



**St. Angela's College, Sligo**  
**Coláiste San Aingeal, Sligeach**  
*A College of NUI Galway*

## **Strategic Dialogue Cycle 4**

### **HEI Self Evaluation Report**

# **St Angela's College, Sligo**

Submitted to the Higher Education Authority, 15<sup>th</sup> May 2017

**Signed:**  
**(Dr Anne Taheny, President )**

**Date:**

**Signed:**  
**(Mr Declan Courell, College Registrar)**

**Date:**

## Overview of institutional progress

The College presented an ambitious and detailed Mission Based Performance Compact document 2013-2106 which included 51 largely quantitative key performance indicators. The College has worked hard to meet these targets within the defined period. The Colleges key strategic objective is to incorporate with NUI Galway. The institution is on target to meet this objective by September 2017.

The College has found the Compact exercise to be both challenging and developmental. From the initial stages of drawing up the 2013-2016 plan, to the self-evaluation and strategic dialogue process, the College has benefited from having to focus on its mission and vision and on its strategic priorities over the 3 year period.

Participation in the performance compact process has supported the College in its ambitions to be effective and efficient in its provision of the best standard of higher education programmes, in how quality is maintained, in how the student experience is supported and developed and the role that the College plays at a regional, national and international level.

Throughout the process, the College was also actively engaged with NUI Galway in relation to full incorporation of the College into the University and is now on target to have this operational by September 2017. Working through the incorporation process in parallel with the Performance Compact process enabled the College to clearly focus on its key strengths and uniqueness and to identify key strategies and areas for growth and collaboration with the University going forward.

Of key significance for St Angela's College, as a stand-alone smaller College, in meeting the targets and objectives in the Performance Compact was the challenge experienced by ongoing diminishing resources - financial, staffing and physical capacity in recent years while at the same time absorbing increased student numbers.

The college has learned from the quantitative approach it took in the 2013-2016 performance compact and would take a somewhat more strategic and qualitative approach if doing so again. While the quantitative approach has merits in measuring targets on a numerical basis, this approach presents additional challenges when diminishing resources are a significant factor. Presenting a 3-year plan in the context of an annual grant system also adds further challenges to meeting targets and objectives.

At the time that the Performance Compact document was first formulated by the College, it had only just begun discussions with NUI Galway about a possible incorporation into the University. Given this factor, the overall strategic coherence of the document did not take regard of the opportunities that would be associated with this incorporation. The University and the College as an integrated unit are committed to further enhancing teaching and learning, research capacity, student experience, staff development and community engagement.

All targets and objectives were guided by various feedback mechanisms, actions recommended from course/programme boards, academic council, staff student's forum, feedback from external examiners, and reviews by Professional Bodies i.e. The Teaching Council and NMBI. The College continues to use ISSE data, professional body audit recommendations and Quality Assurance Review data to assess and benchmark its overall performance as a higher education institute.

Opportunities to further enhance the institution's research capacity will arise in the context of the establishment of new joint Schools of Education and Home Economics and Nursing post-incorporation with NUI, Galway. Through the formation of these new entities efficiencies in the delivery of teaching and learning and in sharing of resources will be achieved and will facilitate academic staff engage in further research activity thus improving our overall performance in this area. Given this, the over strategic coherence of the document did not take regard to the potentials associated with the incorporation of both entities. It is the Colleges understanding that we could not revise our targets as worked through the process. We believe that the strategic coherence of the document would have been improved if we were allowed to revise our targets in light of developments associated with the incorporation process. The College is committed to the concept of benchmarking the institution's performance against other providers of a similar size and focus. In the meantime, the College will continue to use ISSE, professional body and Quality Assurance data to benchmark its performance.

Opportunities to enhance the institution's research opportunities will arise in the context of the establishment of new Schools of Education and Nursing. Through the formation of these new entities efficiencies in teaching and sharing of resources will be attained potentially facilitating academic staff engage in further research activity.

## 1. Regional Clusters

In the context of the planned incorporation of St Angela's College Sligo with NUI Galway the NUI Galway representative on the West North West Regional Cluster Forum represents both institutions. The overarching statement included in Appendix A is agreed by St Angela's College and NUI Galway.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
To explore a the Regional Cluster model, governance and priority objectives with identified Cluster partners	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster	Framework for Regional Clusters	St Angela's has met with regional cluster partners during 2016 and is committed to engaging with this process as a fully incorporated entity with NUI Galway. Overall St Angela's is represented by NUI Galway in the West North West Regional Cluster activity.	
To explore the thematic cluster/teacher education cluster with identified partners in the region	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster	Framework for Thematic Clusters	St Angela's and NUI Galway have agreed to create a Joint School of Education and Home Economics under a fully incorporated entity with NUI Galway. St Angela's also participated in the Wild Atlantic Way Research scoping exercise in autumn 2016.	

See Appendix A

## 2. Participation, equal access and lifelong Learning

The College continues to provide a very successful Access Programme in association with NUI, Galway and successful participants then enter degree programmes in St. Angela's College, NUI, Galway or other HEI's. The average annual intake is between 25 and thirty students. There are challenges in getting increased numbers of students on to this programme for a number of reasons. IT Sligo and Letterkenny have a strong regional presence. Students (particularly under 23s) are more likely to accept full time undergraduate offers rather than accept an offer for a part-time access course.

The lack of financial support nationally for part-time students is a disincentive for this mode study for disadvantaged communities. Distance and the dispersed geographical nature of the north-west region means students have additional transport costs and weaker public transport links.

Recruitment is a year-long process because of a low population base compared to other Regions. There has been significant reduction in St Angela's access budget over the years. There is no funding for any administrative support or replacement of staff on leave for the last number of years. At the moment the programme operates with one full-time member of staff.

Going forward and following the incorporation of St. Angela's into NUI Galway, this will enable the programme to draw on more marketing, administration and other supports to strengthen and develop the programme further.

The College has an established Equality of Access and Lifelong Learning Committee that monitors and reviews all of our Access Initiatives annually. There is a vibrant Access Schools Programme working with students at both Primary and Post-Primary level to encourage thinking and planning towards participation in higher education.

Certain challenges exist in increasing participation of Mature, HEAR, DARE eligible students to programmes when numbers are capped by the State and in instances where the number of students undertaking programmes is small. As a consequence, many HEAR and DARE eligible students are offered places on programme on merit rather than on a reduced points basis.

The College has delivered two successful Springboard Programmes during the duration of the compact in (i) Food Enterprise, Innovation and Entrepreneurship and (ii) Medical Stitching Technology.

The Certificate in Life Skills Studies for students with intellectual disabilities is now running for a second cycle and is an incredible college experience for these students.

The Centre for Life Long Learning continues to roll out both accredited and non-accredited programmes which includes on-site teaching and learning and also blended and on-line learning to ensure flexibility for the participants.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Expand participation in the Access Programme	Increase student participation in the College Access programme	25 (average of last 5 years)	26 students were registered on the Access Course 2016	35
Monitor and support Access students to progress to higher education programmes	Percentage conversion of students from Access to enrol in HEI degree programmes	72% (baseline is an average of last 5 years)	80%	80%
Increase participation rates by HEAR eligible students	Percentage increase of HEAR eligible students	14	14 HEAR eligible students were registered with the College in 2016	21
Increase programme completion rates by the HEAR eligible students	Percentage of HEAR eligible students who complete their programme	5 (First cohort of HEAR Students due to graduate 2014)	71% (5 out of 7 HEAR eligible students graduated in 2016)	90
Establish the DARE programme and complementary supports/policies on campus	DARE programme offered in 2014/15 year; Number of DARE students enrolled, subject to demand	2	1 DARE eligible students was registered with the College in 2016. 3 DARE eligible students were offered a place through the CAO based on merit	2
Widen participation on full-time undergraduate programmes	Student places reserved for access/ mature applicants as a total of undergraduate (excluding quota 20% mature students required in Nursing)	5%	10% of overall quota is offered to mature applicants to full time undergraduate programmes.	10
Commit to institutional participation in the Springboard programme*, (contingent on continued	Number of students on Springboard* programmes	0	The College did not apply for Springboard funding for the Medical Stitching programme in 2016 as the	16

congruence of College academic expertise with Springboard priority areas and successful application/s)			need for this programme was not identified by local employers. However, the College ran a very successful Culinary Arts Programme in association with Failte Ireland. 32 students completed this programme	
Deliver the inaugural offering of the Certificate in LifeSkills Studies for persons with intellectual disability (3 year programme)	Number of students on Certificate programme	10	A total of 17 students are registered on the Certificate programme	9
Support the expansion of lifelong learning opportunities through accredited programmes offered in the Centre for Lifelong Learning	Number of students enrolled on accredited programmes	65	93 students are enrolled on programmes offered by the CLL.	90
Increase the number of blended learning, outreach and online modules available for part-time and postgraduate programmes	Blended/online outreach modules offered on part-time/postgraduate modules available at the College	25	The College currently offers the following numbers of blended learning / online modules Home Economics- 6 Education Dept - 9 Nursing, Health Sciences and Disability Studies – 23 Total 38 modules	37





### 3. Excellent teaching and learning and quality of the student experience

The College is committed to the concept of excellence in the areas of teaching and learning and the provision of a quality experience to all College students. In this regard the College in co-operation with the Students Union, the Staff/Student Forum, the College Management Team and Academic Council has agreed on actions to further enhance this. Data extrapolated from the ISSE is also used to improve the quality of the student experience.

The compact process has sharpened our focus on annual module and programme evaluations and on analysing and acting on student feedback. Student engagement is encouraged and student representation on college committees is increased. Teaching methodologies are varied to suit various learning styles and there is a huge emphasis on the integration of theory and practice and the inclusion of a work placement in our programmes.

The College also believes in the provision of non-academic initiatives i.e. SafeTalk, ASSIST, Mindfulness, Yoga to enhance the student's professional and personal development. The Compact process has encouraged us to expand extra-curricular initiatives that enhance the student experience and to develop skills that are essential for future employability.

A key focus of the College has been the development of expanded student supports including the establishment of an Academic Writing Centre within the existing Library Service.

Staff development is an ongoing matter but challenges exist with limited resources to support this. Staff are encouraged to progress to Doctoral Studies and where possible non- financial incentives are put in place to support this. As part of our incorporation negotiations with NUI, Galway, the University has allowed staff to apply for funding through their FEP Scheme and more recently are offering financial support for PhD studies.

The incorporation opens up huge opportunities to further enhance the teaching and learning and quality of the student experience into the future and also to further build staff capacity.

Participate in quality assurance institutional review process with the NUI Galway Quality Office (exact focus may vary with impending merger)	Review process is completed and action plan monitored	Process appropriately completed and monitored as per Quality Office guidelines	1 QA Review with the support of the NUI Galway Quality Office on academic administration – completed in autumn 2015 and action plan agreed	4
Review the module evaluation process	One review conducted and completed	All modules at the College are evaluated	This review was part of the NUI Galway QA review on academic administration and systems and an action plan on this specific area is complete	100%
Support staff to complete teaching and learning qualifications to enhance their undergraduate teaching	Percentage of full-time permanent academic staff with a teaching and learning qualification	92% 45 Academic Staff	98% 48 Academic Staff  2 staff registered with CELT in NUI Galway to undertake modules associated with the PG Cert Teaching and Learning and 1 staff is undertaking a module associated with the PG Diploma in Teaching and Learning in 2016	45
Expand the doctoral qualifications of academic staff, as a means to increase research-informed teaching	Percentage of academic staff with or pursuing doctoral studies	39%	43%  1 additional staff member commenced their PhD studies in 2016	43%
Continue to offer and expand the offering of additional initiatives embedded in the curriculum that enhance professional practice, work skills and/or employability (e.g.	Expand the number of embedded initiatives available to students	2	Achieved. 7 key initiatives: 1- Home Economics students complete NFTE entrepreneurship training; 2- College is founding member of CEEN (Campus Entrepreneurship Enterprise Network)	5

ASIST, CPR, NFTE Entrepreneurship training)			<p>3- B.Ed. students complete Curriculum Studies modules year 2 and 3 (e.g. Critical Incidents, Teacher and Law, CSPE, SPHE, SDP, Education for Reconciliation, Sensitivity Towards Cultural and Political Issues, Child Protection)</p> <p>4-ASIST training offered to FT undergraduate students (Home Economics and Nursing)</p> <p>5- Year 3 BNSC students completed Smoking Cessation programme</p> <p>6- BNSC Year 4 students undertake preceptorship training programme (to serve as preceptors as RNs)</p> <p>7- All BNSC students complete an online medication management programme to support their attractiveness to employers.</p>	
Offer the Dioploma sa Ghaeilge (Acadamh, NUI Galway programme) for students (staff and community members may also participate) to enhance language skills, employability (subject to agreement with Acadamh)	Number of students enrolled	15	15 staff and students completed this programme during the lifespan of the Compact process.	15
Focus on maintaining the very high student retention rates, despite a wider diversification of programmes (outside professional fields) and limited resources	Maintaining, at minimum, the very high retention rates	96%	St Angela's College recorded an attrition rate of 4% in 2016.	96%

Promote the breadth of service and availability of the learning support and disability services to students	Increase number of students availing of learning support/disability services	25	63 students are registered with the College Disability Service In 2016, to address the identified needs for academic support, established an Academic Writing Centre in Library Services.	32
Increase the role of the Student-Staff Forum to address agreed actions related to student satisfaction and the student experience	Number of actions addressed	3	Staff Student Forum met in 2014 and number of key actions were progressed: National Student Satisfaction Survey Completed; Mobile Devices Survey Action Plan agreed; Support for Please Talk initiative; support for Mental Health Week; support for Volunteer Day/Week; support for College Community Garden; Enhanced Disability Support Services; Badminton league with staff; stress control workshop for students and staff; pilot student mentorship programme; Support for Students' Union drugs/alcohol awareness workshop. All advanced due to this management-student interface (Achieved 11 initiatives in total)  The College was awarded the Amber Flag award for its initiatives relating to promoting positive mental health across the campus	12
Identify and secure leisure and student life initiatives to enhance the student experience	Number of new life leisure/student initiatives	6	10 initiatives related to student life progressed in 2016: Staff and Students have access to IT Sligo Sports Facilities; Basketball; Tennis Court; Playing Pitch;	12

			Auditorium Badminton; Aerobics; Pilates; Yoga; Zumba; pilot student mentoring programme	
Commitment to sharing modules across programmes	Percentage of modules that are shared across programmes (e.g. core modules sociology, business)	30%	53% of modules are shared across programmes	50%
Committed to work with NUI Galway to identify synergies across programmes	Progress on scoping exercises and agreed synergies in each College academic Department toward integration		Meetings and scoping exercises completed during 2016 with Education; Home Economics (Textiles Fashion Design/BEd) and Nursing and BA/ID Nursing). Regular College-NUI Galway meetings between Nursing School/Dept and School of Education and Education Dept/Home Economics commenced in late 2015 and continued throughout 2016. This process is an integral component of the St Angela's College NUI Galway incorporation process	

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Participate in quality assurance reviews and implement action plans to actively improve performance, both NUI Galway reviews and professional bodies (e.g. Teaching Council, Bord Altranais)	Number of reviews conducted (multi-year QA may be included)	2	Two quality review completed: 1 NUI Galway Quality Review completed in October 2015 on academic systems 1 Nursing Midwifery Board of Ireland review of BNSc Nursing programmes 1 QQI ACELS Quality Review for English Language School accreditation completed in April 2015	3



#### 4. High quality, internationally competitive research and innovation

High teaching loads and reduced funding for Professional Development are contributing factors to the institution not fully achieving its target for this objective. The compact process challenged us to be more ambitious in this area and to look at ways whereby we could further develop our research capacity. Teaching hours for staff were reviewed as part of the reconfigured BA/PME Home Economics ITE programme and class contact hours were reduced and students were supported to engage in more self-directed learning.

Synergies across programmes were identified to achieve efficiencies and economies of scale thus freeing staff to engage more in research activities. Further opportunities for shared lectures across two campuses are being considered as part of the college's incorporation discussions with NUI Galway.

Postgraduate provision in the main has been through taught and researched level 9 Master's programmes. The College established a Research and Ethics Advisory Committee as a sub-committee of Academic Council to encourage, support and monitor research activity. Funding bids by Academic Staff have grown in numbers during the life of the compact and research income has increased.

Many Academic Staff are now increasingly involved in a range of research projects, and are actively writing for publication and many have presented their work at conferences, both nationally and internationally. The number of Academic staff who are members of GRCs in NUI Galway and who have commenced or completed PhD level study has increased over the lifetime of the Compact process. The above factors along with 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.

Recent joint bids for research and project funding by NUI, Galway and St. Angela's have been successful e.g. PATH Programme. Post-incorporation the opportunity to grow and develop our research and innovation capacity is very significant.



Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Increase involvement in regional, national or cross-border research studies	Number of research studies ongoing/undertaken	3	18(See Appendix B for a listing)	12
Expand Master by Research students	Number students enrolled in M.Litt/M.Phil/MHSc study	6	9 1 MLitt student 8 MHSc students (2014/15 year) NB: The College has adopted the MLitt criteria from NUI Galway (NUI criteria) and will be employing this to promote additional MLitt students in future.	5
Begin to establish the systems in place (from NUI Galway) to offer doctoral study at St Angela's	Number of students enrolled in doctoral study	0	0 Staff attending PhD Supervision with NUI Galway Formally adopted NUI Galway PhD guidelines. No students enrolled to date, but prospective students identified.	1

Expand number of research-active staff (including post-doctoral), based on agreed criteria (research participation, publications, conference papers) through College PMDS system	Percentage of research-active staff	40%	50%  Target achieved (50%), by engaging staff in large research teams. However, high teaching loads and reduced funding for Professional Development are contributing factors to the institution achieving its target for this objective. Teaching hours for staff was reviewed as part of the reconfigured the BA/PME Home Economics programme and opportunities for shared lectures is being considered as part of institutions incorporation discussions with NUI Galway.	50%
St Angela's staff begin to access appropriate supervision training (including 10 ECTS programme) and/or mentorship through active participation in Graduate Research Committees (GRCs) for doctoral candidates at NUI Galway/St Angela's	Number of staff participating in GRCs at NUI Galway/St Angela's	0	4  One GRC (following NUI Galway criteria) commenced in St Angela's with 2 members of St Angela's staff, one academic at NUI Galway and one part-time lecturer.  Two members of the Dept of Nursing at St Angela's are members of GRCs in NUI Galway in the Dept of Nursing and Midwifery.  Two members of the Home Economics Department also joined NUI Galway GRCs during the 2016 period	4

Design and deliver a research methods module (Postgraduate level) online	One module developed and delivered across programmes; Number of programmes availing of module	0	<p>4 (delivered across 4 programmes)</p> <p>This module was developed by the SEN team and is being delivered as part of the M.Ed Home Economics programme</p> <p>A second tailored research methods programme in a blended format designed for all postgraduate Centre for Lifelong Learning Programme delivered across 2 programmes</p> <p>Total: two separate research methods programmes (one online, one blended) delivered across 4 programmes</p>	4
Begin to explore synergies for research with NUI Galway	Identify research groups and synergies to begin shared research project/apply for funding/explore shared research interests	0	<p>Two active research synergy areas in progress: Mental Health research group; Diabetes education/health promotion group</p> <p>Some Lecturing staff of NHS and DS on research groups with staff of NUI Galway</p> <p>GRC for MLitt student (topic-community arts and mental health) and includes academics from St Angela's and NUI Galway</p>	6
Build a reputation and research profile in key academic areas	Identify key research areas and ways to promote these areas in the wider academic community in general public	0	<p>Alongside publications in peer-reviewed high impact journals, the College had a number of public interventions to promote research.</p> <p>The College also ran a very successful Education conference 'A Duty to Care:</p>	10% Increase

			<p>Issues of Child Protection, Welfare and Inclusion for Educators and Legal Advisors', a joint CSENID / Music Generation Seminar</p> <p>A number of Academics presented at International Conferences, Oslo, Brighton and received funding from UBUNTU and ScoTENS for education themed projects.</p> <p>The College recognises this area will improve with a dedicated research infrastructure post-incorporation.</p>	
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## 5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

St. Angela's College continued to grow and foster engagement with enterprise and the community during the lifetime of the compact process. We see this a key component of our role as a higher education institution within our region. As a result of the compact process we examined the range and extent of the Colleges involvement in terms of engagement with all types of enterprise and agencies, including, public, social and private bodies.

Work placements, school placements, clinical placements and staff representation on local and regional bodies/committees form the basis of this engagement. All staff are encouraged to have a community engagement role and to be actively involved in supporting local development

A real success for St. Angela's is the engagement and support of the Food Technology Centre for SME's in the region. Engagement of staff with Food and Craft initiatives and the Creative Sector has increased as has staff engagement in voluntary and social initiatives.

The number of students engaging with the ALIVE Volunteering programme has increased over the lifetime of the Compact process. The Food Technology Centre and Academic Staff associated with the B.App.Sc Nutrition, Food and Business Management continue to develop links with the "Knowledge Transfer Office", NUI Galway, the Local Enterprise Office, industry and the IDA.

The College is committed to the concept of Community Engagement and has increased its activities under this theme substantially during the lifetime of the Compact process.

The College is actively involved in the organisation of many competitions for school children in Food and Textiles as well as engaging students and staff in community initiatives that fund raise or contribute to the promotion of health living, wellbeing and positive mental health.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Conduct an external audit to identify the specific community commitments undertaken by the College and create a baseline in which to increase the breadth and strategic nature of this engagement	Percentage increase of community engagement activity drawn from the 2014 baseline	Unknown until Audit is completed	15% increase An update of the 2015 audit showed an additional 8 initiatives completed or ongoing in 2015 See Appendix C for a short synopsis of the Community Engagement Audit figures. (Total of 61)	15% Increase
Increase student participation in the ALIVE programme	Number of students who receive ALIVE certificate per annum	25	47 students signed up to the ALIVE Certificate programme	50
Widen the number of industry/organisations available for undergraduate work placements	Percentage increase in the number of placements available to students (professional and industry placements, including clinical practice and teaching practice)	308	The number of placements available to students increased by 22% (359) throughout the lifespan of the Compact process	354
Create and deliver Access Schools Initiatives and Activity Programmes for children and youth to become familiar with and comfortable in a higher education environment -	Number of children and youth participating in Access Schools initiatives and activity camps (percentage increase)	3000	1690 primary/secondary school participants in the Access Schools Programme; 166 participants in Centre for Lifelong Learning activity camps and programmes for primary/secondary school children	20%
Create and deliver competitions and initiatives for children and youth congruent with College values focusing on well-being, developing life skills and education (subject to	Number of children and youth participating in competitions and initiatives (percentage increase)	800	An all island cookery competition was sponsored by Restaurant Association of Ireland and attracted 1300 individual entries from post primary students.	20%

external funding support e.g. safefood, Restaurants Association of Ireland)				
Create and deliver special interest and unaccredited courses for adults	Number of adults participating in courses	40	44: Intensive English Language Programme: 24 students Centre for Lifelong Learning 17 Students on the Certificate of Life skills Studies <b>Total: 85</b>	85
Identify synergies to increase the number of enterprise projects and research projects for Food Technology Centre with College and potentially with NUI Galway.	Number of potential synergy areas identified and explored	0	In 2016 St. Angela's Food Technology Centre (SAFTC) became partners of the Plant and Agricultural Biosciences Centre (PABC) of NUIG. PABC is an interdisciplinary research Centre comprising researchers, research groups, companies and institutions sharing a common interest in fostering and promoting plant and agricultural biosciences innovation, ( <a href="http://www.plantagbiosciences.org">www.plantagbiosciences.org</a> ). The key themes of relevance for SAFTC include sustainability, food, feed and nutrition. In 2016 SAFTC contributed as a collaborative partner in conjunction with Professor Spillane of the PABC in an application to Science Foundation Ireland for significant funding to develop a Centre for Carbon Neutral Agri Innovation. SAFTC also contributed to the newly developed award winning level 9 NUIG MSc Agribiosciences programme in 2016. SAFTC are continuing to build working relationships with the NUIG Ignite Technology Transfer Office also	6

## 6. Enhanced internationalisation

The Performance Compact exercise has provided a real incentive to explore the growth and development of international business on the campus. This area was new to the College as we commenced the Performance Compact process. The College continues to expand the number of International students undertaking Nursing and Health Studies related programmes. Of particular note is the success of the Bachelor of Nursing (International) Degree which has now been completed by 69 students. A M.Sc. programme in Healthcare Management has been developed as a follow on level 9 pathway for these international students.

Postgraduate programmes in the specialist area of Home Economics are designed with International students in mind and are delivered on a flexible basis through blended learning / online learning. The increased provision of stand-alone modules online has extended the availability of these modules to international students.

The establishment of the School of English with ACELS accreditation within the Centre for Life Long Learning has proved to be a very successful income generation stream to the College and has acted as a feeder of international students to third level providers within the region. Currently, IT Sligo International Students are taking English language programmes in St. Angela's College to bring them up to the required IELTS for progression on to degree programmes.

The College has reviewed its approach to staff and student mobility under the Erasmus Programme. In particular, efforts were concentrated on increasing the number of incoming and outgoing students participating in study abroad. The number of Charters in place with International third level providers stands has increased by 6 during the lifetime of the Compact process.

The College has participated in a number of EU funded Research Projects and which involved exchange visits to participating institutions and comparing practices across different countries.

In 2016 the College competed for and won the bid to host the World International Federation of Home Economics Conference titled "Sustainable and Healthy Lifestyles: Policy, Pedagogy and Practice which attracted 200 delegates from 20 different countries.



Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Increase number of full-time international students	Increase in the number of full-time international students as a % increase from the baseline (number of students),	20		25
Strategically build Erasmus mobility (outgoing)	Number of St Angela's students who participate in Erasmus exchange (subject to secured funding)	1	3 Nursing Students travelled to Finland	3
Strategically build Erasmus mobility for staff	Number of St Angela's staff (academic/non-academic) who participate in Erasmus exchange (subject to secured funding)	2	1 academic staff visited the University of Helsinki, Finland.	1
Strategically build Erasmus mobility (incoming)	Number of students complete their Erasmus exchange at St Angela's	2	9 students- 7 from Germany, 1 from Slovenia and 1 from Finland completed an Erasmus exchange at St Angela's in 2016	4
Strategically build Erasmus charters based on the academic strengths relevant to College Programmes	Number of new charters established	1	<i>5 new charters signed since 2014</i> <ul style="list-style-type: none"> <li>• Mikkeli University of Applied Sciences (Finland)</li> <li>• Catholic University of San Antonio de Murcia (Spain)</li> <li>• University of Applied Sciences (Germany)</li> <li>• University of Silesia (Poland)</li> <li>• University of West London</li> </ul>	2

Establish an English Language School, offering preparation programmes for international students	Number of international students who participate in English language preparation programmes	0	44 students are registered on English Language programmes	20
Monitor the conversion of international students attending the English Language School who proceed to Irish HEI study	Number of international students who progress to international study at an Irish HEI	0	Number of students who progress to HE is 13 (all to St Angela's on the Bachelor of Nursing International (part of pilot pre ACELS full accreditation completed))	6
Design and deliver English activity programmes for adults and youth through the English Language School	Number of adults and youth who participate in English activity programmes through the English Language School	0	61 UAE students from a Medical Science background participated in English Language programmes offered by the College during the Summer of 2016. A further 44 students are registered on English Language programmes	30
Commitment to participating in and expanding international recognition of Home Economics discipline in Ireland through participation in international initiatives	Number of international Home Economics initiatives with active participation from the College/Home Economics Department	2	Home Economics Dept. staff are members of International Working Groups including: 1- World Home Economics Day 2- Food Literacy (IFHE) 3- IFHE (International Federation for Home Economics) International Certification Committee 4- Editor, IFHE Home Economics Journal; 5- Member, IFHE Executive Committee; 6- IFHE Chair of the Young Professional Network 7- Sole Irish membership to PERL (EU project)	5

			8. Won bid to host IFHE Conference in March 2017	
Commitment to designing, promoting and delivering an M.Ed. in Home Economics programme targeted to the international market	Design of programme curriculum completed;	Approval to progress on M.Ed. Home Economics online (international)	M.Ed Home Economics as an online programme is now included on the International Programme Register and is currently promoted internationally First cohort will be delivered in 2016	

## 7. Institutional consolidation

St Angela's College Sligo is on target to incorporate into NUI Galway on the 1<sup>st</sup> September 2017. The following summary statement has been agreed between the College and the University.

The highly dispersed student population of the West of Ireland presents a challenge for education providers in this region. The integration of St. Angela's College Sligo will bring to nine the number of satellite campuses run by NUI Galway. This emerging multi-site University provides for cohesion in meeting the region's needs; a multi-site University addresses the reality of our dispersed student population. This cohesion will mean higher education engaging with national policy with one voice, as evidenced in the recent submission to the National Planning Framework and ongoing engagement with other, regional stakeholders.

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

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

International research indicates that, to ensure merger synergies emerge over time, the ongoing commitment of the key stakeholders is a necessity. Furthermore the focus must be on students, the academic community and the wider society, considering 'the public good' as well as business needs.<sup>1</sup> The immediate challenge of integrating of St. Angela's College is a significant undertaking, with significant support needed to allow for integration by September 2017. Comprehensive systems alignment, allowing for the same student and staff experience in one institution, across two campuses is the foundation for the successful merger of these two institutions. St. Angela's College Sligo (STACS) and NUI Galway have signed Heads of Agreement reflecting joint commitment to incorporation.

Other significant milestones:

- Agreement to establish Centre of Excellence in Home Economics
- Agreement in principle with Ursuline Order on; the transfer of additional lands, the establishment of a Merici Institute and on ethos and Chaplaincy
- New NUI Galway Lecturer A and B contract in place across NUI Galway, also offering STACS increased capacity for research and a promotional path to professorial level for STACS staff
- Prof Gerry MacRuaric appointed to lead new integrated School of Education and Home Economics
- Professor of Nursing to be appointed to lead integrated School of Nursing, Midwifery, Disability
- Work to connect STACS to HEAnet completed allowing for systems integration across both campuses.
- Academic, administrative and corporate / institutional working and Steering Groups across all areas, representing both institutions established and working towards integration.
- NUI Galway represents St. Angela's College Sligo in its engagements with the West North West Regional Cluster

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<sup>1</sup> HEFCE report on Collaborations, alliances and mergers in higher education 2012

Institution objective	Performance indicator	Baseline	Final target, end 2016 , commentary and data source	Summary
Details as per published compact	Details as per published compact	Details as per published compact	Details as per published/ updated compact	Colour code according to achievement of target
2. Integration of St. Angela's College Sligo into NUI Galway	St Angela's College, Sligo fully integrated into NUI Galway.	Long term partnership between NUI Galway and St Angela's College, Sligo.	31 January 2015 agreement and signing of full incorporation agreement planned by and for September 2017	

\*Significant progress has been made on the challenges identified by both NUI Galway and St. Angela's. Following a number of months of negotiation, a contract of employment was agreed between St. Angela's and the TUI to both reflect existing work practises and to allow for the alignment of the academic years and work flow. The agreement further allowed for the continued representation of St. Angela's staff by the TUI but only for those existing staff who remain on their St. Angela's contract post integration. New staff will enjoy the terms and conditions offered to NUI Galway employees.

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

## Case study outline

### **Music Generation Sligo and the Centre for Special Education Needs Inclusion and Diversity (CSENID Partnership)**

Con Tutti is a Music Generation National Partnership Project, providing a Professional Learning Network for Inclusive Music Education.

In 2015 Music Generation Sligo and the Centre for Special Education Needs Inclusion and Diversity (CSENID) at St Angela's College initiated an innovative Research, Training and Programming Partnership. The Partnership focused on the delivery of music programmes to children and young people with special educational needs, focusing initially on autism. A seminar was held in December 2016 to reflect the work to date, and encouraged national and international educators and musicians to share and reflect on their work in the area of special educational needs.

Keynote speakers at the Seminar was Professor Adam Ockelford and Pianist Derek Paravicini from the UK. A composer, researcher, author and music teacher, Adam Ockelford is currently Professor of Music at Roehampton University, where his research interests are in music psychology, education, theory and aesthetics –particularly special educational needs and the development of exceptional abilities. Derek Paravicini is many things: an incredible piano player, a blind man, an excited talker, a musical savant, and a 30-something year-old with severe autism. Together with his teacher, Adam Ockelford, the seminar provided a fascinating glimpse at how he understands music.

The event included the launch of two publications on music education and autism – a research report by CSENID and a resource book and CD by Music Generation Sligo.

### **Certificate in Contemporary Living**

St Angela's College Sligo, in conjunction the National Institute for Intellectual Disability (NIID), Trinity College Dublin, offered a module on the innovative two year Certificate in Contemporary Living to twenty three persons with an intellectual disability. The module entitled 'Personal Effectiveness' aims at enabling the new students acquire the interpersonal skills necessary to support their ability to participate in their communities. The module attracted significant interest from persons with an intellectual disability and their families. It is perceived as a wonderful opportunity for persons with an intellectual disability to experience college life. For the students and staff of the college it is a privilege to share the campus with such enthusiastic students. This development reiterates St. Angela's College commitment to inclusive education.

The Certificate in Contemporary Living programme was initially developed by Trinity College Dublin, however the delivery at St Angela's is quite unique as an inter-Departmental initiative with tuition offered by the academic staff in the Department of Nursing, Health Sciences & Disability Studies, the Centre for Special Education Needs, Inclusion and Diversity along with the Home Economics Department. This interdepartmental approach resulted in the College developing its own Certificate in LifeSkills Programme which commenced in September 2015.

**Amber Flag**

In 2016 St. Angela's College, Sligo was awarded their first Amber Flag for their successful promotion of positive mental health. The Amber Flag encourages schools, colleges and organisations to promote and actively bring out a culture change in the promotion of positive mental health within the educational system and other organisations. St. Angela's aims to promote mental health along with increasing awareness, reducing risk factors and overall improving quality of life for students/people with mental health problems by promoting recovery through awareness and education.

The college added a 'Happy Tree' into the students union which allows students to write down what makes them happy, along with a mural that reads "It's Ok not to feel OK". The College also organised a Mental Health Awareness Day which encouraged students and staff to wear yellow/amber and included a talk from the college counsellor on the importance of positive mental health and the significant link between physical and mental health.

## Appendix A- Regional Clusters

NUI Galway Submission to Strategic Dialogue Process on Regional Clusters:



	Institution Objectives	Performance Indicator	Baseline	Final Target 2016, commentary and data source	Summary
1	<p>Establish a regional Cluster in the HEIS in the West/North West Region with appropriate Governance Arrangements</p> <p>It is also envisaged that a liaison will be established with the Mid-West Cluster</p>	The establishment of a functioning Cluster	<p>'Ignite West' Technology Transfer Consortium</p> <p>Medical Academy Castlebar (NUIG/GMIT)</p> <p>Medical Academy Letterkenny (NUIG/LYIT)</p> <p>New Frontiers (LYIT/ ITS)</p>	<p>All targets for 2014, 2015 and 2016 achieved</p> <p>The West North West Higher Education Cluster was established under the aegis of the Higher Education Authority (HEA), in the context of reforms of Ireland's higher education landscape and while the Cluster builds upon some of the existing collaborations, such as Ignite West and New Frontiers, it is important to note that this particular collaboration is comparatively new.</p> <p>The Cluster has clear and effective governance structures in place. The Steering group, Operations Group, Heads of Research Groups and Heads of Discipline groups all met regularly. The work of the Cluster is supported by two programme managers and the Cluster works within an agreed Regional Academic Planning Process.</p> <p>The institutions have committed significant time and expertise of senior personnel since the establishment of the Cluster.</p> <ul style="list-style-type: none"> <li>• 14 Meetings of Steering Group and Operations Group (2014-2016)</li> <li>• 18 Meetings of Heads of Discipline across all discipline areas and Heads of Research (2014-2016)</li> </ul> <p>Cluster Engagement has extended across our region to include engagement with relevant stakeholders such as the Regional Skills Fora, the Further Education sector, the Education and Training Boards, Western Development Commission and Fáilte Ireland. The Cluster collaborates and co-ordinates activities with our relevant Regional Skills Fora: Regional Skills North and Regional Skills West. Both Programme Managers continue to be members of the Regional Skills Fora steering groups and the Regional Skills Forum Managers now attend Cluster Operations Group meetings twice a year.</p>	Targets achieved

				<p>Collaboration under the Cluster has deepened over the three year period, with particular synergies and cooperation between our institutions in the area of teaching and learning. Invitation to staff development seminars and are shared across the institutions, most recently through the National Forum's All Aboard digital road map week. Joint Cluster proposals to the National Forum for the Enhancement of Teaching and Learning have been particularly successful with funding awarded to six projects:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning Champions (LYIT, St Angela's (NUI Galway), IT Sligo, GMIT)</li> <li>• Digital Badge on Mentoring for Leadership in Teaching and Learning (LYIT, NUI Galway)</li> <li>• Street Law (LYIT and NUI Galway)</li> <li>• Recognition of Prior Learning (LYIT, GMIT, IT Sligo)</li> <li>• MOOC on the transition from second to third level (IT Sligo, GMIT, NUI Galway, LYIT)</li> <li>• Tourism Hospitality Educators Group (LYIT, GMIT, NUI Galway).</li> </ul> <p>The Cluster held a joint meeting with the mid-west Cluster on 7 December 2015. The view from both Clusters was that there was no need to formally extend engagement between the Clusters at that point.</p>	
2	Coordinated academic planning	A coordinated academic plan	Individual portfolio of programmes	<p>All targets for 2014-2016 achieved.</p> <p>The Cluster partners provide a diverse range of programmes across the region underpinned by a coordinated approach to academic planning,</p>	Targets achieved

			<p>for each HEI in Cluster</p> <p>which respond to regional needs. Programmes are offered part-time, full-time, blended and on-line from levels 6 to 10. All partner institutions deliver programmes specifically designed to respond to regional needs identified in Springboard.</p> <p>The programme offering is informed by the detailed mapping and analysis of programmes across all discipline areas at undergraduate and post graduate level undertaken by the Cluster.</p> <p>The joint academic process is in place since 2015 and has three elements:</p> <ol style="list-style-type: none"> <li>1. Sharing information on new programme development</li> <li>2. Sharing information on planned pausing of programmes</li> <li>3. Evidence based review and refreshing of programme offerings and student pathway</li> </ol> <p>Mapping on civic engagement and research activity across all institutions was undertaken. This work has contributed to the development of an inter-institutional, multi-disciplinary research grouping, the Wild Atlantic Way Research Group, and to collaboration between the partners on research degrees at levels 9 and 10.</p> <p>The Cluster continues to develop closer collaboration on research under the strategic of the Heads of Research Group. Technology transfer for research within the Cluster is delivered on a collaborative basis for all partners through the Ignite Technology Transfer Office in NUI Galway. The Regional Research Centre on the Wild Atlantic way has been awarded seed funding from the Western Development Commission and the Cluster institutions.</p> <p>The pilot doctoral level staff development programme is making very strong progress with 10 IOT staff registered with NUI Galway for PhDs. NUI Galway, Dean of Graduate studies attends the Cluster Operation Group meetings regularly and is a member of the LYIT Post Graduate Research Advisory Board.</p>	
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3	<p>To develop regional learning pathways with partner institutes and FE institutions to provide clearly articulated progression opportunities among HEIs in the region</p>	<p>Review access, transfer and progression policies and practices across institutions</p> <p>Develop new entry routes for non-traditional students to full time and part time programmes</p> <p>Harmonise RPL policies and develop agreements to enable student with prior formal and experiential learning to gain direct or advanced entry to particular programmes.</p>	<p>Institutional transfer policies and FETAC entry routes</p>	<p>All targets for 2014, 2015 achieved and targets for 2016 partially achieved.</p> <p>The Cluster has developed regional learning pathways amongst both the partner institutions and FE institutions to support clear progression opportunities for students within our region.</p> <p>Detailed analysis of student pathways in all discipline areas at undergraduate and post graduate areas was undertaken, with a scheme for progression and common access and transfer policies developed. The Cluster partners have a process for the systematic capture of student transfers within the region in place since 2015. A review of access from FE to Cluster institutions has also been undertaken.</p> <p>Widening Access in the West/North West Region</p> <p>The Cluster partners are committed to deepening collaboration on access and have made significant progress in developing regional solutions to the objectives identified in the National Plan for Equity of Access to Higher Education 2015-2019. (HEA, 2015).</p> <p>All Cluster partners now share a common approach to Recognition of Prior Learning (RPL) and support widening student access through RPL working with the <i>myexperience.ie</i> website. This provides new entry routes for all non-traditional students to full-time and part time programmes within the Cluster institutions.</p> <p>Cluster partners have agreement in principle for the mutual recognition of existing access programmes for the purpose of admission to programmes to all four institutions.</p> <p>Collaboration between the Clusters partners and FE institutions</p> <p>Programme mapping and collaborative structures are in place across the region to underpin progression opportunities to all four institutions. New pilot programmes have been developed to support widening access and progress from FE to HE.</p>	<p>Substantial progress made.</p> <p>Targets not met in full.</p>
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				<ul style="list-style-type: none"> <li>• Cluster partners shared information on FE/ETB engagement and activities (2015-2016)</li> <li>• Memorandum of Understanding signed between LYIT and Donegal ETB (2015/16)</li> <li>• High level Regional HE-FE Planning Group (LYIT and Donegal ETB) (2015-2016)</li> <li>• IT Sligo pilot project on ETB engagement (2015-2016)</li> <li>• LYIT Access to Access Programme with Donegal ETB (2015 and 2016)</li> <li>• NUI GALWAY and GMIT engaging through Regional Skills Forum (Cluster Programme Manager as Chair) (2015-2016)</li> <li>• Coordination with North West and West Regional Skills For a (Programme managers sit on each steering group) (2015-2016)</li> <li>• GMIT- GR ETB Re-engagement Foundation Programme (2016)</li> </ul> <p>New Collaborative Programmes</p> <p>The Cluster partners now offer three jointly awarded/jointly delivered programmes at masters level with development of a forth programme in rural affairs underway for 2017:</p> <ul style="list-style-type: none"> <li>• MSc in Rural Development (NUI Galway and GMIT) (under development)</li> <li>• MSc in Regulatory Affairs (NUI GALWAY &amp; Sligo IT) (2015)</li> <li>• MA in Translation Studies (NUI GALWAY &amp; LYIT) (2015)</li> <li>• MA in Conference Interpreting (NUI GALWAY &amp; LYIT) (2015)</li> </ul> <p>There are currently 55 students registered on these new collaborative programmes.</p> <p>New and Sustainable Student pathways</p> <p>The Cluster is at an advanced stage in the development of a framework to support collaboration in research degrees. Proposals have been developed by the Cluster Operation Group, with three institutions (NUI Galway, GMIT and LYIT) proceeding to formal adoption in the first instance. The</p>	
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				<p>framework is underpinned by joint supervision across institutions, the mutual recognition of modules for the purposes of structured PhD and the creation of clear and effective student pathways from research masters at L9 to PhD at L10. The framework is consistent with the National Framework for Doctoral Education (HEA, 2015) and will develop new opportunities for students to progress from research Masters degree to PhD within our region.</p> <p>Three Cluster partners (NUI Galway, LYIT and GMIT) have signed a formal Interinstitutional Articulation Agreement committing the institutions to ensuring the efficient and effective movement among partner institutions in enhancement of students' continuous advancement in learning.</p>	
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It should be noted that NUI Galway also represents St. Angela's College Sligo in its engagements with the West North West Regional Cluster

## **Appendix B- High quality, internationally competitive research and innovation**

Institution Objective 1: Research Projects ongoing and completed in 2015/2016

An audit of research at the College was undertaken on behalf of the Research and Ethics Advisory Committee in October 2015 outlining a listing of funded research projects conducted at the College as follows:

### **Home Economics Department - Funded Research Projects**

**1- An investigation into breastfeeding practices in the North-West of Ireland: perceived facilitators and barriers (with IT Sligo)**

Amount: €31,638 (IT Sligo President's Bursary 2015), 3 years

**2- The impact of cooking and food related food skills on healthiness of diets**

Amount: €252,000, funded by: *safefood* – 2014-2016

**3- What's Ireland Cooking? Parents' cooking skills an island of Ireland study**

Amount: €6,500, funded by: Merici Research Bursaries- St Angela's College Fund, 2013-2016

**4- Development of Culinary Skills educational intervention to initiate dietary change and positively influence eating habits of the targeted group and their families within the community**

Amount: €2,000, funded by: Department of Social Protection – 2013-2016

**5- Development of Active Learning Toolkit for Home Economics Teachers (with Curriculum Development Unit- ETB)**

Amount: €4,000, funded by: Ubuntu Network

### **Education Department- Funded Research Projects**

*Centre for Special Educational Needs, Inclusion and Diversity*

**6- Bus Transport Project: Developing Training for Bus Escorts**

Amount: €15,000 funded by National Association of Board of Management in Special Education (NABMSE), 2013-2016

**7- Reconceptualising school placement as part of Initial Teacher Education in Ireland, North and South: the role of specialist school placement (with UU)**

Amount: £5,000 funded by SCoTENS, 2014-2016

**8- Children with Special Educational Needs in the Multi-Class Situation: How Teachers Respond to Challenges Encountered?**

Amount: £5,000 funded by SCoTENS, 2015-2017

**9- Discovering Music Programme: Special Educational Needs Research & Training Partnership**

Amount: €20,000, Music Generation Sligo (MGS), 2015-2016

**10- UBUNTU Network** Secured €4240 for a project focussed on embedding. Staff in both the Education and Home Economics Departments involved. Due to be finished in May 2017.

**11. SCoTENS** Secured £4000 to work with partner Dr. P. Stephenson in St. Mary's University College in Northern Ireland. Project Title: *The culturally diverse classroom: Exploring opportunities and challenges*. Maria Campbell PI. Due to be finished in December 2017.

#### Department of Nursing, Health Sciences and Disability Studies: Funded Research Projects

##### **12. Families experiences of using and learning Lámh**

Lámh Research Scholars 2016 €2,000

##### **13. Telemedicine in Diabetes**

Amount: € 6723 (HSE funding)

##### **14. Mind Your Head: A Study of Youth Mental Health in Sligo / Leitrim / West Cavan**

To establish the current mental health needs of young people (12 – 25 years) in the Sligo / Leitrim / West Cavan area and to identify the current resources provision for youth mental health care in the region using a mixed methods approach.

Amount: €12,930 Funders: HSE West; Mayo, Sligo, Leitrim ETB; Co. Sligo LEADER Partnership Co. Ltd; Mental Health Ireland; Sligo Education Centre

##### **15. Glacken, M., Murphy, T., Mc Sharry, P., O Grady T., Gilrane, U., Healy, D., Dolan, S., O Connell, D., Healy-Mc Gowan, S., Mc Gloin, H., Walsh-Gallagher, D., Mc Sharry, E. & Jennings, C. ( 2016) *Service users' and carers' experiences of their mental health recovery journey*. Funded by HSE €12 500**

#### ***St Angela's Food Technology Centre (SAFTC)***

Founded by the Home Economics Department in 1997, SAFTC provides education, training, knowledge transfer and research/technical services to the start-up, micro, small and medium sized food enterprises on the island of Ireland. With an average annual turnover of €300,000 (€3 million since 2005), SAFTC is fully self-financing unit, offering a range of technical services to the food industry (e.g. new food product development, nutritionals, sensory, labelling, food safety, shelf-life verification). The NUI Galway incorporation presents an opportunity to scale up and increase industry liaison, technology transfer and research partnerships to the agri-food industry.

By working directly with food businesses, the Food Centre is consistently awarded the highest number of Innovation Vouchers from Enterprise Ireland in the Border, Midlands and Western region (30-35 per annum) and is typically one of the top three HEI knowledge providers nationally.

The Food Centre also receives funding through participation in the FUSION cross-border initiative and is eager to build its resource base to enable further collaboration, including with the food sector, NUI Galway research units and accessing research/knowledge transfer funding opportunities.



## Appendix C:

### Institutional Objective 1: Community Engagement Audit

The Office of the President completed the Audit in June 2015 and this was updated in June 2016. The summary of the findings are as follows:

- The College engages in more than 40 ongoing or annual initiatives
  - 13- Committee or Board representation in the community (e.g. Chair of the Sligo Volunteer Centre)- 2 new including Executive Committee membership for the successful European Volunteering Capital 2017 for Sligo bid and strategic planning committee
  - 17 – Core initiatives (e.g. ALIVE volunteering programme; College Community Garden)
  - 8- Curriculum and course-related initiatives (e.g. special and/or international student placements)
  - 6- Co-curricular special initiatives (e.g. secondary school cookery competition)
  - Regional Skills Forum
  - Music Generation Forum