

NUI Galway

2021

Annual Quality Report (NUI Galway)
Reporting Period 2019-2020

NUI Galway

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Annual Quality Report NUI Galway
PART A: INTERNAL QA SYSTEM
Reporting Period 2019-2020

PREFACE

Note: QQI's provider portal, QHub, is currently under development and will be completed in November 2020. AQR 2021 will be submitted via QHub.

The **Annual Quality Report (AQR)**; formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for NUI Galway for the reporting period **1 September 2019 - 31 August 2020**.

It is to be submitted by **Friday, 26 March 2021**.

The AQR has been approved by the University Management Team (UMT) and is submitted by Sinéad O'Connor, Director of Quality.

NUI Galway has been inspiring minds since 1845 as a research-led university. It is one of the oldest and largest universities in Ireland. Beginning with just 68 students, our campus community now numbers over 22,000 students and staff, and our 110,000 alumni are located in over 100 countries across the world. From humble beginnings, today we are counted among the Top 250 universities in the world according to QS rankings.

NUI Galway is an international university with global ambition, but with deep roots in our region and nationally. Our location on the very edge of Europe gives us a unique perspective. Our university is at the heart of a distinct and vibrant region, renowned for its unique culture, creative industries, medical technologies, marine ecology and economy, and our innovation. We work in partnership with business, industry and government to provide the graduates, skills, knowledge and innovation that drive entrepreneurialism, employment and growth in our region.

The University contributes greatly to the diversity and dynamism of Galway, the most international city in Ireland. With over 3,300 international students and 480 international staff from 122 countries, we are rightly proud of the contribution and vibrancy they add to our campus and wider communities. Through our teaching and research, we attract and develop talent from around the world to address global challenges. Our international impact is strengthened by our alumni network, along with our partnerships and collaborations with leading international universities and organisations around the world. The global impact of our research is evident in the number of our international research collaborations, and the fact that we are home to five of the most highly cited researchers in the world.

We are a comprehensive research-led university with a breadth and depth of teaching and research across the sciences, social sciences and humanities, delivered through four Colleges, 19 Schools, five Research Institutes and a range of research centres and clusters. Our regional footprint is the largest in Ireland spanning the Atlantic seaboard.

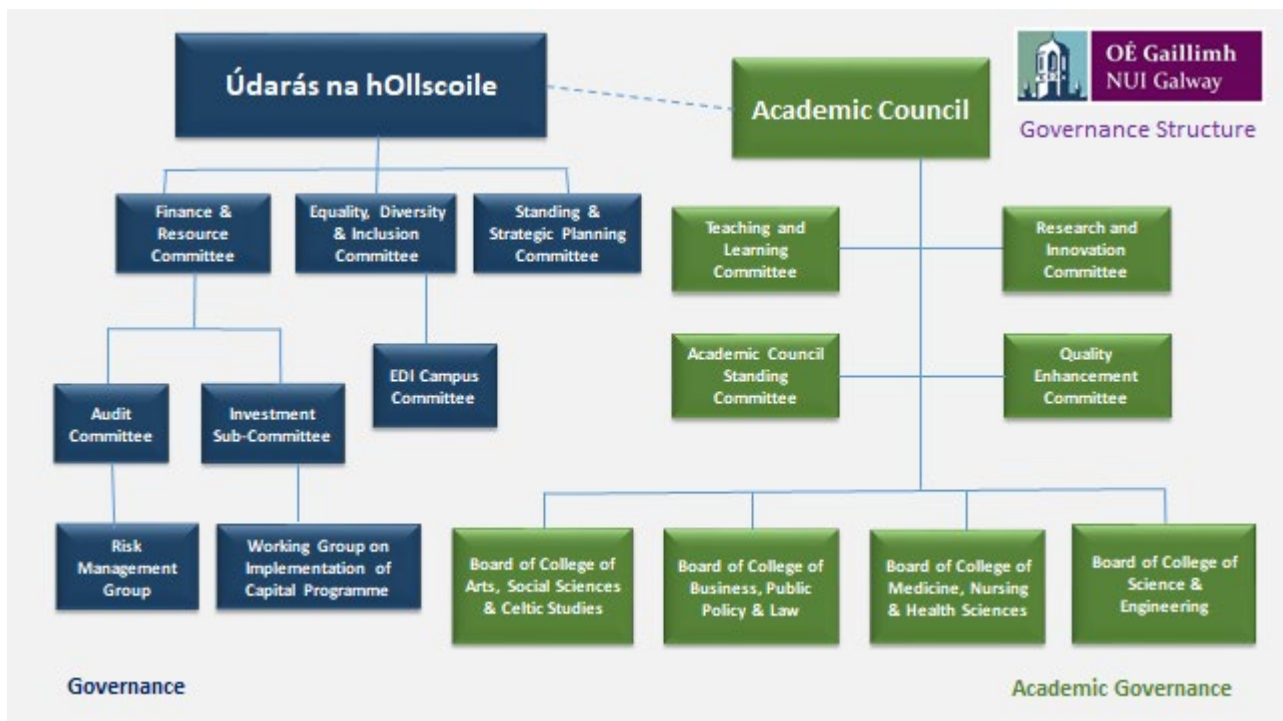
1.0 Internal QA Framework

1.1 Governance and Management of Quality

Under the Irish Universities Act 1997, governance arrangements for NUI Galway follow a bicameral model, with Governing Authority (Údarás) exercising overall governance responsibility and Academic Council (AC) having a particular responsibility for the governance of academic affairs. The Academic Council is the chief academic authority and, subject to review by Údarás na hOllscoile, controls the academic affairs of the University, including the curriculum, instruction and education provided by the University. Consequently, AC plays a critical role in setting the academic direction of the University, and its remit includes the development and approval of academic programmes and academic policy.

The University Management Team (UMT) is responsible for executing the decisions of Údarás through all academic Colleges, Schools and Centres, and major Professional Services. Údarás is comprised of elected representatives of academic staff, students, alumni, local organisations (public and industrial) and ministerial nominees and has full responsibility for the oversight of quality and quality assurance (QA). It regularly receives quality reports through Academic Council and the Quality Enhancement Committee (QEC). Údarás meets five times annually. Its sub-committees (e.g. Standing and Strategic Planning, Finance Resource Committee, Equality, Diversity and Inclusion) meet more frequently. Academic Council meets five times annually.

The University's governance structure enforces separation of responsibilities between developers and approvers and their terms of references are known through long-established practice and where appropriate, documented and published.



Quality and Quality Assurance is overseen by Údarás na hOllscoile through its principal committees – Academic Council, Standing and Strategic Planning Committee and the Quality Enhancement Committee (QEC). Quality and Quality Assurance is a regular item on the agenda of these committees and a fixed item on the agenda of Academic Council. The execution of various quality assurance policies is principally overseen by QEC, chaired by the Deputy President and Registrar. QEC meets at least three times during the academic year to discuss and approve all quality related Policies and Procedures. Membership is made up of representatives of both academic

and service communities, including the Director of Quality. The Director of Quality is responsible for assuring quality enhancement across all of the University's units where Quality, Strategy and Performance form a 'tripartite' approach to the enhancement of quality and performance. The Director of Quality provides support for the development and implementation of teaching, research and support related Policies and Procedures and is also responsible for engaging with all units and external agencies in the development and improvement of a culture of quality assurance at the University.

Continuous improvement to the quality of all activities across NUI Galway is the responsibility of every member of staff through their own individual efforts and through organisational committees and units. Staff are guided in this endeavour through three key external standards:

- [Core Statutory Quality Assurance \(QA\) Guidelines](#)
- [Sector Specific Quality Assurance Guidelines for Designated Awarding Bodies](#)
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#)

In addition, staff activities are guided by a number of additional [external guidelines](#) published by Quality and Qualification Ireland (QQI) and other bodies including IHEQN and the [National Forum for the Enhancement of Teaching and Learning in Higher Education](#).

Continuous improvement by all staff to improving quality is also guided by the University's strategy [Vision 2020](#) and going forward by [Strategy 2020-2025](#). The new plan, launched in January 2020, is built on a foundation of core values that define the University's purpose and priorities. Through the value of excellence the strategy will deliver an excellent student-centred, research-led teaching and learning experience. In March 2020, the Director of Strategy Implementation was appointed to the Office of the President. The Director of Strategy Implementation will work with the President and University Management Team to implement, monitor and review targets/actions of the strategic plan, via the operational planning processes across all Colleges, Schools and Units.

QA is implemented through a comprehensive annual Operational Planning process linked to Strategic Planning. An update to *QA007 Operational Planning* was approved by Academic Council in October 2020. The School Operational Planning process now includes ongoing reporting on IRRP Research Review Action Plans. For Operational Planning Cycle 2020-21 onwards, major actions from School Quality Reviews will also be included.

Quality assurance and enhancement is also covered through the operational planning process where every major unit in the University – Schools, Colleges and Support Services – provides details of completed and planned enhancements.

NUI Galway has a comprehensive documented approach to Quality Assurance (QA) illustrated initially through its [Policies and Procedures Repository](#) and an archive of meeting minutes and records accessible via the [Quality Office website](#). NUI Galway implements external standards and guidelines through a comprehensive QA system focussed on over 305 internal [Policies and Procedures](#) and that includes specific Policies and Procedures around internal monitoring and Quality Reviews (QRs).

Decisions around the development and continuous improvement to all internal [Policies and Procedures](#) including those related to internal monitoring and [Quality Review \(QR\)](#) are taken at a number of major committees and meetings. These are led by the [Governing Authority \(Údarás\)](#) and its principle sub-committees that include [Academic Council](#) and the [University Management Team \(UMT\)](#). Decisions around development and changes to Policies and Procedures related to academic activities are taken mainly by Academic Council.

Decisions around Policies and Procedures related to internal monitoring and [Quality Review \(QR\)](#) are taken by the [Quality Enhancement Committee \(QEC\)](#) which reports to Údarás through [Academic Council \(AC\)](#). The [Quality Office](#) is responsible for executing Policies and Procedures related to internal monitoring and QR and for supporting all units in the development of internal Policies and Procedures.

Both Údarás and the Academic Council have a number of other key subcommittees that discuss quality improvement on various aspects of the University's processes and typically meet immediately prior to the meetings noted above and more frequently, as required. These sub-committees are:

- Colleges and School Boards
- Graduate Studies Board
- Research Committee
- Standing and Strategic Planning Committee
- Academic Council - Standing
- Finance and Resources Committee
- Risk Management Committee
- Library Strategy Committee

The University has adopted a policy for documenting all policies and procedures. All major policies, procedures, regulations and guidelines are made available by various units across the University and guide the behaviour of University staff and students when implementing key University processes. Policies and Procedures are typically documents but may also be manuals, webpages and forms. Policies and Procedures should reflect best practice in the higher education sector and should be written using simple and accessible language for end users. All University Policies and Procedures must be periodically reviewed, and if necessary revised, at least once every seven years.

All University Policies and Procedures must be coded and indexed in the University's P&P Repository available in the Quality Office website. Additional policies and procedures related to this heading and available from the [Policies and Procedures Repository](#) include:

1. QA001 Quality Assurance
2. QA002 Policies and Procedures
3. P&P Repository
4. Quality Office Website

An extensive number of internal [statutes](#) and organisational structures also define the role, duties and responsibilities of key organisational units and committees and the responsibilities of key individual staff.

NUI Galway manages the competing needs of external regulations, internal strategic objectives and [risk management](#) through the enhancement of a responsive culture characterised by a willingness by staff to engage with stakeholders including learners in a way that responds to their needs for continuous improvement to quality.

The post of Dean of Graduate Studies and the Graduate Studies Office were established in 2008, with the objective of enhancing postgraduate research in the University. The Graduate Studies Board considers all research degree programmes, and changes to the University Guidelines for Research Degree Programmes and makes recommendations to the Standing Committee of Academic Council. The Board is chaired by the Dean of Graduate Studies.

A key mechanism in the implementation and evaluation of quality research is the Institutional Review of Research Performance (IRRP). The overall aim of IRRP2016 was to enhance research performance at NUI Galway and to comply with the *Irish Universities Act* for a peer review of research quality. Planning for IRRP 2023 is under way.

The Research Committee reports to Academic Council and is tasked with advising on the implementation of the University's Research Strategy as embodied in the University's Strategic Plan.

The Research Office has responsibility for the development and promotion of the University's research effort. It works closely with academic and research staff to secure national and international funding, and to further the impact of research and innovation. The Research Office is part of the Office of the Vice-President for Research and works closely with the Innovation Office, Graduate Studies, the Researcher Development Centre and other professional services supporting NUI Galway's research community.

Representation of learners and external stakeholders

NUI Galway's policy is to engage widely with all of its stakeholders. Stakeholders include learners, Schools, other Colleges and Universities, research funding agencies, general public, industry, national and local government and many more.

Key stakeholders in the context of quality assurance include:

- [Irish Universities Association](#)
- Quality and Qualifications Ireland ([QQI](#))
- Higher Education Authority ([HEA](#))
- Irish Higher Education Quality Network ([IHEQN](#))
- [European Universities Association](#)
- North-West Cluster ([GMIT](#), [LYIT](#), [IT Sligo](#))
- Research Funding Bodies ([SFI](#), [HRB](#), etc.)

Students are a primary stakeholder and regarded by NUI Galway as competent, active and constructive partners as opposed to consumers. Students are regularly invited to engage in programme design, governance and corporate image while also engaging with their own learning.

Learners are represented on all major committees dealing with quality and quality assurance and liaise directly with the University through the committees above and also through the Dean of Students reporting directly to the Deputy President and Registrar. There are three undergraduate students and one postgraduate student on Údarás na hOllscoile.

NUI Galway staff also meet regularly with counterparts from other Universities through the [Irish Universities Association \(IUA\) Quality Committee](#) to discuss Policies and Procedures across the sector and also with various external stakeholders, in particular, the [Higher Education Authority \(HEA\)](#), [IUA](#) and [Quality and Qualifications Ireland \(QQI\)](#). These meetings inform NUI Galway's key decision-making processes.

A number of external constituencies are also represented Údarás na hOllscoile:

Constituency External	Number of Members
External Organisations	3

Artistic/Cultural Nominees	2
Elected Nominees of Local County/City Councils	7
Nominees of the National University of Ireland	2
Ministerial nominees	3

External panellists, examiners and authenticators: There are explicit criteria laid down in a number of Policies and Procedures for the recruitment and engagement of external independent panellists, examiners and authenticators. The following Policies and Procedures lay down explicit criteria for the retention of panellists, examiners and authenticators:

- QA003 Review of Schools
- QA004 Review of Research Performance
- QA005 The Role of External Examiners (Taught)
- QA006 Review of Taught Programmes

1.2 Linked Providers, Collaborative and Transnational Provision

LINKED PROVIDERS

NUI Galway provides a [list of linked providers](#) under the heading ‘collaborative providers’ on its public website and relies on two national guidelines (IHEQN and QQI) to define and implement Policies and Procedures in this area for all Schools and Colleges.

- [Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision \(IHEQN\)](#)
- [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards \(QQI\)](#)

One internal policy defines the cyclical review process for Linked Providers and draws on legislation: [QA009 Review of Linked Providers.](#)

COLLABORATIVE PROVISION

NUI Galway Policies and Procedures cover all such arrangements including sub-contracting of provision. This is done through Memorandums of Agreement/Understanding and also internal Policies and Procedures for the review of such agreements.

NUI Galway provides a [list of collaborative providers](#) on its public website and relies on two national guidelines (QQI and IHEQN) to define and implement Policies and Procedures in this area for all Schools and Colleges:

- [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards \(QQI\)](#)
- [Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision \(IHEQN\)](#)

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

NUI Galway's teaching mission is delivered through taught programmes at [undergraduate, postgraduate and professional, part-time and evening levels](#). The NUI Galway Learning, Teaching and Assessment Strategy provides the overarching framework for the design and operation of courses and modules. Responsibility for programme design lies with the Colleges and reviewing and revising programme offerings is a key aspect of quality assurance and enhancement. Successful innovation also requires the availability of accurate and timely information and data, basing major decisions on evidence and on a compelling case which is cognizant of the external context, the developments in academic fields, in other institutions, and the identification of future needs. The design of new programmes and the revision of existing offerings can be facilitated by the implementation of Learning Design principles and via the support of expertise in the Centre for Excellence in Learning and Teaching (CELT), (and, for flexible programmes, Centre for Adult Learning and Professional Development (CALPD)), providing scope for innovation in pedagogy, assessment and the effective use of technologies and media.

All programmes undergo a comprehensive and rigorous design process and independent approval process. While processes vary from college to college, [programme and module templates](#) are prepared that include programme objectives, learning outcomes, progression rules, and student workloads (ECTS) and that are compliant with the [National Framework for Qualifications](#). All programmes must have Programme Boards who consult various stakeholders including employers and students when designing, revising or evaluating programmes. The approval process from inception to College Board varies from college but may include some or all of the following:

- Discipline approval
- School committee approval
- School board approval
- College Curriculum Committee
- College committee approval

An outline of the new programme will be developed. This will normally go through a number of iterative stages, which may include some informal consultation with the College Office. A final draft of the proposal for the new programme may be approved at Discipline level and proceed from there to the School Committee (e.g. Teaching and Learning Committee). Schools/disciplines prepare programme and module templates that include programme objectives, learning outcomes, progression rules, and student workloads (ECTS) and that are compliant with the National Framework for Qualifications.

While individual programmes will have their own Programme Level Learning Outcomes, NUI Galway has developed Graduate Attributes, broader statements of capability and disposition which aim to capture the essence of what it is to be a 'graduate' and be ready to move on to the next level of study, research, employment, cultural or societal contribution. The graduate attribute statements provide an effective means of reviewing programme and course design, highlighting potential areas in which students may be provided with additional opportunities to develop these particular skills and dispositions.

The level of research, analysis, consultation and engagement with stakeholders, detail and discussion will vary from programme to programme depending on the level of innovation and the scale of the programme change involved. Once approved at college level it is the role of College Boards to bring forward new programmes for approval to Academic Council Standing and ultimately to Academic Council. This is outlined in [University Regulation-2-2018 Role and Structure of College Boards](#). The relevant College must have approved the required

detailed information for the proposed programme, including information on the programme's modules as required by Registry. Academic Council Standing Committee may request that this information be provided to it prior to approving the programme. Academic Council Standing will request documentation in advance of each meeting for new programme proposals. Each new programme approval must be submitted using the standard *New Programme Proposal Form*. The proposal form includes the following:

- Section 1 New programme summary
- Section 2 Market research and analysis
- Section 3 Resources: must be completed before submission to Academic Standing Committee for final programme approval.

The form is accompanied by a guide which is intended to assist programme co-ordinators and schools on how to conduct effective market research for any proposed new programme, as an input into the Market Analysis section of the Programme Approval Form. The purpose of the market research analysis is to give a clear sense of likely demand, offer insights into desired course content and to help identify viable and sustainable programmes. The principles of completing this process include the following:

- Develop curricula which reflect our research expertise, are inclusive, and are responsive and attractive to the core student population which NUI Galway wishes to attract to fulfil the University's strategic plan
- Improve transparency of the progress of programme approval
- Encourage a more facilitated approach to programme approval
- More effective and timely launch of new programmes

When a programme is approved by Academic Council Standing the decision will be documented in the meeting minutes which are then submitted for final approval by Academic Council. Academic Council is the chief academic authority and, subject to review by Údarás na hOllscoile (Governing Authority), controls the academic affairs of the University including the curriculum, instruction and education provided by the University.

Uniform System of Undergraduate and Postgraduate Programme Weightings have been applied since the AY 2012/2013 – a policy document agreed by Academic Standing Committee (in June 2012) outlines the award, duration, ECTS, NQAI and level (Major or Minor). This document is currently being reviewed by a working group chaired by the Deputy Academic Records and Registrations Officer.

Policies and Procedures are largely implemented through committee work as well as a number of online systems (e.g. [AKARI](#)) and other forms available from NUI Galway's Syllabus Team. Detailed programme outlines are available to the public through the main University website.

All programmes undergo annual review through [Programme Boards](#) and the [External Examination](#) process and periodic review through the [Quality Review](#) process. [New and major changes](#) to programmes are available on the Quality Office website.

A sample of additional policies and procedures related to this heading and available from the [Policies and Procedures Repository](#) include:

- General Calendar
- Bologna & NFQ Standards and Guidelines
- Course Fee Establishment
- Module Bonding
- New & Changed Modules
- New & Changed Programmes
- General and Academic Calendars

2.2 Admission, Progression, Recognition & Certification

Students can access NUI Galway programmes of learning through a variety of means administered by the [Admissions Offices](#). These include: Leaving Certificate; A Levels, EU & EFTA, Non-EU, International, and Medicine. Access is also provided to Irish, UK and EU/EEA Transfers, Advanced Entry, FETAC, International/Non-EU and Mature Students. All admissions are overseen and approved by senior academic staff mainly through School committees and later approved by University management.

Extensive use is made of the [National Academic Recognition Information Centre](#) (NARIC) for assessing applicants coming from outside the Irish education system.

Student access and progression is dealt with through the following key offices that implement a variety of related Policies and Procedures (Policies and Procedures):

- [Academic Records, Conferring, & Registration](#)
- [Access Office](#)
- [Undergraduate Admissions Office](#)
- [International Office](#)
- [Postgraduate Admissions Office](#)

Policies are in place for

- a) new entrant students wishing to transfer to another First Year Undergraduate programme [QA252 New Entrants to First Year Fulltime Undergraduate Degree Programmes](#)
- b) and for students who have already completed first or subsequent years of an Undergraduate programme wishing to transfer to First Year of another Undergraduate programme [QA251 Existing NUI Galway Students to First Year Undergraduate Degree Programmes](#)

Widening participation: The University's [Access Centre](#) aims to create a supportive learning environment where students who have experienced socio-economic disadvantage, students with disabilities and mature students are enabled to access and succeed in third level education. This involves a wide range of educational approaches and specialist services targeted at large numbers of students who are classified by the Higher Education Authority as 'non-traditional.'

The Access Centre helps individuals realise their educational potential irrespective of their educational background, age or personal health circumstances. It provides support for students participating on [access programmes](#), students with [disabilities](#) and [mature students](#).

In September 2019 NUI Galway became a designated [University of Sanctuary](#), a movement aimed at promoting the inclusion of International Protection Applicants, refugees and Irish Travellers within the community. The Steering Committee for the movement has embedded the ethos of the Places of Sanctuary across campus with the aspiration of creating an inclusive, inviting and welcoming campus for all people. The overall aim of the NUI Galway campaign is to break down the barriers for individuals regardless of their societal positioning, and offer a genuine 'Welcome to NUI Galway'.

The NUI Galway University of Sanctuary Campaign is led by the ethos of the Places of Sanctuary Movement: Learn, Embed, and Share. The University of Sanctuary initiative at NUI Galway aims to increase public awareness of International Protection, migration and Traveller-specific topics across campus, in an effort to address the low levels of participation of underrepresented groups in third-level education. International Protection Applicants, refugees, vulnerable migrants and Irish Travellers are too frequently excluded from participation in education due to inequitable societal barriers. NUI Galway aims to make its university community a much more inclusive and equitable space for all.

Recognition of Prior Learning (RPL) is a process that allows students to gain admission to a programme of study or to gain exemptions/credit from some parts of a programme, based on demonstrated learning that a student may have achieved through another programme of study, or through work or other learning experiences. RPL recognizes that knowledge and skills can be acquired from a range of learning experiences, including formal, non-formal and informal and may reduce the time and cost of study involved in completing a programme of study. The following resources are in place to support students in respect of RPL:

- [Recognition of Prior Learning \(RPL\) Policy](#)
- [RPL Student Handbook](#)

A sample of additional external standards and guidelines and internal processes and Policies and Procedures related to this heading from the [Policies and Procedures Repository](#) include:

- QQI Policy on Access Transfer and Progression
- QQI Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications
- FAIR Report: Focus on Automatic Institutional Recognition
- CAO Leaving Certificate Grading Scale and Revised Common Points Scale
- Agreed CAO entry requirements criteria for WU/EFTA Applicants, CAO Handbook
- NUI Matriculation requirements
- Information on MSAP – Mature Student Application Process
- HEAR Scheme - offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds who are resident in the Republic of Ireland.
- DARE Scheme- Scheme that offers places for those who have a disability, have experienced additional educational challenges in second level education.
- HPAT– Medicine Entry Admissions Test
- Diploma Supplement – European Standard transcript
- [QA248 Holders of QQI Qualification](#) – Policy for the selection of QQI applicants to the University’s degree programmes
- [QA254 Occasional Students](#) – Policy for students who wish to study specific modules for a semester or two
- [QA228 Undergraduate Marks and Standards](#) – Governs undergraduate student progression
- [QA236 Postgraduate Marks and Standards](#) - Governs postgraduate student progression
- [QA222 Recognition of Prior Learning](#)
- [Student Code of Conduct](#)
- Scholarships & Fellowships
- Student Attendance
- Guidelines for Work Placement

2.3 Procedures for Making Awards

The design, operation and evaluation of courses is guided by the University's [Learning, Teaching & Assessment \(LTA\) Strategy 2017-2020](#). It reflects strategic priorities, national and international best practice. It applies to all NUI Galway undergraduate, postgraduate (and other) programmes.

All programmes undergo a comprehensive and rigorous design and approval process. Schools and Colleges prepare [programme and module templates](#) that include programme objectives, [learning outcomes](#), progression rules, and student workloads (ECTS) and that are compliant with the [National Framework for Qualifications](#).

Supports are available through the [Centre for Excellence in Teaching and Learning](#) (CELT) for developing learning outcomes and aligning assessment. These include:

- [Learning Outcomes Quickguide](#)
- [Programme Outcomes Quickguide](#)

[Advice](#) is provided on designing the awards within the National Framework of Qualifications and outlines the implications on the implementation of the framework.

Assessment at NUI Galway is governed by [QA277 Assessment Policy](#). [Programme Boards](#) also have oversight and responsibility for a number of key aspects of the assessment process and should ensure that all necessary requirements outlined in the policy are in place and facilitated as appropriate within the management structures/processes of their College and School.

Guidance and resources on aspects of assessment are available through the [CELT](#) website. A [Rubrics Guide](#) provides advice on how to use rubrics to clarify expectations for students performance and as learning aids prior to assessment.

Many academics in NUI Galway use self and peer-assessment, as an effective learning method for students. The [Self and Peer Assessment Guide](#) provides an overview on how Self and Peer assessment can be beneficial for both the student and lecturer.

2.4 Teaching, Learning and Assessment

Students are engaged in programmes using a variety of Policies and Procedures captured in NUI Galway's [Learning, Teaching & Assessment \(LTA\) Strategy](#) developed by the LTA Committee and supported by the [Centre for Excellence in Learning and Teaching \(CELT\)](#).

This strategy and associated Policies and Procedures describe how staff engage with the following:

- [Bologna Process](#)
- [Learning Outcomes](#)
- [Academic Integrity](#)
- [Accessibility](#)
- [Attendance Requirements](#)
- [Feedback Policy](#)
- [Teaching Evaluation](#)

Different [modes of delivery](#) are encouraged and supported and using a variety of pedagogical methods that include the [Blackboard Learning Management System](#). NUI Galway also provides support for a comprehensive suite of [teaching technologies](#) that includes:

- [Blackboard](#)
- [Blackboard Collaborate Ultra](#)
- [Clickers - TurningPoint Cloud \(TP7\)](#)
- [Echo360 Lecture Capture](#)
- [Kaltura - MediaSpace](#)
- [Kaltura Video in Blackboard](#)
- [Lecture Capture - Echo360](#)
- [Qwickly Attendance](#)
- [Turnitin](#)

- [Video Conferencing](#)
- [Webconferencing](#)
- [Video Basics](#)
- [Mini-studio](#)

When a student registers for a module on the Student Record System, they are given access to the corresponding course on the VLE within 24 hours.

Colleges and Schools across the University have developed an extensive suite of teaching and research focussed laboratories. These laboratories extend to local industry, arts events and the local environment including archaeological sites and weather stations. Details are available within [School websites](#).

Programme assessment is dealt with through a variety of Policies and Procedures (Policies and Procedures) and in particular NUI Galway's [Marks and Standards](#) and the [Learning, Teaching & Assessment Strategy \(LTA Strategy\)](#) supported by the [Centre for Excellence in Learning and Teaching \(CELT\)](#). The [Examinations Office](#) provide a number of Policies and Procedures related to examinations, re-checks and special circumstances. Local policies and procedures for assessment exist at the College/School or Programme level.

The LTA strategy and associated Policies and Procedures describe how staff engage with the following:

- [Bologna Process](#)
- [Assessment](#)
- [Attendance Requirements](#)

Teachers are made aware of a variety of [assessment methods](#) and receive support from CELT through a range of [professional development courses](#) and personal advice. This guidance includes marking criteria, formative assessment and assessment rubrics.

NUI Galway offers all students the possibility to inform examiners of mitigating circumstances during the assessment process and to [appeal](#) results of the assessment process.

All programmes have marks and standards set up against them. These marks and standards ensure the same process and rules apply to all students within their programme.

Quality assurance and enhancement of academic standards is provided to the assessment process through annual international peer review using external examiners. The process for nominating and approving External Examiners is outlined in [QA278 Nomination and Approval of External Examiners - Taught Programmes](#). External Examiners play a vital role in assuring and enhancing academic standards of modules, programmes and awards. This role is clearly outlined in [QA005 Role of External Examiners – Taught Programmes](#).

Although primarily involved in the review of assessment grades and standards, External Examiners also provide an important consultative and advisory function in the development of modules and programmes and the enhancement of teaching, learning and assessment practices.

External Examiners review samples of exam scripts to ensure marking is in line with their expectations. All programmes go before Examination Boards, chaired by the Dean of College with representatives from the College in attendance also.

The Examination Board determines the progression of students. Students who have a concern about their results can apply to recheck or appeal their examination results.

The Dean of Students has particular responsibility for ensuring that the university structures, environment and support services underpin the educational and personal development of students. The Dean plays a lead role in the implementation of the NUI Galway Strategy with particular focus on the objectives and initiatives which support the success of students in their education.

Academic Integrity is fundamental to all areas of scholarship, teaching and learning. The NUI Galway Learning, Teaching and Assessment strategy advocates a range of assessment instruments should be used without over reliance on a single approach (such as traditional unseen written examination papers). To address the issue of plagiarism consistently, NUI Galway advocates a combination of education, good assessment design, and standard procedure. Academic staff who undertake the Postgraduate Certificate in Teaching and Learning in Higher Education take part in a workshop on Academic Integrity, which aims at considering academic integrity within the context of good practice in assessment design. The Dean of Students is also a member of the National Academic Integrity Network. Efforts to deal with the issue of plagiarism are supported through the [Code of Practice for dealing with Plagiarism](#) and the use of specific tools including Turnitin Originality Check.

A sample of additional Policies and Procedures related to this heading from the [Policies and Procedures Repository](#) include:

- QA228 Undergraduate Marks and Standards
- QA236 Postgraduate Marks and Standards
- QA235 Procedure for the Discussion, Checking and Appeal of Examination Results
- QA005 External Examiners – Taught Programmes Policy
- QA230 Procedures for dealing with breaches of Examination Regulations
- QA248 Holders of QQI Qualification – Policy for the selection of QQI applicants to the University’s degree programmes
- QA254 Occasional Students – Policy for students who wish to study specific modules for a semester or two
- QA228 Undergraduate Marks and Standards – Governs undergraduate student progression
- QA236 Postgraduate Marks and Standards - Governs postgraduate student progression

Other related external policies and procedures include:

- QQI Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications
- CAO Leaving Certificate Grading Scale and Revised Common Points Scale
- Agreed CAO entry requirements criteria for WU/EFTA Applicants, CAO Handbook
- NUI Matriculation requirements; Information on MSAP – Mature Student Application Process
- HEAR Scheme - offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds who are resident in the Republic of Ireland
- DARE Scheme- Scheme that offers places for those who have a disability, have experienced additional educational challenges in second level education.
- HPAT– Medicine Entry Admissions Test
- Diploma Supplement – European Standard transcript
- The National Forum for the Enhancement of Teaching and Learning - Principles of Assessment OF/FOR/AS Learning

3.0 Learner Resources and Support

Student resources and support is provided through a number of Policies and Procedures delivered primarily through the offices of [Student Services](#), the [Library](#) and the [Student Information Desk \(SID\)](#).

Student Services is supported by Policies and Procedures around: [student access](#), [accommodation](#), [careers development](#), [counselling](#), [disability services](#), [student health](#), [sports and societies](#).

The Library implements a number of services considering:

- [Academic Skills](#)
- [Training](#)
- [Support for Researchers](#)
- [Archives Support](#)
- [Special Collections Support](#)
- [Assistive Technology Service](#)

The Library also has Policies and Procedures for providing dedicated study space for students and supports students through the [Academic Writing Centre](#). The [Student Information Desk](#) offers support that interface between students and administration services including access, transfer and progression, admissions and examinations.

The centre for [Support for Undergraduate Maths Students \(SUMS\)](#) offers all students support with learning Mathematics. The [Computer Programming Drop-In Support Centre](#) supports students from all Schools and Colleges with self-directed learning in computing programming and computer related topics and in addition to supports provided by the [Information Solutions and Services](#).

Internationalisation

The [International Office](#) implements a range of Policies and Procedures focussed on NUI Galway's international community and that includes admissions, Erasmus, accommodation, financial assistance, mentoring and local assistance.

The external standards and guidelines encompass both broad and specific activities and functions of the University. QAG 5.3 addresses international effective practice, guiding the University to engage with its international peers to enhance teaching and research. Both QAG 7.1 and ESG 1.6 address learning support, guiding the University to ensure that international learners benefit from appropriate teaching and learning resource availability, pastoral care, access (e.g. to services and programmes), representation (e.g. via feedback systems) and guidance (e.g. orientation).

At NUI Galway, international learners fall broadly within two categories: (a) inbound migrating learners who travel to Galway in order to pursue studies at NUI Galway (commonly referred to as 'international students'); and (b) domestically resident non-citizen who ordinarily reside in Ireland and choose to attend NUI Galway (commonly thought of as 'minority ethnic students'). Given the particular circumstances of Galway as Ireland's most internationally diverse city – in which one-in-five of the population are either born abroad or are of non-Irish descent – the latter group represent a significant and frequently overlooked (e.g. poorly audited) subset of international learners.

At NUI Galway, the International Office supports the broader University community in fulfilling the principles relating to, for example, international engagement, access, pastoral care, representation, and guidance (academic Schools and Colleges are active in fulfilling principles relating to teaching and learning resource availability). For example, the International Office:

- represents NUI Galway at international fairs and symposia, and manages inbound visits by delegations from international Universities, supporting Schools, Colleges, and the Research Office (inter alia) in cultivating international teaching and research partnerships

- provides dedicated pastoral care to international learners, including crisis counselling
- ensures smooth-running access to services and programmes for international learners, through co-ordinated collaboration with central University services (e.g. admissions and examinations offices), as well as formal support to international learners on immigration and visa matters
- provides representational opportunities for international learners by, for instance, liaising with representative groups and societies and operating an international student ambassador scheme
- provides ongoing guidance to international learners by, for example, organizing orientation and cultural awareness programmes

The Vice President International (VPI) leads the strategic development of internationalisation across all areas of University activity including international student recruitment, international student and staff experience, institutional educational and research partnerships, scholarships and networks.

Library

The Library prioritises the following to enable teaching, learning and research:

- A compelling place for academic engagement
- Access to excellent and relevant collections
- Connectivity through partnership, communication and community
- Graduates who think critically and have lifelong academic skills
- High-impact publication of research, data and digital content
- Expert staff, skilled to help in person or online

The Library provides collections, training in information use and a range of spaces in its building to enable different modes of learning and research. An annual budget for information resources is allocated to provide access to books, journals, archives and other collections across all disciplines.

Staff are organised in five teams:

- *Operations*: aligning Library space and staffing with changing needs
- *Collections*: integrating management, development of and access to, information resources
- *Marketing and Engagement*: promoting the Library and understanding user needs
- *Research and Learning*: enabling research and developing academic skills
- *Digital Publishing and Innovation*: creating digital collections for innovative research

A sample of published policies and procedures include:

- [QA237 Open Access to Research Outputs](#)
- [QA801 Library Code of Conduct](#)
- [QA802 Collections Strategy](#)
- [QA803 Customer Charter](#)
- [QA807 Exhibiting at the NUIG Hardiman Research Building](#)
- QA808 Library Complaints Procedure

Other library strategies include:

- [The Journey to 2020](#)
- [Archives Strategy](#)
- [Digital Scholarship Enablement Strategy](#)

Annual operational plans are drafted, approved and monitored. An annual survey of all users generates feedback to inform plans. Enhancements are reported to users.

The main Library IT system is Alma, supplemented by others including Primo (discovery), CALM (archives), DSpace (institutional repository), Islandora (digital collections) and Talis Aspire (reading list management).

Other supports provided in the Library Building include assistive technology, academic writing and IT.

Student Supports

Students are made aware of resources available to support their learning through an [online hub](#) which also signposts specific training sessions throughout the academic year. These are in addition to programme specific supports. The adequacy of resources are determined annually by analysing the response of students to questions related to the Supportive Environment in the studentsurvey.ie.

First year students are informed at Orientation, through general and College-specific sessions, of the learner supports available to them. They are provided with a Student Guide which outlines these supports and each first year student is enrolled in a The Learning Centre on Blackboard. The development of the Academic Skills Hub brings all the resources together in one place and ensures that different learner support/resource units benefit from networking. The range of supports include the following: IT and Digital skills available online; Academic Skills Team in the Library; the Academic Writing Centre which offers one-to-one tutorials on writing skills to over 500 students annually; Support for Undergraduate Maths and Statistics (SUMS) which is free drop-in center for undergraduate students where tutors provide support for any area of Mathematics and Statistics; Smart Life/Smart Study courses which offer targeted support around study and preparation for examinations. Learners are also supported through Peer Assisted Learning: 'Céim', in the College of Engineering & Informatics, and disciplines of Law, Geography, Psychology, Sociology and Politics, and Peer Assisted Learning (PAL) in the School of Business and Economics.

A sample of additional Policies and Procedures related to this heading include:

- Students' Union Services
- Pastoral Care
- Learner Representation
- The Language Laboratory
- Placement Services
- Student Fees & Grants
- Career Development
- Accommodation Services
- Community Knowledge Initiative (CKI)

4.0 QA of Research Activities and Programmes

NUI Galway places a strong emphasis on quality impactful research and the quality of training provided to researchers. The standards and guidelines above are reflected in our Policies and Procedures and post-graduate research programmes.

The post of **Dean of Graduate Studies** and the **Graduate Studies Office** were established in 2008, with the objective of enhancing postgraduate research in the University. The **Graduate Studies Board** considers all research degree programmes, and changes to the University Guidelines for Research Degree Programmes and makes recommendations to the Standing Committee of Academic Council. The Board is chaired by the Dean of Graduate Studies.

The [Research Office](#), [Graduate Studies](#) and [Technology Transfer](#) teams provide a variety of Policies and Procedures for all aspects of NUI Galway's research activities. These Policies and Procedures include codes of practice for [research degree programmes](#), [good practice in research](#), [intellectual property](#), governance and open access.

A key mechanism in the implementation and evaluation of quality research is the Institutional Review of Research Performance (IRRP). The overall aim of IRRP2016 was to enhance research performance at NUI Galway and to comply with the *Irish Universities Act* for a peer review of research quality. Planning for IRRP 2023 is in its early stages.

Research activity takes place within Schools and Colleges of the University and through Research Institutes/Centres. Every Researcher (academic, contract researcher, PhD student) is aligned to a School. Research Institutes or Centres have a primary affiliation with a College or School and are not stand-alone entities. Therefore, in all instances, a reporting relationship exists between a Research Institute or Centre and a College or School, and the reporting line is Principal Investigator (PI), Head of School, Dean of College and President.

The Researcher Development Centre (RDC) is supported by the Offices of the VP for Research and Innovation and the Dean of Graduate Studies, for the specific purpose of providing support and continuing professional development opportunities for researchers at NUI Galway.

The RDC mission is to create and foster a culture of continuing professional development (CPD) for researchers; to enable researchers to identify and achieve a range of skills suited to their personal career pathway; to signpost opportunities for researchers both within and beyond academia and to measure the impact of such training/CPD.

The RDC fully supports the EU MISSION 'to facilitate the development of R1 and R2 researchers to become fully aware of their possible career trajectories and the existing range of career development opportunities open to them, thereby enabling them to make training and occupational choices and to take personal responsibility for the management of their own career.

The RDC aims to ensure that all researchers have a Personal Development Plan, mentoring support, training and professional development opportunities, career support and advice. The RDC has developed a specific [website](#) for researchers, a [Researcher Handbook](#) to help guide staff and a training portal for researchers to register, attend and keep their training records online for personal access.

In December 2018, Údarás na hOllscoile approved NUI Galway's Research Integrity Policy. This Policy is aligned to the revised European Code for Research Integrity. As well as revised changes to the relevant national policy, it outlines the procedure for dealing with allegations of research misconduct, and for the first time, in an NUI Galway Policy, defines the role of the Research Integrity Officer in dealing with such allegations.

The National Forum on Research Integrity (of which NUI Galway are a member) agreed to publish annually a consolidated report about investigations of research misconduct undertaken within the research performing organisations (RPOs) in the preceding calendar year. The Forum agreed that each RPO would report annually in confidence to the National Forum Secretariat with the following information:

- The number of research misconduct investigations concluded in the calendar year;
- The number of said research misconduct investigations where the allegations were upheld;
- An overview of the types of misconduct (based on the OECD definitions included in the National Policy Statement on Ensuring Research Integrity in Ireland).

NUI Galway is part of a national 3-year (2018- 2020) pilot in Research Integrity training, funded by the IUA, SFI, HRB, IRC, EI, DAFM, EPA, Teagasc and the Marine Institute and run by the [National Forum on Research Integrity](#).

Integrity training continues to be supported by the RDC using the Epigeum (Oxford University Press) online course materials – this training is mandatory for researchers working on most of the nationally funded projects.

The Research Committee reports to Academic Council and is tasked with advising on the implementation of the University's Research Strategy as embodied in the University's Strategic Plan. A key objective of Research Committee is to keep under review, policies on research matters and address short comings and anomalies so as to facilitate quality research activities within the University. Each College is represented on the Committee by a Vice-Dean for Research and each Research Institute is represented by its Director. Each College has in place its own Research Committee, chaired by its Vice-Dean for Research. The review of the Policy on the Governance and Management of Research Institutes was completed in 2018/19 and approved and published in October 2019. This Policy is a framework for the governance and management of NUI Galway's five designated Research Institutes and details the role and composition of an Institute Advisory Board, an Institute-University Board, and an Institute Executive Management Team.

The Research Ethics Committee is responsible for safeguarding the health, welfare, and rights of human subjects and researchers in research studies, and to afford dignity to the handling and treatment of biological materials, taking into account the scientific procedures and concerns of the local community. The Animal Care Research Ethics Committee is responsible for facilitating compliance with relevant legislation, ensuring that NUI Galway operates to best international standards in any research or teaching involving live animals. Both of these committees are administered through the Research Office.

The Research Office is responsible for verifying eligibility for funder programmes at the pre-proposal stage and endorsing applications for submission to external funders. The Office of the Vice President of Research is also responsible for reviewing and accepting contracts and initiating the set-up of research accounts. To ensure that all research projects are fully costed, NUI Galway has in place a requirement that all budget requests in excess of €50K must be reviewed and approved by the Research Accounts Office prior to submission to the funder. A new policy on the management of the Research funding lifecycle is in the final stages of approval.

For the most part, the external funder has an important role in the oversight of research activity and through the PI, the University, is contractually bound for the effective and compliant management of the research grant. In meeting the contractual commitments and technical and financial reporting requirements, the PI is supported by the Research Office, the Research Accounts Office, the Technology Transfer Office (TTO), the Procurement Office, Human Resources and other units. Controls in place to ensure project delivery and the overall quality of the research include project oversight or steering groups with funder representatives, Governance Committees, and rigorous financial audits.

The Technology Transfer Office is responsible for the management of the University's Intellectual Property (IP) and for all negotiations, evaluation, marketing, licensing, assignment and disposal of this IP. The TTO is also responsible, together with the Secretary of the University for assessing cases under the *Conflict of Interest and Conflicts of Commitments* Policy. In 2017, NUI Galway contributed to the HEA-commissioned review of Intellectual Property Management and Conflicts of Interest.

A sample of additional Policies and Procedures related to this heading from the [Policies and Procedures Repository](#):

- Code of Good Practice in Research
- Code of Policy and Procedures for Investigating Allegations of Research Misconduct
- QA506 Governance and Management of Research Institutes
- Financial Policy and Procedures Manual Contract Research
- QA512 Research Ethics Committee
- QA500 Animal Care Research Ethics Committee
- QA413 Conflict of Interests and Conflict of Committees
- QA507 Intellectual Property Policy
- Budget sign off
- QA505 University Guidelines for Research Degree Programmes
- QQI Statutory QA Guidelines for Research Degree programmes
- National Framework for Doctoral Education
- National Policy Statement on Ensuring Research Integrity in Ireland
- Inspiring Partnerships – the National IP (Intellectual Property) Protocol Data Management Policy

5.0 Staff Recruitment, Development and Support

[Human Resources](#) (HR) and the [Centre for Excellence in Learning and Teaching](#) (CELT) have developed a comprehensive range of Policies and Procedures for all aspects of teaching and research throughout the employment lifecycle of teaching staff.

HR has developed many Policies and Procedures that [support staff](#) from [starting employment](#) to [staff development](#) and on to [end of employment](#).

In addition, CELT offer staff a number of Policies and Procedures that support [learning, teaching and assessment](#). An [Academic Practice Framework](#) has been developed within which modules and qualifications provided by CELT are situated. This offers a range of modules which can either be taken on a 'standalone' basis or combined to build up a series of professional, postgraduate qualifications.

The National Forum's [National Professional Development Framework for all Staff who Teaching in Higher Education in Ireland](#) is being adopted for continuous professional development for staff, through CELT.

The [President's Awards for Excellence in Teaching recognises](#) outstanding efforts of teaching staff to ensure NUI Galway students receive the highest quality learning experience. The scheme was reviewed in 2018 and awards in 2019/20 were made at both College and University levels.

The [Graduate Studies Office](#) offers staff training on research supervision and the Researcher Development Centre continues to provide support for the training and career development needs of NUI Galway's Research Communities.

NUI Galway operates a comprehensive communication network mainly through committees that involve comprehensive reports that are circulated to all staff. The University also has an internal staff newsletter and many opportunities for staff to engage in discussions surrounding teaching and learning through conferences, seminars and training workshops.

A sample of the many additional Policies and Procedures related to this heading from the [Policies and Procedures Repository](#):

- Equality and Diversity
- Further Education Policy
- Sabbatical Leave
- Carer's Leave
- Temporary Absences
- Transition to University Teacher (Grade II)
- Triennial Travel Grant (Academic Staff)
- Unpaid Leave of Absence for Academic Staff

Staff Development

The provider environment is enhancement-focused and utilises the available resources to:

- Offer opportunities for and promote the professional development of teaching staff
- Encourage scholarly activity to strengthen the link between teaching and research
- Encourage activity to strengthen the links between teaching, research and other developments within fields
- Encourage innovation in teaching methods and the use of new technologies
- Offer Career Development Pathways for Support Service Staff
- Voluntary Employee Review Process
- Coaching and Mentoring Framework

All Staff members have access to support and opportunities for development based on a voluntary approach to the identification of their continuing professional training and development needs.

An internal system of support for newly recruited and newly-qualified staff, or staff with minimal experience in operation in terms of Induction, Probation and Professional/personal development also exists. An annual staff training programme is available to all staff alongside a Further Education Scheme Policy (FEP) to support all staff to engage in further education programmes, supporting both their professional and personal development, funded by the University.

Staff Recruitment

Policies and Procedures for recruitment address:

- Roles, responsibilities and codes of conduct
- Academic/professional/technical standards for all staff
- Pedagogical standards for teaching staff
- Benchmarking staff profiles (at programme level) with those of similar providers
- Recruitment, selection, probation and tenure
- Collection and use of regular and timely learner and other relevant feedback
- Pedagogical training and certification of teaching staff
- Performance management
- Probation for new staff
- Induction for new staff

Gender and Equality

Equality of opportunity not only in the recruitment but in the development of staff and in the work experience and culture of NUI Galway, as articulated in QAG 4.3 and ESG 1.5, is extremely important. This has received significant attention by NUI Galway as detailed in the [Equality, Diversity and Inclusion \(EDI\) Annual Report 2018/19](#). The EDI structures within NUI Galway have continued to evolve. Schools are developing their own EDI committees (or Athena SWAN committees) to engage with the EDI agenda and provide feedback to their Colleges. Vice-Deans for Equality and Diversity are now in place in each college providing an active communication channel to and from the EDI Campus Committee and their College Dean and College committees. The Vice Deans EDI also meet regularly with the OVPED. The Support Services Directors Forum (SSDF) has also established an Equality sub-committee to look into equality and diversity in support service units.

In order to ensure that colleagues in all areas are prepared adequately for the staff recruitment process, since Sept 2015 all members of interview panels receive unconscious bias training in addition to general interviewing skills. Such unconscious bias training is also relevant in the teaching and assessing arena. Face to face training is augmented and supplemented with online unconscious bias training. This training is also available to all teacher education students as recommended by the HEA National Review of Gender Equality in Irish Higher Education Institutions.

NUI Galway also has in place a [Gender Equality Action Plan \(GEAP\)](#) incorporating all the recommendations from the NUI Galway Gender Equality Task Force chaired by the Vice President for Equality and Diversity.

In order to enable the active participation of all staff in meeting and committee work, NUI Galway introduced a Core Hours Meetings Policy in October 2016.

A returner grant for research active academics who are returning from maternity leave, adoptive leave or long terms carer leave (>24 weeks leave) is in place since September 2016. This provides a grant of up to €10,000 to support re-integration of academic colleagues particularly into their research programmes and the research activities of their School. To date 8 colleagues have availed of this returner grant.

A one day “Ramp-up” Programme is provided once per semester for those returning from Maternity, adoptive/carer leave, and a series of 2-hour workshops are similarly run each semester for line managers on ‘managing inclusivity at work’. NUI Galway also has a series of family friendly policies and procedures in place and available to colleagues throughout NUI Galway.

- QA120 Meetings During Core Working Hours
- QA119 Flexible Working Hours Scheme (Admin Staff)
- QA151 Research Grant for Returning Academic Carers
- QA135 Paternity Leave Scheme
- QA103 Career Break Scheme
- QA111 Carer’s Leave Scheme
- QA128 Compassionate Leave Scheme
- QA131 Force Majeure Leave Scheme
- QA133 Job Share Scheme for Academic Staff
- QA102 Parental Leave Scheme
- QA104 Part-time Working Scheme for Support Services Staff
- QA141 Shorter Working Year Scheme
- QA152 Equal Opportunities
- QA153 Equal Opportunities Grievance
- QA157 Disability Code of Conduct
- QA156 Disability Complaints

Staff Communication

Effective two-way internal communications is vital to the promotion of a culture of quality throughout any organisation, particularly one as large and diverse as NUI Galway. The University is committed to internal self-monitoring and ensuring that staff are kept informed of issues, changes and enhancements to our work practices.

The University’s Internal Communications Officer works with colleagues across campus to provide a cycle of internal communications aimed at staff. These channels are used to raise awareness of changing work practices and policies, and to celebrate success and achievement across the wide range of University activities. They include:

- An Dialann: weekly staff news and events ezine
- Ollscéala: quarterly staff magazine
- Campus screen network
- Presidential All-Staff Addresses
- Staff Calendar system

6.0 Information and Data Management

NUI Galway operates a number of learner information systems supported by comprehensive information systems services and supports. The [Quercus](#) student record system is the provider and consumer of data to and from a number of other University information systems, including, [Blackboard](#), Campus Account Self Service (CASS), [Akari](#), OAS, Email (Microsoft Active Directory), Discoverer and Microsoft Dynamics CRM.

Quercus provides integrated data and data archives for:

- Student Records
- Registration Records
- Exam Records
- Graduation Records

DANte, a Business Intelligence/Data Analytics solution, was developed using the Microsoft PowerBI reporting tool to support strategic decision making for University staff. DANte offers a single NUI Galway facility for both tabular and attractive visual reporting based on a range of data sources including student and staff records (Quercus & CoreHR), financial data (Agresso) and some data from other systems including Blackboard and Wi-Fi records. Some reports integrate data from a range of sources.

Other information systems provided and supported by NUI Galway are available through the Information Systems [service catalogue](#).

Research Metrics are centrally managed through the [Institutional Research Information System \(IRIS\)](#) that supports the quality enhancement of activities such as research funding, publications, PhD performance and teaching workloads. The [impact of QA activities](#) is measured by a specific set of KPIs that are also used in the development of self-assessment reports used during quality review.

The [Blackboard](#) Learning Management System (LMS) provides data on student interaction and engagement with teaching, learning and assessment. This interfaces with the University's Admissions and Examination records systems.

Quality Review data is provided by the [Quality Office](#) who publish results of all quality reviews and action plans. The Quality Office Intranet manages data related to Reviewers and External Examiners and reports related to the University's External Examination Process.

Financial Data on areas such as student fees, capital investments, budgeting and financial planning is provided by the [Bursars Office](#) and informs decisions by Schools around programme development and enhancement. The Bursars Office also provides data on research funding.

Library resources includes [ARAN](#) a digital collection of open access scholarly publications. Authors of peer-reviewed articles and peer-reviewed conference papers resulting from research carried out at NUI Galway must deposit a copy in the ARAN repository. ARAN enables easy discovery of NUI Galway publications through global search engines such as Google and complements [IRIS](#) by linking from author profiles to the full text of University publications.

Information Solutions and Services

The Information Solutions and Services unit provides IT services to the entire University. IT change projects are delivered using key elements of the PRINCE 2 methodology.

Development: ISS has established a governance process based around the University IT Strategy and its programmes. High level governance is provided by the Information Technology Planning and Priorities Committee (chaired by the Chief Operating Officer). This is underpinned by a series of programme boards and

associated project boards. ISS operates a Change Review Board to manage the initiation of all projects and 'small changes'. Where a project/change results in a release of software or configuration change the change must be approved at the ISS Release Management Board before being put into production. Evidence of appropriate user testing and signoff is required by the Board.

Operations: ISS has developed a defined Service Catalogue. Public facing services have a customer facing service definition published on the [ISS website](#). For each service a Service Delivery Plan has been developed. Incidents and service requests are tracked against the individual services. All logged tickets are assigned to technicians for resolution. Service targets have been established for fulfilment of Service Requests against a number of services. Escalation procedures are defined. Security incidents are notified to the IT Security Committee and all critical incidents are managed through the Critical Incident process. The ISS Service Group meets monthly, chaired by the Assistant Director for Operations, to review service targets and review major incidents.

Below is a sample list of a large number of policies, procedures, processes and IT systems:

- QA404 Password Policy
- QA405 Partnering Policy
- QA406 Remote Access Policy
- QA407 IT Asset Protection Policy
- QA408 Logical Access Policy

QA Record Maintenance and Retention

Most records related to the quality review process are made publically available through the Quality Office website. Records available to the public include policies and procedures, review schedules, review reports and actions plans, review team names and affiliations and quality enhancements.

Evidence is provided by publicly accessing records through the Quality Office website. Non-public records are available through the Quality Office intranet.

Data Protection

NUI Galway holds a large amount of personal data to perform its various functions and takes its obligations to protect personal data very seriously. The University has developed a Data Protection Policy, A Data Breach Procedure and a Record Retention Policy. Staff are supported through Data Protection training both online and in person. The University Data Protection website provides a suite of resources and guides to assist staff and students in their daily affairs.

Freedom of Information

The University is subject to the Freedom of Information Act 2014 (the "FOI Act ") which provides a legal right of access to records held by the University. The FOI Act also sets out rules and procedures to be followed by public bodies when a request is received.

NUI Galway operates a [Freedom of Information Office](#) for servicing information requests from students, staff and the public. Responsibility to comply with FOI requests received is delegated to the Head of School or Head of Unit (or nominee), to act as local decision makers with overall responsibility for the initial decision on FOI requests from their School or Unit, i.e. to decide whether to release all the records, partially release the records or deny access. Advice is provided by the University Freedom of Information team. Timelines involved in processing an FOI request are reflective of the time obligations imposed by the *FOI Act* which provides that requests, save for limited circumstances, must be responded to within four weeks.

The University is acutely aware of its duties in relation to Data Protection and Freedom of Information legislation. The Office of the Chief Operating Officer oversees compliance in these areas. Freedom of Information and Data

Protection requirements are overseen by the Chief Operating Officer, the Data Protection Officer, the University Solicitor and an Administrative Assistant.

A sample of policies in place regarding [Data Protection](#) include the following:

- QA400 Data Protection
- QA401 Data Handling
- QA402 Data Classification
- QA412 Student Data Usage
- Data Breach Procedure
- QA442 Record Retention Policy
- GDPR Training provided to key units and to Unit/Department Heads and Administrative Officers.

Key Performance Indicators

Key Performance Indicators (KPIs) are provided by the [Institutional Research Office \(IRO\)](#) and are used extensively throughout NUI Galway and during quality reviews. These indicators were defined largely by NUI Galway's [Vision2020 Strategy](#) and the HEA's Mission Based Performance Compact and include data on student population profiles, student progression, student completion rates, international and non-traditional student participation, and career paths, as well as a wide range of research performance data. Indicators are also informed by University and Subject Area ranking schemes, in particular those developed by [THE](#) and [QS](#) University ranking agencies. A new set of KPIs is currently being developed in relation to the implementation of [Strategy 2020 – 2025](#).

The Office of Planning & Institutional Research prepares a number of management information reports to senior management, Colleges and Schools to fulfil the principles relating to data to inform self-monitoring, planning and help feed into the internal quality assurance system. For example, regular reports prepared and disseminated by the Office of Planning & Institutional Research include:

- Annual Key Performance Indicator reports for the overall University, each College and each School, with historic data including data on research performance, student body composition, International students, non-traditional students and retention rates for the annual operational planning process to help inform the Annual Operational Planning process.
- Market Analysis reports detailing CAO applicants, their demographic and national trends and demand at key points during the year
- Annual ISSE report – analysis and dissemination of the Irish Survey of Student Engagement, for the University, each College and programme each year. Includes national benchmarking data.
- HEA institutional profile each year, detailing a number of staff and student metrics including forecast profiles to help inform University's progress of HEA Compact targets.
- Annual international QS Subject Ranking analysis including Scival benchmarking and research metrics
- Provision of bibliometric research data from SciVal and the KPIs for the Institutional Review of Research Performance process, internal promotion and external hiring processes.
- Annual analysis of PHD cohort, completion rates and times for Graduate Studies

The impact of QA and enhancement activities are measured through qualitative and quantitative indicators. [Quantitative indicators](#) have been defined and are regularly used at all major meetings.

Student Satisfaction and Feedback data are developed from results of the national [studentsurvey.ie](#) and NUI Galway's student feedback policy ([QA221 Feedback on Modules and Programmes](#)) where all staff receive and act on student feedback. Studentsurvey.ie participation and results analysis is carried out by NUI Galway's [Dean](#)

[of Students](#). Other survey data collected include surveys of Graduates, First Year Students, International Students, Graduate Employment and Facilities.

7.0 Public Information and Communication

NUI Galway has a policy of providing a wide variety of Teaching, Research and QA related information to the public. This is done mainly through the comprehensive main [public website](#) but also through public websites of all its [Schools, Colleges](#) and [Student Services](#). Other mechanisms include information booklets and press releases from the [Press and Information Office](#).

Publicly accessible information includes results of all [Quality Reviews](#) and access to publicly available Policies and Procedures. Academic staff also use the Library's publicly accessible [ARAN repository](#) for research publications. Other information is available under [Freedom of Information](#).

A sample of other information sources are outlined below for illustration with links provided.

- [Programmes and Modules](#)
- [Research Outputs](#)
- [Library Collections](#)

8.0 Monitoring and Periodic Review

NUI Galway has a number of key policies related to self-evaluation and monitoring and that include the topics [Quality Review](#) (QR), [Operational Planning](#), [External Examinations](#) and [Student Feedback](#). Specific [Quality Assurance Policies and Procedures](#) related to this heading are listed below and available from the Quality Office:

- QA001 Quality Assurance
- QA002 Policies and Procedures
- QA003 Review of Schools
- QA004 Review of Research Performance
- QA005 The Role of External Examiners (Taught)
- QA007 Operational Plans
- QA008 Programme Boards
- QA009 Review of Linked Providers
- QA012 Review of Research Institutes
- QA013 Review of Services

The QR process is comprehensive and involves key steps around self-assessment, benchmarking, independent peer review, stakeholder interviews and surveys, recommendations for quality enhancement and action planning.

The independent peer review process begins with the selection of expert panellists, examiners and authenticators from similar organisations outside Ireland who are prepared to declare their ability to maintain confidentiality, that they have no deep or long-standing relationships with the unit being assessed and that they have received gender bias training. All panellists, examiners and authenticators receive payment for their services in return for providing value to the University in terms of a thorough and comprehensive review of quality and statements of recommended changes that will enhance quality.

QA001 Quality Assurance and QA002 Policies and Procedures guide the development of all Policies and Procedures in use across NUI Galway. While the majority of Policies and Procedures are contained on website pages, manual and online forms, internal statutes and committee reports, a number now follow NUI Galway's 'QA' P&P template that aids policy writers in the design of Policies and Procedures that improve communication,

encourage revision and lower risk. Most Policies and Procedures are made available to the public in a variety of formats through the University's [public websites](#).

Programme Review

All Taught Programmes (e.g. BSc, MSc) must be reviewed in compliance with [QA003 Review of Schools](#). Programmes must also be monitored by Programme Boards and External Examiners annually in compliance with [QA005 External Examiners \(Taught\)](#). Taught Programmes may be reviewed at least once every seven years in compliance with [QA006 Review of Taught Programmes](#). Some Taught Programmes may be reviewed by professional, regulatory or statutory bodies (PRSBs) and in compliance with [QA244 Accredited Programmes](#) and are deemed to have met compliance with QA006 above. All new and major changes to Taught Programmes are approved by the Academic Council Standing Committee.

Monitoring Student Feedback

Student feedback is vital to maintaining the quality of our teaching. Students are surveyed across all modules, and this feedback is collated and shared with academic colleagues at a College, School and Discipline level. All modules and programmes are required to conduct student feedback either mid or end of term. The policy [QA221: Feedback on Modules and Programmes](#) requires all academic staff to gather student feedback, create and implement action plans and communicate changes to students typically in the following year. The process is independently monitored by the Head of School or nominee (e.g. Head of Discipline) and annual compliance reports can be requested by the Deputy President and Registrar. The University is a strong supporter of the [studentsurvey.ie](#) and consistently performs well against other Irish Universities in our participation rates. The University produces reports on the ISSE indices at a College and programme level, which are presented to Academic Council and filtered down to staff through their College.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	35
Awarding bodies	
QA bodies	

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	See table below
Date of accreditation or last review	See table below
Date of next review	See table below

Engineers Ireland Accredited Programmes	Accredited to	Next Accreditation Date
BE (Energy Systems Engineering)	2020	2021
BE (Biomedical Engineering)	2020	2021
BE (Civil Engineering)	2022	2023
BE (Electrical & Electronic Engineering)	2022	2023
BE (Electronic & Computer Engineering)	2022	2023

BE (Mechanical)	2022	2023
ME in Biomedical Engineering	2020	2021
ME in Civil Engineering	2022	2023
ME in Electrical & Electronic Engineering	2021	2022
ME in Electronic & Computer Engineering	2021	2022
ME in Energy Systems Engineering	2020	2021
ME in Mechanical Engineering	2024	2025

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	NMBI
Programme titles and links to publications	See table below
Date of accreditation or last review	See table below
Date of next review	See table below

Programme Title - Undergraduate	Accreditation Start Date & End date	Accreditation next review date
Honours Bachelor of Midwifery Science*	June 1st 2016-June 1st 2021	Programme finishes 2021
Honours Bachelor of Nursing Science (General)*	June 1st 2016-June 1st 2021	Programme finishes 2021
Honours Bachelor of Nursing Science (Psychiatric)*	June 1st 2016-June 1st 2021	Programme finishes 2021
Honours Bachelor of Nursing Science (Mental Health)* (New curriculum)	June 1st 2018-June 1st 2023	February 2023
Honours Bachelor of Midwifery Science* (New curriculum)	June 1st 2018-June 1st 2023	February 2023
Honours Bachelor of Nursing Science (General)* (New curriculum)	June 1st 2018-June 1st 2023	February 2023

Programme Title - Postgraduate	Accreditation Start Date & End date	Accreditation next review date
Higher Diploma in Midwifery	June 25th 2019-June 25th 2024	February 2024
Certificate in Nursing (Nurse/Midwife Prescribing)	March 15th 2018-March 15th 2023	February 2023
Master of Health Sciences Nursing (Education) Postgraduate Diploma in Nursing (Education)	October 12th 2017- October 2022	February 2022
Postgraduate Diploma in Nursing/Midwifery (Advanced Practice with Prescribing)* Master of Health Sciences (Advanced Practice Nursing/Midwifery with Prescribing) (Consortium with UCC, UCD, UL and Trinity College)	March 15th 2018- Mary 15th 2023	March 2023
Master/Postgraduate Diploma of Health Sciences (Acute Medicine)	June 2nd 2016-June 2nd 2021	March 2021
Master/Postgraduate Diploma of Health Sciences (Emergency Care)	June 2nd 2016-June 2nd 2021	March 2021
Master/Postgraduate Diploma of Health Sciences (Intensive Care)	June 2nd 2016-June 2nd 2021	March 2021
Master/Postgraduate Diploma of Health Sciences (Perioperative)	June 2nd 2016- June 2nd 2021	March 2021
Master/Postgraduate Diploma of Health Sciences (Gerontology)	June 2nd 2016-June 2nd 2021	March 2021
Master/Postgraduate Diploma of Health Sciences (Oncology & Haematology)	May 29th 2018-May 29th 2023	March 2023
Master/Postgraduate Diploma of Health Sciences (Public Health Nursing)	March 24th 2016-March 24th 2021	March 2021

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Society of Chemistry

Programme titles and links to publications	BSc Biopharmaceutical Chemistry (Level 8) BSc Chemistry (Level 8) MSc Chemistry (Level 9) (research 30 taught 60 project)
Date of accreditation or last review	September 2018
Date of next review	2023

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	See table below
Date of accreditation or last review	See table below
Date of next review	See table below

	Date of last Accreditation	Date of next Accreditation
Undergraduate (UG) Bachelor of Arts (Mathematics & Education)	December 2012	2020
Bachelor of Arts Education (Computer Science & Mathematical Studies)	July 2019	2020
Graduate/Postgraduate (PG) Professional Master of Education	April 2016	2020
Máistir Gairmiúil san Oideachas	October 2013	2020

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	BA / Higher Diploma in Psychology
Date of accreditation or last review	Current period of accreditation from September 2019-August 2024
Date of next review	2023

6. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Applied Behaviour Analysis International (ABAI)
Programme titles and links to publications	MSc in Applied Behaviour Analysis
Date of accreditation or last review	Current period of accreditation September 2019-August 2024
Date of next review	2023

7. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	MSc in Health Psychology
Date of accreditation or last review	Current period of accreditation from September 2016-August 2021
Date of next review	October 2020

8. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	Doctor of Clinical Psychology
Date of accreditation or last review	Current period of accreditation from September 2015-August 2020

Date of next review	2021
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9. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	BSc Speech and Language Therapy
Date of accreditation or last review	July 2020
Date of next review	Needs to be Completed by July 2025

10. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Irish Association of Speech & Language Therapists of Ireland
Programme titles and links to publications	BSc Speech and Language Therapy
Date of accreditation or last review	2017
Date of next review	2022

11. Type of arrangement (PRSB/awarding body/QA body)	Professional Body
Name of body:	Association of Occupational Therapists of Ireland (AOTI)
Programme titles and links to publications	BSc in Occupational Therapy
Date of accreditation or last review	September 2020
Date of next review	To be completed for intake of students September 2025

12. Type of arrangement	Professional Body
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(PRSB/awarding body/QA body)	
Name of body:	CORU
Programme titles and links to publications	BSc in Occupational Therapy
Date of accreditation or last review	2019
Date of next review	June 2021

13. Type of arrangement (PRSB/awarding body/QA body)	Professional Association
Name of body:	International Union of Health Promotion & Education
Programme titles and links to publications	MA in Health Promotion Post Graduate Diploma in Health Promotion
Date of accreditation or last review	April 2020
Date of next review	April 2025

14. Type of arrangement (PRSB/awarding body/QA body)	Professional Association
Name of body:	International Union of Health Promotion & Education
Programme titles and links to publications	Post Graduate Diploma in Health Promotion
Date of accreditation or last review	April 2020
Date of next review	April 2025

15. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	College of Podiatry UK, The Society of Chiropodists and Podiatrists of Ireland
Programme titles and links to publications	B.Sc. (Hons.) Podiatric Medicine

Date of accreditation or last review	2016
Date of next review	2012

16. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Personnel and Development
Programme titles and links to publications	MSc Strategy, Innovation and People Management
Date of accreditation or last review	2019
Date of next review	2022

17. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Personnel and Development
Programme titles and links to publications	MSc Human Resource Management
Date of accreditation or last review	2019
Date of next review	2022

18. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Association of MBAs (AMBA)
Programme titles and links to publications	Executive MBA
Date of accreditation or last review	2019
Date of next review	2022

19. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Medical Council
Programme titles and links to publications	Bachelor of Medicine (MB) of Surgery (BCh) and of Obstetrics (BAO)
Date of accreditation or last review	Last annual review date Jan. 2021 Last accreditation review Sept. 2017
Date of next review	Next annual review date Jan. 2022 Next accreditation review Sept. 2022

20. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Parlaimint na hEorpa / European Parliament - DG LINC & DG SCIC
Programme titles and links to publications	MA (Ateangaireacht Chomhdhála / Conference Interpreting)
Date of accreditation or last review	2019
Date of next review	2021

21. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	Master of Accounting
Date of accreditation or last review	
Date of next review	2022

22. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	Master of Accounting
Date of accreditation or last review	01/01/2012
Date of next review	2024

23. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	24/07/2008
Date of next review	2022

24. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	09/11/2016
Date of next review	2024

25. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Certified Public Accountants (CPA)
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	2010
Date of next review	2021

26. Type of arrangement (PRSB/awarding body/QA body)	
Name of body:	The Chartered Institute of Public Finance & Accountancy
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	22/11/2017
Date of next review	

27. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Certified Public Accountants (CPA)
Programme titles and links to publications	MSc International Accounting & Analytics
Date of accreditation or last review	
Date of next review	2021

28. Type of arrangement (PRSB/awarding body/QA body)	PRSB
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Name of body:	The Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	MSc International Accounting & Analytics
Date of accreditation or last review	
Date of next review	2024

29. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	MSc Corporate Finance
Date of accreditation or last review	2020
Date of next review	2022

30. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association of Chartered Certified Accountants (ACCA)
Programme titles and links to publications	MSc Corporate Finance
Date of accreditation or last review	2020
Date of next review	2024

31. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association for Health Promotion Ireland (AHPI)
Programme titles and links to publications	Specialist Certificate in Health Promotion (Oral Health)
Date of accreditation or last review	Jan 2021
Date of next review	Jan 2022

32. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association for Health Promotion Ireland (AHPI)
Programme titles and links to publications	Specialist Certificate in Health Promotion (Youth Health)
Date of accreditation or last review	Jan 2021
Date of next review	Jan 2022

33. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association for Health Promotion Ireland (AHPI)
Programme titles and links to publications	PgCert (Health Promotion [Cardiovascular Health and Diabetes Prevention])
Date of accreditation or last review	Jan 2021
Date of next review	Jan 2022

34. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Association for Health Promotion Ireland (AHPI)
Programme titles and links to publications	PgCert (Health Promotion [Workplace Wellness])
Date of accreditation or last review	Jan 2021
Date of next review	Jan 2022

35. Type of arrangement	PRSB
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(PRSB/awarding body/QA body)	
Name of body:	The Association for Health Promotion Ireland (AHPI)
Programme titles and links to publications	PgCert (Health Promotion [Mental Health Promotion])
Date of accreditation or last review	Jan 2021
Date of next review	Jan 2022

9.2 Collaborative Provision

Definitions:

Type of arrangement	Total number
Joint research degrees	
Joint/double/multiple awards	4
Collaborative programmes	7
Franchise programmes	
Linked providers (DABs only)	2

1. Collaborative provision (Type of collaborative provision)	Joint award
Name of body (/bodies):	NUI Galway and IT Sligo
Programme titles and links to publications	Level 8 Certificate in Regulatory affairs & Operations
Date of last review	New programme introduced in 2020
Date of next review	

2. Collaborative provision (Type of collaborative provision)	Joint award
Name of body (/bodies):	NUI Galway and IT Sligo
Programme titles and links to publications	MSc in Medical Technology Regulatory Affairs & Quality
Date of last review	New programme introduced in 2015
Date of next review	2022

3. Collaborative provision (Type of collaborative provision)	Joint award
Name of body (/bodies):	NUI Galway and IT Sligo
Programme titles and links to publications	Higher Diploma in Medical Technologies Regulatory Affairs & Quality
Date of last review	New programme introduced in 2018
Date of next review	2025

4. Collaborative provision	Joint award
(Type of collaborative provision)	
Name of body (/bodies):	NUI Galway and IT Sligo
Programme titles and links to publications	Level 8 Cert in medical Technologies Regulatory Affairs & Quality
Date of last review	New programme introduced in 2018
Date of next review	2025

5. Collaborative provision	Collaborative Programme
(Type of collaborative provision)	
Name of body (/bodies):	<ol style="list-style-type: none"> 1. Burgundy School of Business, Dijon, France 2. Pforzheim University of Applied Sciences 3. ICN- Artem, Nancy, France
Programme titles and links to publications	BComm (Global Experience)
Date of last review	<ol style="list-style-type: none"> 1. 1/5/2017 2. 12/02/2018 3. 12/02/2018
Date of next review	<ol style="list-style-type: none"> 1. 12/02/2022 2. 12/02/2022 3. 12/02/2022

6. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	UCD
Programme titles and links to publications	Master/PGD Health Sciences (Children's Palliative Care/Complex Care)
Date of last review	2016
Date of next review	2021

7. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	UCC and NUI Galway
Programme titles and links to publications	MSc in Technology Management, Postgraduate Diploma in Technology Commercialisation, Postgraduate Diploma in Innovation Management

Date of last review	2019
Date of next review	2023

8. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	RTÉ and NUI Galway
Programme titles and links to publications	MA (Cleachtas Gairmiúil sna Meáin)
Date of last review	Course commenced September, 2018.
Date of next review	2025

9. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	Academy of Play and Child Psychotherapy
Programme titles and links to publications	PG Cert and PG Diploma in Practice-based Play Therapy
Date of last review	2018
Date of next review	2023

10. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	National Youth Council of Ireland and NUI Galway
Programme titles and links to publications	Specialist Certificate in Health Promotion (Youth Health)
Date of last review	TBC
Date of next review	TBC

11. Collaborative provision	Collaborative Provision
(Type of collaborative provision)	
Name of body (/bodies):	Dental Health Federation and NUI Galway
Programme titles and links to publications	Specialist Certificate in Health Promotion (Oral Health)
Date of last review	TBC
Date of next review	TBC

12. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	Burren College of Art
Programme titles and links to publications	https://www.burrencollege.ie/programme/
Date of last review	2016
Date of next review	2023

13. Collaborative provision (Type of collaborative provision)	Linked Provider
Name of body (/bodies):	St. Angela's College
Programme titles and links to publications	http://www.stangelas.nuigalway.ie/stangelas/courses/
Date of last review	2015
Date of next review	2022

9.3 Articulation Agreements

Articulation agreements - Total number	None
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1. Articulation agreement:	
Name of body (/bodies):	
Programme titles and links to publications	
Date of agreement/arrangement or last review	
Date of next review	
Detail of the agreement	

[Higher Education Institution]

2021

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2019-2020

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

NUI Galway continued to implement a ‘tripartite approach’ to enhancement and improvement by integrating quality, strategy and performance. Quality assurance is the responsibility of every member of staff through their own efforts and through their work on many organisational committees and units – including all [Colleges](#), [Schools](#) and [Services](#). All units periodically undergo internal [Quality Review \(QR\)](#) while also continuously complying with over 305 internal and external [Policies and Procedures](#). Quality is also assured through the effective implementation of these Policies and Procedures for example policies on [External Examination](#) and Student Feedback. Units also assure quality by implementation of the University’s strategic plan [Strategy 2020 - 2025](#) launched in January 2020, and the [HEA’s Mission-Based Performance Compact 2018-2021](#), both executed through an annual system for [Operational Planning](#) that incorporates quality, performance and capacity related enhancements.

QA activities are overseen by Údarás na hOllscoile through the Quality Enhancement Committee (QEC). The QEC now reports to Údarás through Academic Council (AC) where Quality is an agenda item for all meetings. QA activities are also reported to the University Management Team (UMT). Terms of reference for the Committee and membership were updated and approved at the March 2020 meeting to reflect these changes:

Committee	Minutes and Reports
Academic Council (AC)	<ul style="list-style-type: none"> • QEC Minutes • Director of Quality Report • Academic Quality Review Reports and Action Plans • Annual Quality Assurance Report to Údaras na hOllscoile
University Management Team (UMT)	<ul style="list-style-type: none"> • All Quality Review Reports and Action Plans • Annual Quality Assurance Report to Údaras na hOllscoile

From March of 2020 all efforts across the University were focused on academic planning and delivery of education to our students. The COVID-19 pandemic has created unprecedented challenges for our university community. It has caused major disruption to teaching, research, service delivery, the student experience, community engagement, recruitment and financial planning, and challenged our core mission to serve our students, our society and our planet. It has forced NUI Galway to fundamentally rethink and change how it delivers on its promise to students. It has rapidly accelerated innovation in some areas and required new ways to overcome disruption in others. The challenges of sustaining the University’s mission has taken enormous collective effort, and has demonstrated our people’s commitment, flexibility and creativity.

See update in Section 1.2 regarding NUI Galway’s strategy development and implementation.

QA003 Review of Schools was revised to allow Schools with a comprehensive number of programme accreditations, formally request to have programmes with current accreditations where a minority of programmes could be reviewed under *QA006 Review of Taught Programmes*, recognised as a substitution for a full School Quality Review of teaching (*QA003*). The School of Psychology was approved by QEC for this recognition process. An Internal Review Team confirmed that overall quality assurance mechanisms adopted in this school were compliant with both *European Standards and Guidelines (ESG)* and *QQ’s Core Statutory Quality Assurance Guidelines*.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Development of NUI Galway's Strategy Shared Vision, Shaped by Values 2020 - 2025.	<p>The plan was approved by Údarás na hOllscoile in December 2019, and launched formally in January 2020.</p> <p>In March 2020, the Director of Strategy Implementation was appointed to the Office of the President. The Director of Strategy Implementation will work with the President and University Management Team to implement, monitor and review targets/actions of the strategic plan, via the operational planning processes across all Colleges, Schools and Units.</p> <p>During the COVID-19 emergency, the Director of Strategy Implementation was diverted to provide urgent support to internal communications. Although the development of unit strategies continued during this time, additional strategic planning processes were paused to give Schools and Units the necessary space to adapt to the new context post-COVID-19. School operational plans are now being drafted, each College is in the process of developing a college level strategy and the following unit strategies are currently in progress:</p> <ul style="list-style-type: none"> - Diversity and Equality - Research and Innovation - Sustainability - Global Galway - Straitéis don Ghaeilge - Academic (Teaching and Learning) - People <p>A dashboard of macro-level KPIs to monitor strategy implementation for each value at an institutional level was devised in consultation with the Strategy Advisory Group, University Management Team, Academic Council and Governing Authority. Each individual Flagship Action will also require its own dashboard indicating performance and achievement across the range of targets. Implementation will be measured through a balanced scorecard of metrics, staff/student engagement, new initiatives, internal process innovation, training, etc.</p>
2	Quality Reviews	<p>Implementation of the programme of quality reviews was impacted by the closure of the University in March 2020 due to Covid-19 resulting in the postponement of the Student Services Review.</p> <p>The Marketing and Communications review was also postponed due to a change in the reporting line and overall</p>

		structure of the unit. The review will now take place in 2021/22.
3	CINNTE Implementation Plan	<p>Despite the diversion of energy, time and commitment into dealing with COVID-19 a number of improvements and enhancements have already been completed or are being progressed with UMT focusing, in particular, on the implementation of recommendations arising from the CINNTE Review. While implementation of some recommendations has been slower than planned due to unprecedented workloads and changing work patterns arising from the COVID-19 pandemic and travel restrictions, momentum has been maintained because in many instances the planned actions are also relevant to the University's response to the pandemic.</p> <p>The following initiatives are either completed or in progress:</p> <ul style="list-style-type: none"> • University Committee structures have been re-aligned with the reporting line for QEC now directly into Academic Council • Analysis of themes arising from External Examiner reports are currently being considered by the Deputy President and Registrar and will be presented to UMT • The first stage of the portfolio review of postgraduate taught programmes has been completed. The outcomes of these initial stages proved useful in academic planning for the current year and dealing with the additional pressures of COVID-19 • The University is embarking on a Student Digital Pathways Project that will significantly improve organisation, processes and the underlying technologies that will be used to manage students' journey from their recruitment through to graduation • Policies and Procedures have been updated to ensure that themes arising from academic quality reviews of teaching and research are built into Annual School Operational Plans • Work is ongoing to mainstream projects such as CÉIM and the Academic Writing Centre • A Director of Strategy Implementation has been appointed and the implementation plan for Strategy 2020-2025 is due for presentation to Údarás in December 2020 • A project led by the Director of Student Services is being undertaken to look at and improve international student access to services on arrival at NUI Galway. <p>A detailed update on the implementation of all recommendations is available in Section 2 of this report.</p>

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Údarás na hOllscoile	<ul style="list-style-type: none"> • 24 October, 2019 • 12 December, 2019 • 27 February, 2020 • 11 March, 2020 (Special meeting) • 22 April, 2020 • 25 June, 2020
Academic Council	<ul style="list-style-type: none"> • 16th October 2019 • 4th December 2019 • 18th February 2019 • 21st April 2020 • 17th June 2020
Quality Enhancement Committee	<ul style="list-style-type: none"> • 6th November 2019 • 2nd March 2020 • 23rd June 2020

1.3.2 QA Leadership and Management Structural Developments

College of Science and Engineering: Arising from the merger of the Colleges of Science and Engineering a new College Office structure was put in place in summer 2020. Staff roles are now aligned to support Undergraduate Affairs (including Student Recruitment), Graduate Affairs and International matters, or under-pinning College-wide professional support functions (e.g., Finance, HR, Marketing coordination, College administration).

The College now also has in place a full complement of College Vice-Deans and their respective committees:

1. Education and Students – Dr. Gary Gillanders
2. Equality, Diversity and Inclusion – Dr. Mary Dempsey
3. Graduate Studies – Dr. Nicholas Devaney
4. Internationalisation – Dr. Andrew Flaus
5. Research and Innovation – Professor Laoise McNamara
6. Student Recruitment and Public Engagement – Dr. Gavin Collins

Acadamh na hOllscolaíochta Gaeilge: In spring of 2020 the Acadamh was incorporated into the College, and a Director of Studies was appointed in August.

New schools in the College of Arts, Social Sciences and Celtic Studies: In September 2019 the School of Humanities was split into two new schools:

1. School of English and Creative Arts (English, Huston, Drama & Music)
2. School of History and Philosophy

Dean of Graduate Studies: Professor Dónal Leech was appointed the Dean of Graduate Studies in spring 2020. Prof. Leech previously held the position of Dean of the College of Engineering.

Marketing and Communications: As of October 2019, the Marketing and Communications Office reports into the new post of Vice President: Development for the University. This will see the unit form part of a wider Development team including alumni relations, fundraising, community partnerships and industry partnerships. This new reporting arrangement is intended to add cohesion to University messaging to various audiences and provide greater emphasis on communications at senior management level.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Marketing and Communications (S)	The review was postponed by the Deputy President and Registrar prior to the review team visit, at the request of the Vice-President for Development. This Quality Review is now scheduled to take place in 2021/22.	
School of Health Sciences (T)	Final report: 7 th September 2020	Click here
School of Law (T)	Final report: 6 th March 2020	Click here
School of Psychology (T)	Final report: 5 th March 2020	Click here
Student Services (S)	This review visit, due to take place between March 29 th and April 1 st , was deferred due to the closure of the University on March 12 th 2020. This review is now scheduled for spring 2021.	
Taught Programme Reviews and Accredited Programmes	These were conducted by individual Schools and Colleges.	

1.4.2 Expert Review Teams/Panels³ involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	3	3	0	0	Managed locally	Managed locally	
<i>of those:</i>							
On-site processes	3	3					
Desk reviews	0	0					
Virtual processes	0	0					
Average panel size for each process type*	4	4					

* excluding secretary if not a full panel member

(ii) Composition of Expert Review Teams/Panels involved in IQA

Guide

Details in respect of the composition of the panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period should be set out below. Panel composition should be represented as whole numbers rather than as percentages.

'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example.

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

2.0 IQA System – Enhancement and Impacts

The impact and effectiveness of internal QA can be challenging to assess. It can be seen through the recommendations and action plans agreed during Quality Reviews and through the approval of new or revised policies and procedures. It can also be evidenced through changes in the University's KPIs, although these changes may also arise from management practices. The following KPI movements are noteworthy:

- Total student enrolments increased by 3% to over 19,737 in 2019/20.
- PhD enrolments in 2019/20 declined slightly to just below 1,100.
- Mature enrolments in 2019/20 reversed their declining trend and increased by 3% in 2019/20, and enrolment of international students continued to increase, growing by 5% in 2019/20.
- The quality of undergraduate admissions has improved significantly as measured by median CAO points, increasing from 443 in 2018/19 to 448 in 2019/20.
- The number of academic employees increased 4% in 2019/20.
- Employment rates for graduates remains high at 98%. This figure includes graduates who go on to further education.
- The student progression rate from 1st year improved from 85% in 2018/19 to 88% in 2019/20.
- We improved our QS rankings in 2019/20, improving from 259 to 238, whereas we dropped slightly from 251-300 in Times Higher Education (THE) to 301-350 in 2019/20.
- Research quality and impact in general has improved across most metrics.
- Direct research income was exceptionally high year in 2018/19 at €70.5m, and hence 2019/20 saw a decline to €56m, more in line with our normal range.
- The number of peer reviewed publications has risen year on year as measured by SciVal, in parallel with success in attracting research funding. The number of papers published in Scopus declined slightly from 1975 to 1679 in 2019/20 (though this figure is not yet finalised so is likely to increase further), and the number of citations from papers published over a 5-year period rose from approx. 81k to over 96k.

Governance and Management of Quality

Review of existing Policies and Procedures: The Quality Office supports the development and administration of the [University's P&P Repository](#) which now includes over 300 P&Ps developed, updated and managed across key units. The University adopts a holistic and distributed approach where all P&Ps across the University are available through a central repository but where ownership of relevant groups of P&Ps is distributed across key units e.g. Deputy President and Registrar's Office, Human Resources, Examinations Office, etc. The P&P Repository is available through the Staff Homepage or through the Quality Office website.

During April 2020 the Quality Office reviewed all information provided to users through the University-wide P&P Repository where compliance with [QA002 Policies and Procedures](#) was assessed. The objective was to ensure that all information provided through the NUI Galway Policy and Procedure Repository is current and accurate, informative and easily accessible for users. Each Policy Owner, responsible for the management of information provided on his/her unit's Policy and Procedure host webpage, was contacted by the Quality Office and requested to review each of their P&Ps and to return confirmation that all P&Ps owned by the unit are:

- (1) coded and fully compliant with the required format specified here in [QA002 Policies and Procedures](#)
- (2) approved by University Management or reviewed by the Policy Owner **within the last 7 years**
- (3) include the **date** of approval or last date of **review** (since 2013/14)
- (4) include the names of the **Policy Owner**

The P&Ps below are a sample of policies that were either initiated or further revised during 2019/2020:

- QA005 Role of External Examiners
- QA153 Pilot Equality Impact Assessment
- QA191 Safety Training Cancellation
- QA278 Nomination and Approval of External Examiners
- QA327 Investment Strategy
- QA508 Governance and Management of Designated University Research Institutes.
- QA510 Management of the Research Funding Lifecycle
- QA190 Scuba Diving

External Examiners: External Examiner reports have been received for almost 200 programmes/modules during 2019/20 in accordance with [QA005 Role of External Examiners: Taught Programmes](#). The main areas highlighted by External Examiners in their recommendations are summarized under the following headings:

- Feedback
- Marking
- Annotation
- Assessment load
- Training and mentoring
- Access to VLE
- Access to materials for external examiners

The Deputy President and Registrar reviewed External Examiner reports, summarized common themes and reported on the issues highlighted by external examiners to both the Academic Council Standing and Academic Council meetings in December 2020.

Awards Framework Working Group: [A Uniform System of Programme Weightings](#) was developed by NUI Galway in 2012. Since then, the variety of courses and types of awards have grown leading to anomalies in relation to credit weightings and titles of awards, particularly at the Undergraduate level. A working group has been put in place to review the existing awards and developments in the area and to propose a new framework that caters for existing awards and potential future awards while aligning with the NFQ and providing clarity around award types (e.g. Major/Minor, Supplemental, Special Purpose). The framework will provide an updated naming convention for awards and will aim to respond to the need to differentiate between the traditional general certificate course/diploma offerings and the special purpose awards as defined in the NFQ. Work is ongoing and the working group will bring a proposal forward to the Teaching and Learning Committee in 2020/21.

Equality Impact Assessment: NUI Galway is committed to providing an inclusive environment for the University Community, as articulated in the values underpinning the strategic plan. In order to support these strategic objectives, and to promote an inclusive and diverse work and study environment for all, an Equality Impact Assessment (EIA) tool has been developed for use as part of the development of all new policies in NUI Galway. The tool should also be used in reviewing and revising existing policies, in line with institutionally agreed policy review timelines. The Equality Impact Assessment (EIA) Guidance and assessment tool was approved by UMT and Údarás na hOllscoile in June 2019 and the formal [policy](#) approved in October 2020.

Programmes of Education and Training

New Programme Proposal Form: Academic Council Standing requests documentation in advance of each meeting for new programme proposals. Each new programme approval must now be submitted using the newly developed *New Programme Proposal Form*. The proposal form includes the following:

- Section 1 New programme summary
- Section 2 Market research and analysis

- Section 3 Resources: must be completed before submission to Academic Standing Committee for final programme approval.

The form is accompanied by a guide which is intended to assist programme co-ordinators and schools on how to conduct effective market research for any proposed new programme, as an input into the Market Analysis section of the Programme Approval Form.

The purpose of this guide is to help staff assess and evidence the likely student demand and sustainability of any proposed new programme, enabling a clear estimate of projected student numbers to underpin an assessment of the programme's potential financial viability. This market research process can take many forms and involves assessing both internal and external indicators, including student feedback, competitors offering, employer feedback and employment opportunities, as well as professional and statutory body requirements.

The purpose of the market research analysis is to give a clear sense of likely demand, offer insights into desired course content and to help identify viable and sustainable programmes. The principles of completing this process include the following:

- Develop curricula which reflect our research expertise, are inclusive, and are responsive and attractive to the core student population which NUI Galway wishes to attract to fulfil the University's strategic plan
- Improve transparency of the progress of programme approval
- Encourage a more facilitated approach to programme approval
- More effective and timely launch of new programmes

New programmes & Major Programme changes: All new programmes and major programme changes were approved by Academic Council Standing in 2019/20.

The following major course changes were approved:

Programme	Change approved
<i>College of Arts, Social Sciences and Celtic Studies:</i>	
Bachelor of Arts in (Psychology) Psychological Studies	
BA History (Single Entry)	
BA with Film Studies	Cessation of the degree programme BA with Film Studies.
BA (International) to BA (Global Experience)	Retitling of the degree programme BA (International) to BA (Global Experience).
BA in English and Creative Writing	Rebranding of the BA with Creative Writing (CONNECT) as a denominated BA in English and Creative Writing.
Journalism and Global Media (change to minor subject)	Retitling of the minor subject 'Journalism Media and Communication' to 'Journalism and Global Media'.
BSc (Social Science)	Creation of a new CAO entry pathway entitled BSC (Social Science).
BSc (Hons) Psychology	Change of degree awarded from BA (Hons) Psychology to BSc. (Hons) Psychology, including the extension of the existing BA (Hons) Psychology degree from three years to four years to ensure compliance with the accreditation requirements of the Psychological Society of Ireland.
BA with Performing Arts Studies	Creation of a transfer pathway from the first year of BA with Performing Arts Studies to BA in Drama, Theatre and Performance.
BA History (Single Entry)	Withdrawal of the MA in Classics.

BA Children and Youth Studies (Single Entry)	Restructuring of the undergraduate offerings in the area of Children and Youth Studies to have one single entry point BA (Children and Youth Studies) on the CAO and three exit pathways (with different exit codes).
BA (Gaeilge agus Léann an Aistriúcháin)	BA (Fraincís agus Léann an Aistriúcháin) as a new exit pathway.
BA English and Media Studies	Cessation of the degree programme BA English and Media Studies and the establishment of a new BA Global Media programme.
Léann an Teanga	The BA (Gaeilge agus Léann an Aistriúcháin) will be withdrawn and replaced with the BA Léann an Teanga, which will have one CAO entry route but two exit pathways - BA (Gaeilge agus Léann an Aistriúcháin) and BA (Fraincís agus Léann an Aistriúcháin).
<i>College of Business, Public Policy and Law</i>	
Law (BCL)	
Law and Human Rights	
Law and Business	
Law and Criminology and Criminal Justice	
Law and Taxation	
Public Law & Administration-F/T & P/T.	Withdrawal of the programme. Public Law and Criminal Justice –F/T & P/T The Committee approved the withdrawal of the programme.
Public Law and Social Justice -F/T & P/T	Withdrawal of the programme. MSc in Human Resource Management (HRM) The Committee approved the changes to modules on the MSc in Human Resource Management.
MSc in International Management (IM)	Changes to modules on the MSc in International Management
MSc in Strategy, Innovation and People Management (SIPM)	Changes to modules on the MSc in Strategy, Innovation and People Management.
<i>College of Medicine, Nursing and Health Sciences</i>	
MSc (Cellular Manufacturing and Therapy)	Approved subject to amendment of description of stream
Undergraduate Medical Programme MB BCh BAO (Changes to year 4 of 5-year programme)	Revision of module titles and ECT allocations for year 4 of the Undergraduate Medical Programme.
MSc Healthcare Simulation & Patient Safety	Establishment of a new top-up stream with a PG Diploma Healthcare Simulation and Patient Safety as an entry requirement.
Postgraduate Diploma in Health Sciences (Nursing/Professional Studies)	Addition of modules to the Postgraduate Diploma in Health Sciences (Nursing/Professional Studies).
Additional module within the established MSc Preventive Cardiology	Addition of a module to the MSc Preventive Cardiology.
MH Sc (International Healthcare Management)	Revised format for MH Sc (International Healthcare Management).
<i>College of Science and Engineering</i>	

Level 7 exit award in the School of Engineering	Proposal to allow an exit award of a Level 7 degree, in exceptional circumstances to students who have successfully completed three years of their Level 8 programmes. The Committee approved the exit award of a Level 7 Bachelor of Technology (BTech).
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The following New Programmes were approved:

<i>College of Arts, Social Sciences and Celtic Studies</i>
MA (Global Media and Communication, Stream A: Social Media and Data)
MSc (Adolescent Health) Approved subject to the amending of the 10 year entry requirement, to a requirement for extensive experience
<i>College of Business, Public Policy and Law</i>
LLB Bachelor of Law Degree (2-year programme)
Diploma in Critical Business Skills
<i>College of Medicine, Nursing and Health Sciences</i>
Overseas Nursing Compensatory Competency Aptitude Test (ONCAT)
BA Global Media - approved the replacement of the BA (English and Media Studies) with the BA in Global Media, including the establishment of Global Media as a major subject.
BSc (Hons Agricultural Science Degree) - approved the creation of the BSc (Hons Agricultural Science Degree), jointly proposed by the College of Science and Engineering and the College of Arts, Social Sciences, and Celtic Studies, subject to a validation panel review.
MSc Obesity and MHSc Obesity
<i>College of Science and Engineering</i>
Higher Diploma in Data Analytics and Visualisation
Postgraduate Diploma (Medical Physics)
Postgraduate Diploma (Genomics Data Science)
MSc (Genomics Data Science)
MSc in AgriFood Sustainability and Technology
Certificate in Science in Medical Technology Regulatory Affairs and Operations

Arts Strategy 2016-2020: To deal with changed demand for Arts degrees, NUI Galway instituted a strategic review of the Arts and Social Sciences in 2016 entitled Arts Strategic Review 2016 to carry out a root-and-branch review of programmes and structures of the College of Arts, Social Sciences and Celtic Studies. After four years of strategic change in the College, an assessment was undertaken of progress in important strategic areas.

A report, [Arts Review Strategy; 4 Year Progress Report](#) appraised developments in four key areas: undergraduate programmes, postgraduate programmes, research, and structures and governance.

Some key highlights reported include:

- Undergraduate programme innovation: 13 new 4 year undergraduate programmes
- A 20% improvement in student retention
- Improved points: 33% reduction of students in the 300-350 band
- 84% of students had a good or excellent student experience
- 4 new postgraduate programmes
- Internationalisation:: 80% increase in recruitment of international post graduate students
- Within the university, the college had the highest share of both international students (21%), supporting the internationalisation agenda and students from non-traditional backgrounds (31%), supporting the diversification agenda
- Developed a new Research Strategy resulting in a research support scheme, realising prestigious funding awards from the European Research Council, the Irish Research Council Laureate Scheme and Science Foundation Ireland

- New governance structures were established including a School restructuring and a new College Executive and College Office
- Reflecting improved demand Undergraduate fee income increased by €5m per annum between 2016 and 2020, enabling the College to balance its budget

Staff Recruitment, Management and Development

Academic Promotions Scheme: A new Senior Lecturer and Personal Professor Promotion Scheme was approved by Academic Council. The scheme is threshold-based with two opportunities for application per academic year. The scheme opened in December 2019 with a first deadline of 31 January 2020. (Thereafter all deadlines will be at six-monthly intervals on the last working day of August and February). The previous scheme ran in parallel until April 2020 and has now been wound down.

35 applications were received. In accordance with the scheme, all members of the Academic Promotions Committee (APC) underwent unconscious bias training. The APC contained 14 internal members, three from each College plus, ex officio, the Deputy President & Registrar as Chair and the Vice-President for Research. Two external members were appointed for one year, in agreement with the academic unions. Both are retired senior academics with extensive senior experience, one a female academic from Great Britain with a Teaching and Learning profile in Education, the other a male academic from the North with a strong research profile in STEM. Both had held senior university leadership positions. The total membership of the APC was thus exactly balanced in gender terms and in STEM vs Arts/Business/Social Sciences at 8-8. The arrival of COVID-19 delayed the early meetings of the panel, and the importance the COVID-19 related work being done by the VP Research caused him to be replaced, by agreement with the unions, by the Dean of Graduate Studies, also male and STEM, thus maintaining the agreed balances. Despite the disruption of COVID, the APC concluded its deliberations by June, establishing that 18 of the 35 candidates had met the criteria for a prima facie case. This was notified to the 18 candidates after the June meeting of Údarás. Some of the administrative work that followed was agreed online to ensure that external assessments could be sourced for those 18 by the autumn. In late September 15 of the 18 promotions were confirmed on the back of external confirmation of the APC assessment. These were approved by the President and notified on 24 September. The remaining three were confirmed in time for the October meeting of the APC, approved by the President, and notified on 22 October. All promotions take effect from October 1st, 2020 backdated if necessary.

	Applications		Successful	
	Male	Female	Male	Female
Personal Professor	2	2	1	1
Senior Lecturer	16	15	6	10

HR Excellence in Research Award: In September 2020 staff at the RDC led the project to renew the EU [HR Excellence in Research Award](#) (also referred to as the HR Strategy for Researchers (HRS4R)). This award is in recognition of the University's implementation of the EU Charter and Code which includes 40 principles to support and establish the guidelines for European universities and institutions to improve the recruitment and working conditions of researchers, making research careers more attractive and accessible in Europe. The award is renewed every three years and includes a strategy and action plan submitted to the European Commission for review by a team of international assessors. NUI Galway is the first university to renew the award under the Commission's revised protocol. The award was successfully achieved and approved by the EC in October 2020. It will be due for renewal again in Oct 2023.

Teaching, Learning and Assessment

Inclusive Learning at NUI Galway: Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, which guides the development of flexible learning environments that can accommodate individual learning differences and cater for student diversity. As a University we have committed to adopting UDL in our learning and working environment as part of our strategy, *Shared Vision: Shaped by Values*.

The [Inclusive Learning at NUI Galway](#) Project aims to enhance inclusive teaching and learning practice at NUI Galway and develop a model for measuring and promoting inclusion that may be applied across the University.

There are a number of elements to this project, best described as trying to evidence base the student experience of inclusion/exclusion in NUI Galway, while simultaneously trying to support and enable staff to be more inclusive in their teaching and learning practices. This project was operationalised in the College of Business, Public Policy and Law with the Schools of Physics and Mathematics, Statistics and Applied Maths. The project is looking at the experience of NUI Galway postgraduate (PG) students in AHSSL, STEM and Professional courses.

1. Data collection and analysis

The purpose of the data collection is twofold: to provide an evidence base on inclusion/exclusion in NUI Galway and, perhaps most importantly, to centre the student voice. Two online surveys were deployed across the PG student body in the five participating schools, one in February 2020 (130 responses) and one in November 2020 (131 responses). The surveys focus on the teaching and learning environment as well as social and peer interactions, with an additional question about the impact of COVID-19 on inclusion/exclusion added to the second survey. In addition, 30 individual interviews were conducted with postgraduate students from the target groups as well as three focus groups.

The findings from this research will form the basis for a report to be launched in April 2021. The research will provide rich information and an evidence base to inform enhanced teaching and learning practices at NUI Galway.

2. Staff development and awareness

The goal is to support and enable staff to be more inclusive. A series of online awareness-raising and training sessions have been provided:

- UDL 101 – Introduction to Universal Design for Learning
- Creating Inclusive and Welcoming Classroom Environments
- Addressing Systemic Racism for Institutional Transformation
- Inclusive Learning week hosted by CELT (sessions on UDL, Blackboard Ally and Accessibility were some of the topics covered)

A local rollout of the digital badge in Universal Design for Teaching and Learning was offered to all staff at NUI Galway. To date over 30 colleagues have been awarded the digital badge. NUI Galway now has eight qualified trainers on campus to facilitate future rollouts of this badge within the various Colleges, Schools, Disciplines and Centres at NUI Galway.

A new software tool, Ally for LMS, was launched in March 2020 and has been made available to all staff and students at NUI Galway – the first higher education institution in Ireland to do so. Four online training sessions have been delivered on Ally as well as Ally information sessions for key stakeholders. Stakeholders also took part in Blackboard's 'Fix your content' event for Global Accessibility Awareness Day in May.

To date, there have been over 50,000 downloads of alternative format files and over 3,000 launches of instructor feedback. Ally has also generated valuable institutional-level data that will provide a useful baseline for future accessibility initiatives.

An online resource to support inclusive teaching practice has been developed. This is available on the Blackboard Learning Management System. Self-enrollment is available to all NUI Galway staff. A national symposium on inclusive learning is due to take place on April 7th and 8th 2021.

Inclusive Teaching and Learning; The College of Business, Public Policy and Law: The College of Business, Public Policy and Law is currently engaged in a flagship project to promote an inclusive teaching and learning environment for all students.

Evidence base: The core aim of the project is to improve the learning experience and environment for students. To this end, the project explores the barriers to inclusion that students may experience, and seeks to address these. The project team has conducted online student surveys of all second and final year undergraduate students in the College over the last three years. This continuous monitoring enables the College to identify and address issues. In addition to the three years of survey data, the project has conducted a series of in-depth interviews and focus groups, exploring the experiences of students with disabilities, international/ intercultural students, LGBT+ students, transgender students, and students of both genders (including parents).

Enable and enhance: The project provided training workshops on inclusive teaching and learning and on intercultural conversations. These workshops were heavily informed by the student experience and included initial training in Universal Design for Learning (UDL), which was expanded to include a pilot for the UDL digital badge. The project continues to evolve and is currently developing a wide range of resources to support inclusive teaching practice. Video recordings of student testimonies and teaching exemplars from the Dean's Awards for Inclusive Teaching have been made available for staff training to celebrate and model good practice. Tips for inclusive teaching have been circulated to staff across the College, as have model inclusion statements. The School of Law has incorporated an inclusion session as an addition to its first year induction programme. At the University level, outputs from the first training event were included in a workshop on UDL as part of the CELT PG Cert in Teaching and Learning in semester 2. A Blackboard page with inclusive learning resources has also been developed and made available to staff.

Encourage: The project sought to encourage inclusive practice through the creation of two Dean's Awards for Inclusive Teaching. The awards were established in 2018 and are funded by the College of Business, Public Policy and Law. The aim of the Dean's Awards is to recognise and reward inclusive teaching practice and promote a positive learning environment for all students (including students with disabilities, international and intercultural students, and LGBT+ students). To achieve these aims, the awards highlight examples of inclusive teaching practice that can hopefully be replicated by others.

The Dean's Awards for Inclusive Teaching and Learning comprises two separate awards. The first of these is an Individual Award that recognises inclusive teaching practice by anyone teaching a module in the College. The second award is a Team Award, which recognises inclusive practice by a teaching team, programme, school or unit. Award winners the Dean's Award for Inclusive Teaching and Learning, a digital badge and a monetary prize of €1000 in the form of a teaching development grant. In the first year there were 56 nominations received across both award categories that increased to 78 in year two.

Teaching, Learning, and Engagement in Science & Engineering – a Collective Endeavour: The College of Science & Engineering was formed in September 2019 by the merger of two separate colleges, each with different long-established models of curricular design, teaching approaches, assessment practices, and disciplinary cultures. Under this T&L initiative, funding was obtained to to use the unique opportunity presented by this merger to:

1. Undertake a comprehensive review of teaching approaches and pedagogical frameworks and develop evidence-based approaches, guidelines and policies that provide the College with a framework and roadmap for the enhancement of teaching and learning and for development of student-centric curricula.
2. Support a small number of projects that address common challenges across the College (e.g. laboratory teaching, placements, large class teaching, assessment and feedback, etc). The supported evidence-informed initiatives, selected in partnership with students (and using survey/feedback data), will include staff-development opportunities such as scheduled seminars and workshops and will be designed to have long-term

impact on the student learning experience. We also wish to encourage teaching that empowers students to become highly engaged independent learners.

3. Review and extend the CÉIM peer-assisted learning scheme that has operated in First-Year Engineering programmes since 2013 has been highly effective in this regard. We are therefore proposing that preparatory work required to support a College-wide roll-out of CÉIM, which will be of lasting benefit to students, will be carried out as part of this project.

4. Integrate such initiatives within an overarching framework for professional development (using the national PD scheme) and foster a culture supportive of the scholarship of teaching and learning.

Progress on this project has been severely impacted by Covid-19 but efforts are underway to progress all strands of the project.

Re-Making the Creative Arts Canon, Re-Imagining the Creative Arts Curriculum: This Teaching and Learning initiative aims to bring together more than 100 NUI Galway students at undergraduate and postgraduate level working in Music, Film, Drama, English, and Digital Humanities. Together with partners in Druid Theatre, Irish Theatre Institute, Contemporary Music Centre and Galway Music Residency, the project aims to work together to address the neglect of key figures from the Creative Arts Canon (as performed by arts organisation) and the Creative Arts Curriculum (as taught in universities).

Using NUI Galway's extensive archival collection and other resources, students will identify neglected or forgotten Irish female playwrights and Irish composers creating new editions of those artists' scripts (in English and Irish) and scores, which will be published online and made available to creative arts partners as well as the broader public.

The project has had to adapt its aims under the current COVID-19 restrictions evolving to respond to the current challenges in creative arts teaching and learning by moving to an online and blended model for learning, engagement, and research. A weekly webinar series will be held in 2021 and Festival of New Work is intended to supplement learning in existing modules and offer students the opportunity to engage with re-examining the Creative Arts canon through self-directed new work. It will be presented over the course of the spring semester 2021.

Graduate Attributes Project: A report was produced by CELT that summarised the developments of the graduate attributes project initially led by the VP for Student Experience. The report, the culmination of a funded 18 month project, produced a number of recommendations for the future implementation of Graduate Attributes, many of which fed into the Aspire HCI project. It was approved by Academic Council in 2019/20.

Information and Data Management

Student Digital Pathways Programme: The University has embarked on a programme to significantly improve the processes and technology that are used to manage student data during their time with NUI Galway. We want to keep you up-to-date as we continue to develop and implement changes over the coming years.

Managing student information is essential to the success of any university. As higher education becomes more diversified and complex, we need to ensure that we have the right solution in place that will allow us the flexibility required. The Student Digital Pathways programme is looking at improving the organisation, processes and the underlying technology we use to manage our students' journey at NUI Galway – from recruitment to graduation.

The main project is currently engaging with EduCampus in regard to the framework agreement they awarded to DXC Technology for the design, implementation and ongoing support for a Student Record Management System (SRMS) using Ellucian Banner 9+ technology.

Student Survey: 4,079 NUI Galway students responded to [StudentSurvey.ie](#) (formerly known as ISSE) in 2020 (3,869 in 2019). This number yields a response rate of 38.3% (compared to 37.1% in 2019 and 33.9% in 2018 or to 28.8% Other Universities in 2020 (25.1% Other Unis 2019)).

NUI Galway undertakes the StudentSurvey.ie annually and consistently performs well against other Irish universities in both our participation rates and student satisfaction rates. The StudentSurvey.ie is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. Research shows that students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate. NUI Galway is committed to interpreting and utilizing StudentSurvey.ie data to enhance the experiences of our students. The student experience score remains above/in line with the National Average for the University sector. There was a slight decline in 2019/20, with c.82% of students indicating satisfaction with their experience (84% in 2018/19) and 87% indicating that they would make the same decision to take their course at NUI Galway if they had to start University again (87.8% in 2018/19). The Institutional Research Office prepared a report on the results by college, by programme and by gender which was considered by the Dean of Students and shared with the Vice Deans of Teaching and Learning for each college. Appropriate actions were identified within each college through the Vice Deans for Teaching and Learning.

Public Information and Communication

University Social Media Policy: Acknowledging that social media and social networking are powerful tools, which have become increasingly important and influential communication platforms, [QA617 Social Media Policy](#) was developed and approved by Academic Council. These platforms involve the expression of both personal and professional opinions, and the sharing of links, images and other information, meaning that the lines between the expression of an individual's personal or professional views and those of the University as an institution can sometimes become blurred. The University is conscious of the fact that a lot of the content on social media sites is user-generated, and thus, may pose legal and reputational risks for NUI Galway if such content is inappropriate or illegal. It is therefore important and expected that all employees and students follow the same behavioural standards online as they would in real life. It is also required that the University's values are always followed and respected. The purpose of this Policy is to provide guidance and direction to NUI Galway members (as defined below) when using all types of social media sites on behalf of, or in association with, the University.

Self-Evaluation, Monitoring and Review

Accreditation Recognition: In an effort to recognize the quality review processes that our schools/programmes engage in the Quality Enhancement Committee agreed a system of accreditation recognition through [QA003 Review of Schools](#). Schools with a comprehensive number of programme accreditations may formally request to have all current programme accreditations or internal programme reviews recognised as a substitution for a full School Review. This request must be made to the Quality Enhancement Committee (QEC) before February of the preceding academic year in which the review is scheduled to take place. The request must include the full list of programmes taught in the School and must include the following details for each programme:

1. Name of the accreditation body
2. Accreditation start and end and/or the next review date
3. Details of how and when each programme will be accredited within the next seven years

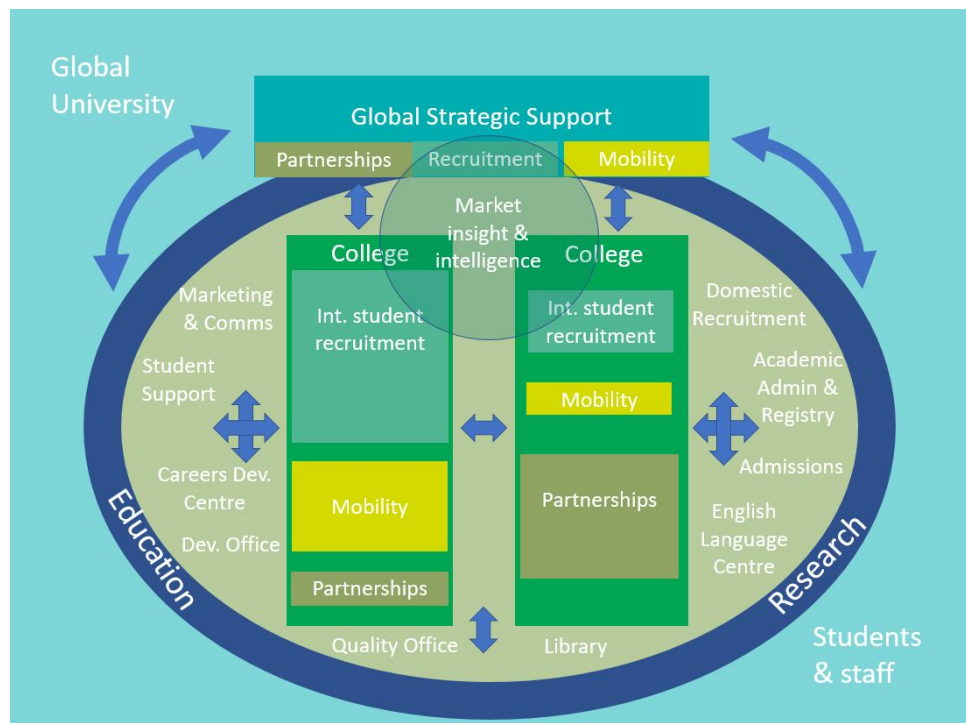
4. Details and dates of the last review and next review for all other non-accredited programmes which must be reviewed under QA006 Review of Taught Programmes. Progression rates and retention rates for the last 3 years for all programmes

Following approval, the School must then submit documentation outlined in the policy. An internal team will be selected to review the School submission and to provide a short review report of their findings. The purpose of this meeting is to ensure that the School is in compliance with all relevant elements of Core Statutory Quality Assurance (QA) Guidelines and internal Policies and Procedures. One year later, the School will provide a Progress Report to the Quality Office. The Head of School will inform the Quality Office if programmes previously listed as accredited lose accreditation status before the next scheduled Quality Review. In this case, the School may be scheduled to undertake a Quality Review sooner than seven years. Two schools, (School of Health Sciences and the School of Psychology) availed of accreditation recognition in 2019/20.

Internationalisation

Global Galway Project: NUI Galway is on a journey to create a more globally diverse, and culturally rich, learning and working experience. The Global Galway Project objective is to create a new and sustainable internationalisation structure with robust processes and collaborative ways of working that will position the university for growth and enable it to successfully maximise future opportunities and respond to new challenges. A global university with a reputation for dynamism, equality and diversity, rooted in our distinct and vibrant region. This project aims to put in place adaptable structures and collaborative ways of working to encourage a culture of internationalisation across the whole of our University.

Over the next 2-3 years the Global Galway Project will put in place new internationalisation structures and encourage a culture that celebrates and values internationalisation in its broadest sense across our university. This will provide a foundation for realising a [vision for a global university](#) in line with the University Vision and Strategy 2020 to 2025.



The Global Galway Project is about building a strong international future for NUI Galway and it marks a step-change in the University's internationalisation ambition. It will create a new and sustainable internationalisation

structure with robust processes and collaborative ways of working that will position the university for global growth. The University Management Team approved the project in December 2020 together with funding for the first of its four phases. Phase 1 runs to October 2021. From late March to end May, there will be a series of workshops and webinars to start engaging staff and students with the project and the global vision. Restructuring of the existing unit will also take place work with stakeholders will take place to design a detailed operating model for the cross-functional teams, including the mainstreaming of international student support services. Work will start in April on a new business model for the English Language Centre (currently part of Commercial Services) and on a proposal regarding the oversight of internationalisation within the governance process. Phase 2 of the project is due to start in November 2021 once the budget for the detailed operating model has been approved. Phase 2 will focus on implementing the approved model.

Key Deliverables of the Project:

- A new global strategic support Unit that will replace the International Office and act as a partner and advisor to Colleges and Professional Units
- Cross-functional teams for recruitment, mobility and partnerships that have new ways of working with clear roles & responsibilities
- A network of partnerships that enables proactive leveraging of opportunities
- Mainstreaming of international student-facing services
- An internationalisation governance framework
- A sustainable approach to funding and delivering internationalization

Project [workstreams](#) have been identified.

Milestones to Date:

Jan 2020: Transformation and Change Project Manager appointed

Mar & April 2020: Stakeholder workshops to define vision and benefits of internationalisation

June 2020: [Internationalisation Principles](#) approved by the University Management Team

June & July 2020: 20+ meetings with key stakeholder groups to discuss the high level operating model

July 2020: High level operating model approved by the University Management Team

November 2020: Cost modelling with senior College staff

Dec 2020: Business case approved by the University Management Team

ENLIGHT: In July 2020 the [ENLIGHT](#) consortium of nine European universities, including NUI Galway, was selected in the framework of the second call for "European Universities", the European Commission's pilot program for new multilateral networks. ENLIGHT, the European university Network to promote equitable quality of Life, sustainability and Global engagement through Higher education Transformation and will receive start-up funding of €5 million. ENLIGHT unites nine universities of Galway, Ireland; the Basque Country, Spain; Bordeaux, France; Bratislava, Slovakia; Göttingen, Germany; Groningen, The Netherlands; Tartu, Estonia; Uppsala, Sweden; and Ghent, Belgium.

The nine ENLIGHT universities have set a common goal to fundamentally transform higher education and to empower existing and prospective students with the right knowledge and skills to become engaged professionals and respond to the major, complex societal challenges of the 21st century. The ENLIGHT network embodies the geographical, cultural and linguistic diversity of Europe, and aims to make full use of this wealth and diversity to offer new, flexible international study opportunities tailored to individual's needs.

Over the next three years, ENLIGHT will pilot new learning formats across five focus themes: Climate Change, Health and Well-Being, Inequalities, Digital revolution, Energy and Circularity. In the long term ENLIGHT wants to create an open space between the nine universities without barriers for learning, teaching and working together. The ENLIGHT project was realised in close co-operation with the student representatives of all ENLIGHT universities, with the student network continuing to play a central role in addressing the needs of current and future student generations.

Integration of Sustainable Development Goals

At NUI Galway we recognise the critical role that universities must play in achieving the Sustainable Development Goals (SDGs) and we are committed to the SDGs at an institutional level. Delivering sustainable development is central to our new strategic plan; *Shared Vision, Shaped by Values*. The Plan presents sustainability as one of four pillars with ten associated Flagship Action across the university mission. NUI Galway has signed the SDG Accord, demonstrating our commitment at an institutional level to embed the SDGs into our education, research, leadership, operations, administration and engagement activities. We affirm our ambitions in sustainability through our NUI Galway Sustainability Strategy. Using our Learn-Live-Lead model we are addressing sustainability from environmental, social and economic perspectives. We demonstrate leadership in the achievement of the SDGs by promoting sustainability scholarship, social justice, human rights and global citizenship as graduate and staff attributes; by embedding sustainability in operations and investments and by building sustainable partnerships with communities. An [overall analysis of NUI Galway's research output](#) aligned to the UN SDGs between 2015 and 2020 was carried out by the Planning & Institutional Research Office in September 2020.

Self-Evaluation, Monitoring and Review

Quality Assurance of Research Activities and Programmes: Per the university guidelines, [QA245: University Guidelines for Research Degree Programmes](#) (2.4.2.1 Annual Report of Research Degree Programmes) each College submitted their annual report, under three main areas;

1. Accounts of feedback from research students and research supervisors for the previous year
2. Yearly Progress Reports Review
3. Comment on Completion Rates and Completion Times for each School

From these reports a *Summary of College Annual Reviews of Postgraduate Research Degree Programmes 2019-2020 and Key Actions* was agreed and presented to Academic Council.

CINNTE Recommendations

The Institutional Review process was a very positive experience for NUI Galway. The Review Findings and Recommendations were welcomed and have been widely shared throughout the university community, from Údarás na hOllscoile, to University Management Team (UMT), Academic Council, Quality Enhancement Committee (QEC) and Academic Council Standing Committee and to all staff and students through the Quality Office website. In response to the report UMT agreed an implementation plan and members of the senior management team are now leading out on the implementation of recommendations and progressing them through relevant committee structures and support units including the Teaching and Learning Committee, Student Digital Pathways Group, Deputy President and Registrar's Executive Group and Academic Council. UMT is monitoring progress periodically and Údarás na hOllscoile will be updated through Academic Council annually.

Since March of this year all efforts across the University have been focused on academic planning and delivery of education to our students. The COVID-19 pandemic has created unprecedented challenges for our university community. It has caused major disruption to teaching, research, service delivery, the student experience, community engagement, recruitment and financial planning, and challenged our core mission to serve our students, our society and our planet. It has forced NUI Galway to fundamentally rethink and change how it delivers on its promise to students. It has rapidly accelerated innovation in some areas and required new ways to overcome disruption in others. The challenges of sustaining the University's mission has taken enormous collective effort, and has demonstrated our people's commitment, flexibility and creativity.

While implementation of some recommendations has been slower than planned due to unprecedented workloads and changing work patterns arising from the COVID-19 pandemic and travel restrictions, momentum has been maintained because in many instances the planned actions are also relevant to the University's response to the pandemic. NUI Galway will continue to prioritise the implementation of all recommendations agreed.

Recommendations

1. That the University consider the future role and development of the Quality Office on the departure of the Director of Quality. It further recommends that the University consider linking the Quality Office with related support services - for example, the Centre of Excellence in Learning and Teaching, where sharing of good practice from reviews and direct developmental activities would be supported.

Update: A proposed forum involving the Quality Office, CELT and the Centre for Adult Learning and Professional Development is currently on hold due to the strain on resources across the board as a result of the COVID-19 pandemic. Collaboration continues through the DPR Executive Committee and various other committees that have now been established to deal with the ongoing challenges posed by Covid-19.

2. That the University consider requiring the Quality Enhancement Committee to report to Academic Standing Committee and onwards to Academic Council.

Update: The Governing Authority now receives a report of Academic Council at each meeting – through Academic Council, Governing Authority will receive regular updates on Quality Assurance processes and reviews.

3. That the University conduct a thematic review on a cyclical basis to consider the main themes arising from School and Programme Reviews as well as from the reports from External Examiners.

Update: A review of current processes and procedures in relation to student feedback is being carried out in conjunction with the Vice Deans for Teaching and Learning in each College. This will initially lead to a review of the current university policy in relation to student feedback followed by a thematic review. Themes arising from External Examiner reports are highlighted by the Director of Quality on an annual basis through the Annual Quality Report to Údarás. The Deputy President & Registrar also reviews External Examiner reports annually and will bring a report on the emerging themes to UMT and to December 2020 meetings of AC Standing Committee and Academic Council.

4. That the University conduct a Portfolio review (particularly at Masters level) to provide a comprehensive understanding of NUIG programme provision (a). In addition, develop comprehensive guidance and application processes for new programme proposals that will drive change in culture and recognition of programme delivery costs and requirements (b).

Update: (a) Phase one of this project involved the collation of data relating to the Masters level portfolio review. This was drafted and presented to UMT in February 2020 presenting an initial set of data analysis collated at a central level. Phase two of the project involved interrogation of this data at college level. Phase three of the project involves modular data analysis and is currently being conducted at College level. This review has been delayed due to the prioritisation of academic planning during the months of March to October 2020. It will resume in November 2020 in conjunction with all four Colleges and will be presented to UMT. The data analysis carried out in Phases 1 and 2 of this project was useful for academic planning purposes in Semester 1, 2020.

(b) Since February 2020 the New Programme Market Research Form has been approved and is now being utilised for all new programmes considered by Academic Council Standing. In addition a sub-group of the Student Digital Pathways programme has produced a draft Curriculum Design Policy which was presented to the Teaching and

Learning Committee for consideration in October 2020 and is now being disseminated to the Colleges for consideration through the Vice Deans for Teaching and Learning. In addition the DPR is at the early stages of developing a new Academic Strategy for the University. A proposed approach, draft themes and correlating working groups were recently presented to Teaching and Learning Committee for consideration. A group will be established to oversee the development of this strategy with initial consultation to take place before Christmas 2020 and the strategy to be completed by Easter 2021.

5. That the University undertake a comprehensive risk assessment in respect of the risk associated with transfer of student data in the development of the new Student Records System.

Update: Procurement of the new Student Records System has been temporarily paused due to COVID-19 restrictions on access to potential vendors. NUI Galway remains committed to procuring a new Student Record System in the immediate short term and will progress with procurement as soon as feasible in AY2020-21. A full risk assessment of all aspects of the project, including the data transfer, will be completed once the contract has been awarded and prior to implementation.

6. That the University develop a Research Communication Strategy and incorporate a register of IPs to ensure that industry is aware of activities and potential areas of collaboration.

Update: A draft Research and Innovation Strategy has been completed. This will be finalised in Q1 2021 when a new VP for Research is appointed. A new communications plan will be completed following on from the adoption of the Research and Innovation Strategy. Technologies for commercial license are promoted through the Innovation website and the INPART platform.

7. That the University establish ongoing annual monitoring (beyond the 12-month period) of School review outcomes to assess progress, this could be achieved through the annual operational planning cycle.

Update: [QA007 Operational Plans- Academic Units](#) was updated and approved by Academic Council in Oct 2020 to include ongoing reporting on IRRP Research Review Action Plans and from 2020-21 onwards, major actions from School Quality Reviews will also be included.

8. That the University develop a system to mainstream projects that are successful and demonstrate impact (for example CÉIM and the Academic Writing Centre) to manage the increasing numbers of students and complexity of issues (International, widening access, disabilities, mental health) and that the University continues ongoing monitoring of the resourcing of the Counselling Service.

Update: With the withdrawal of the Strategic Fund due to Covid-19 revised funding submissions were made to UMT for current academic year only to ensure continuity of service. Following initial analysis of all three programmes, it is now proposed to look at mainstreaming the programmes on an individual basis (not collectively in one central system). The importance of these programmes is evident now more than ever and benefits of successful engagement with students and monitoring of same is crucial to the continued success of our students.

Regarding the University's Counselling Service, the Director of Student Services meets with the Head of Student Counselling weekly and monitors the resources. NUI Galway was successful in gaining funding of €313,000 (€163,000 of which is recurrent) from the HEA re wellbeing and mental health. A counsellor has been recruited and Student Counselling are currently recruiting a panel of additional part-time and full-time counsellors. Covid-19 has had a negative impact on the mental health of many students and Student Counselling have been a key partner in the NUI Galway working group that oversee the implementation of the recent National Student Mental Health and Suicide Prevention Framework. This whole-university approach will support the work of Counselling as it aims to embed mental health across the whole university.

9. That the University develops an explicit Implementation Plan to accompany the next Strategic Plan, one in which each target is assigned a clear owner, and each plan is given the resources to deliver.

Update: In March 2020, the Director of Strategy Implementation was appointed to the Office of the President. The Director of Strategy Implementation will work with the President and University Management Team to implement, monitor and review targets/actions of the strategic plan, via the operational planning processes across all Colleges, Schools and Units.

During the COVID-19 emergency, the Director of Strategy Implementation was diverted to provide urgent support to internal communications.

Although the development of unit strategies continued during this time, additional strategic planning processes were paused to give Schools and Units the necessary space to adapt to the new context post-COVID-19. School operational plans are now being drafted, each College is in the process of developing a college level strategy and the following unit strategies are currently in progress:

- Diversity and Equality
- Research and Innovation
- Sustainability
- Global Galway
- Straitéis don Ghaeilge
- Academic (Teaching and Learning)
- People

A dashboard of macro-level KPIs to monitor strategy implementation for each value at an institutional level was devised in consultation with the Strategy Advisory Group, University Management Team, Academic Council and Governing Authority. Each individual Flagship Action will also require its own dashboard indicating performance and achievement across the range of targets.

Implementation will be measured through a balanced scorecard of metrics, staff/student engagement, new initiatives, internal process innovation, training, etc.

10. That the University develop a comprehensive and sustainable transition and support arrangements for International students that will have capacity to meet the projected increased demand.

Update: A project led by the Director of Student Services is being undertaken to look at and improve international student access to services on arrival. This will include looking at current transition and support arrangements and will identify gaps.

2.1 Initiatives within the Institution related to Academic Integrity

The Library's [Academic Skills Hub](#) continues to support all NUI Galway students to develop the key skills required for academic success. The Academic Skills Hub:

- Provides brief introductions to, and top tips on, eight key academic skills, as well as some information to help get started.
- Offers advice and resources for studying in the online learning environment.
- Links to a range of additional sources of support for students, including Library resources and academic skills workshops.

The Hub offers [support to students](#) and a useful [Library Guide to Academic Integrity](#).

Information provided to students was significantly upgraded to reflect the pivot to online due to COVID, with a number of webpages to support key approaches to study online through CELT. An online lesson was also developed which incorporated aspects of academic integrity.

Issues of academic integrity and plagiarism continue to be part of the core content in the assessment module of the PgCert in Teaching and Learning and the Pg Dip in Academic Practice.

Research Integrity: Since June 2018 the Research Office has been delivering Research Integrity training as part of the national pilot programme and in order to meet mandatory funder requirements. So far, approximately 700 academics, researchers and postgraduate (research) students have completed integrity training.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Strategy implementation and operational planning	Implementation of the University's strategy will be a priority for NUI Galway in the upcoming reporting period in line with the recommendation of the CINNTE Review. Colleges, Schools, Research Institutes and Units will show through operational planning how they will support the achievement of commitments and flagship actions. Operational planning is already well established in the University systems will evolve to align operational goals with the four core values of the plan. A Guidebook to Embedding our Strategy in College Plans and Unit Strategies has been developed to assist units in planning to support the implementation of this plan and QA007 Operational Planning – Academic Units has been updated to take account of recommendations arising from IRRP and School Reviews, also in line with recommendations in the CINNTE Review. The Director of Strategy Implementation will work with units to ensure delivery of the overall strategic goals and will bring focus to these goals with a set of KPIs to be agreed during the upcoming reporting period.
2	Development of a new Academic Strategy	The new Academic Strategy will align with the University Strategy 2020-25 and will succeed the current Learning, Teaching and Assessment Strategy (LTA) 2017-2020. Key Principles/themes were established by the Teaching and Learning Committee and the Strategy will incorporate a concrete implementation plan and associated timeline. The Strategy Development Steering Group is being chaired by the Deputy President and Registrar. Academic Strategy Principles/Themes

		<ol style="list-style-type: none"> 1. Curriculum & Learning Design - flexibility, assessment, crossover modules, additional micro qualifications, RPL, Responsiveness to Demand (processes for approval and withdrawal of courses) learning design, teaching approaches, etc. 2. Core Values (including Equality & Sustainability) and Graduate Attributes – to include student success, engagement, participation, partnership 3. Teaching and Learning Environment – physical and digital, Learning Commons, technology infrastructure and key technologies 4. Professional Development of Lecturers and alignment with research 5. Quality/Monitoring/Review
3	IRRP	<p>Planning will begin for IRRP 2023 in accordance with QA004 Review of Research Performance. IRRP 2023 will be a continuation of the assurance of the quality of research. The review will be facilitated through the Quality Office.</p>
4	P&P Repository Project	<p>The University has adopted a policy for documenting all policies and procedures. All major policies, procedures, regulations and guidelines are made available by various units across the University and guide the behavior of University staff and students when implementing key University processes. Policies and Procedures are typically documents but may also be manuals, webpages and forms and should be reviewed and revised, if necessary, at least once every seven years. In April 2020 the Quality Office undertook a review of compliance with the implementation of QA002. Following on from this and from discussions at Quality Enhancement Committee it has been agreed that the Quality Office will lead out on a project to enhancement the Policies and Procedures Repository. The aims of the project include:</p> <ul style="list-style-type: none"> - increasing visibility of the repository for all users - improve the usability of the repository for policy owners and for those accessing and using policies - Review and improve compliance with QA001 Quality Assurance and QA002 Policies and Procedures <p>A working group will be set up to deliver the project that will report to the Quality Enhancement Committee with appropriate representation from ISS, Quality Office, Schools/Colleges.</p>
5	Global Galway Project	<p>NUI Galway is on a journey to create a more globally diverse, and culturally rich, learning and working experience. The Global Galway Project objective is to create a new and sustainable internationalisation structure with robust processes and collaborative ways of working that will position the university for growth and enable it to successfully maximise future opportunities and respond to new challenges. A global</p>

		<p>university with a reputation for dynamism, equality and diversity, rooted in our distinct and vibrant region. This project aims to put in place adaptable structures and collaborative ways of working to encourage a culture of internationalisation across the whole of our University.</p> <p>Over the next 2-3 years the Global Galway Project will put in place new internationalisation structures and encourage a culture that celebrates and values internationalisation in its broadest sense across our university. This will provide a foundation for realising a vision for a global university in line with the University Vision and Strategy 2020 to 2025.</p>
6	Learning Commons Project	<p>The University was successful in a bid for €15 million under the Government’s Higher Education Strategic Infrastructure Fund (HESIF) in August 2019, informed by a feasibility study completed in 2014. The University has committed to funding a €39M project, envisaged in the institutional strategy to 2025 as “A new Library, incorporating a Learning Commons that encourages and supports new forms of learning and engagement”. The ambition is to create an inspirational, welcoming, high-tech space of learning and creativity, providing access to the latest learning technologies as well as to the world’s knowledge alongside expert staff help, while bringing disciplines together to enable interaction, discovery, innovation, and new partnerships. Planning and design are under way and the intended timescale is that construction will commence in 2022.</p> <p>The Library building transformation project holds the key to realising a stimulating learning environment. Library staff will partner with others to design a place of community, intellectual and social, for the University. Its vital components will be ubiquitous technology, facilities for collaboration, diverse and versatile spaces to meet a variety of needs, high levels of comfort, accessible support, appropriate staff accommodation and generous opening hours. An extensive consultation process is underway.</p>

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Bursar's Office	March 2022	2014/15 (S)
Marketing and Communications Office	March 2022	N/a
School of Computer Science	March 2022	2016/17 (R)
School of English and Creative Arts	March 2022	2015/16 (R)
School of History and Philosophy	March 2022	2015/16 (R)
School of Languages, Literatures and Cultures	March 2022	2017/18 (R)
School of Natural Sciences	March 2022	207/18 (R)

(R) = Research Review; (T) = Teaching Review; (S) = Service Review

3.2.2 Reviews planned beyond Next Reporting Period

Details of all upcoming reviews can be found [here](#).

4.0 Additional Themes and Case Studies

Theme identified by QQI for this reporting period: Response to Emergency Situations/Covid-19 Pandemic

Since March of 2020 all efforts across the University have been focused on academic planning and delivery of education to our students. The COVID-19 pandemic has created unprecedented challenges for our university community. It has caused major disruption to teaching, research, service delivery, the student experience, community engagement, recruitment and financial planning, and challenged our core mission to serve our students, our society and our planet. It has forced NUI Galway to fundamentally rethink and change how it delivers on its promise to students. It has rapidly accelerated innovation in some areas and required new ways to overcome disruption in others. The challenges of sustaining the University's mission has taken enormous collective effort, and has demonstrated our people's commitment, flexibility and creativity.

In late January, and with the support of other colleagues, a sub-group of UMT was formed to prepare for the impact of the virus. At the outset it was agreed that the University would at all times follow the advice of the HSE and Government departments in its response to the virus.

On March 12th NUI Galway closed its campus for teaching activities and all events, following Government advice, and instructed students to return home where advisable and act on the HSE advice to minimise the spread of the virus and the following actions taken:

- Staff were asked to work from home wherever possible and to follow the advice of the HSE in relation to hygiene and social distancing.
- The Library and other facilities were also closed in line with Government advice.
- Students studying abroad or on placement overseas were advised to return home safely with immediate effect and to comply fully with HSE protocols and advice on their return.
- Students on placement in Ireland were advised to follow the official advice given wherever they are on placement and advised that any student who, for whatever reason, feels unable to complete their placement would be facilitated with alternative academic work by the relevant unit.
- All medical students were instructed to remain off clinical placement (both hospital and community) until Monday 30 March. The only exception applied was to 4th year Nursing and Midwifery intern students who are to remain in placement.
- Students were advised that examinations in halls would not take place in May and that all academic units were to prepare for the delivery of assessments by alternative means allowing consideration where, for the purposes of professional accreditation, particular modes of examination were required.
- Postgraduate Research students were encouraged to make contact with their supervisor.
- No new research experiments were permitted to commenced during this time.

The majority of Irish students returned home to their families. International students were advised to go home where possible but over 1,000 international students remained in Galway and were being supported by the Chaplaincy Support Team, Students Services and the International Office. These units provided much needed pastoral and practical support to students.

Any remaining students who lived in campus accommodation were moved to Corrib Village. Students who were having difficulty accessing private accommodation, and a small number of students in Direct Provision, were also moved into Corrib Village for safety.

Online teaching began on March 23rd following substantial, collective efforts by colleagues in particular, CELT, Examinations, the Library and ISS who supported the move to teaching and assessment material online. The last three weeks of teaching in Semester 2 2019/20 was delivered online. This involved substantial technical support, training workshops and time to achieve a satisfactory result but a full teaching term was delivered with minimal interruption.

Lectures were delivered via [Blackboard](#) for the remainder of the semester. The majority of modules had a Blackboard page with relevant course material for the coming weeks uploaded. Lecture notes, Powerpoint presentations and videos were uploaded and further material was delivered by recorded video or live lecture via Blackboard Collaborate on the relevant Blackboard pages.

Supports were put in place for students, lecturers and school administrators:

- Helpful guidance on adjusting to Online Learning has been provided by the Centre for Excellence in Learning and Teaching (CELT) at the following links: [10 Points to Remember when Learning Online](#) and [Getting Started with Online Learning for Students](#)
- For lecturers and School administrators: The [CELT Sharepoint site](#) provided support to help deliver classes online.
 - [Preparing for Online & Blended Teaching](#)
 - [Learning Technologies](#)
 - [Online exams and assessments](#)

Sharing information

In dealing with the abrupt changes to work and studies caused by the COVID-19 emergency, the importance of sharing up-to-date, reliable and relevant information with our University community was quickly recognised. New web pages and email accounts were created and new working groups created where needed.

Regular communications with staff and students were vital in this early stage of the pandemic. [Weekly communications from the President](#) provided up to date information and support for staff and students and also outlined the University's roadmap for managing the pandemic. A [University Alerts website](#) was used extensively as well as the [Staff Calendar](#), [Student Calendar](#) and our [Virtual Events webpage](#).

Reasonable Accommodations

Advice was offered to students regarding NUI Galway's legal obligation to provide reasonable accommodations to students with disabilities under Equal Status legislation. Students and staff were advised to discuss any required accommodations in semester 2 assessments at the earliest possible stage and to direct any disability-related queries to the student's Disability Advisor.

Fully remote year end assessments

All end of semester examinations moved to online and remote assessment. The Revised Exam Timetable was made available [online](#) on March 27th. Only two exam slots per day were scheduled with efforts made to ensure that in most cases students might have only one scheduled assessment per day. Assessments took a variety of formats including online examinations run through Blackboard, Multiple-Choice Questions via Blackboard, take-home open-book exams, presentations delivered remotely via video, and more.

Scheduling of Examinations and Alternative Assessments

Schools were asked to identify which modules required scheduled examinations and which were being switched to alternative forms of assessment (most typically submission of an extended essay or report). The final breakdown was as follows:

Total number of timetabled modules:	526
Proceed with timetabled examination:	300
Switch to alternative paper/format:	226

Of those choosing timetabled examination slots, 59 were MCQ-type tests, and 241 other forms.

Student Support

As students began to prepare for year-end exams, guidelines for remote and alternative assessments were provided to all students including:

- The student's responsibility to ensure access to the necessary technology to complete their assessment. Students were advised that if they had difficulty accessing the required technology to notify their Module Leader.
- Students were advised to test access to Blackboard and any relevant software on their home computer/laptop prior to the scheduled examination slot.
- Students were advised to avail of test runs organized by module leaders
- For timed online assessments, students were required to log in to Blackboard at least 15 minutes before the commencement of each assessment.
- Each timed assessment was no more than two hours long and where required to write an essay and subsequently upload it to Blackboard, an additional 15 minutes was added to the time allotted for the examination for the purpose of uploading the assignment. Where students were required to scan (using mobile phone or hand scanner) drawings/diagrams completed during the examination, and upload to

Blackboard, an additional 30 minutes was added to the time allotted for the purpose of uploading the assignment.

- A contact email and phone number was provided for students who encountered difficulties when uploading your assessment material.
- Students were advised to adhere to the highest standards of integrity and honesty when completing assessments at NUI Galway. It was also advised to students that Module Leaders reserved the right to follow up with a student by interview if there was any concern in relation to the integrity of the assessment. Any irregularities of conduct were to be reported to the Exam Security Group as provided for in 'Procedures for dealing with [Breaches of Examination Regulations](#)'.

A central online hub was created for all support and guidance on online assessments, on technology-related queries and on general student supports: <http://www.nuigalway.ie/student-life/student-support/>

The [Student FAQs](#) section on the University Alerts webpage also provided detailed information regarding exams.

Support & Monitoring of the Exams

Training: For those modules in which 'online timed examination' had been selected, there were four basic examination formats which were to be used: (a) an MCQ (or similarly, automatically graded) type test using *Blackboard's Test tool*; (b) the completion of a typed exam paper during a scheduled 2 hour slot, typed in Word and uploaded as a *Blackboard Assignment*; (c) the completion of a typed exam paper during a scheduled 2 hour slot, typed in Word and uploaded as a *Turnitin Assignment* (via Blackboard); (d) the completion of a handwritten (e.g. equations, diagrams, calculations) examination paper which is then scanned and uploaded as a *Blackboard Assignment*.

For each such format, CELT provided detailed instructions regarding set up, appropriate options to choose, and likely issues to anticipate or prepare for. These were based on extensive testing of each format (including tests involving low-bandwidth, network disconnection, different phone apps for scanning, etc) and also formed the basis of a series of online training sessions throughout the weeks up to the exam period (multiple workshops were provided per day). All module leads were asked to ensure that their students had a test run of the selected exam format to identify and iron out any issues.

In addition, recognising the particular challenges for students of the 'scan and upload' format, a test module was created on Blackboard which would allow students to try out this method at any time. With assistance from the Deputy President and Registrar's Office and the Library, in addition to CELT, any student who uploaded (or attempted to) sample materials in to this test module was given individual feedback on how to improve the quality of their scan, or reduce the file size, try out different apps, etc. This was available throughout the exam period and there were over 800 such uploads.

Monitoring: Throughout the exam period a monitoring and review process was put in place by CELT:

- At the start and end of each day, the status of Blackboard and Turnitin's services were monitored and any issues noted and communicated to those module leads who had exams scheduled.
- The CELT Admin and Director sent an email to each listed module lead who had an exam scheduled on a particular day. This was done 7-10 days in advance of each exam, and issued on a rolling basis across the whole period. The email asked if they required any support, training, or advice for running the exam. Those who requested support were connected with a member of the CELT team to assist.
- On each day of the exams, an email was sent out at 12 (after the 30 mins upload time has completed) to all those staff who had exams scheduled for that slot (9:30-11:30), asking for a quick feedback form to be completed. This was done again, each day at 5pm (after the afternoon exam slot). The data was collected by CELT in an MS Form and all respondents were sent an individual email replying to any issues they might have raised, offering suggestions for their next exam, seeking more information, or simply thanking them.

- 181 responses were received covering 200+ exams (some reported for multiple modules in a single report form) when including other additional emailed reports.
- 60 % tick the option that 'students reported technical issues'. 94% of these affected/were reported by a small number/proportion of the class (in many cases this was stated as 1-3 students). Only in 2 reported cases were *all* the students affected by an issue of some sort. The commonest reports were around broadband connectivity and difficulty uploading files (mainly scanned exam answers).
- Of the staff, 90% reported that they had no technical issues themselves with the exam.

Emergency Policy Revisions

The supplementary Marks and Standards sought to balance the principles of support, integrity and flexibility for students thus ensuring students were not disadvantaged during this challenging time. Links to the relevant documents can be found here:

- [QA228 - Fulltime Undergraduate Marks and Standards](#)
- [QA236 - Postgraduate Taught Marks and Standards](#)

An Emergency amendment was made to [QA005 - Role of External Examiners – Taught Programmes](#) to set out that external examiners would conduct their duties remotely. The amendment also set out that the module leaders would make available to external examiners, the planned alternative arrangements. Guidelines on the secure transmissions of exam scripts to External Examiners were provided by ISS.

QA286 Anonymous Marking: This policy did not apply during the summer of 2020.

QA229 [Emergency Exam Regulations](#) for Online Exams were developed to reflect the move to online and alternative assessments.

Breaches of Exam Regulations: Module Leaders reserved the right to follow up with a student by interview if there was any concern in relation to the integrity of the examination. Any irregularities of conduct were to be reported to the Exam Security Group as provided for in [Procedures for dealing with Breaches of Examination Regulations](#).

Protocol for Module Leaders for the Conduct of Online Interviews where breach of exam integrity is suspected:

The following protocol for Module Leaders has been set out and should be followed by all Module Leaders in relation to follow up interviews with students where breach of exam integrity is suspected. Protocol also requires the Module Leader to fill the following form when referring cases to the Exam Security Group. Protocol and Form for Module Leaders can be found [here](#).

Examinations

The University's first ever online-only exam session was held on April 20th. Examinations ran for an extended period of four weeks. The final year examinations for Medical students was brought forward by a number of weeks and these students subsequently graduated via an virtual conferring ceremony on April 6th. The remainder of the exams ran from April 21st to May 15th, with the release of results delayed by a couple of weeks to allow more time to accommodate the greater complexity in the exam format. Almost 18,000 assignments were submitted online prior to the exam submissions deadline.

Accrediting and Professional Bodies

Significant issues were encountered with regards to placements, both in terms of meeting professional requirements in order for students to graduate, and completing academic year requirements in order to progress satisfactorily to the next year of study. Challenges were also encountered in terms of exam and assessment

requirements. Schools and disciplines worked closely with their relevant professional and accrediting bodies to address the challenges. In the case of Speech and Language Therapy a sector approach was also taken and the following actions taken ensure students meet all requirements:

- Final year students in this discipline had their third block of placement cancelled in April 2020. To address this students returned on September 1st and completed their Objective Structured Clinical Examination (OSCE).
- HEI practice education teams have devised alternative, innovative models of delivery of clinical education for students, to enable them to acquire the necessary competences and meet CORU criteria and standards for registration.
- The SLT education programmes have developed a joint framework that has identified the clinical competencies which may be learned via simulation or clinically-related work that does not require face-to-face contact with clients.
- [Telehealth placements](#) are being used to ensure students are required to complete their practice education training through clinical placements.

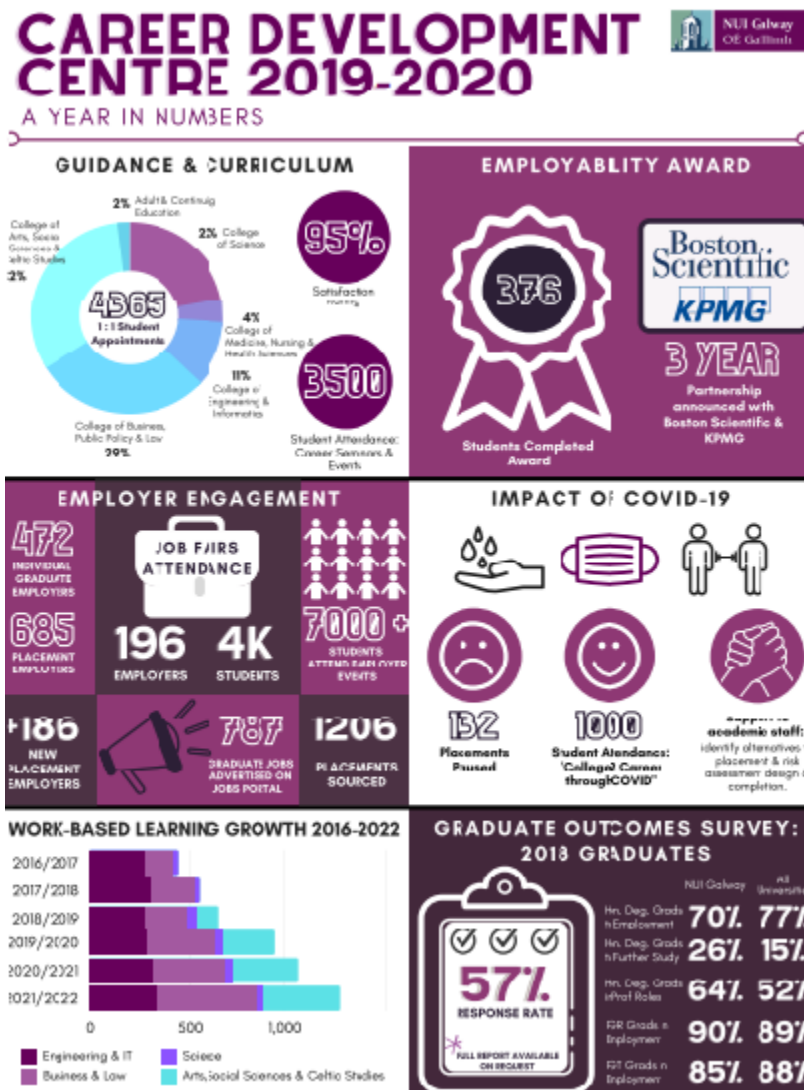
Supports for students

The wellbeing of our students remained the primary concern and focus from the outset of the Covid-19 pandemic and every effort was made to provide pastoral and academic support. Student Services provided important services remotely and developed new supports focused on students' needs during the COVID-19 crisis. These included pastoral care for students who were isolated and away from home, online Q&A sessions for students, supports for students with anxiety and mental health concerns, additional exam support for students in need of support, tailored advice for students with accommodation and finance worries, the delivery of careers modules online, and online awards ceremonies to mark our students' achievements.


Some of these supports included:

- **Student FAQs:** The [Student FAQs](#) section of the University Alerts page was updated with very valuable information on a whole range of topics, including [Online Assessments and Remote Learning](#), and [Health and Wellbeing](#).
- **Mindfulness:** The University's Mindful Way team offered online [mindfulness shared practice](#)
- **Student Call-out Campaign:** Student Services, Sport Unit, the International Office and the Career Development Centre ran a Student Call-out Campaign making thousands of phonecalls to students to ask how they were and see if they needed any support.
- Established **Student Welfare Group** to coordinate student support
- Developed on extensive online material including Health and Wellbeing FAQs; hosted a series of live Q & A sessions on themes such as accommodation, positive mental health.
- **Weekly emails from Dean of Students**
- **Surveyed** all students in May and November 2020 re: their academic experience and wellbeing. Survey responses reported widely, enabling NUI Galway to address emerging issues, and inform practice.
- Doubled the **financial support** for disadvantage students in the Financial Aid Fund (with the support of the HEA) and created an Emergency / Hardship fund for international students. Financial counselling provided. Extensive support given to vulnerable groups students e.g. Direct Provision moved to free campus accommodation.
- Quadrupled the number of **student mentors** on the ATS Mentoring Programme (for first year UG students).
- The Access Centre coordinated the **Laptop Loan Scheme** (HEA) with 991 laptops for disadvantaged students supplemented by an **emergency laptop loan scheme** for other students (coordinated by Chaplaincy and the Library)
- Provided a programme of online, bespoke events offered for **mature students**.


- Additional supports provided for **students registering with a disability** including occupational therapy and Assistive Technology
- Provided an **on-campus Orientation** for first year students. All first year students had the opportunity to come on campus for one day to participate on a programme aimed at academic, wellbeing and social engagement. 90+ ambassadors met with small groups of students for scheduled campus tours. Over 3,000 completed Active Consent training etc. On campus orientation was supplemented with five **online themed weeks**.
- **Student ambassadors worked over semester 1** on campus – providing a friendly face; they gave directions and were a mobile source of information.
- **Societies** organised 479 virtual events; host a virtual help-desk; organised a society engagement award to encourage student participation; provided training modules including COVID-19 training, Sustainability, Finance & Accommodation, Online Safety, Extracurricular opportunities. 2,946 new members joined this year. 500 ‘Elf Care’ packs posted to students pre-Christmas.
- The **Career Development Centre** developed new online modules on CVs and Interviews; invested in an AI powered platform to review CVs; developed Visa FAQs for international students; developed guidelines for employers to hire students for remote placements and to support employers in creating virtual placements; delivered Virtual Graduate Job fair with 90+ employers, 1240 active student participants and 5,390 online conversations.



- **Counselling:** Student Counselling supported the development of NUIG 50808, a free and confidential 24/7 text response service available to any NUI Galway student or staff member experiencing a crisis of any kind such as relationships, loneliness, job loss, money, assault, high anxiety or low mood. Additional counselling was available throughout the year, workshops on wellness and resilience, commenced recruitment of a panel of specialist counsellors. The [Counselling website](#) also provided a list of useful online self-help resources that could be accessed at anytime.
- **Chaplaincy** provided a physical presence on campus since March 2020 and organised welcome calls for over 3,000 individual first year students prior to the academic year and again in late November. *Seas Suas*, a bystander training initiative for students on empathy and wellbeing was made available online. The Chaplaincy Support team were available throughout the exam period to support students Monday - Friday 8:30am to 5:30pm by phone or by emailing examstress@nuigalway.ie where video calls could also be arranged.



Chaplaincy & Pastoral Care Centre





NUI Galway
O'É Gaillimh


The **Seas Suas Programme** is an empathy, well-being & bystander intervention training programme established and provided by the Chaplaincy Centre in NUI Galway.

The aim of Seas Suas is to help students become more aware of common issues, effective helping practices, and to encourage them to be more proactive in helping others. Themes explored include:


- Attitude, Motivation & Social Responsibility;
- Active Listening & Crises Communication;
- Mental Health, Well-being and Resilience;
- Suicide Prevention, Awareness & Resources;
- Alcohol & Drug Awareness; • Consent;
- Cyberbullying & Internet Safety; • Psychology.




 **500** Students trained each academic year

 **94%** 'Overall Helpfulness' of the programme*

Through weekly interactive lectures, students will gain greater knowledge about challenging issues, ways in which to respond, and the corresponding supports. These include strategies and skills for effective helping, such as active listening and referral through safe intervention.






Ongoing research of Seas Suas is in partnership with the **UNESCO Child & Family Research Centre**

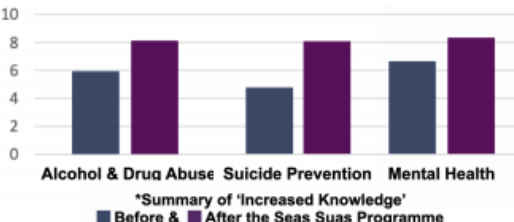
'Recommend to a friend' rating* of:

99%



Seas Suas helped me to break the barrier from just being a bystander. Now, I will act if I see someone struggling be it a stranger or a friend. Now I have the tools to do it whereas before I did not know what to do.

- Anonymous Student Participant*



Topic	Before	After
Alcohol & Drug Abuse	6	8
Suicide Prevention	5	8
Mental Health	7	8

Conferring celebrations

Virtual conferring ceremonies were held for the [School of Medicine Virtual Conferring](#) and the [Postgraduate Research Virtual Conferring](#) on the University's YouTube channel in April. Due to the ongoing Covid-19 restrictions virtual [ceremonies](#) were also held for summer conferring.

A Roadmap for Reopening and Planning for Academic Year 2020/21

Planning began in April of 2020 for the Academic Year 2020/21. [Revised dates for the Academic Year 2020/21](#) were announced by the Deputy President and Registrar in early May. These included dates for teaching, exams, inductions and school placements.

The Government published a [Roadmap for Reopening Society and Business](#) and it was agreed that the return to campus activities would be phased in line with their schedule for lifting restrictions. Three groups were put in place to guide this planning process:

- **Academic Planning Group**, chaired by Professor Pól Ó Dochartaigh (Deputy President & Registrar)

- **Research and Innovation Committee**, chaired by Professor Lokesh Joshi (Vice-President for Research & Innovation)
- **COVID-19 Reopening Operations Group** chaired by John Gill (Chief Operations Officer) comprised representatives from across the Colleges, research and support services and with inputs from the two committees planned the phased reopening of NUI Galway in line with government guidelines and mindful of ongoing health and safety requirements. This group became subdivided into a number of subgroups that met separately to deal with specific issues, while the full group met weekly. Subgroups included were:
 - Staff
 - IT
 - Buildings
 - Behavioural Change & Communications
 - Student Residences
 - Health and Safety
 - Student Wellbeing

The key focus initially for this group was the phased return of research activity and the reopening of research buildings and facilities. Leading into Academic Year 2020/21, the focus was on allowing other activities and buildings to open to facilitate the return to teaching and the beginning of Semester 1.

The **Business Continuity and Financial Planning Sub-group** was also put in place to address the challenge of ensuring the financial stability and sustainability of the University. The group was chaired by the Deputy President and Registrar and its aim was to assess the financial impacts of Covid-19 and advise on how to mitigate against them.

Research

The first research building re-opened on June 8th. All resources pertaining to a safe return to campus were shared on the [Return to Work Safely](#) sharepoint. Buildings continued to open on a phased basis from that date. [The Building Reopening Roles](#) document outlines the Building Liaison Manager, Local Covid Coordinator and Unit Leader in each building. All staff returning to campus were required to complete the online [Central COVID-19 Induction Training](#) and to follow the processes set out in the Return to Research protocol for researchers and the Return to Campus Safely protocol for all other staff.

Academic Planning Group

The **Academic Planning Group** (APG) chaired by the Deputy President and Registrar, began work in early May 2020 on preparing for the Academic Year 2020-21. The APG is the Teaching and Learning Committee, enhanced with additional members from across the University. Guiding principles were developed by the group, and sub-groups formed to develop strategy in key areas as follows:

1. **Pedagogy & Technology** (Learning Design & Technology)
Scope: Combine learning design and technical elements of this such as current and related tools required for online course delivery and solutions for lab based teaching.
2. **Student Experience and Supports**
Scope: Address how supports will be provided for students engaging with online learning and remote access to services.
3. **Physical Resources** (Campus access)
Scope: Address all considerations for campus access. The group may connect with Reopening Campus Planning Group chaired by the Chief Operating Officer also dealing with the issues around campus access
4. **Resource Planning**
Scope: Assess resource requirements to include costings, staffing, and materials (technical, library, licensing etc.) online exam proctoring plus consider any policy issues arising (e.g. sectoral policy on capping deferrals).

Academic Planning for AY 2020-21 – Guiding Principles

The following guiding principles were developed by the group and approved by Academic Council.

The University is committed to delivering on its academic mission, despite the challenges that this will entail. In doing so, we will be guided by the key principles below, acknowledging always that all activities will be subject to any changes that may follow from public health advice.

1. Programmes and modules will be designed, delivered, and assessed at the normal high standards expected of a University level education, and with appropriate support and encouragement we would expect students to be able to fully engage academically with their chosen disciplines. This will ensure continuity and consistency of learning outcomes and to protect the University's reputation for high quality education.
2. Programmes and modules will be designed, delivered, and assessed on the basis of their intended learning outcomes, with methods and content selected to best adapt to the current situation whilst ensuring maximum levels of student engagement and learning. This will require flexible and multiple modes of teaching and learning, using best practice in online and blended delivery, and appropriate mix of synchronous and asynchronous learning. Such re-design may require re-structuring or re-sequencing of topics within programmes and modules but this will not impact on the overall achievement of the stated learning outcomes.
3. Academic units will be open and transparent about changes to the structure and delivery of modules and courses, and about changes in assessment modes. These should be clearly communicated to all stakeholders in a timely manner.
4. All academic units will, where appropriate, engage with professional accreditation bodies to ensure that no jeopardy to the validity of qualifications arises. This is particularly the case for courses that have a significant practical, laboratory or fieldwork component.
5. Academic units will work with students to ensure adequate academic support and timely response to questions and feedback on assessments, recognising the vital role of clear communications and regular contact in successful implementations of online and blended learning.
6. Academic units will set clear expectations about engagement levels required, online and on campus where appropriate, for each module. Engagement levels will be monitored and supported.
7. Professional Support units will endeavour to provide the same level of support for the University population as existed before and where appropriate and feasible adapt services for the context of supporting students and staff in virtual environments.
8. When transitioning to online teaching and learning, accessibility needs and engagement/participation requirements will be taken into account by academic units to ensure all students are fully included as members of the learning community.

Planning details for delivering teaching and assessment in Academic Year 20/21

A: Pedagogy & Technology

1. The approach will be to plan for the entire AY 2020-21, changes may be implemented in Semester 2 if the circumstances change but that the default planning for the moment should be for blended/online
2. All modules/lectures to be adapted for online offering
3. Programme teams should look for opportunities to provide on-campus teaching (e.g. small groups/labs/practical classes/performance) within the appropriate public health guidelines
4. All first year students to have a personal advisor, to ensure progress is being monitored and to promote ongoing engagement. This role to be defined and to be coordinated with existing CÉIM activity where possible.
5. All modules to be clearly signposted for students from teaching (delivery) to assessment
6. Schools and Programme teams should aim to strike an appropriate and optimal balance between synchronous and asynchronous learning, reflecting the need for flexibility, ensuring access for all students to learning materials, and to make best educational use of the available technologies and resources.

7. Prioritise on-campus, small-group teaching for certain cohorts such as first years, Final years and PGT Masters students while also considering the needs of international students
8. Field work – Disciplines to outline needs and requirements
9. Placements – Registrar to feedback following meeting with VP International
10. Assessments – Schools, Disciplines, and Programme Teams should determine the appropriate forms of assessment, with the stipulation that there will be no end of Semester examinations for Semester 1 for first years. Alternative forms of assessment or online examinations will be used until it is safe to return to on-campus exams
11. When modules are being adapted to suit online/blended delivery the needs of diverse learners should be borne in mind and materials developed should acknowledge the principles of Universal Design for Learning (UDL). Guidance will be available for this in addition to support from the Blackboard Ally tool.

B: Student Experience & Supports

1. Orientation – agreed first year orientation to start on 21st September
2. PGT timeline as follows: Orientation 21st September 2020; Teaching 28th September 2020; Dissertation submission 17th September 2021
3. Accommodation is a major factor when establishing parameters so it was agreed that any communications with students should advise that they should book accommodation emphasising at all instances that it will be a blended offering in AY 2020-21
4. Student support, particularly for first years, to align with academic advisors within each discipline and the ongoing work of CÉIM (see point A4 above).

C: Resource Planning

1. Further capacity modelling to include planning for 1m and 2m social distancing guidelines. Buildings and Estates to provide.
2. Timetabling to be rolled over initially to allow assessment of room needs. Template to be provided to Colleges/Schools/Disciplines for collation of requests regarding their requirements to allow revisions, allowing for disciplinary differences and individual building capacity. This should be collated at College level and returned to Buildings & Estates for consideration.
3. Schools to look at additional human resources required to deliver AY 2020-21 while also looking at physical resource requirements. Schools to consider suspending modules with small enrolment.
4. Laboratory requirements treated separately and Secretary for Governance & Academic Affairs to raise issue of PPE with COO whether resourced centrally or at discipline level
5. Group looking further into student requirements such as broadband, laptops etc, and possible solutions (e.g. hot-desk provision on campus)
6. Deputy President and Registrar asked that members convey to colleagues that UMT has a working group looking at additional resource requirements, including those that arise from changed working arrangements

Case Study: Covid-19 Impact Survey

The Dean of Students convened a group to design a rapid online survey of NUI Galway students. The group included views from Student Services, NUI Galway Students Union, and researchers who specialise in surveys of youth and young adults. The survey went live on May 18th and closed on May 29th 2020. The Dean sent an email invitation to all students which included a link to an online survey form. Other members of the organising group such as the Students Union sent the link to their contacts. 1,212 students completed the survey.

The results highlight the needs and concerns of students in a range of issues, including their health and wellbeing, ability to study and self-motivate at this time, accommodation concerns, access to services and access to lecturers and tutors and the following is of note:

- 83% felt stressed motivating themselves to get work done on time
- 2/3 felt isolated
- Just over half reported good quality internet allowing for video calls and streaming

- Approximately 40% reported having fair/poor access to study space

The survey also gathered data on preferences for teaching, learning and support going forward. This included a preference for pre-recorded video or screencast, engaging with lecturers or tutors via email and receiving email from one source.

Personal wellbeing and adjustment issues were highlighted in the results. 25-30% of undergraduates reported difficulty with online learning and assessment. Some students reported that they struggled to keep up with their studies with 24-29% of all undergraduates saying they were significantly behind in their work. Students also reported that the levels of stress, anxiety and depression were recorded as being higher than in previous years.

In the context of planning ahead, more than 80% of students reported that they are concerned about the impact of Covid-19 on their learning experience, interaction with peers and access to lecturers with 50-60% concerned about access to space and the right conditions for learning and studying, accommodation and living conditions as well as access to support services that students require.

Case Study: Remote working survey

Background and Rationale: The COVID-19 crisis catapulted hundreds of thousands of employees and their employers into a work pattern and routine vastly different to their normal daily work experience. This radical change happened suddenly and for the vast majority the change effectively occurred overnight. While some employees had experience of remote working, many found themselves operating remote working without any time to plan, negotiate, organise and set-up remote working in conjunction with their employer and manager. Researchers from the Whitaker Institute and the Western Development Commission (WDC) undertook a national survey to gather data on employees' experiences of remote working during COVID-19.

Survey Objectives: The survey gathered empirical evidence and data to address the following questions:

1. How are employees adjusting to remote working, what is going well and what changes would employees suggest?
2. How is remote working impacting employee productivity?
3. What are employees remote working preferences post-COVID-19?
4. What lessons can be learned about remote working that could be retained/sustained post-COVID-19?

Survey Methodology and Response: The national survey was conducted between 27th April and 5th May 2020 using the online Qualtrics survey platform. The survey was designed by the research team at NUI Galway and the Western Development Commission. The survey included a mix of quantitative questions, Likert-scale questions, and open-ended free-text qualitative questions.

A total of 7,241 usable responses were received by 5th May 2020 from a wide range of industries and sectors across Ireland. A number of responses were removed from the database as they were completed by respondents outside of the island of Ireland or were incomplete. The full report is available [here](#). Phase II of the report was conducted in October 2020. All information is available [here](#).

The Research and Innovation Community's response to Covid-19

NUI Galway exists for the public good. As a research community with a strong sense of purpose the University has mobilised its capabilities in the face of a global pandemic. Now more than ever across all disciplines, our people have shown their calibre in collaborating with others around the world. As a place renowned for creativity and as a global medtech hub, our university has been to the fore in looking at innovations and insights that can support the response to the COVID-19 crisis.

Throughout the pandemic, our Research & Innovation Community have sought to Improve Health and Wellbeing, Enhance Policy and Society and Share Knowledge with our collaborators, the media and the public. Our research community's input has extended across three main areas:

- Improving Health & Well-being
- Enhancing Policy & Society

- Engaging and Sharing Knowledge

A full list of the research is available [here](#).

Responding to COVID-19 together – building a picture

The NUI Galway community has rallied to respond to the challenges of COVID-19 in many diverse and impactful ways. Our staff, students and alumni have shown a collective community spirit to overcome the pandemic together. Our university community continues to respond to the COVID-19 crisis in extraordinary and inspiring ways and we are building a picture of our collective response to this moment through the [COVID-19 website](#). The website includes:

- Our community promise
- Our research response
- Photos and paintings shared by staff and students
- Reflections and poetry
- Virtual conferring ceremonies

Library Click-and-Collect service: In mid-July the Library team commenced a click-and-collect service, enabling registered staff and students to place online requests for print books located in the James Hardiman Library. One week later the Archives and Special Collections Reading Room opened on a limited basis with access facilitated by appointed.

International Students: The International Office put in place a ‘greet and transfer’ service to welcome students at the airport and arrange transportation for them to Galway. Accommodation was set aside in University owned residences to allow students to restrict their movements free of charge and provided the option of signing up to a meal delivery package. The Chaplaincy team supported students during their restricted movement period to welcome them back, signpost them to supports and activities and guide them through a challenging 14-day period.

Community Promise: NUI Galway launched a community promise as part of the University’s COVID-19 response, under the title ‘[Cúram dá Chéile](#)’, which translates as care or attentiveness for each other.

Laptop Loan Scheme: Funding was obtained to provide laptops on a long-term loan to support disadvantaged students who do not have access to their own. The University received funding for approximately 800 laptops. The scheme was administered through the [Access Centre](#).

Mental Health Funding: The University was allocated €313,000 by the HEA to enhance mental health and wellbeing support for students.

Over the summer period NUI Galway continued to prepare for the academic year 2020/21. Capacity planning commenced on teaching and lab spaces in pilot locations across campus. The Academic Planning Group and the COVID-19 Returning Operations Group drew up a list of teaching capacities for the largest teaching buildings. These capacity estimates were based on both 2m and 1m social distancing to allow planning for implementation based on public health advice. However, in line with its commitment to adhering to government policy and public health advice all teaching remained online for Semester 1, 2020.