



Strategy and Performance Dialogue 2018 – 2021

HEI Self Evaluation Report on Progress

1 September 2018 – 31 August 2021

Section A: Summary Information

Name of Institution	St Angela's College, Sligo
Name and email address of contact person	dcourell@stangelas.nuigalway.ie
Date of submission	11 April 2022

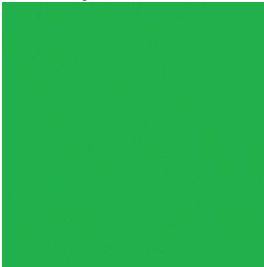
Section B: Overview of Institutional Strategic Development and Performance

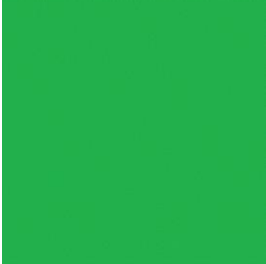
<p>Critical Reflection</p> <p><i>Max. 5,600-character limit (750-800 words approx.)</i></p>	<p>One of our key strategic objectives during the timeframe of the compact was the incorporation of St Angela's College into NUI Galway. An incorporation process between St. Angela's College and NUI Galway had been in planning for several years arising from a recommendation in the Sahlberg (2012) report. This Incorporation was delayed for a period due to legal complications associated with access rights and property and, from a NUI Galway perspective, the absence of a guarantee that the campus redevelopment would be funded entirely by the Department.</p> <p>During the period since the Sahlberg (2012) report, the higher education landscape changed dramatically, with the emergence of Technological Universities (TUs) and the incorporation of some of the smaller Colleges into larger Higher Education Institutions (HEIs). The Project Ireland 2040 plan was launched during this time, Ireland emerged from a recession, and 'Brexit' was enacted. From a regional perspective, the emergence of the Atlantic Technological University (ATU) status changed the higher education landscape in the region.</p> <p>The risk with the highest rating in the St. Angela's College Risk Register in recent years has been the delay in incorporation to secure the future of the College and with the incorporation into the ATU this is now abated. Associated risks relating to the update of College systems and campus capital development were also impacted as these projects were being considered in the context of incorporation and prudent use of financial resources. In feedback delivered through a recent Strategy and Performance Dialogue, STACS was asked to detail mitigations the College is taking in response to risks associated with the delay in incorporation.</p> <p>Due to the increased risk of the delay in the uncompleted eight-year incorporation process with NUI Galway and the subsequent emergence of a University in Sligo, the Board of St. Angela's College approached the Governing Authority of IT Sligo to explore the possibility of STACS joining with IT Sligo. The Atlantic Technological University (ATU) was designated on the 1st April 2022 and stretches from Donegal to Galway. Consequently, the focus for St Angela's College has now moved from a Galway based university incorporation to incorporation within a University campus in Sligo. It is now the policy of the Department and the HEA that St Angela's College will incorporate into the ATU in light of this changing landscape. This new TU will increase higher education access, drive enhanced regional development and increase opportunities for students, staff, business and enterprise, and local communities in the West and North West region</p>
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	<p>The incorporation of the current Schools of Education and Home Economics in St. Angela's College into the ATU will deliver regional clustering in teacher education through the creation of CoE West for teacher education, Western Institute for Studies in Education (WISE), made up of (in the first instance) programmes at NUI Galway, St. Angela's College and GMIT (now ATU). Critical mass will also be established with the discipline of Nursing in Sligo, Galway (Castlebar) and Letterkenny sites and the aligned clinical sites for clinical placements thus enhancing this discipline's research capacity and the specific workforce requirement of Sláintecare.</p> <p>Many of the objectives associated with this compact including ATHENA Swan accreditation, increasing research outputs were overly dependent on the College's successful incorporation, initially with NUI Galway. As a small institution with a relatively flat management structure, much of Senior Management's time and priority was given to incorporation discussions. In retrospect, we, as a management team, underestimated the significant workload required from the incorporation project and had to prioritise our students, staff and the incorporation project. Consequently, ATHENA Swan accreditation, which we had hoped to apply for, was not progressed. However, we did have a concerted effort on raising our research profile and developing strategies to serve as a foundation for the future as our response in the SER and the case study will illustrate. Like most other institutions, the onset of the pandemic significantly impacted objectives associated with engagement with local industry and internationalisation with international mobility effectively coming to a standstill in 2020. In response to COVID 19 the College invested in platforms and provided training to staff on teaching and learning in the virtual space. Additionally, the College employed a Student Engagement Officer to encourage student engagement with their peers and the institutions whilst on and off campus.</p> <p>Despite the above, the College recorded significant attainment in the areas of widening access, increasing the number of PhD students registered with the College, provision of additional standalone modules to professionals regionally, and nationally and objectives in relation to institutional governance. The College looks forward, with renewed enthusiasm, to be joining a new entity and feel that we can significantly contribute to the ATU.</p>
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Section C: Key System Objectives (KSOs)

KSO 1				
Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability				
KSO 1 Summary Statement	<p>St Angela's College has an excellent established national and international reputation for high-quality graduates who are market-ready and highly sought after by employers across niche areas of Home Economics, Teacher Education and Nursing. The College identified several initiatives that aim to meet the needs of public, social and private enterprise locally, regionally and nationally.</p> <p>St. Angela's College has a strong tradition of providing lifelong learning opportunities in the North West Region and beyond. This is done through flexible and innovative delivery modes, both on and off-campus, through blended and online learning and outreach and community engagement.</p>			
<i>Max. 4,200-character limit (550-600 words approx.)</i>				
Strategic Priority 1.1	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value
Serve the needs of the regional, national and international community				<i>Max. 210-character limit (30 words approx.)</i>
	% of students aged 25-64 engaged in lifelong learning within the College	6.7%	10%	59.5% of the current student population are between the age of 25-64
	% of HE entrants studying on a flexible basis	20% (2016/17)	25%	35% of the current student population are studying on a flexible basis
	% of students from under-represented groups enrolling in the College.	1%	5%	10.5% of the current student population are from under represented groups


	% tertiary attainment among 30-34 year olds	No baseline	No target	9.2% of total student population are within the 30-34 year age group undertaking programmes
SP 1.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	The introduction of initiatives to support the number of students from under-represented groups increased the number of entrants from the Further Education sector and individuals residing in direct provision. Additionally, the number of students registered on flexible life learning programmes increased exponentially during the compact timeframe which was enhanced by the swift pivot the College undertook to the virtual teaching environment.			Colour rating for this Strategic Priority: Green 
Strategic Priority 1.2 Expand range of part-time professional programmes through the medium of blended learning	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Professional Diploma in Home Economics to out-of-field teachers	N/A	Deliver a Professional Diploma in Home Economics to out-of-field teachers in the 2018-2019 Academic Year	A total of 7 students graduated from the Professional Diploma in Home in 2020.
	% increase in standalone modules, CPD modules and professional development awards to meet the needs of workers, regionally and nationally	1% (2019)	10%	2018 20 Modules 2021 38 Modules An additional 3 (33%) Masters programmes and 18 (52%) standalone modules were offered during the compact timeframe.


<p>SP 1.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>A total of seven students graduated from the Professional Diploma in Home Economics in September 2020. The programme facilitated existing teachers to develop the knowledge, skills, understanding, attitudes and values required to teach Home Economics at post-primary level. Graduates of the programme are eligible to apply to the Teaching Council for recognition as Home Economics teachers. As this was a pilot programme, significant learning took place with respect to delivery, timing and support systems in place. A meeting has recently taken place with the Department as to the potential for this programme to be expanded and to address the shortage of Home Economics teachers.</p> <p>A BA Home Economics commenced in September 2019 with an initial intake of 21 students. In 2020, 31 students started their studies and an additional 23 students commenced the programme in the 2021-2022 Academic Year. Graduates of this programme will have the capacity to work with private and State organisations or proceed to a PME with an option to take Home Economics pedagogy which is currently in development.</p> <p>The College is a member of the Regional Skills Forum and having consideration for the specialist nature of educational provision offered by the College is responsive to the needs of employers within the region. Eighteen (18) additional standalone modules were added to the suite of CP modules</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community</p>				
<p>KSO 2 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Building on the institution's success to date, the College was committed to work with NUI Galway to expand and increase international student enrolment and to adapt curricula to facilitate the integration of international students in a seamless way on to its programmes. Similar to all other institutions, the area of internationalisation was impaired during the pandemic because of travel restrictions. However, moving forward, this work will be advanced with the Internatioinal Office of the ATU as part of our Incorporation and Integration plan. Additionally, we have established a very important link with Purdue University and have recently welcomed a Home Economics final year Bachelors student to the College to undertake work experience.</p>			
<p>Strategic Priority 2.1</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p>


To develop an international strategy				<i>Max. 210-character limit (30 words approx.)</i>
	Value (€) of output of internationalisation	No baseline	No target	Income generated from Internationalisation 2019 - 187,227 euros 2020 - 171,117 euros 2021 - 108,826 euros
	# of full-time International Students	No baseline	No target	Full Time International Students numbers 2019 30 students 2020 27 students 2021 23 students International Students accounts for an average of 1.6% total student population
	% of graduates undertaking study or training abroad	No baseline	No target	No students undertook study abroad during the lifespan of the compact. However incoming students were facilitated.
SP 2.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	Despite the development of an international strategy and the appointment of an International Manager in December 2019, the institutions' plans for increasing international student numbers and student /staff mobility were severely impacted by restrictions associated with COVID 19. However, as noted, with the easing of restrictions, this work will now be advanced in collaboration with the ATU International Office.			Colour rating for this Strategic Priority: Amber 


Strategic Priority 2.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To grow and foster engagement with enterprise and the community	# of innovation vouchers project agreements between Food Technology Centre and industry	23 (2018)	+ 3%	Unprecedented trading conditions in 2019 /2020 had a negative impact on the Food Technology Centre, and consequently, the Centre ceased Trading in Quarter One 2020.
SP 2.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	Unprecedented trading conditions in 2019 /2020 had a negative impact on the Food Technology Centre, and consequently, the Centre ceased Trading in Quarter One 2020.			Colour rating for this Strategic Priority: Red 
KSO 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.				
KSO 3 Summary Statement	<p>Integrated Schools have a critical mass that will enable a greater specialisation in key priority research and teaching areas. Synergies between and across programmes were identified to achieve efficiencies and economies of scale thus freeing staff to engage more in research activities. Opportunities for shared lectures across two campuses were being considered as part of the college's incorporation discussions with NUI Galway and this will now be considered in the context of the ATU.</p> <p>Staff on the St Angela's College Campus are members of Graduate Research Committees within NUI Galway and resulting collaboration delivered joint grant applications and publications.</p>			

<p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>Furthermore, the launch of the National Centre of Excellence in Home Economics (NCHE) and the approval of a Level 10 Structured PhD in Home Economics has paved the way for fostering and strengthening the research culture in the College. Eleven applicants applied for a competitive bursary for the PhD; two were successful. However, a total of four students registered for their PhD studies in the College. This is the first time a Level 10 award was approved at the College. The discipline Home Economics does not have any programme of academic study at level 10 within the University or anywhere on the island of Ireland.</p> <p>We are considering all of the above now in the context of an Incorporation with the ATU. However, we will now be only 6km from the nearest ATU campus (and not 144km as in the case of NUI Galway). Therefore, the possibilities for shared lectures and research projects is made a lot easier as a result.</p>			
<p>Strategic Priority 3.1</p> <p>To strengthen research capacity through engagement in research of national and international significance</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p># of new postgraduate research enrolments in disciplines aligned to enterprise and other national needs</p>	<p>No baseline</p>	<p>No target</p>	<p>During the timeline associated with the compact;</p> <p>4 students registered for PhD study with the College</p>
	<p>% of St Angela's staff access to appropriate PhD supervision training</p>	<p>No baseline</p>	<p>Increase by 60% (SER 2020)</p>	<p>20% Academic staff accessed PhD supervision training during the timeframe of the compact</p>
	<p>Increase active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's</p>	<p>No baseline</p>	<p>Increase by 60% (SER 2020)</p>	<p>12% Academic Staff became members of NUI Galway Graduate Research Committees during the lifespan of the compact</p>
	<p>Amount (€) Higher Education research income from industry</p>	<p>No baseline</p>	<p>No target</p>	<p>The following income was derived from College Research during the compact</p>

				2019 - 73,678 euros 2020 - 85,110 euros 2021- 74,126 euros
SP 3.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	St. Angela's College actively engaged in fostering a growing research culture and strengthening this in association with NUI, Galway. Several academic staff are involved in a range of research projects and are actively writing for publication and presenting their work at conferences, both nationally and internationally. Post Incorporation critical mass will further enable greater specialisation in key priority research and teaching areas and cohesion of pedagogical expertise. The integration will strengthen the links between the university-based disciplines and disciplinary areas taught on St. Angela's campus, thereby enhancing both subject and pedagogical content knowledge.			Colour rating for this Strategic Priority: Green 
Strategic Priority 3.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To align postgraduate provision with research policies and systems with NUIG; Expand research capacity in specialist areas	# of joint research projects with agencies/partners	No baseline	Identify areas for joint research projects with agencies such as the Food Technology Centre, SafeFood, Healthy Ireland, Erasmus+, HSE West, CHO1 Sólta, and other relevant bodies including cross-border agencies	The College engaged in a number of joint research projects in association with Erasmus +, and the HSE during the compact timeframe
	Amount (€) of research funding secured as lead on joint projects	No baseline	Secure further funding as project leads or partners in research application.	The School of Home Economics secured approximately 450,000 euros as lead partners for a


				number of Research projects during the compact timeframe
<p>SP 3.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>Academic Schools of Home Economics; Education; Nursing, Health Sciences and Disability Studies, in collaboration with colleagues in NUI Galway, identified potential future research areas. The School of Home Economics has transitioned to leading out on significant research projects which is a result of the capacity building in this area over the years. Unfortunately, research targets associated with Food Technology were not realised as the company ceased trading in quarter one of 2020. St Angela's has identified "distinct" priority research areas that will be explored further with the ATU on incorporation. These research plans will now be considered in the context of an incorporation with the ATU spanning eight campuses and an even great range of disciplines.</p>			<p>Colour rating for this Strategic Priority: Green</p> 
<p>KSO 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population</p>				
<p>KSO 4 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>St. Angela's College is fully committed to growing its student population and diversity through equal access, inclusion, and widening participation. In particular, the College is committed to expanding opportunities for those under-represented in Higher Education and providing the necessary support at pre-entry and post-entry stages to support retention and success.</p> <p>St Angela's College, Sligo, in partnership with NUI Galway, provides an Access Programme that aims to prepare students both academically and personally to enter degree courses in St Angela's College, NUI Galway and other third level providers within the region. On incorporation with the ATU, this strategic priority will continue and a newly developed Access Programme of Study is currently being developed with the ATU.</p>			
<p>Strategic Priority 4.1</p> <p>To widen participation and broaden entry routes</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Additional entry pathways to individuals in direct provision</p>	<p>2 places (2019)</p>	<p>6 places</p>	<p>During the lifetime of the compact 7 students from direct</p>


				provision completed the Diploma in Foundation Studies Programme and 1 of the 7 continued to an UG programme.
	# of students recruited through additional entry pathways, e.g. mature students, ethnic minorities, over the Compact's lifetime.	No baseline	5	During the lifetime of the compact; 79 Students completed the Diploma in Foundation Studies 141 students registered with the College Disability Service 84 students entered the College through DARE/HEAR
SP 4.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	The size of the campus and the special attention to pastoral care for these students is recognised as a unique factor that makes the environment comfortable for a student's first experience at third-level and contributes to the success of the programme and the retention and progression of these students. In addition the introduction of financial and practical supports, in particular, for students taking Home Economics related programmes has significantly reduced student "starting costs"			Colour rating for this Strategic Priority: Green 
Strategic Priority 4.2	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
To widen participation and broaden entry routes	% of access route entrants into Initial Teacher Education	0%	5%	2018/2019 4 entrants 2019/2020 4 entrants 2020/2021 6 entrants

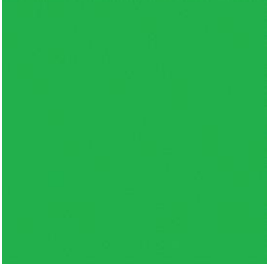
				The APT route account for 15% of the total population of students who entered the College through alternative routes
	# enrolments from socioeconomically disadvantaged groups and from Further Education access programmes	17 (2017/18)	90	During the lifetime of the compact 122 (16.7%) students from socioeconomically disadvantaged/further education - Access programmes registered with the College.
SP 4.2 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	The size of the campus and the special attention to pastoral care for these students is recognised as a unique factor that makes the environment comfortable for a student's first experience at third-level and contributes to the success of the programme and the retention and progression of these students			Colour rating for this Strategic Priority: Green 
KSO 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence				
KSO 5 Summary Statement	St. Angela's College is fully committed to the continuing professional development of its staff particularly in the areas of teaching and learning, and was supported by NUI, Galway through funding received to support staff development from NUI Galway's Further Education Policy (FEP). NUI Galway's FEP scheme, provided staff with opportunities for professional development, leadership support, management, and teaching and learning education.			

<i>Max. 4,200-character limit (550-600 words approx.)</i>	<p>During the compact timeframe, the College identified the need for support, education and resources to enhance the digital competencies of its staff. The opportunities and challenges associated with shared teaching following incorporation with NUI Galway was explored and it is envisaged that ICT would play a major part in this regard.</p> <p>A number of staff undertook short course of study towards the attainment of digital badges and use of Adobe Connect, Microsoft Teams and other software in the delivery of online / blended learning programmes of study.</p>			
<p>Strategic Priority 5.1</p> <p>To continue professional development of staff</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
	<p>Implement Continuous Professional Development Framework for all academic staff</p>	<p>N/A</p>	<p>Build on existing suite of professional development training programmes for academic staff, with the development of an additional entry route for early career staff</p>	<p>Several staff availed of NUI Galway's Further Education policy and undertook a Postgraduate Certificate in Teaching and Learning in Higher Education and PhD studies.</p>
	<p>% of programme and advisory boards with representation from employers, professionals, or community partners</p>	<p>N/A</p>	<p>Ensure that Employers, professionals, community partners are involved in at least 75% of the programme and/or advisory boards by 2021</p>	<p>A number of programme boards and advisory boards have representation from professional or community partners, ie Board of Directors, Consent Implementation Committee, Nursing Programme Board</p>
<p>SP 5.1 Commentary</p>	<p>A number of staff availed of financial support for professional development through the NUI Galway FEP scheme. A number of programme boards and advisory boards have representation from professional or community partners, ie Board of Directors, Consent Implementation Committee, Nursing Programme Board</p>			<p>Colour rating for this Strategic Priority: Green</p>

<p>Max. 1,400-character limit (200 words approx.)</p>				
<p>Strategic Priority 5.2</p> <p>To develop a policy for digital teaching and learning</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p>Max. 210-character limit (30 words approx.)</p>
	<p>Implementation of policy of digital teaching and learning</p>	<p>N/A</p>	<p>Develop Digital Student Engagement Policy and processes for involving and engaging students as active partners, and in programme design and review</p>	<p>The College attained funding to provide training on topics such as creative commons and Microsoft Teams through the Teaching and Learning Forum SATLE initiative.</p>
	<p>Introduction of Annual Student Feedback policy</p>	<p>N/A</p>	<p>Implement policy with supporting technology and robust implementation that monitors and evaluates curriculum at a modular level and creates a continuous improvement loop in place with full compliance</p>	<p>Students individually and anonymously evaluate all individual modules via a standardised online questionnaire completed via Moodle. Module Teams review results and provide feedback to all stakeholders</p>
<p>SP 5.2 Commentary</p>	<p>The College initiated a number of training events for staff on Digital Engagement and are committed to further developing our student engagement strategy, now in collaboration with the ATU. In particular, it is envisaged that we will engage in a proactive way with the National Student Engagement Programme (NStEP) programme to enhance the effectiveness of feedback from</p>			<p>Colour rating for this Strategic Priority: Green</p>


<p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>elected class representatives and to respond to feedback from students. Engagement in NStEP will ensure a continued effective communication mechanism between students and the programme board/academic staff on the St Angela's Campus of the ATU.</p>			
<p>KSO 6: Demonstrates consistent improvement in governance, leadership and operational excellence.</p>				
<p>KSO 6 Summary Statement</p> <p><i>Max. 4,200-character limit (550-600 words approx.)</i></p>	<p>St Angela's Mission Statement is committed to a just, participative, inclusive and non-discriminatory environment for staff and students. In this regard, the College has initiated Disability Awareness Training, ASSIST and SafeTalk and Consent training for staff and students. Furthermore, the College through NUI Galway provided staff training in the areas of Equality, Diversity and Unconscious Bias, Child Protection, and GPDR.</p> <p>St. Angela's College is committed to ensuring an environment of good governance exists and strives to meet all requirements as set out by external third parties taking into account the restricted resources that are available for this area. The College worked closely with NUI, Galway, where possible availing of their expertise and ensuring a high level of consistency in the governance area across both institutions. Once incorporation occurs, all of the oversight and governance will transfer to the new ATU.</p>			
<p>Strategic Priority 6.1</p> <p>To ensure gender equality</p>	<p>Key Performance Indicators</p>	<p>Pre-compact Baseline 2018</p>	<p>Overall Target 2018-2021</p>	<p>August 2021 KPI Value</p> <p><i>Max. 210-character limit (30 words approx.)</i></p>
<p># of participants on Equality, Diversity and Unconscious Bias training for interview panellists, executive team and other staff</p>	<p>No baseline</p>	<p>700 (incl. NUIG)</p>	<p>A number staff have completed NUI Galway's Equality, Diversity and Unconscious Bias and Disability Awareness training</p>	
<p>Implement Gender Equality Task Force Action Plan</p>	<p>No baseline</p>	<p>Consult with existing and past male students of the College to</p>	<p>Delays associated with the Incorporation of STACS / NUI</p>	

			identify strategies to increase the balance of male students undertaking full-time Undergraduate programmes across the Campus	Galway and COVID 19 impacted Athena Swan accreditation progress.
SP 6.1 Commentary <i>Max. 1,400-character limit (200 words approx.)</i>	Cognisant of the small management team in the College and the ongoing prioritisation of the incorporation project, our Athena Swan accreditation was not progressed. . This work will now be examined in the context of an Incorporation with the ATU.			Colour rating for this Strategic Priority: Amber 
Strategic Priority 6.2 To ensure good governance and meet financial requirements	Key Performance Indicators	Pre-compact Baseline 2018	Overall Target 2018-2021	August 2021 KPI Value <i>Max. 210-character limit (30 words approx.)</i>
	Submit annual Governance Statements to HEA	N/A	The Statement of Governance for 2020 is due to be prepared and submitted to the HEA before 30th June 2021	The Annual Governance Statements submitted to the HEA within six months of the year-end.
	Audited Financial statements filed with CRO	N/A	Audited Financial statements filed submitted to CRO on time	C&AG to carry out Audit over the summer months and final Audited Financial statements are filed with CRO by 30th September of each year

<p>SP 6.2 Commentary</p> <p><i>Max. 1,400-character limit (200 words approx.)</i></p>	<p>St Angela's College was fully committed to assisting NUI Galway achieve equality of opportunity for all staff, irrespective of their gender, and to support their key action plans that work towards the achievement of gender equality. Additionally, the College, through the newly formulated Schools and NUI Galway's marketing team, planned to explore initiatives to attract more male students to pursue studies in Home Economics and Nursing offered on the St Angela's Campus. There has been learning in this process and it will be now implemented when we are incorporated into the ATU</p>	<p>Colour rating for this Strategic Priority: Green</p> 
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Section D: Signature

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

Name of signatory	Dr Amanda McCloat
Title	College President
Signature	
Date	11 April 2022