Letterkenny Institute of Technology

Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019

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.

Letterkenny Institute of Technology is governed by a legislative framework which includes:
Institutes of Technology Act (2006)
Qualifications (Education and Training) Acts (1999 and 2012)

The Institute through its Quality Assurance Policy sets out to establish a coherent framework for enhancing the quality of education and training provided and showing that standards are safeguarded. The Academic Council oversees the monitoring and review of the Quality Assurance Handbook and the associated quality assurance procedures.

The Quality Assurance Handbook encompasses procedures to ensure that the Quality Assurance Policy is delivered upon and learners’ rights prioritised. Additional procedural documents on support services, management, human resources and the campus environment complete the set. The Quality Assurance Policy is set out with reference to the 15 areas: Transparency, Learner Population, Learner Participation, Learning, Learner Support, Assessment, Teaching, Programmes, Lifelong Learning, Research, Management, Verifiable Data, Committee Structure, Human Resources, and Campus Environment. The Quality Assurance Handbook comprises seven sections and is published on the Institute’s website:

https://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/
Chapter 1 Quality Assurance Policy
Chapter 2 Periodic Review Procedures
Chapter 3 Programme Design Monitoring and Evaluation
Chapter 4 Access Transfer and Progression
Chapter 5 Marks and Standards
Chapter 6 The Learner Charter
Chapter 7 Research

The Institute’s Quality Assurance Handbook has been amended to take account of the publication of
the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) as
well as QQI’s Core Statutory and Sector Specific Quality Assurance Guidelines (2016).

The Institute has delegation of authority to make awards up to taught level 9 on the NFQ. This is
subject to the requirements set out in the legislation including procedures and criteria. The Institute
has robust procedures in place for the approval of programmes (in keeping with QQI’s Core Policy and
Criteria for the Validation of Education and Training Programmes) and for assessment of learners (as
per sectoral conventions and protocols documented in QQI Assessment and Standards, 2013). The
Institute operates with due regard to the quality assurance approach to, and guidelines on, research
degrees at NFQ level 9 as set out in the Sectoral Protocols for the Awarding of Research Master
Degrees at NFQ Level 9 under delegated authority from QQI (2015) and the quality assurance
approach to, and guidelines on, making joint awards under the NFQ, as set out in the Sectoral
Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards
(2014).
### 2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

#### Governing Body

The Governing Body consists of a Chairman and seventeen ordinary members and the President of the Institute. The Chairman is appointed by the Minister for Education and Skills. The seventeen ordinary members are appointed by the Minister for Education and Skills on the recommendation of the Education and Training Boards as follows:

- Six persons of whom at least three shall be members of a local authority nominated by the Education and Training Board
- Two full-time members, one male and one female, of the academic staff of the institute elected by the academic staff in accordance with regulations made by the Governing Body
- One non-academic member of staff elected by the non-academic staff in accordance with regulations made by the Governing Body
- Two registered students, one male and one female, of the institute chosen in accordance with regulations made by the Governing Body
- One person nominated by the Irish Congress of Trade Unions
- Five persons nominated by the Education and Training Board from nominations by organisations that the institute on the recommendation of the Academic Council considers require representation having regard to the activities of the institute.

There is a gender requirement that at least seven of those nominated are male and at least seven are female. The term of office of Governing Body members is five years with the exception of the two student representatives who are appointed annually.

#### Academic Council

The role of the Academic Council is to:

- assist the Governing Body in the planning, co-ordination, development and overseeing of the educational work of the college, and
- protect, maintain and develop the academic standards of the courses and the activities of the college.
Meetings of the Academic Council are held approximately three times per semester. A new Academic Council was formed in June 2017, elected in accordance with the regulations made by the Governing Body on 22 June 2017. Membership of the Council is as follows:

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>President ex-officio</td>
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<tr>
<td>1</td>
<td>Registrar ex-officio</td>
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<tr>
<td>1</td>
<td>Head of Development ex-officio</td>
</tr>
<tr>
<td>4</td>
<td>Heads of School ex-officio</td>
</tr>
<tr>
<td>8</td>
<td>Heads of Department in Schools of Letterkenny Institute of Technology ex-officio</td>
</tr>
<tr>
<td>1</td>
<td>Librarian ex-officio</td>
</tr>
<tr>
<td>2</td>
<td>Students appointed by the governing body on the nomination of a student representative body recognised by the governing body for the purpose. The persons nominated shall at all times: (a) be one male representative and one female representative (b) be registered students of the Letterkenny Institute of Technology or full-time officers of a student representative body recognised by the governing body for this purpose (c) agree, in a letter accompanying their nomination, that they shall be deemed to have resigned from the academic council on ceasing to be registered students of the Institute or full-time officers of a student representative body recognised by the governing body for this purpose. The Students Union in Letterkenny Institute of Technology, being the student representative body currently recognised by the Institute, shall be asked, through its President, to nominate two representatives in accordance with the foregoing.</td>
</tr>
<tr>
<td>1</td>
<td>Person, being a member of the technical support staff, i.e. technician and craft assistant and attendant grades, elected by that staff in accordance with these regulations. person elected to the academic council through this process shall be deemed to have resigned his/her place on ceasing to be employed by the Institute as a technician, assistant or attendant. The election shall provide for one alternate who will assume a place on the council should it be vacated for any reason by the person first elected.</td>
</tr>
</tbody>
</table>
Persons, being members of the academic staff of the Institute [other than the Registrar, Heads of School, Heads of Department], 10 of whom shall be females and 10 males, who are employed on a permanent, full-time basis or who are required, during the period beginning on the 1st day of September in the preceding academic year and ending on the 31st day of August of that academic year, to teach not less than 280 time-tabled hours in the Institute, elected by that staff in accordance with these regulations. A person elected to the academic council through this process shall be deemed to have resigned her place on ceasing to be employed by the Institute as a member of the academic teaching staff. The election shall provide for eight alternates, four on the female list in order and four on the male list in order, who will assume any places on the council vacated for any reason by an elected academic staff member.

For the purposes of undertaking its workload Council has five sub-committees:
Academic Standards
Planning
Programmes
Learning, Teaching and Student Engagement
Research

Executive Board
The membership of the Executive Board is:
President, VP for Academic Affairs and Registrar, VP for Research, Equality and External Engagement, VP for Finance and Corporate Services, Head of School of Business, Head of School of Engineering, Head of School of Science, and Head of School of Tourism.

Executive Council
The membership of the Executive Council is as follows:
President, VP for Academic Affairs and Registrar, VP for Research, Equality and External Engagement, VP for Finance and Corporate Services, Head of School of Business, Head of School of Engineering, Head of School of Science, Head of School of Tourism, Head
Strategic Plan

The Institute’s Quality Assurance Framework fits within the Institute’s overarching Strategic Plan. Strategic Plan 2014-17 has five strategic domains:

- Teaching and learning
- Student experience
- Research, innovation and enterprise
- Collaboration and regional engagement
- Sustainability and resource utilisation
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.

Section 3.1 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for the Design and Validation of New Programmes.

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.

Section 3.2 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for the Ongoing Monitoring of Programmes.


Section 5.2 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for Assessment Planning.


Chapter 5 of LYIT’s Quality Assurance Handbook sets out Marks and Standards.


LYIT’s Learning, Teaching and Assessment Strategy 2015-2020 is published on the Institute’s website.
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 Institute’s Research Ethics Policy and Procedures address the requirement for ethical clearance of all research undertaken within the Institute. Chapter 7 of LYIT’s Quality Assurance Handbook sets out the Postgraduate Research Degree Regulations, including the Institute's Research Ethics Policy and Procedures:


Research Quality is formally reviewed at school level as part of the Periodic Programme Evaluation Process (Research and Consultancy - Review of research activity within the scope of the programmatic review – is formally included in the Programmatic Review template. Chapter 2 Section 2.3 of the Quality Assurance Handbook Procedures and Guidelines for Periodic Evaluation sets out the process involved and is published on the Institute’s website.

### 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.

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<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Handbook Link</th>
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<tr>
<td>5.3-5.5</td>
<td>Examination Procedures</td>
<td><a href="https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf">https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf</a></td>
</tr>
<tr>
<td>5.5</td>
<td>External Examiner Procedures</td>
<td><a href="https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf">https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf</a></td>
</tr>
</tbody>
</table>


Access, transfer and progression arrangements for all programmes are included in the programme submissions which are formally reviewed by an external Panel of Assessors. Final reports from Panel of Assessors are published on the Institute’s website: https://www.lyit.ie/About/Policies-Publications/Annual-Reports

LYIT’s Internal Transfer Policy for CAO First Year Entrants is published on the Institute’s website: https://www.lyit.ie/Portals/0/PDF/Policies/LYIT%20Internal%20Transfer%20Policy%20for%20CAO%20First%20Year%20Entrants.pdf

The Institute has a dedicated learning support centre (The Curve). In addition to offering two access programmes (Certificate in Preparatory Studies for Higher Education and Certificate in Access Studies), The Curve has a dedicated Mathematics Learning Centre and Communications Learning Centre. The Curve also administers the Student Assistance Fund and provides support for learners under the auspices of the Fund for Students with Disabilities: https://www.lyit.ie/Study-at-LYIT/How-to-Apply-for-Part-time-Courses/Preparatory-Foundation-Certificates
https://www.lyit.ie/Student-Hub/Academic-Life/The-Curve
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.

The Institute has a range of policies and procedures in place for teaching and other staff. These are all published on the Institute’s Intranet:

- Annual leave Guidelines
- Adoptive Leave Guidelines
- Children in Workplace Policy
- Disciplinary Procedure
- Equal Opportunities Policy
- Flexible Working Scheme - Administration Staff
- Flexible Working Scheme - Technicians
- Flexible Working Scheme - Attendants
- Force Majeure Guidelines
- Grievance Procedures
- Job Sharing Guidelines
- Sick Leave Guidelines
- Term Time Scheme
- Respect and Dignity at LYIT
- Code of Conduct for Employees
- Child Protection Policy
- Intellectual Property Policy and Procedure
- Protected Disclosure Policy

LYIT’s Learning, Teaching and Assessment Strategy 2015-2020 is published on the Institute’s website:

LYIT has a Master of Arts in Learning & Teaching (MALT) which is available for Institute staff and for lecturing / teaching professionals working in the educational domain. Details of the MALT programme are available on the Institute’s website:
A formal induction is in place for all new staff. A range of training workshops and seminars for staff are run by Human Resources, Teaching & Learning Co-Ordinator and the Estates Office.
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.


Other Institute policies relevant to Teaching and Learning include:
Section 5.2 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for Assessment Planning:

Section 5.3 – 5.5 of LYIT’s Quality Assurance Handbook sets out the Examination Procedures:

Section 5.5 of LYIT’s Quality Assurance Handbook sets out the External Examiner Procedures:

Chapter 5 of LYIT’s Quality Assurance Handbook sets out Marks and Standards:

LYIT’s Plagiarism Policy is published on the Institute’s website:
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.

The Institute is committed to maintaining a comprehensive quality assurance system to demonstrate and enhance the quality of education provided and to safeguard standards. The Executive Board reports are fundamental to this aim and identify the clear lines of authority required for efficient quality management. Executive Board reports cover all aspects of Institute activity including resources and supports available to staff and students. Section 1.4 of LYIT’s Quality Assurance Handbook sets out the approach to Executive Board Reporting.


A range of resources and supports are available in the Institute (published on the Institute’s website):
Student Services:
https://www.lyit.ie/studentlife/studentservices/
https://www.lyit.ie/Student-Life

Library:
https://library.lyit.ie/

The Curve (including Mathematics Learning Centre and Communications Learning Centre):
https://www.lyit.ie/Student-Hub/Academic-Life/The-Curve
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 Institute’s Quality Assurance Handbook sets out the policy/procedures relating to information management across a wide variety of domains. In most instances there is a formal reporting mechanism via Academic Council/Executive Board/Governing Body. These policies and procedures are set out in detail in each of the sections of the Quality Assurance Handbook:
https://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/

Executive Board reports cover all aspects of Institute activity, including Programme Board Reports and External Examiner reports from each of the academic schools. Section 1.4 of LYIT’s Quality Assurance Handbook sets out the approach to Executive Board Reporting.

LYIT has established a student survey group to manage data in respect of the following student surveys:
Irish Survey of Student Engagement (ISSE)
Online QA1/2 Quality Assurance Surveys
U-Multirank

LYIT also has a range of legacy policies relating to information management:
- Data Protection Policy
- Data Protection Procedures
- Data Governance Policy
- Data Handling and Clean Desk Policy
- Data Protection Incident Response & Breach Notification Policy
- Data Access Management Policy
- Privileged User Policy
- Data Retention Policy
- Acceptable Usage Policy
- New Policy on Loan of Assets to Employees, Students and Third Parties
- Procurement Policy (Single tender action)
Areas being developed:

- Risk Management Policy
- Internet/Cyber Risk Security Policies
- Intellectual Property (IP) and Conflict of Interest (update to policy)
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.

Section 3.2 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for the Ongoing Monitoring of Programmes.

Section 2.1 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines for Regular Periodic Evaluation.

LYIT is subject to institutional review in accordance with QQI’s Policy on Cyclical Review of Higher Education Institutions (2016):
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 Innovation and Regional Engagement Functional Area Plan (linked to LYIT’s Strategic Plan 2014 -17) was approved by the Institute’s Executive Board in 2015/16.

The Institute’s Quality Assurance Handbook sets out the policy for stakeholder engagement in new programme development, ongoing monitoring of programmes and regular periodic evaluation:

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).

Section 3.4 of LYIT’s Quality Assurance Handbook sets out Procedures and Guidelines Governing Collaborative Programmes (including Transnational Programmes and Programmes Leading to Joint Awards)


The Procedures and Guidelines Governing Collaborative Programmes have been approved by QQI and the Institute was successful in obtaining delegated authority from QQI to make joint awards.

The Innovation and Regional Engagement Functional Area Plan (linked to LYIT’s Strategic Plan 2014 - 17) was approved by the Institute’s Executive Board in 2015/16.
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 Freedom of Information (FOI) Act 2014 establishes three key rights:

- Right of any member of the public to access to records;
- Right of any member of the public to amend records containing personal information;
- Right of interested parties to reasons for decisions.

In general, members of the public are entitled to obtain official information from the Institute provided it does not conflict with the public interest and the right of privacy of individuals. Requests for information must be submitted in writing to the Freedom of Information Office at LYIT.

[https://www.lyit.ie/About/Policies-Publications/Freedom-of-Information](https://www.lyit.ie/About/Policies-Publications/Freedom-of-Information)

Consistent with European Standards and Guidelines (2015), the Institute publishes a wide range of documents and policies as well as the outcomes of Quality Assurance processes, including:

- **Strategic Plan**
  [https://www.lyit.ie/Staff-Hub/Strategic-Plan](https://www.lyit.ie/Staff-Hub/Strategic-Plan)

- **Quality Assurance Handbook**
  [https://www.lyit.ie/About/Policies-Publications/Quality-Assurance](https://www.lyit.ie/About/Policies-Publications/Quality-Assurance)

- **Prospectus**
  [https://www.lyit.ie/About/Policies-Publications/Prospectus](https://www.lyit.ie/About/Policies-Publications/Prospectus)

- **Student Handbook**
  [https://www.lyit.ie/Student-Hub/Administration-Services/Student-Handbook](https://www.lyit.ie/Student-Hub/Administration-Services/Student-Handbook)
New programme validations - Final reports from Panel of Assessors
https://www.lyit.ie/About/Policies-Publications/Annual-Reports

Periodic Programme Evaluations - Final reports from Panel of Assessors
https://www.lyit.ie/About/Policies-Publications/Annual-Reports

Student policies
https://www.lyit.ie/gateways/policiespublications/studentpolicies/

Staff policies
https://www.lyit.ie/Student-Hub/Academic-Life/Student-Academic-Policies

Finance reports
https://www.lyit.ie/About/Policies-Publications/Annual-Reports

Scéim Ghaeilge (Official Languages Act 2013)
https://www.lyit.ie/About/Policies-Publications/Irish-at-LYIT
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 is designed to support the Institute’s authority delegated to it by QQI to make awards for approved programmes. Policies and Procedures for DA procedures for use of QQI award standards are embedded throughout relevant sections of the Institute’s Quality Assurance Handbook:

https://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/

The Institute has delegation of authority to make awards up to taught level 9 on the NFQ. This is subject to the requirements set out in the legislation including procedures and criteria. The Institute has robust procedures in place for the approval of programmes (in keeping with QQI’s Core Policy and Criteria for the Validation of Education and Training Programmes) and for assessment of learners (as per sectoral conventions and protocols documented in QQI Assessment and Standards, 2013). The Institute operates with due regard to the quality assurance approach to, and guidelines on, research degrees at NFQ level 9 as set out in the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under delegated authority from QQI (2015) and the quality assurance approach to, and guidelines on, making joint awards under the NFQ, as set out in the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards (2014).
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.

Section 3.4 of LYIT’s Quality Assurance Handbook sets out the Procedures and Guidelines Governing Collaborative Programmes (including Transnational Programmes and Programmes Leading to Joint Awards). These procedures were approved by QQI in February 2014.

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

Delete this message and insert text here. The box will expand.
### 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Areas/Units</th>
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<tbody>
<tr>
<td>2016/17</td>
<td>School of Science, School of Business, School of Engineering, School of Tourism</td>
</tr>
<tr>
<td></td>
<td>Number 4</td>
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<tr>
<td></td>
<td>Link(s) to Publications <a href="https://www.lyit.ie/About/Policies-Publications/Annual-Reports">https://www.lyit.ie/About/Policies-Publications/Annual-Reports</a></td>
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<tr>
<th>Year</th>
<th>Areas/Units</th>
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<tr>
<td>2017/18</td>
<td>Academic Administration and Student Services (including Admissions, Examinations, Grants, Marketing and The Curve), Library, Computer services</td>
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<td>Number 3</td>
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<td>Link(s) to Publications Links will be updated when reports completed still at draft stage</td>
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<tr>
<th>Year</th>
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<td>2017/18</td>
<td>Institution (Review Cycle)</td>
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<tr>
<td>Year</td>
<td>2018/19</td>
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| Areas/Units| Industrial Liaison  
Research and international and life-long learning  
Finance  
Human Resources  
Estates |
| Number     | 5       |
| Link(s) to Publications | Links will be updated when reports completed still at draft stage |

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<th>Year</th>
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<tr>
<td>Areas/Units</td>
<td>Department of Nursing and Health Studies (Nursing Programmes only)</td>
</tr>
<tr>
<td>Number</td>
<td></td>
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<tr>
<td>Link(s) to Publications</td>
<td><a href="https://www.lyit.ie/About/Policies-Publications/Annual-Reports">https://www.lyit.ie/About/Policies-Publications/Annual-Reports</a></td>
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<td>Link(s) to Publications</td>
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<td>Areas/Units</td>
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<td>Number</td>
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<tr>
<td>Link(s) to Publications</td>
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18. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies

<table>
<thead>
<tr>
<th>Type of Arrangement</th>
<th>Total Number</th>
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<tbody>
<tr>
<td>PRSBs</td>
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<tr>
<td>Awarding Bodies</td>
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<tr>
<td>QA Bodies</td>
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First Type of Arrangement (PRSB/Awarding Body/QA Body):

<table>
<thead>
<tr>
<th>PRSB</th>
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</thead>
<tbody>
<tr>
<td>Bord Altranais agus Cnáimhseachais na hÉireann</td>
</tr>
</tbody>
</table>

Name of Body:  
Bord Altranais agus Cnáimhseachais na hÉireann

Programme Titles and Links to Publications

- Bachelor of Science (Hons) General Nursing
- Bachelor of Science (Hons) Intellectual Disability Nursing
- Bachelor of Science (Hons) Psychiatric Nursing

Date of Accreditation or Last Review: 20-02-2018

Next Review Year: 2023
# Annual Institutional Quality Assurance Report

## Second Type of Arrangement

**(PRSB/Awarding Body/QA Body):** PRSB  

**Name of Body:** Engineers Ireland  

**Programme Tiles and Links to Publications**  
- B.Eng. in Electronic Engineering (L7)  
- B.Eng. in Computer Engineering (L7)  
- B.Eng. in Mechanical Engineering (L7)  
- B.Eng. in Civil Engineering (L7)  
- B.Eng. in Building Services and Renewable Energy (L7)  
- B.Sc (Hons) in Fire Safety Engineering (L8)  

**Date of Accreditation or Last Review:** 21-02-2014  

**Next Review Year:** 2019

## Third Type of Arrangement

**(PRSB/Awarding Body/QA Body):** PRSB  

**Name of Body:**  
- Association of Chartered Certified Accountants (ACCA)  
- Certified Public Accountants (CPA)  
- Chartered Accountants Ireland (CAI)  

**Programme Tiles and Links to Publications**  
- B.Bus. (Hons) in Accounting  
- MA in Accounting  

**Date of Accreditation or Last Review:** 01-06-2015  

**Next Review Year**

## Fourth Type of Arrangement

**(PRSB/Awarding Body/QA Body):** PRSB  

**Name of Body:** Veterinary Council of Ireland  

**Programme Tiles and Links to Publications**  
- Bachelor of Science in Veterinary Nursing  

**Date of Accreditation or Last Review:** 12-11-2015  

**Next Review Year:** 2020
Fifth Type of Arrangement
(PRSB/Awarding Body/QA Body): PRSB

Name of Body: Dental Council of Ireland

Programme Titles and Links to Publications: Higher Certificate in Dental Nursing

Date of Accreditation or Last Review: 14-02-2018

Next Review Year: 2023

### 2. Collaborative Provision

<table>
<thead>
<tr>
<th>Type of Arrangement</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint Research Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Joint/double/multiple awards</td>
<td>1</td>
</tr>
<tr>
<td>Collaborative Programmes</td>
<td>8</td>
</tr>
<tr>
<td>Franchise Programmes</td>
<td></td>
</tr>
<tr>
<td>Linked providers (DABs only)</td>
<td></td>
</tr>
</tbody>
</table>

First Collaborative Provision
Joint/double/multiple awards

Name of Body (bodies): Ulster University

Programme Titles and Links to Publications: MSc Public Service Leadership and Innovation

Date of Last Review: 24-05-2017

Next Review Year: 2022
## Second Collaborative Provision: Collaborative Programmes

**Name of Body (bodies):** North West Regional College, Derry

**Programme Titles and Links to Publications:**

- BSc (Hons) in Early Childhood Care, Health and Education
- BSc (Hons) in Sports Coaching and Performance
- BA in Hospitality and Tourism
  - BA (Hons) in Destination Marketing
  - BA (Hons) in Hotel, Restaurant and Resort Management

**Date of Last Review:** 19-09-2015

**Next Review Year:** 2020

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## Third Collaborative Provision: Collaborative Programmes

**Name of Body (bodies):** Dorset College

**Programme Titles and Links to Publications:**

- Level 7 BSc in Early Childhood Care, Health and Education (180 credits)

**Date of Last Review:** 10-06-2016

**Next Review Year:** 2021

---

## Fourth Collaborative Provision: Collaborative Programmes

**Name of Body (bodies):** Retail Ireland Skillnet

**Programme Titles and Links to Publications:**

- Bachelor of Business in Retail Management Practice
- Bachelor of Business (Hons) in Retail Management Practice
### Fifth Collaborative Provision: Collaborative Programmes
- **Name of Body (bodies):** Alcohol Forum
- **Programme Tiles and Links to Publications:** Master of Science in Therapeutic Interventions for Alcohol and Other Drugs

### Sixth Collaborative Provision: Collaborative Programmes
- **Name of Body (bodies):** Queens University Belfast
- **Programme Tiles and Links to Publications:** PhD
- **Date of Last Review:** 12-09-2017
- **Next Review Year:** 2021

### Seventh Collaborative Provision: Collaborative Programmes
- **Name of Body (bodies):** IT Tralee
- **Programme Tiles and Links to Publications:**
  - BA Culinary Arts
  - BA (Hons) Culinary Arts
- **Date of Last Review:** 10-12-2018
- **Next Review Year:** 2022

### Eighth Collaborative Provision: Collaborative Programmes
- **Name of Body (bodies):**
  - Athlone Institute of Technology
  - Dundalk Institute of Technology
  - Institute of Technology Tralee
  - Waterford Institute of Technology
- **Programme Tiles and Links to Publications:** National Unscheduled Care Education Foundation Programme in Emergency Nursing
- **Date of Last Review:** 01-06-2017
- **Next Review Year:** 2022
<table>
<thead>
<tr>
<th>Ninth Collaborative Provision:</th>
<th>Collaborative Programmes</th>
</tr>
</thead>
</table>
| Name of Body (bodies):        | ● Athlone Institute of Technology  
|                               | ● Galway-Mayo Institute of Technology  
|                               | ● Institute of Technology Tralee  
|                               | ● Waterford Institute of Technology  
|                               | ● Dundalk Institute of Technology |
| Programme Tiles and Links to Publications | Certificate in Acute Medicine |
| Date of Last Review           | 06-06-2017               |
| Next Review Year              | 2022                     |

### 3. Articulation Agreements

<table>
<thead>
<tr>
<th>Articulation Agreements - Total Number</th>
<th>6</th>
</tr>
</thead>
</table>

| First Articulation Agreement:         | |
| Name of Body (bodies):                | Ulster University |
| Programme Tiles and Links to Publications | Higher Certificate in Pharmacy Technician |
| Date of Agreement/Arrangement or Last Review | 23-05-2016 |
| Review Year for Agreement             | 2019 |

| Second Articulation Agreement:        | |
| Name of Body (bodies):                | University of Brighton |
| Programme Tiles and Links to Publications | Higher Certificate in Pharmacy Technician |
| Date of Agreement/Arrangement or Last Review | 01-06-2016 |
| Review Year for Agreement             | 2019 |
### Third Articulation Agreement:

<table>
<thead>
<tr>
<th>Name of Body (bodies):</th>
<th>Teagasc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Titles and Links to Publications</td>
<td>Bachelor of Science in Agriculture</td>
</tr>
<tr>
<td>Date of Agreement/Arrangement or Last Review</td>
<td>03-02-2017</td>
</tr>
<tr>
<td>Review Year for Agreement</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Articulation Agreement:

<table>
<thead>
<tr>
<th>Name of Body (bodies):</th>
<th>Donegal Education and Training Board (ETB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Titles and Links to Publications</td>
<td>All CAO Programmes</td>
</tr>
<tr>
<td>Date of Agreement/Arrangement or Last Review</td>
<td>01-06-2018</td>
</tr>
<tr>
<td>Review Year for Agreement</td>
<td></td>
</tr>
</tbody>
</table>
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.

Letterkenny Institute of Technology is governed by a legislative framework which includes:

- Institutes of Technology Act (2006)
- Qualifications (Education And Training) Acts (1999 and 2012)

The Institute through its Quality Assurance Policy sets out to establish a coherent framework for enhancing the quality of education and training provided and showing that standards are safeguarded. The Academic Council oversees the monitoring and review of the Quality Assurance Handbook and the associated quality assurance procedures.

The Quality Assurance Handbook encompasses procedures to ensure that the Quality Assurance Policy is delivered upon and learners’ rights prioritised. The Quality Assurance Handbook comprises seven chapters and is published on the Institute’s website: (https://www.lyit.ie/About/Policies-Publications/Quality-Assurance)

Chapter 1 Quality Assurance Policy
Chapter 2 Periodic Review Procedures
Chapter 3 Programme Design, Monitoring and Evaluation
Chapter 4 Access, Transfer and Progression
Chapter 5 Marks and Standards
Chapter 6 Complaints Procedures
Chapter 7 Research
1.2 Significant specific changes (if any) to QA within the institution.

The development of Version 3.1 of our QAH is a response to international and national policy developments including the publication of QQI’s Core and Sector specific Quality Assurance guidelines. In developing Version 3.1 we are cognisant of the need to:

1. Enhance our engagement with learners and their participation in quality assurance.
2. Respond to the challenges of ensuring equality and embracing diversity.
3. Improve the documentation of our access, transfer and progression procedures.
4. Develop quality assurance policies and procedures as they relate to research activity.

Version 3.1 facilitates the (re)structuring of our Quality Assurance procedures into seven chapters.

QAH Version 3.1 is available in hard copy and via www.lyit.ie.

Future versions of our QAH will follow the 3-year life-cycle of Academic Council. Academic Council will be briefed on the body of work to be undertaken at its first meeting and it is envisaged that any subsequent new version will be developed and approved during the first year of the life cycle.

1.3 The schedule of QA governance meetings.

Academic Council Meetings 2017/18

Academic Council meetings are normally held at least three times per semester. There were seven Ordinary meetings of Academic Council during 2018/19:

- 21 September 2018
- 19 October 2018
- 7 December 2018
- 15 February 2019
- 29 March 2019
- 17 May 2019
- 14 June 2019
Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Central Service Reviews took place in the remaining 5 Central Services:
- Industrial liaison
- Research and international and life-long learning
- Finance
- Human Resources
- Estates

New Programme Validations

30 new programmes were approved during 2018/19 (16 Major Awards, 2 Minor and 12 Special Purpose awards). New programmes are validated by Academic Council following receipt of a Final Report from an external Panel of Assessors.

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>School</th>
<th>Award Type</th>
<th>Panel Members</th>
<th>Panel Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc in Computing in Big Data Analytics and Artificial Intelligence with embedded major award Post Graduate Diploma in Computing in Big Data Analytics and Artificial Intelligence</td>
<td>Science</td>
<td>Major</td>
<td>Des Foley GMIT, Chair; Prof Mike McTear UU; Dr Christian Horn DKIT; Ailish McKiernan, LYIT; Sam Trotter Dell.</td>
<td>17/10/18</td>
</tr>
<tr>
<td>Certificate in Teaching English as a Foreign Language</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSc Hons in Computing in Digital Healthcare</td>
<td>Science</td>
<td>Major</td>
<td>Ann Campbell DKIT, Chair; Dr Matthew Manktelow UU; Professor Martin Mc Kinney UU; Ailish McKiernan, LYIT; Richard Morrow, Optum.</td>
<td>23/11/18</td>
</tr>
<tr>
<td>MSc in Digital Healthcare</td>
<td>Science</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc in Digital Healthcare Research</td>
<td>Science</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc in Computing in Computer Science Education Research</td>
<td>Science</td>
<td>Major</td>
<td>Mr Terry Twomey LIT, Chair; Prof Mike McTear UU; Celia O Hagan Stranmillis;</td>
<td>03/04/19</td>
</tr>
<tr>
<td>MSc in Computing in Applied Computing Research</td>
<td>Science</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Description</td>
<td>Discipline</td>
<td>Major</td>
<td>Chair and Members</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MSc in Computing in Artificial Intelligence Research</td>
<td>Science</td>
<td>Major</td>
<td>Ailish McKiernan, LYIT; Louise Crotty SITA</td>
<td></td>
</tr>
<tr>
<td>Certificate in Academic Programme Evaluation and Validation</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate in Science in Health Science with Occupational Therapy Studies</td>
<td>Science</td>
<td>Major</td>
<td>Dr Brendan O Donnell, ITT, Chair; Dr Mike Ahern TU Dublin; Jessica Fisher, OT; Dr Anne Griffin, UL; Aisling Bonner, LYIT; Andrea Mc Feely HSE, Catriona McGee HSE; Marie Boyce HSE</td>
<td>20/3/19</td>
</tr>
<tr>
<td>Higher Certificate in Science in Health Science with Physiotherapy Studies</td>
<td>Science</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate of Science in Health Science with Dietetics Studies</td>
<td>Science</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSc (Hons) in Architectural Technology</td>
<td>Engineering</td>
<td>Major</td>
<td>Dr Niall Seery AIT, Chair; Mary Rogers GMIT; Dr Avril Belan TU Dublin; Clementine Hegarty, LYTT; George Brolly, Hamilton Architects</td>
<td>24/5/19</td>
</tr>
<tr>
<td>Master of Arts in User Experience Design and Applied Innovation</td>
<td>Business</td>
<td>Major</td>
<td>Colin Mc Lean IT Sligo, Chair; Adam De Evto UL, Danielle Townsend, Dublin Institute of Design; Aisling Bonner, LYIT; Hugh Law, Terminal 4</td>
<td>06/06/19</td>
</tr>
<tr>
<td>Master of Arts in User Experience Design and Applied Innovation Research</td>
<td>Business</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Management and Leadership</td>
<td>Business</td>
<td>SPA</td>
<td>Carmel Brennan GMIT, Chair; Shane Hill DKIT; Terry Mc Namara IBEC; Cormac Hartnett, Hartnett Hayes Solicitors</td>
<td>10/6/19</td>
</tr>
<tr>
<td>Certificate in Applied Marketing and Design</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>School</td>
<td>Type</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Certificate in Children's Rights</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Licensing Law and Practice</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Applied Approaches to Childhood Autism</td>
<td>Science</td>
<td>Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Applied Approaches to Childhood Autism</td>
<td>Science</td>
<td>Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Applied Fire Safety Management</td>
<td>Engineering</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Artisan Bakery Operations</td>
<td>Tourism</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Human Resource Management for Hospitality and Tourism</td>
<td>Tourism</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in English for Academic Learning</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate in Fundamentals of English for Academic Learning</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Human Resources and Employment Law</td>
<td>Business</td>
<td>SPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc in Sports Performance Practice</td>
<td>Business</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc in Sports Performance Practice Research</td>
<td>Business</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Physical Education Studies</td>
<td>Business</td>
<td>Major</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ann Campbell, DKIT, Chair; Dr Edel Healy DKIT; Justin Kerr GMIT; Dr Kenneth McKenzie TUDublin; Lorraine Kennedy, LYIT; Majella McGlinchey UCC; Caroline Harrison Shandon Hotel

Breda Brennan, DKIT, Chair; Alison Kenneally IT Carlow; Michael Boyd Boyd HR

Ann Campbell, DKIT, Chair; Gavin Breslin UU, Kieran Collins ITT; Lisa Moore, LYIT; Michael McGeehin UL
Programme Reviews

Changes to programmes are approved by Academic Council following receipt of a Final Report from an External Panel of Assessors. Programme review was undertaken in respect of the following programmes:

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>School</th>
<th>Panel Members</th>
<th>Date of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes to Higher Diploma in Computing for Educators</td>
<td>Science</td>
<td>Mr Terry Twomey LIT, Chair; Prof Mike McTear UU; Celia O Hagan Stranmillis; Ailish McKiernan, LYIT; Louise Crotty SITA</td>
<td>03/04/19</td>
</tr>
<tr>
<td>Changes to Certificate in Research Practice</td>
<td>Business</td>
<td>Carmel Brennan GMIT, Chair; Shane Hill DKIT; Terry McNamara IBEC; Cormac Hartnett, Hartnett Hayes Solicitors</td>
<td>10/6/19</td>
</tr>
<tr>
<td>Changes to Design Programmes - Year 4 (BA (Hons) in Animation, BA (Hons) in Digital Film and Video, BA (Hons) in Fashion with Promotion, BA (Hons) in Graphic and Digital Design)</td>
<td>Business</td>
<td>Colin McLean IT Sligo, Chair; Adam De Eyto UL, Danielle Townsend, Dublin Institute of Design; Aisling Bonner, LYIT; Hugh Law, Terminal 4</td>
<td>6/6/19</td>
</tr>
<tr>
<td>Changes to BSc Honours in Early Childhood Care Health and Education</td>
<td>Science</td>
<td>Ann Campbell DKIT, Chair; Dr Edel Healy DKIT; Justin Kerr GMIT; Dr Kenneth McKenzie TU Dublin;</td>
<td>13/6/19</td>
</tr>
<tr>
<td>Changes to HC in Dental Nursing</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes to BA in Culinary Arts; BA in Hospitality and Tourism; HC in Bar and Restaurant Supervision and BA in Hospitality and Tourism</td>
<td>Tourism</td>
<td>Lorraine Kennedy, LYIT; Majella Mc Glinchey UCC; Caroline Harrison Shandon Hotel</td>
<td></td>
</tr>
<tr>
<td>Changes to BSc (Hons) in Construction Management and BSc (Hons) in Quantity Surveying</td>
<td>Engineering</td>
<td>Dr Niall Seery AIT, Chair; Mary Rogers GMIT; Dr Avril Behan TU Dublin; Clementine Hegarty, LYIT; George</td>
<td>24/5/19</td>
</tr>
</tbody>
</table>
### 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 | 30 |
| Number of Programme Reviews completed in the reporting year | 8 |
| 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 | 5 |
| Number of Reviews of Arrangements with partner organisations completed in the reporting year | 2 |
### 2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

<table>
<thead>
<tr>
<th>Composition of Panels</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>69</td>
</tr>
<tr>
<td>UK</td>
<td>15</td>
</tr>
<tr>
<td>EU</td>
<td>0</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair Profile</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>0</td>
</tr>
<tr>
<td>Similar Institution</td>
<td>100</td>
</tr>
<tr>
<td>Different Institution</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

Industry and employers play a significant role in formal quality assurance processes within the Institute, including:

- Governing Body membership
- New programme approvals – Panel of Assessors
- Changes to programmes – Panel of Assessors
- Programmatic Review – External Expert Group
- Recruitment and selection boards
- External Examiners
- Professional body accreditation
- Bespoke industry programmes
- Structured work placements (51% of our CAO programmes include an accredited work placement in 2018/19).

The Institute’s quality assurance procedures are designed to ensure that learners play a significant role in quality assurance processes, including:

- Academic Council (Learning & Teaching and Student Engagement Committee)
- Programme Boards
- Student School Committee meetings
- Formal learner complaints and appeal processes
- New programme development process
- Programmatic Review process

Learners are also formally surveyed for feedback using international, national and internal quality assurance surveys:

- Irish Survey of Student Engagement (ISSE)
- QA1/2
- U-Multirank
3.2 Factors that have impacted on quality and quality assurance in the reporting period.

External Examiners are appointed for a three year period, which may be extended by one further year. All External Examiners are issued with annual contracts and fees are paid on receipt of External Examiner Reports. All External Examiner reports are submitted to the Registrar’s Office and then forwarded to the relevant School for consideration by the appropriate Programme Board(s). At the end of the academic year a list of External Examiners who have completed their term is submitted to each School by the Registrar’s Office.

Following recommendations from the Academic Standards Committee, the following new External Examiners were appointed in 2018/19:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Institution / Organisation</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr.</td>
<td>Hugh O Donnell</td>
<td>DIT</td>
<td>Business</td>
</tr>
<tr>
<td>Ms.</td>
<td>Geraldine Mitchell</td>
<td>ITT</td>
<td>Business</td>
</tr>
<tr>
<td>Ms.</td>
<td>Siobhan Duffy</td>
<td>DKIT</td>
<td>Business</td>
</tr>
<tr>
<td>Dr.</td>
<td>Ornaith Rodgers</td>
<td>NUIG</td>
<td>Business</td>
</tr>
<tr>
<td>Dr.</td>
<td>Fiona O Riordan</td>
<td>DCU</td>
<td>Business</td>
</tr>
<tr>
<td>Mr</td>
<td>Brendan Glynn</td>
<td>Law Library</td>
<td>Business</td>
</tr>
<tr>
<td>Ms.</td>
<td>Bernie Murphy</td>
<td>Self-employed</td>
<td>Business</td>
</tr>
<tr>
<td>Mr</td>
<td>Derek Doherty</td>
<td>EA Sports</td>
<td>Business</td>
</tr>
<tr>
<td>Mr</td>
<td>Ray Cuddihy</td>
<td>Pro - Fire and design Ltd</td>
<td>Engineering</td>
</tr>
<tr>
<td>Mr</td>
<td>Séamus Ó Curráin</td>
<td>Scollard Doyle Construction Consultants</td>
<td>Engineering</td>
</tr>
<tr>
<td>Mr</td>
<td>Bill O’Kelly-Lynch</td>
<td>IT Sligo</td>
<td>Engineering</td>
</tr>
<tr>
<td>Dr</td>
<td>Jean Morrissey</td>
<td>TCD</td>
<td>Science</td>
</tr>
<tr>
<td>Dr</td>
<td>Patricia Marr</td>
<td>Queens University Belfast</td>
<td>Science</td>
</tr>
<tr>
<td>Ms</td>
<td>Karen Dunne</td>
<td>DKIT</td>
<td>Science</td>
</tr>
<tr>
<td>Mr</td>
<td>Damien Costello</td>
<td>GMIT</td>
<td>Science</td>
</tr>
<tr>
<td>Professor</td>
<td>Martin McKinney</td>
<td>University of Ulster</td>
<td>Science</td>
</tr>
<tr>
<td>Mr</td>
<td>Des O Carroll</td>
<td>LIT</td>
<td>Science</td>
</tr>
<tr>
<td>Mr</td>
<td>Diarmuid O Conghaile</td>
<td>GMIT</td>
<td>Tourism</td>
</tr>
</tbody>
</table>
The table below is a summary profile of the Institute’s External Examiners in 2018/19:

<table>
<thead>
<tr>
<th>Type of Organisation</th>
<th>Gender</th>
<th>School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Technology</td>
<td>Male</td>
<td>Business</td>
<td>RoI 84</td>
</tr>
<tr>
<td>University</td>
<td>Female</td>
<td>Engineering</td>
<td>Outside of RoI 17</td>
</tr>
<tr>
<td>Industry</td>
<td></td>
<td>Science</td>
<td>32</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Tourism</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>101</td>
</tr>
</tbody>
</table>

3.3 A description of other implementation issues.

Proposed changes to the Quality Assurance Handbook are drafted by the Quality Office and submitted to Academic Council for review. Ongoing dialogue with Academic Council and its sub committees is co-ordinated by the Quality Office.
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 Institute’s published quality assurance procedures address issues relating to management, monitoring and ensuring of consistency. Examples of mechanisms employed by the Institute to ensure/monitor consistency of internal review include:

- Exam Boards are all chaired by a senior academic manager from outside of the School
- Secretaries to Panels of Assessors all come from outside of the proposing School/Department
- Periodic Programme Evaluations are scheduled to run in the same academic year.

Details of changes to quality assurance procedures and to the Institute’s Quality Assurance Handbook are referred to elsewhere in the report.

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

The impact and implementation of QA policies and procedures is monitored by the Academic Council and its five standing committees. As appropriate, revisions are made to the Quality Assurance Handbook.
3. Themes
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

An Institutional Review panel visit took place on the 23-27 April 2018. The objectives of the institutional review process were:

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the institution;
3. To assess the effectiveness of the quality assurance arrangements operated by the institution;
4. To confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the institution.

The final report of the CINNTE IR panel is published on the QQI website and LYIT website at (https://www.qqi.ie/Downloads/Cinnte-LyIT-Report2018a.pdf)
Part 4: Quality Enhancement

Part 4 provides information which 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, impacting on quality or quality assurance, that took place in the reporting period.

The Institute’s published quality assurance procedures address issues relating to management, monitoring and ensuring of consistency. Examples of mechanisms employed by the Institute to ensure/monitor consistency of internal review include:

- Exam Boards are all chaired by a senior academic manager from outside of the School
- Secretaries to Panels of Assessors all come from outside of the proposing School/Department
- Periodic Programme Evaluations for all Schools are scheduled to run in the same academic year.

Details of changes to quality assurance procedures and to the Institute’s Quality Assurance Handbook are referred to in Sections 1.1.1 and 1.1.2 above.

The following Reports are produced annually and were considered by Academic Council in the 2018/19 academic year:

- Report on Rechecks, Reviews and Appeals
- Report on Breaches of Assessment Regulations
- Report on Student De-Registrations
- Interim and Final Report on Examinations
- Report of Registered Student Numbers
- ISSE Institution Report
- CAO Application Statistics
- Report of Postgraduate Research Advisory Board (two reports in 2018/19)
- Report on End of Year Pass Rates by LYIT Admission Types and CAO Point Bands
- Report on Previous Higher Education Institutions that Full-Time LYIT Advanced Entry Applicants Attended Prior to Admission to LYIT.
- Student Profile
- Internal Transfers
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.

In addition, The Vice President for Academic Affairs and Registrar is on the following sectoral committees/working groups:

- QQI National Consultative Forum
- Technological Universities/Educampus Governance Forum (Chair)
- Technological Higher Education Apprenticeship Committee
- THEA Internal Audit Steering Group
- THEA/QQI Quality Working Group
- THEA Code of Academic Governance Working Group

The Vice President for Academic Affairs and Registrar is on the following boards:

- Alcohol Forum (Deputy Chair)
- Central Applications Office (CAO)
- HEAnet
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 2017 – 31 August 2018).

5.1 Quality Assurance and Enhancement System Plans

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

A Quality Improvement Plan (QIP) is a plan developed annually by the Institute’s Executive Board. The QIP designates responsibilities and timeframes in order to address:

1. Priorities set out in the Institute’s Strategic Plan.
2. Recommendations from the Cyclical Review (please refer to section 2.1).
3. Recommendations from School and Programmatic Reviews (please refer to section 2.2/3).
4. Recommendations from the Central Service Reviews (please refer to section 2.4).

The QIP includes an action plan in tabular format. Individual members of Executive Board are responsible for the delivery of objectives and targets in their school/functional area. The annual QIP also reviews performance against targets in the previous year’s QIP. Planned actions are written to be 1) Specific, 2) Measurable, 3) Achievable, 4) Realistic and 5) Timed. The QIP is presented as follows:

1. Specific strategic objective or recommendation from the Cyclical Review, School Review, Programmatic Review or Central Service Review.
2. Responsible School, Department or Central Service.
3. Baseline (including an appropriate metric and date).
4. Target (including an appropriate metric and date).
5. Progress (reported annually in the AIQR).
## 1.2 Quality Improvement Plan 2018/19 (January 2019)

<table>
<thead>
<tr>
<th>Strategic objective or Recommendation from Quality Review: Strategic Plan 2018-2022 (SP) Institutional Review 2018 (IR) School Review 2017 (SR) Programmatic Review 2017 (PR) Central Service Review 2018, 2019 (CSR)</th>
<th>Responsible School, Department, Central Service</th>
<th>Baseline (including an appropriate metric and date)</th>
<th>Target (including an appropriate metric and date)</th>
</tr>
</thead>
</table>
| IR (8.3.2; 8.3.10) | President | Consultation process commenced (November 2017) | New Strategic Plan 2018-2022 - December 2018  
• Articulate opportunities of future designation as a Technological University.  
• Formal consultation and engagement with staff, students, employers and other stakeholders complete. |
| IR (8.3.4 8.3.13; 8.3.14)  
CSR (International B1)  
CSR (Industrial Liaison B1, B3) | President and relevant Heads of Function | Current Strategies linked to Strategic Plan 2014-2017  
• Internationalisation  
• Research |
| IR (8.3.7) | President and Executive Council Secretary (HoS Engineering) | Executive Council meets once per Semester | Review the functioning of Executive Council, with a view to establishing a committee structure and meeting |
| IR (8.3.9) | President | Institutional Research Office attached to President’s Office (September 2018) | Establish Institutional Research Office (central data unit) – September 2018 |
| IR (8.3.16) | President and Executive Board | Existing structures (January 2019) | Undertake a review of structures (including clarity on the specific remits of all the Institute’s governance entities, the parameters of their decision-making ability, and their reporting lines) 2018/19 – complete by June 2019. Consideration of a designated entity with a designated manager responsible for supporting and advocating for Lifelong Learning. |
| IR (8.3.2; 8.3.3) | Office of Vice President for Academic Affairs and Registrar | Strategic planning process not formally included in QAH (November 2018) | Strategic planning process formally documented in a revised Quality Assurance Handbook Version 3.1 – June 2019 |
| IR (8.3.11) | Office of Vice President for Academic Affairs and Registrar | Not formally included in QAH (November 2018) | Strategic criteria/principles driving collaborative partnerships in revised Quality Assurance Handbook Version 3.1 – June 2019 |
| IR (8.3.12; 8.3.17) | Executive Board | Draft Quality Improvement Plan in Institutional Self | New Quality Improvement Plan |
## Annual Institutional Quality Assurance Report

<table>
<thead>
<tr>
<th>Department/Office</th>
<th>Responsibility</th>
<th>Action Taken</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IR (8.3.13; 8.3.14)</strong></td>
<td>Head of Research and Innovation (with HoS and Senior Lecturer Quality Assurance)</td>
<td>No Postgraduate Research Handbook in place</td>
<td>Develop Postgraduate Research Handbook – February 2019</td>
</tr>
<tr>
<td><strong>CSR (Academic Administration and Student Services B7; Computer Services B5; The Library B8)</strong></td>
<td>Office of Vice President for Academic Affairs and Registrar</td>
<td>CSR panels agenda did not include meetings with stakeholders.</td>
<td>CSR panel agenda to formally include meetings with stakeholders.</td>
</tr>
<tr>
<td><strong>Further focus on enhancing progression and throughput rates of students</strong></td>
<td>Academic Managers Programme boards Student support services</td>
<td>Exam pass rates report 18/19</td>
<td>5% increase/improvement 2022</td>
</tr>
<tr>
<td><strong>Enhanced tracking/monitoring and integration of attendance, and exam performance</strong></td>
<td>Heads of School and Vice President for Academic Affairs and Registrar</td>
<td>Separate EAS and Exam Performance systems such as Banner</td>
<td>Develop pilot during term 2 2019.</td>
</tr>
<tr>
<td><strong>Develop Tailored induction for Lifelong Learning students</strong></td>
<td>Academic Schools and Development office</td>
<td>Pilot induction for online/LLL students department of computing 2018/19</td>
<td>Rollout implementation to another School at commencement of 19/20</td>
</tr>
<tr>
<td><strong>Increase the number of LLL programmes with online elements and</strong></td>
<td>Academic Managers and Vice President for</td>
<td>Baseline Pilot Programmes (10) agreed with TUI 18/19</td>
<td>Target to increase LLL online pilots across all Schools during 2019/20</td>
</tr>
<tr>
<td>IR (8.3.6)</td>
<td>HR Manager (with HoS and Central Service Managers)</td>
<td>Plan not formally articulated. (November 2018)</td>
<td>Produce a Staff Continuing Development Plan – June 2019</td>
</tr>
<tr>
<td>IR (8.3.8)</td>
<td>Head of Teaching and Learning, Academic Administration and Student Services Manager and Students' Union President</td>
<td>Plan not formally articulated. (November 2018)</td>
<td>Develop a new Student Services Plan, addressing the provision of student supports – June 2019</td>
</tr>
<tr>
<td>IR (8.3.13; 8.3.14)</td>
<td>Head of Research and Innovation (with Research Committee)</td>
<td>Research Day and Research Poster Day held in 2018</td>
<td>Establish annual Research Day and Research Poster Day - annual</td>
</tr>
</tbody>
</table>
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.

New programmes are validated by Academic Council following receipt of a Final Report from an external Panel of Assessors. A range of Major awards as well as Minor and Special Purpose awards are under consideration by Academic Council.

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Department</th>
<th>Award</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) in Computing with Data Science and AI</td>
<td>Computing</td>
<td>Major</td>
<td>8</td>
</tr>
<tr>
<td>BSc (Hons) in Computing in Computer Science</td>
<td>Computing</td>
<td>Major</td>
<td>8</td>
</tr>
<tr>
<td>MSc in Computing in DevOps Research</td>
<td>Computing</td>
<td>Major</td>
<td>9</td>
</tr>
<tr>
<td>BSc. (Hons) in Computing in Cybersecurity</td>
<td>Computing</td>
<td>Major</td>
<td>8</td>
</tr>
<tr>
<td>BSc. (Hons) in Computing in Contemporary Software Development</td>
<td>Computing</td>
<td>Major</td>
<td>8</td>
</tr>
<tr>
<td>Diploma in Emerging Information Technologies for Industry</td>
<td>Computing</td>
<td>Major</td>
<td>7</td>
</tr>
<tr>
<td>Certificate in Leadership and Management for the Healthcare Sector</td>
<td>Nursing and Health Studies</td>
<td>Minor</td>
<td>9</td>
</tr>
<tr>
<td>Certificate in Digital Skills</td>
<td>Computing</td>
<td>Minor</td>
<td>6</td>
</tr>
<tr>
<td>Certificate in SQL Programming</td>
<td>Computing</td>
<td>SPA</td>
<td>8</td>
</tr>
<tr>
<td>Certificate in Business Intelligence</td>
<td>Computing</td>
<td>Minor</td>
<td>8</td>
</tr>
<tr>
<td>Master of Science in Business Management</td>
<td>Business Studies</td>
<td>Major</td>
<td>9</td>
</tr>
<tr>
<td>Master of Business</td>
<td>Business Studies</td>
<td>Major</td>
<td>9</td>
</tr>
<tr>
<td>Certificate in Innovation and Global Enterprise</td>
<td>Law and Humanities</td>
<td>SPA</td>
<td>7</td>
</tr>
<tr>
<td>Certificate in Innovation in Ireland</td>
<td>Law and Humanities</td>
<td>SPA</td>
<td>8</td>
</tr>
<tr>
<td>Certificate in Global Innovation and International Enterprise</td>
<td>Law and Humanities</td>
<td>SPA</td>
<td>9</td>
</tr>
<tr>
<td>Degree of Doctor of Philosophy (PhD) (Discipline of Business)</td>
<td>Law and Humanities</td>
<td>Major</td>
<td>10</td>
</tr>
<tr>
<td>Degree of Doctor of Philosophy (PhD) (Discipline of Education)</td>
<td>Law and Humanities</td>
<td>Major</td>
<td>10</td>
</tr>
</tbody>
</table>
Central Service Reviews were completed for the following Central Services:

- Industrial liaison
- Research and international and life-long learning
- Finance
- Human Resources
- Estates

A Programmatic Review took place in the Department of Nursing and Health Studies for the nursing programmes.

### 5.3 Other Plans

*External Accreditations planned for 2019/20*

<table>
<thead>
<tr>
<th>Programme</th>
<th>School</th>
<th>Professional/Industry Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Veterinary Nursing</td>
<td>Science</td>
<td>Veterinary Council of Ireland (Nov 2020)</td>
</tr>
</tbody>
</table>
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.

QQI CINNTE Cyclical Review April 2018
Top 5 Commendations and Recommendations

The Review Team wishes to highlight the following 5 commendations:

1. The Review Team commends the success of LYIT in growing its student numbers and its programme offerings, and for the possibilities of diversifying its income streams this growth has presented during a time of financial challenge.

2. The Review Team commends LYIT’s commitment to the introduction of a Head of Research and Innovation and a Research Office.

3. The Review Team commends LYIT for the strong and effective links it is making with industry and employers which are, in turn, enhancing the student experience.

4. The Review Team commends the highly effective and wide range of activities pursued by LYIT to support the access, transfer and progression of students.

5. The Review Team commends the manner in which the Institute has developed collaborations and partnerships in order to develop its academic profile and capacity.

The Review Team wishes to highlight the following 5 recommendations:

1. The Review Team recommends that LYIT develop a series of sub-strategies and operational plans, each involving input and collaboration across education and training, research, and central support areas, where necessary, in order to develop institute-wide systems to support and manage the implementation of its strategy for 2018-2022.

2. The Review Team recommends that LYIT reviews its governance system and establishes if it can be streamlined with consideration to its effectiveness and impact, in the context of its plans for further decentralisation of decision-making, and in line with supporting the goals and targets in its renewed strategy.
3. In dialogues with students the Heads of Department were very frequently cited as the default port of call within the Department for all academic and related queries. The Review Team recommends that given the growth and diversification in LYIT’s portfolio since 2009, and its continued plans for expansion, LYIT introduces course coordinators.

4. The Review Team recommends that the Institute identifies how it can enhance opportunities for institution-wide and cross-functional dialogue on issues of common interest or shared responsibility.

5. The Review Team recommends that the Institute introduces the Institutional Research Office (central data unit) as a matter of priority and aligns it with its strategy, planning.

### 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.

A number of amendments made by Academic Council during 2018/19 are reflected in version 3.1. of the Quality Assurance Handbook. These include:

The following new sections were added to QAH Version 3.1:

- 1.5 Strategic Planning at LYIT (7.12.2018)
- 7.6.3 Data Collection, Ownership and retention (7.12.2018)
- 7.3.6 ELTS for International Students (7.12.2018)
- 7.5.6 Thesis Submission (Word Count) (17.05.2019)
- 7.3.10 Ongoing Monitoring of Doctoral Degrees (14.06.2019)

In addition minor changes were made to the wording of:

1. Membership of the Fitness to Study panel.
2. The minimum IELTS standard for international postgraduate research students.
3. Table 5.3 on p. 115.
4. Section 7.2.7 relating to the PRAB schedule.
5. Section 7.3.9 information on the recording of supervision meetings and their frequency.
6. Section 7.3.7 the supervisor’s knowledge and expertise to supervise.

A number of policies and strategies were adopted:

- Policy, Guidelines and Procedures for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities
- Student Disability Policy
Industry and employers play a significant role in formal quality assurance processes within the Institute, including:

- Governing Body membership
- New programme approvals – Panel of Assessors
- Changes to programmes – Panel of Assessors
- Periodic Programme Evaluation process – External Expert Group
- Central Service Review – Peer Review Group
- Recruitment and selection boards
- External Examiners
- Professional body accreditation
- Bespoke industry programmes
- Structured work placements (51% of our CAO programmes include an accredited work placement in 2018/19).

Future revisions to include:

1. The QAH is being substantially revised during 2019/20 and will result in a new QAH 4.0 reflecting the Institute’s status as a Designated Awarding Body from January 2020.
2. Development of Quality Assurance for online Learning as part of the CUA iNote Project.
3. Revisions to Chapter 7 Research to support provision at level 9 and 10.

6.3 Themes

Developmental themes of importance to the institution which will be relevant to periodic review.

The QAH is being substantially revised during 2019/20 and will result in a new QAH 4.0 reflecting the Institute’s status as a Designated Awarding Body from January 2020.
Case Study 1
New Quality Assurance for Doctoral Research

At the start of 2018, the Head of School of Science brought forward a proposal to apply for a level 10 Award, a PhD in Computing. The application process commenced in May 2018 led by the Head of School of Science supported by Executive Board and the Quality Office. A Senior Lecturer for Strategic Development was appointed to coordinate the drafting of documentation and the preparation of the submission document. Within the School of Science, a senior programme team was created. This team included: the Head of School of Science, the Head of Department of Computing, a Senior Lecturer and two academics. Starting in September 2018 an extensive consultation process was undertaken over a three-month period. This involved a series of workshops with staff in the School of Science and the Department of Computing. In addition a series of briefings were presented to Executive Board and Academic Council. A range of staff meetings and stakeholder engagement events were held. The preparation of the submission document was informed by ongoing consultations with staff, students and stakeholders in relation to the (re)design of curriculum. The self-evaluation process was guided by data on student enrolments, progression and completion rates, staff numbers and funding. The data maintained by the School as part of the 5 year cycle of School Reviews was utilised.

A draft submission document was developed for January 2019 and submitted to the Programmes Committee of Academic Council for review. In parallel a review was undertaken of Chapter 7 (Research) of our Quality Assurance Handbook (QAH). The Programme development team in conjunction with the Quality Office identified a series of amendments and additions that were required. A number of revisions were made to Chapter 7 and the drafting process was undertaken in conjunction with the Research Committee of Academic Council:

- 7.3.6 Ongoing Monitoring of Postgraduate Research Degrees
- 7.3.7 Ongoing Monitoring of Doctoral Degrees
- 7.4.2 Examination Procedures for a Doctoral Degree
- 7.4.6 Submission (Word count)
- 7.5.2 The Institute Research Ethics Committee (IREC)

A mock panel was conducted in March 2019 and the feedback from this process was reflected in the final submission document and the revised QAH version 3.1. The full panel took place in June 2019 and was successful subject to a series of recommendations. These recommendations required some further minor changes to Chapter 7 of the QAH. The new QAH Version 3.1 was published on the 1st of September 2019 and the changes required for the Level 10 Award were captured in sections: 7.3.6, 7.3.7, 7.4.2 7.4.6 and 7.5.2. The learning from this process has helped enhance our quality assurance of Research and will support future applications for Level 10 Awards in other areas.
Case Study 2

Embedding the Learner voice in Review Panels

McManus and Vickery (2018) in their QQI report A Thematic Analysis of Reports on the Accreditation/Approval/Review of Programmes of Higher Education identified the need for greater student representation on review panels across the higher education sector. As part of the development of our Quality Assurance Handbook (QAH) version 3.0 (September 2018) the institute committed to student representation on all of our programme review and programme validation panels. In September the Quality Office in conjunction with the Dept. of Law and Humanities developed a Certificate in Academic Programme Evaluation and Validation (Special Purpose Award). The aim of the programme was to provide learners with the key skills, knowledge and competencies required to participate on a range of panels within an Irish Higher Education setting.

The programme encouraged learners to apply their developing knowledge, skills and competences throughout a series of 3 workshops and in the module assessment. The Teaching and Learning approach adopted key themes from informed national and international research and policy reports; and shared understandings emerging from our grounded experience in teaching practice. This programme utilised a blended learning approach and brought together the best of both face-to-face and online strategies.

The programme was delivered in March/April 2019 with eleven postgraduate learners from a range of subject areas participating. Ten of the learners successfully completed the programme assessment (mock panel report and presentation). The learners have since participated in a range of panels for the institute. Two students participated in Central Service Reviews and five different students took part in 13 programme validations. The feedback from the learners is positive and many of the panel chairs have commented on the excellent and valuable contribution of the learner representatives. It is planned to run the next iteration of the training programme in March 2021.