

UNIVERSITY OF Galway

2023

**Annual Quality Report UNIVERSITY OF
Reporting Period 2021-2022**

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**Annual Quality Report UNIVERSITY OF
PART A: INTERNAL QA SYSTEM
Reporting Period 2021-2022**

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 University of Galway for the reporting period **1 September 2021 – 31 August 2022**.

It is to be submitted by **Friday, 24 February 2023**.

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

University of 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.

University of 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.

The AQR is the responsibility of the Quality Office at University of Galway and is completed by the Director of Quality with input from academic and professional service units across the institution. The draft report is reviewed and approved by the University Management Team and subsequently presented to Academic Council.

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 University of 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.

Improving quality is also guided by the University’s strategy [Strategy 2020-2025](#). This 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.

University of 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](#). University of Galway implements external standards and guidelines through a comprehensive QA system focussed on over 300 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
- International 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.

University of 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 of 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 University of Galway and to comply with the *Irish Universities Act* for a peer review of research quality. Planning for IRRP 2024 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 University of Galway's research community.

Representation of learners and external stakeholders

University of 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](#)
- [West North-West Connect](#)
- Research Funding Bodies ([SFI](#), [HRB](#), [etc.](#))

Students are a primary stakeholder and regarded by University of 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.

University of 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 University of 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

University of 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

University of 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.

University of 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

University of Galway's teaching mission is delivered through taught programmes at undergraduate, postgraduate and professional, part-time and evening levels. The University of Galway Academic 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, 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, University of 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 the University Curriculum and Programme Board, 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 UNIVERSITY OF 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 University of 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 University of 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 University of 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 University of 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 University of Galway campaign is to break down the barriers for individuals regardless of their societal positioning, and offer a geUniversity of Galway 'Welcome to University of Galway'.

The 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 University of 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. University of 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](#)

RPL in Higher Education Project: University of Galway is one of 14 partner institutions in the **National Recognition of Prior Learning (RPL) in Higher Education Project** and in December 2021 appointed its institutional Project Lead officer. This is a five-year project, funded by the Human Capital Initiative Pillar 3 (Innovation and Agility) and co-sponsored by the Technological Higher Education Association (THEA) and the Irish Universities Association (IUA). The project's aims are:

- i. to continue to **embed, streamline and promote RPL**;
- ii. to work with employers to **increase access and progression opportunities** in areas of skills needs and;
- iii. to **enhance the sector's capacity** to do RPL, through the development of practical tools, resource and CPD programmes.

The project is coordinated by a Project Management Office (PMO) based in THEA, with 18 Project Leads (the 'Project Network') managing the roll out of the project across 14 technological universities, universities and institutes of technology. Strategic guidance is provided by a Steering Group which draws its membership from senior sectoral leaders, enterprise and learner representatives, and national and international RPL experts.

This project has the potential to make a significant contribution to University of Galway's efforts for widening access and participation. It will work towards establishing RPL as an integral part of the higher education system, widely understood, celebrated and utilized as a flexible pathway to further learning, certification and professional development. It will do this by building a consistent and coherent approach to RPL within and across the entire public higher education (HE) sector. RPL is best described as a bridging mechanism for learners to access and/ or advance their learning in formal education. It is also a bridge for HEIs, offering them the opportunity to engage in new and innovative ways with individuals and groups of learners from diverse learning and workplace settings.

The RPL in HE project builds on earlier University of Galway RPL practice and achievements and seeks to extend what has already been accomplished within the University. It is designed to drive RPL systematically and strategically across Irish HE in a way that has not been achieved to date. Creating the conditions for a shift in mindset regarding RPL in HE is key to unlocking and embedding a culture of lifelong learning.

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

- UNIVERSITY OF 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 degree programmes
- [QA254 Occasional Students](#) – Policy for students who wish to study specific modules for a semester
- [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 [Academic Strategy](#). It reflects strategic priorities, national and international best practice. It applies to all University of 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 University of 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 at the University of 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 and supported by the [Centre for Excellence in Learning and Teaching \(CELT\)](#).

These 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](#). University of 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 and in particular University of Galway's [Marks and Standards](#), [QA277 Assessment Policy](#) and 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.

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.

University of 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.

External Examiners: 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 University of Galway Strategy with particular focus on the objectives and initiatives which support the success of students in their education.

Academic Integrity: The importance of the learning culture has been captured in the University's [Academic Strategy](#) where it is set out as a key priority. The key aspects of this culture are broken down into 1) Learning 2) Curriculum and 3) Assessment. Academic Integrity is fundamental to all areas of scholarship, teaching and learning. The Strategy advocates a range of assessment instruments should be used without over reliance on a single approach (such as traditional unseen written examination papers).

University of Galway advocates a combination of education, good assessment design, and standard procedure to address issues of academic integrity. 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 and actions are included in the Academic Strategy to specifically address revision of policies and processes around academic integrity, plagiarism, and examinations. Efforts to deal with the issues of academic integrity are supported through the newly developed [Academic Integrity Policy](#) 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

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
- UNIVERSITY OF 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 are delivered primarily through the offices of [Student Services](#), the [Library](#), [Academic Skills Hub](#) and the [Student Registry Helpdesk](#).

Student Services: Student Services provides high quality and comprehensive non-academic support and wellbeing services for students. Student Services offers support around:

- [Access Centre](#)
- [Accommodation](#)
- [Career Development Centre](#)
- [Student Counselling](#)
- [Student Health Unit](#)
- [Clubs and Societies](#)

The services provided are supported by Policies and Procedures including:

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

Library: 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.

Library staff provide support, help and training to enable students to get to grips with the literature of their subject and the Library's resources, supporting students with their studies, research, or teaching. As well as being available for one-to-one enquiries, consultations, and [virtual workshops](#), support staff provide training sessions throughout the semester aimed at helping students identify and use the information resources they need. The training programme is also aimed at equipping students with the lifelong skills of information seeking, evaluation and use. The Library and IT Service Desk provides first level advice and support to students and staff on both Library and IT services. The Library implements a comprehensive list of policies and procedures to deliver its services and support students and staff including;

- [QA237 Open Access to Research Outputs](#)
- [QA509 Research Data Management Policy](#)
- [QA802 Collections Strategy](#)
- [QA803 Library Customer Charter](#) [803a Cairt Chustaiméara Leabharlann Shéamais Uí Argadáin](#)
- [QA804 Donations Policy](#)
- [QA805 E-Resources Usage Policy](#)
- [QA806 Work Experience/Employment Opportunities](#)

- [QA807 Exhibiting at the Hardiman Research Building](#)
- [QA807a Hardiman Research Building Exhibition Proposal Form](#)
- [QA815 Long Term Print Journal Archive Policy](#)
- [QA816 Borrowing and Fines Policy](#)
- [QA817 Library Laptop Loan Scheme](#)
- [QA818 Library Open Press Takedown Policy](#)
- [QA819 Archival Collections Acquisition Policy](#)
- [QA820 Self Service Charging Lockers Policy](#)
- [QA821 Digital Preservation Policy](#)
- [QA822 Accessing the Library](#)

The Library has developed a comprehensive strategy, [Library Strategy – Preserving the Past, Enabling the Future](#), the five themes of which are:

- Being Digital: maximise opportunities afforded by online collections, technology enriched spaces, and emerging technologies.
- Opening Scholarship: make University research outputs, educational resources and heritage collections globally and openly available.
- Inspiring Learning: inspire learning by transforming the Library building to promote community and engagement.
- Driving Research: drive research through expert staff, digital infrastructures and collections in print and online.
- Sustaining Excellence: ensure a supportive culture for staff and users, promoting diversity and operating sustainably.

Academic Skills Hub: The [Academic Skills Hub](#) aims to support all University of Galway students to develop the key skills required for academic success. Students are made aware of resources 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.

Supports include:

- IT and Digital skills available online
- [Academic Writing Centre](#) - the Academic Writing Centre which offers one-to-one tutorials on writing skills to over 500 students annually
- [Support for Undergraduate Maths Students](#) (SUMS) – a free drop-in centre for undergraduate students where tutors provide support for any area of Mathematics and Statistics
- [Computer DISC \(Drop-In Support Centre\)](#) 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](#).
- [Céim](#) - CÉIM supports first year students to transition successfully to University of Galway, make friends and create connections within their subject area, develop a sense of belonging, gain a greater understanding of coursework and ultimately proceed to second year.

Student Registry Helpdesk: The Student Registry Helpdesk offers supports that interface between students and administration services including access, transfer and progression, admissions and examinations.

4.0 QA of Research Activities and Programmes

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

The objective of the **Graduate Studies Office** is to enhance 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 [Innovation Office](#) teams provide a variety of Policies and Procedures for all aspects of University of Galway's research activities. These Policies and Procedures include codes of practice for [research degree programmes](#), [Research Integrity](#), [Intellectual Property Policy](#), governance and open access.

The Research Integrity 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 a University of Galway Policy, defines the role of the Research Integrity Officer in dealing with such allegations.

The National Forum on Research Integrity (of which University of Galway is 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).

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.

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 University of Galway and to comply with the *Irish Universities Act* for a peer review of research quality. Planning for IRRP 2024 is well advanced.

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 University of 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.

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 [Policy on the Governance and Management of Designated Research Institutes](#) provides a framework for the governance and management of University of 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 University of 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 and Innovation](#) 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, University of 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.

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, University of 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
- QA245 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 during 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](#) recognise outstanding efforts of teaching staff to ensure University of Galway students receive the highest quality learning experience. The scheme was reviewed in 2018 and awards are 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 University of Galway's Research Communities.

University of 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

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 funding supports including the [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

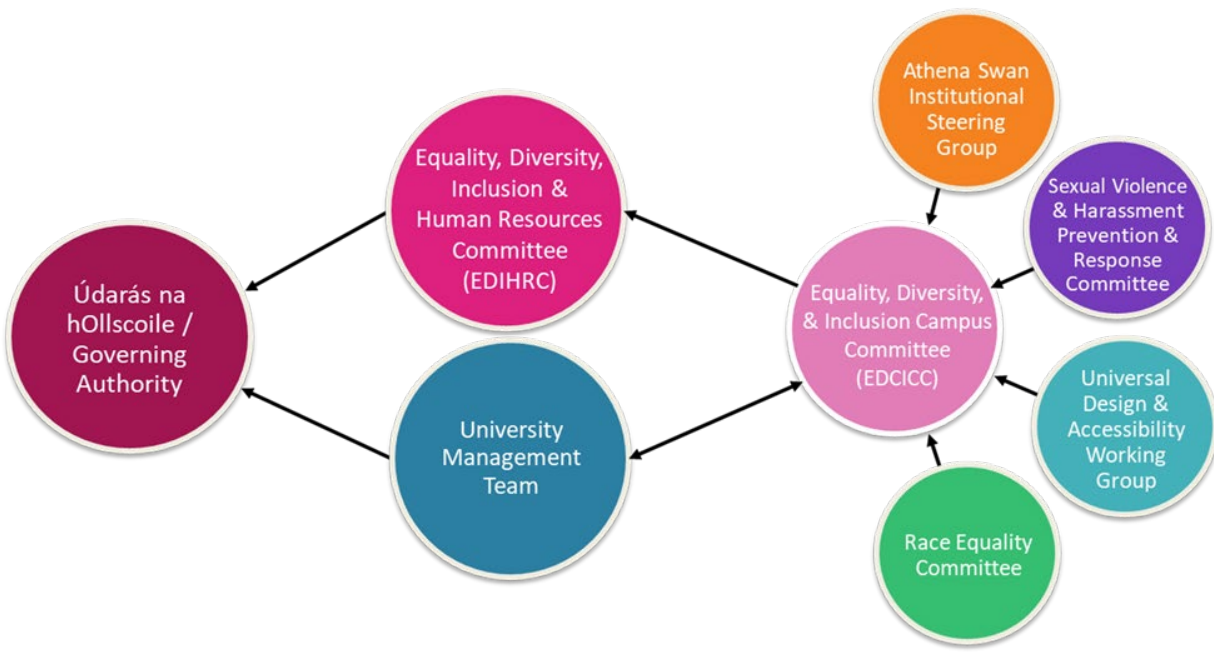
Policies and Procedures for recruitment address:

1. Roles, responsibilities and codes of conduct
2. Academic/professional/technical standards for all staff
3. Pedagogical standards for teaching staff
4. Benchmarking staff profiles (at programme level) with those of similar providers
5. Recruitment, selection, probation and tenure
6. Collection and use of regular and timely learner and other relevant feedback
7. Pedagogical training and certification of teaching staff
8. Performance management
9. Probation for new staff
10. Induction for new staff

Equality, Diversity and Inclusion

In accordance with the recommendations of the University of Galway Gender Equality Task Force 2016, the University has put in place a cohesive governance structure to guarantee clear and consistent leadership, responsibility, accountability, and oversight of equality, diversity, and inclusion.

The structures put in place allow for information to flow from local School or Unit level through the appropriate committee and into the Governing Authority. There are two Institutional EDI Committees - [The Equality, Diversity, and Inclusion Campus Committee](#) was established in 2016, and following from that, the [Equality, Diversity, Inclusion and Human Resources Committee](#) of Údarás na hOllscoile (Governing Authority) was established in May 2017. The remit of the EDI Committee has since been expanded to include HR matters - accordingly, the title of the committee is changed to EDIHRC. Both of these committees work toward progressing the equality agenda in all areas at University of Galway. You can find out more about their work, membership, and remit by reviewing the information available on this website.



The [structures at College, School, and Unit level](#) continue to progress, with development of local EDI committees and the introduction of College Vice-Deans for Equality, Diversity and Inclusion.

The EDI governance structure is supported by extensive training and development opportunities in the following areas:

- [Race Equality](#)
- [EDI in Higher Education](#)
- [Unconscious bias training](#)
- [Women's Leadership Development Programme](#)
- [Work/life balance](#)
- [Equal Opportunity](#)
- [Inclusion Training Programmes](#)

An extensive suite of [policies and procedures](#) has also been developed including:

- [QA152 Equal Opportunities](#)
- [QA153 Equality Impact Assessment Guidelines \(Equality Impact Assessment Form\)](#)
- [QA155 Staff Guide to Disability in the Workplace](#)
- [QA181 Gender Identity and Gender Expression](#)
- [QA414 Protected Disclosure](#)
- [QA182 Universal Design and Accessibility Policy](#)

Equal Opportunity Grants are available to support the implementation of the [EDI Strategy](#):

- [QA154 Athena Swan Mid-Career Lecturer Research Capacity Building Grant 2022 \(QA154 - Appendix 1 - APPLICATION FORM\)](#)
- [QA151 Research Grant for Returning Academic Carers](#)
- [Equality, Diversity, and Inclusion Project Fund](#)

Widening Participation Committee: Established in 2020, University of Galway's Widening Participation (WP) Committee is a sub-Committee of the Equality Diversity and Inclusion Campus Committee (EDICC). This committee works specifically towards progressing the WP agenda in all areas of the University. The governance structure for this committee is as follows



One of the initial tasks of the WP Committee was to establish an agreed upon definition of WP for the institution, which would capture three key elements:

- 1) WP is about creating a more inclusive environment for students who would be traditionally regarded as underrepresented in Higher Education
- 2) WP involves a set of policies and activities developed to improve
- 3) These WP activities and policies take place across the full student lifecycle: Pre-entry, transition, post-entry, and employment.

Accordingly, WP may be defined as follows:

“Widening participation refers to a set of policies and activities which aim to create a more inclusive environment for students who would traditionally be regarded as underrepresented in higher education. These activities cover the full duration of the student lifecycle: pre-entry, transition, post-entry, and employability.”

Purpose of Widening Participation Committee: The Widening Participation (WP) Committee will promote, advise, and monitor the University's strategic plans on widening access and participation for the identified learner cohorts.

The University has committed to the above flagship actions by 2025. The Access Centre (AC) and the Centre for Adult Learning and Professional Development (CALPD) will contribute to these goals, however further progress is dependent on the leadership provided by a strategically focused WP committee to embed the goals of widening access and participation into all aspects of the University's work.

The University of Galway WP Committee will identify issues and propose actions pertaining to the University's policies and practices vis-a-vis under-represented student cohorts from pre-entry to successful completion, for e.g.

- school leavers from socio-economically dis-advantaged backgrounds
- students with disabilities
- Mature Students
- Travellers
- adults beginning their higher education
- those studying on a flexible, part-time basis
- people who wish to continue learning and pursue intellectual enrichment and fulfilment.

The WP Committee will report at least once per year to the University Management Team (UMT) and EDI Committees and input into the HEA compact and National Access planning processes.

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 the University of 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:

1. An Dialann: weekly staff news and events ezine
2. Ollscéala: quarterly staff magazine
3. Campus screen network
4. Presidential All-Staff Addresses
5. Staff Calendar system

6.0 Information and Data Management

University of 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:

1. Student Records
2. Registration Records
3. Exam Records
4. 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 University of 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 University of 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 University of Galway must deposit a copy in the ARAN repository. ARAN enables easy discovery of University of 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 publicly 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

University of 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.

University of 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:

1. QA400 Data Protection
2. QA401 Data Handling
3. QA402 Data Classification
4. QA412 Student Data Usage
5. Data Breach Procedure
6. QA442 Record Retention Policy
7. 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 University of Galway and during quality reviews. These indicators, developed from [Strategy 2020 – 2025](#), 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.

The [Planning & Institutional Research Office](#) 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:

1. 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.
2. Market Analysis reports detailing CAO applicants, their demographic and national trends and demand at key points during the year
3. Annual StudentSurvey.ie report – analysis and dissemination of the annual studentsurvey.ie, for the University, each College and programme each year. Includes national benchmarking data.
4. 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.
5. Annual international QS Subject Ranking analysis including Scival benchmarking and research metrics

6. Provision of bibliometric research data from SciVal and the KPIs for the Institutional Review of Research Performance process, internal promotion and external hiring processes.
7. Annual analysis of PHD cohort, completion rates and times for Graduate Studies
8. Biannual PGRstudentsurvey and action plans

Student Satisfaction and Feedback data are developed from results of the national [studentsurvey.ie](https://www.studentsurvey.ie) and University of 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 the Planning and Institutional Research Office. Other survey data collected include surveys of Graduates, First Year Students, International Students, Graduate Employment and Facilities.

7.0 Public Information and Communication

University of 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 [public website](#) including 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.

1. [Programmes and Modules](#)
2. [Research](#)
3. [Library Collections](#)

Cois Coiribe

The first of its kind in Ireland, *Cois Coiribe* is University of Galway's online publishing platform for views and opinions from our top academics and university community. We offer a window to the world of ground-breaking research, cutting-edge innovation and expert insight.

The Content Unit collaborates with all Colleges, the Research Office and Research Institutes and Centres to develop a dynamic programme of content which showcases the impact and scale of their research.

This aim aligns with the objective outlined on page 35 of the *University of Galway Strategy 2020-2025*: "We will develop a compelling content programme to showcase the outcomes and impact of our research and innovation, nationally and internationally."

Aims

- Drive quality engagement with exciting, multimedia content.
- Offer content and design that mirrors academic excellence.
- Extend reach, plugging into other media platforms such as *The Conversation*.

- Respond to a gap in the Irish market for expert views and opinions from a reputable university.
- To elevate our position in rankings and increase student numbers.

8.0 Monitoring and Periodic Review

University of 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:

1. QA001 Quality Assurance
2. QA002 Policies and Procedures
3. QA003 Review of Schools
4. QA004 Review of Research Performance
5. QA005 The Role of External Examiners (Taught)
6. QA007 Operational Plans
7. QA008 Programme Boards
8. QA009 Review of Linked Providers
9. QA012 Review of Research Institutes
10. 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 panelists, 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 panelists, 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 University of Galway. The majority of Policies and Procedures follow the 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 website.

Programme Review

All Taught Programmes (e.g. BSc, MSc) must be reviewed in compliance with [QA006 Review of Taught Programmes](#). 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 [studentsurvey.ie](#) 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	34
Awarding bodies	0
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BE (Energy Systems Engineering)
Date of accreditation or last review	01/01/2022
Date of next review	01/11/2027

2. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BE (Biomedical Engineering)
Date of accreditation or last review	01/01/2022
Date of next review	01/11/2027

3. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BE (Civil Engineering) BE (Electrical & Electronic Engineering) BE (Electronic & Computer Engineering) BE (Mechanical) ME in Civil Engineering
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

4. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	ME in Electrical & Electronic Engineering
Date of accreditation or last review	01/01/2022
Date of next review	01/11/2027

5. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	ME in Electronic & Computer Engineering ME in Energy Systems Engineering
Date of accreditation or last review	01/01/2022
Date of next review	01/11/2027

6. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	ME in Mechanical Engineering
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

7. Type of arrangement	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	BSc Hons in Computer Science
Date of accreditation or last review	01/01/2022
Date of next review	01/11/2027

8. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Honours Bachelor of Nursing Science (Mental Health) Honours Bachelor of Midwifery Science Honours Bachelor of Nursing Science (General)
Date of accreditation or last review	01/06/2021
Date of next review	01/06/2026

9. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Higher Diploma in Midwifery
Date of accreditation or last review	25/06/2019
Date of next review	25/06/2024

10. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Certificate in Nursing (Nurse/Midwife Prescribing)
Date of accreditation or last review	15/03/2021
Date of next review	15/03/2026

11. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Master of Health Sciences Nursing (Education) Postgraduate Diploma in Nursing (Education)
Date of accreditation or last review	12/10/2021
Date of next review	01/02/2026

12. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	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)
Date of accreditation or last review	15/03/2021
Date of next review	15/03/2026

13. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Masters in Health Sciences (Acute Medicine) Masters in Health Sciences (Emergency Care) Master/Postgraduate Diploma of Health Sciences (Intensive Care) Master/Postgraduate Diploma of Health Sciences (Perioperative) Master/Postgraduate Diploma of Health Sciences (Gerontology) Masters in Health Sciences (Children's Palliative & Complex Care) Master/Postgraduate Diploma in Health Sciences (Wound Healing & Tissue Repair) Masters/Postgraduate Diploma of Health Sciences (Diabetes) Masters/Postgraduate Diploma of Health Sciences (Obesity)
Date of accreditation or last review	02/06/2021
Date of next review	02/06/2026

14. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Master/Postgraduate Diploma of Health Sciences (Oncology & Haematology)
Date of accreditation or last review	29/05/2021
Date of next review	29/03/2026

15. Type of arrangement	PRSB
Name of body:	NMBI
Programme titles and links to publications	Master/Postgraduate Diploma of Health Sciences (Public Health Nursing)
Date of accreditation or last review	24/03/2021
Date of next review	24/03/2026

16. Type of arrangement	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	01/09/2018
Date of next review	01/09/2023

17. Type of arrangement	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	Undergraduate (UG) Bachelor of Arts (Mathematics & Education) Bachelor of Arts Education (Computer Science & Mathematical Studies)
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

18. Type of arrangement	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	Graduate/Postgraduate (PG) Professional Master of Education Máistir Gairmiúil san Oideachas
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

19. Type of arrangement	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	BSc Psychology
Date of accreditation or last review	01/09/2019
Date of next review	01/09/2024

20. Type of arrangement	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	01/01/2021
Date of next review	01/01/2026

21. Type of arrangement	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	HDip Psychology (full and conversion)
Date of accreditation or last review	01/01/2019
Date of next review	01/01/2024

22. Type of arrangement	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	MSc in Health Psychology
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2026

23. Type of arrangement	PRSB
Name of body:	Psychological Society of Ireland
Programme titles and links to publications	Doctor of Clinical Psychology
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2026

24. Type of arrangement	PRSB
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Name of body:	CORU
Programme titles and links to publications	BSc Speech and Language Therapy
Date of accreditation or last review	01/07/2020
Date of next review	01/07/2025

25. Type of arrangement	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	01/01/2017
Date of next review	01/01/2025

26. Type of arrangement	PRSB
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	01/09/2020
Date of next review	01/09/2025

27. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	BSc in Occupational Therapy
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2026

28. Type of arrangement	PRSB
Name of body:	International Union of Health Promotion & Education
Programme titles and links to publications	MA in Health Promotion
Date of accreditation or last review	01/04/2020
Date of next review	01/04/2025

29. Type of arrangement	PRSB
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	01/04/2020
Date of next review	01/04/2025

30. Type of arrangement	PRSB
Name of body:	College of Podiatry UK, The Society of Chiropractors and Podiatrists of Ireland
Programme titles and links to publications	B.Sc. (Hons.) Podiatric Medicine
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2024

31. Type of arrangement	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	01/01/2017
Date of next review	01/01/2024

32. Type of arrangement	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	01/01/2022
Date of next review	01/01/2025

33. Type of arrangement	PRSB
Name of body:	Association of MBAs (AMBA)
Programme titles and links to publications	Executive MBA
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

34. Type of arrangement	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	01/01/2021
Date of next review	01/01/2023

35. Type of arrangement	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	01/01/2021
Date of next review	01/01/2023

36. Type of arrangement	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	Master of Accounting
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

37. Type of arrangement	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	01/01/2022
Date of next review	01/01/2023

38. Type of arrangement	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	01/01/2022
Date of next review	01/01/2023

39. Type of arrangement	PRSB
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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	01/01/2022
Date of next review	01/01/2023

40. Type of arrangement	PRSB
Name of body:	Chartered Institute of Management Accountants (CIMA)
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

41. Type of arrangement	PRSB
Name of body:	Irish Taxation Institute
Programme titles and links to publications	B Commerce, B Comm (Accounting) & B Comm (Global Experience)
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

42. Type of arrangement	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	01/01/2022
Date of next review	01/01/2023

43. Type of arrangement	PRSB
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	01/01/2022
Date of next review	01/01/2023

44. Type of arrangement	PRSB
Name of body:	Certified Public Accountants (CPA)

Programme titles and links to publications	MSc International Accounting & Analytics
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

45. Type of arrangement	PRSB
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	01/01/2022
Date of next review	01/01/2023

46. Type of arrangement	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	MSc Corporate Finance
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

47. Type of arrangement	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	01/01/2020
Date of next review	01/01/2024

48. Type of arrangement	PRSB
Name of body:	EFMD
Programme titles and links to publications	BSc (Business Information Systems)
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

49. Type of arrangement	PRSB
Name of body:	AACSB

Programme titles and links to publications	School of Business and Economics
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2026

50. Type of arrangement	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	01/01/2021
Date of next review	01/01/2023

51. Type of arrangement	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	01/01/2021
Date of next review	01/01/2023

52. Type of arrangement	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	01/01/2021
Date of next review	01/01/2023

53. Type of arrangement	PRSB
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	01/01/2021
Date of next review	01/01/2023

54. Type of arrangement	PRSB
Name of body:	Institute & Faculty of Actuaries
Programme titles and links to publications	BSc Financial Mathematics & Economics

Date of accreditation or last review	01/01/2020
Date of next review	01/01/2024

55. Type of arrangement	PRSB
Name of body:	Department of Education & Skills
Programme titles and links to publications	PG Diploma Special Educational Needs
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

56. Type of arrangement	PRSB
Name of body:	DES. Centre for School Leadership
Programme titles and links to publications	Professional Diploma in School Leadership Diploma Gairmiúil i gCeannaireacht Scoile (Joint degree with UL, UCD & NUIG)
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2025

57. Type of arrangement	PRSB
Name of body:	Department of Children & Youth Affairs
Programme titles and links to publications	BA Hons in Early Childhood Studies & Practice
Date of accreditation or last review	01/01/2021
Date of next review	

58. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	MA (Social Work)
Date of accreditation or last review	01/01/2017
Date of next review	01/01/2027

59. Type of arrangement	PRSB
Name of body:	The Honorable Society of King's Inns
Programme titles and links to publications	Bachelor of Laws (LLB)
Date of accreditation or last review	01/07/2014

Date of next review	30/06/2023
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60. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	B.Sc. (Hons.) Podiatric Medicine
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2027

61. Type of arrangement	PRSB
Name of body:	CORU
Programme titles and links to publications	BA Social Care
Date of accreditation or last review	01/01/2021
Date of next review	01/01/2026

62. Type of arrangement	PRSB
Name of body:	AHPI
Programme titles and links to publications	Specialist Certificate in Health Promotion (Youth Mental Health)
Date of accreditation or last review	01/01/2022
Date of next review	01/01/2023

63. Type of arrangement	PRSB
Name of body:	Institution of Occupational Safety & Health UK
Programme titles and links to publications	BSc (Environmental Health & Safety)
Date of accreditation or last review	01/03/2022
Date of next review	01/03/2027

64. Type of arrangement	PRSB
Name of body:	Institute of Physics
Programme titles and links to publications	BSc Physics
Date of accreditation or last review	27/03/2015
Date of next review	27/03/2023

65. Type of arrangement	PRSB
Name of body:	Institute of Physics
Programme titles and links to publications	BSc Science GY301 (*Physics and Climate Physics & *Physics and Applied Physics)
Date of accreditation or last review	27/03/2015
Date of next review	27/03/2023

66. Type of arrangement	PRSB
Name of body:	British Occupational Hygiene Society
Programme titles and links to publications	HDip Occupational & Environmental Health & Safety
Date of accreditation or last review	01/09/2016
Date of next review	01/09/2023

67. Type of arrangement	PRSB
Name of body:	Irish Nursing & Midwifery Board of Ireland (Category 2)
Programme titles and links to publications	HDip Occupational & Environmental Health & Safety
Date of accreditation or last review	01/03/2022
Date of next review	01/03/2027

68. Type of arrangement	PRSB
Name of body:	Institution of Occupational Safety & Health UK
Programme titles and links to publications	HDip Occupational & Environmental Health & Safety
Date of accreditation or last review	01/03/2022
Date of next review	01/03/2027

69. Type of arrangement	PRSB
Name of body:	British Occupational Hygiene Society
Programme titles and links to publications	MSc Occupational & Environmental Health & Safety
Date of accreditation or last review	01/09/2016
Date of next review	01/09/2023

70. Type of arrangement	PRSB
Name of body:	Irish Nursing & Midwifery Board of Ireland (Category 2)

Programme titles and links to publications	MSc Occupational & Environmental Health & Safety
Date of accreditation or last review	01/03/2022
Date of next review	01/03/2027

71. Type of arrangement	PRSB
Name of body:	CAMPEP (US)
Programme titles and links to publications	MSc Medical Physics
Date of accreditation or last review	31/03/2021
Date of next review	01/04/2025

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	4
Collaborative programmes	14
Franchise programmes	0
Linked providers (DABs only)	1

1. Collaborative provision	Joint/double/multiple 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	01/01/2020
Date of next review	01/01/2027

2. Collaborative provision	Joint/double/multiple 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	01/01/2015
Date of next review	01/01/2022

3. Collaborative provision	Joint/double/multiple 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	01/01/2018
Date of next review	01/01/2025

4. Collaborative provision	Joint/double/multiple award
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	01/01/2018
Date of next review	01/01/2025

5. Collaborative provision	Collaborative programme
Name of body (/bodies):	Burgundy School of Business, Dijon, France
Programme titles and links to publications	BComm (Global Experience)
Date of last review	01/05/2017
Date of next review	01/05/2024

6. Collaborative provision	Collaborative programme
Name of body (/bodies):	Pforzheim University of Applied Sciences
Programme titles and links to publications	BComm (Global Experience)
Date of last review	12/02/2018
Date of next review	12/02/2022

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	ICN- Artem, Nancy, France
Programme titles and links to publications	BComm (Global Experience)
Date of last review	12/02/2018
Date of next review	12/02/2022

8. Collaborative provision	Collaborative programme
Name of body (/bodies):	UCD
Programme titles and links to publications	Masters Children's Palliative and Complex Care

Date of last review	01/01/2021
Date of next review	01/01/2026

9. Collaborative provision	Collaborative programme
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	01/01/2019
Date of next review	01/01/2023

10. Collaborative provision	Collaborative programme
Name of body (/bodies):	RTÉ and NUI Galway
Programme titles and links to publications	MA (Cleachtas Gairmiúil sna Meáin)
Date of last review	01/09/2018
Date of next review	01/09/2025

11. Collaborative provision	Collaborative programme
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	01/01/2018
Date of next review	01/01/2023

12. Collaborative provision	Collaborative programme
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	01/01/2021
Date of next review	01/01/2023

13. Collaborative provision	Collaborative programme
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	01/01/2021

Date of next review	01/01/2022
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14. 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	01/01/2016
Date of next review	01/01/2023

15. Collaborative provision	Collaborative programme
Name of body (/bodies):	UL, DCU
Programme titles and links to publications	Professional Diploma Mathematics Teaching (English) directed from NUI Galway (located in UL)
Date of last review	01/10/2019
Date of next review	01/01/2026

16. Collaborative provision	Collaborative programme
Name of body (/bodies):	UL, UCD
Programme titles and links to publications	PG Dipl School Leadership PDSL / (Diplóma) Gairmiúil I gCeannaireacht Scoile DGCS
Date of last review	01/01/2021
Date of next review	01/01/2025

17. Collaborative provision	Collaborative programme
Name of body (/bodies):	Seychelles Tourism Academy
Programme titles and links to publications	BBS in International Hotel Management
Date of last review	01/08/2019
Date of next review	01/08/2024

18. Collaborative provision	Collaborative programme
Name of body (/bodies):	CROI
Programme titles and links to publications	Postgraduate Certificate in Health Promotion (Cardiovascular Health and Type 2 diabetes prevention)
Date of last review	01/01/2021
Date of next review	01/01/2023

19. Collaborative provision	Collaborative programme
Name of body (/bodies):	National Youth Council of Ireland & Jigsaw
Programme titles and links to publications	Postgraduate Certificate in Health Promotion (Youth Mental Health)
Date of last review	01/01/2021
Date of next review	01/01/2023

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	1
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1. Articulation agreement	Articulation agreement
Name of body (/bodies):	Henan University
Programme titles and links to publications	BA (International Studies)
Date of agreement/arrangement or last review	01/01/2021
Date of next review	01/01/2026
Detail of the agreement	Articulation Agreement

[Higher Education Institution]

2023

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2021-2022

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement advices, or to Cinnte 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. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities.

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

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

Section 2 considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

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

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

Institutions are invited 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 and concise concluding paragraph with an overview of the key outcomes/learning.

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

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.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

University of Galway continues 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 [Professional Services](#). All units periodically undergo internal [Quality Review \(QR\)](#) while also continuously complying with over 300 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](#) and the [HEA’s Mission-Based Performance Compact](#) both executed through an annual system for [Operational Planning](#) that incorporates quality, performance and capacity related enhancements.

Strategy 2020-2025

The Director of Strategy Implementation works 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. While progress on the implementation of the strategy was somewhat challenged by the pandemic, significant progress has been made since its launch in January 2020. In line with a recommendation from the CINNTE Review, a Strategy Implementation Progress Report was brought to Údarás na hOllscoille in December 2021 and a [half-way report](#) has now also been presented.

Our Balanced Scorecard

Following consultation with the Strategy Advisory Group, University Management Team, Academic Council and Údarás na hOllscoille, a ‘Balanced Scorecard’ of 21 performance indicators grouped by our core values has been established. Together they indicate at a high level the impact of the collective work, advances and initiatives at a local level across Colleges and Units. Within these areas of focus, 12 ambitious targets have been identified across the four values, as shown below.



Respectful University of Galway

Employee Wellbeing	2019	2020	2021	2022	2025 Target
KeepWell Mark overall score	-	-	7/1/0	-	0/0/8
Student Engagement (StudentSurvey.ie)	2018/19	2019/20	2020/21	2021/22	2025 Target
Overall evaluation	83.4%	82.1%	65.7%	73.9%	Top University
Supportive Environment index	30.07	28.78	22.47	27.7	Top University
Position among universities	4/7	5/7	6/7	-	Top University
Athena SWAN	2018/19	2019/20	2020/21	2021/22	2025 Target
Level of Institutional Award	Bronze	Bronze	Bronze	Bronze	University Silver
School Awards (of all colours)	1	3	8	9	18 Awards

Open University of Galway

Access	2018/19	2019/20	2020/21	2021/22	
% of students from under-represented groups	22%	23%	24.7%	24.7%	
International Diversity	2018/19	2019/20	2020/21	2021/22	2025 Target
% international students	17.3%	17.6%	13.2%	16%	20%
# FTEs from outside EU	1,310	1,465	1,286	1,454	2,700
% UG students with opportunity for international mobility	-	-	-	92%	100%
% UG students availing of above	-	16%	-	20%	
% international academic staff FTEs	-	19.5%	19.9%	19.5%	
International Research Collaboration	2019	2020	2021	2022	
% papers co-authored internationally on Scopus/SciVal	60.5%	63%	61.4%	66.1%*	
Off-campus Learning	2018/19	2019/20	2020/21	2021/22	
% programmes with work-based/community-based learning	69.8%	72.2%	72.9%	73.4%	
Alumni & Friends	2018/19	2019/20	2020/21	2021/22	2021-26 Target

Philanthropic support for development, research and scholarship	€2.33M	€3.72M	€2.29M	€4.09M	€60m
Alumni engagement (to be developed)	-	-	-	-	
Partnership (to be developed)	-	-	-	-	

Sustainable University of Galway

SDG Rankings	2018/19	2019/20	2020/21	2021/22	2025 Target
<i>THE</i> Impact Ranking overall score	-	68 (4/7)	82 (5/7)	47 (1/7)	Top University
Energy & Carbon	2019	2020	2021	2022	2050 Target
Tonnes of carbon dioxide emissions	-	-	53,800 tonnes CO ₂ e	-	0 tonnes CO ₂ e
% reduction in energy usage since 2006	34%	40%	54%	51.4%*	
Sustainability in Teaching	2018/19	2019/20	2020/21	2021/22	
% programmes with sustainability-focused module	-	9.9%	12%	20.5%	

Excellent University of Galway

Student Progression	2018/19	2019/20	2020/21	2021/22
% student completion	75.8%	77%	75.9%	-
% student progression UG Y1-Y2	83.8%	87.9%	84.1%	83.8%
Graduate Employment	2018/19	2019/20	2020/21	2021/22
% graduates in employment/further study	98%	98%	96%	-
Student Recruitment				
% of all highest achieving (≥500) LC students attending University of Galway	-	10%	9%	10%
% PG students	-	23.4%	25%	25.8%
Research Citations	2014-18	2015-19	2016-20	2017-21

5 year Field-Weighted Citation Impact in SciVal	1.74	1.63	1.57	1.60*	
Research Reputation	2018/19	2019/20	2020/21	2021/22	2025 Target
% of publications in Top 25% of Journals in SciVal	53.6%	54.1%	58.0%	57.4%*	63%
QS Academic Reputation positioning	398	351	321	322	
Research Funding	2018/19	2019/20	2020/21	2021/22	2021-27 Target
Funding awarded through EU programmes in 2021-2027 cycle	-	-	-	€32.36M cumulative	€150m
Total funded research activity	€70.6m	€56.8m	€70.9m	€71.3m*	
ERC Awards	2019	2020	2021	2022	2025 Target
ERC Award success rate	23.5%	10.5%	4.5%	-	15%
# ERC Awards across strands	4	2	1	-	
Innovation	2019	2020	2021	2022	2020-25 Target
# Spin-outs established	1	4	5	-	25
# Collaborative research agreements with industry	46	46	50+	-	30% increase

Societal Impact (to be developed)

*See notes below

KPIs: putting our performance in context

Employee Wellbeing (KeepWell Mark overall score)

This is assessed and awarded by IBEC following a review of evidence, interviews with staff and an on-site visit. The University is assessed in eight categories – Leadership, Absence Management, Health and Safety, Mental Health, Smoke Free, Physical Activity, Healthy Eating and Intoxicants. Then, based on evidence of policies, services, campaigns, supports, etc., the University is awarded one of three levels of achievement – Commitment, Achievement or Excellence – on each category for easy benchmarking with other employers.

In 2021, the university made its first submission and was awarded the KeepWell Mark with a score of seven Commitment-level and one Achievement-level categories. The target is to achieve Excellence in all eight categories by 2025. Colleagues in HR are using the detailed report on areas for improvement to inform positive changes across the University in time for the next submission in 2023. This is done in the context of the University's wider People Strategy.

Student Engagement (StudentSurvey.ie: overall evaluation; Supportive Environment index)

Overall evaluation is the % of respondents who rated their 'entire educational experience' in the university as 'Good' or 'Excellent'. The Supportive Environment index combines the results from eight questions regarding the levels of support available to students for learning, social interaction and wellbeing.

StudentSurvey.ie is run in all Irish higher education institutions every year and includes 65-75 engagement-related questions. Approximately 4,000 University of Galway undergraduate and (biannually) postgraduate students take part. Responses to all questions in all institutions are published in November on the StudentSurvey.ie website, enabling benchmarking between universities. Some questions are grouped together by theme to provide an index score, and the University has identified the Supportive Environment index as a particularly important one to track.

Covid-19 had a detrimental impact on Irish students' engagement, with an unprecedented drop in scores. All indices fell in 2021 (some falling dramatically) and all indices recovered somewhat in 2022 (though most remain below pre-pandemic levels). The University has responded to previous survey results by improving student communications, expanding mental health services and focusing attention on the issue of continuous assessment. The Student Success Survey will identify additional actions to make improvements on a range of student engagement factors.

Athena SWAN (Level of Institutional Award & Number School Awards)

Athena SWAN is an accreditation scheme managed by Advance HE that recognises good practices in higher education towards the advancement of gender equality. It is awarded at institutional and individual School levels following evidence-based self-assessment, submission and a peer-review panel assessment. Based on action by School-level Self-Assessment Teams, supported by the EDICC and Office of the Vice-President for Equality, Diversity and Inclusion, the University is making steady progress towards our goal of all Schools having achieved at least a Bronze Award by 2025.

Access (% of students from under-represented groups)

The University has had a long-standing commitment to broadening access to higher education. This metric comprises the percentage of our students who are registered through Mature Student, HEAR and DARE, Disability, FETAC and other Access pathways and services. We report our progress on expanding access through these pathways to the HEA each year. While most of these pathways are sustaining or increasing numbers in the University, it is worth noting that HEAR numbers and Mature Student numbers dropped slightly in the University in 2022, reflecting national trends.

International Diversity (% international students; # non-EU FTEs; % UG students with opportunity for international mobility; % UG students availing of international mobility; % international academic staff FTEs)

% international students: The share of all students from outside the island of Ireland, including GB, EU and outside EU, as provided by the Global Galway team. International recruitment from Erasmus and USA have generally recovered to at least pre-Covid numbers and are likely to exceed them. However, a downward trend in US fee-paying students that existed before Covid looks likely to persist.

student FTEs from outside EU: Number of UG, PGT, PGR international students in all years paying full outside EU fee only, as provided by Global Galway team.

% UG students with opportunity for international mobility: Measured in 2021/22 as the share of UG programmes with an opportunity for physical international mobility, e.g. year/semester abroad. As part of the Global Galway Project, and responding to opportunities afforded by virtual mobility accelerated by Covid-19, we are redefining mobility as any cross-border or inter-institutional academic, cultural and experiential exchange and collaboration, be it physical or virtual, in consultation at a sectoral level. This requires a change in how we measure and capture data, which we hope to update shortly.

% UG students availing of international mobility: This measures the share of UG students who spend some time overseas as part of their studies.

% international academic staff FTEs: The share of staff FTEs with a 'Nationality Description' other than 'Irish' as registered on our HR Core system.

This data captures at a macro-level our progress in diversifying our university community through international recruitment and mobility. The pandemic impacted what have been our four primary locations for recruiting international students – EU, India, China and USA – in different ways and at different times according to national travel and health policies. In 2020/21, the number of Erasmus students dropped over 40% and there was a near total drop in JYA students from the USA. The attempted cyberattack in 2021 compounded the impact as it disrupted web access, updates and processes for international recruitment in the following cycle. Despite this, data indicate that international student recruitment rebounded in 2021/22. Investment in the Global Galway Project is driving our ambitions in this area.

International Research Collaboration (% papers co-authored internationally as measured in SciVal)

This measures the share of all University of Galway-attributed publications in SciVal that had international co-authors, regardless of the total number of authors or the lead author's institution. This is a significant metric given the correlation between a publication's international co-authorship and its resulting citation score. Recent data in the University have shown that internationally co-authored publications have over twice the Field-Weighted Citation Impact of individually authored or institutionally co-authored publications, and almost twice that of nationally co-authored publications. The reported figure for 2022 was captured in October 2022 and will change.

Off-campus Learning (% programmes with work-based/community-based learning):

This represents the share of our undergraduate programmes in which students have the opportunity to engage in work placement or community-based learning as a structured element of their study here.

Alumni & Friends (Philanthropic support for development, research and scholarship):

This represents the received funding (as opposed to pledged funding) from alumni, friends and supporters in support of our university activities. In September 2021, the University launched a phased

five-year philanthropic campaign with a target of €60m, supported by an expansion of the University's Development Directorate. In tandem with our philanthropic campaign, the University is working to achieve a significant increase in alumni engagement and participation as measured by event attendance and volunteering, and we are working on developing an appropriate metric to capture that activity.

Partnership (to be developed):

Partnering with external organisations and communities is a key part of our strategic plan in the context of creating a more Open University of Galway. While much effort and resources have been invested in developing and cultivating new partnerships across the University in recent years (in culture and sport, for example), we are working on an appropriate, reliable and insightful metric to measure the results.

SDG Rankings (*THE* Impact Ranking overall score):

This is our global ranking as measured by *Times Higher Education* for our impact in progressing the UN's Sustainable Development Goals. The University makes an annual submission giving evidence of our impact on a series of criteria related to each SDG. We are scored individually for each SDG we submit towards based on our related teaching, research, policies, community engagement, etc. All institutions are scored on SDG 17: Partnerships for the Goals and this is added to the institutions' three highest scoring SDGs. In 2022, University of Galway was ranked first in Ireland. We were also ranked fifth in the world for SDG 12: Responsible Consumption and Production.

Energy & Carbon

% reduction in energy usage since 2006: This is reported by SEAI in its annual report on energy use in the public sector. The University has seen a significant decrease following years of concerted effort to invest in producing sustainable energy (most notably through Solar PV panels on campus buildings), to renovate and upgrade older buildings, to replace inefficient technologies, and to encourage positive behaviour in the conservation of energy by campus users. The 2020/21 figure of 54% included a 7% Covid-related drop in energy use, as estimated by SEAI. We are waiting for confirmation of the Covid-related drop for the 2021/22 figure of 51.4%.

Tonnes of carbon dioxide emissions: This figure was arrived at following extensive effort and consultation led by Professor Jamie Goggins and supported by CUSP (the Community and University Sustainable Partnership). It includes Scope 1, 2 and 3 emissions, which means that it is a full measure of greenhouse gas emissions from our own university activities, travel by staff and students to and from campus and on university business, and the greenhouse gases emitted by suppliers on our behalf. It is intended to estimate and report this figure annually.

Sustainability in Teaching (% programmes with sustainability-focused module)

This figure indicates the share of our programmes that include at least one module with a focus on sustainability/SDGs. The data are arrived at following a search of keywords associated with sustainability/SDGs within module Learning Outcomes reported in the Akari curriculum management programme.

Student Progression (% student completion; % student progression UG Y1-Y2)

Completion rates capture the share of students that have completed a programme five years after registering for that programme. Meanwhile, the student progression rate reported above captures the share of First Year undergraduate students who progress into the second year of their programme the following year. The reported figure for 2021/22 is a draft and subject to change. It is based not on the HEA returns but on registered students in Quercus as at September 2022. The attempted cyberattack in September 2021 caused major disruption to our student records system and has significantly hampered capture and reporting of both metrics. Our investment in a new student records system through the Student Digital Pathways initiative promises to make capturing, analysing and reporting data on our students' progression, transition and completion more efficient and insightful.

Graduate Employment (% graduates in employment/further study)

These figures show the share of the previous year's University of Galway graduates who were in employment or further study according to a Graduate Outcomes Survey carried out nationally. The figure dropped slightly in 2021/22, most notably due to Covid-19 impacts. A number of sectors, including Hospitality, Health Services, Social Impact, Retail, Biopharma and SMEs, were significantly impacted by Covid lockdowns and restrictions. For context, in 2021, roughly 25% of employers reported either cancelling or planning to reduce the number of graduate hires, compared to 0% in 2022. In addition, the 2021/22 figure includes 2% of our students who indicated they were taking a year out after graduation.

Student Recruitment

% of all high achieving (≥ 500) LC students attending University of Galway: 'High-achieving' is a subjective term and for this purpose we have chosen to define it as those students who achieve 500 or more points in their Leaving Certificate. This metric indicates the share of the total number of high-achieving Leaving Certificate students nationally who register for a programme at our university. It reflects the appeal of our programmes to CAO applicants from across Ireland, the demand for places on them, and the impact of student recruitment, outreach activities and scholarships in attracting and securing registrations.

% PG students: This represents the share of all students who are registered on Postgraduate Taught and Research programmes. We have seen a steady increase in PG students, influenced by a growth in the PG market, PG recruitment efforts supported by the Student Recruitment and Outreach team and the Global Galway Project, and a concerted effort to shorten the time it takes to assess, approve and offer places on PG programmes via the Ellucian student recruitment software.

Research Citations (5 year Field-Weighted Citation Impact in SciVal)

The Field-Weighted Citation Impact indicates how the number of citations received by our publications compares to the average or expected number of citations based on the journal type, discipline and year of publication. It is an important national and global benchmark of research quality and impact, and data can be disaggregated by College, field of research, and down to individual researcher level. As a measure, it is not without its shortcomings, however. For example, there is a relative paucity of non-STEM data recorded by SciVal, and a small number of very highly cited publications, with

hundreds of co-authors, can have a distorting impact on the overall FWCI score. Due to a lag in recording citations of recently published work, the five-year FWCI reported in each year comprises citations for all publications in that and the previous four years. Because citations can be made years and decades after a piece of research is published, data for all years is updated regularly and the more recent the year, the less complete the FWCI data.

Research Reputation (% of publications in Top 25% of Journals in SciVal; QS Academic Reputation positioning)

Taken with the FWCI, these measures indicate the quality and reputation of the research undertaken at our university among academics and publishers globally. Regardless of discipline, we know that research published in the top quartile of publications correlates with higher impact in terms of citations and reputation. That is why we have set a target to improve the share of our publications in the Top 25% of journals to 63% by 2025, as benchmarked internationally.

Our QS Academic Reputation score is based on a survey sent to hundreds of thousands of global academics each year where they are asked to identify the top 10 institutions from their country and top 30 institutions internationally that they think are producing the best research in their field. We report here our global position according to that score. As a qualitative metric, we cannot be certain why a respondent chooses one university over another. However, we know that we can continue to improve our score by setting targets at College level, publishing in the best journals, co-authoring and collaborating internationally, disseminating and publicising our research, inviting academics to conferences and high profile events hosted by the University, and actively engaging networks of collaborators so that they are familiar with the quality of research we produce.

Research Funding (€ funding awarded through EU programmes in 2021-2027 cycle (cumulative); € total funded research activity)

The former measures the notified funding awards through EU research programmes, including Horizon Europe, during the 2021-2027 funding cycle as captured at financial year end. The latter measures the direct expenditure on research activity across the University measured by financial year. The figure for 2021/22 is incomplete. It should be noted that the figure for 2020/21 is an all-time record for our university. The 2021/22 figure is subject to budget reconciliation.

ERC awards (% ERC Award success rate; # ERC Awards across strands)

European Research Council awards stand out as being particularly prestigious, due to their competitive nature and value. As such, we are tracking ERC Awards as a macro-level metric for research reputation at an international level. Achieving an ERC Award requires investing considerable effort in evidencing applicant quality and impact to meet the high bar required of consideration, shortlisting and award. For that reason, we have established a target of 15% successful applications from the University by 2025. Supported by the Research Office, this will require considerable effort to build the pipeline for future applicants, set targets at College level, and actively recruit ERC-primed researchers from outside the University into key areas of focus.

Innovation (# spin-outs established; # collaborative research agreements with industry)

Both measures are reported annually by KTI Knowledge Transport Ireland, and can be benchmarked nationally. Data show significant growth in spin-outs generated by the University in recent years, representing the tangible impact and benefit of our research and work to the local economy. Meanwhile, the expected growth in collaborative research agreements reflects our desire to partner with industry, in particular to support and grow industry, innovation and employment in and for our region.

Societal Impact (to be developed at sectoral level)

Our mission is to serve the public good, and we know that societal impact is something we currently do, something we have to do more of, and something we want to measure more effectively. While individual features of societal impact, such as employment, volunteering, school outreach, impact case studies, etc., can be measured at a micro-level, we will continue to work with higher education partners to establish a reliable and comparable macro-level measure to demonstrate and to benchmark the positive impact that universities have on the society that we serve.

Thematic Strategies

Many of the Flagship Actions in the strategic plan are more clearly defined and activated through the publication of specific Thematic and College-level strategies:

Strategy	Development Commenced	Early Draft Completed	Full Draft Completed	Consultation Concluded	Strategy Launched	Action Plan Published
Equality, Diversity and Inclusion	√	√	√	√	√	√
Launched by Dr Máire Geoghegan-Quinn on 5 February 2021. Read it: www.universityofgalway.ie/equalityanddiversity/resources/reportsstrategy						
Sustainability	√	√	√	√	√	√
Launched by Dr Mary Robinson on 9 March 2021. Read it: https://sustainability.universityofgalway.ie/sustainability/strategy						
Library Strategy	√	√	√	√	√	√
Launched by the University President on 11 May 2021 at all-staff webinar. https://library.universityofgalway.ie/about/strategy/						
Research and Innovation	√	√	√	√	√	
Launched by Professor Helga Nowotny on 19 October 2021. Read it: https://stories.Universityofgalway.ie/research-and-innovation-strategy						
Straitéis don Ghaeilge	√	√	√	√	√	√
Seolta ag an Dr Máire Geoghegan-Quinn ar an 16 Iúil 2021. Léigh é: www.universityofgalway.ie/gaeilgebheo						
Academic Strategy	√	√	√	√	√	√
Launched by Minister Paul Kehoe on 6 December 2022. https://www.universityofgalway.ie/registrar/academicstrategy-teachingandlearning/						

Student Success	√	√	√	√		
To be concluded in Spring 2023.						
Internationalisation	√	√				
Global Galway Project is early priority to establish the structures and culture that will drive International Strategy engagement and success.						
People Strategy	√	√	√			
Early draft concluded. Consultation and drafting continues.						

College Strategies

Strategy	Develop ment Commen ced	Early Draft Comple ted	Full Draft Comple d	Consultati on Conclude d	Strategy Launched	Action Plan Published
CMNHS	√	√	√	√	√	
CSE	√	√	√	√	√	√
CASSCS	√	√	√	√	√	
CBPPL	√	√	√	√	√	

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	Strategy implementation and operational planning	<p>Hundreds of staff, students and supporters helped to articulate a <i>Shared Vision, Shaped by Values</i> for the university launched in January 2020. It defines four core values of respect, openness, sustainability and excellence, and includes commitments to over 50 Flagship Actions that will transform the university for the better.</p> <p>A Halfway Report on the implementation of the Strategy, giving detailed information on has been completed and includes:</p> <ul style="list-style-type: none"> • How our world has changed since January 2020, and how our university is responding – read here • Key Performance Indicators – read here • Progress updates on all Flagship Actions with major milestones since January 2020 – read here • Resourcing the Strategy: How we are investing in implementing our strategy – read here • Staff perspectives on how we are doing and what challenges remain – read here
2	Galway Global Project	<p>The Global Galway Project is about building a strong international future for the University of 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.</p> <p>A new Unit has been established which incorporates the International Office. The Unit has 40 staff and 12 regional representatives. It encompasses Global Recruitment, Global Mobility, Global Partnerships, Finance & Global Operations, ENLIGHT, the English Language Centre (in transition) and the Office of the Vice President International.</p> <p>Building regional expertise was a key focus in 2022. We now have regional responsibilities across the Recruitment and Partnerships and on-the-ground presence and expertise</p>

		<p>within each global region. The latter, together with on-line activities, will help reduce our carbon footprint, enable us to better service the needs of prospective students and increase understanding of recruitment in different regions amongst Galway-based colleagues across the university.</p> <p>The Global Mobility Team has been focusing on increasing physical exchange opportunities for staff and students and working with academics across our Colleges to incorporate more diverse and creative global experience approaches into our teaching and learning. The newly formed Global Partnerships team is reviewing the policies and processes needed to expand our articulations, dual and joint degree offerings and working with our Colleges to develop and support their partnership strategies.</p> <p>The business case to move the English Language Centre into the University (from Commercial Services) was approved by UMT in March 2022. The transition will be completed in March 2023. The focus for 2023 will be on expanding the proportion of students who receive language and academic skills support both before they start study with the University and during their studies. As a self-financing centre within the Office of the Vice President International, the business model requires that the fees for pre-sessional courses subsidise the in-sessional supports.</p> <p>In terms of governance, the newly formed International Committee, a sub-committee of Academic Council, met for the first time in May 2022. It is responsible for the strategic and ethical framework of internationalisation and the development and implementation of international strategy in the University. The Committee will still be refining its remit and operation as it moves in 22/23 (e.g. how Colleges and Units should feed into the Committee’s business and cascade information from the Committee).</p> <p>Work to improve cross-unit processes and ways of working for global student recruitment, global mobility and student support continues. A proposal to expand the global careers support will be considered by the Project Board in March.</p>
3	Policies and Procedures Repository	<p>During the last academic year 2021/22, the Quality Office initiated a full review of the repository in its current state, to identify improvements. This analysis identified the need for a new policy management framework that would result in better policy writing and management and the need to make the repository more transparent, user-friendly and</p>

		<p>inclusive. The project team progressed in identifying key requirements for a new policy management framework and key IT considerations. This work was complemented by the development of a document hierarchy and governance framework by the Director of Governance which will help to shape and inform the direction of a new University-wide policy management framework. This project is paused temporarily to allow for the roll out of the University's Governance Hub and due to capacity constraints within the Quality Office.</p>
4	IRRP2024	<p>Draft IRRP2024 Policy and General Guidelines documents have been considered by UMT. Issues regarding the outcomes of IRRP2016, timelines for IRRP2024, sequencing of reviews and the inclusion of the wider researcher community are currently being considered and addressed. It was agreed that the policy would be updated to address the end stage of IRRP2024 to strengthen the processes supporting the implementation of recommendations and action plans and a proposed communication around the upcoming IRRP reviews for discussion at the next meeting of the UMT.</p> <p>The Steering Group engaged with College Deans and Vice Deans for Research to address ongoing concerns with the scope of IRRP2024 regarding research outputs and the inclusion of the wider research community.</p> <p>The following changes were proposed and have been agreed by UMT:</p> <ul style="list-style-type: none"> • The number of outputs per school will be 3 times the core permanent academic staff FTE. Each core permanent academic staff member will have to submit a minimum of 1 and a maximum of 5 outputs. • The review period will be the seven-year period up to December in the year prior to submission (e.g. Jan 2017 – Dec 2023 for Year 1 schools submitting in June 2024). • The total number of outputs to be submitted by a school can be supplemented by 1 output from each

		<p>independent researcher that is not core permanent academic staff. An independent researcher is defined as an individual who undertakes self-directed research, rather than carrying out another individual's research programme.</p> <ul style="list-style-type: none"> • Head of School will determine the method for selecting outputs to be submitted for its school. • College Deans will be invited to join the Steering Group until such time as the Policy and General Guidelines documents are finalised. <p>Arising from the substantial level of change agreed by UMT updated timelines have been agreed with Year 1 Schools now submitting in June 2024 with finalized policy and guidelines to be communicated to schools during the summer of 2023. The following actions will be addressed prior to the presentation of policy for approval by Academic Council in June 2023:</p> <ol style="list-style-type: none"> 1. Independent expert review of updated policy to be carried out 2. Agreement on the classification system to be used for subject areas 3. EDI assessment 4. Engagement with unions. 5. Update General Guidelines Document in line with policy 6. Quality Office to develop detailed processes to implement updated policy 7. Approval of updated policy by QEC and Academic Council in June 2023
5	Student Success Project	<p>Work Package 1</p> <ul style="list-style-type: none"> - Working with the Galway 100 group of students, we mapped the University of Galway student journey and completed a review of student communications. The outputs from this are now used to plan student communications, student supports and events and a draft Student Communications Policy is completed and will be progressed as part of the Student Success Strategy. We also completed a research paper on this element of the project.

		<ul style="list-style-type: none">- Piloted the use of Artificial Intelligence (AI) in supporting student success and launched the Cara chatbot which has responded to over 16k student queries in the 12 months from Jan 22 to Jan 23 with only a 6.4% failure rate. We are now progressing to procurement to move this to a more permanent offer for students.- Enhanced Student Orientation with an elongated programme over 5 weeks with an emphasis on social events and festivals to foster belonging and social connections. Also introduced a pre arrival module (Tús Maith) which almost a third of new entrants engaged with and 99% rated as being useful or very useful in preparing them for the transition to university. <p>Work Package 2</p> <ul style="list-style-type: none">- Provided training for staff to increase staff skills in responding to student needs. These included Customer Service skills training programme for front line Student Services staff, workshops on the CELT PG Dip in Supporting Student Learning, Students in Distress and First Point of Contact training- Training also provided to support CPD, including a Coaching Skills Development programme, “Coaching as a Leadership Style” in collaboration with the Centre for Adult Learning and Professional Development and a “Learning at 11” seminar series (a peer led programme to share learning across the Students Services unit)
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1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Údarás na hOllscoile	27th October 2021 16th December 2021 1st March 2022 27th April 2022 29th June 2022
Academic Council	14th October 2021 8th December 2021 10th February 2022 7th April 2022 16th June 2022
Quality Enhancement Committee	3rd November 2021 30th March 2022 (cancelled as Director of Quality was on sick leave) 1st June 2022

1.3.2 QA Leadership and Management Structural Developments

Following its establishment in February 2021, Údarás na hOllscoile (2021-2025) was in a bedding down phase. Its first annual internal effectiveness review was conducted in March 2022 and the outcome was discussed at its meeting in April 2022. Overall there was a generally high level of satisfaction and key steps were agreed to address issues raised. The workplan of Údarás na hOllscoile for the period included ongoing monitoring of developments relating to new legislation on governance in the higher education sector (now the HEA Act 2022), which *inter alia* will change the size, composition and functions of University governing authorities.

1. Academic Council was likewise in a bedding-down phase following its renewal in September 2021. A new International Committee of Academic Council was established to oversee the University's international activities and a new Curriculum Programme Board was established to oversee the University's suite of undergraduate and postgraduate taught programmes.
2. Implementing agreed management actions arising from internal audits was a major priority in the period. Significant progress was made on the development and implementation of a

documented governance framework for the University in the form of an online Governance Hub. In addition an extensive benchmarking exercise was carried out to support enhancements of the University's system of internal control.

3. The headline priorities for the governance function in 2022/2023 are:

- managing the transition to the new composition and structure for Údarás na hOllscoile by October 2023;
- continued support for the effectiveness of Údarás na hOllscoile in executing its statutory remit;
- the implementation and roll-out of the new online Governance Hub;
- progressing the enhancement of the University's system of internal control through the implementation of the recommendations arising from the benchmarking report;
- ongoing support for the implementation of the Subsidiaries Code;
- a general benchmarking exercise on resources and capacity in the governance function to assess their adequacy to support the needs of the University in light of increasing day-to-day compliance and accountability requirements and in the interests of ensuring the sustainability of governance enhancements underway.

Appointments:

Executive Dean of the College of Medicine, Nursing & Health Sciences: Professor Martin O'Donnell was appointed the new Executive Dean of the College of Medicine, Nursing & Health Sciences for a four-year term, commencing 1 February 2022.

Prof O'Donnell is Professor of Neurovascular Medicine at University of Galway, and Consultant Geriatrician at University Hospital Galway. A medical graduate of University College Cork, he trained in Geriatric and Stroke medicine in Ireland, Canada (McMaster University) and the US (Stanford University), during which time he completed a PhD with the Department of Clinical Epidemiology and Biostatistics (McMaster University). He has considerable experience of international research collaborations and led a key study of risk factors for stroke (INTERSTROKE study) that included 26,000 individuals from 32 countries.

VP for Equality, Diversity and Inclusion: Helen Maher was appointed VP for Equality, Diversity and Inclusion in January 2022. Having worked as Vice President of Carlow College, St Patrick's for more than two years, she has worked on equality and social justice issues in higher education, civil society organisations and consultancy including with An Cosán, Tallaght; Waterford Women's Centre; the Inner City Organisations Network in Dublin. She was appointed Vice President at Carlow College, St Patrick's in 2019, the first woman to hold the post and has also served as an International Human Rights Observer in Mexico in the 1990s; is a founder member of Rohingya Action Ireland; and she was

lead researcher for a project under the EU Programme for Peace and Reconciliation on good practice in community based approaches to peacebuilding in the border region of Ireland.

VP for Engagement: Dr Paul Dodd will took up the role of VP Engagement in early January 2022 from the University of California Davis. He contributed to the significant growth of UC Davis research revenue over the past nine years, most recently seeing an all-time campus record of US\$965m in new research awards in one year. He has also been leading the establishment and advancement of many institutional partnerships domestically and internationally for UC Davis, a skill set he hopes to put to good use in his new role in Galway.

Irish Language Officer: Caroline Ní Fhlatharta, a native speaker from Connemara was appointed to the role of Irish Language Officer in October 2021. The appointment of University of Galway's first Irish Language Officer is a key part of the University's inaugural Irish Language Strategy, A Strategy for the Irish Language 2021-25.

The appointment of an Irish Language Officer is a key first step in the Straitéis don Ghaeilge and an act of recognition that reflects University of Galway's clear vision for the Irish language within university education. She has the full support of colleagues in the University in promoting the values set out in the Irish Language Strategy, increasing and strengthening the University's Irish language community. The Irish Language Officer, under the direction of the Office of the Deputy President and Registrar, will have overall responsibility for driving the University's vision for the Irish language. The role involves working on the University's current Scéim Teanga and planning the next, as well as ensuring University of Galway lives up to obligations for the Irish language. The Irish Language Officer will also oversee implementation of the new policy which requires all units to provide customer services through the medium of Irish; implement a scheme whereby the Irish language as a skillset is officially recognised in recruitment processes; and that 20% of professional staff will have the ability to conduct business through Irish.

Director of ISS: Dr. Beatrice Heneghan was appointed as Director of ISS in March 2022. The Information Solutions and Services Department provides a comprehensive range of IT services for students and staff at University of Galway. The department continues to review and change its structure and processes to reflect the needs of the University. The departments approach to service development and delivery is based on IT industry best practice (ITIL for service management and PRINCE2 for project management). The department continues to develop skills across all staff in the department, in order to improve ability to meet student and staff requirements.

Formation of the International Committee

The newly formed International Committee, a sub-committee of Academic Council, met for the first time in May 2022. It is responsible for the strategic and ethical framework of internationalisation and the development and implementation of international strategy in the University. The Committee will still be refining its remit and operation as it moves in 22/23 (e.g. how Colleges and Units should feed into the Committee's business and cascade information from the Committee).

The purpose of the committee is to support and oversee the development of the internationalisation strategy and hold Units accountable for the implementation of the strategy. The responsibilities of the committee include:

1. To oversee and monitor implementation of internationalisation strategy.
2. To advise on and sign-off international policy, MoUs (Memoranda of Understanding)/agreements and operational strategy.
3. To discuss challenges to our global direction and strategic operation.
4. To oversee the strategic direction of internationalisation across Units and consider new ideas.
5. To be a champion of the culture change required across Units for internationalisation to be success.

Formation of Research Institutes

In April 2022 Academic Council approved a joint submission by the College of Medicine, Nursing and Health Sciences and the College of Science and Engineering to set up two new cross-college research institutes to replace the NCBES Institute. The two research institutes are:

- research institute for Medical Technologies and Advanced Therapeutics Discovery, with a primary affiliation in the College of Science and Engineering, and
- research institute for Innovative Translational Clinical Trials, with a primary affiliation ion the College of Medicine, Nursing & Health Sciences

The aim in establishing two cross-college institutes is to fully leverage the transformative and translational potential of the breadth of research activity in the biomedical engineering science domain, and to underpin the continuum of research and innovation for health.

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
School of Computer Science (T)	16 th February 2022	Review Report
School of English and Creative Arts (T)	2 nd February 2022	Review Report
School of History and Philosophy (T)	9 th February 2022	Review Report
School of Languages, Literatures and Cultures (T)	2 nd March 2022	Review Report
Bursar's Office (S)	9 th March 2022	Review Report
Marketing and Communications Office (S)	23 rd March 2022	Review Report

1.4.2 Expert Review Teams/Panels³ involved in IQA

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
School of Computer Science (T)	16 th February 2022	Review Report
School of English and Creative Arts (T)	2 nd February 2022	Review Report
School of History and Philosophy (T)	9 th February 2022	Review Report
School of Languages, Literatures and Cultures (T)	2 nd March 2022	Review Report
Bursar's Office (S)	9 th March 2022	Review Report
Marketing and Communications Office (S)	23 rd March 2022	Review Report

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	6	4	2	0	0	0	0
<i>of those:</i>							
On-site processes	0						
Desk reviews	0						
Virtual processes	6	4	2				
Average panel size for each process type*	4	4	4				

* excluding secretary if not a full panel member

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 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 information is useful in setting the context for enhancements and impacts achieved during 2021/22:

- Total student enrolments increased by over 5% to 20,214 in 2021/22.
- PhD enrolments in 2021/22 remained static at just below 1,100.
- While mature enrolments in 2021/22 remained similar, enrolment of international students rebounded, and saw an increase of over 27% in 2021/22.
- The quality of undergraduate admissions as measured by median CAO points improved to 488 in 2021/22 (448 in 2020/21).
- The number of academic employees remained similar at approx. 800 in 2021/22.
- Employment rates for graduates increased from 93% in 2020/21 to 96% in 2021/22. This figure includes graduates who go on to further education.
- QS rankings declined slightly in 2021/22 from 258 to 270, whereas we improved slightly from 351-400 in Times Higher Education (THE) to 301-350 in 2021/22.
- Research quality and impact in general has improved across most metrics.
- Direct research income decreased slightly from €71m to €65m in 2021/22.
- 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 increased from 2188 to 2,449 in 2021/22, and the number of citations from papers published over a 5-year period rose from approximately 114k to over 161k.
- The student experience score from the national StudentSurvey.ie while it improved on 2020/21 – it remained slightly below the National Average for the University sector. There was an improvement in 2021/22, with c.74% of students indicating satisfaction with their experience (66% in 2020/21) and 80% indicating that they would make the same decision to take their course at University of Galway if they had to start University again (81% in 2020/21) as return to on campus learning took effect. However, both metrics are still slightly below the national average of 80% and 85% respectively.

The impact of the pandemic is still somewhat evident in a number of the indicators above. The University was presented with a further challenge in September 2021 when the university was subject to an attempted cyberattack, which led to significant disruption to connectivity between the campus network and the wider internet, impacting all users. While there was no evidence of any data being compromised, the essential work carried out by IT, cyber security and data protection staff and specialists to investigate the incident, establish new security measures and restore network access persisted for several months. The event followed recent high-profile hacks and ransomware attacks at other higher education institutes and at the HSE.

The growth in frequency and sophistication of cyberattacks globally, combined with the growth in on-demand access to data and information platforms, will ensure that cybersecurity remains a priority for the university and sector in the years ahead. The risk to business continuity, international collaboration and student/staff recruitment and transition remain high, and our obligations regarding data protection as part of an ever-growing regulatory landscape will necessitate careful monitoring and targeted resources.

Following the immediate investment of expertise, time and resources required to respond to the 2021 attempted cyberattack, the university continues to leverage cloud technologies and invest in upgrades to servers and data storage systems to ensure this critical infrastructure is fit-for-purpose to support our university mission. In this context, we have deployed a 24/7 Security Operations Centre, hardened our on-premises and cloud environments, and will shortly recruit additional key information security personnel. The newly appointed Director of ICT is leading the development of the university's first Digital Strategy to articulate the University's priorities in the coming years. Moreover, based on experience and expertise, the University is engaged in information-sharing at a national level to determine ICT priorities across the university sector.

Throughout the challenges facing University it has maintained academic oversight over all changes required to teaching, learning and assessment to ensure the quality of the student experience was maintained.

Governance and Management of Quality

Policies and Procedures Repository: The current processes in relation to Policies and Procedures have been in place for approximately ten years. In that time the University has gone through unprecedented growth and change. The governance and management structures have radically changed with the introduction of devolved management of colleges and the introduction of a new budgeting model. A fit for purpose policy management framework has become increasingly important in this new devolved world to ensure that there is a shape and a consistency to how the University operates.

During the last academic year 2021/22, the Quality Office initiated a full review of the repository in its current state, to identify improvements. This analysis identified the need for a new policy management framework that would result in better policy writing and management and the need to make the repository more transparent, user-friendly and inclusive. The project team progressed in identifying key requirements for a new policy management framework and key IT considerations. This work was complemented by the development of a document hierarchy and governance framework by the Director of Governance which will help to shape and inform the direction of a new University-wide policy management framework. This project is paused temporarily to allow for the roll out of the University's Governance Hub and due to capacity constraints within the Quality Office.

The Policies and Procedures below are a sample that were either initiated or further revised during 2021/2022:

- QA051 Name Change on Student Records System
- QA135 Engagement of Graduate Teaching Assistants
- QA182 Universal Design & Accessibility

- QA205 Climate Action Sustainability and Climate
- QA206 Naming of University Buildings and Spaces
- QA311 Research Overhead Allocation
- QA817 Library Laptop Loan Scheme
- QA818 Library Open Press Takedown

External Examiners: External Examiner reports have been received for over 200 programmes/modules during 2021/22 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:

1. Feedback
2. Marking/Anonymous marking
3. Assessment/workload
4. Resourcing
5. Plagiarism

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 October 2022.

Programmes of Education and Training

A new [Curriculum Design and Management Policy](#) was developed in 2020/21. The policy requires the establishment of a University Committee called the Curriculum & Programme Board the remit of which will be to:

- Review and approve proposals for new undergraduate and postgraduate taught programmes/modules from a variety of perspectives, e.g., academic, alignment with University strategy, business case including market demand, quality and standards, fit with existing University portfolio, confirming College agreement to resourcing requirements, space usage, etc;
- Review and approve major, substantive changes (see Section 1.2) to existing programmes.
- In accordance with QA006 Review of Taught Programmes Policy, a full Programme Quality Review is required for all programmes once every 7 years. The University Curriculum & Programme Board will review the 7 year Programme Review Reports and approve their re-validation as appropriate.

This Board was set up in 2021/22 and met on two occasions – March 11th and May 24th. A terms of reference was agreed and the Board considered and recommended for approval to Academic Council Standing new programmes and major programme changes.

New programmes & Major Programme changes: The following programmes and major programme changes were approved by Academic Council Standing in 2021/22.

Programme	College	Type	ACS approval
MA in Digital Media - MA Digital Art, Design & Cultures)	Arts, Social Sciences and Celtic Studies	Major Changes	27/01/2022
MSc Computer Science – Artificial Intelligence - Online	Science and Engineering	Major Changes	28/03/2022
MA (Values and Knowledge) - MA (Philosophy)	Arts, Social Sciences and Celtic Studies	Major Changes	02/06/2022
Arts-Law (amendment of progression rules for students progressing from First Arts Law to Second Arts Law)	Arts, Social Sciences and Celtic Studies	Major Changes	27/01/2022
BSc in Computer Science & Information Technology (approved proposal to establish a Level-7 Exit Award in the School of Computer Science in exceptional circumstances)	Science and Engineering	Major changes	27/01/2022
BA in History	Arts, Social Sciences and Celtic Studies	Major Changes	28/03/2022
BA (Children and Youth Studies)	Arts, Social Sciences and Celtic Studies	Major Changes	28/03/2022
MA (Culture and Colonialism) - programme paused 2022	Arts, Social Sciences and Celtic Studies	Major Changes	28/03/2022
MA (Medieval and Antiquity) - programme paused 2022	Arts, Social Sciences and Celtic Studies	Major Changes	28/03/2022
Professional Masters of Education and an Máistir Gairmiúil san Oideachas	Arts, Social Sciences and Celtic Studies	Major Changes	28/03/2022
BSc Project and construction Management	Science and Engineering	Major Changes	28/03/2022

The following New Programmes were approved:

Programme	College	Type	ACS approval date
Postgraduate Certificate (Creative Arts Management)	Arts, Social Sciences and Celtic Studies	New Approval	28/03/2022
M. Sc. in Cyber Security Risk Management	Business, Public Policy and Law	New Approval	28/03/2022
Msc in Health Data Science	Science and Engineering	New Approval	28/03/2022

Staff Recruitment, Management and Development

Academic Promotion Scheme: Five rounds of the Academic Promotion Scheme have now been completed with a total of 123 applicants (56 female, 67 male). Female candidates have had a 59% success rate across all categories with male applicants having a 43% success rate across all categories.

<i>Applicants and Success Rates - Rounds 1-5 (Confirmed 17 Nov 2022)</i>									
	<i>Female Candidates</i>			<i>Male Candidates</i>			<i>Total Candidates</i>		
<i>Promotion Track</i>	<i>Applied</i>	<i>Success</i>	<i>Success %</i>	<i>Applied</i>	<i>Success</i>	<i>Success%</i>	<i>Applied</i>	<i>Success</i>	<i>Success%</i>
<i>PP Totals</i>	14	7	50%	17	5	29%	31	12	39%
<i>Professor in Totals*</i>	4	1	25%	3	1	33%	7	2	29%
<i>SL Totals</i>	38	25	66%	47	23	49%	85	48	56%
<i>Grand Total</i>	56	33	59%	67	29	43%	123	62	50%

** There has been only a single round of promotions to the new "Professor in" grade at this stage.*

Learning and Development 2022: A total of 108 professional development workshops were run by HR in 2022 and 7 centralised induction courses. A number of these workshops were rolled out for the first time including:

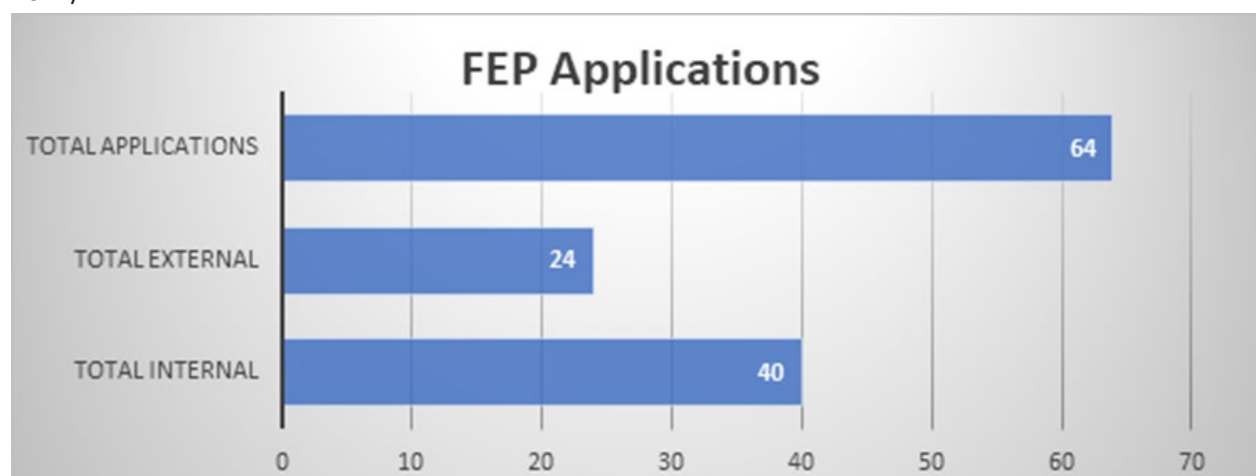
- Bitesize Learning sessions
- Train the Trainer
- Leadership Development
- SharePoint / MS Teams/OneDrive
- Drug and Alcohol Awareness training
- Irish Traveler Cultural Awareness Training for Irish Traveler Ethnicity week
- Spectrum Life Health Seminar Day

A total of 2,502 people attended this workshops (this does not include attendance at LinkedIn Learning courses).

Centralised Induction: A [centralised induction](#) training event is held for new staff members to the University. The programme provides new staff with the opportunity to hear about the University's structure, governance, and strategy. It aims to be an informative and engaging event for new staff with the opportunity to meet new colleagues and ask questions of existing staff. It is a one day, online event which is held approximately every six weeks to accommodate all new employees. In 2022, a total of 7 courses were held attended by 319 employees:

<i>Induction</i>	<i>2022 total</i>
Attendees	319
Female	194
Male	123
Evaluations	122

Further Education Policy (FEP): This is a funding programme to which staff can apply for support when undertaking a part-time programme of study. A total of 64 applications (50 female, 14 male) were received in 2021/22:



There was a 100% success rate with one withdrawal.

A breakdown of the types of courses applied for is as follows:

Types of courses applied for:	
Total PhDs	17
Masters	23
Bachelors degrees	6
PG cert/diploma	17

An analysis of the categories of staff applying for FEP in 2022 shows that over 50% of applications received came from staff within the University's Professional Services units.

Categories of Staff applying for FEP	
Academic	15
Research	7
Professional Services	33
Library	7
Technical	2

Other Professional Development and Training initiatives were also provided during the year:

- Collaborate: Inter-Institutional Peer Mentoring Programme
 - A collaboration with 8 other institutions across the island of Ireland. 5 week programme supporting a particular cohort of staff. Programme 1 catered for staff who were new to people management roles and Programme 2 catered for PI's/Researchers. Each session has a different theme with a guest speaker specialising in that area. Participants are broken up into groups to discuss issues/concerns and share knowledge.
- Bitesize Learning Sessions
 - Pilot of a new workshop which allowed internal staff to share their expertise with colleagues on a range of topics such as Strength Based Coaching, University Customer Service and An Ghaeilge san Ollscoil.
 - 60-minute sessions. Workshops designed and facilitated by University staff for University staff.
- LinkedIn Learning
 - LinkedIn Learning has over 16,000 courses allowing people to learn at their own pace and select only the courses and videos most relevant to their teaching and learning journey. With a wide range of courses available, including; technical, business, software, leadership, mindfulness, and creative topics, staff and students will be able to grow and develop their passions-both professional and personal.
 - Membership renewed until September 2023



- Mentoring:
 - A number of workshops held throughout the year and Mentoring Champions created within a number of Colleges and units. In 2022 70 mentees and 105 mentors were identified.
- Learning & Development Focus Groups (e.g. Induction Improvements and suggestions with new starters)
- On- Demand Learning:

- New [DCM Learning hub: University of Galway Learning Hub](#)
- LearnUpon – This platform hosts Unconscious Bias and EDI training modules. In 2021/22 a new Neurodiversity module was added to the platform.
- Learning Paths on LinkedIn Learning to support:
 - Bereavement and Grief Workshops
 - Employee Wellness
 - Onboarding
 - Anti-bullying
 - Sustainability and the University's alignment to the SDG's
 - The Sustainability Strategy

Employee Assistance Service: The [EAS](#) is a free and confidential professional counselling and information service that provides support to University of Galway employees, their partners and dependents over the age of 18 and residing at the family home to resolve personal and work related concerns. EAS is available 24/7, 365 days a year covering numerous topics such as:

1. Counselling
2. Mental health support for worries around COVID-19
3. Infertility & pregnancy loss
4. Elder care support
5. Parent coaching
6. International employee support
7. Legal information
8. Financial information and more.

LIFT Ireland and University of Galway: In 2021 LIFT Ireland and University of Galway announced a unique partnership aimed at improving leadership skills among students and staff. LIFT Ireland is an initiative to raise the level of leadership nationwide, working with organisations and individuals in a variety of settings to develop key leadership attributes. LIFT's partnership with University of Galway is the organisation's first formal partnership with a third-level institution. It will see more than 200 staff and students trained as LIFT facilitators. These facilitators will then go on to deliver the LIFT leadership programme to a further 1,500 staff and students at the University. LIFT's leadership programme is delivered through regular roundtable sessions, led by a volunteer facilitator. Each session focuses on one of eight key leadership values, such as honesty, competence, accountability, empathy, respect and positive attitude. The programme supports participants to develop these leadership attributes and set personal goals on an ongoing basis.

The programme is being relaunched in 2023 following severe disruption caused by the covid-19 pandemic

Teaching, Learning and Assessment

Academic Strategy: Initially developed over the course of 2020-21, amid the global pandemic and periods of public health restrictions, University of Galway's Academic Strategy sets out its philosophy for teaching and learning and a future for the overall learning experience for students. This [Academic Strategy 2021 26](#) builds on the core values articulated in the University's institutional strategy with a focus on how we might enact them through our teaching and learning and ensure that our graduates are well equipped to rise to the challenges ahead of them and play impactful and leading roles in society.

The Strategy focuses on five strategic priority areas:

- Our Learning Culture;
- Developing and Empowering our Staff;
- Our Teaching and Learning Environment;
- Our Community and Beyond; and
- A Culture of Quality Enhancement.

As part of the five year plan, a number of key developments are planned, including:

- The appointment of Learning Technologists enhancing our digital teaching and learning environment and the appointment of an inaugural Academic Integrity Officer.
- Proposals to be developed to enhance our Galway city campus digital teaching and learning environment, known as Learning Commons/Library.
- Funding awarded from National Forum Fund - Strategic Alignment of Teaching and Learning Enhancement to drive teaching and learning.

Library Project Update: A key deliverable in the University Strategy is to redevelop the University Library for the twenty-first century, establishing a Learning Commons that encourages and supports new forms of engagement in learning across our communities.

In March 2022 a decision was taken to change from a transformation of the existing James Hardiman Library building to the construction of a new Learning Commons, offering significant benefits for student experience, sustainability, community engagement and futureproofing

- July-August 2022: Series of study visits undertaken to buildings in Ireland, UK and US to inform design of new building
- Nov 2022: Procurement of Single Point Design Team for new project almost completed

Although the scope of the project has changed, its ambitions remain the same:

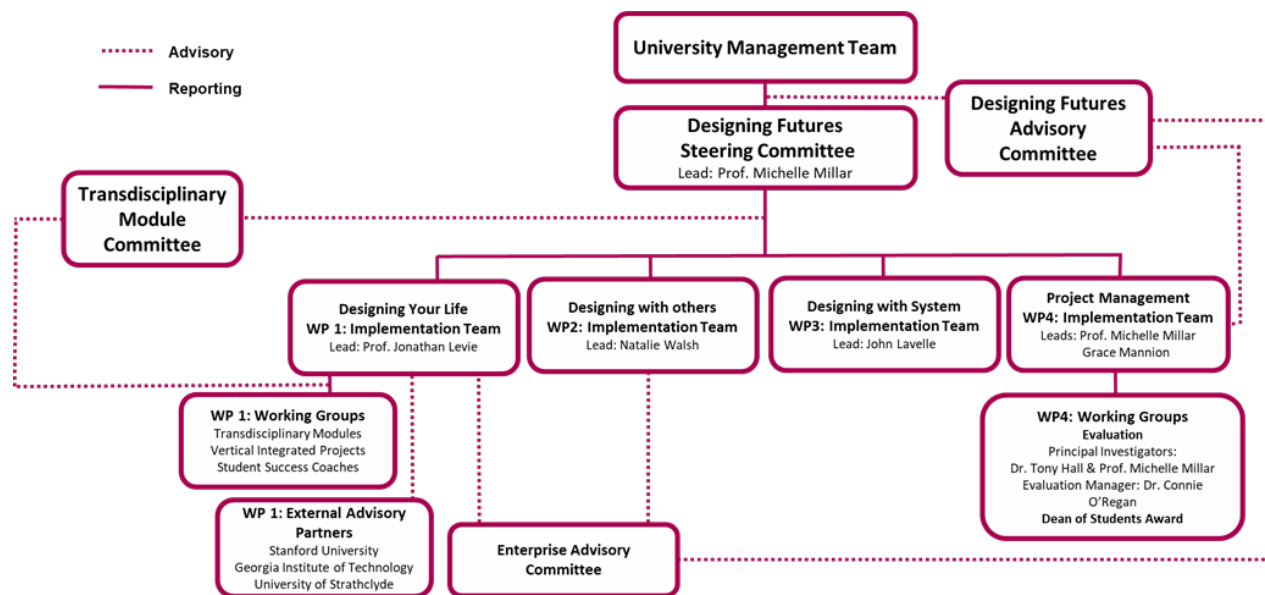
- Flagship, inspirational place of scholarship and community at heart of campus
- Attractive to current and prospective staff and students
- Transformed learning environment with:

- Spaces for digital creativity and innovation
- Mix of individual and collaborative study and social spaces
- Access to knowledge in digital and printed formats
- Expert support
- Future-proofing

Virtual Learning Environment: The Teaching & Learning Committee undertook a consultation and review process with regards the selection of institutional VLE (Virtual Learning Environment), as the current contract period was drawing to a close. A number of meetings, events, and a short survey, were completed and led to the recommendation to consider moving to an alternative platform (from Blackboard to Canvas). The Teaching & Learning Committee approved this change, subject to the appropriate funding being available to manage the transition period.

Designing Futures: University of Galway’s Designing Futures was awarded €7.57m in funding for a period of 5 years, 2020-2025. The aim of this programme is to enhance graduates’ employability, through promoting greater engagement with civic society, community and enterprise during their studies, while enhancing their overall education and preparedness for life in the challenging future emerging.

Governance: Each team involved in the governance of the project has a specific role and the appropriate personnel to ensure good governance.



At the strategic and governance level enterprise partners are represented on all key boards and committees for Designing Futures. Enterprise engagement has been a key success factor for student engagement across our programmes.

Designing Future Partners



From an operational perspective enterprise are engaged in the design and delivery of all IdeasLab programmes, this includes persona design and development, site visits, weekly mentoring and final presentations. Engagement spans modules and micro accredited programmes. The summer programme Start100 was also supported by over 10 companies in the region, these spanned current partners including Mybrionics but also included other companies including Spotlight Oral Care, Glofox, Atlantic Bridge and Atrian Medical.

Student Engagement: The project has gathered data for student engagement across the various Designing Future Initiatives. This reflects the fact that students have multiple engagements both within and across project activities. The table below represents a cohort of 1953 individual students who participated in the project since 2020. It does not represent the full student sample to date as we are still developing our data systems. However, it demonstrates that we are successfully recruiting most students from the Colleges of Arts and Sciences as intended and the student profile across gender and nationality are in keeping with the overall student profile of the university.

Academic Year	Designing Futures Initiative	College of Study (Discipline)				Geographic Spread	
		CASSCS	CES	CBPPL	CMNHS	EU	Non EU
AY 2020/21 (n=138)	IdeasLab (n=138)	6%	24%	21%	9%	63%	37%
	Total	6%	24%	21%	9%	63%	37%
AY 2021/22 (n=672)	IdeasLab (n=110)	13%	55%	25%	8%	72%	28%
	Success Coaching (275)	81%	12%	6%	0%	87%	13%
	Transdisciplinary Modules (n=287)	100%	26%	9%	0%	126%	5%
	Total	67%	22%	9%	1%	88%	12%
AY 2021/22 (n=1143)	IdeasLab (n=49)	10%	51%	31%	8%	45%	55%
	Success Coaching (n= 372)	59%	20%	18%	2%	87%	13%
	Transdisciplinary Modules (n=722)	43%	44%	13%	0%	96%	4%
	Total	47%	36%	16%	1%	91%	9%
Project to Date (n=1953)	IdeasLab (n = 297)	9%	40%	24%	9%	63%	37%
	Success Coaching (n=647)	69%	17%	13%	1%	87%	13%
	Transdisciplinary Modules (n=1009)	52%	37%	11%	0%	95%	4%
	Total	51%	31%	14%	2%	88%	12%

Abbreviations:

CASSCS: College of Arts, Social Sciences and Celtic Studies

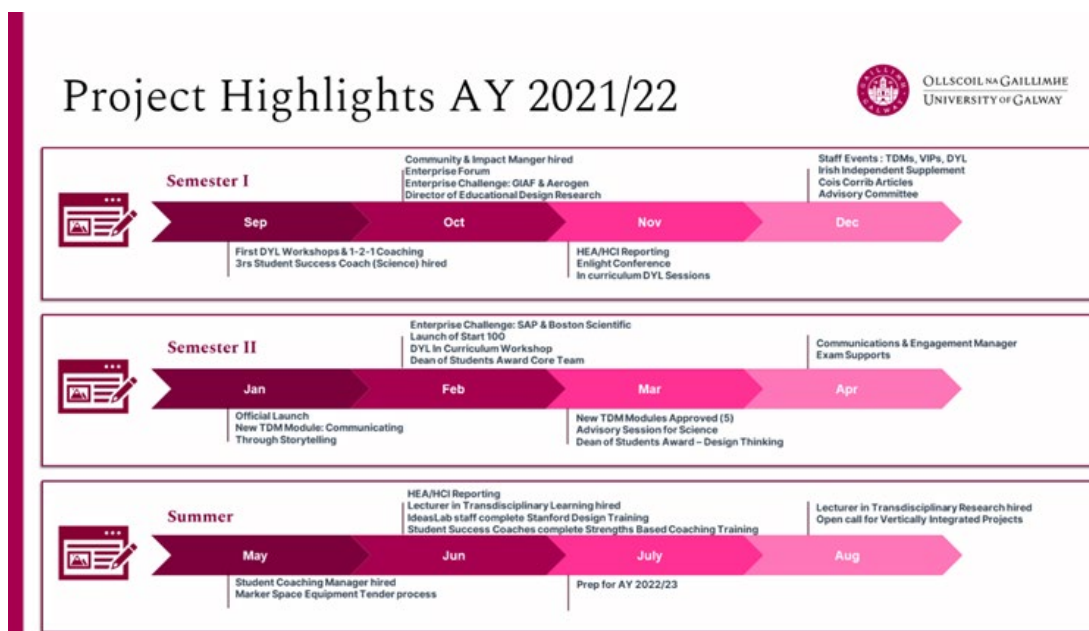
CES: College of Science and Engineering

CBPPL: College of Business, Public Policy and Law

CMNHS: College of Medicine, Nursing & Health Sciences

EU: European Union

Designing Futures Projects: Designing Futures is not linked to additional places or new programmes. However, a number of project activities demonstrate agility to empower, educate and support students to lead better lives and succeed in the complex world we live in. The graphic below highlights the main achievements for AY2021/22:



The project activities include the following:

Vertically Integrated Projects (VIPs): These are a highly agile component of the Designing Futures programme at the University of Galway. VIPs are interdisciplinary research projects that recruit undergraduate students from

a range of disciplines to work on discrete research outputs relevant to the project. VIPs have been developed in over 40 universities worldwide and they build the research impact of the VIP Principal Investigators and the employability and research awareness of the student members. In 2022, The University of Galway joined the International VIP Consortium and we have set up our VIP programme in line with the guiding principles set out by the consortium. 11 Our approach to embedding VIPs at the University has required agility in a number of areas. VIPs are new to the University and to Ireland and thus this has required raising awareness of the benefits of such programmes for staff and students. The Designing Futures team has led out an awareness raising campaign for staff and students in semester 1 AY2022/2023 which resulted in 14 VIPs being set up and the first cohort of 10 VIP students enrolling for their first VIP module for semester 2 AY2022/2023. The VIP team have worked flexibly with Colleges, Schools and Disciplines to embed VIPs as part of their curriculum offerings. The team are now working to increase the number of Colleges, Schools and Disciplines that offer VIP modules as part of their curriculum to reflect the broad disciplines represented in newly developed VIP projects (e.g. law, business and health sciences). We have been particularly agile in terms of ensuring that students are placed in project teams that suit their interests and skills. Students fill out an expression of interest form prior to taking part in the module, letting the team know their levels of interest in each project on offer and their relevant skills. With the assistance of the Vertically Integrated Project Principal Investigators, we then offer students a place on a project that matches the students' interests and the Principal Investigators project needs. Students are supported in their VIP module in weekly classes from their VIP Lecturer. The focus and content of these classroom sessions are developed each semester based on the particular needs of the project Principal Investigators and any specific learning needs that students mention in their expression of interest forms. Thus each VIP semester will have a tailored set of classes designed to enhance students' knowledge and skills relevant to the VIP they are working on and to meet their personal development goals. We have also been agile in our approach to making an advanced level VIP module available to students who complete an entry level VIP module. This gives students the choice to advance their research and leadership skills if they wish and is also a novel solution within the VIP consortium. Entry level and advanced level modules are available each semester to make the programme as accessible as possible to students.

Design Your Life Programme: Eight staff from the Designing Futures team have been trained in the Stanford University California's Designing Your Life methodology. The Design Your Life curriculum offers a range of content, tools and approaches which can be utilized in various contexts, in 1-2-1-coaching, in a workshop setting (curricular and co-curricular) and as a full accredited module. The Student Success Coaches designed bespoke curricular workshop content based on the specific student needs identified by the lecturer and/or Programme Director. This agility in workshop design and responsiveness to student needs increased the potential for student engagement. During Orientation and re-orientation (2021), a time when students make choices about subject and module choices, workshops were designed and run, in response to a need identified by college leadership. These workshops supported students in their decision making 'Making Decisions for Your future – Decide, Accept, Engage'.

DYL Programmes & Workshops: The Design Your Life framework draws on tenets of Design Thinking and encourages students to apply principles of design thinking to their own lives. By being introduced to design your life tools, activities, and mindsets, students which include Prototyping, where students are encouraged to expand their thinking, be curious, try ideas out and garner the right support for their life design prototypes. This bias towards action approach encourages students to be proactive in building a life that has meaning for them, within university and beyond and learning from both successes and challenges.

1-2-1 Coaching with DYL: Coaching is a one to one (or small group) session with a Success Coach who is always interested in a student's progress. Coaches help students decide on actions to move forward, and encourage them to learn more about themselves and how they can succeed in achieving their goals. As well as their

individual professional skills and approaches, Success Coaches use Design Your Life to work with students through a bias to action approach, where they support University of Galway students to step into a brighter, self-directed future, whatever this means for each individual. Success Coaches help students build their confidence, recognise their strengths, identify their goals and the steps to achieve them, build organisational skills, help them to make new friends, to feel part of an academic community or to navigate life more smoothly.

DYL Module: The DYL 5 Credit Module has been developed in a response to a need to embed the DYL Framework into the curriculum, particularly in the context of providing students with personal and career development, alongside developing their research and entrepreneurial confidence and capability. The first time DYL has been introduced as a credit-bearing module within the curriculum of an Irish university, this represents an important and unique opportunity to support students' general education and it is a good example of how the project activities are responding to students' wider developmental needs, which has a direct impact on the success of the project. This 5 Credit module introduces student to systematic techniques and tools to figure out what their interests, talents and curiosities are, and envision what their future work and personal life might be. It is potentially helping students to get the most out of college, and also plan for how they can live the most meaningful and fulfilled lives after graduation. This module furthermore gives students concepts and skills to support their personal, emotional and physical wellbeing. Strengths Based Coaching Strengths based coaching is working with students towards understanding and working towards their best selves. With this increased self-knowledge and understanding of their unique strengths and talents, students are better equipped to get the most from their university experience. By integrating a strength-based approach in our 1-2-1 coaching, the numbers of 1-1 coaching engagements has increased. Clifton StrengthsFinder, our main strengths based tool is widely used internationally and our coaching team have received training in its use and deployment. Students are responding very well to its deployment in their coaching sessions.

Evaluation: The Designing Futures project has an embedded evaluation function which is working to support the project implementation using a formative evaluation approach. In this way, as the project is being rolled out, regular feedback is collected from students, staff and enterprise partners. This information is being reflected back to each initiative leader so that programme adjustments and improvements can be made in real time. According to Kahu & Nelson (2018), projects such as Designing Futures can strengthen the student's engagement during their time at university. In so doing, both short term and longer term outcomes can be identified both academically and socially. This theoretical framework has been identified as a core lens through which to track the impact of Designing Futures on the students who participate. However, within the timeframes of this iteration of Designing Futures, the team are tracking the immediate outcomes of the project. To do this both qualitative and quantitative measures are being used to collect data each semester from staff, students and enterprise partners. Specifically, qualitative data is collected through regular student focus groups and through review of completed student digital stories. In this way, we can collect real time feedback on the project and its immediate impact on the students, and field test a range of quantitative measures, which could be integrated in the various programmes, and used to evidence programme impact over the longer term.

Supports and resources for learners

Student Success Strategy: The development of University of Galway’s first *Student Success Strategy* is a flagship action in [Strategy 2020 – 25](#),^[4] aligned with the core value of Excellence. All higher education institutions are required, under the HEA’s *System Performance Framework 2018 – 2021*, to develop institutional strategies for student success.

In October 2021, the National Forum for the Enhancement of Teaching and Learning in Higher Education, recognising common opportunities and challenges surrounding the development of student success strategies across the sector, launched its [Seven Cs for Embedding Student Success: A Toolkit for Higher Education Institutions](#), outlining a:

“...process for embedding the continuous enhancement of student success. It includes resources to enable institutions to take stock of how student success is currently embedded in their institution, and to identify what currently works well and what needs to be developed further. It challenges institutions to consider the impact of all potential policies, practices and actions on all staff and students. It encourages conversations, debates and planning of how best to embed student success in a sustainable way across all functional areas of the institution.”^[2]

In November 2021, the Student Experience Executive (comprising academic and professional services staff, and students) endorsed the *Seven Cs* process and approach, illustrated in **Figure 1**.

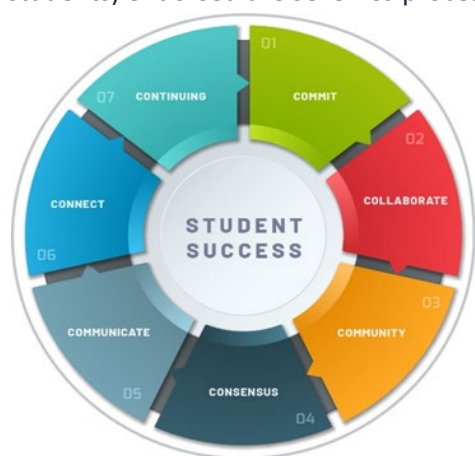


Figure 1: Seven Cs for Embedding Student Success^[3]

In early 2022, the Student Experience Executive divided into four strategy development sub-groups to analyse the following themes, aligned with the enablers of success identified by the Forum:

- Strategy, policy and evidence – aligned with enablers 1, 2, 4
- Communication, collaboration, engagement and partnership – aligned with enablers 7, 10
- Health, wellbeing, inclusivity, transitions and belonging – aligned with enablers 6, 8, 12
- Teaching, learning and professional development – aligned with enablers 3, 5, 9, 11

Senior staff members chaired each sub-group, co-opting additional members (including students, staff, alumni, and external partners), and working throughout 2022 to identify areas of strength, areas for development, and priority areas for action. Work also began on developing a ‘localised’ understanding of success that builds on the national understanding proposed in 2019.^[4] Over 1,000 students responded to two survey questions about student success, leading to the identification of four key pillars of success (see **Figure 2** below), and the development of a definition of student success for University of Galway:

Student success at the University of Galway means empowering all students to explore and achieve their academic, personal, career, and citizenship goals.

Students are the key agents of their own futures, with responsibility for determining their personal understanding of success and engaging with their learning and development during their time at the University of Galway.

The **University** will recognise and address potential barriers to student success, encourage students to set and attain their goals, support students to engage in formal and informal learning opportunities, and ready students for life, work, and citizenship, both during and after university.

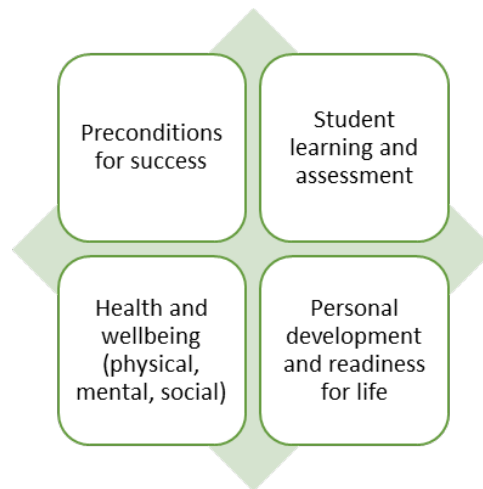


Figure 2: Our four-pillar approach to student success

A range of commitments and actions relating to each pillar have now been agreed and drafted. If fully implemented, we expect a transformative impact on student experience and student success. The University Management Team reviewed the draft strategy in September 2022, and work has now started on a detailed implementation plan, to include targets, timelines, responsibilities, costings, benchmarking, and potential structural/organisational implications. Further consultation with the University community will be undertaken before the Strategy and implementation plan is launched in AY 2023/24.

Student Services aim to make students time in University of Galway a rewarding learning, personal and professional experience providing a range of services and initiatives whose goal is to support and encourage students through every step of their University journey. These services are provided through the Access Centre, Career Development Centre, Societies and Sports, Welfare Services and Wellbeing supports.

Access Centre: The Centre provides education opportunities & services to mature students, access students, students with a disability, mental health condition or specific learning difficulty through the following initiatives:

- [Access Centre](#)
- [Access Programme](#)
- [Disability Support Service](#)
- [Mature Students](#)
- [Laptop Loan Scheme](#)

Welfare of students is a priority at University of Galway. The Student Services Unit provides information on accommodation, financial aid, and the student health unit.

- [Accommodation Advisory Service](#)
- [University Creche](#)
- [Financial Aid](#)
- [Student Health Unit](#)

Wellbeing: Chaplaincy offers a range of pastoral, advisory, and social services. Counselling Services provide individual counselling, support groups, and workshops.

- [Chaplaincy](#)
- [Counselling](#)
- [Things not going right](#)
- [Your Health and Wellbeing](#)

Societies and Sports offer students countless opportunities to balance academic study with opportunities to get fit, meet new people, and provide a creative and social outlet.

Career Development Centre: The Career Development Centre provides students at University of Galway with ongoing quality career guidance and an information service focused on facilitating and empowering students to manage their own career development and make effective career transitions.

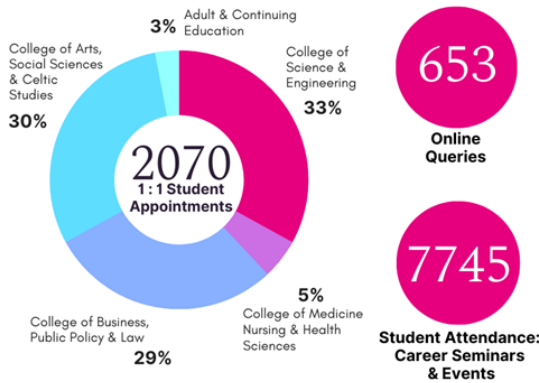
Students and recent graduates can use Careers Connect to view upcoming events and job / internship / funding opportunities. Appointments are available during term for current, registered students just use Careers Connect to start a conversation with one of the team.



CAREER DEVELOPMENT CENTRE 2021-2022

A YEAR IN NUMBERS

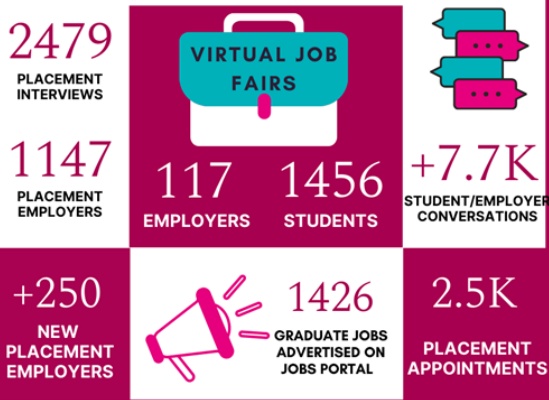
GUIDANCE & CURRICULUM



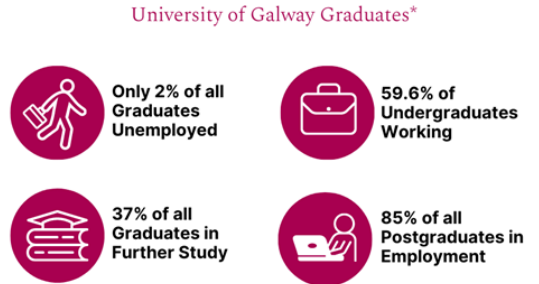
EMPLOYABILITY AWARD



EMPLOYER ENGAGEMENT

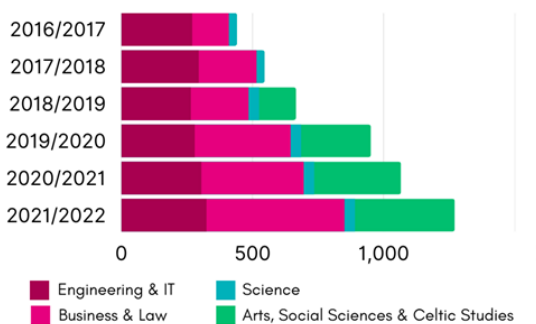


GRADUATE OUTCOMES SURVEY

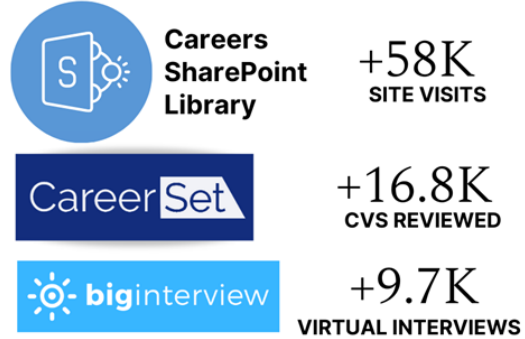


* 5880 graduates surveyed, 3,001 responses received.

WORK-BASED LEARNING GROWTH 2016-2022



DIGITAL RESOURCE TOOL KIT



Academic Support for Students: Academic support continues to be available to our students across a number of different platforms including:

- [Academic Writing Centre](#)
- [CÉIM](#)
- [ComputerDISC](#)

- [SUMS](#)

[Academic Writing Centre:](#) The Centre provides support to student writing through workshops, modules, and competitions. It also provides virtual one-on-one tutorials and email consultations on essay writing. These are free and available to all students, regardless of level of experience or grade average. Online resources and guides, examples of good writing and recommended reading are also provided on the Centre's website.

[CÉIM:](#) This is a peer learning programme for first year students and is run as a partnership between students, the Students' Union and the University of Galway. The content of CÉIM sessions is entirely student led. Students meet weekly in small groups with other students from their course and trained student leaders from higher years of the same course giving them an opportunity to ask questions, take part in fun mini activities, discuss coursework and learn together.

[ComputerDISC:](#) ComputerDISC is a Computer Programming Drop-In Support Centre for all University of Galway students who are taking any programming/software development courses. The DISC is a free service that supports all students with their self-directed learning in computing topics at all years and levels in University of Galway and provides the following services:

- One-to-one advice and support for students
- Books, courseware, web links, and other learning resources for programming students
- A website with information and an email service for all queries
- Advice for students who wish to learn new programming languages autonomously
- Assistance with new technologies for project work such as Final Year Projects

[SUMS:](#) SUMS is a free service providing informal mathematics support to first and second year students across all colleges and courses as well as to students engaged in Access/Foundation courses. The service provides in person and online support.

Widening Participation:

To ensure the student population reflects the diversity in society, it is important to have good data. Using data from the Student Record System (SRS) the total number of students entering through WP entry routes from 2010 to 2021 has seen a total 28.5% increase in students entering through these routes.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
HEAR Non-reduced	104	140	187	183	198	193	199	181	166	149	162	113
HEAR Reduced	50	50	48	68	69	82	77	56	68	77	68	77
DARE Non-reduced	21	16	60	40	70	60	85	96	106	94	118	168
DARE Reduced	17	14	20	38	42	35	37	35	59	67	70	79
Foundation	50	52	49	37	50	31	40	22	11	11	21	16
FET	7	25	21	14	6	39	62	46	92	99	153	134
Mature	220	157	127	87	89	75	57	77	66	73	79	86
Mature Access	69	55	67	52	41	44	42	35	26	23	29	34
School Leavers Access	58	43	52	49	52	35	56	38	39	36	38	27
Total	596	552	631	568	617	594	655	586	633	629	738	734

The WP Committee established a baseline for its student profile looking at information including:

- FET full-time, undergraduate new entrants
- New entrants through the Mature Student entry route, Access and Foundation Programme routes
- Progression rates disaggregated by entry route
- Deprivation Index Score providing a socio economic profile the student population
- Ethnicity
- Disability Support Registration

The first [Widening Participation](#) Annual Report outlines some of the many successful WP activities in 2021/22 that helped to support students from traditionally underrepresented groups in HE gain access to and participate in University of Galway including:

- Uni4U
- University of Sanctuary
- Mincéirs Mis'l'd in Education
- Embedding Access and Inclusion Project

- Laptop Loan Scheme
- Alternative Eye
- Medical Opportunities for Sanctuary Transition Years (MOST) project
- ATS Mentoring programme (Attract, Transition, Succeed)
- 1916 Bursary
- Centre for Adult Learning and Professional Development
- RPL
- Youth Academy
- Academic Writing Centre
- Breaking The Seal
- Support for Undergraduate Mathematics and Statistics (SUMS)
- Financial Aid Fund
- Access to post-primary teaching project (APT)
- Cell Explorers
- Further Education to Higher Education Committee

Information and Data Management (including analysis and impact of information gathered via the national Student Survey)

Student Digital Pathways: The Student Digital Pathways programme was established in December 2018 to fulfil the recommendations of the University to implement a new student record management solution as the current system can no longer meet University needs. The programme has a core aim to review and improve the organisation, processes, underlying technology and data used to manage the students' journey at University of Galway – from recruitment to graduation.

The programme involves significant investment for the University and relies upon our stakeholder's engagement and commitment to effectively manage this change and deliver effective solutions to meet our stakeholders needs. From project initiation, the Student Digital Pathways has engaged with our students and staff, academic and professional services colleagues. The team encourage all stakeholders to get involved and provide input and feedback to maximise project impact. Information about the programme stakeholder representatives can be found [here](#).

The Student Digital Pathways (SDP) programme set a timeline for delivery in 2019 and has consistently met time commitments, even during the pandemic.

The SDP programme will deliver a new student records management solution (SRMS) in 2 key phases:

1. Student Admissions Management in September, 2022
2. All other functionality (Registration to Graduation) in September, 2023

Details on functionality and timelines are available [here](#)

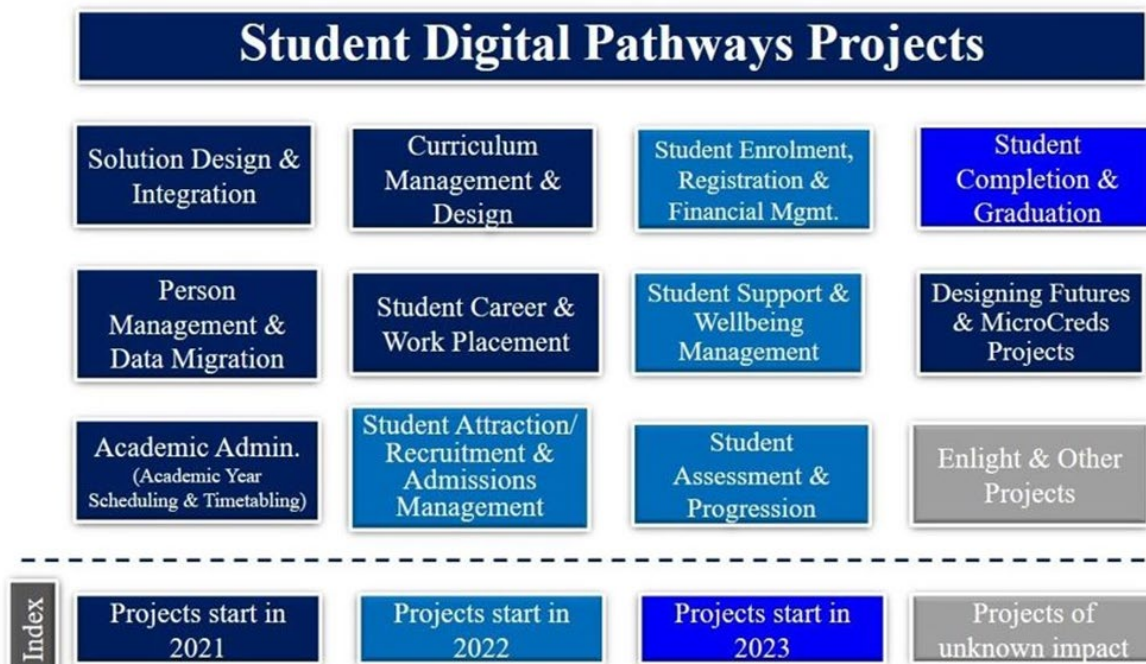
To ensure effective delivery of the new SRMS, the SDP team will manage 12 separate projects or work streams, each with different timelines and deliverables. Further information is available [here](#)

The 12 projects encompass the critical stages of the student journey and data management. These will underpin the design, development and implementation of the new student records management solution at University of Galway.

Each project will have a governance structure in line with the ISS PRINCE2 project management methodology.

The project teams will also provide updates to stakeholders directly on behalf of the Student Digital Pathways.

The projects include:



The Student Digital Pathways (SDP) programme reached a milestone at the end of AY21/22 with the go-live of enhanced functionality in CRM Recruit, a solution used to support student recruitment and admissions.

The update to CRM Recruit provides for greater functionality around student recruitment. The updated platform now proudly reflects the new University branding and, for the first time includes the Irish language. The next delivery date is the end of January, 2023. This phase will realise greater functionality around Admissions for example with upload of CAO data. All other scope is scheduled for delivery later in Quarter 3, 2023.

National Student Survey: University of Galway students were affected by COVID on average more than students at other HEIs. Despite the considerable bounce-back in 2022, StudentSurveyIE stats are still below those pre-COVID. The second half of 2022 was highlighted by the prospect of returning to 'normality'. This

uplifting trend is reflected in the higher engagement among students, and as a result in higher scores on almost all questions of StudentSurveyIE. However, University of Galway's statistics are still below pre-COVID levels and lag behind other universities averages. In 2022 2978 students responded to the survey vs 3415 in 2021, which is 12.8 % change from the previous year.

Overall Experience:

- **73.9%** evaluated their overall experience as Good or Excellent (an increase from 65.7 % in 2021). This is vs **79.9%** of Other Unis average - **6%** difference.
- **77%** Y1 (81% Other unis), 65% YF (75% Other Unis) & 76% PG (82% Other Unis) indicated the same.
- **3%** less MALE than FEMALE respondents evaluated their overall experience as Excellent/Good (72% vs 75%).
- **80.2%** indicated that they would choose UNIVERSITY OFG again (an decline from 81.4 % in 2021). This is vs **85.1%** of Other Unis average - **4.9%** difference.
- **85%** Y1 (88% Other unis), 69% YF (81% Other Unis) & 82% PG (85% Other Unis) indicated the same.
- **1%** more FEMALE than MALE students (20% vs 19%) indicated they would NOT return to UNIVERSITY OFG again.

Overall Results:

2978 of University of Galway students responded to StudentSurvey.ie (formerly known as ISSE) survey in 2022. This number yields a response rate of 26%.

Of these 1415 were First Year students (Y1), 739 were Final Year students (YF) and 739 were Postgraduate Taught students (PGT) (response rate 31.5%, 23.5%, 22.9% respectively). The summary demographics of respondents profile is reported in Table 1.

Table 1. Summary Stats StudentSurveyIE 2022.

	YR	ACADAM H	ALPD	ASSCS	BPPL	ENGIN+Sc i	MNHS
Y1	1	4	41	525	199	427	219
YF	2	5	17	222	154	227	114
PG	3	18	31	265	189	177	144

MALE	1	10	17	234	208	417	82
FEMALE	2	16	64	740	317	383	371

Undisclosed	3	1	8	38	17	31	24
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Full-time	1	5	0	975	529	773	434
Part-time	2	19	89	37	13	52	43
Remote	3	3	0	0	0	6	0

Irish	1	5	0	975	529	773	434
Non-Irish	2	19	89	37	13	52	43
Undisclosed	3	3	0	0	0	6	0

The overall results were presented to the University's Academic Council in June 2022. Following this presentation results were made available to all colleges and schools through the Institutional Research Office intranet and meetings took place between the Institutional Research Office's Market Analyst and school and college representatives to help interrogate the data provided and develop action plans and provide feedback to students. The detailed report was also considered by UMT where the President requested that Deans consider appropriate actions within their colleges.

Public Information and Communication:

University Rebrand: The official launch of the new **University of Galway** brand took place on Thursday, 1 September 2022. The new brand is built on our University values. Many necessary changes were made throughout the University:

- ISS completed the timely domain migration, which involved a change in staff and student email address format from xxx.xxx@Universityofgalway.ie to a new format using our new name.
- All institutional social media accounts, profiles and handles changed on 1 September, aligned with the new brand guidelines.
- A full brand toolkit as well as brand guidelines has been made available on the University intranet immediately after the launch. The toolkit includes all templates currently in place with University branding e.g. stationary, PPT, social media, web, digital assets and the brandmark in various formats.
- The Institutional Research Office and the Research Office completed work required to change the name for academic publications.
- Buildings and Estates are working to ensure new signage will be visible across the campus throughout September
- Naming and design conventions have been provided as to how the new University brand and logo is to be used across the institution.
- Policy holders have been asked to address current documents to reflect the new name of University of Galway or Ollscoil na Gaillimhe, language dependent.

The rebranding work is ongoing but has been successful delivered and well received across all domains.

Cois Coiribe

[Cois Coiribe](#) counts researchers, industry experts, students, staff and high-profile alumni among its contributors.

From 1 January, 2021 to 30 September, 2022, the Content Unit published **140 articles**. During this period, *Cois Coiribe* received an average of **3,219** monthly page views, with visitors spending an average of **1m 51s** on each page. The platform received a total of **63,564** page views and **4,409,186** impressions on social media. See below for an overview of social media and platform analytics.

Engagement:

Platform Analytics

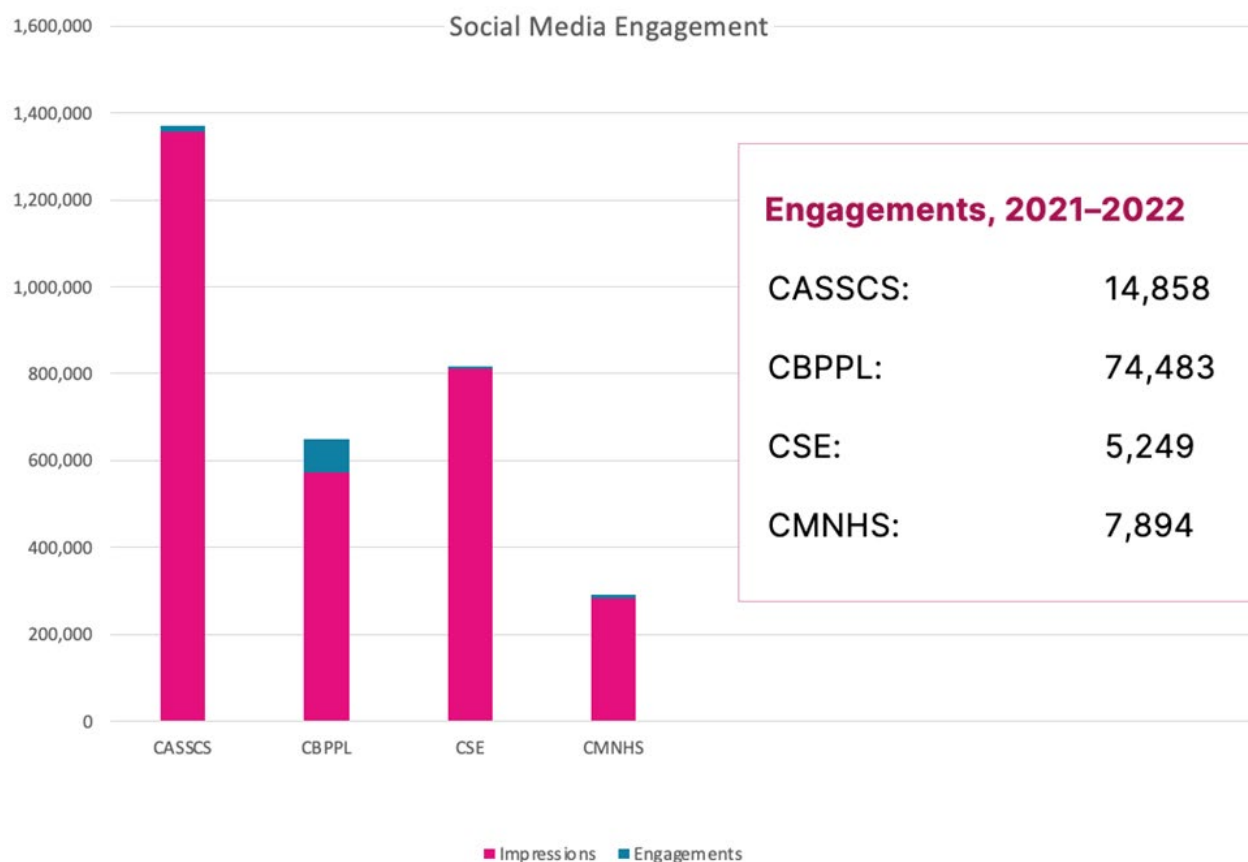
01.01.2021 – 30.09.2022

Pageviews	Unique Pageviews	Avg Duration / Page	New Visitors	Returning Visitors
63,564	54,702	1.78	20.05%	79.95%

Social Media Analytics

01.01.2021 – 30.09.2022

Impressions	Engagements	Engagement Rate
4,409,186	80,369	2.14%



Other Parties Involved in Education and Training: University of Galway continues to engage with a number of institutions in the provision of education including two linked providers: St. Angela’s College and Burren College of Art. However, it was announced in November 2021 that St. Angela’s will be incorporated into IT Sligo and subsequently will become Atlantic Technological University. A quality review of Burren College of Art will take place in 2023/24.

A Transition Agreement between University of Galway, Atlantic Technological University and St Angela’s College, Sligo was approved by Academic Council. Following the incorporation of St Angela’s College, Sligo with the Atlantic Technological University, a number of existing University of Galway students registered in the academic year 2021/22 remained and would be facilitated in completing their course of studies under the conditions by which they commenced.

In relation to the recruitment and engagement of external examiners, quality reviewers and expert panelists we continue to implement the guidance outlined in the relevant policies to ensure that those engaged are recognized experts and independent.

Self-evaluation, Monitoring and Review: CINNTE Recommendations: The University continues to implement the recommendations highlighted by the CINNTE Review. Five of the ten key recommendations are complete. The remaining recommendations are in progress including those related to long-term projects e.g. *Student Digital Pathways, Galway Global Project*.

Recommendation	Status
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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.	Complete
2. That the University consider requiring the Quality Enhancement Committee to report to Academic Standing Committee and onwards to Academic Council.	Complete
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.	Ongoing
4. That the University conduct a Portfolio review (particularly at Masters level) to provide a comprehensive understanding of UNIVERSITY OFG 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).	Ongoing
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.	Ongoing
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.	Complete
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.	Complete
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.	Ongoing
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.	Complete
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.	Ongoing

Quality Reviews –online reviews

[QA003](#) and [QA013](#) outline the University's policies and processes in relation to the quality review of schools and professional services. A key part of the review process is the site visit carried out by an externally led review team on campus over three days. The visit includes meetings with all key stakeholders in the school or unit including head of unit, self-assessment team, staff, students and external stakeholders. In accordance with government guidelines including travel restrictions, in person review visits could not be facilitated in 2020/21 or

in 2021/22. As a result, the Quality Office developed procedures to carry out reviews online. Six reviews were held online during 2020/21. The development of these procedures included:

1. pre-planning meetings at an earlier stage in the review process
2. changes to the review timetable
 - o building in additional time to the review schedule to allow the review team to consider and discuss the content of their meetings with units
 - o the inclusion of sufficient breaks between meetings to allow people some time away from screens
3. development of guidelines and etiquette for the conduct of online review meetings

Overall, online reviews have worked well with some benefits including no travel, the increased efficiency of online meetings and increased efficiency of review teams meeting online a number of weeks in advance of the online review visit. These online procedures will continue to be used until such time as it is safe to return to in person review visits.

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 2021/22 and Key Actions* was agreed and presented to Academic Council in February 2023.

Planning is underway for the rollout of IRRP 2024.

Internationalisation

Global Galway: The Global Galway Project is about building a strong international future for the University of 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.

A new Unit has been established which incorporates the International Office. The Unit has 40 staff and 12 regional representatives. It encompasses Global Recruitment, Global Mobility, Global Partnerships, Finance & Global Operations, ENLIGHT, the English Language Centre (in transition) and the Office of the Vice President International.

Building regional expertise was a key focus in 2022. We now have regional responsibilities across the Recruitment and Partnerships and on-the-ground presence and expertise within each global region. The latter, together with on-line activities, will help reduce our carbon footprint, enable us to better service the needs of prospective students and increase understanding of recruitment in different regions amongst Galway-based colleagues across the university.

The Global Mobility Team has been focusing on increasing physical exchange opportunities for staff and students and working with academics across our Colleges to incorporate more diverse and creative global experience approaches into our teaching and learning. The newly formed Global Partnerships team is reviewing the policies and processes needed to expand our articulations, dual and joint degree offerings and working with our Colleges to develop and support their partnership strategies.

The business case to move **the English Language Centre** into the University (from Commercial Services) was approved by UMT in March 2022. The transition will be completed in March 2023. The focus for 2023 will be on expanding the proportion of students who receive language and academic skills support both before they start study with the University and during their studies. As a self-financing centre within the Office of the Vice President International, the business model requires that the fees for pre-sessional courses subsidise the in-sessional supports.

In terms of **governance**, the newly formed International Committee, a sub-committee of Academic Council, met for the first time in May 2022. It is responsible for the strategic and ethical framework of internationalisation and the development and implementation of international strategy in the University. It's early days and the Committee will still be refining its remit and operation as we move in 22/23 (e.g. how Colleges and Units should feed into the Committee's business and cascade information from the Committee).

Work to improve our **cross-unit processes and ways of working** for global student recruitment, global mobility and student support continues. A proposal to expand the global careers support will be considered by the Project Board in March.

Looking forward to AY 22/23, the Project will end by September 2023. On-going activities will have been embedded within business-as-usual. An institutional internationalisation strategy should be approved in the summer which will influence strategic reviews as we move into AY23/24. An integrated planning process with Colleges and professional service units is being gradually rolled out which will over time ensure that Schools and Programme Directors are more bought-in to diversity and sustainability strategies relating to student recruitment, mobility and partnerships.



Quality Systems Review

Quality Departments of all ENLIGHT Partner institutions formed a working group to review their respective quality systems. This work was on going in 21/22. The remit of the working group is establish a common Quality Approach, enabling certification of Enlight courses and degrees and automatic recognition of study periods across ENLIGHT as the basis of a European University System. This group are working towards the establishment of a 'ENLIGHT Quality Culture' and ENLIGHT Quality Assurance Handbook. In year 3 of the pilot 22/23 the group will gradually shift towards a self-directed Quality Approach using the QA principles of the coordinating partner. The experience and review of the pilot modules will inform this approach.

University System Working Group

In May 2021, the ENLIGHT University System group was formed to look at all aspects of partner universities and agree on a common framework to link together to form an ENLIGHT University System. This working group looks at all aspects of the university such as education, legal international outreach and global engagement, quality assurance, investment in large research infrastructure, talent recruitment etc. The aim of the working group is to identify and remove national barriers, creating an open space for learners in the network. Individual universities will remain independent with regard to their management and other responsibilities but the remit of this group is to enable to goals and vision of the ENLIGHT alliance.

ENLIGHT Teaching and Learning Pilot Modules

The first ENLIGHT modules pilot modules took place in semester 2 21/22 with University of Galway students in attendance. The ENLIGHT project board have integrated these modules into our system for the academic year ahead to ensure that students can avail of these opportunities. This semester the following modules took place with University of Galway students traveling to various ENLIGHT locations:

- Global Engagement – Gottingen, Ghent and Groningen, BSc Applied Social Science
- AI for non IT Students – Tartu, Estonia, BA Data Science and PhD Students
- Climate Neutral Cities – Ghent ME and PhD Students CoSE.

Integration of UN sustainable development goals (SDG)

AY 2021-2022 marks the second academic year delivering the University of Galway Sustainability Strategy 2021-2025. Progress has been brisk and impactful. The University Management Team agreed a new [sustainability governance framework](#) and an ambitious [Climate Action and Sustainability Policy](#). We continue on our journey towards great energy efficiency; the Sustainable Energy Authority Ireland (SEAI) [Annual Report 2021](#) on Public Sector Energy Efficiency Performance highlights 54.2% energy savings since the baseline year. The inaugural

[Carbon Footprint Report](#), Travel Survey Report 2022 and Waste Characterisation Report 2022, together, provide valuable data to actively engage the campus community and determine the action needed to reduce emissions. In November 2021, the week the world was meeting in Glasgow to agree urgent climate action, University of Galway received the inspiring news that it had joined an elite group of 133 universities across the world by being recognised with a [STARS Gold](#) rating for its sustainability achievements. The rating was achieved following a review by the [Association for the Advancement of Sustainability in Higher Education](#) (AASHE) under its STARS rating system. In addition, University of Galway is listed as a top performer in the AASHE [2022 Sustainable Campus Index](#). University of Galway's rank of first place in Ireland and 47th in the World in the Times Higher Education (THE) Impact Ranking 2022 is a further testament of our sustainability progress on the world stage. University of Galway is a signatory to the [SDG Accord](#) and a number of our sustainability case studies featured in the international [EAUC Annual SDG Accord Report 2022](#).

While progress has been brisk, AY 21-22 was a year once again marked by unprecedented disruption and upheaval at a global level, the Russian invasion of Ukraine on February 24, 2022 and locally, the year was once again marked by continued uncertainty caused by the COVID-19 pandemic. In addition, an attempted cyber-attack on our Information Technology (IT) systems required the university to disconnect its computer system from the internet for a number of months. Our resilience, professionalism and dedication to excellence recognised, with the naming of University of Galway as the [University of the Year 2022](#) in the new edition of The Sunday Times Good University Guide. This prestigious award demonstrates the University's ability to not only recover a sense of normality from the effects of COVID-19, but also resilience in coping with the disruption caused by the cyber-attack. The Sunday Times highlighted University of Galway's community-focused ethos and research response to COVID-19, including a commitment to supporting people through the emotional and physical impacts of the pandemic, as well as its role in preparing the world for future pandemics.

Highlights

- University of Galway ranks 47th (out of 1406 institutions i.e. Top 3.3%) in the world in the Times Higher Education (THE) Societal Impact Ranking 2022 making us the most sustainable university in Ireland by this measure. In addition to its top 50 Overall Impact rank, University of Galway was ranked 5th in the world for SDG12: Responsible Consumption and Production, ranked 31st in the world in both SDG 11: Sustainable Cities & Communities and also SDG 14: Life Below Water, in addition to a number of other top 100 and top 150 ranks in other SDGs. The overall ranking for 2022 is a significant improvement for the University of Galway, where it was ranked 82nd (out of 1118 institutions i.e. Top 7.3%) in the Times Higher Societal Impact Rankings in 2021 and 68th (out of 768 i.e. Top 8.9%) in 2020. In total, University of Galway was ranked under 11 of the SDGs in 2022, up from 9 of the SDGs in 2021 and up from 7 of the SDGs in 2020. Details of the achievements under all 17 SDGs can be viewed in the University's [Sustainability Report](#).
- University of Galway awarded a Gold [Sustainable Tracking and Rating System \(STARS\)](#) rating by the Association for the Advancement of Sustainability in Higher Education (AASHE). A gap analysis was completed, identifying the actions needed to achieve the Platinum STARS Rating in the future. The gap analysis fed into the AY 21/22 and AY 22/23 action plans.
- In May 2022, University of Galway published its updated [Sustainability Terms of Reference](#), which sets out the governance structure for the implementation of our sustainability agenda. A major aspect of the update includes the establishment of a Sustainability Office led by a Director of Sustainability, which is expected to be in place in AY 22-23.
- In August 2022, University of Galway is named as a top performer in the [2022 AASHE Sustainable Campus Index](#).

- The 2022 Sustainable Campus Index (SCI) produced by Sustainability Tracking Assessment and Rating System (STARS) ranks University of Galway at 3rd in the World for Coordination and Planning, where this category is defined as "Coordination and planning help institutions organize, implement and publicize sustainability initiatives. These efforts provide the infrastructure to foster sustainability, establish priorities, guide decision making and budgeting, and clarify a vision for a sustainable future. This section covers sustainability planning, coordination and participatory governance."
- University of Galway increases its participation in International partnerships and is an active member in the [ENLIGHT European University network](#), the [Environmental Association of Universities and Colleges \(EAUC\)](#), the [Association for the Advancement of Sustainability in Higher Education \(AASHE\)](#) and [UN Academic Impact](#).
- ENLIGHT Presidents, including University of Galway President Prof Ciarán Ó hÓgartaigh, endorse a joint [Sustainability Engagement](#), committing the nine universities to being key contributors of sustainable development and to leading by example with concrete actions in governance, education and research.
- As a signatory to the [SDG Accord](#), University of Galway continues to fulfil its commitment to 'share our learning' and 'account to both local and global communities our progress toward the SDGs'. In May 2022, University of Galway submitted its SDG Accord Annual Report 2022. Its three case studies (Energy and carbon-efficient upgrade of a teaching and research facility; developing a new interdisciplinary module on sustainability; new solutions for efficient, EU-wide pandemic management) feature in the international [EAUC SDG Accord Annual Report 2022](#).
- The University's approach for progressing the SDGs is featured as a case study in Ireland's [Second National Implementation Plan for the Sustainable Development Goals 2022 – 2024- Draft for public consultation](#). The final report will be published in October 2022.
- In October 2021, University of Galway launched a new [Climate Action and Sustainability Policy \(QA205\)](#) to formalise the target of net zero carbon emissions, agreed by the University Management Team in June 2021. In line with the 'Climate Action and Low Carbon Development (Amendment) Bill 2021', University of Galway has committed to pursue and achieve no later than 2050, the transition to being a university with net-zero greenhouse gas emissions that is climate resilient, biodiversity-rich and environmentally-sustainable. [Climate Action and Sustainability Policy \(QA205\)](#) also requires that University of Galway embed the SDGs, targets and indicators into all University of Galway's major efforts, including education, research, leadership, professional support services, operations and engagement activities.
- The roll-out of green lab certification across campus has gathered pace during the last 12 months. First to be awarded 'My Green Lab' certification (MGLC) at the highest 'green' banding, was the Molecular Parasitology lab, based in the Orbsen Building. The Carbohydrate Signalling group was the next to achieve a 'green' MGLC. The Earth & Ocean Sciences team achieved an impressive 'green' MGLC of four labs and platinum-level in two. July and August saw the awarding of 'gold' GLC to the Microbial Ecology Lab, and 'platinum' to the Pharmacology labs and the Mass Spectrometry Core Facility. News of the above achievements has been disseminated via [Irish Green Labs website](#), currently chaired by Galway Green Labs founder and University of Galway academic and launched on 'Earth Day', April 22nd, 2022.
- Our university continues to demonstrate Public Sector leadership in reducing its energy usage. The [Sustainable Energy Authority Ireland \(SEAI\) Annual Report 2021 on Public Sector Energy Efficiency Performance](#), published in November 2021 highlights our 54.2% energy savings since baseline year. For 2022, we reached a figure of 51% savings as reported through the SEAI M&R system.

- Through our service learning programmes at University of Galway, academic staff have created over 30 modules that engage all 17 of the SDGs across the curriculum and encourage students to explore issues vital to society. In AY 21-22, approximately 275 students received ALIVE certificates with more than 26,000 hours of voluntary activity undertaken by these students across the University campus, Galway city, and wider communities to develop their own practical skills and civic awareness. The ALIVE certificate acknowledges the volunteering contribution that students makes to the community, through clubs, societies and directly through engagement with over 400 community organisations and voluntary bodies. Through the programme, students have an opportunity to build civic leadership skills, enrich their personal development and employability skills and connect with the SDGs.
- Sustainable Living in numbers-
 - 51% energy efficiency achieved since baseline year,
 - 400kW Solar PV installed
 - 60 new bat boxes
 - Pollinator friendly pesticide code reduces the amount of herbicides on our sports pitches by 92%.

Key to success as an educational institution is engaging in research and embedding sustainability in the curriculum. New courses from Diplomas through Bachelor's and Master's in subjects ranging from beekeeping to marine science and agriculture, as well as modules across courses in every School and College of the University, will ensure that our graduates leave as citizens conscious of the sustainability agenda. A remote working policy and the enhanced use of learning technologies will also play their part in reducing our carbon footprint, though we should watch that this is actually reduced and not simply shifted to other parts of society. Embedding sustainability in the curriculum is underpinned by the research expertise of our academic staff and by our partnerships. We are mapping research across the University to the UN SDGs and have noted an increase in research that can be linked to the SDGs. Our €10M Peatlands and People project was launched in October 2020 as a partnership with Bord na Móna, the EPA, ERINN Innovation and two government departments. Multiple further projects have been awarded millions in research grants. 11 of our research labs have been awarded Green Lab certification.

^[1] “We will support and enhance student transition and progression by developing and implementing a Student Success Strategy, and by investing in new processes and systems, through the Student Digital Pathways programme, that meet student needs and future-proof our university” (AE02)

^[2] <https://studentsuccess.teachingandlearning.ie/>

^[3] <https://studentsuccess.teachingandlearning.ie/the-seven-cs-process/>

^[4] See <https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/NF-2019-Student-Success-report-web-ready.pdf>, p.28

2.1 Initiatives within the Institution related to Academic Integrity

Developments in academic integrity have focused on two main areas:

- staff and student education
- policy review

With regards to staff and student education we have continued to promote:

- an online lesson on contract cheating for students
- joint staff-student workshop on how to ensure good collaboration

We have also developed a campaign to promote discussion of academic integrity amongst staff and students including:

- Posters outlining academic integrity scenarios with prompts for discussion and consideration.
- Joint staff-student workshops to promote discussion of the grey areas that arise when considering academic misconduct/integrity.

These resources have been deployed both internally and nationally through the National Academic Integrity Network (NAIN).

The Teaching and Learning Committee and Academic Council approved a new Academic Integrity Policy which replaces our former Plagiarism Policy. This policy aligns with recommendations from internal sources, NAIN, and international experts. The academic misconduct that is considered is expanded well beyond plagiarism and addresses contract cheating explicitly as well as the use of artificial intelligence. The University is currently in the early stages of planning a national conference on Academic and Research Integrity for October 2023.

The Library's [Academic Skills Hub](#) continues to support all University of 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.

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. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
	Implementation of the Academic Strategy	<ul style="list-style-type: none"> • Full implementation of AI policy and constant monitoring and development of this in a rapidly changing environment • Further enhancement of sustainability and the UN SDGs in the curriculum on the back of SATLE funding • Embedding of technologies post-Covid through making Learning Technologist posts permanent
	IRRP2024	<ul style="list-style-type: none"> • Policy and Guidelines developed, approved and communicated to schools • Review Schedule approved • Re-orienting post-Brexit our research standards less towards the UK and more to the EU • embedding the findings in our operational and strategic planning, including in our staff development plans
	SDP	<ul style="list-style-type: none"> • Flexibility of enrolment approaches • Microcreds
	Library	<ul style="list-style-type: none"> • Learning Commons proposals finalised and approved

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
1. School of Business and Economics	March 2023	2015/16 (T, R)
2. School of Hotel Management, Shannon	February 2023	2014/15 (LP)
3. School of Mathematical and Statistical Science	February 2023	2014/15(T) 2017/18 (R)
4. School of Medicine	March 2023	2014/15 (T) 2017/18 (R)
5. School of Natural Science	March 2023	2013/14 (T) 2017/18 (R)
6. School of Biological and Chemical Science	February 2023	2013/14 (T) 2017/18 (R)
7. School of Political Science and Sociology	March 2023	2014/15 (T) 2017/18 (R)

T = Teaching and Learning

R = Research

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

Career Development Centre Work-based Learning Case Study – Supporting Remote Placements in 2021/2022

The outbreak of the coronavirus (Covid-19) introduced restrictions for employers and presented significant challenges in hiring and onboarding new work placement students. Employers were unsure how to support students working remotely and doubted how students would be provided with a quality work experience such as feeling part of the team, support in their tasks and to gain valuable employability skills.

Onboarding is a critical juncture of the employee journey when a new hire connects with other members of the team, learns the ins and outs of the job, and has a chance to feel and embrace the company culture. All of that was disrupted when an employer moved to a work-from-home model, which required a focus on creating a positive remote onboarding experience. Remote on-boarding is on-boarding that is conducted entirely through technology instead of in person. Often, it's done for new employees who will never, or rarely, make the trip into the office. On-boarding new employees, both in the office and remotely, entails a specific list of requirements. The on-boarding process covers overviews of company policies, administrative task, such as payroll forms, to computer setup, personal introductions and first assignments.

Many companies explored the possibility of remote working placements and were unsure whether they could progress with a student to ensure they experienced a worthwhile placement. Integrating a new hire remotely into an organisation and ramping them up to full productivity and engagement is challenging at the best of times. In order to assist employers the Career Development Centre identified a number of key employers who demonstrated excellence in on-boarding and supporting their employees to work remotely.

Twenty employers were surveyed who had established work practices in place to gather information on the processes and supports being used for new employees with a specific focus on placement students who were undertaking placements via remote working. The survey asked the following questions;

- What equipment if any is provided to students to enable them to work from home?
- Is there a mentoring or 'buddy' system in place to support students?
- Are there flexible work schedules?
- Are there any specific measures in place to supervise the student's work?
- What other practices are being implemented to support students/employees working remotely in the organisation?

The responses from employers were collated, and were used to develop a Remote Working Tips document for our employer placement partners. This document highlighted best practices being implemented by other employers which could be used as a guideline to support the on-boarding of students remotely and ensured they received a quality work placement.

The document was sent to all employer placement partners with University of Galway and was published on the CDC LinkedIn page for other HEI's and prospective employers to use. A link to the document was also published on the Career Development Centre website under the Employers page. During our business development process with employers we explained how we developed this guidance document sourced from employers who had well developed best practice in remote working. This provided reassurance to employers and also to students on how they would be supported while working remotely. The document proved particularly useful for SME's where remote working was a new concept. It also ensured a quality experience for students. 50% of our students worked remotely during Covid 19 and feedback from students included:

- They experienced supportive work placements
- Buddy Systems were in place
- Felt they were part of the virtual team
- Equipment was supplied
- Regular check-in's by managers and supervisors
- Opportunities to engage with other employees through organised informal activities

Remote Working Placements – Tips for Employers

The outbreak of the coronavirus (Covid-19) has seen many companies explore the possibility of remote working placements. Here are some practical tips for employers who are interested in offering a student placement that is to be either partially or fully carried out remotely. The information provided is based on feedback from University of Galway Placement employers partners where students started in work placement in summer 2020 on a remote working basis.

Equipment

Employers provided equipment such as laptops, desktops, monitors, wireless keyboard/mouse and software to students for remote working on placement. One employer provides a 'Work from Home' pack to each student which includes a monitor, a small form factor PC, a keyboard, a mouse, a power strip and an Ethernet cable.

Others employers provide additional equipment such as headsets or office chairs if requested by students.

Some employers simply require the student to have a WIFI connection and their own laptop.

Companies also direct students to the HSA's 'Position Yourself Well' infographic which outlines good practice in the areas of workspace organisation and ergonomics.

https://www.besmart.ie/fs/doc/handout_cutout_for_web.pdf



Induction

Employers have reported a positive outcome to their remote on-boarding processes. Employers use web-based training materials and zoom/teams calls with students for 1-1 or group meetings.

In most cases the students' line managers, company HR staff and other relevant stakeholders deliver virtual presentations in the early days and weeks of the placement.

'Buddy' system

A 'buddy' system is used by many employers for onsite and remote placements. The importance of such a system is amplified in a remote work setting. Employers highlight the success of using a buddy system in helping students to settle into both the company and their roles.

In most cases the student's manager assigns a teammate to constantly keep in touch with the student. This generally involves daily check-in meetings to catch up and set priorities. One employer noted that assigning students to small virtual working groups for specific projects had worked well.

Flexible work schedules

A number of employers have extended their flexible work schedules to students on placement. Many employers noted the increased importance of work-life balance among their staff currently and this also applies to students on placement.

Supervision

Employers surveyed outlined various ways of supervising students on remote working placements. Some organise weekly virtual 30 minute meetings with the student to discuss his/her performance and to share feedback.

Others meet virtually for 15 minutes at 10am each morning to review their work with the team and hold a follow up virtual meeting at 2pm each day to review specific topics.

Some employers hold a daily video 'stand-up' call every morning where they discuss what was done the previous day, what is to be done today and any blockers.

A common theme among employers is that they try not to micromanage students while on remote working placement where possible. Instead they encourage the autonomy of the student in the role. Students in one multinational company are encouraged to improve prioritisation skills e.g. compiling priority lists for the day.

Further information

Enterprise Ireland infographic on remote working:

<https://eilearn.ie/practical-steps-for-managing-remote-working/>

Health and Safety Authority's FAQs for Employers in relation to home-working on a temporary basis:

[https://www.hsa.ie/eng/topics/covid-19/covid-](https://www.hsa.ie/eng/topics/covid-19/covid-19_faqs_for_employers_and_employees_in_relation_to_home-working_on_a_temporary_basis)

[19_faqs_for_employers_and_employees_in_relation_to_home-working_on_a_temporary_basis](https://www.hsa.ie/eng/topics/covid-19/covid-19_faqs_for_employers_and_employees_in_relation_to_home-working_on_a_temporary_basis)



PGR Mentoring

Postgraduate Research Student Mentoring

Postgraduate Research (PGR) Mentoring is a new initiative at the University of Galway seeking to mitigate any setbacks that a 1st year PGR student may encounter when they commence their PhD. The programme was developed to address common issues that affect PGR students such as loneliness, anxiety, difficulty making friends, trouble getting started/finding information and time wasted in first year. The expected outcomes of this programme are that more students will complete their research on time, will have a larger network of researchers when they leave, and inter-university collaborations increased.

The [Postgraduate Research \(PGR\) Mentoring programme](#) is a programme being offered by the Graduate Studies Office to support new entrant PGR students as they settle into their first year of research through peer mentoring. It enables participating students to commence and complete their programme while making their broader university experience exciting, fulfilling and successful.

Through this programme, students are better supported to adjust to their new academic and social environment so that they can complete their research on time, maximise their postgraduate experience, while also expanding their network of researchers beyond their immediate chosen subject area to support them during and beyond their research degree. The programme matches later stage students (Mentors) with incoming students (Mentees) based on college affiliation, background, experience and/or chosen subject area where possible. Mentee onboarding typically happens in early September and again in January.

The mentee is any new entrant research student to the University of Galway. Signing up to become a mentee gives access to a wide and supportive network of peer researchers, already embedded within their subject area, school, college, the University of Galway and the region.

A mentor, in this programme, is a research student who has completed at least one year of their research. A programme guidebook and leadership training is offered to each mentor. All volunteers will receive an [ALIVE](#) certificate at the end of the mentoring programme.

The mentor's role is to:

- Assist the new student mentee settle in to PGR lifestyle
- Be available to answer any mentee questions
- Send electronic updates and news periodically
- Meet periodically with mentee groups, their mentor leader and the coordinator
- Encourage mentees to get involved with activities within the University of Galway
- Act as a 'sign post' service, indicating where the mentee can find information

Each mentor should be prepared to commit 1 hour per week over a 5 month period, for scheduled meetings and ad-hoc communication with mentee groups, mentor groups and co-ordinator.

Becoming a mentor

- develops leadership skills
- improves communication and interpersonal skills
- enhances organisational and management skills
- broadens a mentor's network
- improves the student experience for new entrant PGR students

Table 1 outlines the agreed minimum contact hours required of mentors. Mentors were free to engage more with any party if they wished.

Table 1. Agreed meeting schedule for mentors.

Mentor & Mentee Meeting Schedule		Mentor and Mentor Leader Meeting Schedule		Mentor Meetings with Coordinator	
Week	Hour Commitment	Week	Hour Commitment	Week	Hour Commitment
1	1.5	2	1	5	1
2	1	6	0.5	9	1
4	0.5	10	1	TOTAL	2 Hours
6	0.5	TOTAL	2.5 Hours		
8	0.5				
10	1				
TOTAL	5 Hours				
Grand Total Time Committed					9.5 Hours

Mentor Groups: Mentor groups are typically made up of one mentor, and 5 to 10 other mentees. Mentors are not always assigned mentees in similar research areas as this programme aims to avoid providing academic support in place of the student's supervisor(s). However, all mentors are supported through their own mentor leader as well as through the knowledge network.

Knowledge Network: The knowledge network is the repository of mentor and mentor leader experience and knowledge. This network facilitates matching of mentees with a mentor from any subject area/discipline/school while also providing a resource to find information relevant to them. This resource discovery operates through electronic communication channels.

An example of the use of the knowledge network would be:

A new entrant PhD student in the discipline of English asks a question about contacting someone in their relevant school office (School of English & Creative Arts, in this case). Their mentor is a student in the discipline of Geography and does not know the answer. The mentor communicates with the knowledge network, containing all the volunteers on the PGR mentoring programme. Another mentor or mentor leader in that group, a student in the School of English & Creative Arts, can answer the question.

The Mentor Leader: A mentor leader acts as a mentor to the mentors in this programme. Typically a mentor leader will be in a later stage of their research degree programme with prior mentoring experience. A programme guidebook and leadership training is offered to each mentor leader. All volunteers will receive an ALIVE certificate at the end of the mentoring programme.

The mentor leader role is to:

- Assist the coordinator in managing the programme
- Monitor mentor groups
- Ensure mentor-mentee meetings are happening
- Report any issues that may arise
- Facilitate the knowledge network through group discussions

Each mentor leader should be prepared to commit one hour every alternate week over a 5 month period, for scheduled meetings and ad-hoc communication with mentor groups and co-ordinator.

- Becoming a mentor leader will
- develop your leadership skills
- improve your communication and interpersonal skills
- enhance your organisational and management skills
- broaden your network
- improve the student experience for new entrant PGR students

The coordinator monitors the overall running of the programme. Their role is to:

- Match mentees to mentors and mentors to mentor leaders
- Support all volunteers within the programme
- Facilitate group meetings
- Report on the progress of the programme
- Check all mentoring assignments are taking place
- Deal with any issues that may arise
- Improve the programme based on feedback
- Guide overall direction of the programme

Volunteer Recruitment Process: Volunteers were recruited through a two-step process. First, all registered PhD students were emailed a link to a Microsoft Form to express interest in the programme and provide some contact details. After application close, the coordinator organised a 20-30 minute interview with each applicant along with a colleague. The purpose of the interviews

was to identify the right people who had altruistic qualities and were able to commit enough time to adequately mentor students. Interviews were competitive and of a very high standard. A team of 33 student volunteers, and one alumnus of University of Galway who worked closely with the Graduate Studies Office rolled out the programme in 2021/22 which facilitated 91 first year students as mentees.

Feedback: PGR mentees in this programme were asked to fill out an anonymous feedback form to assess the strengths and weaknesses of the programme. Fifteen responses were gathered with the results presented in the figures below.

Figure 1 illustrates the responses given when mentees were asked if their expectations of the PGR mentoring programme were met. Of the 15 responses, 54% indicated that their expectations were either met or were exceeded, with only 13% indicating their expectations were not met. This indicates that the programme is sufficiently meeting the expectations of the participants. However, with room for continued improvement. Some recommendations gathered in the long answer section of the survey included having more social events, and larger mentor groups.

Moving forward, it will be possible to have more in-person events and meetings which will greatly assist the mentees and mentors in their interactions.

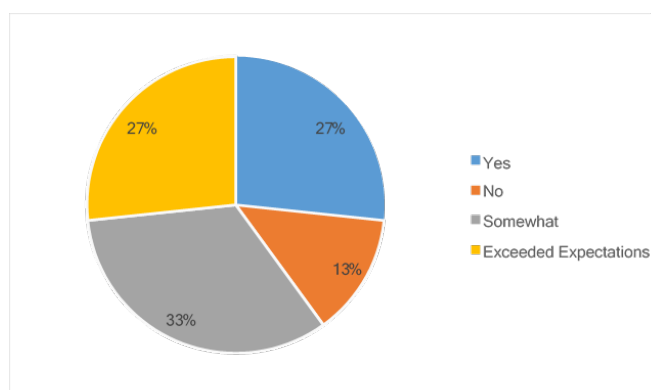


Figure 1. Survey responses when asked 'Were your expectations of the PGR Mentoring programme met?'.

Figure 2 reflects mentee responses when asked how likely they were to recommend the programme to other first year PhD students. No respondent indicated that they were very unlikely to recommend the PGR Mentoring programme to future PhD students, with 74% of responses indicating either somewhat or very likely to recommend the programme.

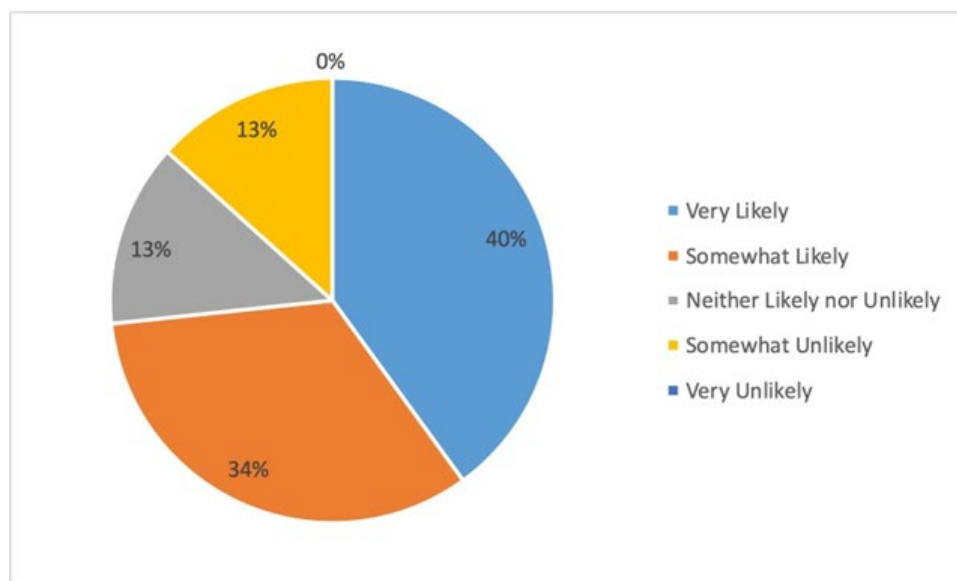


Figure 2. Survey responses when asked ' How likely are you to recommend the PGR Mentoring programme to another PhD student?''.

Figure 3 shows that over 73% of respondents would be interested in becoming a mentor next year. This is a very encouraging result as it shows PhD students understand the struggle that first year can be, and wish to give back next year.

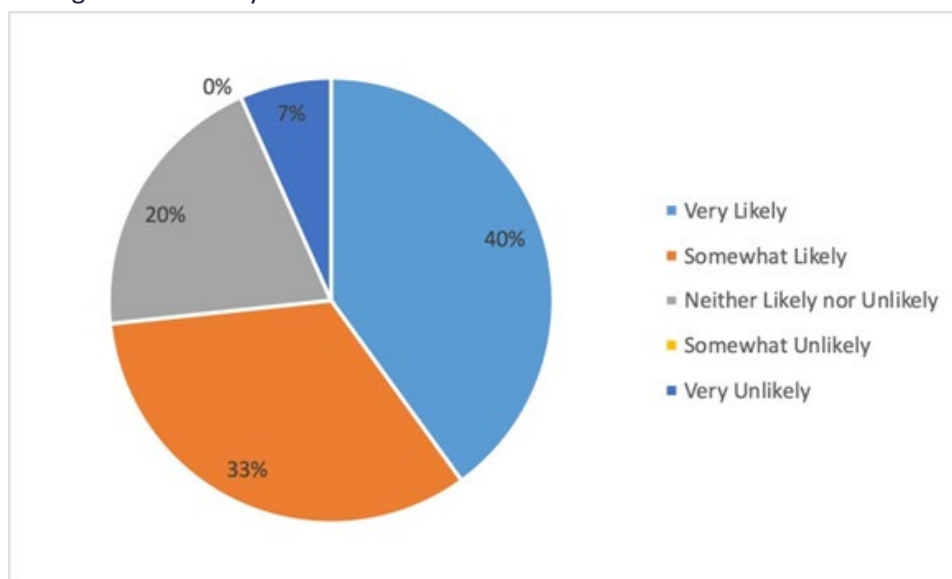


Figure 3. Survey responses when asked, 'How likely are you to volunteer as a mentor or mentor leader with PGR Mentoring next year?''.

Based on the mentee's experience, they were asked if they think the PGR Mentoring programme should be continued next year with 80% of respondents indicating yes, only 20% indicating maybe, and no respondent indicating no, as seen in figure 4 below. Of those which indicated maybe, there was no additional information given to elucidate their response.

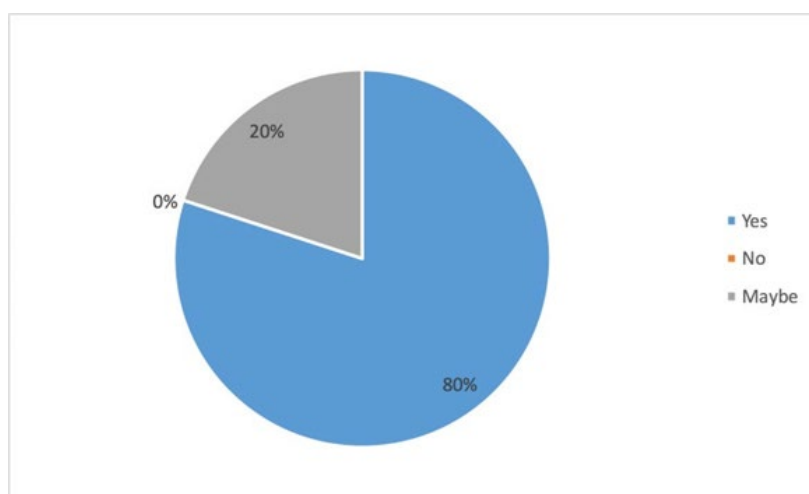


Figure 4. Survey responses when asked, 'How likely are you to volunteer as a mentor or mentor leader with PGR Mentoring next year?'.

Finally, when mentees were asked how satisfied they were with the PGR Mentoring programme this year, 67% of respondents indicated that they were either very or somewhat satisfied, with no respondent indicating they were very dissatisfied. Of those that were somewhat dissatisfied, they indicated that in person meetings would have made the experience more engaging.

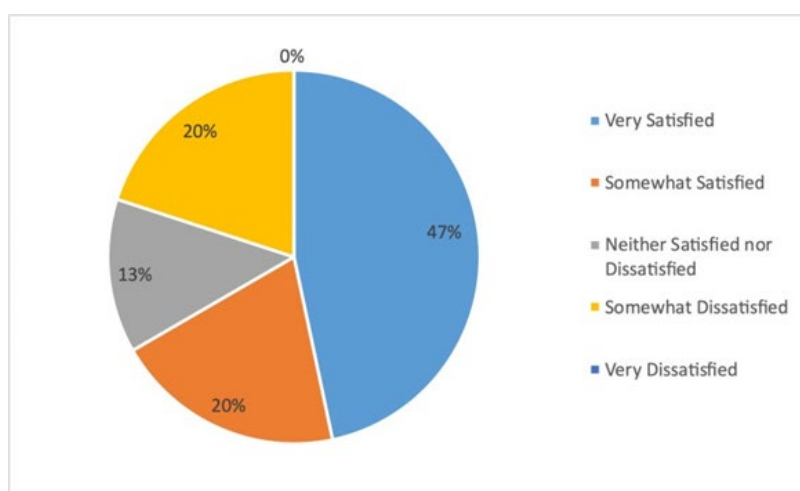


Figure 5. Survey responses when asked, 'How satisfied were you with the PGR Mentoring Programme?'.

This year saw continued challenges pertaining to the Covid-19 pandemic and the cyber-attack on University of Galway but this programme was a great support for new and incoming students during a time of such uncertainty. Continuing this programme will undoubtedly see higher engagement by both mentors and mentees and more satisfied programme participants. The feedback has been clear

that in person meetings would make the programme a lot more interactive and help all participants to make better connections.

University of Galway, Academic Integrity Policy

As with many institutions, the focus of the work done in the area of academic integrity until recently has mainly been on plagiarism. The university has support available for students both at a module level from individual lecturers and at an institutional level from the Academic Writing Centre with tutors available to help students develop their writing skills and avoid plagiarism. In addition, online lessons were developed as part of the “All Aboard!” project (<https://www.allaboardhe.ie/>) to help students improve their referencing and citing skills. There is no doubt that many students struggle with intentional and unintentional plagiarism (Selemani, Chawinga & Dube, 2018) and these supports are much needed. In recent years, however, the threats to academic integrity have expanded significantly beyond classic plagiarism and universities like ours have had to pivot to deal with a much broader range of academic misconduct.

In order to address this, we have taken a multilayered approach including supporting academic staff in revising their assessments, creating workshops around academic integrity for staff and students, developing and launching an online lesson on contract cheating for students, encouraging discussion of academic integrity across the university, and holding an academic integrity event for academic leadership in the university to highlight the current issues. However, we know that this is not enough. As reported internationally, even "authentic assessment" is regularly outsourced both for a fee to contract cheating sites and without a fee to family and friends (Ellis et al, 2020).

As a result, in addition to the educational efforts discussed above, a significant focus of our academic integrity work has been to update our plagiarism policy to a more comprehensive academic integrity policy. We designed our new policy to deal not only with plagiarism but also contract cheating, artificial intelligence, file sharing, data falsification and a myriad of other types of academic misconduct that have increased in prevalence across higher education over the last decade and in particular since Spring 2020 as is reflected in the literature and the media. (Lancaster & Cotarlan (2021), Sforza (2021), Mills (2023))

A robust academic integrity policy is essential to combat academic misconduct. Although some students will respond to educational efforts and moral pleas, this alone is not enough. There needs to be consequences for engaging in academic misconduct and we must expend effort into discovering

this academic misconduct (Ellis (2021)). We researched and wrote the new academic integrity policy during the academic year 21/22 and it was passed by Academic Council in June 2022.

We encountered a number of challenges while writing the policy. A significant challenge was how to determine the most recent recommendations for such work. The National Academic Integrity Network (NAIN) were in the process of producing guidelines for policies nationally and we used (with agreement) drafts of their documentation to ensure that our policy was in line with these recommendations. We also consulted with international experts from both the UK and Australia and reviewed the extensive literature on the topic. This was invaluable as in some cases we were able to learn from universities who had recently revised their own policy and incorporate changes that they wish they had included, such as the use of artificial intelligence for assignments.

An additional challenge that we encountered was engaging stakeholders in the process. Early requests for contribution and discussion were sometimes missed by busy academics and then they felt that they hadn't been consulted early enough when feedback was requested later in the process. We addressed this by encouraging people to contribute their feedback at that point and incorporated each contribution into the policy where possible or responded with further information on the reasoning and approach of the new policy when it was not.

The new policy and its associated processes mark a significant change in how we will identify and deal with such issues in future. It recognises the need for a full-time, dedicated specialist to manage complex cases and to support the academic staff across the institution, with the new role of Academic Integrity Officer being established.

In conclusion, we moved from forming a working group, reviewing current practices nationally and internationally, drafting a new academic integrity policy, revising that draft based on both internal and external feedback, and approving the new academic integrity policy over the course of 12 months. We have now moved our focus to the challenging aspect of implementing our new policy including hiring the relevant positions and putting training and processes in place as well as sharing our process and work nationally and internationally (Greene & Toohar (2022)) to help others embarking on their own journey.

Ellis, C., van Haeringen, K., Harper, R., Bretag, T., Zucker, I., McBride, S., Rozenberg, P., Newton, P., & Saddiqui, S. (2020) Does authentic assessment assure academic integrity? Evidence from contract

cheating data, Higher Education Research & Development, 39:3, 454-469, DOI: [10.1080/07294360.2019.1680956](https://doi.org/10.1080/07294360.2019.1680956)

Ellis, C. (2021, May 7). *Detecting and Investigating Contract Cheating Cases and Supporting Students Through the Process*. QQI Webinar Series. Available at: <https://www.youtube.com/watch?v=WiB6WXUT8pc&t=3541s> (Accessed 28 February 2022)

Mills, A. (2023, February 2). *What to do about AI text generators? Next steps for educators*. QQI Webinar Series.

Lancaster, T., Cotarlan, C. (2021). Contract cheating by STEM students through a file sharing website: a Covid-19 pandemic perspective. *Int J Educ Integr* 17, 3.

Greene, M., Tooher, M. (2022, May 4). *From Plagiarism to Academic Integrity: Changing policy in a changed landscape*. European Conference on Academic Integrity and Plagiarism 2022.

Selemani, A., Chawinga, W.D. & Dube, G. (2018). Why do postgraduate students commit plagiarism? An empirical study. *Int J Educ Integr* 14, 7. <https://doi.org/10.1007/s40979-018-0029-6>

Sforza, L. (2021). *Academic misconduct cases rise at GW, nationwide following year of remote learning*. The GW Hatchet May 17. Available at: <https://www.gwhatchet.com/2021/05/17/academic-misconduct-cases-rise-at-gw-nationwide-following-year-of-remote-learning/> (Accessed 26 February 2022)

A New Process to Support the Development of Transdisciplinary Modules in the University of Galway

University of Galway's 'Designing Futures' programme, is a new educational programme that will prepare students to deal with today's complexity and uncertainty, and the future world of work. This programme has been funded for five years, (2020-2025), through the Human Capital Initiative. The programme aims to address the gap between enterprise and graduate skills needs and the current student learning experience. In closing the gap, it will increase student success, retention, progression and employability of University of Galway graduates and the international competitiveness of University of Galway degrees. This case study outlines the development of a new consultative process to engage a range of stakeholders in the development of a new suite of Transdisciplinary Modules.

A transdisciplinary module is a student centred approach to teaching and learning. It enables students to explore beyond their own disciplines and take a more holistic approach to challenging issues. Transdisciplinary modules (TDMs) will engage academics from multiple disciplines and with the wider world. A key feature of these modules is that they embrace challenge-based learning in which students become active agents.

It was important that a transparent and equitable process was introduced to facilitate the academic community and enterprise partners to get involved in the design and delivery of new modules. To this end, the Designing Futures project team established a process to guide and oversee the development of new modules. Central to this was the establishment of a transdisciplinary module committee with joint academic and enterprise partner membership to review proposed modules. The terms of reference of the committee were to:

- Be responsible for the development of transdisciplinary modules within the Designing Futures programme and the setting of strategic priorities therein;
- Promote innovation and excellence in transdisciplinary Teaching and Learning;
- Consider internal and external developments, including academic quality and standards, the student experience and graduate attributes, as they relate to transdisciplinary Teaching and Learning;
- Partner with Enterprise partners to review, reimagine and redesign curricula to embed the needs of enterprise
- Partner with the schools and colleges to ensure the new transdisciplinary modules can integrate with the programmes and subject contented for our undergraduate students

Once the committee was established, an open call was issued to the academic community to complete an expression of interest form to signal their interest in developing a module. The introductory brochure forwarded to all staff can be accessed at the information for staff web link below. Staff who completed an expression of interest received support from the projects Transdisciplinary Lecturer to prepare a submission.

Each submission was then reviewed at a meeting of the Transdisciplinary Module Committee. Marks were awarded to the submissions according to criteria below:

- Learning outcomes of the module align with Designing Futures remit
- The suggested transdisciplinary approach is clearly embedded in this module idea (e.g., fostering and finding collaborations/collaborators; student centered module; a project focused assessment).

- The module highlights several of the skills and dispositions being developed in the Designing Futures programme
- There is clear potential for collaboration(s) with University of Galway academics
- Potential to utilize enterprise/community partners within the module are noteworthy;
- Module idea is innovative, (creative) and the Assessment is project focused
- The potential for the module to become embedded in curriculum is strong (continuing Students from across the disciplines would be interested in this module
- Level of details provided in the expression of interest form
- Head of School support is in place or is likely.
- This module speaks to a need across the University

Following the completion of the committee review, successful proposals were then forwarded for approval through the normal academic channels for module approval at discipline, school and college level. This outcome of this first iteration of the process was that the committee considered 16 detailed modules. The review was very thorough and will be formally adopted by the project as a template forward. Eight very strong proposals were supported by the committee and two other modules were identified as potential candidates for approval subject to certain amendments. A small number did not meet the criteria. In the next iteration of this process, it is likely that the open call will focus on particular skills gaps. Finally, the Designing Futures team have decided to share the learning from this process with the university community in an all-staff seminar this coming semester given the high interest levels and engagement demonstrated across the university in the process to date.

Web Links

Designing Futures: <https://www.universityofgalway.ie/designingfutures/>

Transdisciplinary Modules:

<https://www.universityofgalway.ie/designingfutures/personalisedstudentjourney/transdisciplinarymodules/>

Information for Staff:

<https://www.universityofgalway.ie/designingfutures/personalisedstudentjourney/transdisciplinarymodules/forstaff/>

Video: <https://www.youtube.com/watch?v=XrKeB5hVkDE&t=74s>

Placement Support for Students Registered with the Access Centre's Disability Support Service AY21/22

Context

Once a student discloses their disability with a view to asking about reasonable accommodations, there is a legal responsibility on the HEI to put in place reasonable accommodations as necessary. This duty to provide reasonable accommodations, as a key action in avoiding disability discrimination, extends to and includes while the student is on placement. Based on this and given that work placement programmes at the University of Galway have expanded dramatically in recent years (approximately 78% of academic courses in the University now include a compulsory or optional work placement element), a significant recent focus for the Access Centre has been the enhancement and extension of individualised placement planning processes for students with disabilities.

This objective to embed and extend placement support for students with disabilities, in particular on courses which include a practice-based placement that forms part of a professionally accredited programme, was included under *Pillar 2: Supporting Transitions* of the overall Funds for Students with Disabilities (FSD) Strategic initiative, the 'Enhancing Access and Inclusion at University of Galway' Project. Work on this pillar began in September 2021 with the successful appointment of a Placement Planning Coordinator to research best practices nationally and internationally for supporting students with disabilities to plan for work placement and begin the process of identifying the existing and potential stakeholders in selection of placements and provision of reasonable accommodations for disabled students; with a view to enhancing and extending existing placement supports based on research and stakeholder engagement.

2021/22 AY Achievements

- All 1,416 University of Galway Access Centre disability Support Service (DSS) registered students have equal access to placement planning support. DSS registered students may request placement planning support at any point on their academic or placement journey.
- A confirmed Placement Link contact for each course across the university has been identified. This has been a key action in ensuring students with disabilities can be supported in the provision of reasonable accommodations while on placement.
- A DSS Disability Advisor's Placement handbook has been compiled to capture and communicate the step-by-step support process for each cohort so that a consistent and sustainable approach to placement support is in place.
- University staff and staff at placement locations, who are involved in placement coordination and the provision of reasonable accommodations, have availed of disability and reasonable accommodation training.

Challenges Encountered

- Fear of Disclosure - Students cited fear of discrimination resulting in reduced chances of employment upon graduation as a reason for choosing not to disclose to their placement site and engage with DSS placement supports. A significant focus of this work, therefore, has been to communicate to students the benefits of disclosure along with the procedures and protection that follow upon sharing such information.

- Staff Awareness/Stakeholder Engagement - Not only was there a lack of awareness on behalf of some placement coordinators and academics surrounding the existing DSS placement supports in place prior to this, but some also demonstrated limited knowledge of disability laws and reasonable accommodation entitlements. Concerns around reasonable accommodation adjustments impacting professional competencies and assessment practices on professionally accredited programmes were also expressed by those involved in professional placement coordination. The establishment of link personnel within the various courses has been crucial to driving an awareness, amongst academics and administrative staff, of the availability of DSS placement supports and our willingness to work collaboratively with them to establish a continuing culture whereby placement disclosure is facilitated, promoted, and supported across the various schools and disciplines.

Concluding Remarks

The establishment in November 2022 of a permanent Placement Planning and Post Entry Support Coordinator position, not just for students with disabilities but all students linked with the Access Centre, demonstrates the centre's alignment not only with the University of Galway's focus on the development of key graduate attributes necessary for gainful employment but also with the most recent National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022 – 2028 (NAP), which sets to the fore an ambition to support students at all levels and across all programmes to enter, participate and complete higher education.

Much of the work of the Placement Planning and Post Entry Support Coordinator, going forward, will focus on benchmarking and implementing the recommendations made in AHEAD's recently published RAPP report which provides *Guidance on the Provision of Reasonable Accommodations on Practice-based Placements in Professionally Accredited Programmes*. Failure to provide appropriate reasonable accommodations on placement, the reports says, can have a long-term impact with the potential to jeopardise students' future employment ambitions and opportunities. The Access Centre by continuing to allocate dedicated personnel to transitional support for students linked with it, reaffirms the Centre's commitment to assist and facilitate students throughout all stages of their university life and beyond.

Links

- National Access Plan: A Strategic Action Plan for Equity of Access, Participation and Success in Higher Education 2022-2028 <https://hea.ie/assets/uploads/2022/12/National-Access-Plan-2022-2028-FINAL.pdf>
- **RAPP Report: Students with Disabilities on Placement.** Guidance on the Provision of Reasonable Accommodations on Practice-based Placements in Professionally Accredited Programmes https://www.ahead.ie/userfiles/files/documents/Students%20with%20Disabilities%20on%20Placement%20digital_2-12-22.pdf