

**Compact**

**IT Sligo – HEA**

**Report on status of achievement of 2019-2020 targets**



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President, IT Sligo

**12<sup>th</sup> March 2021**

## Strategy and Performance Dialogue 2018 – 2021

### Round 2: 1<sup>st</sup> September 2019 – 31<sup>st</sup> August 2020

<b>Institution Name</b>	<i>Institute of Technology, Sligo</i>
<b>Overview of institutional progress</b>	<p><b>Overarching Statement (maximum 400 words)</b></p> <p>The Compact aims are derived from those in the Institute’s strategic plan 2017-2022 and to the delivery of national objectives/priorities. The original Compact shows the alignment between the Institute’s and national objectives/actions and the achievement of these are planned using existing available resources. The Compact also provided an added impetus to maintain the effort towards achieving these actions, within the context of carrying out the normal daily tasks of the Institute.</p> <p>The objectives selected for the Compact focus on key aspects of higher education (student supports, flexible learning, internationalisation) and on corporate aims (such as good governance and technological university ambitions). These are key to the success of the Institute as a regional provider of HE and a leader in online delivery; and to achieving its KPIs of (i) growing to 10,000 students (base of 5,800), (ii) doubling the number of graduates (base of 1,500) and (iii) becoming a technological university.</p> <p><b>In the period 2019 to 2020</b>, overall student enrolments increased by 490 (mainly due to online which increased by some 580, with a slight drop in full time, on-campus), graduates increased by 52 and by September 2020 the CUA was finalising a draft submission for TU status (the achievement of the metrics were subsequently confirmed in December 2020). Also, in that period, the Institute provided additional supports for online learners in the form of online advisors. The majority of online students are based in the workforce and, together with apprentices, some 54% of all students at the Institute are based in the workforce.</p> <p>Prior to finalising the Compact agreement, the Institute had commenced work on these actions because they were already targets in the Strategic Plan. Consequently, of the 35 separate targets set for IT Sligo in 2019/20, 31 (90%) are deemed to be achieved or exceeded and 4 (11%) are substantially met, with one or two specific metrics not reached. For the common CUA targets, all 4 metric targets were achieved or exceeded and all 9 targets for on-going joint corporate level projects were substantially completed or well progressed.</p> <p>For each action, evidence of achievement was sought in terms of, for example, data from Banner, numbers of access students, list of staff attending training, minutes of meetings, lists of companies etc. This evidence is also the basis for confirming that what is reported as being achieved is what was originally intended by the proposed action.</p>
<p><b>Please note:</b> Each numbered heading below refers to the Key System Objectives, as provided in the <i>System Performance Framework 2018 – 2020</i>.</p>	

**1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;**

*Overarching Statement (maximum of 200 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

**In 2019/20**

- Combining online students and apprentices, 54% of all students were based in the workforce.
- 19 new programmes were designed, developed and delivered with employer contributions.
- Springboard and apprentice programmes increased.
- Online Student Advisors introduced (complimenting objectives 4(A)/4(B)) and were effective in providing mentorship and support for online students.
- The move to remote learning due to Covid-19 was a relatively smooth transition; expertise of the staff in online delivery was enabled by providing laptops and increased software supports/access for staff and students working remotely.
- The engagement with regional businesses and stakeholders was strengthened during the year as is evidenced in objective 3(B).
- Beyond the Compact targets, IT Sligo was successful in winning funding from EI to support clustering of the manufacturing sector and a second project to create a Digital Manufacturing Centre with Sligo and Leitrim CoCo.
- Resources increased to market the courses.
- A new post of Head of Student Success was created. When the Covid restrictions were enforced, this work focused on supporting students in their remote learning.
- Quantifiable targets were set and the data was derived from the student record system (Banner™). Other evidence comes from records of meetings and events held and agreements reached with partners.

<b>Strategic Priority 1a: Improve student experience with the intention of increase participation and retention in all categories/levels</b>				
<b>i. Institution Strategic Initiative</b>	<p><b>1.1 Work placements/professional practice and transferrable competencies to be introduced into (Level 8) programmes; This aligns with the national policy to produce graduates to meet the changing needs of organisations in the private, public and social sectors; to cover the broad range of skills needed for the economy</b></p> <p><b>1.2 Implement the student retention plan to improve retention; This aligns with the national policy to provide a high quality student experience based on excellent teaching, research and scholarship</b></p> <p><b>1.3 Through marketing and promotion, grow to an overall enrolments of new apprenticeship (recorded as numbers per prog.) This aligns with the national policy to develop the new apprenticeship system and work-based learning models.</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Work placements/professional practice and transferrable competencies in (Level 8) programmes;	60%	67% against 70% target	80%	80%: 4 of the 5 new Level 8 programmes developed in 2019/20 have work placement embedded in the curriculum.  <b>Target achieved</b>
Implement the student retention plan to improve retention	77%	78% (16-17 to 17-18)* based on HEA methodology  New initiative implemented during the year includes literacy and numeracy workshops and tutorials	79%	<u>Progression rates March 2019-20</u> <u>Year 1-2: 82%</u> <u>Yr 2-3 84%</u> <u>Yr 3-4: 89%</u>  Programmes with specific issues with retention identified and shared with departments.  <b>Target achieved</b>
Number of (new) apprenticeship programmes;	3	3; a 4th apprenticeship was approved (HC Analytical Technicians) with IT Tallaght; but insufficient industry support. [Target was 4]	5	4th apprenticeship approved (HC Analytical Technicians), insufficient industry support for delivery. Have not progressed to a 5 <sup>th</sup> Apprenticeship as there has not been a call for such. However, the increase in applications for online courses is indicative of the strong interest in that mode of learning by employees (see note in the commentary).  <b>Target not achieved but some progress has been made. See commentary</b>

<p>Number of students enrolled on (new) apprenticeship programmes</p>	<p>127 (BA IP) 15 Eng (GMIT) 14 BSc (AIT) <b>156 total</b></p>	<p>170 (BA IP) 1754 SPAs in CPA 23 BEng (GMIT) 21 BSc (AIT) <b>214 total</b> <b>against target of 220.</b></p>	<p>200 (BA IP) 15 BEng (GMIT) 15 BSc (AIT) 15 new apprenticeship <b>Total: 245</b></p>	<ul style="list-style-type: none"> <li>• BA Insurance Practice 182 (61 in year 1)</li> <li>• BEng in manufacturing apprenticeship 28 (7 in year 1)</li> <li>• Insurance Industry SPAs: Certified Financial Advisor: 3363 (282 wte)</li> </ul> <p><b>TOTAL: 492</b></p> <p style="text-align: right; color: green;"><b>Target achieved in the round</b></p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>• 80% of new L8 programmes developed in 2019/20 and are currently being delivered have a work placement module, from a base of 60%. Most significantly, Covid-19 impacted on the capability of the Institute to secure placements as required for programme learning outcomes and in some cases alternative appropriate learning experiences were provided through projects and assignments.</li> <li>• 82% against 79% target for 1<sup>st</sup> year retention; the improvement may be because students concentrated on their studies rather than social activities during lockdown. However, the 2018/19 to 2019/20 overall non-progression rate from year 1 to year 2, at 18% is higher than the national average (12%). Supports are in place (e.g. tutorials/ academic writing centre etc/mentoring etc and additional staff were recruited) and we are reviewing other measures. A new Head of Student Success was appointed.</li> <li>• A significant number of those who left programmes went on the register on other programmes – so they were not lost to HE and arguably made a better choice the second time.</li> <li>• Springboard and overall online enrolments increased by 17% during the year, and there was a significant increase in take up of the SPA in Certificated Product Advisor (CPA - New apprenticeship for insurance sector).</li> <li>• The target numbers of enrolments on (new) apprenticeships (245) was exceeded (492 whole time equivalent) due to the introduction of the CPA special purpose award provided at the request of the insurance sector.</li> <li>• No additional <u>new</u> apprenticeships commenced. In discussion with potential students (in the workforce) there is a preference for online/part-time courses and industry have expressed interest in more direct work-based learning and credit recognition over apprenticeship model. This is evidenced by the increase in online enrolments. The Institute will</li> </ul>			

	pursue more online and work-based learning programmes and will review the situation once the next call issues for new apprenticeships.			
<b>Strategic Priority 1b: Increase support for new business start-ups and for growth of existing businesses</b>				
<b>i. Institution Strategic Initiative</b>	<p><b>1.4 Number of companies being supported (both internally and externally located); This aligns with the national policy to increase no. of enterprise collaborations by a third between enterprise and HEIs.</b></p> <p><b>1.5 Through marketing and promotion, grow to an overall enrolments of both IT Sligo and collaborative Springboard; This aligns with the national policy to increase investment and participation in workplace learning; focused labour market activation programmes...such as Springboard.</b></p> <p><b>1.6 Organize sector specific innovation events in collaboration with industry This aligns with the national policy to provide for continuous learning and upskilling for workers; supporting technology transfer into commercialisation.</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of companies being supported (both internally and externally located).	3,000 m2; 20 companies	3545m <sup>2</sup> (IC, Landing Space and Building Block) 40 companies against target of 25	3500m <sup>2</sup> 30 companies	3545m <sup>2</sup> in Innovation Centre and additional space in the Landing Space located in Sligo.  51 companies  <b>Target exceeded</b>  <b>Target exceeded</b>
Enrolments of both IT Sligo and collaborative Springboard. (recorded as places, enrolments and prog);	375 places 384 enrolments 9 programmes	600 enrolments (target 550) 14 programmes (target 13)  Engaging with the Insurance Institute of Ireland and the Life Insurance Association to examine specific Springboard proposals for the insurance industry. During the year the Institute had its first intake of 1,754 on a new Level 7, 15 credit special purpose	500 enrolments 10 programmes	<ul style="list-style-type: none"> <li>642 enrolments</li> <li>13 programmes</li> </ul> <ul style="list-style-type: none"> <li>New CPD programmes developed with Life and General insurance companies, data reported elsewhere.</li> </ul>  <b>Target exceeded</b>

		award (SPA) for Accredited Product Advisor. HCI call is also being developed.		
Sector specific innovation events in collaboration with industry.	Engineering Expo and Science Week	<p>New Engineering &amp; Technology Expo, May 2019;</p> <p>Women in Engineering Coffee morning</p> <p>New External Stakeholders Advisory Group established; first meeting held</p> <p>4 Domain specific advisory groups meeting routinely</p> <p>Innovation Voucher workshops</p> <p>Hosting meetings, as a member of the Sligo Economic Forum – new brand for Sligo developed.</p>	+1 new event for specific industry sector	<ul style="list-style-type: none"> <li>On the request of the local IDA offices, we ran our Lean Sigma MOOC on several occasions with a huge uptake of students. This initiative supported businesses impacted of the pandemic to lean their processes and reflect on their processes during the downtime in business.</li> <li>UN Conference on Artificial Intelligence for Good, cancelled March 2020 (due to pandemic)</li> <li>Designed and delivered online webinar series with Sligo Chamber on How to Move Your Business Online and a webinar on Tourism and Retail, both in June 2020, in response to pandemic.</li> <li>Significant engagement in the Town Centre Health Check for Sligo (managed by Heritage Council) to draw up town plans and identify the usage of every building</li> <li>Virtual Creative Showcase - June 2020</li> <li>Engineering Expo and Science Week both featured.</li> <li>The Sligo Trust. An initiative led by IT Sligo &amp; Sligo Co Co to establish a philanthropic fund for Sligo.</li> <li>Webinars held/lead by IT Sligo:             <ul style="list-style-type: none"> <li>2020 and Beyond-Opportunities in Tourism &amp; Trade ): <a href="https://www.itsligo.ie/regeneratenw/">https://www.itsligo.ie/regeneratenw/</a>; <a href="https://www.youtube.com/watch?v=UhMtw9csFdM">https://www.youtube.com/watch?v=UhMtw9csFdM</a></li> <li>Regenerate Your Business Webinar <a href="https://www.youtube.com/watch?v=L9TcsriC2CQ">https://www.youtube.com/watch?v=L9TcsriC2CQ</a></li> </ul> </li> </ul> <p style="text-align: right;"><b>Target exceeded</b></p>

<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left</i></p> <p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>• Institute contributed to a Sligo CoCo submission under the National Business Town of the Year awards (Placed 2<sup>nd</sup>)</li> <li>• The new Sligo.ie™ brand provides a single strong, united and consistent message for business development stakeholders.</li> <li>• The 17% increase in online places and programmes awarded was achieved through additional enrolments.</li> <li>• Springboard programmes approved for delivery increased from 13 in 2018/19 to 14 (target: 10) with 642 enrolments over a base of 384 and against a target of 500 enrolments.</li> <li>• Development of a new SPA with the Insurance Institute of Ireland. This was a significant development beyond the Compact actions.</li> <li>• Of note is the participation in the Town Centre Health Check for Sligo (managed by Heritage Council) to draw up town plans and identify the usage of every building</li> <li>• Funding awarded from EI: (a) €299,213 for a regional project to support clustering of the manufacturing sector (with LYIT and DKIT) (not part of the original Compact) and (b) €1.99M from EI to create a Digital Manufacturing Centre with Sligo and Leitrim CoCo. (not part of the original Compact)</li> <li>• Take up of the additional business start-up incubation space procured in 2019 was 5 companies. The overall number of companies supported increased from 40 to 51 against a target of 30.</li> <li>• The Innovation Centre secured funding of €147,000 from Enterprise Ireland under the Covid Support Funding call.</li> <li>• Arising from the Covid lockdown, the Institute worked with the local Chamber of Commerce to provide webinars to support businesses through the pandemic, with a particular focus on e-business, and with the tourism sector on recovery strategies.</li> <li>• Notwithstanding the impact of the lockdown on various events planned during the year, the institute organized and hosted an additional 9 new events over 2019-20; these were in direct response to the needs of employers and employees.</li> </ul>
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## 2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

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IT Sligo continued to provide education and training, innovation and research and to be an initiator of new ideas- all of which attract new business or to grow existing regional business. Relationships with regional development agencies were strengthened – e.g. EI, IDA, Sligo CoCo, Sligo LEO, IBEC, NWRA, WDC, Sligo Chamber. Relationships with community groups were further enhanced. Work commenced to develop an effectively operating CRM system to ensure that a professional service is provided to the public and external companies and agencies.

The Institute believes that, students who engage with the wider community and undertake work placements during their studies are better communicators, team players, and more easily integrate into national and international communities, compared to those who do not. Hence the focus on encouraging students to engage externally and to provide some recognition for this. Likewise, Irish students benefit from working alongside international students, and during this year the Institute strove to increase 2-way international exchanges (with limited success) and to build international (including cross-border) relationships for staff and students.

Quantifiable targets were set and the data was derived from the student record system (Banner™). Other evidence comes from records of meetings, events held and agreements with partners.

### **Strategic Priority 2a: Through the curriculum, improve the engagement of students, and increase the level of formal engagement by the Institute with community organisations**

i. Institution Strategic Initiative	<p><b>2.1 Students receiving recognition for volunteering; This aligns with the national policy to increase access and participation in higher education as a part of the social contract<sup>11</sup>; to celebrate and reward successful entrepreneurs<sup>15</sup>; promote alternative pathways and recognition of prior learning and experience.</b></p> <p><b>2.2 Establish an Industrial Liaison Group and Sector Groups. This aligns with the national policy to establish a regional skills fora to facilitate engagement with employers to enable local delivery of skills needs identified in the regional context<sup>1</sup>.</b></p> <p><b>2.3 Develop an effective CRM system; This aligns with the national policy to strengthen relationships and transfer of knowledge between employers, education and training providers<sup>5</sup>; to manage in uncertain and more complex working environments.</b></p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Student recognition for volunteering	Module validated and added to transcripts, activities linked to	Providing language training for Sligo Chamber SkillNet.	10 students	<ul style="list-style-type: none"> <li>Volunteering is now a requirement on the BSc (Hons) Public Health &amp; Health Promotion; the 5 credit Health Promotion</li> </ul>

	employability; outreach activities and widening participation	<p>Student volunteering as event managers, open days. Informal recognition.</p> <p>Volunteering Module offered across all Faculties; no take up.</p>		<p>Competency Module (semester 1) includes volunteerism for 15 hours. There are 25 enrolments on this course.</p> <ul style="list-style-type: none"> <li>117 students supported FT induction, 28 supported international induction, 75 were peer mentors, and 6 assisted with the student survey. An additional 36 students volunteered with the marketing department in the academic year 2019-2020. They supported open day/ evening events and prospectus photoshoots.</li> </ul> <p style="text-align: right;"><b>Target exceeded</b></p>
Industrial Liaison Group and Sector Groups	Member of Regional Skills Forum	<p>New External Stakeholders Advisory Group established, first meeting held.</p> <p>4 Domain specific advisory groups meeting routinely.</p> <p>Agreement signed with Sligo Rovers;</p> <p>MoU signed with the Hawkswell Theatre</p>	2 sector groups	<ul style="list-style-type: none"> <li>Dr Chris O’Malley, VP RI&amp;Ehas joined the Board of the Sligo University Hospital’s Research and Education Foundation</li> <li>The Food Innovation Hub. A consortium of stakeholders led by IT Sligo engaged to secure funding to set up a Food Innovation Hub in Sligo with spokes reaching across the region to the likes of Drumshanbo, Co. Leitrim and Killybegs, Co. Donegal.</li> <li>We have formed this working group to develop an initiative on food product innovation, to be located in the Drumshanbo food hub.</li> <li>Community agreements <ul style="list-style-type: none"> <li>Sligo Rovers – Renewed in 2019</li> <li>Sligo GAA – Renewed in 2019</li> <li>The Hawkswell Theatre Renewed in 2019</li> <li>Sligo Tourism - Established 2019</li> <li>Sligo Neurological Centre – Established 2019</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>○ Aclare Community Development Association – Established 2020.</li> </ul> <p style="text-align: right;"><b>Target exceeded</b></p>
CRM system	Scoping exercise underway	CRM pilot completed and plan agreed for roll out for online admissions Q4 2019. Second phase underway to implement CRM for online and international applications.	Review effectiveness of the pilot.	<p>The CRM system for online student application was successfully implemented. Following implementation, a comprehensive process improvement end to end review of all stages of the system was undertaken and updates are being introduced in 2021. In addition, a second project is implementing the use of the CRM to support external engagement work. The system has been built and is being piloted across several functions at present.</p> <p style="text-align: right;"><b>Target achieved</b></p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>• All targets set by the Institute under this priority were substantially achieved. Getting students to enrol on a volunteering module is still proving challenging, albeit that students do volunteer for activities such as sports activities, on and off campus events and as peer mentors to younger students.</li> <li>• Engagement with regional agencies, companies and the community increased during the year, as evidenced by the number of research and innovation projects with industry and the number of community agreements. New agreements were reached with community groups - Sligo Tourism, Sligo Neurological Centre, Aclare Community Development Association.</li> <li>• The Institute is now represented on the Board of Sligo University Hospital's Research and Education Foundation</li> <li>• Work is underway to develop an initiative on food product innovation.</li> <li>• The CRM system for online student applications was rolled out and made a significant positive contribution to the management of the substantial increase in applicants for online courses (+800) experienced in Summer 2020. Weekly</li> </ul>			

		reports on the progression of the applications across Schools and programmes were available. The next phase of the pilot underway is to build a database of companies that we engage with, to better management those relationships.			
<b>Strategic Priority 2b: Increase the number of students on international activities and international students on our programmes, including inter-cultural training and supporting integration, and increasing staff international mobility exchanges</b>					
<b>i. Institution Strategic Initiatives</b>		<p><b>2.4 Increase the proportion of international full-time student in the system. This aligns with the national policy to have international students to represent 15% of full-time students.</b></p> <p><b>2.5 Increase the number of cross-border partnerships with other HEIs, FE colleges. This aligns with the national policy to increase access and participation in higher education as a part of the social contract.</b></p> <p><b>2.6 Develop an international policy to develop international staff collaborations. This aligns with the national policy for staff-mobility...professional development of teaching, technical, management and administrative personnel...internationalisation of curricula.</b></p>			
<b>ii. Key Performance Indicators</b>		<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number and % of international full-time students in the system		300 FTE (non-EU, Erasmus, EU)	358 FTE	320 FTE (non-EU, Erasmus, EU)	<ul style="list-style-type: none"> <li>● <b>International students</b> <ul style="list-style-type: none"> <li>○ E-Learning 369*</li> <li>○ Full-time 162</li> <li>○ Part-time 78</li> <li><b>Grand Total 691</b></li> </ul> </li> <li>● <b>EU 165, Non-EU 526</b></li> </ul> <p><b>Erasmus mobilities (outward)</b></p> <ul style="list-style-type: none"> <li>● 8 Erasmus Student Traineeships;</li> <li>● 14 Erasmus Student Study Mobilities;</li> </ul> <p>Notwithstanding the Covid Pandemic impact on travel by international students, the targets were still exceeded. Arrangements were made to support students (both personally and academically) who remained in Sligo during the</p>

				first lockdown. International students who returned home were able to access the learning through remote classes and all international students completed their studies and assessments for 2019/20. <b>Target exceeded</b>
Number of cross-border partnerships with other HEIs, FE colleges	1 (UU)	Three joint Biomedical Sciences programmes with UU. Interreg programme with QUB on Diabetes. SWC a partner on a REDF application submitted	3	<ul style="list-style-type: none"> <li>• Successful Co-Innovate project with QUB</li> <li>• New partnership with UU on a Horizon 2020 project</li> <li>• Collaboration with SWC on energy management projects and PEACE III programme proposals.</li> </ul> <b>Target achieved</b>
Number of international staff collaborations	45 (Staff Mobility visits/staff exchanges)	The services of an Irish-based international student recruitment agency (EduCo) were engaged. Erasmus + outgoing =16 88 Staff on mobility exchanges 38 Inter Institutional Erasmus+ agreements that cover staff mobility.	55 (Staff Mobility visits/staff exchanges)	In Semester 1, 7 staff travelled to collaborate with international partners and other HEIs. (3 Erasmus Staff Teaching Mobilities; and 4 Erasmus Staff Training Mobilities.) All staff and student mobilities were cancelled in semester 2 due to pandemic. <b>Target not fully achieved for reason given below, but some progress has been made. See commentary.</b>
<b>iii. Interim targets, commentary and data source (maximum of 300 words)</b>  <b>Please colour code this box in line with progress achieved.</b>	<p>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</p> <p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>• The number of international enrolments (691) exceeded the target (320), two new cross border projects were supported with South West College, N.I. and Queen's University, Belfast, and the international growth plan was brought to the Governing Body.</li> <li>• The target of 55 staff on international exchanges was not achieved due to the restrictions on international travel. The international plan has targets for international engagement by staff.</li> </ul>			

- The target for incoming international students was exceeded, however the number of out-going international exchanges was low. The Institute is working to develop more focused exchange agreements and the low numbers will be addressed in the coming year with the revised internationalisation plan. Particular attention will be given to Europeanising the student experience in the context of the impact of Brexit.
- The building of international relationships was somewhat hampered by the Covid pandemic in 2020, although discussions did progress with Northeastern University (Boston) for student exchanges to be in place for the 2021/22 academic year.
- Opportunities for new cross-border relationship were explored during the year. The Institute already has a number of projects with South-West College and intended to increase this activity, especially under the upcoming PEACE III programme. A visit to CAFRE, around Lough Neagh, has opened the potential for research collaborations in nutrition and for student placements in NI.
- Internationalisation of the IT Sligo curricula was improved following the programmatic reviews on the Faculties of Science and Engineering and Design and this paved the way for the intake of the first cohort of students from TUTE (China).
- Approval was granted for washing facilities for Muslim students and for gender neutral facilities in the two new capital development projects underway on campus. It was also agreed to install such facilities in existing buildings over the coming 3-5 years.

**3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;**

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The capital building programme advanced, with accommodation schedules completed. Provision of research space (combining new and existing buildings) has met the target.

The TU metrics are substantially achieved, and time was allocated for staff finishing their PhDs. A TU compliant model of research masters combining taught and thesis work was developed; over 100 enrolments of those based in industry undertaking a Level 9 qualification will directly benefit their businesses. This is a strong contribution to regional talent development and economic growth. IT Sligo is the lead CUA contributor in achieving the TU research metric.

There is a growing take-up of incubation space in the Institute’s Innovation Centre and in the additional Landing Space premises. These new start-ups are being encouraged to undertake Innovation Vouchers.

The increased support for the NW is evidenced from the funding awarded to the Institute (and partners) to support the manufacturing sector and to establish a digital manufacturing centre with Sligo and Leitrim CoCo (also supporting the delivery of other priorities including 1B and 6A).

Quantifiable targets were set and the data was derived from the student record system (Banner™). Other evidence comes from records of meetings and events held and agreements reached with partners.

**Strategic Priority 3a: Support an increase in the number of PG students and publications**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>3.1 Develop infrastructure and capital resources to support target PG numbers. This aligns with the national policy to underpin the development of Ireland’s next generation of researchers.</b></p> <p><b>3.2 Develop a time allocation procedure and a budget to allow supervisors to prepare and submit publications (with their students) and grant applications, supervise postdoctoral researchers. This aligns with the national policy to increase capacity in the higher education sector.</b></p> <p><b>3.3 Develop structured Research Masters and PhD programmes (in collaboration with CUA partners). This aligns with the national policy to advance and ensure quality postgraduate research education provision.</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>





<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p>			
	<p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>• Despite impact of the pandemic, the capital development projects progressed, with Block K completed by November 2020; all the targets set have been achieved. €13.7m + €6.6m of state funding secured for 2 projects – Creative Hub and for a new build to house research and support online delivery. Accommodation schedules have been finalized, include 150m<sup>2</sup> for PG student offices and a further 282m<sup>2</sup> for research laboratories (In addition to existing research facilities).</li> <li>• The development of the new ‘structured masters’ led to an additional 106 PG enrolments which far exceeded the Compact agreement target. At the same time - also not a specific target - traditional research masters enrolments increased by 22.</li> <li>• The Institute is now at 6.1% at Levels 9/10; exceeding the target set in the Compact for TU metrics.</li> <li>• Allocations were provided for staff completing PhD write-up (beyond the Compact agreement) and this made a significant contribution towards the Institute achieving the TU metrics.</li> <li>• A new Graduate Officer appointment is providing for staff and student training on core research topics such as Research Methodologies, Statistical Methods and Writing.</li> <li>• The cross CUA research platform is growing, with another research conference and joint research bursaries offered.</li> </ul>			
<p><b>Strategic Priority 3b:</b></p>				
<p><b>i. Institution Strategic Initiative</b></p>	<p><b>3.4 Increase number of innovation vouchers, Innovation partnerships and Commercialisation fund grants(including STEM and social science partners/NGOs)</b></p> <p><b>3.5 Support new business start-ups from across the region, particularly SMEs</b></p> <p><b>3.6 Develop mechanisms to apply the creative talent of staff and students to develop innovative solutions for the creative sector</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>

<p>Number of innovation vouchers, Innovation partnerships and Commercialisation fund grants (including STEM and social science partners/NGOs).</p>	<p>17</p>	<p>35 delivered against target of 22, 1 IP.</p>	<p>37, +1 IP; 1 CF</p>	<ul style="list-style-type: none"> <li>• 29 No. Innovation Vouchers</li> <li>• 2 No. Commercialisation Funded projects</li> </ul> <p style="text-align: right;"><b>Target substantially achieved</b></p>
<p>Number of new business start-ups from across the region supported, particularly SMEs.</p>	<p>35 businesses</p>	<p>Engaged directly with 40 businesses in the Innovation Centre (new Frontiers and incubation space). Additional businesses supported through the Landing Space and research projects.</p>	<p>45</p>	<ul style="list-style-type: none"> <li>• 51 x businesses supported across the region: 46 x engaged directly by the Innovation Centre and an additional x 5 through the Landing Space</li> <li>• There are 100 companies and 143 communities/agencies with whom we have engaged with on research-related projects.</li> </ul> <p style="text-align: right;"><b>Target exceeded</b></p>
<p>Mechanisms to apply the creative talent of staff and students to develop innovative solutions for the creative sector.</p>	<p>Anecdotal evidence of creative collaboration with industry</p>	<p>YAADA established; launched by Minister for HE. New MA in Creative Practices 16role that HEIs will play within their regions12, Section 31; First online/blended degree Programme in YAADA - BA in Interior Architecture. •Two meetings of CUA researchers</p>	<p>5 new evidenced collaborative projects</p>	<ul style="list-style-type: none"> <li>• Launch of Yeats Academy of Art Design and Architecture (by Junior Minister for Higher Education) to promote the creative sector in the North-West</li> <li>• Partnering with the Yeats Society in development of digital Yeats trail, funded by Sligo LEADER Partnership CLG</li> <li>• Creative Showcase – provided online, featured a range of partnerships with the sector</li> <li>• Significant engagement by Architects in the Town Centre Health Check for Sligo (managed by Heritage Council) to draw up town plans and identify the usage of every building</li> <li>• A new full time online/blended degree programme in Creative Writing was developed, as part of the HigherEd4All Project and is aimed at students who would find attending on campus</li> </ul>

				<p>to be too challenging e.g. owing to a disability or caring responsibilities.</p> <ul style="list-style-type: none"> <li>• Engineering Expo event designed and delivered with regional and national companies participating.</li> <li>• Funding awarded to establish clusters in the manufacturing sector across the region (in collaboration with LYIT and DKIT)</li> <li>• Funding awarded to establish a digital manufacturing centre with Sligo and Leitrim CoCo.</li> </ul> <p style="text-align: right; color: green;"><b>Target achieved</b></p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20:</b></p> <ul style="list-style-type: none"> <li>• 29 innovation vouchers were undertaken, from a base of 17 and target of 37 and 2 Commercialisation Funded projects (target of 1); there were no new Innovation Partnerships as the projects were more suit to CFs. Nevertheless, given the overall performance during the pandemic, this target is deemed to be substantially achieved.</li> <li>• It is proving difficult to convert IV projects into Innovation Partnerships. The smaller companies are less willing to engage in bigger, longer term projects and less likely to commit to the matching contribution requirement. We continue to offer IVs, with a particular focus on new start-ups.</li> <li>• The number of companies directly supported by the institute also grew from as base of 35 to 51 (target of 45) representing a 46% increase. This is mainly due to increase intake on the New Frontiers programme and the increase in the available incubation space.</li> <li>• The funding awarded to support the manufacturing sector across the region to form clusters and also to establish a digital manufacturing centre are both welcomed as an indication of the funding being provide by the State to grow the regional economy.</li> </ul>			

- The increase in initiatives to support the creative sector is being underpinned by the refurbishment of existing buildings on the north campus to house the Creative Practices (YAADA) programmes. In 2019/20 Block K refurbishment was completed and the decision was made to fund (from own reserves) a state-of-the-art black box as part of this development which will be suitable for both in-house and public performances.
- A new full time online/blended degree programme in Creative Writing was developed for those who otherwise cannot attend on campus. This is proving to be very popular.

#### 4. Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

The Institute is one of 6 Institutes with the highest number of enrolments classified in the socio-economic disadvantaged category<sup>1</sup>. Supporting these students and those challenged by the learning, is essential. In enrolling a student there is an inherent commitment that they have a reasonable chance of succeeding. The importance of UDL has been advanced through supporting staff engagement. Access to HE has increased through various access routes and partnerships, as evidenced by the growth in the Path 3 intake and the significant increase in enrolments on programmes provided through online/blended learning and strong HEAR and mature enrolments. Additional tutorials and student advisors were two new student supports provided this year. Elements of this objective overlap with those of Objective 1A (retention, work relevance, access) and 2A (student engagement) – the full set of objectives contributes to overall success of learning. Objective 5 also links to student success and more staff underwent continuous professional development to ensure they are delivering at the highest professional level and on improving supports.

Quantifiable targets were set and the data was derived from the student record system (Banner™). Other evidence comes from records of meetings and events held and agreements reached with partners.

#### Strategic Priority 4a: Increase access and completion rates from disadvantaged cohorts

<p>i. <b>Institution Strategic Initiatives</b></p>	<p><b>4.1 Use available data to identify student engagement and attendance to help identify students who need early interventions and that supports improved participation rates (see also 4Bb). This aligns with the national policy to assess the impact of current initiatives to support equity of access to higher education.</b></p> <p><b>4.2 Implement national access admissions programme (HEAR) for students of low socio-economic backgrounds, disadvantaged, mature; disabled (DARE). This aligns with the national policy to assess the impact of current initiatives to support equity of access to higher education.</b></p> <p><b>4.3 Strengthen the support/advisory service for applicants who are exploring a '2nd chance' opportunity to obtain a higher education award. This aligns with the national policy to increase participation in higher education by 'first-time' mature students;... increasing access to higher education with a particular focus on mentoring.</b></p>			
<p>ii. <b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>

<sup>1</sup> <https://hea.ie/statistics/data-for-download-and-visualisations/socio-economic-data-and-maps/socio-economic-dashboard-2018-19-enrolments/>

<p>Actions to support student engagement, attendance and participation.</p> <p>Number of students supported</p>	<p>Student survey data available SEAts pilot commenced</p>	<ul style="list-style-type: none"> <li>•Extended Library Opening</li> <li>•New Disability Support Services Officer &amp; 2nd Full Time Counsellor</li> <li>•The new Business Block has allocated social spaces for Groupwork hours, increased tutorials, more groupwork space</li> <li>•Diagnostic tool for identifying learning difficulties</li> <li>•Moodle is currently being rolled out to all programmes and Lecturers</li> <li>•SEAts pilot commenced for 93 students in Computing Department; Moodle as a Student Engagement Tool is now linked to the pilot SEAts system</li> <li>•Provision of a new Writing Centre</li> <li>•Additional Online Student Advisors and 2 new roles focus on blended Learning</li> <li>•Increase in number of programmes offering work placement yearly</li> <li>•The ‘Breaking the Mould’ scheme has been</li> </ul>	<p>Actions identified from review of survey data implemented</p> <p># students supported</p>	<p>There were significant increases in services offered by both the Academic writing and Maths support centre.</p> <ul style="list-style-type: none"> <li>• <b>Academic Writing Centre (AWC) stats for the period:</b> <ul style="list-style-type: none"> <li>○ AW 1:1 appointments = <b>383 students</b></li> <li>○ AW Workshops with student groups = <b>26 students</b></li> <li>○ No. of students who engaged with online supports on AWC Moodle page (including recorded tutorials and resources) = <b>1,648 students</b></li> </ul> </li> <li>• <b>Maths Support Centre stats for the period:</b> <ul style="list-style-type: none"> <li>○ “Drop-in Centre” = <b>404 students</b></li> <li>○ Uploads &amp; online tutorials = <b>92 student</b></li> <li>○ MSC Moodle page traffic (Views, Quiz attempts etc.) = <b>16, 120</b></li> <li>○ Video statistics (Plays of Recordings) = <b>2, 221</b></li> </ul> </li> <li>• Bespoke tutorials were established in the Faculty of Engineering &amp; Design to support engineering students via the newly developed Engineering support centre.</li> <li>• Contemporary Assistive Technology devices and programmes were purchased to support students with reasonable accommodations to undertake assessments/ examinations. (e.g. Livescribe smart pen).</li> <li>• Enhanced participation in peer mentoring programmes.</li> </ul>
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		replaced with the HEAR Scheme		<ul style="list-style-type: none"> <li>• Significant increase in CPD activities to support academic staff develop their skill set in relation to teaching, assessment &amp; feedback. Institute commitment to the principles of UDL has led to the adaptation of Module Manager through embedding the principles into the 3 main areas: Learning Outcomes; Teaching &amp; Learning Approaches and Assessment Strategies.</li> <li>• 5 new programmes validated with a placement component/module.</li> <li>• First intake onto two new full-time online degrees on the HigerEd4All project, targeting persons in the community who otherwise cannot access HE.</li> <li>• Silver cloud- Digital Mental Health Platform available to all students on Moodle to compliment the normal mental health supports offered to students via the counselling service.</li> <li>• New Head of Student Success appointed with specific actions: <ul style="list-style-type: none"> <li>○ To enhance student retention rates across the Institute by working with programme boards to develop bespoke action plans.</li> <li>○ To liaise with FE sector to enhance recruitment from this sector.</li> <li>○ To develop and lead on student success initiatives in the Institute.</li> </ul> </li> </ul> <p style="text-align: right; color: green;"><b>Target exceeded</b></p>
Number of students accessing programmes via HEAR/DARE/Mature admissions routes.	HEAR # = none Disabled # = 110 Mature # = 97	HEAR = 60 (Target of 30) DARE 118 (Target of 120) Mature = 80 (Target of 90)	HEAR # = X + 10 Disabled # = 130 Mature # = 85	HEAR = 60 DARE = 63* Mature = 252 *Important to point out that many more students in the target groups of Students with a Disability

				<p>(DARE) and students from disadvantaged socio-economic backgrounds (HEAR) enter IT Sligo and are being supported by the Access Office <i>in addition to working through these schemes.</i></p> <p>There are currently 430 students (all years) registered with the disability &amp; learning support service.</p> <p style="text-align: right;"><b>Target achieved in the round</b></p>
Support/advisory services available to applicants who are exploring a '2nd chance' opportunity to obtain a higher education award.	Path 3 application submitted	Mentoring system developed with Cranmore estate as part of the Path 3 funding. Project Officer in place and based in Cranmore. 30 people involved from low socio-economic target groups. (Target was 90 students mentored).	10 students enrolled; on-going mentoring	<p>Path 2: 16 Path 3: 40 Targeted at Cranmore estate, supported by a project officer</p> <p style="text-align: right;"><b>Target exceeded</b></p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20:</b></p> <ul style="list-style-type: none"> <li>• The HEAR scheme is successful and the Path funding is supporting 56 socio-economic disadvantaged persons within Sligo town. Targets were exceeded for the HEAR scheme, met for the DARE scheme (taking the overall numbers registered with the Access office) and exceeded for mature enrolments.</li> <li>• The new Disability Support Services Officer worked online and additional Counselling service supported student mental health while studying remotely. An addition 3 student advisors were recruited to support online students.</li> <li>• During the pandemic, the new Head of Student Success supported students who had to rapidly adjust to remote learning. The wider online team developed online training for staff and students to assist in this transition and the Institute very quickly moved to remote delivery. The effectiveness of this transition is evidenced in the relatively few dropouts/deferrals and the higher than normal success rate in the summer exams.</li> </ul>			



	<ul style="list-style-type: none"> <li>The literacy and mathematics supports continued to be provided during the remote learning, and is well received by students. Intelliboard™ learner analytics add-on is being piloted for groups of online learners.</li> <li>252 mature students were enrolled (target of 90), a reversal of the national trend over the previous few years. The Institute continues to enrol mature work-based students through its part time online/blended learning programmes (not reported here).</li> <li>2 new full-time online degrees were developed in partnership with the Disability Federation of Ireland and Family Carers, Ireland (HigherEd4All Project). These degrees are designed for students who would find attendance on campus to be too challenging, owing, for example to having a disability, social interaction difficulties or caring responsibilities. A third degree is also under development for launch in Sept 21. Although not part of the Compact, the support of the HEA for this initiative is acknowledged.</li> </ul>
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**Strategic Priority 4b: Develop and implement a Student Success Strategy (across all categories of students) which embeds approaches to institutional access strategies**

i. Institution Strategic Initiative	<p>4.4 Identify (both full time and online/blended) learners who require additional support earlier in their academic life and ensure adequate supports are provided.</p> <p>4.5 Embed Universal Design for Learning (UDL) across programmes, with appropriate training and supports.</p> <p>4.6 Develop MOUs with 2nd level/ETBs with a focus on pathways into IT Sligo and to providing greater access to our facilities by 2nd level educators.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of students undergoing diagnostic tests and referred for supports.	All FT 1 <sup>st</sup> years to undergo student diagnostic analysis	<ul style="list-style-type: none"> <li>496 students have completed the profiler to 17 Sept 2019. As a result, referrals were made as follows: Learning Support Tutor: 153; Maths Tutor: 162; Writing Tutor: 247</li> <li>653 students completed the profiler. 2018/19 referrals: Learning Support Tutor:160</li> </ul>	All 1 <sup>st</sup> years to undergo student diagnostic analysis	<ul style="list-style-type: none"> <li>529 completed the profiler 2019/2020 in total. All students are offered the facility but do not all avail of it.</li> <li>Referrals to the various services:                             <ul style="list-style-type: none"> <li>Math Support: 404</li> <li>Academic Writing: 383</li> <li>Learning Support: 161</li> </ul> </li> <li>5 Online Student Advisors appointed</li> <li>New Head of Student Success appointed</li> <li>CRM now operational for online admissions – increase of 22% online admissions in 2019/20</li> </ul>

		<ul style="list-style-type: none"> <li>• 2 Academic Advisors appointed for online students in 2018/19 and a further 2 appointed for 2019/20.</li> <li>• Second phase underway to implement CRM for online and international applications.</li> </ul>		<b>Target achieved in the round</b>
<p>% of staff with an understanding of UDL</p> <p>Number of staff who have completed UDL digital badge.</p>	<p>Introduce UDL to staff through workshops &amp; UDL digital badges</p>	<p>To date, Attendees by Faculty: E&amp;D(19); B&amp;SS (23); Science (35); Other functions/services: 40; Total attendees: 117 (&gt;25% of all staff involved in teaching and/or student supports).</p> <p>15 staff completed UDL Digital Badge (one of whom was nominated for John Kelly Award based on case study submitted for UDL Badge). 5 are due to submit case study for UDL badge.</p>	<p>50% staff will have understanding of UDL</p> <p>30 staff to have completed UDL digital badge –each of these will have demonstrated at least one significant change to their module in compliance with UDL</p>	<ul style="list-style-type: none"> <li>• 80% with an understanding of UDL</li> <li>• In addition, 79 staff have successfully completed a Digital Badge in UDL, and</li> <li>• 31 lecturers &amp; all HoDs took part in a significant UDL project funded through the National Forum</li> <li>• In total, <b>110 staff</b> have demonstrated at least one significant change to their module in compliance with UDL</li> <li>• <b>Module Manager</b> has also had substantial adaptations to embed the principles of UDL into the 3 main areas of: <ul style="list-style-type: none"> <li>○ Learning Outcomes</li> <li>○ Teaching &amp; Learning Approaches</li> <li>○ Assessment Strategies</li> </ul> <p>All of this will ensure that new modules/programmes and existing modules undergoing modifications will be UDL compliant</p> </li> <li>• <b>CELT Moodle Page</b> has specifically developed short videos to offer guidance to staff on the principles of UDL which they can watch in their own time and at their own pace. This is heavily promoted to staff.</li> </ul>

				<b>Target achieved</b>
Number of MoUs with 2 <sup>nd</sup> level/ETBs.	1 MOU with ETB	<p>1 new MoU with Cavan ETB leading to delivery of year 1 of a L7 general entry Science programme with progression to FT Programmes at IT Sligo.</p> <p>The Institute developed new pathways for students from QQI FE Programmes (MSLETB) onto a set of its programmes by mapping the transition requirements. A specific MoUs is not required for this. 2nd level transition year and 5th year students accessing facilities and short teaching programmes.</p>	<p>4 programme MOUs per year. 2 new 2nd level providers using IT Sligo teaching facilities.</p>	<ul style="list-style-type: none"> <li>Funding from the Royal Society of Chemistry for the “Spectroscopy in a Suitcase” initiative. This was included external school visits during 2019-20 and was part of Science Week (see <a href="https://www.itsligo.ie/minister-investigates-science-week-at-it-sligo/">https://www.itsligo.ie/minister-investigates-science-week-at-it-sligo/</a>).</li> <li>A number of schools joined the “Sligo Science Festival” during 2019/20 <a href="https://sligosciencefestival.ie/">https://sligosciencefestival.ie/</a>).</li> <li>Schools also came to IT Sligo from across the region for “SciFest” during 2019/20 <a href="https://scifest.ie/Sligo/Index.html">https://scifest.ie/Sligo/Index.html</a></li> <li>Discussions with FE providers in relation to the development of e.g. MoUs/ articulation agreements, for students to access Fine Art programmes. (due to COVID, these are yet to be finalised).</li> <li>A due diligence exercise in relation to a new collaboration with CCT (Dublin) for the delivery of the BA in Accountancy was commenced.</li> </ul>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20:</b></p> <ul style="list-style-type: none"> <li>Approximately 60% of all 1<sup>st</sup> years completed the voluntary diagnostic test and over 900 attended maths, writing and other learning supports (referrals are received through a number of channels).</li> </ul>			
				<b>Target achieved</b>

- Significant advances were made in the universal design for learning (UDL) project and the 50% target was exceeded (80%) for academic staff undertaking UDL training. In total 79 staff attained either Digital Badge and 110 demonstrated a significant change in their module aligned with UD principles.
- The new academic advisors have each been assigned up to 500 online learners and are building 1-2-1 relationships to allow them to support students in their learning. A comprehensive range of support services for online students have been developed, led by IT Sligo, and are being piloted across the CUA (through the iNote project – funded under the HEA Innovation Initiative). When all our on-campus learners had to pivot to emergency remote teaching many of these supports were extended to support those learners as well.
- Progress was made on improving progression pathways and increasing understanding of progression to HE, especially from FE and 2<sup>nd</sup> level schools and in terms of building relationships with ETBs, as evidenced by records of 2<sup>nd</sup> level attendance at the Institute and records of meeting with other providers. Transition year students from local schools attend for a week to experience HE, and tutorial classes are provided to Leaving Cert pupils.

## 5. Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

### In 2019/20

Training was provided in online/blended delivery for new staff and to update on new methods. In response to the pandemic,, and given the wealth of experience to date in online delivery, the Institute quickly moved to remote delivery.. Additional bespoke training was provided online to all staff during the transition and all staff were provided with laptops and also additional screens where necessary. Academic staff adjusted their delivery sequence and set remote assessments/exams. Support was provided for online/remote learners through the introduction of more academic advisors.

Significant training materials also were developed and made available to support on campus students in adapting to remote teaching.

Challenges included poor broadband, adjusting to remote learning (especially 1<sup>st</sup> years) and lack of social interaction including mental stress and poor holistic learning experience.

This objective overlaps with Objective 1 (... talent pipeline...) and Objective 4 (... equality of opportunity...), on staff training and the provision of learning supports. A wide breadth of training was provided, and a full 'free' semester was allocated, for the first time, to complete PhD write-ups.

Quantifiable targets were set and the data was derived from the student record system (Banner™). Other evidence comes from records of meetings and events held and agreements reached with partners.

### Strategic Priority 5a: Develop and implement a staff development plan

i. Institution Strategic Initiative	<p>5.1 Carry out an annual training needs analysis and implement training programmes. This aligns with the national policy to build a nation of people armed with relevant knowledge, entrepreneurial agility and analytical skills.</p> <p>5.2 80% member of staff to engage in CPD annually. This aligns with the national policy to provide for continuous learning/upskilling for workers.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Annual training needs analysis Annual training budget	Training budget of €250K allocated to approved training activities (emphasis on PhDs)	Annual training needs was approved by the Executive in Spring 2019, based on a request template issued in January 2019. Wider TNA	Training programme implemented  Number of staff trained on research supervision	<ul style="list-style-type: none"> <li>▪ From September 2019 to August 2020, 67 training courses were notified to HR as completed with 525 staff completing the training.</li> <li>▪ In early 2020 HR provided a bespoke training suite in online software focusing on remote working.</li> </ul>

		<p>survey to be conducted in Q1 2020.</p>		<p>This supported many staff in their unexpected transition to remote working at the start of Quarter 3.</p> <ul style="list-style-type: none"> <li>▪ In person training came to a standstill in March 2020 due to Covid-19.</li> <li>▪ All staff were provided with laptops and trained on use of same.</li> <li>▪ To enable greater access training for staff which can be self-paced, the Institute incorporated the services of LinkedIn Learning to create an online training platform for staff and students.</li> <li>▪ Due to the COVID-19 imposed move to remote working Learning Paths on Remote Working and the use of MS Teams, SharePoint, OneDrive and MS Office were prioritized for rolling out to all staff using the LinkedIn Learning platform.</li> <li>▪ HR worked with leadership in all functions to develop Learning Paths to meet staff learning needs.</li> <li>▪ The Centre for Online Learning (COL) made training available to all staff on Moodle and Online Delivery using MS Teams.</li> <li>▪ COL offered additional training and support throughout the year on all aspects of online delivery.</li> <li>▪ CELT delivered significant training, supports and workshops:             <ul style="list-style-type: none"> <li>- <b>Special Purpose award (SPA) in Teaching, Learning and Assessment:</b> 10 staff members on the programme in 19/20.</li> </ul> </li> </ul>
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				<ul style="list-style-type: none"> <li>- <b>Semi-Formal Accreditation: Digital Badge in Universal Design for Learning.</b> 79 staff attained National Forum Digital badge in 19/20.</li> <li>- <b>Module Manager:</b> Training for staff in using UDL principles embedded in MM.</li> <li>- <b>Academic Induction Digital Badge:</b> CELT provides a bespoke Online Academic Induction Digital Badge for all new academics.</li> <li>- <b>CELT Moodle Page:</b> The CELT Moodle page provides a host of Teaching &amp; Learning topics to support staff</li> <li>- <b>PhD Academic Writing Bootcamps:</b> To support lecturers on PhD programmes</li> </ul> <p style="text-align: right;"><b>Target achieved</b></p>
<p>Number and % staff engaged in CPD Number and % staff trained in research supervision</p>	<p>Some staff members engaging in CPD 10% staff trained in research supervision</p>	<p>Functionality now in place in CORE to track staff training. Since January 2019, 34 training courses were delivered and 351 staff (68%) enrolled on these courses.</p>	<p>50% staff engaged in CPD 30% staff trained in research supervision</p>	<ul style="list-style-type: none"> <li>• During this period, 67 training courses were notified to HR as completed with 525/610 staff partaking in this training.</li> <li>• The Institute provided educational support (funding) for 80 staff members: 37 for PhD or equivalent.</li> <li>• The Institute is in the process of approving a research supervision training module for roll out in September 2021.</li> <li>• A Semester free of teaching duties' allocation for staff to complete final write up and submission of their PhD; two staff availed of the allocation. In 2019/20; 10 staff availed of this.</li> </ul> <p style="text-align: right;"><b>Target substantially achieved</b></p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p> <p>Please colour code this box in line with progress achieved.</p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20:</b></p>			

- Initial work has commenced on formally recording staff training and this training can be audited using the new functionality in CORE.™ 67 training courses were provided with 525 staff participating; this target for 2020 has been achieved. LinkedIn Learning was adapted to develop an online training platform.
- When the pandemic commenced, staff were provided with laptops as necessary and training in online delivery was made available to all academic staff.
- The Institute carried out an annual training needs review and provided a range of training suitable to the needs of both academic and non-academic staff. Every member of staff had an opportunity to engage in Continuous Professional Development. Training was rolled out in Autumn/Spring of 2019/20.
- There is an annual budget of €250K for staff training.
- Training of research staff/supervisors took place.
- Training was also provided in Teaching, Learning and Assessment and Digital Badges awarded to 79 staff in Universal Design for Learning.
- As a result of the UDL training, staff embedded UDL principles into the programme database system, Module Manager.
- Academic Induction Digital Badge: CELT provides a bespoke Online Academic Induction Digital Badge for all new academics.
- A Moodle site was set up with Teaching & Learning topics to support staff.
- PhD Academic Writing Bootcamps were provided to support lecturers on PhD programmes; time was given to staff to complete PhD write-ups
- Development of the process of tracking training is underway, to maximise the access to appropriate training by staff.
- The Centre for Online Learning, CELT, HR and IT Services are collaborating to develop a single portal for all the various staff development and training activities. Via the INOTE Project there has been significant collaboration across the CUA colleges in the development of resources and training in online learning.

**Strategic Priority 5b: Develop the Centre of Learning and Teaching (CELT) along with enhanced supports for student learning, including benchmarking**



<p><b>i. Institution Strategic Initiative</b></p>	<p><b>5.3 Regular review of Virtual Learning Environment (VLE) and carry out ACODE Benchmarking for Technology Enhanced Learning (TEL). This aligns with the national policy to develop alternative modes of delivery including online offerings.</b></p> <p><b>5.4 Review best practice for Design/Delivery/Assessment strategy for online students (see also 4Bb). This aligns with the national policy to develop alternative modes of delivery including online offerings.</b></p> <p><b>5.5 Build a set of learning analytics – e.g. student engagement, progression, completion rates etc. This aligns with the national policy to provide a student experience based on excellent teaching, research and scholarship.</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2017-18</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Review of VLE</p> <p>ACODE Benchmarking for TEL</p>	<p>Benchmarking systems identified</p>	<p>Tender for VLE for 2 years complete; review processes undertaken. A range of different VLE options were considered; decision made to remain with Moodle for a further two years.</p>	<p>Apply findings of the review.</p>	<ul style="list-style-type: none"> <li>• A new tender for the VLE (Moodle) was implemented with additional functionality. Despite a few crashes as a result of the suddenly increased numbers on the system (due to remote delivery/learning), the system was found to operate effectively.</li> <li>• Microsoft Teams was adopted as the video conferencing system to be used across the CUA institutions and implemented in late 2019 – which proved to be fortunate timing, given the impending pandemic.</li> <li>• Upgrades to a range of educational technologies and virtualisation of some systems have been accelerated to facilitate efficient remote teaching and working and to accommodate the sudden increase in students learning remotely.</li> </ul> <p style="text-align: right;"><b>Target achieved</b></p>
<p>Review of best practice for design/delivery/assessment strategies for online students.</p> <p>Implementation of best practice strategies identified.</p>	<p>Range of strategies applied, as appropriate to each pgm.</p>	<p>8 new research masters programmes that are based on a common model of 30 credits of online learning with 60 credits of thesis.</p>	<p>Apply findings of the review of strategies.</p>	<ul style="list-style-type: none"> <li>• Working arrangement for allocation of development and delivery time of online courses was found to work satisfactorily</li> <li>• Online numbers grew from 2,440 in 2018/19 to 3,002 in 2019/20 (March data).</li> </ul>

		<p>Agreement reached with TUI on the allocation for online delivery that includes time for staff to develop their delivery and to deliver the module and to engage with students outside of the classroom.</p> <p>6 key objectives agreed for Online/blended learning (presented to GB in September); these will be reported to GB on a routine basis.</p>		<ul style="list-style-type: none"> <li>• Progress on the 5 objectives for online learning (see list below) is evidenced by developments:             <ol style="list-style-type: none"> <li>1. <i>Flexible, online/blended learning opportunities...meet the needs of workforce...broad range of sectors...facilitates access:</i> increase of 23% over the previous year</li> <li>2. <i>a business development and marketing plan:</i> New online marketing officer recruited; plan agreed by GB Sept 2020</li> <li>3. <i>Maintain financial sustainability:</i> Fee structure reviewed annually; programme viability agreed and decisions made to run/not run programmes based on demand.</li> <li>4. <i>Provide high quality student experience, maximizing enrolments, retention and success, ensuring online students feel part of HE community:</i> New Head of Student Success appointed; 3 additional student advisors recruited.</li> <li>5. <i>Ensure a high quality online and on campus student experience...robust and effective technology platform:</i> challenged by remote delivery/ learning requirement, however the system was robust and effective; Exam attendance and pass rates were higher than previous years which may be due to additional student supports put in place to support students struggling academically and the greater variety of assessments deployed.</li> </ol> </li> </ul> <p style="text-align: right; color: green;"><b>Target achieved</b></p>
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Set of Learning Analytics	New BPI officer recruited	The commencement by CELT of a review of learning analytics to identify what is appropriate to display on a dashboard for staff and students. The EAP7 programme data set has been reviewed and data set agreed. Dashboard being developed to display analytics.	Analysis of data informs actions	<ul style="list-style-type: none"> <li>• Learning Analytics are being piloted across a range of online courses and being used by the Online Student Advisors to flag up students at risk of failing.</li> <li>• Student and Staff dashboards housed on Moodle were populated extensively with learning support resources, available to all staff and students, during the year. CELT and COL worked in partnership on this development.</li> <li>• LinkedIn™ learning courses in July 2020 made accessible to staff and students, with supporting analytics.</li> <li>• Bespoke online training modules were developed for staff to adapt to remote delivery and students to remote learning.</li> <li>• <i>Blackboard Ally</i> an accessibility tool was integrated into Moodle to support students learning.</li> <li>• All student support resources were pivoted to remote access in March with the onset of the pandemic.</li> <li>• A dashboard for sharing students' progress via programme, stage and faculty was developed in Spring 2020. The intended further usage of same was interrupted by COVID 19 as the IT supports to support same required to be channelled elsewhere.</li> <li>• Intelliboard™ learner analytics add-on being piloted for groups of online learners.</li> <li>• Moodle configured to support learning science software to support Science virtual labs in July 2020.</li> </ul>
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				Target achieved
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20:</b></p> <ul style="list-style-type: none"> <li>• Moodle was maintained as the VLE system with additional functionality.</li> <li>• The benefits of the selected VLE system was apparent as the learning for on-campus students across the Institute went remote during the pandemic. This provided a level of stability for staff and students while ensuring that an effective learning platform was provided.</li> <li>• System failures due to the rapid increased numbers on the system (due to remote delivery/learning and experienced nationally), were quickly managed and corrected.</li> <li>• As all staff were required to move to remote delivery, the Centre for Online learning developed and provided a series of online training modules to support staff in the transition and virtual supports were increased.</li> <li>• Given the demand on the digital platform, IT Services responded rapidly to ensure continuous connectivity and to introduce new software (e.g. virtual laboratories) to support remote learning.</li> <li>• A positive consequence of the pandemic was the significant increase in applicants for online programmes (+550)</li> <li>• A working arrangement negotiated with the TUI on time allocation for developing and teaching online modules was implemented. An important factor is the retention of the flexibility for programme design to ensure that the programme meets the needs of learners (employees) and of the learning outcomes (agreed with employers/accreditation panel).</li> <li>• The Centre for Education, Learning and Training (CELT), together with the Centre for Online Learning (COL) and the new online student advisors is proving effective supports in (a) staff development, and (b) student learning.</li> <li>• Student and Staff dashboards were developed on Moodle, populated extensively with UDL and other learning support resources.</li> <li>• Learning Analytics are being piloted across a range of online courses to identify students at risk of failing.</li> </ul>			

## 6. Demonstrates consistent improvement in governance, leadership and operational excellence.

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

### In 2019-2020:

Project Ireland 2040 calls for the creation of a TU in the North-West; this is supported by the IT Sligo Strategic Plan. Internal and external stakeholders concur that Sligo should be part of a TU. A TU will (i) attract more students from the region to the TU, (ii) enhance access to teaching and research expertise and range of disciplines, and (iii) more strongly support for existing companies and new-start-ups in the region. The Institute provides excellent support as part of the regional team of agencies to attract inward investment and a TU would strengthen this attraction for potential incoming businesses. Significant progress was made during this year towards achieving the TU metrics and in preparing a submission.

IT Sligo remains in good standing as a public body due to its track record of financial viability and accumulating reserves and by maintaining academic validity through QQI Institutional Review processes and academic/professional body accreditation. There is good public confidence in the organisation.

For this compact period, targets were achieved in respect of gender equality, developing a green campus and in improving communication across the Institute. Evidence is available from internal and CUA reports and from national audits.

### Strategic Priority 6a: Achieve TU Status

i. Institution Strategic Initiative	<p>6.1 Consider the establishment of additional Strategic Research Centres that meet published TU criteria and that deliver the TU metrics</p> <p>6.2 Develop collaborative projects with our TU partners</p> <p>6.3 Engage in regional and national discussions and collaborations to strengthen the likelihood of the Institute attaining TU status</p>			
ii. Key Performance Indicators	Pre-compact Baseline 2017-18	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of strategic research centres	3 SRCs	Review completed and decision made to send out a Call for a new centre in 2019/20	Issue a call and establish one or more new SRC/s across the CUA	This call was issued. The process was delayed to allow for discussions on the establishment of CUA Post Graduate Research Centres. As we come closer to being part of a TU the relative roles of an Institute

				<p>SRC and a CUA PGRC needs to be considered. The SRC evaluations will progress in Q1 2021</p> <p><b>Target to issue a call achieved, awaiting outcome of CUA discussions and the SRC evaluation process</b></p>
Number of collaborative projects with CUA partners	Existing collaborations: new apprenticeships, RPL, library access	<p>8 CUA research projects launched under the 'President's Bursaries' scheme.</p> <p>Significant increase in collaborative activities to include (a) iNote, (b) NFTL funding on T&amp;L, (c) Data Analytics &amp; Student Success, (d) Campus Welfare project (Students Union) , (e) Consent Training (SU), (f) Consolidated MAPP, (g) Immersive Technology Solution, (h) Development of common policies around Corporate Governance and GDPR; (i) ED&amp;I/Athena SWAN</p>	+5 new collaborative projects	<ul style="list-style-type: none"> <li>• 10 CUA bursaries and 6 President's bursaries were offered</li> <li>• HCI funding of €12.4m won in Q2 2020 by CUA for the development of online learning systems and supports (HE 4.0); main themes across <b>8 work packages</b> include:             <ol style="list-style-type: none"> <li>1) Learning pathways into and through HE</li> <li>2) Facilitating HE opportunities at scale to meet employer and employee needs</li> <li>3) Project Management and enablement</li> </ol> </li> <li>• Selection of other collaborative projects:             <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup> Joint CUA Research Symposium</li> <li>○ CUA PG Research Training centre Expression of Interest</li> <li>○ eNotebook, UDL projects, across CUA</li> <li>○ CUA UNLOCK project</li> <li>○ Joint CUA International Framework Strategy</li> </ul> </li> </ul> <p style="text-align: right;"><b>Target achieved</b></p>
Examples of engagement in regional and national discussions	Participation on DES-TUI-THEA national negotiation forum IT Sligo internal consultation	<p>Participated and contributed to TURN report.</p> <p>Continuing involvement in NNF</p> <p>Contribute to relevant policy/position papers developed by regional</p>	Make submission for designation as a TU.	<ul style="list-style-type: none"> <li>• TUTF funding of €5.3 secured for 2020-23</li> <li>• 1<sup>st</sup> draft of TU submission circulated for feedback</li> <li>• Negotiations with TUI to agree a MoU underway</li> <li>• Presentation to IBEC NW on benefits of a TU, to secure their formal support</li> </ul>

		<p>bodies such as WDC and NWRA</p> <p>Allocation agreed with TUI across the CUA; discussions underway with FORSA</p> <p>Communications plan approved and implemented - to inform and consult with internal and external stakeholders.</p> <p>PM provides regular updates to GB, AC, Exe, I&amp;C. Faculty/ Functional information and consultation sessions scheduled.</p>		<ul style="list-style-type: none"> <li>Contributions made to the documented responses made by NWRA and Sligo Economic Forum on consultation documents regarding the needs of the region</li> </ul> <p><b>Well on way to achieving the target, significant progress made on meeting the metrics and submission ready (by end of 2020); submission awaiting agreement with TUI, following negotiations</b></p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p><b>In 2019/20</b></p> <ul style="list-style-type: none"> <li>A call to establish a new Strategic Research Centre issued and applications are being evaluated. CUA discussions on the establishment of Post Graduate Research Centres (as a TU) crossed over this call and may impact on the future of existing SRCs across the three Institutions. This issue will be kept under review as the CUA develops.</li> <li>More CUA collaborative projects were developed, both in academic domains and in corporate systems. Of particular note is the successful bid for HCI funding (€12.4m) to develop flexible (online) learning systems and RPL/Career pathways support for prospective students.</li> <li>TU funding was secured, a draft TU submission completed and the TU metrics substantially achieved (see Section 7). Research enrolments were 3.5% for CUA against a metric of 4%, CUA flexible learning was at 42% (exceeding the 30% metric); 92% of staff hold a Masters qualification (metric is 90%) and 39% a PhD qualification (metric of 45%).</li> </ul>			

	<p>The criteria are established for staff qualifications and experience that can be deemed equivalent to a PhD. The target of formally making the TU submission requires external audit of the metrics that was underway in Q4 2020 (and achievement of the metrics have been confirmed). The final step is to agree an MoU with academic union as required by national agreement.</p> <ul style="list-style-type: none"> <li>• Strong engagement with regional and national bodies in the social, cultural, and economic development of the region and in advancing they cased for a TU in the region.</li> <li>• The achievements align with Project Ireland 2040 the Institute’s Strategic targets – i.e. establishment of SRCs and the achievement of the TU metrics (3.2.1), developing collaborative TU projects (4.1.7) and regional/national engagement and collaborations (5.1.1).</li> <li>• These achievements build on other Compact objectives, such as growing the number of staff with PhD qualifications and increasing the enrolments on research masters.</li> </ul>				
<b>Strategic Priority 6b: Maintain good standing as a public sector body</b>					
i.	<b>Institution Strategic Initiative</b>	<p>6.4 Agree institute-wide equality and diversity policies and an implementation plan and establish a working group to achieve gender equality standards (achievement of AS bronze award)</p> <p>6.5 Develop an internal communication policy and implementation plan</p> <p>6.6 Develop a green campus providing an innovative and inspiring teaching and learning environment</p>			
ii.	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
	Equality and diversity policies.  Athena Swan Bronze Award	National taskforce stats compiled	<p>ED&amp;I Officer appointed; draft gender equality action plan</p> <p>ED&amp;I Committee of GB established and meetings in progress</p> <p>A self-assessment team formed and meeting; relevant working groups established.</p>	Implement work plan and apply for Bronze Award	<ul style="list-style-type: none"> <li>• A staff survey was completed in 2019/20 and a number of actions agreed following a series of meetings with internal representative groups.</li> <li>• A draft AS application for Bronze Award was completed and will be submitted in January 2021 (an deadline extension from November to January was offered nationally in the context of delays incurred by HEIs due to the pandemic).</li> <li>• EDI committee argued successfully for more gender-neutral facilities and feet washing facilities for Muslim staff and students.</li> </ul>
<b>Target substantially achieved</b>					



<p>Communications policy and plan</p>	<p>No formal policy; communication via monthly newsletter, staff conferences and emails.</p>	<p>Communication policy presented to GB and Information and Consultation Forum. Communication Plan agreed by CUA steering group.</p>	<p>Implement the communications plan/s</p>	<ul style="list-style-type: none"> <li>• Communications were significantly improved, with the issuing of a monthly newsletter (hard copy). This became an ezine during the pandemic.</li> <li>• There were significant communications to staff and students at the start of the pandemic and since then in order to ensure that everyone was aware of the regulations and the supports available to work in a safe environment.</li> <li>• The GB was updated at every meeting through a formal report and through explanations provided by the President at meetings.</li> </ul> <p style="text-align: right;"><b>Target substantially achieved</b></p>
<p>Green Campus flag</p>	<p>No formal actions underway</p>	<p>Green campus committee and work plan officially launched by an Taisce.</p> <p>Sustainable Education EU consortium established. First conference held in Sligo in August 2018; 2nd conference held in Mid-Sweden University in August 2019</p> <p>Case Study submitted on the Apprenticeship -BA (Hons) Insurance Practice which demonstrates the depth of clustering of this sector and engagement of general and life insurance employers.</p>	<p>Work towards agreed targets to achieve green campus flag.</p> <p>Participate in education and sustainability events</p>	<ul style="list-style-type: none"> <li>• Plans were in place to implement a policy of applying reusable cups across the campus. Due to the pandemic this policy could not be implemented.</li> <li>• Subsequent plans were put in place to encourage staff and students to implement energy saving actions in their home (workplace).</li> <li>• Initial review completed by Estates on the Capital development needs of achieving national reduced carbon/energy usage by 2030.</li> </ul> <p style="text-align: right;"><b>Target substantially achieved</b></p>

**iii. Interim targets, commentary and data source (maximum of 300 words)**

**Please colour code this box in line with progress achieved.**

*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*

**In 2019/20:**

- The Athena SWAN survey produced a set of actions agreed with the relevant stakeholder representatives. to be included in the AS application. The formation of Athena SWAN and EDI groups led to some very insightful actions agreed by the Institute. The survey identified that, embedding gender equality and creating a culture of equality diversity and inclusion will take time. An AS application will be made by each of the CUA Institutions at the same time.
- The EDI committee of Governing Body agreed proposals to introduce gender-neutral toilet facilities and feet washing facilities (Wudu) for Muslim staff and students.
- The Consent Framework Working Group are developing an action plan for the Sexual Consent Framework (due Feb21). A range of policies and procedures are being reviewed and training is being implemented for students.
- Communications took on a new level of importance as the pandemic developed. Significant effort was made to ensure that staff and students were fully informed about national and Institute H&S guidelines, on managing learning-related messages and in supporting staff and students in the transition to remote delivery/learning.
- The Green Campus committee planned for a no disposable cup policy which was put on hold during the pandemic. Meanwhile, the committee developed a series of initiatives to encourage energy saving activities for staff and students working from home.
- The Compact targets align well with the Strategic objectives – establishing a gender equality working group (6.3.4), addressing internal communication (6.6.1) and being recognised as a green campus (6.2). Clearly, climate change is a major issue and it will take significant investment to reduce carbon footprint in all HEIs. To comprehend the scale of investment required, the Institute completed a review of its energy usage as a basis for a capital plan to achieve the national carbon footprint targets for 2030.

## 7 Connacht Ulster Alliance – Working towards designation as a technological university

Overarching Statement (*maximum of 200 words*)

### In the year 2019/20:

Significant progress was made by the Connacht-Ulster Alliance (CUA) to prepare for making a submission to be designated as a TU. All of the TU metrics were achieved (verified in Q4 2020 by independent auditors). A draft submission was under consideration by the Joint sub-Committee of Governing Bodies and by staff and student union representatives from across the three Institutes. This consultative, iterative process commenced with the first of four drafts being issued in September 20. What remained for 2020/21 is to approve the draft submission and to reach agreement with the TUI on their position papers, resulting in an agreed MoU so that we may proceed to submit the application for consideration by the Minister for Higher Education.

(Each of the below subheadings may be a maximum of 200 words each or a combined total of 1,100 words)

<b>Common Objectives</b>		The Institute has a major KPI to become a TU by 2022. This is also reflected in the strategic objectives for GMIT and LYIT. The Compact targets set out below are intended to deliver to the achievement of the metrics and objectives for a TU so that the CUA is in a position to make a TU submission. The CUA partners have agreed that a submission will only be made when the TU metrics have been reached.	
<b>i. Key Performance Indicators</b>	<b>Baseline</b>	<b>Interim target(s), September 2019</b>	<b>Progress towards Interim target(s), September 2020 (CUA data)</b>
a) At least 30% of the students registered on a programme leading to at least an honours bachelor degree level will be flexible learning students	43%	31%	<p><i>Section 28(1)a(ii) of TU Act</i></p> <p><b>Target for 2020:</b> 42%</p> <p><b>Achievement in 2020:</b> 42.3% (of best 2 categories below)</p> <ul style="list-style-type: none"> <li>I) 20.8% threshold of students are registered in a programme that is provided on a flexible basis;</li> <li>II) 56.2% of students are on work placement (accepting the limitations of achieving this during the pandemic)</li> <li>III) 34.2% of students are 23 years old or over.</li> </ul>
b) At least 4% of the students registered on a programme	1.9%	1.9%	<p><i>Section 28(1)a(i) of TU Act</i></p> <p><b>Target for 2020:</b> 3.5%</p>

leading to at least an honours bachelor degree level will be research students registered on a programme which leads to an award to at least masters degree level			<b>Achievement in 2020:</b> 4.04% (confirmed November 2020)
c) At least 90% of the full-time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level hold a master's degree or doctoral degree	90%	91%	<i>Section 28(1)c of TU Act</i> <b>Target for 2020:</b> 92% <b>Achievement in 2020:</b> 92.5%
d) At least 45% of the full-time academic staff engaged in the provision of a programme that leads to an award to at least honours bachelor degree level hold a doctoral degree	31%	33%	<b>Target for 2020:</b> 34% <b>Achievement in 2020:</b> 45%: 39% of full-time academic staff hold a doctoral degree. The CUA will utilise 6% (50 staff) of the equivalence's metric permitted under the legislation (10 max). The CUA has committed to undertaking an open and transparent process in Q4 2020 agreed with the TUI, to arrive at an agreed sample which will be certified by external auditors as having qualifications and experience that are equivalent to a PhD
e) Corporate Services and Related Engagement	Initial work started through the Steering Committee	Draft common approach on Support Infrastructure.	Groups set up to develop common approaches, with schedule of monthly meetings and report status reports: <b>Working Group 1:</b> Presidents and CUA Chairperson; Oversight and approval of project; Communication; Transitional Structures

		<p>CUA EduCampus Forum established in March 2020 to commence work on Business Process Alignment and development of Corporate Services Integration Plan.</p>	<p><b>Targets and achievements for 2020:</b></p> <p><b>Transitions Group: Produced proposals on new Organisational Structures</b></p> <p><b>Joint Governing Body Committee:</b> 7 members from each GB to review the submission and confirm readiness to make a submission</p> <p><b>Working Group 2:</b> Research; policies and collaboration:</p> <p><b>Targets and achievements for 2020:</b></p> <ol style="list-style-type: none"> <li>i. Develop common TU Masters design – Done</li> <li>ii. Identify and enhance the areas of research strength and cooperation – 3 Research Conferences; CUA research bursaries awarded</li> <li>iii. Alignment of research policies and procedures across the CUA – Common Marks and Standards agreed</li> <li>iv. Staged development of postgraduate education supports – Proposal for new PG Centre agreed</li> <li>v. Coordination of contract research and commercialisation provision – Sharing of projects</li> </ol> <p><b>Working Group 3:</b> Teaching and Learning policies; Common Academic QA processes and Marks and Standards; Students’ Union; International policies</p> <p><b>Targets and achievements for 2020:</b></p> <ol style="list-style-type: none"> <li>i. Develop CUA Internationalisation Strategy Framework – Developed. To be approved by WG 3 and CUA Steering Group, March 2021</li> <li>ii. Undertake combined analysis of ISSE Survey results - Completed</li> <li>iii. Develop CUA Employment Statement Framework based on academic disciplines – Overarching CUA Employability Statement completed. Discipline specific employability statements to be discussed/developed by HoS/F Sub-Group. To be approved by CUA Steering Group.</li> <li>iv. Develop CUA Student Equality Statement – Under development with the Student Services Sub-Group.</li> <li>v. Develop CUA Student Success Strategy Framework – Completed and approved by WG3 To be approved by CUA Steering Group, March 2021</li> </ol>
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			<ul style="list-style-type: none"> <li>vi. CUA Blended and Online Learning Policy Framework (Q4 2019) - Completed and approved by the 3 CUA Institutes Academic Councils.</li> <li>vii. Develop and deliver digital capabilities training programmes amongst CUA Staff – In progress, being delivered.</li> <li>viii. Develop a range of digitally enhanced student supports for flexibly delivered programmes – €3.4m funding for developing digital learning tools won by CUA (iNote project) - In progress/happening.</li> <li>ix. Develop and deliver three work-based programmes (WBP) one in each CUA IoT utilising digital capabilities for flexible delivery – Completed</li> </ul> <p><b>Heads of Faculties Group:</b></p> <ul style="list-style-type: none"> <li>i. Proposal on new Faculty Organisational Structures - Completed.</li> </ul> <p><b>Working Group 4: Provides oversight for 7 Sub Groups aligned to WG4.</b></p> <p><b>Targets and achievements for 2020:</b></p> <ul style="list-style-type: none"> <li>i. Complete Financial Sustainability exercise Done</li> <li>ii. Consolidated programmes and budgets and five-year projections - Done (Q4 2020)</li> <li>iii. Consolidated staff growth - Done as part of the financial plan</li> <li>iv. Consolidated financial strategy - Done as part of the financial plan</li> <li>v. Consolidated capital expenditure – under discussion (see HEA submissions)</li> <li>vi. Overall financial projections and strategic priorities - Done in Draft1 of the submission</li> <li>vii. Analysis of current individual institute financial plan – Due Diligence carried out by Mazars</li> </ul> <p>Corporate Services – Seven Sub Groups established across HR, Finance, IT, Estates; Corporate Governance; Procurement, Health and Safety which share best practice and collaborate on projects to aid transition to TU. Summary of key outcomes provided below.</p>
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		Complete Staff audit on qualifications and establish staff profile	Commenced in September 2020; CUA requires 50 staff to achieve the equivalence metric and , based on a preliminary internal audit, are confident that this metric will be achieved by Dec 2020. e						
		Appointed External Consultant	Project consultants (RSM) no longer required; appointed an inhouse Executive Project Lead						
		Complete Financial Sustainability exercise	<ul style="list-style-type: none"> <li>i) Analysis of current individual institute financial plan completed.</li> <li>ii) Currently involved in scenario planning exercise.</li> <li>iii) Financial due diligence exercise completed by external consultant by Q2 2020</li> <li>iv) Relevant chapter in TU submission document completed in Q4 2020.</li> </ul>						
		Appoint External Consultant for several key projects as required	<ul style="list-style-type: none"> <li>i) External consultants appointed to conduct due diligence and benchmarking exercise -on (a) Financial status and (b) Legal status of each of the three Institutions.</li> <li>ii) Scoping of brand development project completed</li> <li>iii) Work completed on external review and development of common CUA Marks and Standards Project.</li> </ul>						
		Commence work on joint policy development/harmonization in following areas – HR, Finance, Procurement, Corporate Governance, Equality and diversity agenda, GDPR/Data protection, IT Polices	<p>See summary of WG4 and aligned Sub-Groups in the table below.</p> <p>Policy inventory for all Corporate Services has been created across Corporate Services. Work is currently ongoing on policy harmonization, in collaboration with the staff representatives.</p> <table border="1" data-bbox="1048 995 2092 1431"> <thead> <tr> <th>Group</th> <th>Key Focus</th> </tr> </thead> <tbody> <tr> <td><b>Working Group 4 (Corporate Services and Related Engagement)</b></td> <td> <ul style="list-style-type: none"> <li>• Development and harmonisation of policies, processes, systems, data and personnel for the diverse corporate services.</li> <li>• Consolidated Financial Planning.</li> <li>• Development of strategy for the achievement of TU criteria, in relation to institutional sustainability and staff qualifications.</li> <li>• Policy and practice in relation to HEA TU support funding.</li> </ul> </td> </tr> <tr> <td><b>Finance Sub-Group</b></td> <td> <ul style="list-style-type: none"> <li>• Development and harmonisation of policies, processes, systems, data and personnel for the future unified Finance Function.</li> <li>• Development of robust funding strategy for TU.</li> </ul> </td> </tr> </tbody> </table>	Group	Key Focus	<b>Working Group 4 (Corporate Services and Related Engagement)</b>	<ul style="list-style-type: none"> <li>• Development and harmonisation of policies, processes, systems, data and personnel for the diverse corporate services.</li> <li>• Consolidated Financial Planning.</li> <li>• Development of strategy for the achievement of TU criteria, in relation to institutional sustainability and staff qualifications.</li> <li>• Policy and practice in relation to HEA TU support funding.</li> </ul>	<b>Finance Sub-Group</b>	<ul style="list-style-type: none"> <li>• Development and harmonisation of policies, processes, systems, data and personnel for the future unified Finance Function.</li> <li>• Development of robust funding strategy for TU.</li> </ul>
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				<ul style="list-style-type: none"> <li>Engagement with the Drafting Group in developing the TU submission, with a focus on the production of a Consolidated Financial Plan</li> </ul>
			<b>Human Resources Sub-Group</b>	<ul style="list-style-type: none"> <li>Development and harmonisation of policies, processes, systems, data and personnel for the future unified Human Resources function.</li> <li>Engagement with CUA IR Forum.</li> <li>Engagement with the Drafting Group in developing the TU submission, with a particular focus on the production of a robust staff qualifications audit and staff development plan.</li> </ul>
			<b>Information Technology Sub-Group</b>	<ul style="list-style-type: none"> <li>Development and harmonisation of policies, processes, systems, data and personnel for the future unified ICT function.</li> <li>Develop CUA IT Strategy.</li> <li>Develop Systems Integration Plan.</li> <li>Develop Common Procurement Process where possible.</li> </ul>
			<b>Estates Sub-Group</b>	<ul style="list-style-type: none"> <li>Development and harmonisation of policies, processes, systems, data and personnel to deliver a robust Target Operating Model (TOM) for the future unified Building and Estates function.</li> <li>Engage with the Drafting Group and produce relevant content for the TU submission document.</li> </ul>
			<b>Corporate Governance and Data Protection</b>	<ul style="list-style-type: none"> <li>Review of current Governance and Data Protection policies, procedures and guidelines.</li> <li>Develop common policy template where possible.</li> <li>Suggest measures to align policies and procedures as appropriate.</li> <li>Identify opportunities to collaborate on issues pertaining to Corporate Governance &amp; Data Protection.</li> </ul>
			<b>Corporate Procurement Sub-Group</b>	<ul style="list-style-type: none"> <li>Review of current systems (e.g., Agresso) and levels of alignment.</li> <li>Collaborate with IT SG to develop Systems Integration Plan.</li> <li>Develop Common Corporate Procurement Plan.</li> <li>Develop common Contract Management System.</li> </ul>



<p><b>ii. Interim targets, commentary and data source</b> <i>(maximum of 200 words)</i></p>	<p>Overall, significant progress has been made on the Compact targets set for the TU objective across the CUA. The major metrics have been substantially achieved . The CUA will appoint independent auditors in Q4 2020 to verify their performance against the TU metrics All of the corporate collaborative projects are either completed or underway. The engagement of the services of consultants to complete the Due Diligence provided strong verification that there were no ‘show stoppers’ for any of the Institute to merging as one TU. (Evidence of achievement can be found in minutes of CUA meetings and from the statistical reports produced by the CUA office.)</p> <p>Draft 1 of a submission for designation as a TU was prepared by August 2020 and the consultative process on production of a final draft commenced in September 2020.</p>																				
<p><b>i. Summary</b> <i>(maximum of 300 words)</i></p>	<p>The Connacht Ulster Alliance (CUA) of GMIT, LYIT and IT Sligo has made significant progress towards meeting the Technological University (TU) criteria. The CUA plans to submit its application to achieve TU designation in end of January 2021.</p> <p>The table below illustrates the key milestones achieved by the CUA project during the academic year 2019/20:</p> <table border="1" data-bbox="506 770 1794 1275"> <thead> <tr> <th>Date</th> <th>Milestones</th> </tr> </thead> <tbody> <tr> <td>August 2019</td> <td>Establishment of a Transitions Sub-group.</td> </tr> <tr> <td>November 2019</td> <td>Establishment of the CUA TUI Industrial Relations Forum.</td> </tr> <tr> <td>November 2019</td> <td>Meeting of Joint Governing Bodies of the CUA met in Co. Donegal.</td> </tr> <tr> <td></td> <td>Heads of School/Faculty Sub-group established.</td> </tr> <tr> <td>February 2020</td> <td>Inaugural joint Heads of Departments and Heads of School/Faculty meeting in Galway.</td> </tr> <tr> <td>March 2020</td> <td>CUA Executive Project Lead appointed.</td> </tr> <tr> <td></td> <td>Due Diligence process commenced.</td> </tr> <tr> <td>September 2020</td> <td>Inaugural Joint Governing Body Sub Committee meeting.</td> </tr> <tr> <td></td> <td>First draft of submission document issued.</td> </tr> </tbody> </table> <p>All metrics required to achieve TU designation have been achieved and verified by independent auditors.</p>	Date	Milestones	August 2019	Establishment of a Transitions Sub-group.	November 2019	Establishment of the CUA TUI Industrial Relations Forum.	November 2019	Meeting of Joint Governing Bodies of the CUA met in Co. Donegal.		Heads of School/Faculty Sub-group established.	February 2020	Inaugural joint Heads of Departments and Heads of School/Faculty meeting in Galway.	March 2020	CUA Executive Project Lead appointed.		Due Diligence process commenced.	September 2020	Inaugural Joint Governing Body Sub Committee meeting.		First draft of submission document issued.
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Through the existing CUA Infrastructure, collaboration across the three partner institutes has been deepened. Evidence of the CUA Acting as One is provided below

- i) Joint Education Fairs Promotional Stand and joint messaging in prospectuses, schools' presentations, etc (Comms SG);
- ii) Hosting of three CUS Research Symposium, issuing of CUA PG Research Bursaries and Expression of Interest Call for Postgraduate Research Training Centres(WG2);
- iii) Development of TU Learning and Teaching Framework, CUA collaborative projects funded by National Forum (WG3)
- iv) Production of joint tenders, collaboration on Return to Work Covid policies, development of funding application for Immersive Technology Suite (WG4);
- v) iNote Project - cross institute work packages focusing on development staff and student digital capabilities;
- vi) Higher Education 4.0 - cross institute work packages focusing on the development of systems and capacity required to deliver flexible and innovated education opportunities which responds to the needs of individuals and employers.