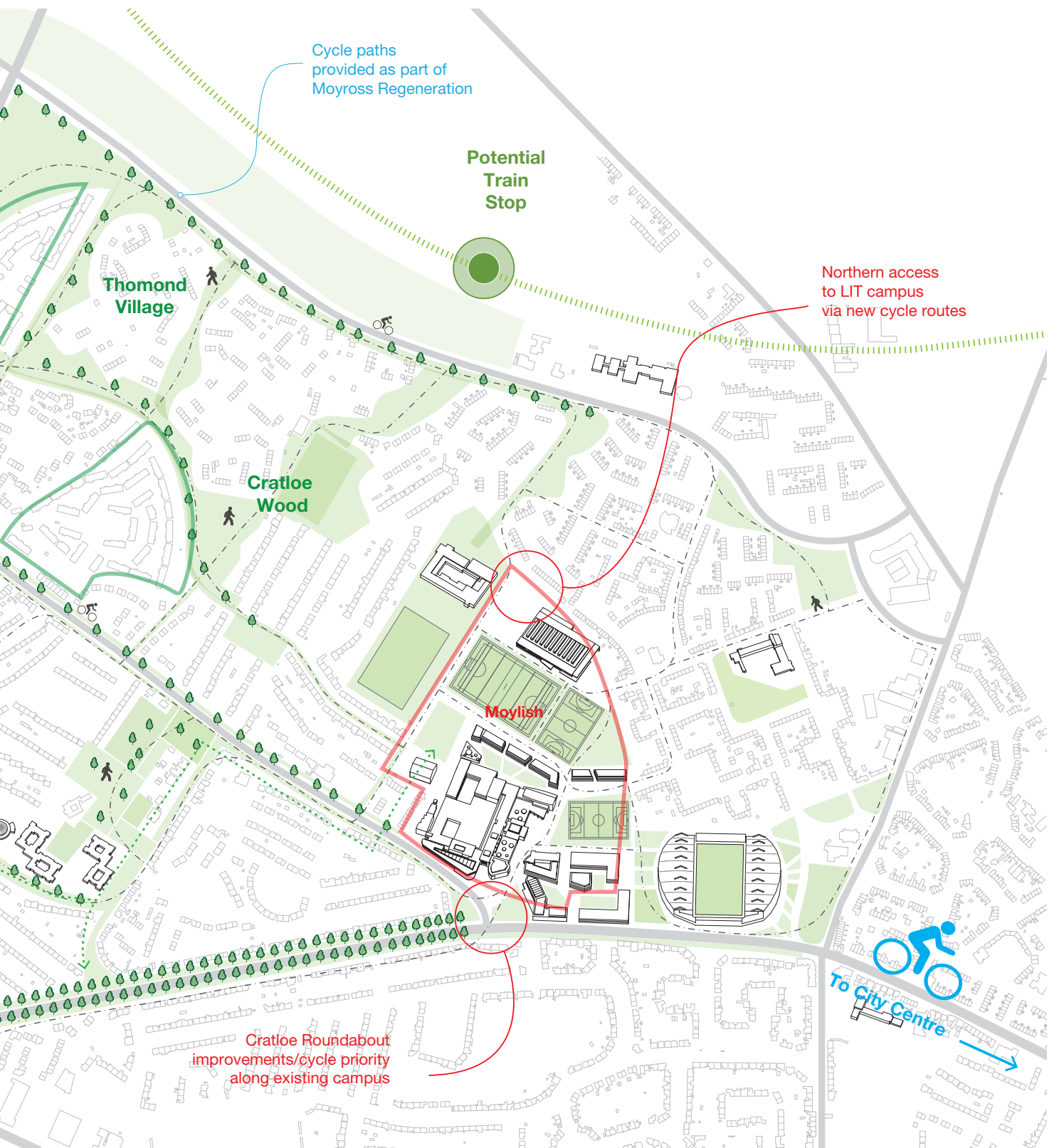
Legend

- | | | |
|---------|---|---|
| phase 1 | [| 01. Irish Fashion Incubator Limerick |
| | | 02. LSAD Quadrangle |
| phase 2 | [| 03. Food Development / Tourism, Hospitality & Culinary Arts |
| | | 04. Student Accommodation |
| phase 3 | [| 05. George's Quay Expansion |
| | | 06. Limerick Design House - LDH |
| | | 07. Future Expansion |

2.5

Mobility Management

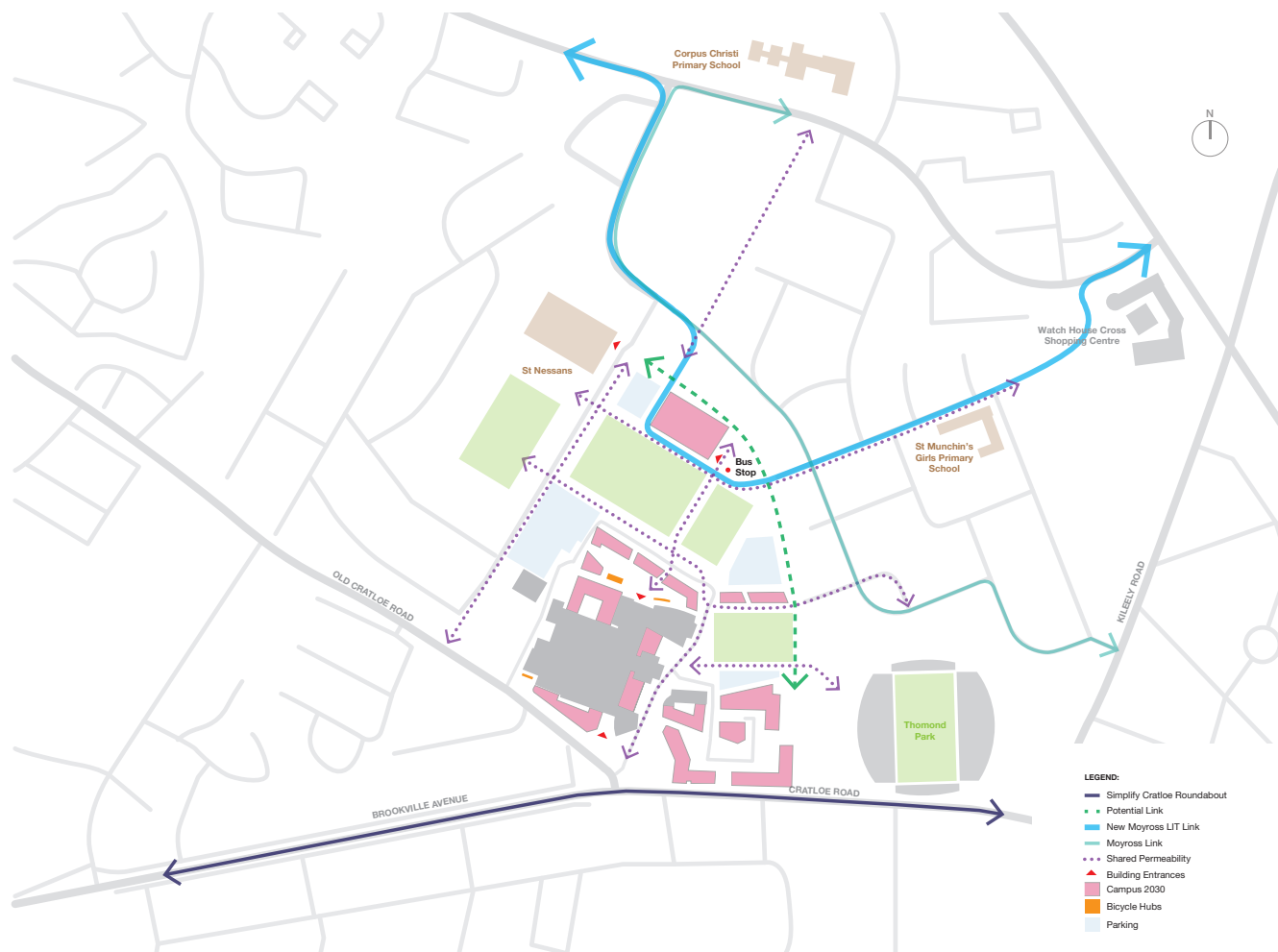




2.5.1

Mobility Management

Moylish



PUBLIC TRANSPORT

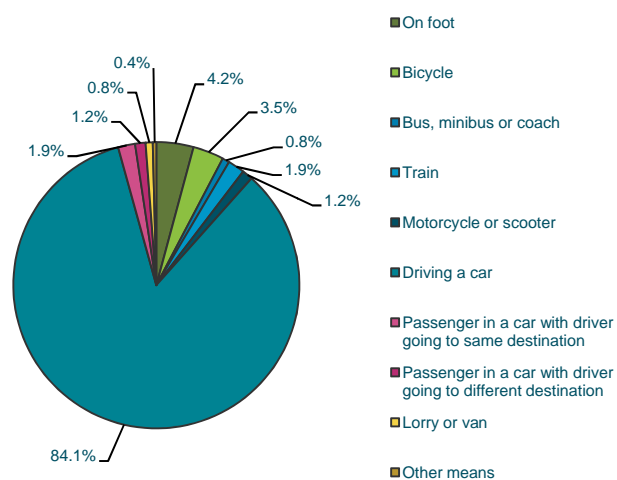
The Moylish Campus is located approximately 2.4km from Limerick City Centre (O'Connell Street) which equates to an approximate walking distance of 30 minutes. Pedestrian facilities on the local road network near are generally quite good. There is a controlled (Zebra crossing and refuge island) pedestrian crossing facility provided on the eastern (Cratloe Roundabout) junction.

The campus is served by the 302 Bus Éireann City service.

SMARTER TRAVEL SURVEY

Limerick Smarter Travel (LST) carried out staff and student surveys to assess the existing travel patterns of the existing LIT staff and students. The results showed that 84.9% of staff typically travelled to work by private vehicle. Of the 562 students that responded to the survey, 40.7% also travelled to college by private vehicle.

Encouragingly 58.5% of students travel to LIT by sustainable modes of travel.



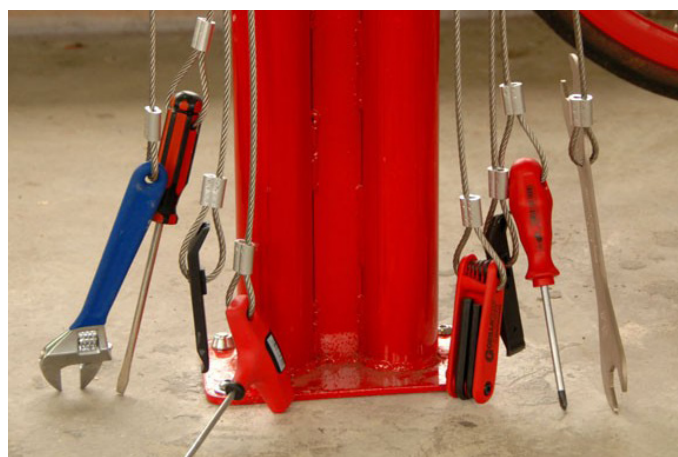
LIT Staff Modal Split



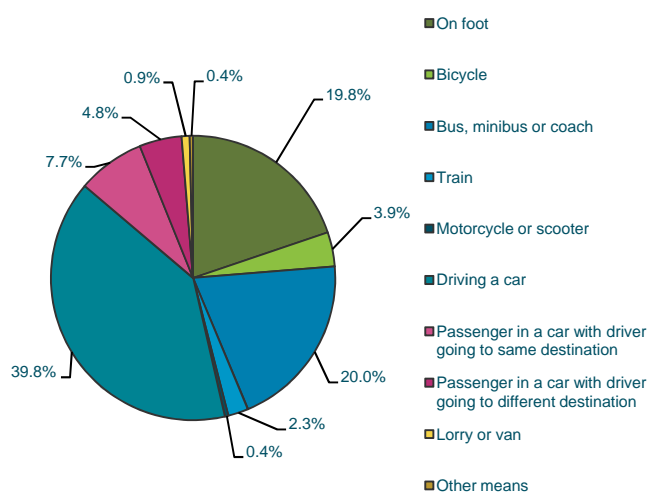
Before Cycle Lane Implementation



After Cycle Lane Implementation



Self-service bicycle repair stations include compressed air, a vending machine for bike parts, and a work stand with common tools tethered to it.



LIT Student Modal Split

Respondents were also asked what might encourage them to use an active (walking or cycling) means of travel instead of their car for their journey. 36.7% of those surveyed suggested that further investment in shower facilities would result in an increased interest in cycling.

CONCLUSION

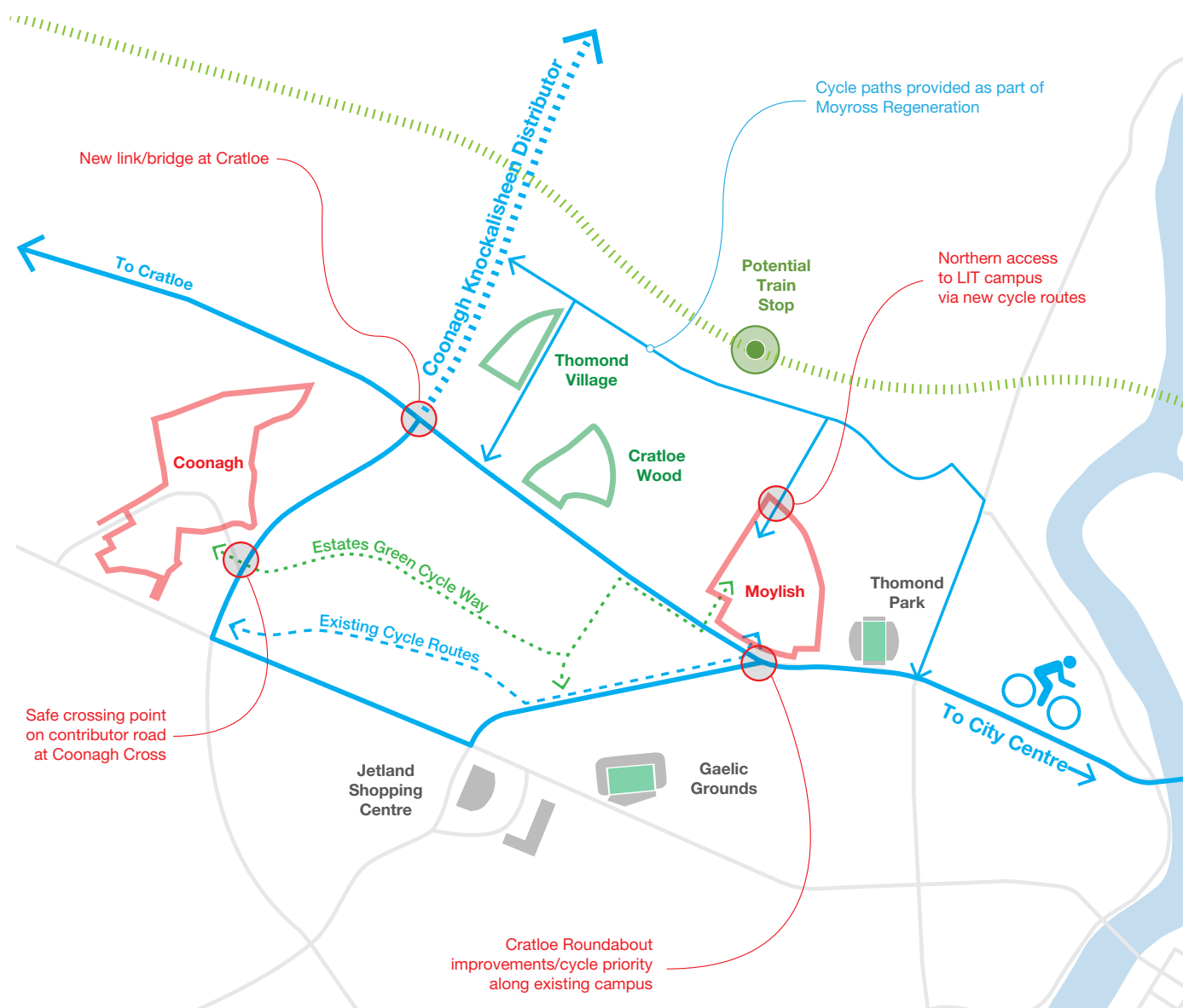
The provision of showers, lockers and drying rooms as part of the Campus 2030 masterplan aims to encourage walking, and in particular cycling as an alternative means of travel to the car for staff and students at LIT.

Results of the Smarter Travel survey showed that 23.9% of staff and 40% of students travel less than 5 kms to the campus LIT which shows the potential for increasing walking and cycling.

2.5.2

Mobility Management

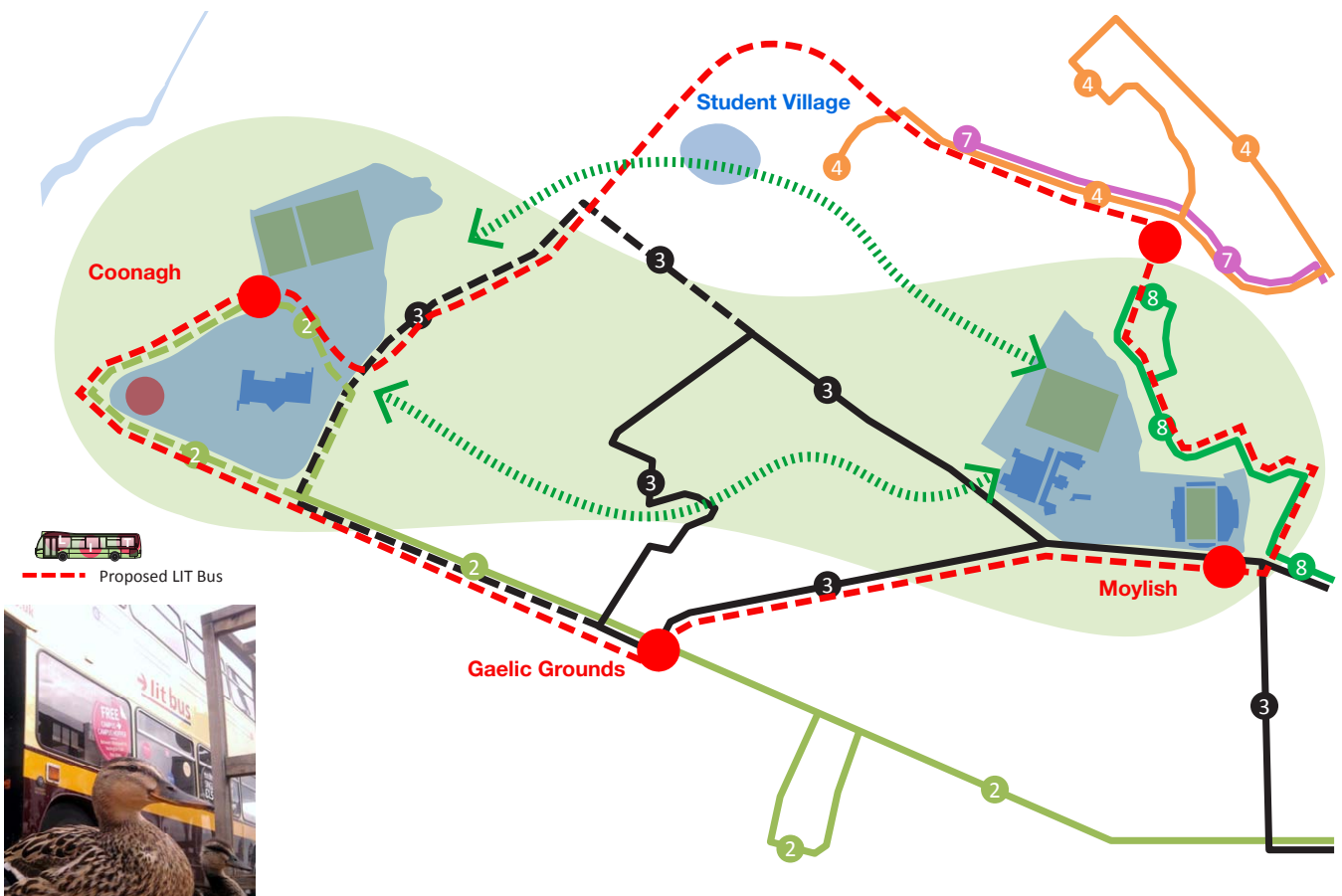
Coonagh



Limerick local authority has identified the need for a distributor road along the north west of the city extending from Coonagh Roundabout on the N18 northwards to the Knockalisheen Road.

The proposed scheme will also provide a link road to Moyross and an upgrade of the Knockalisheen Road. The need for the scheme has been further identified as an important aspect of the current Moyross regeneration programme. The knockalisheen Road upgrade will involve improvement to a suitable urban road standard and include a widening to accommodate footpaths and cycle lanes.

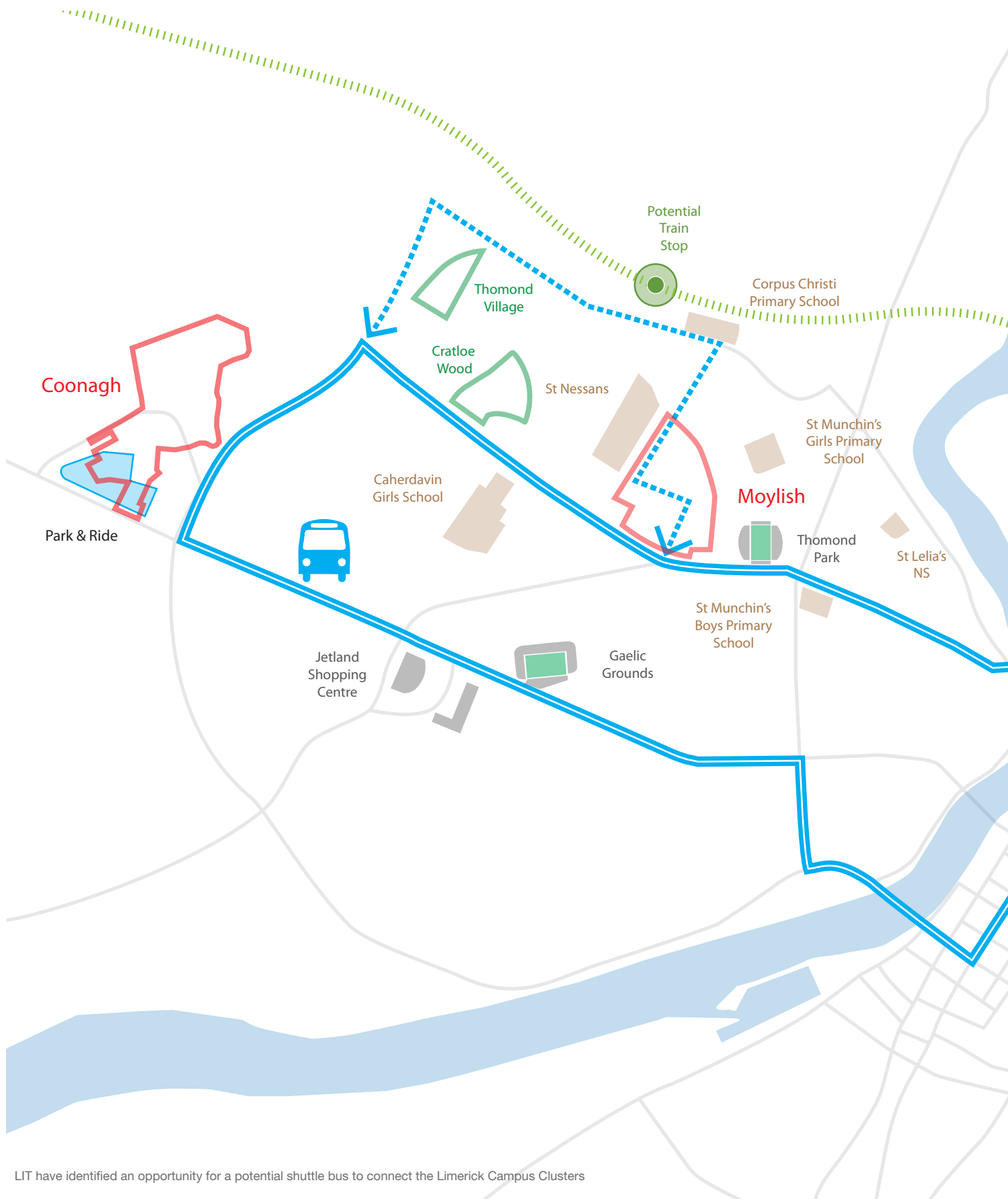
This important piece of infrastructure will also link to the Cratloe road thereby providing a key link between campuses. This will result in a 1.6km route between Moylish and Coonagh campuses.



2.5.3

Mobility Management

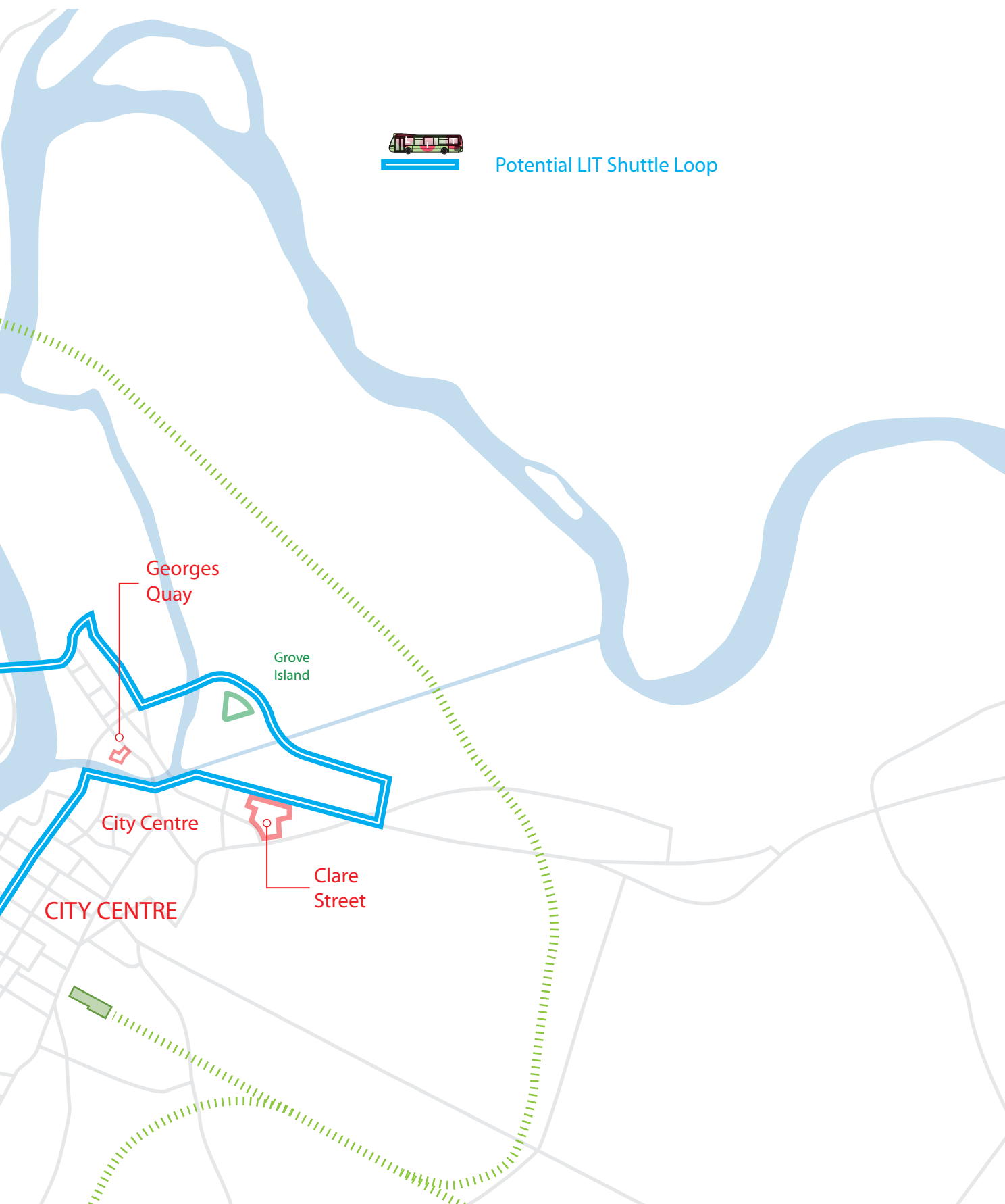
City Centre



LIT have identified an opportunity for a potential shuttle bus to connect the Limerick Campus Clusters



Potential LIT Shuttle Loop



SECTION C

Tipperary

3.0

Tipperary

Limerick

Thurles

Clonmel

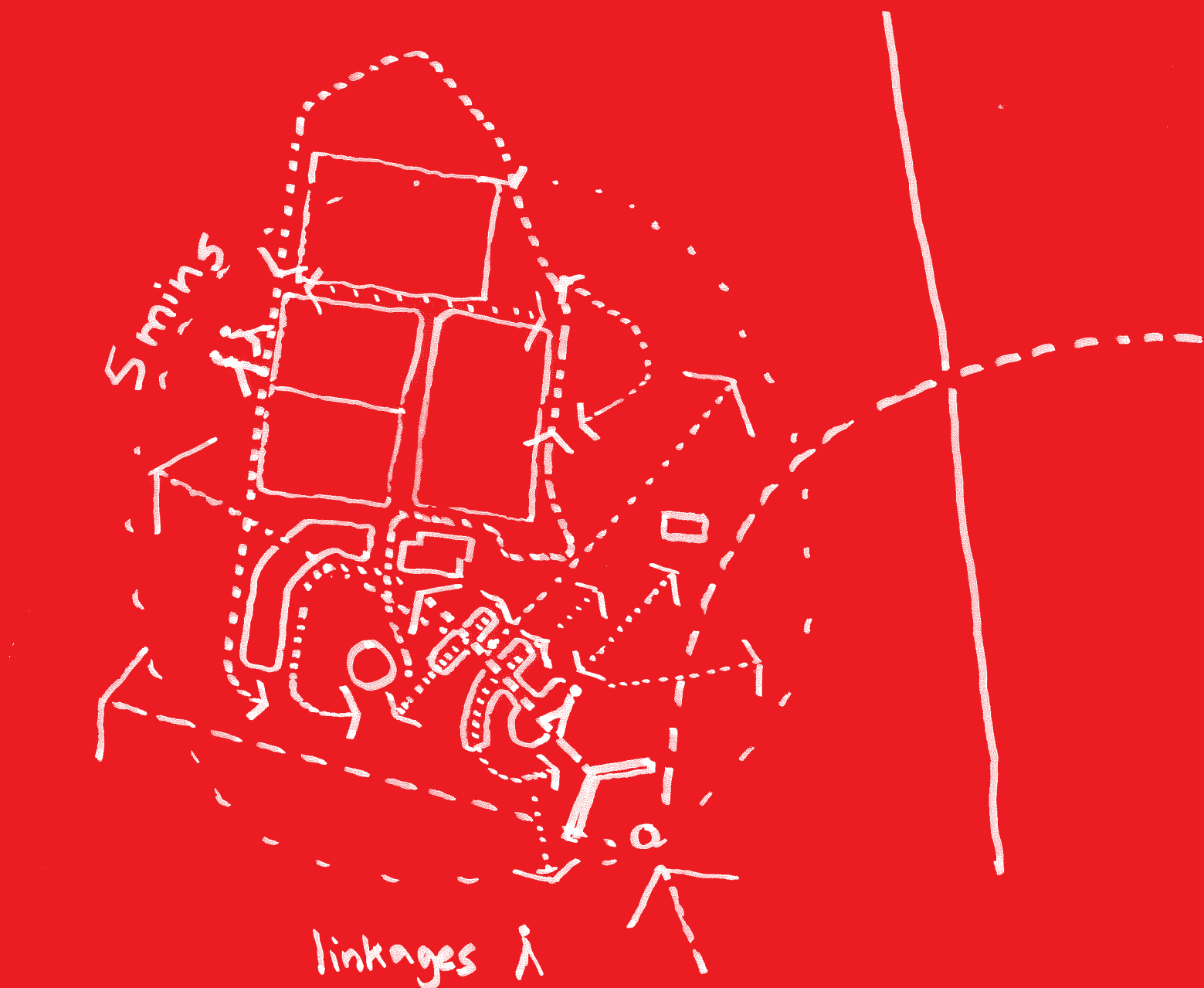


Thurles Campus, view from the north from Thurles Racecourse

Tipperary (*Thiobraid Árann*) is the sixth largest of the 32 counties by area and the 11th largest by population. It is the third largest of Munster's 6 counties by size and population. The region contains several mountain ranges: the Knockmealdown, the Galtee, the Arra Hills and the Silvermine Mountains. The southern portion of the county is drained by the River Suir; the northern by tributaries of the Shannon which widens into Lough Derg.

3.1

Thurles



3.1.1

Objectives

As part of the overall approach a set of high level objectives have been developed for each campus. These are based on the principles of the overall plan, the specific needs and deficits of each campus.

In the context of the overall strategy, these are the key objectives for the Thurles Campus;

1. **Learning** the creation of additional group learning spaces that are adaptable and flexible for creative working that maximise the visibility of active learning.
2. **Student facilities** improvement of student centred social facilities via the creation of a student hub and focus integrated with a learning cafe zone.
3. **Adaptability** Room shape and size, legacy issues with the teaching rooms configurations to be re-evaluated, through the use of adaptive furniture and equipment approaches.
4. **Arrival** the reconfiguration of the arrival drum, providing a more dynamic and open learning zone appropriate to the needs of the students and staff.
5. **Staff spaces** the development of appropriate staff and support spaces, via the decanting and phased removal of the temporary structures.
6. **Sport** the future provision of sports pitches, sports hall, running and walking paths to support the academic program and for the use of the campus and the wider community.
7. **Public Realm** the improvement of the surrounding curtilage of the building via the creation of sheltered garden spaces, supported by urban seating and structured landscape proposals.
8. **Landscape** structured landscape planting to promote better shelter and enclosure for external spaces and to soften the visual intrusion of car parking areas.
9. **Campus habitat** the improvement of the campus' natural assets through the provision of dedicated landscape teaching zones that are reflected in course structures.
10. **Enterprise** the continued embedding of enterprise based activities on the campus including further physical developments with partner organisations.



3.1.2

Thurles

Characteristics

Weak Characteristics

Circular planning

The circular planning of the building creates inflexible trapezoidal class spaces.



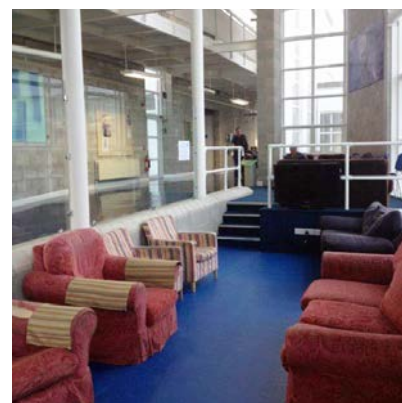
Temporary Structures

Unplanned temporary structures have created visual eyesores for the campus.



Social Spaces

There is a lack of student social spaces and a deficit of quality furniture to support learning.



Strong Characteristics

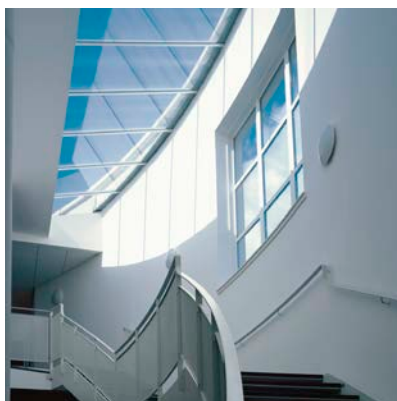
Arrival

The building has a clear pedestrian entrance adjacent to water features.



Daylight

Daylighting in the common areas is good with the main vertical circulation enjoying glimpses to the sky.



Space

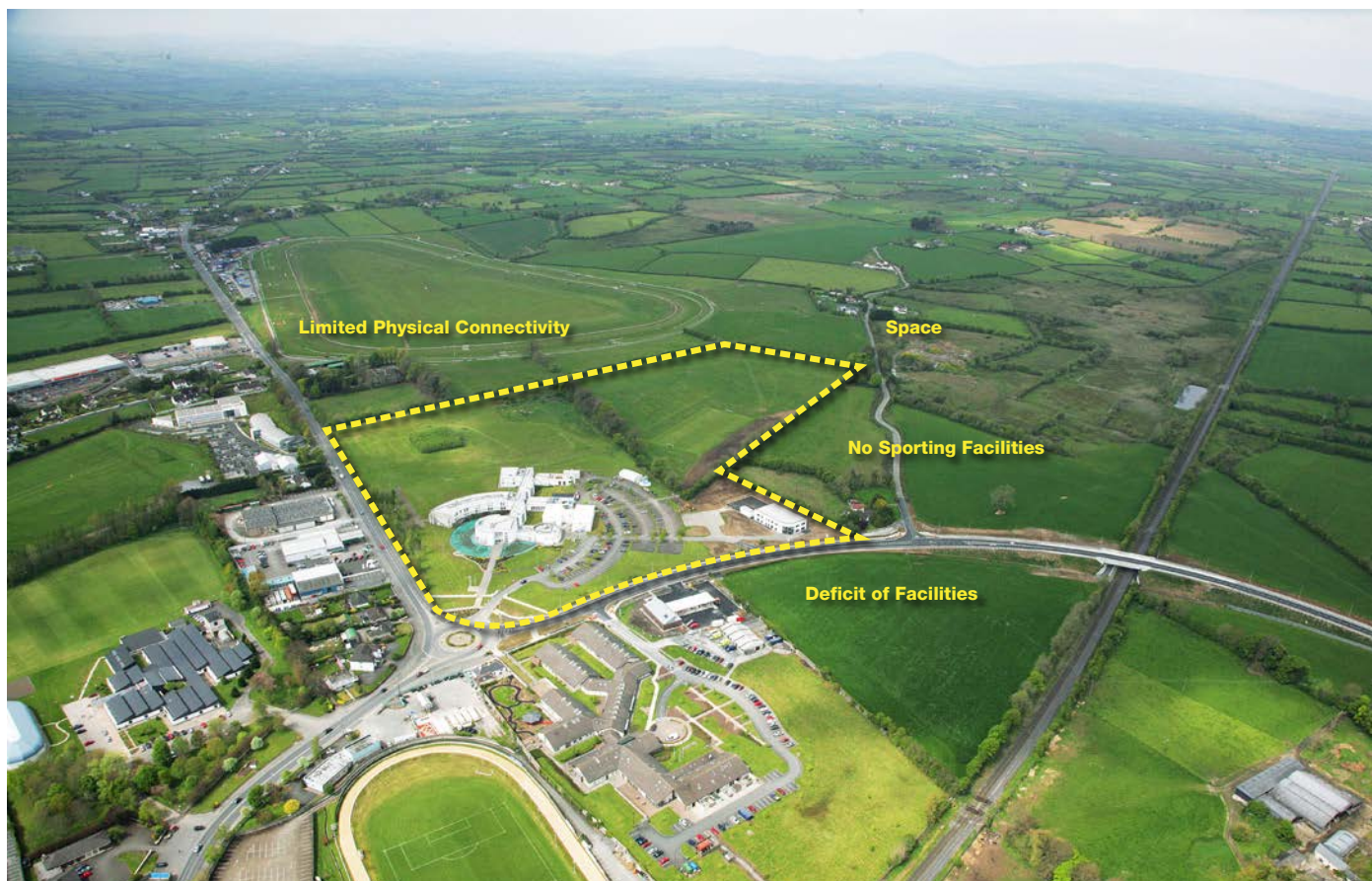
There are significant adjacent lands for expansion of sports based facilities.



3.1.3

Thurles

Site Analysis



Aerial view of the Thurles Campus highlighting some of the key site issues

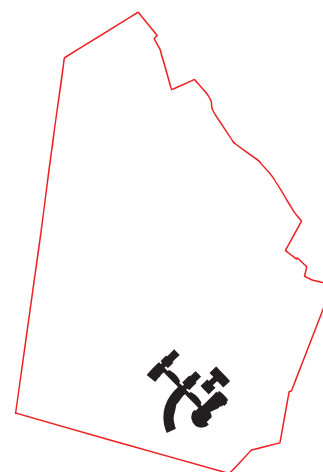
The Thurles campus is a symmetrically planned 1990s building which stands on a generous green field site on the edge of Thurles. Access to the campus is via a roundabout spur to a radial planned car parking area. The building has a Mediterranean feel given its white external render and surrounding water features. The surrounding landscape is mostly grassland and mature hedgerows. The adjacent Thurles racecourse is close by but not visually part of the campus experience. The campus is also adjacent to a major GAA stadium, Semple Stadium.

The building is planned in an uncompromising curved shape which also creates long travel distances and an inefficient plan. Despite the generous double height central circulation axes there is little evidence of quality student social spaces or informal learning zones. The building has also been unable to adapt to changing curriculum needs and class sizes and the assimilation of all of these factors creates a tired environment, somewhat removed from the image of a higher education environment.

Recent developments have seen the creation of enterprise offices on the edge of the campus along with the first phase of the new sports facilities, the provision of the Strength and Conditioning building, due to be completed in August 2014.

The surrounding curtilage of the building has been severely compromised by ad hoc short term additions of one and two story buildings. These buildings have destroyed the visual amenity of the campus and have created a campus which despite its footprint appears visually "choked".

The lack of structured planting and poor repair of the external curtilage has also weakened the overall visual strength of the buildings original concept.



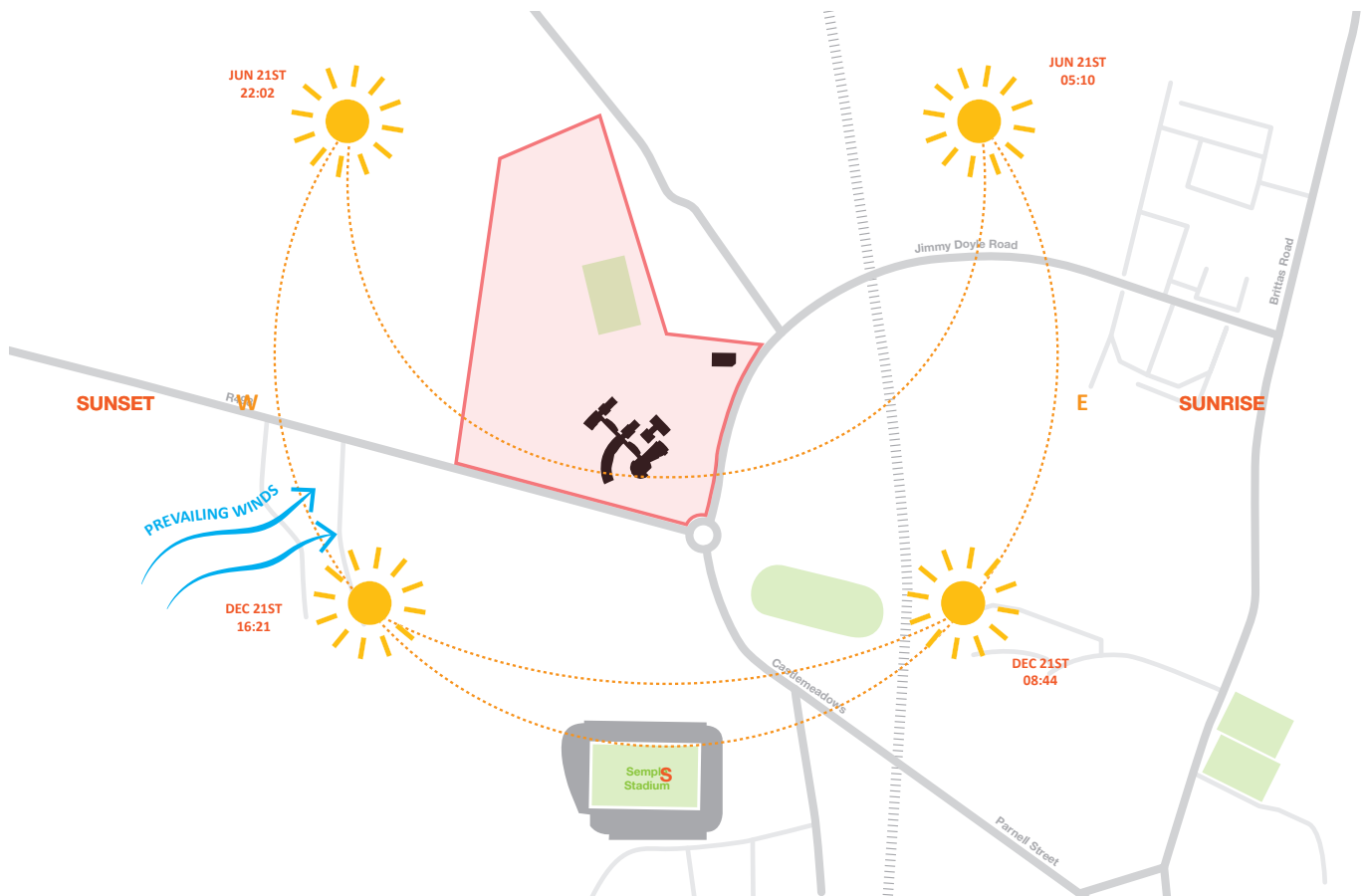
Thurles Campus

Site Area: 16.7ha / 41.3ac

Gross Floor Area: 5,905m²

Energy Use: E2

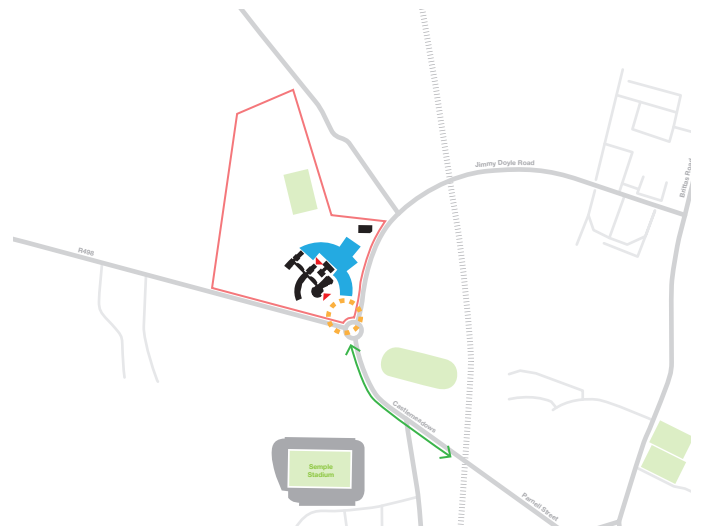
Student Numbers: 609



Microclimate



Green Space



Connections

- Green Spaces
- Main Arrival Points

- - - Vehicular Access
- Parking
- Pedestrian route into town
- ▲ Entrance

3.1.4

Thurles

Existing Conditions Survey



Thurles Ground Floor

		GROUND (m²)	FIRST (m²)	SECOND (m²)	TOTAL (m²)	%
HEA STANDARDS	<div></div> Grade A As New	-	-	-	-	-
	<div></div> Grade B Good Condition	2,935	1,745	-	4,680	79%
	<div></div> Grade C Operationally Safe	660	565	-	1,225	21%
	<div></div> Grade D Need Replacement	-	-	-	-	-
Total Area (m²)		3,595	2,310	-	5,905	

*Condition Survey as of June 2014



3.1.5

Thurles Masterplan



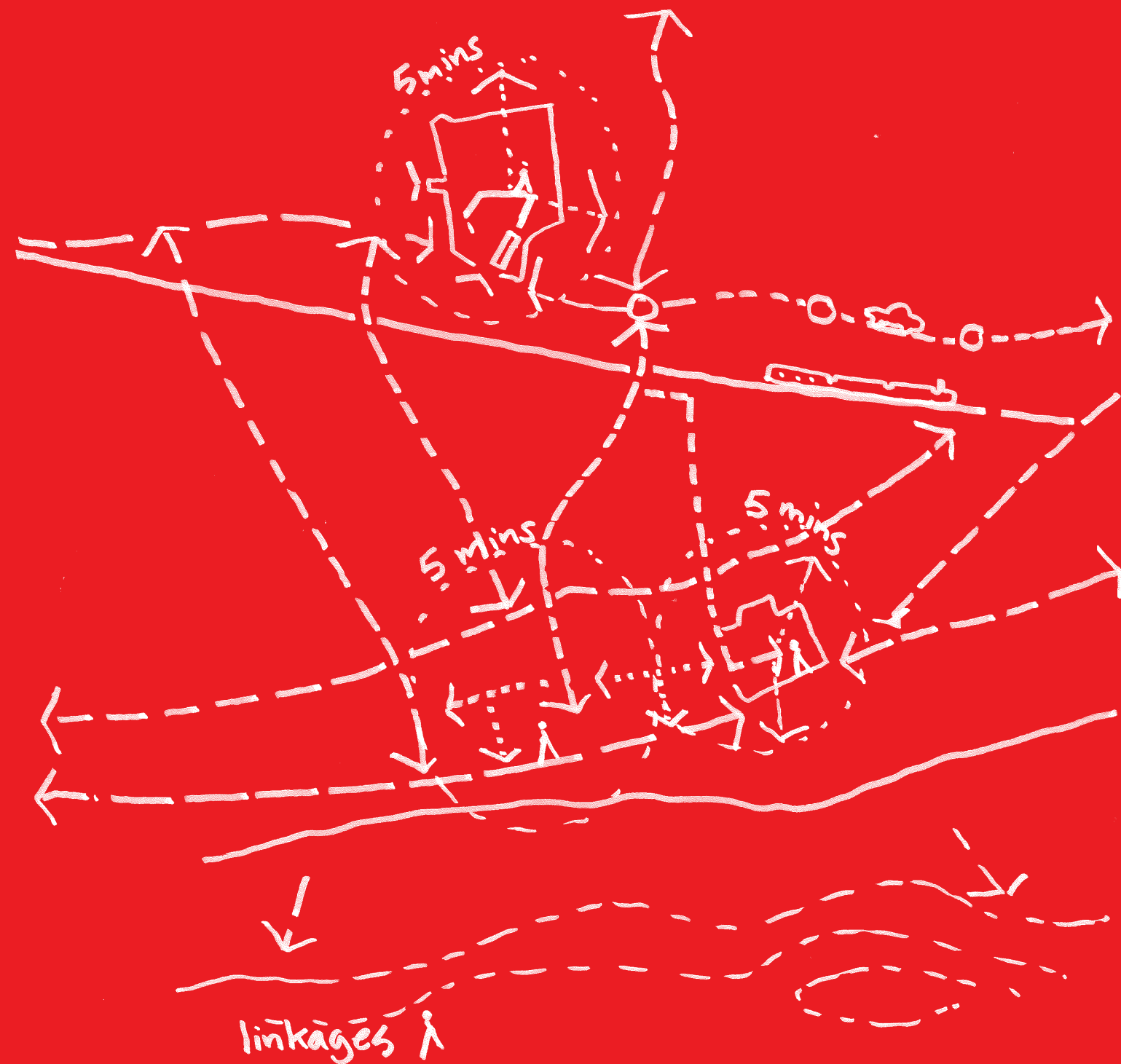


Legend

- 01. Sportslab
- 02. Playing Pitches
- 03. Enterprise Building
- 04. Future Partnership Organisation
- 05. Academic Extension
- 06. Learning Resource Centre
- 07. Conference Centre Extension
- 08. Student & Sports Facility

3.2

Clonmel



3.2.1

Objectives

As part of the overall approach a set of high level objectives have been developed for each campus. These are based on the principles of the overall plan, the specific needs and deficits of each campus.

In the context of the overall strategy, these are the key objectives for the Clonmel Campus;

1. **Active Learning** the improvement of the student and staff environment by promoting a stronger educational identity linked to the niche cognate areas being developed on the Clonmel campus as part of Limerick School of Art & Design.
2. **Student facilities** improvement of student centred social facilities via the creation of a student hub and focus integrated with a learning cafe zone.
3. **Creative technologies** the potential for providing a bespoke centre for LSAD which supports and enhances the student experience, encouraging stronger links with industry.
4. **Adaptability** Room shape and size, legacy issues with the teaching rooms configurations to be re-evaluated, through the use of adaptive furniture and equipment approaches.
5. **Sport** the future provision of sports pitches, sports hall, running and walking paths for the use of the campus and the wider community.
6. **Partnerships** the potential integration with the town centre leading to the creation of a cultural quarter. This will be delivered in partnership with a range of stakeholders.
7. **Enterprise** the provision of creative spaces for SMEs in conjunction with other institutional and town stakeholders in particular the area of creative technologies.
8. **Venue** the potential for a significant flexible performance and gallery venue in the town centre that would benefit the wider community.
9. **Public Realm** the improvement of the surrounding curtilage of the building via the creation of sheltered garden spaces, supported by urban seating and structured landscape proposals.



3.2.2

Clonmel

Characteristics

Weak Characteristics

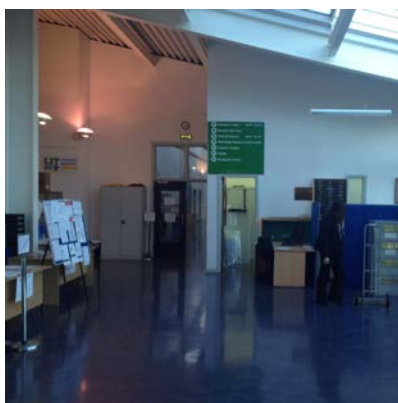
Social Spaces

There is a complete absence of any informal social spaces for the campus community.



Quality of internal space

Internally the building is cluttered with circulation space being utilised as informal storage areas throughout.



Existing temporary facilities

Student facilities are basic and unconnected with the learning environment.



Strong Characteristics

Space

There is significant space on the campus for future development well served by road infrastructure.



Strategic Location

Clonmel's vibrant town centre provides excellent shopping, lifestyle and leisure facilities.



Zoning

LIT's Ballingarrane enterprise centre will form a gateway building to a new business park.



3.2.3

Clonmel

Site Analysis

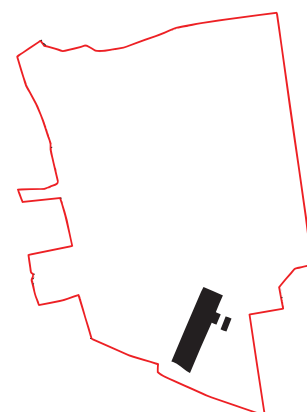


Aerial view of the Clonmel Campus highlighting some of the key site issues

The existing building is a single storey shed like facility which is located on the periphery of Clonmel town. The building is a simple linear arrangement with a central top lit corridor.

The building is heavily utilised but the proliferation of poorly chosen furniture and clutter creates a tired environment. Social spaces are poor and shared with core functions creating inevitable clashes and compromises.

The external location is generous but provides no value to students or to the end users. The car parking is clearly laid out but strangely at quite a distance from the buildings front door.



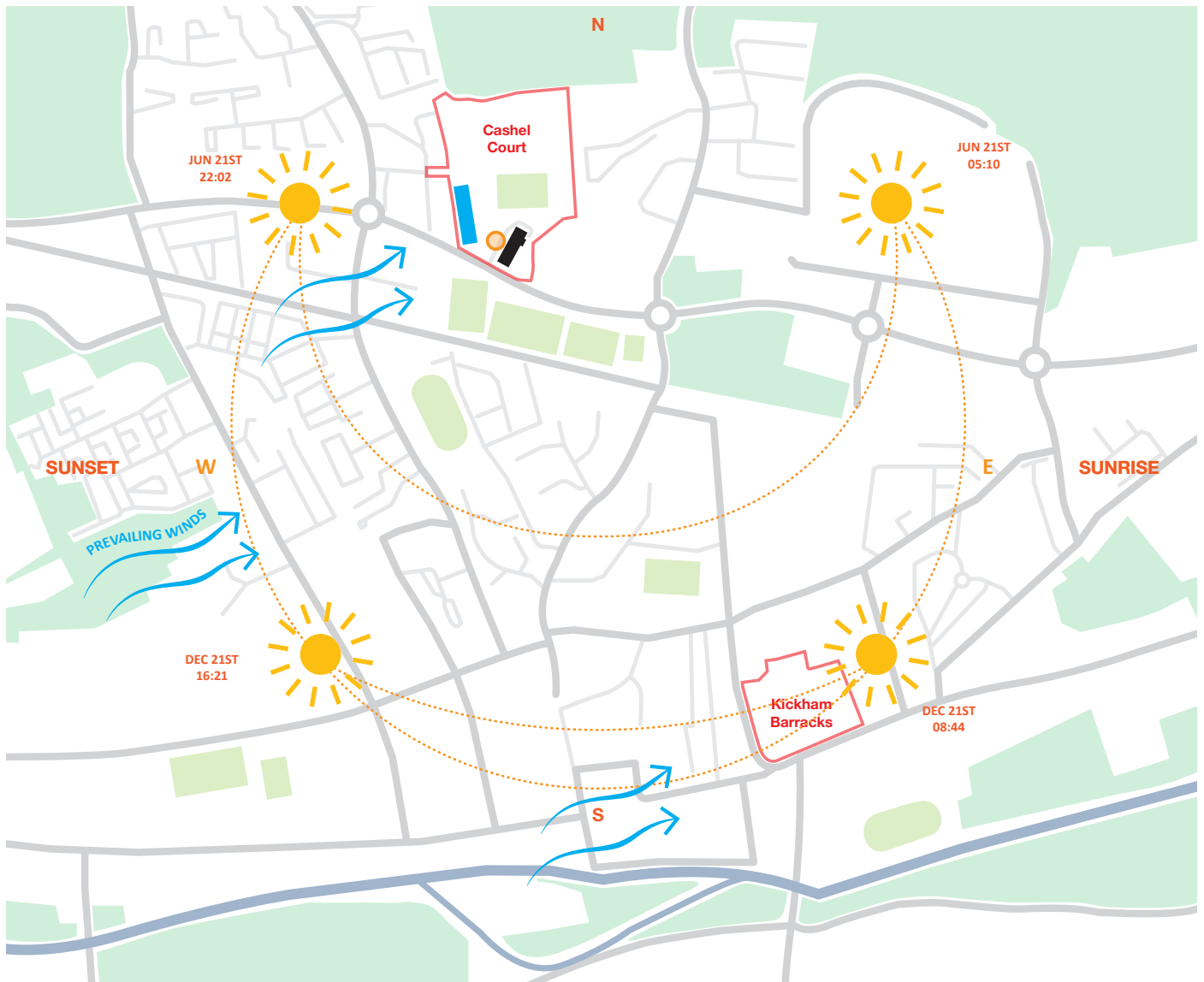
Clonmel Campus

Site Area: 9.3ha / 23.19ac

Gross Floor Area: 2,142m²

Energy Use: E2

Student Numbers: 174



Micro-climate

- Green Spaces
- Main Arrival Points
- Parking

3.2.4

Clonmel

Existing Conditions Survey



Clonmel Ground Floor

	GROUND (m²)	FIRST (m²)	SECOND (m²)	TOTAL (m²)	%
<div></div> Grade A As New	298	-	-	298	13%
<div></div> Grade B Good Condition	1,602	-	-	1,602	75%
<div></div> Grade C Operationally Safe	242	-	-	242	12%
<div></div> Grade D Need Replacement	-	-	-	-	-
Total Area (m²)	2,142	-	-	2,142	

*Condition Survey as of June 2014



8.2.5

Clonmel Masterplan





Legend

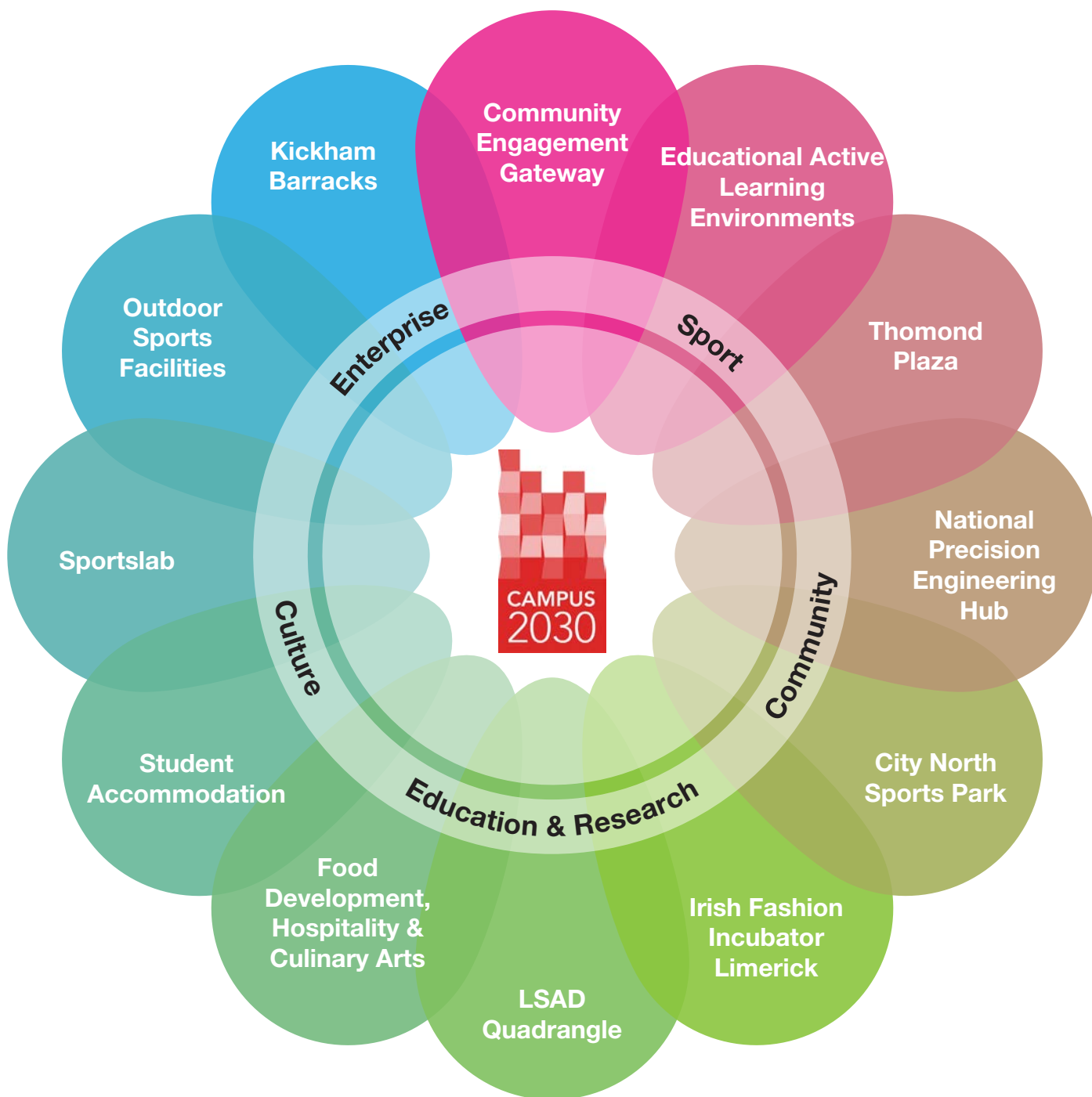
1. Expansion of Teaching Space
2. Playing Pitches
3. Learner Support & Academic Services
4. Future Partnership Organisation
5. Student Hub

SECTION D

Strategic Projects

4.1

Strategic Projects Overview



LIT have identified a number of strategic projects to be delivered through Campus 2030 which are detailed in this section.

Our Places will ensure the delivery of projects that are consistent with enhancing LIT's core mandate of education, enterprise and research and also engagement with the needs of the local communities, city and region.

Maria Hinfelaar
President, LIT

4.1.1

Moylish

Strategic Projects



Aberdeen Sports Village

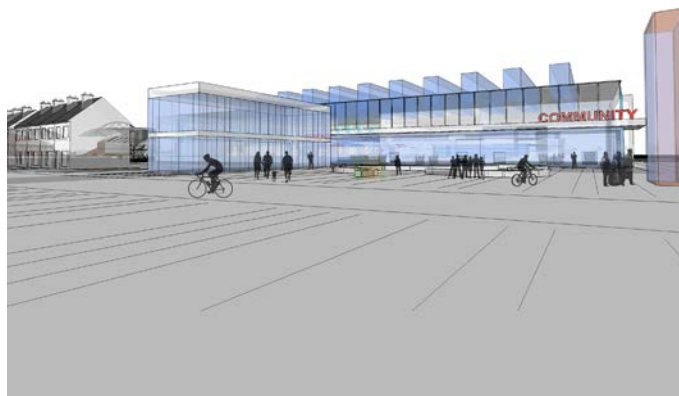
Community Engagement Gateway

Scale: 6,675m²
 Target Project Commencement: Q2, 2016
 Project Duration: 36 months

Education and community will be co-located to enable social transformation in a coherent and sustainable way. This facility aims to harness the influence of sport as a progressive social catalyst.

The building will open up the Moylish campus to the north, integrating with the neighbourhoods beyond our boundaries and welcoming new communities onto our campus.

The renowned sporting culture of Limerick will be embodied in this venue which will provide one of the largest indoor astro turf in Munster. The facilities will address current deficits of student and community sporting options on the north side of the city, in addition to providing community spaces suitable for many social, cultural, educational and sporting purposes.



Concept view from Moyross



Breakout / Informal Study Space - Coventry University Hub

Active Learning Environments

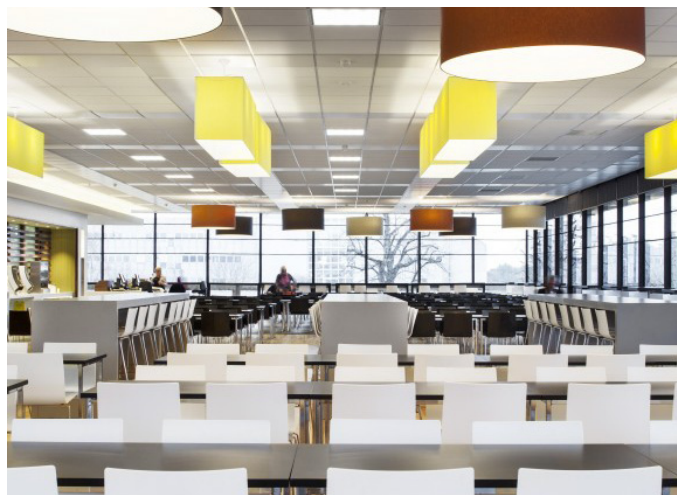
Scale : Various
 Target Project Commencement: Ongoing from Q1
 Project Duration: Various

A number of new dynamic Active Learning Settings are proposed across locations throughout the LIT estate. Interventions of both small and large scale will be developed based on local upgrades to existing environments that require revitalisation.

The re-adaptation of traditional environments will collectively help to transform the student experience. They will become shared, informal learning settings, which should adapt quickly as both group and individual learning zones.

Importantly they should be accessible to all students, staff and visitors and be closely integrated with catering options in the campuses.

The spaces should be dynamic and colourful utilising furniture as an active enabler for the spaces created.



Restaurant - UCD

4.1.1

Moylish

Strategic Projects



Concept sketch of Thomond Plaza

Thomond Plaza

Scale: 2,750m²
 Target Project Commencement: Q2, 2019
 Project Duration: 9 months

A dramatic new entrance atrium will provide a new internal and external civic space on the Moylish campus which will create a new sense of arrival on the western edge of the main building. This will help to further integrate the institute with the neighbourhoods beyond our boundaries and welcome these communities onto our campus.

To emphasize this, the surrounding spaces are transformed into an integrated public plaza which will provide orientation to user and visitors alike. Internally, library functions and student breakout spaces will expand into the atrium to encourage student life and become a hub for activities. The Entrance Gateway will serve as a place to meet. It will become a public space, a place to host and encounter different events which will arouse curiosity and inspire creativity.

The redefined entrance in the campus will allow visitors to arrive to the heart of the campus immediately, in a student focused series of exciting and dynamic spaces. Crucially, new learning will be open on display surrounding this new entrance.



Anglia Ruskin Development - Entrance Plaza

4.1.2

Coonagh

Strategic Projects



Architecture Factory - Cork Institute of Technology

National Precision Engineering Hub

Scale: 4,829m²
 Target Project Commencement: Q4, 2014
 Project Duration: 21 months

Following extensive consultations with industry, LIT proposes to set up a **National Precision Engineering Hub (NPEH)**, to deliver specialist Precision Engineering qualifications, from Level 6 to Level 9. The NPEH will deliver highly skilled graduates, equipped with both knowledge and experience of the practice of metal cutting and the necessary knowledge and skills to excel as engineers in a high quality manufacturing environment. The concept behind the NPEH is a new dynamic and multi-use set of spaces to act as a showcase for industry, in a purpose designed hub.

Manufacturing in general, and Precision Engineering related manufacturing in particular are significant employers in the region, and nationally. It is a critical skills base for a range of industry sectors including the aviation and biomedical industries. The NPEH will support the industry; enhancing the region's status as a centre for this activity, and enhancing Ireland's status as a leader in high technology, high value manufacturing.

The co-location of educational activity with industry services enables start-up enterprise support. Industry services will include training and CPD activity for international markets; driving high value business travel to Limerick, with associated employment.

The hub will also provide a unique and important part of the regional infrastructure to attract necessary FDI.



Engineering Design Studio, Rotterdam

4.1.2

Coonagh

Strategic Projects



Coonagh Site

City North Sports Park

Scale: 1,000m

Target Project Commencement:

Project Duration:

Pitches: 12.7ha

Q1, 2015 (1st Phase)

28 months

LIT will address a significant sports facilities need on the north side of Limerick city; benefiting LIT's students, local sports clubs and a wide range of community & youth organisations. The first phases will create four sports pitches and associated support facilities; for hurling / camogie and Gaelic football, rugby, and soccer; the pitches will have changing facilities, flood-lighting, and a high quality surface and drainage specification to allow for year-round use.

The facilities will enable the development of regional sports academies encouraging participation and engagement, complementing other regional facilities and building on Limerick's renowned sporting culture. The project is complementary to the Community Engagement Gateway project creating a series of managed sports facilities which will create one important campus and community resources.



Sports Facility - Aberdeen Regional Sports Centre

4.1.3

City Centre

Strategic Projects



Textile Fashion Center, Borås, Sweden

Irish Fashion Incubator Limerick - (IFIL)

Scale: 1,394m²
 Target Project Commencement: Q4, 2014
 Project Duration: 9 months

A currently vacant retail premises is being purchased, and will be re-purposed as a City Centre Education and Enterprise Incubation Hub, with IFIL as the primary occupant of the building. The co-location of fashion undergraduate and post graduate education, research, fashion enterprise incubation, and retail within one building will enliven the “Opera” quarter of Limerick city centre; creating a node in the emerging arts and culture quarter and strengthen the cultural and enterprise infrastructure of the city.

The mission of IFIL is to foster enterprise and creativity in the field of fashion through research and development, commercial enterprise and training for industry needs. This initiative develops from the history of fashion achievement and excellence in LIT and the desire to encourage our wonderful designers to remain in and return to the city. Their presence, along with future entrepreneurs and research students will add significantly to the cultural, social and commercial fabric of our city.



Ellen Street, Limerick

4.1.3

City Centre

Strategic Projects



LSAD Quadrangle - Key projects will be developed throughout the Campus 2030 - Our Places Masterplan based on funding availability.

LSAD Quadrangle

Scale:	1,600m ²
Target Project Commencement:	Q1, 2017
Project Duration:	24 months

Building on the proven international success of the School of Art and Design (LSAD) this project will create a series of 15 additional learning, social and civic spaces which will bring new life to a collection of century-old protected buildings.

The centre-piece of a significant enhancement to the City Centre Campus facilities will be the provision of a lightweight innovative ETFE translucent roof over an existing outdoor courtyard space, to create a new Quadrangle. The new space will allow the School to implement new pedagogies and expand the range of programmes as well as creating a new cultural space and infrastructure for the city and region.

The design will enable the delivery of new learning and teaching spaces: a learning resource centre, studio spaces, gallery and tutorial spaces for the entire community. The new Quadrangle will also be a significant civic space, a cultural events venue, a conferring hall, a learner social space and a restaurant; it will be the nucleus of the City Centre campus; transforming the facility while respecting and enhancing the adjacent historic structures. The development will help the LSAD to develop new programmes and grow enrolments to maintain and enhance its top 50 global position.



University of Exeter

4.1.3

City Centre

Strategic Projects



George Brown Chef School - Toronto

Food Development / Tourism, Hospitality & Culinary Arts

Target Project Commencement: Q3, 2021
 Project Duration: 48 months

The rich food heritage of Limerick will be reinvented as part of the development where culinary arts and food development stores for SME's will operate side by side to create a rich academic learning environment as well as a highly interactive visitor experience.

These facilities will create a modern advanced centre for disciplines of Culinary Arts, Hospitality and Tourism; driven by increasing and sustained demand, coupled with growing consumer sophistication and national investment in the tourism and hospitality industries.

This innovative scheme will incorporate: new teaching kitchens, multiple teaching spaces, a Research Centre for Tourism and Hospitality including product development, a food and nutrition laboratory. This facility will create a new food orientated destination for the city centre. The facility will be the centrepiece of a new destination in the city centre.

The student experience will be public facing and will provide a unique combination of active learning with real life practical experience with a strong commercial focus.



Training Kitchens - Ballymaloe

4.1.3

City Centre Strategic Projects



Student Accommodation, Dublin City University

Student Accommodation

Target Project Commencement: Q1, 2020
Project Duration: 48 months

The design will provide a home from home for Limerick based Higher Education students in a new city settlement. The project consists of study bedrooms designed for a wide range of students, from fresher to postgraduate and international. Accommodation is enhanced with common rooms, a series of terraces and a roof top conservatory inviting social interaction for groups of all sizes. The ground floor offers a welcoming reception area, storage for bicycles, a launderette, retail units at street level and some teaching facilities. The intention is that this will be a highly sustainable and prefabricated building.

It is also envisaged that this will be a partnership project delivered in conjunction with out partners in the Shannon consortium HE regional cluster.



Abito Apartments, Greengate, Manchester - BDP

4.1.4

Thurles

Strategic Projects



Sportslab

Scale:	1,693m ²
Target Project Commencement:	Q4, 2013
Project Duration:	40 weeks

The new strength and conditioning facility is set in a masterplan which also includes additional teaching and learning as well as student and sporting facilities. The next phase is an outdoor sportslab which will allow LIT to provide the following educational opportunities:

- Innovative new courses in Strength and Conditioning - delivering facilities for Strength & Conditioning L7 and L8 programmes, and provision of a L9 programme for a large and expanding student cohort .
- A 900m² international standard indoor teaching and training lab, designed to be divisible in three parts for different competencies - demonstrating LIT's commitment to provide high quality active learning facilities.
- A high quality sports facility with a 45m long indoor sprint track with the ability for further run off externally
- Four changing rooms to serve existing and proposed sports facilities on the campus. Innovatively the changing rooms can be combined to accommodate full GAA teams.
- Four new lecture spaces – two of which can be co-joined and can accommodate between 120 and 200 students together.



Sportslab, Thurles - BDP

4.1.4

Thurles

Strategic Projects



Thurles Sports Park

Target Project Commencement: Q1, 2018
 Project Duration: 28 months

The current Thurles masterplan planning permission also includes the following: two multi-sport courts, a hurling training wall, 4G pitches (6 five-a-side), and GAA sand based pitches.

The development of playing pitches on the Thurles campus will bring benefits to the Institution and community for decades to come. The ambitious and much needed development will include all-weather training pitches, skills wall with a quality playing surface.

A 'Slí na Sláinte' will be provided to encourage participation by the whole community.

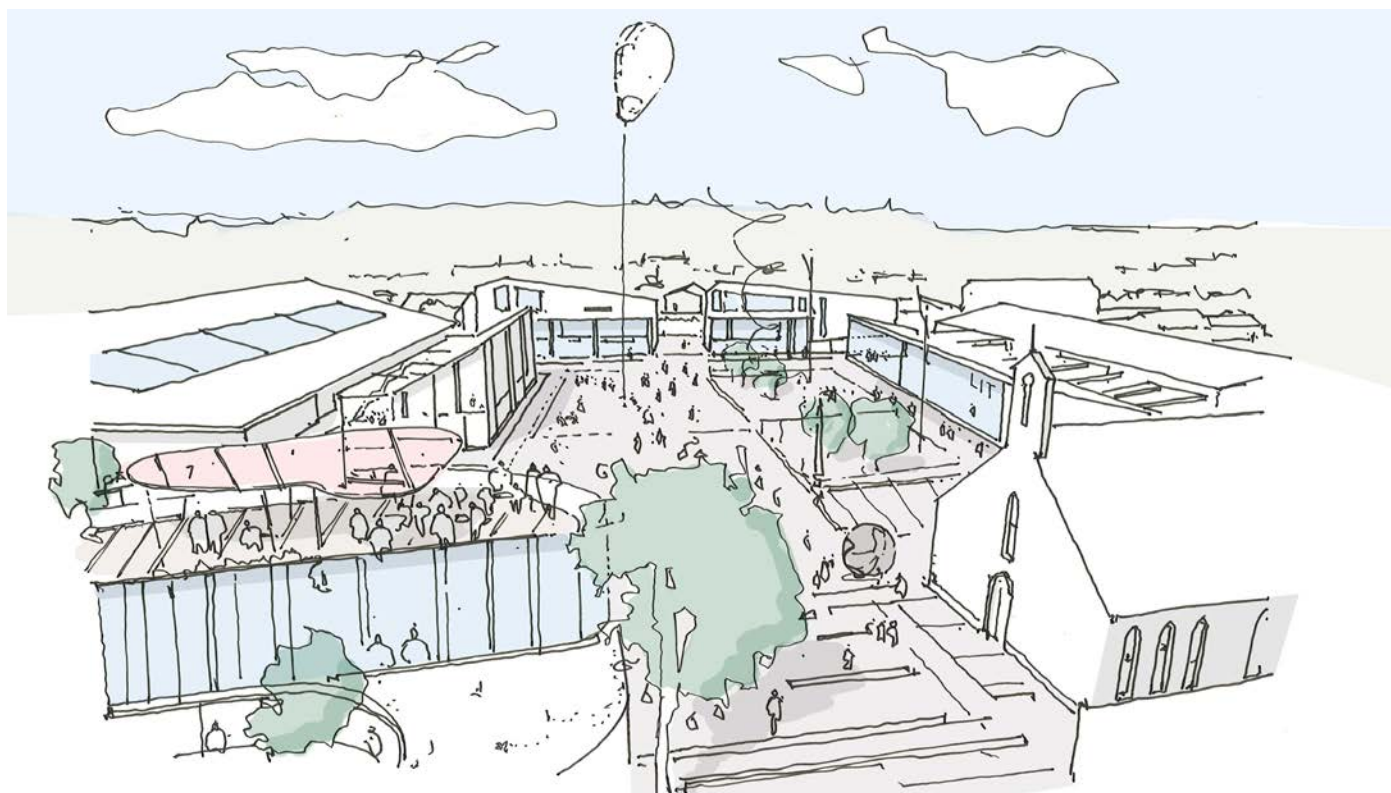


Multi Use Games Areas - Waterford Institute of Technology

4.1.5

Clonmel

Strategic Projects



Kickham Barracks

Target Project Commencement: Q3, 2022 (1st Phase)
 Project Duration: 28 months

Kickham Barracks is a centrally located heritage quarter in Clonmel town. As a strategic development site, it provides the opportunity for an education and cultural urban regeneration masterplan.

The site has a long barracks tradition which will provide the core of the design proposals. Importantly the early phased use of these buildings by LIT as a Creative Arts facility that will bring student life back into the centre of the town.

This is a partnership project in conjunction with the local authority and other stakeholders. This project will require the consolidation and relocation of all LIT educational activities in Clonmel.

The delivery of program as part of the LSAD brand is providing a unique blend of discipline on the existing Clonmel campus. The vibrancy of the town centre location for these courses could be a unique strength of this strategic project.



Aerial image of Kickham Barracks

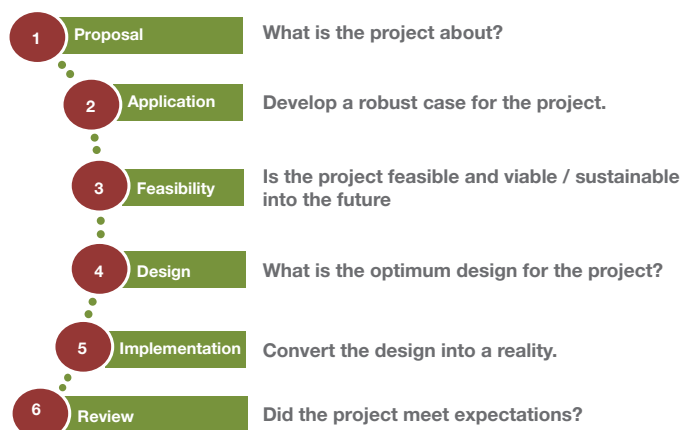
4.2

Implementation

THE SIX STEPS IN LIT'S CAMPUS DEVELOPMENT PROCESS

The six steps in the Campus Development Process provides a pathway for **promoters and user groups** to enable their project to become a reality. The promoter & user group become an integral part of the campus development process together with the **estate's office & implementation group** and the **campus 2030 steering group & executive management**.

The six steps involved area set out below:

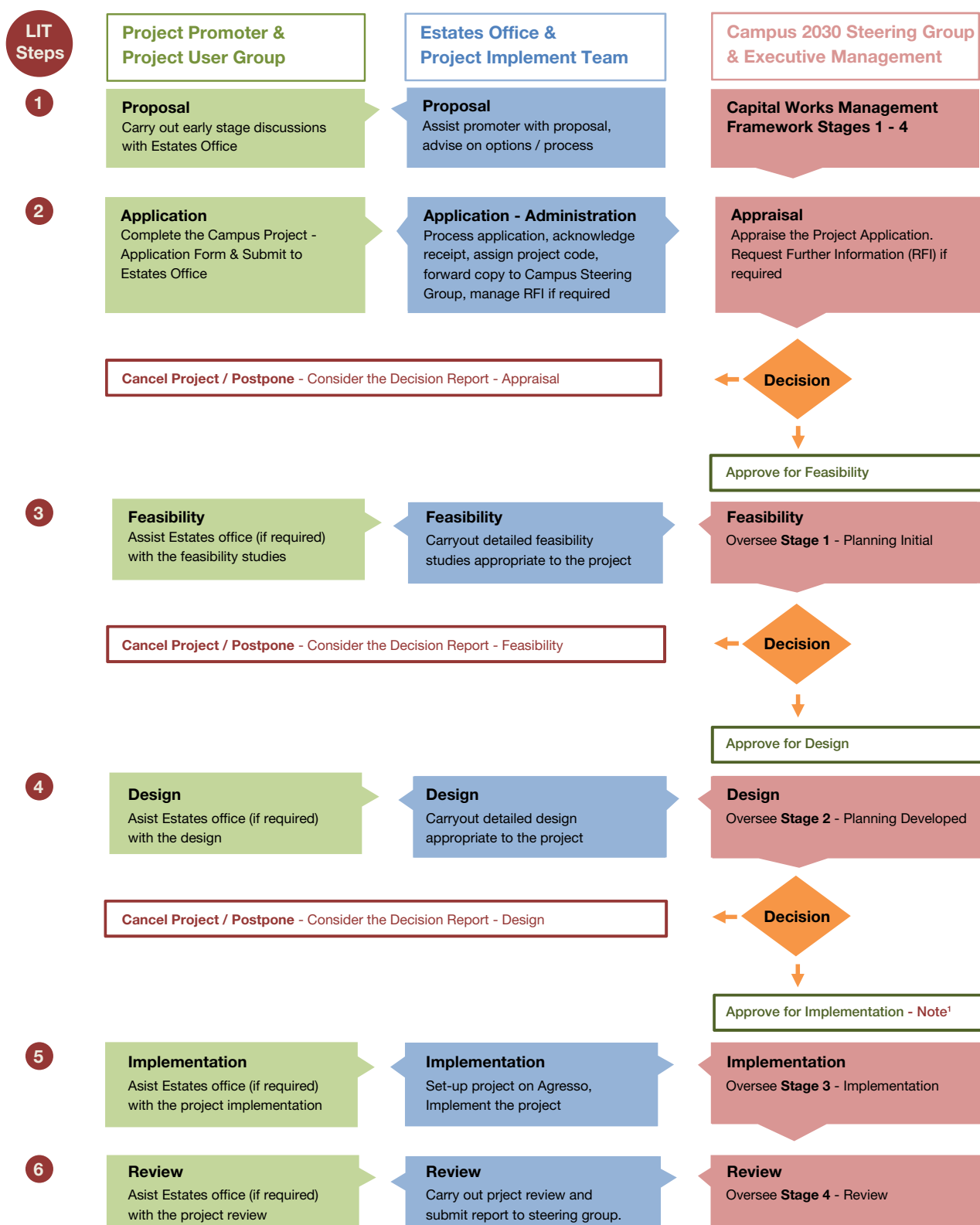


CARRYING OUT THE SIX STEPS

The campus development process identifies in overview form the principal LIT parties in the campus development process, the six steps in the development process and how each step progresses sequentially. Each step is designed to suit LIT's campus development process while also complying with the Capital Works Management Framework (CWMF). Once the project has been completed, a review is undertaken so that the campus development process can learn from the experience of delivering each project and inform the continuous improvement ethos for future campus developments.

Following step no. 6 '**review**', the project becomes a completed asset and is added to LIT's portfolio of campus assets. These new assets will then be managed by the LIT Estates Office and the user groups who use the asset.

The following section outlines how the various groups/stakeholders interact with each other, where relevant responsibilities lie and how the six step process moves progressively through each stage.



Note¹ Step 4 - Projects over €500,000 must obtain approval from the Governing Body Finance Sub-committee prior to going to tender

4.2.1 Implementation Guidelines

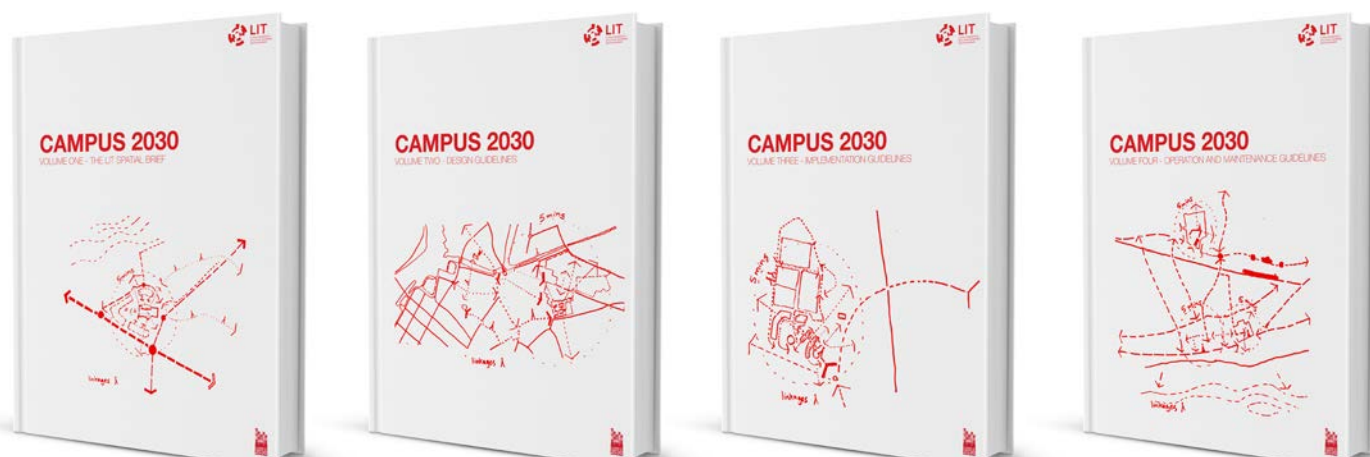


LIT has developed a series of guidelines for the use of space across all campus locations.

The campus development team have been engaged in discussions with many users across the different campus locations and at all levels within the institute which has resulted in a number of initiatives that already have been implemented and have informed the development of these guidelines.

Implementation of a plan of this scale is multifaceted and will be underpinned by a comprehensive set of new standards and a series of guidelines for the use of space across all campus locations.

The guidelines and standards are arranged to cover the design, build and operate phases of space occupation across the following four volumes:



VOLUME ONE: THE LIT SPATIAL BRIEF

The LIT spatial brief reflects the strategic policy aims of the Strategy & Vision 2020 as approved by the Governing Body of Limerick Institute of Technology together with the longer term spatial planning objectives of the Campus 2030 Our Places Plan.

VOLUME TWO: DESIGN GUIDELINES

Taking account of the brief and the existing property portfolio a range of space standards will be developed to reflect international and national trends specific to LIT.

VOLUME THREE: IMPLEMENTATION GUIDELINES

Implementation strategies and space standards are to be developed with the associated protocols to ensure appropriate consultation and project processes are understood. Test projects with feedback will be recorded in this volume.

VOLUME FOUR: OPERATION AND MAINTENANCE GUIDELINES

The development of robust plans to formalise and develop the systems in place will be available.

4.2.2 Funding

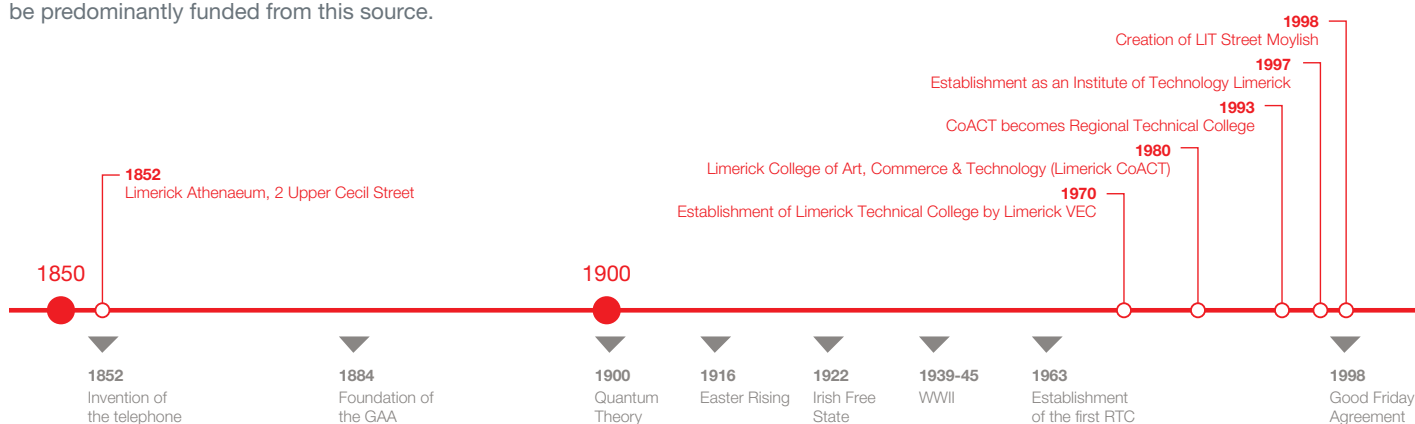
'Campus 2030 - Our Places' is forecast to require in the region of €250m capital funding over its life. This is an ambitious requirement which will be delivered to support key strategic projects in a phased manner.

Funding of a HE physical development plans in the current and emerging financial climate requires a new approach which will enable a more multi-agency agile response to funding requirements.

The delivery of Our Places has a number of strands. These include a number of large strategic projects. These are set out separately in sections of the document. Each of these projects can be delivered as appropriate funding becomes available.

A detailed business case is developed for each strategic project which will be submitted. Different funding agencies and partner organisations.

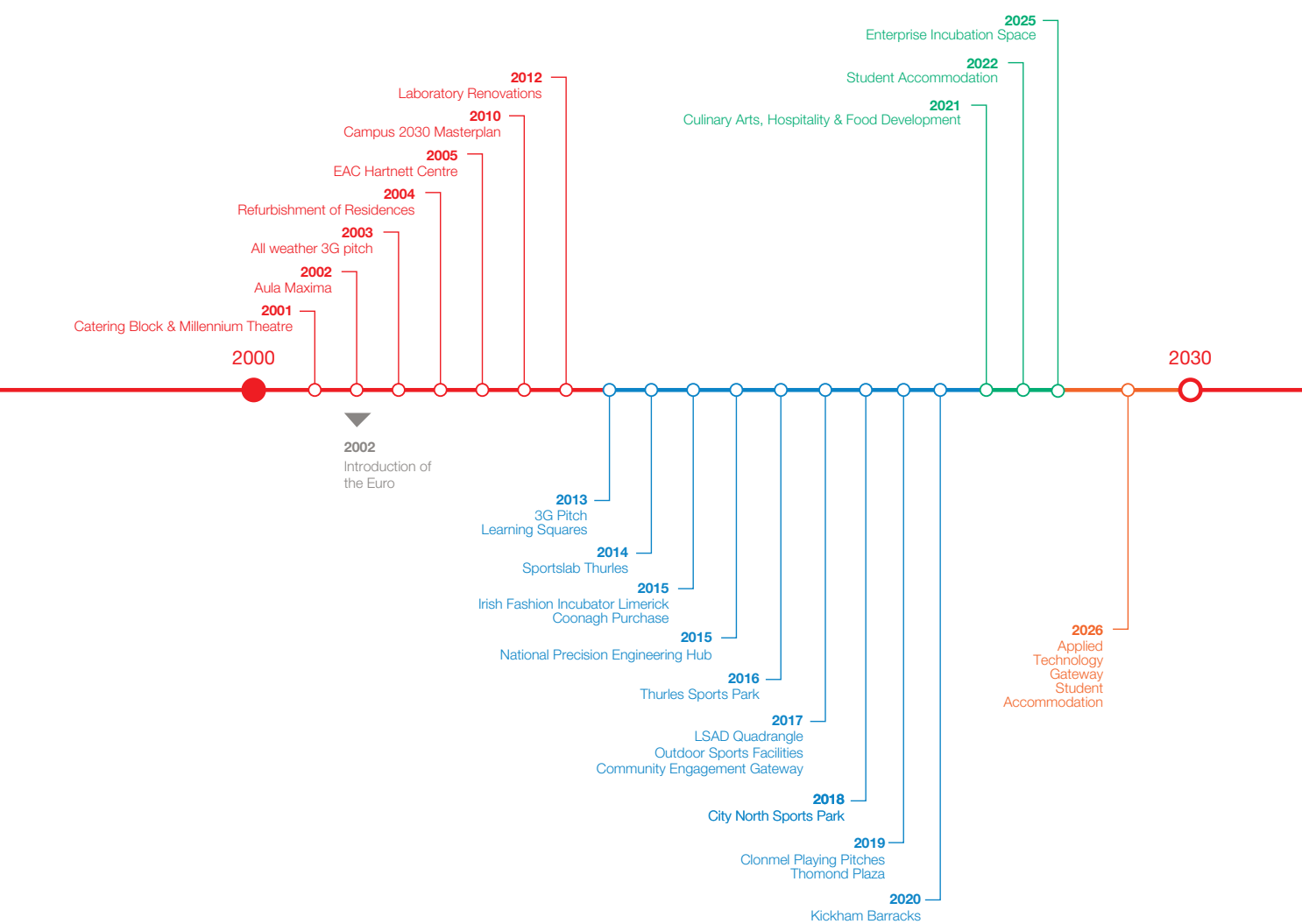
In addition the LIT foundation plays a central role in the identification and sourcing of necessary capital funding. The latter stages of the capacity building phase will overlap with planned increase in HE State Capital Investment. The expansion phase will be predominantly funded from this source.



2013 - 2020  Unlocking Potential

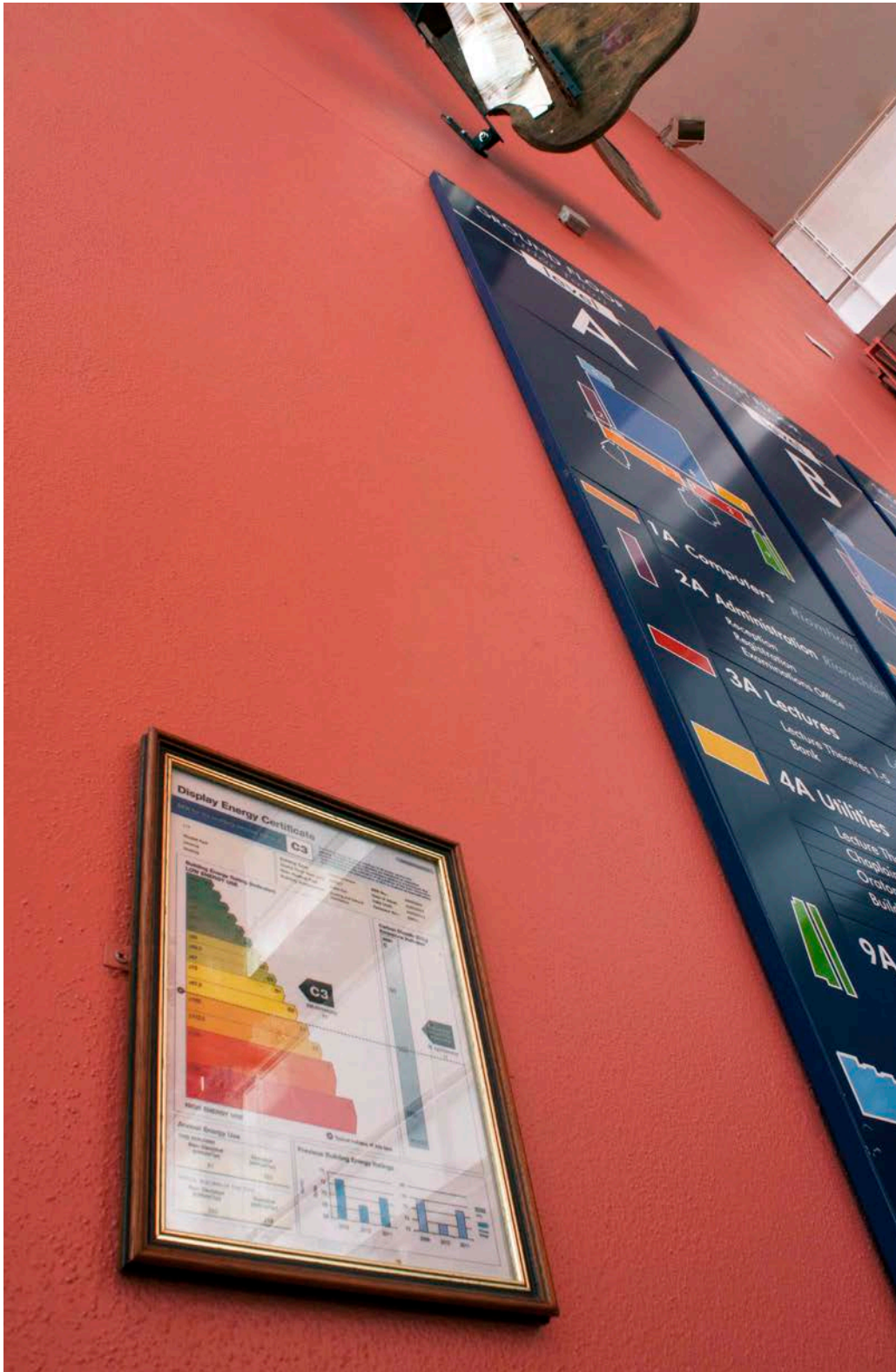
2021 - 2025  Expansion

2026 - 2030  Consolidation



SECTION E

Appendices



A Mobility management plan was developed in partnership with Limerick Smarter Travel to improve access to the campus in a sustainable way.

5.1.1 Sustainability

NATIONAL ENERGY EFFICIENCY ACTION PLAN

As part of the National Energy Efficiency Action Plan, “the public sector will improve its energy efficiency by 33% and will be seen to lead by example – showing all sectors what is possible through strong, committed action.”

This Action Plan uses the 2010 energy consumption per m² of a public body as a benchmark and requires that the public body reduces this figure by 33% by 2020. This applies to all public bodies, inclusive of Civil Service, Defence Forces, Health Services, Educational bodies and Local Authorities. This will be supported by the introduction of national Public Sector Energy Monitoring and Reporting software.

LIT is firmly committed to the principles of sustainability. The Institute recognises that its activities impact upon the environment through its operations, its infrastructural development and its influence on the wider community. We acknowledge a responsibility for, and a commitment to, the protection of the environment on every level of activity.

LIT's Thurles Campus is aiming to achieve its first Green Flag as part of its “Green Campus Campaign” in 2014. A particular approach with LIT Thurles has been to integrate the activities of the campaign with programmes of study such as within B.Sc. Environmental and Natural Resource Management. These programmes are gaining attention as Ireland becomes more and more aware of the benefits of energy efficiency both financially and environmentally.

EDUCATION AND COMMUNICATION

LIT promotes and raises awareness of good environmental management policies and practices among the staff and students in conjunction with local, national and other agencies.

WASTE MANAGEMENT / RECYCLING

LIT strives to reduce the acquisition of new materials, re-use existing materials and increase recycling to the best possible standards.

LIT will implement sustainable resource management practices based on reduce, reuse and recycle principles. All waste will be disposed of in a manner consistent with statutory requirements and a documenting procedure implemented. All staff and students will be continually educated on LIT's waste policies and procedures.

PURCHASING STRATEGY

LIT will commit to consider the suitability of products, services and works on the basis of their environmental impact. The impact of all purchases in terms of raw materials, manufacture, distribution, use and disposal will be assessed and suppliers/contractors will be required to present environmental conformity in the form of accreditation. Suppliers on campus will also be encouraged to provide “green” alternatives. LIT will encourage environmentally friendly purchasing by all its staff and students.

ENERGY CONSERVATION

LIT is committed to conserving energy by attaining greater efficiency in total energy consumption. We will design energy efficiency into new services, buildings and equipment and manage energy wisely in all operations. We will promote energy conservation by monitoring consumption and eliminating unnecessary waste. We will keep abreast of all new and emerging energy saving technologies and promote our strategies to the staff and student bodies.

LIT will communicate, to staff and students, means by which buildings and estate facilities may be used and operated correctly to conserve energy and minimise waste.

We will continue to reduce the consumption of raw materials (including fossil fuels, water and energy) and seek to reduce our environmental impact through the use of energy efficiency measures, recyclable components and renewables.

GREEN BUILDING TECHNIQUES

LIT is dedicated to implementing best practice sustainable methodologies in the design and construction of new capital works and ongoing refurbishments.

- Use best practice sustainable methodologies in the design and construction of new capital works.
- Passive design – daylight, natural ventilation, thermal mass, air tight construction, good thermal insulation, green materials
- Applied extensively construction and refurbishment projects over last decade
- Alternative Energy Technologies / Renewables
- Solar Panels
- Heat Pumps

TRANSPORTATION / COMMUTER PLAN

LIT has committed itself to coping with increasing access demand in a responsible environmentally friendly way, in line with best practice and European, Irish and local planning policies.

LANDSCAPING

LIT is committed to developing and maintaining the Estate based on sound environmental and sustainability principles. LIT will strive to protect and enhance natural habitats and biodiversity wherever possible.

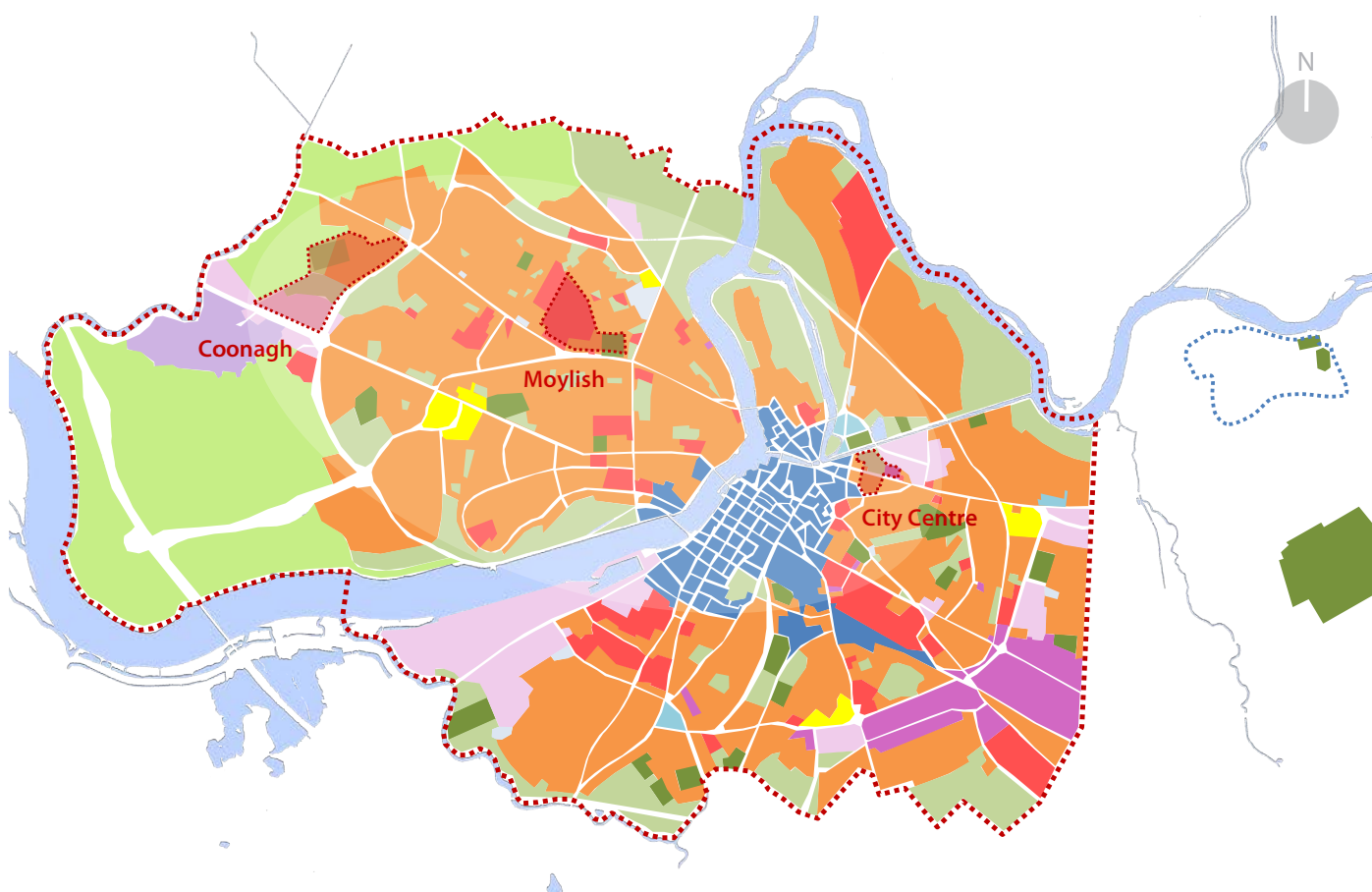
WATER

LIT will devote resources to ensure efficient and environmentally responsible use of water. Consumption will be monitored, leakage reduced and inefficiency amended. Water conservation plans will be endorsed to all concerned through out Campus.

5.1.2

Limerick

Zoning



- City Centre
- Residential
- Education, Community & Cultural
- Light Industrial
- General Industrial
- Mixed Use
- District Centres
- Neighbourhood Centres
- Local Centres
- Public Open Space
- Sports Grounds
- Agricultural

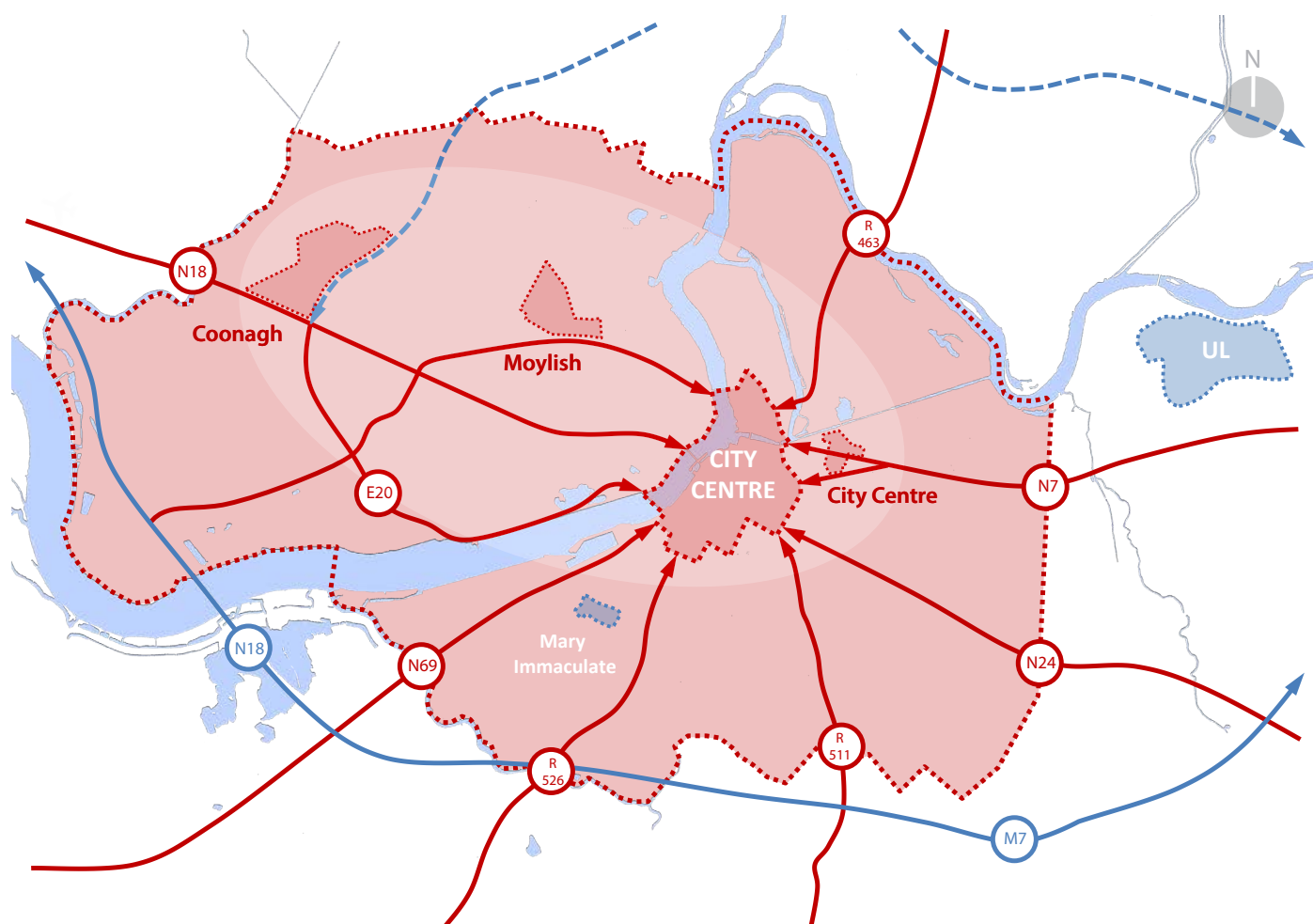
The overall approach regarding zoning is based on the following principles:

- To use zoning as a tool to shape the future orderly development of the City and not just to reflect existing land uses;
- To reflect the development needs of the City over the plan period and for a reasonable period beyond;
- To promote particular uses in appropriate locations, to reduce conflict of uses and to protect natural and man-made resources;
- To promote the renewal of under-utilised and brownfield land, thus ensuring the efficient use of urban lands and infrastructure while meeting demands for space for housing and other development;
- To safeguard and improve amenities and the general quality of life;
- To promote the achievement of sustainable development by facilitating mixed use zones in certain cases by ensuring a balance of housing, employment and local facilities within an area and reducing the need to travel.

5.1.3

Limerick

Approach Routes



Situated just over 2 hours from Dublin City (M7) and 1.5 hours from Cork (N20) and Galway (N18), Limerick's location on Ireland's West Coast can be effortlessly reached via all major roads.

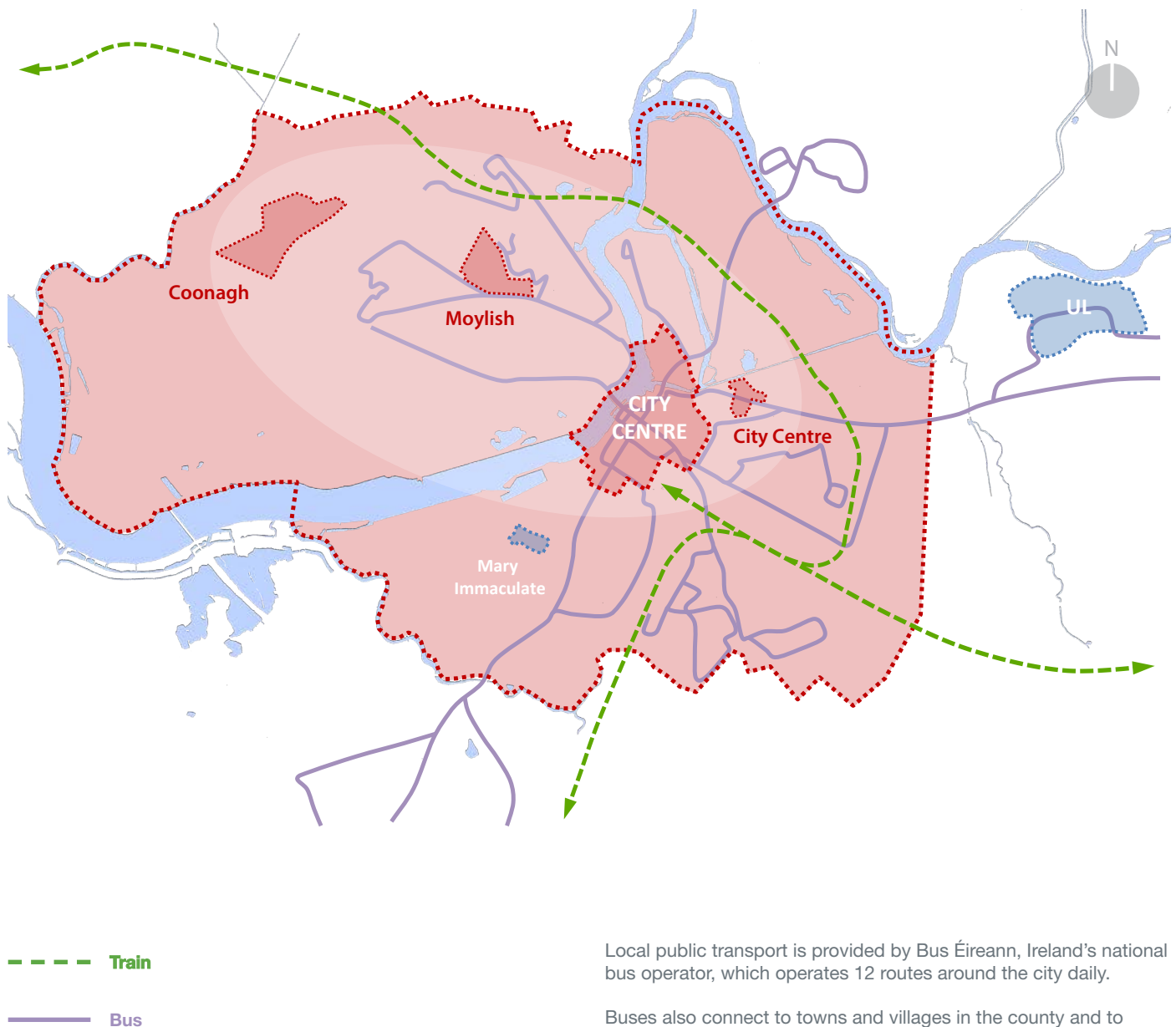
Distance to Limerick....

- Shannon Airport: 24 kms
- Ennis: 37 kms
- Tralee: 101 kms
- Cork: 103 kms
- Galway: 105 kms
- Dublin: 192 kms
- Belfast: 290 kms

5.1.4

Limerick

Public Transport Routes



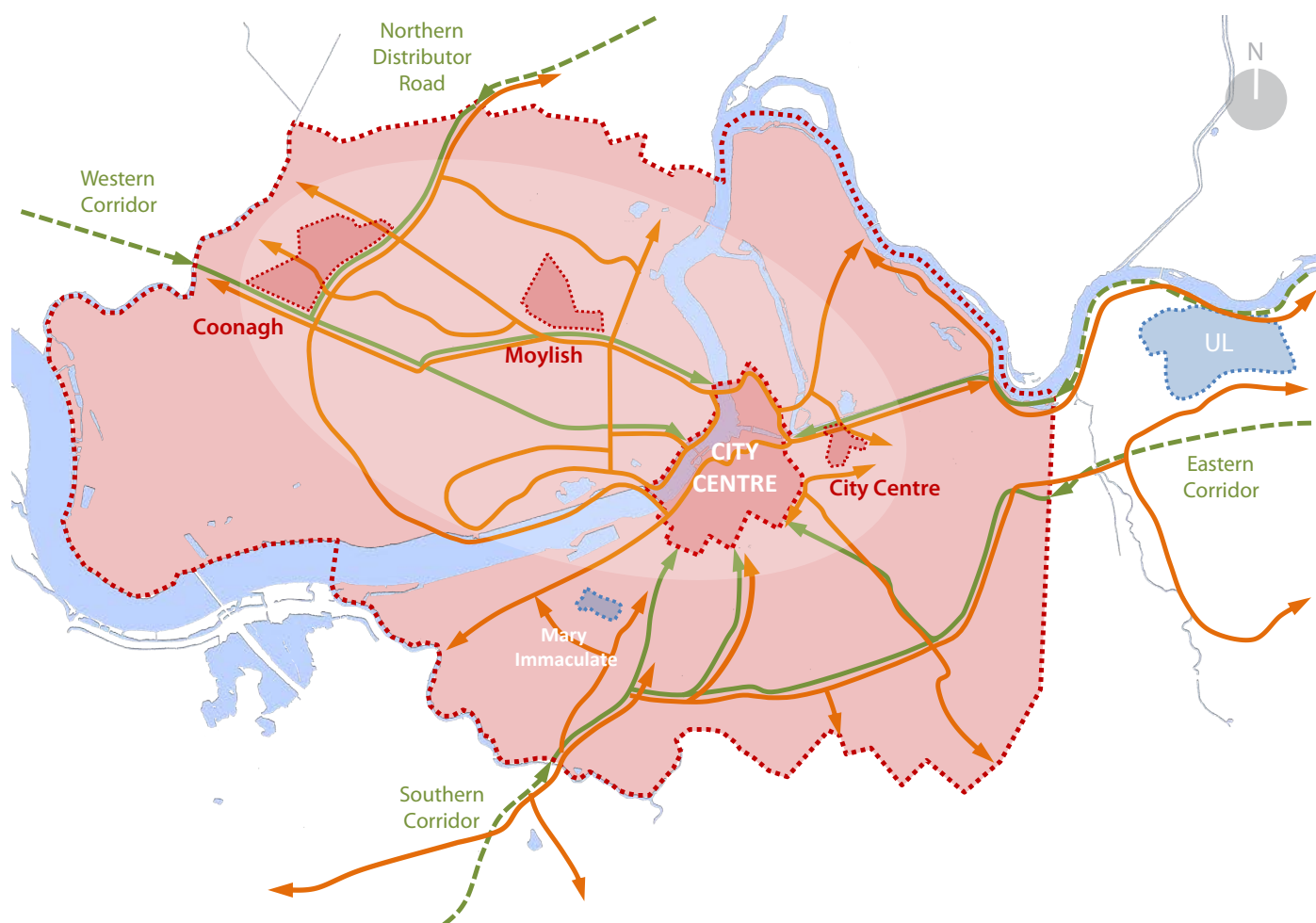
Local public transport is provided by Bus Éireann, Ireland's national bus operator, which operates 12 routes around the city daily.

Buses also connect to towns and villages in the county and to Shannon Airport from Bus Éireann's bus terminal adjoining Limerick Colbert railway station. Colbert station provides access to regional rail and bus services.

5.1.5

Limerick

Cycle Routes + Green Ways



Limerick City has relatively flat topography and extensive and attractive water frontage along the River Shannon, Abbey River and city Canal. It has great potential for a cycle network that would exploit the cities natural resources. As part of Limericks Smarter Travel initiative, proposals are in place to expand and upgrade the cities cycle network so as to encourage cycling, not just as a transport mode, but as a healthy environmentally friendly activity.

Green Infrastructure

Cycle Routes

BDP.



AECOM



There is a myth, sometimes widespread, that a person need only do inner work, in order to be alive like this; that a man is entirely responsible for his own problems; and that to cure himself, he need only change himself... The fact is, a person is so far formed by his surroundings, that his state of harmony depends entirely on his harmony with his surroundings.

*Christopher Alexander et al.,
The Timeless Way of Building*

