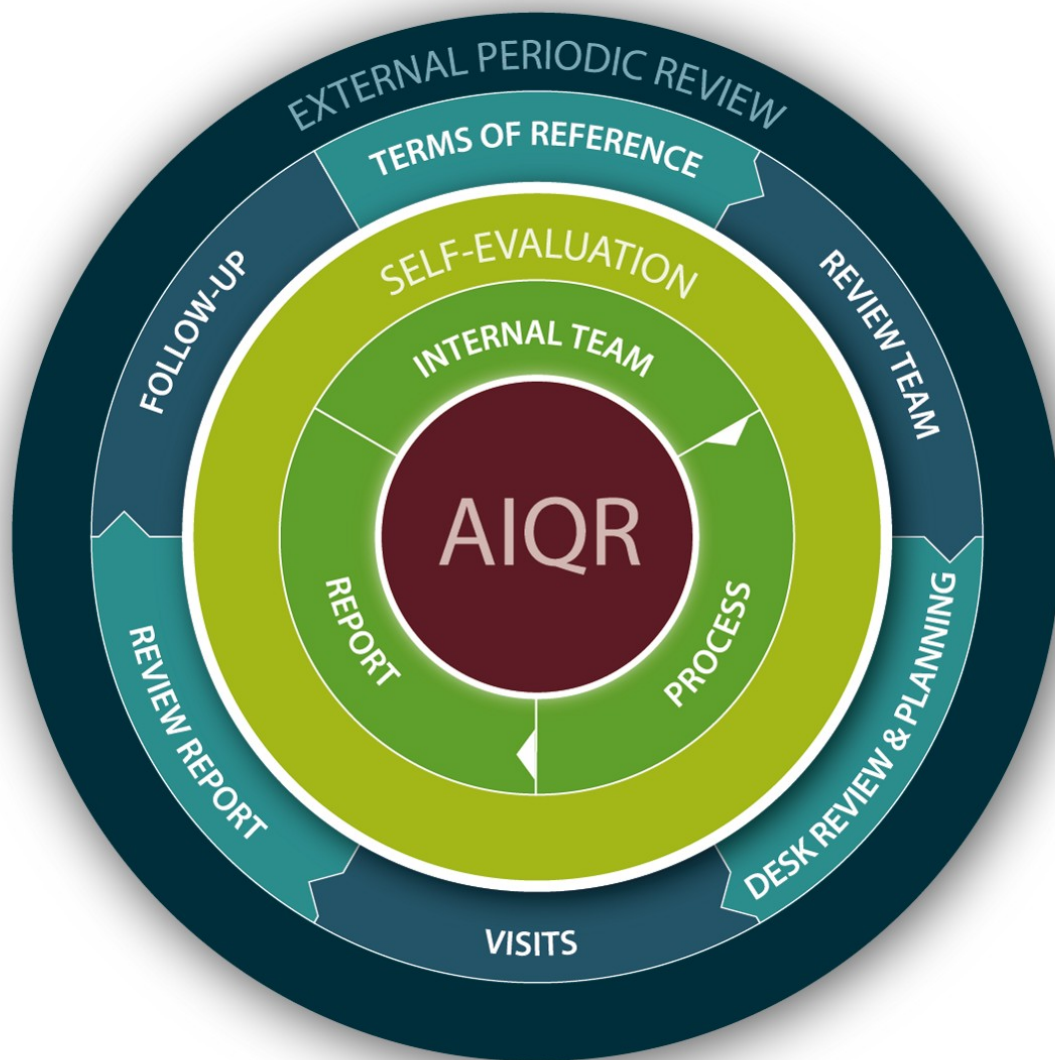


Limerick Institute of Technology

Annual Institutional Quality Assurance Report 2019

Based on the reporting period 1 September 2017 – 31 August 2018



The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy

A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

The approach of Limerick Institute of Technology (LIT) to the development and implementation of Quality Assurance (QA) systems and processes is effective, active, accountable and robust. LIT's QA is in line with the standards and guidelines for the European Higher Education Area, and with national guidelines and criteria for QA procedures, as overseen by the Quality and Qualifications Ireland (QQI) agency. LIT's Quality Assurance Policies and Procedures are implemented on all of its five campuses and learning centres across the counties of Limerick, Tipperary and Clare. These policies and procedures govern the design, delivery and review of its academic programmes on the NFQ framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, and adult and continuous education programmes.

LIT's Quality Assurance documentation has been collected and collated into the LIT [Quality Assurance Handbook](#) and annually reviewed, updated, and approved by Academic Council. Consequently, relevant content areas are continuously improved through periodic reviews to assure their comprehensiveness, adequacy, and completeness. They are centrally maintained by the LIT Academic Council Sub-Committee on Academic Quality, Teaching and Learning. The LIT Quality Assurance Handbook document is published in full on the LIT intranet. The LIT Quality Assurance Handbook has been submitted to QQI to support its delegated authority and institutional review processes. This is required under ESG 1.1.

The LIT Quality Policy Statement is included in the LIT Quality Assurance Handbook. The Quality Policy Statement was revised and approved by Academic Council on 2nd October 2015 with an operational period of 2016 – 2019. The Quality Policy Statement is available at: [Quality Policy Statement 2016-2019](#).

LIT is a member of the Federated Limerick Graduate School (FLAGS) with the University of Limerick and Mary Immaculate College (MIC). Within FLAGS, the University of Limerick carried out a Research Accreditation of LIT Level 10 programmes. UL's Academic Council has approved LIT as a Linked Provider with the authority to offer UL doctorate degree awards.

LIT Governing Body ratified a comprehensive new strategic plan during the reporting period 2017 – 2018 which is available at: LIT Strategic Plan 2018-2022. This strategic plan and the HEA Mission Based Performance Compact 2018-2022 which is currently in the process of being agreed with the HEA will be the key parallel drivers of the strategic and operational plans that will shape LIT's

Educational development and activities in the immediate future. LIT's plans will be underpinned by its core values of excellence, innovation, equity, support, and accessibility and these will inform Institutional approaches to the development of both its vision and mission and the associated quality assurance and enhancement systems that support these.

LIT's vision to 2022 is to be a leading provider of higher education that is student centred, research-informed, industry relevant, and accessible for all. The mission of LIT is to be a regionally focused Higher Education Institution with a national and international outlook. It empowers its diverse student body by providing a quality higher education experience enabling economic, social and cultural development.

The vision and mission of LIT are underpinned by five core values:

- (i) Supportive: LIT provides a higher education environment that nurtures, supports and engages its students, staff and external stakeholders, enabling them to achieve their full potential.
- (ii) Excellence: LIT embed continuous improvement in all institute activities to support the achievement of the highest standards in all aspects of teaching, learning, research and related supports.
- (iii) Accessible: LIT enables wider access and participation in higher education by embracing diversity and providing a flexible offering
- (iv) Equitable: LIT promotes fairness, equal opportunity, respect, and positive outcomes for all its students and staff
- (v) Innovative: LIT fosters creative and entrepreneurial activities, in all their forms, in collaboration with its stakeholders to address the changing needs of the region.

The Strategic Plan 2018 – 2022 represents the next stage in the evolution of LIT as an organisation. The core values outlined that underpin the Strategic Plan provide an anchor for all Institute actions and will influence how the Institute will achieve results and develop its Quality Assurance and Enhancement system as an intrinsic element of both accountability and continuous process improvement. The commitment to this is evidenced in the core Institutional values as listed and in particular in the value of Excellence

2. Quality assurance decision-making fora

A brief description of institution-level quality assurance decision-making fora

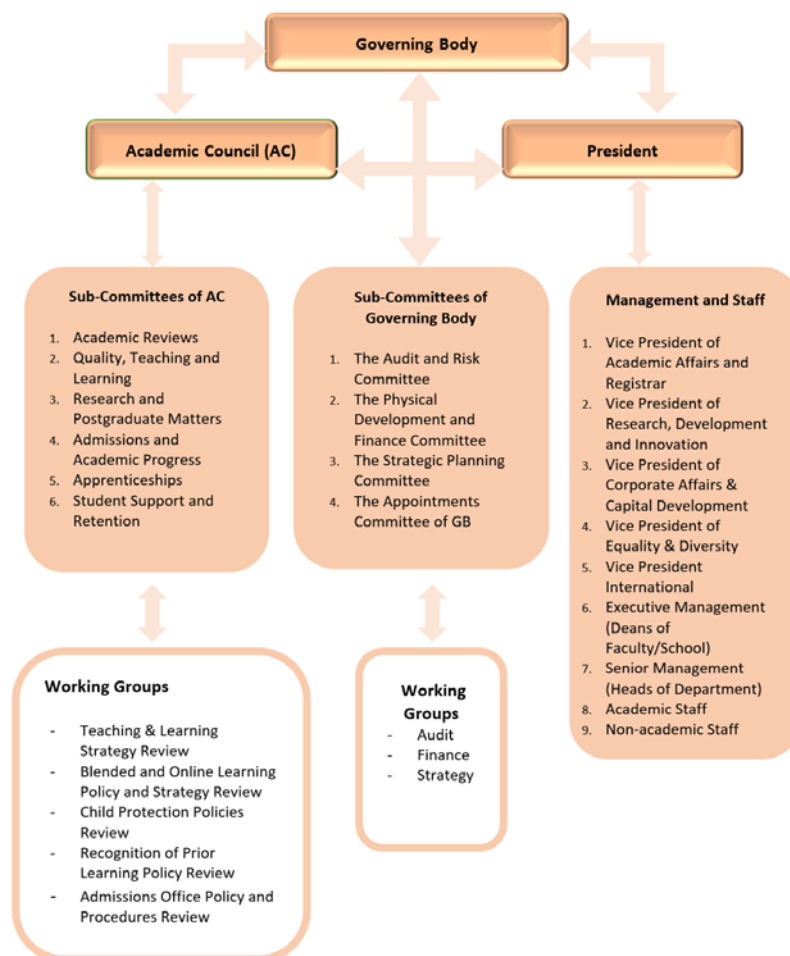
LIT's Academic Council, by statute, maintains academic standards within the Institute. The Academic Council is committed to continuous improvement with new initiatives being continuously designed and implemented to embed quality policies and practices throughout its operations.

LIT's [Academic Council Documentation 2017-2019](#) includes the Constitution, Composition, Membership, Sub-Committees and Bylaws. ESG standards are also referenced.

The Academic Council has approved the establishment of Faculty/School Boards, Department Boards, and Programme Boards. The terms of reference of each are listed in *ACRP, Section 2: Management of the Curriculum*.

[Academic Council Regulations and Procedures for Taught Programmes Academic Year 2017/2018 \(ACRP\)](#)

Figure 1.1 A pictorial summary of LIT's quality assurance decision-making fora during 2017-2018 Academic Year



Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)

Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

The Academic Council has approved regulations and procedures for the design and approval of taught programmes. These are consistent with ESG 1.2. The details are provided in *ACRP, Section 3: Development and Review of Programmes & Modules*.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2017/2018, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 2](#)

The use of Academic Module Manager software for programme development supports the alignment of programmes to the ESG standards, NFQ levels and QQI award standards. These regulations and procedures are consistent with the *QQI Assessment and Standards (revised 2013)*.

A Faculty/School Board exists within each Faculty/School, whose function is to advise the Head of Faculty/School at strategic level, the academic and resource requirements of all its programmes/modules. Similarly, Department Boards exist for each department and their function is to advise and assist the Head of Department at tactical and operational levels with regard to the academic and resource requirements of programmes/modules within the department. Established Programme Boards will operate for each programme offered by the Institute. The Programme Board has the primary responsibility, under the overall guidance of the Head of Department, for developing and operating the programme.

A Provisional Programme Board has the responsibility for the development of a new programme leading to a major award. Provisional Programme Boards are established to develop a programme proposal and to develop a Programme Submission Document for the new programme and to bring this submission through the Validation Procedures of the Institute. The Provisional Programme Board shall comprise not less than four members including the Head of Faculty/School and Head of Department. The Provisional Programme Board may include lecturers from other departments and external advisers if required. The President is ex officio a member of the Provisional Programme Board.

New Programme Guidelines that clearly document the necessary procedures and requirements for new programme development are updated annually and are distributed to all academic staff each year. They constitute part of the LIT Quality Assurance Handbook which is also available on the LIT intranet. They are available at the following link: [New Programme Guidelines](#)

2. Programme Delivery and Assessment (ESG 1.3)

Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

Taught Programmes

The Academic Council has approved regulations and procedures for the delivery and assessment of taught programmes. LIT's programme delivery and assessment are consistent with these regulations and procedures and ESG 1.3.

Full details of LIT's Academic Council Regulations and Procedures for Taught Programmes Academic Year 2016/2017 (ACRP) are available at:

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2017/2018, Part 1](#)

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 2](#)

The specific details related to the QA policies and procedures for the design and approval of its programmes are contained in *ACRP, Section 4: Assessment Regulations for Taught Programmes*.

These LIT regulations and procedures are consistent with the *QQI Assessment and Standards (revised 2013)*.

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)

Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment, and monitoring of research programmes, if they exist.

The Academic Council has approved regulations and procedures for the design, approval, delivery, and assessment of research programmes which align with those of the University of Limerick. Full details of LIT's Academic Council Regulations and Procedures for Research Programmes are available at:

[Research Degree Programme Regulations](#)

The Federated Limerick Graduate School continues to foster a partnership between Limerick Institute of Technology, the University of Limerick, and Mary Immaculate College, as part of the overall Shannon Consortium of these Institutions. The Federated Limerick Graduate School located within the context of the Mid-west Regional Cluster for Higher Education creates the conditions for Limerick to become a preferred destination for postgraduate researchers.

The mission of the FLGS continues to promote and market high-quality postgraduate research opportunities within the greater Mid-west Region working in cooperation with the Graduate Schools of the constituent institutions.

In particular, it:


- supports the development of the Shannon Consortium through the promotion of PG education;
- provides supervisor and PG training programs
- assists and facilitate the development and approval of new postgraduate programmes;
- widens Level 10 postgraduate research opportunities in Limerick;
- develops structured and themed education;
- promotes national and international exchanges and links;
- assists with procurement and efficient use of resources;
- supports postgraduate grant applications.

LIT's - HEA Research Related Compact Performance Objectives for new three year period 2018/019 to 2020/2021, aspires to:

- Increase post-graduate research opportunities in line with ambitions;
- Improve LIT's academic standing as a provider of research in specific discipline areas;
- Successfully bid for external, non-exchequer research funding;
- Extend the collaborations within the Shannon Consortium.

LIT will continue to strive to achieve and to build on these objectives into the new reporting periods. The [LIT Strategic Plan 2018 – 2022](#) sets the following priority in the area of Research Development and innovation:

“Increase LIT's RDI capacity in areas that have a clear economic and social impact for the region”



In order to achieve this priority, LIT will:

- Grow the quantity, quality, and impact of Research Development and Innovation (RDI) activities and enable knowledge transfer and entrepreneurship;
- Promote a research culture to increase capacity and identify and support staff to be research active;
- Advance key research priorities relevant to the region;
- Further develop enterprise activities that foster innovation and entrepreneurship and shape the entrepreneurs of the future.

4. Student Lifecycle (ESG 1.4)

Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

The Academic Council has approved regulations and procedures for admissions, transfer, progression, recognition, and certification. These are consistent with ESG 1.4 and the QQI Policy on Access, Transfer and Progression (updated 2015).

Cognisant of the national policy on Access, Transfer, and Progression, LIT offers learners access and 'ladders of learning' progression pathways into and along the *National Framework of Qualifications* from Level 6-9 and Level 10. Within these pathways, flexible modular options are available for learners such as multiple entry points, electives, and part-time and flexible study options. The *Academic Council Sub-Committee on Student Support and Retention* and the *Academic Council Sub-Committee on Admissions and Academic Progress* develop and address, through their policies and initiatives, quality assurance procedures related to the student lifecycle. Related policies are available at:

[LIT Student Problem Solving Procedure](#)

[LIT Student Policy on dignity and Respect](#)

[LIT Learner Disability Policy](#)

[LIT Student Code of Conduct and Disciplinary Procedures](#)

[LIT Policy and Procedure to Support and Determine a Student's Fitness to Continue in Study](#)

Support Services for Students:

LIT has a dynamic and interactive campus environment. The dedication and commitment of our staff and students is reflected in the energy and enthusiasm that extends to every aspect of our goal to support a positive student experience. Students have many opportunities to participate in activities that support their academic, cultural, social, sporting interests and preferences. We also recognise that college life can be challenging and to support you we provide a comprehensive range of services to support students.

Access Service

LIT is committed to promoting equitable access to and successful participation in higher education for all members of society. Through the work of the LIT Access Service, targeted strategies and initiatives are delivered so as to facilitate entry to and successful participation in higher education for underrepresented students. The successful realisation of the widening participation agenda also requires that students' progress in their academic studies and move into graduate employment.

Primarily, the Access service works with the following groups;

- Students who experience socio-economic disadvantage
- Students with a Disability and/or Specific Learning Difficulty
- Mature Students
- Traveller and Ethnic Minorities

The Access service delivers a range of support programmes to promote access that include;

- A mature student orientation programme. Mature students are also supported through a Mature Student Support Network and relevant academic workshops tailored to address the needs of mature students so that they get the most out of their studies.
- Financial guidance and support through the ESF Student Assistance Fund. The Student Assistance Fund is funded by the Irish Government and part funded by the European Social Fund under the Human Capital Investment Operational Programme.
- Support and guidance for students who have a disability or a specific learning difficulty and provision of disability needs assessment and relevant supports.
- A Mentoring Service whereby all first-year students are assigned a mentor that comprises of staff from across the Institute; the aim of which is to enhance the student learning experience in an ongoing supportive relationship that encourages students to stay committed to their studies and to reach their educational goals.
- Go4IT Access programme - a pre-entry initiative that engages with primary and secondary school children as they progress through education to third level.
- Student volunteering provision that includes training, support and recognition through the GIVE (Guided Initiative in Voluntary Engagement) volunteering programme.

Full details of all services provided by the Access Service are available at: www.lit.ie/access

The service(s) are confidential and can be accessed by contacting access@lit.ie or disability@lit.ie

Student Counselling Service

LIT offers a free, confidential and professional counselling service, staffed by highly qualified and experienced psychologists, psychotherapists and counsellors to all registered students.

Our aim is to provide accessible, available and student-friendly support for students when a personal crisis arises which affects their wellbeing, happiness, capacity to cope, relationships or learning.

Counselling services provided include:

- Short term counselling for personal issues including crisis and emergency appointments.
- Support groups to support you in areas of mindfulness and overcoming anxiety.
- Wellbeing workshops in self-esteem, enhancing social skills, relaxation and managing stress.
- Positive mental health promotion initiatives and mental health awareness campaigns.

Please visit www.lit.ie/counselling for further information on services available and how to make a counselling appointment. Our website also provides information on support services in the community, helpline numbers and out of hour's services.

Retention Support through LIT Retention Officer

The LIT Student Retention Officer is available to meet students who may find themselves struggling to settle in to academic life. The Student Retention Officer meets with students on a wide variety of issues, including both personal and academic concerns. Issues may include but are not limited to:

- Not sure if on the right course
- Thinking of leaving a course/withdrawing
- Taking some time out from course/deferring
- Struggling with college work
- Changing course
- Other challenges

The Retention Officer aims to pay attention to a range of issues a student may have (e.g. personal, social, academic) in providing support and in thinking about the best places to make helpful referrals. In addition to meeting with students, the Retention Officer may advocate on their behalf and frequently collaborates with other offices throughout the Institute.

The LIT Student Retention Officer also supplies detailed analysis to Faculties on areas such as Completion Statistics, Retention Statistics, Module Statistics, ISSE (Student Survey) Stats and Withdrawal Figures.

Student Health Unit

A free, confidential nursing service is available to all full-time registered students at LIT. Institute Doctors are available to students at specific times. Where a nurse is available on campus, all appointments for the doctor must be made at the Student Health Unit through the nurse. The fee for the doctor is €10 for registered students and free for Medical Card holders outside of a 5-mile radius of LIT. Students can also consult local notice boards across the campuses for further details. For further information, visit: www.lit.ie/studenthealth or contact: nurses@lit.ie

Careers Service

LIT offers a Careers Service which assists students with all aspects of career planning and the transition from study to the working world. Workshops and seminars relating to key employability skills take place throughout the academic year. These include CV preparation, interview techniques and networking. Arrangements are also made for companies to meet with students in the Institute, including at the annual LIT Careers and Further Options Fair.

LIT graduates are in high demand and are recognised regionally and nationally for having a high level of technical and commercial expertise with multiple career opportunities. For further information on our Careers Service, contact: careers@lit.ie. Full details of the services offered, including information on “What do LIT Graduates do” is available at: www.lit.ie/careers

Students with Disabilities and/or Specific Learning Difficulties

Limerick Institute of Technology is proud of its record of access and progression of students with disabilities and/or specific learning difficulties. Students with educational support requirements are encouraged to contact the Disability Officer in advance of registration, to agree the supports needed. While there is no obligation to discuss your disability/requirements, we recommend that you contact us as from experience, we have found that this positively supports your transition to third level.

Learning Support Unit

LIT Learning Support Unit (LSU) is acknowledged nationally as a distinctive and valuable feature of LIT's Teaching and Learning Strategy. The LSU provides learning support on request from the learner. Over 1000 LIT students avail of Learning Support every year. Services are based on a supervised self-help model to empower the student and help them to reach their full potential. LSU provides tuition in course subjects, Study Skills, Exam Techniques, Academic Writing, Maths, Computing and English as a Second Language.

Students apply for tuition by filling in an online application form:

<http://www.lit.ie/LearningSupport/request.aspx>

For further information, visit www.lit.ie/LearningSupport or contact lsu@lit.ie.

Chaplaincy and Pastoral Care

LIT has two Chaplains whose services are available to students of all religious denominations. The Chaplaincy is available to help any student/staff member of LIT and has four main areas of support: Care, Community, Spirituality and other general duties. LIT's Pastoral Care provides a welcoming, approachable and available service to all students of the Institute's community; it offers spiritual, pastoral care and pastoral counselling to enable students to make the most of their time in the Institute

Students' Union

The Students' Union is the representative organisation of all students in the college and is run by an elected President and elected officers who play a major role in areas such as student welfare, finance, entertainment and clubs and societies at LIT.

LIT's Students' Union is an important organisation in the College giving students a strong voice on the issues that affect them in their daily college lives. The Students' Union also represents students both locally and at a national level in discussions with Higher Education authorities. The SU is affiliated with the Union of Students of Ireland (USI), the national representative body for students in Ireland. Throughout the year, students can use the Students' Union offices as resource centres for information and advice on a wide variety of areas such as grants, accommodation, student travel, etc.

Given our multi-campus location, LIT has a Students' Union President who is supported by a number of elected officers across all campuses. The Students' Union plays an active part in student life

across the campuses and is involved in many activities for new first-year students each year. The crew from the SU will probably be the first people you get to know when you start college!

Email: SU.Reception@student.lit.ie

Check us out on Facebook at: <https://www.facebook.com/LITStudentsUnion>

Admissions:

The Admissions criteria for each programme are provided in the LIT Prospectus and are, for example, consistent with second-level qualifications for entry. [Undergraduate Prospectus](#)

Chapters 1-4 of the Admissions Office Policies and Procedures (AOPP) outline the operational admissions procedures and the various categories of students entering LIT. LIT provides all students with an online registration facility. The LIT Admissions Office Policies and Procedures (AOPP) is available at the following link: [Admissions Office Policies and Procedures](#).

To assure the quality of LIT's engagement with students during their transition a number of measures are delivered.

1. A Student Handbook is provided to all new entrants for ease of entry to third level education in LIT. [LIT Student Handbook](#)

This handbook provides details related to LIT's:

- Operations (calendars, maps);
- Student Diversity Profile (Mature, International, Disabled);
- Student Support Services (Health, Chaplaincy, Counselling, Careers, Access, Disability, Sport, Accommodation, Transport, Catering);
- Learning Support services (Tuition in specific discipline areas including Maths, IT, Science; Peer Assisted Learning; Study Guides; learning related workshops including study skills, examination techniques, academic writing);
- Library and Information Resources services;
- Computer Services (including Moodle, VLEs);
- Health and Safety supports;
- Relevant Policies and Procedures.

2. All students receive a hardcopy *z-card* (business card size - foldable guide) with all the essential student service information.
3. The LIT ENGAGE Programme supports the transition of all students to LIT. This structured, activity-based induction programme is geared towards getting new students settled in and acquainted with other students and their campus. Together with on-campus Student Leaders this programme provides students with the opportunity to actively engage in

college life, get to grips with your course, join a club or society and develop a personal toolkit to live a healthy balanced and enjoyable lifestyle.

As part of LIT's QA processes, the handbook and LIT's programme of induction are reviewed annually by the Student Services Unit of LIT.

Transfer:

The transfer criteria are specified in *Chapter 8 of the Admissions Office Policies and Procedures* document.

Progression:

The progression criteria are specified in *Chapter 8 of the Admissions Office Policies and Procedures* document.

Recognition of Learning (RPL):

LIT recognises the qualifications and prior learning of students. The related regulations and procedures are outlined in *ACRP, Section 5: Recognition of Prior Learning Policy and Procedures*. Details are also provided in the Student Handbook on the treatment of prior learning of students, and the implications for entry and exemptions.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2017/2018, Part 1](#)

Certification:

The regulations and procedures for certification are outlined in *ACRP, Section 4.3: Standards for Awards at Different Classifications*.

[Academic Council Regulations and Procedures for Taught Programmes: Academic Year 2017/2018, Part 1](#)

Information relevant to Admissions, Transfer, Recognition, Progression, and Certification is provided in detail to students in the LIT Prospectus, Student Handbook and on the LIT website (www.lit.ie).

LIT Prospectus 2017-2018: [Undergraduate Prospectus](#)

LIT Student Handbook 2017-2018: [LIT Student Handbook](#)

The Institute, through the Academic Council, adheres to the national quality standards and admission norms for the provision of student supports. The expectations and responsibilities for students are described in LIT's [Student Charter](#).

5. Teaching Staff (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

LIT has a range of approved policies and procedures for academic staff, which are consistent with ESG 1.5. The Academic Council has a *Sub-Committee on Academic Quality, Teaching and Learning* with specific terms of reference to assure the quality of its teaching and learning policies and practices.

Recruitment:

HR recruitment policies are consistent with the approved norms for the sector, including the conditions laid out in the Employment Control Framework and applicable circular letters relating to recruitment and selection. All recruitment is supported by the definition of job specifications. Selection and recruitment practices are regulated and controlled in line with the State's governance requirements. Successful candidates are selected based on merit following a fair, consistent and equitable process.

Competence:

LIT works closely with the *HEA National Forum for Teaching and Learning* and with the Teaching and Learning Champions in each institution across the Shannon Consortium. LIT organises a range of staff development events for *Teaching and Learning*, including the *Teaching Tips and Conversations in the Consortium* talks. Each constituent consortium partner organises two events annually and these events are open to and attended by staff from each Institution giving a total of six events annually. Other staff development events include staff development days held in January, February, and September annually. These staff development days are designed to develop the competence of teaching amongst LIT academic staff. They focus on key aspects of best practice in Teaching & Learning with built-in aspects focussing on closing feedback loops where areas for improvement are identified from qualitative and quantitative analysis.

Development:

LIT maintains an *Employee Handbook* which assures the quality of its policies and procedures related to: (i) Staff supports and services, (ii) HR practices and (iii) Career Progression. LIT implements an approved *Performance Management Development Systems (PMDS)* and *Training Development Plans (TDP)* unique to the respective cohorts of its employees. Specifically, in relation to employee development, LIT maintains a *Continued Professional Development Policy*, which is available to all LIT staff via its intranet. This identifies the policies and procedures related to various types of development for LIT staff including short, medium and longer duration type development and educational programmes. Regular internally run training workshops are made available to academic staff to support their day-to-day activities. All staff have unlimited access to *lynda.com* which gives them an opportunity to supplement existing skills and learn new ones.

At an institutional level, staff CPD is facilitated through internal Academic Staff Development Days which are organised on three days per year. These days focus on staff development requirements identified in the annual academic staff survey and in closing feedback loops where issues are identified in qualitative analysis. Across the Institute several other CPD initiatives have been set up to support faculty in the development of their CPD and digital literacy skills. Multi-campus training

on new applications including 'Urkund' and 'Panopto' have been delivered through the Quality Teaching and Learning Office. The Quality, Teaching and Learning office has worked with different departments to identify digital tools and solutions for implementing discipline-specific solutions within their departments. The Quality, Teaching and Learning office provides staff with one to one and group training sessions on the use and implementation of digital technologies as part of their teaching practice.

After trailing different eLearning tools and application in the academic year 2016/2017 LIT invested in a campus-wide license of 'Panopto' for the 2017/2018. This is available to all faculty and is integrated in the Institutes LMS Moodle. A dedicated training room with recording equipment has been set up for faculty to record course material and develop online learning resources. This dedicated room has the necessary software ('Panopto') and hardware (camera, mic) to enable staff to use this room for developing their skills and enhancing their teaching practice.

The *Employee Handbook* and *Continued Professional Development Policy* can be accessed at:

[Employee Handbook](#)

[Continued Professional Development Policy](#)

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

LIT has a range of QA procedures for assuring the quality of teaching and learning. These policies and procedures are consistent with ESG 1.4, 1.5, 1.6.

The [LIT Strategic Plan 2018 – 2022](#) highlights its mission and values that ensure it prepares learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. It sets out the following priority in the area of Teaching and Learning:

Provide high quality teaching and active learning that reflects the needs of industry.

In order to achieve this priority, LIT will:

- Ensure our academic programme offering and pedagogies are research informed and equip students with practical critical thinking and problem-solving skills
- Enrich the student learning experience through innovative course delivery methods supported by technology, internationalisation, and positive student-staff engagement
- Expand work-based learning and work placement opportunities
- Upskill academic staff to keep pace with new technologies and pedagogies and incorporate these into their teaching and delivery methods

The institute Strategic Plan is supported by a revised Teaching and Learning Strategy was approved by Academic Council in the reporting period and is available at:

[Teaching and Learning Strategy 2018 to 2023](#)

This strategy takes account of the national and international context for teaching and learning in higher education and has been profiled as one of the developments of full human potential through an agenda of innovation and excellence in teaching and learning. This involves developing competencies and raising skill levels, evolving pedagogy, greater use of technology-enhanced learning, deeper engagement with learners and society and widening participation through flexible programme provision. The strategy dovetails with this agenda and is focused on the pursuit of excellence in teaching and learning through engagement, innovation, and enhancement. It embodies the values of the LIT Strategic Plan 2018 to 2022 and, in a practical way, supports the mission, vision, and range of strategic priorities and enablers of that strategy. The Teaching and Learning Strategy outlines a range of Higher Level Principles that underpin the LIT approach. A set of Implementation Themes with actionable Strategic Goals have been developed to progress teaching and learning excellence and to enrich the learning experience of all learners. These goals represent the core of the strategy and the responsibility for their implementation lies with a range of parties across the institute in multifaceted contexts. An overview of the Strategy as an Implementation Planning Resource has been developed and is available at:

[Teaching and Learning Strategy, 2018 – 2023 Implementation Planning Resource](#)

This overview of the strategy is designed to facilitate ready access to the core actionable content for implementation planning. The full strategy which contains the detailed pedagogical context and rationale and the implementation planning resource document can be accessed by staff on the staff portal in the Centre of Excellence for Teaching and Learning. A range of additional resources are promoting best practice in Teaching and Learning are available in this site.

The hallmark of LIT's educational philosophy is *Active Learning* which is described in its Teaching, Learning Strategy document. This philosophy is aimed both at the acquisition of knowledge and a deep understanding and competency in the core area of study for the student, in addition to the acquisition of generic skills so that LIT produces rounded graduates. Active learning in LIT is a strategy which encourages students to be active participants in the learning process and allows them to take ownership of their own education. Connecting theory and practice, students apply their learning and develop their understanding through a range of active methods including the usage of case studies, problem-solving exercises, work-placement, reflection, and other activities both on and off campus. As an outcome, graduates are equipped to continuously develop academically, personally and professionally. LIT continues to embed and implement this strategy in academic programme delivery and development across the wider organisation.

LIT is represented on the Board of the National Forum for the Enhancement of Teaching and Learning and makes a strong contribution to National Forum developments and to the scholarship of teaching and learning. Two faculty members from LIT are appointed as National Forum Associates and represent LIT at National Forum events.

LIT offers three dedicated Staff development Days to all Staff that are focussed on Teaching and Learning. A theme for staff development is identified that ties with key institutional and strategic priorities and each day includes keynote speakers followed by a range of bespoke workshops for skills development. The Quality, Teaching and Learning Office work closely with their colleagues in the Teaching and Learning Centres in the Shannon Consortium partner institutions (UL & MIC). The Institute participates in the many regional and national initiatives across the Shannon Consortium and the National Forum including the National Teaching Excellence Awards, Teaching Tips, Peer Observation, and the Regional Writing programme. LIT staff actively participate in these events and provide a wide range of CPD offerings for all disciplines throughout the academic year.

LIT is continuing to promote the use of digital technology within its teaching practices to enhance the learning experience by rolling out 'Panopto' on all lectern machines across each campus and setting up a webcam within each classroom. Faculty also have the option to work with the Quality, Teaching and Learning staff on a one to one basis to develop their teaching and learning and digital literacy skills. These are informal collaborative sessions where, for example, the educational technologist might discuss with staff the different types of digital technology that can be used to create different resources.

External examining verifies that the content, teaching and assessment methods and their standards are appropriate for the nature and level of the academic award being reviewed. Feedback is provided annually on the quality of learning via external examiner reports, which are reviewed by the *Academic Council Sub-Committee on Academic Quality, Teaching and Learning*. Any issues raised by external examiners are returned via Faculty and Department management to relevant staff members for identified action and response. Full details of LIT's External Examiner Policy are available at: [External Examiners Policy & Procedures for Taught Programmes](#)

LIT participates in the *Irish Survey on Student Engagement (ISSE)*. This is an annual, externally validated, national survey which measures and reports on LIT's performance re: teaching and learning as reported by targeted LIT students (first year and final year undergraduate and post-graduate) respondents. LIT results are notified to LIT's Academic Council annually and issued to relevant sub-committees of Academic Council and Faculties/Departments to address the results reported on teaching and learning, where appropriate, through their policies, initiatives, and activities.

Programme Boards monitor the student's assessment by module and programme. They routinely monitor the teaching and learning of modules and programmes in line with *LITs Academic Council Regulation and Procedures: Section 3.6 Programme Reporting*.

LIT has a policy of inclusion of work placement, where appropriate, in programme design and delivery. This allows for assurance of the learning achieved by students via its application in the workplace.

Flexible Learning Department:

The Department of Flexible Learning is continually developing its resources in the area of Teaching Learning and Quality, below are some of the development of the last few years. During 2017, LIT Flexible Learning updated its Staff CPD online programme which had launched in 2016 and focused on skills and knowledge development on Blended Learning. This resource is available to all academic staff and has been developed by Epigeum, now part of Oxford University Press, who are world leaders in the development of online programmes which support staff development in various areas. An outline of the programme, which is now integrated into LITs VLE, is available at: <https://www.epigeum.com/courses/teaching/blended-learning/> A specific series of resources on the Staff Portal has recently included a Technology Enhanced Learning Section which provides access to resources and materials to support faculty in the use of Technology Enhanced Learning in their teaching and assessment. The Department has also developed a Flexible Learning Teaching and Learning Resources Moodle page accessible by all Flexible Learning staff. This resource includes all the resources from the Epigeum programme and additional resources on best practice in blended learning.

LIT's core educational philosophy of 'Active learning combines a fusion of theory and practice' complements people who are already in the workforce. LIT provides training, continued professional development and education programmes to industry, with bespoke programmes developed to meet the exact needs of individual organisations. During 2018/2019, LIT worked with numerous sectors within industry delivering short courses through to master programmes with a wide range of contact options - online, on-site, day-release, evening classes and weekend workshops. A number of these programmes were offered by LIT under the Springboard + programme.

LIT's Strategic Plan 2018 – 2022 has a regional focus that is committed to building strong links with industry and commerce, underpinned by a commitment to active learning. LIT plans to 'enhance our flexible model of education to include new online and blended programmes that increase student enrolments, support continuous professional development (CPD) and enable life-long learning'. In addition, LIT plans to 'deepen stakeholder engagement so to develop the applied nature of programmes in collaboration with industry that equips graduates with the knowledge and skills to meet industries ever changing needs'.

7. Resources and Support (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching, and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

General Resources and Support

Within budgetary requirements, the Institute is strongly committed to the provision of appropriate resources for all programmes. Resourcing is consistent with the provisions of ESG 1.6.

During programme validations and revalidations, resources are considered, in line with the validation criteria for a programme to be viable. *LIT Academic Council Regulations and Procedures: Section 3: Development and Review of Programmes and Modules*. Any deficit is identified and reported to Academic Council.

The use of Academic Module Manager software for programme development supports the identification of resource requirements for the delivery of each module and each programme. During module definition and validation these requirements are explicitly listed and reviewed. Relevant details are provided in ACRP Section 3.

The Institute endeavours to continuously improve available resources. The academic, social and cultural experience of the student is central to the ongoing development of its resources. For example, the Institute recognises the need for student academic support; the services of a Learning Support Unit are available free to all students. Details of supports for students are described in the Student Handbook: [Student Handbook 2017/2018](#). In Section 4 of this report there is listed, a number of supports relating to the Student Lifecycle.

The Institute is a growing and multi-campus institution. LIT has received planning permission to construct a major new campus at Coonagh. Primarily focused on engineering, the €14m facility has received planning permission and is currently in the process of completing a first phase of development. It is expected to have students on site by September 2019. LIT has also secured a €20m investment for the construction of a new Applied Science and IT building on the LIT Moylish campus. The building will accommodate science labs, flat teaching facilities, computer labs, tutorial rooms, 'break-out' and meeting spaces. Such infrastructural developments will provide for the expansion and improvement of the learning resources available to LIT students

LIT Library and Information Resource Centres:

LIT's Library Services have attracted over €8million in EU funding over the past ten years for the rollout of international library literacy projects and continued to rollout these projects in 2015/16. The quality and relevance of LIT's Library resources are ensured and informed by LIT Library's Collection Development Policy (CDP), which provides a framework for the collection management – acquisition, storage, de-selection of library items in consultation with academic staff. The quality of LIT's library services is enhanced by library representation on a number of academic sub-

committees, including the sub-committee on Academic Reviews which ensures that additional library resources are made available to support new academic programmes in the Institute.

LIT Library and Information Resource Centres not only provide quality information resources but are committed to ensuring students possess the core skills to locate and access the correct information when and where they need it, and the supplementary skills to know how to evaluate and use the information effectively and ethically. LIT library supports these goals through its annual library induction programmes and our 'Learning to Learn – Information Literacy Skills Training Programme' which run across LIT library sites in co-operation with academic departments.

The LIT library is committed to seeking out new and innovative quality library services to make library resources and services as accessible as possible on and off its campuses. New innovative services such as 'Library Anywhere' enables students to access a range of library services from their Smartphones. The Information Discovery service 'Summon' enables a 'single search' across multiple library resources, providing fast access to content such as e-Journals and e-Books. LIT Library also supports learning, teaching, and research in the area of referencing, citation and avoiding plagiarism through its publication: *Write it Right: A guide to the Harvard Referencing System*.

[*Write it Right: A guide to the Harvard Referencing System*](#)

Please also see: <https://library.lit.ie/>

8. Information Management (ESG 1.7)

Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

The QA procedures for collecting, analysing and using relevant information about LIT's programmes and its activities are consistent with ESG 1.7.

The Academic Council has approved the establishment of Faculty/School Boards, Department Boards, Programme Boards and Staff/Student Liaison Groups for effective information management. The terms of reference for each are listed in *LIT's Academic Council Regulation and Procedures: Section 2: Management of the Curriculum:*

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 1](#)

Programme related issues including examination statistics and completion and retentions rates, are reviewed by Academic Council Sub-Committees and Programme Boards and actioned as appropriate.


LIT participates in the annual, nationwide survey in the higher education sector entitled the *Irish Survey on Student Engagement (ISSE)*. This survey is targeted at First Year and Final Year undergraduate and post-graduate students. This is an externally validated, voluntary national survey of third level academic institutions in the University, Institute of Technology, and other provider sectors. Annual results are notified to LIT's Academic Council and issued to relevant sub-committees of Academic Council and Faculties/Departments to address the results reported, where appropriate, in their policies, initiatives, and activities.

The survey measures and reports on LIT's performance on a number of key engagement and outcome indices including:

Student Engagement	Student outcomes
Academic challenge	Higher order thinking
Active learning	General learning outcomes
Student staff interaction	General development outcomes
Enriching educational experience	Career readiness
Supportive learning environment	Overall satisfaction
Work integrated learning	

Academic Council has approved the establishment of industrial advisory committees in a range of disciplines within the Institute. These committees provide data, information, and evidence which is used by the Institute to inform the nature and content of new and existing educational programmes. Further details are available on this policy at:

http://www.lit.ie/Reports/Documents/Industrial_Liaison_Advisory_Committee_Policy.pdf



LIT is committed in 2017/18 to publish all of its programme validations, programmatic reviews, academic audits and AIQR reports on the LIT website.

9. Self-evaluation and Monitoring (ESG 1.9)

Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

The Academic Council has approved regulations and procedures for self-evaluation and monitoring. The regulations and procedures are consistent with ESG 1.9.

LIT implements 'feedback loops' to enable its self-evaluation processes. Formal structures that are utilised include: (i) Staff and Student Liaison Groups, (ii) Programme Boards, (iii) Sub-Committees of Academic Council, (iv) Programmatic Reviews, New Programme Development (v) Industrial Liaison Committees and (vi) External Examiner Reports.

New LIT programmes are validated in alignment with ESG Standard 2.1. New programmes are additionally validated in accordance with *LIT's Academic Council Regulations and Procedures (ACRP) Section 3: Development and Review of Programmes and Modules*.

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, Part 1](#)


Specifically, the validation criteria include:

- **Standards:** The *minimum intended programme learning outcomes* must be consistent with the relevant *awards standards* and the *National Framework of Qualifications (NFQ) award-type descriptors*.
- **Access standard:** The *prerequisite learning* for participation in the programme and any other assumptions relating to the programme's *target learners* must be explicit.
- **Learning:** The programme must enable its *target learners* to attain the *minimum intended programme learning outcomes* reliably and efficiently (in terms of learner effort). The concept of minimum intended programme learning outcomes and its relation to teaching, learning and assessment are in line with those identified by QQI's *Assessment and Standards* (Revised 2013).

All programmes are periodically reviewed in accordance with these regulations. Details are described in *LIT's Academic Council Regulations and Procedures: Section 3.8: Review of all Awards*.

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2016/2017, Part 1](#)

In order to provide regular academic quality assurance for each LIT programme, programme reporting is carried out by the Programme Board, in line with *LIT's Academic Council Regulations and Procedures for Taught Programmes: Section 3.7 Programme Reporting*. Programme Boards monitor risk factors or incidents, which are reported and actioned.



The validation and revalidation processes of academic programmes in LIT, includes a self-evaluation report (SER), an internal review and an external review. For example, the SER for a programmatic review includes a SWOT analysis.

LIT maintains a close and cordial working relationship with QQI. LIT has obtained delegated authority to make awards from QQI. The annual Order in Council maintained by LIT lists all of its approved programmes.

An external institutional review of LIT is conducted by QQI on a cyclical basis. LIT conducts an Annual Internal Quality Review (AIQR) which is published on the QQI website.

Annually, the Institute actively reviews the national and international QA policies and procedures and benchmarks its own policies and procedures against best practice. Any relevant changes are incorporated into LIT's own regulations and procedures with the approval of Academic Council.

10. Stakeholder Engagement (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

The LIT QA procedures for the involvement of external stakeholders in QA are consistent with ESG 1.1.

LIT's Academic Council Regulations and Procedures for Taught Programmes: Section 3 Development and Review of Programmes and Modules identify the formal inputs enabled during programme validations and revalidations from various stakeholders including industry, Alumni and other professional bodies.


[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 1](#)

Academic Council has approved the establishment of industrial advisory committees in a range of disciplines within the Institute.

http://www.lit.ie/Reports/Documents/Industrial_Liaison_Advisory_Committee_Policy.pdf

The Faculty/School Industrial Liaison Advisory Committees provide a comprehensive and formal mechanism to capture these interactions for the purpose of reporting and auditing. The Faculty/School Industrial Liaison Advisory Committees normally meet at least once per year. The specific objectives of the Faculty/School Industrial Liaison Advisory Committee are:

- To advise the respective Faculty/School on the strategic direction of the Faculty/School's programmes to sustain relevance and employability of its graduates;
- To offer insights on the next generation of discipline-related work occupations and evolving sectors and to advise the respective Faculty/School on related best state-of-the-art practices, emerging technologies, employability of graduates and market trends;
- To advise the Faculty/School on ways to develop strategic relationships with relevant Industry organisations across the region and nationally;
- To assist the respective Faculty/School with nominations for external examiners, members of review/validation panels, recruitment and selection panels, guest speakers, site visit opportunities, and building a network of discipline related industry contacts locally, nationally and internationally;
- To explore ways in which the respective Faculty/School can foster a high level of industry involvement in research projects and research programmes and to advise on opportunities for commercialisation;
- To improve the respective Faculty/School's responsiveness to the needs of the related professions and those organisations employing the Faculty/School's graduates.



Industry forums have been held at Department and/or Programme Level for the purpose of this critical self-study and the outcomes of these forums are reported in individual programme documentation.

LIT is committed to the professional accreditation of its programmes where appropriate. Accreditation panels routinely visit the Institute to review accredited programmes. Details of formal engagement arrangements with professional accreditation bodies are outlined in Appendix 1.

Accreditation of Institute programmes by Professional Bodies is highly valued by the Faculty, staff, and students. Institute staff are often actively involved with their respective professional bodies and are members of their Education/Accreditation Boards. The Heads of Faculty and Department attend meetings with Professional Institutions regularly to discuss changes to accreditation criteria for the accreditation of programmes.

11. Engagement with Other Bodies (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

The LIT QA procedures for the involvement of statutory and regulatory bodies and other QA and awarding bodies are consistent with ESG 1.1.

LIT's primary partner in the delivery of quality programmes is QQI. QQI and NFQ standards are part of the LIT's Quality Assurance system and are included in the LIT Quality Assurance Handbook.

LIT has established associations with a range of nationally recognised professional bodies. Since LIT's early history of academic provision, many students have been prepared for external professional examinations and accreditation. Professional accreditation of a range of LIT's programmes, together with the entitlement for professional body examination exemptions and/or membership, provide students with a real competitive advantage in the employment market.

LIT has programme relevant arrangements with the following professional bodies:

Professional bodies with LIT Programme arrangements.
Fáilte Ireland
SOLAS (FAS)
Chartered Accountants Ireland (CAI)
The Association of Chartered Certified Accountants (ACCA)
Chartered Institute of Management Accountants (CIMA)
Certified Public Accountants (CPA)
Irish Taxation Institute (ITI)
Law Society of Ireland
Institute of Public Administration (IPA)
Marketing Institute of Ireland (MII)
Chartered Institute of Marketing (CIM)
Association of Irish Festivals and Events (AOIFE)
Sports Ireland
Engineers Ireland
Society of Chartered Surveyors Ireland (SCSI)
Chartered Institute of Building (CIOB)
Chartered Institute of Civil Engineering Surveyors
Institute of Occupational Safety and Health (IoSH)
Chartered Association of Building Engineers (CABE)
Chartered Institute of Transportation and Logistics (CITL)
Property Services Regulatory Authority (PSRA)
The Teaching Council

The QA processes for professional accreditation are typically determined by the professional body adhering to QQI standards. See Appendix 1 for listing of LITs relationships with Professional, Regulatory and Statutory Bodies.

LIT was formed from schools of trades. Apprenticeship education remains an important part of the service of the Institute. This includes on-going development of Apprenticeship programmes as validated under QQI. There are close on-going links with SOLAS.

Two other strategic engagement arrangements in which LIT participates include, the Mid-West Regional Skills Forum and the Shannon Consortium:

The Mid-West Regional Skills Forum:

The Mid-West Regional Skills Forum facilitates engagement between regional education and training providers, local authorities, local enterprise offices, and relevant public and private sector organisations to support employers and job creation. A Mid-West Regional Skills Forum Manager has been appointed. Regular meetings of the Forum have been held with representation from LIT.

Shannon Consortium:

Based upon a shared vision derived from strategic plans, national policy and regional/national skills needs, Limerick Institute of Technology, University of Limerick and Mary Immaculate College have committed to a formalised alliance (Shannon Consortium). The Shannon Consortium spans across a defined range of core areas involving a programme of enhanced collaboration, co-operation, and development. These areas are contributing towards enhanced and sustainable opportunities for current and future learners across the three organisations, aimed at benefitting industry and the wider community.

The Shannon Consortium is led by the Steering Group comprising the three institutional Presidents with an independent chairperson. The work of the Consortium is directed by the Implementation Board which is jointly chaired by the three Registrars (Chief Academic Officers) of the three institutions. In addition to the three registrars, the Implementation Board has two further members nominated by each of the Presidents. The Steering Group and Implementation Board meet regularly throughout the academic year.

12. Provision and Use of Public Information (ESG 1.8)

Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to-date and accessible public information.

The QA procedures for the provision of clear, accurate, up-to-date accessible information are consistent with the ESG 1.8.

The Institute provides a wide range of public information. The primary source for stakeholders is the LIT website.

The Institute publications include:

- LIT Annual Reports <http://www.lit.ie/Reports/default.aspx>
- LIT Student Handbook [Student Handbook](#)
- LIT Undergraduate Prospectus [Prospectus](#)
- LIT Flexible Learning Handbooks [Flexible, Part-Time & Evening Courses](#)
- LIT Guide for International Students [International Guide](#)

Major QA documents, for example, The Academic Council Regulations and Procedures for Taught Programmes (ACRP):

[Academic Council Regulations and Procedures for Taught Programmes, Academic Year 2017/2018, Part 1](#)

LIT is committed to the principles described in the Freedom of Information Acts. Section 8 of the Freedom of Information Act, 2014 requires public bodies to prepare and publish as much information as possible in an open and accessible manner on a routine basis outside of FOI, having regard to the principles of openness, transparency, and accountability. Accordingly, LIT provides information on its website in the following key areas:

- General information about LIT;
- Information on the functions and services provided by LIT;
- Information on LIT's decision-making procedures;
- Financial information;
- Procurement information;
- Disclosure log and other relevant information deemed appropriate to be published routinely.

Please see www.lit.ie for further details.

Relevant international and national publications, reports and policy frameworks are reviewed by relevant LIT personnel in the development, design, and implementation of academic programmes, policies and strategies.

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

The QA procedures for linked providers are consistent with ESG 1.1.

The Academic Council has approved regulations and procedures for collaborative provision of programmes.

[LIT Policy Collaborative Provision 2014-2017.](#)

LIT's Academic Council has approved a number of collaborations with national and international agencies, bodies and providers including:

- Atlantic Aviation
- Pallaskenry Agricultural College
- Gurteen Agricultural College
- Fáilte Ireland
- Mary Immaculate College
- Setanta College
- SOLAS
- University of Limerick
- Florida State University
- Yangzee University China

LIT has signed a number of MOUs with various providers regionally, nationally, and internationally.

A list is provided in Appendix 2: LIT Memorandum of Understanding with Regional, National and International Bodies.

14. DA Procedures for use of QQI Award Standards (IoT only)

Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

The delegated authority procedures for the use of QQI Award Standards are described in the *LIT Quality Assurance Handbook*. The key documents therein are:

- The Academic Council Regulations and Procedures for Taught Programmes (ACRP);
[Academic Council Regulations and Procedures 2016/17 Part 1](#)
[Academic Council Regulations and Procedures 2016/17 Part 2](#)
- The External Examiners Policy and Procedures for Taught Programmes;
[External Examiners Policy & Procedures for Taught Programmes](#)
- The Student's Charter;
[Student's Charter](#)
- The LIT Research Degree Programme Regulations;
[LIT Research Degree Programme Regulations](#)

15. Collaborative Provision (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

The QA procedures for collaborative provisions are consistent with ESG 1.1.

The Academic Council has approved policy and procedures for the collaborative provision of programmes. The policy “ensures that programmes delivered in collaboration are consistent with the Quality Standards expected of all LIT provision”.

Further details are available at:

[LIT Policy Collaborative Provision 2014-2017](#).



16. Additional Notes

Any additional notes can be entered here.

APPENDIX ONE: PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)

APPENDIX TWO: MEMORANDUM OF UNDERSTANDING WITH REGIONAL, NATIONAL AND INTERNATIONAL BODIES

17. Internal Review Schedule

The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering Mechanical and Automobile Engineering School of Art and Design
Number	3
Link(s) to Publications	Programmatic Review Electrical and Electronic Engineering Programmatic Review Mechanical & Automobile Programmatic Review School of Art & Design

Year	2017/18
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of
Number	0
Link(s) to Publications	Programmatic Review Department of Applied Science

Year	2018/19
Areas/Units	No faculty programmatic reviews scheduled for this academic year Student Support Services (Service Delivery Unit Review)
Number	1
Link(s) to Publications	

Year	2019/20
Areas/Units	Faculty of Business and Humanities, Department of Food and Tourism Faculty of Business and Humanities, Department of Applied Social Care Faculty of Business and Humanities, Department of Business Faculty of Business and Humanities, Department of Sports and Finance



	Library (Service Delivery Unit Review)
Number	5
Link(s) to Publications	

Year	2021/22
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Built Environment Department of Information Technology
Number	2
Link(s) to Publications	

Year	2021/22
Areas/Units	Faculty of Applied Science, Engineering and Technology, Department of Electrical and Electronic Engineering Department of Mechanical and Automobile Engineering School of Art and Design
Number	3
Link(s) to Publications	

Year	2022/23
Areas/Units	No faculty programmatic reviews scheduled for this academic year
Number	0
Link(s) to Publications	

APPENDIX ONE – PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)

1. PROFESSIONAL, REGULATORY AND STATUTORY BODIES (PRSB)				
Name of Body	Programme on which body is associated	Number of students on programme	Last Review Date	Next Review Date
Chartered Accountants Ireland	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Association of Chartered Certified Accountants	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Chartered Institute of Management Accountants	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Institute of Certified Public Accountants in Ireland	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Institute of Incorporated Public Accountants	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Irish Taxation Institute	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Institute of Chartered Secretaries and Administrators	BBus (Hons) in Accounting & Finance (Years 1-4)	168	2015	2020
Association of Chartered Certified Accounts (ACCA)	Business Computing (Years 1-4)	41	2016	2021
Certified Public Accountants (CPA).	Business Computing (Years 1-4)	41	2016	2021
Engineers Ireland	BSc in Renewable Electrical Energy Systems (Years 1-3)	30	Nov 2013	2019
	BEng Industrial Automation & Robotic Systems (Years 1-3)	68	Nov 2013	2019
	BEng Electronic Engineering (Years 1-3)	52	Nov 2013	2019
	BSc (Hons) in Electronic Systems (Year 4)	30	Nov 2013	2019
	BSc (Hons) in Sustainable Electrical Power Systems (Year 4)	29	Nov 2013	2019
Engineers Ireland	LC250 Higher Certificate in	6	2018	2023

	Engineering in Civil and Environmental Engineering. (Years 1-2)			
	LC251 BEng in Civil Engineering (Years 1–3)	37		
	LC252 BSc (Hons) in Civil Engineering Management (Years 1-4)	44+YU225		
	LC241 BSc (Hons) in Construction Management (Years 1-4)	58		
	LC281 – Higher Certificate in Automobile Technology	29	2018	2019
	LC284 – Higher Certificate in Agriculture Mechanisation	57	2018	2023
	LC287 – Precision Engineering L6 (Years 1-2)	18	2018	2023
	A7283 - Precision Engineering L7 Year 3	16	2018	2023
Chartered Institute of Building	LC241 BSc (Hons) in Construction Management (Years 1-4)	58	2016	2021
	LC252 BSc (Hons) in Civil Engineering Management (Years 1-4)	44+YU225		
	LC243 BSc (Hons) in Quantity Surveying (Years 1-4)	107		
	LC244 BSc in Sustainable & Renewable Energy (Years 1-3)	8		
	A8244 BSc in Energy Management (add-on)	5		
Institute of Occupational Safety & Health	LC254 BSc in Construction Health and Safety	3	2016	2022
Chartered Institute of Civil Engineering Surveyors	LC250 Higher Certificate in Engineering in Civil and Environmental Engineering. (Years 1-2)	6	2016	2022
	LC251 BEng in Civil Engineering (Years 1–3)	37		
	LC252 BSc (Hons) in Civil Engineering Management	44+YU225		

	MSc in Quantity Surveying (Years 1- 4)	12		
Society of Chartered Surveyors Ireland / Royal Institute of Chartered Surveyors	LC243 BSc (Hons) in Quantity Surveying	107	2016	2018
	LC242 BSc (Hons) in Property Valuation and Management	36		
	MSc in Quantity Surveying	12		
Name of Body	Programme on which body is associated	Number of students on programme	Last Review Date	Next Review Date
Engineers Ireland	LC285 Mechanical Engineering - Bachelor of Engineering (Level 7) (Years 1-3)	129	2013	2019
Engineers Ireland	LC282 -Higher Certificate in Mechanical Engineering	6	2018	2023
Engineers Ireland	A8285 Mechanical Engineering (Facilities) - Bachelor of Engineering (Honours)(Level 8)	119	2013	2019
2. AWARDING BODY (OTHER THAN QQI)				
Name of Body	Programme on which body is associated	Number of students on programme(s)	Last Review Date	Next Review Date
University of Limerick	Level 10 Doctoral Programmes	19	2017	2020
3. QA BODIES				
Name of Body	Programme on which body is associated	Number of students on programme	Last Review Date	Next Review Date
None	None	None	None	None

APPENDIX TWO: MEMORANDUM OF UNDERSTANDING WITH REGIONAL, NATIONAL AND INTERNATIONAL BODIES

<u>National Agreements</u>			
Name of College	Country	Type of Agreements	Date signed
Limerick and Clare Education and Training Board (LCETB)	Ireland	MOU	10.02.15
Shannon Consortium (UL & MIC)	Ireland	Agreement for Enhanced Collaboration	07.05.14
Tipperary Education and Training Board	Ireland	MOU	25.05.2015
Mary Immaculate College (MIC)	Ireland	MOA	20.01.14
Galway-Mayo Institute of Technology (GMIT)	Ireland	Agreement for Enhanced Collaboration	2015
University of Limerick	Ireland	MOA on Research Degree Awards	07.01.2016
University of Limerick, Mary Immaculate College (MIC)	Ireland	FLGS Governance Document	24.03.2016

<u>International General Agreements</u>			
Name of College	Country	Type Of Agreement	Date Signed (DD/MM/YEAR)
Universidade Tecnológica Federal do Paraná (UTFPR)	Brazil	MOU	26/04/2014
Universidade Federal de São João del-Rei (UFSJ)	Brazil	MOU	21/10/2013
Universidade Do Estado Do Amazonas (UEA)	Brazil	MOU	19/09/2013
Universidade de Ribeirão Preto (UNAERP)	Brazil	MOU	28/05/2014
Universidade Do Estado Do Pará (UEPA)	Brazil	MOU	29/11/2013
Universidade Estadual Paulista (UNESP)	Brazil	MOU	17/03/2015
Centro Federal de Educação Tecnológica Celso Suckow da Fonseca (CEFET RJ)	Brazil	MOU	21/10/2013
Conestoga College	Canada	MOU	24/02/2015
St. Lawrence College	Canada	MOU	25/05/2016
Durham College	Canada	MOU	23/11/2016

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Canadore College	Canada	MOU	28/05/2017
St. Clair College	Canada	MOU	02/12/2016
Fleming College	Canada	MOU	06/09/2016
Fanshawe College	Canada	MOU	23/02/2016
Yangtze University	China	MOU	25/04/2016
Jining University	China	MOU	26/04/2017
Changshu Institute of Technology (CIT)	China	MOU	04/11/2016
Sreenidhi Institute of Science & Technology	India	MOU	12/06/2012
Indus International University	India	MOU	25/11/2013
Universiti Tenaga Nasional (UNITEN)	Malaysia	MOU	07/11/2016
TAFE College	Malaysia	MOU	01/03/2017
Limkokwing University of Creative Technology	Malaysia	MOU	14/05/2013
Tunku Abdul Rahman University College (TAR UC)	Malaysia	MOU	07/04/2014
Saito University College	Malaysia	MOU	01/11/2017
Young Aces Technical College	Malaysia	MOU	08/11/2017
Riam Institute of Technology	Malaysia	MOU	09/11/2017
Dasein Academy of Art	Malaysia	MOU	31/10/2017
Malaysian Institute of Art	Malaysia	MOU	10/07/2018
New Era University College	Malaysia	MOU	12/07/2018
IACT College	Malaysia	MOU	14/11/2018
University of Tennessee	USA	MOU	26/06/2015
City University of Macau	China	MOU	21/03/2018
		Programme Articulation Agreements	
St. Lawrence College	Canada	Business Studies with Travel & Tourism	25/05/2016
St. Lawrence College	Canada	Business Studies with Event Management	25/05/2016
St. Lawrence College	Canada	Business Studies with Sports Management	25/05/2016
St. Lawrence College	Canada	Sports Strength & Conditioning	25/05/2016
St. Lawrence College	Canada	Games Design & Development	25/05/2016
St. Clair College	Canada	Business Studies with Sports Management	13/12/2017

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St. Clair College	Canada	Business Studies with Travel & Tourism	04/11/2016
Yangtze University	China	Civil Engineering	25/04/2016
Saito University College	Malaysia	Fashion BA in Design	01/11/2017
Saito University College	Malaysia	Graphic Design Communication	01/11/2017
Saito University College	Malaysia	Fashion & Textiles for Product & Costume	01/11/2017
Saito University College	Malaysia	Creative Media & Design	01/11/2017
Saito University College	Malaysia	Marketing & Management	12/07/2018
Saito University College	Malaysia	Business	12/07/2018
Saito University College	Malaysia	Interior Design	12/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Fashion - Textiles	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Graphic Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Multimedia Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Fashion - Design	30/10/2017
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Accounting & Finance	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Quantity Surveying	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Property Valuation & Management	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Construction Management	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	MSc Quantity Surveying	07/04/2014
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Creative Multimedia	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Sports Strength & Conditioning	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Marketing & Management	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Travel & Tourism Management	11/07/2018
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Event Management	11/07/2018
Dasein Academy of Art	Malaysia	Photography, Film, Video in Fine Arts	31/10/2017

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Dasein Academy of Art	Malaysia	Animation & Motion Design	31/10/2017
Dasein Academy of Art	Malaysia	Sculpture & Combined Media	31/10/2017
Dasein Academy of Art	Malaysia	Creative Media & Design	31/10/2017
Dasein Academy of Art	Malaysia	Fine Arts - Painting	31/10/2017
Dasein Academy of Art	Malaysia	Fine Arts - Print Contemporary Practice	31/10/2017
Dasein Academy of Art	Malaysia	Digital Animation Production	31/10/2017
Dasein Academy of Art	Malaysia	Graphic Design Communication	31/10/2017
Dasein Academy of Art	Malaysia	Photography, Film, Video in Fine Arts	31/10/2017
Malaysian Institute of Art (MIA)	Malaysia	Fashion BA in Design	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Fashion & Textiles for Product & Costume	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Graphic Design Communication	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Painting	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Print Contemporary Practice	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Sculpture & Combined Media	10/07/2018
Malaysian Institute of Art (MIA)	Malaysia	Photography, Film, Video	10/07/2018
RIAMTEC	Malaysia	Mechanical Engineering	09/07/2018
RIAMTEC	Malaysia	Road Transport Technology & Management	09/07/2018
RIAMTEC	Malaysia	Electronic Engineering	09/07/2018
RIAMTEC	Malaysia	Hospitality Supervision	09/07/2018
RIAMTEC	Malaysia	Culinary Arts	09/07/2018
IACT College	Malaysia	Creative Broadcast & Film Production	12/07/2018
IACT College	Malaysia	Graphic Design Communications	12/07/2018
IACT College	Malaysia	Foundation > 1 st Year	12/07/2018
New Era University College	Malaysia	Fashion Design	12/07/2018
New Era University College	Malaysia	Fashion Textiles for Product & Costume	12/07/2018
New Era University College	Malaysia	Graphic Design Communications	12/07/2018
New Era University College	Malaysia	Business	12/07/2018

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Durham College	Canada	Business with Sports Management	14/10/2017
Durham College	Canada	Business with Event Management	14/10/2017
Durham College	Canada	Enterprise & Innovation	14/10/2017
Durham College	Canada	Culinary Arts	14/10/2017
Durham College	Canada	Music Technology	14/10/2017
Durham College	Canada	Creative Broadcast & Film Production	14/10/2017
Durham College	Canada	Graphic Design Communication	14/10/2017
Durham College	Canada	Creative Multimedia	02/02/2015
Durham College	Canada	Digital Animation Production	14/10/2017
Canadore College	Canada	Sports Strength & Conditioning	20/03/2014
Canadore College	Canada	Business	29/09/2017
Canadore College	Canada	Community Sport Development	29/09/2017
Canadore College	Canada	Communications	29/09/2017
Canadore College	Canada	Creative Broadcast & Film Production	04/05/2017
Canadore College	Canada	Civil Engineering Management	29/09/2017
Canadore College	Canada	Graphic Design Communications	29/09/2017
Canadore College	Canada	Creative Broadcast & Film Production	25/05/2016
Fleming College	Canada	Business Studies with Sports Management	06/09/2016
Algonquin College	Canada	Animation & Motion Design	31/09/2016
Algonquin College	Canada	Marketing & Management	20/06/2016
Algonquin College	Canada	Enterprise & Innovation	20/06/2016
Fanshawe College	Canada	Graphic Design	26/04/2017
Fanshawe College	Canada	Travel & Tourism Management	23/02/2017
Fanshawe College	Canada	Fashion – BA Hons	26/04/2017
Loyalist College	Canada	Bachelor of Science (Honours) in Games Design and Development (Year 4)	04/05/2018

Loyalist College	Canada	Bachelor of Science (Honours) in Bioanalysis and Biotechnology (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Enterprise and Innovation (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Marketing and Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Science (Honours) in Environmental and Analytical Science (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Science (Honours) in Civil Engineering Management (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Community Development (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Beauty and Spa Management (Year 3)	04/05/2018

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Loyalist College	Canada	Bachelor of Science (Honours) in Film and TV Production Studies (Year 4)	04/05/2018
Loyalist College	Canada	Bachelor of Business Studies (Honours) in Marketing and Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts (Honours) in Business Studies with Sports Management (Year 3)	04/05/2018
Loyalist College	Canada	Bachelor of Arts in Community Sports Development	04/05/2018
Loyalist College	Canada	Bachelor of Arts in Business Studies with Travel and Tourism Management	04/05/2018

International ERASMUS Bilateral Agreements			
Name of College	Country	Type of Agreements	Date signed (DD/MM/YEAR)
European Bilateral Agreements			
FH Kufstein Tirol University	Austria	Student & Staff Mobility	24/04/2018
Katholieke Hogeschool Vives University College	Belgium	Student & Staff Mobility	24/06/2014
Vrije University	Belgium	Student & Staff Mobility	27/06/2017
University of Rijeka	Croatia	Student & Staff Mobility	08/05/2018
University of Dubrovnik	Croatia	Staff Mobility	16/07/2018
Aarhus Academy	Denmark	Student & Staff Mobility	11/10/2014
Metropolia University	Finland	Staff Mobility	19/02/2018
Ecole Supérieure des Beaux Arts de Nantes Metropole	France	Student & Staff Mobility	09/06/2014
Ecole supérieure d'art et de design d'Amiens (ESAD)	France	Student & Staff Mobility	22/09/2017
ESC Rennes School of Business	France	Student & Staff Mobility	29/01/2015
IPAG School of Business	France	Student & Staff Mobility	18/06/2014
IUT Nice Côte d'Azur	France	Student & Staff Mobility	18/06/2014
IUT Périgueux	France	Student & Staff Mobility	12/02/2014
IUT Quimper	France	Student & Staff Mobility	18/06/2014
Université D'Angers	France	Student & Staff Mobility	26/05/2014
Université du Littoral Côte d'Opale	France	Student & Staff Mobility	18/06/2014
University of Franche Comte (UFC)	France	Student & Staff Mobility	06/05/2015
University of Le Havre	France	Student & Staff Mobility	28/06/2016
Université de Lorraine	France	Student & Staff Mobility	10/04/2018
Université de Toulon	France	Student & Staff Mobility	19/02/2018
IRTS PACA et Corse	France	Student & Staff Mobility	17/11/2017
Tbilisi State Academia of Art	Georgia	Student & Staff Mobility	15/11/2017
Duale Hochschule Baden Württemberg (DHBW) University	Germany	Student & Staff Mobility	05/10/2016
Akademie de Kunste Karlsruhe	Germany	Student & Staff Mobility	09/06/2015
Hawk University of Applied Arts & Science	Germany	Student & Staff Mobility	12/03/2015
Heilbronn University	Germany	Student & Staff Mobility	13/04/2016
Europa Universitat Flensburg	Germany	Student & Staff Mobility	03/10/2014
Budapest Metropolitan University	Hungary	Student & Staff Mobility	30/05/2017
Pannonia University	Hungary	Staff Mobility	19/02/2015
Università degli Studi della Tuscia	Italy	Student & Staff Mobility	16/04/2015
Roma Tre	Italy	Staff Mobility	21/02/2018
Brera Academy of Fine Art	Italy	Student & Staff Mobility	24/05/2016
Vilnius Academy of Arts	Lithuania	Student & Staff Mobility	27/05/2015
Fontys University of Applied Sciences	Netherlands	Student & Staff Mobility	06/04/2016

Noordelijke Hogeschool Leeuwarden (NHL)	Netherlands	Student Mobility	10/02/2014
HKU University of Arts Utrecht	Netherlands	Student & Staff Mobility	14/11/2014

Glasgow School of Art	Scotland	Student & Staff Mobility	24/06/2014
Robert Gordon Aberdeen	Scotland	Student & Staff Mobility	24/01/2014
Escuela de Arte y Superior de Diseño de Orihuela (EASDO)	Spain	Student & Staff Mobility	23/05/2017
Universidad San Jorge (USJ)	Spain	Student & Staff Mobility	02/11/2017
Universad Camilo Jose Cela (U-tad)	Spain	Student & Staff Mobility	17/05/2017
Escuela Superior de Diseno de la Rioja (ESDIR)	Spain	Student & Staff Mobility	15/11/2017
Universidad Complutense de Madrid	Spain	Student & Staff Mobility	29/11/2013
Universidad De Castilla-La Mancha (UCLM)	Spain	Student & Staff Mobility	19/06/2014
Universidad de Vigo	Spain	Student Mobility	18/12/2013
Universidad Politecnica De Valencia	Spain	Student & Staff Mobility	10/04/2014
Universidad de Zaragoza	Spain	Student & Staff Mobility	07/03/2014
Lund University	Sweden	Staff Mobility	28/10/2016
Zuricher University of Applied Sciences	Switzerland	Student & Staff Mobility	20/06/2018
Namik Kemal University	Turkey	Student & Staff Mobility	09/01/2014
University of Sussex	UK	Student & Staff Mobility	03/10/2016

International Bilateral Agreements

Public Administration Academy of the Republic of Armenia (PAARA)	Armenia	Staff Mobility	25/03/2016
Universidade Tecnologica Federal do Parana (UTFPR)	Brazil	Student & Staff Mobility	07/2016
Universidade Federal de Sao Joao del-Rei (UFSJ)	Brazil	Student & Staff Mobility	07/2016
Fleming College	Canada	Student & Staff Mobility	09/2016
Fanshawe College	Canada	Student & Staff Mobility	09/2016
St. Lawrence College	Canada	Student & Staff Mobility	09/2016
Yangtze University	China	Student & Staff Mobility	08/2016
Mutah University	Jordon	Staff Mobility	21/05/2017
Kazakh Agro Technical University (KATU)	Kazakhstan	Staff Mobility	02/08/17
Lebanese University	Lebanon	Staff Mobility	23/02/18
Tunku Abdul Rahman University College (TAR UC)	Malaysia	Student & Staff Mobility	02/2016
An-Najah National University	Palestine	Staff Mobility	09/04/2018

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Omsk State University (OmSU)	Russia	Staff Mobility	13/04/2016
Mykolaiv National University	Ukraine	Staff Mobility	15/06/2018
Tashkent University of Information Technologies (TUIT)	Uzbekistan	Staff Mobility	27/06/2017

AIQR - PART 1

Overview of internal QA governance, policies and procedures	AIQR-Part-1.docx
PRSBs	22
Awarding Bodies	1
QA Bodies	1
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	First Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Accountants Ireland
Programme Titles and Links to Publications	B.Bus. (Hons) in Accounting and Finance http://www.lit.ie/Courses/LC224default.aspx
Date of last review or accreditation	13-04-2015
Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	B.Eng. (Level 7) in Mechanical Engineering http://www.lit.ie/Courses/LC285/default.aspx
Date of last review or accreditation	19-11-2013
Next review year	2019

Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Third Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	B.Eng. (Hons) in Mechanical Engineering http://www.lit.ie/Courses/A8285/default.aspx
Date of last review or accreditation	19-11-2013
Next review year	2019
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Chartered Institute of Building
Programme Titles and Links to Publications	B.Sc. (Hons) in Quantity Surveying http://www.lit.ie/Courses/LC243/default.aspx
Date of last review or accreditation	24-11-2016
Next review year	2021
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	B.Eng. (Level 7) in Industrial Automation and Robotic Systems http://www.lit.ie/Courses/LC243/default.aspx
Date of last review or accreditation	15-06-2016
Next review year	2019
Joint research degrees	0
Joint/double/multiple awards	0

Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0
Section: Collaborative Provision	First Set of Records
Articulation Agreements	98
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Canadore College, Canada
Name of the Programme and Links to Publications	B.Sc. in Sports Strength and Conditioning (Level 7) http://www.lit.ie/Courses/LC423/default.aspx
Date of last review of arrangement/agreement	25-5-2016
Next Review Year	2019
Section: Articulation Agreements	Second Set of Records
Name of the Body	St Lawrence College, Canada
Name of the Programme and Links to Publications	B.Sc. (Hons) in Games Design and Development http://www.lit.ie/Courses/LC418/default.aspx
Date of last review of arrangement/agreement	25-6-2016
Review year for agreements	2019
Section: Articulation Agreements	Third Set of Records
Name of the Body	Durham College

Name of the Programme and Links to Publications	B.Sc. in Culinary Arts http://www.lit.ie/Courses/A7298/default.aspx
Date of last review of arrangement/agreement	14-10-2017
Review year for agreements	2019
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed
Collaborative Provision.	Confirmed
Articulation Agreements.	Confirmed
Date of Final Submission	19-02-2019

Parts 2-6

Institution-led QA – Annual Information

Parts 2-6 are completed annually, with information pertaining to the reporting period (i.e. the preceding academic year only).

Part 2: Institution-led QA – Annual

Part 2 provides information relating to Institution-led quality assurance for the reporting period.

Section 1: Quality Assurance and Enhancement System Developments

1.1 The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

LIT takes a multi-layered approach to the governance of academic quality management, with the first layer consisting of executive structures such as Governing Body, Academic Council and its' sub-committees and working groups. These structures take a lead role in reviewing and designing Institute-wide strategies and processes to maintain and continuously improve academic quality. The second layer of governance in place has a greater focus on academic quality through operational practice, with faculty, department, exam and programme board structures supporting ongoing programme design, delivery, monitoring and review. There is close linkage between these two layers of governance, creating a holistic and integrated approach to academic quality management in the Institute. Academic quality management is a central focus in LIT and critical to its ongoing success as a leading educator in the region. LIT's approach and development of quality assurance and enhancement systems and processes is effective and sophisticated. Our quality assurance is in line with standards and guidelines for the European Higher Education Area, and with the national guidelines and criteria for QA procedures overseen by Quality and Qualifications Ireland (QQI). Staff are aware of national and international best practice in academia and in the profession.

LIT's Quality Assurance Policies and Procedures are implemented on all of its five campuses and learning centres across the counties of Limerick, Tipperary and Clare. These policies and procedures relevantly govern the design, delivery, and review of its academic programmes on the NFQ framework from Level 6 to Level 10, whilst also assuring quality across its craft apprenticeships, flexible learning and continuous education programmes.

LIT's Quality Assurance documentation has been collected and collated to form the LIT Quality Assurance Handbook. The LIT Quality Assurance Handbook is reviewed, updated, and approved by Academic Council on an annual basis. As a result, specific content areas are improved through periodic reviews to attest to their comprehensiveness, adequacy, and completeness. They are centrally maintained by the LIT *Academic Council Sub-Committee on Academic Quality, Teaching, and Learning*. The *LIT Quality Assurance Handbook* document is available, in full, on the LIT intranet.

The *LIT Quality Assurance Handbook* is submitted to QAI to support its delegated authority and Institutional review processes. This is required under ESG 1.1

The *LIT Quality Policy Statement* is included in the *LIT Quality Assurance Handbook*. The Quality Policy Statement 2016-2019 was last revised and approved by Academic Council, in October 2015.

A digital repository of the academic record was developed during the current reporting period. This is a central archive referred to as the Quality Drive and is available via SharePoint on the Staff portal. Staff, academic and support, can access the relevant documentation relevant to their sphere of activity with read and write from a series of links as appropriate. The Quality drive includes the record of Academic Council and associated documentation, Faculty, Department, and Programme Board Documentation including relevant minutes, new programme validation and programmatic review documents. It can be updated annually and archived for retention as appropriate, in a secure and accessible format.

Overview of the Quality Drive:

Quality Drive (Q-Drive) 2018 - 2019

Access **Academic Council** Documents by clicking on the relevant link:



Access **Faculty** Board Minutes by clicking on the relevant link:



Access **Departmental** records by clicking on the relevant link:



Sample Academic Council Documentation:

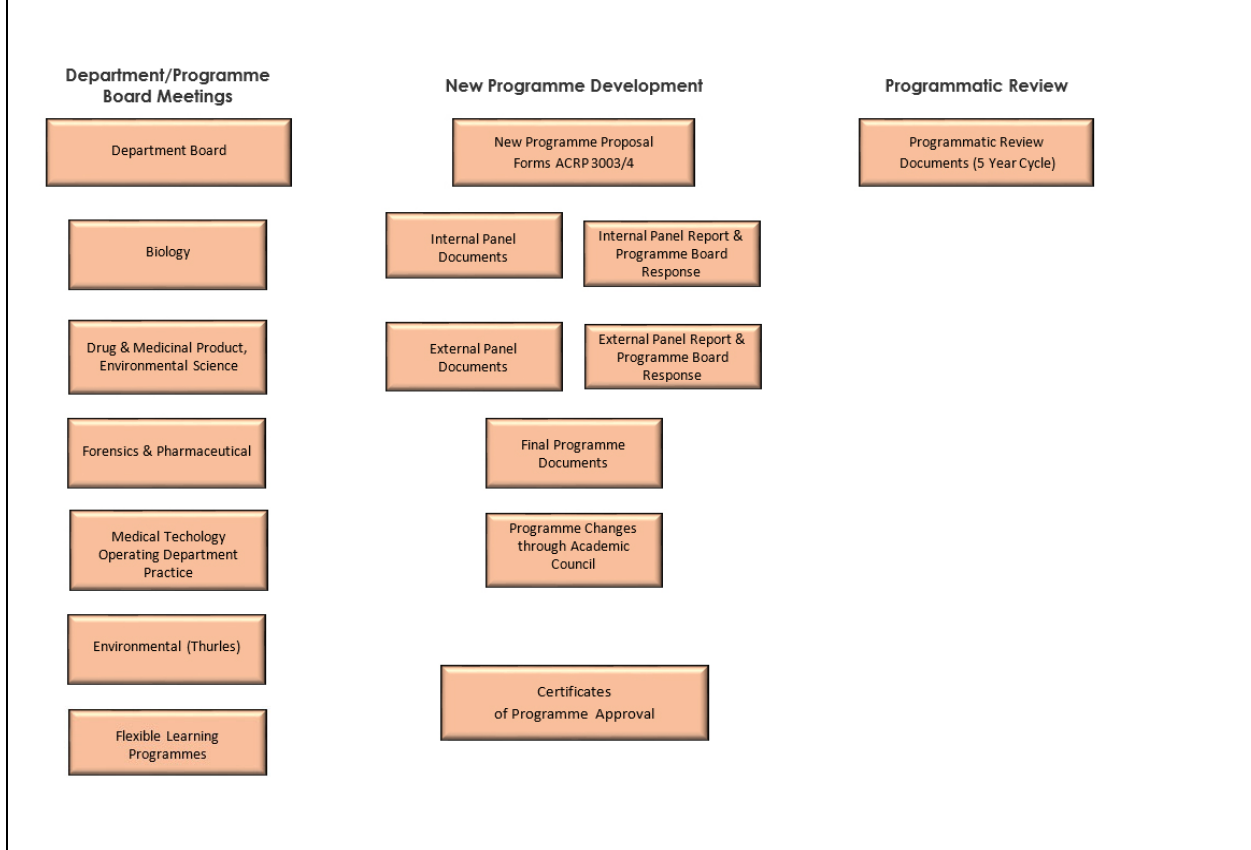
Access **Academic Council** Documents by clicking on the relevant link:



Access **Academic Council Sub Committee** Documents by clicking on the relevant link:



A sample Department: Applied Science:



1.2 Significant specific changes (if any) to QA within the Institution.

Academic Council approved changes to a number of documents during the 2016/2017 academic year, including the following:

Documents Approved/Revised/Reviewed	Date
Table of Contents to Quality Assurance Handbook	Approved by Academic Council 06.10.17
Academic Council Regulations & Procedures for Taught Programmes Parts 1 & 2 2017-2018	Approved by Academic Council 16.6.17
New Programme Guidelines 2017-2018	Approved by Academic Council 06.10.17
External Examiners Policy & Procedures October 2017 – October 2020	Approved by Academic Council 06.10.17
Final Year Project(FYP) Guide Honours Baccalaureate Level (8) October 2017-October 2020	Approved by Academic Council 06.10.17
Placement Guidelines	Approved by Academic Council 06.10.17
Student Death Protocol January 2018 – December 2022	Approved by Academic Council 06.10.17
LIT Strategic Plan 2018-2022 – Governing Body Strategic Options Survey Outputs	Reviewed by Academic Council 06.10.17
THEA Code of Governance for Irish Institutes of Technology	Approved by Governing Body 27.02.18
Student Charter January 2018-December 2022	Approved by Academic Council 11.03.18
Admissions Office Policy and Procedures September 2018-January 2022	Approved by Academic Council 15.06.18
LIT Teaching and Learning Strategy 2018-2023	Approved by Academic Council 15.06.18
Writing and Using Learning Outcomes – A Guide for Academics 2018-2023	Approved by Academic Council 15.06.18
New Documents	Date
LIT Strategic Plan 2018-2022	Approved by Governing Body June 2018
Teaching and Learning Strategy 2018 - 2023	Approved by Academic Council 15.06.18
Overview of Teaching and Learning Strategy 2018 - 2023 (An Implementation Planning Resource)	Approved by Academic Council

The Institute also conducted one Programmatic Review and seven new Programme Validation Panel meetings in the 2017/2018 reporting period.

Institute Reviews:

Programmatic Reviews 2017/2018:

Faculty of Applied Science, Engineering and Technology

Date	Department
October 2017	Department of Applied Science

Documentation and Programmes Evaluated

Critical Self-Study, Faculty of Applied Science, Engineering and Technology
Critical Self-Study, Department of Applied Science, Programmatic Review 2017 document
Comparative Programme Titles, Department of Applied Science

Higher Certificate in Science in Applied Biology
Bachelor of Science in Applied Biology
Bachelor of Science (Hons) in Bioanalysis and Biotechnology (Add-on)
Bachelor of Science (Hons) in Biotechnology with Biopharmaceuticals (Ab-initio)

Bachelor of Science (Hons) in Environmental and Geographical Sciences
Bachelor of Science in Environmental and Geographical Sciences
Higher Certificate in Science in Environmental and Geographical Sciences
Bachelor of Science in Environmental Management with Agriculture
Higher Certificate in Science in Environmental and Agriculture

Higher Certificate in Science in Applied Chemistry
Bachelor of Science (Hons) in Chemical Instrumentation and Analysis
Bachelor of Science (Hons) in Forensic and Pharmaceutical Analysis
Bachelor of Science in Forensic and Pharmaceutical Analysis
Higher Certificate in Science in Forensic and Pharmaceutical Science

Bachelor of Science (Hons) in Medicinal Product Analysis
Bachelor of Science in Medicinal Product Analysis
Higher Certificate in Science in Medicinal Product Analysis

Bachelor of Science (Hons) in Environmental and Analytical Science
Bachelor of Science in Environmental and Analytical Science
Higher Certificate in Science in Environmental and Analytical Science

1.3 The schedule of QA governance meetings.

GOVERNING BODY MEETING DATES 2017/18 ACADEMIC YEAR

	<u>Meeting Dates and Times</u>
Governing Body Meeting	Tuesday, 3 rd October 2017, 3.30pm
Governing Body Meeting	Tuesday, 7 th November 2017, 4.00pm
Governing Body Meeting	Tuesday, 12 th December 2017, 4.00pm
Governing Body Meeting	Tuesday, 27 th February 2018, 4.00pm
Governing Body Meeting	Tuesday, 10 th April 2018, 4.00pm
Governing Body Meeting	Tuesday, 15 th May 2018, 4.00pm
Governing Body Meeting	Tuesday, 26 th June 2018, 4.00pm

ACADEMIC COUNCIL MEETING DATES 2017/18 ACADEMIC YEAR

	<u>Meeting Dates and Times</u>
Academic Council Meeting	Friday, 6 th October 2017, 2.00pm
Academic Council Meeting	Friday, 1 st December 2017, 2.00pm
Inaugural Academic Council Meeting	Friday, 9 th March 2018, 2.00pm
Academic Council Meeting	Friday, 4 th May 2018, 2.00pm
Academic Council Meeting	Friday, 15 th June 2018, 2.00pm

ACADEMIC COUNCIL SUB-COMMITTEES MEETING DATES 2017/18 ACADEMIC YEAR

<u>Sub-committee Title</u>	<u>Meeting Dates and Times</u>
Research & Postgraduate Matters	Wednesday, 13 th September 2017, 2.00pm
Academic Quality, Teaching & Learning	Monday, 18 th September 2017, 11.00am
Academic Reviews	Monday, 18 th September 2017, 2.00pm
Admissions & Academic Progress	Friday, 22 nd September 2017, 11.00am
Student Support & Retention	Monday, 23 rd October 2017, 11.00am
Academic Reviews	Thursday, 26 th October 2017, 11.00am
Admissions & Academic Progress	Thursday, 9 th November 2017, 11.00am
Research & Postgraduate Matters	Monday, 13 th November 2017, 11.00am
Academic Quality, Teaching & Learning	Wednesday, 15 th November 2017, 11.00am

Meeting Dates and Times

ACADEMIC COUNCIL SUB-COMMITTEES MEETING DATES 2017/18 ACADEMIC YEAR (CONTINUED)

Student Support & Retention	Thursday, 1 st February 2018, 11.00am
Academic Quality, Teaching & Learning	Friday, 9 th February 2018, 11.00am
Academic Reviews	Tuesday, 13 th February 2018, 11.00am
Research & Postgraduate Matters	Tuesday, 20 th February 2018, 11.00am
Research & Postgraduate Matters	Tuesday, 10 th April 2018, 11.00am
Academic Reviews	Friday, 13 th April 2018, 11.00am
Student Support & Retention	Monday, 16 th April 2018, 11.00am
Academic Quality, Teaching & Learning	Friday, 20 th April 2018, 11.00am
Academic Reviews	Monday, 14 th May 2018, 2.00pm
Quality, Teaching and Learning	Thursday, 17 th May 2017, 2.00pm
Admissions and Academic Progress	Thursday, 21 st May 2018, 2.00pm

Section 2: Reviews in the reporting period

2.1 Internal reviews completed in the reporting period.

Changes to LIT's **Academic Council Regulations and Procedures (ACRP)**, following reviews in the academic year 2016/2017, and effective in the reporting period 2017/2018 and approved by Academic Council included the following:

Sectional Changes	Date
Revision of Section 4.3.10 Failed Assessment Component.	Academic Council 02/12/2016
Global review of Section 3.8: Programmatic Review of Programme awards.	Academic Council 02/12/2016.

Changes to LIT's **Academic Council Regulations and Procedures (ACRP)**, following reviews in the reporting period 2017/2018, that will be effective in the academic year 2018/2019, and approved by Academic Council included the following:

Sectional Changes	Date
Revision of Section 2.1: Faculty/School Board and minutes meetings.	Academic Council 01/12/2017
Revision of Section 2.2: Department Board and minutes of meetings.	Academic Council 01/12/2017
Revision of Section 2.3: Programme Board and minutes of meeting.	Academic Council 01/12/2017
New section in Section 3, 3.1: LIT Programme Development, Validation & Review Processes.	Academic Council 15/06/2018
Revision of Section 3.1: Module Development (now Section 3.8).	Academic Council 15/06/2018
Revision of Section 3.4 Approval of New Major Awards [Now Section 3.3.8].	Academic Council 19/03/2018
Revision of Section 3.6.2 Validation of Minor/Special Purpose/Supplemental Programmes [Now Section 3.5.2].	Academic Council 19/03/2018
Revision of Section 3.8: Programme Reporting [Now Section 3.6].	Academic Council 15/06/2018

Revision of Section 3.7.5: Modification to a Programme in advance of Programmatic Review [Now Section 3.6.5].	Academic Council 15/06/2018
Revision of Section 3.8 Programmatic Review of Programme Awards [Now Section 3.7].	Academic Council 15/06/2018
Revision of Section 3.8.6 Consideration of Internal Review Panel Report and Faculty/School/Department Response [Now Section 3.7.6].	Academic Council 19/03/2018
Revision of Section 3.8.7 Programmatic Review – External Panel [Now Section 3.7.7].	Academic Council 19/03/2018
Review of Section 3.8.9 Programme Review Panel Report and Department Response [Now Section 3.7.9].	Academic Council 19/03/2018
Inclusion of new Section 4.13: Revocation of an Award.	Academic Council 19/03/2018
Revision of Section 4.13.3 Examination Materials [now Section 4.14.3].	Academic Council 15/06/2018
Revision of Section 7.6.1 Invigilator announcement of items prohibited due to change to 4.14.3.	Academic Council 15/06/2018
Revision of Section 4.4.3 Preparation of Examination Papers & 4.4.4 Security in Drafting and Production of Examination Papers.	Academic Council 15/06/2018
Replacement of reference to Head of Faculty/School with nomenclature: Dean of Faculty or School.	Academic Council 04/05/2018
Revision of Section 6.2 Embedded Award Policy and Exit Application Procedures.	Academic Council 15/06/2018
Inclusion of New Section 4.8.2: Department of Applied Science – Special Assessment Regulation	Standing Committee Academic Council 31/08/18.
Changes in the other documentation are recorded in the minutes of the Academic Council as quoted earlier.	

PROGRAMMATIC REVIEWS 2017/2018:

In October 2017, the Faculty of Applied Science, Engineering, and Technology held the Department of Applied Science programmatic review. The review was conducted in line with QQI regulations and procedures and included:

Department of Applied Science:	
Title	Level
Higher Certificate in Science in Applied Biology	Level 6
Bachelor of Science in Applied Biology	Level 7
Bachelor of Science (Hons) Bioanalysis & Biotechnology (Add-on)	Level 8
Bachelor of Science (Hons) in Biotechnology with Biopharmaceuticals (Ab-initio)	Level 8
Higher Certificate in Science in Environment and Agriculture	Level 6
Bachelor of Science in Environmental Management with Agriculture	Level 7
Higher Certificate in Science in Environmental & Geographical Sciences	Level 6
Bachelor of Science in Environmental & Geographical Sciences	Level 7
Bachelor of Science (Hons) in Environmental & Geographical Sciences	Level 8
Higher Certificate in Science in Applied Chemistry	Level 6
Bachelor of Science (Hons) in Chemical Instrumentation and Analysis	Level 8
Bachelor of Science (Hons) in Forensic and Pharmaceutical Analysis	Level 8
Bachelor of Science in Forensic and Pharmaceutical Analysis	Level 7
Higher Certificate in Science in Forensic and Pharmaceutical Science	Level 6
Bachelor of Science (Hons) in Medicinal Product Analysis	Level 8
Bachelor of Science in Medicinal Product Analysis	Level 7
Higher Certificate in Science in Medicinal Product Analysis	Level 6
Bachelor of Science (Hons) in Environmental and Analytical Science	Level 8

Bachelor of Science in Environmental and Analytical Science	Level 7
Higher Certificate in Science in Environmental and Analytical Science	Level 6

<u>The External Programmatic Review Panel of Expert Assessors included:</u>	
Name	Industry
Mr. Damien Courtney, (Chairperson)	Fellow Emeritus, Cork Institute of Technology
Dr. Susan McDonnell	University College Dublin
Dr. Tom Russell	Sersop
Prof. Hugh McGlynn	Cork Institute of Technology
Mr. Aaron McKeon	Marine Institute
Dr. Ciaran McLaughlin	Letterkenny Institute of Technology
Mr. Paul O'Sullivan	Reagecon
Dr. Catherine Dalton	Mary Immaculate College
Dr. Ollie Moore	Cultivate.ie
Ms. Hadil Alaydi	Postgraduate Student and Graduate

NEW PROGRAMME VALIDATIONS 2017/2018

In total, there were seven new programme validation visits during the 2017/2018 reporting period; two new programme validations took place in the Faculty of Business and Humanities, and five new programme validations took place in the Faculty of Applied Science, Engineering and Technology (ASET), in line with QQI regulations and procedures.

Faculty of Business and Humanities

1. In September 2017 the following new programme validations were conducted

Department of Business:	
Title	Level
Bachelor of Business (Honours) with Digital Marketing	Level 8
Higher Diploma in Business with Digital Marketing	Level 8
Higher Diploma in Business with International Business	Level 8
Higher Diploma in Business with People Management	Level 8
Higher Diploma in Business with Sales Performance and Business Development	Level 8

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus, Cork Institute of Technology
Ms. Caroline Dunlea	Core Optimisation
Ms. Olive Traynor	Cook Medical
Prof. Colette Henry	Dundalk Institute of Technology
Dr. Teresa Hurley	Dublin Institute of Technology
Ms. Sarah Moloney	Hook and Ladder

2. In February 2018 the following new programme validations were conducted:

Department of Built Environment:	
Title	Level
Bachelor of Science (Honours) in Energy Management (Built Environment)	Level 8 Ab-initio

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Tony Quinlan - Chairperson	Fellow Emeritus, Galway Mayo Institute of Technology
Mr. Chris Hannevig	Athlone Institute of Technology
Mr. James Garvey	Active Energy Control Ltd
Mr. John Scahill	Galway Mayo Institute of Technology
Mr. Stephen Harte	Tipperary Energy Agency
Mr. Geoff Hunter	LIT Graduate, Research Associate

3. In March 2018 the following new programme validations were conducted:

Department of Applied Science:		
Title		Level
Bachelor of Science (Honours) in Environmental Management in Agriculture		Level 8
Bachelor of Science in Environmental Management in Agriculture		Level 7 embedded
Higher Certificate in Science in Environment and Agriculture		Level 6 embedded

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Tony Quinlan - Chairperson	Fellow Emeritus, Galway Mayo Institute of Technology
Dr. John Feehan	Formerly University College Dublin
Dr. Jerry Bird	Sligo Institute of Technology
Mr. Sean O'Farrell	Cloncannon Bio Farm
Mr. Peter Byrne	FRS Network
Ms. Lisa Sweeney	Student Representative

4. In April 2018 the following new programme validations were conducted:

Department of Applied Social Science:		
Title		Level
Bachelor of Arts (Honours) in Early Childhood Education and Care		Level 8
Bachelor of Arts in Early Childhood Education and Care		Level 7 embedded
Higher Certificate in Early Childhood Education and Care		Level 6 embedded

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Damien Courtney - Chairperson	Fellow Emeritus, Cork Institute of Technology
Mr. Patrick McGarty	Tralee Institute of Technology
Dr. David Irwin	Tallaght Institute of Technology
Ms. Greta Murphy	Kilkenny County Childcare Committee
Ms. Carol Duffy	Early Childhood Ireland
Ms. Carol Durack	Student Representative

5. In May 2018 the following new programme validations were conducted:

Department of Mechanical and Automobile Engineering:		
Title		Level
Bachelor of Engineering in Agricultural Engineering		Level 7 Add-on

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Tony Quinlan - Chairperson	Retired, Registrar GMIT
Mr. Tom King	Dromone Engineering Ltd
Dr. Gerard Corkery	Dundalk Institute of Technology
Mr. Stuart Goodwin	Teagasc
Mr. Aengus Frawley	Abbey Retail
Mr. Brian O'Shaughnessy	Student Representative

6. In May 2018 the following new programme validations were conducted:

Department of Applied Science:

Title	Level
Bachelor of Science (Honours) in Clinical Technology	Level 8 Ab-initio
Bachelor of Science in Medical Technology	Level 7 Embedded
Higher Certificate in Science in Medical Technology	Level 6 Embedded
Bachelor of Science (Honours) in Clinical Technology	Level 8 Add-On

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Billy Bennett - Chairperson	Letterkenny Institute of Technology
Dr. Gertie Taggart	Letterkenny Institute of Technology
Dr. Des Cawley	Athlone Institute of Technology
Mr. John Johnson	Stryker
Mr. Suvarn Gunde	Galway Clinic
Ms. Laura Curtin	Student Representative

7. In June 2018 the following new programme validations were conducted:

Department of Mechanical and Automobile Engineering:

Title	Level
Bachelor of Engineering in Automotive Engineering and Transport Management	Level 7
Higher Certificate in Automobile Technology	Level 6 embedded

The External New Programme Review Panel of Expert Assessors included:

Name	Industry
Mr. Maurice Doran, Chairperson	Retired, HEA
Ms. Fiona Cranley	Tallaght Institute of Technology
Mr. Brendan Condon	An Garda Síochána
Mr. Tim Hayes	The Chartered Institute of Logistics and Transport
Mr. Ian Williams	Mid-West Tyres
Mr. Ger McCaul	Student Representative

SPECIAL PURPOSE AWARDS 2017/2018

Certificate in Local Heritage Tour Guiding

Academic Council granted approval to the Faculty of Business and Humanities – Department of Food and Tourism for the development of a Certificate in Local Heritage Tour Guiding as a Level 6, 10 Credit Special Purpose Award. (01.12.17)

Certificate in Well-Being in the Community

Academic Council granted approval to the Faculty of Business and Humanities – Department of Applied Social Sciences for the development of a Certificate in Well-Being in the Community as a Level 6, 10 Credit Special Purpose Award. (01.12.17)

Certificate in Behavioural Change in Energy Consumption

Academic Council granted approval to the Faculty of Business and Humanities – Department of Applied Social Sciences for the development of a Certificate in Behavioural Change in Energy Consumption as a Level 7, 10 Credit Special Purpose Award. (01.12.17)

Certificate in SPA Sales and Relationship Management

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in SPA Sales and Relationship Management as a Level 8, 20 Credit Special Purpose Award. (09.03.18)

Certificate in Customer Experience and Relationship Management

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in Customer Experience and Relationship Management as a Level 8, 15 Credit Special Purpose Award. (09.03.18)

Certificate in SPA Digital and Social Media Marketing

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in SPA Digital and Social Media Marketing as a Level 8, 20 Credit Special Purpose Award. (09.03.18)

Certificate in Motion Graphics (Minor Award)

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Electrical and Electronic Engineering for the development of a Certificate in Motion Graphics as a Level 6, 30 Credit Minor Award. (09.03.18)

Certificate in Aircraft Leasing

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Mechanical and Automobile Engineering for the development of a Certificate in Aircraft Leasing as a Level 7, 10 Credit Special Purpose Award. (09.03.18)

SPECIAL PURPOSE AWARDS 2018/2019

Certificate in Continued Airworthiness Management Organisation

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Mechanical and Automobile Engineering for the development of a Certificate in Continued Airworthiness Management Organisation as a Level 7, 10 Credit Special Purpose Award. (09.03.18)

Certificate in Hospitality Skills

Academic Council granted approval to the Faculty of Business and Humanities – Department of Food and Tourism for the development of a Certificate in Hospitality Skills as a Level 6, 20 Credit Special Purpose Award. (04.05.18)

Certificate in Manufacturing Systems

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Electrical and Electronic Engineering for the development of a Certificate in Manufacturing Systems as a Level 7, 30 Credit Special Purpose Award. (04.05.18)

Certificate in Entrepreneurship & International Business with Languages (Minor Award)

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in Entrepreneurship & International Business with Languages as a Level 6, 30 Credit Minor Award. (04.05.18)

Certificate in Aircraft Technical Services

Academic Council granted approval to the Faculty of Applied Science, Engineering and Technology – Department of Mechanical and Automobile Engineering for the development of a Certificate in Aircraft Technical Services as a Level 7, 30 Credit Special Purpose Award. (04.05.18)

Certificate in Printmaking as a response to Landscape

Academic Council granted approval to the School of Art and Design for the development of a Certificate in Printmaking as a response to Landscape as a Level 6, 10 Credit Special Purpose Award. (15.06.18)

Certificate in Business Information Technology and Business Communications

Academic Council granted approval to the Faculty of Business and Humanities – Department of Business for the development of a Certificate in Business Information Technology and Business Communications as a Level 6, 10 Credit Special Purpose Award. (15.06.18)

Certificate in Community Sustainable Energy

Academic Council granted approval to the Department of Flexible Learning for the development of a Certificate in Community Sustainable Energy as a Level 6, 10 Credit Special Purpose Award. (15.06.18)

Certificate in Sustainable Energy Investment

Academic Council granted approval to the Department of Flexible Learning for the development of a Certificate in Sustainable Energy Investment as a Level 8, 30 Credit Special Purpose Award. (15.06.18)

Changes to Approved Programme Schedules**Sub Committee:** Academic Council Sub Committee on Academic Reviews

Date	Programme	Changes
26/10/2017	Faculty of Applied Science, Engineering and Technology Department of Applied Science: Bachelor of Science in Medical Technology	Remove the Module HDMI & SCADA (5 credits). Reduce the Medical Technology Project to 5 credits from 10 credits. Add Level 7 module from B.Sc.(Hons) in Operating Department Practice-Stage 3: Developing the Professional and Caring Practitioner (10 credits).
13/02/2018	Faculty of Applied Science, Engineering and Technology Department of Flexible Learning: Certificate in Transition to Higher Education (SPA)	Amend Computer Applications Module assessment method from 50% Continuous Assessment and 50% Final Exam, to 100% Continuous Assessment. Amend Learning & Academic Skills Development module assessment method from 50% Continuous Assessment and 50% Final Exam, to 100% Continuous Assessment. Amend Mathematics Module assessment method from 50% Continuous Assessment and 50% Final Exam, to 70% Continuous Assessment and 30% Final Exam.
13/02/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Manufacturing Technology	Add module Intelligent Vision Systems for Industry (5 credits) (part-time).
13/02/2018	Faculty of Business and Humanities Department of Business: Bachelor of Business in Law & Taxation	Amend the delivery of Law of Tort and revert to three lectures per week and one tutorial.
13/02/2018	Faculty of Business and Humanities Department of Food & Tourism: Bachelor of Art in Culinary Art	Amend the work placement module from a minimum of 600 hours over a 6 month period, to a minimum of 900 hours over a 6 month period

<p>13/04/2018</p>	<p>Faculty of Applied Science, Engineering and Technology Department of Flexible Learning: Certificate in Transition to Higher Education (SPA)</p>	<p>Amend assessment method of Computer Applications Module, from 50% Continuous Assessment and 50% Final Exam, to 100% Continuous Assessment.</p> <p>Amend assessment method of Learning & Academic Skills Development module, from 50% Continuous Assessment and 50% Final Exam, to 100% Continuous Assessment.</p> <p>Amend assessment method of Mathematics Module, from 50% Continuous Assessment and 50% Final Exam, to 70% Continuous Assessment and 30% Examination.</p> <p>Remove trigonometry from the indicative syllabus of the Mathematics Module.</p>
<p>13/04/2018</p>	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology: Bachelor of Science (Hons) in Game Art & Design</p>	<p>Move Virtual Reality Module from Semester 5 to Semester 6.</p> <p>Change Game Design and Production Module in Semester 6, from 10 credits, to 5 credits.</p> <p>Move Semester 4 Module, Game Level Design 1: Fundamentals of Level Design, to Semester 5.</p> <p>Change Semester 4 Module, 3D Modelling II – Characters and creatures for Games, to a 10 credit module.</p>
<p>13/04/2018</p>	<p>Faculty of Applied Science, Engineering and Technology Department of Information Technology: Higher Certificate in Science in Computer Networks & Systems Management</p>	<p>Amend assessment method of Data Formats and Storage in Stage 2, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment.</p> <p>Amend assessment method of Operating Systems Structures in Stage 2, from 60% Continuous Assessment and 40% Examination, to 100% Continuous Assessment.</p>

		Amend assessment method of Operating Systems Scripting, in Stage 2 from 50% Continuous Assessment and 50% Examination to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Information Technology: Bachelor of Science in Computer Networks & Systems Management	Amend assessment method of Data Formats and Storage in Stage 2, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment. Amend assessment method of Operating Systems Structures in Stage 2, from 60% Continuous Assessment and 40% Examination, to 100% Continuous Assessment. Amend assessment method of Operating Systems Scripting, in Stage 2 from 50% Continuous Assessment and 50% Examination to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Information Technology: Bachelor of Science (Hons) in Computer Networks & Systems Management	Amend assessment method of Data Formats and Storage in Stage 2, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment. Amend assessment method of Operating Systems Structures in Stage 2, from 60% Continuous Assessment and 40% Examination, to 100% Continuous Assessment. Amend assessment method of Operating Systems Scripting, in Stage 2 from 50% Continuous Assessment and 50% Examination to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Information Technology: Higher Certificate in Science in Interactive Digital Media	Amend assessment method of 3D Computer Graphics in Stage 2, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology	Amend assessment method of 3D Computer Graphics in Stage 2, from 75% Continuous Assessment and 25%

	Department of Information Technology: Bachelor of Science in Interactive Digital Media	Examination, to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Information Technology: Bachelor of Science (Hons) in Interactive Digital Media	Amend assessment method of 3D Computer Graphics in Stage 2, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment. Amend assessment method of 3D Graphics and Imaging in Stage 4, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment. Amend assessment method of Advanced Computer Graphics and Imaging in Stage 4, from 75% Continuous Assessment and 25% Examination, to 100% Continuous Assessment.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Electronic Engineering L7 & L8	Replace Module title Industry Project with, Work Placement, for Stage 3.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Industrial Automation & Robotic Systems L7 & L8	Replace Module title Industry Project with, Work Placement, for Stage 3.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Electrical Engineering L7/L8	Replace Module title Industry Project with, Work Placement, for Stage 3.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Renewable & Electrical Engineering L7	Merge existing 10 credit Solar/Hydro/Bioenergy Modules with 5 credit Thermal Energy Systems module, to create a new 10 credit Module called, Renewable and Thermal Energy Systems.

		Replace 5 credit Renewable Electrical Workshop 2 Module with a 10 credit Module called, Electrical Installation 2.
13/04/2018	Faculty of Applied Science, Engineering and Technology Department of Electrical & Electronic Engineering: Bachelor of Engineering in Electrical Technology L7	Add elective, Wind Energy. Add elective, Solar Energy Systems.
14/05/2018	Faculty of Business and Humanities Department of Applied Social Science: Bachelor of Art (Hons) in Social Care Work	Replace Stage 2 module, Legal Studies 1, with, Introduction to Child and Family Law. Replace Stage 4 module, Legal Studies 2, with, Advanced Legal Studies. Prerequisite requirement of full completion of Stage 2 module, Professional Development: Preparation and Practice, prior to commencement of placement in Stage 2. Mandatory 80% attendance at all classes. If attendance not met, students are to repeat the full module prior to placement.
14/05/2018	Faculty of Business and Humanities Department of Business: Bachelor of Art (Hons) in Business with Travel and Tourism Management	Amend Entrepreneurship and Business Planning, Stage 3 module, it is not year-long but delivered from September to mid-February. Amend Human Resource Management, Stage 3 module, it is not year-long but delivered from September to mid-February. Amend International Destination Management, Stage 3 module, it is not year-long but delivered from September to mid-February.
14/05/2018	Faculty of Business and Humanities Department of Business: Bachelor of Art (Hons) in Business Studies with Event Management	Amend Entrepreneurship and Business Planning, Stage 3 module, it is not year-long but delivered from September to mid-February. Amend Human Resource Management, Stage 3 module, it is not year-long but delivered from September to mid-February.

		Amend Festivals and Events, Theory, Policy and Outcomes, Stage 3 module, it is not year-long, but delivered from September to mid-February.
14/05/2018	Faculty of Business and Humanities Department of Business: Bachelor of Business in Marketing Management and Bachelor of Art in Sports Management	Remove Principles of Accounting and replace with Financial Accounting 1. Remove 10 credit module, Communications and Information Technology and replace it with two x 5 credit modules, (1) Information Technology and Office Applications, (2) Web Technology and Interactive. Remove 10 credit Sports Law and Administration module and replace it with two x 5 credit modules, (1) Legal Fundamentals for Business, (2) Corporate Law.
14/05/2018	Faculty of Business and Humanities Department of Food and Tourism: Higher Certificate in Arts in Hospitality Studies	Remove End of Year exam from Assessment Matrix. Remove assessment method of 20% Final exam and replace with 0%. Amend assessment method of Continuous Assessment from 60% to 80%
14/05/2018	Faculty of Business and Humanities Department of Sport: Masters of Science in Strength and Conditioning	Move Bioenergetics and Nutrition module from Semester 1 to Semester 2. Move Sports Management and Entrepreneurship from Semester 2 to Semester 1.
28/05/2018	Faculty of Business and Humanities Department of Sport: Bachelor of Art in Sport Management	Sport Public Relations and Communications, was prepared on year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6. Commercial Sports Management, was prepared on Year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6.

28/05/2018	Faculty of Business and Humanities Department of Sport: Bachelor of Art in Community Sports Development	<p>Sport and Society, was prepared on year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6.</p> <p>Community Sport Development, was prepared on Year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6.</p>
28/05/2018	Faculty of Business and Humanities Department of Sport: Bachelor of Science in Strength and Conditioning	<p>Advanced Functional Screening, Anatomy and Biomechanics, was prepared on year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6.</p> <p>Applied Sports Management and Marketing and Biomechanics was prepared on Year-long delivery. Module is now delivered in semester 5, therefore delivery hours to be added to semester 5 and hours removed from semester 6.</p>

2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new Programme Validations/Programme Approvals completed in the reporting year	19
Number of Programme Reviews completed in the reporting year	20
Number of Research Reviews completed in the reporting year	0
Number of School/Department/Faculty Reviews completed in the reporting year	1
Number of Service Unit Reviews completed in the reporting year	0
Number of Reviews of Arrangements with partner organisations completed in the reporting year	0

2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

Composition of Panels	%
Internal	12.5%
National	100%
UK	0%
EU	100%
Student	12.5%
Other	0%

Chair Profile	%
Internal	0%
Similar Institution	100%
Different Institution	0%
International	0%

Affiliation of Panel	%
Academia	46
Industry	45
Student	9

Section 3: Other Implementation Factors

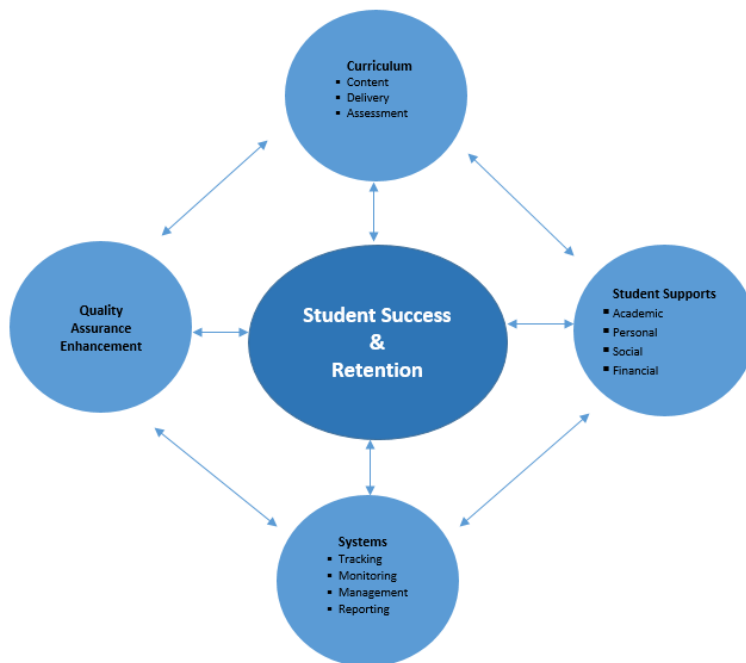
3.1 A description of how data is used to support quality assurance and the management of the student learning experience.

3.1.1 LIT Completion and Retention Statistics for 2016/17:

The Institute is committed to providing a quality, enriching and successful educational experience to all of its students. Access, transfer, progression, retention and successful completion are key areas of the student experience. In March 2011, the Academic Council of LIT raised the profile of student retention and specifically authorised the *Academic Council Sub-Committee on Admissions, Academic Progress and Student Retention* to address key issues. During the academic year, this sub-committee was reformed and renamed as the Academic Council Sub-Committee for Student Support and Retention. The Council has also authorised an increased role and voice for student representatives throughout its activities.

LIT's Student Retention Strategy is designed to be an over-arching strategy, serving to draw together relevant themes and key activities in order to support the retention of students and the completion of their studies. The intended audience for the retention strategy is *all* LIT staff. As an active and iterative strategy, it is designed to support LIT's commitment to provide excellent, inclusive higher education with first class student support and facilities, and outstanding opportunities for learning for local, national and international students. The strategy also supports the Institute's aim to provide an outstanding student experience, which is academically rewarding and personally fulfilling for students. Diagrammatically, the influence of QA and improvement is depicted in:

Limerick Institute of Technology's Retention Collaboration Model:



One of the key indicators that will enable LIT to judge whether it is successful in achieving its ambitions in relation to student retention and completion will be reflected in meeting the HEA Compact Performance Objectives targets for new three year period 2018/019 to 2020/2021.

Good retention rates should reflect a positive student experience and high levels of student satisfaction amongst our students. To that end, one of the key objectives outlined in LIT's Compact with the HEA in respect of 'Our Student Supports' was to improve first year and overall progressions rates year on year within LIT.

Details of the overall and Year 1 completion and retention statistics, and achievements, for the reporting periods of the HEA compact is summarised below.

Year-on-year improvements in LIT's achievement of improved retention for both overall and Year 1 students has been demonstrated. Bridging the gap between the targets and annual achievements for both cohorts is being actively monitored.

Statistics for completion rates indicate that the overall completion rate achieved in 2017/18 reached an overall high of 85.48%. The rates across academic years 2015, 2016, 2017, and 2018 are highlighted in the table below:

Completion Rates	2014/2015	2015/2016	2016/2017	2017/2018
(a) Institute overall completion rate	81.81%	77.78%	85.27%	85.48%
(b) Year 1 completion rate	78.60%	74.77%	81.22%	80.45%

Statistics for completion rates indicate that the overall completion rate achieved in 2017/18 reached an overall high of 94.94%. The rates across academic years 2015, 2016, 2017, and 2018 are highlighted in the table below:

Retention Rates	2014/2015	2015/2016	2016/2017	2017/2018
(a) Institute overall retention rate	92.57%	95.23%	94.42%	94.94%
(b) Year 1 retention rate	90.87%	93.21%	92.92%	93.55%

3.1.2. LIT's annual primary research and findings related to Irish Survey of Student Engagement (ISSE):

The primary research related to the *Irish Survey of Student Engagement* (ISSE) has been conducted in LIT since its pilot in 2013. Since its inception in 2013, this national survey aims to collect information annually across the third level education sector on student engagement in order to provide a more valuable, comparative, and informed insight into students' experiences than is possible from other information sources. The intention is that the annual survey results add evidence to the value of LIT activities and policies implemented. LIT had the second highest response level in the country amongst third level Institutions participating in the ISSE study in 2014/15, the fifth highest response rate in 2015/16 and the fifth highest response rate in 2016/17. In the academic year 2017/2018, the LIT response rate was 48%, the second highest in the country.

The ISSE reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which Institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported

perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The ISSE survey is completed by students over a 3 week campaign in LIT. The college promotes the survey and provides facilities to make the survey more accessible for all eligible students (For example: student leaders called to all classrooms of eligible students with iPads in order for students to complete the survey in class). The resulted in an increased response rate by LIT students, increasing to 48%. Out of 3,465 eligible students, 1,663 took part in the survey. Out of these students, 54.7 % were male and 45.3 % were female, 66% were 23 years old or younger and 98.3 % were of Irish nationality.

As an Institute, LIT outperformed All ISSE and IoTs (2018) on four out of the nine indices: Quality of Interactions, Effective Teaching Practices, Student-Faculty Interaction and Collaborative Learning. LIT performed similar or slightly lower in the remaining 5 indices: Higher Order Learning, Quantitative Reasoning, Reflective and Integrated Learning , Learning Strategies, Supportive Environment,

In summary, LIT has once again performed well on the 'relationship' oriented aspects of its engagement with students as measured by its: (i) collaborative learning; (ii) student-faculty interaction; (iii) effective teaching practices; and, (iv) quality of interactions.

The results on the underperforming indices now form part of a renewed Institutional focus on these deficits through the work of relevant sub-committees of Academic Council and programmatic review processes.

3.2 Factors that have had impact upon quality and quality assurance in the reporting period.

Roll out and Implementation of an Examinations Management System (GURU):

GURU, a secure examination management system, has been implemented across all LIT campuses in 2017/18. GURU's functionality securely supports the implementation of business processes across the range of examination management activities of the Institute. It communicates securely and adequately with relevant stakeholders, both internal and external to the Institute.

The key quality assurance benefits of the GURU system is that it has realised efficiencies and improvements to work practices in LIT. It is an intuitive system that has reduced the learning curve demands on the disparate new users, both internal and external (external examiners) following its implementation, which has increased the user adoption of the system. It has enabled change management in the organisation by ensuring that traditional 'non-value' added activities are reduced. It has enabled the organisation in the management of one quality-assured data source to feed different IT systems in the organisation.

The key impacts on Quality Assurance and benefits that GURU has provided to LIT:

- (i) Security: when creating (advanced encryption) and accessing (two factor authentication) examination and assessment materials by all users.
- (ii) Management: management and control of all examination/assessment materials in one secure site; collation of examination/ assessment materials eliminated; locating work at the right site for its completion; effective and efficient usage of staff with elimination of non-valued added activities; the work of External Examiners is improved by the ubiquitous availability of all resources in one portal.
- (iii) QA Management: of all aspects of the Examination Management system in LIT; effective support of the Academic Council Regulations and Procedures of LIT as they relate to examinations/assessments/functions of the external examiner; planning, control, and review of the work of External Examiners is supported end to end; oversight of the volume and value of examination/assessment materials at one site.
- (iv) Data Management: Effective and up-to-date management of modules and course reference numbers upstream to make downstream work more efficient.
- (v) Oversight: status checks easily conducted; real time processing in one system; indirect delays eliminated; proper usage of tight timeframe in a semesterised environment; audit history availability.
- (vi) Records Management: historic assessment, examination, external examiner records held in system; capacity to archive and retrieve relevant records.
- (vii) Cost Management: reduction in the usage of printing/paper/multiple productions of documents and elimination of postage as hard copy issuance of documents dispensed with. Documentation now securely issued via system.

3.3 A description of other implementation issues.

Equality and Diversity Issues:

LIT and the LIT Community is committed to equality and diversity amongst our staff, students and stakeholders. LIT promotes fairness, equal opportunity, respect and positive outcomes for all our students and staff. LIT strives for an organisational culture that embraces diversity in our student population and workforce.

LIT appointed a Vice-President for Equality & Diversity from 1st February 2018.

In March 2018, LIT's Executive and Management Teams unanimously adopted the principles of the Athena SWAN Charter, a recognition and award scheme for positive gender practice in Higher Education. The principles of the Athena SWAN Charter were subsequently presented to and endorsed by the Institute's Academic Council, with LIT becoming a member of the Charter in July 2018.

An Equality & Diversity Interim Steering Committee was established to oversee and provide guidance and direction for the achievement of equality, diversity and inclusion objectives across the Institute. This Steering Committee comprises of management from across the Institute. It is chaired by the President, and the committee first met in April 2018.

LIT has established an Athena SWAN Self-Assessment Team (SAT), reporting to LIT's Equality & Diversity Interim Steering Committee, to undertake an assessment of gender equality in the Institute. Membership of the SAT, which first met in June 2018, reflects the gender profile of LIT, has representatives from each Faculty, from each of LIT's campuses, from professional and support staff as well as student union representative and a postgraduate research student. The SAT has formed six working groups, focusing on Data Collection and Analysis, Career Transition Points & Career Development, Flexible Working & Managing Career Breaks, Organisation & Culture, Supporting Trans-People and Communications.

LIT plans to apply for an Athena SWAN Bronze Award in November 2019. This application for a Bronze Award requires LIT to undertake an assessment of gender equality in the Institute, involving the review of quantitative (staff data) and qualitative (policies, practices, systems, and arrangements) evidence and identifying both challenges and opportunities. From this assessment, a four-year plan to be prepared which builds on this assessment, information and activities that are already in place and what has been learned from these.

Part 3: Effectiveness and Impact

Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.

1. Effectiveness

Evidence of the effectiveness of QA policies and procedures during the reporting period.

The effectiveness and impact of LIT's quality assurance policies and procedures are reflected in the nature, breadth, depth, and rigour of its targeted QA activities, as reported through internal and external channels, including:

- Governing Body
- Academic Council
- Sub-committees of Academic Council
- Working groups associated with Sub-Committees of Academic Council
- External Examiner Reporting
- Programme Development Validation Panels
- Programmatic Review Validation Panels
- Academic Policies and Procedures
- Department Boards and Faculty Boards.
- Programme Boards, Staff-Student Liaison Boards
- LIT Completion and Retention Statistical Returns to HEA
- LIT's annual primary research and findings related to *Irish Survey of Student Engagement*
- LIT Annual Reports

Sample evidence of effectiveness is observed through their respective implementation, as documented under their sub-headings, in the *Impact* section of this report.

2. Impact

Evidence of the impact of QA policies and procedures during the reporting period.

2.1 External Examiner Reporting:

During the 2017/18 period, External Examiner reports were received from LIT's External Examiners using the new examinations management system (GURU). Follow up activity was initiated with External Examiners who did not report formally in the period. The external examiner reports and consequent actions are currently being processed through a feedback loop through the Quality, Teaching and Learning subcommittee of Academic Council.

2.2 New Programme Validations Panels:

LIT is committed to providing academic programmes that address national and regional knowledge and skills requirements. To that end, ongoing programme development is a feature of its academic activity, to address new and evolving disciplines, knowledge, skills, and competence requirements.

In the 2017/18 period, new postgraduate and undergraduate programmes were presented and successfully validated in the following LIT Departments:

Department	Programme Title
Department of Business	Bachelor of Business (Honours) with Digital Marketing
Department of Built Environment:	Bachelor of Science (Honours) in Energy Management (Built Environment)
Department of Applied Science:	Bachelor of Science (Honours) in Environmental Management in Agriculture Bachelor of Science (Honours) in Clinical Technology
Department of Applied Social Science:	Bachelor of Arts (Honours) in Early Childhood Education and Care
Department of Mechanical and Automobile Engineering:	Bachelor of Engineering in Automotive Engineering and Transport Management Bachelor of Engineering in Agricultural Engineering

2.3 Programmatic Review External Panels:

In the 2016/17 period, one programmatic review was conducted in the Faculty of Applied Science Engineering and Technology. A total of 20 undergraduate programmes were presented and successfully re-validated in the Departments of Applied Science.

The number of programmes reviewed during this period was as follows:

Department	Quantity
Department of Applied Science	20 Undergraduate Programmes

Official responses by LIT to any conditions and recommendations made by the External panels that respectively reviewed programmes were documented and reviewed by the Academic Reviews subcommittee of, Academic Council and by the Academic Council.

2.4 Academic Policies and Procedures:

A comprehensive review of governing regulations, strategies and procedures relating to the following areas were in process in 2017/18:

- Admissions Office Policies and Procedures
- Teaching and Learning Strategy
- Recognition of Prior Learning Policy Review
- Child Protection Policies
- Research Ethics Guidelines for Under-Graduate and Taught Masters Programmes

Established working groups conducted reviews of the respective areas above. These working groups comprised of academics and academic affairs staff. Each of the respective working groups met on a number of occasions over the 2017/2018 academic year to review the respective policies (Section 2.6).

2.5 Academic Council:

In the 2017/18 period, there were 5 meetings of Academic Council. During this period, each Faculty and their respective Departments reported on the annual activities that took place to ensure the design, delivery, and review of quality assured practices therein.

All proposed changes to existing regulations, policies, and procedures were presented for approval and/or information to Academic Council (refer to Section 2, Item 1.2).

The sub-committees of Academic Council formally reported to Academic Council on their annual objectives, initiatives, work, and activities, to ensure quality assurance and satisfy the appropriate governance requirements.

Academic Council also reviewed information on attendance to LIT’s activities and programmes as provided to external stakeholders, such as the HEA and/or the Department of Education and Skills. The results of primary research conducted in LIT during the reporting period was presented in 2017/18 to Academic Council, such as data related to the *Irish Survey of Student Engagement*. The consequential impacts of such results on LIT’s activities was also reviewed and reported to Academic Council.

2.6 Sub-Committees of Academic Council:

A comprehensive set of quality assured policies, practices, initiatives, and reviews was implemented by the work of the sub-committees of Academic Council during the 2016/17 year. The following table indicates the number of times each of these sub-committee met during the year:

Sub-Committee	Number of Meetings
Quality, Teaching and Learning	4
Academic Reviews	5
Admissions, Academic Progress and Student Retention	3
Research and Postgraduate Matters	4
Student Support and Retention	3
Apprenticeship	0

Each sub-committee reported to the Academic Council in preparation for Academic Council meetings.

2.7 Working groups associated with Sub-Committees of Academic Council:

New initiatives were managed through the creation of designated working groups, which reported on the progression of meetings and the outcomes to their respective Sub-Committees of Academic Council, and where relevant to Governing Body.

Sub-Committee	Working Group
Admissions and Academic Progress	<u>Admissions Office Policies & Procedures Working Group</u> Review and Development of the Admissions Office Policy and Procedures
Quality, Teaching and Learning	<u>Teaching and Learning Strategy Review Working Group</u> Review and Development of Teaching and Learning Strategy 2018 - 2023 <u>Blended and Online Policy Working Group</u> Development of a Blended and Online Policy <u>Recognition of Prior Learning (RPL) Policy Review Working Group</u> Review of the RPL Policy and Procedures <u>Research Ethics Working Groups</u> Development of Research Ethics Guidelines for Under-Graduate and Taught Masters Programmes

Student Support and Retention

Student Retention

The working group reviewed issues relating to Student Retention

Child Protection Policies Review Working Group

Review of the Child Protection Policies and Procedures

Promotion of the Irish Language

The working group met with a defined purpose to promote the Irish Language at LIT. A well planned and delivered cultural events calendar was promoted across all LIT sites during the Seachtain na Gaeilge calendar dates. The events were well-supported due to the workings of the sub-committee and fund-raising generated from the events was very welcome.

2.8 Programme Boards:

Each academic programme delivered across LIT locations, through its programme board, reports on the effectiveness of the delivery, assessment, and quality for all programmes. The programme board meets at least once each semester with student representatives across all stages of the programme. The conduct and management of the programme is reviewed during such meetings. Any issues reported are documented, reported, and reviewed by the programme board to ensure efficient and effective resolution. These include strategy, proposed programme changes, resources, assessment, retention, documentation, previous programmatic review, qualifications, contact hours, placement and any other programme changes.

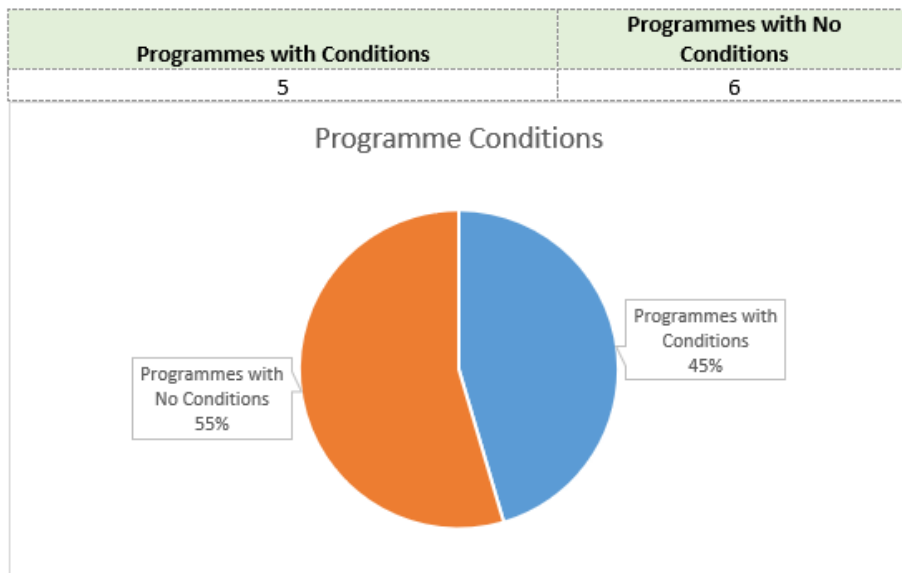
3. Themes

Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

A broad thematic analysis of Conditions, Recommendations, Commendations, and Observations was conducted, based on the New Programme Validation Panels. There were 7 programme validation panel visits across 5 Departments, with 11 programmes to be validated, including embedded awards. Conditions are obligatory and must be implemented, and while Recommendations are advisory in nature, there is full consideration given to their implementation by the respective programme boards and the majority of these were implemented. The following provides a broad statistical analysis of the conditions, recommendations and observations for the reporting period.

Conditions:

Department	Number of Programmes	Number Programmes with Conditions
APPLIED SCIENCE	2	1
APPLIED SOCIAL SCIENCE	1	1
BUILT ENVIRONMENT	1	0
BUSINESS	5	1
MECHANICAL & AUTO	2	2
TOTAL	11	5 = 45%



Some Common Themes in the 'Conditions' listed

Differentiate further programme learning outcomes for the respective NFQ levels of programme offering.

Include programme schedules for embedded awards

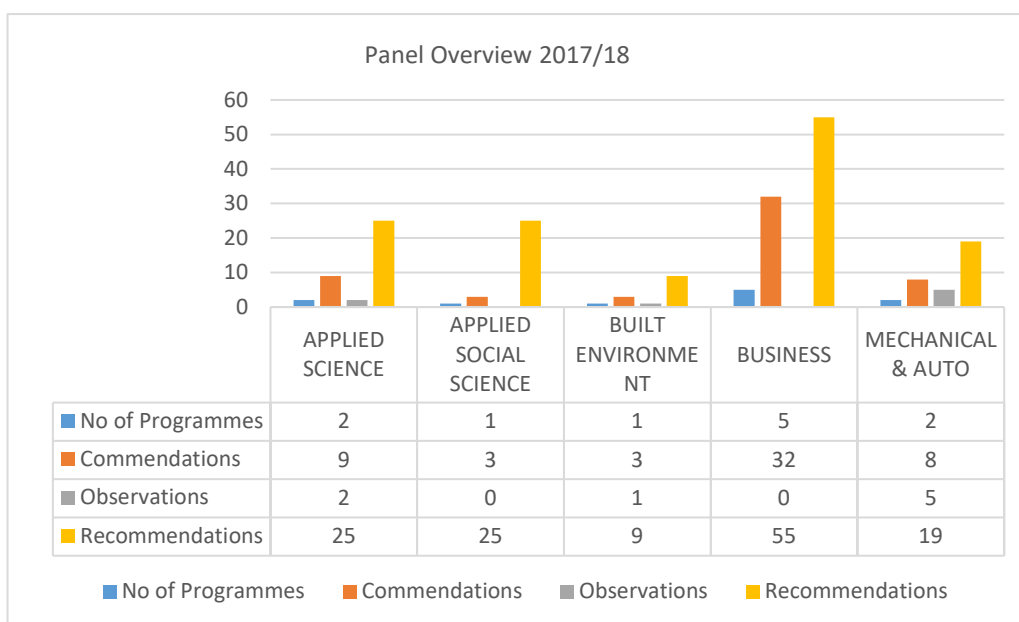
Include matrix of mapped programme learning outcomes to NFQ Award Standards

Adjustment and corrections to programme schedules with respect to delivery/assessment mechanisms

Specific Module specific conditions with respect to learning outcomes and indicative content

Recommendations, Commendations and Observations:

Department	No of Programmes	Recommendations	Commendations	Observations
APPLIED SCIENCE	2	25	9	2
APPLIED SOCIAL SCIENCE	1	25	3	0
BUILT ENVIRONMENT	1	9	3	1
BUSINESS	5	55	32	0
MECHANICAL & AUTO	2	19	8	5
TOTAL	11	133	55	8



Some Common Themes in the 'Recommendations' listed
Review spread of Assessment breakdown/types/weight and workload associated
Review the Descriptors for Module Learning outcomes for NFQ Level and that they are expresses using measurable verbs
Review the continuous assessment workload to ensure that there is no over assessment
Review and update reading lists
Review contact hours
Clarify Contact hours & Independent learning hours, total hrs per week
Recommendations related to Staff CPD
Some Common Themes in the 'Commendations' listed
High quality and professional presentation of Programme Documentation Provided
Positive engagement with panels
Innovative programme design identifying new niche areas.
Extensive engagement with industry and consultation
Impressed with facilities and resources
Excellent research and industry/employer focus

Implementation of Panel Conditions and Recommendations:

Programme Board responses to validation panel reports are processed through Academic Council who have an oversight role to ensure implementation. A new response template was developed and approved through Academic Council in the reporting period. This template allows clear oversight of implementation and includes categorising the condition/recommendation, the response as well as the status and date of implementation (See Page 38).

Form ACRP 3006: Department Response to Programme Validation/Revalidation report <small>(Note 1 EDIT AS APPROPRIATE)</small>		
FACULTY:		
DEPARTMENT:		
REVIEW DATE(S):		
PROGRAMME TITLE:		
CONDITION 1	SUMMARY:	PROGRAMME BOARD RESPONSE
	Condition outline from Panel Report:	<i>Transcribe detail from panel report</i>
	Condition Category:	<i>Example Facilities, Programme Design, Module descriptor, Learning Outcomes</i>
	Programme Board Response:	
	Status of Implementation of Condition:	<i>Response type: Completed or Ongoing</i>
	Date of Implementation:	
CONDITION 2 etc		
RECOMMENDATION 1	SUMMARY:	PROGRAMME BOARD RESPONSE
	Recommendation outline from Panel Report:	<i>Transcribe detail from panel report</i>
	Recommendation Category:	<i>Example Facilities, Programme Design, Module descriptor, Learning Outcomes</i>
	Programme Board Response:	
	Status of Implementation of Recommendation:	<i>Response type: Completed or Ongoing</i>
	Date of Implementation:	
RECOMMENDATION 2 etc		

Part 4: Quality Enhancement

Part 4 provides information that goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities, and events aimed at improving quality across the Institution.

4.1 Improvements and Enhancements for the Reporting Period

Improvements or enhancements that impact upon quality or quality assurance, that took place in the reporting period.

Publication of LIT Strategic Plan:

The Strategic Plan 2018-2022 places a strong focus increasing LIT's impact on the region through the growth of student numbers and the provision of an enhanced quality teaching and learning experiences that enhances student learning and reflects the needs of industry. The strategy highlights the need to develop staff engagement as an enabler for fostering a culture of cross-disciplinary working, compliance, quality assurance, and continuous improvement.

Key priorities are:

- Grow student numbers and diversify our student population
- Provide high quality teaching and active learning that reflects the needs of industry
- Increase LIT's RDI capacity in areas that have a clear economic and social impact for the region
- Deepen stakeholder engagement and increase our impact on the region
- Deliver on LIT's campus development plan to enhance the student experience

The Teaching and Learning Strategy 2018-2023, is aligned with the Strategy Plan to reinforce the implementation and development of the priorities and goals of the Strategic Plan.

Publication of LIT Teaching and Learning Strategy:

The overarching aim of the Teaching and Learning Strategy 2018-2023, is the development of "full human potential through an agenda of innovation and excellence in teaching and learning." A set of implementation themes has been developed to facilitate the growth of key competencies that raise skill levels and lead to deeper engagement with staff and students across the Institute.

Implementation Themes:

- Academic excellence through active learning
- Best practice in curriculum design

- Effective assessment that embeds and enhances learning
- Development of the whole person and work readiness
- Technology enhanced, blended and online learning
- Developing capacity with knowledge and research skills
- Coherent and effective continuous professional development pathways
- Development of the learning environment
- Quality enhancement in Teaching and Learning supported by evidence

Each of these implementation themes has been developed with a clearly defined set of measurable goals. Implementation plans have been developed around each theme to support the successful integration of these themes across the Institute. These plans represent the core of the strategy and the responsibility for their implementation lies with a range of parties across the Institute.

Targeted changes to Academic Council Regulations and Procedures for Taught Programmes (ACRP)

Change Detail	Date	Context for Change
Revision of Section 4.3.10 Failed Assessment Component.	Academic Council 02/12/2016	<p>Student Progression: To allow students the opportunity to carry forward a maximum of ten credits from Stage 1 to Stage 2 of their programme, thereby improving their potential to fully complete their programme of study.</p> <p>Organisational: To improve the QA processes associated with the retention of students, in line with a 'carry of credits' policy that has been introduced by other IoTs.</p> <p>The change to the regulations is to ensure that students can be retained from Year 1 to Year 2 without undue penalty for the failure of a maximum of 10 credits only in Year 1 of their programme of study. Such an initiative could improve the retention of students from Year 1 to Year 2, when the highest risk of attrition of student arises.</p>
Global review of Section 3.8: Programmatic Review of Programme awards.	Academic Council 02/12/2016	<p>Organisational: To improve QA processes associated with Programmatic Reviews.</p> <p>The rigour and explicit reporting mechanism between the discreet stages of Programmatic Reviews were reviewed, with reporting requirements enhanced.</p>

Change Detail	Date	Context for Change
(i) Revision of Section 2.1: Faculty/School Board and minutes meetings.	Academic Council 01/12/2017	Organisational: To improve QA processes associated with Curriculum Management. The rigour and transparency of the work conducted via Faculty/School Board meetings in the management of the curriculum are now reported in a New Form template [ACRP 2001] for reporting of Faculty/School Board meetings.
(ii) Revision of Section 2.2: Department Board and minutes of meetings.	Academic Council 01/12/2017	Organisational: To improve QA processes associated with Curriculum Management. The rigour and transparency of the work conducted via Department Board meetings in the management of the curriculum are now reported in a New Form template [ACRP 2002] for reporting of Department Board meetings.
(iii) Revision of Section 2.3: Programme Board and minutes of meeting.	Academic Council 01/12/2017	Organisational: To improve QA processes associated with Curriculum Management. The rigour and transparency of the work conducted via Programme Board meetings in the management of the curriculum are now reported in a New Form template [ACRP 2003] for reporting of Programme meetings.
(iv) New section in Section 3, 3.1: LIT Programme Development, Validation & Review Processes.	Academic Council 15/06/2018	Organisational: To improve the knowledge of the QA processes associated with the Development and Review of Academic Programmes, as outlined in the Academic Council Regulations and Procedures (ACRP) of LIT. A new introductory section are now included guiding users to the relevant sections of the procedures to adopt.
(v) Revision of Section 3.1: Module Development (now Section 3.8).	Academic Council 15/06/2018	Organisational: To support a QA processes for the design of new modules in a period before programmatic reviews. Exceptional new modules may be needed to address academic and industry requirements in an intervening period between programmatic reviews. Such additional modules for association with an existing validate programme must follow a QA process via validation by an external academic.

		This new procedure allows for same.
(vi) Revision of Section 3.4 Approval of New Major Awards [Now Section 3.3.8].	Academic Council 19/03/2018	Organisational: To improve QA processes associated with programme development. The rigour and transparency of programme approval is improved by the introduction of a new reporting template [ACRP 3006] for usage by the programme development team to respond formally to any conditions and recommendations outlined during the programme validation event.
(vii) Revision of Section 3.6.2 Validation of Minor/Special Purpose/Supplemental Programmes [Now Section 3.5.2].	Academic Council 19/03/2018	Organisational: To improve QA processes associated with the development and validation of new minor/special purpose, supplementation programmes, including the requirement to changes in the reporting and approval processes associated with such programmes.
(viii) Revision of Section 3.7: Programme Reporting [Now Section 3.6].	Academic Council 15/06/2018	Organisational: To improve QA processes associated with the management of programmes including the input of students to provide their feedback on their programme of study through: (i) completion of module evaluations, (ii) providing information to ISSE on their learning experience.
(ix) Revision of Section 3.7.5: Modification to a Programme in advance of Programmatic Review [Now Section 3.6.5].	Academic Council 15/06/2018	Organisational: To improve QA processes associated with the management of programmes through the formal reporting of the rationale for programme changes by way of a new reporting template completion to support requests for programme changes [ACRP 3007] and/or Module Changes [ACRP 3008].
(x) Revision of Section 3.8 Programmatic Review of Programme Awards [Now Section 3.7].	Academic Council 15/06/2018	To improve QA processes associated with the development and validation of new minor/special purpose, supplementation programmes, including the requirement to present such programmes for programmatic review.

(xi) Revision of Section 3.8.6 Consideration of Internal Review Panel Report and Faculty/School/Department Response [Now Section 3.7.6].	Academic Council 19/03/2018	Organisational: To improve QA processes associated with the management of programme development including the requirement to respond formally to the Internal Validation Panel report [ACRP 3005] by way of a formal response by the programme development team, using new reporting template [ACRP 3006] in advance of the next stage of the validation process.
(xii) Revision of Section 3.8.7 Programmatic Review – External Panel [Now Section 3.7.7].	Academic Council 19/03/2018	Organisational: To improve QA processes associated with the management of programme development. The External Validation Panel will review the report from the Internal Validation Panel [ACRP 3005] and the formal response by the programme development team [ACRP 3006]. Such documents are now included as part of the documentation provided to External Validation Panel members as part of this stage of programme validation.
(xiii) Review of Section 3.8.9 Programme Review Panel Report and Department Response [Now Section 3.7.9].	Academic Council 19/03/2018	Organisational: To improve QA processes associated with the management of programme development including the requirement to respond to the External Validation Panel [ACRP 3005] report by way of a formal response by the programme development team, using a new reporting template [ACRP 3006], to complete the validation process.
(xiv) Inclusion of new Section 4.13: Revocation of an Award.	Academic Council 19/03/2018	Organisational: To follow the guidance provided by QQI that an Institute should enable the revocation of an award in certain prescribed circumstances, and to outline that provision by way of inclusion in the Academic Council Regulations and Procedures, of the Institute.
(xv) Revision of Section 4.13.3 Examination Materials [now Section 4.14.3].	Academic Council 15/06/2018	Student Progression: to identify new prohibited items in the listing of examination materials that students may not be permitted to use during the conduct of examinations. Organisational: To improve the QA processes associated with the conduct of examinations. The change to the regulations is to ensure that

		students abide by the regulations governing the conduct of examinations and do not attempt to use prohibited items during examinations.
(xvi) Revision of Section 7.6.1 Invigilator announcement of items prohibited due to change to 4.14.3.	Academic Council 15/06/2018	Student Progression: to ensure that invigilators bring formal notice to students of the prohibited items not allowed in the examination centre immediately in advance of the conduct of the examination by way of a verbal announcement of the prohibited items. Organisational: To improve the QA processes associated with the conduct of examinations.
(xvii) Revision of Section 4.4.3 Preparation of Examination Papers & 4.4.4 Security in Drafting and Production of Examination Papers.	Academic Council 15/06/2018	Organisational: To improve the QA processes associated with the conduct of examinations. The update to the regulations reflect changes and improved security in the drafting and production of examination papers/solutions and other assessment material, which have been enabled by the introduction of a new software system supporting examination management in LIT.
(xviii) Replacement of reference to Head of Faculty/School with nomenclature: Dean of Faculty or School.	Academic Council 04/05/2018	Organisational: To reflect organisational changes that have been introduced by the President to the nomenclature associated with the roles of executive management in the Institute.
(xix) Revision of Section 6.2 Embedded Award Policy and Exit Application Procedures.	Academic Council 15/06/2018	Student Progression: to facilitate the application for an embedded award by the introduction of a second Embedded Award Examination Board for the Summer period annually to address exit applications that may arise in advance of the commencement of the next academic year. Organisational: To improve the QA processes associated with the provision of academic awards.
(xx) Inclusion of New Section 4.8.2: Department of Applied Science – Special Assessment Regulation	Standing Committee Academic Council 31/08/18.	Student Progression: to ensure that students have achieved the required level of learning outcomes for their discipline area.

4.2 Quality Enhancement Highlights

Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other Institutions and would benefit from wider dissemination.

The integration of the Head of Quality role with that of Teaching and Learning was referenced in Section 3.2. This is innovative and reflects the increasing national and international recognition that Quality is more than just an auditing function around policies and procedures. Rather, it is increasingly viewed that the Quality Enhancement function is of critical importance in mediating continuous process improvement.

The twin purposes of accountability and enhancement (continuous improvement), is linked in this model and this linking supports the creation of a 'quality culture'. Within this 'quality culture', successful QAE strives to be more than the development of policies and procedures but is seen as a shared role between, Institute management, faculty, students and other key stakeholders with continuous process improvement taking increased significance. Therefore, this linking provides opportunities for the Quality Enhancement function to take a more prominent role (in this context the taking of deliberative steps to bring about continuous improvement in the effectiveness of Teaching & Learning as an integral part of the quality agenda).

The Department of Quality Teaching and Learning is committed to the continuous improvement of the student experience and the supports available to academic staff to promote the continuous development of the scholarship of teaching and learning. The *Yerevan Communiqué* was issued after the May 2015 European Higher Education Area (EHEA) area ministerial conference. This communiqué refers to the collective ambition of the EHEA countries to pursue a number of important goals, the first of which refers to "Enhancing the Quality and Relevance of *Learning and Teaching*". As part of the strategic planning for linking Teaching and Learning to Quality across the Institute, a high level principle and key implementation theme of the Teaching and Learning Strategy focuses on developing and embedding a culture of quality enhancement in teaching and learning.

Central to this planning is the :

1. continuous review and development of the suite of Quality Assurance and Enhancement policies and procedures.
2. audit of implementation with particular focus on the closing of feed-back loops that maximise opportunities for continuous process improvement.
3. increased use of data and analytics to inform policy and strategy.
4. promotion of a culture of excellence and innovation in student-centred learning with the linked and deliberate evolution of new pedagogies maximising the potential of blended and technology enhanced learning.
5. renewed focus on staff development with a particular focus on the scholarship of Teaching and Learning with the development of further opportunities for both credited and non-accredited continuous professional development.

6. establishment of a *Centre for Teaching & Learning Innovation* that would have multifaceted roles in the enhancement of the quality of LIT's teaching and learning and consequently aim to generate real impacts on student experience.
7. setup a Quality drive containing an archived record of the implementation of the academic management system and a central repository of the academic records within LIT.
8. provision of teaching and learning support from the Quality, Teaching and Learning Office at a one to one, programme and department level to support the various needs of staff and programmes for discipline specific needs and requirements.
9. work with our Shannon Consortium partners to share resources and collaborative on different initiatives to promote best practice and the scholarship of teaching and learning among faculty in LIT
10. support and resource the MA in Teaching and Learning across the Shannon Consortium to facilitate staff CPD.
11. contribution to and participation in the National Forum for Teaching and Learning events and activities to ensure LIT is informed of research and initiatives from across the sector.
12. implementation of the *National Forum for the Enhancement of Teaching and Learning CPD Framework* as a template for best practice and sustained emphasis on Teaching and Learning.

Key roles have been identified within the Quality, Teaching and Learning office in order to act as enablers for implementing some of the goals within the LIT Strategic Plan 2018-2022 and the Teaching and Learning Strategy 2018-2023. This work focuses on the importance of effectively gathering and managing data in order to continuously improve the student learning experience and to further develop the scholarship of teaching and learning.

Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the Institution for the academic year, following the reporting period (in this instance 1 September 2018 – 31 August 2019).

5.1 Quality Assurance and Enhancement System Plans

Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

LIT will continue to review its Academic Council Documentation, Regulations and Policy and Procedures in 2017/2018. Particular focus will be provided to the update of documentation relating to core functions linked to Institution strategic objectives. This will include the completion of a major new policy for Blended and Online Learning

A targeted review of the following will take place in 2018/2019:

- Academic Council Documentation
- Academic Council Regulations and Procedures (ACRP) Part 1
- Academic Council Regulations and Procedures (ACRP) Part 2
- Research Degree Regulations
- Recognition of Prior Learning Policy
- Student Problem Solving Procedure
- Learner Disability Policy
- Policy on Dignity and Respect; Dealing with Harassment and Bullying among Students.
- Student Code of Conduct and Disciplinary Procedures
- External Examination Policies and Procedures
- Collaborative Provision and Joint Awards Policy

New Policies to be Developed:

- Blended & Online Learning Policy
- Learning Design Guidelines
- Operational Policy for Blended and Online Learning
- LIT Faculty Lecture Recording Policy
- LIT Student Lecture Recording Policy
- Lecture Recording; Best Practice Guidelines for Faculty
- Policy for Strategic Review of Service delivery Units
- Student Fitness to Practice Policy
-

Changes to Academic Council Regulations and Procedures for Taught Programmes (ACRP):

- Design, delivery, and assessment of online learning related changes
- Review of procedures relating to Recognition of Prior Learning

Other General Development Plans:

- Review, analysis and further development of Student Engagement as partners in Quality Assurance and Enhancement
- Restructuring of the Quality Assurance Handbook
- Publication of the full Quality Assurance Handbook on the Institute website
- Development of FAQ's Section with respect to National and Institutional Quality Assurance as a resource for Staff.
- Further development and provision of resources related to national and Institutional Quality Assurance and Enhancement on the Staff Portal
- Provision of Frequently requested Academic Forms in an easily accessible format in the Staff Portal
- Development of a series of learning resources that looks at a range of topics in Teaching and Learning. These resources will consist of audio, video and documentation guides that faculty can use as learning aids/supports. These resources can be used by Faculty to further develop their digital literacy skills along with other areas of their teaching practice, such as curriculum design, assessment active learning, and enhancing the student learning experience.
- Phased provision of software and hardware for faculty to record class lectures. The successful piloting of a lecture capture application by faculty across the different campuses at LIT has led to an interest by faculty to record lectures as additional learning resources for students. LIT will provide faculty with the necessary hardware, software, technical assistance, and training support to facilitate faculty in creating these resources. LIT recognises the importance of supporting these developments as a means of building digital literacy skills for faculty and on promoting and integrating best practices approaches into daily teaching practice.
- As a partner in the Shannon Consortium, LIT has been working with the other partners to setup and develop a Shannon Consortium website for its various Teaching and Learning developments. This website will contain information, resources and details for all the projects ran by the Shannon Consortium including the Teaching Tips, Regional Teaching Awards, Peer Observation Network

Programmatic Reviews:

There are no programmatic reviews scheduled for 2018/2019.

5.2 Review Plans

A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

LIT completed the previous phase of programmatic review with the Department of Applied Science in October 2017. There are no programmatic reviews within the next reporting period with commencement of the next cycle occurring in 2019 with the Faculty of Business and Humanities.

Programme Review Cycle – Next Cycle		
Year	Faculty	Department
2019/2020	Business and Humanities	Food and Tourism
2019/2020	Business and Humanities	Applied Social Care
2019/2020	Business and Humanities	Business
2019/2020	Business and Humanities	Sports and Finance
2020/2021	Applied Science, Engineering and Technology	Built Environment
2020/2021	Applied Science, Engineering and Technology	Information Technology
2021/2022	Applied Science, Engineering and Technology	Electrical and Electronic Engineering
2021/2021	Applied Science, Engineering and Technology	Mechanical and Automobile Engineering
2021/2022	School of Art and Design	Art and Design

There will be one Service Delivery Unit Review within the next reporting period (Student Support Services)

Service Delivery Unit Review Cycle – Next Cycle	
Year	
2018/2019	Student Support Services
2019/2020	Library

5.3 Other Plans

Building on the achievements of the previously funded National Forum project (Professional Development Capacity Building in the Shannon Consortium – enhancing teaching and learning through a regional accredited programme, funded under the Teaching and Learning Enhancement Fund, 2016-2018.) the Shannon Consortium partners (UL, LIT and MIC), have received additional funding to develop a Level 10 Structured Doctorate in Academic practice. The project entitled “*Professional Development Capacity Building in Higher Education: Extending Provision for National Impact through a Flexible Pathways Approach*” was awarded €150,000 and will commence in April 2019. The aim of this project is to extend the current model of accredited professional development (PD) provision in the Shannon Consortium through critically evaluating and redesigning (elements of) the current MA in Teaching, Learning and Scholarship with a particular focus on developing a Level 10 Structured Doctorate in Academic Practice. This will result in the development of an inter-Institutional level 10 programme, to be offered through blended delivery.

This project will have a significant impact for LIT in terms of fulfilling both Institutional and sectoral requirements for promoting staff development. Some of the key features and benefits of the project from the perspective of quality enhancement include:

- Developing a flexible pathways approach to professional development encompassing both non-accredited and accredited CPD in a flexible ladder approach right through to a Level 10 Structured Doctorate in Academic Practice. This will be the first such doctorate in academic practice in Ireland.
- Developing a suite of informal and non-formal professional development activities for which academics can achieve recognition and accreditation for and developing the pathway for that accreditation.
- Developing an RPL system for accrediting work based learning in academic practice and other sectors/settings.
- Unbundling of a current MA in Teaching and Learning offering more 10 Credited Certificate award options. Diversifying the associated module portfolio to give much greater choice for different academic contexts and increasing accessibility and flexibility by maximising the use of online module provision.
- Developing a curriculum for a Level 9 Graduate Certificate in Academic Practice (accrued through flexible learning including through points 2 and 3 and 4 above.
- The ladder will build including through to the current Graduate Diploma and MA in Teaching and Learning now restructured and offered flexibly online with different pathways.
- Developing the curriculum for the pathway to Level 10 in Academic Practice through publication. In this way, the participants own professional practice will be the subject of the research, enhancing practice and mitigating against time required. Areas such as the impact of Active Learning, PBL, and many others are fertile ground for empirical analysis and publication.

This approach encourages participation as all aspects of professional development and can be used to build to the Level 10 pathway. This should have tangible benefits in terms of continuous improvement

in teaching and learning. It will play a significant role in meeting our requirements under the HEA compact to implement the National Professional Development Framework (NPDF). It will also be important in terms of having a process or vehicle to move towards the TU criteria re % of staff having relevant qualifications at both Level 9 and Level 10 (particularly at Level 10). Given the online delivery mode for much of the content at Level 9, the programme may have an impact nationally.

A key output of the project will be the development of an accredited online/blended programme, which will offer both flexible and personalised pathways to accredited PD, by developing a suite of core and elective modules that take account of the professional learning needs of faculty across the three Institutions. The provision of the online/blended modules will provide a learning environment that supports the development of participant's digital literacy skills and provides resources a teaching model that participants can integrate into their own teaching practice.

Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

6.1 The Institution and External Review

A description of the impacts of Institutional review within the Institution.

The Institutional Review for LIT is scheduled for the period 2020 to 2021 with the preparation of the Self Evaluation Report in Quarter 4, 2020. The initial planning visit is scheduled for Quarter 1, 2021 with the Main Review Visit in Quarter 2, 2021.

LIT recognises the central importance of Periodic Review to the operation of its Quality Assurance and Enhancement system and particularly recognises the role it plays in:

1. evaluating the overall effectiveness of the Institution wide quality assurance system;
2. measuring accountability for compliance with European standards with respect to expectations and guidelines set out by QQI core and topic specific guidelines; and
3. reviewing/exploring the Institutional Enhancement of Quality in relation to impacts on teaching, learning, research, and engagement.

LIT has initiated its preparation for cyclical review with a number of strategic initiatives. It has commissioned an internal audit, conducted by an external auditing agency, of its quality assurance system and its associated academic regulations, policies, procedures and processes. This audit will consist of a high-level review of its policies in relation to the academic quality system and their benchmarking to requirements set out by ESG and QQI. The governance processes and controls in place over the quality system will also be reviewed. This will be followed by a review of the application of

procedures for identifying, managing, reporting and resolving quality issues and an audit of the extent and depth to which the quality assurance and enhancement system are implemented.

There is ongoing development of an Institute-wide Information Management System, to create a central digital repository of the academic record associated with the implementation and administration of the Academic system. This repository will be centrally linked and make available the record of Academic Council, Faculty, Department and Programme Boards with their associated functions in programme administration, new programme development, and programmatic review. This will have a number of benefits including:

- the systematic maintenance of records which form an integral part of the quality assurance record;
- the availability of a database of documentation that will constitute a significant reference resource and repository for academic staff;
- the repository will raise awareness among staff of the importance of working under a quality assurance framework and promote the concept of a quality culture.

6.2 Self-Reflection on Quality Assurance

A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

The Institute is committed to continuous improvement, reflective self-study and peer review in the operationalisation of its quality procedures and policies. Such self-reflection plays a pivotal role in monitoring the effectiveness of LIT's quality policies and procedures. LIT's quality assurance policies and quality assurance procedures are subject to the same internal rigorous monitoring, and review processes as of that conducted by external bodies for the validation and review of LIT's educational and training programmes.

During the 2018/19 period, LIT will further initiate a wide ranging and deep Institute wide Self Evaluation and Reflection of all aspects of its operation. The analysis will focus on the:

- effectiveness and adequacy of policies and processes at Institution wide level;
- degree to which policies and processes are implemented;
- availability of an evidence chain and record maintenance system of their implementation;
- degree to which there is a culture of quality enhancement;
- metrics and quantitative data used to assess the impacts on learning, teaching, research, and engagement;
- alignment with international, national and regional, strategic policy priorities;
- alignment with Institutional strategic priorities and objectives.

Linking the twin purposes of accountability and enhancement (continuous improvement) is an important element in supporting the creation of a 'quality culture'. Within this 'quality culture', successful QAE strives to be more than the development of policies and procedures but is seen as a shared role between, Institute management, faculty, students and other key stakeholders with continuous process improvement taking increased significance.

The development of a quality culture relies on the long-term integration of supports and continuous process improvement within the student learning experience. The implementation of different initiatives and the set-up and development of long-term plans is key to providing a supportive work and learning environment for staff and students.

Central to this planning is to:

1. promote collaboration through the establishment of communities of practice for the scholarship of teaching and learning and research among others
2. develop and support research initiatives that allow staff to develop their knowledge and skills
3. provide Faculty at a one to one, programme, or department level, with training and supports specific to their needs by working with the Quality, Teaching, and Learning office to identify suitable training and supports.
4. provide follow on sessions from the staff CPD workshops to facilitate staff learning and development.
5. plan and develop a structured Ph.D. in Academic Practice as a progression opportunity for faculty.
6. continue to promote the use of digital technology within its teaching practices to enhance the learning experience by rolling out lecture recording software on all lectern machines across each campus and setting up a webcam within each classroom.

This linking provides opportunities for the Quality Enhancement function to take a more prominent role (in this context the taking of deliberative steps to bring about continuous improvement in the effectiveness of Teaching & Learning as an integral part of the quality agenda).

6.3 Themes

Developmental themes of importance to the Institution that are relevant to periodic review.

Implementation of the Institute Strategic Plan:

The new LIT Strategic Plan 2018 – 2022 sets out very clear Values and Priorities and Targets for the respective period of its implementation and details a range of enablers to their realisation. The cascading of these to other Institutional strategies and policies and the use of the Quality Assurance and Enhancement system as a driver of implementation will be an important theme.

Ongoing Review and Development of Academic Quality Assurance Policies and Procedures:

This includes a review and updating of all of the principle academic strategies and policies and the development of new policies as appropriate. This work has been undertaken extensively in the reporting period and will continue into the next reporting period. It will include a restructuring of the Quality Assurance handbook in addition to its full publication on the Institute website.

Development of Policy and Procedures for Strategic Review of Service delivery Units:

The development and implementation of a policy for strategic review of service delivery units will play an important role in the holistic development of a whole Institute approach to Quality Assurance and Enhancement. It will help bridge the activities of academic and other support units and ensure an Institute wide approach to Quality Assurance and Enhancement. This will allow for strategic development at unit level in support and consistent with the overall Institute strategic plan.

Development of mainstreaming of Quality Enhancement Functions:

Quality enhancement functions will be embedded across the Institute to enable continuous improvement in all aspects of the student lifecycle. This involves a review of all quality enhancement functions and their development and alignment with Institutional strategic goals with a particular focus on continuous process improvement. The development of a systematic approach to Teaching and Learning with an emphasis on enhancing student-centred learning by promoting the evolution of pedagogies will be an important component.

The Development of a Strategy for Student Success:

In line with requirement of the Higher Education Authority Systems Performance Framework 2018 – 2020 which mandates all higher Education Institutes to have a Student Success Strategy in place by 2010, the strategy will bring together a variety of other Institutional strategies and policies and look at how best to support student in a holistic way through all stages of the student lifecycle. It will thus be intrinsically linked to the concept of continuous process improvement and the use of Quality Assurance and Enhancement to ensure Excellence in all aspect of student life and Institute activity.