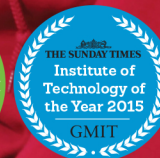
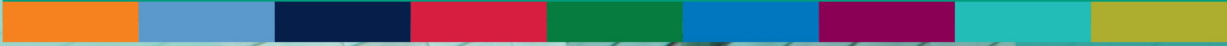


GMIT HEA Strategic Dialogue Cycle 4 Self Evaluation Report

Submitted: 16th May 2017



www.gmit.ie

GMIT:HEA Performance Compact: Self-Evaluation Report & Critical Reflection May 2017

Strategic Dialogue Cycle 4

HEI Self Evaluation Report and Critical Reflection

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the second set of interim targets, as at year end 2016.

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

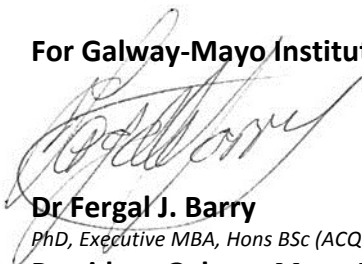
The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2016 and having regard to (c) March 2017 data returns to the HEA.

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

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

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

For Galway-Mayo Institute of Technology 16th May 2017



Dr Fergal J. Barry

PhD, Executive MBA, Hons BSc (ACQUA), NatDipSc, NatCertSc, EurChem, FICI, MIMF, MISE, LRSC

President Galway-Mayo Institute of Technology

Table of Contents

INTRODUCTION	4
1. REGIONAL CLUSTERS (5 OBJECTIVES – 3 SHARED ACROSS THE WEST/NORTH WEST CLUSTER)	7
2. PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING (4 OBJECTIVES)	15
ARRESTING STUDENT NUMBER DECLINE	16
TRANSITIONS DEBATE	17
WIDENING PARTICIPATION	18
UNDER REPRESENTED GROUPS AND MATURE STUDENTS	18
RANGE OF ALTERNATIVE ENTRY ROUTES INTRODUCED BETWEEN 2014-2016	19
INCREASING PART-TIME FLEXIBLE ENROLMENTS AND APPRENTICESHIP	21
3. EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE (5 OBJECTIVES)	23
IMPROVING FIRST YEAR PROGRESSION RATES	26
PERFORMANCE IN INDEPENDENT BENCHMARKS MEASURING STUDENT PERCEPTION	27
INCREASE POST-ENTRY SUPPORT FOR STUDENTS ATTENDING GMIT	27
ENSURE STAFF ARE EFFECTIVELY SUPPORTED IN THEIR PROFESSIONAL DEVELOPMENT	28
PROVIDE LEADERSHIP AND SUPPORT FOR INNOVATIVE APPROACHES TO LEARNING AND TEACHING	30
4. HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION (4 OBJECTIVES)	31
SUCCESSFULLY BID FOR RESEARCH FUNDING	32
INCREASING POSTGRADUATE RESEARCH REGISTRATIONS	33
FOCUSING RESOURCES ON A SMALLER NUMBER OF LARGER RESEARCH CENTRES	33
ACADEMIC STANDING AS A PROVIDER OF RESEARCH IN NICHE AREAS	34
5. ENHANCED ENGAGEMENT WITH ENTERPRISE & THE COMMUNITY & EMBEDDED KNOWLEDGE EXCHANGE (3 OBJECTIVES)	35
MEETING IRELANDS GRADUATE DEMAND AND HIGHER EDUCATION CAPACITY BUILDING	37
INCREASING COLLABORATIVE AND CONTRACT RESEARCH AGREEMENTS WITH INDUSTRY	38
EXPANDING OUR BUSINESS START-UP SUPPORT ACTIVITY	38

6. ENHANCED INTERNATIONALISATION (5 OBJECTIVES)	41
INCREASING THE INTAKE OF NON-EU STUDENTS	42
INCREASING THE NUMBERS OF INTERNATIONAL STUDENT OUTBOUND EXCHANGES	43
INCREASING INTERNATIONAL STUDENT WORK PLACEMENTS	44
INCREASING INTERNATIONAL STAFF MOBILITY	45
GROWING THE INTERNATIONAL STUDENT POPULATION	45
7. INSTITUTIONAL CONSOLIDATION (5 OBJECTIVES)	46
RESTORING THE INSTITUTION TO FINANCIAL SUSTAINABILITY	49
PHASED DEVELOPMENT AND IMPLEMENTATION OF IRAM/WLM	50
PURSUIT OF A TRAJECTORY THAT ACHIEVES RE-DESIGNATION AS A TECHNOLOGICAL UNIVERSITY	51
WORKING TO ACHIEVE THE OBJECTIVE OF TU STATUS	53
CONSOLIDATING PROGRAMMES ACROSS ACADEMIC UNITS AND CAMPUSES	54
INSTITUTIONAL BENCHMARKING	54
COMPACT PERFORMANCE SUMMARY CHART (TOTAL 31 OBJECTIVES)	58

Introduction

During the academic year 2016/2017 GMIT has made considerable progress against many of its performance targets. The review of compact objectives and targets in early 2016 with a view to ensuring that they are in the main quantitative and outcomes focused has assisted GMIT to establish the mechanisms the Institute needed to perform against those metrics.

A fully Revisited Mission-Based Performance Compact, a Self Evaluation Report and Critical Reflection and an Independent Audit of Performance carried out by PWC were submitted to the HEA in March 2016. Included in the revisited compact are four objectives (of 31) that were prioritised for 2015/2016 to “arrest student number decline experienced between 2010/2011 and 2013/2014 and grow market share in a growing national demographic, supporting participation levels” so that performance around student numbers is actively managed.

New and Priority High-Level Strategic Institution Objectives to:

- Improve First Year progression rates; and
- Contribute graduates to support regional and national economy and society: meeting Ireland’s Graduate Demand through Higher Education Capacity Building

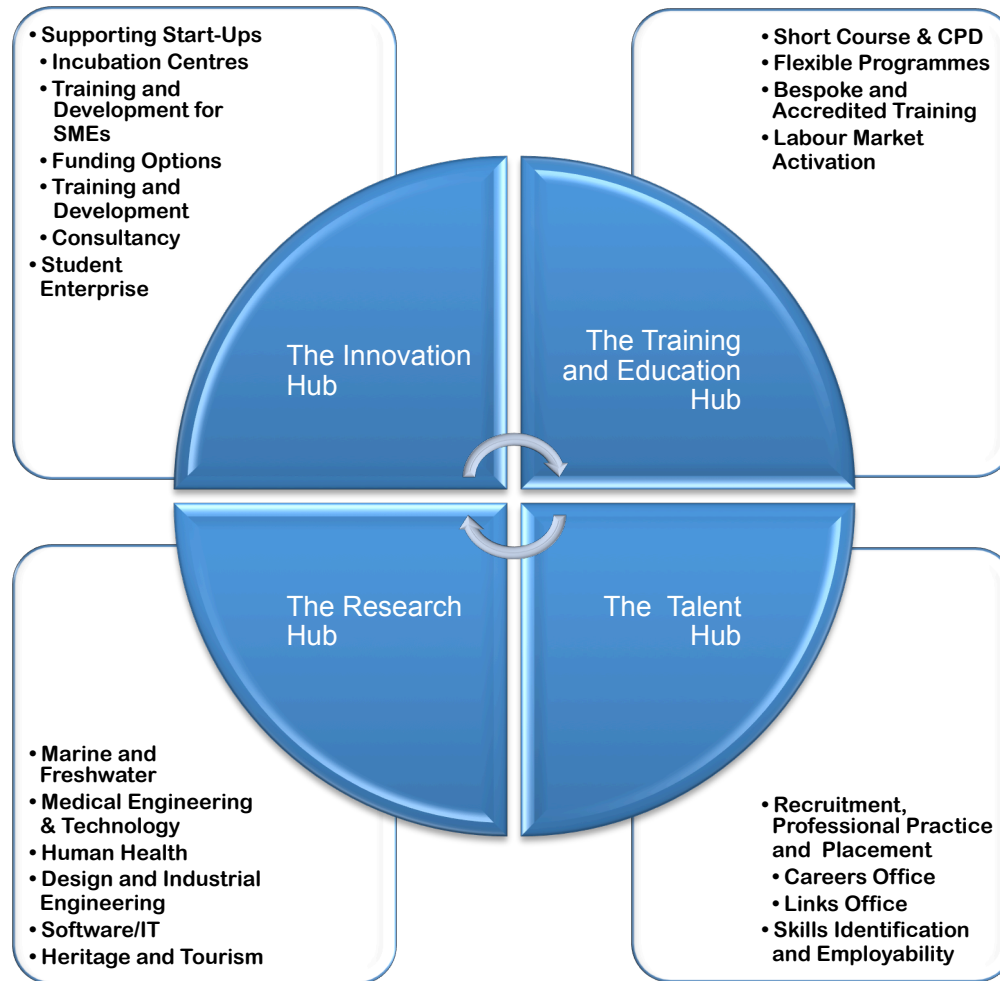
were also set to support capacity building and delivery from our higher education system.

GMIT had a very challenging financial position and determined that a new and priority high-level strategic institution objective for the remainder of the HEA compact and extending into future compacts should be set that focused on restoring the Institution to financial balance and protecting the long-term performance of the Institution. GMIT has met all of its financial targets agreed with the HEA and set out in our revised compact and will return to financial balance from September 1st 2017. The Institute’s reserves will be employed to support our vision to develop into a Technological University and co-invest with Central Government Funds in Campus Development. The Institute made a significant submission to the Mid-Term Capital Review in January 2017 and is hopeful that a number of projects proposed in its €100M Campus Development Plan will secure support from Central Government. Addressing this underlying structural issue was a critically important aspect of realising the potential added value of pursuing technological university status for the Institute in collaboration with any partner institution(s). The Institute will now pursue this strategic objective in a more determined manner.

Several of the institutions objectives were revised in the resubmitted compact as outcome orientated objectives. Some new institution objectives were also added and a number of objectives were determined to be no longer relevant and removed. These amended objectives are clearly identified as a “Revised Institution Objective” or “New institution Objective”.

DEVELOPING AN INTEGRATED MODEL FOR ENTERPRISE LINKS

During the period of the Compact, the Executive Board has reviewed and reflected upon its links with enterprise and how it can best structure its activities so that the Institute is accessible and easy to work with. The figure below shows the Hub model the Institute is developing, through various pilot actions, which integrates activities and services for Enterprise across four broad themes.



A significant focus has been placed on all quadrants, as all are key to success in dealing with Enterprise.

Placement and Professional Practice

- Over 60 programmes with a placement or professional practice component with a further 15 planned to introduce professional practice during current cycle.
- 94% graduates in employment or further study 6 months after completing their studies.

Innovation Hub

- Extension approved for I Hub building to double capacity to support start-ups in Galway.
- Funding won for New Frontiers programme for 5 years and entrepreneurship programme for females.
- Hosting of star-up digital / gaming companies on CCAM campus

Research Programmes

- As an extension to a successful Springboard programme, GMIT is leading “Creating Entrepreneurs in Food (CEF)”, funded by European Erasmus+ Key Action 2 Fund.
- The Institute is hosting a new Enterprise Ireland Gateway, Medical Engineering and Technology (MET)
- Doubling or research income in short time (mostly linked to applied/enterprise activity).

Education and Training Programmes

- The further development of the successful higher diploma in software from classroom based delivery to on-line and targeting people at work has led to an increased recruitment.
- A targeted pilot for short courses for industry has led to a significant contract to deliver technical report writing to a large multi-national company in the region.
- The new apprenticeship programme with Medtech Association is a direct response to the needs of that industry.
- Design and roll-out of employability modules in GMIT made available across the Institute.

On reflection at the end of this compact, it is clear the the Institute needs to align its structure more with the four quadrants so that there are clear lines of connection open to enterprise to optimise these activities. This involves the review of strategic actions such as current structures in relation to Lifelong Learning, optimum organisation of professional practice and placement across the Institute to support this growing area and the enhancement of co-funding opportunities for research programmes to build on recent successes.

1. Regional Clusters (5 Objectives – 3 Shared Across the West/North West Cluster)

The first three objectives under Regional Clusters are agreed between the 4 Higher Education Institutes (HEIs) in the cluster (National University of Ireland Galway (NUIG), Galway-Mayo Institute of Technology (GMIT), Institute of Technology Sligo (IT Sligo) and Letterkenny Institute of Technology (LYIT)).

Institution Objectives	Performance Indicator	Baseline	Performance Against target 2015/16 , commentary and data source	Summary
<p>Establish a regional Cluster in the HEIS in the West/North West Region with appropriate Governance Arrangements</p> <p>It is also envisaged that a liaison will be established with the Mid-West Cluster</p>	<p>The establishment of a functioning Cluster</p>	<p>‘Ignite West’ Technology Transfer Consortium</p> <p>Medical Academy Castlebar (NUIG/GMIT)</p> <p>Medical Academy Letterkenny (NUIG/LYIT)</p> <p>New Frontiers (LYIT/ ITS)</p>	<p>All targets for 2014, 2015 and 2016 achieved</p> <p>The West North West Higher Education Cluster was established under the aegis of the Higher Education Authority (HEA), in the context of reforms of Ireland’s higher education landscape and while the Cluster builds upon some of the existing collaborations, such as Ignite West and New Frontiers, it is important to note that this particular collaboration is comparatively new.</p> <p>The Cluster has clear and effective governance structures in place. The Steering group, Operations Group, Heads of Research Groups and Heads of Discipline groups all met regularly. The work of the Cluster is supported by two programme managers and the Cluster works within an agreed Regional Academic Planning Process.</p> <p>The institutions have committed significant time and expertise of senior personnel since the establishment of the Cluster.</p> <ul style="list-style-type: none"> • 14 Meetings of Steering Group and Operations Group (2014-2016) • 18 Meetings of Heads of Discipline across all discipline areas and Heads of Research (2014-2016) <p>Cluster Engagement has extended across our region to include engagement with relevant stakeholders such as the Regional Skills Fora, the Further Education sector, the Education and Training Boards, Western Development Commission and Fáilte Ireland. The Cluster collaborates and co-ordinates activities with our relevant Regional Skills Fora: Regional Skills North and Regional Skills West. Both Programme Managers continue to be members of the Regional Skills Fora steering groups and the Regional Skills Forum Managers now attend Cluster Operations Group meetings twice a year.</p>	<p>Targets achieved</p>

			<p>Collaboration under the Cluster has deepened over the three year period, with particular synergies and cooperation between our institutions in the area of teaching and learning. Invitation to staff development seminars and are shared across the institutions, most recently through the National Forum’s All Aboard digital road map week. Joint Cluster proposals to the National Forum for the Enhancement of Teaching and Learning have been particularly successful with funding awarded to six projects:</p> <ul style="list-style-type: none"> • Teaching and Learning Champions (LYIT, St Angela’s (NUI Galway), IT Sligo, GMIT) • Digital Badge on Mentoring for Leadership in Teaching and Learning (LYIT, NUI Galway) • Street Law (LYIT and NUI Galway) • Recognition of Prior Learning (LYIT, GMIT, IT Sligo) • MOOC on the transition from second to third level (IT Sligo, GMIT, NUI Galway, LYIT) • Tourism Hospitality Educators Group (LYIT, GMIT, NUI Galway). <p>The Cluster held a joint meeting with the mid-west Cluster on 7 December 2015. The view from both Clusters was that there was no need to formally extend engagement between the Clusters at that point.</p>	
--	--	--	---	--

<p>Coordinated academic planning</p>	<p>A coordinated academic plan</p>	<p>Individual portfolio of programmes for each HEI in Cluster</p>	<p>All targets for 2014-2016 achieved.</p> <p>The Cluster partners provide a diverse range of programmes across the region underpinned by a coordinated approach to academic planning, which respond to regional needs. Programmes are offered part-time, full-time, blended and on-line from levels 6 to 10. All partner institutions deliver programmes specifically designed to respond to regional needs identified in Springboard.</p> <p>The programme offering is informed by the detailed mapping and analysis of programmes across all discipline areas at undergraduate and post graduate level undertaken by the Cluster. The joint academic process is in place since 2015 and has three elements:</p> <ol style="list-style-type: none"> 1. Sharing information on new programme development 2. Sharing information on planned pausing of programmes 3. Evidence based review and refreshing of programme offerings and student pathway <p>Mapping on civic engagement and research activity across all institutions was undertaken. This work has contributed to the development of an inter-institutional, multi-disciplinary research grouping, the Wild Atlantic Way Research Group, and to collaboration between the partners on research degrees at levels 9 and 10.</p> <p>The Cluster continues to develop closer collaboration on research under the strategic of the Heads of Research Group. Technology transfer for research within the Cluster is delivered on a collaborative basis for all partners through the Ignite Technology Transfer Office in NUI Galway. The Regional Research Centre on the Wild Atlantic way has been awarded seed funding from the Western Development Commission and the Cluster institutions.</p> <p>The pilot doctoral level staff development programme is making very strong progress with 10 IOT staff registered with NUI Galway for PhDs. NUI Galway, Dean of Graduate studies attends the Cluster Operation Group meetings regularly and is a member of the LYIT Post Graduate Research Advisory Board.</p>	<p>Targets achieved</p>
---	------------------------------------	---	--	-------------------------

<p>To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region</p>	<p>Review access, transfer and progression policies and practices across institutions</p> <p>Develop new entry routes for non-traditional students to full time and part time programmes</p> <p>Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular</p>	<p>Institutional transfer policies and FETAC entry routes</p>	<p>All targets for 2014, 2015 achieved and targets for 2016 partially achieved.</p> <p>The Cluster has developed regional learning pathways amongst both the partner institutions and FE institutions to support clear progression opportunities for students within our region.</p> <p>Detailed analysis of student pathways in all discipline areas at undergraduate and post graduate areas was undertaken, with a scheme for progression and common access and transfer policies developed. The Cluster partners have a process for the systematic capture of student transfers within the region in place since 2015. A review of access from FE to Cluster institutions has also been undertaken.</p> <p>Widening Access in the West/North West Region The Cluster partners are committed to deepening collaboration on access and have made significant progress in developing regional solutions to the objectives identified in the National Plan for Equity of Access to Higher Education 2015-2019. (HEA, 2015).</p> <p>All Cluster partners now share a common approach to Recognition of Prior Learning (RPL) and support widening student access through RPL working with the <i>myexperience.ie</i> website. This provides new entry routes for all non-traditional students to full-time and part time programmes within the Cluster institutions.</p> <p>Cluster partners have agreement in principle for the mutual recognition of existing access programmes for the purpose of admission to programmes to all four institutions.</p> <p>Collaboration between the Clusters partners and FE institutions Programme mapping and collaborative structures are in place across the region to underpin progression opportunities to all four institutions. New pilot programmes have been developed to support widening access and progress from FE to HE.</p> <ul style="list-style-type: none"> Cluster partners shared information on FE/ETB engagement and activities 	<p>Targets achieved</p>
---	--	---	---	-------------------------

	programmes.		<p>(2015-2016)</p> <ul style="list-style-type: none"> • Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16) • High level Regional HE-FE Planning Group (LYIT and Donegal ETB) (2015-2016) • IT Sligo pilot project on ETB engagement (2015-2016) • LYIT Access to Access Programme with Donegal ETB (2015 and 2016) • NUI GALWAY and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair) (2015-2016) • Coordination with North West and West Regional Skills For a (Programme managers sit on each steering group) (2015-2016) • GMIT- GR ETB Re-engagement Foundation Programme (2016) <p>New Collaborative Programmes</p> <p>The Cluster partners now offer three jointly awarded/jointly delivered programmes at masters level with development of a forth programme in rural affairs underway for 2017:</p> <ul style="list-style-type: none"> • MSc in Rural Development (NUI Galway and GMIT) (under development) • MSc in Regulatory Affairs (NUI GALWAY & Sligo IT) (2015) • MA in Translation Studies (NUI GALWAY & LYIT) (2015) • MA in Conference Interpreting (NUI GALWAY & LYIT) (2015) <p>There are currently 55 students registered on these new collaborative programmes.</p> <p>New and Sustainable Student pathways</p> <p>The Cluster is at an advanced stage in the development of a framework to support collaboration in research degrees. Proposals have been developed by the Cluster Operation Group, with three institutions (NUI Galway, GMIT and LYIT) proceeding to formal adoption in the first instance. The framework is underpinned by joint supervision across institutions, the mutual recognition of modules for the</p>	
--	-------------	--	--	--

			<p>purposes of structured PhD and the creation of clear and effective student pathways from research masters at L9 to PhD at L10. The framework is consistent with the National Framework for Doctoral Education (HEA, 2015) and will develop new opportunities for students to progress from research masters degree to PhD within our region.</p> <p>Three Cluster partners (NUI Galway, LYIT and GMIT) have signed a formal Interinstitutional Articulation Agreement committing the institutions to ensuring the efficient and effective movement among partner institutions in enhancement of students' continuous advancement in learning.</p>	
Building bridges across Regional Cluster	The establishment of a strategic alliance with LIT	One strategic alliance	<p>Review of pilot projects on retention.</p> <p>The CSSI Retention SIG has been meeting, and has been discussing issues surrounding retention, but has not conducted a formal review of pilot projects on retention. We have been exploring practices in relation to retention in member institutes. GMIT's initiatives are similar to and in some instances ahead of other colleges. We plan to run a workshop at this year's CSSI Conference exploring what is and should be done about retention with input from all colleges.</p>	Super clusters not pursued. GMIT LIT MOU Reviewed and not renewed.
Develop sustainable thematic clusters that enhance selected strengths of the Institute in serving the regional and national needs	Mapping of thematic clusters across the region	<ul style="list-style-type: none"> • SMART (a marine/maritime training project) • Ignite West (a technology transfer and intellectual property project) • New Frontiers Entrepreneur Development Programme 	<p>Review of thematic clusters for sustainability.</p> <p>THE SMART consortium has continued to provide a unique experience for those interested in marine science through access to the Celtic voyager and Celtic Explorer available to students from every HEI in the country. Indeed, SMART won a prestigious award at the Marine Industry Awards 2016 in the category "Excellence in Marine Education and Training". GMIT has continued to host the consortium. Despite its acknowledged success, the key issue for SMART is to find a model for financial sustainability beyond 2017.</p> <p>Inter-institutional co-operation in the commercialisation of Intellectual Property was strengthened in 2016 through the renewal of Knowledge Transfer Ireland's</p>	Targets achieved

		<p>funding for the Technology Transfer Strengthening Initiative (TTSI). Under TTSI3 GMIT has established a more direct relationship between its Researchers, Research Office and the commercialisation specialists in NUIG Ignite West Technology Transfer Office. This has resulted in a greater level of commercialisation activity, evident as feasibility studies, innovation partnerships, commercialisation fund projects, patent application and licensing negotiations.</p> <p>The New Frontiers Entrepreneurship programme continues to be sustained through substantial external investment. In 2016 Enterprise Ireland awarded the GMIT iHubs €1.826 million in funding for the 2016-2021 provision of the New Frontiers programme. GMIT delivers the programme to a broad range of client companies including several from NUIG's Ignite business incubator.</p>	
--	--	--	--

2. Participation, Equal Access and Lifelong Learning (4 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Performance Against target, 2015/16	Summary
<p><u>New and Priority Institution Objective</u> <u>(wef) Nov 2015 To arrest student number decline experienced between 2011/2012 and 2013/2014 and grow market share in a growing demographic, supporting participation levels.</u></p>	<p>a. FT First Year undergrad new entrants for GMIT as a % of new entrants for IOT sector</p> <p>b. FT First Year UG New Entrants as per SRS returns on March 1st</p> <p>c. Total FT Undergraduate Enrolments as per SRS returns on March 1st</p>	<p>a. 9%</p> <p>b. 1817</p> <p>c. 5366</p>	<p>a. 8%</p> <p>b. 1603</p> <p>c. 5127</p>	<p>a. 9%</p> <p>b. 1762</p> <p>c. 5267</p>	<p>a. 9%</p> <p>b. 1754</p> <p>c. 5404</p>	Targets achieved
<p><u>Revised Institution Objective</u> <u>(wef) Nov 2015 Widening participation - Continue to equal or exceed national benchmarks for % of entrants from under-represented groups</u></p>	<p>a. Socio-economic designated groups (national IOT benchmark 24%)</p> <p>b. Mature students (IOT benchmark 18%)</p>	<p>a. 23%</p> <p>b. 22%</p>	<p>a. < 1% above national benchmark</p> <p>b. > 1% above national benchmark</p>	<p>a. < 1% above national benchmark</p> <p>b. > 1% above national benchmark</p>	<p>a. < 1% above national benchmark (34% GMIT 31% National)</p> <p>b. < 1% above national benchmark (16% GMIT 14% National)</p>	Targets achieved

<p>Revised Institution Objective (wef) Nov 2015 Increase numbers of flexible part-time learners; recognising demand conditions for apprenticeship programmes</p>	<p>a. Number of craft and apprenticeship learners b. Number of part-time learners</p>	<p>a. 237 b. 945</p>	<p>a. 141 b. 721</p>	<p>a. 160 b. 864</p>	<p>a. 159 b. 951</p>	
<p>Provide a range of alternative entry routes from FE providers</p>	<p>Alliances with FE providers and/or ETBs</p>	<p>No alliances in 2011/12</p>	<p>One alliance established Advanced entry routes established</p>	<p>Three alliances in total established</p>	<p>Five alliances in total established</p>	<p>Targets achieved</p>
<p>Progress against 2016 target, commentary and data source</p>	<p>Arresting Student Number Decline A New and Priority Institution Objective was set in Nov 2015 to arrest student number decline experienced between 2011/2012 and 2013/2014 and grow market share in a growing demographic, supporting participation levels. In 2016 GMIT registered 1,754 full-time undergraduate new entrants and the full-time undergraduate enrolments stood at 5,404. Targets on student enrolments did not form part of the Institute’s original 2014-2016 compact objectives with the HEA. Concerned by the performance demonstrated by the Institute and recognising that we needed to respond to the demand for capacity building in our higher education system through a process of on-going and further improvement the Institutions Revisited Compact set a New and Priority High-Level Strategic Institution Objective to “arrest student number decline experienced from 2010/2011 to 2013/2014 and grow market share in a growing demographic, supporting participation levels”. Full Time (FT) undergraduate (UG) enrolments have grown for two consecutive years 2014/2015 and 2015/2016 (Data Source: March 2016 data returns to the HEA). 2016/2017 & 2017/2018 projected profiles have been added to the Revisited Compact Document. 2016/2017 full time undergraduate (UG) enrolments are showing a very slight decline resulting from an adjustment by the HEA in how new entrants to first year are recorded. Based on preferences on the CAO list for 2016 five programmes had no intake in September 2016. A further four programmes are being actively monitored for a decision on viability in 2017, while at the same time stabilizing student intake or achieving growth. Applications to GMIT have increased to date by 7% for Level 7 programmes for the academic year 2017/2018 and by 20% for Level 8 programmes for the academic year 2017/2018.</p>					

Transitions Debate

GMIT is committed to the Transitions debate that is taking place nationally. It is acknowledged that the IoT sector views the debate differently to the University sector. Evidence within GMIT supports the argument that a move to only undenominated entry on a discipline basis is counter-productive as students applying to IoTs in general and specifically to GMIT are very focused on the applied nature of the programme and the employment opportunities upon graduation.

Nonetheless, GMIT offers undenominated entry to all Science programmes in parallel with denominated entry. In September 2015 GMIT offered a new suite of Business degrees with the unique distinction that the first 120 credits are broadly similar across all programmes. This allows transfer opportunities at the end of stage 1 as well as at the end of semester 3 and semester 4. From September 2016 the Centre for Creative Arts and Media were offering both Design and Contemporary Arts programmes each offering progression to five and six different streams respectively. From September 2018 the Engineering School will be offering an undenominated entry route that will allow progression to five different streams. In September 2018 the Institute will have undenominated entries in four disciplines: Art, Business, Engineering and Science.

Of note also is the method employed in GMIT to programme accreditation over the past number of years. Due to the Institute's commitment to maintaining Level 6/7 provision, proposals for the accreditation of Level 8 programmes must also include corresponding and cognate Level 7 proposals, both as an entry point and as an embedded exit route. Where proposers make the argument that parallel development of Levels 7 and 8 is inappropriate due to the lack of employment opportunities or relevance to the market place, such arguments will be considered by the expert external accreditation panels on a case-by-case basis. The development of the Institute's portfolio of programmes is in direct response to its regional remit, and engagement with industry and business stakeholders. Prior research must be conducted on the need for the programme and evidenced in the programme documentation. Ongoing engagement by GMIT with the newly appointed Regional Skills Forum Manager for the West confirmed this element of our programme design process wherein she commended the Institute on the manner it was addressing the Action Plan for Jobs through the research conducted with industry and business stakeholders.

Widening Participation

A revised Institution Objective set in Nov 2015 to widen participation – continuing to equal or exceed national benchmarks for % of entrants from under-represented groups in HE has been included in GMITs compact since March 2016.

GMIT has consistently met or exceeded targets set by the HEA for these under-represented groups, and projections are consistent with that track record. Additional in-house supports are provided through dedicated induction and mentoring. Continuation of current State schemes (e.g. Student Assistance Fund) will be essential. GMIT encourages participation which reflects the diversity of our population base and supports the region. Alternative entry routes are supported, e.g. through a growing number of linked programmes at PLC colleges as well as deeper partnerships through the new ETBs, such as the Retention Programme highlighted earlier and advanced entry to cognate programmes. Access into GMIT through non-Leaving Certificate routes currently stands at 528 students.

Under Represented Groups and Mature Students

GMIT continues to prioritise access and to increase the participation rates of under- represented groups and mature students. In order to achieve this, GMIT operates a number of alternative entry routes and provides a range of supports and services for these students.

During the period 2014-2016, GMIT reviewed our alternative entry schemes and expanded these schemes to facilitate the progression of an increasing number of students.

The categories of students targeted under these initiatives are as follows:

- Students with disabilities;
- Mature students;
- Adult learners with prior educational disadvantage;
- Applicants from under-represented disadvantaged socio-economic groups;
- Members of the Traveller Community.

Range of Alternative Entry Routes Introduced Between 2014-2016

1. GMIT offers students with disabilities and specific learning difficulties entry on reduced points. We also operate a special case admission for students with disabilities who do not achieve the entry requirements to GMIT. Prior to 2015, GMIT processed these applications after CAO Round 1 and offers were made in Round 2 and a quota of 10% was applied. From 2015, GMIT processed these applications in advance, and offered all eligible students on the first round of CAO. In addition, no maximum quota was applied with the exception of Nursing, Education and Medical Science programmes, where a 10% quota was applied. This resulted in significantly more offers being made to these applicants. In addition, it afforded the applicants the maximum time to prepare for third level.
2. GMIT provides an alternative entry route to mature applicants and a minimum quota of 10% of all places are reserved for mature students. Prior to 2014, these applicants were all called to GMIT for interview and offered at Round 0. In 2014, a new system was introduced whereby GMIT carried out a paper assessment in March and informed all applicants of the outcome in April. No maximum quota limit was applied with the exception of Education, Furniture, Medical Science and Sports and Exercise programmes where a 10% quota remained. This approach has greatly improved efficiency and we have a fair and transparent process now in place. Informing candidates in April gives them significant time to prepare and improves their chances of successfully progressing to third level.
3. GMIT offers a pre-entry preparation programme for adults with a prior history of educational disadvantage. This programme has been offered by GMIT since 1999. GMIT also offers a joint programme with NUIG and students who successfully complete these programmes are guaranteed entry to either third level college.

In 2016, as part of our access strategy, GMIT extended this to recognizing Access Programmes and Foundation Programmes offered in other HEI's as meeting our entry requirements. These applicants are then processed in the same way as our mature students and automatically recommended for a programme in April.

In addition, the GMIT/NUIG Access programme was extended as an outreach programme and delivered in two outreach Centre's in Sligo and Co Galway.

4. GMIT acknowledges that social and economic barriers prevent some young people from entering third level education. Therefore GMIT operates an Access Scholarship Scheme whereby successful applicants are granted entry to GMIT on reduced points and provided with additional supports. This scheme targets students from disadvantaged socio-economic backgrounds and members of the Traveller Community.

Prior to 2015, these applicants were interviewed and 12 applicants were given financial scholarships and entry on reduced points. However, since 2015, the applicants are now shortlisted using a paper assessment. Students who meet the criteria of the scheme (financial indicators, access indicators and no greater than a 50 points deficit) are automatically offered a place in GMIT on Round 1. These students are subsequently supported through the Student Assistance Fund. Applicants identified as severely disadvantaged are called for interview to compete for the additional financial support of a scholarship.

In addition to reviewing and improving the scheme and extending the number of offers made, the scheme is now open to applicants living in a much broader geographical area.

GMIT continues to review, revise and improve our access initiatives in order to achieve the specific compact objective of widening participation. Facilitating access through alternative entry routes is a core part of this work. However, we have also made significant changes to our post entry support services.

Over the time period 2014-2016 we reviewed our examination policy and procedures. We introduced a new system for students with disabilities and specific learning difficulties that is technology based and promotes independent learning. This was piloted on the Galway campus and has now been rolled out to all five GMIT campuses.

We also carried out a review of our use of technology to support students with disabilities and made significant changes to how we support these students as a result. We have replaced the use of scribes and note takers with technology and provide all students with specialized IT training.

The use of specialized software was also mainstreamed and installed across the Institute. Every computer in GMIT now has specialized software for students with literacy difficulties and specific learning difficulties.

Traditionally, additional academic support was provided on a one to one basis. However, since 2014 this has been reviewed and group tuition is now provided in mathematics, academic writing, accountancy and assistive technology. In addition, the

establishment of a Mathematics Centre and Academic Writing Centre has benefited the entire GMIT student population.

'Access' students can face greater financial hardship and in recognition of this, students registered with the Access and Disability Service are prioritized under the Student Assistance Fund and may be allocated an additional top-up payment.

To conclude, GMIT recognizes that 'Access' is fundamental to the future of our Institute. We continue to strive to improve our schemes and support services to facilitate the increased participation of these students by addressing the barriers to participation experienced by these groups. We strive to always be a model of best practice.

Increasing Part-time Flexible Enrolments and Apprenticeship

A revised Institution Objective set in Nov 2015 to increase the numbers of flexible part-time learners and recognise demand conditions for apprenticeship programmes has been included in GMITs compact since March 2016.

a. Three FE apprentice blocks were delivered in 2016/17. Capacity constraints have been reviewed and the academic plan envisages this increasing to 5 blocks in 2017/18 and 6 blocks in 2018/19 in line with expected national increase in demand.

GMIT is coordinating provider for the Irish Medtech HE apprenticeships of Manufacturing Technician (HC) and Manufacturing Engineering (BEng). These programmes are planned to start in Sept. 2017 with an intake of 40 per year.

b. GMIT is developing a strategy for LLL activities that has seen a move from the delivery of non-accredited programmes to accredited awards and, in particular, the development and delivery of minor and special purpose awards as components of structured Level 9 Masters programmes for adult learners, Continuing Professional Development (CPD) requirements and workforce upskilling. Building on the expertise of our partners in the region, increased use will be made of shared delivery using online and blended learning formats

GMIT is committed to a significant expansion of lifelong learning opportunities to facilitate learners seeking to engage with education on a part-time or flexible basis. This will include evening programmes, special purpose awards, outreach programmes, on-line delivery, labour market activation programmes, work-based learning and hybrid (remote) programmes supported through technology. Indeed in 2016/17 the Institute registered 179 students on Funded Springboard programmes. While the number of flexible learners registered with the Institute dropped slightly in 2016/2017 this was mainly due to a reduction in the number of funded Springboard programmes. Another factor in the slight reduction in the number of part-time students in 2016/2017 is the cyclical nature of part-time offerings at the Mayo campus with some part-time offerings reaching saturation point and new programmes commencing.

Specific resources will be assigned in each school as a mechanism to deliver this Institute-wide. For example in the School of Science and Computing a pilot programme is being funded for the academic year 2016/2017 to support the delivery of new CPD programmes targeted to enterprise and industry.

Responsibility has been designated to the Vice President Academic Affairs and Registrar and to the Heads of School for achieving these metrics.

3. Excellent Teaching and Learning and Quality of the Student Experience (5 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Performance Against target, 2015/16	Summary
<u>New and Priority Institution Objective (wef Nov 2015 To improve First Year progression rates</u>	First Year progression rates, (using HEA methodology)	69%	71%	75% Embed First Year Experience programme across the Institute	75% Introduce a traffic light KPI system to monitor retention measures and performance	Targets achieved
<u>Revised Institution Objective (wef Nov 2015 GMIT is reflected positively in independent external benchmarks measuring student perception</u>	GMIT scores in Irish Survey of Student Engagement (ISSE) in comparison with national scores	Evaluation of entire educational experience – (Good + Excellent) 79 Points (National) 79 Points (GMIT)	80 Points (National IOT Score) 79 Points (GMIT)	79 Points (National IOT Score) 80 Points (GMIT)	Equal to or above the national score. 80 Points (National IOT Score) 83 Points (GMIT)	Targets achieved

<p>Revised Institution Objective (wef) Nov 2015 Increase post-entry support for students attending GMIT</p>	<p>Number of post-entry support programmes available</p>	<p><u>1</u> post-entry support programme available</p>	<p><u>2</u> post-entry support programmes available to all first year students. Learning to Learning (L2L) Module taken by 100% of first years (1). Peer Assisted Study Sessions [PASS] in place (2).</p>	<p><u>4</u> post-entry support programmes available to all first year students with the First Five Weeks Induction Programme taken by 100% of first years (3) Academic Writing Centre established (4).</p>	<p><u>6</u> post-entry support programmes available to all first year students Learning to Learning (L2L) Module taken by 100% of first years (1). Peer Assisted Study Sessions [PASS] in place (2). First Five Weeks Induction Programme taken by 100% of first years (3) Academic Writing Centre established (4). Review of the L2L module which resulted in a name change to Learning & Innovation Skills module that now incorporates a mentoring component and an online 'Academic Integrity' OER (5). Maths Support Centre established (6).</p>	<p>Targets achieved</p>
--	--	--	---	--	---	--------------------------------

<p>Ensure that staff are effectively supported in their professional development</p>	<p>% of full time academic staff with L9 Masters qualification or higher % of full time academic staff with L10 qualification</p>	<p>87 % of full time academic staff with L9 Masters qualification or higher 20% of full time academic staff with L10 qualification</p>	<p>89 % of FT academic staff with L9 Masters qualification or higher 24% of FT academic staff with L10 qualification [Structured programme for pedagogical development in place.]</p>	<p>89 % of FT academic staff with L9 Masters qualification or higher 24% of FT academic staff with L10 qualification</p>	<p>90 % of FT academic staff with L9 Masters qualification or higher 25% of FT academic staff with L10 qualification</p>	<p>Targets achieved</p>
<p>Provide leadership and support for innovative approaches to Learning and Teaching</p>	<p>Strategies and support mechanisms underpinning Learning and Teaching will be in place</p>	<p>Teaching, Learning and Assessment strategy approved</p>	<p>Launch of Centre for Educational Development. e-Learning policy approved.</p>	<p>Programme Assessment Strategy approved as part of Programmatic Review Process.</p>	<p>Communication campaign of assessment policy and protocols to students and staff. Professional Practice Policy approved and resource allocation model approved. Teaching and Learning Officer Appointed.</p>	<p>Targets achieved</p>

Improving First Year Progression Rates

The Institute is making considerable progress in this area compared to the position it was in 2012/13 as reported in the HEA report 'A Study of Progression in Irish Higher Education, 2012/13 to 2013/14'. A target of 75% progression (using HEA methodology) was met in 2015-16, (76% achieved in 2016). There is an institute wide commitment, at all levels, to increasing progression and retention rates. The following activities outline the actions initiated and progress made up to the end of 2016:

1. Establishment of a Retention Committee of Academic Council (2013).
2. Appointment of a Retention and Engagement Officer (2016) to support Schools in devising their own retention plans aligned to the Institute Policy.
3. The Institute commissioned PWC to conduct an audit of retention initiatives in GMIT in 2016.
4. In September 2016, we introduced a suite of online resources titled Academic Success as part of the common first year module, Learning and Innovation Skills (LIS). The suite of online resources includes study skills, academic integrity and coping with the transition to college. The focus is on assisting students in making a successful transition from second level and further education to third level. The Academic Success suites of online resources was developed in collaboration with 12 higher education institutes in Ireland (GMIT, IT Sligo and DCU) , UK, Australia and New Zealand;
5. In Student Led Learning, our established Peer Assisted Study Sessions (PASS) programme has grown from 90 student leaders in (2015) to 120 (2016). This programme supports over 1,500 first years students annually during the first semester.
6. GMIT established a national special interest group in 2015, Student Led Learning (SLL) at www.lin.ie/sll with the support of the National Forum for Teaching and Learning and partner AIT. The group has developed and shared the SLL resources including the PASS programme through a national symposium in 2016. Many IoT's and Universities in Ireland and overseas have introduced the programme in their institute.
7. We have collaborated with HEI's in the development of a Transition to College MOOC (Massive Open Online Course). We have piloted the online course suite (www.getready.education) with over 20 schools in Ireland. The aim of the online course suite is to prepare students for higher education and give them a 'backpack' of skills that will build confidence in learning and engaging with a course at higher education.
8. Re-design of the open day experience including career development clinics including psychometric testing; a learning game zone; and discipline workshops and seminars.
9. New minimum entry maths requirements have been introduced for engineering programmes (2017 CAO entry).
10. Flexible early course transfer for first year students.
11. Rollout of a 'Stay on Course' and 'Get Back on Course' marketing campaigns.
12. Establishment of the Academic Writing Centre and the Maths Learning Centre (2016).
13. Providing revision classes on select modules with above average failure rates.

14. A comprehensive range of services available through the Student Services Office.
15. Development of a comprehensive exit survey, 2016.
16. Development of an annual retention trend report, 2016.
17. An approved Withdrawal Policy since June 2016.
18. Extended the student induction programme to include the 'First Five Weeks', a welcome programme to ease transition.
19. Collaborated with a local ETB and run a dedicated programme to get students who dropped out 'back on course' for the following September.
20. We have introduced a traffic light system with stretch targets for each programme to achieve and reviewing the effectiveness of all initiatives.
21. Process completed in recruiting a full-time Teaching and Learning Officer for GMIT (December 2016).

Performance in Independent Benchmarks Measuring Student Perception

GMIT is reflected positively in independent external benchmarks measuring student. GMIT has chosen its scores in the Irish Survey of Student Engagement (ISSE) as a means of independent benchmarking in comparison with national averages for all Institutes of Technology. In particular, the Institute's performance under the heading of "Evaluation of Entire Educational Experience" and the sum of "Responses to Good +Excellent" has been chosen as the performance measure. In 2015 the Institute score was 80.8 Points (GMIT) versus 78.6 Points (National IOT Score) and in 2016 GMIT score was 83 Points (3 points above the national average).

Annually, the Institute through a proactive promotional campaign in conjunction with GMIT Students' Union and NUI Galway have increased the participation rate in the survey, with 30% of students completing the survey in 2016. This participation rate is reflected across schools and campuses, which is ideal from a data analysis perspective. The institute is currently developing a reporting and analysis mechanism which will allow individual schools and departments consider their performance on the various metrics and indices, comparing them with GMIT, Institute of Technology and national figures, in addition to viewing trends over time.

Increase Post-Entry Support for Students Attending GMIT

At GMIT learning and undergraduate teaching is the core activity of the Institute. Through its academic programmes and approach to learning, teaching and assessment, the Institute will ensure that all graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

GMIT is committed to:

1. providing a high quality learning experience for all students;
2. the importance of developing high quality graduates with transferable and adaptable skills;
3. the transformation of Irish society, its economy and its cultural and social diversity;
4. the internationalisation of education and addressing the impact of globalisation.

The Institute's vision for Learning and Teaching is to maintain and further develop quality and engaged environments for all students and staff. We recognise that academic quality as well as learner support services have an influence on retention and completion. As a multi-campus institution serving a remote and very wide geographical City-Region, GMIT is challenged to provide uniform access of support and standards with regard to student services (incl. counselling, careers, health etc.). Provision of these services across multiple campuses versus a unitary campus also gives rise to significant additional costs.

With support from the National Forum for the Enhancement of Teaching and Learning, we have collaborated with HEI partners on a range of development projects to support pre and post entry to higher education. As outlined above, the introduction of the Get Ready.Education MOOC, Academic Success online courses, the student led PASS programme plus other initiatives, are all providing academic support and social supports to students as they transition and progress in GMIT.

Ensure Staff are Effectively Supported in their Professional Development

In December 2016, a MA in Teaching and Learning degree was approved. This is a flexible pathway for staff to develop their teaching and research skills. The programme is 'blended' and requires participants to build an ePortfolio of evidence from day one. There is a strong emphasis on developing technology enhanced learning skills. We expect staff engagement with our MA will impact student engagement, future development and design of our programmes, and the development of a quality digital learning culture in the institute. The MA programme will commence in September 2017.

Up to the end of 2016, GMIT have delivered standalone CPD teaching and learning modules in: Student Centred Learning; Recognition of Prior Learning; Technology Enhanced Learning; ePortfolio; Research Methods; and Assessment and Evaluation. Over 30 staff participated in CPD modules in 2016. The standalone CPD modules will now lead to the new MA award planned.

In 2016 three staff undertook the capstone LIN module in AIT and were awarded a Diploma in Teaching and Learning. In addition, GMIT launched a new online course for staff new to lecturing called 'First Steps in Teaching and Learning' (September 2016), this is available at www.cpdlearnonline.ie

The percentage of full time academic staff with a L9 qualification or higher is now trending toward 90% (the Technological University Criteria for FT Staff with L9 qualifications delivering HE is 90%). GMIT is supporting 26 staff pursuing a PhD programme (as at December 2016), and six staff pursuing masters programmes.

The Centre for Educational Development (CED) steering group meets 5-6 times a year. The role of the CED members is to support, advise and develop staff development initiatives and strategy. An example of outputs achieved by members include:

- the development of 'Continuous Professional Development Policy' (2016), confirming GMIT's commitment to supporting the continuous professional development of all staff, with a view to providing the best possible learning environments for its students;
- planning and implementation of the annual Staff Development Week, with a new format in 2016 introduced including three themes, *Teaching, Learning & Assessment, IT and Technology and Personal and Professional Development*. In addition, each School/Campus ran their own staff development day with activities tailored specifically to the needs of their staff and/or School/Campus priorities. Each School/Campus day was anchored with a workshop on student engagement and retention delivered by an international expert;
- development of the annual GMIT Research Cycle conference, showcasing research outputs from CPD modules undertaken.
- establishment of the Research Society;
- delivery of a series of National Seminars supported by the National Forum for Teaching and Learning;
- the annual Teaching, Learning and Assessment Showcase;
- a Student-Centred Learning Showcase;
- Securing funding with the National Forum Teaching and Learning Enhancement funds for a range of projects including Recognised Prior Learning online assessment tool (www.myexperience.ie) and a transitions MOOC (www.getready.education);
- Publication of the GMIT Research e-Journal.

Provide Leadership and Support for Innovative Approaches to Learning and Teaching

The Institute has multiple strategies and support mechanisms underpinning Learning and Teaching. These are developed in partnership with the Centre for Educational Development. The Institute has also developed a Professional Practice Policy (i.e. Project Based Placements and Work Experience Based Placements). In Q2 2016 a supporting Resource Allocation Model has been put in place that will allow programme boards to efficiently and effectively implement work placement in existing and new programmes from 10 to 30 Credits (e.g. term long 30 Credit Work placement in Year 3 Semester 6). This work was prioritised in the academic year 2016/2017 as many employers are now seeking a significant placement period linked to the economic upturn. Office 365 has been rolled out in 2016 to support the delivery of the Institutes programmes. The latest version of Moodle has been implemented and new features are fully tested and implemented on an ongoing basis. In addition, new features are in place on the Academic Module Manager system that enables staff to design and develop programmes efficiently.

Since 2014, GMIT put in place a part-time Teaching and Learning Officer (TLO), and a number of positive initiatives emerged from this appointment, as outlined below. A full-time Teaching and Learning Officer is now in place (from December 2016). Some examples of teaching and learning development outputs achieved (from 2014-2016) include:

- development of a MA in Teaching and Learning (flexible, blended learning programme);
- liaison with the National Forum and securing funding to enhance teaching and learning;
- development of an online open access VLE tool to develop online courses for HE staff at www.cpdlearnonline.ie ;
- development of a MOOC at www.getready.education to support pre-entry and transition to HE. Piloting since 2016;
- collaboration with HEI's in the development of free online resources supporting student engagement, retention and transition at www.lin.ie/sll;
- development of a Recognised Prior Learning (RPL) online assessment tool to promote and support access to higher education www.myexperience.ie ;
- rollout of CPD teaching and learning development modules in GMIT;
- introduction of an online learning course suite called Academic Success, now blended on a first year mandatory learning and innovation skills module since September 2016. The development of this course suite involved international collaboration with HEI's in Ireland, UK, Australia and New Zealand;
- introduction of an annual GMIT Teaching, Learning and Assessment Showcase;
- introduction of a Student Centred Learning (SCL) programme for staff – development and showcase of SCL toolkits;
- development of an online course in First Steps in T&L to support induction and orientation of lecturers new to HE;

Responsibility has been designated to the Vice President Academic Affairs and Registrar and to the Heads of School for achieving these metrics.

4. High Quality, Internationally Competitive Research and Innovation (4 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Performance Against target, 2015/16	Summary
<u>Revised Institution Objective (wef) Nov 2015</u> Successfully bid for research funding	Expenditure on R&D incl. funds awarded under FP7 and successor programmes (EU Horizon 2020); funds contributed by state agencies, industry and institutional investment	€ 2.50 M	€ 2.38 M	€ 1.96 M	€ 2.20 M Appointed a VP Research and Innovation Appointed a Manager of New Technology Gateway Funded by Enterprise Ireland	Targets Achieved
<u>Revised Institution Objective (wef) Nov 2015</u> Postgraduate research opportunities to be increased in line with TU ambitions	Enrolment numbers at levels 9/10 research	34	34	27	58 (Target was 32)	Targets Exceeded
<u>Revised Institution Objective (wef) Nov 2015</u> Develop GMIT's areas of research strength, differentiation and specialisation and consolidate research and innovation activities	Number of Designated Research Centres	3 Research Centres established (2011/2012) with internal seed funding to develop synergies with cluster partners.	3 Research Centres established with internal seed funding and functioning with possible synergies with cluster partners identified	2 Research Centres consolidated. Institute support for one centre discontinued	2 Research Centres maintained.	Targets Achieved

Improve GMIT's academic standing as a provider of research in niche areas	Number of programmes carrying Approval / Delegated Authority (DA) to make research awards at levels 9 and/or 10	4 QQI Approved and Delegated Authority Programmes	4 QQI Approved and Delegated Authority Programmes	Application for DA from QQI as part of the Sectoral Protocol for Research to validate discipline areas to make its own Awards at Level 9 (Research)	5 QQI Approved and Delegated Authority Programmes	Targets Achieved
Progress against 2016 target, commentary and data source	<p>2016 has seen a rapid and substantial improvement in GMIT's performance under all Research KPI's. Importantly, the increased accrual of research funding, particularly from non-HEA sources, has helped address the key cross-institutional issue of financial sustainability. GMIT's 2016 research deficit of €335k represents a substantial 37% improvement on the forecast 2016 deficit of €531k. Achievement of the 2017 forecast deficit is €278k will realise a further 17% inter-annual reduction.</p> <p>These figures do not include the accrual of postgraduate fee income which, at current enrolment levels, results in a nett surplus to GMIT of ~€220k currently credited to Schools rather than the Research function. GMIT strategic intent of Technological University progression remains and hence HEA/CUA co-investment in postgraduate research scholarships is maintained in 2017 (adding €151k to the 2017 research budget).</p> <p>Successfully Bid For Research Funding</p> <p>The Institutional leadership to drive pursuit of external research funding has been strengthened by keys appointments made in 2016, including:</p> <ul style="list-style-type: none"> • Vice President for Research & Innovation; • Senior Administrator – Research & Innovation Office; • Academic Director - Medical Engineering Research; • Manager – Enterprise Ireland co-funded Medical Engineering Technologies Gateway; and, • Leader – Marine & Freshwater Research Centre. <p>External funding performance has improved from on previous years. Resultant increases in overhead accrual realised in 2016 and continuing in forecasts will maintain an improved financial position. Improved external funding has resulted from greater grant application activity and success in recent years. Greater diversity of funding sources and a broader base for industry collaboration is increasing resilience within GMIT's research centres.</p>					

Increasing Postgraduate Research Registrations

Postgraduate enrolment has increased from 32 to 58, a 181% inter-annual increase. Nine of these 26 new postgraduates are scholars awarded CUA-subsented Research and Innovation Strategic Endowments (RISE). Evidence that RISE is achieving its objective of increased research engagement is seen via:

- 3 students, unsuccessful in RISE, enrolling anyway via other funding arrangements;
- 3 of GMIT's 5 campuses hosting RISE scholars;
- All areas of GMIT's Delegated Authority and Approved Programmes involved in RISE;
- Progression of applications from RISE projects to other funders, e.g.: EI and IRC.

The 2017 RISE scheme is being refined to further enhance industry partnership, and facilitate R&D expansion.

Other postgraduate enrolments have arisen through improved external funding won to support research scholarships, and commencement of a new Masters in Creative Practice at GMIT's Centre for Creative Arts and Media.

Focusing Resources on a Smaller Number of Larger Research Centres

Expertise in GMIT's Research Centres has been consolidated through the 2016 appointments of the:

- Academic Director - Medical Engineering Technologies (MET) Gateway;
- Manager of the Medical Engineering Technologies (MET) Gateway;
- Business Development Engineer to the Medical Engineering Technologies (MET) Gateway; and,
- Centre Leader to the Marine & Freshwater Research Centre (MFRC).

GMIT maintains support for two designated Research Centres: the Medical Engineering Technologies (MET) Gateway; and, Marine & Freshwater Research Centre (MFRC). Both centres are on track to achieve break-even in 2017/2018. Conclusion of contractual obligations to external funders has allowed the continued withdrawal of financial supports to the energy research group.

Strong funding performance in the MFRC and MET research centres provides good evidence of the societal and industrial relevance of each Centre's research themes. The thematic depth of the co-funded MET Technology Gateway will be enhanced by adding substantial, but previously unrealised, institutional capacity in commercially relevant medicinal nutrition R&D.

Academic Standing as a Provider of Research in Niche Areas

Programme strength has been greatly improved by the extension of Delegated Authority for Level 9 Research to all areas of Science (including Computer Science) relevant to GMIT. This extension was achieved via implementation of the CUA-wide accreditation protocol. This expanded Delegated Authority will facilitate immediate expansion of research student enrolment via the 2017 RISE programme. Science and Computing's successful application is now being used as a template for Level 9 DA extension applications in Arts and Design, Social Sciences, and Humanities.

5. Enhanced Engagement with Enterprise & the Community & Embedded Knowledge Exchange (3 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Performance Against target, 2015/16	Summary
<u>New and Priority Institution Objective</u> <u>(wef) Nov 2015</u> Contribute graduates to support regional and national economy and society: meeting Ireland's Graduate Demand through Higher Education Capacity Building	Annual numbers graduating increased, in line with stabilised and rising enrolment trends	1846 (Undergraduate and postgraduate total)	2044 (Undergraduate and postgraduate total)	2011 (Undergraduate and postgraduate total)	1887 (Undergraduate and postgraduate total –excluding overseas and FETAC Awards) : Inclusive Total 2040	Targets Achieved
New Institution objective (wef) Nov 2015 Start an upward trend in collaborative and contract research agreements with industry	The number of externally supported collaborations as recorded with P-codes	Not applicable – new objective	Not applicable – new objective	13	38 (Target was 16)	Target Exceeded

New Institution objective (wef) Nov 2015 Further strengthen the Impact of GMIT iHubs : Supporting Ireland's Innovation Drive	Startup companies/entrepreneurs supported in incubation centres per annum	Not applicable – new objective	Not applicable – new objective	16 Apply for Funding to Extend IHub Centre at the Galway Campus to provide for step change in 2018	20 companies (4 of whom are located in the Creative Hub at GMIT's Centre for Creative Arts and Media) (Target was 18)	Target Achieved
Learning through wider engagement	Percentage of programmes offering accredited professional practice/work placement	Currently 10% of all programmes offer work placement/professional practice	Approved Institute-wide policy on work placement/professional practice.	Accredited Professional Practice module offered on 15% of programmes	Accredited Professional Practice module offered on 20% of programmes	Targets achieved
Engaging GMIT in regional networks	Representation of GMIT staff in local, regional and national industry associations, professional bodies and other organisations	Institutional Review 2010/11	Audit of current engagement	Increase the number of boards with GMIT members	Measure the impact of the involvement with particular reference to TU criteria	Targets achieved
Working with Communities	Percentage of students working on community engagement projects	Community engagement profile across the Institute as per Institute Review 2010/11	Implementation of agreements with sporting organisations in Galway that facilitate GMIT students and sustain use of facilities	Development of models (incl. curriculum-based models) for engaging communities around learning	Volunteering programme established	Targets achieved

				& teaching and research actions Civic engagement module offered in each school/college		
Working with regional business and enterprise	Percentage of first destination graduates working in the region	Graduate survey as at 2010/11	60% of graduates working in region	Graduate enterprise programme established involving industry and community group	Inclusion of graduate feedback into programme development plans	Targets achieved

Progress against 2016 target, commentary and data source

Meeting Irelands Graduate Demand and Higher Education Capacity Building

A new and priority institution objective was set in Nov 2015 to contribute graduates to support the regional and national economy and society: meeting Ireland’s Graduate Demand through Higher Education Capacity Building and has been included in GMITs compact since March 2016. GMIT supplied over 1,800 skilled graduates per year to society in 2014, rising to over 2,000 by 2016. The supply of graduates and interns by GMIT is our most significant form of permanent knowledge and skill transfer in and beyond our region. We regularly monitor this through our First Destinations Survey and liaison with industry throughout our catchment area. Continuing relevance of our programmes is ensured through consultation and needs analysis amongst industry and community stakeholders, so that Ireland's graduate demand capacity is met. Some 94% of GMIT graduates are in employment, further education or training 9 months after graduation (66% in the Connacht Region). Indeed GMIT has been determined to be among the top Irish Higher Education Institutions for economic impact with a Type II multiplier (the direct (raw spend), indirect and induced demand and consumption effects) distinctly higher (top quartile) than most other Higher Education Institutes in Ireland and the UK.

Responsibility has been designated to the VP Academic Affairs and Registrar and Heads of School for achieving these metrics.

Increasing Collaborative and Contract Research Agreements with Industry

The Institute has a long and established partnership in working with enterprise and communities across the region. This ethos stems from a culture of schools and programme boards working collaboratively across programme development, industry based projects and entrepreneurial engagement and the nature of these collaborations are constantly improving.

In addition both GMIT incubators remain at 100% occupancy limiting opportunity to increase hosting of companies. Lack of incubation space and capped hosting capacity are being addressed through measures outlined below.

Over the cycle of this document the Institute has supported the development of a Creative Enterprises hub in the Center for the Creative Arts and Media. This advancement will support the Institute's role with the recent European Capital of Culture designation and it also provides a regional base for emerging creative enterprises – a significant development for the West of Ireland and a development created in partnership with the Western Development Commission and the Galway Film Centre.

The number of engagements with enterprise has increased on previous years and the nature of these collaborations is improving. Similar levels of Innovation Voucher activity have been maintained but engagement on Innovation Partnerships, Feasibility Studies, and Commercialisation Fund projects is increasing. Research and innovation activity within the MFRC and MET is now attracting substantial co-investment from larger companies, for example: Woodside Energy, Ocean Harvest, Phenox, and Boston Scientific.

Responsibility has been designated to the Vice President Research and Innovation for achieving these metrics.

Expanding Our Business Start-Up Support Activity

Both GMIT incubators remain at 100% occupancy limiting opportunity to increase hosting of companies. Lack of incubation space and capped hosting capacity are being addressed through:

- Enterprise Ireland co-funded expansion of the Dublin Road incubator (€3 million in capital development funding secured);
- A GMIT-led Collaborative application to Enterprise Ireland (with NUIG, Galway Chamber and SmartBay Ireland) for the €3 million capital development of a Marine Industries Incubator.
- Development of a Hub for Creative Enterprise on the Centre for Creative Arts and Media campus:

- The 4 gaming/IT companies (17 staff) already located in CCAM’s creative hub provide a strong nucleus in creative enterprises;
- Co-investment in capital development by the Western Development Commission and St Columbus Credit Union Limited will consolidate this development.

Other external partners located on the CCAM campus (including RTÉ, Galway Film Centre, UNESCO City of Film, Tulca Arts Festival, Design Network West, and Creative Europe) also contribute to programme development, knowledge exchange and creative enterprises.

These initiatives will allow strategic differentiation in sectoral focus at each iHub location. In the interim the existing iHubs are developing their virtual client provision in collaboration with Local Enterprise Offices and State Agencies.

The current iHub deficits are also being mitigated through external funding accrual:

- In 2016 Enterprise Ireland awarded the iHubs €1.826 million in funding for the 2016-2021 provision of the New Frontiers Entrepreneurship programme;
- In 2016 the iHubs applied for, and won €310k in external funding for a Women's Entrepreneurship programme to be delivered in 2017-2019. This project is co-funded by the Irish Government and the European Social Fund as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.

Responsibility has been designated to the Vice President Research and Innovation for achieving these metrics.

Qualitative Non Compact Performance Input Based Metrics

**Learning through wider engagement &
Engaging GMIT in regional networks &
Working with regional business and enterprise.**

Qualitative input based metrics although in many ways the corner stone of change have been re-prioritized in this section. A significant volume of work remains to complete these objectives. “Learning through wider engagement” demonstrates the Institute’s commitment to accredit student learning outside the classroom. The development of an Institute policy for professional practice/work placement has provided direction for programme boards in embedding work placement/service learning on a range of programmes. Developing a passion for placement and embedding a minimum 9 month accredited placement on all Level 8 programmes will now be considered. An Institute wide Resource Model for this activity has been developed by the Institute and approved in June 2016.

Working with business and community projects has been a key feature in many programmes in GMIT. The Institute will continue to foster relationships with such groups to continually enhance programme design and promote GMIT facilities to all local communities. As part of this strategy GMIT will establish one Institute contact point for engaging with community and business type organisations. This was a key finding from stakeholder engagement conducted during Institutional Reviews.

GMIT continues to have significant representation on professional boards and relevant business and community organisations, both regionally and nationally including Galway Chamber of Commerce and the Information Technology Association Galway. Many staff members sit on boards and committees in the region. GMIT has always had strong linkages with the local community, particularly through the activities of the Students' Union, and through staff/student involvement in local events, business/industry organisations, local community and enterprise support groups. The Institute is currently developing a shared service model with local sports organisation providing access by students to sports facilities while GMIT in turn will support development of the facilities. Community Sports alliances are being developed to give students access to first class sports facilities in Galway city.

The Institute does not currently have a Development or Foundation unit. However, preliminary work is underway and an LAI (Likely, Ability, Interest) report and group of influential friends of the Institute have been identified since Autumn 2015 who may be able to assist the Institute in raising support for Scholarship and Mentorship Programmes, Enterprise Support Programmes and Matched Funding for Development of the Institutes iHubs and as a third pillar support Capital Development. In the first instance this high level group could be tasked with funding a "friendraiser". The Institute is in the process of recruiting a Foundation Manager.

GMIT demonstrates strong engagement with city and rural communities, the arts, sports and many more, through work placements (regional, national or international), learner assignments and the student volunteering programme. Examples of practical collaboration at this level include the recently co-developed and co-financed bid by Galway City Council, Galway County Council and GMIT for designation of the Galway City Region as a European Region of Gastronomy for 2018. The bid book was submitted in February 2016 and the announcement that Galway was successful was made in Brussels in Mid-March 2016. The European Region of Gastronomy title will create opportunities to promote Galway and the West of Ireland. It will also create a legacy of improved food quality for future generations while supporting local food producers and food traditions. The programme is designed to link food, hospitality, tourism and culture. We are major partners in the EU Capital of Culture 2020 designation for Galway City. Reflecting on these links the Institute has determined that it will now capture engagement metrics associated this engagement using MOUs and Certificates of Engagement going forward.

6. Enhanced Internationalisation (5 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Final target, 2015/16	Summary
New Institution Objective (wef) Nov 2015 Increase intake of non-EU students	Annual intake of non-EU students (Full Time)	84 students (Full Time)	138 students (Full Time)	130 students (Full Time)	85 students (Full Time) (Target 112)	Targets to be revised. International Office Presenting New Plan to Governing Body of GMIT in May 2017.
New Institution Objective (wef) Nov 2015 Increase numbers of international student outbound exchanges (excluding work placements)	Outbound exchange student numbers	14 outbound	8 outbound	7 outbound	16 outbound	Target exceeded.
New Institution Objective (wef) Nov 2015 Increase international student work placements	Number of outbound international student placements	-	-	81	90	Target Achieved.
New Institution Objective (wef) Nov 2015 Increase international staff mobility	Outbound staff mobility per annum	-	-	7	10	Target Achieved.
International Student Population	Number of full time registered international students (HEA Definition EU (excl. Ireland) and non-EU Countries)	98	289	231	139 (Target 165)	Targets to be revised. International Office Presenting New Plan to Governing Body of GMIT in May 2017.

Progress against 2016 target, commentary and data source

Over the period of the compact the Institute has altered, reviewed and changed its approach to International Engagement. At the beginning of 2016 the Institute agreed to review activity in order to provide the new Vice President and team an opportunity to assess the development of International activities and synergies. Leadership and staffing have changed in this team and it was critical to undertake this exercise to ensure we progressed for all the right reasons.

2016 has seen a positive change in how GMIT plans to engage with Internationalisation across the campuses. With the appointment of a Director for International Engagement the office has established new working practices which will support the strategic direction of the Institute and provide new opportunities for all stakeholders. With limited resources available the team plan to work in strategic locations in order to gain maximum benefit for GMIT. The team are also working with partners in the Connacht Ulster Alliance to plan collaborative opportunities and the VP has also met with cluster partner NUIG to discuss similar matters. As International higher education evolves and Brexit looms the challenges and opportunities are varied and many.

Increasing the Intake of Non-EU Students

(New Institution Objective (wef) Nov 2015)

Early in 2016 the Institute was aware this objective needed to be seriously addressed. While the target set for this period was not met the Institute did engage proactively in the last year in International recruitment. The Institute has also engaged in more dialogue with programme boards, secured commitment to real time responses to applications and queries and an enhanced communication stream between all stakeholders that will assist the Institute in realizing this objective.

GMIT also plans to deliver its programmes overseas in selected markets (currently in Nanchang University) and potentially operate and manage facilities overseas. GMIT signed a Memorandum of Understanding in March 2016 with the Maltese Hotel and Restaurant Association (MHRA). This agreement is the first stage in a developing collaboration with the organisation. The MHRA formed the Mediterranean Tourism Foundation (MTF) in 2012 and the President of Malta is the patron of the Foundation. The Maltese government have committed significant funding for this development and GMIT was chosen in December 2015 as the lead education provider on this major European project. GMIT held further meetings with the Maltese Hotel and Restaurant Association (MHRA) in April 2016 in Galway and again in April 2017. This project has the committed support of the Maltese Government. The Mediterranean Tourism Foundation, through the MHRA plan to open the Mediterranean Institute of Tourism Studies in Malta in September 2018 and as the lead education partner GMIT will be ideally situated to build the Institute brand to a new audience.

It is important to note that while GMIT is ambitious to internationalise our curriculum we must also be realistic with respect to student registrations. In the first instance the Institute following negotiation and staff redeployment has just completed the restructuring of the International Office. Additionally, several years of underfunding has had an impact on the resource base of the Institute. An absence of a borrowing framework, despite access to capital, multiple approaches from pension funds (including funds who with partners will design, build, manage, finance and operate student accommodation) and the opportunity for borrowing via the EIB to acquire land and/or build student residences compounds the established shortage of student accommodation in Galway. Additionally there are some 4,500 social housing units required in Galway City. It is in this context that no growth target has been set for Intake of Non EU Students in the lifetime of this compact.

A revised International Plan for the recruitment of Non-EU Students to 2020 has been developed by the VP International and the Director of International Engagement. This plan has been recommended by the Institutes Executive Board and will be presented to the Institutes Governing Body in May 2017 for their consideration.

Increasing the Numbers of International Student Outbound Exchanges

(New Institution Objective (wef) Nov 2015)

An Erasmus+ monitoring a review visit by the HEA of GMIT was carried out in November 2016 and reported to the Institute in May 2017. The recommendations of this review will be actioned and followed up in 2017.

As noted above a number of the programmes across GMIT campuses have now internationalized curriculums. This is evident in learning outcomes, curriculum content and assessment content. In addition in recent months some new programme development has seen International feature in award titles e.g. BAs Hons International Tourism Management and an International Nursing degree both approved in 2016. In addition some new awards feature international field trips and study exchanges e.g. La Rochelle Study Exchange programme.

The new 'International Engagement Office' (IEO) established in Q1 2016 aims to provide a structure and support for incoming 'student flows' (international student enrolment, student exchange programmes, staff exchange programmes, visiting scholars, guest speakers, placements, internships, residencies, summer courses and group packages, volunteering in Ireland, and collaboration on delivery of external programmes in Ireland) and outgoing 'student flows' (student exchange programmes, staff exchange programmes and speaking engagements, student placements, internships, residencies, field trips, volunteering abroad, and international delivery of GMIT programmes and academic collaboration). During Q2 of 2016 it became evident that communication with regard to such activity was poor and this matter has now been addressed.

GMIT has existing expertise in this focus area and this is now being utilised in the new office to ensure the Institute fully engages in this activity in a meaningful and responsible manner. Schools and campuses will work with the International Engagement Office and its team to realise this objective by agreeing to support International Ambassadors in schools/campuses. Curriculum will be internationalised. Opportunities across the campuses will be identified where Internationalisation is taking place and lessons learnt will be shared with programme boards and teams.

Increasing International Student Work Placements

(New Institution Objective (wef) Nov 2015)

This objective has been achieved. GMIT is fully aware of the significant benefit International work placements / professional practice can provide for learners. GMIT has experience in this field through several disciplines and by using this knowledge and experience the Institute intends to expand the opportunity across campuses. Industry/Work placement is a common feature in GMIT awards. The Institute has developed a resource allocation model to support the development of International work placement for programme boards. This will provide the tools for programme boards to develop industry engaged placement activity ensuring graduates are better prepared for the world of work. It is grounded in the principles of supporting academic learning experiences in an International environment and supports are in place to assist the student prior to, during and after the experience is completed. The International Team has a significant role to play in developing this model and through engagement with international partners new work placement / professional practice opportunities will develop.

As noted in the last compact GMIT is a joint partner in the MSc in Marine Biodiversity and Conservation (EMBC+). EMBC+ students study at a minimum of two European universities, with the first year undertaken at either Ghent University, Bremen University or the University of Algarve. The third semester can be taken at either Galway-Mayo Institute of Technology (GMIT), University Pierre and Marie Curie (UPMC) or the University of Oviedo, with the final thesis work being undertaken at any partner university or associate member. An Erasmus Mundus Ph.D. programme on Marine and Ecosystem Health and Conservation is well established with the final and fifth iteration under way. This project, MARES, is a Joint Doctoral Programme funded through Erasmus Mundus. The programme is offered by a consortium of 24 partners originating from 14 different countries. Further detail can be found here <http://www.mares-eu.org/>

Learning from this experience has influenced some International opportunities and currently discussions are taking place with International partners in developing a Masters programme in Gastronomy . Galway is the only European Region of Gastronomy in Ireland and the UK. GMIT is the lead education partner on this platform. Through engagement with other European partners opportunities are presenting themselves and these types of experiences will be used to build international work placements / professional practice experiences.

Increasing International Staff Mobility

New Institution Objective (wef) Nov 2015

This objective has been gaining traction over the last eighteen months and in line with HEA policy GMIT is promoting and supporting new staff undertaking such experiences to enhance their teaching practice and personal development. With the introduction of International Ambassadors across schools/campuses better opportunities will exist to begin discussions on staff mobility earlier in the year allowing for better planning and engagement. In addition it is envisaged that lunchtime and evening workshops will take place to inform staff of the many benefits of staff mobility. It is anticipated these sessions will also host Institute staff who previously engaged in staff mobility and who can share experiences with colleagues. This type of engagement will be a source of support and encouragement for those interested in staff mobility. In addition the VP for International Engagement will keep Executive Board members updated and involved in all International activity.

Growing the International Student Population

We aim to develop a high-functioning International Engagement Office for our staff, students and for international students. The staffing complement of the New Office is comparable with contemporary offices in the Institute of Technology Sector. A member of the Institutes Executive Board has been designated as Vice President International since November 2015 (part of role, ensures voice of International at Executive Board Level) and the Institute has recruited an experienced Director of International Education in September 2016. It is expected that improvements in the performance of the Institutes international activities will begin to manifest from the academic year 2017/2018.

The VP International and new team will be responsible for improving the metrics in this domain in this and future compacts.

7. Institutional Consolidation (5 Objectives)

Institution objective	Performance indicator	Baseline	Interim target, 2013/14	Interim target, 2014/15	Performance Against target, 2015/16	Summary												
<p>New and Priority Institution Objective (wef) Nov 2015 to be <u>continued through compacts until 2021</u> Budget management process and priorities to return the Institution to financial balance and protect the long-term performance of the Institution</p>	2.5 % of annual recurrent budget available for investment by 2020	€ -243 K Budget Deficit (2011/2012)	€ -2.5M (2013/2014)	€ -2.6M (2014/2015)	<ul style="list-style-type: none"> € (1.6) M On plan to return Institute to balance in 2017/18 Five Year Financial Plan Presented to HEA <table border="1"> <tr> <td>2015/16</td> <td>€ (1.6M)</td> </tr> <tr> <td>2016/17</td> <td>€ (940K)</td> </tr> <tr> <td>2017/18</td> <td>€ 87K</td> </tr> <tr> <td>2018/19</td> <td>€ 1.5M</td> </tr> <tr> <td>2019/20</td> <td>€ 2.8M</td> </tr> <tr> <td>2020/21</td> <td>€ 3.4M</td> </tr> </table>	2015/16	€ (1.6M)	2016/17	€ (940K)	2017/18	€ 87K	2018/19	€ 1.5M	2019/20	€ 2.8M	2020/21	€ 3.4M	Targets Achieved. Institute on track to return to balance in 2017/18.
2015/16	€ (1.6M)																	
2016/17	€ (940K)																	
2017/18	€ 87K																	
2018/19	€ 1.5M																	
2019/20	€ 2.8M																	
2020/21	€ 3.4M																	
<p>New Institution objective (wef) Nov 2015 to be continued in compacts until 2021</p>	Phased development and implementation of IRAM	N/A	N/A	N/A	All academic – Pay & Non pay – recurrent grant	Targets achieved												

<p>To pursue a trajectory that achieves re-designation as a Technological University</p>	<p>A Plan to Meet TU Criteria</p>	<p>Signing of CUA MOU in July 2012. Agreed implementation plan in December 2012. Submission of three collaborative SIDF proposals to the HEA.</p>	<ul style="list-style-type: none"> • Review achievement of the objectives of the CUA Implementation Plan • Programme mapping across the CUA • Identify opportunities for shared services and common processes with CUA partners, (e.g. HR policies, procurement) • Pilot online QA student survey across the CUA • Common library research repository • Joint CUA Student Union Mental Health initiative 	<ul style="list-style-type: none"> • Mainstream online QA student survey across the CUA • Report on the feasibility of online exams management system with CUA partners • A common Learning, Teaching & Assessment (LTA) strategy • A common RPL policy and procedures 	<ul style="list-style-type: none"> • CUA Strategic Planning Framework. Ongoing progress in meeting TU criteria. • Ensuring a diverse range of programmes across the CUA, while avoiding unnecessary duplication • A common RPL policy agreed between the members. A new application tool www.myexpercine.ie was developed by the CUA partners and launched in March 2016 	
---	-----------------------------------	---	--	--	---	--

<p>Working to achieve the objective of TU status</p>	<p>Align Institute structures, policies and procedures to enhance Institute services for the region</p> <p>Sub-indicators:</p> <ul style="list-style-type: none"> • New organisational structures that facilitate flexible response to emerging needs • Mission oriented policies and procedures that accommodate risk, initiative, accountability, and facilitate performance review • Staff development for collaboration • No. of collaborative projects 	<p>Original organisational structure</p>	<ul style="list-style-type: none"> • Staff development programmes for collaborative project skilling • Toolkit for Project Collaboration and Management 	<ul style="list-style-type: none"> • Alignment of Risk Management and Quality • Assurance policies with Strategic Planning policies - complete 	<ul style="list-style-type: none"> • Restructuring of multi-campus Institute upon outcomes of Institute Review. Process is ongoing in the context of various reviews and opportunities emerging as a result of retirements. 	
---	---	--	---	--	--	--

<p>Consolidate programmes across Academic Units and campuses</p>	<ul style="list-style-type: none"> • Internal consolidation of programmes • Sub-indicators: • Mapping of programmes and modules across Institute 	<ul style="list-style-type: none"> • Thematic Framework for Programmatic Reviews 	<ul style="list-style-type: none"> • Mapping of programmes and modules across Institute - outcomes of programmatic reviews 	<ul style="list-style-type: none"> • Consolidation of modules and programmes 	<ul style="list-style-type: none"> • Alignment of internal consolidation with regional cluster academic plan • Planning has commenced for the next Programmatic Review process in advance of the scheduled Institutional Review in 2021. 	
<p>Progress against 2016 target, commentary and data source</p>	<p>Restoring the Institution to Financial Sustainability</p> <p>A new and priority Institution Objective set in Nov 2015 will be continued through compacts until 2021 around budget management processes and returning the Institution to financial balance protecting the long-term performance of the Institution has been included in GMIT compacts since March 2016.</p> <p>External higher education financial expertise was engaged by the Institute in 2015/2016 to assist the Institute's Executive and Governing Body in delivering a balanced budget by 2018 and a surplus before 2020. An overall framework for this has been determined while maintaining a capital development cushion. The Institutes Governing Body approved a 10 point plan which together with the recommendations of the external advice (O Connell Report) have been integrated into an executive action plan.</p> <p>The Institute is on target to achieve a planned deficit of €(1.0M) for 2016/17 and a small surplus for 2017/2018. The Institutes Non-Pay Expenditure is now amongst the lowest in the Higher Education Sector and cannot be reduced further.</p> <p>GMIT holds that The Recurrent Grant Allocation Model (RGAM) being applied by the HEA does not provide a sustainable funding model for the multi-campus business model of GMIT. The Institute has made a comprehensive submission to the review of the RGAM model by the HEA and in parallel we are seeking ring fenced funding for our multi-campus model. GMIT has determined that campus premiums, not recognised in the current RGAM range from 14% to 28%.</p> <p>The President is overseeing this plan and has designated executive responsibility for implementing this plan to the Vice President Finance and Corporate Services.</p>					

Phased Development and Implementation of IRAM/WLM

The development of an Internal Resource Allocation Model (IRAM)/Work Load Model (WLM) has continued during 2015/16 but its implementation is limited due to the following;

- the need to prioritise the achievement of the targets contained in the five-year financial plan;
- the inflexibility of tenured employment contracts; and
- the implementation of significant non-pay expenditure cuts resulting in only essential expenditure taking place

SCOPE OF WLM	OWNERSHIP / RESPONSIBILITY	UNITS & METRICS OF WORKLOAD MANAGEMENT	INTEGRATION WITH OTHER INSTITUTIONAL MODELS/INITIATIVES	PLATFORM / PROCESSES SUPPORTING WLM	FUTURE DEVELOPMENT OF WLM
Scope includes teaching and research	Administered at School level with decisions about release from teaching for research approved centrally	<p>Standard teaching hours are assigned to all academic staff based on 18 or 20 direct contact hours per week.</p> <p>Credit of 2 hours per week for each registered postgraduate research student supervised.</p> <p>Research Centre Academic Directors are credited with up to 8 hours of release from teaching.</p> <p>Research active staff may receive up to 4 hours release to be applied to research activity.</p> <p>No provision is made for service or administration.</p>	The centralised timetable system (Syllabus Plus) informs the Institutes unit cost model, however, the reporting functionality needs further development to maximise the benefits of the system.	A centralised timetabling system is in place (Syllabus Plus) which is used to support the management and recording of workload allocation.	<p>It is intended to maximise the reporting functionality of the centralised timetabling system. To this end an administrative post at Grade VII has been assigned to this role.</p> <p>It is intended that the new reporting functionality will further support the Internal Resource Allocation Model (IRAM) and the Unit Cost model.</p>

Pursuit of a Trajectory that Achieves Re-designation as a Technological University

The partners of the Connacht-Ulster Alliance remain committed to pursuing a trajectory that achieves re-designation as a Technological University. Over the 3-year period of the Compact the CUA has become a recognised Alliance, has worked effectively together across a broad range of projects to the benefit of our students and regions, and has progressed through the first formal stage of the four stage re-designation process, with a submission of the second stage document planned for 2017. An element of matched funding has been obtained from the HEA to support the CUA plans to meet the criteria for re-designation.

However, there have been challenges including; the absence of legislation to enable the establishment of Technological Universities; the challenge of merging as a legal consolidation prior to applying for designation as a TU; delays in receiving approved funding from the HEA; industrial action from the TUI prohibiting members from participating in merger related activities; and the turnover of senior staff amongst a number of the partners and the CUA itself.

The impact of the funding model and the reduction in budgets over the duration of the Compact has imposed significant constraints on the partners meeting its stated objectives. Coupled with the financial difficulties two of the partners find themselves in, it is imperative that funding is continued to assist the alliance in achieving the criteria for TU designation.

Given these challenges and the financial context, the progress that has been made has been significant.

The Steering Committee of the CUA has been in existence since October 2012. This Committee comprises the three Presidents, 3 Registrars and 3 Project Coordinators of the CUA, and the CUA Chairperson.

Since January 2015, the Steering Committee has met 12 times and the Presidents and Chair and met (as Working group 1) six times in 2016. The staff portal link on the CUA web site provides a summary of the meetings that have been held by the Steering Committee and by the Presidents.

Interim Target 1: Mainstream online QA student survey across the CUA

Status at the end of 2016: A working group to produce an online student survey in the three CUA institutions was established in 2014. The working group, in consultation with Academic Councils, Executive Boards and union representatives agreed an online version of the QA1/3 survey. A pilot of the QA3 was rolled out in GMIT and a pilot of the QA1/3 was rolled out in LYIT in 2014/15, using the Evasys survey methodology and protocols. Following the successful pilots, GMIT rolled out the full QA3 across the Institute and LYIT rolled out the full QA1/3 across the Institute in 2015/16. ITSligo are planning to roll out the QA3 in the 2016/17 academic year. This is a unique collaboration that is consistent with national policies and priorities. The success of this collaborative project has led to a proposal to the ISSE Plenary Group to adapt the QA3 forms as a prospective local customisation project.

Interim Target 2: Report on the feasibility of online exams management system with CUA partners

Status at the end of 2016: A scoping of an online exams management system was commissioned from Deloitte by the three CUA institutions. This collaborative project succeeded in articulating key examination management processes. Given financial constraints, the funds were not available in 2015 to progress to a tendering process and product development phase. Arising from this project, a new collaboration with DCU is emerging using the GURU platform. GMIT piloted this system in 2015/16 and further extended the pilot in 2016/17. Plans are in place to mainstream this system from September 2017. Similarly, the GURU system has been piloted in IT Sligo and plans are in place to mainstream this system from September 2017.

Interim Target 3: A common LTA strategy.

Status at the end of 2016: A 'CUA LTA Commitments and Aspirations' document was developed prior to 2015 and this has since informed a 'CUA- LTA visions, principles and strategy' draft document. At the end of 2015, the CUA agreed to establish a cross-institutional Working Group that would commence work in 2016 on, among other outputs, a CUA LTA strategy. The commencement of this WG has since been delayed as a result of the TUI directive, 'Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015' issued 23rd March 2016.

Aligned to the LTA strategy, a common RPL policy was developed by staff from across the three CUA institutions. A pilot online RPL portal (www.myexperience.ie) was launched in 2014/15. The project involved the development of online tools to facilitate the process of RPL portfolio submission and assessment. In addition, a CUA Level 9 staff training module has been developed, accredited and delivered. The success of this pilot has attracted interest from the National Forum for the Enhancement of Teaching and Learning, with a view to making it available to other HEIs.

In October 2015 The Connacht Ulster Alliance was granted approval by the Minister for Education and Skills, Jan O’Sullivan T.D., to proceed to the next stage of the process of building a Technological University for the West/North-West of Ireland. Stage 2 of the process involves the preparation of a plan to meet the criteria, Stage 3 is an evaluation of this plan by an external panel and Stage 4 is the application to become a Technological University.

The Institute was successful in June 2016 in securing funding reserved by the HEA to provide support to the CUA Technological University consolidation project for its Stage 2 submission. GMIT with its partners (LYIT and IT Sligo) looks forward to engagement with the HEA in future planning exercises and on-going review of progress.

The indicative timeline for the future stages, which are contingent on the finalisation of legislation, of the CUA project are:

Submission of Stage 2 Plan	Q4 2017
Evaluation of Stage 2 Plan	TBC
Application for merging	TBC
Application for designation as a TU	TBC

The timeline of the Stage 3 and Stage 4 applications are dependent on the alliance partners collectively achieving the criteria and it is anticipated will be achieved within the timeframe of the next Compact.

Working to Achieve the Objective of TU Status

Four CUA working groups across the Connacht-Ulster Alliance have been established during Q4 2015 and Q1 2016 covering: Governance; Teaching Learning and Assessment; Research; International & Engagement. A draft thematic working group handbook is in use amongst the groups (Toolkit for Project Collaboration and Management) for further use across a total of nine planned working groups across the CUA. The work of these groups has since been delayed as a result of the TUI directive, ‘Industrial Action in relation to concerns regarding proposed Technological Universities Bill 2015’ issued 23rd March 2016.

Consolidating Programmes Across Academic Units and Campuses

Only partially complete because the programme reviews of 2013/14 used a discipline focus. A review of the organisational structure of GMIT commenced in May 2017 and will be finalised as part of a new Strategic planning process due to be complete in Q4 2017. Considerable progress is being made on the alignment of the National Centre for Excellence in Furniture Design and Wood Technology and the Centre For Creative Arts and Media. GMIT hopes to be in a position to constitute a New School “The Galway School of Design and Creative Arts” and the “Galway International Hotel School” in October 2017.

Institutional Benchmarking

Programmatic Review

Section 28 of the Qualifications and Quality Assurance (Education and Training) Act 2012 requires that GMIT establish procedures for the evaluation at regular intervals of its programmes of education and training. The Act also requires that GMIT furnish a report to QQI and provide for the publication of findings arising out of the evaluation. In line with the above GMIT conducted an Institute wide programmatic review during the academic year 2013 – 2014. The only exceptions were the nursing programmes at the Mayo Campus as they were reviewed by An Bord Áltranais the previous year and went through Programmatic Review prior to the An Bord Áltranais review. While a report on the overall Programmatic Review issued to QQI as part of the Institute’s reporting requirements to QQI, some of the more common findings from the Expert Panel Review Groups reports are included to give context to some of the strategies referenced in the compact:

1. Need to develop more minor awards and special purpose awards;
2. Work experience should be included and where it is already included it should be of a longer duration (resource model now in place since June 2016 for 10 Credit placements to 30 Credit semester long placements);
3. The development of level 8 *ab initio* programmes is encouraged;
4. A review of available modules on the catalogue could lead to new programmes and award specialisations (Anshoff Matrix for Prioritising Programme Development in place and reviewed with the HEA as part of the Annual Budget and Accountability Meeting which took place in April 2016);
5. The attributes of the civic engagement module were acknowledged (GMIT is piloting the Carnegie Community Engagement Framework – more detail included below);
6. Consideration should be given to undenominated entry routes as part of the transitions debate (undenominated entries will be in place in the following Schools by September 2017: Art, Business, Engineering and Science)
7. Benefits of the PASS programme were acknowledged;

8. The Learning and Teaching Methodologies need to be constantly appraised;
9. There should be greater emphasis on feedback including formative feedback to students;
10. Retention strategies need to be developed (range of strategies in place and being implemented and monitored);
11. Programme documentation and APSs need to be up to standard in all cases;
12. Entry requirements to all programmes must comply with Institute specifications and those published in the Code of Practice No 4, the prospectus and the web-site;
13. Opportunities for inter-disciplinary programmes and greater integration of existing programmes should be explored.

The reporting in this compact illustrate that the above findings are being addressed.

European Universities Association (EUA) - Institutional Evaluation Programme (IEP)

GMIT is one of only two Institute of Technology in Ireland to have voluntarily engaged the services of the European Universities Association (EUA) to conduct a benchmarking evaluation as part of its International Evaluation Programme (IEP) in 2014/15. An internal consultation process was conducted which led to the production of a Self-Evaluation Report (which is included as an appendix to the compact).

The EUA evaluation found that: *“GMIT’s senior management had proposed the EUA IEP to its Academic Council as a way of supporting a review of their strategic planning processes. The national quality agency, Quality and Qualifications Ireland (QQI), had also been consulted and it supported GMIT in its engagement with IEP as a way of demonstrating to external stakeholders that the institution was open to international scrutiny. GMIT had taken a very thorough and systematic approach to the preparation of the self-evaluation report (SER) and the team was provided with a planning / briefing document which evidenced this. The SER had been informed by a series of SWOT analysis reports undertaken by academic and functional units. The thoroughness of the self-evaluation was also emphasised by the Institute’s decision to reflect on the outcomes of the process by presenting a number of its own recommendations at the end of the SER.”*

The EUA team expressed its considerable gratitude to all participants in the IEP evaluation for their openness and willingness to discuss all issues concerning the Institute and to the whole GMIT community for their friendly hospitality.

The overall conclusion of the evaluation was that GMIT is a very self-aware institution and this is reflected in the SER noting that GMIT had experienced an extremely turbulent period since 2008, particularly in terms of the external environment and the impact of the government’s austerity measures. GMIT now has the opportunity to move forward with inspired leadership, well defined strategies, swifter implementation of action plans and a clearer sense of individual responsibilities and accountabilities.

Other examples of benchmarking initiatives

- Engagement with the National Forum for Teaching & Learning in relation to:
 - The development of the first MOOC for GMIT 'GetReady.Education' in collaboration with two HE clusters: the West / North-West cluster and the Mid-West cluster;
 - The development of an RPL Assessment ePortfolio Tool;
 - Technology Enhanced Learning (TEL) collaborations with WIT and DCU;
 - First Year Assessment Toolkit;
 - Student Success Toolbox;
 - National LIN and Student Led Learning conference planned for the autumn of 2016;
 - Teaching Induction Resources.

- Piloting the Carnegie Community Engagement Framework in Ireland

The focus of this project is to facilitate the self-assessment of community engagement efforts in Irish higher education institutions. The U.S. Carnegie Community Engagement Framework (Framework) "is used to facilitate data collection and documentation of important aspects of institutional mission, identity and commitments...[and] provides an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement". (www.nerche.org)

Interested Irish higher education institutions (HEIs) self-selected into the project and agreed to use the Framework to collect engagement data. Interested HEIs must receive support from institutional leadership prior to participation.

The project is the result of a series of seminars that began in 2014 in Boston that addressed civic engagement within higher education in Ireland and US and how we might capture the value of such engagement. Given the Irish national policy and practice context, the idea to pilot the well-regarded Carnegie Framework in Ireland seemed to be an exciting project that would bring together an anticipated six HEIs in Ireland.

GMIT is also:

- Collaborating with Finnish providers of initial teacher education; online learning and student engagement programmes;
- Contributing to the review of the National Student Engagement Survey (ISSE);
- Piloting 'Formative Instructional Practices' in association with Battelle for Kids in Ohio;
- Involved in the "Step Forward" – student rep training programme, modelled on SPARQs in association with AIT and aligned to the national student engagement programme supported by the HEA and others;
- Participating in U-Multirank. GMIT has been involved in U-Map and U-Multirank since it was piloted in Ireland. This benchmarking tool recognises the diversity of institutional mission and ethos and recognises performances under five headings of:
 - Teaching & Learning;
 - Research;
 - Knowledge transfer;
 - International orientation; and
 - Regional engagement.

In addition to reviewing our performance against national HEIs who participate in this benchmarking project GMIT has identified international higher education institutions for comparative analysis in the context of our ambition to become a Technological University. These include:

- Tallin University of Technology, Estonia;
- Queensland University of Technology, Australia;
- Vienna University of Technology, Austria;
- Tampere University of Technology, Finland;
- Eindhoven University of Technology, Netherlands.

Compact Performance Summary Chart (Total 31 Objectives)

#	Indicator	Status Cycle 2 End 2014	Status Cycle 3 End 2015	Status Cycle 4 End 2016
1	Regional Clusters			
	Establish A Regional Cluster in the West/North-West Region, with Appropriate Governance Structures			
	Coordinated Academic Planning			
	Developing Regional Learning Pathways with Partners & FEs to Provide Clearly Articulated Progression Opportunities Among HEIs			
	Building Bridges Across Regional Clusters			
	Develop of Sustainable Thematic Clusters that Enhance Selected Strengths of the Institute in Serving Regional & National Needs			
2	Participation, Equal Access and Lifelong Learning			
	Priority Objective: Arresting Student Number Decline			
	Widening Participation			
	Providing a Range of Alternative Entry Routes From FE providers			
	Increasing Part-time Flexible Enrolments and Apprenticeship			
3	Excellent Teaching and Learning and Quality of the Student Experience			
	Priority Objective: Improving First Year Progression Rates			
	Performance in Independent Benchmarks Measuring Student Perception			
	Increase Post-Entry Support for Students Attending GMIT			
	Ensure Staff are Effectively Supported in their Professional Development			
	Provide Leadership and Support for Innovative Approaches to Learning and Teaching			
4	High Quality, Internationally Competitive Research and Innovation			
	Successfully Bid For Research Funding			
	Increasing Postgraduate Research Registrations			
	Focusing Resources on a Smaller Number of Larger Research Centres			
	Academic Standing as a Provider of Research in Niche Areas			
5	Enhanced Engagement with Enterprise & the Community & Embedded Knowledge Exchange			
	Priority Objective: Meeting Irelands Graduate Demand and Higher Education Capacity Building			
	Increasing Collaborative and Contract Research Agreements with Industry			
	Expanding Our Business Start-Up Support Activity			
6	Enhanced Internationalisation			
	Increasing the Intake of Non-EU Students			
	Increasing the Numbers of International Student Outbound Exchanges			
	Increasing International Student Work Placements			
	Increasing International Staff Mobility			
	Growing the International Student Population			
7	Institutional Consolidation			
	Priority Objective: Restoring the Institution to Financial Sustainability			
	Phased Development and Implementation of IRAM/WLM			
	Pursuit of a Trajectory that Achieves Re-designation as a Technological University			
	Working to Achieve the Objective of TU Status			
	Consolidating Programmes Across Academic Units and Campus			

www.gmit.ie



Ireland's EU Structural and Investment Funds Programmes 2014 - 2020.
Co-funded by the Irish Government and the European Union.

