

1st September 2019 – 31st August 2020

<p>Institution Name</p>	<p><i>National University of Ireland Galway</i></p>
<p>Overview of institutional progress</p>	<p>NUI Galway’s vision is to be a leading international University, renowned for its distinctive areas of research, teaching and scholarship, celebrated for its outstanding engagement with wider society, and enriched by dynamic partnerships.</p> <p>One of NUI Galway’s key priority in Cycle Two of the Strategic Dialogue has been to enhance research performance, increase the quality and quantity of our research outputs, and build our research profile in priority areas. In Cycle Two, our aim is to broaden the base of staff engaged in competitive research programmes; to attract and retain the best researchers and to further enhance the quality of research outputs. NUI Galway continues to perform strongly in competitive European research awards having more than doubled the research funding secured from the Horizon 2020 programme, above the previous Framework 7 Programme. The majority of research output targets have been achieved or exceeded.</p> <p>Becoming an international university has been a key institutional objective of the last Compact. Accelerating further growth in international student numbers, together with developing a more international perspective in staff and students, are important priorities for Cycle Two. A major milestone has been the launch of a new strategic initiative, Global Galway, which aims to create a vision for future internationalisation across the University by building the structures and processes to deliver a vision of a Globalised University. In addition, the award of EU European Universities Initiative funding to establish a European network of 9 universities, known as ENLIGHT (www.enlight-eu.org) is a further highlight of the last academic year. Membership of ENLIGHT aims to expand mobility opportunities for students and staff, and enable cross-institution educational innovation, building of research infrastructure and regional engagement.</p> <p>Gender equality is a particular area of focus for NUI Galway and all targets for year two have been fully met or are on track to be met within specified timeframes. NUI Galway has made considerable progress on improving equality of opportunity to reflect the diversity and social mix of Ireland’s population. The number of FE places available at entry level has increased significantly, while the award of funding for the ASPIRE project under Human Capital Initiative Pillar 3 is a very significant step forward in the development of employability skills.</p> <p>Given the extremely challenging context of COVID-19 for the HE sector since March 2020, NUI Galway has performed well to stay on track with the vast majority of targets defined for year two of the Compact.</p>
<p>Please note: Each numbered heading below refers to the Key System Objectives, as provided in the <i>System Performance Framework 2018 – 2020</i>.</p>	

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

NUI Galway continues to make significant progress in this domain, increasing both the number of programmes with a Work Based Learning (WBL) component and also the number of students undertaking WBL.¹ Good progress has also been made in the provision of flexible/part-time and blended learning options. A significant development in this area is in relation to our recently awarded HCI funded *Aspire* programme which is focused on further building employability and Work Based Learning (WBL) opportunities in programmes which currently do not have a WBL component (general Arts and Science).

Maintaining the quality of WBL experiences in a dramatically challenged labour market in the context of COVID-19 may require a shift to more work-related learning experiences (e.g. projects, action research etc) and there will be increased competition among students for the available opportunities.

Numbers of students on part-time or flexible learning programmes continues to grow in line with targets, while the growth in demand for CPD short courses is particularly welcome and aligns well with NUI Galway's participation in the IUA-led national Micro-credentials project, supported by the Human Capital Initiative.

NUI Galway's School of Education has recently signed a Memorandum of Understanding with the School of Creative Arts at GMIT, in line with the recommendations of the 'Report of the International Review Panel on the Structure of Initial Teacher Education Provision in Ireland' (2012; 2016). This is the first step in the development of the Western Institute for Studies in Education (WISE) i.e. the sixth Centre 6 envisaged in the Sahlberg review.

Strategic Priority 1.1: To develop and implement an employability strategy, incorporating experiential learning, extracurricular 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.

i. Institution Strategic Initiatives

- 1.1.1 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).**
- 1.1.2 Institutional-level Graduate Attributes available to all students by 2020/21.**
- 1.1.3 Discipline-linked graduate attributes for all undergraduate programmes.**
- 1.1.4 Development of a Personal Portfolio tool to record student achievements**

NUI Galway remains on track to achieve the goal of 70% of undergraduate students having the opportunity for a work-based learning experience by 20/21. All new UG programmes have a WBL component. Progress beyond 70% is potentially limited without the introduction of additional WBL options, particularly in undenominated Arts and Science. The success of the University in gaining HCI funding for *Aspire* (including the integration of the Employability Award) will be crucial to

¹ Linking to System Objective 4 on equality of opportunity, an award winning module called 'Transitions to Employment' was run by our Career Development Centre focusing on the employability of students with a disability.

Linking to System Objective 2, international engagement, the Career Development Centre worked closely with international students to enhance their employability by developing a bespoke online module on employability for international students, running targeted workshops on the labour market for international students and establishing one-to-one employability clinics for international students.

	<p>achieving further growth.</p> <p>The Aspire programme is aimed at addressing the gap between enterprise skills needs and the current student learning experience. In closing the gap, it will increase student success, retention, progression and the employability of NUI Galway graduates and the international competitiveness of NUI Galway degrees. Aspire directly addresses key objectives of the National Skills Strategy, the System Performance Framework, Action Plan for Education and Technology Skills 2022 and Project Ireland 2040. The programme is focused on changing the curriculum and co-curricular landscape for students in NUI Galway including the development of transdisciplinary modules, designing for life support coaches, the creation of a new human centred design studio and launching a summer accelerator for student innovation.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
% and number of NUIG undergraduate programmes that have a WBL component included.	16/17 Baseline - 56% (n=49) of 86 UG courses had a WBL component.	First intake of four New 4-year programmes with work-based learning options in Sept 2019 in Arts, Business and Law.	85% or 46/54 NUIG undergraduate programmes that have a WBL component.	91% or 58 of 64 undergraduate programmes have a WBL component. (Note these are 1 st year courses started in Sept 19/20)
% and number of undergraduate students that have the opportunity to undertake a work-based learning experience	44% of undergraduate students or 1,211 students undertaking work-based learning (<i>includes Employability Award & Campus Jobs figures</i>)	<i>% and Number of students was not provided</i>	56% of undergraduate students or 1,603 students undertaking work-based learning (<i>includes Employability Award & Campus Jobs figures</i>)	66% or 1,936 of undergraduate students undertaking work-based learning (includes completions of the Employability Award)
	No Campus Jobs project in place. c.a. 200 u/g students employed in casual roles on campus.	Campus jobs project initiated. Overall, 477 students employed on campus in 2018/19 –189 UG & 288 PG.	Roll out of Campus Jobs Project for 100 students	Campus Jobs Project suspended - working on campus not possible in Semester 2 2019/20 due to Covid-19
	Employability award piloted with 56 undergraduate students	Employability Award rolled out to 205 students including 175 undergraduates in 2018/19.	Employability Award rolled out to 200 undergraduate students	Employability Award rolled out to all students and completed by 374, including 327 at Level 8.
Graduate Attributes embedded at programme level and rolled out to all undergraduate students.	- Institutional level graduate attributes agreed. - Discipline level graduate	A Graduate Attributes Toolkit has been produced and disseminated.	Roll out of Discipline-level graduate attributes	Graduate Attribute statements have been rolled out across a limited number of programmes and will be

	attributes not yet identified or embedded.			incorporated in the new policy and associated documentation for Curricular & Programme Design. Some existing module descriptors now identify the graduate attributes which they address. GA statements are not universally embedded in all programme documentation yet, but will be on rolling basis.
	No personal portfolio tool in existence.	Personal Portfolio Tool within the Blackboard VLE was implemented and this is now available to all staff and students on all programmes.	Roll out Personal Portfolio tool and award of digital badges	Tools made available, but only limited usage as focus shifted to ‘emergency’ pivot to online teaching and priority was given to core teaching delivery and online assessment. Portfolios and Badges will also be incorporated into the Aspire project/workplan.
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>NUI Galway has achieved the targets related to work-based learning. Although the Campus Jobs Project was suspended, as working on campus was not possible in Semester 2 2019/20 due to Covid-19, the targets were still achieved by increasing the numbers of students taking the Employability Award.</p> <p>As noted above, NUI Galway has secured funding under the Human Capital Initiative Pillar 3 call for a project titled ‘Aspire’ which aims to address the development of employability skills in a large-scale and systematic manner incorporating curricular reform and embedding technology-enhanced learning, all with the aim of providing students with opportunities to clearly demonstrate their attainment of Graduate Attributes and to acquire key employability skills.</p> <p>Whilst there have been interruptions to the on-campus jobs project due to COVID-19 public health restrictions, the HCI-funded ASPIRE project will be a significant driver of further success in this domain into the future.</p> <p><i>Data Source: Internal datasets to monitor numbers of students gaining work-based learning experiences.</i></p>			
<p>Strategic Priority 1.2: 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</p>				

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.				
i. Institution Strategic Initiatives	<p>1.2.1 Develop new work-based learning programmes in targeted areas through blended learning and apprenticeships.</p> <p>1.2.2 Expand Recognition of Prior Learning policy and practices; development of partnership models for co-delivery of accredited programmes in association with professional, community and government organisations.</p> <p>1.2.3 Masters of Education Leadership: establishment of a protocol for the recognition of 10 credits of workplace prior learning Develop CPD Strategy and CPD modules to address training needs of workers regionally and nationally.</p> <p>Over the course of the compact cycle, NUI Galway has focused on developing flexible, modular learning programmes aiming to increase part-time student enrolments and increasing the range of professional development opportunities. Courses in Change Management, Operations Engineering, Leadership Development, Automation & Control, Regulatory Affairs etc have maintained strong registrations in AY19/20 (see below). Newer courses in Technology Enhanced Learning and Critical Business Skills have been developed in response to changing needs of industry and the Higher Diploma in Politics & Society has been delivered in response to the changing secondary school curriculum and the need for teachers to upskill following the inclusion of new subjects in the Leaving Certificate cycle.</p>			
	ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target
Part-time and flexible learners to make up 20% of the student body	Part-time and flexible learners make up 18% of student body in 2017/18 (3,268 students of total 18,071 student body)	Diploma in Operations Engineering customised and offered to Medtronic employees in response to workforce development needs (29 students in AY18/19). Certificate in Regulatory Affairs had 54 registrations in AY18/19	Expansion of the work-based learning Diploma in Operations Engineering for medical device sector	Roll out of work-based Learning programmes for target industry/groups: <ul style="list-style-type: none"> - Diploma in Operations Engineering: 34 registered - Diploma in Corporate Environmental Planning developed and pilot delivery: 7 registered - Certificate in Regulatory Affairs: 49 registered - Diploma in Critical Business Skills developed – rollout in AY20/21

				- Higher Diploma in Politics & Society (15 registered)
Recognition of prior learning policy	RPL policy in place but applied to a limited range of experiential learning	The facility for the recognition of prior learning is available across all programmes.	The facility for the recognition of prior learning is available across all programmes.	The facility for the recognition of prior learning is available across all programmes. The majority of applications are for prior formal learning. Increased progression pathways have been designed from L6 to L8 programmes to allow for progression to higher level awards (with RPL exemptions). New transfer pathway identified for Early Childhood Studies students into BA programme (7 students). Experiential learning applications continue to be limited.
	Delivery of 1 programme in AY17/18, 1 programmes in AY18/19, 2 programmes in 19/20	Delivery of Diploma in Community Development Practice AY18/19: 24 students – co-delivered with CAN (Community Action Network) and the Galway Traveller Movement.	Co-delivery with partner of second programme for under-represented socio-economic groups	Delivery of two Diplomas in Community Development Practice for targeted groups. Group 1: general community development workers (17 registered). Group 2: community development with a focus on working with youth (15 registered). Students come from a variety of backgrounds (immigrant community, volunteers, traveller communities). Delivery of the Foundation Certificate in Youth Leadership and Community

				Action, co-delivered in partnership with Foróige: 357 students registered.
Provide for the continuing professional development needs of employees in our region and beyond, with a 10% increase in the number of CPD students	175 CPD students in 2017/18	Extensive research carried out in relation to CPD capability and specialisms – business plan in development phase	Increase number of CPD applications processed by 7% (or 197 students)	Through the expansion of the CPD function, a consultation service has been offered to academics to develop the concept of CPD. The CPD website is online with a database of 300 CPD modules. New modules in development for targeted areas in medicine and health, marine, water management and STEM for teachers.
		188 CPD applications processed AY18/19, a 7% increase on baseline		225 CPD applications processed Ay19/20, a 20% increase on AY18/19 numbers, exceeding baseline.
	Delivery of 1 programme in AY17/18, 2 programmes in AY18/19, 3 programmes in Ay19/20	Diploma in Change Management offered to 72 students in AY18/19, Foundation Certs in Training & Education customised to two industry groups – 38 students; Diplomas in Technology Enhanced Learning offered as part of the FET Strategy to 40 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"> - Diploma in Change Management (ETB staff): 42 registered - Diploma in Technology Enhanced Learning (ETB staff): 26 registered - Foundation Certificate in Training & Education (Bee-Keepers Association): 13 registered - BA (Humanities & Social Science) with interdisciplinary options in Management, Marketing (17 registered)

				Pilot blended learning Diploma in Earth and Ocean Science (10 registered)
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>The number of flexible learning students represents 18% of the overall student population in this period. While part-time student numbers have grown since AY18/19 and over the course of the compact, the number of full-time students has grown at a higher rate which challenges the initial target of part-time learners representing 20% of the overall student population. See Appendix One for benchmarking of Flexible Learning Programmes.</p> <p>The rate of increase in CPD at 20% is very positive and indicates a niche market which caters for students and their need for shorter term courses. By focusing on CPD development and providing a consultation service to academic colleagues, new modular offerings were provided in a standalone CPD format in AY19/20. A database of existing and new modules was created so that information about each could be kept up to date and now has details of over 300 CPD modules. A website was created in order to promote this expanded range of modules, so that there is a single portal www.nuigalway.ie/cpd for those considering upskilling. New modules are currently in development and include Water Certification Sampling and Management, Marine Spatial Planning and Policy, STEM Engagement Resources for Teachers, Vascular Access and Infusion Therapy, Blood-derived products in veterinary medicine. Opportunities to offer non-credit modules which are endorsed by professional bodies in Ireland and the UK and carry industry CPD points, provide a further business opportunity for the development of this market.</p> <p>The availability of Springboard funding for many courses has enhanced enrolments and provided a much-needed boost to unemployed students or students in lower-income categories to support their learning. Additional courses funded through Springboard in May 2019 (i.e. Leadership Development, Software Engineering), and additional funding received through the July Stimulus ensure part-time registrations remain on track in AY20/21.</p> <p><i>Data Source: HEA Student Returns</i></p>			
<p>Strategic Priority 1.3: To support the development and implementation of the policy recommendations from the Teacher Supply Steering Group in addressing teacher shortages at second level. In particular, NUI Galway will address the teacher supply issue in the Irish medium sector. Progress has been made on increasing places on Irish language teacher training programmes and the provision of training to address new Leaving Certificate subjects.</p>				
<p>i. Institution Strategic Initiatives</p>	<p>1.3.1 Additional student places and targeted recruitment drive in Computer Science, other Science subjects, Modern Languages and the whole Irish medium sector</p> <p>1.3.2 Development of strand specific (STEM, Humanities, Languages, Business) recruitment pathways for students – this is now in its third year and has enabled a much more diverse student group across different discipline areas</p> <p>1.3.3 Meet teacher supply needs for the new Leaving Certificate subjects. Computer Science and Politics and Society methodologies will now be offered as strands on the PME from September 2021. These additions have been approved by the Teaching Council</p>			

2 Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Additional student places and targeted recruitment drive in priority areas including teacher training through Irish	46 studying Máistir Gairmiúil san Oideachas in 2017/18	Achieved target of 10% increase on the 2018/2019 cohort and a further 40% increase on 2019/20 intake	10% increase in intake numbers	Achieved target of 10% increase in 2019-20 intake (Year 1 Intake went from 26 to 31)
Development of strand specific (STEM, Humanities, Languages, Business) recruitment pathways for students via PAC	General intake on the PME rather than discipline specific application and selection	Level 8 diploma had its first intake of 18 students in 2018/19	Target international students for the Professional Masters in Education to address priority areas.	Work is ongoing in this area with PAC and the Teacher Supply Working Groups Now that new subject criteria have been issued by the Teaching Council for all subjects on the second level curriculum, the level 8 diploma in Politics and Society will be submitted to the Teaching Council for Accreditation in 2021
		For the 2019/20 intake, with an equitable system to allocate places in different subject areas. Introduced for the first-time min. entry requirement of a 2.2 honours degree to ensure better disciplinary knowledge	Targeted recruitment of students under the newly developed strand system to ensure higher recruitment into each priority area	This is working very well. We now have a much better spread of graduates onto the programme in different subject areas. The languages and Mathematics have benefitted most from this development.
Meet teacher supply needs for the new Computer Science Leaving Certificate subject	No provision for the education of teachers in Computer Science education	First Computer Science and Mathematical Studies intake September 2019	First intake to the BA Education (Computer Science and Mathematical Studies). This will provide for additional teachers of Mathematics and contribute	Number here are low. All applicants who met the points threshold were accepted onto the course. The intake was 7 in 2019 and 7 last year. We are keeping this

			to avoiding teacher supply issues in Computer Science	under review from the point of view of sustainability
Teacher Supply Steering Group Actions			Plan for implementation of the policy recommendations from the Teacher Supply Steering Group	This work is ongoing. Three members of staff are active participants on committees linked to this work. All recommendations are integrated into our development strategies at School and programme level.
3 Interim targets, commentary and data source (maximum of 300 words)	<p>Progress here is clearly identifiable in terms of the inclusion of new subject areas at undergraduate and, from 2021, at graduate levels. The most significant contribution here has been the leadership role staff in the School of Education played in devising and trialling the new model of the allocation of places on the PME. The outcome of this work has been very positive in terms of its usefulness in workforce planning and consequently this new system will be used for future allocation of places on the PME by PAC. Increasing numbers on the Irish-medium programme remains a challenge and is the subject of ongoing review and a diverse range of student recruitment initiatives. Progress here is slow. In a similar way student intake on the new BA in Computer Science and Mathematics (CSM) is proving to be very slow in spite of a strong marketing campaign. As a School we can continue to support this programme because of the shared modules between the BA in Mathematics Education and the CSM programme. We can therefore give this time to develop as an area in undergraduate teacher education in the hope that as Computer Science becomes more visible in second level schools, demand for graduates will increase and uptake of places will improve.</p>			

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;

In 2019-20 two major projects were developed which will impact on the environment and opportunities for international engagement and the integration of national and international engagement:

- i. NUI Galway was successful in its network bid for EU European Universities Initiative funding and is a partner in ENLIGHT, a nine university consortium (www.enlight-eu.org). Membership of ENLIGHT opens up potential for development and enhancement of mobility opportunities for students and staff and for updating and streamlining the processes which underpin mobility. ENLIGHT will also enable cross-institution educational innovation, building of research infrastructure and regional engagement.
- ii. In addition to ENLIGHT, NUI Galway is running an internal change project called ‘The Global Galway project’ which is creating a vision for future internationalisation throughout the University and building the structures and processes to deliver a vision of a Globalised University. Of note, the project will establish more open and collaborative working between professional service units around international activities with particular regard to integration, support and an improved experience for international students. The project will also establish an international partnerships function to support the building of institutional educational and research partnerships.

Strategic Priority 2.1: 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

<p>i. Institution Strategic Initiatives</p>	<p>2.1.1 International Student Recruitment</p> <ul style="list-style-type: none"> ○ Full time Non-EU students representing 20% of full-time students by end of AY2020/21; representing a growth of over 550 students over 3 years (assumes target is 20% of 2017/18 total full-time number of 15,036). ○ International students make up 40% of total full time PhD students, with at least 70% non-EU students. <p>2.1.2 Outbound Mobility</p> <ul style="list-style-type: none"> ○ At least 15% of graduates on undergraduate programmes undertaking a study or training period abroad, by the end of AY20/21. ○ Roll out of 12 new undergraduate 4-year degree programmes in Business, Arts and Law, incorporating study or work abroad by end of AY 2020/21. 			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Full time Non-EU students to represent 20% of full-time students by end of AY2020/21</p>	<p>In 2017/18, 16.3% (or 2,453 students) of all full-time students at NUIG were non-EU students</p>	<p>17.8% (2670 students) are Non-EU full-time students.</p>	<p>185 additional full-time non-EU students above 2018/19 baseline</p>	<p>105 additional full-time non-EU students above 2018/19 (there was a drop in JYA numbers in 2019/20)</p>

		216 additional full-time non-EU students above 2017/18 baseline		
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	International students make up 42% of total full-time PhD students, 69% of whom are non-EU	International students make up 40% of total full time PhD students, at least 70% of whom are non-EU students	International Students 49% Non-EU (as % of Int'l) 68%
At least 15% of graduates on undergraduate programmes to have undertaken a study or training period abroad, by the end of AY20/21	363 outbound study abroad visits in 2016/17 out of circa 3,600 graduates [i.e. circa 10%]	11 of 12 new 4-year UG programmes active in AY19/20	12 of 12 new 4-year UG programmes active in AY19/20	12 of 12 new 4-year UG programmes active in AY19/20
		The outbound mobility rate entering AY19/20 is 15.8%	Target is 15% of graduates	553 outbound study visits (approx. 15.4%)
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>The institution has seen a rapid growth in PGT international students over the past 5 years. This has been based on two key markets (India and China) across few programmes of study and has leveraged agent recruitment to a large degree. This approach exposes the University to recruitment risks if i) institutions in other countries improve their attractiveness to these students, ii) if we lose key staff with regional recruitment knowledge, iii) if procurement of agents becomes so inflexible and complex that it slows down and discourages agents from working with us. Through the Global Galway Project the University is investing in and putting in place structures to support student recruitment across a wider range of programmes (UG, PGT and PGR) and from a significantly expanded portfolio of countries. In addition, the project is focussed on improved integration and experience for international students, including welfare support and careers support.</p> <p>Programmes which integrate student mobility within them are modestly growing in number and mobility or overseas placements continue to grow in attractiveness for our students. The challenges of COVID have illustrated the fragility of this system and the challenges placed on Schools when mobility can't physically take place. NUI Galway's membership of the ENLIGT EUI opens up the opportunity for us to establish deep mobility relationships and to be innovative in how mobility is offered to increase the accessibility to groups who for financial, social, caring or access reasons would not be able to join a traditional mobility programme but should still be offered the benefits of mobility experiences.</p> <p>This year NUI Galway has entered into an agreement with the China Scholarship Council to offer PhD studentship places primarily in STEM and Biomedical research areas. The process of establishing agreements with international sponsorship bodies and funders is a priority activity to increase the diversity and internationalisation of our PGR student group.</p> <p><i>Data Source: HEA Student Return</i></p>			
<p>Strategic Priority 2.2: 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.</p>				

<p>i. Institution Strategic Initiatives</p>	<p>2.2.1 Number of innovation vouchers project agreements with industry to increase by 25% by 2020 (12 innovation vouchers agreed in calendar year 2017)</p> <p>2.2.2 Increase number of commercially relevant technologies (licences, options, assignments) by 20% by 2020 (15 agreements in calendar year 2017)</p> <p>2.2.3 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)</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>25% increase in innovation vouchers/ Project agreements with industry</p>	<p>12 innovation vouchers agreed in calendar year 2017</p>	<p>11 innovation vouchers were agreed</p>	<p>17 commercial technology agreements signed</p>	<p>11 research project agreements (<25k) with Industry in calendar year 2020</p>
<p>20% increase in commercially relevant technologies</p>	<p>15 technology relevant licence agreements in calendar year 2017</p>	<p>18 commercial technology agreements signed</p>	<p>Target to reach 18 agreements by 2020 (20% increase on 2017)</p>	<p>9 licence agreements signed in calendar year 2020</p>
<p>Target of 3 spin outs in 2020/21</p>	<p>2 spinouts in calendar year 2017</p>	<p>1 spinout was created</p>	<p>Towards target of 3 spinouts by 2020/21</p>	<p>4 spinouts created in calendar year 2020</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>Both innovation vouchers/projects and licence agreements signed performed below target in 2020. This decrease can in large part be attributed to lack of industry focus/priority on research and innovation activity and the uncertain access to research facilities caused by Covid-19.</p> <p>However, spinout activity was ahead of target with four spinouts achieved, all of which were in the Life Sciences domain. The quality of these spinouts is reinforced by the fact that all have already achieved additional funding either through grants, private equity or both.</p> <p><i>Data Source: Internal sources but externally validated through Knowledge Transfer Ireland Annual Survey</i></p>			

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;

In January 2020, the University published its strategy for the period 2020-2025 – Shared Vision, Shaped by Values. It is a values-led strategy, with those values – Respect, Excellence, Openness and Sustainability – framing the research and innovation mission of the University. Three of the four strategy values specifically link to our commitment and ongoing focus on this key system objective:

Excellence – maintaining a focus on the excellence of our research, researchers and research outputs; with a renewed focus on key thematic areas

Openness – through engagement with external partners; delivering impact for economy and society; and progressing the innovation agenda

Sustainability – focusing our research expertise on the UN SDGs with an impact focus.

The University remains focused on the key system objective of excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society. Despite the challenges of the Covid-19 pandemic, our research community remained active in pursuing excellent and impactful research, with continued progress across most of the KPIs.

Strategic Priority 3.1: Produce research that is recognised as being excellent, transformative and relevant to societal and economic needs, while training the next generation of researchers.

<p>i. Institution Strategic Initiatives</p>	<p>3.1.1 Research Recruitment:</p> <ul style="list-style-type: none"> ○ 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 <p>3.1.2 Research Strategy:</p> <ul style="list-style-type: none"> ○ 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. <p>3.1.3 Research Funding</p> <ul style="list-style-type: none"> ○ 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). 			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Recruitment of 15 Research Leadership positions supported by philanthropy by AY 2020/21</p>	<p>First tranche of 6 philanthropy funded Research Leadership positions filled</p>	<p>Four new Researcher Leadership positions created, aligned to priority research areas.</p>	<p>Recruit third tranche of Research Leadership positions</p>	<p>1 of 4 posts recruited; scheme paused for review in the context of the University’s new Strategy</p>

Number of applications for high-profile individual research awards	15 applications for high profile research awards annually	16 proposals submitted in FY2018/19 for high profile research awards	Increase in applications for high-profile individual research awards	In FY 2019/20 a total of 32 applications for high-profile individual research awards were submitted: 16 ERC 6 Other international (e.g. AXA Chair, Wellcome, Lister) 8 SFI/Royal Society
Number of ERC proposals submitted	Average of 10/annum ERC proposals submitted over 3 year period 2014-2017* *Excludes Proof of Concept and Synergy Awards	16 ERC proposals submitted in FY 2018/19	Increase number of ERC proposals submitted to 15 per annum	16 ERC proposals submitted in FY 2019/20: 8 Starting 7 Consolidator 1 Advanced
Research support structures			<ul style="list-style-type: none"> Review of University's priority research themes completed School-level research strategies in place in all Schools 	New research themes published in the University Strategy 2020-'25 Focus is on College-level strategies
% of research income from non-exchequer sources	Research income from non-exchequer sources has fluctuated between 27% and 31% over the last 4 years	For FY 2018/19 the contribution to the University's research income from non-exchequer sources was 30%*. * Research expenditure (direct costs) as proxy for income. Provisional, pending FY close out	<ul style="list-style-type: none"> Maintain the contribution to the University's research income from non-exchequer sources at or above 30% 	30.1% of research income from non-exchequer sources.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>Recruiting and retaining excellent academic staff with a proven research track record remains a key objective. The targets set for this have been met – as set out above. Additionally, two NUI Galway researchers received ERC Consolidator awards in late 2019 and an ERC Starting Grant holder was recruited. All three of these awards were in the field of biomedical engineering.</p> <p>Following receipt of HEA Funding in late 2019 through the 'Impact Case Study' stream our <i>Strategic European Research Awards Initiative</i> has strengthened our focus on ERC success. Plans are well advanced to submit up to 20 ERC applications during the 1st year of <i>Horizon Europe</i>. In addition to an ERC focus, our researchers are targeting other high-profile individual opportunities – e.g. AXA Chair, Wellcome Investigator Awards, Royal Society University Research Fellowships. In late 2019, NUI Galway received its second Royal Society URF award.</p>			

	<p>Through the development of the University strategy for 2020-'25, published in Jan 2020, we have identified five thematic areas:</p> <ul style="list-style-type: none"> • Enhancing policy and society • Enriching creativity and culture • Improving health and wellbeing • Realising potential through data and enabling technologies • Sustaining our planet and people <p>Development of the strategy is to be followed by a specific Research and Innovation Strategy and College Strategies. Progression on these has been hampered by the challenges presented by the Covid-19 pandemic.</p> <p>2019/20 was an unusual year in terms of research income/expenditure because of the challenge of Covid-19. We experienced a reduction in research expenditure - brought about by the shutdown, followed by the prolonged period of limited access to laboratories/facilities and offices, and a slow-down in researcher recruitment. Nevertheless, the target of 30%, or more, from non-exchequer sources was achieved.</p> <p>See Appendix Two for benchmarking of research performance in Horizon 2020.</p> <p><i>Data Source: Internal Grant Management System and Agresso Financial system</i></p>
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Strategic Priority 3.2: Increase the quality, impact and international awareness of our research outputs.

i. Institution Strategic Initiative	3.1.1 Research Outputs			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
2.56 peer reviewed publications per academic by 2021	1,667 publications or 2.41 publications/ academic FTE in December 2017	1,758 publications or 2.55 publications/academic FTE	Increase by 2% annually the number of peer reviewed publications by academic staff FTE = Target 2.51	2,432 publications = 3.42 publications/academic
60.2% of publications in top 25% of journals by 2021	56.7% of publications in top 25% of journals in Dec 2017	54.1% of publications in top 25% of journals (by SNIP) in December 2018; 5-year average 2014-2018 of 54.5%	Increase by 2% annually the proportion of publications in the top 25% of journals = Target 58.99%	62.0% of publications in the top 25% of publications

57.7% of collaborations are international by 2021	54.4% of NUI Galway publications with international collaborators in 2017/18	58.5% of NUI Galway publications with international collaborators in 2018/19	Increase by 2% annually our percentage of international collaborators = Target 56.6%	62.9% of NUI Galway publications with international collaborators
Increase in Field Weighted Citation Impact to 1.70 by 2021	FWCI baseline for 2017/18 is 1.59; 2013-2017 5-year average FWCI is 1.67	FWCI in December 2018 of 1.56; 2014-2018 5-year average FWCI is 1.72	Target a total 2% increase on 5-year average for 2013-2017 by 2021.	FWCI = 1.45 Five-year average FWCI = 1.54
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>Over the period since the last review, we have outperformed our targets in terms of the volume of peer-reviewed outputs, % of international collaborations and % of publications in top journals. However, our Field Weighted Citation Impact has not reached our target – despite the improvement in the underlying volume and quality of our research output. FWCI is not within the control of the University, and hence improvements in the underlying volume and quality of our research can take time to translate into actual citations. Also this metric is a non-linear metric, and can fluctuate depending on the success or otherwise of some highly cited papers in any given year. We do note the overall 5-year trend for FWCI is slightly downwards however so will closely monitor this metric going forward. <i>Please note – the reporting period for the above targets is to end Dec 2020, in line with the most recent data availability. The previous reporting period, Sept 2018-Aug 2019 included data for the period to Dec 2018.</i></p> <p>See Appendix Two for benchmarking of research outputs with comparator universities.</p> <p><i>Data Source: Scival</i></p>			

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;

NUI Galway is fully committed to improving the equality of opportunity and increasing participation for disadvantaged students, reflecting the social mix of Ireland’s population. There is marked increase in participation among target groups, particularly from the Further Education sector, students with a disability and including those with lowest representation e.g. from Direct Provision, refugees, Travellers, the Roma community and other minorities. The 2020 –2025 Strategic Plan (Shared Vision – Shaped by Values) has flagship goals that clearly address access and inclusion. Alongside further development of entry pathways and community partnerships, they include principles of Universal Design in our working and learning environment and becoming a University of Sanctuary. Student Success is a priority, with a clear plan to mainstream peers supports, academic skills supports and curricular innovations. Targets in this domain align closely with the targets for skills development outlined in Systems Objective 1, and the roll out of curriculum reform and skills development through the Aspire project set out in Strategic Priority 1.1 is expected to be beneficial in improving equality of opportunity for students from non-traditional backgrounds also.

Strategic Priority 4.1: 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.

<p>i. Institution Strategic Initiatives</p>	<p>4.1.1 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.</p> <p>4.1.2 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.</p>			
<p>ii. Key Performance Indicators</p>	<p>Pre-compact Baseline</p>	<p>Sept 2018-Aug 2019 Progress</p>	<p>2019/2020 Interim Target</p>	<p>2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>24% of students from traditionally under-represented groups entering undergraduate study by 2021</p>	<p>Baseline number of places for FE students was 60 in 2017/18</p>	<p>Target places for FE exceeded – 200 FE places now available</p>	<p>Number of places available to applicants from the FE sector increased by a further 45 (total 145)</p>	<p>Target places available for FE applicants exceeded: 224 places now available.</p>
<p>Additional entry routes for under-represented students in place</p>		<p>Additional entry opportunities developed e.g. 5 Irish Travellers, 14 lone parents and 31 students from ethnic minorities on Foundation Diploma</p>	<p>15 additional students from under-represented groups in HE</p>	<p>Target exceeded :42 participants through Diploma in Foundation Studies programme - 9 Irish</p>

				Travellers; 5 Lone parents; 28 Ethnic Minorities
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>Numbers of non-traditional (NTS) and underrepresented students are at 23%, which is satisfactory, and the University is on target to reach 24% of first year entrants by 2021. The range of pathways identified in supporting this increase continues to expand to reach the most disadvantaged in our community including those with lowest representation e.g. from Direct Provision, refugees, Travellers, the Roma and other minorities. This progress was supported significantly by becoming a University of Sanctuary, the commitment of individual Colleges to the Sanctuary movement and the provision of scholarships.</p> <p>Another significant factor in exceeded targets set in this domain was the PATH 3 funding for an ‘Attract Transition Succeed’ Coordinator, whose outreach work to our most vulnerable in society, promotion of pathways and provision of mentoring, further contributed to this success. The Schools of Sanctuary initiative, a sub group of the University of Sanctuary movement, supports the raising awareness campaign and mentoring elements of this activity.</p> <p>The target for the number of places available for the Further Education/NUI Galway Pathway was exceeded. This was effectively done through the establishment of partnerships within NUI Galway and with external partners, particularly with Galway Roscommon Education and Training Board (GRETB). The University established a HE/FE coordinator post and established a FE/NUI Galway Pathways Committee made up of internal and external partners. The co-operation of members ensured that this target was achieved and generated commitments from the Deans of Colleges and Programme Directors.</p> <p><i>Data Source: HEA Student Return and Internal Reports i.e. DANte Data Warehouse</i></p>			
Strategic Priority 4.2: NUI Galway will improve completion rates for students from disadvantaged cohorts and implement new data initiatives and indicators to drive student success.				
i. Institution Strategic Initiative	<p>4.1.1 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.</p> <p>4.1.2 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.</p>			
ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Student Success Strategy in place	No Student Success strategy though pockets of excellence on student retention initiatives	Dean of Students appointed to develop Student Success strategy and identify champions	Student Success Strategy developed	Student Experience Executive established (governance and strategy); Student Success Strategy drafted. Prioritisation of resources re: student welfare

				and wellbeing was required due to impact of Covid-19. Enhanced strategic work, including extensive consultation with students required for further development.
Data warehouse in place to support Student Success Strategy	Project Group in place to develop Data warehouse	Data warehouse facility (DANte) developed, with granular reporting by programme and cohort	No specific target set	DANte data warehouse developed, reporting on how well the University performs on progression, retention and student engagement.
Non-completion Rate reduced from 11% to 9%	Non-completion rate of 11% in 2017/18	Monitoring of progression data by Deans has commenced	Bi-annual monitoring of Student Progression data by College Deans	Progression data disseminated to Deans / Colleges for information and related actions.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>Consistent progress has been made to improve equality of opportunity and reflect the diversity and social mix of Ireland’s population, despite the challenges associated with Covid-19. Currently at 23% of first year entrants, the University is on target to achieve its 24% target. Working with ETBs and our Colleges, the 224 places available for FE applicants has exceeded the target. Continued work with DEIS schools, training providers (particularly Galway, Roscommon ETB), community groups has been boosted by PATH funding, enabling further mainstreaming of support and considerable development in Universal Design for Learning (a flagship goal of the new Strategic Plan)</p> <p>The development of a Student Success Strategy has progressed, albeit hindered by the need to meet challenging wellbeing, welfare and learning needs of students due to the impact of Covid-19. Extensive consultation with stakeholders, particularly students, is required to further refine the strategy. Extensive surveys of the student experience were conducted in May and again in November 2020 and the Student Experience Executive (SEE) is working on a rapid response action plan to try to further address the learning and mental health needs of our students. A representative group of 100 students is also being convened to suggest improvements to the student experience.</p> <p>We are on target to improve progression rates, underpinned by the work completed on the progression and alternative pathway strands of our data warehouse (DANte) and supplemented by student advisers in Colleges. This supports College Deans to monitor progression rates and address immediate needs of disadvantaged students.</p> <p>See Appendix Three for benchmarking of student non-progression data.</p> <p><i>Data Source: Internal Reports (DANte Data Warehouse) and HEA Student Return</i></p>			

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;

Strategic priorities in this domain are focused on professional development of teaching staff and on initiatives to promote greater student engagement. Excellence in teaching and learning is a key criterion for academic promotions, and recent revisions of this process and the associated documentation make this clear, both encouraging and rewarding professional development in this area. The scheme now clearly provides for promotion on the basis of such excellence up to professorial level. Partnership in a number of national and international projects and networks continues to ensure that our practice is connected to, and aligns, strongly with developments elsewhere. Examples include the Erasmus + CUTE (Competences for Universities in Technologies in Education) project (led by Copenhagen University) in which the European Digital Competence Framework for Educators is being applied to the professional development of academic staff. This work pre-dated the COVID crisis and helped provide a certain level of preparedness and adaptability in terms of teaching approaches and technological confidence. Similarly, the IUA-led EDTL (Enhancing Digital Teaching & Learning) project which commenced during this reporting period (and is coordinated by NUI Galway’s Assistant Director of CELT) is also founded on the application of this particular framework and has formed a strong national network supporting the upskilling of staff and the sharing of best practice across institutions.

In the area of student engagement, Covid-19 necessitated concentrated and concerted effort to address academic and student wellbeing issues. Student representation and partnership was particularly strong in the University’s response including Covid Rapid Response Surveys, Student Welfare Committee, Student Experience Executive, and a staff-student Academic Planning Group to plan for remote teaching and assessment.

Strategic Priority 5.1: 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

i. Institution Strategic Initiatives

5.1.1 Professional Development for Teaching Staff

- Align our existing professional development and training programmes for academic staff with the National Professional Development Framework and ensure all teaching staff have the opportunity to avail of professional development.
- Recognise and reward leadership and the scholarship of teaching and learning through the introduction of new promotion routes.

The Academic Promotions application process has been refined to more overtly identify routes to promotion on the basis of teaching excellence. In addition, professional skills in the use of digital technologies in teaching and learning have been significantly enhanced through our participation in the Erasmus+ CUTE (Competencies for Universities using Technology in Education) and the IUA-coordinated EDTL (Enhancing Digital Teaching & Learning) project – each of which focuses on the professional development of academic staff.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)																								
<p>Numbers of participants on PGCert/PGDip/MA programmes on Teaching, Learning, and Academic Practice</p>	<p>32 participants on the PG Cert in Teaching, Learning, and Academic Practice</p>	<p>Programmes have been mapped to the National Professional Development Framework’s principal categories, and are now refining details down to modular and workshop levels to make these connections more explicit and to facilitate mutual recognition of awards.</p> <p><i>Specifics of participant numbers in 2018/19 on programmes referenced were not provided.</i></p>	<p>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.</p>	<p>Numbers registered and completing programmes as per available place numbers. Programme had to switch to online mode and allowances made for extended completion deadlines, etc. Preparations made during summer period to switch entire offering to online. Workloads of participants dramatically increased in switch to online teaching so need to allow some to suspend completion of assessment requirements, etc.</p> <table border="1" data-bbox="1496 611 2085 762"> <thead> <tr> <th colspan="2">Masters AP</th> <th colspan="2">AY 19/20 Diploma AP</th> <th colspan="2">Pg Certificate</th> </tr> </thead> <tbody> <tr> <td>Complete</td> <td>3</td> <td>Complete</td> <td>39</td> <td>Complete</td> <td>23</td> </tr> <tr> <td>Incomplete</td> <td>3</td> <td>Incomplete</td> <td>21</td> <td>Incomplete</td> <td>9</td> </tr> <tr> <td>Total registered</td> <td>6</td> <td>Total registered</td> <td>60</td> <td>Total registered</td> <td>32</td> </tr> </tbody> </table>	Masters AP		AY 19/20 Diploma AP		Pg Certificate		Complete	3	Complete	39	Complete	23	Incomplete	3	Incomplete	21	Incomplete	9	Total registered	6	Total registered	60	Total registered	32
	Masters AP			AY 19/20 Diploma AP		Pg Certificate																						
	Complete			3	Complete	39	Complete	23																				
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Total registered	6	Total registered	60	Total registered	32																							
<p>4-5 participants on MA programme (two-year Masters)</p>	<p>Registration on MA programmes continued at usual level, but changes in projects and extended deadlines necessary for those based on on-campus projects/teaching models due to COVID disruption.</p>																											
<p>Modular PG Diploma programme with 8-20 participants per module</p>	<p>As above. Switched to online. One module converted as part of a national collaboration, to fully-online (CEL280: Civic Engagement) during summer to be offered from Feb 2021 in that mode. Re-design of proposed module on leadership in T&L delayed until 2020/2021 period to prioritise teaching during the COVID pivot.</p>																											
<p>Number of professional development events (other than within programmes) offered.</p>	<p>No baseline provided</p>	<p>No metrics or update provided</p>	<p>On-going implementation of Continuous Professional Development Framework for academic staff</p>	<p>Continued offerings of training and CPD throughout the period, but major switch to focus on online teaching when the COVID restrictions were implemented. Led to cancellation of plans for Annual Conference, but resulted in very large number of online training sessions, with hundreds</p>																								

Participation in annual conference				of participants over a short period in March/April.
Number of academic staff promoted through excellence/ scholarship in teaching and learning routes	No baseline provided	Both the new Senior Lecturer and Professorial Schemes have been developed and are in the closing stages of consultation with representative Trade Unions with a target opening date before end of 2019	On-going work on the development of an agreed new Senior Lecturer Promotion Scheme, with a strand to recognise excellence in teaching and learning	No rounds had been completed by 31 Aug 2020, however Round 1 had opened and closed and assessment was still in progress. The University has subsequently awarded its first Professorial promotion based on Teaching Excellence, as of Nov. 1 st 2020.
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>We provide a range of professional development opportunities for academic staff and others who support teaching and learning, with a mix of formal, credit-bearing modules and postgraduate qualifications, with informal events such as seminars, advisory sessions, and conferences. The challenge has been in meeting demand for places with the staffing complement available, an issue which was exacerbated somewhat in the reporting period by vacancies due to leave, secondment, etc, which took some time to successfully back-fill.</p> <p>In addition, the COVID crisis had a huge impact on operations and events, leading to the cancelling of a number of on-campus planned activities, but this was quickly compensated for by the shift to online delivery. It meant, however, that much of the emphasis of the training and professional development had to suddenly switch to online teaching and assessment, with large numbers of staff needing upskilling, and a range of new technologies to be implemented and made available. The University has invested substantially in online training and platforms/tools to respond to the sudden pivot to online learning.</p> <p>In spite of the disruption to the teaching year, our formal programmes continued, albeit with many participants having to delay completion due to their own workloads and circumstances. An additional positive significant development has been a greater recognition of teaching excellence and leadership in the shaping of promotion routes and university awards.</p>			
Strategic Priority 5.2: 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				
i. Institution Strategic Initiative	<p>5.1.1 Student Engagement, Programme Development and Feedback</p> <p>5.1.2 Develop policy for digital teaching and learning by the end of 2018/2019</p> <p>5.1.3 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</p>			

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Student Engagement policy and processes for involving students as active partners in University management and governance, and in programme design and review implemented	<p>Pilot of NSTEP, National Student Engagement Programme completed at NUI Galway.</p> <p>Regular liaison and close working partnership between Students' Union and relevant management staff but no formal agreement in place</p> <p>Staff/Student Liaison Committee in one College but not the other three Colleges</p>	<p>A Student Partnership Agreement between the University and the Students Union is currently being drawn up.</p> <p>Proposal to establish Staff/ Student Liaison Committees in all Colleges forms part of Agreement</p>	Pilot student engagement process in design & review of programmes	<p>NSTEP training competed with Students' Union class representatives. Student Partnership Agreement in place. Regular meetings held with Dean of Students and Director of Student Services.</p> <p>Covid-19 necessitated concentrated and concerted effort to address academic and student wellbeing issues. Student representation and partnership strong in University's response including Covid Rapid Response Surveys, Student Welfare Committee, Student Experience Executive, Academic Planning Group.</p>
Revised policy and guidelines on programme design, approval, development, and review...	No baseline provided	A Working Group has been established to review Programme Development process following recommendation of the QQI CINTE Institutional Review in March 2019.	Key stakeholders including students and external stakeholders involved in programme review and development	New Curriculum Design policy developed and to be implemented from AY 2021-22
Effective, comprehensive programme review process which incorporates and integrates information gleaned from student and	No baseline provided	This target (to begin procurement of supporting technology to develop a toolkit of resources	Continue development of toolkit for systematic management of student feedback and course review, with	Currently feedback is managed at a local level and tools such as Office 365 offer facilities to support module owners. The requirements for such a facility have been incorporated into the

<p>course team feedback, data on progression and performance.</p> <p>Toolkit of resources</p>		<p>to Colleges for the systematic management of student feedback on modules and programmes) has been superseded by a major new institutional project 'Student Digital Pathways' which will provide a new system to manage all information related to the student's academic journey through NUI Galway.</p>	<p>implementation of appropriate software and support for targeted surveys and data analysis.</p>	<p>Student Digital Pathways programme which is now in procurement phase</p>
<p>Policy on digital teaching and learning with best practice guidelines</p>	<p>No policy on digital teaching and learning</p>	<p>Policy on digital teaching and learning will now be developed in AY2019/20.</p>	<p>Roll out policy for digital teaching and learning</p>	<p>The Learning & Teaching Committee was re-constituted as a core sub-group of Academic Council and all aspects of teaching related policy (including digital learning) are now under the auspices of this group. The existing T&L Strategy was due for renewal in 2020, but is now being subsumed within a new Academic Strategy associated with the University's recent Strategic Plan and several working groups have been established to undertake this work in 2021. COVID impact has been hugely significant in this particular regard and so any such policy will need to incorporate what has been learned in this crisis period. In addition, the technical architecture to support digital teaching is part of the Student Digital Pathways project, which is currently underway.</p>
<p>Introduce Staff/Student Liaison Committees in all Colleges</p>		<p>Proposal to establish Staff/ Student Liaison Committees in all Colleges forms part of Agreement</p>		<p>Staff/Student Liaison Committees in place in 3 out of 4 Colleges. Student representatives involved in all Academic Planning Committees with Colleges during COVID emergency.</p>

<p>Graduate Attributes</p>	<p>No baseline provided</p>	<p>Programme of workshops on Graduate Attributes took place throughout AY2018/19 with Toolkit made available to all Colleges and Schools, resulting in appropriate statements for a number of disciplines and programmes.</p>	<p>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.</p>	<p>Graduate Attribute statements have been rolled out across a limited number of programmes and will be incorporated in the new policy and associated documentation for Curricular & Programme Design. Some existing module descriptors now identify the graduate attributes which they address. GA statements are not universally embedded in all programme documentation yet, but will be on rolling basis. A significant development in 2019/20 was the successful application under HCI for the Aspire project, which will have a major impact on the embedding of graduate attributes as well as the development of systems and processes for attributes development and assessment.</p>
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>In spite of the challenges presented. By delivering teaching and learning in an almost entirely remote context, significant progress has been made in this domain with all targets on track.</p> <p>A key development in this domain has been the progress of the Student Digital Pathways Project to provide a new technical infrastructure to facilitate the development of new programmes and allow for greater curricular innovation and flexibility. This multi-annual project has progressed well and is not at contract-award stage.</p> <p>In addition, as outlined in Key Systems Objective 1, the Aspire project will impact positively on this Strategic priority areas by including ongoing development and roll out of the Graduate Attributes.</p> <p>Ongoing work will include the development of a Digital Teaching & Learning Policy, informed by the experience of the last year, and incorporating the work of the Erasmus+ CUTE project.</p> <p>A new Academic Strategy is currently in development to respond to the Institutional Strategic Plan 2021-2025, and several working groups are established to set out objectives across various strands of Teaching and Learning activity.</p>			

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

Strategic Priorities in this domain are primarily concentrated on two distinct areas of activity: progress on equality, diversity and inclusion, and the incorporation of St Angela's College, Sligo.

In the reporting period up to 31st of August 2020, much progress had been made towards the incorporation of St. Angela's College into NUI Galway. A Framework Services Agreement was completed in October 2017 and both institutions continue to work together in partnership with the HEA and DFHERIS to conclude the incorporation process. In April 2019, a Five-Year Business Plan was submitted to the HEA, which outlines actions and timeline for delivering on incorporation objectives and this plan continues to be rolled out. Significant progress towards academic integration together with substantial student numbers growth, and integration of professional service processes has been achieved.

However, as communicated to the HEA in March 2021, progress on the incorporation of St Angela's College, Sligo has now been paused, following a decision of the Board of St Angela's College to explore alternative options.

To deliver the vision set out in the Sahlberg Report of research-led teacher education, NUI Galway is leading the launch of a new Institute for Education, Western Institute for Studies in Education (WISE), Staidéir Acadúil um Oideachas an Iarthair (SAOI) – which will serve as the centre of excellence in research-led teacher education in the region and which includes partnerships with other Institutes and Colleges across the region – including St Angela's College, Sligo.

Excellent progress has been made in the area of equality, diversity and inclusion over the course of Cycle 2 of the Strategic Dialogue. There is now a full governance structure and processes for EDI in place in NUI Galway from governing body to school/unit levels. The NUI Galway Equality and Diversity Campus Committee (EDICC) was established in November 2016 and meets 4 times annually. The Equality, Diversity and Inclusion Committee of Údarás na hOllscoile (EDIC) was established in Spring 2017 and meets three times annually. Equality and Diversity (including gender equality) is a standing item on all College and School Executive meetings and on the agendas of Academic Council and Údarás na hOllscoile since AY 2015/16.

EDI and related targets is an integral item in college/schools/units annual operational planning templates. Each College has appointed a Vice-Dean for EDI. Vice-Deans work closely with the Vice President for Equality and Diversity and sit on the institutional Athena SWAN Committee and NUI Galway Equality, Diversity and Inclusion Campus Committee (EDICC), which reports to the University Management Team and Governing Authority.

Strategic Priority 6.1: 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

i. Institution Strategic Initiatives

6.1.1 Governance and Academic Leadership:

- Embed Athena Swan Principles in the culture of the University, with all 8 STEM Schools making Bronze applications by end of AY 2020/21.
This is on track. 2 STEMM schools now have Bronze Awards – Schools of Medicine and Physics, 5 more (Chemistry, Natural Science, Nursing and Midwifery, Maths and Psychology) are applying by June 2021, in addition to School of Medicine going in for re-accreditation. Health Sciences plan a Nov 2021 submission.
- Significantly increase the percentage of women at senior academic grades -

Senior Lecturers now at 46% women (up from **30% in Dec 2013**, Grimson Report), Personal Professors = 29% women (up from **13% in Dec 2013**), Established Professors is at 17.5% (up from **14%** in Dec 2013) with overall Professoriate at **23.7%** women (up from **14%** in Dec 2014).

- 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
This is on track and audited annually, see above section.
- A cohesive governance structure to guarantee clear and consistent leadership, responsibility, accountability, and oversight of equality, diversity, and inclusion- extended to all units across the University. By end of AY 2020/21, we will have completed the process of establishing equivalent structures for unit, support services, school and college levels.
This is complete.
- Unconscious Bias and Equality, Diversity and Inclusion training rolled out to all interview panels; executive teams; all NUI Galway staff including postdoctoral staff; all Postgraduate Research students and teacher education students.
This is complete.
- Gender proofing of selection and promotions procedures by end of 2020/21
Completed – and new Recruitment Policy approved
- Availability of Mentorship and Leadership Schemes to increase diversity and inclusion
NUI Galway has to date supported over 100 women on the Aurora Women’s leadership programme

6.1.2 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.
On target and UCB module available online.
- Gender proofing of selection and promotions procedures by end of AY 2020/21.
Completed – new Recruitment Policy and new integrated academic promotions scheme running twice yearly since Jan 2019.
- Availability of Mentorship and Leadership Schemes to increase diversity and inclusion in the leadership pipeline to be substantially increased by end of AY 2010/21.

From an EDI perspective we can evidence excellent progress against all institutional strategic objectives, with the exception of significantly increasing the number of women appointed as Established Professors. This is improving gradually, and the Senior Lectureship pipeline is now very strong. However, the appointment of women to EP grade is still very slow.

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
Number of Athena Swan Bronze Awards at School Level (Focus on STEM Schools)	<p>NUI Galway achieved the Athena SWAN Bronze award in April 2018.</p> <p>College of Engineering and Informatics applied for Athena Swan departmental award in April 2017; The School of Medicine applied for and achieved departmental accreditation in April 2018</p>	No progress update provided	Towards target for all 8 STEM schools to have made applications for Athena Swan Bronze Awards by end academic year 2020/21	<p>On target: The School of Physics and the Cairnes School of Business and Economics successfully obtained the Athena SWAN Bronze award in August 2020.</p> <p>The Schools of Psychology and Chemistry are on target to submit AS Bronze applications by the end of January 2021. The School of Nursing and Midwifery, the School of Natural Science and School of Mathematics are on target to submit applications for the April 2021 round. The School of Medicine is on target to submit for reaccreditation in the April 2021 round.</p>
<p>Percentage of women at senior academic grades</p> <p>Targets: Senior Lecturer population to include a minimum of 45% female by end of AY 2020/2021</p> <p>Professoriate to include a minimum of 20-25% female by end of AY 2020/21</p>	40% of Senior Lecturers female	<p>Review of Senior Lecturer and Professorial Promotion processes complete and pending agreement with staff representatives</p> <ul style="list-style-type: none"> Proportion of women at Senior Lecturer grade has increased to 44% (Sep 2019). It is anticipated that the 45% target will be fully met/ exceeded by the end AY 2020/21. 	Towards 2020/21 target	<p>Target on track/exceeded: As of Dec 30th 2020 46% of SL population (WTE) are women – this exceeding our target of 45% by the end of 2020-2021.</p> <p>23.7% of the Professoriate are women. This is comprised as follows: 29% of Personal Professors (WTE) are women and 17.5% of Established Professors (WTE) are women.</p>
	16% of Professoriate female	Proportion of women in the Professoriate has increased to 20% (Sep 2019, thus already reaching our 2020-21 target) – 24% of Personal	Towards 2020/21 target	The % of women in the Personal Professor population at end of Dec 2020 is 29%. The % of women Established Professors is 17.5%. The % of women in the combined professoriate is 23.7% -

		Professors and 15% of Establishes Professors.		thus reaching the upper 25% target for the female professoriate by the end of 2021 is in sight!																		
<p>Percentage of male: female members of working groups and decision-making committees</p> <p>Target: 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</p>	<ul style="list-style-type: none"> 49% of committees/working groups chaired by women 51% of committees comprised of min. 40% men and women Equality, Diversity, and Inclusion Campus Committee was established in 2016 Equality, Diversity, and Inclusion Committee of Údarás na hOllscoile established in May 2017 	<ul style="list-style-type: none"> 66% of the 111 university-wide committees audited comprised of min. 40% men and women, 81% committees comprised min. >31% men and women. 100% of the Central University Committees and the Governing Authority meet the 40% men and women composition requirement. (See Appendix 6 for more detail) 44% of committees/working groups chaired by women (down from 49% so will be monitored in 2019/20) 	Towards 2020/21 target	<p>Annual audit is required due to constant turnover of committee members. We are also capturing more of our committees and working groups across the University year-on-year.</p> <table border="1"> <thead> <tr> <th>Committee Membership 2020/21 audit</th> <th>% Male</th> <th>% Female</th> </tr> </thead> <tbody> <tr> <td>UMT (15 members)</td> <td>62.5%</td> <td>37.5%</td> </tr> <tr> <td>Governing Authority</td> <td>62.5%</td> <td>37.5%</td> </tr> <tr> <td>Academic Council</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>Support Services Directors Forum (SSDF)</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>Chair of Committees (for 134 central/college/school committees)</td> <td>58%</td> <td>42%</td> </tr> </tbody> </table>	Committee Membership 2020/21 audit	% Male	% Female	UMT (15 members)	62.5%	37.5%	Governing Authority	62.5%	37.5%	Academic Council	56%	44%	Support Services Directors Forum (SSDF)	44%	56%	Chair of Committees (for 134 central/college/school committees)	58%	42%
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Chair of Committees (for 134 central/college/school committees)	58%	42%																				
Institutional governance structures overseeing equality, diversity and inclusion	No baseline provided	No update provided	Towards target by end of AY 2020/21, to have completed the process of establishing equivalent structures for unit, support services, school and college levels.	Completed. Institutional EDI structures are fully in place, as indicated in the diagram above section 6. This comprises the EDI committee of Údarás na hOllscoile, the cross campus Equality, Diversity and Inclusion Campus Committee (EDICC) with dual reporting lines to Údarás na hOllscoile and UMT, college and school based EDI committees supported by college-based Vice Deans EDI and the Equality Committee of the Support Staff Directors Forum (SSDF).																		
Number of participants in Unconscious Bias and Equality, Diversity and Inclusion training	No baseline provided	Face-to-face unconscious bias training delivered to 405 staff members (exceeding	Unconscious Bias and Equality, Diversity and Inclusion training	Unconscious bias training is now integrated into the monthly induction programme for new staff and online unconscious bias training (UCB) is																		

		interim target of 400), Refresher training delivered to UMT members in Nov 2018, a new 50-minute module 'Lunch & Learn' developed and delivered to 100 staff in AY 2019/20 including at induction.	delivered to all executive teams and to a total of 300 additional staff (total 700 trained over 2 years)	available to all staff and PGR students, for initial training and refresher purposes. Once the COVID-19 situation allows, in-person UCB training will recommence where desirable. All interview panels and senior executives e.g. members of UMT, Heads of school/units/research institutes are required to complete UCB training.
Gender proofing of selection and promotions procedures	No baseline provided	No update provided	Towards target for Gender proofing of selection and promotions procedures by end of 2020/21	Completed. A new recruitment policy, with an inclusive recruitment tool kit, was approved in December 2020. A 30% target for the under-represented gender in the applicant pool has been set for all posts in NUI Galway before shortlisting can occur. If the 30% target has not been met the application period must be extended by a further 2 weeks and the situation reviewed by the Director of HR prior to shortlisting. This has been applied since AY 2019-2020. The Textio software package (or open source equivalent) is used to gender proof the language used in job specifications and post adverts. A new integrated academic promotions procedure was developed and launched by the Deputy President and Registrar in January 2020. The third round of promotions to SL and PP will commence in February 2021.
Availability of Mentorship and Leadership Schemes to increase diversity and inclusion in the leadership pipeline	No baseline provided	76 women have participated in the Aurora Leadership programme. A further 15 women will participate in 2019/20 programme.	A total of 85 women to have participated in the Aurora Leadership programme Total of 10% of Lecturers Above the Bar and 20% of	A total of 91 women have completed the Aurora Women's Leadership programme to date. A further 18 commenced the programme in November 2020 and will complete by the end of AY2020-2021. Thus by end of June 2021 NUI Galway will have supported 109 women on the Aurora Leadership Development programme.

			<p>Senior Lecturers to have participated a mentorship or Leadership programme</p> <p>10% of professional staff have participated in a professional development /training opportunity</p>	
<p>iii. Interim targets, commentary and data source (maximum of 300 words)</p>	<p>Overall progress on NUI Galway’s EDI initiatives and interim targets has been good and is on track, despite the many difficulties caused by the COVID- 19 pandemic. This includes very significant progress on Athena SWAN at departmental level. Academic promotion targets for promotion to Senior Lecturer have exceeded the 2020 targets. However increasing the % of women in the professoriate is proving difficult and slow to achieve. Nonetheless the strong internal SL pool now provides a strong pipeline for appointment and promotion of women into the professoriate for the future. The planned reintroduction of the Associate Professor grade to NUI Galway in August 2021 should further strengthen this pipeline.</p> <p>NUI Galway’s first EDI strategy was developed over the course of AY 2019-2020 and approved by Údarás na hOllscoile in June 2020. The implementation plan is currently under development and will be approved by Údarás na hOllscoile in June 2021. Implementation of the EDI strategy is well underway and continues apace.</p> <p>See Appendix Four for further detail on performance against targets set out above.</p> <p><i>Data Source: Internal HR Systems and Office of VP EDI Reports</i></p>			
<p>Strategic Priority 6.2: 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.</p>				
<p>i. Institution Strategic Initiatives</p>	<p>6.1.3 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.</p> <p>6.1.4 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.</p> <p>As of August 2020, much progress has been made towards the incorporation of St. Angela’s College into NUI Galway. A Framework Services Agreement was completed in October 2017 and both institutions continue to work together in partnership</p>			

with the HEA and DFHERIS to conclude the incorporation process. In April 2019, a Five-Year Business Plan was submitted to the HEA, which outlines actions and timeline for delivering on incorporation objectives.

There remain two outstanding issues to resolve before concluding the incorporation.

- Firstly, the University is preparing an application for **capital development** funding within the structure of the Public Spending Code. This is being progressed by a Technical Working Group comprising NUI Galway and St. Angela's College representatives who have agreed a Multi-Criteria Analysis with DFHERIS for assessing campus development options. In February 2021, the Technical Working Group is scoring the MCA in preparation for its submission along with a Strategic Assessment Review of the capital development needs.
- The second issue relates to the **Change of Membership Agreement**, which is currently being advanced by NUI Galway, St. Angela's College and the Ursuline Order and their legal representatives.


ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)
<p>General Governance targets Timely submission of annual financial statements:</p> <ul style="list-style-type: none"> ○ Annual Funding Statements for year ending 30/9 to be submitted to C&AG for audit within 4 months of year end ○ Annual Funding Statements and ISIC for year ending 30/9 to be submitted to Údarás for approval within 6 months of year end. ○ Annual Funding Statements and ISIC for year ending 30/9 to be certified by C&AG within 12 months of year end. 	<p>Annual funding statements required by the HEA were prioritised over C&AG audited GAAP AFS. This process was reversed, and the timelines shortened to comply with the directives from PAC.</p>	<ul style="list-style-type: none"> ○ Sep 2018 Annual Financial Statements (AFS) were available for audit in Dec 2018. ○ Annual Financial Statements were approved by Údarás on 15th Dec 2018. ○ Audit Certificate issued by C&AG on the 29th July 2019 for year ending 30/9/18 AFS & ASGIC, within 12 months stipulated. 	<p>Timely submission of annual financial statements to C&AG</p>	<ul style="list-style-type: none"> ○ September 2019 Annual Financial Statements (AFS) were available for audit by the C&AG in December 2019. ○ Draft AFS for this period were submitted to Údarás na hOllscoile for approval on 12 December 2019. Following the C&AG's audit, which resulted in enhanced disclosures, the final AFS were approved by Údarás on 25 June 2020. ○ Audit Certificate issued by C&AG on these AFS is dated 15 July 2020 (i.e., within 12 months of the year-end).

<p>General Governance Targets Timely submission of Annual Statement on Governance and Internal Control to HEA</p>	<p>No baseline provided</p>	<p>Annual Statement on Governance and Internal Control (ASGIC) was approved by the June 2019 Údarás.</p>	<p>Timely submission of Annual Statement on Governance and Internal Control to HEA</p>	<p>Complete – Annual Statement of Governance and Internal Control submitted on time annually in line with March deadline.</p>
<p>St Angela’s Incorporation Framework Services Agreement, and ultimately the incorporation of St. Angela’s College Sligo, leading to and delivering a sustainable campus and operational base in line with sector norms.</p> <p>Targets: Students and staff of St Angela’s College integrated as full NUI Galway students and staff by 2020/21.</p> <p>University systems, processes and policies integrated and aligned by Q4 2023.</p> <p>Integrated research-focused School of Education (including Home Economics) established across both campuses by Q3 2024.</p>	<p>Framework Services Agreement has been signed with St. Angela’s College Sligo.</p>	<p>In Q1 2019, legal agreement for incorporation was agreed by both St Angela’s College and NUI Galway, under a Change of Membership Model (CMA)</p> <p>Director of Incorporation (Mr Seán Gallagher) was appointed in Feb 2019.</p> <p>The terms of transfer of lands and estates from the Ursuline Order are in progress as part of the consideration of the legal agreement for the Incorporation.</p> <p>Draft changes to the Constitution of St Angela’s College, which include changes to the Board of the College, are under consideration by the legal advisors for the College and Ursuline Union.</p>		<p>The Change of Membership Agreement, which includes the transfer of lands and estates, is currently being advanced by NUI Galway, St. Angela’s College and the Ursuline Order and their legal representatives.</p> <p>The CMA will be agreed in the context of future campus development and its conclusion is therefore dependent on further progress being made in the application for capital development funding, which is currently being progressed with DFHERIS within the structure of the Public Spending Code.</p>
<p>Integrated and expanded School of Nursing and Midwifery established across both campuses by Q4 2024.</p>	<p>A costed 5-year plan (2017-2022) is in place to move St. Angela’s College to a sustainable operational</p>	<p>The Financial Due Diligence exercise for both St Angela’s College and the Food Technology Centre took place in Q3-4 2018/19 and</p>		<p>Please note, the Food Technology Centre ceased trading in 2020.</p>

<p>Through the Food Technology Centre and Centre for Lifelong Learning, regional development in the NW region enhanced in support of Sligo as a regional centre by Q2 2020.</p> <p>Student experience at the St Angela's campus enhanced by Q4 2024.</p> <p>St Angela's College positioned on a more sustainable financial footing, with the support of state investment in the incorporation, by Q4 2024.</p>	<p>base.</p>	<p>the resulting report is expected in Oct 2019.</p> <p>Currently working with DES to complete Multi-Criteria Analysis of the various options for the Capital Investment for the Incorporation Project.</p>		<p>A Risk Register for the incorporation project was completed in Q1 2020 and agreed with Steering Committee.</p> <p>A Technical Working Group comprising NUI Galway and St. Angela's College representatives continues to work in partnership with DFHERIS to complete a Multi-Criteria Analysis of the various options for the capital Investment for the incorporation project. This will be scored and submitted with a Strategic Assessment Review in Q1 2021 within the structure of the Public Spending Code.</p>
	<p>Staff TUPE mapping paused.</p>	<p>14 Statements of Work, linked to central support services were agreed.</p>	<p>Statement of Work to review and align Academic Administration across both institutions</p>	<p>Statement of Work was carried out for the alignment of Academic Administration. In June 2018, an NUI Galway process mapping report was prepared. This work informed progress to date and, in recent months, all curricular modules from St. Angela's College have been uploaded into the Akari Curriculum Management system in NUI Galway. Pending course approval and legal incorporation, students of the St. Angela's College campus will register as NUI Galway students.</p>
	<p>A new agreed academic contract facilitates the alignment of academic cycles across both institutions.</p>		<p>Alignment of student and academic life cycle facilitated by new academic contract agreed with St. Angela's staff</p>	<p>At present, all employees of St. Angela's College have St Angela's College contracts. These differ from NUI Galway. Upon legal incorporation, permanent employees will be offered NUI Galway contracts mapped as part of the TUPE process. They can choose to accept these new contracts or remain on their existing contracts. While the TUPE process has not concluded, significant advances have been made. TUPE can happen at any</p>

				point post-incorporation and is not considered an obstacle to incorporation.
	<p>Process mapping of systems, processes and policies across both institutions initiated through external consultant.</p> <p>Detailed mapping of St Angela's College Registry function completed and pilot of one programme on NUI Galway systems.</p>			<p>In Q1 2020 an Integration Coordinator within Registration and Examinations Office at St. Angela's College, Sligo and an Integration Coordinator within Registry at NUI Galway were appointed.</p> <p>All St. Angela's College programmes and modules will be uploaded to NUI Galway's Akari curriculum management system by April 2021.</p> <p>Registration of St. Angela's College students on NUI Galway Quercus system in August 2021 is dependent on legal incorporation being completed in advance.</p>
	<p>HEAnet Fibre installed in 2018 to provide a durable fibre link between St Angela's College and the national HEI Network, plus upgrade of existing network connectivity completed.</p> <p>One Video Conferencing (VC) system installed at each campus.</p>			<p>In Q3 2019, additional enabling technologies were installed on the St. Angela's College campus as part of incorporation project to improve AV and VC equipment.</p>
	<p>All programmes at the St Angela's campus accredited and promoted by NUI Galway</p>		<p>Students to register on integrated courses and systems from September 2019.</p> <p>Heads of Schools to lead project to achieve curriculum</p>	<p>Registration of St. Angela's College students on NUI Galway Quercus system in August 2021 is dependent on legal incorporation being completed in advance.</p> <p>All St. Angela's College programmes and modules will be uploaded to NUI</p>

			and programme delivery alignment	Galway's Akari curriculum management system by April 2021. In Q3 2019, a School Integration and Development Officer within the School of Education at NUI Galway and a School Integration and Development Officer within the School of Nursing and Midwifery at NUI Galway were appointed to assist with School integration and alignment.
	Governance structures for the School of Nursing and Midwifery agreed and a shared Programme Board in place which reviews programme offerings on a continuous basis. Joint staff meetings between Education and Home Economics units in Galway and Sligo		Agreed governance structure for two new Schools	Governance structures were agreed for the two new Schools, post-incorporation.
	A number of expanded offerings linked to the Integration Sustainability Plan rolled out, including an additional intake of 32 students on the BA/PME in Education (with Home Economics).		Increased capacity and increased student numbers on flagship BA/PME course in St Angela's, responding to national skills needs	68 students from the St. Angela's College PME programme are due to graduate in February 2021 having completed their studies during the 2019-2020 Academic Year. There are currently 76 students in the 2020-2021 PME cohort. Two new programmes established in this space: a Professional Diploma in Education Studies (NUI Galway) and a Professional Diploma in Contemporary Innovations in Education (STACS)
	Food Technology Centre in STAC		Agreed plan in place for the structure and affiliation of the	The Food Technology Centre ceased trading in 2020.

			Food Technology Centre	
	Staff at the St Angela's Campus are members of Graduate Research Committees in NUI Galway School of Nursing and Midwifery.			Complete
iii. Interim targets, commentary and data source (maximum of 300 words)	<p>Much progress had been made towards the incorporation of St. Angela's College into NUI Galway in the reporting period. A Framework Services Agreement was completed in October 2017 and both institutions continue to work together in partnership with the HEA and DFHERIS to conclude the incorporation process. In April 2019, a Five-Year Business Plan was submitted to the HEA, which outlines actions and timeline for delivering on incorporation objectives.</p> <p>The business plan was being implemented and significant progress had been made across multiple domains including: an agreed academic governance structure post-incorporation; significant growth in student numbers achieved and further growth planned over the next 5 years; new programmes of study were introduced; integration of registry systems to facilitate the registering of St Angela's students as students of NUI Galway post-integration was progressed; significant progress on establishing the TUUPE process for transferring staff over to NUI Galway post incorporation; staff appointments were made to progress integration at School, College and central University levels;</p> <p>There remain two outstanding issues to resolve before concluding the incorporation.</p> <ul style="list-style-type: none"> • Firstly, the University is preparing an application for capital development funding within the structure of the Public Spending Code. • The second issue relates to the Change of Membership Agreement, which is currently being advanced by NUI Galway, St. Angela's College and the Ursuline Order and their legal representatives. <p>As noted in the opening summary, in recent weeks progress on the incorporation has been paused following confirmation from the Board of St. Angela's College, Sligo that they wish to pursue discussions with another institution about a possible alternative incorporation.</p> <p>To deliver the vision set out in the Sahlberg Report of research-led teacher education, NUI Galway is leading the launch of a new Institute for Education, Western Institute for Studies in Education (WISE), Staidéir Acadúil um Oideachas an Iarthair (SAOI) – which will serve as the centre of excellence in research-led teacher education in the region and which includes partnerships with other Institutes and Colleges across the region.</p>			
7. Signature: <i>Of the President or on behalf of the President (please sign in space below)</i>				
Signature:				

	<i>Caroline Loughnane, Secretary for Governance & Academic Affairs, NUI Galway</i>
Date:	<i>11th March, 2021</i>

Appendix One

System Objective One

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.

Benchmarking - Flexible Learning Programmes

In addressing the overarching objective of increasing the overall number of HE entrants studying on a flexible basis in HE, the following benchmarks apply:

Data Source: [HEA Statistical Archive](#)

- NUI Galway has the highest number of *part-time undergraduate enrolments across all Universities by field of study* (ISCED) as at 1 March 2018 representing 2,070 students from a total of 6,186 across 7 Universities;
- NUI Galway has the highest number of *part-time undergraduate Foundation and Access Enrolments in Universities by field of study* (ISCED) as at 1 March 2018 representing 167 students from a total of 242 across 3 Universities;
- NUI Galway ranks 4th in relation to total part-time Postgraduate Enrolments in Universities by field of study (ISCED) as at 1 March 2018.

Appendix Two

System Objective Three

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.

Horizon 2020 vs EU Framework Programme7 : Performance of Irish Universities

	FP7 Award Value (€M) ^a	H2020 Award Value to-date (€M) ^b	Increase H2020 vs FP7 (%)	ERC	MSCA
TCD	84.4	138.4	63.98%	47%	22.54%
UCD	79.5	97.73	22.93%	33%	27.43%
UCC	76.7	103.5	34.94%	6%	16.24%
NUI Galway	46.5	86.01	84.97%	17%	26.96%
DCU	31.5	34.19	8.54%	-	42.26%
UL	20.9	34.47	64.93%	24%	28.11%
Maynooth	9.8	20.75	111.73%	37%	18.75%

Source: a) Eighth Interim Report of Irish Involvement in Horizon 2020 (March 2019, Enterprise Ireland)

b) EU Portal as at 11/03/21 (<https://webgate.ec.europa.eu/dashboard/sense/app/93297a69-09fd-4ef5-889f-b83c4e21d33e/sheet/erUXRa/state/analysis>)

Note – The EU Portal records awards for which Grant Agreements have been concluded and will always lag behind notifications of awards. The portal reports €86m for NUI Galway but the actual value of notified awards is circa €100m.

Benchmarking of Research Outputs with comparator Universities

2019	NUI Galway	UCC	UCD	TCD	QUB
Academic FTE (Per HEA 2017/18 profile)	736	753	1017	674	1071
Publications (Scival) 2019	2122	2205	3841	3289	3043
Citations 2019 only (Scival)	10862	12857	23831	22368	18975
5 year Citations Scival (2015-2019)	125587	177102	273666	249306	230146
Publications (Scival)/Academic FTE	2.9	2.9	3.8	4.9	2.8
5 Year Citations (SciVal)/ Academic FTE	170.6	235.2	269.1	369.9	214.9
Citations (SciVal) /Publication	5.1	5.8	6.2	6.8	6.2
Field Weighted Citation Impact (Scival)	1.38	1.51	1.67	1.77	1.69
% of Pubs in top 10% Journals (SciVal) (SNIP)	21.6	23.2	25.1	24.9	28.4
% of Pubs in top 25% Journals (SciVal) (SNIP)	53.1	58.2	58.9	55.5	62.3
% of International Collaboration (SciVal)	59.7	57.6	60.5	58.7	64.2

Note: Academic FTE for Queens University is as per THE Ranking profile.

Appendix Three

System Objective Four

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.

1) Benchmarking Data on Progression in Irish HEIs

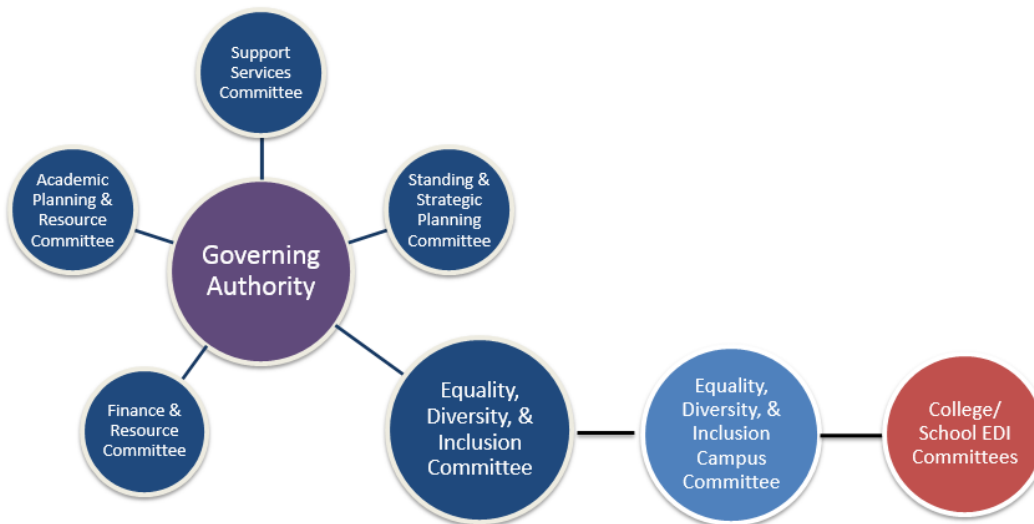
	Non- Progression data - As defined by the HEA - % of 1st year FT UG as of March 31st that are anywhere on the University record the following year						
Institution	2014	2015	2016	2017	2018	2019	2020
TCD	18.6	9	7	9	9	8	8
UCC	22	7	10	10	7	7	6
UCD	20.7	10	11	10	11	8	8
NUI Galway	16	11	13	12	11	11	10
UL	20	12	13	12	11	11	10
DCU	16.8	10	12	13	9	8	8
Maynooth University	19.8	9	9	9	11	10	12
TU Dublin	8	16	16	14	14	15	16

Appendix Four

System Objective Six

Demonstrates consistent improvement in governance, leadership and operational excellence.

EDI Governance Structure at NUI Galway



The gender profile of committee membership is audited and reported annually to UMT, Academic Council, EDICC and Governing Authority.

Committee Membership 2020/21 audit	%	
	Male	Female
UMT (15 members)	62.5%	37.5%
Governing Authority	62.5%	37.5%
Academic Council	56%	44%
Support Services Directors Forum (SSDF)	44%	56%
Chair of Committees (for 134 central/college/school committees)	58%	42%

The Chairs of Committees throughout the University, which includes a total of 134 colleges and school committees, exceeds 40% female representation. The University is working toward 50% representation of women chairs, but natural turn-over of membership and chairs can make this difficult to achieve – hence the importance of annual monitoring.

Key Observations from November 2020 audit of 134 committees and working groups:

- 46% of all committees (n=62) are fully compliant, i.e. the committee is comprised of min. 40% men and women
- 68% of all committees (n=92) comprise \geq min. 31% men and women
- 19 committees comprising \leq 20% gender representation are listed below (14% of all committees)
- Chair of committees (for 132 committees): 42% female chairs, 58% male chairs.