

Higher Education Institution Self-Evaluation Report

1 Sept 2019 – 31 Aug 2020

<p><b>Institution Name</b></p>	<p><b><i>St Angela's College, Sligo</i></b></p>
<p><b>Overview of institutional progress</b></p>	<p>St Angela's College is continuing to work towards full incorporation with a larger institution aligned with the recommendations of the Sahlberg report and further aligned with Project Ireland 2040 on a regional and national level. In 2019-2020, our key strategic priority was to become a fully integrated unit of NUI Galway and support the University in their mission and vision to deliver on the strategic plan, Vision 2020 and the draft Strategic plan 2025.</p> <p>Although the College has worked diligently to meet the targets set out in the Mission-based Performance Compact Document during the 2019-2020 academic Year, plans to incorporate with NUI Galway in September 2019 did not materialise due to ongoing discussions associated with the level of capital funding requested to support the integration process as detailed in the five year business plan submitted to the HEA on the 1<sup>st</sup> of April 2019. Many of the targets developed for Cycle two of the Strategic Dialogue process were premised on the College being a fully integrated entity; however, as this did not materialise in September 2019 as anticipated, this has had a significant negative impact on the achievement of some of the specific targets set out in this Compact. Furthermore, the impact of the COVID-19 pandemic on many of the institutions' key objectives is not to be underestimated.</p> <p>The College is committed to the provision of the best standard of higher education programmes, the maintenance of high quality, the development of the student experience, and the role that the College plays at a regional, national and international level in the niche areas the College offers. The College is dedicated to developing graduates and professionals who make a difference at an individual, societal and community level. The College fosters and cultivates a holistic and inclusive approach to the student experience and staff's professional development. As per the five-year Business and Implementation plan submitted to the HEA on 1<sup>st</sup> of April 2019, in the Incorporation of St. Angela's College, NUI Galway commits to integrating students and staff of the College as full NUI Galway employees and students. The staff and students at the St. Angela's Campus will have the same opportunity to fulfil their potential and to work and learn in mutually enriching ways within an enabling university environment and with full access to the range of staff and student services and supports at both campuses<sup>1</sup></p> <p>Developing research capacity and output is a key College objective. Therefore, the College is committed to ongoing continuing professional development (CPD) of staff whilst strengthening research and development in the core disciplines based in the College. Several Academic Staff has undertaken PhD supervision training, become members of the Graduate Research Committees and are co-supervising students undertaking research studies at level 10 alongside colleagues in NUI Galway and taking the lead in significant Erasmus + projects.</p>

	<p>In line with the College's mission, widening participation and access to Education is a prioritised strategic goal. To that end, the College has implemented several initiatives to encourage and support individuals from under-represented groups of society. These initiatives include establishing an Access Opportunity Award, a fund for individuals from under-represented groups to undertake both undergraduate and postgraduate part-time programmes offered by the College, a review of programme start-up costs, and a hardship fund for students in financial difficulties.</p> <p>St Angela's is developing a footprint on the international stage, particularly when it comes to international students' recruitment. During the Compact timeframe, the College has developed links with the International Office, NUI Galway, commenced an MSc International Healthcare Management and recruited an International Office Manager.</p> <p>As part of the incorporation process, NUI Galway has committed to protecting and enhancing the ethos, and holistic learning environment epitomised by the Ursuline legacy and tradition of the past 67 years since the Ursuline Order established St. Angela's College.</p>
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**Please note:** Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

**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;**

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.

In response to a shortage of Home Economics teachers, the College has increased the intake on initial teacher education programmes (BA/PME in Home Economics, Education and Biology/Gaeilge/Economics/Religious Education) in the 2019-2020 period by a further 17 places from 101 students (Sept. 2018), to 118 students (Sept. 2019 intake).

Furthermore, seven students graduated from the Professional Diploma in Home Economics (PDHE) in the 2019-2020 academic year. This programme was tailored for 'out-of-field' teachers and offered through blended and flexible learning modes. It was anticipated to expand this provision in Q1 of 2020 but with the onset of Covid-19 this was delayed.

The College, through its Widening Access and Participation fund, has a range of schemes to support undergraduate students from under-represented groups to complete their studies. The College also increased the number of places available to applicants of the HEAR (20) and DARE (13) scheme in the 2019-2020 Academic Year.

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.

From an international perspective, there are 13 International students currently registered on the MSc International Health Care programme

<b>Strategic Priority 1.1 Serve the needs of the regional, national and international community</b>				
<b>i. Institution Strategic Initiative</b>	<p><b>1.11 Establish baseline of the number of students aged 25-64 engaged in lifelong learning within the College</b></p> <p><b>1.12 By the end of 2019, review mature entry routes and increase the number of mature entrants within the College by 2% in 2019.</b></p> <p><b>1.13 Following incorporation with NUIG, actively collaborate in the roll-out of Employability awards.</b></p> <p><b>1.14 Increase the number of students from under-represented groups by 1% in 2019, enrolling in the College.</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Establish a baseline of the number of students aged 25-64 engaged in lifelong learning within the College	The baseline number of students aged 25-64 engaged in lifelong learning within the College was taken from the Student Registration System for the years 2017-2018 and 2018-2019	Data from the SRS indicates that 866 students between the ages of 25-64 were registered with the College during the 2017-2018 academic year.	N/A	The baseline was established as set out in August 2019
By the end of 2019, review mature entry routes and increase the number of mature entrants within the College by 2% in 2019.	The baseline of mature students was taken from the student Registration System for the years 2017-2018 and 2018-2019	Mature entry routes for undergraduate programme were reviewed and increased by 13.3%	N/A	This KPI was completed in August 2019 and reported on.
Increase the number of students from under-represented groups by 1% in 2019 enrolling in the College.	The baseline number of underrepresented students registered with the College was taken from the Student Registration System for the years 2017-2018 and 2018-2019	The number of students from underrepresented group on programmes offered by the College increased during the timeframe of the compact	Actively target and increase the number of students from under-represented groups (by 1% in 2019, 2% in 2020, 2% in 2021, Total >5% during the lifetime of Compact) enrolling in the College to include, but not limited to, emerging groups in society including refugees and asylum seekers.	The number of students from underrepresented group on programmes offered by the College increased during the timeframe of the Compact.  <b>Direct Provision</b> Four students from direct provision undertook and completed the Diploma in Foundation Studies programme during the 2019-2020 Academic Year

				<p><b>HEAR/DARE</b></p> <p>In the 2019/2020 Academic Year          20 students were offered HEAR          places          13 students were offered DARE          places</p> <p>This represents a 45% increase on          2018-2019 (where n=11) in HEAR          places and a 38% increase in DARE          places on 2018-2019 (where n=8)          figures.</p> <p>In total, the number of students          from underrepresented group          undertaking programmes with          the College increased during the          2019-2020 Academic Year</p>
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<b>Strategic Priority 1.2 Expand range of part-time professional programmes through the medium of blended learning</b>				
<b>i. Institution Strategic Initiatives</b>	<b>1.2.1 Deliver a Professional Diploma in Home Economics to out-of-field teachers in the 2018-2019 Academic Year</b> <b>1.2.2 Expand the suite of standalone modules, CPD modules and professional development awards, to meet the needs of workers, regionally and nationally by 1% in 2019.</b>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Deliver a Professional Diploma in Home Economics to out-of-field teachers in the 2018-2019 Academic Year	Commence delivery of the programme in September 2018	The Professional Diploma in Home Economics commenced in September 2018 with an intake of 7 students	<p>The College will work in association with NUI Galway to:</p> <ul style="list-style-type: none"> <li>• Develop a personal portfolio tool for students to record their achievements leading to the award of digital badges by 2019-2020.</li> <li>• Develop greater opportunities for part-time, flexible and blended learning across both campuses.</li> <li>• Meet the continuing professional needs of employees in our region and beyond through the delivery of innovative programmes of learning and active engagement with communities, e.g. Medical Stitching Technology Programme in association with the IDA.</li> </ul>	<p>A total of 7 students graduated from the Professional Diploma in Home in 2020. A further intake was planned for Q1 2020 which was advertised and there was very good interest; however, this was delayed to the onset of C-19 pandemic and subsequent staff resourcing challenges.</p> <p>Progressing the development of a personal portfolio tool for students and the development of a "partnership of model" for co-delivery of accredited programmes in association with professional, community and government was impacted by delays associated with the incorporation of NUI Galway and St Angela's College.</p>
Expand the suite of standalone modules, CPD modules and professional development awards to meet the needs of workers, regionally and nationally, by 1% in 2019.	The baseline number of standalone modules, CPD modules and professional development awards offered by the College was taken from the Student Registration System for the years 2017-2018 and 2018-2019	<p>The following new programme commenced in 2018-2019;</p> <ul style="list-style-type: none"> <li>• The Professional Diploma in Home Economics (2018)</li> <li>• Postgraduate Certificate in Volunteer Management and Leadership (2019)</li> <li>• BA Home Economics (2019)</li> </ul>	<ul style="list-style-type: none"> <li>• Expand the suite of standalone modules, including CPD modules and professional development awards, to meet employees' needs, regionally and nationally. (by 1% in 2019 and following incorporation with NUI Galway increase the number of CPD applications processed by 7% in</li> </ul>	<p>The following new programmes commenced in 2019-20 AY:</p> <ul style="list-style-type: none"> <li>• A Professional Masters in Education (Home Economics)</li> <li>• Stage 2 of The BA Home Economics rolled out for the first time in 2019-20. Entry points for</li> </ul>

			<p>2019 and 10% in 2020, across both campuses.</p> <ul style="list-style-type: none"> <li>• Development of a partnership of models for co-delivery of accredited programmes in association with professional, community and government, e.g. PGSEN; PG SEN (ASD); Cert/Diploma in Leadership and Management in Faith Contexts; Deaconate; NMBI Competency Project; Postgrad Dip. Community Mental Health; CPD Modules Professional/Nursing Studies; Mediators Institute of Ireland's Recognised Programme.</li> </ul>	<p>the programme remain stable at 410.</p> <ul style="list-style-type: none"> <li>• A Master of Health Science International Health Care Management (2 years part-time)</li> <li>• The Cert/PGDip/MSc in Disability Studies</li> </ul> <p>In 2018-2019 the Education Department offered 14 standalone modules. This increased to 16 (13%) modules in the 2019-2020 academic year.</p> <p>In 2018-2019 the School of Nursing Health Sciences and Disability Studies developed and offered 4 new Standalone modules in Mental Health to meet the demands of local Mental Health Service providers</p>
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<p><b>i. Interim targets, commentary and data source (maximum of 300 words)</b></p>	<p>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.</p> <p>A total of seven students graduated from the Professional Diploma in Home Economics in September 2020. The programme facilitates 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.</p> <p>A BA in Home Economics commenced in September 2019 with an initial intake of 21 students. In 2020, 31 students started their studies on this programme. This programme provides graduates with opportunities to gain employment in national or international governmental or non-governmental agencies focusing on family and child wellbeing, consumer advocacy, and health promotion. Graduates will have the capacity to work with private and State organisations.</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.</p> <p>Delays with the incorporation with NUI Galway impacted the institution's ability to meet targets associated with students' digital badges and the delivery of across campus programmes.</p>
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## **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;**

Building on the institution's success to date, the College is committed to working with NUI Galway, to expand and increase international student enrolment and adapt curricula to facilitate the integration of international students in a seamless way on to its programmes.

St. Angela's College continues to grow and foster engagement with enterprise and the community and sees this as a key component of the institution's role as a higher education provider in the region. Work placements, school placements, clinical placements and staff representation on local and regional bodies/committees form the basis of this engagement. Unfortunately, the institutions' ability to engage with stakeholders was severely impacted by restrictions associated with COVID 19.

The College is actively involved in engaging students and staff in community initiatives that contribute to promoting healthy living, wellbeing and positive mental health. The College continues to offer Adult and Continuing Education, including continuing professional development programmes and others of relevance to the local community.

<b>Strategic Priority 2.1 Internationalisation</b>				
<b>i. Institution Strategic Initiative</b>	<p><b>2.1.1</b> Develop an international strategy for the St Angela's Campus with NUIG by 2020.</p> <p><b>2.1.2</b> Reorient existing level 9 programmes to allow international students join existing full-time and part-time postgraduate programmes by 2020.</p> <p><b>2.1.3</b> Rolling out of Master of Health Science International Health Care management in September 2019.</p> <p><b>2.1.4</b> Increasing the number of International Students on the M.Ed. Home Economics online programme, by 10% in 2019, 2020, and 2021</p> <p><b>2.1.5</b> Promote online standalone modules and accredited postgraduate programmes through European and international networks.</p> <p><b>2.1.6</b> Following incorporation with NUI Galway, contribute to the enrollment of an additional 20% full-time non-EU students by end 2020/21 across both campuses.</p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
Rolling out of MSc International Health Care Management in September 2019.	Commence delivery of the programme in September 2019		The Master of Health Science International Health Care Management commenced in September 2019.	Fourteen students registered on the MSc International Stream during 2019-2020.
Increase the number of International Students on the M.Ed. Home Economics online programme, by 10% in 2019	One International Student was registered on the MEd Home Economics in 2018	One International Student was registered on the MEd Home Economics in 2018	Increasing the number of International Students on the M.Ed. Home Economics online programme, by 10% in 2019, 2020, and 2021	Three International students are registered on the M.Ed. Home Economics programme in 2019-20. This represents a 300% increase on 2018-2019 (where n=1) figures

**Strategic Priority 2.2 Enterprise**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>2.2.1 In co-operation with NUI Galway, the Food Technology Centre will sustain and increase (30-35 per annum) by 1% in 2019, the number of innovation vouchers project agreements with industry.</b></p> <p><b>2.2.2 Capitalise on the Centre's Sensory Science capabilities via enhanced commercial and R&amp;D projects.</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>In co-operation with NUI Galway, the Food Technology Centre will sustain and increase by 1% in 2019 the number of innovation vouchers project agreements with industry.</p>	<p>The baseline number of innovation vouchers/project agreements with industry in 2018 was 23</p>	<p>23 vouchers were complete in 2018. It is projected that 25 vouchers will be completed by year-end. (8% increase)</p>	<p>In co-operation with NUI Galway, the Food Technology Centre will sustain and increase (30-35 per annum) by 1% in 2019, 1% in 2020, 1% in 2021, Total of 3% during the lifetime of Compact) the number of innovation vouchers project agreements with industry.</p>	<p>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.</p>

<p><b>i. Interim targets, commentary and data source (maximum of 300 words)</b></p>	<p>The MSc International Health Care Management is a one calendar year (full-time) programme and was developed to respond to an identified need in the international nursing market for a postgraduate programme that focuses on health care management. Twelve students completed and graduated from the programme in 2019-2020. Thirteen students are registered with the programme in the 2020-2021 Academic year.</p> <p>On the strength of its sole provider status and International reputation, the discipline of Home Economics has ambitious plans to increase the number of students undertaking level 9 and 10 awards in the area of Home Economics. Three International students are currently registered on the MEd Home Economics offered by the College.</p>
	<p>The Food Technology Centre ceased trading during the first quarter of 2020</p>

### **3. Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;**

St. Angela's College is 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, the integrated schools of Education and Nursing and Midwifery will have a critical mass that enables a 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.

The above factors and the planned Incorporation of the College with NUI Galway will further increase the possibility of the campus offering more level 9 research programmes and PhD supervision in the future. St Angela's has identified "distinct" priority research areas in Teacher Education, Home Economics, Special Educational Needs, Religious Education / Theology, Mental Health and specialised Nursing / Health and Disability fields that will contribute to and strengthen NUI Galway's research rankings.

St Angela's aims to further strengthen its research capacity through engagement in research of national/international significance and generating papers for high impact publications in key cognate areas.

<b>Strategic Priority 3.1 Strengthen research capacity through engagement in research of national and international significance</b>				
<p><b>i. Institution Strategic Initiative</b></p>	<p><b>3.1.1</b> In association with NUI Galway identify joint research themes aligned with academic expertise that is relevant to enterprise and other national needs.</p> <p><b>3.1.2</b> In association with NUI Galway, expand (baseline currently 1 student), the number of research enrolments in disciplines allied to Public Service, Education and Health registered on PhD programmes on the St Angela's Campus to 2 students in 2019.</p> <p><b>3.1.3</b> Identify how research undertaken by students on the B.App.Sc in Nutrition, Food and Business management can benefit and inform the Food industry.</p> <p><b>3.1.4</b> Increase St Angela's staff access to appropriate Ph.D. supervision training (including 10 ECTS programme) by 20% in 2019</p> <p><b>3.1.5</b> Increase active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's, by 20% in 2019.</p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Number of research enrolments in disciplines allied to Public Service, Education and Health registered on PhD programmes on the St Angela's Campus</p>	<p>One PhD student was enrolled as PhD student with the College in the 2017-2018 academic year.</p>	<p>Two students have transferred to a PhD in Home Economics and will be supervised by appropriately qualified staff within the Home Economics Department.</p>	<p>In association with NUI, Galway expand (baseline currently one student) the number of research enrolments in disciplines allied to Public Service, Education and Health registered on PhD programmes on the St Angela's Campus to 2 students in 2019, and 3 students in 2020, and 3 students in 2021.</p>	<p>Two students are currently registered on Home Economics PhD programmes with NUI Galway but supervised by St Angela's staff. An additional two students are working on a PhD proposal and preparing to register in 2021-22.</p> <p>One student is nearing completion of PhD in Nursing, and one student commenced PHD in digital technology in Nurse Education in August 2020 (combined NUIG St Angela's student incorporation initiative)</p>
<p>Increase St Angela's staff access to appropriate PhD supervision training (including 10 ECTS programme) by 20% in 2019.</p>	<p>New Initiative</p>	<p>One additional staff completed the PhD Supervision training in the 2018-2019 academic year</p>	<p>Increase St Angela's staff access to appropriate PhD supervision training (including 10 ECTS programme) by 20% in 2019, 20% in 2020 and 20% in 2021.</p>	<p>Two additional staff completed the PhD Supervision Training in 2019-20.</p>

<p>Increase active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's, by 20% in 2019.</p>	<p>Four academic staff were members of Graduate Research Committees (GRCs) during the 2017-2018 Academic Year</p>	<p>The number of academic staff on GRCs remains at 4</p>	<p>Increase active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's by 20% in 2019, 20% in 2020 and 20% in 2021.</p>	<p>The number of academic staff active on GRCs increased by 2 to 6, representing an increase of 50% on 2018-2019 figures</p>
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<b>Strategic Priority 3.2 Align postgraduate provision with research policies and systems with NUIG; Expand research capacity in specialist areas</b>				
<b>i. Institution Strategic Initiative</b>	<p><b>3.2.1 Plan changes to staffing structures to facilitate opportunities for postgraduate research students, 2020.</b></p> <p><b>3.2.2 Undertake a review of workload allocation model with NUI Galway, with a view to maximising the involvement of academic staff in research.</b></p> <p><b>3.2.3 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, 2019.</b></p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)
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, 2019.	New Initiative	Academic Departments and the Food Technology Centre in collaboration with colleagues in NUI Galway, have identified potential areas for future research. Research topics are being explored with the Ryan Research Institute (Plant and Agri Biosciences) and the Technology Transfer Office (TTO).	Secure further funding as project leads or partners in research application.	<p>TranscoCon Erasmus plus project was completed in December 2020. This was a five-partner project in association with Great Britain, Belgium, Germany and Portugal</p> <p>A Quality initiative project with HSE West completed in August 2019</p> <p>Telehealth project with HSE west completed August 2019</p> <p>Research targets associated with Food Technology were not realised as the company ceased trading in quarter one of 2020.</p>
		The Home Economics Department secured funding to the value of €150,000 for a research project on consumers use of meat thermometers with QUB & QQ.	Secure further funding as project leads or partners in research application.	In 2019/2020, the School of Home Economics secured funding as the lead partner for an Erasmus+ Programme 2014-2020 with three international partners (Northern Ireland, UK and France) under Key Action 2: Strategic Partnership Projects.

				<p>The project entitled Food for Thought 2.0. was awarded funding of €298,998.00 and will run from 2020-2023.</p> <p>Additionally, staff in the School are involved, as partners, in a funded project with QUB, UU and University Surrey investigating <i>Food safety advice for vulnerable patients/residents in healthcare settings on the Island of Ireland.</i></p> <p>Staff are also involved in a cross-border project which is a comparative study of Home Economics education in the North and South and teachers' experiences.</p>
		<p>The Education department secured funding to the value of €7,900 for research projects in the area of teaching and learning.</p> <p>The Nursing, Health Sciences and Disability Department secured funding, €14,500 from the HSE for Quality action learning project</p>	<p>Secure further funding as project leads or partners in research application.</p>	<p>The School of Education secured funding in 19/20 from the Ubuntu Network. The goal of the Ubuntu 19/20 project was to expand the integration of Development Education (DE) and Learning for Sustainability (LfS) in the formal and informal curriculum and consequently develop awareness and interest in DE and LfS issues.</p>



<p><b>i. Interim targets, commentary and data source (maximum of 300 words)</b></p>	<p>In relation to strategic priority 3.1, many of the targets were premised on incorporation taking place. Notwithstanding this, KPI targets that were set have been worked towards. Two students are currently registered on Home Economics PhD programmes with NUI Galway but supervised by St Angela's staff. An additional two students are working on a PhD proposal and preparing to register in 2021-22. However, it has not been possible to fully roll out the involvement of staff on the GRCs. Despite this, additional staff have attended the training and one student is nearing completion of PhD in Nursing, and one student commenced PHD in digital technology in Nurse Education in August 2020 (combined NUIG St Angela's student incorporation initiative).</p> <p>Academic Departments of Home Economics, Education, Nursing, Health Sciences and Disability Studies, in collaboration with colleagues in NUI Galway, continue to identify 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.</p> <p>Research targets associated with Food Technology were not realised as the company ceased trading in quarter one of 2020.</p>
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**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;**

St. Angela's College is fully committed to growing its student population's and diversity through equal access, inclusion, and widening participation. In partnership with NUI, Galway, we are 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.

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 the Institute of Technologies in the region (e.g. Sligo, Letterkenny, GMIT).

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

**Strategic Priority 4.1 Widening participation and broaden entry routes**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>4.1.1 Engage with NUI Galway's Student Success Strategy in place by AY 2020/21 to support and enhance student transition, progression and achievement of non-traditional students, 2020.</b></p> <p><b>4.1.2 Review existing services and supports for non-traditional groups and identify specific needs related to progression, retention and success, 2019.</b></p> <p><b>4.1.3 Adopt a whole college multidisciplinary approach to embedding institutional access strategies to support retention and student success, 2020. A number of strategies will be employed in this regard;</b></p> <ul style="list-style-type: none"> <li>○ In association with the Student Engagement Officer, establish a "Mature students Society" by 2019</li> <li>○ Academic Departments continue to explore means of reducing costs associated with the commencement of programmes and offer financial supports to disadvantaged groups in this regard.</li> <li>○ The Access Office, offer additional entry pathways to individuals in direct provision (2 places in 2019)</li> </ul> <p><b>In association with NUI Galway utilise longitudinal data from the PATH (APT) project to design indicators to support the development and implementation of access routes into Initial Teacher Education in line with the National Plan for Equity of Access by 2019</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>In association with the student Engagement Officer, establish a "Mature students Society" by 2019</p>	<p>There was no Mature Student Society in place in the 2017-2018 Academic year.</p>	<p>The College appointed a Student Engagement Officer in 2018. The Officer is actively consulting with key stakeholders, mature students, SU, with the establishment of a Mature Students Society. Two meetings specifically for Mature students were arranged by the Students Service Officer in collaboration with the Student Union Postgraduate Officer during the 2018-2019 Academic Year</p>	<p>N/A</p>	<p>KPI completed by August 2019</p>

<p>Academic Departments continue to explore means of reducing costs associated with the commencement of programmes and offer financial supports to disadvantaged groups in this regard.</p>	<p>Existing costs.</p>	<p>A review of costs associated with commencement of programmes was undertaken, and the costs related to starting full-time undergraduate programmes have significantly reduced, notably for equipment costs related to the BA/PME programme</p>		<p><b>Access initiatives</b> All first year HEAR eligible students received funding of €450 towards programme setup costs.</p> <p>During 2018/2019 and 2019/2020, all progressing HEAR students received €300 bursary for ongoing costs associated with their study.</p> <p>Additional points are allocated to HEAR/DARE/Access students when allocating Student Assistance Funding (SAF) funding to students in the first term each year.</p> <p><b>Equipment Rental scheme for first-year Home Economics students</b></p> <p><b>2019/2020</b> 11 Home Economics equipment kits available to rent by HEAR, DARE and ACCESS students.</p>
			<p>In co-operation with NUI Galway;</p> <ul style="list-style-type: none"> <li>Identify Student Success champions for all Departments by 2020</li> <li>Recruit a further five students through additional entry pathways, e.g. mature students, ethnic minorities, over the Compact's lifetime.</li> </ul>	<p>Identify Student Champions: Pending Incorporation</p> <p><b><u>APT Project</u></b> In 2018, four applicants to the Access to Post-Primary Teaching Project were offered and accepted places on the BA/PME Home Economics Programme.</p> <p>During the 2019/2020 AY, six applicants to the Access to Post-Primary Teaching Project were offered and accepted places on the BAPME Home Economics Programme.</p>

				<p><b>Direct Provision</b></p> <p>Four students from direct provision undertook and completed the Diploma in Foundation Studies programme during the 2019-2020 Academic Year</p> <p><b>HEAR/DARE</b></p> <p>In the 2019/2020 Academic Year 20 students were offered HEAR places 13 students were offered DARE places</p> <p><b>QQI/FETAC/APT entry route</b></p> <table border="1"> <thead> <tr> <th></th> <th>Offered</th> <th>Accepted</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>19</td> <td>11</td> </tr> <tr> <td>2019</td> <td>16</td> <td>11</td> </tr> <tr> <td>2018</td> <td>14</td> <td>9</td> </tr> </tbody> </table>		Offered	Accepted	2020	19	11	2019	16	11	2018	14	9
	Offered	Accepted														
2020	19	11														
2019	16	11														
2018	14	9														

**Strategic Priority 4.2 Widening participation and broaden entry routes**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>4.2.1 Utilise longitudinal data from the PATH project to design indicators to support the development and implementation of access routes into Initial Teacher Education</b></p> <p><b>4.2.2 Through data gathering by the Access Office, contribute to NUI Galway's targets to sustain the expansion from under-represented groups with enrolments from socioeconomically disadvantaged groups and from Further Education access programmes, with specific emphasis on increasing the number of places available to applicants from the FE sector by 1% in 2019.</b></p> <p><b>4.2.3 Progress data gathering with other partnerships other HEIs, ETBs and community providers in the West/North West Cluster to develop an additional entry pathway for students from under-represented groups in HE e.g. lone parents, ethnic minorities. Target date 2020</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>The Access Office offer additional entry pathways to individuals in direct provision</p>	<p>No places</p>	<p>In 2018 the College began offering places on the Diploma in Foundation Studies to individuals in direct provision.</p>	<p>The Access Office offer additional entry pathways to individuals in direct provision (2 places in 2020, a total increase of 6 places during the lifetime of the Compact)</p>	<p>Four students from direct provision undertook and completed the Diploma in Foundation Studies programme during the 2019-2020 Academic Year</p>

		Four students completed the programme in 2018 (400% increase)		
In association with NUI, Galway utilise longitudinal data from the PATH (APT) project to design indicators to support the development and implementation of access routes into Initial Teacher Education in line with the National Plan for Equity of Access by 2019	Baseline was 0. New entry route established from 2018 onwards.	In 2018 3 (300% increase) applicants from the Access to Post Primary Teaching scheme were offered and accepted places on the BA/PME Home Economics programme offered by the College	Utilise longitudinal data from the PATH (APT) project to design indicators to support the development and implementation of access routes into Initial Teacher Education in line with the National Plan for Equity of Access by 2% in 2020 (Total 5% during the lifetime of Compact)	During the 2019/2020 AY, six applicants to the Access to Post-Primary Teaching Project were offered and accepted places on the BAPME Home Economics Programme.
Through data gathering by the Access Office, contribute to NUI Galway's targets to sustain the expansion from under-represented groups with enrolments from socioeconomically disadvantaged group and further Education access programmes, with specific emphasis on increasing the number of places available to applicants from the FE sector by 1% in 2019	17 students completed the Diploma in Foundation Studies in the 2017-2018 Academic Year	This rose to 27 students, representing a 46% increase, in the 2018- 2019 academic year.	Through data gathering by the Access Office, contribute to NUI Galway's targets to sustain the expansion from under-represented groups with enrolments from socioeconomically disadvantaged groups and Further Education access programmes, with specific emphasis on increasing the number of places available to applicants from the FE sector by 1% in 2019 and following incorporation, assist NUI Galway to increase the number of places available to applicants from the FE sector by a further 45 (Total 145) by 2020 and 45 (Total 90) by 2021, across both campuses	Thirty-three students commenced, and thirty-one students completed the Diploma in Foundations Studies programme in the 2019-2020 Academic year. This equates to an increase of 13% on 2018-2019 (where n=27) numbers.
			Progress data gathering within partnerships with other HEIs, ETBs and community providers in the West/North West Cluster to develop an additional entry pathway for	During the 2019/2020 AY, six applicants to the Access to Post-Primary Teaching Project were offered and accepted places on the

			students from under-represented groups in HE, e.g. lone parents, ethnic minorities. Target date 2020	BAPME Home Economics Programme.
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p>	<p>During the 2018-2019 Academic Year, 71 students were registered with the Disability Office. This figure increased to 98 students (a 27 % increase) during the 2019-2020 academic year</p> <p>Similarly, in the 2018-2019 academic year, 26 students were registered on the Diploma in Foundation Studies offered by the College. This rose to 31 students, representing a 16 % increase, in the 2019-2020 academic year. 13 of these students progressed to further studies with NUI Galway /St Angela's College.</p> <p>In 2018 the College began offering places on the Diploma in Foundation Studies to individuals in direct provision. Four students completed the programme in 2018-2019 and a further four in 2019-2020.</p> <p>Access Students are provided with:</p> <ul style="list-style-type: none"> <li>• Subsidised meals (Free for asylum seekers)</li> <li>• Free transport to and from College from Sligo town.</li> <li>• Financial Assistance through our Student Assistance Fund and Widening Participation Fund to provide support for costs associated with studying, including Travel, Accommodation and Childcare.</li> <li>• Assessment by our Disability Department if a student presents with a Learning Difficulty/Disability, allowing additional assistance/special accommodations for examinations. We also provide first time assessment for students struggling or where we identify the need.</li> <li>• A Bursary is currently being introduced to support 1 Access Student living in Direct Provision to progress to Undergraduate programme with subsidised fees, financial and in-kind supports.</li> <li>• Review existing services and supports for non-traditional groups and identify specific needs related to progression, retention and success.</li> <li>• Provision of laptops</li> <li>• Individual mentoring</li> </ul> <p>Statistics relating to the number of students from other under-represented groups registered with the College are as follows;</p> <p><b>HEAR students</b>  HEAR eligible students registered in 18/19: 11  HEAR eligible students registered in 19/20: 20 <span style="float: right;">A 44% increase on 2018-2019 figures</span></p> <p><b>Further Education</b>  APT students registered 18/19: 3  APT students registered 19/20: 4 <span style="float: right;">A 25% increase on 2018-2019 figures</span></p>			

**DARE students**

DARE eligible students registered in 18/18: 8

DARE Eligible Students registered in 19/20: 13

A 38% increase on 2018-2019 figures

In addition, a number of students from other under-represented groups and with other challenges including;

A history of addiction, depression/mental health issues.

Asylum Seeker/Refugees 5 (4 completed)

Disability (Visual Impairment): 1

Other Learning Difficulty: 5

High Functioning Autism: 3

Single Parent 3

Ethnic Minority 6 (5 completed)

Traveller 1 (enrolled, but did not complete)

In Recovery/Mental Health Issues 3

Initiatives to reduce starting costs associated with the full-time programmes offered by the College include a rental scheme for Home Economics Equipment, provision of a support bursary to HEAR students and progressing students from underrepresented groups. \*

College Access officers are members of the Cranmore Regeneration Educational Sub-committee, Board of Home Youth Liaison Service, Education and lifelong Learning Forum, Sligo County Council inter-agency Education, Training and Lifelong Learning Forum. They also engage with local and regional ETBs, IT Sligo and Letterkenny IT Access offices and regularly engages with Educational Guidance Counsellors.

**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**

**Overarching Statement**

St. Angela's College is fully committed to the continuing professional development of its staff, particularly in the areas of teaching and learning. In recent times, it has been supported by NUI, Galway through funding received to support staff development from NUI Galway's Further Education Policy (FEP). NUI Galway's FEP scheme provides staff with professional development opportunities, leadership support, management, and teaching and learning education. In conjunction with the Centre for Excellence in Learning and Teaching (CELT), NUI Galway, further emphasis will be placed on developing staff competencies in digital learning.

St Angela's College has identified the need for support, education, and resources to enhance its staff's digital competencies. The opportunities and challenges associated with shared teaching following incorporating with NUI Galway are being explored, and it is envisaged that ICT will play a significant part in this regard. Several staff are undertaking short course of study towards the attainment of digital badges and use Microsoft Teams and Kaltura, and other software in the delivery of online/blended learning programmes of study. Academic and student engagement with online platforms increased during the COVID pandemic.



A Five-year Business and Implementation Plan was submitted to the HEA on the 1<sup>st</sup> April 2019. In partnership with St. Angela's College, NUI Galway has prepared a Campus Redevelopment Plan cognisant that the education and research facilities contributing to the learning environment at the Campus are not reflective of a 21<sup>st</sup> Century university environment. The Campus Redevelopment Plan is set out in two phases – 1) Priority new-build/or a combination of refurbishment; 2) Phased regeneration programmes.

<p><b>i. Institution Strategic Initiative(s)</b></p>	<p>In association with NUI Galway.</p> <ul style="list-style-type: none"> <li>• implement the Continuous Professional Development Framework for all academic Staff from AY 2018/19 on the St. Angela's Campus, building on the existing suite of professional development training programmes for academic staff</li> <li>• the College will develop a policy for digital teaching and learning by 2019, to include best practice guidelines for programme design and implementation, guidelines on data protection and 'digital wellbeing' requirements; principles of course design and assessment for online/blended learning programmes; supports for student digital skills development and certification.</li> </ul>
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<b>Strategic Priority 5.1 Continuing professional development of staff</b>						
<b>i. Institution Strategic Initiatives</b>		<b>5.1.1 In association with NUI Galway, implement the Continuous Professional Development Framework for all academic staff from AY 2018/19 on the St. Angela's Campus, building on the existing suite of professional development training programmes for academic staff.</b>				
<b>ii. Key Performance Indicators</b>		<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 September 2019 – 31 August 2020)	
Continuous Professional Development Framework for all academic staff	N/A New initiative from 2018 onwards.	Academic Council NUI Galway has approved the establishment of a new University-level Teaching & Learning Committee. This forum will develop a policy for digital teaching and learning. All Schools will have representation on this forum.	Implement the Continuous Professional Development Framework for all academic staff from AY 2018/19 on the St. Angela's Campus, building on the existing suite of professional development training programmes for academic staff, with the development of an additional entry route for early career staff by the end of AY 2020/21.	FEP Applicants 2018	FEP Applicants 2019	FEP Applicants 2020
				18	14	6
Professorial promotional route for scholarship	No Professorial route	Incorporation has not taken place.	Following Incorporation with NUI, Galway (2020) extend the recognition of and reward the scholarship of teaching and learning on the St. Angela's Campus in line with University norms by introducing a new professorial promotion route for scholarship.	Pending Incorporation with NUI Galway		
Involvement of employers, professionals, community partners on programme and advisory boards	No baseline	Incorporation has not taken place.	Following Incorporation with NUI Galway, assist NUI Galway to ensure that Employers, professionals, community partners are involved in at least 75% of the programme and/or advisory boards by 2020/2021 across both campuses.	Pending Incorporation with NUI Galway		

<b>Strategic Priority 5.2</b> In association with NUI Galway the College will develop a policy for digital teaching and learning by 2019, to include best practice guidelines for programme design and implementation, guidelines on data protection and 'digital wellbeing' requirements; principles of course design and assessment for online/blended learning programmes; supports for student digital skills development and certification.				
<b>i. Institution Strategic Initiative</b>				
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 September 2019 – 31 August 2020)
Policy for digital teaching and learning	The College does not have a policy for digital teaching and learning in 2018	No update provided	Develop Digital Student Engagement Policy and processes for involving and engaging students as active partners, and in programme design and review, 2020	CEIST Digital Survey was distributed to all staff and students. Responses from the Survey were collated and interrogated.  The College was successful in attaining funding through the Teaching and Learning Forums SATLE initiative. This funding allowed the College to align support/training needs identified in the aforementioned Digital Survey. Facilitated training and support workshops were provided to staff on topics such as creative commons and Microsoft Teams
Annual Student Feedback policy	No baseline	N/A	Introduce an Annual Student Feedback 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 by AY 2020/21.	Students individually and anonymously evaluate all individual modules on each programme offered by the College at the end of the module via a standardised online questionnaire completed via Moodle. Module lecturers/Module Teams review results and provide feedback to all stakeholders (i.e. HoS,

				<p>Programme Directors and Students) on the data gathered and actions arising to close the loop on the feedback process. (i.e., key feedback submitted, key actions arising, amendments to module going forward).</p> <p>Each Academic Programme Board has one / more student representatives.</p>
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<p><b>i. Interim targets, commentary and data source</b></p>	<p>St Angela's key priority strategy is to complete the incorporation process with NUI Galway promptly whereby the College becomes a fully integrated unit of NUI Galway and thereby supports the University in its Mission and Vision and delivery of its strategic plan, Vision 2020. Many of the sub-level strategic initiatives objectives depend upon the Institution integrating with NUI Galway within the Compact's timeframe. Unfortunately, many of these objectives were not attained due to delays associated with both entities' Incorporation.</p> <p>Over a prolonged period, there has been significant underinvestment in systems in St. Angela's College as the Incorporation with NUI Galway has been the primary strategic driver for the past seven years. In that period, there has since been significant investment in NUI Galway's systems on the St Angela's Campus, and as Incorporation nears, we are working towards a full system alignment.</p> <p>With the assistance of Incorporation funding, the College instigated several initiatives to ensure that the ICT infrastructures can accommodate the system's alignment resulting from the incorporation process. An investment of €305,795.10 was made to enhancing the institutions broadband connectivity. Audio Visual upgrades to classroom audiovisual systems, in line with NUI Galway systems, to the value of €75,000 was undertaken. This investment will underpin the Digital Student Engagement policy and digital strategies for teaching and learning, including the migration from Moodle to Blackboard post-incorporation.</p>
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**6. Demonstrates a consistent improvement in governance, leadership and operational excellence.****Overarching Statement**

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, in partnership with NUI Galway, provides staff training in the areas of Equality, Diversity and Unconscious Bias, Child Protection, GDPR, Disability Awareness.

St. Angela's College is committed to ensuring an environment of good governance exists and will strive to meet all requirements set out by external third parties taking into account the restricted resources available for this area. The College works closely with NUI, Galway, where possible availing of their expertise and ensuring a high level of consistency in the governance area across both institutions that ultimately leads to a smooth transition following Incorporation.

St Angela's College is audited annually by the Office of the Comptroller and Auditor General and is deemed fully compliant concerning financial management and good governance

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

In association with NUI, Galway the College will schedule and complete a comprehensive roll-out of Equality, Diversity and Unconscious Bias training to interview panellists by June 2019

As a company, St. Angela's College Sligo, Company Limited by Guarantee, must file the December year-end Audited Financial Statements with the Companies Registration Office by 28th September each year.

The Annual Governance Statements must be submitted to the HEA within six months of the year-end.

<p><b>ii. Institution Strategic Initiative(s)</b></p>	<p>In association with NUI, Galway the College will schedule and complete a comprehensive roll-out of Equality, Diversity and Unconscious Bias training to interview panellists by June 2019</p> <p>As a company, St. Angela's College Sligo, Company Limited by Guarantee, must file the December year-end Audited Financial Statements with the Companies Registration Office by the 28th of September each year.</p> <p>The Annual Governance Statements must be submitted to the HEA within six months of the year-end.</p>
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<b>Strategic Priority 6.1 Gender equality; Good governance; Meet financial requirements</b>				
<b>i. Institution Strategic Initiative</b>	<b>6.1.1 In association with NUI, Galway the College will schedule and complete a comprehensive roll-out of Equality, Diversity and Unconscious Bias training to interview panelists by June 2019</b>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 September 2019 – 31 August 2020)
Number of participants on Equality, Diversity and Unconscious Bias training for interview panellists, executive team and other staff.	New initiative	Several senior management staff have completed NUI Galway's Equality, Diversity and Unconscious Bias training.	Post incorporation, 700 staff trained over two years across both NUIG and STAC campuses.	Pending Incorporation with NUI Galway
Gender Equality Task Force Action Plan – strategic initiatives	No baseline	N/A	By 2020, consult with existing and past male students of the College to identify strategies to increase the balance of male students undertaking full-time Undergraduate programmes across the Campus.  Support the sub-level strategic initiatives concerning the Gender Equality Task Force Action Plan, in line with the commitments by NUIG, by 2020.	Delays associated with the Incorporation of St Angela's College and NUI Galway have impacted Athena Swan accreditation progress.  Disruptions associated with COVID 19 delayed work related to identifying and implementing strategies for increasing the balance of male students undertaking full-time Undergraduate programmes across the Campus  Consent Framework Implementation Working group was formed in August 2020



				Policies relating to Consent and Sexual Harassment and Violence have been developed, and an action plan outlining further action to increase awareness has been forwarded to the HEA.
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<b>Strategic Priority 6.2 Good governance; Meet financial requirements</b>				
<b>i. Institution Strategic Initiatives</b>	<p><b>6.1.1</b> As a company, St. Angela's College Sligo, Company Limited by Guarantee, must file the December year-end Audited Financial Statements with the Companies Registration Office by 28th September each year. In order to ensure this deadline is met, see table below for the agreed timelines.</p> <p><b>6.1.2</b> The Annual Governance Statements must be submitted to the HEA within six months of the year-end.</p>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1st September 2019 – 31st August 2020)
Audited Financial statements filed with CRO by 28th September	No baseline	All queries from the C&AG relating to 2018 financial statements have been answered.  Confirmation of same is being awaited so that accounts can be closed off for signing.	Audited Financial statements filed with CRO by 28th September	C&AG to carry out Audit over the summer months.  Final Audited Financial statements filed with CRO by 30th September
The Annual Governance Statements submitted to the HEA within six months of the year-end.	No baseline	Statement of Governance and Internal Control was submitted to the HEA on 26th August 2018. The Statement of Governance for the 2018-2019 period is due to be submitted by 28th October 2019.	The Annual Governance Statements submitted to the HEA within six months of the year-end.	The Annual Governance Statements submitted to the HEA within six months of the year-end.  The Statement of Governance for 2020 is due to be prepared and submitted to the HEA before 30th June 2021. Note that meetings are held virtually, and signatures must be obtained remotely has lengthened the signing process – a draft statement may have to be submitted as an interim measure.

<p><b>iii. Interim targets, commentary and data source</b></p>	<p>Several senior management staff have completed NUI Galway's Equality, Diversity, and Unconscious Bias training, and plans are at an advanced stage to extend this online training to all staff.</p> <p>St. Angela's College is committed to ensuring an environment of good governance exists and has met all requirements set out by external third parties taking into account the restricted resources available for this area.</p> <p>The College has consistently attained excellence in compliance outcomes and the Institution's efforts to maintain compliance standards. The Comptroller and Auditor General acknowledge this through the annual audit process</p> <p>The Annual return date as per CRO is the 30/9. Financial statements are submitted by 28th October of each year.</p>
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## Summary

St Angela's key priority strategy is to complete the incorporation process with NUI Galway promptly whereby the College becomes a fully integrated unit of NUI Galway and thereby supports the University in its Mission and Vision and delivery of its strategic plan, Vision 2020. Many of the sub-level strategic initiatives objectives depend upon the Institution integrating with NUI Galway within the Compact's timeframe. Unfortunately, many of these objectives were not attained due to delays associated with both entities' Incorporation. COVID 19 impacted some of the institutions' key goals due to priorities related to moving to online delivery and the management of same.

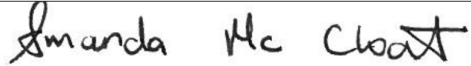
The College is fully committed to assisting NUI Galway to achieve equality of opportunity for all staff, irrespective of their gender, and will support NUI Galway's key action plans to achieve gender equality. Additionally, the College, through the newly formulated Schools and NUI Galway's marketing team, will explore initiatives to attract more male students to pursue studies in Home Economics and Nursing on the St Angela's Campus.

In association with NUI, Galway the College will continue to schedule and complete a comprehensive roll-out of Equality, Diversity and Unconscious Bias training to interview panellists throughout the contract's timeframe.

The five –year Business and Integration plan submitted to the HEA on the 1st of April 2019 seeks support to roll-out NUI Galway's Student Success Online Hub to students in St. Angela's College. This Hub will bring together many of NUI Galway's critical support services in one easily accessible area for advice, information, developmental opportunities and professional support on a wide range of aspects of life on all of NUI Galway campuses.

Integrated Schools have a critical mass that will enable a great specialisation in key priority research and teaching areas. Schools have identified opportunities for developing innovative thematic graduate programmes across several areas. The integration adds value by enhancing the provision of continuing professional development needs of employees in the region in a coordinated, flexible and responsive manner. The initiatives emerging from the new schools' business plans aim to develop and offer programmes of study relevant to employees and employers within the region, nationally and internationally.

Over a prolonged period, there has been significant underinvestment in systems in St. Angela's College as the Incorporation with NUI Galway has been the primary strategic driver for the past seven years. In that period, there has since been significant investment in NUI Galway's systems on the St Angela's Campus, and as Incorporation nears, we are working towards a full system alignment. With the assistance of Incorporation funding, the College instigated several initiatives to ensure that the ICT infrastructures can accommodate the system's alignment resulting from the incorporation process. These investments will underpin the Digital Student Engagement policy and digital strategies for teaching and learning, including the migration from Moodle to Blackboard post-incorporation.

<b>7 Signature:</b> <i>Of the President or on behalf of the President (please sign in space below)</i>	
<b>Signature:</b>	
<b>Date:</b>	11 <sup>th</sup> March 2021