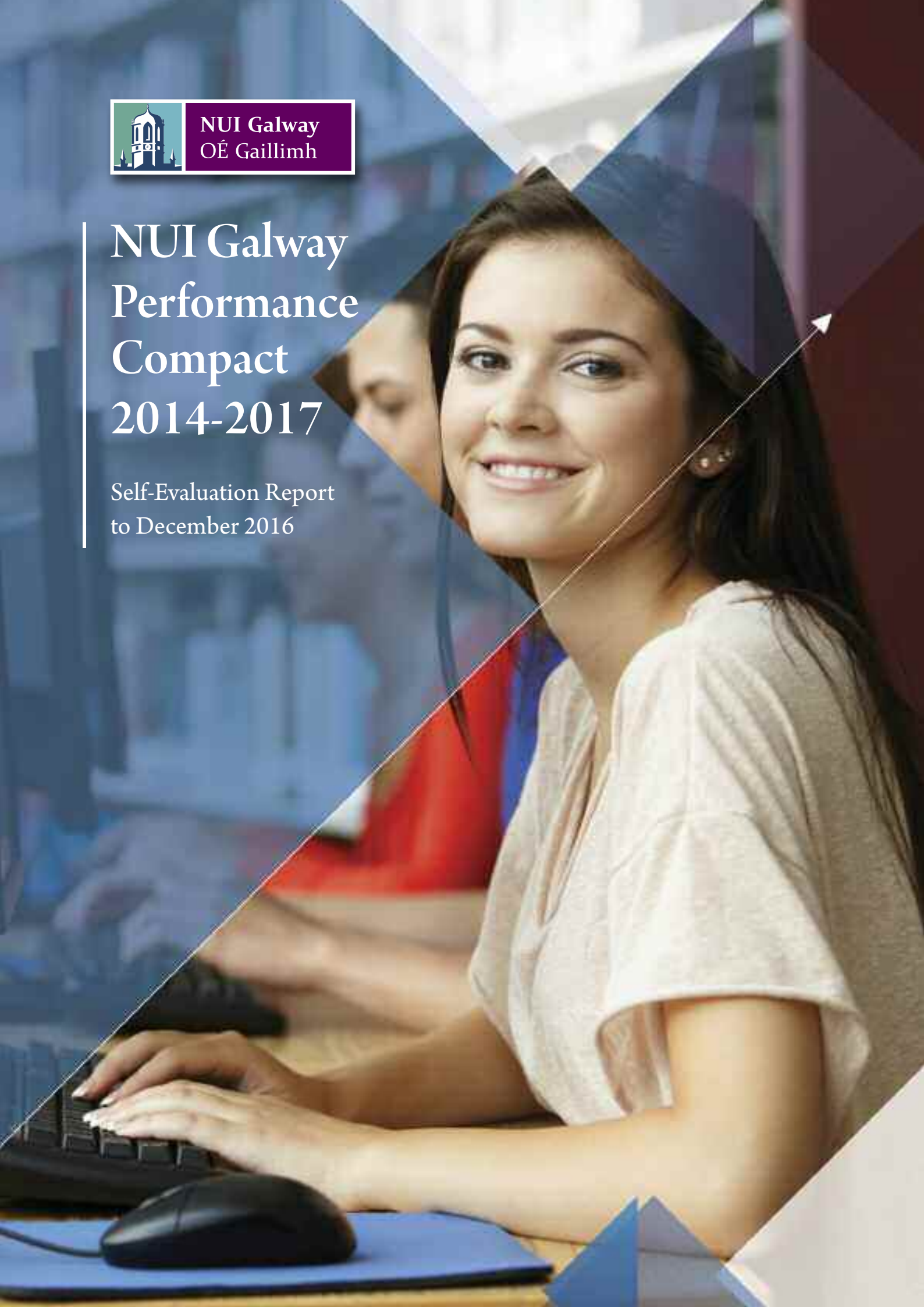




NUI Galway
OÉ Gaillimh

NUI Galway Performance Compact 2014-2017

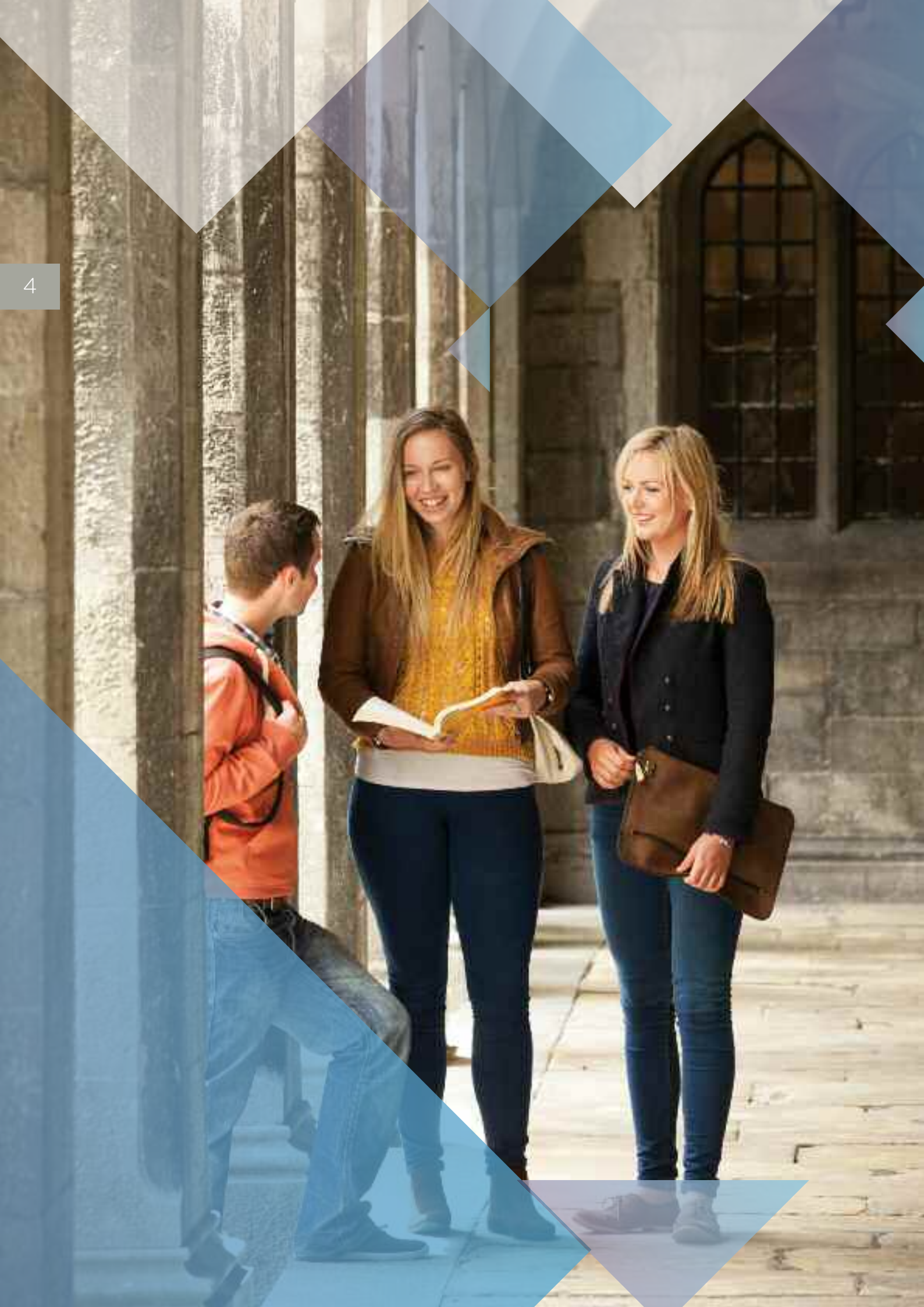
Self-Evaluation Report
to December 2016





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Overview of institutional progress

Overarching Statement

Over the last decade NUI Galway has undergone a period of intensive growth in terms of student numbers and rapid acceleration in our research performance. The University's strategy has been to develop internationally significant research expertise in a select number of priority areas, based on national and international priorities, as well as regional needs. The University's most recent strategic plan, *Vision 2020*, developed in parallel to the Compact process, outlined a bold and ambitious plan for NUI Galway.

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

The objectives set out in *Vision 2020* are reflected in the targets developed for the Compact. Overall, NUI Galway has made good progress against the targets set out for the three years of the Compact.

Enhancing Research Performance

A key priority for the University has been to enhance our research performance, grow our research income and continue to build our research profile in select priority areas of expertise. We are on track with all of these objectives, and

our performance in various national and international research funding programmes over the last three years bears this out – including our performance in Horizon 2020 and in the various national funding competitions, while our rise to a top 250 position in both World Rankings reflects a growing international research profile. Our priority for phase two of the Compact will be to broaden the base of our staff engaged in competitive research programmes and to continue to expand and diversify the funding sources for our research programmes.

Internationalisation

Enhancing our performance on internationalisation has also been a key institutional objective and in this area we have also achieved or exceeded all of our targets. The growth in our international student numbers over the last four years has exceeded our expectations; accelerating further growth in this important market will be a key priority for the University in phase two of the Compact.

Challenging Demographics

Over the course of the Strategic Dialogue meetings, we drew your attention to the challenging demographics in the 16-19 year old population in the West of Ireland which have been on a downward trend since 2010 and are recovering slowly to 2020 and beyond. For this reason, we were conservative but realistic in our projections of limited growth in

our undergraduate student numbers. Our strategy to 2020 is to focus on growing the cohort of taught postgraduate students, including both EU and non-EU students, and we have made significant progress on this objective over the last three years.

Curricular Reform

Teaching, learning and the quality of the student experience are key aspects of *Vision 2020*, central to the University's mission, and in all three areas significant progress has been made over the period of the Compact. Responding to market demand, we have engaged in extensive curricular reform, in Arts, Business, Law and Engineering programmes, expanding the number of programmes offering work-based learning experiences, prioritising the development of skills modules with a greater focus on employability, and broadening the opportunities for study abroad. We have made significant investments in Access and Disability Support Services to support our objective of growing the percentage of non-traditional students studying at NUI Galway. The impact of these initiatives is evident in this year's CAO data where demand for NUI Galway's programmes outstripped national trends in every subject area.

Advancing Gender Equality

With the agreement of the HEA, NUI Galway added two further targets to our Compact in 2015, in the important areas of Gender

Equality and Student Entrepreneurship and Innovation. Performance against both of these targets has exceeded expectations. Over the three years of the Compact, NUI Galway's performance on gender equality has changed significantly. Following the establishment of the Gender Equality Task Force to conduct a thorough review of the University's performance on gender equality in 2015, and the adoption of its 24 recommendations, including the appointment of a new Vice President for Gender Equality and Diversity, the University has seen real and meaningful change in its processes and procedures, its practices and in its culture. In phase two of the Compact, NUI Galway will continue to prioritise the equality and diversity agenda with the attainment of the Athena Swan award as a particular aspiration.

A LaunchPad for Entrepreneurs

The opening of Blackstone LaunchPad, an initiative to support student entrepreneurship on campus, in 2016 put student entrepreneurship at the heart of campus life. To date the programme has exceeded all targets with over 3,000 students engaged in entrepreneurial activities.

A multi-site University

Over the course of the Compact, NUI Galway has made significant progress on institutional consolidation with Shannon

College of Hotel Management fully integrated as a School of NUI Galway. We have also made good progress on the integration of St Angela's College, Sligo, with full integration planned to take place in September 2017.

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

Developing the Region

NUI Galway believes that, as the leading educational institution in the West and North West region it must play a central part in the development of the region. A strongly engaged University can act to rebalance challenging regional demographics by encouraging FDI, the development of indigenous companies and economic activity in the region. In doing this the University will build on existing regional strengths in MedTech and ICT and the emerging third pillar of the Creative Economy. The integration of St Angela's College, Sligo into NUI Galway will create new and further opportunities for engagement - with the food

sector, SME business support services and community care sectors. The strategic development of the West and North West region requires a HE capability that can deliver the intellectual capacity to realise the benefits of infrastructure and other investments.

Overall, notwithstanding the challenges presented by a constrained resource landscape, NUI Galway has performed well against the targets set out for the three years of the Compact. The Compact process has encouraged a collective focus on and endeavour towards the attainment of prioritised goals, and performance has been enhanced in key areas aligned to *Vision 2020* objectives. Phase two of the Compact will present an opportunity to accelerate performance in targeted areas, towards the attainment of NUI Galway's ambitious vision.



Dr James J. Browne
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Uachtarán - President
NUI Galway



1. REGIONAL CLUSTERS

Overarching Statement

The West/North West Higher Education Cluster was established under the aegis of the Higher Education Authority (HEA), in the context of reforms of Ireland's Higher Education landscape and while the Cluster builds upon some of the existing collaborations, such as Ignite West and New Frontiers, it is important to note that this particular collaboration is comparatively new.

The Cluster has clear and effective governance structures in place. The Steering Group, Operations Group, Heads of Research Groups and Heads of Discipline groups all meet regularly. The work of the Cluster is supported by two Programme Managers and the Cluster works within an agreed Regional Academic Planning Process. There is engagement in the cluster agenda at the highest levels and partner institutions have committed significant time and expertise of senior personnel since the establishment of the Cluster.

Cluster engagement has extended across our region to include engagement with relevant stakeholders such as the Regional Skills Fora, the Further Education sector, the Education and Training Boards, Western Development Commission and Fáilte Ireland. The Cluster collaborates and co-ordinates activities with our relevant Regional Skills Fora: Regional Skills North and Regional Skills West. Both Cluster

Programme Managers are members of the Regional Skills Fora Steering Groups and the Regional Skills Fora Managers now attend Cluster Operations Group meetings twice a year.

Collaboration under the Cluster has deepened over the three year period, with particular synergies and co-operation between our institutions in the area of teaching and learning.

Joint Cluster proposals to the National Forum for the Enhancement of Teaching and Learning have been particularly successful with funding awarded to six projects:

- Teaching and Learning Champions (LYIT, St Angela's (NUI Galway), IT Sligo, GMIT)
- Digital Badge on Mentoring for Leadership in Teaching and Learning (LYIT, NUI Galway)
- Street Law (LYIT and NUI Galway)
- Recognition of Prior Learning (LYIT, GMIT, IT Sligo)
- MOOC on the transition from second to third level (IT Sligo, GMIT, NUI Galway, LYIT)
- Tourism Hospitality Educators' Group (LYIT, GMIT, NUI Galway)

The Cluster partners provide a diverse range of programmes across the region underpinned by a coordinated approach to academic planning, which responds to regional needs.

Programmes are offered part-time, full-time, blended and on-line from levels 6 to 10. All partner institutions deliver programmes specifically designed to respond to regional needs identified in Springboard. The programme offering is informed by the detailed mapping and analysis of programmes across all discipline areas at undergraduate and postgraduate level.

The Cluster partners share programme development information under this process but note that the current competitive funding model based on student numbers presents challenges for regional academic planning.

NUI Galway further notes that, notwithstanding the progress made on co-ordinated academic planning since 2015, the proliferation of new programme development at level 8 in regional Institutes of Technology, over the last three years, has led to significant duplication and overlap of provision. A particular challenge is the proposed introduction of three BA courses by Sligo IT in September 2017, both in the context of the sectoral challenges facing Arts provision nationally and the regional challenge of balancing the needs of students, industry and society through sustainable programme provision.

These developments, in a relatively small catchment area with demographic challenges, run counter to the strategy for regional consolidation, and particularly so in the context of the Cluster's commitment to serve the needs of its region at all levels from 6 to 10.

The West/North-West Regional Cluster has made significant progress since 2014 across a range of activities. Building on this progress in phase 2 of the Compact will require further direction from the HEA on the future of regional clusters, particularly in the context of the Technological Universities agenda.



Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
<p>1. Establish a regional Cluster in the HEIs in the West/North West Region with appropriate Governance Arrangements. It is also envisaged that a liaison will be established with the Mid-West Cluster</p>	<p>The establishment of a functioning Cluster</p>	<p>Factual list of current formal collaborations in the region of the individual institutions.</p>	<p>Review of Cluster objectives and Performance. Achievement of Medium term Cluster objectives</p>	<p>All targets met: (i) Functioning cluster with regular meetings, including 14 meetings of Steering Group and Operations Group (2014-2016) and 18 meetings of Heads of Discipline across all discipline areas and Heads of Research (2014-2016). (ii) Engagement with relevant stakeholders such as the Regional Skills Fora, the Further Education sector, the Education and Training Boards, Western Development Commission and Fáilte Ireland is strong. The Cluster collaborates and co-ordinates activities with our relevant Regional Skills Fora: Regional Skills North and Regional Skills West. (iii) Joint Cluster proposals to the National Forum for the Enhancement of Teaching and Learning have been very successful with funding awarded to six projects (iv) The Cluster held a joint meeting with the Mid-West Cluster on 7 December 2015. Both Clusters decided not to formally extend engagement between the Clusters at that point as their focus was on building relations within each cluster in the first instance. This may be a target of phase 2 of the Compact.</p>	<p>Targets achieved</p>
<p>2. Coordinated academic planning</p>	<p>A coordinated academic plan</p>	<p>Individual portfolio of programmes for each HEI in Cluster</p>	<p>Ensuring a diverse range of programmes, responding to the needs of the region</p>	<p>All targets for 2014-2016 achieved: (i) Cluster partners provide a diverse range of programmes across the region. Co-ordinated academic planning takes places within the Cluster. See commentary below. (ii) Mapping on civic engagement and research activity across all institutions was undertaken.</p>	<p>Targets achieved</p>

	<p>3. To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region.</p>	<p>1. Review access, transfer and progression policies and practices across institutions 2. Develop new entry routes for non-traditional students to full time and part time programmes 3. Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular programmes</p>	<p>Institutional transfer policies and FETAC entry routes</p>	<p>Transfer system in place. Transfer policies across all areas aligned by year end.</p>	<p>(iii) This led to the development of an inter-institutional, multi-disciplinary research grouping, the Wild Atlantic Way Research Group, and to collaboration between the partners on research degrees at levels 9 and 10. See commentary below. The pilot doctoral level staff development programme is making very strong progress with 10 IoT staff registered with NUI Galway for PhDs.</p>	
	<p>(i) The Cluster has developed regional learning pathways amongst both the partner institutions and FE institutions to support clear progression opportunities for students within our region. See commentary below. (ii) Widening Access: the Cluster partners are committed to deepening collaboration on access and have made significant progress in developing regional solutions to the objectives identified in the National Plan for Equity of Access to Higher Education 2015-2019. See commentary below. (iii) Significant collaboration between the Clusters partners and FE institutions. See commentary below. (iv) New Collaborative Programmes: the Cluster partners offer three jointly awarded/jointly delivered programmes at masters level. See details below. There are currently 55 students registered on these programmes. (v) The Cluster is developing a framework to support collaboration in research degrees. The framework is underpinned by joint supervision across institutions, the mutual recognition of modules for the purposes of structured PhD and the creation of clear and effective student pathways from research masters at L9 to PhD at L10.</p>					<p>Targets partially achieved: Significant progress made in most areas. Two initiatives, the Inter-Institutional Articulation Agreement and Collaborative Framework for Postgraduate Supervision and Progression, have been progressed by GMIT, NUI Galway and LYIT only at this stage.</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
				(Vi) Three Cluster partners (NUI Galway, LYIT and GMT) have signed a formal Inter-Institutional Articulation Agreement committing the institutions to ensuring the efficient and effective movement among partner institutions in enhancement of students' continuous advancement in learning.	
4. Broadening access to and offering greater flexibility in the delivery of programmes.	Joint academic planning between UL and NUI Galway in relation to co-delivered taught undergraduate and postgraduate programmes.	<ol style="list-style-type: none"> 2 x Joint MSc programmes currently offered. 8 Link to Learn modules shared across both campuses. 	4 joint PG programmes in total offered through UL-NUI Galway Alliance.	<p>(i) More than 15 modules offered through existing joint programmes</p> <p>(ii) Five joint postgraduate programmes offered – see details in Commentary below. Two joint Structured PhD programmes offered. Two shared UG programmes offered jointly through AUA Total UG: 163 students</p> <p>(iii) Alignment of CPD offerings and transition to joint awards for five CPD programmes – see details in Commentary below.</p> <p>(iv) Large scale research collaboration on funded projects (e.g. SFI Centres (Curam, Lero, SSPC, Déantus)</p>	Target exceeded
5. Engaging in strong collaboration and knowledge exchange with strategic partners and contributing to social and economic	Shared Technology Transfer Support Services.	Single face to Shared Technology Transfer Support Services Consortium formed between NUI Galway (Lead) GMIT, Sligo IT	Shared Services Action for the Ignite West Consortium: Licences = 4 Spinouts = 2 Research agreements = 22	<p>Total outputs for the consortium exceeded targets:</p> <p>Licences = 12 Spinouts = 5 Research Agreements = 131 Of which NUI Galway contributed Licences = 12 Spinouts = 5 Research Agreements = 64 See Commentary below.</p>	Target achieved

			and Letterkenny IT Industry Technology Transfer web portal for NUI Galway/UL Alliance		development through the rapid translation of research.
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COMMENTARY

OBJECTIVE 2: CO-ORDINATED ACADEMIC PLANNING WITHIN REGIONAL CLUSTER

Target (i)

Co-ordinated Academic Planning is facilitated through a joint academic process which has been in place since 2015 and has three elements:

1. Sharing information on new programme development
2. Sharing information on planned pausing of programmes
3. Evidence-based review and refreshing of programme offerings and student pathways

The Cluster partners share programme development information under this process but note that the current competitive funding model based on student numbers presents challenges for regional academic planning.

NUI Galway further notes that, notwithstanding the progress made on co-ordinated academic planning since 2015, the proliferation of new programme development at level 8 in regional Institutes of Technology, over the last three years, has led to significant duplication and overlap of provision with existing NUI Galway programmes. A particular challenge is the proposed introduction of three BA courses by Sligo IT in September 2017, both in the context of the sectoral challenges facing Arts provision nationally and the regional challenge of balancing the needs of students, industry and society through sustainable programme provision. These developments, in a relatively small catchment area with demographic challenges, run counter to the strategy for regional consolidation, and particularly so in the context of the Cluster's commitment to serve the needs of its region at all levels from 6 to 10.

Target (ii)

The Cluster continues to develop closer collaboration on research under the strategic direction of the Heads of Research Group. Technology transfer for research within the Cluster is delivered on a collaborative basis for all partners through the Ignite Technology Transfer Office in NUI Galway. The Regional Research Centre on the Wild Atlantic Way has been awarded seed funding from the Western Development Commission and the Cluster institutions.

OBJECTIVE 3: DEVELOP REGIONAL LEARNING PATHWAYS

Target (i)

Detailed analysis of student pathways in all discipline areas at undergraduate and postgraduate levels was undertaken, with a scheme for progression and common access and transfer policies developed. The Cluster partners have a process for the systematic capture of student transfers within the region in place since 2015. A review of access from FE to Cluster institutions has also been undertaken.

Target (ii)

All Cluster partners now share a common approach to Recognition of Prior Learning (RPL) and support widening student access through RPL, working with the myexperience.ie website. This provides new entry routes for all non-traditional students to full-time and part time programmes within the Cluster institutions.

Cluster partners have agreement in principle for the mutual recognition of existing access programmes for the purpose of admission to programmes at all four institutions.

Target (iii)

Programme mapping and collaborative structures are in place across the region to underpin progression opportunities to all four institutions. New pilot

programmes have been developed to support widening access and progress from FE to HE:

- Cluster partners shared information on FE/ETB engagement and activities (2015-2016)
- Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16)
- High level Regional HE-FE Planning Group (LYIT and Donegal ETB) (2015-2016)
- IT Sligo pilot project on ETB engagement (2015-2016)
- LYIT Access to Access Programme with Donegal ETB (2015 and 2016)
- NUI Galway and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair) (2015-2016)
- Coordination with North West and West Regional Skills Fora (Programme Managers sit on each steering group) (2015-2016)
- GMIT- GR ETB Re-engagement Foundation Programme (2016)

Target (iv)

Joint Masters Programmes offered by the Cluster:

- MSc in Regulatory Affairs (NUI Galway & Sligo IT) (2015)
- MA in Translation Studies (NUI Galway & LYIT) (2015)
- MA in Conference Interpreting (NUI Galway & LYIT) (2015)
- MSc in Rural Development (NUI Galway and GMIT) (in development for 2017)

OBJECTIVE 4:

NUI GALWAY/UL ALLIANCE

Whilst end of 2016 targets have already been exceeded, regional cluster activity has taken prominence over NUI Galway/UL Alliance activity and of necessity limits the potential for new developments within the Alliance, in the immediate term.

Five joint postgraduate programmes offered by NUI Galway and UL:

- MSc Technology Management
- PG Diploma in Innovation Management
- PG Diploma in Technology Commercialisation
- PG Diploma Maths for Teachers
- MSc Environmental Management

Two joint Structured PhD programmes offered.

Two shared UG programmes offered jointly through AUA.

Alignment of CPD offerings and transition to joint awards for five CPD programmes:

- BSc Science & Technology Studies - 109 students
- Specialist Diploma in Medical Device Science - 17 students
- Specialist Diploma in Lean & Quality Systems - 29 students
- Specialist Diploma in Automation and Control - 8 students

OBJECTIVE 5:

SHARED TECHNOLOGY TRANSFER ACROSS CLUSTER

The consortium is now well-established and is developing a good pipeline of technology transfer opportunities as evidenced by the large number of research agreements across the consortium and the number of licences and spinouts at NUI Galway. The majority of research agreements at the IoT partners are innovation vouchers, which yield IP to the participating company. Limited core funding for research at the partner institutions limits research impact.



2.

PARTICIPATION, EQUAL ACCESS AND LIFELONG LEARNING

Overarching Statement

There has been increasing interest in the area of lifelong learning amongst recent graduates and adult learners. An increase in demand has been driven through a number of channels (i.e. the National Skills Agenda, the Action Plan for Jobs, an increasing focus on professional competencies and frameworks and changes in workplace practices which require continuous upskilling amongst employees). NUI Galway has an expanding array of part-time, flexible programmes which are being offered through classroom-based mode, online or through a blend of both. Programme development has taken place across all subject areas including Science, Humanities, Health Sciences and Engineering, see www.nuigalway.ie/online. Progress has been significant in terms of the number of flexible learners (18%) registered with NUI Galway over the course of the Compact. 8.6% of the overall student population are taking a course in a blended or online mode which widens participation for all student categories.

Payment of fees still remains a considerable challenge for many part-time learners. While in employment, many students are in low-income jobs and are challenged to meet tuition charges. The Centre for Adult Learning and Professional Development has established a scheme to support students who are in receipt of certain categories of social protection payments; this scheme provides a 30% discount on fees. While assisting in the payment of fees; tuition support for

part-time students at a national level is still required in order to meet the targets as set out by the National Skills Strategy and the National Access Plan.

The University's Access Centre (an alignment of Access, Mature Students and Disability Support Services) is concerned with the development, promotion and delivery of programmes of learning for targeted individuals. It involves a wide range of educational approaches and specialist services targeted at students under-represented in Higher Education who are classified as 'non-traditional' and prioritised in the National Plan for Equity of Access to Higher Education 2015-2019. NUI Galway's Strategic Plan, *Vision 2020*, has set a target of 24% of undergraduate students from under-represented groups. NUI Galway serves and engages with diverse communities in mutually enriching ways, both on campus and in our region. The Access Centre has outreach programmes in Ballinasloe, Sligo and Connemara. We have steadily increased the numbers of participants particularly from DEIS schools and the Further Education sector. The number of students registering with a disability and progressing in the system has increased, processes have been improved and mainstreaming of support has made great progress in line with best practice.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
<p>1. Broaden the range and scope of flexible, part-time programmes in diverse disciplines in response to regional development needs and labour market initiatives.</p>	<ol style="list-style-type: none"> Existing outreach and part-time programmes developed; New flexible, modular learning programmes developed; Increased number of part-time students on flexible learning programmes; Increased number of students on continuing professional development programmes 	<p>2,746 part-time students on 108 programmes</p>	<p>3,000 part-time students</p>	<p>3,133 part-time students registered. See commentary below for detail on progress on new programme development for flexible and part-time programmes.</p>	<p>Target exceeded</p>
<p>2. Maximise the University's competitive market position in the development and delivery of technology-enhanced education.</p>	<ol style="list-style-type: none"> Increased profile of the University's expertise in e-learning Expanded and enhanced online and blended learning programme provision Development of academic and academic support skills in design and development of e-learning programmes Increased enrolments on online learning programmes 	<p>7.2% online and blended learning enrolments (82 programmes)</p>	<p>8.0% online and blended learning enrolments</p>	<p>Of the 3,133 part-time student registrations, 1,514 are registered on a blended or online programme, representing an increase of 173 students on 2015/16 figures (8.3% of total student body). See commentary below for more detail.</p>	<p>Target achieved</p>

<p>3. Maintain outreach programmes to access target group SED and mature students</p>	<p>Continuation of the existing work where the University develops outreach to the community</p>	<p>3 outreach centres: Ballinasloe Connemara Sligo: St Angela's College</p>	<p>3 outreach centres</p>	<p>3 outreach centres maintained.</p>	<p>Target achieved</p>
<p>4. Provide developmental programmes targeting disadvantaged and excluded students in DEIS primary and second-level schools</p>	<p>Number of schools and students participating</p>	<p>21 schools and 1200 participants</p>	<p>23 schools, 2,600 participants NOTE: We revised this target up from an original 1300 planned participants in 2016 – see commentary below.*</p>	<p>22 Schools*, 2,774 participants on various elements of the targeted work in DEIS primary and second-level schools</p>	<p>Target achieved</p>
<p>5. Enhance impact of widening participation activities by aligning Disability Support Services and Access Office</p>	<p>1. Establish widening participation advisory group 2. Develop joint widening participation action plan 3. Create combined communication strategy Identification and training of Widening Participation Advisors</p>	<p>Access Office integrated into existing Student Services, December 2012</p>	<p>Academic Skills Coordinator recruited to support and train students and staff in Colleges.</p>	<p>(i) Academic Skills Coordinator developing Academic Skills Hub. (ii) Marketing and Communications Officer post for Access is at recruitment stage. (iii) Non-traditional students a key strand of Equality and Diversity Campus Committee (EDCC) work. (iv) Working Group established, including College champions, focusing on links with FE. Entry from FE sector to 1st year UG increased by over 100% in September 2016. See Commentary below.</p>	<p>Target achieved</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
6. Broaden reporting practices to better capture access, retention and completion of students with disabilities.	<ol style="list-style-type: none"> 1. Review application processes to ensure they include option to disclose 2. Create reporting template 	Tracking of students who register with Disability Support Service	3 year report on access, retention and completion of SWD students	<ol style="list-style-type: none"> (i) Additional reporting work done on targets for SWDs and numbers registered for Fund for Students with Disabilities (FSD) increased. (ii) Award winning Module 'Employability with Disability' provided to improve progression. (iii) The Disability Support Service at NUI Galway has introduced a CRM (MS Dynamics) that enhances reporting and tracking of students registered with the service. 	Target achieved

COMMENTARY

OBJECTIVE 1 & 2:

PART-TIME STUDENT NUMBERS AND BLENDED/ONLINE PROGRAMME DEVELOPMENT

- 2015/16 part-time student numbers show an increase of 194 students. Of the 3,133 part-time student registrations, 1,514 are registered on a blended or online programme representing an increase of 173 students on 2015/16 figures.
- According to the HEA's Statistical Profile for all HE institutions 2013/14, the following benchmarks exist nationally for part-time student numbers:
 - Flexible, part-time student numbers:
 - University sector: 17% of student cohort
 - Colleges: 21%
 - IoTs: 22%
 - NUI Galway's percentage, based on the 2015/16 baseline return is 18%, performing above average on the standard University level.
- In addition to the extensive range of part-time programmes on offer each year (see www.nuigalway.ie/online), the following four new part-time programmes in Marketing, Early Childhood Studies and Foundation Diplomas in Sports Coaching and Professional Skills Development were also added to the portfolio of offerings. The following blended learning, course developments are also underway in 2016 for delivery in the 2017/18 academic year:
 - Diploma in Operations Engineering
 - Diploma in Management
 - Diploma in History
 - An Teastas Iarchéime in

Ardscileanna Teanga do Mhúinteoirí

- Certificate in Health Promotion (Workplace Wellness)
- Diploma in Political Science and Sociology
- Enhancement to existing BA programmes:
 - Addition of Youth stream to the BA in Community and Family Studies
 - Addition of History stream and Sociology and Politics streams to the BA (Humanities and Social Science)

OBJECTIVE 3

- Teaching Online module running successfully each year and embedded in CPD framework.
- National Forum 'All Aboard' project continued to develop range of online training materials and organised events, student and staff development initiatives across and beyond original consortium. Highlighted at OECD Ministerial Meeting in Cancun, shortlisted for international prize (QS-Wharton), and contributing to draft European Digital Competence for Education framework.
- Digital Badges now being used across a range of applications for staff CPD, student skills development, outreach and volunteering.

OBJECTIVE 4

*Two DEIS schools amalgamated, so total number is now 22 schools. The number of participants exceeded the target. Number of participants doubled in 2015, so target has been revised upwards for 2016.

OBJECTIVE 5

- Academic Skills Coordinator worked closely with academic staff, students and currently developing Academic Skills Hub with James Hardiman Library at NUI Galway.
- Access Marketing Officer post approved – will implement and further develop communications to prospective and existing Access students. Branding and marketing collateral developed further this year.
- Access and Disability are key strands of the new Equality and Diversity Campus Committee (EDCC).
- Working Group established, including champions from Colleges, with a particular focus on developing links with the Further Education sector in line with the Access action plan. Entry from this sector to 1st year UG increased by over 100% in September 2016.
- A series of meetings held to coordinate and mainstream supports (including mentoring) and developmental opportunities in line with the National Plan for Equity of Access.
- Disability Awareness training provided for staff on the Postgraduate Certificate in Teaching and Learning and for tutors. Multi-cultural training and 'Working with Transgender Students' provided for Student Services staff.





3.

EXCELLENT TEACHING AND LEARNING AND QUALITY OF THE STUDENT EXPERIENCE

Overarching Statement

Teaching, learning and the quality of the student experience are key aspects of *Vision 2020*, central to the University's mission, and in all three areas significant progress has been made over the period of the Compact.

Action has been taken to develop a more holistic approach to these areas, most strongly evident through:

- The new Learning, Teaching & Assessment (LTA) Strategy and its close alignment with *Vision 2020*
- Increasing institutional engagement with ISSE and with the National Forum for the Enhancement of Learning & Teaching (including its Digital Roadmap, Teaching Enhancement Fund, and the new Professional Development Framework)
- The completion of the first major phase of the Academic Simplification project and the resulting increase in opportunity to reform curricula and build on modular structures
- A strong focus on student participation, engagement, and personal development through recognition of the importance of Graduate Attributes, the support of co-curricular programmes, excellence-based scholarships, and improving the transition into third level education.

The LTA Strategy maps out relevant structures and processes, identifying responsibility for each action item, and providing clear linkages between the professional development and recognition of academic staff; the teaching and learning environment; curricular design and innovation; the alignment of research, teaching and learning – all contributing towards

ensuring that our graduates are recognised for their qualities, skills, knowledge, and disposition.

Re-alignment of processes and structures (for example, changes to the Academic Management Team), changeover of key posts (Deans, Heads of School), mergers (Shannon - completed, St. Angela's - in train), and the continuing constraints on staffing numbers (particularly in support services and units); budgetary limitations; and changes in the external environment (demographics, funding models, policy development), have of course also impacted on the ability to deliver, or the timeframes for delivery, on some of our key strategic goals. Fiscal prudence requires careful prioritisation, and whilst capacity might be limited, ambition has not been lacking. The Strategic Dialogue/ Compact process has provided a useful framework for the identification of realistic targets and an opportunity to develop an institution-wide sense of collective endeavour.

In the domain of teaching, learning and the quality of the student experience, this first phase has helped to facilitate communication and goal-sharing across functions and highlighted areas which are required to be addressed in both the short and medium term. The Academic Simplification process and participation in ISSE, for example, have clearly identified the need to upgrade our student information and decision-support systems for more efficient course management, registration and retention, and the formulation of strong, data-informed and evidence-based policy making. This has led to a review of the University's Student Record system, to develop a business case for investment in a new system.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
1. Update and maintain the currency of the institution-wide Learning, Teaching & Assessment (LTA) Strategy.	LTA Strategy approved and in place.	Current LTA Strategy (2012-2014)	LTA Strategy in place to 2020. Appropriate percentage of action items achieved.	LTA Strategy approved by Academic Council and in place to 2020.	Target achieved.
2. Develop and approve a set of desired graduate attributes.	1. Graduate Attributes documented and implement in all colleges. 2. Mapping to programme outcomes.	Draft document circulated	Establish support structures and roll-out Graduate Attributes to students	Graduate Attributes statements and Implementation plan for roll out of same approved by Academic Council. New post to lead implementation and development of support structures for roll out to all students – currently at recruitment.	Target partially achieved – due to resource constraints this project is behind schedule.
3. Embed a culture of excellence in teaching and the nurturing of student learning.	1. Number completed PG Cert Teaching and Learning 2. Annual Teaching Awards scheme in place and academic promotions recognising high-quality teaching and learning innovation 3. Number of Graduate Teaching Assistants (GTAs)	Annual completion of PG Cert = 28 (2010/11)	1. 30 PG Cert completions 2. 50 GTA per annum 3. Teaching awards in place	(i) 36 PG Cert completions (ii) 86 GTA completions per annum (iii) President's Teaching Awards in place – awarded annually. (iv) Senior Lecture Promotion Scheme developed in 2016 – to be implemented in 2017 – for Lecturer A, which rewards teaching excellence and scholarship.	Target exceeded

					Target achieved
<p>4. Review and reform curricular structures and offerings across a number of Schools and Colleges to ensure programmes are aligned with institutional mission, the attainment of key graduate attributes, strategic priority areas and research themes, the needs of employers and wider society.</p>	<p>1. New/revise programme structures and offerings in place. 2. Actions based on the Irish Survey of Student Engagement (ISSE) on a College basis.</p>	<p>1. On-going completion of the simplification of academic administration and systems. 2. Initial review of programmes in Arts, Science, Business and Engineering.</p>	<p>1. Report and implementation plan for Arts review. 2. First intake of 3 new 4-year programmes. 3. Reinforce feedback loop on ISSE.</p>	<p>(i) Arts review completed, implementation under way (new Dean, plus new role of Associate Dean for undergraduate programmes/teaching) (ii) New BA intakes in Sept 2016: Children's Studies, Cumarsáid agus Gaeilge. New MA programmes: Irish Studies (Literature & History/Music), Film & Theatre, Journalism for Practitioners; MSc (Clinical Neuroscience). New programme structures approved for all new degrees in Arts. (iii) New Online BComm programme. Engineering programmes fully operating in new model with articulation onto Masters programmes. (iv) Reinforce feedback loop on ISSE: ISSE results disseminated at College-level and discussed at College Teaching and Learning Committees and from there with Staff -Student Liaison Committees. Results also delivered to Class Representative Council. As part of the Student Engagement project currently being piloted at NUI Galway, staff and students will review the results together and agree the priorities for change.</p>	Target achieved
<p>5. Attract and support high-performing students on undergraduate and taught masters programmes.</p>	<p>1. Increase CAO tariffs on UG programmes. 2. Higher ratio of H1 and H2:1 degrees awarded. 3. Higher progression rates for H1 students to Masters programmes.</p>	<p>1. Youth Academy pilot completed. 2. Scholarships in place for high-achieving undergraduate and postgraduate applicants.</p>	<p>1. 350 participants in Youth Academy. 2. Scholarship Schemes in place</p>	<p>(i) 564 student participated in the Youth Academy in 2016. A further 90 students attended the Youth Academy Summer School. (ii) Youth Academy Scholarships in place for DEIS pupils.</p>	Target exceeded

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
6. Continue to build on the commitment to civic engagement via articulation in strategic and operational plans, graduate attributes and support of service learning, student volunteering, and community based research and outreach work.	Development of a set of appropriate KPIs, based on international research, to measure civic engagement, adapted to Irish context.	<ol style="list-style-type: none"> 2010/2011 - 500 ALIVE Certificates awarded. Design of training materials and short courses on civic engagement. 	1 600 ALIVE Certificates awarded.	<ol style="list-style-type: none"> 975 ALIVE Certificates awarded. Collaboration with HEA and Campus Engage on developing appropriate national measures/tools to capture impact on civic engagement in Ireland through the pilot of Carnegie Classification among 11 HEIs nationally (UCC, UL, NUI Galway, ITT, DIT, ITB, ITT, AIT, GMT, CIT, RCSI & TCD) with U Mass Boston. Extensive range of training workshops, short courses, keynotes and outreach activity on civic engagement undertaken. Publication of Volume 3 CKI Magazine showcasing extent of NUI Galway engagement in local, national and international communities. 	Target exceeded
7. Continue to build on NUI Galway's commitment to support all its students and create a culture of inclusivity.	<ol style="list-style-type: none"> Events to encourage social and academic integration. Provision of academic supports in academic writing, mathematics, computing and online study skills. 	<ol style="list-style-type: none"> 80% uptake of orientation programmes. No integrated taught masters orientation. Mentors and academic advisors in place for all first year students. 	<ol style="list-style-type: none"> Revised target of 90% uptake of 1st Year Orientation*** Pilot the National Student Engagement programme (only University in this pilot). 	<ol style="list-style-type: none"> Survey of 1st Year UG: 93% of respondents felt welcomed in Orientation Week. 89% 'very satisfied or satisfied'. 76% of students attended over the 4 days. Peer support (mentors, tour guides) rated by 91% as 'excellent' or 'good.' National Student Engagement Programme piloted. 	Target achieved

<p>8. Strengthen the engagement between the University, employers and alumni to enable students to benefit from the highest standard of support for their employability and career development.</p>	<p>3. Levels of participation in peer-mentoring schemes 4. Develop Academic Advisor role. 5. Use of Student Assistance Fund to improve identification and support of students at risk.</p>	<p>Academic supports in place. Student assistance fund awarded on a confidential scored basis.</p>		<p>(iii) Academic supports in writing, maths and computing continue. (iv) 2,240 applications for Student Assistance Fund; strategy in place for those identified at risk.</p>	
	<p>1. Strategic advisory group for employability (SAGE) established. 2. First Destination of Graduates Survey (FOGS) data used in academic planning. 3. Build on examples of best practice in employability 4. Increase contribution of alumni to employability strategy 5. Extend student work -based learning opportunities</p>	<p>1. Advisory Group for Employability established 2. FOGS results available to Colleges, published online. 3. Research on employability initiatives disseminated.</p>	<p>1. Employability KPIs reviewed & implemented. 2. Work-based learning increased by 5%.</p>	<p>(i) Number of students with Work-based Learning option increased by 8%. (ii) Career events with alumni involvement increased by 44%. (iii) LinkedIn project commenced to develop relationships with alumni. (iv) Strategic Advisory Group for Employability continues to support employability strategy. (v) New Placement Officer recruited. (vi) Host for Western Regional Skills Forum.</p>	<p>Target exceeded</p>



COMMENTARY

OBJECTIVE 4

CURRICULAR REVIEW AND REFORM

See Case Study on Curricular Reform in Arts and Business programmes.

OBJECTIVE 6

COMMITMENT TO CIVIC ENGAGEMENT

Collaboration with HEA and Campus Engage at the IUA on developing appropriate national measures/tools to capture impact on civic engagement in Ireland through the pilot of Carnegie Classification among 12 HEI's nationally (UCC, UL, NUI Galway, ITT, DIT, ITB, ITT, AIT, GMIT, CIT, RCSI & TCD) with U Mass Boston:

- Funding awarded by U Mass Boston, Ireland Funds and the Talloires Network allowed for 12 HEIs in Ireland to pilot the Carnegie Classification Framework in Ireland to test for cultural context and appropriateness. Data was gathered between January to June 2016, peer review between July and September 2016 with feedback from review team occurring in November 2016.
- This pilot has allowed for a national narrative on community engagement to emerge and plans are underway to present as a keynote panel at conference and through an academic book. Interim reports submitted to HEA and Campus Engage on process and outcomes.
- Further information <https://carnegiececfameworkire.wordpress.com/>

Extensive range of training workshops, short courses and outreach activity on civic engagement undertaken including:

- PG Dip. Module in Civic Engagement delivered to academic staff at NUI Galway and across the sector

- 60 CKI seminars offered on civic engagement, community-based research, service learning and volunteering targeted at leadership, academics and students
- Erasmus+ Europe Engage Workshops offered by CKI at University of Zagreb and Erasmus University.
- National web portal <http://www.studentvolunteer.ie> finalised, mainstreamed and launched nationally by ALIVE with Campus Engage
- Engaged Research Report published by Campus Engage and IRC with NUI Galway and the CKI part of focus and steering committees-launched in January 2016
- Keynote addresses delivered internationally in University of Navarra, IARSLCE New Orleans, Boston, and University of Antwerp on the NUI Galway civic engagement experience, and service learning
- Hosting of two major research conferences by CKI at NUI Galway in June (ISSL in partnership with the University of Stellenbosch and University of Indianapolis) and September (IARSLCE) 2017.

OBJECTIVE 7

CONTINUE TO BUILD ON NUI GALWAY'S COMMITMENT TO SUPPORT ALL OF ITS STUDENTS AND CREATE A CULTURE OF INCLUSIVITY

This year's survey of all first year undergraduate students found that:

- 93% of respondents felt that Orientation Week helped them 'feel welcome' to the University, an increase from 87% in 2015
- 91% of students either 'fully understood or somewhat understood' the structure of their

academic programme following orientation

- Overall, 89% of students were 'very satisfied or satisfied' with the Orientation Guide again, similar to the positive response in 2015
- 95% of respondents found the helpfulness and friendliness of academic staff to be 'excellent' or 'good'
- Peer support (such as mentors, tour guides) rated by 91% as 'excellent or good', a slight increase from 2015
- 89% rated administrative staff (such as the Student Information Desk) as 'excellent or good', a slight increase from 85% in 2015
- Support Staff (Societies, Clubs, Students' Union) were rated as 'excellent' or 'good' by 94% of respondents, with similar findings for the 'Real Life' programmes

The findings provide evidence of the value of Orientation Week in supporting inclusivity. Free text responses on potential improvements have been analysed and will inform future planning. 76% of students attended Orientation over the 4 days.

Uptake of the Irish Survey of Student Engagement increased again in 2017 (31%) and results are not yet available. Results for the survey in 2016 were presented at Academic Council and College-level results were dispersed and discussed. It is intended that the results of the survey will be an item on the agenda for each programme board and that students and academic staff will work together to propose changes on the basis of programme level feedback.

NUI Galway is the only University participating in the pilot of the National Student Engagement Project in 2016. Class representative training, with an emphasis on improving communication between representatives and academic staff and feedback to the entire class, has been provided. Institutional strategic analysis by academic staff and students, on the input of students in to decision-making in the spheres of Teaching and Learning, Governance and Quality took place in February, 2017. Feedback from all pilot institutions will inform priorities for the national programme which has now been expanded to 20 institutions. An implementation plan for changes within NUI Galway is in progress.

OBJECTIVE 8

Work Based Learning

- Work Placement Best Practice guidelines developed to guide the development of placement across the institution
- Numbers of students with Work based learning (WBL) increased by 8%
- Additional resources in place to support WBL including new Placement Officer

Alumni Engagement

- Career events with alumni involvement increased by 44% on previous year. LinkedIn project commenced to develop relationships with alumni to provide career and employability support to students.

Employer Engagement

- CRM System for employer engagement developed
- 76% of employers surveyed reported that the calibre of students (preparedness, interest, engagement

etc.) was either 'excellent' or 'very good' (NUI Galway Graduate Jobs Fair Survey 2016)

- 86% of employers rated their relationship with the Career Development Centre as either 'excellent' or 'very good' (Internship Fair Survey 2017)

First Destinations Data

- Project commenced to mine the data from the survey to provide information on relationships between employability, salary and Career Centre engagement.





4.

HIGH QUALITY, INTERNATIONALLY COMPETITIVE RESEARCH AND INNOVATION

Overarching Statement

A focus on high quality, internationally competitive research and innovation, targeting both national and international funding sources, is a key objective for NUI Galway. The University has made a concerted investment and effort towards achieving this objective and can report significant achievements. Five of the six targets identified within the Performance Compact for this objective have been met, with some exceeded significantly, and substantial progress made on the sixth:

- In 2015, the University published a strategy for research and innovation, as part of the University's *Vision 2020* Strategic Plan (Objective 1), with a vision to "produce research that is recognised as being excellent, transformative, and relevant to societal and economic needs, while we train the next generation of researchers" and defined Research and Innovation objectives and measures of success. Significant progress has been made in this regard.
- Research output, and the impact of these outputs, has grown significantly over the last 10 years. The University is making a concerted effort to continue this trajectory, enhancing our academic reputation and making a significant contribution to our continued improvement in University Rankings – both Times Higher Education and QS World University Rankings. Research impact metrics (Objective 2 - citation impact and citations/academic) show significant increase over the period of the Performance Compact (2014-16), signifying the increased international recognition of our research. Our citation impact has increased from a

baseline of 5.2 to 7.94 in 2015* – versus a target of 7.0. Similarly, citations per academic increased from a baseline of 18.82 to 37.34 – versus a target of 30.5. (See Case Study 1)

- Our commitment to diversifying our research funding base (Objective 3), specifically targeting an increase in EU funding, is reflected in the increase in the percentage of our research income from EU sources – rising from 11% in 2010/11 to 19.7% in 2015/16. NUI Galway is second only to TCD in terms of value of grants won in H2020 – with a success rate of 16.7%, versus the overall HEI sector rate of 13.4%. In the first three years of the H2020 programme we have secured 79% of the value secured for the full FP7 cycle. We remain focused on improving H2020 performance, with a particular emphasis on securing ERC Awards, and diversifying to other non-EU sources.
- The University has maintained a high output of doctoral graduates (Objective 4) during this period, thereby consolidating the significant increase in output of 161% between 2006 and 2013. In parallel, the quality of our research degree programmes has been enhanced so that the principles of the National Framework for Doctoral Education are enshrined in our structured PhD programmes, on which more than 90% of our full-time PhD students are enrolled (Objective 5). We have completed a comprehensive study of PhD completions, with national and international benchmarking, and have committed to tracking these quality indicators annually (Objective 6). (See Case Study 2).

* See commentary below for more detail.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
1. NUI Galway will be recognised internationally for its leadership position in its priority research areas.	Review of current Strategy for Research and Innovation including research priorities Development of a Strategy for Research and Innovation 2020	Strategy for Research and Innovation to 2014	Implementation of Strategy	Implementation of <i>Vision 2020</i> Strategy (Research component) on target.	Target achieved
2. NUI Galway will be recognised internationally for its leadership position in its priority research areas. This recognition will stem from the quality of its research outputs as measured by the research impact.	Total citations/academic FTE Citation Impact	Citations/academic: 18.82 (2010/11) Citation impact: 5.20	Citations/academic: 30.5 Citation impact: 7.0	Citations/academic: 2015 – 37.34 Citation impact: 2015 – 7.94 See Commentary for more detail.	Target exceeded
3. To expand and diversify the funding sources for our research programmes	EU research funding/research funding	11% of University's research income (2010/11) from EU programmes.	22% of research income from EU programmes.	19.7% of research income from EU programmes (Source: Internal NUI Galway accounts)	Substantial progress made towards target

4. Increase number of doctoral graduates to a sustainable level	Doctorates conferred p.a.	191 doctorates conferred in 2011	Maintain on average 190 doctorates conferred p.a. (NOTE: this target was revised down from original target of 200 pa to reflect challenging funding environment)	200 doctorates conferred in 2016 (Source: 1 Mar 2017 HEA returns). Thereby original target of 200 doctorates conferred p.a. and revised target of 190 to be conferred in 2016 were both achieved.	Target achieved
5. Improve Quality of Research Programmes	PhD completion rate within time limit	19% of PhD students who registered in 2006/2007 completed on time in 2010/11	Detailed analysis of PhD completion time and completion rate to be undertaken and benchmarked against international best practice.	A detailed analysis of PhD completion time and completion rate, which includes national and international benchmarking, has been completed. See commentary below.	Target achieved
6. Increase proportion of PhDs on structured programmes	% of full time students on structured PhD programmes	39% of PhD students on structured PhD programmes in 2011/2012	70% of PhD students on Structured PhD programmes	94% of PhD students on Structured PhD programmes	Target exceeded

COMMENTARY

OBJECTIVE 1: RESEARCH AND INNOVATION STRATEGY

This target has been met.

NUI Galway's Research and Innovation Strategy was published in March 2015 as part of *Vision 2020*; with defined objectives and measures of success (e.g. Research income, EU funding, citation impact, citations/academic, number of Doctoral graduates). Progress against these measures of success is good and continues to be implemented/monitored through an annual operational planning process for the Office of the Vice-President for Research, and for all of the University's Colleges and Schools. Our research performance is reflected in our continued strong H2020 performance (see Objective 3 below) and our performance in national funding programmes.

OBJECTIVE 2: INTERNATIONAL LEADERSHIP IN PRIORITY AREAS

This target has been significantly exceeded.

The baseline and reported data for these metrics over the last number of years has been generated using InCites. In 2016, the University moved to using SciVal. InCites and SciVal data are not comparable. We are working to source InCites data from another source. Thus, the figures reported for Citation Impact and Citations/Academic relate to the situation for 2015 - as reported last year. These show that the final (2016) Compact targets for both metrics were already exceeded in 2015.

OBJECTIVE 3: EXPAND AND DIVERSIFY FUNDING SOURCES

Substantial progress has been made against this target.

For the financial year 2015/16, 19.7% of total direct research funding (expenditure) was from EU sources - versus the target of 22%. This is up from a figure of 16% for FY 2014/15. In terms of the value of new contracts signed, EU sources account for 22.7% of the total value. NUI Galway researchers have secured just over €42M from EU programmes since the start of the current funding cycle (2014). This includes €38.1M from Horizon 2020 - based on the latest data from Enterprise Ireland, covering the period up to November 2016 (see Table 1).

The data show a continued strong participation by NUI Galway researchers, with just under 500 applications submitted to date, and an excellent success rate - 16.7%, versus a HEI overall rate of 13.4%. NUI Galway remains committed to expanding and diversifying the funding sources for our research programmes, and in support of this commitment, has appointed a Head of International Research Programmes. A key aspect of the role of this post will be to drive research activity through increased participation in EU programmes (with a particular emphasis on ERC awards) and to diversify our funding sources to other non-exchequer sources also. See Table 1 below for benchmarking of NUI Galway's performance in H2020 against that of other Irish HEIs.

TABLE 1: IRISH HEI PERFORMANCE IN HORIZON 2020 UP TO NOVEMBER 2016.
(SOURCE - EUROPEAN COMMISSION - E-CORDA DATABASE):

HEI	FP6	FP7	Horizon 2020				
	Funding (€M)	Funding (€M)	No. of Applications	No. of Successes	% Success Rate	No. Securing >€1M	Funding (€)
TCD	28.6	84.4	636	87	13.7	19	63,083,541
UCC	30.1	76.7	551	77	14	8	37,787,585
NUIG*	24.1	46.5	497	83	16.7	8	36,642,068
UCD	22.6	79.5	582	80	13.7	7	34,433,986
DCU	9.4	31.5	290	36	12.4	4	16,175,391
UL	5	20.9	230	18	7.8	2	8,914,025
RCSI	2.7	14.8	89	20	22.5	2	6,165,227
CIT	0.6	4.6	81	13	16	0	4,692,063
NUIM	3.1	9.8	109	10	9.2	1	4,148,431
WIT	4.9	16.6	101	8	7.9	0	2,883,176
DIT	1.9	3.3	62	6	9.7	1	2,106,189
DKIT		1	28	3	10.7	0	1,552,250
AIT		0.4	21	1	4.8	0	755,938
IT Tralee			12	2	16.7	0	493,669
DIAS		1.2	17	1	5.9	0	252,775
LIT		1.2	17	1	5.9	0	252,775
GMIT			11	0	0	0	0

* The EI data show NUI Galway funding at €36.6M. Our records show a total funding value of €38.1M. A cross-check of records reveals that the E-CORDA data does not include a 2014 ERC award of €1.5M.



OBJECTIVE 5: PHD COMPLETION TIMES

PhD Completion time has been determined for the cohort of full-time PhD students who started PhDs in 2007/2008:

- The average PhD completion time (using hard-bound thesis submission as the endpoint) is **4.65 years**.
- 29% of students submit the hard-bound thesis within 4 years, with 70% submitted within 5 years.
- The average completion time (using soft-bound submission) is 4.25 years.
- 51% of students submit the soft-bound thesis within 4 years, with 82% submitted within 5 years.

PhD Completion rate is also determined for this cohort, with PhD students who did not complete within eight years being deemed incomplete:

- The PhD completion rate is 74%, i.e. 74% of those who started a PhD in 2007-2008 submitted the hard-bound thesis within 8 years. (75% submitted their soft-bound thesis.)

Both PhD Completion time and rate vary considerably between Schools. PhD Completion data was provided by four other Irish universities on a confidential basis. Although there are some differences in how PhD completion data is collated it appears that:

- PhD completion time is longer at NUI Galway than the other Irish universities from which data is available.
- PhD completion rate is the same at NUI Galway and the only other university that has provided such data.

In a limited comparison with international data:

- PhD Completion time is shorter in Galway than in Wageningen University.
- PhD Completion rate is higher at NUI Galway than in the UK but lower than that in Wageningen.

The original target for the end of 2016 was to achieve 30% of PhD students completed within time-limit. However, the baseline of 19% 'PhD completions within time-limit' was not comparable to other institutions. By this indicator the percentage of completions was calculated from the entire starting cohort (i.e. included non-completions), whereas in other universities average PhD completion time and PhD Completion rate are calculated separately.

In the most recent analysis we determined PhD Completion time and PhD Completion rate separately (using the IUQB definitions of PhD Completion time and Completion rate, and adjudged a student who had not completed within 8 years to be incomplete). However we were not able to subtract any periods of leave of absence.

For the 2007/2008 cohort, 29% of full-time PhD students completed (i.e. submitted the hard-bound/final version of their thesis) within 4 years, and we could possibly expect an even higher percentage if periods of leave were subtracted, therefore we almost achieved our original target. PhD Completion times and rates at NUI Galway are comparable to other universities nationally and internationally. We will monitor PhD completion times and rates every year going forward.





5.

ENHANCED ENGAGEMENT WITH ENTERPRISE AND THE COMMUNITY AND EMBEDDED KNOWLEDGE EXCHANGE

Overarching Statement

Significant progress has been made in meeting regional employer needs with strategic activity taking place in teaching and learning, research, outreach and engagement. Licensing activity has seen particular advances following on earlier work in supporting industry and research collaboration. The quality of spin out activity was also very high and is indicative of regional expertise and innovation hubs.

Capacity-building measures are also in clear evidence as NUI Galway seeks to serve the wider BMW region, and also accommodates the Regional Skills Forum in the West, with the Regional Skills Forum Manager co-ordinating activities and liaison in the region between HE providers, SOLAS, GRETB, Enterprise Ireland and Údarás na Gaeltachta.

The scale and scope of such activities have assisted in embedding knowledge transfer and employability skills into review processes for new undergraduate programming in the Colleges of Business, Public Policy & Law, Arts, Social Sciences & Celtic Studies and in key undergraduate entrepreneurial programmes such as Blackstone Launchpad.

Student placement activity is continuing to increase across all Colleges in line with the *Vision 2020* objective to offer a work-based learning experience within 80% of all undergraduate programmes by 2020.



Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
1. Transfer University technologies into industry through licensing, and manage and protect intellectual property assets as appropriate.	Number of licence and option agreements	10 licence and option agreements (2010 figures)	15 licence and option agreements	11 Licence and Option agreements were achieved as follows: 3 in Energy Management 4 in ICT 2 in Medical Tech 2 in Medical Diagnostic LOA activity has nearly doubled since 2015 and we are now on a par with expectations although slightly behind stretch goals. Data Source: TTO, NUI Galway	Substantial progress made towards target.
2. Promote and assist the development of start-up companies and ensure access for them to various supports	Number of new start-up companies	4 (2011/12 figure)	3 new start-ups This is a revised target which is in line with standard Enterprise Ireland metrics.	5 spin-outs were accepted: 2 in Medical Devices 1 in ICT 1 in Energy management 1 in Medical Diagnostics Data Source: TTO, NUI Galway	Target exceeded
3. Developing range of community education capacity building initiatives through collaboration with local development partnerships and community organisations including the provision of specialised targeted initiatives to enhance capacity building with	Number of programmes delivered	One programme (2011/12) Diploma in Community Development Practice	6 programmes	(i) 6 programmes offered: 2 new programmes developed and 4 existing programmes offered, with particular emphasis on cross-regional activity from Donegal to Athlone. Gaeilteacht programming also complements Regional Skills Strategy and National Language Planning Strategy. Details in Commentary below. (ii) Scholarship scheme for students in receipt of Dept. of Social Protection support, representing a 30% discount on	Target achieved

<p>disadvantaged and marginalised groups within the region, with special emphasis on Gaeltacht regions.</p>	<p>4. Develop strategic, sustainable partnerships with key regional organisations which support engagement with enterprise and the community in collaboration with the TTO Office, Oifig an Rúnaí, Acadamh na hOllscolaíochta and other relevant units in the University.</p>	<p>1. Development of formal schema for industry and community partnership; 2. Development of a partnership database; 3. Number of partnerships;</p>	<p>To be established.</p>	<p>Development of partnership database building on existing institutional models. 10 strategic partnership agreements.</p>	<p>fees payable - 118 students in 15/16 supported. This scheme ensures access to learning opportunities for individuals and organisations seeking to enhance community capacity building. Data source: CALPD, Acadamh</p>	<p>Target achieved</p> <p>(i) Development of partnership database building on existing institutional models: Lucerna skills database of 3,500 medtech and software and communication services to be expanded and updated. (ii) NUI Galway has established strategic partnerships with IT Sligo, LYIT and GMIT for Knowledge Transfer. (iii) 10 strategic partnership agreements maintained or reviewed by Acadamh. (iv) NUI Galway hosts the West Regional Skills Forum Manager and a review of external engagement is under way. Further detail in Commentary on Objective 8 below. Data source: TTO, Acadamh.</p>	<p>Target exceeded</p> <p>15 relevant programmes delivered by NUI Galway in 2015. See details in Commentary section. Data source: CALPD, Acadamh</p>
<p>5. Expand the range of personal and professional development programmes which meet the specific needs of employers including development of workplace and work-based learning programmes.</p>	<p>Number of programmes</p>	<p>5 programmes</p>	<p>14 programmes</p>	<p>15 relevant programmes delivered by NUI Galway in 2015. See details in Commentary section. Data source: CALPD, Acadamh</p>	<p>Development of partnership database building on existing institutional models. 10 strategic partnership agreements.</p>	<p>Target achieved</p> <p>(i) Development of partnership database building on existing institutional models: Lucerna skills database of 3,500 medtech and software and communication services to be expanded and updated. (ii) NUI Galway has established strategic partnerships with IT Sligo, LYIT and GMIT for Knowledge Transfer. (iii) 10 strategic partnership agreements maintained or reviewed by Acadamh. (iv) NUI Galway hosts the West Regional Skills Forum Manager and a review of external engagement is under way. Further detail in Commentary on Objective 8 below. Data source: TTO, Acadamh.</p>	<p>Target exceeded</p> <p>15 relevant programmes delivered by NUI Galway in 2015. See details in Commentary section. Data source: CALPD, Acadamh</p>

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
6. Enhance graduate employability in Media, AV and Creative Industries through structured placements at L8 & L9 with regional enterprises.	Number of structured placements	2012-2013: 15 placements	20 placements	23 student placements in total during 15/16: 9 students on BA sa Chumarsáid placed with Media Companies 1 student on MA sa Chumarsáid placed with Media Companies 13 RDG students placed in regional enterprises with support from GRETB/SOLAS. Data source: Acadamh	Target exceeded
7. Maintain and develop Gaeltacht and Irish language regional learning networks using blended learning programmes across L7-L9	Number of participants in L7-L8-L9 blended learning programmes	2012-2013: 45 participants	150 participants	152 students registered on three blended learning programmes in 15/16: BA sa Ghaeilge Fheidhmeach, An Dioplóma sa Phleanáil agus Buanú Teanga, An Dioplóma sa Chultúr Dúchais. Data source: Acadamh	Target achieved
8. Support Embedded Knowledge Exchange in Western Region through collaboration with TG4, RTE, Udarás na Gaeltachta, Skillnet, IBEC, SPI.	Number of Formal Collaborations/Documented Partnership Arrangements	2013: 3 partnerships	10 partnerships	10 partnerships maintained or renewed by Acadamh na hOllscoláiochta Gaeilge. See commentary below. Data source: Acadamh	Target achieved



COMMENTARY

OBJECTIVE 3

(i) NEW CERTIFICATE IN YOUTHWORK PRACTICE (IN ASSOCIATION WITH FORÓIGE AND YOUTH WORK IRELAND)

Following a successful pilot programme in 2014/15, the programme was rolled out to the Galway region. A series of meetings and information inputs were held in Galway, Mayo and the Midlands throughout June- September 2015 with **Foróige** Staff and Volunteers, in addition to **Youth Work Ireland** Staff and Volunteers in response to evidence-based capacity building requirements for the Galway region, reflective of the increasing professionalization of the Youth Work Sector.

As a result of this engagement a new part-time Certificate programme in Youth Work Practice (Level 7, 15 ECTS) was provided on an outreach basis in two Galway venues: Athenry, County Galway and Athlone, County Westmeath, for the staff and volunteers of both organisations and any interested individuals from the wider public. This Certificate programme was designed to enable people working within the youth work sector, whether private, voluntary or statutory, to acquire access to additional skills or knowledge in response to the changing youth work context. The programme was developed in collaboration with organisations/employers in the wider youth work sector to ensure that graduates are equipped to work in a variety of youth and community settings. As a part-time programme, using blended learning methods, students can structure learning and study time whilst working in a youth work environment, thus enhancing access to personal and professional learning opportunities, whilst simultaneously enhancing

organisational capacity within the youth and community sector.

Certificate in Youth Work Practice:
2015-2016

Athenry, County Galway:

12 Students

Athlone, County Westmeath:

11 Students

In addition, the following existing programmes for the community sector were offered in 2016:

(II) DIPLOMA IN COMMUNITY DEVELOPMENT PRACTICE (LEVEL 7, 30 ECTS): 16 STUDENTS

One year part time programme designed to enable community activists gain a thorough understanding of community development combined with the practical skills necessary to work effectively within the community/voluntary sector.

(iii) DIPLOMA IN COMMUNITY AND YOUTH DEVELOPMENT PRACTICE (LEVEL 7, 30 ECTS):19 STUDENTS

One year part time programme designed to enable community and youth workers to gain a thorough understanding of community and youth work policy and practice combined with the practical skills necessary to work effectively within the community/youth sector. This programme is provided on the basis of a collaborative partnership between NUI Galway and the Galway/ Roscommon Education and Training Board. Progression opportunities (with credits), to a BA in Community and Family Studies (Level 8, 180 ECTS) are available to graduates of the above programmes.

(iv) AN DIOPLÓMA SA GHAEILGE & RÍOMHAIREACHT (LEVEL 7, 30 ECTS): 14 STUDENTS

One year full-time programme provided to 14 participants in An Cheathrú Rua in conjunction with GRETB, designed to service administrative employment needs in the Galway Gaeltacht.

(v) AN DIOPLÓMA SA PHLEANÁIL & BUANÚ TEANGA (LEVEL 7, 30 ECTS): 12 STUDENTS

Two-year part-time programme provided to 12 participants in AY15/16 through blended-learning, with support from Údarás na Gaeltachta, as a measure to assist the Language Planning Process in the Gaeltacht. Participants originated from across the region.

(vi) INTRODUCTION OF A NEW PART-TIME DIPLOMA IN VISION & MULTI-MEDIA SKILLS (AN DIOPLÓMA I SCILEANNA FÍSE AGUS ILMHEÁN) IN IONAD NA HOLLSCOILE, GAOTH DOBHAIR

Two year part-time programme aimed at a range of participants working on community heritage and media projects such as www.bealoideas.com. A number of RTÉ employees located in the North West region registered for the programme for professional development reasons.

OBJECTIVE 4

NUI Galway hosts the Regional Skills Forum in the West. The Regional Skills Forum Manager has established an active database of enterprises and enterprise training, research and skills needs and is co-ordinating activities and liaison to meet identified needs in the region across HE providers, local authorities and Skillsnet. The Manager has facilitated and co-ordinated over 30 industry and education engagements and over 300 industry

contacts. A review of all external engagement across the University is underway to identify areas for greater alignment in external interaction and towards meeting identified needs.

OBJECTIVE 5:

15 PROGRAMMES TO MEET THE SPECIFIC NEEDS OF EMPLOYERS WERE OFFERED:

- (i) Diploma in Automation and Control –designed to meet the needs of industry and the growing importance of automation as a key strategy to improving competitiveness. New programme: 2015/16: 8 students;
- (ii) Community Education sector: Certificate in Youthwork Practice, Diploma in Community Development Practice and Diploma in Community and Youth Development – student numbers listed as per objective 3 commentary;
- (iii) Springboard: Delivery of programmes in E-business Analysis, Innovation Management, Technology Commercialisation, Automation and Control, Lean and Quality Systems, Medical Device Science, Software Design and Development: 54 students;
- (iv) Diploma in Italian (intermediate): designed to meet the growing demand for high-level language skills in industry. Programme delivery: 2015-16 – 20 students;
- (v) Science and Technology Specialist Diplomas: a range of courses were offered (i.e. 2015/16 - Medical Device Science – 17 students, Lean & Quality Systems – 29 students), which directly respond to the professional development needs of employees within the region;
- (vi) Development of a MSc in Leadership Development: designed for senior managers and

- policy makers; and PG Certificate in Health Promotion (Cardiovascular Health and Diabetes Prevention), for healthcare professionals;
- (vii) Provision of Continual Professional Development modules either for graduates or professionals who require dedicated education and training on a specific area of interest. 2015-2016: 31 students;
- (viii) An Dioplóma sa Phleanáil & Buanú Teanga was provided primarily to community participants but also attracted students working in the Department of Arts, Heritage and the Gaeltacht and Údarás na Gaeltachta: 12 students;
- (ix) Scileanna Aistriúcháin: a bespoke programme over 14 weeks was offered to Údarás na Gaeltachta executives, delivered at their headquarters in Na Forbacha, Co. Galway between January - April 2016: 7 participants;
- (x) Sainchúrsaí Gaeilge don Garda Síochána: two 5 day programmes (run separately in An Cheathrú Rua & Gaoth Dobhair) were offered via the Garda College to members and officers of An Garda Síochána to assist with An Garda Síochána's compliance with the Official Languages Act: 42 students;
- (xi) Sainchúrsa & Seimineár Gaeilge do na Fórsaí Cosanta: Members of the Defence Forces attended a 3 day intensive language immersion programme in An Cheathrú Rua in May 2016: 55 students. Additionally, a half-day seminar on national language policy was delivered in the Military College in November 2016 to c.50 participants;
- (xii) Sainchúrsa Gaeilge - An Post: An Post employees attended a 5 day language immersion programme to assist customer service provision through Irish in An Cheathrú Rua in April 2016: 18 students;
- (xiii) MA/PG Dip in Conference Interpreting - NUI Galway Campus: 13 participants on 60/90 ECTS professional programme aimed at providing graduates for EU Institutions;
- (xiv) Cúrsa sa Saibhreas Teanga: a 5 day programme was offered to language teachers, translators and other language professionals in Ionad na Ceathrún Rua in June 2016: 8 students;
- (xv) An Dioplóma sa Chultúr Dúchais: year 2 of two-year part-time L7 30 ECTS programme aimed at developing competence in folklore and heritage studies: 14 participants;

OBJECTIVE 8:

10 PARTNERSHIPS TO SUPPORT EMBEDDED KNOWLEDGE EXCHANGE IN THE WESTERN REGION

- (i) TG4 Fios Físe Agreement
- (ii) Foras na Gaeilge Lexicography Project Agreement
- (iii) Department of Arts, Heritage and Gaeltacht SLA
- (iv) Údarás na Gaeltachta Pleanáil Teanga Contract
- (v) EU Conference Interpreting Memorandum
- (vi) Hibernia College Gaeltacht Placement Contract
- (vii) St Patrick's College (DCU) Gaeltacht Placement Contract
- (viii) Marino Institute of Education Gaeltacht Placement Contract
- (ix) GRETB Training Contract
- (x) TG4 Foghlaim Contract





6. ENHANCED INTERNATIONALISATION

Overarching Statement

NUI Galway's performance against internationalisation objectives has been exemplary, notwithstanding the many resource pressures faced both locally and sectorally in recent years. We have pursued an ambitious and holistic internationalisation strategy that extends far beyond the recruitment of non-EU students, and which is attentive to the cultural and social enhancement of the University, the fostering of cohesion and global consciousness among our students and staff, and our contribution to international development and intellectual communities around the world.

Our student body is international in both breadth and depth, with 110 countries represented. One-in-four of our full-time students are non-Irish (i.e. permanently domiciled outside Ireland), which surpasses our original target of 18%. We have similarly exceeded our projections for various sub-categories, including Postgraduate Taught and PhD students. We believe this reflects the steps taken by NUI Galway to promote its profile internationally, to cultivate offerings suitable for international students, and to enhance the processing of international student applications.

We have exceeded our targets for student mobility, both inbound and outbound. We believe this results from concerted efforts to actively promote outbound mobility among domestic students, as well as the strategic introduction of new programmes that incorporate international mobility experience within the curriculum.

We have continued to develop high-level strategic partnerships with appropriately chosen international universities, in pursuit of a suite of intensive institutional partnerships that is geographically and academically diverse. This has been set out as part of our institutional Strategic Plan, *Vision 2020*. Such high-level partnerships complement the very many student exchange and other activity agreements and collaborations we maintain with partners around the world.

We continue to embed internationalisation within the mind-set and culture of NUI Galway, through the University's committees and operational planning procedures, as well as through its outreach and community engagement activities. In summary, NUI Galway is taking significant strides in establishing itself as a truly international University.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Performance against 2016 targets	Summary
<p>1. 18% of full-time students international, representing diverse spread of nations; at least 50% of international students to come from outside the EU.</p>	<p>Percentage of full-time international students enrolled in March as per census submission*. Number of countries represented Proportion from non-EU.</p>	<p>14%, from 90 countries, 68% of whom non-EU</p>	<p>18%, from 100+ countries, 68% of whom non-EU</p>	<p>24.6% of full-time students international, from 110 countries, 69.8% of whom are non-EU</p>	<p>Target exceeded</p>
<p>2. At least 275 international students enrolled on PGT programmes, 60% of whom from outside EU At least one third of PhD students international, at least 60% of whom from outside EU.</p>	<p>1. Number of full-time students enrolled on PGT programmes in March as per census submission. 2. Percentage of PhD students international, and proportion from outside EU.</p>	<p>1. 179 international PGT students, of whom 30% non-EU 2. 27% of PhD students international, of whom 50% non-EU</p>	<p>1. 260 international PGT students, of whom 35% non-EU 2. 27% of PhD students international, of whom 60% non-EU</p>	<p>(i) 304 international PGT students, of whom 77.3% (n = 235) are non-EU (ii) 36.3% of PhD students international, of whom 70.9% are non-EU</p>	<p>Target exceeded</p>
<p>3. Increased outbound international mobility by students and staff Increased inbound international mobility by 'study abroad' students, in both numbers and regions represented That productive research linkages with international collaborators be fostered and expanded</p>	<p>1. Numbers of students and staff participating in outbound mobility 2. Number of inbound 'study abroad' students, and number of regions represented 3. Supports for engagement by academic staff in productive international research collaboration</p>	<p>1. Outbound students/staff: ratio 200/14 2. Inbound students: 730, mainly Europe and North America 3. Institution-level strategic alliance with Georgia Tech</p>	<p>1. Outbound students/staff: 240/23 2. Inbound students: 850, from Europe, North America, South America, Asia 3. Additional institution-level strategic alliance with a regionally strong university in North America</p>	<p>(i) Outbound students/staff: 363/13 (ii) Inbound students: 943 from Europe, North America, South America, Asia (iii) Institution-level alliance agreement signed with Lehigh University, Pennsylvania, spanning Sciences, Business, Humanities, and Engineering</p>	<p>Target achieved</p>

<p>4. To maximise NUI Galway's positive impact on international development goals To foster links with, and serve needs of, local immigrant communities</p>	<p>1. Extent and visibility of activities promoting international development goals 2. Links with, and visibility to, local immigrant groups</p>	<p>Aspiration to 'promote sustainable international development' included in internationalisation strategy</p>	<p>1. Establishment of a formal University-initiative programme for promoting and showcasing international development activities and accompanying website 2. Regular active participation of local immigrant communities in the life of the University</p>	<p>(i) The objective of 'Internationalising NUI Galway' has been incorporated as a work package within the Equality & Diversity Campus Committee. (ii) Cultural events such as Chinese New Year, Diwali, African Film Fest, etc. now annually involve local community groups.</p>	<p>Target achieved</p>
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Shannon College of
Hotel Management

IrelandSkills
National Competition
*Restaurant
Service*
Finalist 2018
Best Service

7. INSTITUTIONAL CONSOLIDATION

Overarching Statement

The highly dispersed student population of the West of Ireland presents a challenge for education providers in this region.

The integration of St. Angela's College Sligo and Shannon College of Hotel Management, in addition to the NUI Galway's Medical Academies in Letterkenny, Sligo, Castlebar and Ballinasloe; na hIonaid Gaeltachta (An Cheathrú Rua agus Gaoth Dobhair) and research centres in Cárna and the Burren, bring to nine the number of satellite campuses run by NUI Galway.

This emerging multi-site University provides for cohesion in meeting the region's needs; a multi-site University addresses the reality of our dispersed student population. This cohesion will mean higher education engaging with national policy with one voice, as evidenced in the recent submission to the National Planning Framework and on-going engagement with other regional stakeholders.

NUI Galway believes that, as the leading educational institution in the West and North West region it must play a central part in the development of the region. A strongly engaged University can act to rebalance challenging regional demographics by encouraging FDI, the development of indigenous companies and economic activity in the region. In doing this the University will build on existing regional strengths in MedTech and ICT and the emerging third pillar of the Creative Economy.

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

International research indicates that, to ensure merger synergies emerge over time, the on-going commitment of the key stakeholders is a necessity. Furthermore the focus must be on students, the academic community and wider society, considering 'the public good' as well as business needs.¹ The immediate challenge of integrating St. Angela's College is a significant undertaking, with significant support needed to allow for integration by September 2017. Comprehensive systems alignment, allowing for the same student and staff experience in one institution, across two campuses is the foundation for the successful merger of these two institutions.

¹HEFCE report on Collaborations, alliances and mergers in higher education 2012

Institution objective	Performance indicator	Baseline	Final target, end 2016 , commentary and data source	Performance to 2016 targets	Summary
1. Integration of Shannon College of Hotel Management into NUI Galway	SCHM fully integrated as a School within NUI Galway's College of Business, Public Policy and Law	Long term partnership between NUI Galway and SCHM.	31 January 2015 agreement and signing of full incorporation agreement	Integration agreement signed and Shannon College fully integrated into NUI Galway as a School, within the College of Business, Public Policy and Law.	Target achieved
2. Integration of St. Angela's College Sligo into NUI Galway	St Angela's College, Sligo fully integrated into NUI Galway.	Long term partnership between NUI Galway and St Angela's College, Sligo.	31 January 2015 agreement and signing of full incorporation agreement	Integration not fully complete as of December 2016 but significant progress made and on track to sign agreement by September 2017.	Substantial progress made towards target



COMMENTARY

OBJECTIVE 1

INTEGRATION OF SHANNON COLLEGE

Shannon College of Hotel Management has been integrated as a School within the College of Business, Public Policy and Law at NUI Galway. A five-year strategic plan has been prepared for the College, in that context, and seeks to develop research capacity in the area of hospitality, hotel management and associated fields, areas in which Shannon College has considerable international standing and which are of key importance in the West and North West and nationally, as the second largest indigenous industry in terms of sectoral employment.

OBJECTIVE 2

INTEGRATION OF ST ANGELA'S COLLEGE, SLIGO

Significant progress has been made on the integration and on addressing the challenges identified by both NUI Galway and St. Angela's. Following a number of months of negotiation, a contract of employment was agreed between St. Angela's and the TUI to both reflect existing work practices and to allow for the alignment of the academic years and work flow.

The agreement further allowed for the continued representation of St. Angela's staff by the TUI but only for those existing staff who remain on their St. Angela's contract, post integration. New staff will enjoy the terms and conditions offered to NUI Galway employees.

A submission to explore and detail the current status of the integration project is nearing completion. This sets out the integration of the two institutions, with operational and staff alignment from September 2017 to facilitate the transition to full academic integration of the student life cycle by September 2018. The significant legal issues identified through due diligence continue to be addressed, and their impact on the progress towards, and process of, integration, will be assessed shortly, once the associated liabilities are fully quantified.

WELC
EUROPE





8.

EMBED A CULTURE OF ENTREPRENEURSHIP AND INNOVATION AMONG STUDENTS

Overarching Statement

In February 2016, the University began Blackstone LaunchPad, an initiative to support student entrepreneurship on campus. To date the programme has exceeded all targets with over 3,000 students engaged. The vision of Blackstone LaunchPad at NUI Galway is to consolidate and contribute towards a thriving ecosystem spanning all disciplines. The programme looks to NYU's model of entrepreneurship as its benchmark, not in terms of size or scale but in terms of structures and supports and we are currently re-aligning the programme to mirror some components of the NYU model.

The programme is housed in two spaces on campus. The main LaunchPad space, located in the heart of campus and a new LaunchLab located in the Research and Innovation Building which opened in February 2017 and is a space used both for incubation, ideation and new programmes in Fintech and Social Simulation. Such endeavours have ensured that the programme has as broad a reach as possible and also equips students with highly transferable skills.

The programme has delivered a number of seminars/workshops including weekly seminars on the practicalities of starting up a new business, a leading ladies series to support female entrepreneurs in addition to partnering with other Disciplines and Programmes to promote entrepreneurship (these include Bioinnovate, TMDLabs, Explore, TechInnovate and student societies and clubs).

In late 2016 the programme identified a number of synergies between core activities within the programme and grant opportunities that exist at both national and international level. The programme has since partnered with the school of chemistry on a SFI Research Centre Bid, an EU Marie Skłodowska Curie ITN bid with TMD Labs and more recently a Department of Education and Skills bid on student entrepreneurship with TechInnovate, the Business School and School of Education.

Institution objective	Performance indicator	Baseline	Final target, end 2016 , commentary and data source	Performance against 2016 targets	Summary
Embed a culture of entrepreneurship and innovation among students	New programme structures and offerings in place. New structures in place to generate new networks of entrepreneurs and innovators to support student start-ups.	Delivery of module in Innovation, Enterprise and Entrepreneurship. Campus Entrepreneurship Enterprise Network established. Delivery of the Bioinnovate Medical Device programme. Explore, a model of open innovation between students and staff, established. Membership of the global Enactus initiative. Ryan Award for Innovation established. Student Entrepreneurial Society established. Students' Union Enterprise Awards scheme established.	<ol style="list-style-type: none"> 1. Development of Creative Difference module. 2. Enrolment on Structured Research Masters Programme in Key Enabling Technologies. 3. Development of student entrepreneurial space. 4. 10% of full-time students participating in entrepreneurship programmes. 5. Establish seminar series on entrepreneurship. 6. Develop network of entrepreneurs - engage with Galway University Foundation and alumni to develop this. 7. Roll out Blackstone LaunchPad to students. 	<p>(i) Creative Difference module developed and rolled out to Structured PhD students; module also available to students of new BA Applied Social Sciences, starting Sept 2017.</p> <p>(ii) Structured Research Masters Programme in Key Enabling Technologies developed and enrolling students.</p> <p>(iii) Two dedicated spaces on campus supporting student entrepreneurship</p> <p>(iv) Well over 10% of full-time students participating in entrepreneurship programmes achieved - 3,000 students utilising Blackstone LaunchPad supports (=circa 20% FT students)</p> <p>(v) Multiple Seminar Series established (4 seminar series run over 14 months, total seminars =30)</p> <p>(vi) Blackstone LaunchPad are currently piloting an online system with Galway University Foundation to expand the network and access to Alumni mentors for students (Mentorpitch)</p> <p>(vii) Blackstone LaunchPad initiative has been fully embedded within the Institution and is actively participating and engaging in multiple initiatives on campus with Colleges</p>	Targets fully achieved





9.

INSTITUTIONAL OBJECTIVE - GENDER EQUALITY

Overarching Statement

NUI Galway is committed to continuing to improve its position on gender equality. The Strategic Plan 2015-2020, *Vision 2020*, identified the advancement of gender equality as a key priority with the overarching objective to afford men and women equality of opportunity in their careers. Significant steps have been made since the previous reporting round in order to achieve this strategic objective.

In May 2016 the NUI Galway Gender Equality Task Force published their final report and put forward 24 recommendations aimed at bringing about sustainable transformation in gender equality and diversity in the University.

The Vice President for Equality and Diversity, Prof. Anne Scott, commenced in June 2016 and prioritised the development of a Gender Equality Action Plan (GEAP) to implement the recommendations of the NUI Galway Task Force and the additional recommendations of the HEA Expert Review Group. The GEAP was approved by Údarás na hOllscoile on November 1st 2016. Five of the 24 recommendations of the Task Force are now fully implemented and all others are in train, and being closely monitored, via the GEAP.

An Equality and Diversity Campus Committee reporting to the Governing Authority has been established to ensure an appropriate internal governance structure to guarantee


clear, consistent leadership and accountability for equality and diversity across the University. Implementation of the GEAP and Athena SWAN accreditation are core work streams of this committee.

A new University wide Athena SWAN Self-Assessment Team (SAT) was established in September 2016. The SAT is in the process of finalising an assessment for a University Bronze Award and will submit an application to the Equality Challenge Unit in April 2017. The University is committed to supporting all 8 STEM Schools to apply for Athena SWAN departmental accreditation in the coming three years.

The University has mostly met and exceeded the targets set in the HEA Self Evaluation report for 2016. We have been actively improving our structures and practices in order to achieve gender balance across all key decision-making committees including recruitment and selection panels and have ensured a minimum of 40% membership of women and men on these groups. We continue to see better outcomes for women in recruitment and promotions rounds. The position of women at the Personal Professor grade has improved from 10% to 16%.

The GEAP sets out ambitious targets for 2017 and beyond, which will in time increase the number and visibility of women in senior positions and provide equality of opportunity to all staff in their careers.

Institution objective	Performance indicator	Baseline	Final target, end 2016 commentary and data source	Performance against 2016 targets	Summary
To afford men and women equality of opportunity in their careers.	<ol style="list-style-type: none"> Higher percentages of female staff in senior academic and support roles. Greater gender balance in the outcome of promotion rounds. Greater female representation on key decision-making committees. All staff involved in recruitment and promotion processes have completed unconscious bias training. 	<ol style="list-style-type: none"> Academic Grades Established Professors - 12% female Associate Professor - 10% Senior Lecturer 32% Lecturer Above Bar - 50% Lecturer Below Bar 52% Academic Promotions: Senior Lecturer (2014) - 39% female Professor - (2012-14) - 6% female Administrative Grades Secretary / Assoc Sec - 33% Assistant Sec - 71% Director - 20% Admin Officer - 55% Grade 5- 65% Grade 2- 97% Grade 1 - 83% Committee Composition Údarás na hOllscoile - 40% female UMT - 25% AMT - 12% APRC - 50% FRC - 20% 	<ol style="list-style-type: none"> VP Equality and Diversity appointed Unconscious bias training rolled out to all staff involved in recruitment and promotion processes. 40% female membership of all major decision-making committees. Gender equality review of all promotion policies and procedures completed. Additional targets added: Gender Equality Task Force final report and recommendations published and considered by Governing Authority. Development of an implementation plan to implement Taskforce recommendations. 	<ol style="list-style-type: none"> VP for Equality and Diversity commenced in post on June 16th 2016. Unconscious bias training rolled out to 300 staff to-date including all involved in recruitment and promotion processes. All key-decision making committees are required to have a minimum of 40% men and women. Target mostly achieved. A small number of committees are in the process of being re-constituted to comply with gender balance requirement- including Academic Council which will require the drafting of statute. Annual audit of committee composition will be carried out in June of each year. Senior Lecturer and Personal Professor Promotion Schemes revised. Gender Equality Task Force final report published in May 2016. All 24 recommendations approved by Governing Authority. A detailed Gender Equality Action Plan (GEAP) developed to implement NUI Galway Gender Equality Taskforce recommendations and HEA Expert Review Group recommendations. The GEAP was approved by Governing Authority on November 1st 2016. 	All targets achieved in full except target 3 which is mostly achieved.



10 year Research Output Performance Metric	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016*
No of peer reviewed articles	594	673	869	998	1182	1279	1394	1385	1455	1510	1380	1360
Publications in top 10% Journals Percentile	22.20%	28%	23.90%	27.20%	29.70%	32.90%	33.40%	34.90%	35.80%	33.10%	35.60%	38.60%
Field-Weighted Citation Impact	1.32	1.38	1.22	1.39	1.31	1.53	1.45	2.23	1.43	1.73	1.72	1.3
International Collaboration (%)	45.50%	47.80%	46.7	47.7	48.7	47.1	49.9	50.9	53.9	54.7	55	59.2
Number of Citing Countries	138	135	130	139	151	148	145	185	154	147	153	81

Source: Scival April 2017

*Note 2016 data incomplete

CASE STUDY 1

RESEARCH OUTPUTS & ACADEMIC REPUTATION

INSTITUTION OBJECTIVE:

NUI GALWAY WILL BE RECOGNISED INTERNATIONALLY FOR ITS LEADERSHIP POSITION IN ITS PRIORITY RESEARCH AREAS. THIS RECOGNITION WILL STEM FROM THE QUALITY OF ITS RESEARCH OUTPUTS AS MEASURED BY RESEARCH IMPACT.

Case study: NUI Galway's research output has grown considerably over the past 10 years from 594 publications in peer-reviewed journals in 2005 to 1380 publications in peer-reviewed journals in 2015 (see Table). However, a comparison of the research impact data of these publications shows that the international reputation of our research activity did not, at first, develop in tandem with the increase in numbers of publications. Such a scenario had the potential to impact negatively on our international collaborations and research funding, as well as on NUI Galway's performance in the global rankings.

To address this problem, NUI Galway has taken a pro-active approach to enhance its international recognition by increasing the quality of our research outputs. This will have a knock-on effect of increasing research income, improving performance in European research programmes, and increasing NUI Galway's attractiveness as a partner in international research consortia.

Our strategy has been multi-faceted and we have established a number of initiatives to raise awareness of our academic reputation and to better disseminate NUI Galway's research achievements to the wider international research community.

These initiatives include:

- The appointment of a Director for Planning and Institutional Research and the Director for Marketing and Communications in 2016 with responsibility, amongst others, for raising awareness and visibility of NUI Galway's research profile.
- The establishment of an Academic Reputation group in February 2016, chaired by the Vice President for Research, and comprising a number of active and successful researchers from all disciplines, tasked with responsibility for exploring and developing initiatives to better disseminate research activity and success at NUI Galway on an international level.
- The roll-out of an awareness campaign in 2016 supported by the Research Office, Marketing & Communications Office and the Planning and Institutional Research Office at local, school and college level, outlining the importance of raising awareness of their research and guidance on how to improve individual research profiles, and the importance of international collaboration and networking.
- In 2017, the Research Office and the Planning and Institutional Research Office are developing a targeted programme focused on raising awareness and training for researchers to help them understand and manage their research profile. The programme will encompass training on Scival and managing their own academic profiles.
- In June 2017, the Research Office will host two Nature Masterclass workshops targeted at researchers (50 capacity) which will focus on writing for high-impact factor publications.

Using the QS Academic Reputation survey as a proxy for the success of these initiatives, which attempts to replicate a peer review of the research capability and reputation of Universities around the globe, we will identify pockets of excellence in NUI Galway and seek to raise their profile. To date, this approach has resulted in an increase in the number of subject rankings secured by NUI Galway in the recent QS World University Ranking, from 12 to 20 in 2017.



CASE STUDY 2

IMPROVING THE QUALITY OF OUR RESEARCH DEGREE PROGRAMMES WHILE MAINTAINING THE NUMBER OF DOCTORATES CONFERRED

INSTITUTION OBJECTIVE:

IN SETTING OUR AMBITIOUS GOALS RELATING TO RESEARCH OUTPUTS, THE IMPERATIVE TO IMPROVE THE QUALITY OF OUR RESEARCH DEGREE PROGRAMMES AND TO MAINTAIN THE NUMBER OF RESEARCH GRADUATES WAS RECOGNISED.

Case study: The Graduate Studies Office and the post of Dean of Graduate Studies were established in 2008 to enhance postgraduate research in the University.

Since then significant achievements include:

- Structured PhD programmes were introduced in all five Colleges and are now the norm with over 90% of full-time students enrolled on such programmes. The principles of the National Framework for Doctoral Education (launched in 2015) are enshrined in our PhD programmes.
 - Each PhD student selects a combination of advanced discipline-specific and professional skills modules to support their development as a researcher, as per the Irish Universities' PhD Graduate Skills Statement (2014). All structured PhD students must complete 30 ECTS of such training.
 - All research students have a Graduate Research Committee that supports the student and the supervisor and reviews the student's progress every year.
 - On average 80% of postgraduate research students attend Orientation and receive a copy of the University Guidelines for Research Degree Programmes which are updated annually.
 - 80% of postgraduate research students who responded to a survey (49% response rate) were satisfied with the experience of their research degree at NUI Galway.
 - PhD Write-Up bursaries provide support for students in the write-up phase. Thesis Boot Camps, i.e. intensive writing courses, are organised for postgraduate research students.
 - The Graduate Studies Office has published a PhD Viva Guide and most recently a Writing a Scientific-Style Thesis Guide for students.
- The administration of the PhD thesis examination process is supported by a bespoke online system.
 - NUI Galway now systematically produces average PhD completion time and PhD completion rate data for every School and has benchmarked this data with other Irish and international universities.
 - NUI Galway is a co-author of a practical guide 'Developing an institutional framework for supporting supervisors of research students' (published in 2012). Graduate Studies provide a set of four Supervisor Workshops every year, with over 100 academic staff having attended one or more of these workshops. Specialised workshops and information sessions are also provided. Digital badges are currently being developed to accredit supervisor training. A module on Research Supervision is also delivered to participants in the Postgraduate Certificate and Diploma in Academic Practice provided by the Centre for Excellence in Learning and Teaching (CELT).

Between 2006 and 2013 the number of doctorates awarded at NUI Galway increased by 162% (from 78 to 204), which is the highest increase seen in the four NUI universities during that period (Source: NUI Statistical Analysis of Qualifications 2006-2014).

The Hardiman PhD Scholarship scheme was launched in 2011 with the objective of attracting the best PhD students to NUI Galway. Since then €13.4 million has been spent or committed to support 134 Hardiman scholarship-funded PhD students, with financial support from a combination of university resources and philanthropic funding raised by the Galway University Foundation. NUI Galway has maintained an output of 200 doctoral graduates p.a. in recent years.



CASE STUDY 3

YOUTH ACADEMY

INSTITUTION OBJECTIVE:

ATTRACT AND SUPPORT HIGH-PERFORMING STUDENTS ON UNDERGRADUATE AND TAUGHT MASTERS PROGRAMMES.

Case study: In 2012, NUI Galway piloted a Youth Academy initiative, inviting 64 high ability primary school pupils from Galway to attend an educational programme in the University to give them an early taste of university life. The Youth Academy was established to enhance the educational potential of children and inspire entry to higher education. Since 2012, the Youth Academy has grown in scale significantly with 2,612 students studying 175 courses over the last five years.

The Youth Academy enrolls high ability primary school children in the local community (top 5% of children in fourth and fifth class, based on the Drumcondra Assessments that are carried in primary schools). Students participate in a six week programme, travelling to NUI Galway for three-hour classes every Saturday morning. The Youth Academy now reaches out to 550 primary schools each year to promote the initiative and encourage wide-ranging participation in the courses.

Students choose from a range of 22 courses across a wide range of disciplines. The courses are designed to maximise children's potential and to stimulate and challenge children with high ability. They are designed by academic staff members and taught by staff members and PhD students. Courses offered in the most recent intake included:

- Finding Your Creative Voice: An Adventure into Creative Writing
- Idea Detectives-Exploring the World with Philosophy
- Comic Books: Create Your Own Heroes
- BioLegos: Engineering with the building blocks of life
- Word Wizardry: The Magic of Creative Writing
- A fun introduction to Computer Programming, The Internet, and Multimedia x 2 courses
- Weird stuff our ancestors did
- The Youth Academy Chronicle: Introduction to Journalism
- Eco-EXPLORERS
- The Secret Life of Engineers

- Innovation Challengers: Solving problems for good
- When Science meets Medicine
- Make your own Camera
- Discovering a piece of Raspberry Pi(e)
- Art on the Brain: From Looking to Drawing and Painting
- Exploring Electronics: Learn how to build circuits and robots
- Your Radio: Analysing media and making your own show
- Biomedical Engineering- Design and Build
- Hands on Science with Cell EXPLORERS
- Robots and Artificial Intelligence

The programme aims to introduce children and their families to university life at NUI Galway and create positive perceptions of NUI Galway and its academic programmes. The programme has made strong efforts to engage young people who may not have a history of third-level education in their family such as children from disadvantaged backgrounds. The success of the Youth Academy is evident in the far-reaching impact of the initiative, the demand for places and the growing inclusivity of the enrolment. In the most recent intake, over 900 eligible children applied for the 240 places available. Participants not only travel from Galway city and county to attend their course, but from counties including Mayo, Clare, Offaly and Westmeath. 25% of places are made available, free of charge, to students from DEIS schools, further promoting the initiative's inclusivity objective. Most recently, relationships have been established with the travelling community to attract children from this community to apply for the programme, resulting in the first two participants enrolling and completing the programme in 2016.

Overall, the initiative demonstrates NUI Galway's commitment to the wider community by responding to the educational needs of the region and opening the campus to foster children's educational and personal growth. It also affords the University the opportunity to share with children, parents and school partners its new physical infrastructure on campus and its intellectual capital. The outcome of the programme is that high ability children are inspired to pursue their academic passions and hopefully become high calibre third level students in the future.



CASE STUDY 4

STUDENT ENTREPRENEURSHIP: 20-YEAR-OLD NUI GALWAY ENTREPRENEUR AND STUDENT EDEL BROWNE IS DEVELOPING FREE FEET TECHNOLOGY TO HELP PEOPLE WITH PARKINSON'S DISEASE.

INSTITUTION OBJECTIVE:

EMBED A CULTURE OF ENTREPRENEURSHIP AND INNOVATION AMONG STUDENTS.

Case study: In February 2016, the University began Blackstone LaunchPad, an initiative to support student entrepreneurship on campus. To date the programme has exceeded all targets with over 3,000 students engaged.

The vision of Blackstone LaunchPad at NUI Galway is to consolidate and contribute towards a thriving ecosystem spanning all disciplines. The programme looks to NYU's model of entrepreneurship as its benchmark, not in terms of size or scale but in terms of structures and supports and we are currently re-aligning the programme to mirror some components of the NYU model. Blackstone LaunchPad supports students like Edel Browne to realise their entrepreneurial potential to the full.

Edel Browne, a 20-year-old biotechnology student at NUI Galway, is the co-founder of Free Feet Medical, a start-up developing technology to help people with Parkinson's Disease overcome 'gait freeze' by using laser technology to assist people with Parkinson's to walk unaided and improve their quality of life and independence.

In 2013, the Free Feet prototype won her the Best Individual Award at the BT Young Scientist and Technology Exhibition (BTYSTE), and Edel has been on a meteoric journey ever since. "Without a doubt it was a life-changing experience," she recalled of the win. "The last few years have been a huge learning curve for me, but the BTYSTE has opened so many doors which really enabled me to make a difference and progress my business."

Since joining NUI Galway in 2014, Edel has seen her idea come to life. Along the way she has picked up numerous accolades to support Free Feet including JCI Outstanding Person of the Year, is a Founder of the Future, A Global Teen Leader, U Magazine's Top 30 Under 30 for her contribution to STEM and a Nissan Next Generation Ambassador.

Edel credits much of her personal and professional development over the past 18 months to utilising the Blackstone LaunchPad supports available at NUI Galway and in 2016 was appointed as a 'student entrepreneur in residence' on the programme to mentor and support other students on campus. "From a personal perspective there are huge benefits, in terms of networking, gaining contacts and personal development," she said. "I think, in terms of taking part, it really is a no-brainer, particularly for me as Biotechnology student who came with limited knowledge from a business perspective."

In October 2016, Edel along with her co-founder Evan Cannon were competitively chosen by the Blackstone Charitable Foundation to represent NUI Galway at the Forbes 30 Under 30 conference in Boston. This was a fantastic opportunity to showcase Free Feet Medical on an international platform.

Since then Edel's star has continued to rise. In November 2016, Free Feet Medical successfully secured over €20,000 in funding through a Fund It Campaign and is now well on the way to producing a second prototype for Free Feet Medical. 2017 is set to be a defining year from the company as they seek to move to clinical trials of the device and start to move closer to their plan to have their product available to Parkinson sufferers in 2018.



CASE STUDY 5:

CURRICULAR REFORM TO ENHANCE EMPLOYABILITY AND MEET THE NEEDS OF EMPLOYERS

INSTITUTIONAL OBJECTIVE:

REVIEW AND REFORM CURRICULAR STRUCTURES AND OFFERINGS ACROSS A NUMBER OF SCHOOLS AND COLLEGES TO ENSURE PROGRAMMES ARE ALIGNED WITH INSTITUTIONAL MISSION, THE ATTAINMENT OF KEY GRADUATE ATTRIBUTES, STRATEGIC PRIORITY AREAS AND RESEARCH THEMES, THE NEEDS OF EMPLOYERS AND WIDER SOCIETY.

Case study: In 2014, in response to falling market demand for Arts programmes, NUI Galway commissioned Millward Brown Market Research Agency to do extensive qualitative market research with the prospective undergraduate market in our catchment area to test perceptions of NUI Galway's programmes among students and Guidance Counsellors. The research found that while the University's reputation was very strong and the quality of NUI Galway's programmes was perceived to be very high, there was a need to address the perceived relevance of some programmes for the jobs market. Student decision-making has evolved to an extent that a premium is now being placed on career potential and the acquisition of specific job-related skills.

Responding to this feedback from the market, NUI Galway sought to address the issues of falling demand for Arts programmes and a perceived weaker offering on employability through an extensive programme of curricular reform. In the College of Arts, Social Sciences and Celtic Studies an internal review group was established to review the programme portfolio and programme structures with a view to developing strategies to enhance the perceived relevance and attractiveness of Arts programmes. The College has responded by implementing sweeping reforms to the existing curriculum, programme structures and the programme portfolio.

Changes include the introduction of Core Skills modules to the standard Joint Honours Arts Degree – skills include Skills for Learning, Skills for Work, and Skills for specific Disciplines, and students accumulate credit via a 'Skills Passport' which will be recognised on their degree transcripts.

Further reform was driven through the introduction of ten new undergraduate degrees in popular areas such as Children's Studies, Applied Social Sciences (both starting

in September 2017); a new degree in Music; English and Media Studies; Film and Digital Media; Humanities with Data Science; Digital Cultures and Technology; Global Languages; a 4-year Irish degree with a work placement and a unique language-immersion placement in the Gaeltacht regions (all starting September 2018). Crucially all new degrees are 4-year degrees with a year of work placement and/or opportunities to study abroad.

The College now has a shared vision to offer programmes that are rigorous and responsive to demand; that produce graduates who are independent, analytical, critical thinkers who are sought out by employers. The appointment of a new Dean of College, and an Associate Dean for Teaching and Learning responsible for driving curriculum innovation, together with an investment of resources and staffing in Marketing and Work Placement, have all combined to transform the Arts offering at NUI Galway. Although many of the new programmes don't come on stream until 2018, the undergraduate market is already responding to the revitalised offering with first preference CAO applications to Arts and Social Sciences programmes at NUI Galway increasing by 15.6% in February 2017, versus a national trend of just 0.4% growth in demand for similar programmes at other HEIs.

In a related development, the School of Business and Economics transformed its core Business offering in 2015 with the introduction of a new Commerce degree with Global Experience. This unique 4-year Business degree offers students maximum choice as in the third year students elect to either undertake a work placement for a full year, study abroad for the year, or enjoy the best of both worlds and combine work placement and study abroad. The new BComm. Global Experience programme is proving very popular with the undergraduate market who are attracted by the opportunity to gain valuable work experience while also enjoying a period of study abroad.

The University's commitment to enhancing the employability agenda is set out in *Vision 2020*, our Strategic Plan 2015-2020, with a key objective being to increase the provision of work-based learning opportunities on 80% of undergraduate programmes, a substantial increase from its current level of circa 60%.



CASE STUDY 6:

EVOLUTION OF A QUALITY CULTURE AT NUI GALWAY

INSTITUTIONAL OBJECTIVE:

TO DEVELOP A RESPONSIVE APPROACH TO QUALITY ASSURANCE THAT FACILITATES TRANSFORMATION AND CONTINUOUS IMPROVEMENT.

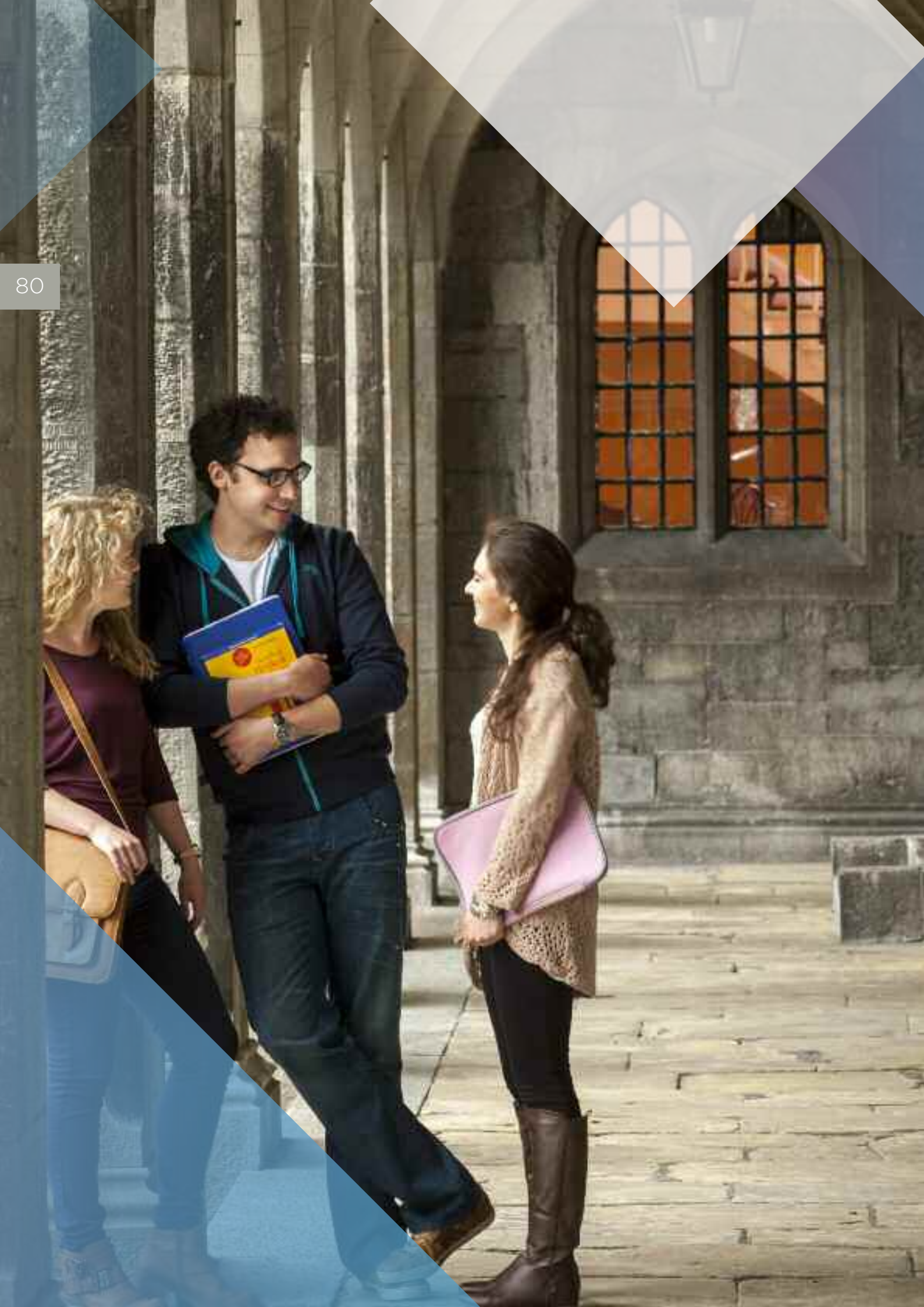
Case study: Quality and Quality Assurance (QA) culture has evolved significantly at the University over the past number of years in response to emerging QAI guidelines, various leadership initiatives including more recently the HEA's compact agreements, and through the engagement of staff in co-designing and implementing internal QA processes.

Prior to the introduction of QA in 1995, the University exhibited traits of what's called a reproductive culture (Harvey and Stensaker, 2008) where individual, rather than group expertise, defined quality and where transparency of the QA process was poor. There was a strong resistance by Schools to external oversight and a focus on maintaining the status quo. In 1995, the draft Government Act required the University to "establish procedures for quality assurance aimed at improving the quality of education and related services" (Universities Act, 1997). This Act heralded an increase in the intensity of rules and regulations, both external and increasingly internal within the University through a newly established Quality Office.

Between 1995 and 2010 the University established its own internal rules for quality assurance focused mainly on a procedure for the internal quality review (QR). According to Harvey and Stensaker's (2008), the dominant culture shifted from weak to medium intensity of external rules and towards a more reactive culture characterised by reluctant compliance by academic staff, the perceived threat of potential sanction, high resistance and serious doubts about the potential for improvement. This reactive culture, although accepting of the need for external rules, perceived quality as externally imposed.

In 2010, NUI Galway decided to embark on developing a more responsive culture in the face of further increases in the intensity of external rules and regulations and its strategy to increase staff engagement. The University wanted Schools to positively comply with regulations while also using them to transform the School in line with their own goals. In this regard, the University recognised that it was necessary to engage as many staff as possible in the transformation process and to redefine QA.

In 2010, the QA process was focussed mainly on Quality Review (QR) that involved extensive reporting of information. A recent survey among University managers shows that QR is now leaner, more evidence-based and focused around creativity and enhancement. In addition to QR, additional QA processes now incorporate benchmarking, structured policies and procedures and research assessment. QA is also now part of a tripartite approach that links quality, strategy and performance together, with quality focusing on assuring an appropriate standard of excellence; strategy and operational planning guiding faculty towards a vision of the future and performance providing evidence of quality enhancement and strategy execution. The survey gives strong indications that the University's QA has migrated towards a more responsive culture that uses QA as a process of transformation and continuous improvement.





APPENDIX ONE

BENCHMARKING AT NUI GALWAY

NUI Galway engages in a wide range of benchmarking activity at institutional level and at individual College, School and unit level:

Level of benchmarking	Benchmark Partner	Areas benchmarked
University-wide (Desk research exercise conducted by Hanover Research Group)	US institutions University of California-Riverside Florida State University Georgetown University Canadian institutions Dalhousie University University of Calgary Australian institutions Griffith University University of Newcastle Macquarie University UK institutions Queen Mary University of London, Queen's University Belfast University of Leicester New Zealand institutions University of Otago University of Auckland	Teaching and Research KPIs of peer institutions in the US, Canada, Australia, New Zealand and the UK. Aim was to assess institutional success on selected Key Performance Indicators (KPIs) against an international peer group.
University-wide	Edinburgh University	Academic Leadership and Succession Management
University -wide	Edinburgh University UCD	Academic Management & Regulation - as part of an Academic Simplification project
College of Engineering and Informatics	Edinburgh University Newcastle University TCD UCC	Performance benchmarking across all areas of activity. Plus topic specific benchmarking site on areas including: Internationalisation (Edinburgh Engineering), College administrative structures (UCD engineering).
College of Business, Public Policy and Law	UCD UL University of Sydney	Teaching and research activity
School of Chemistry	Copenhagen University Edinburgh University	Full spectrum of activity
School of Mathematics, Statistics and Applied Mathematics	Bath University Bristol University Dundee University	Full spectrum of activity
School of Medicine		Comprehensive review of: Teaching - organisation, staff student ratio, EU student numbers Administration support Post graduate education Web technology to support education Financial controls Research outputs Focused research areas HR issues

1. University-wide

An Institutional Review of Research Performance commenced in Autumn 2015.

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

The peer review process, which includes all 17 schools and will run over three academic years to 2018, has been designed around international best practice in the university sector. The reviewers conducting the assessment are leading scholars in their fields, and many of them have been on assessment panels for the last Research Excellence Framework in the UK.

Features of IRRP include the application of ratings to various criteria, including: research environment; societal impacts, and the three best research outputs per academic staff member.

At the end of this process, we will have an objective, externally validated and benchmarked overview of our research performance in all 17 Schools.

To date, 12 of the 17 Schools have been reviewed and the process has been an extremely beneficial and insightful one, both for the individual Schools and the institution as a whole. Once a School receives its review report – which includes both a numerical evaluation and a narrative report – from the reviewers, the members of the School develop an Action Plan in response to the recommendations and agree the Plan with an oversight group chaired by the Registrar. The Director of Quality monitors implementation of the Action Plan with each Head of School. The reviews conducted to date have also resulted in some key learnings for the University and an institution-wide Action Plan has also been developed to respond to the recommendations.

2. Academic Restructuring: Benchmarking for the merger of the Colleges of Science and Engineering & Informatics

Following a decision of Údarás na hOllscoile in 2016, NUI Galway is currently in the planning stages for a large-scale restructuring of academic units to rationalise the number of Colleges (from five to three) and revise the School structure.

The restructuring is driven by considerations of scale and critical mass and by a desire to re-orientate our structures to place the core academic mission at the heart of the University and align all of our activity towards the delivery of our ambitious academic goals.

The merger of the Colleges of Science and Engineering & Informatics is the first step on the road to academic restructuring, with a merged College to be established by January 2018. An extensive restructuring project is currently underway in these Colleges and benchmarking with national and international comparators has been critical to informing the future direction to be set for the new College.

Detailed benchmarking exercises, including desk research, information sharing and benchmarking visits, have taken place with three Universities – with Cardiff University, Edinburgh University and with Trinity College Dublin. The rationale for selecting these three institutions as benchmark partners was informed by the fact that all three had undergone large scale restructuring in recent times. Although there are significant differences in scale for the two UK universities, all three benchmarking exercises were critical in informing planning decisions for the merged College.







NUI Galway
OÉ Gaillimh

NUI Galway Performance Compact 2014-2017

Self-Evaluation Report to December 2016



NUI Galway
OÉ Gaillimh

NUI Galway Performance Compact 2014-2017

Self-Evaluation Report to December 2016