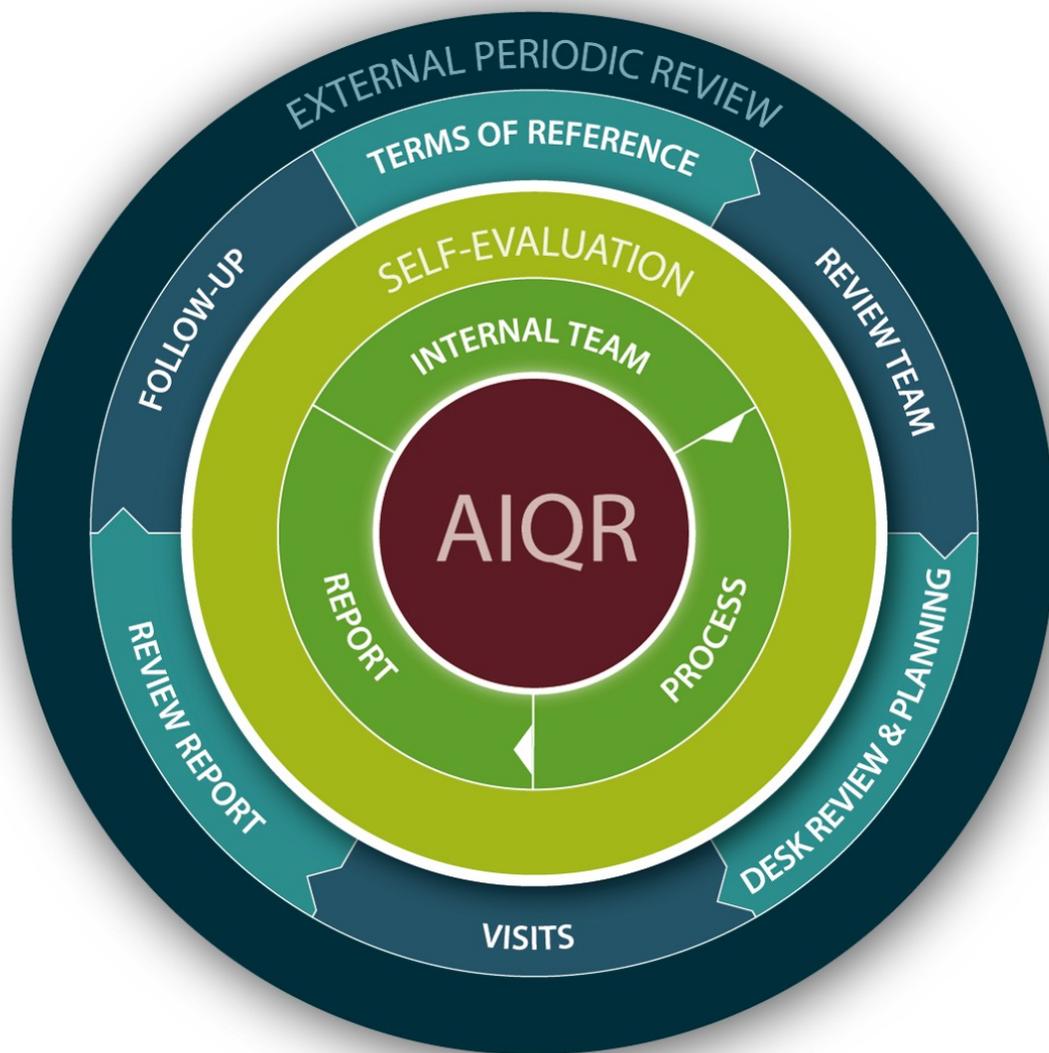


Galway-Mayo Institute of Technology

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 last decade has witnessed some significant milestones in the institutional autonomy of GMIT, its validation by external agencies, and by implication its standing within Ireland's higher education sector. In 2004 GMIT was granted delegated authority from HETAC to make awards up to level 8 honours bachelor and level 9 taught masters degrees. In 2005 additional delegated authority was confirmed for research degrees including the awards of Ph.D. in Aquatic Science and Mechanical Engineering. Future anticipated change is the granting of delegated authority to the Institutes of Technology to make their own awards as Designated Awarding Bodies.

GMIT has a robust quality assurance framework (QAF) with a suite of Codes of Practice and Academic Polices approved by Academic Council and Governing Body. These codes and policies in addition to national requirements also embed the 2015 European Standards and Guidelines for Quality Assurance. As a supporter of the European Higher Education Area, GMIT is committed to the implementation of the Bologna process and the Institute operates the European Credit Transfer System (ECTS) where all modules are either 5 credits or multiples thereof. Additionally, all programmes were redesigned in 2004 to be aligned with the learning outcomes-based approach. Students automatically receive the European Diploma Supplement after graduation and the Institute actively engages in European projects in relation to quality and benchmarking as they arise. Each component of the Quality Assurance Framework is accessible online and updated at least once during the 3-year lifetime of the Academic Council. GMIT's Quality Assurance Framework is implemented uniformly across all campuses. Students are an integral part of this process and are represented on Institute committees, Academic Council and Governing Body. In addition, Institute graduates are members of programmatic review panels.

GMIT remains committed to ensuring that its quality assurance system remains fit for purpose, recognising that its awards are underpinned by this. Additionally, through the development of new quality assurance policies and procedures, GMIT continues to be both proactive and responsive to sectoral protocols emanating from QQI. Recent examples of these include:

- Sectoral protocols for the delegation of authority by QQI to the Institutes of Technology to make joint awards were approved in November 2014. Before IoTs are in a position to exercise this authority, they must have internal Collaborative Transnational Policies approved through their Academic Councils. GMIT has such a Transnational Collaborative Policy,

including Joint Awards, approved through Academic Council and has written to QQI to confirm that such a policy is in place.

- A second sectoral protocol was approved in November 2015 for the awarding of Research Masters degrees at NFQ level 9 under delegated authority from QQI to the Institutes of Technology.

Whilst these milestones in the development of the Institutes QAF are significant in terms of the increased autonomy that they confer upon the Institute, the interrelatedness of this QAF with decision making and strategic planning across the Institute requires more consideration.

Strategy

GMIT's Strategic Plan 2010-2015 identified five pillars to guide its development:

- Learning and Teaching
- Student Environment
- Research and Innovation
- Community Engagement
- Internationalisation and Collaboration

The revised plan extended to 2016 to align with the GMIT HEA institutional compact identified the following pillars:

- Learning and Teaching
- Collaboration and Alliances
- Research, Development and Innovation
- Student and Community Engagement

Internationalisation

As the fourth largest IOT in Ireland, GMIT sees itself continuing to increase the provision of STEM focussed programmes at Levels 6/7 (Higher Certificate / Ordinary Degree) and Level 8 (Honours Degree), with advanced entry, exit and transfer opportunities to facilitate student choice and meeting the technology driven skills needs of Ireland. There will also be increased provision of minor and special purpose awards under programmes such as Springboard to support workforce up-skilling and re-skilling in line with Ireland's National Skills Strategy to 2025 and enhanced flexible/online learning opportunities. GMIT will also provide Level 9 structured Masters programmes in a flexible manner to meet the needs of our existing workforce.

The Programmatic Review undertaken in 2013/14 at GMIT was a discipline based review across the Institute to ensure coherence in programme provision. GMIT will continue to enhance the quality of its teaching and learning activities and student support services.

The Centre for Educational Development focuses on pedagogical innovation and the promotion of good practice in teaching and learning, as well as supporting staff development. The Virtual Learning Environment will continue to be developed across all campuses. In addition, the Institute has provided additional resources to support the growing success of its "First5Weeks" induction programme.

Going forward GMIT will focus its research provision at Levels 9 (Masters) and 10 (Doctorate) in specific disciplines where the Institute has the requisite capacity and will work collaboratively with partner HEIs to enhance the quality and relevance of research outputs. GMIT through its

iHubs and designated research centres will continue to support the development of existing as well as new and innovative enterprises.

GMIT is committed to working collaboratively with partner institutions to enhance the regional provision of programmes, research and innovation, enterprise development and shared services. GMIT currently has formal MOUs with the National University of Ireland Galway (NUI Galway), with IT Sligo and Letterkenny IT (LYIT) (the "Connacht Ulster Alliance (CUA)"), and with the National Marine Institute based in Galway and with regional Education & Training Boards.

2. Quality assurance decision-making fora

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

All academic matters are dealt with by the Institute's Academic Council subject to the approval of Governing Body.

As currently constituted the membership of the Academic Council comprises forty seven members, twenty four of whom are elected by the Institute's academic community, with the President as Chairperson. For the purpose of undertaking its workload the Council has eight dedicated sub-committees:

- Academic Standards Committee
- Programme Amendments Committee
- Research Committee
- Collaborations Committee
- Access and Transfer Committee
- Retention Committee
- Disciplinary Committee
- Examinations Appeals Board

Academically GMIT is structured on a school and department basis. The schools in general have a specific disciplinary focus, for example Engineering, Science, Furniture and Business. Some Schools/Centres have a multi-disciplinary focus such as the Mayo Campus and the College of Tourism and Arts.

GMIT is proud to be recognised as a student centred organisation where the student voice is heard – all Programme Boards, which are advisory to the Academic Council, have student representation; the Students' Union is represented on the Academic Council and Governing Body, and training is provided annually to the class representatives on the Quality Assurance Framework. The Institute also provides a range of access supports and resources for students experiencing difficulties with mathematics and academic writing.

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.

As part of its QAF the Institute has a Code of Practice on Validation and Monitoring, available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/2.1-validation-monitoring-and-review-2018-19.pdf>

New programmes and related awards are normally proposed within the overall context of an Academic Plan for a College/Centre/Campus/School (hereafter referred to as the 'Academic Unit').

There are two separate but interrelated elements involved in the approval of new programme proposals. Validation is primarily concerned with the academic quality of a proposal and is the responsibility of the Academic Council. However, new programmes may have resource and strategic implications for the Institute. As such, the authorisation to proceed with development, and subsequently to offer the programme following a successful validation, is the responsibility of the Executive Board.

The process is consistent with the generic quality assurance model promoted by the ESG.

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.

As part of its QAF the Institute has a Code of Practice on Student Assessment: Marks & Standards, available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/3.1-student-assessment-marks-and-standards-2018-19.pdf>

The Code of Practice is divided into: Section 1, which deals with the regulatory context of assessment and the general guiding principles; Section 2, which deals with roles and responsibilities; Section 3, which deals with procedures and regulations, and Section 4, which contains appendices.

GMIT will monitor each programme on an ongoing basis to ensure:

- that the programme intended learning outcomes are being attained by students;
- the continuing appropriateness of the curriculum, pedagogy and assessment in relation to the intended learning outcomes;
- that programmes remain current and valid in light of developing knowledge in the discipline and practice in application;
- that issues arising in relation to the academic quality of programme design, delivery and assessment are identified and addressed on a timely basis.

The responsibility for managing and ensuring the quality of academic processes in accordance with Institute policy lies with the Heads of Academic Units and with Programme Boards. Individual members of staff are required to co-operate with the quality management procedures within the academic structures.

The Institute will review and evaluate the effectiveness of programme monitoring processes on a regular and systematic basis.

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.

As part of its QAF the Institute has a Code of Practice on Research, available at the following link:
<https://www.gmit.ie/sites/default/files/public/general/docs/1.2-research.pdf>

This Code of Practice specifies the Institute's policy and procedures for the admission, registration, transfer of registration, and assessment of students who embark on programmes leading to the award of degrees by research and thesis or published work. It follows good practice for the organisation of quality assurance for research degrees in Ireland.

It outlines and specifies the roles and responsibilities of all stakeholders in the postgraduate research process, viz. the student, Supervisors, Examiners, College/Schools, the Research Office, the Vice-President for Research and Innovation, and the Vice-Presidents' for Academic Affairs & Registrar's Office.

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.

Attracting, retaining and supporting students are key objectives of GMIT's Quality Assurance system. The Institute's policy on Access, Transfer and Progression is available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/4.1-access-transfer-and-progression-2018-19.pdf>

GMIT has been successful in broadening access to its programmes through implementation of its access strategy. A workgroup within the Institute is working on developing a new access strategy and it is anticipated that this will be approved by the Institute during the 2017/2018 academic year. Significant growth in participation at GMIT from mature students, students with disabilities and students from target SEGs is testament to the success of its access strategy.

GMIT also seeks to support student access through its policy on the Administration of the Student Assistance Fund and the Student Support Fund (available on the Student Portal) and through its policy on the Provision of Reasonable Accommodations for Examinations and Assessments, available at:

<https://www.gmit.ie/sites/default/files/public/general/docs/policy-reasonable-accommodations.pdf>

The institute actively encourages applications to the Institute on the basis of recognised prior learning and its policy on the Recognition of Prior Learning is available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/4-2-cop-6-recognition-prior-learning.pdf>

In collaboration with its partners in the Connacht Ulster Alliance (CUA), GMIT has developed an on-line tool to facilitate prospective students wishing to apply on the basis of recognised prior learning. The tool is accessible at the following link: <http://www.myexperience.ie/>.

The retention and progression of students is a priority for GMIT. GMIT has approved a policy for student retention along with an associated implementation plan, available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/1.5-retention-policy-approved-gb-19022015-untracked.pdf>

A Student Engagement & Retention Officer, with responsibility for coordinating the implementation of the student retention strategy, has been appointed. Initiatives include an extended induction programme - First5Weeks, Peer Assisted Study Sessions (PASS), the Learning and Innovation Skills module and a new Transitions module aimed at easing the transition for students new to third level education.

GMIT produces a retention report annually which allows for the monitoring and analysis of student progression and retention across all programmes and stages. In an effort to support students and improve retention, GMIT is developing new supports for students on an ongoing basis. Examples of

recent initiatives in this regard are the establishment of the Maths Learning Centre and the Academic Writing Centre supported through the GMIT library.

Quality assurance procedures in relation to certification and the conferring of awards are outlined in the Code of Practice on Student Assessment: Marks and Standards available at the following link: <https://www.gmit.ie/sites/default/files/public/general/docs/3.1-student-assessment-marks-and-standards-2018-19.pdf>

All GMIT graduates receive the European Diploma Supplement, part of the Europass framework transparency tools after graduation. See <https://www.gmit.ie/general/european-diploma-supplement>

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.

GMIT recruits teaching staff in line with the selection procedures included in the Regional Technical Colleges Act 1992 and GMIT's procedure for the Review of Recruitment and Selection Decisions.

GMIT is committed to supporting the continuous professional development of all of its staff with a view to providing the best possible learning environments for its students. The Institute actively encourages staff to be research active and supports staff engaged in Level 9 and 10 research programmes both financially and through its Scheme for Thesis Write up at PhD Level.

The Centre for Educational Development (CED) was established at GMIT in March 2012 and is aligned to the Teaching and Learning pillar of the Institute's strategic plan. Since its establishment the CED has successfully achieved a wide range of objectives for the enhancement of teaching and learning at GMIT.

GMIT also supports staff engaged in pedagogical upskilling and each year provides a range of teaching and learning development modules originating from the Learning Innovation Network (LIN) programme. More recently, GMIT have designed a flexible blended learning MA in Teaching and Learning.

In addition to supporting staff in their engagement with accredited teaching development modules, GMIT has developed two new online learning courses for staff that incorporate Digital Skills Badges. The programmes are designed for independent learning and flexible engagement. On completion of the online courses, staff can choose to progress further to the MA in Teaching & Learning. The GMIT online learning programmes for staff launched officially in September 2016.

GMIT also supports staff in attending conferences and provides a schedule of professional development workshops as part of its Staff Development Week each year. GMIT's policy on Continuous Professional Development is available at:

<https://www.gmit.ie/sites/default/files/public/general/docs/policy-continuous-professional-development.pdf>

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.

As part of its QAF the Institute has a Learning, Teaching & Assessment Strategy, available at the following link: <http://www.gmit.ie/sites/default/files/public/general/docs/7-lta-strategy-28-04-10-ac-7-may-2010-3.2.pdf>

At GMIT learning and teaching is a core activity of the institute. Through its academic programmes and approach to learning, teaching and assessment, the Institute will ensure that all graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards.

The need for a formal strategy for Learning, Teaching and Assessment arises from a number of challenges and opportunities for the Institution, which include:

- 1) The commitment to providing a high quality learning experience for all students.
- 2) The importance of developing high quality graduates with robust transfer and adaptable skills.
- 3) The transformation of Irish society, its economy and its cultural and social diversity.
- 4) The internationalisation of education and the impact of globalisation.

The Institute's vision for the Learning, Teaching and Assessment Strategy is to maintain and further develop quality and engaging environments for all students and staff. This strategy constitutes for the Institute a framework for learning, teaching and assessment. It applies to undergraduate, postgraduate and other programmes which are officially recognised by the Institute. The strategy is aligned to the Institute's Strategic Plan "Your Place - Your Future" 2010-2015 and 2013-2016.

Other Institute policies relevant to learning, teaching and assessment include:

- Student Assessment: Marks and Standards,
- Professional Practice Policy,
- External Examining Policy and Procedures,
- Policy on Plagiarism,
- Policy on the Provision of Reasonable Accommodations for Examinations and Assessments.

All the above are available at: <http://www.gmit.ie/general/quality-assurance-framework>

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.

GMIT provides a range of support services for students which are detailed on the Institute website at: <http://www.gmit.ie/student-services>

Along with these general supports for students, the Access and Disability Service provides a range of supports and services to students with disabilities, mature students and students from disadvantaged socio-economic backgrounds. These supports and services are designed to ensure students have equality of access, participation and outcome. Underpinning the work of the Access and Disability Service is the recognition that certain categories of students experience barriers, and all services and supports provided are designed to address these barriers through the assessment of individual student needs, and the provision of appropriate academic, technological and financial support.

The organisation and delivery of support services for students is documented in the Access and Disability Service Procedures and Reference Manual (Version 5: Updated September 2015). This sets out the aims and objectives of the service, the target group of students, and procedures for the approval and delivery of supports and services. This document is distributed to all staff delivering supports and is shared on the internal staff drive. The document also includes as reference the 'HEA Guidelines for the Fund for Students with Disabilities' and includes the Procedures for the Recruitment and Employment of Support Workers.

Two policies relevant to this area are:

- Policy on the Provision of Reasonable Accommodations for Examinations and Assessments <https://www.gmit.ie/sites/default/files/public/general/docs/policy-reasonable-accommodations.pdf>
- Policy for the administration of the Student Assistance Fund and the Student Support Fund, <http://www.gmit.ie/general/financial-supports> available on the staff and student portals.

In the period 2014/2015 the Access and Disability Service was audited on two occasions by the HEA and The Structural Funds Unit, Department of Education and Skills. On both occasions the procedures as adopted by the Access and Disability Service were reviewed and found to be models of best practice.

In addition, GMIT have a number of learning support centres, student leadership programmes, online learning resources, a first year academic development module and a welcome programme. Details of these supports can be found at the following links:

- The PASS and Student Leadership Programme <https://www.gmit.ie/general/about-peer-assisted-study-sessions>
- Learning and Innovation Skills (LIS) Module for all first year students.
- Academic Success: Skills for Learning, Skills for Life – a suite of online learning resources and supports available on the Learning Resource Centre on GMIT virtual learning environment.

- The First 5 Weeks programme: <http://www.gmit.ie/general/first5weeks>
- The GMIT Libraries over five campuses <http://www.gmit.ie/gmit-libraries>
- GMIT Library Information Skills Course <https://library.gmit.ie/support/information-skills/>
- The Maths Centre <https://library.gmit.ie/support/math-learning-centre/> –
- The Academic Writing Centre - <https://library.gmit.ie/support/academic-writing-centre/>
- The Step Forward – Class Rep Training Programme <https://www.gmit.ie/about/teaching-and-learning-project/step-forward-class-rep-leadership-programme>
- The My Experience Programme – providing guidance and opportunities to access higher education programmes by RPL and an online ePortfolio assessment tool www.myexperience.ie
- The Student Success Toolbox – www.studentsuccess.ie

GMIT is very active and engaged with a range of national networks advocating for best practice in teaching and learning, and the development of educational resources that benefit both staff and students. National networks where GMIT is represented in teaching and learning development include:

- The National Forum for the Enhancement of Teaching and Learning. GMIT has been successful in securing funding annually to develop student and staff learning resources www.teachingandlearning.ie
- Education Developers Network in Ireland (EDIN) www.edin.ie
- Student Led Learning (SLL) www.lin.ie/sll
- Learning Innovation Network (LIN) www.lin.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.

As part of Code of Practice No. 2, each Programme Board is required to complete an annual report. The Head of School compiles all of these reports into a School report, which is presented to Academic Council for consideration and review.

The policy and procedures are detailed in Section 6 of Code of Practice No. 2 and Appendix 8 provides further detail. COP No 2 is available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/2.1-validation-monitoring-and-review-2018-19.pdf> Section 6 also details policies covering Student Feedback and the Annual Retention report.

Student engagement and satisfaction is measured, annually, through the Irish Student Survey of Engagement (ISSE). GMIT has been active in increasing response rates each year. A summary report of the feedback received is prepared and circulated to staff and students while a more detailed analysis is provided to the Executive and to each academic unit. A number of new initiatives have been implemented at GMIT as a result of student feedback.

External Examiner feedback is considered at all appropriate levels in the Institute in line with GMIT Policy and Procedures on External Examining (available at:

<http://www.gmit.ie/sites/default/files/public/general/docs/9-external-examining-may-2010ac-7-may-10-3.4.pdf>.

A quantitative report of external examiner feedback is also considered by Academic Council annually.

In the development of its compact with the HEA, GMIT has identified a number of KPIs and has recently completed an exercise using independent external consultants whereby KPIs have been precisely defined and the validity of the source data assured.

A student profile, along with a variety of reports based on data contained in the HEA SRS, is developed each year. Management information relating to the student population, from a variety of sources, is prepared and analysed to provide the basis for management decision making. GMIT also engages in an academic planning exercise each year and a rolling academic plan is maintained.

The First Destinations Survey provides information on graduate careers and initial employment post-graduation. The First Destinations Report is considered by management and Academic Council each year.

GMIT also participates in U-Multirank and, through this mechanism, benchmarks itself against other European Institutions

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.

GMIT engages in periodic review of academic units

<https://www.gmit.ie/sites/default/files/public/general/docs/strategic-review-academic-units.pdf>

followed by review of programmes <https://www.gmit.ie/general/quality-assurance-framework> once every five years. Both take the form of a Self Evaluation Review including consultation with stakeholders, followed by a meeting with an External Expert Peer Review Panel. This is also the format used for the periodic review of support services and facilities:

<https://www.gmit.ie/sites/default/files/public/general/docs/functional-review-policy.pdf>

Programme Boards are responsible for the monitoring of the design, delivery, academic standards, students' performance and academic development of programmes and awards.

<https://www.gmit.ie/sites/default/files/public/general/docs/2.1-validation-monitoring-and-review-2018-19.pdf> Programme Boards report annually to the Head of Academic Unit and through him/her to Academic Council.

In addition to module and programme review forms outlined in Code of Practice No. 2 Validation and Monitoring: <https://www.gmit.ie/sites/default/files/public/general/docs/2.1-validation-monitoring-and-review-2018-19.pdf> the student experience is also evaluated through the administration of the Irish Survey of Student Engagement (ISSE) <http://studentsurvey.ie/> and the annual graduate first destination survey.

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.

All stages of the validation process for new programmes requires stakeholder engagement. Beginning with initial approval and progressing to internal and external validation requires evidence of (i) the rationale and need for the programme, (ii) employment opportunities and potential demand for graduates. This requires conducting research with the relevant industry sector aligned to the new programme.

At the external validation stage the external validation panel always contains an experienced practitioner with necessary knowledge and expertise from the industry/services/professional sector, as appropriate.

The policy and procedures for this area is documented in Section 2 of CoP No. 2, available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/2.1-validation-monitoring-and-review-2018-19.pdf>

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).

GMIT has QA procedures in place for the collaborative provision of taught programmes, including transnational collaborative provision. As a consequence the Institute was successful in obtaining Delegated Authority from QQI for Collaborative Provision including Transnational Collaborative Provision and Joint Awards. The underpinning QA policy is available at the following link:

<http://www.gmit.ie/sites/default/files/public/general/docs/5.collaborativepolicy-web1.pdf>

While GMIT engages extensively with professional, statutory and regulatory bodies and other quality assurance and awarding bodies, it does not currently have institution-wide quality assurance procedures for such engagement. A policy will be developed to address this more comprehensively.

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 Institute publishes both a printed and on-line version of its prospectus which gives details of the programmes on offer in the Institute along with admission requirements, selection criteria and qualifications awarded, etc. The on-line prospectus is available at:

<http://www.gmit.ie/general/online-prospectus>

The Code of Student Conduct outlines the general rights of students and what they can expect and what is expected of them in relation to Learning, Teaching and Assessment. This includes, for example, the provision of full information on programmes, an outline of module content, adequate notice of, and feedback following, assessments etc. Most of this information is provided to the student in a Programme Handbook, details of which are included in Code of Practice No. 2. The Code of Student Conduct is available at:

<https://www.gmit.ie/sites/default/files/public/general/docs/7-1-code-student-conduct-2018-2019.pdf>

At GMIT, the Academic Module Manager is a central repository of all approved programme documents and module descriptors. It is planned to make module descriptors accessible via the public website in the future.

GMIT fulfils its obligations under the Official Languages Act 2003 and its Sceim Ghaeilges available at:

<http://www.gmit.ie/about/an-ghaeilge-gmit>

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.



14. DA Procedures for use of QQI Award Standards (IoTs 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 whole of the Institute's Quality Assurance Framework (QAF) is designed to support the Institute's authority delegated to it by QQI to make awards for approved programmes. Policies, Procedures and Codes of Practice underpinning DA are available at the following link:

<http://www.gmit.ie/general/quality-assurance-framework>

The Institute has developed QA policies and procedures in compliance with the Sectoral Protocols for the Delegation of Authority by QQI to the IoTs to make Joint Awards, available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/5.collaborativepolicy-web1.pdf>

In addition, the Institute has developed NFQ Level 9 Research Discipline Area Validation Policy and Procedures in compliance with the Sectoral Protocols for the awarding of Research Masters Degrees at NFQ Level 9 under Delegated Authority from QQI, available at the following link:

The NFQ Level 9 Research Discipline Area Validation Policy and Procedures are available at:
<http://www.gmit.ie/sites/default/files/public/general/docs/level-9-research-discipline-area-validation-policy-and-procedures-july-13.pdf>

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.

GMIT has QA procedures in place for the collaborative provision of taught programmes, including transnational collaborative provision. As a consequence the Institute was successful in obtaining Delegated Authority from QQI for Collaborative Provision including Transnational Collaborative Provision and Joint Awards. The underpinning QA policy is available at the following link:

<https://www.gmit.ie/sites/default/files/public/general/docs/5.collaborativepolicy-web1.pdf>

16. Additional Notes
Any additional notes can be entered here.

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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	Research Review: Science Research
Number	1
Link(s) to Publications	

Year	2017/18
Areas/Units	Research Reviews: Heritage Research
Number	1
Link(s) to Publications	

Year	2018/19
Areas/Units	Functional Reviews: Research Office, Buildings & Estates, International Office, Student Services Library, Marketing & Communications, Finance, HR, Academic Affairs, Lifelong Learning, Computing Services Stage 1 of Programmatic Review: School of Science & Computing, School of Engineering, School of Business, Galway International Hotel School, Galway School of Design and Creative Arts, Mayo Campus
Number	17
Link(s) to Publications	

Year	2019/20
Areas/Units	Stage 2 of Programmatic Review: All Programmes

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Number	
Link(s) to Publications	
Year	2020/21
Areas/Units	
Number	
Link(s) to Publications	

Year	2021/22
Areas/Units	Institute Review
Number	1
Link(s) to Publications	

Year	2022/23
Areas/Units	
Number	
Link(s) to Publications	

Year	
Areas/Units	
Number	
Link(s) to Publications	

AIQR - PART 1

Overview of internal QA governance, policies and procedures	AIQR-Part-1 February 2019 - Final.docx
PRSBs	11
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	Association of Chartered Certified Accountants (ACCA)
Programme Titles and Links to Publications	BB (Hons) in Accounting; http://www.accaglobal.com/ie/en/help/exemptions-calculator.html
Date of last review or accreditation	25-2-2015
Next review year	2020
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Second Set of Records
Type of Arrangement	PRSB
Name of the Body	Nursing and Midwifery Board of Ireland (NMBI)
Programme Titles and Links to Publications	BSc (Hons) in General Nursing; BSc (Hons) in Psychiatric Nursing; https://www.nmbi.ie/Education/Higher-Education-Institutions
Date of last review or accreditation	28-09-2010

Next review year	2021
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	BEng in Mechanical Engineering; http://www.engineersireland.ie/Services/Accredited-Courses/Associate-Engineer.aspx
Date of last review or accreditation	02-03-2016
Next review year	2021
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fourth Set of Records
Type of Arrangement	PRSB
Name of the Body	Engineers Ireland
Programme Titles and Links to Publications	BEng in Civil Engineering; http://www.engineersireland.ie/Services/Accredited-Courses/Associate-Engineer.aspx
Date of last review or accreditation	03-03-2016
Next review year	2021
Section: Arrangements with PRSBs, Awarding Bodies, QA Bodies	Fifth Set of Records
Type of Arrangement	PRSB
Name of the Body	Academy of Clinical Science & Laboratory Medicine
Programme Titles and Links to Publications	BSc Hons in Medical Science; https://www.acslm.ie/membership https://www.ibms.org/
Date of last review or accreditation	15-06-2016
Next review year	2021
Joint research degrees	0
Joint/double/multiple awards	4

Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Ghent University (BE), University of Pierre and Marie Curie (FR), University of Western Brittany (FR), University of the Algarve (PT), University of Oviedo (ES), Galway-Mayo Institute of Technology (IE), University of the Basque Country (ES), Polytechnic University of Marche (IT), University of Bergen (NO)
Programme Titles and Links to Publications	International Masters in Marine Biological Resources Www.imbrsea.eu
Date of last review	13-07-2016
Next review year	2019
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	Bodies: Ghent Uni, GMIT, Flanders Marine Institute, Bremen Uni, University of Algarve, University Pierre and Marie Cure, University of Bologna, Klaipeda University, Royal Dutch Institute for Sea Research Foundation, University of Gdansk, University of Algarve, University of Plymouth Reasmus Mundus Joint Doctoral Programme in Marine Ecosystem Health to Conservation (MARES)
Programme Titles and Links to Publications	Erasmus Mundus Joint Doctoral Programme in Marine Ecosystem Health to Conservation (MARES)
Next review year	2020
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	NUI Galway
Programme Titles and Links to Publications	Certificate in Science, Technology and Engineering (Foundation) https://www.gmit.ie/biopharmaceutical-and-medical-science/foundation-studies-diploma-science-engineering-and-technology
Date of last review	18-06-2018
Next review year	2023

Section: Collaborative Provision	Fourth Set of Records
Type of arrangement:	Joint/double/multiple awards
Name of the Body (Bodies)	NUI Galway
Programme Titles and Links to Publications	Certificate in Business (Foundation) https://www.gmit.ie/business/foundation-studies-diploma-business-galway
Date of last review	18-06-2018
Next review year	2023
Articulation Agreements	18
Section: 1 Articulation Agreements	First Set of Records
Name of the Body	Galway Technical Institute
Name of the Programme and Links to Publications	Advanced Certificate in Software Development 6M0691: https://www.gmit.ie/sites/default/files/public/apply/docs/fe-mapping-january-2019.pdf
Date of last review of arrangement/agreement	21-08-2018
Next Review Year	2023
Section: Articulation Agreements	Second Set of Records
Name of the Body	Galway Community College
Name of the Programme and Links to Publications	Business Management 6M4985: https://www.gmit.ie/sites/default/files/public/apply/docs/fe-mapping-january-2019.pdf
Date of last review of arrangement/agreement	21-08-2018
Review year for agreements	2023
Section: Articulation Agreements	Third Set of Records
Name of the Body	Colaiste an Chreagain
Name of the Programme and Links to Publications	Business 6M4985: https://www.gmit.ie/sites/default/files/public/apply/docs/fe-mapping-january-2019.pdf
Date of last review of arrangement/agreement	21-08-2018

Review year for agreements	2023
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	20-02-2019

AIQR PARTS 2-6 [2017-2018]

Submission Date	19-02-2019 19:07:08
Institution	Galway-Mayo Institute of Technology
Full Name	Carmel Brennan
E-mail	carmel.brennan@gmit.ie
Parts 2-6: Institutional-led QA	AIQR Part 2 Final.docx
Do you wish to make a final submission?	No, this is not my final submission