



NUI Galway
OÉ Gaillimh



Mission-based Performance Compact

2018-2021

Mission-based Performance Compact

2018-2021

between



NUI Galway
OÉ Gaillimh

and



Date: 31/01/2019



Context

This Compact is an agreement between the Higher Education Authority and Higher Education Institution and is the outcome of a process of strategic and performance dialogue between the two bodies.

The purpose of strategy and performance dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that Higher Education Institution is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and Higher Education Institution. It sets out how Higher Education Institution's mission and goals align with national goals for higher education.

This Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and Higher Education Institution agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes;

and

- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.



Foreword

Our vision is for NUI Galway to be a leading university of international reputation and reach, renowned for our distinctive areas of research, recognised as an institution of choice for our teaching and scholarship, celebrated for our outstanding engagement with wider society, and enriched by a dynamic network of partnerships.

The objectives set out in our current Strategic Plan, *Vision 2020*, are reflected in the targets developed for cycle two of the Strategic Dialogue process.

Enhancing Research Performance

A key priority for the University has been to enhance our research performance, increase the quality and quantity of our research outputs, and continue to build our research profile in select priority areas of expertise. We are on track with these objectives, and our performance in various national and international research funding programmes over the last five years bears this out – including our performance in Horizon 2020 and in the various national funding competitions, while our rise in both World Rankings reflects a growing international research profile.

Our priority for our next Strategic Plan and for phase two of the Compact will be to broaden the base of our staff engaged in competitive research programmes; to attract and retain the best researchers in our priority areas and to continue to enhance the quality of our research outputs. Over the next three years we will refine our priority research areas further and we will develop more focused research strategies in each of our Schools.

An International University

Becoming an international university has been a key institutional objective over the period of the last Compact. We have seen significant growth in our international student numbers over the last four years. Accelerating further growth in this important student market will be a key priority for the University in phase two of the Compact. As we strive to realise our international ambitions, our focus will move towards developing a more international perspective. Our students and staff compete with the best in the world, so ensuring that global perspective is embedded in all aspects of our activity will be critical to the next stage of the University's development.

Advancing Equality and Diversity

Over the three years of the last cycle of Strategic Dialogue, NUI Galway had a particular focus on advancing an equality and diversity agenda, with particular emphasis on gender equality.

Following the establishment of a Gender Equality Task Force to review the University's performance on gender equality in 2015, and the adoption of its 24 recommendations, including the appointment of a new Vice President for Gender Equality and Diversity, the University has seen real and meaningful change in its processes and procedures, its practices and in its culture. The attainment of the Athena Swan institutional award, together with a School award for our School of Medicine, marked the culmination of 3 years of focused action in this domain.

In phase two of the Compact, NUI Galway will continue to prioritise the broader equality, diversity and inclusion agenda, setting particular targets for governance and leadership, training and development.

Developing the Region

NUI Galway believes that, as the leading educational institution in the West and North West region it has a central role to play in the development of the region. A strongly engaged University can act to rebalance challenging regional demographics by encouraging FDI, the development of indigenous companies and economic activity in the region. In doing this the University will build on existing regional strengths in MedTech and ICT and the emerging third pillar of the Creative Economy. Working with GMIT and with other stakeholders in our region, we will seek to maximise the potential of Galway's designation as European Capital of Culture in 2020 by playing our part in building a lasting legacy for the Cultural sector in the West of Ireland.

The integration of St Angela's College, Sligo into NUI Galway will create new and further opportunities for regional engagement – with the food sector, SME business support services and community care sectors. The strategic development of the West and North West region requires a HE capability that can deliver the intellectual capacity to realise the benefits of infrastructure and other investments.

NUI Galway has performed well against the targets set out for the three years of the Compact. The Compact process has encouraged a collective focus on and endeavour towards the attainment of prioritised goals, and performance has been enhanced in key areas aligned to the objectives set out in our Strategic Plan.

This next phase of Strategic Dialogue will present an opportunity to accelerate performance in targeted areas, towards the attainment of NUI Galway's ambitious vision.



Professor Ciarán O hOgartaigh
President



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Contains confirmation of the agreement between the HEA and Higher Education Institution, to be signed upon conclusion of the strategy and performance dialogue process.

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Appendices

Where necessary, this includes additional material supplied by Higher Education Institution, including details of how objectives might be objectively verified. This appendix will include quantitative data sets developed by the HEA and HEIs over the coming months. Institutions will be required to validate and finalise these institutional baselines by September.

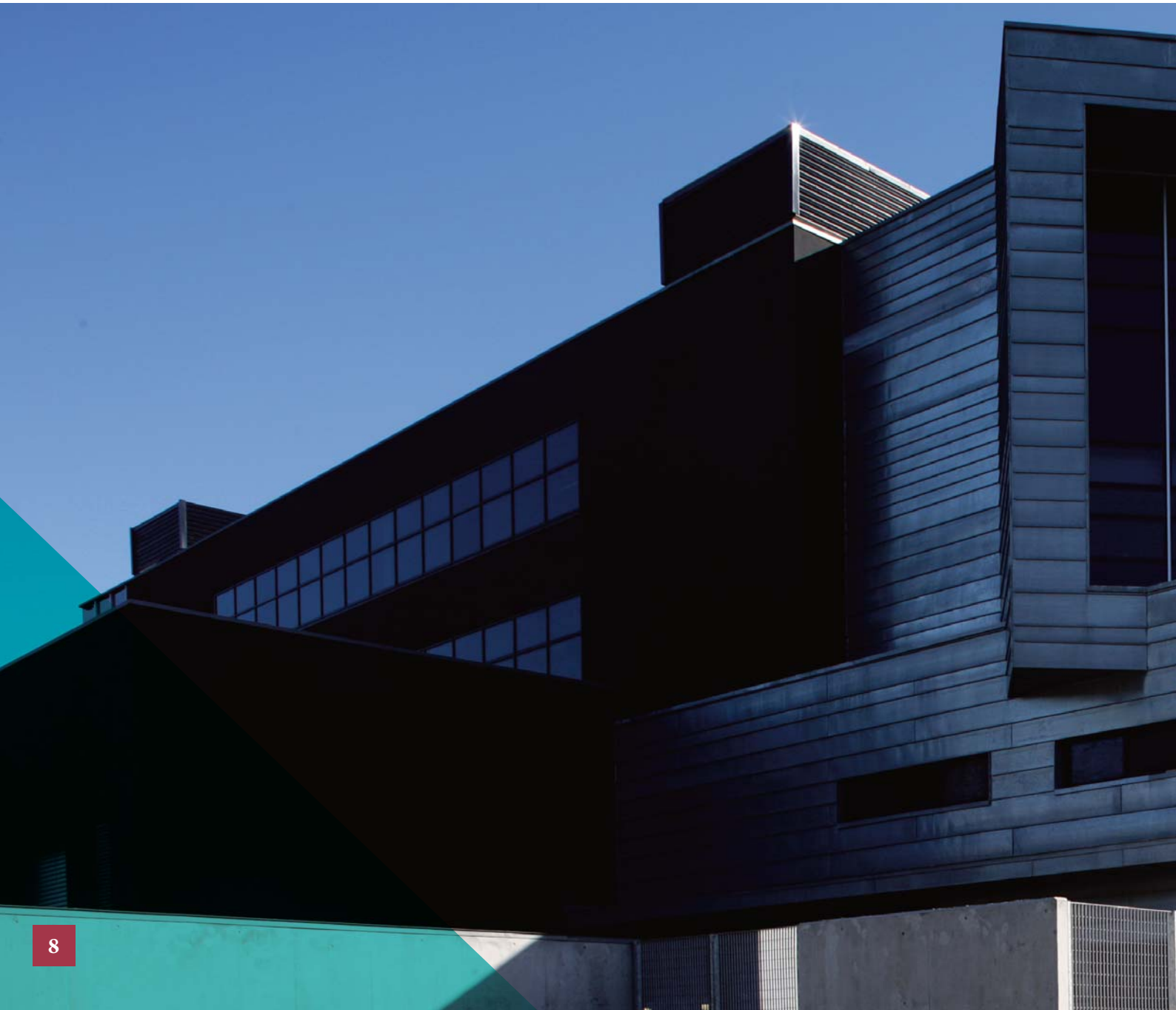
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1. Establishment of the Compact

The Higher Education Authority and Higher Education Institution agree that:

- This Compact consists of this document and the accompanying data report on the performance
- The term of this Compact is from September 2018 to September 2021 unless terminated earlier by agreement

Higher Education Institution acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Higher Education Institution agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Higher Education Institution of this in writing and will consult with Higher Education Institution accordingly.



2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated by the HEA based on performance by reference to high level targets set out in the Framework. Targets must be agreed in strategy and performance dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategy and performance dialogue.

The Higher Education Authority and Higher Education Institution agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.



3. Mission and Strategy Statement

Higher Education Institution's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and Higher Education Institution acknowledge that Higher Education Institution's mission and strategy may evolve.

Higher Education Institution and the Higher Education Authority recognise that Higher Education Institution is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Changes to the mission and strategy statement

The Higher Education Authority acknowledges that Higher Education Institution may adjust its mission and strategy from time to time. Higher Education Institution agrees that the following will be the subject of strategy and performance dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

Higher Education Institution acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and Higher Education Institution agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify Higher Education Institution of this in writing and will consult with Higher Education Institution accordingly.

Enter a short summary of your mission and strategy statement here along with a link to your institution's published strategy.

NUI Galway's mission is to foster a vibrant community of students and staff, where distinguished learning, impactful research, and creative thinking are shared with the world.

NUI Galway will be a leading global university, renowned for our distinctive areas of research, recognised as an institution of choice for our teaching and scholarship, celebrated for our outstanding engagement with wider society, and enriched by a dynamic network of partnerships.

To realise our ambitious vision, our strategy to 2020 is focused on four key themes:

Teaching and Learning: Our goal is to educate students who will be valued for their academic excellence, their distinctiveness, and their world-readiness

Research and Innovation: We aim to produce research that is recognised as being excellent, transformative, and relevant to societal and economic needs, while we train the next generation of researchers

NUI Galway and the World: Our objective is to ensure that NUI Galway is a university of choice, relevance and renown in the eyes of the world

Our Communities: Our goal is to serve and engage with our diverse communities in mutually enriching ways, through enhanced relationships on campus, in our region and around the world

Vision 2020, NUI Galway's Strategic Plan 2015-2020, can be found at: www.nuigalway.ie/vision2020/

Note: *Vision 2020* runs to 2020. A new Strategic Plan to 2025 will come into effect from 2020/2021 and therefore may result in minor changes to Compact targets for the final year.

4. Development Plans and Key System Objectives

Section summary

Institutions are required to set out a description of their proposed approach to deliver on each of the six key system objectives, with reference to the national targets as set out in the Framework.

- Institutions should detail a maximum of two institutional strategic priorities under each of the six framework headings.
- Each strategic priority should be accompanied by a description of the strategic initiatives, currently being implemented, or to be implemented over the three-year timespan of the compact (academic years 2018–2021).
- These strategic initiatives should be described with reference to the high-level targets as set out in the framework.

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

Note: HEA Targets highlighted below align with the strategic priorities and sub-level strategic initiatives selected by NUI Galway for each objective.

Where individual targets are not highlighted, the level of alignment with NUI Galway's current strategic priorities is limited.

4.1 Key System Objective 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.

High Level Targets:

1. Increase to 10% the number of those aged 25-64 engaged in lifelong learning by 2020 and to 15% by 2025 National Skills Strategy Target; current base line is 6.7%;
2. Increase the numbers of HE entrants studying on a flexible basis by 25% by 2021 (baseline 2016/17 20% or 45,018 of total enrolments are flexible learners);
3. Increase tertiary attainment among 30-34 years olds to 60% by 2020 (52.9% 2016);
4. All students will have the opportunity to undertake a work placement or work-based project as part of their course by 2025 (baseline to be established and tracked);
5. Introduce Employability Statements for all disciplines in all HEIs by 2020 (baseline to be established and tracked);
6. Increase number of available Springboard places by 30% by 2021 in both universities and institutes of technology;
7. Double target to 9,000 annual new apprenticeship registrations by 2020 (over 4,500 in 2017) with 78 separate apprenticeships in place;
8. Increase the proportion of the higher education cohort studying a foreign language, in any capacity, as part of their course to 20% by 2026 (new baseline to be established and tracked);
9. Achievement of the targets in the new ICT Action Plan.

Strategy Summary

At NUI Galway our objective is to educate students who will be valued for their academic excellence, their distinctiveness, and their world-readiness. The NUI Galway student is a global citizen: socially aware, distinctive, highly skilled, and well-rounded. Our students' identity is grounded not only in the individual programmes they study, but also in their membership of the NUI Galway community. The University is committed to enriching the student experience and producing graduates of the highest quality.

We recognise the need to promote wider awareness of what makes our graduates distinctive: not just in terms of their development of essential skills, but also in their preparedness for life, work and citizenship. To this end we are committed to embedding graduate attributes at both undergraduate and postgraduate levels, clearly articulating the qualities and skills that our students will acquire.

We aim to educate students who, as graduates, will demonstrate a capacity for independent critical thinking, creativity and innovation, dynamic teamwork, socially responsible leadership, and a commitment to lifelong learning.

Our Strategic Plan, *Vision 2020*, outlines our commitment to providing a learning experience which is responsive to the changing and diverse needs of our society and the economy, in line with the objectives of the National Skills Strategy to 2025. We will complement our teaching and learning activities through external engagement with employers, alumni, mentors, practitioners, and community partners – including a commitment to ensuring that employers, professional bodies or community partners are represented on at least 75% of programme and/or advisory boards.

We are mid-way through a process of reviewing, revising and developing new curricula to ensure that our portfolio of programmes is innovative, responsive to local, national and international demands, and attractive to students. Following extensive market research with the prospective undergraduate market in our catchment area in 2014, we embarked on an extensive programme of curricular reform to address a perceived gap in our employability offering at undergraduate level. Changes included the introduction of skills modules as well as a range of new 4-year degrees with varying periods of work placement and/or opportunities to study abroad, in popular areas such as Children's Studies, Applied Social Sciences, Music, Media Studies, Film and Digital Media, Global Languages and a 4-year Irish degree with a work placement and a unique language-immersion placement in the Gaeltacht regions.

Related developments include the introduction of 4-year Business and Law programmes with a Global Experience component, including work placement and study abroad options. These programmes will roll out over the course of the Compact and will significantly enhance the employability and internationalisation aspects of our undergraduate offerings.

There has been increasing interest in the area of lifelong learning amongst recent graduates and adult learners. An increase in demand has been driven through a number of channels (i.e. the National Skills Agenda, the Action Plan for Jobs, an increasing focus on professional competencies and frameworks and changes in workplace practices which require continuous up skilling amongst employees). NUI Galway has an expanding array of part time, flexible programmes which are being offered through classroom-based mode, online or through a blend of both. Programme development has taken place across all subject areas including Science, Humanities, Health Sciences and Engineering, see www.nuigalway.ie/onlinelearning/

Progress has been significant in terms of the number of flexible learners (18%) registered with NUI Galway over the course of the last Compact. 8.6% of the overall student population are taking a course in a blended or online mode which widens participation for all student categories.

Recognising our responsibility as the leading Higher Education Institution in the West of Ireland, we have committed to developing greater opportunities for part-time, flexible and blended learning, further enhancing our provision of online learning. We will advance greater opportunities for lifelong learning and provide for the continuing professional development needs of employees in our region and beyond. While NUI Galway notes the development of new apprenticeships as a significant and valuable addition to the portfolio of training and upskilling opportunities available nationally, and is exploring relevant training opportunities through our Centre for Adult Learning and Professional Development, the development of apprenticeships is not an area of strategic focus for the University at this time.

Two strategic priorities for NUI Galway in 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, are as follows:

1. Strategic Priority

To develop and implement an employability strategy, incorporating experiential learning, extra-curricular participation, high-quality work experience, and strong connections with the world of work, to ensure our students are academically well-developed and prepared for life, work and citizenship. (*Vision 2020 objective*)

Sub-level Strategic Initiatives

- i. 70% of undergraduate students (or almost 2,000 students of a projected 2,851 registered third year students) will have the opportunity to undertake a work-based learning experience by the end of AY 2020/21 (modified version of *Vision 2020* target of 80% students with work-based learning experience).

Work-based learning is defined as follows: *learning located in, and integrated with, the workplace. This is undertaken in conjunction with classroom or related learning which includes preparation for, and reflection on, the learning and may take the form of work placements, work experience or workplace mentoring.*

The baseline for 2017/18 was 44% of undergraduate students or 1,211 students undertaking work-based learning (calculated on the third-year grouping as this is the most common year for work-based learning to occur).

The introduction of 12 new 4-year degrees with work placement components in Arts, Business and Law will contribute to additional work placement opportunities for students as part of their undergraduate study by AY 2020/21.

A new **Employability Award**, piloted successfully with 56 students in 2017/18, ensures that all students on programmes that do not include a formal work placement will have the opportunity to undertake work-based learning via the Award. The Employability Award will be fully rolled out to undergraduate students by the end of AY 2020/21.

A new **Campus Jobs project** to recognise student work on campus will be launched in 2018-19. Campus Jobs – employing students on-campus for part-time and temporary work has been shown to increase student engagement, retention and employability and currently almost 200 undergraduate students are employed in a variety of casual roles across the University. However, currently there is no standard, consistent process used to hire these students or to maximise the learning from this experience. The Career Development Centre will host a central system where these roles can be advertised, and will work with Human Resources and Finance to develop an agreed and consistent approach for hiring and paying students on a casual basis (with agreed maximum limits on hours worked).

Campus Jobs numbers: In 2019/20, 100 Campus jobs are anticipated and 260 in 2020/21.

Details of the number of students on work placement by College in 2021 are as follows:

College	2016/ 17	2017/ 18	2018/19			2019/20			2020/21		
	Students placed	Students placed	Students placed	Total Registered Students	% in work place	Students placed	Total Registered Students	% in work place	Students placed	Total Registered students	% in work place
Arts, Social Science & Celtic Studies (40% placement)	111	162	91	859	11%	164	924	18%	208	924	23%
Engineering & Informatics	270	274	319	316	100%	290	290	100%	290	290	100%
Business, Public Policy & Law	134	183	271	718	38%	330	686	48%	410	686	60%
Science	112	133	128	579	22%	125	557	22%	125	557	22%
Medicine, Nursing & Health Sciences	385	403	385	385	100%	394	394	100%	394	394	100%
Employability Award & Campus Jobs		56	100			300			560		
Total (assumes Arts at 40% + Campus Jobs)	1,012	1,211	1,294	2,857	45%	1,603	2,851	56%	1,987	2,851	70%

By 2020/21 **87% of NUI Galway's Undergraduate programmes** (or 53 of 61 programmes) will have a work-based learning component included. See details below:

College	2018/19			2019/20			2020/21		
	# of Courses	# with placement	%	# of courses	# with placement	%	# of courses	# with placement	%
Arts, Social Science & Celtic Studies	18	10	56%	17	13	76%	24	20	83%
Engineering & Informatics	9	9	100%	9	9	100%	9	9	100%
Business, Public Policy & Law	10	6	60%	10	6	60%	10	6	60%
Science (includes formal placement for 2 courses and field work in all other programmes)	11	11	100%	11	11	100%	11	11	100%
Medicine Nursing and Health Sciences	7	7	100%	7	7	100%	7	7	100%
Total	55	43	78%	54	46	85%	61	53	87%

Note: above figures refer to the third year/placement year

Although not specifically identified as a strategic initiative, NUI Galway does have an agreed University-wide Employability Statement, which is available to view online at: <http://www.nuigalway.ie/media/careerdevelopmentcentre/files/NUIG-Employability-Statement.pdf> (see Appendix Three for our Employability Statement), and is committed to developing discipline-specific statements by 2020.

- ii. **Institutional-level Graduate Attributes**, developed in the first cycle of Strategic Dialogue, will be rolled out to all students by 2020/21. A suite of Discipline-linked graduate attributes will be defined and embedded within all undergraduate programmes, identifying particular attributes or capacities that students will develop through their programmes. A Personal Portfolio tool will be developed for students to record their achievements, leading to the award of digital badges, with a pilot project to begin in academic year 2018/19.

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> First intake for new 4-year degrees with work placement/study abroad options in Arts, Business, Law Employability Award rolled out to 100 undergraduate students; Campus Jobs Project initiated Discipline-level graduate attributes developed Development of Personal Portfolio tool for students 	<ul style="list-style-type: none"> Dean of Arts, Social Sciences & Celtic Studies; Dean of Business, Public Policy & Law Head of Career Development Centre Director of Centre for Excellence in Learning and Teaching
2019/20	<ul style="list-style-type: none"> Employability Award rolled out to 200 undergraduate students Roll out of Discipline-level graduate attributes Roll out Personal Portfolio tool and award of digital badges Roll out of Campus Jobs Project for 100 students 	<ul style="list-style-type: none"> Head of Career Development Centre Director of Centre for Excellence in Learning & Teaching Head of Career Development Centre
2020/21	<ul style="list-style-type: none"> Circa 270 additional students with work placement/study abroad opportunities in Arts, Business and Law, arising from new 4-year degrees Employability Award rolled out to 300 undergraduate students Continue roll out of Campus Jobs Project for 260 students 	<ul style="list-style-type: none"> Dean of Arts, Social Sciences & Celtic Studies; Dean of Business, Public Policy & Law Head of Career Development Centre Head of Career Development Centre

See Appendix Four for details of Benchmarking and Risk Management activity of relevance to Strategic Objective 1.

2. Strategic Priority

NUI Galway will develop greater opportunities for part-time, flexible and blended learning, further enhancing our leadership in the provision of online learning, and growing our cohort of part-time and flexible learners to 20% of the student body (from 15% in 2014/15 and 18% in 2016). We will provide for the continuing professional development needs of employees in our region and beyond, through the delivery of innovative programmes of learning and active engagement with communities.

Sub-level Strategic Initiatives

- i. Development of new work-based learning programmes in niche, targeted areas such as Operations Engineering and Environmental Resource Management , which provide an alternative progression pathway for adult learners using a combination of blended learning and apprenticeship style education (Baseline: 1 work-based learning programme currently in place).
- ii. Development of the Recognition of Prior Learning policy and practices to include greater expansion in the recognition of experiential and workplace learning; development of partnership models for co-delivery of accredited programmes in association with professional, community and government organisations. Target groups: under-represented socio-economic groups including traveller and refugee communities.
- iii. Development of NUI Galway’s Continuing Professional Development Strategy and portfolio of modules to include standalone CPD modules, special purpose awards and professional development awards addressing the training needs of workers regionally and nationally.

Key target areas to include: Business & Management, Data Analysis, Coaching and Leadership Skills, Professional Skills Development, Technology Enhanced Learning, Social Care, Healthcare, Entrepreneurship and Innovation, Change Management.

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> • Work-based learning Diploma in Operations Engineering and Certificate in Regulatory Affairs for the medical device sector developed • Recognition of Prior Learning policy and practices expanded • Co-delivery with partner of one programme for under-represented socio-economic groups • CPD Strategy developed • Increase number of CPD applications processed by 5% (baseline of 175 students in 2017/18, increasing to 184 in 2018/19) • Special purpose awards in Change Management and Training and Education (i.e. Technology Enhanced Learning, Learning and Development) delivered 	<ul style="list-style-type: none"> • Director of Centre for Adult Learning & Professional Development • College Deans
2019/20	<ul style="list-style-type: none"> • Expansion of the work-based learning Diploma in Operations Engineering for medical device sector • Co-delivery with partner of second programme for under-represented socio-economic groups • Increase number of CPD applications processed by 7% (or 197 students) • Special Purpose, interdisciplinary award in Business and Humanities delivered • Special Purpose award in Earth and Ocean Sciences delivered 	<ul style="list-style-type: none"> • Director of Centre for Adult Learning & Professional Development • College Deans

Years	Annual Targets	Responsibility
2020/21	<ul style="list-style-type: none"> • Work-based learning Diploma in Environmental Resource Management developed with industry partner • Increase number of CPD applications processed by 10% (or 217 students) • Special Purpose Awards in business development areas delivered (e.g. Learning and Development, Talent Management, Leadership/E-Leadership) 	<ul style="list-style-type: none"> • Director of Centre for Adult Learning & Professional Development • College Deans

See Appendix Four for additional information and details of Benchmarking and Risk Management activity of relevance to Strategic Objective 2.

3. Strategic Priority

To support the development and implementation of the policy recommendations that will arise from the current work of the Teacher Supply Steering Group in addressing teacher shortages at second level in subject areas identified by the Department of Education and Skills in 2018. NUI Galway will also prioritise addressing the teacher supply issue in the Irish medium sector as part of an additional commitment to An tAonad um Oideachas Gaeltachta to support capacity building in this sector. A key principle informing this work is the extension of the range of pathways to second level teaching available to students in NUI Galway.

Sub-level Strategic Initiatives

- i. Additional student spaces and a targeted student recruitment drive were put in place for the graduate student intake for the academic year 2018/2019 in each of the priority areas including the Máistir Gairmiúil san Oideachas. The development of strand specific (STEM, Humanities, Languages, Business) recruitment pathways for students is currently being developed by the NUI colleges in collaboration with PAC for future years. An enhanced range of intracollege/ intraschool recruitment drives in NUI Galway are in train for pre-final year and final year student in each priority area.
- ii. The current development of a four-year BA provides opportunity for students who have not accumulated credits in a second teaching subject to take additional credits in the third year of the four-year programme in order to enable them to teach two subjects. This provides a catch-up facility for students who make a decision to teach later into their undergraduate programme.
- iii. The development of a BA in Education strand in the College of Arts, Social Sciences and Celtic Studies to facilitate additional concurrent programmes and a four + one BA PME option for areas where four year programme are already required e.g Modern Languages, is in train. NUI Galway is also proactive here in ensuring that teacher supply will be available for the newly introduced Computer Science Leaving Certificate subject. A BA Education (Computer Science and Mathematical Studies) programme has recently been approved by the University and documentation for accreditation by the Teaching Council is now in the final stages of development.

Years	Annual Targets and Milestones	Responsibility
2018-19	<ul style="list-style-type: none"> • The targeted recruitment drive has increased the number of offers in each of the priority areas in the region of 10% • The School of Education is actively involved in the development of policy in each of the three working groups set up by the DES to address teacher supply: <ul style="list-style-type: none"> - Higher Education: policy, provision, funding & support - Communications and promotion of the teaching profession - Data and research to support teacher supply planning • A level 8 Diploma in Politics and Society in association with the School of Sociology and Political Science and the Centre for Adult Learning and Professional Development (CALPD) at NUI Galway has been developed to address future demand in this area and to avoid future teacher supply issues, in the advent of Politics and Society as a Leaving Certificate subject. 	<ul style="list-style-type: none"> • Head of School of Education • Director of Centre for Adult Learning & Professional Development • Head of School of Sociology & Political Science
2019/20	<ul style="list-style-type: none"> • First intake to the BA Education (Computer Science and Mathematical Studies). This will provide for additional teachers of Mathematics and contribute to avoiding teacher supply issues in Computer Science • Targeted recruitment of students under the newly developed strand system to ensure higher recruitment into each priority area • Plan for implementation of the policy recommendations from the Teacher Supply Steering Group • Target international students for the Professional Masters in Education to address priority areas. 	<ul style="list-style-type: none"> • Head of School of Education • Head of School of Computer Science • Head of School of Mathematics, Statistics & Applied Mathematics
2020/21	<ul style="list-style-type: none"> • Carry out a feasibility study on a graduate programme for primary teachers for the Gaeoloideachas sector. • Align with the relevant, sectoral policy recommendations from the Teacher Supply Steering Group 	<ul style="list-style-type: none"> • Head of School of Education

4.2 Key System Objective 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.

High Level Targets:

1. Increase the output value of internationalisation to €1.15bn per annum by 2020 (International Education Strategy baseline €819m in 2014/15);
2. International students to represent 15% of full-time students by 2020. (In 2016/17, 11.6% of all fulltime students in HEA-funded higher education institutions were international students);
3. Progress towards Bologna target of at least 20% of those who graduate in 2020 to undertake a study or training period abroad;
4. Number of innovation vouchers project agreements with industry to increase by 12% by 2020 (487 in 2016);
5. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (163 in 2017);
6. Increase number of spin-outs established during the year by 40% by 2020 (Innovation 2020 target, 29 in 2014);
7. Improve Employer satisfaction rates with HEI collaboration with enterprise by 25% as tracked in National Employer Survey (companies < 50 employees – 55% rated collaboration as good/very good; companies with 51 – 250 employees – 60% and companies > 251+ employees – 75%);
8. Participation in Erasmus+ in Higher Education and other Study and Work Placements Abroad to reach 4,400 by 2022 (3,135 in 2016) in accordance with international strategy.

Strategy Summary

NUI Galway has a strong international orientation. This is derived from our wide range of overseas partnerships and a well-established community of globally connected faculty. As one of the most international universities in Ireland, we have students from 110 countries, comprising 20% of our student body, and we rank highly for the proportion of international faculty on our staff. The University boasts several areas of academic strength that are of genuine international renown.

Our aim is to achieve a reputation as one of the world's top-tier universities, with relationships of substance that span the globe. We will educate students who are globally conscientious and internationally engaged, and who excel as scholars, citizens and global leaders. We will recruit and retain staff who are internationally renowned in their fields and embedded in international networks of scholarship.

The impact of these developments is that NUI Galway will be recognised as meeting its responsibilities: not only the responsibility of pursuing ethical internationalisation activities, but also the goal of making lasting contributions to the betterment of people's lives across the world.

Our internationalisation strategy is inspired by our location in Galway, a diverse city with a tradition of reaching out to the world. It encompasses the experiences of students and staff, and emphasises both our international reputation and responsibilities, displaying awareness of how the world sees Galway – but also being mindful of how Galway sees the world.

Our Strategic Plan, *Vision 2020*, sets out a high level objective to 'ensure that NUI Galway is a university of choice, relevance and renown, in the eyes of the world'. Aligned to this objective, our two

institutional strategic priorities to create rich opportunities for national and international engagement which enhance the learning environment and deliver a strong bridge to enterprise and the wider community, are as follows:

1. Strategic Priority

Increase the global spread of our student population so that at least 25% of our full-time on-shore students (including Erasmus) come from outside of Ireland by end of AY 2020/21.

Offer all students international engagement opportunities by significantly expanding the proportion of our students who study or work abroad as part of their study, and incorporating international content into taught programme curricula (aligned to *Vision 2020* targets).

Sub-level Strategic Initiatives:

i. International Student Recruitment

- Full time Non-EU students to represent 20% of full-time students by end of AY2020/21 (assumes target is 20% of 2017/18 total full time number of 15,036). In 2017/18, 16.3% (or 2,453 students) of all fulltime students at NUI Galway were non-EU students*. This target represents a growth of over 550 students over 3 years.

College	2017/18			
	Irish	EU	Non EU	Total
College of Arts, Social Sciences, & Celtic Studies	3,934	209	887	5,030
College of Business, Public Policy, & Law	2,615	132	477	3,224
College of Engineering & Informatics	1,363	71	267	1,701
College of Medicine, Nursing, & Health Sciences	1,694	59	566	2,319
College of Science	2,391	115	256	2,762
Grand Total	11,997	586	2,453	15,036

Non-EU as % of Overall FT Students		16.31%	
Target of 20% of 17/18 Total Baseline			3,007
Increase Required			554

* Source: March 2018 HEA return; based on country of domicile; Mode of Study – full time; excludes Erasmus students [as per HEA definition], but includes JYA students.

- International students make up 40% of total full time PhD students, at least 70% of whom are non-EU students. In 2017/18, 39% of full time PhD students were international students (domiciled outside of Republic of Ireland). Of those, 68.4% were non-EU students. (Note: Data source is March 2018 HEA return)

ii. Outbound Mobility

- At least 15% of graduates on undergraduate programmes to have undertaken a study or training period abroad, by the end of AY20/21. (Note: 363 outbound study abroad visits in 2016/17 out of circa 3,600 graduates; programme developments in Business will add an additional 175 outbound study abroad visits in 2020/21; new programmes in Arts will add an additional circa 50 students on study abroad exchanges).
- Roll out of 12 new undergraduate 4-year degree programmes in Business, Arts and Law, incorporating a period of study or work abroad by end of AY 2020/21.

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> • First intake for new 4-year degrees with work placement/study abroad options in Arts, Business, Law • 185 additional full time non-EU students above 2017/18 baseline 	<ul style="list-style-type: none"> • College Deans; • Dean of International Affairs
2019/20	<ul style="list-style-type: none"> • 185 additional full time non-EU students above 2018/19 baseline 	<ul style="list-style-type: none"> • College Deans; • Dean of International Affairs
2020/21	<ul style="list-style-type: none"> • 185 additional full time non-EU students above 2019/20 baseline • Total of 12 new 4-year degrees with period of study or work abroad introduced • 15% of graduates on undergraduate programmes to have taken a study or work abroad period 	<ul style="list-style-type: none"> • College Deans; • Dean of International Affairs

See Appendix Five for details of Benchmarking activities and Risk Management relevant to this Priority area.

Actions to achieve targets set:

NUI Galway has been pursuing an ambitious internationalisation strategy for the last five years with good success. In Phase One of the Strategic Dialogue, performance against internationalisation targets was highlighted by reviewers as a key strength of NUI Galway's first Compact, with 22% of full-time, on-shore students being international and 16.3% of full time students being non-EU.

In this second iteration of the Compact, NUI Galway aims to make a further step change in advancing our internationalisation agenda with stretch targets being set for both international student recruitment and outbound mobility.

Key actions planned or taken to-date to achieve these targets include:

- The introduction of a budget devolution project to provide significant and clear budgetary incentives to Colleges and Schools to grow non-EU student numbers and income (65% of incremental income returned to the Colleges on the basis of income growth) – in progress.
- Investment in the International Office and in International Marketing and Recruitment Officers, as well as Study Abroad Officers, in the Colleges – in progress. International Marketing and Study Abroad Officers are in place in the Business School, the Law School and the College of Arts, Social Sciences and Celtic Studies.
- Extensive curriculum development to establish new Postgraduate Masters programmes for the non-EU market. Particular highlights have included the development of Masters programmes in Business Analytics and Data Analytics which have proved popular with the Indian market; a suite of new Masters of Engineering programmes, with specific strands for non-EU students; a suite of Business Masters programmes with an international orientation.
- Outbound mobility targets will be achieved through a shift from 3-year degrees to 4-year degrees with a year of international exchange (and work placement) included, in Arts, Business and Law. In this regard, the introduction of a new BComm Global Experience programme with up to a year of international experience included has been an important development.
- The appointment of a Vice President: International, as a member of the University Management Team, to lead the International Strategy – currently at recruitment stage

2. Strategic Priority

Innovation Impact - maximise the involvement of all academic staff, researchers and students in activities that generate useful new ideas and inventions, by developing new strategies, structures, and partnerships to support innovators on campus and in the community to translate their inventions into societal impact.

Sub-level Strategic Initiatives:

- i. Number of innovation vouchers project agreements with industry to increase by 25% by 2020 (12 innovation vouchers agreed in calendar year 2017)
- ii. Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (15 agreements in calendar year 2017)
- iii. Increase number of spin-outs established by 40% by 2020 (2 spinouts in calendar year 2017; target is 3 spinouts in 2020/21; aligned to Innovation 2020 target)

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> • 16 commercial technology agreements signed 	<ul style="list-style-type: none"> • Director of Technology Transfer
2019/20	<ul style="list-style-type: none"> • 17 commercial technology agreements signed 	<ul style="list-style-type: none"> • Director of Technology Transfer
2020/21	<ul style="list-style-type: none"> • Number of innovation vouchers project agreements with industry to increase by 25% on 2017 baseline (total of 15 agreements annually by 2021) • 18 commercial technology agreements signed (20% increase on 2017 baseline) • 3 additional spin outs established on 2017 baseline 	<ul style="list-style-type: none"> • Director of Technology Transfer

See Appendix Five for details of Risk Management relevant to this Priority area.

4.3 Key System Objective 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

High Level Targets:

1. Increase of 500 new postgraduate research enrolments in disciplines aligned to enterprise and other national needs by 2020. (baseline 2,235 in 2014/15);
2. Increase by 30% the number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs by 2020. (Innovation 2020 target);
3. Double overall Higher Education research income derived from industry to €48m (Innovation 2020 target - €24m in 2014);
4. Increase research projects between enterprise and the public research system by 20% by 2020 (2014 Baseline is 878);
5. Secure HEI Horizon 2020 target of €550m in funding by 2020 (over €200m secured by end of 2016);
6. Increase applied research in the Institutes of technology.

Strategy Summary

As a research-led University, our vision is to produce research that is recognised as being excellent, transformative, and relevant to societal and economic needs, while training the next generation of researchers.

Over the past ten years, we have achieved national leadership and growing international recognition for the quality of our research in our priority areas. Research output, and the impact of these outputs, has grown significantly over the last 10 years, as measured by numbers of peer-reviewed publications and citations. Peer reviewed publications have grown from under 600 in 2005 to over 1,600 in 2017 (source: Scopus, April 2018), while field weighted citation impact has increased from 1.3 in 2005 to 1.66 in 2016/17 (source: SciVal). The University is making a concerted effort to continue this upward trajectory, enhancing our academic reputation and making a significant contribution to our continued improvement in World University Rankings.

A focus on high quality, internationally competitive research and innovation, targeting both national and international funding sources, is a key objective for NUI Galway. Our commitment to diversifying our research funding base, specifically targeting an increase in EU funding, is reflected in the increase in the percentage of our research income from EU sources - rising from 11% in 2010/11 to 19.7% in 2016.

NUI Galway is now ranked third of the Irish universities in terms of value of grants won in the Horizon 2020 programme to-date – with a success rate of 14.4%, versus the overall HEI sector rate of 13.4%. In the first four years of the H2020 programme, we have secured 90% of the value secured for the full FP7 cycle. We remain focused on improving H2020 performance, with a particular emphasis on securing ERC Awards, and diversifying to other non-EU sources.

With this growing profile, we will continue to pursue an ambitious international research agenda. We will maximise the potential of our research to have global impact and significantly enhance our international profile. We aspire to be a top 200 ranked university by 2020, attracting the best students, teachers and researchers, and creating a network of relationships of substance that span the globe.

NUI Galway’s two strategic priorities to produce 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, are as follows:

1. Strategic Priority

Produce research that is recognised as being excellent, transformative and relevant to societal and economic needs, while training the next generation of researchers.

Sub-level Strategic Initiatives:

i. Research Recruitment:

Maximise the involvement of academic staff in research and focus on recruiting, retaining and incentivising excellent academic staff who have a proven research track record

Metrics to include:

- Recruitment of 15 Research Leadership positions supported by philanthropy by AY 2020/21 (the first tranche of six positions have been filled to date)
- Increase in applications for high-profile individual research awards (SFI Research Professorship and SFI Future Leader Awards, IRC Laureate Awards)
- Increased number of ERC proposals submitted – from average of 10/annum (2014/15 to 2016/17) to 20/annum by end of AY 2020/21

ii. Research Strategy:

- Comprehensive review of NUI Galway’s priority research themes to inform the development of the University’s next Strategic Plan, to ensure their continued relevance, taking account of the national and international policy landscape, to be completed by end of AY 2019/20.
- Develop School-level research strategies across all of NUI Galway’s Schools by end of AY 2019/20, aligned with recommendations of Institutional Review of Research Performance, IRRP 2015-2018.

iii. Research Funding:

Consistently maintain the contribution to the University’s research income from non-exchequer sources **at or above 30%** – including industry, European and other international funding (baseline has fluctuated between 27% and 31% over the last 4 years)

Years	Annual Targets and Milestones	Responsibility
2018-19	<ul style="list-style-type: none"> • Recruit second tranche of Research Leadership positions funded by philanthropy • Maintain the contribution to the University’s research income from non-exchequer sources at or above 30% 	<ul style="list-style-type: none"> • College Deans • Vice President for Research
2019/20	<ul style="list-style-type: none"> • Recruit third tranche of Research Leadership positions • Increase in applications for high-profile individual research awards • Increase number of ERC proposals submitted to 15/annum • Review of University’s priority research themes completed • School-level research strategies in place in all Schools • Maintain the contribution to the University’s research income from non-exchequer sources at or above 30% 	<ul style="list-style-type: none"> • College Deans • Vice President for Research
2020/21	<ul style="list-style-type: none"> • Increase in applications for high-profile individual research awards • Increase number of ERC proposals submitted to 20/annum • Maintain the contribution to the University’s research income from non-exchequer sources at or above 30% 	<ul style="list-style-type: none"> • College Deans • Vice President for Research

2. Strategic Priority

Increase the quality, impact and international awareness of our research outputs.

Sub-level Strategic Initiatives:

Research Outputs:

The following four indicators will be targeted to enhance our research performance over the life time of the Compact:

- i. Increase by 2% annually the number of peer reviewed publications by academic staff fte (baseline December 2017, 1,667 publications or 2.41 publications/academic fte; source SciVal)
- ii. Increase by 2% annually our percentage of international collaborators (% of NUI Galway publications with international collaborators; 2017/18 baseline 54.4%: source, SciVal)
- iii. Increase by 2% annually the proportion of publications in the top 25% of journals (2017 baseline is 56.7%; source: SciVal)

KPI	2016/17	2017/18 to date	2018/19	2019/20	2020/21	Source	Responsibility
Academic FTE	682.36	690.3				HEA Return	
Publications (SciVal)/ Academic FTE	2.19	2.41	2.46	2.51	2.56	SciVal	<ul style="list-style-type: none"> • College Deans • Vice President Research
% of Pubs in top 25% Journals (SciVal) (SNIP) <i>New</i>	57.4%	56.7%	57.8%	59.0%	60.2%	SciVal	<ul style="list-style-type: none"> • College Deans • Vice President Research
% of International Collaboration (SciVal) <i>New</i>	58.5%	54.4%	55.5%	56.6%	57.7%	SciVal	<ul style="list-style-type: none"> • College Deans • Vice President Research

[^]**SNIP: Source Normalised Impact per Paper** – a measure of journal impact factor. The higher the SNIP the higher the expected citations from the journal. Similar to the FWCI, it compares actual citations over the past 3 years for a journal to the expected average for that discipline, so can be used to compare journals in different fields (the average SNIP for all journals in Scopus is 1.0)

- iv. By 2020-21 we will have increased our **Field Weighted Citation Impact to 1.70** - this represents a total 2% increase on our 5-year average for 2013-2017 (baseline for 2017/18 is 1.59; 2013-2017 5-year average FWCI for NUI Galway is 1.67; source: SciVal)

KPI	2017/18 to date	2013-15 5y average	2020/21	Source	Responsibility
Academic FTE	690.3			HEA Return	
Field Weighted Citation Impact (SciVal)	1.59	1.67	1.70	SciVal	<ul style="list-style-type: none"> • College Deans • Vice President Research

See Appendix Six for details of Benchmarking and Risk Management relevant to research performance.

Actions taken to-date or planned to achieve Research targets:

- **Recruitment:** Continue recruitment of philanthropy-funded research leadership posts, with a specific focus on the recruitment of ERC Awardees in phases 2 and 3 of scheme (6 of 15 posts filled to-date with 2 ERC Awardees secured) – on-going
- **Recruitment:** Increase applications for high profile appointments (e.g. SFI Research Professors and Future Leaders, IRC Laureate Awards) via targeted recruitment campaign for research leaders in thematic priority areas, and dedicated support for applications provided by the Research Office – on-going with some success to date (3 SFI Research Professors recruited; 1 SFI Future Leader Awardee; 5 IRC Laureate Awardees)
- **Retention:** Revise promotion pathway to introduce Associate Professor grade and promotion route from Personal Professor to Full Professor– to be completed; Explore options for a Fast Track route to Senior Lecturer promotion to recognise exceptional externally validated research performance - to be completed
- **Strategy:** School-level Research Strategies – following a 3-year Institutional Review of Research Performance, all Schools have received a set of recommendations for the enhancement of their research performance and have developed an Action Plan in response to recommendations. Progress against the Actions Plans will be monitored annually through the Operational Planning process – on-going
- Implement School Workload Models to reflect reduced teaching load for early career staff to facilitate early engagement with individual research planning in the first three years post appointment – to be completed
- Further develop and enhance our multi-annual pipeline of competitive ERC applicants by providing tailored ERC support for proposal-writing; mentoring and targeted supports
- **Supporting research:** A review of existing research support schemes to assess effectiveness in facilitating NUI Galway's strategic objectives for Research and Innovation is currently in train, with a view to developing a redefined suite of initiatives that support researchers at different career stages and at different parts of the research lifecycle - in train.
- **Supporting Researchers' Careers:** Our contract researchers (Post-Docs and Fellows) and post-graduate research students are the lifeblood of our research activity and contribute significantly to our research outputs. A recently established Researcher Career Development Centre will support a structured career development pathway; provide guidance on career management and planning; and support/deliver training in transferrable skills.
- **Research Reputation:** A plan to enhance engagement and leveraging of external networks – such as the EUA, COIMBRA Group, external examiners, and to make strategic Adjunct appointments to elevate NUI Galway's international reputation, is in development
- **Research Reputation:** A plan to enhance the discoverability of our research through the active promotion of open access research data through training and information sessions is in train; similarly, plans for an institution-wide approach to training in communicating research impact is under consideration

4.4 Key System Objective 4

Significantly improve the equality of opportunity through education and training and recruits a student body that reflects the diversity and social mix of Ireland's population.

High Level Targets:

1. All HEIs will have a Student Success Strategy in place by 2020 which will embed whole-of-HEI approaches to institutional access strategies;
2. Implement new data initiatives and indicators to support the development and implementation of evidenced based National Plans for Equity of Access by 2019;
3. Implement the strands of the Programme for Access to Third Level (PATH) Fund to support the implementation of the National Plan for Equity of Access 2015-2019;
4. Sustain the expansion from underrepresented groups with 2,000 additional enrolments from socioeconomically disadvantaged groups and 1,000 from Further education access programmes;
5. Increase in enrolments from DEIS schools by ensuring that every such school will be participating in a HEI led access programme;
6. Completion rates for students from disadvantaged cohorts will be specifically targeted for improvement

Strategy Summary

Our primary commitment to our students is to develop their full intellectual potential. This is a two-way process, where students and lecturers engage fully with their programmes of teaching and learning. Our aim is to empower students to shape their own futures, by ensuring that they are academically well developed and prepared for life, work and citizenship.

Recognising the challenges of the academic journey, we are committed to the holistic development of our diverse student community. Central to our students' well-being and identity is a sense of belonging. That sense is strengthened when students feel securely anchored within their learning communities, when they can define in their own words the skills and capacities that they are developing through their programmes, and when they have access to support in such areas as accommodation, finance, health and wellbeing, sport and culture.

By drawing these elements together, we will provide a framework that will enable all partners in the student experience to articulate the Galway graduate identity. That identity in turn affects how Galway graduates see themselves and their relationship with the world. While each academic programme will define its own set of graduate attributes, we will also define how Galway graduates are distinctive – in terms of their well-roundedness, their appreciation of diversity, and their community engagement.

We are also working to enhance student retention and progression further, recognising that retention is influenced not only by academic performance but also by student well-being and engagement. Reviewing and reforming our student support services will continue to be a priority, so as to enable our staff to respond more effectively to students' needs.

The University's Access Centre (an alignment of Access, Mature Students and Disability Support Services) is concerned with the development, promotion and delivery of programmes of learning for targeted individuals. It involves a wide range of educational approaches and specialist services targeted at students under-represented in Higher Education who are classified as 'non-traditional' and prioritised in the National Plan for Equity of Access to Higher Education 2015-2019.

Our Strategic Plan, *Vision 2020*, has set a target of 24% of undergraduate students to come from under-represented groups by 2020. NUI Galway serves and engages with diverse communities in

mutually enriching ways, both on campus and in our region. The Access Centre has outreach programmes in Ballinasloe, Sligo and Connemara. We have steadily increased the numbers of participants particularly from DEIS and Access-linked schools and the Further Education sector. The number of students registering with a disability and progressing in the system has increased significantly in the last 3 years, processes have been improved and mainstreaming of support has made good progress in line with best practice.

NUI Galway’s two strategic priorities to significantly improve the equality of opportunity through education and training and recruit a student body that reflects the diversity and social mix of Ireland’s population are as follows:

1. Strategic Priority

Build on NUI Galway’s commitment to support a diverse student body and create a culture of inclusivity, by increasing to 24% the percentage of students from traditionally under-represented groups entering undergraduate study, increased from 21% (2017/18 baseline), *Vision 2020 target*.

Access Numbers 2009- 2017

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Non-traditional New Entrant (FT/PT Bachelor UG students) / New Entrant (FT/PT Bachelor UG students)	20%	22%	19%	20%	22%	22%	21%	21%	21.7%
Non Traditional New Entrants	640	700	576	616	646	660	645	679	721
Total New Entrants	3,166	3,122	3,017	3,081	2,983	2,991	3,079	3,310	3,318
	20%	22%	19%	20%	22%	22%	21%	21%	22%

The table above shows the trajectory of NUI Galway’s Access numbers over a 10 year period. Based on this data, knowledge of the regional market and available resources, the University is satisfied that a target increase to 24% of students from traditionally under-represented groups is a realistic target for the next 3 years.

This target will be achieved through a suite of different initiatives including:

The Attract Transition Succeed (ATS) project, funded under PATH 3, targets the following under-represented and disadvantaged groups: Socio-economic groups that have low participation in higher education, first time Mature student entrants, students with a disability, Irish Travellers, Further Education Award Holders, Lone Parents, Ethnic Minorities (including refugees).

The methodology includes providing peer mentoring to 400 participants on the Breaking The Seal programme; these are senior cycle students in DEIS Schools and NUI Galway Access Linked schools, and also ethnic minorities including Irish Travellers linked to Galway City and County Partnership’s activities. The engagement with target groups through this partnership approach and project will contribute to the target of 24%.

Scholarships available through PATH 1 will target similar groups, and is community and school based. This initiative will also contribute to reaching the 24% target.

Early results from the PATH 1 programme indicate a significant increase in the numbers of students from under-represented groups accessing HE at both undergraduate and postgraduate levels. For example, 10 Professional Masters in Education entrants in 2018/2019 and 11 entrants in 2017/2018 entered undergraduate HE initially via Access or HEAR; prior to the PATH programme numbers would have been significantly smaller.

PATH will impact Access targets in terms of a) numbers of those from the above target groups accessing HE, b) supporting access at PG level, c) entrants into the professions (such as teaching) specifically and is anticipated to show a significant increase over time.

Sub-level Strategic Initiatives:

- i. Sustain the expansion from under-represented groups with enrolments from socioeconomically disadvantaged groups and from Further Education access programmes – increase the number of places available to applicants from the FE sector from 62 in 2017/18 to 190 by the end of AY 2020/21.

See Appendix 7 for a list of FETAC places available on Undergraduate programmes from 2016/17 to 2018/19. These places are now available across a broad range of our undergraduate programmes, including some of the higher points courses in this University. For example, there is now a QQI pathway to all our undergraduate degrees in the College of Science, College of Business, Public Policy and Law and the College of Arts, Social Sciences and Celtic Studies with degree programmes in excess of 500 points.

We have also doubled the number of places available in the College of Medicine, Nursing and Health Sciences, and are reviewing offerings in the College of Engineering and Informatics.

- ii. Progress partnerships with other HEIs, ETBs and community providers in the West/North West Cluster to develop additional entry opportunities for students from groups under-represented in HE e.g. lone parents, ethnic minorities. Minimum target of 30 students (15 per annum after establishment of the initiative in year 2018/19).

Years	Annual Targets and Milestones	Responsibility
2018-19	<ul style="list-style-type: none"> • Number of places available to applicants from the FE sector increased by 40 on 2017/18 baseline (total circa 100) • Additional entry opportunities for students from under-represented groups in HE developed e.g. lone parents, ethnic minorities 	<ul style="list-style-type: none"> • Director of Student Services • College Deans
2019/20	<ul style="list-style-type: none"> • Number of places available to applicants from the FE sector increased by a further 45 (total 145) • 15 additional students from under-represented groups in HE 	<ul style="list-style-type: none"> • Director of Student Services • College Deans
2020/21	<ul style="list-style-type: none"> • Number of places available to applicants from the FE sector increased by a further 45 (total 190) • Further 15 additional students from under-represented groups in HE 	<ul style="list-style-type: none"> • Director of Student Services • College Deans

Alternative Pathways

Noting that not all socio-economically disadvantaged students enter higher education through FE routes, the following alternative pathways are available for applicants from all potential socio-economically disadvantaged groups:

- i. Foundation courses and pre-entry programmes for socio-economically disadvantaged young adult students/school leavers, including developmental supports for these students
- ii. Foundation courses and pre-entry programmes for socio-economically disadvantaged mature students, including developmental supports for these students
- iii. Outreach of Access across the region – delivery of Foundation Courses targeting socio-economically disadvantaged young adults/ school leavers in Ballinasloe, Connemara (through Irish) and Sligo, including developmental supports for these students

- iv. HEAR - Higher Education Access Route for school-leavers who have the ability to benefit from and succeed in higher education and who come from socio-economic groups that are under-represented in third level education. HEAR applicants can benefit from reduced entry points on University courses. The HEAR scheme takes into consideration the fact that socio-economic disadvantage can have a negative impact on educational attainment and progression to third level.
- v. Quota of places set aside on all programmes in all colleges for socio-economically disadvantaged young adults/ school leavers and socio-economically disadvantaged Mature Students, progressing from the Foundation Courses , in addition to the HEAR scheme and QQI/FE applicants.

2. Strategic Priority

NUI Galway will improve completion rates for students from disadvantaged cohorts and implement new data initiatives and indicators to drive student success.

Over the next three years, NUI Galway will reduce non-completion rates from 11% to 9%. This target is modest but realistic in the current HE landscape. Funding constraints, together with changes in personnel, mean that it will take time to fully implement a retention strategy. We have recently recruited a new Dean of Students, a key appointment in driving forward the Student Success strategy. In line with best practice, we have invested resources to establish robust data sources via our DANte online system. It will take time to establish a coherent and cohesive College-oriented and joint institutional strategy which generates systematic change and the intervention processes necessary to further improve progression and retention.

Sub-level Strategic Initiatives:

- i. NUI Galway will have a Student Success Strategy in place by AY 2020/21 to support and enhance student transition, progression and achievement of non-traditional students.
- ii. NUI Galway will develop a data warehouse facility to support student success strategies that underpin improvements in learning, retention and progression rates for students from disadvantaged backgrounds.

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> • Data warehouse facility developed to provide analytics on key success indicators • Bi-annual monitoring of Student Progression data by College Deans • Student Success champions identified for all Colleges 	<ul style="list-style-type: none"> • Director of Information Solutions & Services • College Deans • Director of Student Services • Dean of Students
2019/20	<ul style="list-style-type: none"> • Bi-annual monitoring of Student Progression data by College Deans • Student Success Strategy developed 	<ul style="list-style-type: none"> • College Deans • Director of Student Services • Dean of Students
2020/21	<ul style="list-style-type: none"> • Student Success strategy being implemented • Bi-annual monitoring of Student Progression data by College Deans 	<ul style="list-style-type: none"> • Director of Student Services • College Deans • Dean of Students

See Appendix Seven for details of Risk Management relevant to this Priority area.

4.5 Key System Objective 5

Demonstrate 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.

High Level Targets:

1. Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs;
2. All HEIs to engage in International benchmarking by 2020;
3. Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15);
4. Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines);
5. All HEIs to have in place policies for digital teaching and learning by 2019;
6. The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

Strategy Summary

NUI Galway has achieved national recognition for its teaching excellence, the use of online and blended learning technologies, and our recruitment of students from non-traditional backgrounds. These accomplishments must be sustained and enhanced. The development of new pedagogies and programmes is essential to our strategic vision, as is the recognition and reward of excellent teaching.

In particular, we value research-active teachers who communicate a sense of the excitement of new ideas and seek to inculcate a spirit of enquiry in their students. Research-led teaching and engaged students generate a creative and stimulating environment, with optimal learning outcomes.

We are committed to supporting students in their transition to university study and their on-going academic progression by creating appropriate learning communities. In harnessing the diverse strengths of students, researchers, and support services, we can ensure that the NUI Galway teaching and learning environment will be valued for its exceptional quality.

We are well positioned to address the challenges that are now facing universities internationally, such as shifting patterns of student enrolment, and changing expectations about the relevance of academic programmes to societal needs. We will continue to address these issues with ambition and rigour.

We will also ensure that our programmes are accessible and flexible, and that they make the best use of contemporary teaching methods. The Centre for Excellence in Learning and Teaching (CELT) and the Centre for Adult Learning and Professional Development, in partnership with our Schools and Colleges, have implemented new approaches to teaching and programme design. At the same time, the Library has greatly expanded access to online information resources. We must also be strategic in rising to the challenges associated with delivering high-quality education via the web.

Our Strategic Plan, *Vision 2020*, outlines our commitment to providing an outstanding teaching and learning environment that enables our students to articulate and achieve their ambitions, and benefit from optimal learning facilities and supports. We have also committed to ensuring that those who teach and design our programmes are provided with professional training and development opportunities.

We will develop a range of appropriate learning communities to support students in their academic progress, providing more opportunities for small-group teaching, placements, and pastoral and professional support, with an emphasis on the transition through First Year and the support of students from non-traditional backgrounds.

NUI Galway’s two institutional strategic priorities to demonstrate 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, are as follows:

1. Strategic Priority

Ensure that staff who teach and design our programmes are provided with professional training and development opportunities, to ensure that our research-led teaching continues to generate a creative and stimulating environment, enriches the student experience and produces graduates of the highest quality (aligned to *Vision 2020* objective).

Sub-level Strategic Initiatives

- i. Align our existing professional development and training programmes for academic staff with the National Professional Development Framework (where appropriate) and ensure that the opportunity to avail of professional development in the area of teaching, learning, curricular design, and assessment are available to all staff who teach at NUI Galway. Subject to resource availability, the existing programmes will be expanded and routes identified for both early career and established academic staff. Alignment completed in 2018/19, extended provision to commence in 2020/21.
- ii. Recognise and reward leadership and the scholarship of teaching and learning through the introduction of a new professorial promotion route by AY 2018/19, augmented by identified promotion criteria for Senior Lectureship in AY 2019/2020.

Years	Annual Targets and Milestones	Responsibility
2018-19	<ul style="list-style-type: none"> • Align existing professional development and training programmes for academic staff with the National Professional Development Framework • Roll out of a new professorial promotion route for scholarship • On-going work on the development of an agreed new Senior Lecturer Promotion Scheme, with a strand to recognise excellence in teaching and learning 	<ul style="list-style-type: none"> • Director of CELT • President’s Office • Registrar & Deputy President
2019/20	<ul style="list-style-type: none"> • On-going implementation of Continuous Professional Development Framework for academic staff • On-going work on the development of an agreed new Senior Lecturer Promotion Scheme, with a strand to recognise excellence in teaching and learning • Monitoring of the uptake, and identifying and supporting the professional development needs of those aiming for the new Professorial route on the basis of Leadership & Scholarship of Teaching & Learning. 	<ul style="list-style-type: none"> • Director of CELT • Registrar & Deputy President
2020/21	<ul style="list-style-type: none"> • Expand capacity on existing professional development programmes for staff and routes identified for both early career and established academic staff. • Agreed new Senior Lecturer Promotion Scheme finalised and implemented. • Monitoring of the uptake, and identifying and supporting the professional development needs of those aiming for the new Professorial route on the basis of Leadership & Scholarship of Teaching & Learning. 	<ul style="list-style-type: none"> • Director of CELT • Registrar & Deputy President

2. Strategic Priority

Review, revise and develop new curricula to ensure that our portfolio of programmes is innovative, responsive to local, national and international demands, attractive to students and relevant to the needs of the modern learner (aligned to *Vision 2020* objectives).

Sub-level Strategic Initiatives:

i. Student Engagement, Programme Development and Feedback:

- Develop Student Engagement policy and processes for involving students as active partners in College, School and University management and governance, and in programme design and review, building on our active participation in the National Student Engagement Project (NSTEP).
 - Revised policy and guidelines on programme design, approval, development, and review which aims to embed best practice, clarify processes, and enhance the quality of provision. This will be achieved through inputs from relevant stakeholders including academic and support units, students and alumni, employers and professional bodies.
 - The development of an effective, comprehensive programme review process which incorporates and integrates information gleaned from student and course team feedback, data on progression and performance. This will be achieved through the provision of a toolkit of resources to Colleges, Schools, and course teams including technology supports for the systematic management of student feedback on modules and programmes as well as data from the ISSE and other learning analytics provision, the overall aim of which is to identify and act on potential enhancements to programmes which promote student academic success.
- ii. Develop policy for digital teaching and learning by the end of 2018/2019, to include best practice guidelines for programme design and implementation, guidelines on data protection and 'digital wellbeing' requirements; principles of course design and assessment for online/blended learning programmes; supports for student digital skills development and certification. This policy will be informed by the work of the National Forum (e.g. Digital Roadmap, Leadership Perspectives review, Enabling Policies, etc).
- iii. The continued development of Graduate Attributes at institutional, College, and discipline levels, with agreed Graduate Attribute Statements embedded in all Colleges by Dec. 2019, an extensive programme of workshops throughout AY 2018/19 and a strategy recommendations document completed by late 2019.

Years	Annual Targets	Responsibility
2018-19	<ul style="list-style-type: none"> • Develop Student Engagement policy for involving students in governance and programme design and review, as part of NSTEP. • Formalise annual reporting on compliance with current Student Feedback policy and processes at modular level • Begin procurement of supporting technology to develop a toolkit of resources to Colleges for the systematic management of student feedback on modules and programmes • New policy on programme development and approval • Develop policy for digital teaching and learning to include best practice guidelines • Roll out extensive programme of workshops on Graduate Attributes, with development of statements relevant to each College and specific considerations for particular disciplines where required 	<ul style="list-style-type: none"> • Director of Student Services and Dean of Students • Director of CELT • Registrar & Deputy President • Academic Secretary

Years	Annual Targets	Responsibility
2019/20	<ul style="list-style-type: none"> • On-going implementation of Continuous Professional Development Framework for academic staff • Pilot student engagement process in design & review of programmes • Roll out policy for digital teaching and learning • Continue development of toolkit for systematic management of student feedback and course review, with implementation of appropriate software and support for targeted surveys and data analysis. • Key stakeholders including students and external stakeholders involved in programme review and development • Graduate Attributes framework embedded in all Colleges and used to inform curricular design, assessment, and course review. A strategy recommendations document, outlining potential models for supporting student attainment of Graduate Attributes completed by late 2019. 	<ul style="list-style-type: none"> • Director of Student Services and Dean of Students • Director of CELT • Registrar & Deputy President
2020/21	<ul style="list-style-type: none"> • Expand capacity on existing professional development programmes for staff, with routes identified for both early career and established academic staff. • Roll out of student engagement process for curriculum review and programme development (part of NSTEP project) • Implementation of student feedback policy using common approach/tools across Colleges, allowing for specific disciplinary requirements where necessary, and combining with other relevant data and feedback as part of an established routine, annual monitoring and review process. 	<ul style="list-style-type: none"> • Director of Student Services and Dean of Students • Director of CELT • Registrar & Deputy President

See Appendix Eight for details of Benchmarking and Risk Management relevant to this Priority area.

4.6 Key System Objective 6

Demonstrate consistent improvement in governance, leadership and operational excellence.

High Level Targets:

1. Implementation of the 2018 Higher Education Gender Equality Task Force Action Plan and the 2016 Expert Group recommendations;
2. HEIs to have attained an Athena SWAN bronze institutional award by 2019 (TUs within 3 years of establishment);
3. All HEIs to submit their annual Governance Statements to HEA on time;
4. 100% compliance by HEIs with public procurement rules;
5. Draft annual financial statements to be submitted by HEIs to C&AG within stipulated C&AG guidelines;
6. Full transparency in HEI financial statements about accounting for Trusts and Foundations;
7. 100% compliance by HEIs with public pay policy;
8. 100% compliance by HEIs with public sector numbers controls;
9. Implementation of recommendations from rolling governance reviews;
10. HEA will develop individual compacts with the HEIs which reflect the overall ambitions of the System Performance Framework and local/regional opportunities;
11. Institutional strategic compacts will be assessed by a panel of experts, including international participants, to assess their coherence and capacity for delivery.

Strategy Summary

Gender Equality

NUI Galway's Strategic Plan 2015-2020, *Vision 2020*, identified the advancement of gender equality as a key institutional priority, with the overarching objective to afford men and women equality of opportunity in their careers. Significant steps have been made to achieve this strategic objective to-date.

In May 2016 the NUI Galway Gender Equality Task Force published a report putting forward 24 recommendations aimed at bringing about sustainable transformation in gender equality and diversity in the University. A Vice President for Equality and Diversity, Prof. Anne Scott, took up post in June 2016 and prioritised the development of a Gender Equality Action Plan (GEAP) to implement the recommendations of the NUI Galway Task Force and the additional recommendations of the HEA Expert Review Group. The GEAP was approved by Údarás na hOllscoile on November 1st 2016 and is being implemented on target.

An Equality and Diversity Campus Committee reporting to the Governing Authority via the Equality and Diversity Committee of Governing Authority has been established to ensure an appropriate internal governance structure to guarantee clear, consistent leadership and accountability for equality and diversity across the University. Implementation of the GEAP and Athena SWAN accreditation are core work streams of this committee. A new University wide Athena SWAN Self-Assessment Team (SAT) was established in September 2016 and has a current application for a University Bronze

Award submitted to the Equality Challenge Unit, Advance HE. The University is committed to supporting all 8 STEMM Schools to apply for Athena SWAN departmental accreditation in the coming three years.

The University has been actively improving our structures and practices in order to achieve gender balance across all key decision-making committees including recruitment and selection panels and we have ensured a minimum of 40% membership of women and men on these groups.

We continue to see better outcomes for women in recruitment and promotions rounds. The position of women at the Personal Professor grade has improved from 10% to 16%, while females account for 40% of all Senior Lecturers at NUI Galway now. The GEAP sets out ambitious targets for 2017 and beyond, which will in time increase the number and visibility of women in senior positions and provide equality of opportunity to all staff in their careers.

Institutional Consolidation

NUI Galway recognises that, as the leading educational institution in the West and North West region it must play a central part in the development of the region. Over the last four years, NUI Galway has made significant progress on institutional consolidation with Shannon College of Hotel Management fully integrated as a School of NUI Galway. We have also made good progress on the integration of St Angela's College, Sligo, with a Framework Services Agreement now in place and a plan for full integration to take place in the next two years.

The integration of St. Angela's College Sligo and Shannon College of Hotel Management, in addition to the NUI Galway's Medical Academies in Letterkenny, Sligo, Castlebar and Ballinasloe; na hIonaid Gaeltachta (An Cheathrú Rua agus Gaoth Dobhair) and research centres in Cárna and the Burren, bring to nine the number of satellite campuses run by NUI Galway. This emerging multi-site University provides for cohesion in meeting the region's needs and addresses the reality of our dispersed student population.

NUI Galway's two institutional strategic priorities to demonstrate consistent improvement in governance, leadership and operational excellence are as follows:

1. Strategic Priority

NUI Galway will ensure equality of opportunity for all staff and students, with a particular focus on gender equality, as measured by our implementation of the 2018 Higher Education Gender Equality Task force Action Plan and the 2016 Expert Group Recommendations.

Sub-level Strategic Initiatives:

i. Governance and Academic Leadership

- Embed Athena Swan Principles in the culture of the University, with all 8 STEMM Schools making Bronze applications by end of AY 2020/21.
- Significantly increase the percentage of women at senior academic grades, aligned to our institutional Athena Swan Action Plan:
 - Senior Lecturer population to include a minimum of 45% female by end of AY 2020/2021 (currently 40% female)
 - Professoriate to include a minimum of 20-25% female by end of AY 2020/21 (currently 16% female)
- All working groups and decision making committees to have minimum membership of 40% women and men, and 50% of the Chairs of all influential committees and working groups should be women by the end of 2018 (aligned to requirements of institutional Gender Equality Action Plan):
 - NUI Galway currently has 49% of its committees/working groups chaired by women (in line with HEA rec 1.6 and 1.7) (data from Committees Audit 2017)
 - 51% of committees overall are comprised of min. 40% men and women

- 68% of committees overall comprise \geq min. 30% men and women
- 32% of committees comprise less than 30% men and women
- In accordance with the recommendations of the NUI Galway Gender Equality Task Force, the University has put in place a cohesive governance structure to guarantee clear and consistent leadership, responsibility, accountability, and oversight of equality, diversity, and inclusion. The Equality, Diversity, and Inclusion Campus Committee was established in 2016, and following from that, the Equality, Diversity, and Inclusion Committee of Údarás na hOllscoile was established in May 2017. By end of AY 2020/21, we will have completed the process of establishing equivalent structures for unit, support services, school and college levels.

ii. Training and Development

- NUI Galway aims to have Unconscious Bias and Equality, Diversity and Inclusion training rolled out to all interview panels; Unit, School and College and University executive teams; available to all NUI Galway staff including postdoctoral staff; available to all Postgraduate Research students and teacher education students. We have set a target to have all executive teams trained and a total of 1,000 staff trained by end of AY 2020/21 (in line with HEA review 1.11).
- Gender proofing of selection and promotions procedures by end of AY 2020/21– (HEA review recommendation 1.16, also will be part of the Ministerial Task Force Gender Action Plan to be published in May)
- Availability of Mentorship and Leadership Schemes to increase diversity and inclusion in the leadership pipeline to be substantially increased by end of AY 2020/21:
 - Mentorship and leadership scheme for academic staff currently being established in the Colleges - 20% of Lecturers Above the Bar and 25% of Senior Lecturers to have participated in a mentorship or Leadership programme by the end of AY 2020/21.
 - New Career Development Pathway Programme for Professional Service staff launched in late 2017 to complement existing staff development opportunities. 15% of professional staff have participated in a professional development/training opportunity by end of AY 2020/21.
 - By end of AY 2017/18 NUI Galway will have supported 57 women from across the institution on the Aurora Leadership programme. By the end of AY2020/21, we will have supported a total of 100 women to participate in this leadership development programme.

Years	Annual Targets and Milestones	Responsibility
2018-19	<ul style="list-style-type: none"> • Review of the Senior Lecturer and Professorial Promotion processes • All working groups and decision making committees to have minimum membership of 40% women and men • 50% of Chairs of all influential committees and working groups female • Unconscious Bias and Equality, Diversity and Inclusion training delivered to 400 staff • Total of 5% of Lecturers Above the Bar and 10% of Senior Lecturers to have participated a mentorship or Leadership programme • 5% of professional staff have participated in a professional development/training opportunity • A total of 70 women to have participated in the Aurora Leadership programme 	<ul style="list-style-type: none"> • Registrar & Deputy President • Vice President for Equality & Diversity • Director of Human Resources

Years	Annual Targets and Milestones	Responsibility
2019/20	<ul style="list-style-type: none"> Unconscious Bias and Equality, Diversity and Inclusion training delivered to all executive teams and to a total of 300 additional staff (total 700 trained over 2 years) Total of 10% of Lecturers Above the Bar and 20% of Senior Lecturers to have participated a mentorship or Leadership programme 10% of professional staff have participated in a professional development/training opportunity A total of 85 women to have participated in the Aurora Leadership programme 	<ul style="list-style-type: none"> Vice President for Equality & Diversity Director of Human Resources College Deans
2020/21	<ul style="list-style-type: none"> All 8 STEMM Schools making Athena Swan Bronze applications Senior Lecturer population to include a minimum of 45% female Professoriate to include a minimum of 20-25% female Governance structures for equality and diversity at unit, support services, school and college levels established Unconscious Bias and Equality, Diversity and Inclusion training delivered to an additional 300 staff (total 1,000 staff trained over 3 years) Gender proofing of selection and promotions procedures completed Total of 20% of Lecturers Above the Bar and 25% of Senior Lecturers to have participated a mentorship or Leadership programme 15% of professional staff have participated in a professional development/training opportunity A total of 100 women to have participated in the Aurora Leadership programme 	<ul style="list-style-type: none"> Vice President for Equality & Diversity Director of Human Resources College Deans

2. Strategic Priority

NUI Galway will deliver consistent improvement in governance, leadership and operational excellence with regard to institutional governance and compliance with financial reporting regulations, and will respond to the System objective of institutional consolidation by integrating St Angela's College, Sligo into NUI Galway.

Sub-level Strategic Initiatives:

- i. NUI Galway will submit draft Annual Financial Statements to the C&AG within C&AG stipulated guidelines and submit Annual Governance Statements to the HEA within agreed timelines.
- ii. NUI Galway, initially through a Framework Services Agreement, and ultimately through the incorporation of St. Angela's College Sligo, will lead and deliver a sustainable campus and operational base in line with sector norms.

A Framework Services Agreement has been signed with St. Angela's College Sligo. This agreement facilitates further collaboration between the institutions. A costed 5 year plan (2017-2022) is in place to move St. Angela's College to a sustainable operational base. A new agreed academic contract facilitates the alignment of academic cycles across both institutions and HEAnet/ fibre connectivity allows for aligned academic and administrative support systems.

A Legal Agreement to incorporate St. Angela's College into NUI Galway will be signed following the resolution of property rights issues identified through due diligence in July 2017 and following clarification on State funding commitments for the incorporation.

Years	Annual Targets and Milestones	Responsibility
2018-19 Framework Services Agreement in place 2018/19; Outline Legal Incorporation Agreement in place Q4 2019	<ul style="list-style-type: none"> Institutional Incorporation: the integration of the two institutions through a Legal Agreement, to transfer assets from St Angela's College Ltd. and the Ursuline Order to NUI Galway Key Milestones: <ul style="list-style-type: none"> Framework Services Agreement in place to include Statements of Work required by St Angela's College in the areas of ICT, HR and Catering Services, to be provided by NUI Galway Agreed terms of transfer of lands and estate from Ursuline Order complete New Board of St. Angela's College appointed Financial Due Diligence complete Draft Legal Incorporation Agreement prepared St Angela's Director of Incorporation appointed Institutional Incorporation complete in Q4 2019 	<ul style="list-style-type: none"> Presidents of NUI Galway and St Angela's College An Rúnaí, NUI Galway Director of Incorporation, St Angela's College Incorporation Programme Manager
2019/20 Progress made on Academic Integration of two institutions with shared vision for new School of Education & Home Economics, and School of Nursing and Midwifery	Key Milestones: <ul style="list-style-type: none"> Students to register on integrated courses and systems from September 2019 Alignment of student and academic life cycle facilitated by new academic contract agreed with St. Angela's staff Agreed governance structure for two new Schools Statement of Work to review and align Academic Administration across both institutions Increased capacity and increased student numbers on flagship BA/PME course in St Angela's, responding to national skills needs Heads of Schools to lead project to achieve curriculum and programme delivery alignment Agreed plan in place for the structure and affiliation of the Food Technology Centre at St Angela's College 	<ul style="list-style-type: none"> President of St Angela's College Registrar and Deputy President, NUI Galway Deans and Heads of School Director of Incorporation, St Angela's College Incorporation Programme Manager
2020/21 Ongoing progress being made on Academic Integration	Key Milestones: <ul style="list-style-type: none"> Heads of School to incorporate into School research strategies, plans for the development of a research culture and research activity in Sligo, including recruitment of research active staff Improved AV & VC facilities at 5 locations on each campus to allow for shared teaching and joint delivery across both schools on both campuses Linking staff in St. Angela's into the PhD supervision process in the two Schools at NUI Galway through membership of Graduate Research Committees and joint supervision opportunities Opportunities for new programme development and shared curriculum continue to be identified and pursued 	<ul style="list-style-type: none"> President of St Angela's College Registrar and Deputy President, NUI Galway Deans and Heads of School

See Appendix Nine for details of benchmarking and means of verification with regard to Strategic Priority 2.

6. Annual Compliance Statement

The HEA will take into account on-going compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent governance or compliance issues arise, such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, an institution may be deemed not to have met the minimum requirements of strategy and performance dialogue.



7. Agreement

To be completed following the conclusion of the strategy and performance dialogue process.

The HEA and Higher Education Institution agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the place of Higher Education Institution within the system.

Signed:



Date:

14/3/19

Chief Executive, Higher Education Authority

Signed:



Date: 31st January, 2019

President, Higher Education Institution

Signed:



Date:

31st January 2019

Chair, Governing Body, Higher Education Institution

Appendices

We (Higher Education Institution) include the following appendices with our performance compact.

List the appendices here:

Appendix 1:

Overview of the Risk Management Process at NUI Galway

Appendix 2:

Overview of Benchmarking at NUI Galway

Appendix 3:

Employability Statement for NUI Galway

Appendix 4:

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

- Additional information on Strategic Priority 2
- Benchmarking data for both Priority 1 and 2
- Risk Management information for Priority 1 and 2

Appendix 5:

Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community

- Benchmarking of Internationalisation activity
- Risk Management for Priorities 1 and 2

Appendix 6:

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

- Benchmarking data on research performance
- Risk Management of research performance

Appendix 7:

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

- List of FETAC places on NUI Galway undergraduate programmes
- Risk Management of Priorities 1 and 2

Appendix 8:

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

- Benchmarking information
- Risk Management details

Appendix 9:

Demonstrates consistent improvement in governance, leadership and operational excellence

- Benchmarking details for Priority 2
- Evidence of means of verification for Priority 2

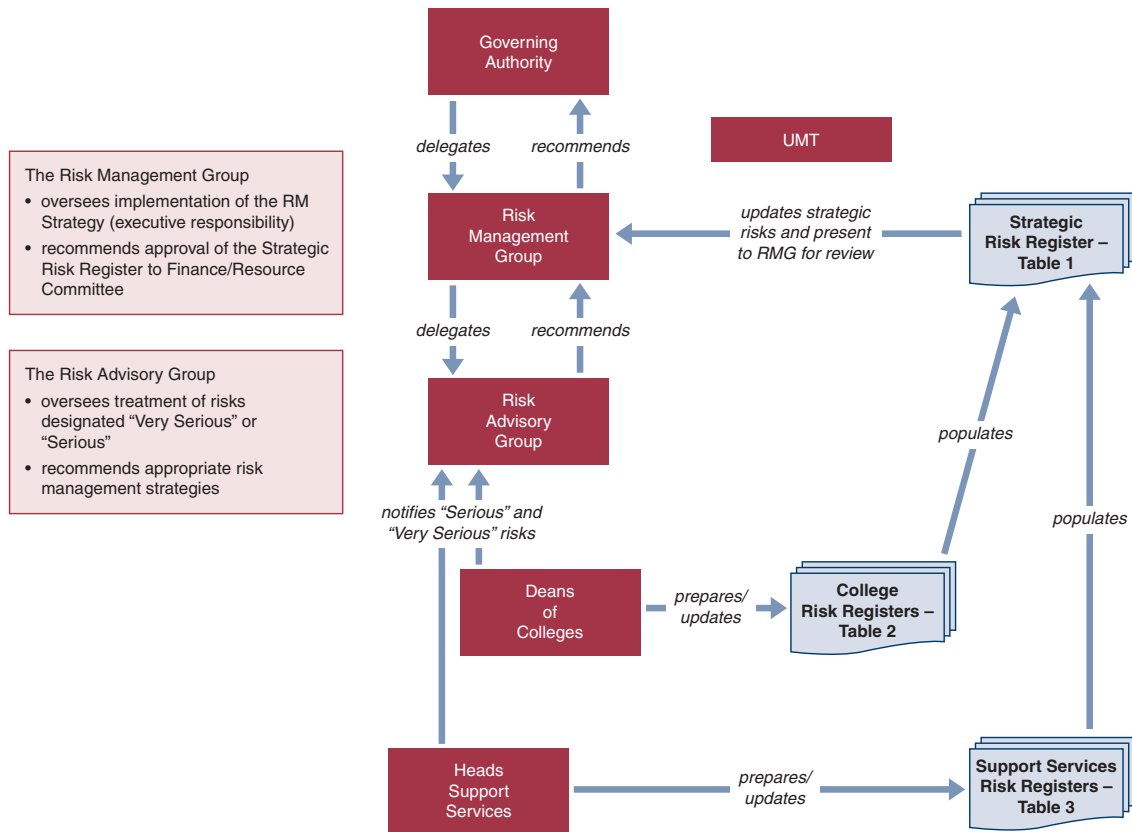
Appendix 10:

Institutional quantitative data return (submitted separately in September 2018)

Appendix 1

Overview of Risk Management Processes in the University

The University’s Risk Management Framework consists of the Risk Management Strategy including a risk policy, risk appetite and roles and responsibilities for identifying and managing risk throughout the University. The following diagram outlines the governance structure for risk management at NUI Galway:



Risk Registers

University level

A Strategic Risk Register, identifying the main risks to the University’s goals and objectives, is maintained by the University Management Team.

College and Support Units

The College and Support Service Risk Registers document the key risks to the organization, the consequences of the risks materializing, the impact and likelihood of the risk materializing, the management and control mechanisms to manage and mitigate the risk and the nominated person who takes responsibility for ensuring that the management and control arrangements are in place, operating satisfactorily, and are being improved.

Approach to Risk Management

Our approach to Risk Management is to identify two broad categories of risk:

1. The risks related to the **achievement of targets set** - both internal and external risks
2. The risks associated with **actions** taken to pursue the targets - recognising that the actions can have additional consequences that can be mitigated through good risk planning

International student recruitment provides a good example of our approach to risk management.

1. Risks to **target achievement** include:

- Developments in international markets, especially where we are highly dependent on specific markets (e.g. change of government policy or regulations – visa requirements, etc)
- Price sensitivity - potential demand effects from price changes

Risk control measures we adopt include:

- Diversification of the student market to break reliance on a single market
- Increased investment in marketing to address price sensitivity, coupled with estimation of demand elasticities prior to making decisions on price changes

2. Risks arising from the (desirable) action to grow international numbers include:

- Risks associated with the student experience in larger intercultural classes
- Physical capacity constraints (notably classroom availability) on the ability to provide quality provision

Risk control actions we adopt include:

- Training for staff in intercultural teaching,
- Investment in dedicated Student Experience Officers
- Investment in appropriate social spaces for international students from diverse cultural backgrounds
- Careful review of constraints relating to classrooms and time tabling

The key to our approach is to be proactive in both assessing the risks in terms of achieving the targets and the risks arising from success in achieving the targets. In the long term these are not completely distinct. Failure to deliver the promised student experience will have implications for the sustainability of long-term growth through reputation effects.



Appendix 2

Benchmarking at NUI Galway

In addition to the specific benchmarking activity outlined in relation to the individual Strategic Priority areas, NUI Galway engages in formal, structured benchmarking through its Quality Review process.

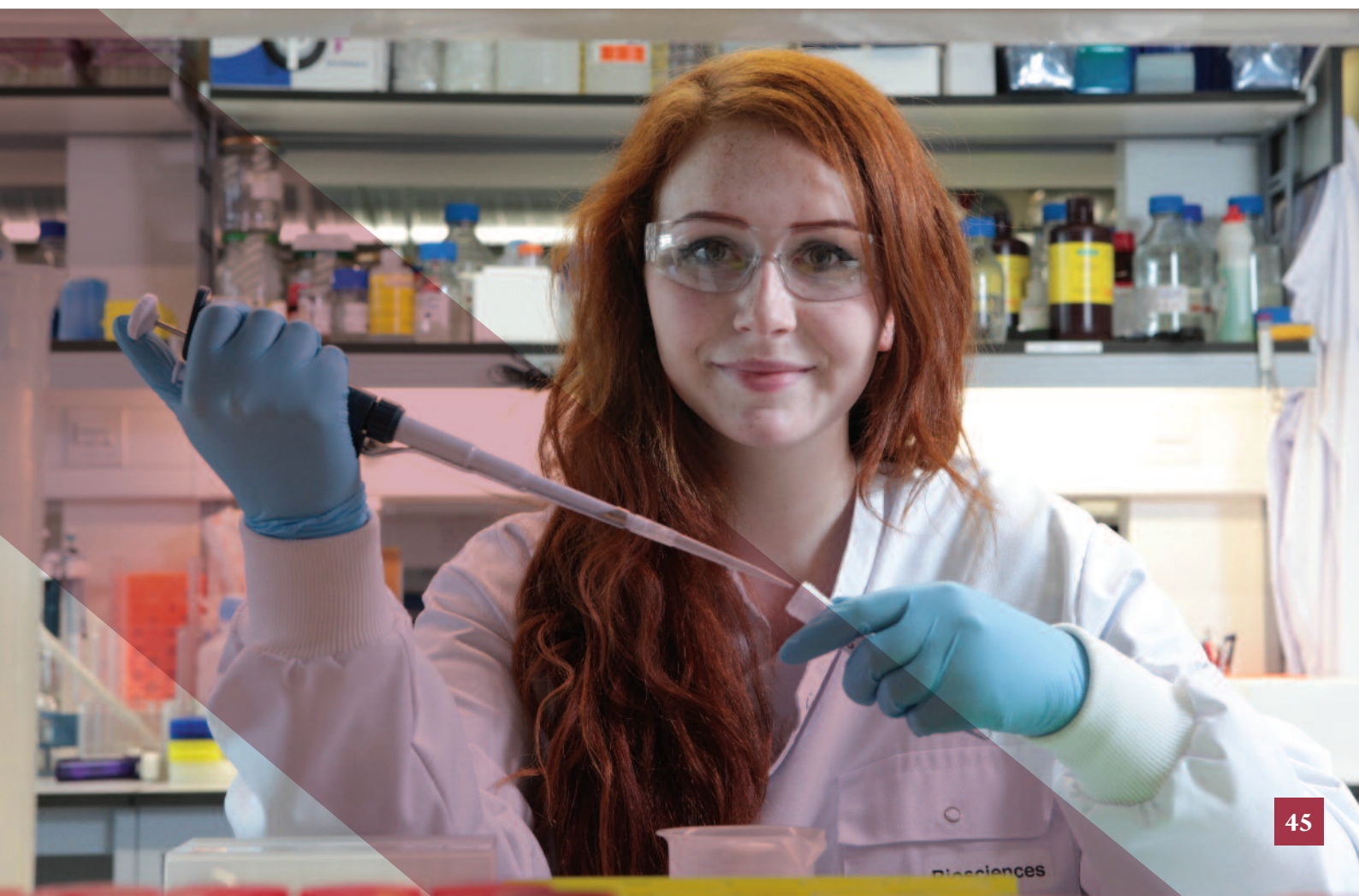
The Quality Review process involves benchmarking with two peer institutions, base outside of Ireland, the development of a self-assessment report reflecting on the learnings from the benchmarking, followed by independent peer reviewers assessing quality of the unit or School and issuing recommendations through the Review Report. The Review Report leads to an agreed Action Plan by the unit being assessed and University management. Quality Reviews are scheduled to occur approx. every seven years.

Quality Reviews of the academic units tended to focus on reviewing teaching and learning activity in Schools. In Autumn 2015, an Institutional Review of Research Performance commenced to review the research performance of NUI Galway's 16 schools over a 3-year period to June 2018.

The institution-wide review –IRRP –was initiated in response to reviewers' recommendations in 2012, and it will involve a full peer review by experts outside of the University, as stipulated under the Irish Universities Act.

The peer review process was designed around international best practice in the university sector. The reviewers conducting the assessment were leading scholars in their fields, based at universities abroad. Most of them have been on assessment panels for the recent Research Excellence Framework in the UK.

Features of IRRP2016 include the application of ratings to various criteria, including: research environment; societal impacts, and the three best research outputs per academic staff member. At the end of this process, the University has an objective, externally validated and benchmarked overview of our research performance in its 16 Schools with clear recommendations to shape the future direction.



Appendix 3

Employability Statement

NUI Galway is committed not only to providing an excellent academic learning opportunities but also to providing an environment where students can develop their employability. This success of this commitment is evidenced by the consistently high employment rate of our graduates and positive feedback from employers on the performance of NUI Galway Graduates in the workplace.

Context

The drive for economic recovery and growth in Ireland has increased the focus on graduate employability and Higher Education Institutions have a key role to play in ensuring a supply of graduates with both the knowledge and the skills to contribute to this national goal. This is supported by national and international policy as evidenced by reports from e.g. the Expert Group for Future Skills Needs, Forfas, IBEC and the OECD, the Hunt report and the Lisbon and Bologna agendas. NUI Galway have committed to developing an employability strategy as part of the HEA Compact and also incorporated this goal in the strategic plan 2015-2020

“Develop an employability strategy, incorporating experiential learning, extra-curricular participation, high-quality work experience, and strong connections with alumni and the world of work”, *Vision 2020*.

Definition

Over the last 20 years, definitions of employability have shifted from demand-led skills sets towards a more holistic view of ‘graduate attributes’ that include ‘softer’ transferable skills and person-centred qualities, developed in conjunction with subject-specific knowledge, skills and competencies.

The Mantz Yorke definition is widely used across the higher education sector and underpins the NUI Galway approach to developing employability.

“Employability is set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”.

Employability Opportunities

NUI Galway provides a range of opportunities to students to increase their employability during the period of their academic study. Our approach to employability is based on our commitment to helping all students to decide on their future career; plan to acquire the right experience and skills; and compete in graduate employment markets globally:

Activity	Opportunities Available
Supporting students in making career choices and decisions	<ul style="list-style-type: none"> • Career consultations • Employer presentations • Alumni engagement and networking • Career seminars • Psychometric testing
Supporting students in finding employment	<ul style="list-style-type: none"> • Careers fairs • Networking with employers • Interview preparation workshops and coaching • CV clinics
Ensuring that the courses/programmes remain relevant to employer needs	<ul style="list-style-type: none"> • Curriculum auditing as a standard practice • Employer representation on course boards • Employer input into curriculum design, delivery and content • Regular engagement with employers re review of existing programmes and approval of new programmes in the context of vocational relevance • Confluence between academic and employer values/perspectives in employability-related learning • Proposed development of an 'employability award'
Promoting equality through employability activities	<ul style="list-style-type: none"> • Careers-related disability support • Targeted support of diverse student groups e.g. mature students, postgrad, LGBTQ and international • Mentoring programmes
Providing opportunities for work based learning	<ul style="list-style-type: none"> • Formal, accredited and integrated work placements • Informal/Optional internships • Work shadowing • Volunteering
Supporting the embedding of employability within course programmes from first year onwards	<ul style="list-style-type: none"> • Explicit embedding and integration of professional skills development across many courses/programmes • Employability-related learning outcomes in respect of many modules and programmes • Diversity of teaching methodologies e.g. case studies, individual research, presentation and defence of findings, group work, role play, mooted, debate • Industry projects • Problem-based learning • Generic skill development programmes as part of course content and assessment • Career development modules (accredited or not) and/or PDP (personal development planning) • Study abroad programmes
Extra-Curricular Activities	ALIVE – NUI Galway Volunteering Award <ul style="list-style-type: none"> • Working with Students Union or clubs/societies • Casual/summer work • Further opportunities on http://www.nuigalway.ie/careers/internal/boostemployability.html
Supporting Entrepreneurship	<ul style="list-style-type: none"> • Enterprise/Final Year Project awards, presentations and displays • Explore project – supporting entrepreneurship • Incubation/small business initiatives

Appendix 4

System Objective 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

Strategic Priority 1

Benchmarking information

The Career Development Centre at NUI Galway has completed benchmarking with other Irish universities in relation to levels of integrated work-based learning, models of work placement, staff: student ratios and performance metrics related to management of work placement.

Benchmarking was also completed with a number of UK universities including Queens University, Birmingham City University, University of Worcester, University of Exeter, University of Warwick, University of Aberdeen and University of Edinburgh. This work has informed the development and structure of the Employability Awards; Employability Strategy and the setting of employability targets at NUI Galway.

Risk Management information

The following extract from, the Career Development Centre’s Risk Register outlines our approach to risk management of this priority area:

Risk Description	Consequence of Risk	Current Controls (how you currently manage the risk)	Impact	Likelihood	Risk Score	Risk Status	Further Planned Actions	Operational Owner	Executive Sponsor
			A	B	A*B				
Failure to provide an appropriate educational experience to meet the needs of the labour market : to secure work-based learning opportunities; to manage the process of student work-based learning at home and abroad; to systematically network with employers; to coordinate and manage placement processes and critical incidents	Reputational damage Decrease in revenue Student experience negatively impacted	Two additional staff recruited; Increased student placements; Input to policies for international student placement; Coordinated approach to employer engagement	3	4	12	Serious	Employability Strategy implemented; Alignment of placement processes and practice across Colleges; Employability Award; Campus Jobs project; New online placement system	Director of Student Services	Chief Operating Officer

Strategic Priority 2

Additional information on Strategic Priority 2

Continuous Professional Development

A focus on upskilling persons in employment is the context for the CPD strategy and the development of special purpose awards at NUI Galway. Recent CEDEFOP reports indicate that over half of the new job opportunities to the period 2025 will require higher education qualifications while the National Employer Survey 2015 and Ireland’s National Skills Strategy 2025 indicate the need for an adequate supply of graduates and cited skills gaps in engineering, languages, business analytics, data analysis, IT and programming. The proposed CPD modules align with the needs of the labour

market in areas such as ICT, Engineering, Business, Science and Technology. NUI Galway works closely with the Western Regional Skills Forums and collaborates closely with industry in the region. It also actively participates in Springboard+ and ICT conversion initiatives.

Socio-Economically Disadvantaged groups

Providing specialised programmes for disadvantaged groups such as the traveller population and refugees meets identified national targets to address the traditionally under-representation of students from these groupings in higher education. Such targets have also been highlighted through the National Access Plan. Separately, greater awareness of the cultural diversity of travellers, migrants and refugees in terms of active citizenship, their contribution to 'pluri-culturalism', life-long learning and the integration of cultural diversity into our education system is of equal importance in the provision of these programmes.

Benchmarking

Work-based Learning Programmes

The focus of the work-based learning programmes as proposed by NUI Galway are in response to identified skills needs in the economy. As the adult learner is already in employment the focus of these programmes, is on upskilling the person in employment by providing authentic learning experiences that bridge the gap between the learning and the doing. Benchmarking with other institutions on the number of working partnerships and programmes with industry has not been a direct correlation as these industry partnerships are perceived by many as informal. Some third-level institutes have established workplace partnerships and cite 1-2 partnerships with an articulated, formal agreement in place.

NUI Galway is also aware of other work-based learning developments in the area of Apprenticeships. The development of apprenticeship-style, higher-education awards is a relatively new area in Ireland with the recent introduction of professional apprenticeships. At national level, the Government is committed to more than doubling the number of new apprentices registered to 9,000 by 2020 and expanding further into new areas. While NUI Galway is watching this development with interest, the development of apprenticeship-style training is not an immediate strategic priority for the University at this time.

More generally, as part of a recent Quality Review of the unit, the Centre for Adult Learning and Professional Development undertook two benchmarking visits during November 2017 to

Leeds University and the University of Warwick. These Universities were chosen on the basis of having an established Centre for Lifelong Learning offering a range of pathways, programmes (at undergraduate and postgraduate level), and supports to adult, part-time and foundation level students, coupled with their ethos of widening access and participation for all student groups.

Although the scale and available resources of the comparative units at the benchmark universities were significantly larger, the benchmark visits provided an excellent fact-finding opportunity and helped to set a future direction for the Centre over the next three to five years.

Risk Management

Proposed work-based learning projects include a high level of partnership and collaboration with external partners. A number of risk factors may impact the pace of project development including:

- Availability of partner support and resources for the work based learning component of the programmes;
- Availability of NUI Galway academic staff for module design and development for specialised modules which will be central to provision and must be managed in tandem with other workload planning commitments;
- Current structures of third-level academia requiring flexibility in relation to:
 - the context of the accreditation of prior experiential learning;
 - the accreditation of in-company training or work-based projects;
 - Teaching regulations and policies;

Appendix 5

System Objective 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

Benchmarking

NUI Galway benchmarks international student recruitment numbers with the other Irish universities on an on-going basis. The HEA's domiciliary-of-origin statistics for 2016/17 enrolments in each university shows that NUI Galway compares favourably in percentage terms with the other Irish universities:

Student No.	DCU	NUIG	NUIM	TCD	UCC	UCD	UL
EU	12,656	12,517	9,414	12,909	14,944	19,122	11,252
Non-EU	1,229	2,199	595	1,806	2,032	3,212	1,164
Total	13,885	14,716	10,009	14,715	16,976	22,334	12,416
EU	91.1%	85.1%	94.1%	87.7%	88.0%	85.6%	90.6%
Non-EU	8.9%	14.9%	5.9%	12.3%	12.0%	14.4%	9.4%
Ireland	12,244	12,090	9,325	11,864	14,630	18,438	11,032
Non-Ireland	1,641	2,626	684	2,851	2,346	3,896	1,384
Ireland	88.2%	82.2%	93.2%	80.6%	86.2%	82.6%	88.9%
Non-Ireland	11.8%	17.8%	6.8%	19.4%	13.8%	17.4%	11.1%

Risk Management

The International Office risk register for 2017/18 includes the following risks relevant to the targets set out above:

Risk	Risk description	Consequence of Risk	Current Controls	Further Planned Actions
1. Failure to provide timely staffing resources to International Office	(i) Federal Aid Admin Post currently vacant	North American students unable to apply for student loans; decrease in fee revenue	Proposal to transition function to Financial Accounting	Roll out of staffing plan approved by UMT with three posts allocated AY17/18
	(ii) Erasmus function, significant increase in volume of work and reporting requirements	Loss of Erasmus charter if regulations not adhered to	Additional resource to be deployed based on staffing plan	
	(iii) International marketing function inadequately resourced	Loss of market share to competitor Universities with marketing teams in place	Focus efforts in core markets	

Risk	Risk description	Consequence of Risk	Current Controls	Further Planned Actions
2. Failure to provide adequate accommodation for international students	Under supply of accommodation; price sensitivity for some markets	Reputational damage particularly with US partner Universities and Providers; Loss of fee income; Decrease in student numbers	Places reserved in Corrib Village for international students; Promoting new student residences to partners;	Exploring alternatives with private providers; Active engagement with City Council and other partners to plan further developments

An additional potential risk for NUI Galway is potential over-reliance on single markets for some subject areas. Although we have traditionally recruited students from around the world, resource limitations mean that we have had to concentrate our in-market activities to two priority countries (namely India and China). This over-reliance on two markets is a risk which we will mitigate by diversifying into new markets as the internationalisation strategy develops. The appointment of a Vice President: International in 2018-19 will be an important development in managing the International strategy.

Strategic Priority 2

Risk Management

The following relevant extract from the risk register outlines the risk management approach to this area:

Risk Description	Consequence of Risk	Current Controls	Impact	Likelihood	Risk Score	Risk Status	Further Planned Actions	Owner	Executive Sponsor	Key Risk Indicators
Insufficient budget to protect university's intellectual property assets - caused by increased number & complexity of patent filings & reduction in patent budget	Reduction in impact metrics (patents, licences, spinouts, jobs) and potential revenue streams (license, equity, research funding)	Reduce legacy patent protection Maintain patent budget through core allocation	3	3	9	Moderate	Increase patent budget through IP income.	Director TTO	Vice President Research	Patent approvals and patent metrics

Appendix 6

System Objective 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

Benchmarking

NUI Galway benchmarks its research performance across the full range of research metrics and against that of the other Irish universities on a continual basis. The University also engages in regular comparative benchmarking of research metrics with international universities through the University Rankings processes and datasets. Qualitative benchmarking of research structures, research strategy and research activity takes place locally at College and School level.

The following data sets outline NUI Galway's benchmarked performance against other Irish universities in the target areas set out above:

Scholarly Output

	2013	2014	2015	2016	2017	Overall
UCD	3051	2978	3107	3292	3383	15811
TCD	2708	2676	2674	2821	2940	13819
Queens	2520	2528	2628	2635	2743	13054
UCC	1983	1955	1914	2144	2090	10086
NUI Galway	1481	1520	1445	1500	1667	7613
DCU	952	1025	946	907	966	4796
UL	939	996	928	1046	1131	5040
MU	471	528	503	521	476	2499

Publications in Top 25 Journal Percentiles (%)

	2013	2014	2015	2016	2017	Overall
Queens	62.7	63.2	62	62.2	62.4	62.5
UCD	61.6	61.8	60.3	62.4	62.5	61.7
TCD	60.3	59	56.7	57.4	58.3	58.3
UCC	59.6	58.8	56.4	58.2	55.3	57.6
UL	57.8	54.1	53.9	56.7	59.1	56.4
NUI Galway	56.9	54.4	55	57.4	56.7	56.1
MU	57	53	52.1	53.6	50.1	53.1
DCU	53.3	52.9	50.9	46.7	45.9	49.9

Field Weighted Citation Impact

	2013	2014	2015	2016	2017	Overall
Queens	1.97	1.68	1.97	2.01	1.93	1.91
UCD	1.64	1.65	1.73	1.82	1.76	1.72
TCD	1.71	1.56	1.66	2	1.52	1.69
NUI Galway	1.44	1.73	1.91	1.7	1.59	1.67
MU	1.39	2.11	1.54	1.92	1.25	1.65
UCC	1.37	1.43	1.43	2.3	1.67	1.65
UL	1.37	1.31	1.31	1.59	1.38	1.4
DCU	1.38	1.35	1.38	1.23	1.59	1.39

International Collaboration (%)

	2013	2014	2015	2016	2017	Overall
Queens	52.5	55.1	55.7	58.3	60.5	56.5
UCD	50.8	55.1	57.4	58.1	60.6	56.5
NUI Galway	54.6	54.5	54.7	58.5	54.4	55.3
DCU	49.8	51.8	55.7	54.4	55.4	53.4
MU	50.1	52.1	49.5	56.4	52.1	52.1
TCD	48.4	49.7	51.8	54.9	56.5	52.4
UCC	48.2	48.9	50.5	50.1	52.7	50.1
UL	45	47.7	49.5	52.3	52.7	49.6

Comparative performance of Irish HEIs in Horizon 2020 (signed contracts) up to January 2018
 (Source: Enterprise Ireland)

HEI Institution	FP6	FP7	H2020				Funding (€)
	Funding (€M)	Funding (€M)	No. of Applications	No. of Successes	% Success Rate	No. Securing >€1M	
TCD	28.6	84.4	789	116	14.7	20	72,659,905
UCC	30.1	76.7	665	103	15.5	9	47,221,926
NUI Galway	24.1	46.5	647	98	15.1	7	40,092,869
UCD	22.6	79.5	722	102	14.1	7	39,782,680
DCU	9.4	31.5	369	51	13.8	5	20,455,202
IOTs	7.4	27.1	449	52	10.42	1	17,409,648
RCSI	2.7	14.8	118	33	28	5	12,529,492
UL	5	20.9	271	24	8.9	3	12,506,852
NUIM	3.1	9.8	140	9	6.4	1	3,816,961

Sample of International Benchmarking of research performance against comparator Universities:

University	2016/17 or 2017/18							2013-2017			
	Students	International Students	Staff FTE*	Research Income	QS Rank	THE Rank	Scopus Pubs	Scopus Citations	FWCI	% of Pubs in top 25% (SNIP)	International Collab
Macquarie	40209	21%	1525	65.5 (AUS\$)	240	251-300	13760	109,346	1.63	59.2%	46.4%
Aarhus*	34497		2412	226 (DKK)	141	109	30047	326,283	1.89	66.1%	56.5%
Dalhousie*	18948	19%	1148	138 (US\$)	279	251-300	13774	130,608	1.7	56.9%	44.2%
Queen Mary*	25332	44%	1905	144 (GBP)	119	121	17545	222,607	2.22	68.9%	55.2%
Queens*	23850		1437	79.6 (GBP)	180	201-250	13054	137,877	1.91	62.5%	56.5%
Calgary	30900		1800	380.4 (US\$)	229	201-250	24988	244,282	1.8	61.9%	46.4%
California Riverside	23278		1638	98 (US\$)	271	167	11324	142,017	1.93	69.0%	44.3%
Univ of Leicester*	16800		1191	52.2 (GBP)	223	159	11179	128,092	2.14	66.4%	51.6%
Univ of Newcastle (AUS)*	37181	19%	1068	99.3 (AUS\$)	214	201-250	13568	112,620	1.69	61.0%	47.2%
NUI Galway	18747	19%	1073	65 (EUR)	260	201-250	7613	69,218	1.67	56.1%	55.3%

*Note - Calculated based off THE Staff:Student ratio

Risk Management

An extract from the Risk Register for the Office of the Vice President for Research and Innovation is included to demonstrate approach to management of research risks:

Risk Description	Consequence of Risk	Current Controls	Impact	Likelihood	Risk Score	Risk Status	Further Planned Actions	Owner	Exec Sponsor	Key Risk Indicators
			A	B	A*B					
Failure to adapt to changing research data environment (data management, infrastructure requirements etc.), including new GDPR requirements	Reputational and financial damage Loss of future research opportunities/income	Research Data Working Group established. Research Management Data policy drafted Member of National Open Research Forum.	4	3	12	Serious	Research Data Policy approved (Q1 2018) Review additional supports financial/ personnel required to deliver	Director of Research/ University Librarian. University Research Data Working Group	VP Research	
Failure to provide appropriate support to research community, including protection of IP assets, due to shortage of expertise	Inability to achieve <i>Vision 2020</i> research and innovation targets Reduced economic and societal benefit to the region	Staffing plan in place	3	4	12	Serious	Continue to recruit as per staffing plan. Implement training and retention programme. Examine short term options for external support	Director Technology Transfer Office Director Research	VP Research	Experienced team(s) in place 100% staff retention RTTP accreditation by 2020



Appendix 7

System Objective 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

List of Programmes Offering FETAC Places:

Course Code	Course Name	FETAC AY16/17	FETAC AY17/18
GY101	Bachelor of Arts (Joint-Honours)	20	20
GY115	Performing Arts Studies with Arts	2	2
GY118	Bachelor of Arts in Drama, Theatre & Performance Studies	2	2
GY120	Arts (Child Youth & Family Policy and Practice)	4	4
GY123	Bscs Applied Social Sciences		2
GY201	Commerce	10	10
GY206	Business Information Systems	5	5
GY209	Commerce (Global Experience)	2	2
GY261	Business Studies (Shannon College)	3	3
GY301	Science (Undenominated)	12	12
GY405	Mechanical Engineering		2
GY413	Engineering - Energy Systems		2
GY515	Nursing Science (General)	2	
GY516	Psychiatric		2
GY517	Midwifery Science		
Total		62	68

Risk Management

This extract from the Student Services Risk Register demonstrates our approach to managing risk in this area:

Risk Description	Consequence of Risk	Current Controls	Impact	Likelihood	Risk Score	Risk Status	Further Planned Actions	Owner	Executive Sponsor
			A	B	A*B				
A failure to provide adequate resources to address the health and wellbeing support needs of non-traditional and international students - particularly re: mental health, accommodation and finance issues.	Poor student progression; Decrease in revenue; Student experience negatively impacted; Reputational damage; Failure to meet targets in V2020	Students with severe mental health risk monitored and managed; Research on student issues (SIF Project) and results of ISSE disseminated to Colleges; 1st Yr. UG Orientation; Workshop Programmes for students, Training for university staff; Additional student accommodation from Sept 18; Financial support increased	3	4	12	Serious	Student Critical Incident Protocol; Bid for PATH 2 and 3 funding to HEA; Input to Data Analytics Project; Implementation of Fitness to Study Policy; Engage with National Plan for Equity of Access to HE Implementation of Fitness to Study Policy	Director of Student Services	Chief Operating Officer



Appendix 8

System Objective 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

Benchmarking

As part of a recent Quality Review of the unit, the Centre for Excellence in Learning and Teaching visited two 'benchmark' institutions, the University of Edinburgh and the University of Durham.

Benchmarking included a review of teaching spaces in each institution, including lecture theatres, 'teaching studios', and study areas; benchmarking of structures to support teaching and learning; strategies for enhancing teaching and learning excellence; and resource models.

Although the scale and available resources of the comparative units at the benchmark universities were significantly larger, the benchmark visits provided useful insights and helped to inform a future direction for the Centre over the next three to five years.

Risk Management

The following extract from the risk register for the Centre for Excellence in Learning and Teaching outlines NUI Galway's approach to risk management:

Risk Description	Consequence of Risk	Current Controls	Impact	Likelihood	Risk Score	Risk Status	Further Planned Actions	Owner	Executive Sponsor
			A	B	A*B				
Inability to meet demand for support in the enhancement of teaching, curriculum, and technology-supported learning.	Inability to meet demand and operate at sector norms	Flagged in Institutional Risk Register. Cooperation between CELT, CALPD, Registrar's Office. Review by Management Group and LTA Committee	4	4	16	Serious	Consideration as part of Quality Review of CELT and benchmarking comparisons	Director of CELT, Director of Centre for Adult Learning & Professional Dev.	Registrar & Deputy President
Implement Graduate Attributes Scheme in accordance with Vision2020 and Compact goals	Targets missed. Delay in implementing scheme. Reputational damage	Working group with representation from CELT, Student Services, LTA committee	2	3	6	Minor	Recruitment of project coordinator on 18 month contract to deliver key targets	Director of CELT	Registrar & Deputy President

Appendix 9

System Objective 6:

Demonstrates consistent improvement in governance, leadership and operational excellence.

Benchmarking

The C&AG letter of 29th December 2015 refers to dates for submission of Audited Financial Statements (AFS) for audit. The C&AG's requirements in respect of the timing of the submission of AFS are covered by his Order dated 22nd December 2015. This requires that AFS for years ending on or after 30th September 2017 be submitted to him for audit within 4 months of the year end i.e. submitted by 31st January each year with the objective of issuing the C&AG Audit Certificate within 12 months of the financial yearend. The Annual Governance Statements form part of the Annual Financial Statements and are subject to the same benchmarks.

Further **supporting evidence, with regard to the means of verification**, should be provided in the appendices:

The table below sets out the key milestones and dates to ensure that the Financial Statements for the accounting year 30th September together with the Annual Governance Statements, will be presented for approval to Údarás na hOllscoile within 6 months of the accounting year end and the C&AG Certificate is granted within 12 months.

Date	Milestones
Early September	<ul style="list-style-type: none"> • Receipt of C&AG letter of engagement. • Audit Planning to include consultation between University, External Auditor and C&AG. • Joint Meeting of University, External Auditors and C&AG to agree coordinated timetable for key milestones on both audits. • Completion of Agreed Template of key personnel, deliverables and timelines for the University, External Auditors and C&AG in respect of both audits. • Joint meeting of External Auditor and C&AG with University Audit Committee.
Late January	<ul style="list-style-type: none"> • University President to submit to C&AG Draft Financial Statements for the year ended previous September together with President's confirmation statement as outlined in Appendix A1 of C&AG Engagement Letter.
January-March	<ul style="list-style-type: none"> • External Auditor undertakes field work, clearance and partner sign off. • Late March Draft Financial Statements (including External Auditor sign off) forwarded to relevant University Committees for approval.
April	<ul style="list-style-type: none"> • C&AG access to commercial auditor papers
April/May	<ul style="list-style-type: none"> • C&AG fieldwork • All C&AG queries to be logged, distributed and responses collated and returned to C&AG within 5 working days of receipt • Any delays in query responses to be escalated to Bursar, UMT, Internal Audit Function and Audit Committee
Early June	<ul style="list-style-type: none"> • C&AG clearance (with indication of proposed audit opinion) • Financial Statements Approved by Údarás and signed by President and returned to C&AG
July/August	<ul style="list-style-type: none"> • C&AG Certificate
September	<ul style="list-style-type: none"> • C&AG Audit Report to University's Audit Committee

Please note **any external factors or assumptions that might affect institutional progress** towards stated development objectives:

The key external dependency in achieving these deadlines is the availability of the C&AG personnel to complete the fieldwork, to provide an audit opinion and issue an audit certificate as per the schedule agreed above.



NUI Galway
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