

Self-Evaluation Report 2025 Template

Template Guidance Note

- All sections of this template should be completed in full.
- The format of the template should not be altered.
- The template has been pre-populated with the agreed Performance Objectives, indicators and targets. Pre-populated elements of the template reflect the Performance Agreement and these entries should not be amended. Queries relating to pre-populated information should be submitted to systemperformance@hea.ie.
- Where word count limits apply, these limits should not be exceeded.
- Appendices are not permitted.
- Reporting should be clear, concise, and evidence based.
- Narrative or bullet point formats may be used, and the use of plain English is encouraged.
- Reporting should be cognisant of the information provided in the [System Performance Framework 2023–2028](#) and [System Performance Framework Glossary](#).
- Where institutional strategies, policies, or other institutional documents are referenced, these should be hyperlinked where possible.
- Data presented in the report should be the most recent data available to the institution (timeframe should be specified).
- It is the responsibility of higher education institutions (HEIs) to ensure that the information provided in the report is accurate.
- Redaction may be agreed with the HEA prior to publication, as appropriate.
- The report must be signed by the head of the institution prior to submission.
- The report should be submitted to systemperformance@hea.ie by the stated deadline.

Data Protection

The HEA as data controller will process personal data received via this form in compliance with GDPR and the Data Protection Act 2018. We will only process the data received via this form for the purposes of reviewing, evaluating, and reporting on the System Performance Framework 2023–2028 and data will be retained in line with our Records Management Policy only as long as is necessary to meet this purpose. For more information, please see the HEA's [Data Privacy Notice](#).

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University of Galway Self-Evaluation Report 2025

Introduction

This Self-Evaluation Report will form the basis of the HEA’s assessment of the strategic performance of the institution with respect to the objectives and targets set in the Performance Agreement established between the Higher Education Authority (HEA) and University of Galway in accordance with the System Performance Framework 2023–2028.

In line with the HEA’s mandate to measure and assess institutions’ strategic performance with a view to strengthening the performance of the higher education system and of designated institutions, and to ensure institutions’ accountability, this Self-Evaluation Report will be published on the HEA website. The HEA will engage with institutions regarding any required redactions prior to publication.

It is the responsibility of the institution to ensure that the information presented in the submitted report (including qualitative and quantitative data) is accurate.

Part A: Performance Indicators

Text should be added to the white boxes in each of the tables below. Text in the shaded boxes reflects entries in the Performance Agreement and should not be amended.

The most up-to-date data available should be reported in the ‘**Benchmark data**’ and ‘**2024/25 result**’ columns.

The year or range of years to which the reported data relates should be added after the data source in the ‘**Data source and timeframe**’ column.

Pillar: Teaching & Learning

Performance Objective 1

Enabling Student Success: To support our students to fully engage with formal and informal learning opportunities, while improving our approaches to teaching and assessment, which will be reflected in improved student progression and student satisfaction with their experience.

Transversal areas of impact: Student Success.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.1	Progression rate (%) new entrants	HEA SRS and Non-Progression and Completion Dashboard	2022/23: 88.7% 2,954 students progressed of 3,330	Above average progression of all Irish universities	HEA – Progression and Completion Report 2025	89% of 3,330 students	92.8% of 3,433 students	90% of 3,330 students	91% of 3,330 students	92% of 3,330 students	92% 3.3 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
1.2	Progression rate (%) Year 2 entrants	Internal monitoring processes	2022/23: 92.6% 2,889 students progressed of 3,120	At national average level of all Irish universities (no national comparator benchmark data available for Year 2 cohort)	Not available	92.8% of 3,130 students	94.4% of 3,256 students	93% of 3,163 students	93.5% of 3,196 students	94% of 3,230 students	1.4 p.p. increase on baseline
1.3	Score in the Supportive Environment index of the Irish Survey of Student Engagement	Student Voice survey and Student Survey.ie	2023: 29.4	National average of traditional university sector (29.8 in 2023)	Not available	29.7	29.92	30	30.3	30.5	At the national average of traditional universities for Supportive Environment
1.4	Score in the Effective	Student Voice ¹	2023: 32.4	National average of	Not available	33	30.05	33.7	34.4	35	At the national

¹ Please note that the Student Voice survey measures different aspects of the student experience to ISSE and uses a different scoring system. While it will provide an interim measure of student satisfaction, direct year-on-year comparisons with the baseline ISSE scores will not be possible until the ISSE survey is relaunched.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	Teaching Practices index of the Irish Survey of Student Engagement	survey and Student Survey.ie		traditional university sector (32.7 in 2023)							average of traditional universities for Effective Teaching Practices

Technical note on indicator data for PO 1:

With regards to indicators 1.3 and 1.4, the 2024/25 results taken from two ISSE scales included in the recent University of Galway Student Voice Survey: Supportive Environment (SE) and Effective Teaching Practices (ET). This analysis was conducted on a sub-sample of 1,493 student respondents who were classified as First Year Undergraduates, Final Year Undergraduates, or Postgraduate Taught (PGT) students in the most recent February 2025 Student Voice Survey led by the Office of the Dean of Students. The primary objective was to calculate robust, representative scores on these key ISSE scales, ensuring that these results accurately reflected the wider student population through statistical weighting.

The traditional university sector in this instance includes the following universities: University of Galway, UCD, TCD, UCC, UL, Maynooth University and DCU.

StudentSurvey.ie paused its taught student survey in 2024 and 2025 to undertake a Strategic Review. Reporting on indicators that draw on StudentSurvey.ie results will recommence in 2026. Where the relevant survey questions have changed, indicators will be updated accordingly.

Performance Objective 2

Becoming a Global University: To become a truly global university with a diverse student population that enriches our teaching and learning environment and enhances the quality, reach and impact of our research.

Transversal areas of impact: International.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
2.1	Number of international students (non-EU full-time fee-paying)²	Student registration data, 2024/25	2023/24: 1,789 (10.9%)	No HEI comparison data as this is an internal definition	N/A	2,019 (12.3%)	2,087 (11.64% of 17,915)	2,092 (12.7%)	2,092 (12.7%)	2,092 (12.7%)	Increase of 303 international students 1.8 p.p. increase on baseline
2.2	Proportion (%) of full-time students from outside of the Island of Ireland (based on domicile)	Student registration data, HEA SRS Actuals from 2024/25 to date.	2022/23: 17.6% (2,895)	National average is 17.8% for 2022/23 for 7 traditional universities (Source: HEA SRS data) Target is to exceed national average for traditional universities	16.9%	18.5% (3,040)	18.8% (3,150)	19% (3,122)	19.5% (3,205)	20% (3,287)	2.4 p.p. increase on baseline

² The denominator for this metric is the total full-time student population for the University of Galway; for the per annum targets this denominator has been assumed as static from 2023/24 until 2027/28.

2.3	Number of countries from which five or more international students register (outside Island of Ireland)	Student registration data Actuals from 2024/25 to date.	2023/24: 30 (28% of the 106 countries from which students registered)	No national benchmarking data available	N/A	30 (28% of 107)	38 (35% of 107)	31 (29% of 108)	32 (29% of 109)	33 (30% of 110)	Increase from 30 to 33 countries
2.4	Number of semester/ full-year (FY) outbound student mobilities (undergraduate headcount)	Outbound mobility captured data Actuals from 2024/25 to date.	2023/24: 839	No national benchmarking data available	N/A	832	910	882	935	1,000	Increase on baseline of 215 outbound students p.a.
2.5	Number of semester/ FY inbound student mobilities (undergraduate headcount)	Erasmus, international exchange and study abroad (fee-paying) captured data Actuals from 2024/25 to date.	2023/24: 882	No national benchmarking data available	N/A	935	927	991	1,050	1,114	Increase on baseline of 232 inbound students p.a.
2.6	New ENLIGHT Joint Education	ENLIGHT partnership	2023/24: 24	University of Galway	38	10	14	9	11	14	68 Joint Education

	Initiatives involving University of Galway with at least two ENLIGHT partners	data Actuals from 2024/25 to date.		and ENLIGHT partner data							Initiatives with ENLIGHT partners (including baseline) over the current 4-year funding period 2023-2027.
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Technical note on indicator data for PO 2:

2.4 The 2023/24 baseline figure published within the Performance Agreement did not include Erasmus S1 figures. This resulted in a shortfall of 54 students (omitted from reported figure). As a result, the actual baseline is 839 (785+54) and not 785.

Pillar: Research & Innovation

Performance Objective 3

European Research Excellence: To produce research that is recognised as being excellent, transformative and relevant to societal and economic needs, and to train the next generation of researchers, with a particular focus on increasing the quality, impact and international reach of our research.

Transversal areas of impact: International; Climate & Sustainable Development; Society; Digital Transformation.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.1	Cumulative number of ERC awards won over the period 2021–2027	European Commission, 2024	2023: 3 2021–2023: 7 (Galway, with 7 awards, was at 63.6% of its H2020 ERC award outcome by end 2023)	Exceed the national average in % increase of ERC awards from H2020 to HEU for the seven traditional universities (At end of 2023, the seven universities had been awarded 58 ERCs under HEU – 67.4% of the H2020 ERC award outcome)	Average increase IUA members - 99%. Total No. of Awards - 73	10 by end of 2024	8 by end of 2024	13 by end of 2025	16 by end of 2026	18 by end of 2027	Cumulative 18 awards by end of 2027

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.2	Number of ERC applications over the period 2021–2027	European Commission, 2024	2023: 15 2021–23: 55	Comparative data for Irish HEIs for period 2021–2027 (At end 2023, 446 ERC applications submitted by Irish HEIs — of which 55 from Galway)	618 submitted by ALL Irish HEIs (Excl 2025-Advanced)	70–75 by end of 2024	84 by end of 2024	85–95 by end of 2025	100–115 by end of 2026	115–135 by end of 2027	115–135 by end of 2027
3.3	Cumulative amount of funding awarded through EU programmes in 2021–2027 cycle	European Commission, 2024	2021–23: €68.6m cumulative (At mid-2024, the increase in award values for Galway was at 44%)	Exceed the national average in % increase in value of awards from H2020 to HEU for the seven traditional universities (At mid-2024, the average increase in award values for the seven universities was 46.8%)	Avg. Increase IUA Members (Horizon Europe Only) – 88.6%	€90m by end of 2024	€83.6m by the end of 2024, of which €67m Horizon Europe	€110m by end 2025	€130m by end 2026	€150m by end 2027	€150m by end of the 2021–27 funding cycle

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
3.4	Proportion (%) of publications in the top 25% of journals	SciVal, 2020-2024	2022: 55.4% 2023: 59% Average for the past 5 years: 56.6%	The average for 2018–2022 for the other six traditional universities was 56.7%	The average for 2020-2024 for the six other traditional universities was 57.9%	56.5%	57.9%	59%	61%	63%	63% by 2028 4 p.p. increase on 2023 baseline
3.5	Proportion (%) of papers co-authored internationally (averaged over 5 years)	Scopus/ SciVal, 2020-2024	2022: 65.5% (1,644 papers) 2018–2022 5-year average: 61.3% (6,905 papers)	2018–2022 average for International Collaboration for the other six traditional universities was 58.6%	The average for 2020-2024 for the six other traditional universities was 59.2%	61.7%	63.7%	62.1%	62.5%	63%	63% averaged over 5 years 1.7 p.p. increase on 2018–2022 baseline

Technical note on indicator data for PO 3:

3-1-3.3 The interim targets are set per calendar year, in line with the duration of the Horizon Europe programme.

3.2 The figure reported for the number of Irish HEI applications includes non-IUA members and excludes the University's ERC Advanced 2025 applications. While the University submitted 4 ERC Advanced 2025 applications by the August 2025 deadline, the University cannot benchmark this performance against other Irish Institutions as it does not have access to the data for applications to the ERC Advanced 2025 from other Irish Institutions.

3.3 The indicator and targets refer to total European Funding (i.e. all research programmes) in the 2021-27 cycle. The benchmark refers only to the Horizon Europe element of this, as no comparative sectoral data are available for all programmes. As of the end of 2024, the university has been awarded 70% of the total value of our awards under the previous framework programme (Horizon 2020).

Performance Objective 4

Expand Enterprise Research and Innovation Activity for Our Region: To retain our regional strength in MedTech and to stimulate a pipeline of valuable commercial projects in other fields of research, particularly in emerging opportunity areas such as renewable energy and marine research.

Transversal areas of impact: Enterprise; Region.

No.	Indicator	Data source & date	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
4.1	Number of spin-outs established	Enterprise Ireland, KTI Annual Knowledge Transfer Survey 2023	2022: 4 2019–2022: 14 (Average 3.6 per year, circa 1 spin-out per €17.8M)	Exceed national average of 7 peer universities ³ (Average across the Irish universities is 1 spin-out per €20–33M.)	Average Across the Irish universities is 1 spin-out per €21.8m.	5	4 (1 SO per €22.4m)	5	5	5	20 over 4 years
4.2	Number of collaborative research agreements with industry	Enterprise Ireland, KTI Annual Knowledge Transfer Survey 2023	2022: 40 2019–2022: 185 (Average 48 per year, equating to 1 per €1.5M of	Exceed national average of 7 traditional universities (Across the 7 universities, the average number of Collaborative	Across the 7 universities, the average number of Collaborative Research Agreements over the four	45	51 (1 RA per €1.7m)	50	50	55	200 over 4 years

³ The seven peer universities are: University of Galway, UCD, TCD, UCC, DCU, UL, and RCSI.

No.	Indicator	Data source & date	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
			research expenditure)	Research Agreements over the five years to 2023 is 1 per €1.2M)	years to 2023 is 1 per €1M						
4.3	Number of Licences/ Options/ Assignments (LOAs)	Enterprise Ireland, KTI Annual Knowledge Transfer Survey 2023	2022: 15 (Average 15 LOAs per year, with 1 LOA achieved per €5M of research expenditure)	Exceed national average of 7 traditional universities (Average across the 7 universities is 1 LOA per €3.9M)	Average across the 7 universities is 1 LOA per €3.6M	16	13 (1 LOA per €6.9m)	17	18	19	70 over 4 years

Technical note on indicator data for PO 4:

2024 calendar year results are shown to be consistent with reporting of performance objectives 4 to Knowledge Transfer Ireland.

Annually, Knowledge Transfer Ireland (KTI) publishes Annual Knowledge Transfer Survey (AKTS), a comprehensive report on knowledge transfer activities in Ireland. It provides valuable insights into the progress and trends in Ireland’s research and innovation ecosystem. 2023 report is at [Annual-Knowledge-Transfer-Survey-2023.pdf](#).

The “Benchmark Data” column above shows the 4 year (2020-2023) national average.

Pillar: Access & Participation

Performance Objective 5

Improving Progression Rates for Under-Represented Students: To improve progression rates for first-year students at full-time undergraduate level in the following categories: Students with Disabilities (SWD), HEAR and Irish Traveller Students.

Transversal areas of impact: Society; Region; Equality, Diversity, Inclusion & Belonging.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
5.1	Progression rate (%) of new entrants with disabilities (SWDs)	SRS and admissions office - New Entrants 2023/24	2022/23: 86.7%	Not available	N/A	87%	92.7%	87.5%	88%	88.7%	2.0 p.p. increase over 4 years
5.2	Progression rate (%) of new entrants through HEAR (Higher Education Access Route)	SRS and admissions office – New Entrants 2023/24, HEA – Progression and Completion Report 2025	2022/23: 86.8%	Exceed average, all HEIs	87% in 2022/23	87%	93.3%	87.5%	88%	88.8%	2.0 p.p. increase over 4 years
5.3	Progression	Internal data –New	To be	Attain	92.8%	Baseline	77.8%	+0.5	+0.5	+0.5	1.5 p.p.

	rate (%) of new entrants who are Irish Travellers	Entrants 2023/24.	established	University of Galway total undergraduate Year 1 progression rate.		established		p.p.	p.p.	p.p.	increase over 4 years
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Performance Objective 6

Flexible Pathways for Lifelong Learning: To implement a comprehensive framework of high-quality flexible learning programmes for part-time learners to increase access and participation, expand course offerings, and increase enrolments of flexible learners, while aligning with regional and national workforce development skills requirements and societal needs.

Transversal areas of impact: Flexibility, Upskilling & Lifelong Learning; Enterprise; Region.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
6.1	Proportion (%) of part-time and flexible learners	SRS 2024/25 and HEA student Key Facts and Figures Data report dashboard: Enrolment Trends A 2023/24	2023/24: 13.3% (2,642)	Maintain and improve performance relative to peer HEIs (Average % of part-time/flexible learners in the 7 traditional universities, 15.7% in 2023/24)	15.7%	13.6% (2,700)	14.2% (2,918)	14.1% (2,800)	14.6% (2,900)	15.1% (3,000)	15% average over 4 years 1.8 p.p. increase on baseline
6.2	Total number of industry-focused programmes	Curriculum Manager University of Galway system, New entrants 2024/25	2023/24: 9	No national benchmark available	N/A	10	11	11	12	12	33% increase on baseline
6.3	Number of micro-	Curriculum Manager	2023/24: 40 available	Match or exceed average of all	76 (606)	60	60	70	75	80	80 micro-credentials

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	credentials	University of Galway system, New entrants 2024/25	(Starting from a base of 4 in 2021/22; 19 in 2022/23)	HEIs, as listed on microcreds.ie. (As of July 2024, there are 540 micro-credential listings on microcreds.ie.)	listings on Microcreds. ie @ Aug'25)						100% increase on baseline
6.4	Proportion (%) of total postgraduate taught (PGT) programmes that are flexible	Curriculum Manager University of Galway system, New entrants 2024/25	2023/24: 27% (48 of 176 programmes ⁴)	No national benchmark available to compare the proportion of total PGT programmes that are flexible	N/A	29% (52 of 180)	26% (49 of 185)	30% (56 of 184)	32% (60 of 188)	33% (62 of 190)	6 p.p. increase on baseline
6.5	Number of Recognition of Prior Experiential Learning applications per annum	Student Record System and University of Galway Admissions Data, New entrants 2024/25	2023/24: 50 applications	No national RPL comparative data available	N/A	53	44	56	59	62	230 applications over 4 years (24% increase on baseline)

⁴ Based on the prospectus listing of 176 postgraduate taught programmes (not including multiple iterations [e.g. full time and part time] of the same course), with 48 programmes identified by Programme Directors as offering flexible delivery. Projected growth shows increase of four flexible programmes per year for first three years and two programmes for the final year.

Pillar: Engagement

Performance Objective 7

Advancing Equality of Opportunity for All: To address systemic inequalities and embed an inclusive culture which provides equality of opportunity for all staff and students of all genders and ethnic backgrounds.

Transversal areas of impact: Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
7.1	Proportion (%) of staff experiencing discrimination	AS Culture Survey 2025	AS Culture Survey 2023 shows 25% of all respondents experienced discrimination within the University	Not available	N/A	N/A	16% of all respondents experienced discrimination within the University	20% reduction on the 2023 baseline figure	N/A	Further 16% reduction on the 2025 figure	Reduce % of respondents reporting that they have experienced discrimination from 25% in 2023 to 16.8% by 2028

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
7.2	Number of new Athena Swan awards achieved	Athena Swan Ireland annual award ceremony, Nov 2025	Institutional Bronze award 1 School Silver award 11 School Bronze awards AY 2022/23	Irish HE sector 131 award holders in Ireland as of Nov 2023 (119 Bronze; 12 Silver) Source: Athena Swan Ireland	Irish HE sector 136 award holders in Ireland inc. Nov 2024 assessment round (114 Bronze; 22 Silver) Source: Athena Swan Ireland	1 new Bronze School award; 1 new Silver School award (upgrade from bronze)	2 new Bronze School awards; 1 new Silver School award (upgrade from Bronze)	Institutional Silver award; 1 new Silver School award (upgrade from bronze); 3 new Bronze School awards	2 new Bronze School awards	1 new Silver School award (upgrade from bronze)	Institutional Silver award 4 School Silver awards 14 School Bronze awards
7.3	Proportion (%) of Schools with Athena Swan awards	Athena Swan Ireland, 2025	66% Schools hold awards (12 out of 18)	No relevant external benchmark available	N/A	72% (13)	78% (14)	89% (16)	100% (18)	100% (18)	100% Schools hold Athena Swan awards 33 p.p. increase on baseline

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
7.4	Proportion (%) of all administrative and support services staff recruited via external competitions from minority ethnic backgrounds	Core HR record system and reported to HEA annually, December 31/12/2025	Baseline to be established in 2025	Irish HE sector (HEA Institutional Staff Profiles)	Not available	15%	8%	15%	15%	15%	Min. 15% (n=41 approx. based on average of all PMSS posts recruited externally in past 5 years)

Technical note on indicator data for PO 7:

7.2 The University successfully achieved 1 new Silver School Award (within the School of Business, upgraded from Bronze) and 2 new Bronze Awards (within the School of Political Science and Sociology, and the School of Languages, Literature and Culture).

7.4 The University has made 63 PMSS External Post Appointments since October 2024. Of these appointments, 8% (5) were categorised as being from an 'Ethnic Minority Group'. The remaining 92% (58) of appointments were categorised as 'White Irish', 'White Other', or 'Not Disclosed'.

Performance Objective 8

Sustainability at the Core of Our University Experience: To lead and promote sustainability in all aspects of University learning and research, culture, operations, and governance structures, and to empower our diverse communities of staff, students and partners to co-create tomorrow's sustainable campus and deliver the Sustainable Development Goals.

Transversal areas of impact: Climate & Sustainable Development; Institutional Leadership & Culture.

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
8.1	Proportion (%) of undergraduate and postgraduate taught (PGT) modules that are sustainability modules	Akari Curriculum Management System at University of Galway and Sustainability Tracking, Assessment & Reporting System (STARS) 2023/24	2022/23: 25% (398 sustainability modules)	Top two HEIs in the world UC Irvine: 49% UC Berkeley: 47%	UC Berkeley: 50%	34%	Not available (see note below)	39%	44%	50%	50% taught sustainability modules 25 p.p. increase
8.2	Percentage (%) reduction in energy-related greenhouse gas emissions	SEAI Monitoring & Reporting (M&R) System and SEAI Annual	2022: 7,275.5 t CO ₂ emissions Cumulative 35% reduction on	University College Cork (UCC emissions in 2022:	UCC emissions in 2023: 13,657.1 tCO₂ (29%	7,057.2 t CO₂ (3% reduction)	2024: 5,531.8tCO₂ 1.8% reduction (calculated from 5630.5	6,845.5 t CO ₂ (3% reduction)	6,640.2 t CO ₂ (3% reduction)	6,440.9 t CO ₂ (3% reduction)	Cumulative 51% reduction in energy-related GHG emissions by

No.	Indicator	Data source & timeframe	Baseline	Benchmark	Benchmark data	2024/25 target	2024/25 result	2025/26 target	2026/27 target	2027/28 target	Cumulative target
	against a baseline of 2016–2018 average emissions – 11,222.5 t CO₂ (SEAI report)	Reports	2016–2018 baseline achieved to date	15,388.7 t CO ₂ or 23% reduction)	reduction on 2016–2018 baseline)		tonnes in 2023 versus 5531.8 tonnes in 2024).				2030, relative to 2016–2018 average annual baseline 11.5% reduction in 2027 relative to 2022 baseline

Technical note on indicator data for PO 8:

8.1 As noted in the Performance Agreement, we have sought to refine our methodology and data collection for this indicator. A new (pilot) dataset was compiled by merging exports from the student records system (Quercus) with the curriculum management system (Akari), although this would require further development in advance of 24/25 data being made available. The Sustainability Tracking, Assessment & Reporting System (STARS) has changed its methodology for measuring sustainability in the curriculum. In terms of updates to benchmarking, two of our benchmarking partners have changed their methodology for benchmarking. UC Irvine has refined its methodology and has dropped from 49% sustainability modules to 22% sustainability modules. UC Berkeley has meanwhile increased its proportion of sustainability modules from 47% to 50% for 23/24. Further methodological development in this area is needed and a standard indicator across the HE sector would be welcomed.

8.2 These data have been read from the SEAI Public Sector Monitoring & Reporting tool. While 2024 data is available for University of Galway on our dashboard, 2024 data for other organisations has yet to be published (hence the UCC benchmark data for 2023). The 2016-2018 baseline is the statutory baseline. Please note that a strong contributor to emissions reduction has been the increase of grid electricity generated from wind and that this varies from year to year.

Part B: Performance Evaluation and Strategic Reflection

Text should be added to the white boxes in each of the tables below. Word count should be recorded as indicated. Guidance on the information required in each table is provided in the shaded boxes. Pre-populated elements of Part B reflect the Performance Agreement and these entries should not be amended.

Section 1: Context

Provide an update on the context for the implementation of the institution's Performance Agreement in academic year 2024/25. This should include information on the following, as relevant:

- Institutional strategy, including stage of development and/or implementation of the Strategic Plan.
- Changes to the organisation's structure and/or senior leadership.
- Changes to the profile of the institution, i.e. significant changes to the number of staff and/or students or to programme delivery.
- Improvement or development of data collection and evaluation systems and processes, e.g. action taken to address data challenges or gaps, or any new challenges or data gaps that have been identified since the development of the Performance Agreement or submission of the previous SER.
- Any modifications (requested or approved) to the Performance Agreement.

Word limit: 500

Institutional strategy

In May 2025, Minister James Lawless officially launched the University's new Strategic Plan 2025-2030, following its approval in February by the University's Governing Authority. The full document, which sets out the University's ambitions across three pillars: Distinctive Research Impact; enhancing Education for the Future; and investing in an Effective and Sustainable Organisation that empowers its people, is available at www.universityofgalway.ie/strategy. This was the result of a 16-month process of strategy consultation and development, which can be explored further at www.universityofgalway.ie/strategydevelopment. The University has since approved via its Governing Authority a set of 14 strategic targets for 2030, published internally, and aligned with its' strategic priorities.

Changes to the organisation's structure and/or senior leadership

Professor David J. Burn has been appointed the 14th President of the University with effect from the 8th of September 2025. Professor Burn has succeeded Professor Peter McHugh who held the position on an interim basis since September 2024.

Other notable executive-level appointments during this period have included:

- Interim Deputy President & Registrar, Professor Becky Whay.
- Interim Vice-President: Research & Innovation, Professor Lokesh Joshi (succeeding Professor Jim Livesey).
- Interim Vice-President: International, Mr. Alex Metcalfe.
- Executive Dean of the College of Business, Public Policy & Law, Professor Alma McCarthy (succeeding Professor Geraint Howells).
- The role of Vice-President: Marketing, Communications & Engagement remains vacant.

Please note, interim appointments reflect a period of transition with the recruitment of a new President. It is anticipated that longer term appointments will be made in due course.

Following an election in January 2025, three new governors were elected to the internal membership of Údarás Na hOllscoile, Ms. Ananda Geluk, Dr. Tiernan Henry, and Dr. Merve Zeden. Mr. James Murray was also appointed to the external membership of Údarás na hOllscoile.

Changes to the profile of the institution

For the academic year 24/25, the University saw growth across a number of student cohorts - primarily due to improved undergraduate student progression and retention (Ref pp 3-5) and continued growth in non-EU PGT enrolments (Ref pp 6-8). The University also experienced increased demand for part-time/flexible programmes (such as Micro-credentials). The total staff headcount within the University (as of March 2025) is 3,727.

Improvement or development of data collection and evaluation systems and processes

In relation to gathering student data, the University continues to work on improving data collection on registration (e.g. PPSN coverage now at 99% for FT IE students, Eircode coverage now at 97% for FT IE Students). The University has also developed a new internal institutional-wide Data & Reports Hub, which contains a range of key staff, student and research data, metrics and reports, available by College, School, and Programme. This makes data more accessible to staff throughout the University, supporting operations, planning and strategy development.

The University's Student Engagement Early Alert System (EAS 2.0) provides data-driven insights for all students across the institution and facilitates a pro-active approach to student engagement and intervention monitoring (Ref pp 32 & 44).

Requested modifications to the Performance Agreement

Since the signing of the Performance Agreement in January 2025, University of Galway has concluded the development of its University Strategic Plan 2025-2030. At the point of signing this Agreement, the University noted the ongoing strategy development process and the potential need to re-appraise a small number of indicators to ensure alignment with the new strategy. Having completed the Strategic Plan to 2030, proposed changes were sought to six indicators (relating to Performance Objectives 1, 2, 3, 6 and 8), which have been reflected within the Performance Agreement.

[Word count: 567]

Section 2: Evaluation of Performance

Provide an evaluation of the institution's performance in relation to this Performance Objective, with reference to the indicator data provided in Part A. This should include:

- Analysis of the indicator data for this Performance Objective, e.g.:
 - Trend analysis and benchmarking of performance with reference to baselines, benchmarks, and targets. Graphs or charts to illustrate the analysis provided should be labelled and cross-referenced in the commentary.
- Assessment of implementation, e.g.:
 - Effectiveness of the specific actions related to the Performance Objective as demonstrated by the analysis of the indicator data.
 - Internal or external factors that have supported or impeded the achievement of targets.
 - Any additional evidence of performance, e.g. qualitative evidence of outcomes.
- Strategic reflection, e.g.:
 - Any learning from the analysis of the institution's performance.
 - How learning is being applied to maintain and/or enhance implementation and outcomes in future.
 - How learning is being used to inform decision making, strategy development, policy, and/or strategic planning.
 - New or emerging opportunities, challenges, and risks related to the Performance Objective.
 - Priority(s) in relation to this Performance Objective for the year ahead, with reference to any new actions or initiatives to support implementation.

Word limit: 1,000

Pillar: Teaching & Learning

Performance Objective 1

Enabling Student Success: To support our students to fully engage with formal and informal learning opportunities, while improving our approaches to teaching and assessment, which will be reflected in improved student progression and student satisfaction with their experience.

Transversal area of impact:

Student Success.

Analysis of indicator data

The University’s progression rates for new entrants and second year students have demonstrated strong recovery following the disruption caused by COVID, which saw progression rates dip nationally and internationally. These results now show a clear upward trajectory at the University, with the latest figures ahead of targets.

For new entrants, the institution’s progression rate aligns closely with the HEI trends in the benchmark, reported in the HEA *Progression and Completion Report 2025*. This indicates that the institutional performance is consistent with the broader HE sector, also suggesting that there has been a national rebound (see Figure 1).

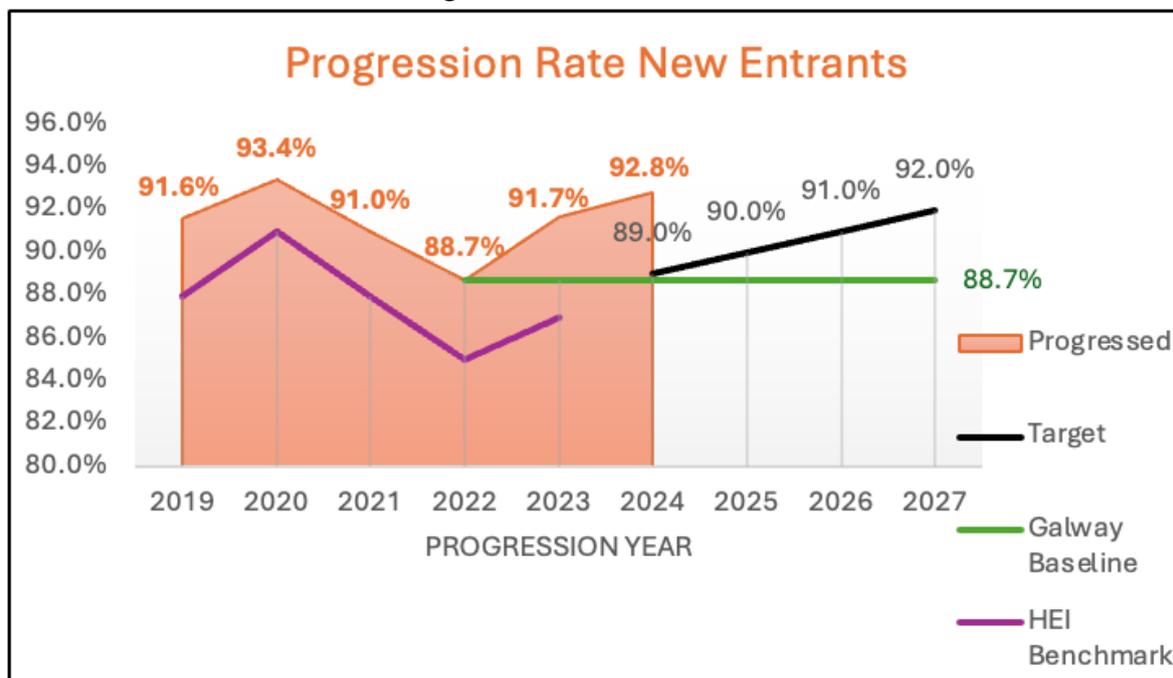


Figure 1: Graphical representation of progression baseline, benchmark (for all NE students) and targets.

As no official data is published nationally relating to second year progression trends, it is not possible to confidently benchmark the institution's data. Nonetheless, it is known that second-year students do face challenges around transition to an increased workload and augmented academic expectations, and so the achievement of a progression rate above 94% suggests that institutional supports are proving effective (see Figure 2).

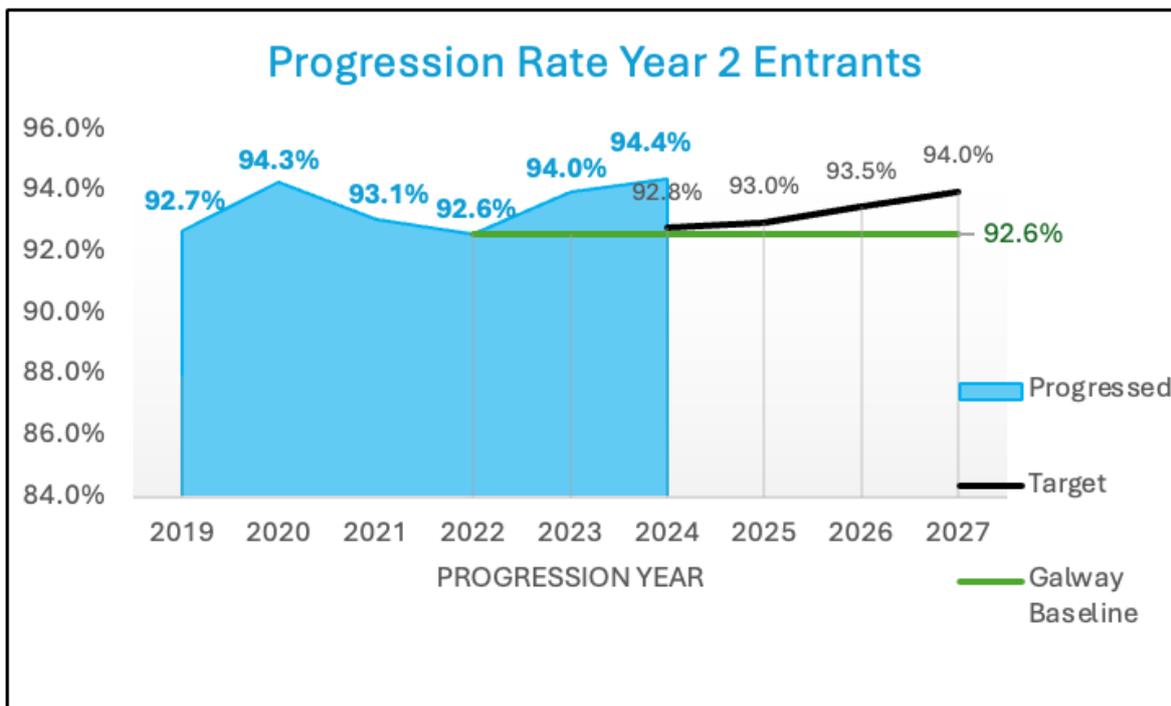


Figure 2: Graphical representation of progression baseline, benchmark (for all Year 2 Entrants) and targets.

While the University is already ahead of its' stated targets, the data indicates that further improvements may be attainable. At the very least, deliberate and consistent work must continue to ensure high progression rates are sustained.

Assessment of implementation

The University has undertaken a range of actions to improve and nurture progression. A holistic approach, encompassing both academic measures and student supports, has been particularly effective in addressing both academic challenges and broader personal and wellbeing issues that often affect students' ability to progress.

Supports to students bookend their academic year journey. Our Tús Maith/Start Strong programme, under the leadership of the First Year Transitions Manager, is now fully embedded in the first-year experience. This programme ensures that structured supports are in place for new students during the critical first six weeks of term. Targeted 'reach outs,' done through the University's Cara Chatbot, were made to students who were due to sit repeat exams. It provided information of financial, academic, and personal supports available, as well as the option to connect with a staff member in the Student Enquiry Centre.

Accommodation and financial resources are crucial factors in a student's ability to continue with their studies. The accommodation office sharpened its focus in 2022 to become a dedicated advisory service, and efforts in 2024/25 to source and grow rental opportunities in the wider community were considerably expanded. Additionally, the team handled roughly 1,700 emails and in-person visits in September 2024 alone, playing a crucial role in ensuring students started the academic year with accommodation. As of May 2025, the Financial Aid Fund has provided just over €1.4 million to 1,600 students, assisting them with the cost of living, and thereby aiding their continued studies.

Targeted initiatives aimed at driving student progression have been undertaken across the University's four Colleges. These are illustrated by some of the key initiatives delivered by the College of Science and Engineering during the period, including:

- Confidential 1:1 in-person and online student support meetings with College Student Support Officer, plus drop-in service alternating between College of Science and Engineering buildings.
- Proactive intervention and contact by College Student Support Officer with academically at-risk students (i.e., all students achieving <40% in Semester 1 exams).
- Advisory and support meetings offered to students failing a repeat year prior to approval of a third attempt.
- College Programme Directors' Forum convened bi-annually to facilitate sharing of issues, experiences, and solutions.
- Regular communication with programme directors to address extenuating circumstances, deferrals, appeals, and fee waiver requests.
- Participation in Tús Maith orientation programme promoted early engagement among first-year students.
- Academic Advisory Scheme extended to all programmes in the College and new advisors identified.

Strategic reflection

The key learning from this period is that a holistic approach can yield strong outcomes. Initiatives such as Tús Maith also show that targeted support during one of the most critical periods in the student journey provides students with a strong start, with natural knock-on benefits for their achievement. This is similarly the case with ensuring that students who have financial challenges or difficulty sourcing accommodation are supported, so that key preconditions for success are met.

The institution is applying this learning in several ways, and new initiatives are planned for the 2025/26 academic year:

- The success of the Early Alert System pilot has informed institutional discussions around resource allocation and student engagement policies, with the result that it has been scaled and will be rolled out across all four Colleges for the 2025/26 academic year.
- A newly created Student Success Centre, named as a priority initiative in *Of Galway, For the World, 2025-30*, the new University strategy, has a strategic focus on engagement,

progression, and risk, and will have an expanded team that focuses on the relationship between success and transition,

- The Student Success Centre will also strengthen the relationships between academics and professional services, further growing the holistic approach to student success.

[Word count: 868]

Performance Objective 2

Becoming a Global University: To become a truly global university with a diverse student population that enriches our teaching and learning environment and enhances the quality, reach and impact of our research.

Transversal area of impact:

International.

Analysis of indicator data

Across the six indicators, performance demonstrates consistent upward momentum with most 2024/25 targets met or exceeded.

- *International student numbers (Indicator 2.1):* Growth from a baseline of 1,789 (10.9%) to 2,087 students (11.64%) exceeded the absolute target of 2,019, though proportional representation fell slightly below the 12.3% goal due to overall enrolment growth.
- *Students from outside the Island of Ireland (Indicator 2.2):* Increased from 17.6% (baseline) to 18.8% in 2024/25, surpassing the 2022/23 national average benchmark of 17.8% and tracking well towards the 20% cumulative target.
- *Diversity of source countries (Indicator 2.3):* Performance exceeded expectation, rising from 30 to 38 countries, well above the target of 30. This indicates significant success in diversifying our student population.
- *Outbound mobility (Indicator 2.4):* Grew from 839 to 910, signaling strong uptake of exchange opportunities.
- *Inbound mobility (Indicator 2.5):* Increased from 882 to 927. Although this narrowly missed target, it still provides a strong indication of growing attractiveness as a study-abroad destination.
- *ENLIGHT European University initiatives (Indicator 2.6):* Delivered 14 initiatives against a target of 10, consolidating the institution's leadership role within the consortium.

Assessment of implementation

Performance against the six indicators demonstrates the University's steady progress in advancing the internationalisation agenda initiated with the Global Galway project in 2020. The University is now seeing the impact of initiatives such as strengthening our presence in key overseas markets and expanding our network of international agents, both of which are enhancing its' global reputation and securing sustainable applicant pipelines from an increasing

number of countries.

The establishment of a dedicated Global Partnerships Team in July 2024 is further accelerating progress, enabling the development of collaborations with prestigious institutions worldwide. These partnerships are not only reinforcing the University's international profile and supporting academic collaboration but are also creating new pathways for student recruitment and mobility.

This work has been underpinned by closer collaboration with academic units and professional services, ensuring that institutional priorities are aligned and that international students experience a more tailored and supportive applicant and student journey. Together, these measures are embedding internationalisation more deeply into the fabric of the University and consolidating the University's position as a global institution.

Strategic reflection

Building on the launch of the new University Strategy, a dedicated Global Engagement Strategy is now being developed to advance the University's international ambitions. This strategy takes a holistic view of internationalisation, structured around key pillars of recruitment, partnerships, mobility, research, and student experience. It is being shaped in consultation with Colleges and Schools and draws on the lessons learned through the Global Galway Project.

The current geopolitical landscape presents both opportunities and challenges for internationalisation. The University is responding proactively, strengthening internal supports for international students in critical areas such as employability and visa guidance, while externally working with the HEA, IUA, and Education in Ireland to promote a strong national profile for Ireland as a destination for international education. Together, these efforts will ensure the University continues to adapt, remain competitive, and enhance its global standing.

[Word count: 499]

Pillar: Research & Innovation

Performance Objective 3

European Research Excellence: To produce research that is recognised as being excellent, transformative and relevant to societal and economic needs, and to train the next generation of researchers, with a particular focus on increasing the quality, impact and international reach of our research.

Transversal areas of impact:

International; Climate & Sustainable Development; Society; Digital Transformation.

Analysis of indicator data

Participation in European research programmes, and engaging with international partners, remains a key objective within the new Strategic Plan (2025-'30) - Strategic Priority *Distinctive Research Impact*. Performance against our European Indicators (3.1-3.3) is, to date, mixed. Our research community have been active in applying for ERC awards, with Indicator 3.2 (No. Applications) very much within target. An active/healthy pipeline of future applicants should maintain this. The number of awards (Indicator 3.1) is, however, lagging on the target set. Successes over the first four years of the programme have been inconsistent. The eight ERC awards to the end of 2024 represents 73% of the university's final position (i.e. 11 ERC Awards) under the previous Framework Programme (H2020).

With just three years remaining in the funding cycle (relating to overall European funding - indicator 3.3), we are confident that we will maintain the pipeline of activity and interest amongst our research community in order to reach the target of €150m.

We are not, at this point, reaching the sectoral benchmark set for Indicators 3.1 (ERC Awards) and 3.3 (total value of Horizon Europe) - namely, to exceed the average performance by IUA members. As this is a target for the full duration of Horizon Europe, we will continue to monitor sectoral performance and support our community for Horizon success.

Assessment of implementation

Despite the mixed performance, to date, against the targets and benchmarks, overall participation and performance is encouraging. Our research community are actively participating across multiple European programmes and all three pillars of Horizon. There are notable successes and positive trends, e.g.:

- Consistently high success rate (well above EU average) in MSCA Doctoral Networks (as Coordinator)
- Diversification of funding sources, with recent awards (1st time) under the European Defence Fund and Innovative Health Initiative

- A significant increase in the average value of Horizon Awards, reflective of greater participation in multi-party consortia as coordinator/WP Leads.

ERC Performance

HEA Performance Funding (2019) supported a specific intervention aimed at enabling growth of ERC awards (under H2020) and creating an application pipeline for the early years of Horizon Europe. The targets for this initiative were exceeded, but the increase in the number of applications (Indicator 3.2) has not translated to increased success in Horizon Europe (Indicator 3.1). The dedicated role for ERC support allowed the time for significant profiling and engagement with the academic community. It supported the development of competitive ERC applicant pipelines. The completion of this funded initiative has meant that targeted ERC support is now no longer specifically available – but, rather, is provided within the overall broader support environment. The University is currently reviewing how best to support our researchers to achieve further ERC success.

Sectoral Benchmarking

Benchmarking – *vis á vis* IUA members – shows we are lagging in Indicators 3.1 and 3.2. Four and a half years into the 7-year Horizon Europe programme the IUA sector as a whole has performed very strongly over the H2020 outcome. As these benchmarks are for the full period of Horizon Europe, we will continue to track sectoral performance and develop interventions to address our participation/performance. Specifically, we will seek to provide targeted support for ERC applicants.

Strategic reflection

The new Strategic Plan has firmly placed research as one of its three core priorities emphasising our ambition to be global leaders in our distinctive areas of research excellence coalescing around four research pillars. This will be supported by a range of actions and targets outlined in our strategic plan, including the Future Talent Programme as well as our ongoing Institutional Review of Research Performance (IRRP). IRRP is the University's process for evaluating the quality of research using external expert peer review. This review is undertaken every 7 years, and we are currently in the middle of IRRP 2024-27.

The new strategic plan also sets out a target for the proportion of publications in the Top 10% of journals and the University is rolling out a scheme which will support researchers to identify and publish in the Top 10% publications within their respective fields. This includes establishing an agreed list of prestigious high-quality outlets, funding papers within this agreed list, and providing training and workshops to researchers on producing high quality research outputs.

Challenges/Risks

Our strategy to improve success in European programmes is reliant on both *i*) increasing the number of PIs engaging and *ii*) encouraging/supporting PIs to take on a greater role in multi-partner awards (as coordinator/WP Leads). By their nature, particularly where we are coordinating projects, these are complex undertakings requiring particular post-award support structures and systems. We are undertaking a research process improvement initiative aimed at

ensuring optimal processes in support of the research life cycle.

Emerging Opportunities

As part of our efforts to increase participation in multi-partner European projects we are supporting our PIs – through the provision of seed/pilot funding - to establish networks with academics in our European University Alliance (Enlight). This has led to a growing number of joint applications and success.

Through the roll-out of the University’s Future Talent Programme, we will also invest in attracting new research talent aligned to our four research pillars.

[Word count: 848]

Performance Objective 4

Expand Enterprise Research and Innovation Activity for Our Region: To retain our regional strength in MedTech and to stimulate a pipeline of valuable commercial projects in other fields of research, particularly in emerging opportunity areas such as renewable energy and marine research.

Transversal areas of impact:

Enterprise; Region.

Analysis of the indicator data and assessment of implementation

The Innovation Office bridges the gap between academic research and practical applications, ensuring ground-breaking discoveries benefit society, providing end-to-end support for innovation outputs including spin-outs. This includes contract negotiation, training and mentoring, business planning, intellectual property (IP) management, start-up incubation supports, investor relations and engagement. The University is known for its high-quality spinouts and punches above its weight with respect to funding raised by its’ start-ups.

In 2024 the University had 4 new spinouts. They are Fortis Medical, Lua Health, Aveta Medical and Galenband. Enterprise Ireland has also approved two University of Galway spinouts (Aveta Medical and Galenband) as High Potential Start Ups (HPSU), amongst the 11 approved nationally this year. While our target was for 5 new spinouts, it should be acknowledged that it is challenging it is to bring a commercial spinout project to the stage of spinning out. This is taking longer than ever with additional rounds of funding required and critically a commercial team will not spin out unless they are investable in the market. We are therefore delighted to report 4 new high-quality spinouts in 2024.

The University’s spinouts have been going from strength to strength in the last number of years and 2024 has been particularly strong for investment. The University has 36 spin-out companies, (20 since 2020), and is the top research-performing organisation in the Disruptive

Technologies Innovation Fund (DTIF) from Enterprise Ireland, and with 15 university spin-outs receiving DTIF funding. Dealroom.co reported that University of Galway spinouts raised 3rd highest VC funding after UCD and TCD. Dealroom.co also reported that 3 University of Galway spinouts, Neurent, Luminare and Loci Orthopaedics, were amongst top 8 recipients of the largest funding rounds in 2024.

The University's research collaborations with industry (RAs) have exceeded target in 2024, with the University signing up to 51 new projects with industry partners. The University has consistent levels of RAs but when compared with national figures, the University is slightly below the average across the sector. Possible reasons for this are that University of Galway focusses primarily on larger projects and is missing out on smaller value projects such as innovation vouchers or similar. Furthermore, the Innovation Office does not have dedicated Business Development, Consultancy or Engagement support which is present in some other universities nationally. However, the quality of engagement is clear. The University has also secured new collaborations in emerging areas that we have committed to focusing on during the period. For example, in 2024 in sustainable construction, 15 new RAs were entered into between Construct Innovate, Ireland's construction technology centre, and industry. Also as mentioned, the University of Galway was the top performer with respect to the Disruptive Technologies Innovation Fund (DTIF), participating in 33 projects over the lifetime of the programme. This is an important funding scheme which supports startups and SMEs and is driving innovation within this sector and within our region. It is bridging a critical funding gap for many of our startups and SMEs nationally and the impacts from these engagements are increasingly evident.

In 2024, the University achieved 13 new Licences/Options/Assignments (LOAs). These comprise of 8 Licences/Assignments and 5 Options being executed. The University has had some challenges through 2024 from a resourcing point of view, with some turnover of staff. This has contributed to the University not achieving its Licences/Options/Assignments (LOAs) target, but we are hopeful that LOAs will increase in number in 2025. The University is focusing on this space in 2025 as outlined below.

Overall, the performance of the University in 2024 has been strong with the quality of our output being seen in successful fundraising, products advancing through regulatory pathways and reaching the customer. More information on outputs and impact is available at

[\(25\) Reflecting on 2024: A Year of Innovation at the University of Galway | LinkedIn](#)

Strategic reflection

The University is aware and responsive to external and internal conditions and challenges which impact in the achievement of its' goals and objectives. Examples of initiatives which the University has rolled out to mitigate challenges include:

- University has in-licensed and implemented a partnering tool called AIMDay to drive new engagements. Several events have been run and in 2024 this was used by Construct Innovate, a technology centre that has had significant industry engagement activity in 2024.

- The Innovation Office has rolled out the Innovation Impact Training programme (Tier 1 'Impact Series' and Tier 2 'Impact Accelerator'), reaching ~80 researchers annually to drive IP awareness, new entrepreneurs, new innovations and new projects to strengthen our licence pipeline.
- To address challenges with spinouts taking longer to spin out and raise investment, in 2025 we launched the 'Impact Start' programme, a dedicated training and mentorship programme to drive the support of late-stage commercial projects to spinout and raise investment.
- In 2024, we hired a dedicated Licensing and IP Manager to drive licensing activity in the coming years.
- In 2025 we have secured funding to hire a dedicated Innovation Training/Engagement role to support the above engagement and innovation training programmes, including in new emerging areas.
- Our success in maintaining an active commercial pipeline and spinout portfolio necessitates new resourcing as well as focussing on operational improvements and efficiencies, including through use of AI and other tools to assist productivity.

[Word count: 877]

Pillar: Access & Participation

Performance Objective 5

Improving Progression Rates for Under-Represented Students: To improve progression rates for first-year students at full-time undergraduate level in the following categories: Students with Disabilities (SWD), HEAR and Irish Traveller Students.

Transversal areas of impact:

Society; Region; Equality, Diversity, Inclusion & Belonging.

Analysis of indicator data

The University has exceeded the 24/25 target of 87% first-year progression for Students with disabilities (SWD's) and HEAR. The progression rates are:

- SWD's: 92.7% (5.2% increase on target of 87%)
- HEAR: 93.3% (6.3% increase on target of 87%)

The baseline for first year progression rates for members of the Traveller community has also been established. Using data compiled from the following sources, the baseline for first year progression in 24/25 has been calculated at 77.8%:

- University of Sanctuary recipients
- First year recipients of the Accommodation Assistance fund
- First year recipients of the Financial Aid Fund
- First year recipients of the Laptop Loan Scheme
- Students progressing from a pre-University Access programme to a full-time undergraduate degree.
- Any additional first year undergraduate Irish Travellers connected with the Access Centre

Assessment of implementation

In 2025, the University launched its [Widening Participation Strategy 2025- 28](#).. Goal 1 of this plan aims to: 'increase access and participation in higher education for people from underrepresented socio-economic groups, and minority status groups' (2025, p. 9)

Action 1.7 of this strategy aligns with our System performance commitment to:

'Increase 1st year progression rates for student with disabilities, Irish traveller and Socio-economic disadvantaged students at full-time Undergraduate level' (2025, p. 9)

Progression and retention of Traveller students is also a priority in our *Race Equality Framework and Action Plan 2023-27*:

‘Action 2.1: Increase the number of domestic minority ethnic students...Irish Travellers and Roma, and students from international protection, refugee and vulnerable immigrant backgrounds participating in undergraduate and postgraduate programme...’ (2023, p. 18)

First year progression rates for HEAR students has been supported by developments in financial supports. In 2023/24, two new scholarships were launched for HEAR students:

- 1 Meissner Scholarship (€4,000 per year)
- 1 Hygeia Scholarship (€4,000 per year)

In 2024/25, the Google Insight scholarship was launched, targeted at students from underrepresented and socioeconomically disadvantaged backgrounds.

While HEAR numbers have decreased recently (figure 3), the number of students availing of the HEAR/Access Financial Aid Fund has increased. Consistent communication by the Access centre’s post-entry team has supported students applying, with promotion throughout the year. The annual distribution is:

- 22/23: 583
- 23/24: 594
- 24/25: 709

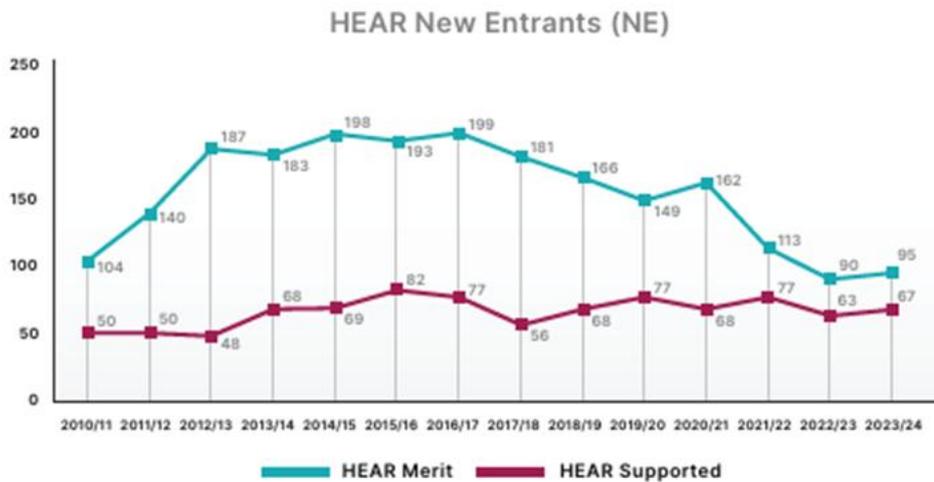


Figure 3: HEAR New Entrants

While students registering for disability support continue to increase (see figure 4), the process for communicating reasonable accommodations has been made more efficient by the implementation of a new staff SharePoint site. In 2023/24, the University’s Buildings and Estates Office secured €1.7m in funding for accessibility improvements identified through PATH 4, Phase 1. This includes:

- Step-free access provided to all large lecture theatres and power-assisted doors en-route.
- Upgrade of emergency evacuation facilities across campus.
- 70 power-assisted doors installed across campus and improved access to lifts.
- Signage and signposting of accessible routes and lifts.

- Footpath levelling across campus.

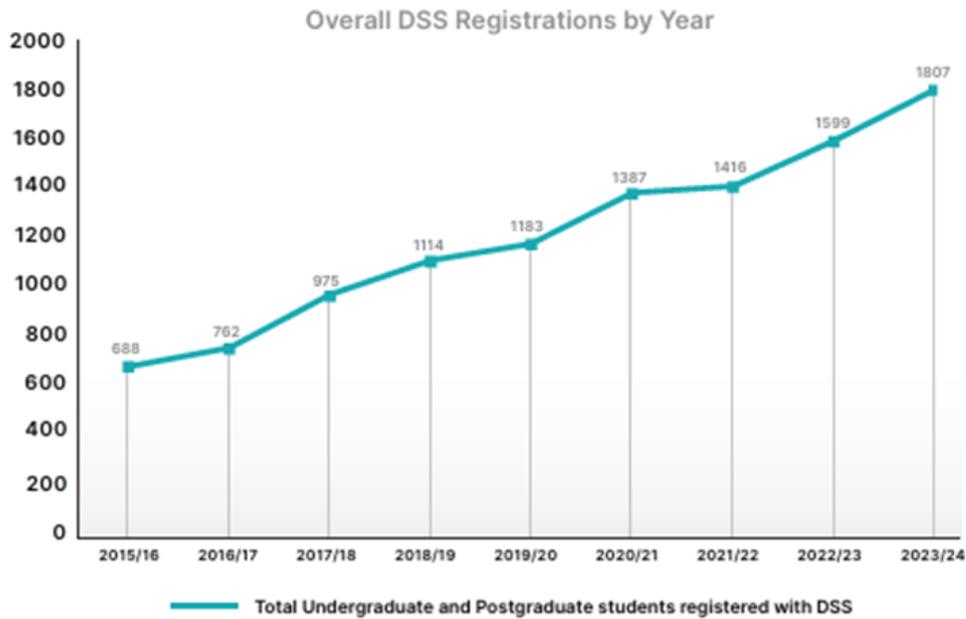


Figure 4: Disability support Registrations

Due to delays in the implementation of Student Digital Pathways (SDP), in 2024/25 an Early Alert System (EAS) was developed to track students' engagement with their learning and will be launched in AY2025/26. EAS 2.0 provides data-driven insights for students and can focus-in on Traveller, disability or HEAR students. By aggregating data from three repositories the university has been able to capture weekly activity indicators: VLE activity, lecture attendance and CAO points. Support staff in each of the four Colleges, including the Access Centre, will be provided with a comprehensive view of the student's activity and, assessing their dashboard, can propose an intervention if required (see figures 5, 6 and 7 for summary and functionality).

EAS2 – What it does

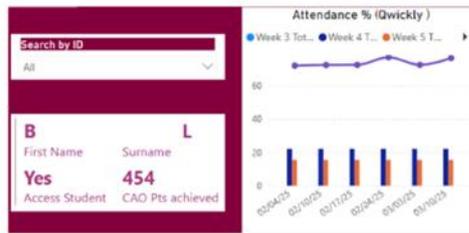
Key indicators (VLE activity, attendance and CAO points) are scored and weighted to assign a relative engagement score for each individual student; 0 (least engaged) to 5 (most engaged)

You can review various cohorts of students and zoom to individual student details

VLE activity

Attendance

CAO



You can drill-down to individual student's scores and the indicators forming their score (relative to the cohort)



Figure 5. EAS Summary

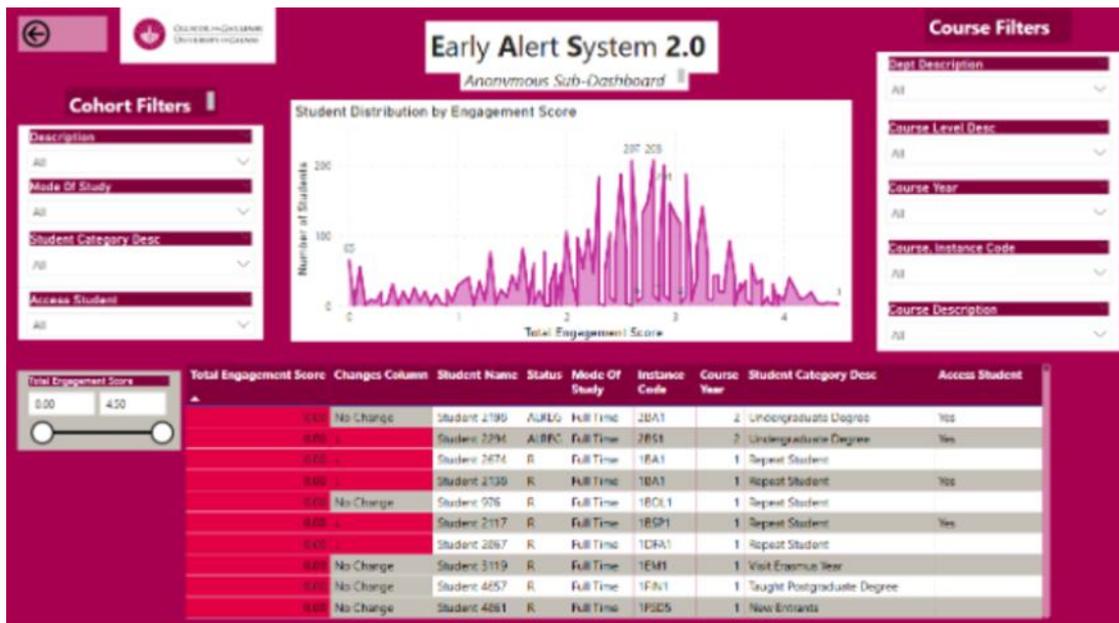


Figure 6: EAS Student Dashboard

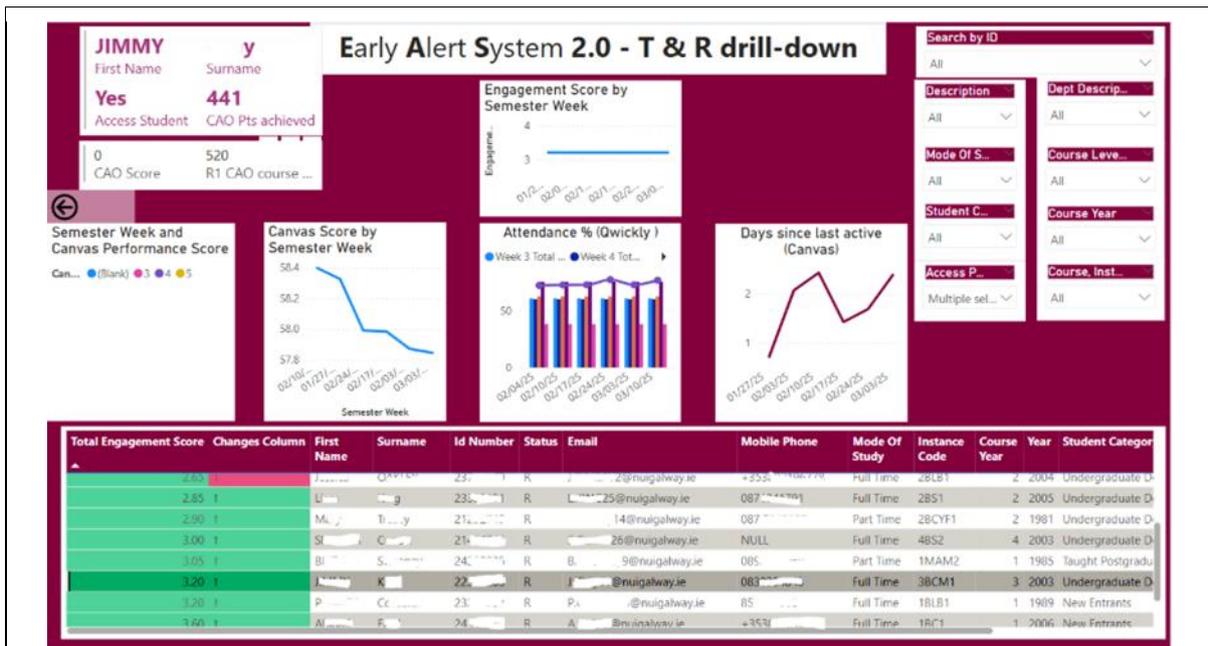


Figure 7: Individual student Performance

Strategic reflection

At a strategic level the achievement of these targets has been supported by the following key developments. In 2025, the University launched its [Strategic Plan 2025-30, Of Galway, For the World](#). In addition to the previously stated core values of Respect, Openness, Sustainability and Excellence, the value of Belonging has been added as a new value. A Key Enabler of the three Strategic Priorities in this strategy makes specific reference to:

‘[Enabl[ing] and support[ing] all students...to reach their full potential in an engaging, accessible and inclusive learning environment by continuing to improve access and participation for underrepresented priority groups, including students with disabilities, through our pioneering work on widening participation...’(2025, p. 28).

Another priority action over the coming months is the launch of our Student Success Strategy. Two Strategic priorities within this strategy focus on progression and creating more inclusive environment for students. This strategy will further strengthen the University’s commitment to increasing first year progression.

Key Learnings to date:

1. Correlation between increased financial support for HEAR students and increased progression rates.
2. Correlation between efficiency in LENS report distribution and accessible buildings work and SWD’s progression rates.
3. Commitment to Widening Participation at a strategic level matters in advancing a whole-of-institution approach to underrepresented student progression.
4. Underrepresented students continue to face significant challenges regarding cost-of-living.

Notwithstanding these key learnings, it is important to underscore some risks that may pose a challenge to maintaining the positive performance thus far:

1. *Variability in Traveller numbers:* Traveller new entrants remain low. We may see high degrees of fluctuation in percentage changes if a small number of students don't progress.
2. *Increase in number of SWD's registering for support:* with disability registrations likely to increase, there are considerable demands on an already stretched service to register students in a timely fashion.
3. *Accommodation/cost of living:* underrepresented students continue to be most impacted by the lack of affordable accommodation and increases in cost of living.
4. *Cessation of some posts:* Students with the Access Centre have benefited greatly from the introduction of two post-entry supports posts for HEAR and care-experienced students funded through HEA performance funding. These posts are funded until Dec 31st 2025.
5. *Delays to the implementation of SDP:* while the EAS fills an important gap, a fully integrated student data system implemented to support progression rates continues to be the most desirable option.

[Word count: 991]

Performance Objective 6

***Flexible Pathways for Lifelong Learning:* To implement a comprehensive framework of high-quality flexible learning programmes for part-time learners to increase access and participation, expand course offerings, and increase enrolments of flexible learners, while aligning with regional and national workforce development skills requirements and societal needs.**

Transversal areas of impact:

Flexibility, Upskilling & Lifelong Learning; Enterprise; Region.

Student Numbers: Proportion of part-time and flexible learners

Targets in relation to part-time enrolments have increased in the 2024/25 academic year. Student numbers have increased from 2,642 to 2918 in this period (13.3% to 14.2% of overall student population). The increase is due to several factors:

- Changes in reporting criteria of student numbers which allows for inclusion of student registrations on multiple course instances (e.g. where a full-time student is also registered for a part-time Diploma (often in the languages area or where a student is registered on two courses, for example on two micro-credentials). Reporting criteria prior to this did not reflect the full number of students registered on part-time courses at the University;

- Growth in course demand: student registrations have increased on micro-credential courses, demand for undergraduate Certificate in Youth Leadership and Community Action has grown steadily. Some marginal growth also seen in masters part-time taught programmes during the reporting period.

Total number of Industry-Focused Programmes

Considerable developments have taken place during the review period in relation to the development of industry-focused programmes. Five, 1-year, Level 8 Diplomas were developed following a review of the future skill requirements of the manufacturing sector. These new skill requirements centre around two transitions; one based on the digital or data-enabled transformation, the other based on the green transition.

- [Digitalisation of Manufacturing Processes \(Diploma\)](#) (Process-based) (Springboard+ funded)
- [Digitally Enabled Connected Medical Devices \(Diploma\)](#) (Product-based) (Springboard+ funded)
- [Intelligent Manufacturing Industry 5.0 \(Diploma\)](#) (Decision-making in manufacturing industry)
- [Manufacturing Automation \(Diploma\)](#) (Sensors, actuators, robotics and programming) (Skillnet*)
- [Sustainability of Manufacturing Systems \(Diploma\)](#) (Systems based in a new carbon world)

Following a call for proposals, these programmes have received Springboard+ funding and Skillnet funding for AY25/26. As part of the streamlining process of curriculum in flexible programme development, these Diplomas are also available as elective streams to degree-seeking students on the modular, BSc Science and Technology Studies. Note that 4 previously existing industry-based programmes were replaced with this new curriculum.

Number of Micro-credentials

The University's participation in the IUA Micro-Credentials Project has advanced the development of flexible learning pathways at the University. Since being introduced in AY 2022, there has been a steady rise in the number of enrolments in micro-credentials and modular courses. However, participation rates in some courses have been insufficient to make them viable to run. Implementation efforts have been strengthened through strategic collaborations with regional Skillnets and the National Talent Academy, ensuring course relevance and strong employability outcomes. Nevertheless, uncertainty around the long-term funding model for micro-credentials has hindered progress, creating reluctance among academics and industry partners about engagement beyond 2026. Learner feedback highlights high satisfaction with flexibility, course content, and the ability to earn university credits. However, confusion persists regarding stackability into full degree pathways, leading to frustration among some participants.

Strategic priorities for the coming year will address these challenges while capitalising on emerging opportunities:

- Clarifying pathways from micro-credentials to larger academic awards,

- Exploring inter-institutional stackable awards to enhance learner mobility,
- Embedding micro-credentials to ensure long-term sustainability.

Number of RPL Applications

Analysis of the indicator data for this Performance Objective shows clear upward momentum in Recognition of Prior Experiential Learning (RPEL) activity at the University of Galway. For 2024/25, the KPI target was set at 53 applications; while only 44 successful applicants were formally recorded in institutional systems, this figure is likely an undercount due to the complex, decentralised nature of RPL processes across the University's diversified structure. Informal tracking and School-level reports indicate a higher volume of applications, with some successful RPL admissions not yet captured in central records. The trajectory is particularly strong for the upcoming 2025/26 academic year, with recorded applications already surpassing the next KPI target of 56 before the start of the new academic year. This year-on-year growth in relation to the recognition of experiential learning has been consistent, with positive results following targeted promotion, increased support for learners and staff and clearer process documentation. Although no national benchmark data is available for direct comparison, the year-on-year growth demonstrates significant progress towards embedding RPEL as an alternative entry and progression route.

The growth in recognition of prior experiential learning applications is the result of a sustained set of targeted actions. The launch of a dedicated RPL webpage with clear guidance and downloadable forms made the process more accessible to prospective applicants, while staff training sessions on assessing experiential learning evidence improved consistency and confidence in decision-making across Schools. In addition, strategic postgraduate programmes such as the MSc in Computer Science- AI, PDip/MSc in Construction Innovation, MSc Ag Innovate and the MSc in Pharmacy are seeing an increased demand for and interest in RPEL as an entry route or for module exemptions, attracting more interest from non-traditional learners. Collaboration with the Irish Universities Association on national awareness campaigns also contributed to raising the University's profile in this space.

Several factors have supported this progress. The University's participation in the HCI-funded RPL in Higher Education project led to significant progress in relation to its Recognition of Prior learning activity, including the appointment of a dedicated RPL Officer and the establishment of university-wide policies and digital systems. However, there have also been challenges. Variation in RPEL familiarity across Schools means that some programmes are slower to adopt and promote it effectively. For international applicants, the process of evidencing prior experiential learning is sometimes hindered by complex documentation requirements, particularly when qualifications and learning evidence need translation or additional verification. Looking ahead, increased employer awareness presents an opportunity to develop cohort-based RPEL applications linked to CPD and upskilling initiatives.

Postgraduate taught (PGT) programmes (flexible)

The overall number of PGT courses on offer in 24/25 was 186 with 26% of them offering flexible delivery. We have not achieved the target of 29% flexible offerings in this portfolio. The overall

number of PGT programmes on offer increased by 5 from 180 to 185 however the number of flexible programmes dropped slightly from 52 to 49. Some of the external factors impacting this target include challenges in driving sufficient student demand to sustain flexible PGT programmes in some subject areas and fluidity of some flexible PGT offerings funded through time limited schemes (e.g. Springboard). Internal factors impacting performance include the need for greater systems flexibility to facilitate greater ease in the development of new innovative curricular offerings and the challenge of driving a cultural shift away from traditional to more flexible delivery. Work is underway in developing and rolling out an institutional framework to support greater flexible programme development through the new University Strategic Plan.

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Pillar: Engagement

Performance Objective 7

Advancing Equality of Opportunity for All: To address systemic inequalities and embed an inclusive culture which provides equality of opportunity for all staff and students of all genders and ethnic backgrounds.

Transversal areas of impact:

Equality, Diversity, Inclusion & Belonging; Institutional Leadership & Culture.

Analysis of indicator data, assessment of implementation and strategic reflection

Indicator 7.1 - Proportion (%) of staff experiencing discrimination:

The baseline indicator for the objective of reducing the number of staff experiencing discrimination informed by the Athena Swan Culture Survey 2023 shows 25% of all respondents experienced discrimination within the University. Staff consultation via the 2025 Athena Swan culture survey on experiencing discrimination shows progress from our 2023 survey results with 9% overall improvement in relation to experiences of discrimination (16% in 2025, 25% in 2023). The target of a 20% reduction on the baseline figure of 25% in 2023 has been exceeded with a 35% reduction on that figure (see Figure 8).

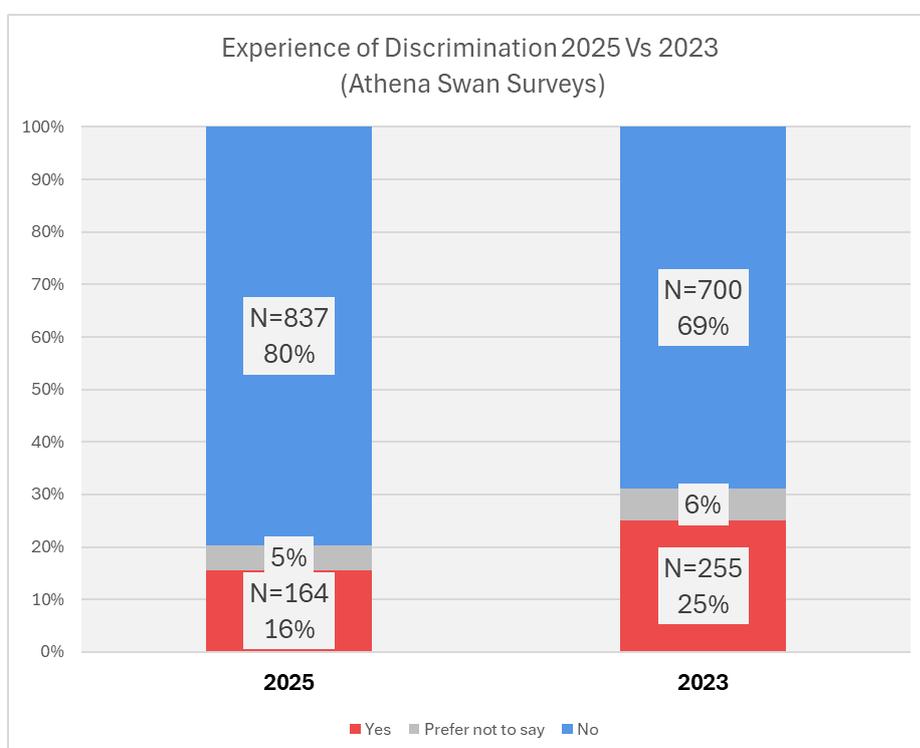


Figure 8: Staff Experience of Discrimination

With respect to indicator 7.1, the University has a multi-faceted approach to supporting a culture of equality, anti-discrimination, respect and inclusion underpinned by strategy, training, policy and procedure. One of the primary strategic EDI goals (2020-2025) is to *'foster a campus culture which is welcoming, inclusive, safe and free from discrimination'*. This is proactively implemented through a series of mechanisms and policy instruments driven and supported by EDI; HR and Student Services, enabled and supported by the UMT. The reduction in the number of staff experiencing discrimination is a positive reflection of the impact of these initiatives.

However, recognising that changing culture and behaviour through preventative measures is one element of this multi-faceted approach, it has been established from the University's Athena Swan surveys that further work is required to inculcate confidence in the University's policy environment. This is a priority emphasis in the new institutional Athena Swan Action Plan with substantive changes to be made to existing policies such as the Equal Opportunities Policy. Athena Swan Key Equality Action 1 articulates further commitment to *'creating a safe and respectful environment built on dignity and to foster an inclusive culture where all staff and students can thrive, contribute fully, and reach their potential without fear of discrimination, harassment, or marginalisation'*. This is reinforced by a number of policy and training actions pertaining to discrimination in the Race Equality Framework and Action Plan.

Indicator 7.2 (Number of new Athena Swan awards achieved) & indicator 7.3 (Proportion (%) of Schools with Athena Swan awards):

Athena Swan work continues to drive systematic, long-term change at multiple levels across the University. Athena Swan action plans specific to the School/Unit context compliment and reinforce the Athena Swan actions taking place at a broader institutional-level and vice versa.

Two fundamental principles of the gender equality programme, and Athena Swan, are: 1. That the real lived experiences and opinions of staff can and should have a direct impact on how this work is shaped. 2. That all policies, procedures and changes made should be re-evaluated for their effectiveness on an ongoing basis.

Schools are actively supported to engage in Athena Swan work via the annual Athena Swan Fund. This scheme provides financial assistance to support Athena Swan applications, action implementation and award renewals. It specifically addresses the University's strategic objectives of attaining an institutional Athena Swan Silver Award in 2025 (application submitted in June with outcome expected in September 2025) and all Schools holding awards by 2028 (4 School Silver awards and 14 School Bronze awards).

The fund demonstrates the University's commitment to build the operational capability and key supports required to mainstream and embed gender equality in a sustainable and efficient manner, and support, recognise and resource Athena Swan work in a centralised, systematic way. Additionally, it helps to ensure that individual burdens and common actions are alleviated through enhancing operational capacity from application to implementation and renewal.

Performance in 2024/25 has fully met target 7.2 in relation to Athena Swan awards with the achievement of 1 new Silver School award – School of Business (upgrade from Bronze) and 2 new Bronze School awards – Political Science & Sociology and Languages, Literatures &

Cultures i.e. 78% of Schools now holding awards. Two new schools will submit first time applications in 2025, which will enable the University to meet our 2025/26 target of 16 out of 18 schools (89%).

Indicator 7.4 - Proportion (%) of all administrative and support services staff recruited via external competitions from minority ethnic backgrounds:

To support the achievement of indicator 7.4 (Proportion (%) of all administrative and support services staff recruited via external competitions from minority ethnic backgrounds), the University has sought legal advice regarding the employment of staff having regard on the visa/work permit issues. This has given the University clarity on what type of contracts can be provided depending on the work status of the individual. Some of the University’s administrative and support services roles do not fit in the critical skills category which can be challenging, so the University has provided input to the ongoing consultation taking place nationally in this area.

There are agreements in place with the relevant trade unions that some administrative positions require internal advertising in the first instance. However, the University has plans to advertise for a panel for Administrative Grade 2 and Grade 3 and has been engaging with local communities to increase the number of applicants for minority ethnic backgrounds. The University has also included this requirement in any engagement with its recruitment agencies to promote applications from a wide pool of applicants especially encouraging applications from minority ethnic groups.

[Word count: 885]

Performance Objective 8

Sustainability at the Core of Our University Experience: To lead and promote sustainability in all aspects of University learning and research, culture, operations, and governance structures, and to empower our diverse communities of staff, students and partners to co-create tomorrow's sustainable campus and deliver the Sustainable Development Goals.

Transversal areas of impact:

Climate & Sustainable Development; Institutional Leadership & Culture.

Analysis of indicator data & assessment of implementation

With regards to indicator 8.1 (% sustainability modules), the University has increased the proportion of our modules classified as ‘sustainability modules’ from 25% (2022/23) to 28% (2023/24). This reflects a range of actions and supports for enhancing sustainability in the curriculum (described below) but also reflects methodological development (see technical note under PO8 indicator table).

Actions implemented in the last 6-9 months:

- Two full-time lecturers in Education for Sustainable Development (ESD) began working in academic year 2024/25 and are based in our Centre for Excellence in Learning & Teaching.
- Developed a new module and microcredential CEL6109 Sustainability in the Curriculum to provide professional development on ESD for teaching staff.
- Mapped 75% of our undergraduate degree programmes to the SDGs using the Accelerating Action tool and we are engaging with the remaining programme directors.
- Redesigning course webpages and the prospectus to show the top 3 SDGs to which each programme contributes
- Launched a new Current Research Information System including profiles/expertise, units, projects and outputs linked to the SDGs
- Co-hosted the 2025 Climate and Nature Conference with the Mary Robinson Centre
- Held a conference on ‘Preparing Students for a Challenging World: education for sustainable development and the socio-emotional domain’
- Continued to embed the interdisciplinary ‘Introduction to Sustainability’ module across a wide variety of programmes
- Collaborated with Mark Kelly on the ESD Spotlight Series and Case Studies

Aligned with our strategic commitment to embed sustainability in all academic programmes and based on the challenges we have experienced to date in refining our methodology and data collection for indicator 8.1, the University is proposing a modification to this indicator. Instead of measuring the *'proportion (%) of undergraduate and postgraduate taught (PGT) modules that are sustainability modules'*, the University proposes to measure the *'percentage/number of programmes aligned to the Sustainable Development Goals (SDGs)'*. With the ambition of mapping the SDGs across all undergraduate (67) and postgraduate taught programmes (175), we will build on our existing work in this area, which has already resulted in 75% of undergraduate degrees being aligned to the SDGs using the University's Accelerating Action tool (completed by programme directors).

With regards to indicator 8.2 (greenhouse emissions), the University has reduced energy-related greenhouse gas emissions from 7,275.5 tonnes CO₂ in 2022 to 5,531.8 tonnes CO₂ in 2024, a 24% reduction in two years. We have more than halved our emissions in the last seven years. Our statutory baseline (defined as the annual average of 2016 to 2018 emissions) is 11,222.8 tCO₂ and by 2024 this had reduced to 5,531.8 kgCO₂, a 50.7% reduction. These emissions are reported and validated through the Sustainable Energy Authority of Ireland (SEAI) Public Sector Monitoring & Reporting tool, shown in Figure 9.

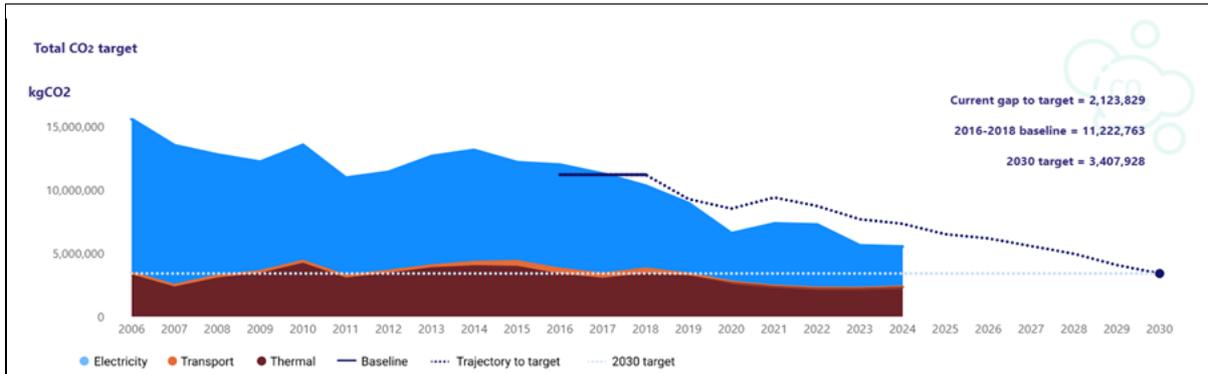


Figure 9: University of Galway greenhouse gas emissions (SEAI Monitoring & Reporting tool)

The University is leading the way in the HE sector on greenhouse gas and energy reductions. The latest SEAI Annual Report on Public Sector Energy Performance (2023) shows that University of Galway has reduced greenhouse gas emissions more than any other HEI. Our emissions are now significantly lower than comparable universities: in 2023, University of Galway’s emissions were 7,275.5 tCO₂ compared to 17,591.1 tCO₂ for UCD, 13,657.1 tCO₂ for UCC and 10,385.4 tCO₂ for UL.

The University’s emissions reductions have partially been driven by improvements in energy efficiency. The University’s energy performance indicator (EnPI) shows that we have improved energy efficiency by 57.2%. This is ahead of the 2030 target of 50%.

Notable capital projects that have supported these achievements have been the replacement of fossil fuel heating systems, building fabric retrofits, installation of solar PV, replacement of inefficient fixtures and equipment etc. These works have been complemented by behaviour change campaigns, energy management and our overall approach to promoting the SDGs.

The University is keen to share our successes in this area, and it regularly host visits, submit for awards, collaborate with SEAI etc. Some examples:

- The retrofit of Áras de Brún was a SEAI-HEA Pathfinders Project. It won the 2023 SEAI Energy in Buildings Award.
- The retrofit of No. 9 Distillery Road is used to demonstrate the potential for retrofitting homes. It is the most energy efficient building on campus (A2 BER).
- Dunlin Student Village Residences (674 beds) achieved BREEAM certification in 2025.
- The GEO-FIT project was an EU-funded research project where 18 boreholes were sunk 150m and geothermal energy now heats the University swimming pool.
- University of Galway hosted the SEAI Public Sector Energy Conference in May 2025.

The University will continue to retrofit buildings to improve energy efficiency, install renewables and change energy behaviours.

Strategic reflection

The University has continued to embed sustainability at the core of our University experience, from our organisational strategy to practical initiatives that benefit our students, staff and community partners. This is enabled by our approach to ‘learn, live and lead’ on sustainability

and driven by our Community & University Sustainability Partnership.

Most notably, we have retained our #1 position in Ireland in the *Times Higher Education* Impact Rankings for the fourth year in a row. We are also ranked #3 in the EU. These rankings measure progress on implementing the Sustainable Development Goals (SDGs) in terms of research, teaching, campus operations and community engagement. We continue to champion the SDGs as a Government-appointed SDG Ambassador.

Some of the University's other highlights from the last 6-9 months:

- Gold rating renewed in Sustainability Tracking, Assessment & Rating System (STARS)
- Achieved the An Taisce Green Campus Flag for a sixth theme (green labs)
- Secured the Smarter Travel Mark, recognising leadership in sustainable transport
- Launched the Sustainability Engagement Fund to empower student and staff projects advancing SDGs 6 (Clean Water and Sanitation) and 14 (Life Below Water)
- Created a Pocket Forest on campus to boost biodiversity, support carbon sequestration, and provide a living sustainability lab
- Signed the Durham Declaration with the Coimbra Group on Earth Day 2025
- Launched the Sustainability Champion Digital Badge empowering students and staff to actively lead sustainable change across campus and beyond
- Celebrated 10 years of sustainability leadership through our Community and University Sustainability Partnership (CUSP)

Looking ahead, we have firmly embedded sustainability in the University of Galway Strategy 2025-2030, including sustainability as a core value, rooted in research, teaching and operations, and a list of strategic commitments. We have begun the development of our third Sustainability Strategy (2026-2030) to implement these commitments as specific actions, targets and KPIs.

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Section 3: System Learning and Policy Development

Comment on any learning or insights arising from the institution's self-evaluation of performance in relation to the Performance Agreement that may contribute to system learning and/or national policy development and implementation.

Word limit: 300

Driving student progression - The learnings derived from the University's self-evaluation of its performance pertaining to student progression and retention (including under-represented students) has the potential to contribute to system learning across the sector. The holistic approach employed by the University, which has encompassed both academic measures and student supports, has been particularly effective in addressing both academic challenges and broader personal and wellbeing issues that often affect students' ability to progress. The effectiveness of this integrated, student-centric and data-focused approach will inform and enhance progression and retention efforts across campus and the sector.

Integrating the University's key data insights - The University's new Data & Reports Hub will deliver an integrated, cross-campus approach to the dissemination of key data insights to staff (relating to staff, student and research data, metrics and reports). Through enhanced accessibility, the University will better inform its' operations, planning and strategy development across campus, and promote enhanced system learning and improved collaboration.

Enhancing innovation collaborations & outcomes - The University continues to embed itself within Galway's innovation ecosystem, with collaboration across its' research community, clinical colleagues, data scientists, and industry partners. Of the 4 new spin-out companies to emerge from the University in 2024, EI has approved two of these (Aveta Medical and Galenband) as High Potential Start Ups (HPSU), amongst the 11 approved nationally this year. This key learning derived from this will contribute significantly to system learning in this area and support better scaling outcomes for the University's start-ups.

Leading through sustainability - As stated, the University continues to champion the SDGs as a Government-appointed SDG Ambassador and has retained #1 position in Ireland in the *Times Higher Education* Impact Rankings for the fourth year in a row and a #3 ranking in the EU. The actions that the University has undertaken to achieve and maintain this industry-leading position, along with the key learnings derived from our analysis of this year's performance, will contribute positively to system learning in this area, and inform and support other HEIs in their respective sustainability measures.

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Section 4: Signature of the Head of the Institution

The SER should be signed by the Head of the Institution prior to submission.

On behalf of **University of Galway**, I declare that the particulars supplied in this report are true and correct.

Signature:	
Print Name:	Professor David J Burn, President, University of Galway
Date:	25 September 2025