



St. Angela's College, Sligo
Coláiste San Aingeal, Sligeach
A College of NUI Galway

Strategic Dialogue Cycle 2
HEI Self Evaluation Report
St Angela's College, Sligo

Submitted to the Higher Education Authority, 19th June 2015

Revised 14th September 2015 (revisions in blue)

Signed:
(Dr Anne Taheny, President)

Date:

Signed:
(Dr Maria Gallo, Development Manager- Office of the President)

Date:

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
To explore a the Regional Cluster model, governance and priority objectives with identified Cluster partners	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster	Framework for Regional Clusters	Meeting with Regional Cluster partners	<i>St Angela's has met with regional cluster partners during 2014 and is committed to engaging with this process as a fully incorporated entity with NUI Galway.</i>	Participation in establishing a model, governance arrangements and objectives	Participation in creating a complementary operational/action plan as required and contributions to realising the Plan	
To explore the thematic cluster/teacher education cluster with identified partners in the region	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster	Framework for Thematic Clusters	Meeting with Regional Cluster partners	<i>St Angela's has met with NUI Galway School of Education in 2014 and is committed to engaging with this process as a fully incorporated entity with NUI Galway.</i>	Participation in establishing a model, governance arrangements and objectives	Participation in creating a complementary operational/action plan as required and contributions to realising the Plan	

2. Participation, equal access and lifelong Learning

NB: The data source for these targets are the progress reports presented to the Equality of Access and Lifelong Learning Committee

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Expand participation in the Access Programme	Increase student participation in the College Access programme	25 (average of last 5 years)	30	33 commenced the Access Programme; 22 completed the Programme (See Appendix A)	35	35	
Monitor and support Access students to progress to higher education programmes	Percentage conversion of students from Access to enrol in HEI degree programmes	72% (baseline is an average of last 5 years)	77%	82%	80%	80%	
Increase participation rates by HEAR eligible students	Percentage increase of HEAR eligible students	14	7%	7%	14%	21%	
Increase programme completion rates by the HEAR eligible students	Percentage of HEAR eligible students who complete their programme	5 (First cohort of HEAR Students due to graduate 2014)	80%	4 graduates (5 started) 80%	85%	90%	
Establish the DARE programme and complementary supports/policies on campus	DARE programme offered in 2014/15 year; Number of DARE students enrolled, subject to demand	8	8	DARE programme initiated in 2014/15; 1 st DARE students started: 6	10% (9 students) Request to revise to 2	15% (10 students)- request to revise to 2	
Widen participation on full-time undergraduate programmes	Student places reserved for access/ mature applicants as a total of undergraduate (excluding quota 20% mature students required in Nursing)	5%	7%	30% increase in places (6 additional Access places secured) 387 enrolment (584 minus nursing) and 26 spaces	10%	10%	

Commit to institutional participation in the Springboard programme, (contingent on continued congruence of College academic expertise with Springboard priority areas and successful application/s)	Number of students on Springboard programmes	14	14	<i>20 students completed the Springboard funded Cert in Specialist Sewing for Medical Device Implant Technology. As all 20 are employed we have submitted for further funding to future Springboard calls.</i>	15	16	
Deliver the inaugural offering of the Certificate in LifeSkills Studies for persons with intellectual disability (3 year programme)	Number of students on Certificate programme	10	10	17	9	9	
Support the expansion of lifelong learning opportunities through accredited programmes offered in the Centre for Lifelong Learning	Number of students enrolled in accredited programmes	65	80	181	85	90	
Increase the number of blended learning, outreach and online modules available for part-time and postgraduate programmes	Blended/online outreach modules offered on part-time/postgraduate modules available at the College	25	29	<i>30 modules total: Home Economics- 6 Education Dept - 3 Nursing, Health Sciences and Disability Studies – 21</i>	33	37	

3. Excellent teaching and learning and quality of the student experience¹

NB: The data source for these targets are the progress reports presented to the Academic Council.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Participate in quality assurance reviews and implement action plans to actively improve performance, both NUI Galway reviews and professional bodies (e.g. Teaching Council, Bord Altranais)	Number of reviews conducted (multi-year QA may be included)	2	1 (in progress)	1 Completed (<i>Teaching Council</i>) 1 (<i>NUI Galway Quality Review In Progress</i>)	2	2	
Participate in quality assurance institutional review process with the NUI Galway Quality Office (exact focus may vary with impending merger)	Review process is completed and action plan monitored	Process appropriately completed and monitored as per Quality Office guidelines	1 Quality Review process- internal preparation	1 (<i>1 QA Review with the support of the NUI Galway Quality Office on academic administration - In progress</i>)	1 QA review completed; 1 action plan agreed	4 reviews (quarterly reviews of action plan completed)	

¹ As per the compact, this section should have regard to the vision underpinning the portfolio of undergraduate programmes; approaches being taken to improve overall performance; how planned provision is aligned to institutional mission.

Review the module evaluation process	One review conducted and completed	All modules at the College are evaluated	Prepare evaluation	<i>Evaluation preparation is completed. Review to be conducted in 2015.</i>	Conduct review and compile action plan	Implement action plan and monitor progress	
Support staff to complete teaching and learning qualifications to enhance their undergraduate teaching	Percentage of full-time permanent academic staff with a teaching and learning qualification	92% (45 of n=49)	94%	94% achieved (46 of n=49)	98%	100%	
Expand the doctoral qualifications of academic staff, as a means to increase research-informed teaching	Percentage of academic staff with or pursuing doctoral studies	39%	41%	42%	43%	45%	
Continue to offer and expand the offering of additional initiatives embedded in the curriculum that enhance professional practice, work skills and/or employability (e.g. ASIST, CPR, NFTE Entrepreneurship training)	Expand the number of embedded initiatives available to students	2	3	<i>Achieved. 3 key initiatives: 1- Home Economics (Y 2, 3, 4) students completed NFTE entrepreneurship training 2- College is founding member of CEEN (Campus Entrepreneurship Enterprise Network), formerly ACE 3- B.Ed. students complete professional practice talks with Curriculum Studies modules year 2 and 3 (e.g. Critical Incidents, Teacher and the Law, CSPE, SPHE, SDP, Education for Reconciliation, Sensitivity Towards Cultural and Political Issues, Child Protection)</i>	4	5	

Offer the Diploma sa Ghaeilge (Acadamh, NUI Galway programme) for students (staff and community members may also participate) to enhance language skills, employability (subject to agreement with Acadamh)	Number of students enrolled	15	15	15	15	15	
Focus on maintaining the very high student retention rates, despite a wider diversification of programmes (outside professional fields) and limited resources	Maintaining, at minimum, the very high retention rates	96%	96.5%	98.27%	97%	97.5%	
Promote the breadth of service and availability of the learning support and disability services to students	Increase number of students availing of learning support/disability services	25	27	39	30	32	

Increase the role of the Student-Staff Forum to address agreed actions related to student satisfaction and the student experience	Number of actions addressed	3	8	Staff Student Forum in 2014 was replaced by meetings between the SU Executive and College Management Team. A number of key actions were progressed: National Student Satisfaction Survey Completed; Mobile Devices Survey Completed; support for Please Talk initiative; support for Mental Health Week; support for Volunteer Day/Week; support for College Community Garden; Enhanced Disability Support Services; Badminton league with staff. All advanced due to this management-student interface (Achieved 8 initiatives in total)	10	12	
Identify and secure leisure and student life initiatives to enhance the student experience	Number of new leisure/student life initiatives	6	8	8 initiatives related to student life progressed in 2014: Staff and Students have access to IT Sligo Sports Facilities; Basketball; Tennis Court; Playing Pitch; Auditorium Badminton; Aerobics; Pilates; Yoga	10	12	
Commitment to sharing modules across programmes	Percentage of modules that are shared across programmes (e.g. core modules sociology, business)	30%	32%	53%	40%	50%	
Committed to work with NUI Galway to identify synergies across programmes	Progress on scoping exercises and agreed synergies in each College academic Department toward integration	No formal scoping exercise involving both institutions completed and agreed	3 scoping exercises completed (Nursing Depts; Education Depts; Home Economics with NUI Galway Depts)	Meetings and scoping exercises completed in December 2014 with Education; Home Economics (Textiles Fashion Design/B.Ed) and Nursing and BA/ID Nursing) Aim to have regular College-NUI Galway meetings in 2015	Programme and academic synergies from scoping exercise agreed towards integration	Begin the implementation of synergies	

4. High quality, internationally competitive research and innovation

NB: The data source for these targets are the progress reports presented to the Research and Ethics Advisory Committee.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Increase involvement in regional, national or cross-border research studies	Number of research studies ongoing/undertaken	3	3	12 (See Appendix B for a listing)	5	5	
Expand Master by Research students	Number students enrolled in M.Litt/M.Phil/MHSc study	6	10	7 (See Appendix B)	12	15	
Begin to establish the systems in place (from NUI Galway) to offer doctoral study at St Angela's	Number of students enrolled in doctoral study	0	0	Staff attending PhD Supervision with NUI Galway Formally adopted NUI Galway PhD guidelines. No students enrolled to date, but prospective students identified.	0	1	
Expand number of research-active staff (including post-doctoral), based on agreed criteria (research participation, publications, conference papers) through College PMDS system	Percentage of research-active staff	40%	45%	High Teaching loads and reduced funding for Professional Development are contributing factors to the institution not achieving its target in for this objective. Teaching hours for staff was reviewed as part of the reconfigured the BA/PME Home Economics programme and opportunities for shared lectures is being considered as part of institutions incorporation discussions with NUI Galway.	50%	50%	

St Angela's staff begin to access appropriate supervision training (including 10 ECTS programme) and/or mentorship through active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's	Number of staff participating in GRCs at NUI Galway/St Angela's	0	0	<i>Training has commenced. A number of staff are planning to attend training provided by NUI Galway.</i>	2	4	
Design and deliver a research methods module (Postgraduate level) online	One module developed and delivered across programmes; Number of programmes availing of module	0	1 developed	<i>This module was developed by the SEN team and is being delivered as part of the M.Ed Home Economics programme</i>	2 (delivered across 2 programmes)	4 (delivered across 4 programmes)	
Begin to explore synergies for research with NUI Galway	Identify research groups and synergies to begin shared research project/apply for funding/explore shared research interests	0	1	<i>Two active research synergy areas in progress: Mental Health research group; Diabetes education/health promotion group Some Lecturing staff of NHS and DS on research groups with staff of NUI Galway Area for further development throughout the incorporation process</i>	3	6	

Build a reputation and research profile in key academic areas	Identify key research areas and ways to promote these areas in the wider academic community in general public	0	Identify key research areas by Department and across Departments; Identify ways to promote existing research projects (media, social media, journal publications, conferences)	<p>3 Departments identified key research areas including:</p> <p><i>Nursing HS & DS: i.e. Health & Well-being and Nurse Education</i></p> <p><i>Home Economics: e.g. Food education and cooking skills</i></p> <p><i>Education: e.g. SEN, Inclusion & Diversity</i></p> <p>10 public interventions (e.g. 5 media releases in 2014 and 5 external promotions (e.g. via other public bodies such as HSE) on research projects/dissemination of research involving College staff</p>	Increase research-related promotion activity by 10%	Increase research-related promotion activity by 10%}+	
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5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

NB: NB: The data source for these targets are the progress reports presented to the College Management Team

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Conduct an external audit to identify the specific community commitments undertaken by the College and create a baseline in which to increase the breadth and strategic nature of this engagement	Percentage increase of community engagement activity drawn from the 2014 baseline	Unknown until Audit is completed	Have a fully informed established baseline	<i>Audit complete in June 2015. Baseline established of 53 initiatives completed in 2014 (including 42 ongoing or core initiatives that involve engagement or outreach to the community) See Appendix D for a short synopsis of the Community Engagement Audit figures.</i>	10% increase	15% increase	
Increase student participation in the ALIVE programme	Number of students who receive ALIVE certificate per annum	25	30	<i>27 (See Appendix C)</i>	40	50	
Widen the number of industry/organisations available for undergraduate work placements	Percentage increase in the number of placements available to students (professional and industry placements, including clinical practice and teaching practice)	308	5%	<i>8% A further 13 food industry placements were sourced this year in 2014 in addition to 12 in 2013 for the B.Applied Programme</i>	10%	15% (to 408)	

Create and deliver Access Schools Initiatives and Activity Programmes for children and youth to become familiar with and comfortable in a higher education environment -	Number of children and youth participating in Access Schools initiatives and activity camps (percentage increase)	300 (this number is an error- should read 3,000)	10% (of 3,000)	<i>3,380 primary/secondary school participants in the Access Schools Programme; 920 participants in Centre for Lifelong Learning activity camps and programmes for primary/secondary school children</i> <i>Total: 4,300 participants 143% increase (exceptional year- See Appendix C)</i>	15%	20%	
Create and deliver competitions and initiatives for children and youth congruent with College values focusing on well-being, developing life skills and education (subject to external funding support e.g. safe food, Restaurants Association of Ireland)	Number of children and youth participating in competitions and initiatives (percentage increase)	800	10%	<i>200%</i> <i>An all island cookery competition was sponsored by Restaurant Association of Ireland and attracted 1300 individual entries from post primary students.</i> <i>Craft competition attracted 150 entries.</i> <i>150 children attended Summer Camps during the 2014 Summer period</i>	15%	20%	
Create and deliver special interest and unaccredited courses for adults	Number of adults participating in courses	40	55	<i>40: Intensive English Language Programme: 30 U.A.E. students & Intensive IELTS Preparation course</i> <i>10 students Centre for Lifelong Learning</i> <i>8 students. Mindfulness Programme</i> <i>Total: 88</i>	70	85	
Identify synergies to increase the number of enterprise projects and research projects for Food Technology Centre with College and	Number of potential synergy areas identified and explored	0	2	<i>Ongoing discussion between Food Centre and Technology Transfer Office NUI Galway. Identified Health Promotion and Marine Technology (e.g. seaweed products) as potential areas to progress with NUI Galway.</i>	4	6	

potentially with NUI Galway.							
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6. Enhanced internationalisation

NB: The data source for these targets are the progress reports presented to the College Management Team and Academic Council.

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Increase number of full-time international students	Increase in the number of full-time international students as a % increase from the baseline (number of students),	20	13% (23 students)	25% (25 students)	23% (26 students)	33% (30 students)	
Strategically build Erasmus mobility (outgoing)	Number of St Angela's students who participate in Erasmus exchange (subject to secured funding)	1	2	1 student to University of Malta Challenges associated with meeting target due requirements of Professional Bodies are being explored	4	6	
Strategically build Erasmus mobility for staff	Number of St Angela's staff (academic/non-academic) who participate in Erasmus exchange (subject to secured funding)	2	2	2 academic staff visited the University of Helsinki, Finland	3	4	
Strategically build Erasmus mobility (incoming)	Number of students complete their	2	2	2 students from Finland completed an Erasmus exchange at St Angela's	3	4	

	Erasmus exchange at St Angela's						
Strategically build Erasmus charters based on the academic strengths relevant to College Programmes	Number of new charters established	1	1	<i>1 new charter established with an HEI in Spain</i>	2	2	
Establish an English Language School, offering preparation programmes for international students	Number of international students who participate in English language preparation programmes	0	10	<i>40</i>	15	20	
Monitor the conversion of international students attending the English Language School who proceed to HEI study in Ireland (contingent on achieving timely QQI ACELS accreditation)	Number of international students who progress to international study at an Irish HEI	0	0	<i>QQI ACELS Accreditation secured (April 2015)</i>	3	6	
Design and deliver English activity programmes for adults and youth through the	Number of adults and youth who participate in English activity programmes	0	20	<i>30 students from UAE completed an intensive IELTS programme in April 2014</i>	25	30	

English Language School	through the English Language School						
Commitment to participating in and expanding international recognition of Home Economics discipline in Ireland through participation in international initiatives	Number of international Home Economics initiatives with active participation from the College/Home Economics Department	2	3	<i>Home Economics Dept. staff are members of International Working group on: World Home Economics Day Food Literacy IFHE (International Federation for Home Economics) International Certification Committee</i>	4	5	
Commitment to designing, promoting and delivering an M.Ed. in Home Economics programme targeted to the international market	Design of programme curriculum completed;	Approval to progress on M.Ed. Home Economics online (international)	Design and promotion of programme	<i>M.Ed Home Economics as an online programme is now included on the International Programme Register.</i>	Delivery of first cohort	Delivery of first cohort	

7. Institutional consolidation

NB: The data source for this section is reports to the Steering Group for the Incorporation and College Board of Directors

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Continue to participate in the joint Working Group with NUI Galway to complete an integration strategy and timescale for implementation	An integration strategy and timescale is jointly agreed, submitted and ready for implementation monitored through the joint Working Group	Request for implementation strategy and timescale request by the HEA	Strategy and timescale agreed; Heads of Agreement agreed; implementation begins	<i>-Heads of Agreement Signed Progressing with the Due Diligence and Information /Consultation phase of Incorporation Process (see Appendix E)</i>	Monitoring of the implementation by the Working Group	Integration of St Angela's with NUI Galway is well progressed with full merger completed	

Appendix A- **Participation, equal access and lifelong Learning**

Institution Objective 2: Access Programme Targets

The Access Programme Office conducted a report on participation in the Access Programme as 33 started the programme and 22 completed, so while this does meet the performance targets the College still wished to understand how to better support more students to commence and complete the programme. Some of the highlights of the findings of this report, completed by the Access Office are as follows:

Strengths

- The Course attracts a broad and diverse range of students from the north-western counties.
- Well-developed educational linkages with providers who work with potential target groups e.g. ETBs, Local Development Companies, Education Centres, National Learning Network, Tusla, Schools and Guidance Counsellors.
- Small community-orientated College which allows gradual transition to third level.
- Regular student feedback and research highlights the high academic standard and students supports received while participating on the course.

Challenges

- IT Sligo and Letterkenny have a strong regional presence. Students (particularly under 23s) are more likely to accept full time undergraduate offers rather than accept an offer for a part-time access course.
- Lack of financial support nationally for part-time students, therefore there is no incentive for this mode of study for disadvantaged communities.
- Distance and dispersed geographical nature of the north-west region means students have additional transport costs and weaker public transport links.
- Recruitment is a year-long process because of low population base compared to other Regions.
- Significant reduction in SA access budget over the years. There is no funding for any administrative support or replacement of staff on leave for the last number of years.

Opportunities

- Integration of SA with NUIG. Hopefully the programme can draw on more marketing, administration and other supports to strengthen and develop the programme further.

The Equality of Access and Lifelong Learning Committee is reviewing this report in order to support the maximum number of Access participants to begin and complete this part-time programme towards higher education study.

Appendix B **High quality, internationally competitive research and innovation**

Institution Objective 1: Research Projects ongoing and completed in 2014

A report was conducted on behalf of the Research and Ethics Advisory Committee in late 2014 outlining a listing of funded research projects conducted at the College as follows:

- Mind Your Head: Youth Mental Health Study (funded by the HSE North West) completed 2014
- International Student Experience Study (funded by the Department of Nursing, Health Sciences and Disability Studies) completed in 2014
- *safefood* All Island Cooking Skills Project (in collaboration with QUB & UU) initiated in 2014 (ongoing) Funded by *safefood* €252,000
- Parents Cooking Skills (with UU) Merici Research Bursary initiated in 2013 and ongoing
- PERL Project research and international research group (Funding €2m over three years initiated in 2013).
- Supporting students with Autistic Spectrum Disorders (ASDs) in Transition from Primary to Post-Primary Education completed in 2014.
- Dyslexia Research Project (2013-2015)- Funded by SCoTENS
- Investigating the Training Needs of Special Needs Assistants in the BMW Region. Funded by Merici Research Bursary 2013-2015
- Early Number Concepts: Key Vocabulary and Supporting Strategies – funded by SCoTENS (2012-2014)
- Reconceptualising school placement as part of Initial Teacher Education in Ireland, North and South: the role of specialist school placement. SCoTENS Funded Research Project (2014-2016)
- ASD Practicum Research Project in partnership with SESS 2014-2016
- ASD Literature Review "Rapid Prompting" Method 2014-2015 (an intervention for students with ASDs) being carried through document analysis.

Institution Objective 2: Expand Masters by Research students

- The majority of graduates from professional programmes i.e. Nursing and Teaching secure employment on graduating.
- The College implemented an Undergraduate / Postgraduate bursary scheme to encourage College graduates to continue their studies within the College. Unfortunately, despite intensive promotion, none of the 3 applicants meet the criteria of the scheme.
- The criterion associated with the Undergraduate / Postgraduate bursary scheme will be reviewed with a view to increasing the number of applicants applying to this scheme.
- College Departments will undertake a promotion campaign outlining opportunities to study for MPhil / MLitts on both a full time and part time basis with particular emphasis being placed on opportunities for graduates of Art degrees
- The College secured external funding to cover tuition for one M.Litt student (via the SEED Disability Activation Project) and the College will continue to identify funding avenues for other Masters by Research students to alleviate lack of funding as a barrier to participation.

Appendix C **Enhanced engagement with enterprise and the community and embedded knowledge exchange**

Institutional Objective 2: Expand participation in the ALIVE Volunteering Programme

Changes in personnel within the Student Services Office during 2014 had an impact on the number of students who participated in the ALIVE programme during this period. The number of students who participated in the ALIVE programme increased in the 2015 following the appointment of a Student Services Officer and partnership work between the Office, NUI Galway's ALIVE Programme and the Students' Union.

Institutional Objective 4: Create and deliver Access Schools Initiatives and Activity Programmes for children and youth to become familiar with and comfortable in a higher education environment

The exceptional increase in 2014 was due to some additional unforeseen initiatives and engagement of additional schools on the Access Schools Programme in 2014. 24 primary and post-primary schools participated in 77 separate initiatives: Mock Irish Orals; Study Skills Presentations, Mentoring Programme, Science Practicals, HEAR Presentation (new), Economics Seminars and Debates, Home Economics Presentations, Third Level Taster Days, BA Taster, Art and Design Workshops, Third level Talk and Campus Treasure Trail. In 2014, the exceptional figures are due to the participation in the College Awareness Week, Creative Yeats Competition (once-off initiative) and the engagement of a high number of schools/students in the Third Year Special Award Ceremony. This led to 3,380 participants in the initiatives in 2014.

Moreover, the Centre for Lifelong Learning Activity Camps in 2014 saw unprecedented demand from Colaiste San Aingéal Irish Camp, Alternative Summer Camps, Robotics Camps along with the addition of participation in the pre-events for the Dwengo Robotics Week (once-off initiative) and the NUI Galway Youth Academy outreach on St Angela's campus (first time in 2014). This led to 920 children and young people participating in organised activities.

Appendix D:

Institutional Objective 1: Community Engagement Audit

The Office of the President completed the Audit in June 2015. The summary of the findings are as follows:

- The College engages in 41 ongoing or annual initiatives
 - 11- Committee or Board representation in the community (e.g. Chair of the Sligo Volunteer Centre)
 - 17 – Core initiatives (e.g. ALIVE volunteering programme; College Community Garden)
 - 7- Curriculum and course-related initiatives (e.g. special and/or international student placements)
 - 6- Co-curricular special initiatives (e.g. secondary school cookery competition)
- In 2014, the College engaged in 52 community outreach and engagement initiatives or varying scope and work including a number of once-off or special initiatives and events for 2014 (e.g. One World Initiative with the Organic Centre and Irish Aid)
- The College is on target already in 2015 exceed the 2014 baseline as per the Compact targets (58 initiatives to date)

Appendix E: Institutional Consolidation
 NUI Galway targets (from Compact Document) and progress below

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Integration of NUI Galway with St. Angela's College Sligo			30 June 2014 Final Heads of Agreement		31 January 2015 agreement and signing of full incorporation agreement	Incorporation	

Target (NUI Galway)		
30 June 2014 – Final Heads of Agreement	Heads of Agreement signed and exchanged between NUI Galway and St. Angela's College Sligo	
31 January 2015 – Agreement and signing of full incorporation agreement	Primary due diligence underway and due for completion by June 2015. Following industrial action, an agreed template for progress is being followed. Preparations to enable STACS students to register as NUIG students in September 2016 under way but significant IS / IT investment needed for systems alignment. Awaiting implementation date for completion from HEA / DES	
End 2016 – Incorporation	Incorporation to be completed by end of 2016.	

St Angela's College, Sligo supports the update presented by NUI Galway on the progress under the institutional consolidation theme:

A clear incorporation timetable has been agreed between NUI Galway and St. Angela's College Sligo. The completion of due diligence, as part of that process, will allow for engagement with staff representatives and unions under TUPE legislation. Progress towards integration has also been helped considerably by revised contracts and career pathways for University Lecturers within the University. A Steering Group, made up of senior staff from both NUIG and STACS, has been monitoring implementation of the project plan and progress made by the integration working groups across administrative and academic areas. The IS / IT discovery project in STACS is complete and has identified the needs, costs and likely timeframe for IS/IT systems alignment.

Preparations to allow for students to begin courses in St. Angela's as NUI Galway students in September 2016 are under way, with administrative and academic integration by Q4 2015 / Q1 2016 to allow for that. The President and members of NUIG senior management visited St. Angela's in May to meet with all staff and answer or clarify any queries raised. The visit is part of a communications plan to engage with St. Angela's staff, as a group, within working groups and on a one-to-one basis. The communication plan also includes engagement with external stakeholders, public representatives among them to ensure that they have the most up-to-date and accurate information on the progress towards integration. An identified date as part of a Ministerial Order would help greatly in clarifying for staff in both institutions the integration pathway over the coming eighteen months.

(Source: NUI Galway Compact Document)