

## Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

### Section A: Summary Information

<b>Name of Institution</b>	Institute of Technology, Sligo
<b>Name and email address of contact person</b>	Brendan McCormack, mccormack.brendan@itsligo.ie
<b>Date of submission</b>	21 April 2022

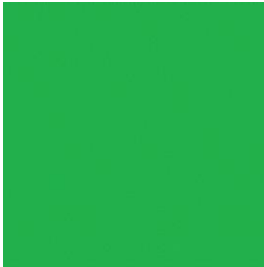
## Section B: Overview of Institutional Strategic Development and Performance

<p><b>Critical Reflection</b></p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>The Compact agreement between HEA and IT Sligo made in 2019 identified a number of high level targets which were closely aligned with the strategic objectives of the Institute and to national policies. The overarching achievement over the life of this Compact was the attainment of TU designation (confirmed in September 2021). This delivers to national policy for higher education to 2030 and to the main KPI for IT Sligo. The Atlantic Technological University will be one university for a unique region and 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. With the greater critical mass, the ATU will be a strong member of the regional team of agencies to attract inward investment and to build a more balanced national economic distribution. One of the key learnings from the process of merging three independent autonomous (and prund) institutions is the need to take the time to build trust, mutual respect and understanding of what each partner brings to the relationship. Without that it is difficult to create collaborative teams across any of the functions needed to deliver high quality higher education and research.</p> <p>A new initiative related to the higher education landscape, not captured in the original Compact, is the plan to incorporate St Angela's College into the new university. This initiative developed in 2020/21 as ST Angela's College considered that incorporation into the new university was a better proposition than incorporation into NUIG which was the national policy up to that time. In November 2021, the Minister of D/FHERIS gave is approval for incorporation into the ATU to proceed.</p> <p>Across the life of the Compact, the Institute has built up a strong talent pipeline which responds effectively to the needs of regional and national enterprise, public service and community sectors. The approach is one of workjng with employers and regional stakeholders to develop programmes that meet talent requirements and that are delivered in a way that is accessible to learners. For example, a significant development was the relationship built with the insurance sector through the firest ever new Level 8 apprenticeship in Insurance Practice. This shows the ability of the Institute to respond to a need for a higher education programme in a discipline that heretofore it was not involved in - because of an underlying strategy to be responsive to requests from employers for (online) courses that are easily accessible, in particular to those in the workforce. The overarching enabler here is the online delivery platform that is continuing to develop, which now includes supporting function such as instructional design and student advisors, as well as systems development such as the CRM admissions process. State funding in the form of iNote and HE 4.0 has helped to build this platform across CUA partners and indeed the sector.</p>
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	<p>Another significant development in the life of the Compact was embedding work-placements into programmes. Student experience has improved as evidenced by workplacements, improved retention and uptake on new apprenticeship programmes. The pandemic did curtail the access to work placements but this is an important long term learning strategy. Coupled with that, support for new business start-ups and existing businesses has been enhanced. Life-Long learning enrolments increased over the life of the Compact, including on Springboard programmes and the increase in the numbers of companies being supported. The Institute has also stepped up the provision of innovation-related events, even though the pandemic using online webinars. Relationships with regional stakeholders was strengthened</p> <p>Over the life of the Compact, 2018 to 2021, overall student enrolments increased by 1,640 or 25% mainly due to online enrolments which increased by some 1,582 (65%), graduates increased by 1,154 (59%) including Major and Minor awards. The majority of online students are based in the workforce and, together with apprentices, some 53% of all students at the Institute are based in the workforce.</p> <p>The most significant backdrop during two years of the Compact was the ability to operate during the pandemic. This changed the whole learning experience for students and required major and rapid changes to the way learning was delivered and assessed. Given that the Compact objectives were achieved over this period, huge credit must be attributed to staff of the Institute who responded to this situation professionally and effectively at short notice – both in the front-line delivery and with learning supports. Similarly, the adaptability of students and their mature responsibility in maintain social distancing must be recognised. Mental health issues came to the fore and led to a welcomed increase in counselling services. The fact that students performed better and retention was higher during the pandemic is a notable outcome and bears further thought as the sector reflects on lessons learned during the pandemic in terms of new and evolving modes of learning.</p>
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## Section C: Key System Objectives (KSOs)

<b>KSO 1</b>				
<b>Providing a strong talent pipeline combining knowledge, skills &amp; 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</b>				
<b>KSO 1 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>That the Institute delivered to the talent pipeline as is evident from the growth in online enrolments over the period. New programmes were developed in response to particular needs of employers. In the first year of the pandemic, there was an increase in applications for online programmes and the Institute put the resources in place to meet this demand. Online enrolments rose to 4,500 in 2021.</p> <p>It was decided in 2020 to focus on a new apprenticeship programme - i.e. to respond to the need for training and education of the haulage sector given the shortage of qualified drivers. The new programme was developed together with the employers and is approved for delivery in September 2022). There was also an increase in programmes with sectors such as Irish water and delivery of lean six sigma as request of employers. Online enrolments increased by some 1,582 (65%) and graduates increased by 1,154 (59%) including conferring Major and Minor awards. Through the work of the National Skills Council and the Regional Skills Forum, there is an increased response rate to meeting identified skills and employability needs.</p> <p>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 and supports growth of existing regional business. Over the period, relationships with regional development agencies were strengthened – e.g. EI, IDA, Sligo CoCo, Sligo LEO, IBEC, NWRA, WDC, Sligo Chamber, and new partnerships formed (e.g. Landing Space). Relationships with community groups were further enhanced. Work commenced on, and continues to build an effective CRM system to ensure that a professional service is provided to students, the public and external companies and agencies.</p>			
	<b>Strategic Priority 1.1</b>  Improve student experience with the intention of increase participation and	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>
	% of level 8 programmes with Work placements/ professional practice and transferrable competencies	60%	100%	80%: 4 of the 5 new Level 8 programmes developed in 2020/21 have work placement embedded in the curriculum.
	Student retention rate	77%	80%	Retention rates 19/20-20/21

retention in all categories/levels				Year 1-2: 84.9 % [ Range by Faculty from 81-92.7] Yr 2-3 90-3% [Range by Faculty 82.7-94.4%] Yr 3-4: 89.4% [Range by Faculty 86.7-91.9%]
	# of (new) apprenticeship programmes;	3	6	4th approved but insufficient applicants. Major new 5 <sup>th</sup> with Haulage sector approved for 2022 delivery. growth in Insurance sector continues.
	# of students enrolled on (new) apprenticeship programmes	127 (BA IP) 15 Eng (GMIT) 14 BSc (AIT) 156 total	200 (BA IP) 15 BEng (GMIT) 15 BSc (AIT) 30 new	<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: 3804 (268 wte)</li> </ul> TOTAL: 492
<b>SP 1.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The growth in online enrolments from those in the workforce continues. The pandemic drove a significant rise in those taking online courses in 2020 but the demand dropped to normal growth levels in 2021. The new role of Head of Student Success is beginning to make an impact. The increase in Online student advisors has helped retention. The fact that the Compact retention targets were exceeded is noteworthy, as evidence that the various initiatives are working. This was likely influenced by the fact that students learning remotely tended to concentrate on their studies.</p> <p>The HE 4.0 (HCI) funding is driving new enhancements for work-based learning, micro-credentials and RPL processes. While the overall numbers on our 'New Apprenticeship' programmes increased, the national process for selecting and developing new Apprenticeships is sporadic and more forward planning would be helpful. There is a growing preference for a work-based learning model. Work placements were not easily secured during the pandemic and programme</p>			<b>Colour rating for this Strategic Priority:</b> Green 

	<p>redesign was required to ensure that students achieved the programme learning outcomes through virtual placements and projects that they could conduct in isolation. Meanwhile, more programmes were developed with embedded work placements.</p> <p>The overall strategic objective of a growth in the talent pipeline responding to the needs of employers has been achieved.</p>			
<b>Strategic Priority 1.2</b>  Increase support for new business start-ups and for growth of existing businesses	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
	# of companies being supported (both internally and externally located).	3,000 m2; 20 companies	3,500 m2; 35 companies	3545m2 in Innovation Centre and additional space in the Landing Space located in Sligo leased in partnership with IDA and LEO.  51 companies being supported
	Enrolments of both IT Sligo and collaborative Springboard. (recorded as places, enrolments and programmes);	375 places 384 enrolments 9 programmes	500; >550; 10 programmes	<ul style="list-style-type: none"> <li>• 642 enrolments</li> <li>• 13 programmes</li> </ul>
	# of new sector specific innovation events in collaboration with industry	Engineering Expo and Science Week	+ 1 new event for specific industry sector per annum	<ul style="list-style-type: none"> <li>• Annual Lean Sigma MOOC</li> <li>• + 1 Town Centre Health Check for Sligo</li> <li>• New Virtual Creative Showcase</li> <li>• Annual Engineering Expo and Science Weeks</li> <li>• + 2 Online webinar series with Sligo Chamber:</li> </ul>

<p><b>SP 1.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>There is strong take up of the space available for inward investment companies and new business start-ups, to the extent that we leased space in Sligo town together with IDA and LEO which provided an additional 64 seats. The growth in occupied space continues. Sample new companies include Live Tiles and Overstock.</p> <p>The new CPD programmes developed with Life and General insurance companies is providing Certified Financial Advisor (CFA) qualifications essential to work in the sector.</p> <p>The Lean Sigma MOOC continues to attract a significant uptake of workforce-based students. This initiative supported businesses impacted of the pandemic, to lean their processes and reflect on their processes during the downtime in business.</p> <ul style="list-style-type: none"> <li>• Significant engagement in the Town Centre Health Check (managed by Heritage Council) to inform town planning initiatives and identify the usage of every building.</li> <li>• Virtual inhouse Creative Showcase</li> <li>• Engineering Expo and Science Week delivered online.</li> <li>• The Sligo Trust was established; an initiative led by IT Sligo &amp; Sligo Co Co to establish a Sligo philanthropic fund.</li> <li>• Online webinars designed and delivered with Sligo Chamber/SkillsNet: (a) 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=UhmT9csFdM">https://www.youtube.com/watch?v=UhmT9csFdM</a></li> </ul> <p>(b) Regenerate Your Business Webinar  <a href="https://www.youtube.com/watch?v=L9TcsriC2CQ">https://www.youtube.com/watch?v=L9TcsriC2CQ</a></p>	<p><b>Colour rating for this Strategic Priority: Green</b></p> 
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**KSO 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**

**KSO 2 Summary Statement**

*Max. 4,200-character limit (550-600 words approx.)*

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. A major initiative over this period was the development of a new type of taught masters - one that was targeted at meeting the professional qualification needs of those in the workforce who can now use real world work-based projects to further their qualifications. Hence the focus on encouraging students to engage externally and with the world of work 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.

The importance of building partnerships with regional stakeholder was recognised in this Compact and new relationships now exist with a number of agencies and organisations. This is seen as attractive in student enrolments (e.g. with sporting organisations) and also for securing student placements. To this end, the use of the CRM system to support (online and full time) student recruitment has been found to be effective. A new partnership under development is in relation to a food hub which is a significant business sector across the region and into northern Ireland. Given the proximity of the Institute to NI, there a number of cross-border projects were initiated over the life of the Compact. This lays the foundation for increased cross-border partnerships as the ATU takes a lead role in All-Island higher education initiatives.


While inward international student enrolments grew, throughout the life of the Compact it proved challenging to grow the number of student outward exchanges. The external advisers (Hans de Wit and Elspeth Jones) prepared a 'Roadmap to an Internationalisation and Global Engagement Strategy for CUA' which sets out 10 step road map to build stronger internationalisation for the new TU. This has been adopted by the new TU, commencing with the development of an effective and comprehensive strategy for internationalisation and global engagement. Other initiatives such as involvement in the European University project will also help to build two-way student and staff exchanges.

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.

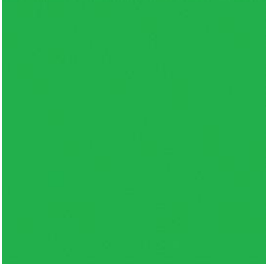
<b>Strategic Priority 2.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
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Through the curriculum, improve the engagement of students, and increase the level of formal engagement by the Institute with community organisations	# of students receiving recognition for volunteering	Module validated and added to transcripts, activities linked to employability; outreach activities and widening participation	20 students	<ul style="list-style-type: none"> <li>• 5 credit volunteering module embedded into BSc Public Health &amp; Health Promotion - 25 enrolments.</li> <li>• 117 supported induction</li> <li>• 28 international induction</li> <li>• 75 peer mentors</li> <li>• 6 with student surveys</li> </ul>
	Industrial Liaison Group and Sector Groups	Member of Regional Skills Forum	4 sector groups	<ul style="list-style-type: none"> <li>• Leading the Food Innovation Hub.</li> <li>• Board of SUH Research and Education Foundation</li> <li>• Community agreements <ul style="list-style-type: none"> <li>Sligo Rovers</li> <li>Sligo GAA</li> <li>The Hawkswell</li> <li>Sligo Tourism</li> <li>Hive Innovation Centre CarrickonShannon</li> </ul> </li> </ul>
	CRM system	Scoping exercise underway	Implement institute-wide CRM	CRM system for online student applications reviewed and working effectively. revwas successfully implemented. A second project is being implementing to use the CRM to support external engagement work.

<p><b>SP 2.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<ul style="list-style-type: none"> <li>• Getting students to enrol on a 'formal' volunteering module is still proving challenging, albeit that there is a growth in students volunteering 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 and agencies.</li> <li>• The Institute has recently lead out on the formation of a Food Innovation Hub, bringing together the main players to support the development of initiatives for food product across the region and cross-border.</li> <li>• The CRM system for online student applications has made a positive contribution to the management of the substantial increase in applicants for online courses (+1200) experienced in Summer 2021. Weekly reports on the progression of the applications across Schools and programmes are now routinely available. Through the HE 4.0 (HCI) funded project work is underway to develop more streamlined evaluation of applications for online programmes and in particular RPL applications. The next phase of the CRM is building a database of companies that we engage with, to better management those relationships.</li> </ul>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 						
<p><b>Strategic Priority 2.2</b></p> <p>Increase the number of students on international activities and</p>	<p><b>Key Performance Indicators</b></p> <p># and % of international full-time students in the system</p>	<p><b>Pre-compact Baseline 2018</b></p> <p>300 FTE (non-EU, Erasmus, EU)</p>	<p><b>Overall Target 2018-2021</b></p> <p>330 FTE (non-EU, Erasmus, EU)</p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p> <p><b>Undergraduate:</b></p> <table border="1" data-bbox="1485 1177 2101 1305"> <thead> <tr> <th>International</th> <th>Individual</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Full time:</td> <td>181</td> <td>174.17</td> </tr> </tbody> </table>	International	Individual	FTE	Full time:	181	174.17
International	Individual	FTE								
Full time:	181	174.17								


international students on our programmes, including inter-cultural training and supporting integration, and increasing staff international mobility exchanges				<table border="1"> <tr> <td>Part time:</td> <td>18</td> <td>6.83</td> </tr> <tr> <td>Remote:</td> <td>515</td> <td>225.2</td> </tr> </table>	Part time:	18	6.83	Remote:	515	225.2								
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			<p><b>Post graduate</b></p> <table border="1"> <thead> <tr> <th></th> <th>Individual</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Full time:</td> <td>32</td> <td>31.17</td> </tr> <tr> <td>Part time:</td> <td>1</td> <td>1</td> </tr> <tr> <td>Remote:</td> <td>42</td> <td>21.25</td> </tr> </tbody> </table> <hr/> <table border="1"> <tr> <td><b>Total</b></td> <td><b>789</b></td> <td><b>459.62</b></td> </tr> </table>		Individual	FTE	Full time:	32	31.17	Part time:	1	1	Remote:	42	21.25	<b>Total</b>	<b>789</b>	<b>459.62</b>
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# of cross-border partnerships with other HEIs, FE colleges	1 (UU)	4	<ul style="list-style-type: none"> <li>• Co-Innovate project with QUB</li> <li>• Partnership with UU on a Horizon 2020 project</li> <li>• Collaboration with SWC on energy management and PEACE III programme proposals.</li> <li>• European University consortium</li> </ul>															
# of international staff collaborations	45 (Staff Mobility visits/staff exchanges)	60 (Staff Mobility Visits / Staff Exchanges)	Not achieved due to the pandemic. A Collaborative Online International Learning project with a college in New York, with HEA funding.															

<p><b>SP 2.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<ul style="list-style-type: none"> <li>• International enrolments (526) exceeded the target (330), two new cross border projects with SWC and QUB, and the international growth plan was approved by the Governing Body.</li> <li>• The target of 60 staff on international exchanges was not achieved due to the restrictions on international travel. However, to counteract the inability to travel and to provide more students with an opportunity to engage with students from a different country with HEA funding a Collaborative Online International Learning project with a college in New York.</li> </ul> <p>Online English Language Support with CUA 228 students.</p> <ul style="list-style-type: none"> <li>• Targets for incoming international students was exceeded, however the number of out-going international exchanges was low. The Institute continues to develop more focused exchange agreements and the low numbers will be addressed with the development of an ATU strategy for internationalisation. Particular attention will be given to Europeanising the student experience in the context of the impact of Brexit.</li> <li>• The VP for Research Innovation and Engagement headed up the Sligo engagement with a consortium of HEIs bidding for funding under the European Universities project. The partners are JAMK University of Applied Science (Finland, leader), Esslingen University of Applied Science (Germany), Obuda University (Hungary), University of Zagreb (Croatia), Sannio University (Italy).</li> </ul>	<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<p><b>KSO 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.</b></p>		
<p><b>KSO 3 Summary Statement</b></p>	<p>Over the life of the Compact both capital building projects progressed to the construction phase, commenced in 2021. These projects will be completed in 2023-24 and will provide for research space which was one of the Compact targets.</p> <p>The TU metrics have been achieved and TU designation confirmed. The new university will be called the Atlantic Technological University and will be designated in April 2022. As part of the commitments made in the Compact, time was allocated for staff finishing their PhDs</p>	

<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>which supported the achievement of the TU metrics. A TU compliant model of research masters combining taught and thesis work was developed with more than 100 enrolments in each of 2019/20 and 2020/21. These programmes are undertaken by learners based in industry and are making a direct contribution to business development in the region. This is a strong contribution to regional talent development and economic growth and these programmes will continue to be offered into the future.</p> <p>We are responding to the increasing demand for business incubation space and remote working facilities and there continues to be an increase in the take-up of incubation space in the Institute's Innovation Centre. To address this, a partnership agreement was entered into with Sligo CoCo and IDA to provide additional 'Landing Space' to accommodate new inward businesses. New start-ups (identified through the New Frontiers programme or from the LEO) are being encouraged to undertake Innovation Vouchers.</p> <p>The increased support for the NW is evidenced from the funding awarded to the Institute (and partners) to support the Border Region Manufacturing Cluster (with DKIT and LYIT), the digital manufacturing/Supply Chain AIM Centre (with Sligo and Leitrim CoCo), the Digital Gaming Hub in Strandhill, which also support the delivery of other priorities including 1B and 6A. The CUA was awarded a major HCI project - HE 4.0 - which will transform the access to higher education with new flexible tools being developed for admission and for delivery, and to develop a micro-credentials model.</p> <p>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.</p>			
<p><b>Strategic Priority 3.1</b></p> <p>Support an increase in the number of PG students and publications</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
<p>Space in m2: # of postgraduate students</p>	<p>960m2: 80 PG students</p>	<p>Phase 1 of capital Plan for additional 80 PG students (1,600m2) available</p>	<p>Buildings under Construction, providing new space for 44 research students (150 m2) and 4 research laboratories (283m2). The project is on schedule for completion in 2023.</p>	
<p>Time allocation procedure and budget to support supervision of postdoctoral researchers, preparation and submission of grant</p>	<p>No time allocation procedure</p> <p>General pilot allocation scheme approved.</p>	<p>Agreed revised allocations</p>	<p>Staff given a semester free to complete PhD write up.</p> <p>105 enrolments on TU compliant Masters in 2021</p> <p>Graduate Education and Research Integrity Officers</p>	

	applications and publications (with students)			Research Integrity training to ca. 150 researchers
	# of students enrolled on new structured Research Masters and PhD programmes (in collaboration with CUA partners).	Staff Research Training and Graduate Research Education Pgms in place, structure of SRM and PhDs agreed.	+50 staff/students on Research Training Pgms/ Structured Research Masters	Growth from 2019/20 to 2020/21: a) Traditional researchers: +14 b) New Taught Masters: +48 c) Staff undertaking PhD: +8
<b>SP 3.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Over the Compact, the capital projects have progressed to construction phase, tenders coming in on budget despite international increases in building costs. Block K was completed November 2020; all the targets set in this Compact – Creative Hub, additional research capacity and online supports will be achieved when buildings are completed (including 150m2 for PG student offices and a further 282m2 for research laboratories, In addition to existing research facilities).</p> <p>The Institute achieved 6.1% enrolments at Levels 9/10; exceeding the target set in the Compact for TU metrics. The new structured masters goes from strength to strength and is now a main stream offering. The Compact research targets have been far exceeded. At the same time - also not a specific target - traditional research masters enrolments increased by a further 14 in the final year of the Compact. This growth will continue into the ATU.</p> <p>The allocations for staff completing PhD write-up are working effectively and will become an ATU-wide practice (beyond the Compact agreement).</p> <p>A new Graduate Officer appointment is providing for staff and student training on core research topics such as Research Methodologies, Statistical Methods and Writing.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	In building towards research collaboration across the ATU joint research bursaries commenced in September 2021. Already effective cross-ATU research teams are forming.			
<b>Strategic Priority 3.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Increase related funding and industry partnerships	# of innovation vouchers, # of Innovation partnerships, # of Commercialisation fund grants (including STEM and social science partners/NGOs).	17 IVs	42 IVs in total  +1 IP per annum (3 years)  +1 CF per annum (2 years)	12 No. Innovation Vouchers 9 No. Commercialisation Funded projects (+1 YOY)
	# of new business start-ups from across the region supported, particularly SMEs.	35 businesses	50	55 x businesses supported: 50 x by the Innovation Centre and an additional + 5 through the Landing Space  Research engagement with 115 companies and 150 communities/agencies across the region
	# of new evidenced collaborative projects with industry	Anecdotal evidence of creative collaboration with industry	+5 new evidenced collaborative projects	HE 4.0 HCI funding led by the CUA Partner in the EI-funded Digital Gaming Hub. Partner with Sligo CoCo in URDF City Campus project Border Region Manufacturing Cluster


				DMFC/AIM Centre with Sligo CoCo
<p><b>SP 3.2 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Over the life of the Compact:</p> <p>Innovation Vouchers and Commercial Fund projects were won, although the target number of IVs was not reached. The challenge is to get SMEs to appreciate the value of IVs. It was found that potential Innovation Partnership projects were more suited to Commercial Funds.</p> <p>It has been challenging to convert IV projects into Innovation Partnerships. We continue to offer IVs, with a particular focus on SMEs and new start-ups. Typically take up is with smaller companies.</p> <p>The number of companies directly supported by the institute grew from as base of 35 to 51 (end target of 50), due to increased support provided by the Institute with the New Frontiers programme and in making additional incubation space available.</p> <p>Two significant new developments were the creation of the Border Region Manufacturing Cluster and the DMFC/AIM Centre (focussing on Innovation in manufacturing &amp; supply chains).</p> <p>Refurbishment work underway will support the Creative industries in the region, housing the Creative Practices (YAADA) programmes. As part of this development, and an addition to the Compact targets, is the building of a state-of-the-art 'black box' suitable for both in-house and public performances.</p> <p>An interesting development during the Compact was the provision of the Creative Writing programme both on-campus and online, the latter proving to be very popular.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<p><b>KSO 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</b></p>				



<p><b>KSO 4 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Over the life of the Compact, the Institute ranked among the highest for enrolments classified in the socio-economic disadvantaged category . Supporting these students and those challenged by the learning, is essential and will continue into the future. There are now many new initiatives available to support student learning, including initial self-assessment tools. New roles such as Head of Student Success, Student Advisors and Numeracy and Literacy supports has helped students, especially at the induction phase and for online learners. The effectiveness of these initiatives is evident in the improved retention statistics.</p> <p>The introduction of UDL training over the life of the Compact has noticeably improved staff awareness of different learning styles and led to improvements being made in teaching, learning and assessments. This has been rolled out across the CUA (ATU) and a national UDL conference was hosted by the Institute in May 2021 with over 500 delegates (with support from AHEAD and UCD).</p> <p>Access to HE has increased through various initiatives to introduce new 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. The Institute is already providing bespoke online programmes with mentoring supports to particular groups that cannot otherwise access HE (i.e. disabled persons and carers), funded by HEA, and becoming an Autism friendly campus is another initiative that will increase access to higher education.</p> <p>Over the life of the Compact the marketing team was better resourced and this has led to stronger and more extensive relationships with the 2<sup>nd</sup> level education sector. There is now a notable increase in 2<sup>nd</sup> level students on campus either for specific learning experiences or to participate in open days and fairs in particular disciplines (e.g. Science and Engineering).</p> <p>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.</p> <p>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.</p>			
<p><b>Strategic Priority 4.1</b></p> <p>Increase access and completion rates</p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Effectiveness of actions</p>	<p>Student survey data available SEATs pilot commenced</p>	<p>Effectiveness of actions evaluated</p>	<p>Writing (383) Maths (444 hrs)</p>


from disadvantaged cohorts				<p>300 writing digital badges</p> <p>Support video views = 1051 hrs</p> <p>Assistive Technologist - 1:1 support</p> <p>Bespoke tutorials for eng. Students: 21 videos created</p> <p>Digital Mental Health</p>
	<p># of students accessing programmes via</p> <ul style="list-style-type: none"> <li>• HEAR</li> <li>• DARE</li> <li>• Mature admissions routes.</li> </ul>	<p>HEAR # = none</p> <p>Disabled # = 110</p> <p>Mature # = 97</p>	<p>HEAR&gt;10</p> <p>DARE&gt;130</p> <p>Mature&gt;85</p>	<p>HEAR = 75</p> <p>DARE = 63</p> <p>Mature = 252</p>
	<p>Support/advisory services available to applicants who are exploring a '2nd chance' opportunity to obtain a higher education award.</p>	<p>Path 3 application submitted</p>	<p>90 students mentored;</p> <p>10 students currently enrolled;</p> <p>on-going mentoring</p>	<p>Path 2: 16</p> <p>Path 3: 40</p> <p>60 Mentees and educational mentor engaged with 16 agencies and 6 schools to ensure a collaborative approach to widening participation in higher education for this community</p>
<p><b>SP 4.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>The list provided of initiatives indicates which of these will be retained into the future. The new Head of Student Success will be managing these.</p> <p>While the data for Students with a Disability and students from disadvantaged socio-economic backgrounds entering IT Sligo is strong, there are many more supported by the Access Office who identify themselves outside of these schemes. There are currently 401 students across all years registered with the disability</p>			<p><b>Colour rating for this Strategic Priority:</b> Green</p>


	<p>(170) &amp; learning support service(231). Additional Disability Support Services Officer, Counsellors and student advisors were recruited.</p> <p>The Institute made a successful application to AsIAM to be considered to become an Autism Friendly Campus during the reporting period.</p> <p>The literacy and mathematics supports continue. Mature applicants continues to increase since the start of the Compact.</p> <p>Bespoke full-time online degrees with mentoring are effective for access by disabled persons and carers.</p>			
<b>Strategic Priority 4.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Develop and implement a Student Success Strategy (across all categories of students) which embeds approaches to institutional access strategies	# of students undergoing diagnostic tests and referred for supports.	All FT 1 <sup>st</sup> years to undergo student diagnostic analysis	Programme evaluated	50% students take QUICKSCAN profiler; all do not all avail of it. DO IT profiler for dyslexia  Referrals o Math Support: 404 o Academic Writing: 383 o Learning Support: 161 5 Online Student Advisors appointed
	% of staff with an understanding of UDL	No baseline	75%	150 (60%) academic staff updated modules following UDL training.

				All staff have an understanding of UDL and can source guidance in embedding in their curriculum design, teaching and assessing.
	# of staff who have completed UDL digital badge.	No baseline	40 staff to have completed UDL digital badge – each of these will have demonstrate at least one significant change to their module in compliance with UDL	93 staff have successfully completed a Digital Badge in UDL and have updated their modules to reflect that learning
	# of MoUs with 2 <sup>nd</sup> level/ETBs.	1 MOU with ETB	6 programme MOUs per year 3 new 2nd level provider using IT Sligo teaching facilities	<ul style="list-style-type: none"> <li>• “Spectroscopy in a Suitcase” initiative – school visits and Science Week</li> <li>• Schools at “Sligo Science Festival” and “SciFest”</li> <li>• FE MoU (Fine Art) and BA in Accountancy (CCT, Dublin)</li> </ul>
<b>SP 4.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Voluntary diagnostic test introduced during the Compact is effective in identifying learning challenges for those who undergo the test, subsequently over 900 attended maths, writing and other learning supports.</p> <p>The large number of academic staff undertaking UDL training and getting their Digital Badge has resulted in significant changes to module alignment with UDL principles.</p> <p>Working with AHEAD and UCD, all staff have an understanding of the principles of UDL, which are an integral part of academic staff induction in the college. UDL efforts and sharing best UDL is now available across the CUA CELT departments.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	<p>IT Sligo facilitated 22% of the National Roll-out of this course in 2020-2021. Inaugural HEI UDL Conference held in May 2021 (500 attendees).</p> <p>Progression pathways improved with increased engagement with 2<sup>nd</sup> level, and through the CAO from FE and 2nd level schools. There is a higher presence of 2nd level on the campus, including at Fairs and transition year students from across the region schools attending for a week to experience HE, and the provision of tutorial classes for Leaving Cert pupils.</p> <p>Between applications opening in February 2021 and end of August 2021 we successfully managed 6,645 Online and Springboard applications from 5,295 applicants. The success of this project was due to the use of Dynamics CRM system which is being further developed.</p>	
<p><b>KSO 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 &amp; academic excellence</b></p>		
<p><b>KSO 5 Summary Statement</b></p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Training provided in online/blended delivery for new staff is now mainstreamed and was very effective during the pandemic. Additional bespoke training was provided online to all staff during the transition to remote teaching 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.</p> <p>Significant training materials were developed and made available to support on-campus full time students in adapting to remote teaching. Challenges experienced included poor broadband, adjusting to remote learning (especially 1st years) and lack of social interaction leading to, in some cases, mental health issues and poor holistic learning experience. Additional counselling services were provided to support students.</p> <p>Across the wider training spectrum, the resourcing access to the LinkedIn training platform proved to be very successful and there is a good take up across academic and non-academic staff. Individual training is now captured through the CORE HR system so that the management can review who is taking up which training. The training provided in research supervision is proving effective in increasing supervision-competent staff, particularly as there are many new staff motivated to engage in research.</p>	

	<p>The online learning platform is growing from strength to strength. The iNote and the HE 4.0 projects have provided further divers for system development. The focus of the developments are very much on facilitating access to education (through smaller learning blocks - micro-credentials) and RPL supports, and having brought student into education to then ensure they succeed (through mentoring and advisory supports, better induction and specific learning supports). There is a growing emphasis on providing such supports virtually so that students can easily access these remotely and can effectively self-monitor their learning.</p> <p>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.</p> <p>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.</p>			
<b>Strategic Priority 5.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Develop and implement a staff development plan	Annual training needs analysis Annual training budget	Training budget of €250K allocated to approved training activities (emphasis on PhDs)	Training needs analysis survey completed annually and programme of training implemented and success of programme evaluated	Following review, the current training platform is a combination of in-house and LinkedIn training modules. The latter has been found to offer staff a wide range of appropriate training.
	# and % staff engaged in CPD	Some staff members engaging in CPD	80% staff engaged in CPD; audit of this	90 training courses; 80% staff 45 staff undertaking PhD Research supervision training Semester to complete PhD


	# and % staff trained in research supervision	10% staff trained in research supervision	50% staff trained in research supervision	Research supervision training module delivered in September 2021 for all new supervisors and PG students.  A Semester awarded for PhD completion
<b>SP 5.1 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Staff training now recorded and audited using 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.</p> <p>Annual training needs annually; €250K for staff training budget.</p> <p>Training of research staff/supervisors took place.</p> <p>Training provided in Teaching, Learning and Assessment, research supervision; UDL and Academic Induction Digital Badges awarded.</p> <p>PhD Academic Writing Bootcamps were provided</p> <p>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. These initiatives have been further driven by the HCI Higher Education 4.0 project across the CUA.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<b>Strategic Priority 5.2</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Develop the Centre of Learning and Teaching (CELT)	Review of Virtual Learning Environment (VLE)	Benchmarking systems identified	VLE and TEL reviewed; Benchmarking applied and reviewed with findings	<ul style="list-style-type: none"> <li>• VLE tender delivered additional functionality.</li> <li>• MS Teams adopted as the video conferencing system to be used across CUA</li> </ul>


along with enhanced supports for student learning, including benchmarking	ACODE Benchmarking for Technology Enhanced Learning (TEL)			<ul style="list-style-type: none"> <li>• Educational technologies and virtualisation upgrade implemented</li> </ul>
	Implementation of revised best practice for design/delivery/assessment strategies for online students.	Range of strategies applied, as appropriate to each pgm.	Reviewed strategies; refined the structure	<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 3,002 in 2019/20 to 4,886 (March 2021 data).</li> </ul>
	Set of Learning Analytics	New BPI officer recruited	Effectiveness of actions reviewed	<ul style="list-style-type: none"> <li>• Learning Analytics/Online Student Advisors</li> <li>• Dashboards housed on Moodle</li> <li>• Blackboard Ally integrated into Moodle</li> <li>• Dashboard for sharing students' progress</li> <li>• Intelliboard™ learner analytics add-on</li> </ul>
<b>SP 5.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>The online platform is working well, as is evident from the growth in enrolments and the response to the various analytics introduced. Specific evidence over the period of the Compact includes:</p> <ul style="list-style-type: none"> <li>• Increased VLE additional functionality effective.</li> <li>• Microsoft Teams 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 was accelerated to facilitate efficient remote teaching and working and to accommodate the sudden increase in students learning remotely.</li> </ul>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 



	<ul style="list-style-type: none"> <li>• Learning Analytics/Online Student Advisors appointed to identify and support students at risk of failing.</li> <li>• Dashboards housed on Moodle were populated extensively with learning support resources, available to all staff and students (following from UDL training)</li> <li>• Blackboard Ally integrated into Moodle to support students learning.</li> <li>• A dashboard for sharing students' progress via programme, stage and faculty was developed in Spring 2020.</li> <li>• Intelliboard™ learner analytics add-on being piloted for groups of online learners.</li> <li>• Moodle configured to support Science virtual labs in July 2020.</li> </ul>	
<b>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</b>		
<b>KSO 6 Summary Statement</b>  <i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>Over the period of the Compact, the three CUA partner institutions, IT Sligo, GMIT and LYIT worked together to prepare a submission to be designated as a technological university. This required meeting various metrics as set out in the TU Act 2018 and building trust and relationships across the three Institutes. There was also a requirement to obtain agreement across the academic staff union (TUI) that needed a positive ballot result from each TUI branch. That process alone took 7 months. The submission was made in May 2020 and this was reviewed by an international panel of assessors in July. The Minister for D/FHERIS announced his decision to designate a TU in October 2021. The Atlantic Technological University will be one university for a unique region and 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. With the greater critical mass, the ATU will be a strong member of the regional team of agencies to attract inward investment and to build a more balanced national economic distribution.</p> <p>Communication was a big contributor to the successful TU outcome and over the period of the Compact the Institute built up robust communication and marketing teams with a strong presence on social media. This was a key factor in building the trust and mutual respect across the CUA partnership. This also was important in the context of communications during the campus when staff and students were working and learning remotely.</p>	

	<p>Over the period of the Compact, IT Sligo remained in good standing as a public body, was financially viable and accumulated reserves, and maintained academic validity through QQI Institutional Review processes and academic/professional body accreditation. There is good public confidence in the organisation.</p> <p>In the context of the establishment of the ATU, it is significant that IT Sligo and GMIT and LYIT all attained Athena SWAN bronze status and will now work on achieving Silver status as the ATU. Coupled with this is the development of a Sexual Consent Framework and related training for students.</p> <p>It was decided early on that one of the key thematic areas of the new TU would be sustainability and the achievement by IT Sligo of the green flag/campus status has allowed us to develop TU-wide planning in this regard, with a very committed ATU sustainability team and a number of sustainability projects embedded in teaching and research.</p>			
<b>Strategic Priority 6.1</b>	<b>Key Performance Indicators</b>	<b>Pre-compact Baseline 2018</b>	<b>Overall Target 2018-2021</b>	<b>August 2021 KPI Value</b> <i>Max. 210-character limit (30 words approx.)</i>
Achieve TU Status	# of strategic research centres	3 SRCs	Establish one or more new SRC/s across ATU and evaluate performance of SRCs	+2 SRCs were approved in 2021; ATU Post Graduate research centre approved.
	# of collaborative projects with CUA partners	Existing collaborations: new apprenticeships, RPL, library access	+5 new collaborative projects with partners (total 8)	TUTF funding of €5.3 secured for 2020-23 There were extensive CUA-wide projects across all functions. HCI funding of €12.4m won in Q2 2020 by CUA 10 CUA-wide research bursaries offered.
	TU status	Participation on DES-TUI-THEA national negotiation forum IT Sligo internal consultation	Achieve TU status	Following a substantial submission and defense with an International Evaluation Panel, the Minister announced his decision to designate in October 2021


<p><b>SP 6.1 Commentary</b></p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Over the period of the compact,</p> <p>A call to establish an additional SRC resulted in two more SRCs being established. That bring the total at IT Sligo to 5 SRCs. In addition, the CUA sent out a call for new Post Graduate Research Centres and the ATU has subsequently funded 2 PGRCs.</p> <p>There was an increase in CUA collaborative projects, a major project being the HCI HE 4.0 project (€12.4m) to develop flexible (online) learning systems and RPL/Career pathways support for prospective students.</p> <p>The most significant achievement was designation as a TU, and this was supported by TUTF funding for 2019-22.</p> <p>Meanwhile, the decision was made to incorporate another HEI - St Angela's College - into the ATU and the incorporation should be formally approved by June 2022 to allow new incoming St Angela's students to be registered in the ATU.</p> <p>These achievements align with Project Ireland 2040 the Institute's Strategic targets – i.e. establishment of SRCs, creation of a TU, consolidation of the higher education landscape, TU collaborative projects, and regional/national engagement and collaborations.</p> <p>These achievements build on other Compact objectives, such as growing the number of staff with PhD qualifications, increasing the enrolments on research masters and increasing the capacity for external engagement across the region.</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 
<p><b>Strategic Priority 6.2</b></p>	<p><b>Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline 2018</b></p>	<p><b>Overall Target 2018-2021</b></p>	<p><b>August 2021 KPI Value</b></p> <p><i>Max. 210-character limit (30 words approx.)</i></p>

Maintain good standing as a public sector body	Athena Swan Bronze Award	No award	AS Bronze award achieved	AS Bronze Award achieved Sexual Consent Framework implemented
	Communications policy and plan	No formal policy; communication via monthly newsletter, staff conferences and emails.	Evaluate the effectiveness of the plan/s	The GB was updated at every meeting through a formal report and through explanations provided  The plan was evaluated as part of the CUA partnership and changes made to ensure communications work across the ATU
	Green Campus flag	No formal actions underway	Progress agreed targets to achieve green campus flag  Participate in education and sustainability events	Green Flag was awarded in 2021.  Many sustainability projects underway
<b>SP 6.2 Commentary</b>  <i>Max. 1,400-character limit (200 words approx.)</i>	<p>Achieving Athena SWAN Bronze status has embedded gender equality and created a culture of EDI in the Institute. Specific actions include gender-neutral toilet facilities and feet washing facilities (Wudu) for Muslim staff and students.</p> <p>An action plan has been developed in response to the Sexual Consent Framework and training is provided for students.</p> <p>Communications was important in unifying the CUA (through newsletters and staff conferences) and also during the pandemic – to ensure continued compliance with H&amp;S guidelines, on learning-related messaging and supporting staff and students transitioning to remote delivery/learning.</p> <p>Following the Green Flag award, the Green Campus Committee introduced new energy saving initiatives for staff and students working from home. The Institute</p>			<p><b>Colour rating for this Strategic Priority: Green</b></p> 

	<p>completed a review of its energy usage as a basis for a capital plan to achieve the national carbon footprint targets for 2030.</p> <p>The achievement of 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).</p>	
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## Section D: Signature

**Note:** This section should be signed by the President or on behalf of the President.

<b>Name of signatory</b>	Brendan McCormack
<b>Title</b>	Head, Atlantic Technological University, Sligo College
<b>Signature</b>	
<b>Date</b>	21 April 2022