

Submission 2.08 ATU Galway Mayo

Introduction

Galway Mayo Institute of Technology (GMIT) is based at five locations in the west of Ireland offering a comprehensive range of undergraduate, apprentice and postgraduate programmes across a range of disciplines such as Business, Tourism & Arts, Engineering, Humanities and Sciences. GMIT is an autonomous, third-level institute with 8425 students and 815 staff (March 2021). A priority of the GMIT Strategic Plan 2019-23 is to “embed diversity, equality and inclusion into the governance and management of GMIT” and to ensure “equality of opportunity and transparency”. This geographical spread of GMIT’s campuses and the diverse range of programmes on offer reflects a strong commitment to local access to higher education and serves as a driver of regional development.

In the academic year 2019/20, GMIT’s Access and Disability Service registered and supported over 629 students within the service, 555 of whom were supported through the fund for students with a disability (FSD). GMIT has a strong belief in equality of access and participation for all students. The Institute is proud of its reputation for developing transparent alternative entry routes and delivering high quality supports and services for students experiencing barriers to participation and societal and economic inequality.

GMIT has gained considerable experience and success in transforming the student profile over the past two decades in line with the key objectives of National Plan for Equity of Access to Higher Education 2015-2019. GMIT joined the HEAR and DARE Entry schemes in 2018 with both schemes complementing our alternative existing entry scheme with over 500 students accessing GMIT through these schemes. GMIT also has over 70 students in receipt of Access Scholarships. GMIT is committed to achieving equity of access, participation, and outcome for underrepresented groups where all students, regardless of age, disability, marital status, ethnic background, or socio-economic background can fully participate in higher education. GMIT will continue to meet and exceed targets set out in the National Access Plan and contribute to achieving an inclusive higher education system that reflects diversity in society. Since 2017, GMIT has consistently attracted students from lower Social Economic Groups with almost 12% of the student cohort being from Disadvantaged areas and 39% from areas which are classified as marginally below the national average. See Table 1 below:

Table1: SEG Profile Breakdown for enrolled students- 2018/19 (New Entrants+	Record %	Deprivation Score Group	SEG Score (Range 40 to-40)
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full time
programme) **HEI**

GMIT	8%	Affluent	13.4
41%		Marginally Above	4.3
39%		Marginally Below	-4.4
12%		Disadvantaged	-14.9