



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

# Mission-based Performance Compact

*between*

St Angela's College, Sligo

*and*

The Higher Education Authority

Date: February 2014

**HEA** | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS

# Context

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This Compact is an agreement between the Higher Education Authority and St Angela's College, Sligo and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that St Angela's College, Sligo is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and St Angela's College, Sligo. It sets out how St Angela's College, Sligo's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal St Angela's College, Sligo commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and St Angela's College, Sligo agree that this Compact will be published.

## The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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# 1. Establishment of the Compact

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The Higher Education Authority and St Angela's College, Sligo agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

St Angela's College, Sligo acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and St Angela's College, Sligo agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify St Angela's College, Sligo of this in writing and will consult with St Angela's College, Sligo accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

## 2. Performance Funding Framework

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Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and St Angela's College, Sligo agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, St Angela's College, Sligo must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to St Angela's College, Sligo.

### 3 Mission and Strategy Statement

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St Angela's College, Sligo's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and St Angela's College, Sligo acknowledge that St Angela's College, Sligo's mission and strategy may evolve.

St Angela's College, Sligo and the Higher Education Authority recognise that St Angela's College, Sligo is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

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St Angela's College is a College of the National University of Ireland, Galway (NUI Galway) and provides third-level education to over 1000 students, both full-time and part-time, on a wide range of undergraduate and postgraduate programmes.

As a College within the wider National University of Ireland network, St Angela's aims to be responsive to local, regional, national and international needs primarily through its link to NUI Galway. The College is committed to lifelong learning and continued professional development (CPD) of students at individual, community and societal levels, while strengthening research and development in the core disciplines of Home Economics, Education and Nursing, Health Sciences, Disability Studies, Special Educational Needs (SEN) and complementary subjects including Food Studies; Textiles, Fashion and Design; Religious Education; Theology, Chaplaincy and Pastoral Care; Gaeilge; Biology; Economics, Business and Entrepreneurship; Mental Health; Leadership and Management.

The vision is to ensure the College plays an active and influential role in the advancement of University-accredited education in a vibrant and coherent higher education system in Ireland. Through its impending merger with NUI Galway, St Angela's is committed to continue to develop as a centre of excellence in higher education. The College fosters a strong research, enterprise and development culture, cultivates a holistic and inclusive approach to the student experience along with the professional development of staff and researchers. As such, the College aims to maximise outreach to the community and to engage in strategic collaborations, in particular in the North West, in the Western region and on a cross-border basis. Recently, St Angela's began to create a footprint on the international stage, in particular in the recruitment of international students, and the College aims to expand this remit in a strategic way that complements the internationalisation agenda at NUI Galway.

The College programmes are underpinned by innovative collaborative partnerships in support of the various national strategies in education, SEN, health, access to education, lifelong learning and employment. A core element of our programmes is the provision of quality practicum and work-based experiences that enrich critical reflective practice and research, promote professional collegiality, and foster the critical roles of ethics and values in professional and related fields.

The academic vision is for the holistic development of professionals who will make a significant difference at individual, group/family, organisation/institution and societal level. The College's educational philosophy is to develop the full potential of students as reflective learners while responding to their personal, academic and professional needs. We are committed to excellence in education, to innovative practice and to the concept of lifelong learning.

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The holistic learning environment epitomised by the Ursuline tradition for the past 60 years will remain a key tenet of the College's mission statement in the future.

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### 3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that St Angela's College, Sligo may adjust its mission and strategy from time to time. St Angela's College, Sligo agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

The mission and strategy statement will be reviewed in the context of the merger of St Angela's College, Sligo with NUI Galway over the course of this Compact as the College's North West and Border County location plays an increasingly strategic role for NUI Galway to achieve its regional development objectives and to extend synergies across academic programmes and research activities.

## 4. Current and Planned Profile

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The following pages contain:

- St Angela's College, Sligo's current profile 2010/11 (as supplied by the HEA); and
- St Angela's College, Sligo's planned profile 2016/17 (completed).

*For hard copy submissions, please bind the current and planned profile after this page.*

*For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.*



## 5. Development Plans and Objectives

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### 5.1 Regional clusters

#### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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#### Regional clusters: strategy summary

St Angela's College, Sligo is committed to actively participating with all of the partners in the newly defined regional cluster (as outlined in the reconfiguration document), and to share and develop programmes and initiatives for capacity building in the region. These regional partners were identified as NUI Galway (including Shannon College and St Angela's College, Sligo), IT Sligo, GMIT and LYIT. There have been no substantive discussions on the establishment of this regional cluster as yet and thus it is not possible to outline priority objectives at this time.

As it is proposed that St Angela's College be fully incorporated into NUI Galway, our regional cluster objectives will be those of NUI Galway. St Angela's College, will work within the university structure to meet these targets and objectives.

As an integrated entity of NUI Galway, St Angela's College, is committed to being an active and collaborative partner in the regional cluster and will engage in discussions regarding the governance, structure and priority objectives of this cluster including:

- engaging in shared academic planning, joint programme delivery, joint programme development and joint research initiatives with NUI Galway and other cluster partners;
  - making a commitment to the ongoing development of flexible learning/e-learning/blended learning opportunities across the region and supports the development of a common virtual learning platform across the cluster to support and enable such developments;
  - developing its Access Programme and supports to provide access routes to HEIs within the regional cluster;
  - examining progression and transfer routes on to its postgraduate programme provision;
  - making a commitment to a shared services approach across the cluster to ensure effective and efficient use of the collective resources of the HEIs within the region;
  - making a commitment to a sharing of its resources with all education stakeholders in the region as well as the local community, enterprises and agents;
  - developing a joint cluster strategy on the recruitment of international students and the associated promotion and marketing required to grow and develop the number of international students to the region;
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- by virtue of its location in a border county, exploring the potential for establishing cross border collaborations for the regional cluster.

The College Landscape Document Submission (excerpt in Appendix 1A) outlines St Angela's commitment to the regional cluster process.

**Thematic Cluster/Teacher Education Cluster:**

St Angela's College is committed to the formation of a joint Institute/School of Education with NUI Galway as proposed in the Review of Initial Teacher Education Provision in Ireland. Furthermore, through this joint Institute/School of Education, we are committed to the development of linkages with the Centre of Excellence in Teacher Education to be established at University of Limerick/ Mary Immaculate College and the revised arrangements between GMIT (Letterfrack) and NUI Galway.

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## Regional clusters:

### Institution objectives and performance indicators

1.	Institution objective	To explore the regional cluster model, governance and priority objectives with identified cluster partners
	Performance indicator	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster
	Baseline	Framework for regional clusters (HEA guidance)
	Interim target, end 2014	Meeting with regional cluster partners
	Interim target, end 2015	Participation in establishing a model, governance arrangements and objectives
	Final target, end 2016	Participation in creating a complementary operational/action plan as required and contributions to realising the Plan
2.	Institution objective	To explore the thematic cluster/teacher education cluster with identified partners in the region
	Performance indicator	Participation by the College in establishing a model, governance arrangements and priority objectives for the cluster
	Baseline	Framework for thematic clusters (HEA guidance)
	Interim target, end 2014	Meeting with regional cluster partners
	Interim target, end 2015	Participation in establishing a model, governance arrangements and objectives
	Final target, end 2016	Participation in creating a complementary operational/action plan as required and contributions to realising the Plan

## 5.2 Participation, equal access and lifelong learning

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

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#### **Participation, equal access and lifelong learning: strategy summary**

**Equal access, inclusion and widening participation are key priorities for the College. St Angela's College is planning for a modest expansion in its widening participation agenda (Access programme, HEAR and DARE schemes along with increasing reserved undergraduate places for Access, BTEC/FETAC entrants and mature applicants). The expansion is strategic but remains modest as the College aims to maintain and slightly increase the higher education conversion rates for Access students as a priority – this requires special individual attention, and so, a concentration of the limited resources available.**

**The targets for this Compact derive from the College's Academic Plan 2012-14, Pillar 1 and 2 (Excerpt in Appendix 2A).**

A further widening participation (e.g. further mature students, access students) for the professional undergraduate programmes is restricted by the capping of undergraduate Nursing and B.Ed. programme places. The provision of a number of ex-quota places for widening participation initiatives would enhance the College's ability to expand intake through these various access routes.

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). This is a unique feature to the St Angela's Access programme, offering students in the region a wide breadth of higher education progression routes. The size of the campus and the special attention to pastoral care for these students is recognised as another unique factor that makes the environment comfortable for a student's first experience at third level and contributes to the success of the programme (for a list of additional Access support, see Appendix 2B). The College envisages a small increase in enrolment and in conversion rates/progression rates for the Access programme over the period of the Compact. Moreover, the Access Office is in the best position to monitor each student's educational journey, and can verify the College's success in this regard,

The College programmes attract a number of HEAR-eligible students, and the College is committed to offering special support to this group (for a list of support available to HEAR eligible students see Appendix 2C).

The College forecasts a modest increase of HEAR-eligible students during the period of the Compact, as the factors of students' circumstances within the North West/West region tends to meet HEAR criteria and the diversification of College programmes means a wider range of undergraduate students will be attending the College. St Angela's College has committed to participation in the DARE scheme in 2014/15 and intends on setting up the policies and support necessary to fully implement the scheme.

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The College expects that ensuring these students fully obtain the support they need for educational success is an achievable target.

In addition, St Angela's will continue to modestly expand its reserved places on the College's full-time undergraduate programmes for Access entry and mature applicants. This widening participation is a key priority of the College's Strategic Plan. To achieve this target, the College has devised a promotion plan and taster sessions for prospective students to be monitored by the Departments and centrally through the Equality of Access and Lifelong Learning Committee.

The College is also actively participating in the Springboard project (Diploma in Food Studies – Food Enterprise, Innovation & Entrepreneurship and Food Safety Management – Level 7) with graduates expected in 2014. With the food sector prioritised as a key growth area for the economy, upskilling programmes for those seeking employment is another means of widening participation. If Springboard sets to continue, and, contingent on the College's success on future Springboard applications congruent with the ongoing national priorities, the College foresees another cohort of Springboard students enrolled during the period of the Compact, promoted and monitored by the Food Studies section of the Home Economics Department. An excerpt on the aims and targets of this Springboard programme is in Appendix 2D.

In addition, the College has designed and will now deliver a number of initiatives to enhance inclusion in education. One of the key initiatives is the Certificate in LifeSkills Studies (Information on this new programme is in Appendix 2E). By recognising the right of persons with an intellectual disability (ID) the newly designed Certificate in LifeSkills Studies programme (3 years) will be delivered as an inter-departmental initiative to target a group of adult ID learners towards a first graduation in 2015/16.

Due to the intimate and unique campus setting and its wide array of state-of-the-art facilities and expertise, the College has identified that this environment is also conducive to supporting lifelong learning initiatives. The College's Centre for Lifelong Learning (CLL) will continue to expand its accredited programmes through flexible/blended learning offerings at undergraduate and postgraduate level (including stand-alone modules). The programme expansion is projected based on indicated progression routes (undergraduate to postgraduate; postgraduate certificate to diploma to Masters) and on providing subject area programmes that from market research we know are in demand.

The College also intends to increase the availability of blended, online and outreach modules for part-time and postgraduate students, which will contribute to increasing the appeal of these programmes to a broader audience. Programme Boards and Departments will implement and monitor the progress of this objective.

The following objectives were identified as congruent with the College's Academic Plan for Teaching, Learning, Assessment and Academic Development (Excerpt in Appendix 2A) and the monitoring of performance indicators/targets will be completed by the Equality of Access and Lifelong Learning Committee, which reports to Academic Council (Terms of Reference for this Committee is Appendix 2F). The Access Office, Registration Office, Student and Disability Services and Heads of Department will contribute to regular progress reports to the Committee to address this theme.

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**Participation, equal access and lifelong learning:  
Institution objectives and performance indicators**

1.	Institution objective	Expand participation in the Access Programme
	Performance indicator	Increase student participation in the College Access programme
	Baseline	25 (average of last 5 years)
	Interim target, end 2014	30
	Interim target, end 2015	35
	Final target, end 2016	35
2.	Institution objective	Monitor and support Access students to progress to higher education programmes
	Performance indicator	Percentage conversion of students from Access to enrol in HEI degree programmes
	Baseline	72% (baseline is an average of last 5 years)
	Interim target, end 2014	77%
	Interim target, end 2015	80%
	Final target, end 2016	80%
3.	Institution objective	Increase participation rates by HEAR eligible students
	Performance indicator	Percentage increase of HEAR eligible students
	Baseline	14
	Interim target, end 2014	7% of baseline
	Interim target, end 2015	14% of baseline
	Final target, end 2016	21% of baseline
4.	Institution objective	Increase programme completion rates by the HEAR eligible students
	Performance indicator	Percentage of HEAR eligible students who complete their programme
	Baseline	5 (First cohort of HEAR Students due to graduate 2014)
	Interim target, end 2014	80%
	Interim target, end 2015	85%
	Final target, end 2016	90%

5.	Institution objective	Establish the DARE programme and complementary supports/policies on campus
	Performance indicator	DARE programme offered in 2014/15 year; number of DARE students enrolled, subject to demand
	Baseline	8
	Interim target, end 2014	8
	Interim target, end 2015	10%
	Final target, end 2016	15%
6.	Institution objective	Widen participation on full-time undergraduate programmes
	Performance indicator	Number of students places reserved for access/mature applicants as a total of undergraduate (excluding quota of 20% mature students required in Nursing)
	Baseline	5%
	Interim target, end 2014	7%
	Interim target, end 2015	10%
	Final target, end 2016	10%
7.	Institution objective	Commit to institutional participation in the Springboard programme, (contingent on continued congruence of College academic expertise with Springboard priority areas and successful application/s)
	Performance indicator	Number of students on Springboard programmes
	Baseline	14
	Interim target, end 2014	14
	Interim target, end 2015	15
	Final target, end 2016	16

8.	Institution objective	Deliver the inaugural offering of the Certificate in LifeSkills Studies for persons with intellectual disability (3 year programme)
	Performance indicator	Number of students on Certificate programme
	Baseline	10
	Interim target, end 2014	10
	Interim target, end 2015	9
	Final target, end 2016	9

9.	Institution objective	Support the expansion of lifelong learning opportunities through accredited programmes offered in the Centre for Lifelong Learning
	Performance indicator	Number of students enrolled in accredited programmes
	Baseline	65
	Interim target, end 2014	80
	Interim target, end 2015	85
	Final target, end 2016	90

10.	Institution objective	Increase the number of blended learning, outreach and online modules available for part-time and postgraduate programmes
	Performance indicator	Blended/online outreach modules offered on part-time/postgraduate modules available at the College
	Baseline	25
	Interim target, end 2014	29
	Interim target, end 2015	33
	Final target, end 2016	37



## 5.3 Excellent teaching and learning and quality of the student experience

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

### **Excellent teaching and learning and quality of the student experience: strategy summary**

- 1- With its three academic departments (Home Economics; Education; and Nursing, Health Sciences and Disability Studies), the composition of subject matter expertise at St Angela's College is unique among Irish HEIs. The combination of such subject expertise on one campus has, to date, facilitated synergies between departments in undergraduate programme development and delivery in the areas of health, nutrition and education in a cost neutral fashion to the State and with economies of scale in delivery. The College has two unique undergraduate programmes in Ireland: the Bachelor of Education in Home Economics with electives and the BA in Health and Disability Studies. Many undergraduate programmes have built-in significant work placement experience (e.g. teaching practice, clinical practice, industry placements). Within current resources, it is not anticipated that any significant programmes at undergraduate level (e.g. CAO) will be added to the portfolio of College programmes (without already significant sharing of existing modules), as the College is almost at capacity for programme delivery within its resources. The three Academic Departments will concentrate efforts on maintaining high quality programmes, through a number of internal quality assurance and evaluative measures to be delivered across all College undergraduate modules by the completion of this Compact (outlined in section 2).
- 2- The strategy statement for quality at St Angela's can be clustered into three key areas to which the objectives in this section are drawn. First, with all College programmes accredited by NUI Galway, the College adheres to the NUI Galway Quality Assurance standards and conducts all external examiner and QA reviews through the NUI Galway Quality Office alongside national and professional body QA review processes as required (e.g. from the Teaching Council and An Bord Altranais). The College is committed to completing and implementing action plans to address recommendations made by external examiners to improve the overall quality and increased performance of individual programmes. In addition the College has successfully completed the Action Plan related to the Institutional Review 2008, and anticipates participating (in conjunction with the Quality Office) in a new institutional review in 2014, which, due to the nature of the merger with NUI Galway, could take a slightly different form.

- 3- The QA objectives and actions are framed from the College Academic Plan (Excerpt from the Plan is Appendix 2A) and the College has an internal system to monitor QA reviews/external examiner reports.

Second, the College also conducts internal measures to maintain the high quality academic curriculum by:

- **rigorous module evaluation system.** Any actions that arise from the module evaluation forms part of a programme review actioned by the Programme Board and module leaders. This process will continue during the period of the Compact, when all modules have been evaluated, a review of the process across departments is merited to ascertain whether this is an effective means of enhancing module quality, to begin alignment with NUI Galway systems and to create to improve the process.
- **continued professional development of academic staff.** By the end of the Compact period all permanent academic staff will have a teaching and learning qualification. In addition, the College intends on enhancing doctoral qualifications of academic staff to enhance research-informed teaching, to work towards meeting the Landscape document targets of 50% of academic staff with a doctoral qualification by 2017, by exploring potential ways to support staff in achieving Level 10 qualifications, including in conjunction with the impending integration with NUI Galway. The College is committed to research-informed teaching and aims to support academic staff to complete doctoral studies and engage in other College research activities that can improve teaching and subject knowledge.
- **additional enhancements to the curriculum** to maximise the overall learning experience. The College also enhances the curriculum by including learning opportunities for students that improve their professional competencies, life skills and employability. Some commitments during the Compact period include: arranging with the NUI Galway Acadamh, the delivery of the Dioplóma sa Ghaeilge for students on St Angela's campus; continued provision of the ASIST (Applied Suicide Intervention Skills Training) Programme for all undergraduate students; CPR, manual handling, NFTE (Network for Teaching Entrepreneurship) training and other such initiatives. This was highlighted as a key action in the College Academic Plan (see Appendix 2A).

The aim of programme evaluation and enhancements is to constantly improve performance in teaching, learning and assessment, including investigating the wide range of teaching methodologies and pedagogies employed which are exemplars (in particular for student teachers), strategies for various learning styles and individual engagement with students, which combined, contribute to preserving, and, during this Compact period, improving the already high student retention rates.

Finally, the College prioritises the **quality of the student experience** with measures in place to enhance academic and pastoral support (including Learning Support and Disability Services) to students while expanding the availability of complementary student life and leisure activities to enhance the overall student experience. The Student-Staff Forum is the main mechanism to address and action key strategic activities to enhance the student experience. During the period of the Compact, the College is committed to enhancing the role of this Forum and allow for actions to be progressed and, to verify this progress, a joint report between the College President and Students' Union President (joint chairs of the Forum) will be completed demonstrating the actions achieved over the year. During the period of the Compact, the College aims to identify initiatives to enhance the quality of the overall student experience.

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For example, in this academic year the College negotiated a deal for students at the College to access the IT Sligo recreational facilities and the College is participating in the One World Project (with the Organic Centre and funded by Irish Aid) which will result in a College garden development to be maintained by a new student/staff society. Through the Forum and the College Students' Union, new student life initiatives will be sourced and maintained.

- 4- The College recognises that, with limited resources and facilities on an intimate campus, the further expansion of new programmes is not possible in isolation. The merger with NUI Galway brings with it potential for further synergies to complement the College's programmes and also further opportunities to share programmes (even in blended/distance learning formats) and minimise duplication. During the first year of this Compact, the College aims to work with NUI Galway to identify academic and programme synergies.

The Teaching and Learning Committee of the Academic Council will be responsible for implementing and monitoring the objectives in this theme, with the Registrar and Heads of Department contributing to the actions required to realise the following objectives. The Terms of Reference for the Teaching and Learning Committee are available in Appendix 3B.

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## Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	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)
	Performance indicator	Number of reviews conducted (multi-year QA may be included)
	Baseline	2
	Interim target, end 2014	1 (in progress)
	Interim target, end 2015	2
	Final target, end 2016	2
2.	Institution objective	Participate in quality assurance institutional review process with the NUI Galway Quality Office (exact focus may vary with impending merger)
	Performance indicator	Review process is completed and action plan monitored
	Baseline	Process appropriately completed and monitored as per Quality Office guidelines
	Interim target, end 2014	1 Quality Review process- internal preparation
	Interim target, end 2015	1 QA review completed; 1 action plan agreed
	Final target, end 2016	4 reviews (quarterly reviews of action plan completed)
3.	Institution objective	Review the module evaluation process
	Performance indicator	One review conducted and completed
	Baseline	All modules at the College are evaluated
	Interim target, end 2014	Prepare evaluation
	Interim target, end 2015	Conduct review and compile action plan
	Final target, end 2016	Implement action plan and monitor progress

4.	Institution objective	Support staff to complete teaching and learning qualifications to enhance their undergraduate teaching
	Performance indicator	Percentage of full-time permanent academic staff with a teaching and learning qualification
	Baseline	92% (45 of n=49)
	Interim target, end 2014	94%
	Interim target, end 2015	98%
	Final target, end 2016	100%
5.	Institution objective	Expand the doctoral qualifications of academic staff, as a means to increase research-informed teaching
	Performance indicator	Percentage of academic staff with or pursuing doctoral studies
	Baseline	39%
	Interim target, end 2014	41%
	Interim target, end 2015	43%
	Final target, end 2016	45%
6.	Institution objective	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. ASIST, CPR, NFTE entrepreneurship training)
	Performance indicator	Expand the number of embedded initiatives available to students
	Baseline	2
	Interim target, end 2014	3
	Interim target, end 2015	4
	Final target, end 2016	5
7.	Institution objective	Offer the Dioplóma 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)
	Performance indicator	Number of students enrolled
	Baseline	15
	Interim target, end 2014	15
	Interim target, end 2015	15
	Final target, end 2016	15

8.	Institution objective	Focus on maintaining the very high student retention rates, despite a wider diversification of programmes (outside professional fields) and limited resources
	Performance indicator	Maintaining, at minimum, the very high retention rates
	Baseline	96%
	Interim target, end 2014	96.5%
	Interim target, end 2015	97%
	Final target, end 2016	97.5%
9.	Institution objective	Promote the breadth of service and availability of the learning support and disability services to students
	Performance indicator	Increase number of students availing of learning support/disability services
	Baseline	25
	Interim target, end 2014	27
	Interim target, end 2015	30
	Final target, end 2016	32
10.	Institution objective	Increase the role of the Student-Staff Forum to address agreed actions related to student satisfaction and the student experience
	Performance indicator	Number of actions addressed
	Baseline	3
	Interim target, end 2014	8
	Interim target, end 2015	10
	Final target, end 2016	12
11.	Institution objective	Identify and secure leisure and student life initiatives to enhance the student experience
	Performance indicator	Number of new leisure/student life initiatives
	Baseline	6
	Interim target, end 2014	8
	Interim target, end 2015	10
	Final target, end 2016	12

12.	Institution objective	Commitment to sharing modules across programmes
	Performance indicator	Percentage of modules that are shared across programmes (e.g. core modules sociology, business)
	Baseline	30%
	Interim target, end 2014	32%
	Interim target, end 2015	40%
	Final target, end 2016	50%
13.	Institution objective	Committed to work with NUI Galway to identify synergies across programmes
	Performance indicator	Progress on scoping exercises and agreed synergies in each College academic department toward integration
	Baseline	No formal scoping exercise involving both institutions completed and agreed
	Interim target, end 2014	3 scoping exercises completed (St Angela's with NUI Galway Nursing Depts; St Angela's with NUI Galway Education Depts; St Angela's Home Economics across various NUI Galway Depts, including Education)
	Interim target, end 2015	Programme and academic synergies from scoping exercise agreed towards integration
	Final target, end 2016	Begin the implementation of synergies

## 5.4 High quality, internationally competitive research and innovation

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **High quality, internationally competitive research and innovation:** strategy summary

**St Angela's College is actively engaged in fostering a research culture and aims to support its staff members to contribute to the development and growth of knowledge while continuing to help to build the College's national and international profile in key academic disciplines. This commitment to increasing its research capacity is crucial as the College works on the merger with NUI Galway; and during the period of the Compact the College will begin research and publication collaborations with colleagues at NUI Galway. The College actively conducts various regional, national and cross-border research projects and aims to increase this activity during the period of the Compact. St Angela's College is acutely aware that internationally competitive research is a priority for NUI Galway and through the following objectives the College aims to contribute to developing its research (and research postgraduate programme) profile.**

For over a decade, the College has provided taught postgraduate programmes and a limited number of Master by Research Programmes. St Angela's College is committed to offering postgraduate research study in the North West accredited by NUI Galway, including to doctoral level. Such offerings would open progression routes for those living in the region and for those interested in the study of the College's core academic disciplines.

St Angela's College is aligning its postgraduate by research policies and systems with NUI Galway and will be in a position during the period of this Compact to begin to offer a regular intake to postgraduate programmes by research (including doctoral) students. As part of the system alignment, academic staff at the College will undertake mentoring and training at NUI Galway to ensure they can contribute to participating in the Graduate Research Committees in a supervisory capacity. The College aim is that academic staff will begin to participate in a combination of mentorship, participation in GRCs and formal training at NUI Galway in this area (including the 10 ECTS Research Supervision module).

The College Research and Ethics Advisory Committee (under the Academic Council; Terms of Reference for this Committee are in Appendix 4B) and each academic department will action the objectives and monitor progress on the targets in this section. As a verification measure, the Academic Council and Research and Ethics Advisory Committee will assign each objective to a member of staff responsible for reporting on the progress at regular meetings and providing an end-of-year report to be used in reporting required to the HEA. For this measure, Heads of Department and the Registrar will be the key senior management involved in progressing these measures and will provide updates to key staff assigned as required. The objectives in this section were also prioritised based on the College Academic Plan, Pillar 3 (an excerpt of the Plan in Appendix 4C).

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The College has also distinguished itself in securing some regional, national and cross-border funding for research projects. The three academic departments aim to continue and increase this work by applying for related research tenders, expanding and examining ways to promote this research in the wider community, thus building their research profile.

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## High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	Increase involvement in regional, national or cross-border research studies
	Performance indicator	Number of research studies ongoing/undertaken
	Baseline	3
	Interim target, end 2014	3
	Interim target, end 2015	5
	Final target, end 2016	5
2.	Institution objective	Expand number of masters by research students
	Performance indicator	Number students enrolled in M.Litt/M.Phil./MHSc. study
	Baseline	6
	Interim target, end 2014	10
	Interim target, end 2015	12
	Final target, end 2016	15
3.	Institution objective	Begin to establish the systems in place (from NUI Galway) to offer doctoral study at St Angela's
	Performance indicator	Number of students enrolled in doctoral study
	Baseline	0
	Interim target, end 2014	0
	Interim target, end 2015	<del>3</del> 0
	Final target, end 2016	<del>3</del> 1
4.	Institution objective	Expand number of research-active staff (including post-doctoral), based on agreed criteria (research participation, publications, conference papers) through College PMDS system
	Performance indicator	Percentage of research-active staff
	Baseline	40%
	Interim target, end 2014	45%
	Interim target, end 2015	50%
	Final target, end 2016	

5.	Institution objective	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
	Performance indicator	Number of staff participating in GRCs at NUI Galway/St Angela's
	Baseline	0
	Interim target, end 2014	0
	Interim target, end 2015	4-2
	Final target, end 2016	4
6.	Institution objective	Design and deliver a research methods module (Postgraduate level) online
	Performance indicator	One module developed and delivered across programmes; Number of programmes availing of module
	Baseline	0
	Interim target, end 2014	1 developed
	Interim target, end 2015	2 (delivered across 2 programmes)
	Final target, end 2016	4 (delivered across 4 programmes)
7.	Institution objective	Begin to explore synergies for research with NUI Galway
	Performance indicator	Identify research groups and synergies to begin shared research project/apply for funding/explore shared research interests
	Baseline	0
	Interim target, end 2014	1
	Interim target, end 2015	3
	Final target, end 2016	6

8.	Institution objective	Build a reputation and research profile in key academic areas
	Performance indicator	Identify key research areas and ways to promote these areas in the wider academic community in general public
	Baseline	
	Interim target, end 2014	Identify key research areas by department and across departments; Identify ways to promote existing research projects (media, social media, journal publications, conferences)
	Interim target, end 2015	Increase research-related promotion activity by 5%
	Final target, end 2016	Increase research-related promotion activity by 10%

## 5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to **enhanced engagement with enterprise and the community and embedded knowledge exchange**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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### **Enhanced engagement with enterprise and the community and embedded knowledge exchange: strategy summary**

The strategic location of St Angela's College in the North West, in the heart of the Border, Midlands and Western region and its proximity to Northern Ireland lends itself to crucial and mutually beneficial community and enterprise engagement. as The nature of the programmes at the College involve engagement with all types of enterprise in the community, including public, social and private enterprise. The merger with NUI Galway will further emphasise the importance of the College's geographic location for the University's outreach to this region.

In order to maximise the impact of community engagement, the College will undertake an external engagement audit to establish a baseline on levels of engagement and type of organisations/enterprises the College engages with across the wider community, thus setting a series of objectives to strategically increase the breadth and type of involvement. The objectives in this section were drawn from the objectives and actions from the College Academic Plan, monitored by the College Academic Council (see an excerpt of the Plan in Appendix 5A)

Professional and industry-based placements are the cornerstone of the College's undergraduate programmes, ensuring students have experience in the workplace prior to graduation mainly in education and health settings. With the recent expansion of industry/enterprise-facing programmes, the College has made a priority of increasing the number of enterprises/organisations that are taking students on industry placement, which will require significant additional engagement with the wider industry/business/community specifically in the areas of food, nutrition, textiles, fashion and craft.

The volunteer opportunities on offer for St Angela's students span a wide and diverse spectrum – from school homework clubs, mentor programmes for youth, to managing promotional events to raising awareness and funds for people with a disability, as well as providing friendship to children of refugees and asylum seekers and the new communities of Ireland. The College aims to see an increase in student participation in this programme and will actively promote and encourage the ALIVE Programme to all students.

The College recognises that it has a key role in opening the campus to the community, in particular in getting young people and children comfortable in a third-level environment, especially those who may not have a family tradition of higher education participation. The College organises an Access School Programme which brings young students to the campus for various academic initiatives and support programmes.

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The College has also expanded its outreach to children and youth with activity programmes operated from the Centre for Lifelong Learning (CLL). Following on from the Google RISE internationally awarded activity camps for children, the CLL is planning to expand programmes for adults and children in the arts, archaeology, technology alongside drawing on academic department expertise.

Equally, the College recognises that with the core academic disciplines in Home Economics, Education, and Nursing, Health Sciences and Disability Studies, it has a responsibility to organise community initiatives and competitions that engage children and youth in well-being education and the development of life skills. For instance, initiatives such as the All-Island Cookery competition) and the National Sew Cool Competition among others, which engage young people and their teachers in projects that ultimately lead to a holistic and group-engaging learning opportunity.

During the period of the Compact, the Centre for Lifelong Learning (CLL) and the Lough Gill School of the Culinary Arts (LGSCA) will concentrate efforts on increasing participation by community members (adults) in unaccredited and special interest courses.

The St Angela's Food Technology Centre works directly with SMEs across the region in the development of food products and to enhance food enterprise (See summary document on Food Technology Centre in Appendix 5B). The merger with NUI Galway will present new opportunities for the Centre over the period of the Compact, and will provide an opportunity to identify synergies between the College and NUI Galway and to increase support for research and for SMEs, regionally and nationally.

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## Enhanced engagement with enterprise and the community and embedded knowledge exchange:

### Institution objectives and performance indicators

1.	Institution objective	Conduct an external audit to identify the specific community commitments undertaken by the College and create a baseline on which to increase the breadth and strategic nature of this engagement
	Performance indicator	Percentage increase of community engagement activity drawn from the 2014 baseline
	Baseline	Unknown until Audit is completed
	Interim target, end 2014	Have a fully informed established baseline
	Interim target, end 2015	10% increase
	Final target, end 2016	15% increase
2.	Institution objective	Increase student participation in the ALIVE programme
	Performance indicator	Number of students who receive ALIVE certificate per annum
	Baseline	25
	Interim target, end 2014	30
	Interim target, end 2015	40
	Final target, end 2016	50
3.	Institution objective	Widen the number of industry/organisations available for undergraduate work placements
	Performance indicator	Percentage increase in the number of placements available to students (professional and industry placements, including clinical practice and teaching practice)
	Baseline	308
	Interim target, end 2014	5%
	Interim target, end 2015	10%
	Final target, end 2016	15% (to 408)

4.	Institution objective	Create and deliver Access Schools Initiatives and Activity Programmes for children and youth to become familiar with and comfortable in a higher education environment -
	Performance indicator	Number of children and youth participating in Access Schools initiatives and activity camps (percentage increase)
	Baseline	300
	Interim target, end 2014	10% increase
	Interim target, end 2015	15% increase
	Final target, end 2016	20% increase
5.	Institution objective	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 external funding support.
	Performance indicator	Number of children and youth participating in competitions and initiatives (percentage increase)
	Baseline	800
	Interim target, end 2014	10% increase
	Interim target, end 2015	15%increase
	Final target, end 2016	20% increase
6.	Institution objective	Create and deliver special interest and unaccredited courses for adults
	Performance indicator	Number of adults participating in courses
	Baseline	40
	Interim target, end 2014	55
	Interim target, end 2015	70
	Final target, end 2016	85



7.	Institution objective	Identify synergies to increase the number of enterprise projects and research projects for the Food Technology Centre with the College and potentially with NUI Galway.
	Performance indicator	Number of potential synergy areas identified and explored
	Baseline	0
	Interim target, end 2014	2
	Interim target, end 2015	4
	Final target, end 2016	6

## 5.6 Enhanced internationalisation

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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### **Enhanced internationalisation: strategy summary**

St Angela's has achieved considerable success in internationalisation over two years. Internationalisation is a key priority for the College, and the development of international programmes and initiatives specifically designed for international students has proven to be successful despite limited resource investment.

Many of the ambitions of increasing internationalisation in the context of student participation are based on the ability to establish a presence in the identified international markets (visits, fairs, presence with Education in Ireland). The College will work with the NUI Galway International Affairs Office to expand and increase international student participation on its programmes and such collaboration will provide some initial investment prior to full integration.

The College also intends to build and expand its European mobility (incoming and outgoing) through the Erasmus programme, including increased mobility by students and staff (again contingent on funding secured for such mobility). The College also aims to increase the number of its Erasmus Charters to ensure institutions in Europe with similar academic programmes can be available for student/staff mobility exchanges in future. The Academic Plan indicates the objectives and actions related to the expansion of European programmes at the College (an excerpt is in Appendix 6B).

In addition, the College aims to explore the establishment an English Language School (adults and youth programmes). As an additional revenue stream, this School at St Angela's will strategically allow the University (and other HEIs) to have an internal service to send their prospective international students for English language preparation to meet the appropriate IELTS level prior to entry to higher education programmes in NUI Galway, St Angela's or other HEIs.

St Angela's College has also established a distinguished and international reputation in the Home Economics discipline, and the College is committed to participation in and expansion of initiatives related to Home Economics on an international level, such as the International Federation for Home Economics and Partnership for Education in Responsible Living (PERL). The Home Economics Department aims to develop, promote and deliver a completely online M.Ed. in Home Economics programme to attract an international market. The Department Committee and Head of Department will monitor the success of this initiative. The current M.Ed. in Home Economics curriculum brief (to which the M.Ed. in Home Economics online/international will be based) is Appendix 6C.

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As this is a new and priority area of development at the College, the College Management Team is monitoring the progress of this section, with various reports from Academic Council or other Committees as required. The Terms of Reference for the College Management Team is Appendix 6D.

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## Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Increase number of full-time international students
	Performance indicator	Increase in the number of full-time international students as a percentage increase from the baseline (number of students),
	Baseline	20 19 (2012)
	Interim target, end 2014	13% (23) 11 & 7 (2013 & 2014 Jan)
	Interim target, end 2015	23% (26)
	Final target, end 2016	33% (30)
2.	Institution objective	Strategically build Erasmus mobility (outgoing)
	Performance indicator	Number of St Angela's students who participate in Erasmus exchange (subject to secured funding)
	Baseline	1
	Interim target, end 2014	2
	Interim target, end 2015	4
	Final target, end 2016	6
3.	Institution objective	Strategically build Erasmus mobility for staff
	Performance indicator	Number of St Angela's staff (academic/non-academic) who participate in Erasmus exchange (subject to secured funding)
	Baseline	2
	Interim target, end 2014	2
	Interim target, end 2015	3
	Final target, end 2016	4
4.	Institution objective	Strategically build Erasmus mobility (incoming)
	Performance indicator	Number of students who complete their Erasmus exchange at St Angela's
	Baseline	2
	Interim target, end 2014	2
	Interim target, end 2015	3
	Final target, end 2016	4

5.	Institution objective	Strategically build Erasmus charters based on the academic strengths relevant to College programmes
	Performance indicator	Number of new charters established
	Baseline	1
	Interim target, end 2014	1
	Interim target, end 2015	2
	Final target, end 2016	2
6.	Institution objective	Establish an English Language School, offering preparation programmes for international students
	Performance indicator	Number of international students who participate in English language preparation programmes
	Baseline	0
	Interim target, end 2014	10
	Interim target, end 2015	15
	Final target, end 2016	20
7.	Institution objective	Monitor the conversion of international students attending the English Language School who proceed to HEI study in Ireland (contingent on achieving timely QQI ACELS accreditation)
	Performance indicator	Number of international students who progress to international study at an Irish HEI
	Baseline	0
	Interim target, end 2014	0
	Interim target, end 2015	3
	Final target, end 2016	6
8.	Institution objective	Design and deliver English activity programmes for adults and youth through the English Language School
	Performance indicator	Number of adults and youth who participate in English activity programmes through the English Language School
	Baseline	0
	Interim target, end 2014	20
	Interim target, end 2015	25
	Final target, end 2016	30

9.	Institution objective	Commitment to participating in and expanding international recognition of Home Economics discipline in Ireland through participation in international initiatives
	Performance indicator	Number of international Home Economics initiatives with active participation from the College/Home Economics Department
	Baseline	2
	Interim target, end 2014	3
	Interim target, end 2015	4
	Final target, end 2016	5
10.	Institution objective	Commitment to designing, promoting and delivering an M.Ed. in Home Economics programme targeted to the international market
	Performance indicator	Design of programme curriculum completed;
	Baseline	Approval to progress on M.Ed. Home Economics online (international)
	Interim target, end 2014	Design and promotion of programme
	Interim target, end 2015	Delivery of first cohort
	Final target, end 2016	Delivery of first cohort

## 5.7 Institutional consolidation

### Strategy summary

Please provide a brief summary of St Angela's College, Sligo's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

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#### **Institutional consolidation: strategy summary**

St Angela's College, Sligo is a constituent college of NUI Galway. There has been a close working relationship between the institutions over almost four decades. Discussions have been held on the further development of the relationship between the two institutions since the publication of the *National Strategy for Higher Education to 2030* and in the context of the 'Landscape' document towards full integration completed by the end of this Compact period. The HEA Report on system reconfiguration proposes the integration of St Angela's College into NUI Galway and the Minister for Education and Skills has accepted that recommendation. In its discussions with the HEA on 'Completing the Landscape Process' NUI Galway identified a preliminary list of issues, including recurrent and capital funding, programme provision and student numbers, staff, including terms and conditions and pension arrangements, ethos and property, which would require a comprehensive due diligence process, similar to that undertaken leading up to the SCHM integration application, but on a larger scale and likely to be more complex related to the greater size and complexities of St Angela's College. The availability of funding requested under the Strategic Innovation and Development Fund Initiative to assist in carrying out the process and for the development of St Angela's College's systems and their integration with those of NUI Galway is important for the integration process to be progressed and for a true integration of academic, management and administrative processes.

St Angela's College and NUI Galway have a Working Group in place with representatives of Senior Management and Board Members from the College and the University to progress the integration of St Angela's College into NUI Galway.

St Angela's College is committed to meeting regularly with the University to move this integration forward in a timely manner aiming to have a Heads of Agreement agreed by mid-2014 and integration completed before the completion of this Compact.

It is envisaged that the College and the University will decide on an agreed timeframe for the integration process, will agree a potential model of integration and will identify any issues arising that will need consideration by both parties with a view to agreeing an actual date for the full integration of St Angela's College into NUI Galway.

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**Institutional consolidation:**  
**Institution objectives and performance indicators**

1.	Institution objective	Continue to participate in the joint Working Group with NUI Galway to complete an integration strategy and timescale for implementation
	Performance indicator	An integration strategy and timescale is jointly agreed, submitted and ready for implementation monitored through the joint Working Group
	Baseline	Request for implementation strategy and timescale request by the HEA
	Interim target, end 2014	Strategy and timescale agreed; Heads of Agreement agreed; implementation begins
	Interim target, end 2015	Monitoring of the implementation by the Working Group
	Final target, end 2016	Integration of St Angela's with NUI Galway is well progressed with full merger completed



## 6. Annual Compliance Statement

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As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

## 7. Performance Funding

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Having regard to the performance of St Angela's College, Sligo in the strategic dialogue process leading to this compact, performance funding of € 23,000 has been allocated to the college.

## 8. Agreement

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**To be completed following the conclusion of the strategic dialogue process.**

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and St Angela's College, Sligo agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the college.

Signed:

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Chief Executive, Higher Education Authority

Date:

Signed:

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Chief Officer, St Angela's College, Sligo

Date:

## Appendices

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We (St Angela's College, Sligo) include the following appendices with our performance compact.

List the appendices here:

<input checked="" type="checkbox"/>	Appendix 1: Regional clusters
<input checked="" type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input checked="" type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input checked="" type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input checked="" type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input checked="" type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8:

Appendix 9:

Appendix 10:

*Add more rows as necessary*

## Appendix 1: Regional clusters

### **Appendix 1A – St Angela’s College, Sligo Landscape Document Submission (Excerpt on Regional Clusters)**

#### **3.1      *Regional Clusters***

St Angela’s College is committed to establishing links, partnerships and collaborative initiatives with other educational institutions regionally, nationally and internationally. St Angela’s College, Sligo, as a College of NUI Galway is also member of Lónra – the Regional Higher Education

Network, which includes all higher education providers in the BMW Region (NUI Galway, St Angela’s College, IT Sligo, GMIT, Letterkenny IT, Athlone IT and Dundalk IT).

The Lónra network was founded in 2000 to develop a collaborative response by the third level sector to the developmental needs of the Border, Midland and Western (BMW) region. Lónra plans and implements collaborative projects which address specific educational and training needs across the region. To improve access to third level and address educational disadvantage, the network has established strong links with local communities and outreach centres across the region.

An important part of the Lónra function is liaison with social partners, the BMW assembly, government departments and agencies, and international bodies. The network has established links with Government departments, the BMW Regional Assembly, Enterprise Ireland, the VEC, IBEC, SIPTU, FÁS, Skillnets and Údarás na Gaeltachta. The synergy released by these partnerships provides a new dynamism to improve the region’s capacity for sustained development and innovation.

The College is committed to actively participating in a regional cluster with some or all of the Lónra HEI partners to share and develop programmes and initiatives for capacity building of the region.

## Appendix 2: Participation, equal access and lifelong learning

### Appendix 2A - St Angela's College, Sligo Academic Plan (Excerpt)

#### **Academic Plan for Learning, Teaching, Assessment and Academic Development 2012-2014**

##### **St Angela's College Sligo (Excerpt)**

#### **Pillar 1 – Academic Programme Development**

##### **Programme Analysis and Needs Assessment**

Objective: Assess and evaluate undergraduate, postgraduate, adult & continuing professional development programmes, identify gaps and potential for departmental collaboration

College Strategic Plan: 1.1.1; 1.2.1; 1.3.1 (LTAS= Learning Teaching & Assessment Strategy NUI Galway)

Actions:

(A1) Conduct an assessment of other HEI programmes to identify gaps and consult relevant policy documents on regional and sector needs

(A2) Identify College academic specialist areas

(A3) Complete a project assessing module synergies across academic departments and Programmes

##### **Programme Expansion**

Objective: Consider the expansion of undergraduate, postgraduate, adult & continuing professional development programmes, applying expertise and responding to need

Strategic Plan: 1.1.2; 1.2.2; 1.2.3; 1.1.4; 1.2.4; 1.3.2; 1.3.4; 1.3.5; 1.4.3

Actions:

(A4) Apply the module project findings (A3) to create new or redesign existing undergraduate, postgraduate, adult & continuing professional development programmes

(A5) Progress the development of new undergraduate, postgraduate, adult & continuing professional development programmes

(A6) Monitor the new BA programme and consider any potential synergies between other College programmes

(A7) Design programmes with natural progression routes (e.g. undergraduate to postgraduate study) including to Master's and Doctoral level

(A8) Deliver and evaluate a module of the Certificate in Contemporary Living programme and consider offering the full Certificate programme

(A9) Build on existing Access Programmes to create academic progression routes

(A10) Design a suite of short courses, evening and summer programmes

### **Development of College Support Systems for Academic Development**

Objective: Develop administrative systems to support the College academic development

Strategic Plan: 1.1.3; 1.2.3; 1.3.3; 1.2.4; 1.3.5; 1.4.3

Actions:

(A11) Provide resources necessary to track student enrolment, including an appropriate Management Information System

(A12) Devise a centralised system to create transcripts

(A13) Introduce and evaluate College workflow for developing new academic programmes

(A14) Devise College systems and guidelines to offer MPhil/Masters by research and PhD options

(A15)- Review academic structures in order to clarify roles and expand development of lifelong learning programmes

### **Innovative Approaches to Teaching & Learning**

Objective: Explore options for flexible, student-centred delivery of programmes

Strategic Plan: 1.4; 1.2.4;

Actions:

(A16) Offer systems to offer expanded student academic and lecture resources online

(A17) Seek to improve existing programmes through feedback, evaluation and review, while endorsing the actions from the NUI Galway Learning, Teaching & Assessment Strategy actions in Section 7 including:

- Implement a framework for systematic evaluation of all courses including types of assessment, achievement of learning outcomes and range of teaching methods [Learning Teaching & Assessment Strategy (LTAS)A7.1; A7.5]
- Engage academic staff in the types of opportunities to obtain feedback and evaluation for teaching, such as group evaluation, use of Blackboard/Moodle, peer review [LTAS A7.2; A7.6]
- Engage students to fully cooperate in evaluation of courses and teaching through feedback mechanisms and participating as/nominating student representatives on various institution meetings. Students should be informed of actions taken, addressed as appropriate in a timely fashion [LTAS A7.3; A7.4]

(A18) Consider the potential for additional reflective time and opportunities for self-directed learning, which may include exploring the benefit of a range of new technologies to support student learning [LTAS A4.5]

(A19) Continue to recognise a commitment to high quality teaching (and the design, delivery and management of courses), on a par with research and other contributions (consistent with LTAS A7.7) and the consideration of this work in applications for promotion

(A20) Employ developments in ICT for programme delivery (e.g. e-learning), including the creation of e-learning modules

(A21) Explore the potential for new and emerging technologies to enhance learning and programme delivery, including the extended use of a visual learning environment (e.g. Moodle, Blackboard) to all students and programmes [LTAS A4.6; A4.77]

(A22) Devise and deliver stand-alone modules, including by blended learning

(A23) Explore potential for linking with CELT and Community Knowledge Initiative (CKI) to enhance the awareness of the potential for service learning in College programmes

(A24) Promote examples of service learning and Education for Sustainable Development in College programmes

(A25) Monitor and evaluate the use of teaching practice and clinical placements as an effective learning strategy

(A26) Consider, evaluate and implement innovative and appropriate approaches to teaching and learning, while endorsing the actions from the NUI Galway Learning, Teaching & Assessment

Strategy actions in Section 4 including:

- Promote greater student engagement and responsibility for learning through use of appropriate curriculum design, methods of teaching, learning technologies and learning strategies based on the learning outcomes and available resources, reviewed periodically by Course Boards/Committees [LTAS A4.1; A4.3; A4.4]
- Conduct a survey/audit of teaching methods used across programmes to identify areas for development, training and resources requirements [LTAS A4.2]

### **Developing Quality Assurance**

Objective: To embed a quality assurance ethos at the College and comply with national and European frameworks for QA in higher education

Strategic Plan: 1.5

Actions:

(A27) Embed quality assurance systems in College organisational structures

(A28) Monitor the progress on the QA Institutional Review (2008) and B.Ed. Review (2009)

(A29) Prepare for next academic QA review, scheduled for 2011

(A30) Prepare and conduct reviews for regulatory bodies as required (e.g. Bord Altranais, Teaching Council)

(A31) Support the College implementation of the Bologna, the National Qualifications Framework and the European Credit Transfer (and Accumulation) System (ECTS) while endorsing the actions from the NUI Galway Learning, Teaching & Assessment Strategy actions in Section 2:

- Ensure all programmes comply with the Bologna Framework, the NFQ [LTSA 2.1]
- Make all programme descriptions (with learning outcomes, ECTS and NFQ level) available along with programme specifications and module descriptors [LTAS A2.2; A2.4]
- Clarify the workload associated to ECTS weightings and the expectations required of students for individual effort (beyond class contact, assessment) for consistency and comparability in workloads across modules with the same ECTS weightings [LTAS A2.3; A2.6]
- Consider a reform to programmes to ensure a standard minimum size of modules on offer corresponds to no fewer than 5 ECTS [LTAS A2.5] and minimise the number of 'bonded' modules in programmes (e.g. students taking modules which have the same learning outcomes and general assessment requirements are treated as a single cohort in terms of the award of ECTS) [LTAS A 2.7]



- Remain responsible for localised policy decisions regarding practical aspects of module and course delivery (e.g. contact time, resource allocations, assessment regulations, standards and grading), with such decisions staying compatible with the strategy of this Plan. [LTAS A2.8]

(A32) Review and endorse Section 3 'Learning Outcomes' of the NUI Galway Learning,

Teaching & Assessment Strategy, adapting the actions as appropriate:

- Provide of learning outcomes for all programmes and modules [LTAS A3.1; A3.2]
- Ensure the use of learning outcomes reflect the approaches to teaching & learning and the selection of assessment methods [LTAS 3.6] and offer support to staff to write effective learning outcomes [LTAS 3.3]
- Review of the extent and effectiveness to which learning outcomes are being employed in curricular development and course provision (e.g. avoid over-assessment) and the extent to which learning outcomes are being achieved

(A33) Review and endorse Section 5 'Assessment' of the NUI Galway Learning, Teaching &

Assessment Strategy, adapting the actions as appropriate:

- Monitor of appropriate (and coherent) mix of assessment tasks, grading through a Programme Board/Course Committee [LTAS A5.4; A5.5; A5.12] while suspected breaches of the disciplinary code (e.g. plagiarism) will follow the relevant regulatory framework [LTAS A5.11]
- Excluding the exceptions referred to in (LTAS A2.5), a formal written examination may only be used for modules of not less than 5 ECTS. [LTAS A5.4].
- Assessment is based on intended learning outcomes [LTAS A5.1] and the assessment tasks are coordinated to facilitate student learning, avoiding over-assessment, and similar coursework deadlines for multiple modules [LTAS A5.3]. Students will acquire over a programme of study experience of a range of assessment methods [LTAS A5.2], opportunities for formative assessment and a strategy for balancing formative and summative assessment [LTAS A5.6]
- Students will be notified in good time of the nature, format and grading criteria of assessment tasks [LTAS A5.9], while given opportunities for peer/self-assessment [LTAS 5.8].
- Marking and feedback to students will be timely [LTAS A5.7] while the workload associated to grading will be addressed through alternative efficient approaches (which may include technology) [LTAS A5.10]

## Pillar 2 Supporting our Students and Staff

### Supporting a Holistic Student Experience

Objective: Offer a comprehensive and integrated student support service

Strategic Plan: 2.1

Actions:

(A1) Review Student Services at the College with particular reference to enhancing the academic support available to students to enhance the College experience

(A2) Prioritise areas of student engagement in academic programmes, while endorsing the actions from NUI Galway Learning, Teaching & Assessment Strategy actions in Section 6:

- Enacting realistic procedures for monitoring student attendance [LTAS A6.1]
- Expectations for students to engage with their programmes of study (e.g. preparation, participation in class) while promoting active learning, self-study and peer-assisted learning [LTAS A6.2; A6.3]
- Department policies and actions to maximise student retention, facilitate the transition to higher education [LTAS 6.4] and appropriate resources for this purpose [LTAS 6.5]

(A3) Assess the feasibility of integrating ASIST training in the curriculum for all undergraduate programmes

### Widening Access and Lifelong Learning

Objective: To continue to develop strategies to encourage participation from under-represented groups, widen access to academic programmes and foster lifelong learning

Strategic Plan: 2.2

(A4) Initiate the participation in the HEAR programme

(A5) Work with NUI Galway to source and gain access to learning technology and equipment for students with disabilities

(A6) Develop a comprehensive learning support service to enable students to achieve to the best of their abilities in their programmes of study

(A7) Develop of a Centre for Lifelong Learning and a strategy to address the lifelong learning needs of the community

(A8) Consider the development of academic programmes to appeal to a wider gender balance

### Establishing an International and European Dimension

Objective: To bring a European and International dimension to enrich the College experience

Strategic Plan: 2.3

Actions:

(A9) Increase participation in the student mobility programmes (i.e. Erasmus, both in- bound and outbound mobility) and ensure the academic policies, support and procedures are in place to facilitate this mobility

(A10) Promote Erasmus teaching staff assignments and mobility opportunities

(A11) Use the International Federation in Home Economics Council 2010 as a means to showcase the academic programmes, research and opportunities at the College

### **Support and Professional Development of Staff**

Objective: To foster professional development of staff to enhance teaching and learning

Strategic Plan: 2.4

Actions:

(A12) Prioritise access for College staff to the NUI Galway Library Services and computing systems to broaden access to knowledge, resources and technologies

(A13) Review and endorse Section 1 'Staff Training & Support for Curriculum Development' of the NUI Galway Learning, Teaching & Assessment Strategy, adapting the actions as appropriate:

- Offering appropriate resources to support and sustain staff development in this area for all staff, including part-time/sessional staff and postgraduate students as appropriate [LTAS A1.4; A1.6; A1.7]
- Heads of Department and senior management will be provided with appropriate professional development opportunities and support

(A14) Work with CELT to offer professional opportunities for staff including:

- seminars, workshops at the College/using ICT technology to meet College needs [LTAS A1.3]
- Access to the Professional Postgraduate Certificate in Teaching & Learning in Higher Education free of charge along with access to the Postgraduate Diploma/MA in Academic Practice in as flexible a manner as is practicable [LTAS A1.1; A1.2;]
- Access to training materials and resources for curriculum development

(A15) Explore ways to support staff completing PhD/Doctoral/post graduate study as a means to enhance their professional practice

## **Appendix 2B – Access Programme – Student Supports and Services**

*Reference: St Angela's College, Sligo Access Programme Handbook, p. 8 (Excerpt)*

### **Student supports and services**

St Angela's College offers a wide range of learning support and pastoral services which are available to students on the Access Programme. You will learn more about many of these supports from Student Services and the Students Union. The best place to start exploring these supports and services is at Student Services page on the St Angela's College website.

*Reference: St Angela's College, Sligo Student Handbook, pp.8-14 (Excerpt)*

### **The Student Charter**

The Student Charter promotes a reciprocal engagement of all members of the College community to realise the Mission of St Angela's College. To this end, the Student Charter seeks to make transparent the obligations and responsibilities of all staff and students within the College community.

The philosophy of St Angela's College is captured in its Mission Statement. In the pursuit of excellence in teaching, research and community service, the College is committed to:

- Excellence in teaching and learning
- Innovation
- A spirit of community
- Development of Programmes
- Equality and Social Justice
- Lifelong Learning

This mission is best achieved by a College community in which all members:

- Value scholarship;
- Respect diversity;
- Recognise their common interests and the benefits to be gained from working together;
- Acknowledge the reciprocal responsibilities inherent in a dynamic learning environment;
- Demonstrate respect and consideration for each other;
- Seek to fulfil their commitments to each other.

An effective way in which these objectives can be realised is through fair student representation and active student participation in the College. For this to work well, members of the College community need to have reasonable and fair expectations of each other. These expectations are given in the Student Charter.

## **Student Services**

### **Student Services Mission Statement**

Student Services acknowledges each person is unique, exceptional and to be valued and works to enhance individual student experience, to encourage personal potential and to collaborate with all college departments and the Student Union in promoting a caring, supportive and enjoyable learning environment for the student community.

### **Health**

Good health and a healthy lifestyle contribute to success and enjoyment. St Angela's College works with **The Mall Family Practice, Sligo**, to provide student healthcare. Walk in Clinics are available to students each Tuesday and Thursday 9.30 – 10.30am during term time. Student Services and Student Union subsidise this service. A minimal €10 student charge per consultation applies. Appointments at other times are facilitated but at full cost – a receipt can then be brought to the Student Union where they will refund 50% of the cost.

### **Counselling**

College life can present challenges to students, which may give rise to uncertainties and difficulties at times. Work-related stress, study and exam anxieties, peer pressures, sexual conflicts, loneliness and questions of personal worth are among issues commonly experienced during college years. Counselling aims to help a student deal with the emotional impact of issues and find a positive way forward. A counselling service is available off campus. This service is absolutely confidential. Student Services and Student Union subsidise this service. Each student is allocated 6 free sessions per year, after this a minimal €10 student charge per session applies.

## **Chaplaincy**

The Chaplain gives expression to the College's commitment to the development of the whole person. The Catholic Chaplain resides on campus and collaborates with College colleagues and representatives of other faiths to provide social, spiritual and personal support for students as appropriate.

## **Career Guidance**

Student Services will arrange workshops in study skills, time management, personal development, career guidance and preparation for the world of work to supplement Departmental programmes, when requested.

## **Welfare**

From time to time, a student may experience financial hardship. Student Services administers a Student Assistance Fund – which is funded by the Department of Education and Science under the National Development Plan 2007 – 2013, with the assistance of the European Social Fund. This funding is available to assist students who find themselves in financial difficulties. Application forms are available from the Student Services Officer who will interview you and then submit your application to the Welfare Committee for allocations.

Assistance which can be provided – the following are examples of the services/facilities/situations for which students experiencing financial difficulties can apply for assistance. (This is not a definitive list): Books, Class Materials, Rent, Heating/lighting bills, Food, Travel of an urgent or essential nature, Medical expenses – i.e. doctor or dental visits, Family breakdown, Bereavement, Accidents, Students who have family obligations, particularly in relation to childcare costs.

The Welfare Committee meet once a month to process applications. Students can apply once a term if financial assistance is required. All matters connected with the Student Assistance Fund are dealt with in strict confidence and all records are kept separate from the College Records. For more information check out [www.studentfinance.ie](http://www.studentfinance.ie)

## **Students with Disabilities or Special Needs**

The College makes every effort to facilitate students with disabilities or special needs (Physical/sensory/learning or mental health). It is important that, on acceptance of a College place, such students contact the Disability Service to advise of their special requirements.

Students with a disability or special need should also contact the Student Services Officer at the beginning of each academic year in order to keep abreast of developments in the disability supports on offer -

- Identifying the supports and accommodations for each student
- Applying for the Ministers Fund for Students with Disabilities (see below)
- Organising Assistive Technology
- Co-ordinating Learning support services
- Liaising with the Examination Office

The Fund for Students with Disabilities - which is administered by the National Office for Equality of Access to Higher Education, aims to support students with disabilities.

This fund is designed to cover many of the educational support requirements:

- Irish Sign Language Interpreters
- Note-takers
- Subject specific Tutors
- Transport to and from College
- Photocopying
- Personal Assistants
- Assistive Technologies – both hardware and software
- Information Technology – both hardware and software

Equipment purchased through this fund remains the property of the college and is given on loan to the student for the period of their studies at St Angela's College. The fund is assisted by the European Social Fund.

The closing date for the fund is early in the academic year and this is one of the reasons why it is important to make contact with the Disability service at the commencement of the college year.

## Appendix 2C - Support to HEAR eligible students

Additional Support for HEAR students include;

- Orientation programme to introduce students to university or college
- Extra tuition if needed
- Help with study skills and exam preparation
- One-to-one meetings and mentoring
- Advice about financial supports available
- Support to source discounted or sponsored class materials and equipment

## Appendix 2D – Information on College Participation in the Springboard Programme

### Participation in the Springboard Programme

#### **Diploma in Food Studies – Food Enterprise, Innovation & Entrepreneurship and Food Safety Management – Level 7) – Home Economics Department 2012-2014**

*Special support to Springboard participants during the programme and to secure employment following completion (Excerpt from successful Springboard application 2012)*

With early school leaving and previous emphasis on unskilled/semi-skilled sector in the region, the College offers a transition back to education to give learners academic/ pastoral support through the Access Office and Student Support Services. The College offers learning, disability and support skills (e.g. learning support tutor, writing skills tutorials) to assist students to complete the Diploma. The small intake (16 x 2 groups of learners) facilitates an individualised, personalised learning experience and peer-support. As a College of NUI Galway, all learners have full access to NUI Galway student services, including the ICT/library system, career advisory service, student welfare support. This is all fully accessible on the College campus to learners. Each learner is assigned a mentor (Member of Food Studies academic team) to offer personalised monitoring of the learner's progress. The Steering Group and Diploma Director monitor the overall supports needed and available to the learners to ensure high retention and completion rate (which remains exceptionally high at the College).

A tailored induction session outlines all College support and services, mentor system and NUI Galway support available to learners. A Student Support Coordinator, Chaplain and Counsellor are available on campus along with peer support through the Students' Union health and welfare initiatives. Employers often advertise or alert the College/academic Department to their food-related employment opportunities, long-term internships and Job Bridge placements. Graduates are also welcome to use career/student service-based services (College and NUI Galway) for a period of two years post-graduation and informally at the College as required.

The advantage of a small group is the collegial and professional relationships that can be developed between the College academic staff, industry partners with the programme and students is unique. While obtaining the desired skills for the agri-food sector, students will also have the opportunity to meet a number of potential employers in a comfortable setting and be able to obtain strong networking skills and build their own relationships with these organisations while completing the programme.

In addition, a placement that matches students' skills and interests with an organisation in industry means students will have a practical work experience to reflect on and draw on when applying for and identifying employment. The College has a career advisory service, along with the service at NUI Galway fully available to students and graduates. As such a small group in a specific area, the College will be able to tailor seminars on interview/job preparation skills specifically for the food sector and indeed draw on the Steering Group members/industry partners to provide support to students on this process: Students can avail of networking skills by: building contacts in the industry through their industry guest lecturers/field visits/work placement and in a smaller setting to apply this network for a successful employment search; increase confidence, interpersonal and networking skills through programme content/laboratory work and exposure to the food/beverage sector.

The food/beverage companies regularly contact the College seeking food-related graduates for employment/JobBridge/FUSION-programme related and long-term work placements. Diploma participants will be poised to take up and obtain internships or employment (such as with the Food Centre, local food businesses). Recent expansion of large food businesses in the region (e.g. in Donegal, Fermanagh, Westmeath) means skills of Diploma graduates will be desirable.

## Appendix 2E – Information on the Certificate in Life Skills Studies

### Certificate in Life Skills Studies

#### A programme for adults with an intellectual disability

*Partnership delivery by the Department of Nursing, Health Sciences and Disability Studies, Centre for Special Educational Needs, Inclusion and Diversity (Education Department) and Home Economics Department*

This three year course is for students with an intellectual disability and comprises of three modules.

#### Modules

- **Personal Effectiveness** - Commencing 23rd October 2013, this module enables the student to acquire the interpersonal skills necessary to support their ability to participate in their communities. Students will learn about their rights and responsibilities as well as personalised planning and advocacy.

- **Maths for Living** - This module focuses on applying mathematical skills to a variety of everyday living skills such as shopping, cooking, managing money, budgeting, and using timetables.
- **Health and Well Being** - This module will enable students to acquire the skills necessary to maintain positive physical and mental health. It will focus on developing the students understanding of maintaining a healthy lifestyle in all aspects of their daily life.

On completion of all three modules, students will receive a Certificate of Engagement and Participation from St Angela's College.

Admission to this module is open to applicants who are:

- 18 years of age or older on enrolment
- Have an intellectual disability
- Committed to on-going learning and personal development

## **Appendix 2F: Terms of Reference for the Equality of Access and Lifelong Learning Committee (A Committee of the College Academic Council)**

### **TERMS OF REFERENCE**

#### **St Angela's College Equality of Access and Lifelong Learning Committee**

1. To develop, co-ordinate and evaluate report on progress of the range of innovative activities put in place to achieve the College's aim in widening access to higher education.
2. Through effective communication liaise with Academic Departments, Support Services to bring about an institution-wide understanding of the objectives, policies and best practices pertaining to Equality of Access and Lifelong Learning
3. To work in partnership with other providers including HEI's and the voluntary sector bodies in initiatives associated with Equality of Access and Lifelong Learning.
4. To establish working groups / advisory groups, to advise and report on issues relating to Equality of Access and Lifelong Learning
5. To receive reports from and communicate with other College committees, Departments and external bodies in relation to initiatives associated with Equality of Access and Lifelong Learning.
6. To advise Academic Council on the effectiveness of the College's Equality of Access and Lifelong Learning strategy.

### **MEMBERSHIP OF THE GROUP**

The group is chaired by a member of staff from the College Access Office. The membership will comprise: College President (ex-officio); College Registrar; Head of Department Nursing and Health Studies; Head of Department Education Department; Head of Department Home Economics Department; Access Office Staff; Access Office NUI Galway; Student Services Officer; Director- Centre for Life Long Learning; Senior Administrator Registrar's Office

### **REPORTING**

Reports to Academic Council on Strategic and Policy Matters.



**FREQUENCY OF MEETINGS**

Three meetings per year. Mid-September, January and May

**CHAIR:** Member of the Access Office Team

**STANDING AGENDA ITEMS**

- Student Services
- Access Programme – Access Course
- Access Schools Programme
- Disability Issues
- HEAR / DARE
- Centre for Lifelong Learning- CLL

## Appendix 3: Excellent teaching and learning and quality of the student experience

### **3A- (Excerpt from the Academic Plan) see 2A above**

### **3B- Terms of Reference - Teaching and Learning Committee (a committee of the College Academic Council)**

#### **TERMS OF REFERENCE**

#### **St Angela's College Teaching and Learning Committee**

The Teaching and Learning Committee will:

1. To advise St Angelas College Academic Council on matters relating to Teaching and Learning.
2. Through consultation with key stakeholders, foster an environment for the development of a range of department and inter-departmental innovative teaching and learning activities maximising available information and communication technologies.
3. To monitor the implementation of department and programme quality reviews in co-operation with the Quality Office, NUI Galway.
4. Make recommendations to St Angelas College Academic Council on;
  - a) exemptions for accreditation of prior learning and the development and monitoring of policies and procedures relating to Accreditation of Prior Learning.
  - b) the development, monitoring and review of policies and procedures relating to College teaching and learning, assessment / examination activities having cognisance of the requirements of statutory / regulatory bodies, legislation and the overall mission of the institution. The Teaching and Learning may establish working groups involving appropriate stakeholders to fulfil this task.

The Academic Council will report through the Chair to the Board of Directors of the College.

#### **MEMBERSHIP OF THE GROUP**

Membership to include core and open academic / student membership: College Registrar – Chair; Three Academic Representatives from each College Department and from the BA programme and the College Librarian; Two Student Representatives. One from Undergraduate programmes and one from postgraduate programmes offered by the College; Members of the College Support staff team to be invited to meeting or to be co-opted onto committee working parties as appropriate; In line with the term of office of Academic Council the term of office of members of the Teaching and Learning Committee is three years.

## Appendix 4: High quality, internationally competitive research and innovation

### Appendix 4A- Excerpt from the Strategic Innovation and Development Fund

#### Strand 2 Proposal Funding Request:

#### Doctoral Development of St Angela's College, Sligo with NUI Galway

#### Section 1 Strategy

The HEA Report on system reconfiguration (May 2013) recommended the integration of St Angela's College, Sligo and NUI Galway.

PhD level provision and high quality research are key priorities for NUI Galway. This proposal outlines a strategy to align St Angela's to these priorities during a transition period to;

- increase the percentage of academic staff in St Angela's College with doctorates,
- build on the institutions research capacity,
- ameliorate research-informed teaching.

This proposal will also increase provision of accredited doctoral level programmes of study within the region.

#### Section 2 Proposal

This proposal is three-fold:

- (A) support St Angela's lecturers to obtain doctoral level qualifications;
- (B) provide postdoctoral research and dissemination/publication support for College academics;
- (C) expand doctoral study opportunities at St Angela's.

*This application was submitted 1<sup>st</sup> October 2013 for HEA consideration.*

### Appendix 4B- Terms of Reference- Research and Ethics Advisory Committee

#### TERMS OF REFERENCE

#### St Angela's College Research and Ethics Advisory Committee

The Research Committee will:

1. Encourage the promotion of a research culture and support strategies that promote research throughout the college.
2. Develop the College Research Strategy.
3. Advise the Academic Council, College management and Board of Directors on resources required for the implementation of a College Research Strategy.
4. Liaise with Heads of Department in the identification of staff training needs in the area of research and facilitate the implementation of training /education initiatives as required.
5. Encourage and provide a forum for peer-review for staff engaged in research
6. Foster the development of inter-disciplinary research projects within and between departments.
7. Foster inter-institutional research collaboration, in particular with NUI Galway.

8. Advise and develop good practice research guidelines
9. Identify and support funding applications
10. Encourage the dissemination of information appertaining to research initiatives within the college
11. Develop ethical (research) guidelines for the College, in line with such guidelines at NUI Galway and other reputable institutions.
12. Consider applications for access to research at the College or concerning College students or personnel from external parties

The Academic Council will report through the Chair to the Board of Directors of the College.

#### **MEMBERSHIP OF THE GROUP**

Membership to include core and open membership

*Core Membership:* College Registrar; Heads of Department or representative from each College department; Development Manager (NUI Galway-College liaison); Representative from the Library; Representative from the Food Centre; Students' Union representative (or nominated student representative); College President (ex-officio)

*Open membership:* All staff members and students are welcome to attend.

The minutes of Research Committee shall be circulated to the Academic Council.

### **Appendix 4C: Excerpt from the Academic Plan (Pillar 3)**

#### **Pillar 3 Supporting Research and Integrating Research, Teaching & Learning**

##### **Integrating Research, Teaching and Learning**

Objective: Establish postgraduate programmes with an emphasis on research and mechanisms to encourage research activity by students

Strategic Plan: 3.2

Actions:

- (A1) Devise the policies and procedures, with support from NUI Galway Graduate Studies Office, the policies and procedures required to establish Masters by research, PhD/Doctoral programmes at the College
- (A2) Explore potential for Masters by research awards and specialist areas in each Department
- (A3) Explore and work towards offering and/or shared services with NUI Galway in the areas of Section 10 'Postgraduate Research Programmes' of the NUI Galway Learning, Teaching & Assessment Strategy:
  - Work with the Dean of Graduate Studies to enhance information sharing [LTAS A10.1]
  - Provide training and professional development opportunities for postgraduate students including from CELT as appropriate [LTAS A10.2; A10.6]
  - Offer training, mentoring and support for research student supervisors [LTAS A10.3]
  - Adapt Guidelines for Research Degree Programmes for College use [LTAS10.4] (with A1)
  - Encourage research student to participate in evaluation, consultations and in committees as fully as possible [LTAS A10.5]
- (A4) Facilitate opportunities for research mentoring: staff-student and staff-staff
- (A5) Provide mechanisms for dissemination of dissertation research

(A6) Make explicit links in all undergraduate and postgraduate programmes will become familiar with current research issues in the discipline of study along with related research occurring at the College/NUI Galway as appropriate (LTAS A8.1; A8.2; A8.3)

#### **Fostering research, entrepreneurial and enterprise skills**

Objective: To explore the potential of fostering research, entrepreneurial and enterprise skills in professional studies programmes

Strategic Plan: 3.4

Actions:

(A7) Consider enhancement of research, entrepreneurial and enterprise skills in the review of programme curriculum

(A8) Explore potential for Service Learning in professional programmes

(A9) Establish new programmes and support initiatives that focus on entrepreneurship and enterprise skills

#### **Anchoring the College-Food Technology Centre Partnership**

Objective: Support the development of the Food Centre as an innovative service and research centre for the food industry and for the College

Strategic Plan: 3.5

Actions:

(A10) Review of current programmes related to the food industry and identify gaps

(A11) Consider the ways in which the Food Centre can be enhanced as a learning environment for College students

(A12) Participate in the strategic development of the Food Centre, in particular as it relates to the establishment of academic programmes and research initiatives

## Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

### Appendix 5A- Excerpt from the Academic Plan (Pillar 4)

#### Pillar 4 Maximise Community Engagement for Academic Practice

##### **Engaging the College Community**

Objective: Consider systems and relationships that would enhance the College academic community

Strategic Plan: 4.1

Actions:

(A1) Explore the engagement of academic staff, support staff and friends of the College in the student recruitment, marketing and school liaison work for academic programmes

(A2) Explore the potential for engaging students in at Student Ambassadors programmes for areas of student recruitment, marketing and schools liaison work for academic programmes

(A3) Establish formal mechanisms to develop relationships with alumnae/alumni and consider their involvement in student recruitment along with teaching, learning and research elements of the institution

##### **NUI Galway Partnership**

Objective: Continue to identify areas for linkage to complement areas of teaching, learning research and academic development.

Strategic Plan: 4.3

Actions:

(A4) Prioritise areas of linkage to enhance academic efficiencies

(A5) Organise ways to engage academic staff from each institution to network and consider collaboration

(A6) Foster the development of the Irish language at the College, including in academic programme offerings and research

##### **Extending External Partnerships**

Objective: Explore other community and external partnership to enhance academic endeavours

Strategic Plan: 4.4

Actions:

(A7) Continue to network with other third-level institution in the Lónra Regional Higher Education Network (BMW region)

(A8) Explore the potential for collaborative academic initiatives with North West third-level institutions including Sligo Institute of Technology and Letterkenny Institute of Technology (including Tourism College Killybegs)

(A9) Establish linkages with third-level institutions on a cross-border basis to explore the potential for academic initiatives

(A10) Extend European and international linkages, including establishing additional European bilateral agreements

### **Fostering a Civic Engagement Ethos**

Objective: Encourage and develop outreach and civic engagement to build the relationship between the community and the College.

Strategic Plan: 4.5

Actions:

(A11) Conduct an audit of existing linkages with local authorities, community groups, healthcare facilities, educational institutions, arts/cultural initiatives and other organisations and identify priorities for future linkage

(A12) Review and endorse Section 9 'Civic Engagement' of the NUI Galway Learning, Teaching & Assessment Strategy, adapting the actions as appropriate in areas such as:

- Examining opportunities for greater civic engagement in academic programmes, with support from CELT and CKI with the opportunity for support, training and access to a network of practitioners, through NUI Galway, for those interested in integrating aspects of service learning into their teaching [LTAS A9.1; A9.3]
- Explore the potential for the nomination of an academic member of staff nominated in each Department with a responsibility for Civic Engagement and Service Learning, supporting colleagues in this implementation in programmes/activities [LTAS A9.2]
- Encourage active participation by students in voluntary activity, including participation in the ALIVE programme, as part of a wider learning experience (see Pillar Two) [LTAS A9.4]

(A13) Devise and offer community support and academic programmes with a particular focus on community development/involvement

## Appendix 5B- Background and Information on the Food Technology Centre

The Food Technology Centre (FTC) was initially set up with the support of Enterprise Ireland by St Angela's College in 1997 to offer technological solutions, research and training to commercial enterprises in the BMW region. In 1998 it became a Limited company with its own individual Board (made up of the President of St Angela's College, Academic staff, NUIG Board member and a Private Financial consultant) and staff to operate solely as a commercial entity with no state involvement.

From small beginnings the FTC has grown successfully working with innovative small, medium and micro sized food enterprises across the Island of Ireland providing a

- range of new product development initiatives,
- technical support, (nutritional, sensory, shelf life, labelling, food safety, production/operation upskilling, etc.,)
- mentoring support to post graduate students in industry (Fusion Technology Transfer programme by InterTradelreland),
- scientific literature research on behalf of companies and
- training in key areas of relevance to the food industry.

The Food Technology Centre has reached its growth capacity in its current state and as a limited company owned by the College the FTC is not eligible to apply for support from Enterprise Ireland, InterTradelreland, etc., to help it develop its management and staff capability or facilities, for innovation, up-skilling etc., as would be the case if it was a private limited company with no associations with a College or as a Knowledge Provider. The Food Technology has distinguished itself in recent by completing the highest number of Enterprise Ireland Innovation Vouchers in the BMW Region and only second nationally. As it is acknowledged by such state bodies as a "Knowledge Provider" it is deemed ineligible for support. On the other hand it does not receive any funding from the public purse as a so called Knowledge Provider. The College has prioritised exploring how the FTC and the College will maintain synergies and a nature of the FTC-College relationship as the College is fully integrated with NUI Galway.



## Appendix 6: Enhanced internationalisation

### Appendix 6A Excerpt from the Strategic Innovation and Development Fund - Strand 2 Application

#### International Student Recruitment Systems Development at St Angela's College, Sligo with NUI Galway

##### Section 1 Strategy

The HEA Report on system Reconfiguration (May 2013) recommended the integration of St Angela's College, Sligo and NUI Galway, a process currently in progress. Internationalisation is a key priority for NUI Galway and for St Angela's College. Internationalisation is also a priority noted in the National Higher Education Strategy to 2030 and in the recent Strategic Dialogue/Compact process.

NUI Galway's internationalisation strategy comprises of five strands;

- to provide support to international students;
- to promotion of outbound student/staff mobility;
- to internationalise curricula (in ways that enhance the experience of domestic students);
- to build of inter-institutional links;
- to promote International development goals

This application will enhance NUI Galway's strategic ambitions in the area of international student recruitment and enable the College to collaborate in its international student recruitment activities with NUI Galway including:

- the development of niche/unique programmes for the international market that complement programmes at NUI Galway;
- increasing the College's footprint in international student recruitment;
- the provision of strategic support to contribute to the University's ambitions to increase international student participation with unique academic disciplines with international appeal, not currently provided by NUI Galway (or unique in Ireland).

The ultimate aim is to build the College's capacity to;

- integrate international services/strategies to meet NUI Galway's key performance in this area
- support the College to develop an English Language School (adults and youth programmes).
- support the University by providing an internal service for international students who require English language preparation to meet appropriate IELTS entry requirements.

##### Section 2 Proposal

St Angela's current focus is on the provision of international programmes in Nursing/Healthcare Management. An opportunity exists to extend the range of offerings to international students in the area of Home Economics and Education (e.g. theology, leadership and management for the community and public sector). The College recruited 25 international students in 2012/13 and a further 20 students are due to start in the 2013/14 year. During this time St Angela's has developed an excellent reputation with the visa office, recruitment agencies and students for high quality programmes and supporting the student experience (engaging an international student tutor).

Enterprise Ireland and other agencies have advised that the College invest in recruitment in target markets.

A response to a 2012 quality review, the NUI Galway's International Student Recruitment Plan 2013-16 notes the advantages of market diversification by country and programme. However, nursing is not part of international study at NUI Galway and St Angela's achievements in this area demonstrate a definite market in India.

The College already designed and delivered NUI Galway accredited programmes for the international market: Bachelor of Nursing (International) and Master of Health Science (International Healthcare Management) that latter is proving to be a successful progression route for the BN (International).

This proposal is three-fold to align/develop internationalisation systems with NUI Galway over a two year integration interim period:

- A- Mentoring and professional development with the International Affairs Office in NUI Galway (travel, conferences, professional membership to international education associations/membership, membership to Education in Ireland).
- B- College participation in international recruitment visits to India and Education in Ireland Fairs in identified markets for Nursing
- C- Develop an English Language School to offer a variety of English Language programmes to prospective students of St Angela's College and other third level providers in the region in preparation for specific examinations (e.g. IELTS or equivalent).

*This application was submitted 1<sup>st</sup> October 2013 for HEA consideration.*

## **Appendix 6B: See 2A for an excerpt from the College Academic Plan**

## **Appendix 6C: Information on the existing M.Ed. in Home Economics programme**

*(to be redesigned and delivered online for a M.Ed. in Home Economics for the international market)*

### **Master of Education (M.Ed.) in Home Economics**

This interdisciplinary postgraduate programme is designed to meet the personal and professional needs of Home Economics graduates. Providing the first postgraduate qualification in Home Economics in Ireland, this programme aims to provide a continuum of learning in Home Economics. An approach aimed at providing practitioners with an enriched and extended repertoire of knowledge and skills for critical reflection, individual empowerment and evidence-based practice thus enabling them to be dispositionally and cognitively competent to act as "adaptive experts" in their work contexts.

This constructivist approach gives primacy to Home Economics as a discipline for individual empowerment and self-efficacy with an ever-increasing expectation from educationalists for Home Economists to demonstrate leadership roles in organisational, community and national initiatives. To be advocates for the enhancement of quality of life for families and communities requires working effectively in the present and also working collectively to create the future. To be strong advocates for pro-active, meaningful change as Home Economics professionals, we need to promote what we do well and drive these initiatives forward through innovative and creative approaches.

## **Appendix 6D: Terms of Reference from the College Management Team**

### **TERMS OF REFERENCE College Management Team**

#### **PURPOSE**

1. To support the President in the strategic development and leadership of the College.
2. To coordinate the management work and to ensure cohesive and collaborative action

#### **MEMBERSHIP OF THIS GROUP**

President, Heads of Department, Finance Manager, HR Manager, Registrar

*Minutes and Agenda:* Development Manager (Office of the President)