HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

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Contents

Introduction ................................................................................................................................. 3
Report of the Expert Panel - Executive Summary ................................................................. 5
Background to Limerick Institute of Technology ................................................................. 6
Institutional Review Methodology ....................................................................................... 9
Findings in relation to objectives of Institutional Review ............................................. 12

Appendices
Appendix A Terms of Reference ...................................................................................... 39
Appendix B Panel Membership ......................................................................................... 49
Appendix C Supporting Documents .................................................................................. 50
Appendix D Agenda for Site Visit .................................................................................... 53
Appendix E List of People met by the Panel ................................................................. 56
HETAC Institutional Review

Introduction

HETAC is the qualifications awarding body for third-level educational and training institutions outside the university sector in Ireland. All providers offering HETAC awards are subject to external quality assurance review of their institutions. HETAC carries out such reviews as part of its Institutional Review process. This is the Report of the Expert Panel, appointed by the Higher Education and Training Awards Council (HETAC), which carried out the Institutional Review of Limerick Institute of Technology from 1-3 June 2010.

Under the Chairmanship of Professor William John Morgan, membership of the Expert Panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. HETAC wishes to record its thanks to the members of the panel for accepting this task and for their generous and professional commitment to the review. The panel is grateful to Limerick Institute of Technology for the cooperation and assistance provided to the review team and wishes it well in its future work.

Limerick Institute of Technology will submit a follow-up report to HETAC not more than 12 months after the publication of this report. The follow-up report will outline how LIT has implemented the recommendations, as set out in its response to the Institutional Review, and evaluate the initial impact of such implementation. The follow-up report will be considered by the Academic Committee of HETAC, and a commentary by the HETAC Executive will be included. The Academic Committee may adopt the Institute’s follow-up report and may consider further conditions. Following adoption by the Academic Committee of HETAC, the follow-up report will be published on the Council’s website.

Note

HETAC’s Institutional Review process is designed to address only those objectives described in the Terms of Reference included in Appendix A.

The Expert Panel points out that it cannot make any findings regarding:
1. The financial standing and commercial viability of the institution reviewed
2. The institution’s compliance with its general statutory obligations
or

3. The general fitness of the institution’s systems and arrangements for the governance and management of financial matters.

The Report of the Expert Panel contains no assurances, warranties or representations, express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While HETAC has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader’s own risk, and in no event will HETAC be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from or in connection with the use of the information contained in the Report of the Expert Panel.
Report of the Expert Panel - Executive Summary

This is the Report of the Expert Panel appointed by HETAC to undertake the Institutional Review of Limerick Institute of Technology (LIT) from 1-3 June 2010. The review process was carried out in accordance with HETAC’s Policy on Institutional Review of Providers of Higher Education and Training, 2007.

Findings

The following is an Executive Summary of the Expert Panel’s key findings:

- The effectiveness of the Quality Assurance arrangements operated by Limerick Institute of Technology has been assessed and the arrangements have been found to be effective in accordance with the seven elements of Part One of the European Standards and Guidelines for Quality Assurance 2009, Helsinki, 3rd edition, and HETAC’s Guidelines and Criteria for Quality Assurance Procedures in Higher Education, 2004.

- Limerick Institute of Technology has implemented the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.

- Limerick Institute of Technology meets the criteria for the Delegation of Authority to make awards that relate to: Operations and Management; Education and Training Programmes; Council Conditions related to Delegation of Authority; and the Objects of the Qualifications (Education and Training) Act 1999. The extension of LIT’s Delegation of Authority to the programmes of Tipperary Institute is conditional on LIT agreeing the process for same with HETAC in advance.

Commendations and Recommendations

The Expert Panel made a total of 12 commendations and 29 recommendations, identified in the body of the Report, in relation to the Objectives for Institutional Review.

Acknowledgments

The panel is grateful to Limerick Institute of Technology for the cooperation and assistance provided to the review team and wishes it well in its future work.
Background to Limerick Institute of Technology

Limerick Institute of Technology (LIT) is located at Moylish Park on the north side of the city of Limerick in the Mid-West region of Ireland. The Institute has a multi-campus location. The origins of the Institute date back to 1852. Three Schools are housed in the main campus on Moylish Park: the School of the Built Environment; the School of Business and Humanities; and the School of Science, Engineering and Information Technology. The School of Art and Design is located at a recently refurbished building in the city centre, boasting purpose-built studios and an exhibition space. A recent development is LIT’s integration of Tipperary Institute which, subject to government decision, will be effected by September 2011.

LIT operates under the Institutes of Technology (IOT) Acts, 1992 to 2006. The Quality Assurance Procedures of Limerick Institute of Technology were agreed with the Higher Education and Training Awards Council on 2 April 2004. Subsequently, authority to make specific awards up to and including Level 9 (taught) was delegated to the Institute by HETAC on 19 September 2005.

In the current academic year 2009-2010, over 4,300 full-time learners and over 2,000 part-time learners are attending the Institute. The Institute offers a wide range of over 40 full-time programmes of study in art and design, business and humanities, computing, engineering, construction and science. Learners are enrolled in Higher Certificate (Level 6 on the National Framework of Qualifications [NFQ]), Ordinary Bachelor Degree (Level 7), Honours Bachelor Degree (Level 8), Masters Degree (Level 9) and Doctoral degree (PhD) Level 10 programmes. Most programmes are modularised but not semesterised. Most academic programmes are structured in 10-ECTS1 credit modules. The Institute is also conscious of retaining the ladder system of progression from the Higher Certificate at Level 6 right up to all major awards available at the Institute. All four Schools have undergone programmatic review since Delegation of Authority. A range of special-purpose awards is offered through part-time evening provision. In addition to higher education provision, LIT is the third largest provider of FETAC National Craft Certificates within the FÁS Apprenticeship System, with over 1,000 apprentices per annum.

LIT considers Active Learning to be its distinctive educational philosophy. It is aimed at both the acquisition of deeper understanding and competency in the core area of study, and at the acquisition of generic skills to produce rounded graduates, whether through taught or research

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1 ECTS-European Credit Transfer System
programmes. This philosophy is embodied in programmatic reviews and new programme developments, in the teaching, learning and assessment strategy and through staff development. Active Learning is embedded in LIT teaching and learning. Active learning is primarily concerned with engaging learners, both cognitively and physically, through pedagogically appropriate activities in order to enhance their learning, including for example projects, teamwork, placements, exhibitions, field trips, small group teaching, group work and games. The Academic Council Subcommittee for Active Learning was established in 2007 to support and monitor the development of active learning approaches within the Institute. (LIT SER, pages 10-11)

Research at LIT has grown from 19 research students five years ago to 68 research students and 21 taught Masters students in 2010. Research income has grown from less than €0.5m in 2004 to over €11m by 2009 (cumulatively). This growth was one of the points cited by The Sunday Times when it named LIT the Institute of Technology of the Year in 2008. LIT has identified four strategic research areas in which to focus its efforts in the period up to 2014. These are:

- Biotechnology and Consumer Foods;
- Renewable Energy Management, Environmental Monitoring and Built Environment;
- Creative Media and Digital Security;
- Research Practice in Art and Design & Social Science.

LIT currently has accredited status from HETAC for the areas of Renewable Energy Control Systems for Masters Degree by research at Level 9. The Institute intends to apply for Delegated Authority in the near future.

The Institute is committed to supporting wider industrial and commercial development within the region. The Enterprise Acceleration Centre (EAC) at LIT commenced operations in 2007 and is now fully occupied, with strong linkages through Enterprise Ireland and the City and County Enterprise Boards. LIT has a significant level of community engagement, through a range of access projects, outreach centres in Limerick and Ennis, in-company education provision, involvement with local agencies, and through staff involvement in sporting, community, political and commercial organisations.

LIT plays an active role within the sector through the Council of Presidents, the Council of Registrars and similar fora of IoTI (Institutes of Technology Ireland). The IoTI is the representative body for Ireland’s 14 Institutes of Technology. LIT operated as lead institution for the Higher Education Authority (HEA) Strategic Innovation Fund (SIF) Cycle I, coordinating the €8m national budget for all Institutes of Technology. LIT is a member of the Shannon Consortium for Higher Education. This includes the University of Limerick, Mary Immaculate College and the Institute of Technology Tralee. The alliance covers teaching and learning.
innovations and access initiatives under the Higher Education Authority (HEA) Strategic Innovation Fund (SIF), plus a wide range of other collaborations.

Additional background on the profile of the Institute is set out in the Terms of Reference, Appendix A.
Institutional Review Methodology

The Institutional Review process was carried out in accordance with HETAC’s Policy on Institutional Review of Providers of Higher Education and Training, 2007. The process consisted of the following six phases, with the Report of the Expert Panel coming at the end of phase 3.

1. HETAC set the Terms of Reference following consultation with the Institute.
2. Self-evaluation carried out by the Institute, followed by the production of a written Self Evaluation Report (SER).
4. Institutional response to the panel’s report, including its implementation plan.
6. Follow-up report submitted by the Institute.

The Terms of Reference for Limerick Institute of Technology were discussed at a series of meetings between HETAC and the Institute. The Terms of Reference were set in March 2010. The objectives of the Institutional Review of Limerick Institute of Technology were set by HETAC as follows:

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, with the following special considerations for LIT:
   (i) strategic planning/ Key Performance Indicators (KPIs) methodology;
   (ii) the integration of Tipperary Institute into LIT.
3. To assess the effectiveness of the Quality Assurance arrangements operated by the Institution with the following special considerations for LIT:
   (i) learner supports;
   (ii) out-centre provision.
4. To confirm the extent to which the Institution has implemented the National Framework of Qualifications (NFQ) and its 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.

In addition to these prescribed objectives, the following additional objective for LIT was set out in the Terms of Reference:
7. To consider the effect that active learning is having on improving the delivery of learning to students.

For the complete Terms of Reference for Limerick Institute of Technology, see Appendix A.

HETAC appointed a panel of experts to carry out the Institutional Review on its behalf. Under the Chairmanship of Professor William John Morgan, membership of the panel reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. Panel members were asked to declare any potential conflicts of interest prior to their appointment and there were no such declarations. Panel members received induction training on the conduct of Institutional Reviews in advance of the site visit. Panel membership is outlined in full in Appendix B.

Prior to the panel’s visit, Limerick Institute of Technology engaged in a self-evaluation process, overseen by an Institutional Review Steering Group, described in full in Chapter 7 of the Self-Evaluation Report. The Steering Group was chaired by the registrar, and the membership was comprised of representatives of staff from all areas of the Institute, including student representatives. The self-evaluation used the results of the interim review of the Strategic Plan which was completed in February 2009. This included feedback from organisational units, the sub-committees of the Academic Council and individuals. An independent audit of LIT’s Quality Assurance procedures was undertaken in November 2009 by Deloitte; this was informed in part by the outcomes of audits conducted by internal teams in LIT. The Deloitte audit identified a number of issues for enhancement, and these are included in Chapter 8 of the SER.

In advance of the site visit, Limerick Institute of Technology submitted a Self Evaluation Report and additional supporting documentation. A desk-based review of the SER was undertaken by HETAC prior to forwarding the report to the review panel. The panel assessed the SER in advance of the site visit, and forwarded their initial thoughts to HETAC and the review Secretary, a summary of which was circulated to the full panel in advance of the site visit.

The SER set out the following: LIT’s educational philosophy, its learner cohort and programme portfolio, the operation and management of Delegated Authority and Quality Assurance framework, its research and knowledge transfer arrangements, its human, learning, physical and other resources, and its management and strategic planning processes. Arising from the self-evaluation process, a summary chapter of key recommendations was provided. A comprehensive range of other documents was submitted in support of the Self-Evaluation Report, including the Institute’s strategic plan, QA manual, annual reports, student charter etc. A full list of documents
submitted by LIT in support of the SER is contained in Appendix C. This also includes a list of the documentation made available to the panel at the site visit.

An advance meeting was held between the Review Chairperson, Review Secretary, HETAC Head of Institutional Review and representatives of the Institute on Friday, 21 May 2010. Logistical issues in relation to the agenda were discussed. Staff, student and stakeholder representation at various sessions was agreed. A set of programmes, representative of the programme portfolio of LIT, was selected for more detailed attention during the site visit. The SER and supporting documentation were discussed, and a number of initial themes were identified as possible topics for discussion during the site visit.

The site visit took place from 1-3 June 2010 in Limerick Institute of Technology (mainly at the Moylish Park Campus, and one session at Clare Street). The full panel met with members of the Institute, learners and other stakeholders according to the agreed agenda (as set out in Appendix D). Lists of persons with whom the panel met is provided in Appendix E.

The members of the Expert Panel are satisfied that they received full cooperation from Limerick Institute of Technology. They had access to all necessary documentation prior to and during the site visit and had discussions with appropriate stakeholders, enabling them to reach their conclusions and produce their report.
Findings in relation to objectives of Institutional Review

Objective 1 — Public Confidence - Overall Findings

This overarching objective covers all areas of the Institute’s activity. Its purpose is to enhance public confidence in the quality of education and training provided by the Institute and the standards of the awards made. The quality of the Institutional Review process itself is a critical part of this, as is the publication of the Self Evaluation Report, the Report of the Expert Panel, and the Institute’s own response and implementation plan. The information provided by the Institute to the public is part of this objective.

The Self Evaluation Report (SER) addressed the issues relating to the public confidence objective in Chapter 6 and Chapter 8. The mechanisms by which LIT provides information to the public were outlined and these include handbooks, website, CAO, school visits, open days and use of the local and national media. It was noted that LIT had undergone a re-branding exercise in 2006. During the site visit, stakeholders met by the panel expressed satisfaction with the quality of the information made available to them by LIT. Stakeholders also indicated that informal links, based on one-to-one relationships with staff in LIT, were strong. The list of stakeholders met by the panel during the site visit is attached in Appendix E.

During the site visit, the staff of LIT demonstrated a good understanding of the many facets to public confidence in their Institute. Reasons for public confidence included the continuing official and formal recognition by the State of the role of LIT and the vote of confidence in the Institute when it was asked to integrate Tipperary Institute into its operations. It was also noted that LIT has become the first choice of many students who choose to come to LIT, despite having the points for other Institutes and Universities.

As evidence of how it communicates key issues to the general public, LIT’s recent communication strategy in the Tipperary region of the proposed integration was discussed. LIT had met with the local council, participated in radio interviews, and spoken to career guidance teachers as part of an ongoing public relations strategy.

The panel queried how the Active Learning philosophy of LIT is communicated to the general public. A number of examples of high-profile events which were organised in each School were given (e.g. commercial fashion show, film festival, videoing of Munster rugby matches and service learning projects for community development with social care students).
LIT stated that under Delegated Authority, over 7,300 students have graduated with LIT awards, and that these graduates are consistently finding employment within the region and beyond. LIT has noted the need to educate its students for employment beyond the region, particularly in this time of economic downturn, and included this in its new strategic directions.

During discussions with employers (indicated in Appendix E) it became clear that LIT graduates were viewed as being distinctive, due to their pragmatic, solution-oriented and entrepreneurial approach. The panel considered this to be evidence of the effectiveness of LIT’s Active Learning strategy. The panel recommends that LIT reflect on this distinctiveness and consider the generic attributes of all LIT graduates. This may help to create a unique selling point for LIT.

The panel considered that the School of Art and Design may not identify fully with the overall LIT identity and brand, given the strength of its own identity. The panel concluded that one overarching LIT identity is desirable and all constituencies of the Institute should feel part of this. The international reputation of the School of Art and Design could enhance the overall LIT brand. This will also be an issue for the integration of Tipperary Institute.

From discussions with the senior management team, it was clear that LIT is acutely aware of its responsibility to its region in both social and economic terms. A number of examples of the leadership role it has taken in the region and its sector were presented and discussed, including initiatives such as Tús Nua², the European Globalisation Fund³, and the Shannon Consortium⁴ and Framework.

From discussions during the site visit and from evidence provided in the SER and supporting documentation, it is clear that LIT engages with stakeholders proactively at all levels across a wide variety of sectors. Not all stakeholders are of equal importance to the Institute, however, as their importance can also vary over time. With this in mind, the panel recommends that LIT undertake a review of all its stakeholders to identify the most important ones, with a view to strengthening and deepening its relationships with them.

² Tús Nua (New Start) is a collaborative response (LIT, UL, EI, IDA, FÁS, Enterprise Boards) which launched a one-stop web portal and guidance facilities in January 2009 for all those in the Mid West seeking information about education, training, new enterprise support and employment opportunities, linking LIT to those considering or reconsidering part-time or full-time education because of redundancy. Tús Nua is chaired by the LIT President.
³ The European Globalisation adjustment Fund (EGF) exists to support workers who lose their jobs as a result of changing global trade patterns so that they can find another job as quickly as possible. The EGF programme for the Mid-West supports 3000 people who were made redundant by Dell and downstream companies.
⁴ The Shannon Consortium is a dynamic group of institutions actively working together as equal partners to coordinate and develop specific innovations in the region.
The panel noted that there was significant staff engagement with the Institutional Review process which was undertaken over an 18 month period and where possible, this preparation for Institutional Review had been integrated with other work and this is commendable. It was also noted that LIT had gained a number of things from engaging in the process, including a comprehensive review of QA procedures and their implementation. The Institute Executive indicated that once the Report of the Expert Panel is finalised, the LIT Institutional Review Steering Group will look at the action items arising and ensure that the sub-committees of the Academic Council include these as standing agenda items. These sub-committees will report on progress to the Academic Council.

As a measure of public confidence, the mechanisms by which complaints from the general public were dealt with were discussed. LIT stated that their policy is to make information available to the public in an open and transparent fashion, pre-empting a situation whereby a member of the public feels that he/she has to lodge a Freedom of Information Request. LIT stated that the number of FOI requests received each year are in line with the average for the IOT sector. A minimal number of internal reviews was required in 2009/10 (n=1), and the FOI Officer felt that there was a much greater awareness among staff of the need to be open and transparent.

**Key Findings in relation to Public Confidence**

1. The panel met with a variety of students and external stakeholders, including representatives of employers, community groups, second level, further education and other sectors as part of their three-day site visit. The panel believes that these stakeholders have a high degree of confidence in the quality and standards of LIT awards.

2. Awareness of LIT's Active Learning philosophy was high among students and external stakeholders.

3. The staff of LIT demonstrated a good understanding of the many facets to public confidence in their Institute. Reasons for public confidence cited by staff in LIT during the site visit included the continuation and expansion of endorsement by the State and feedback from employers of LIT graduates. Other areas discussed included the reputation and brand of LIT, the quality of the information provided by LIT to the general public, and handling queries from the general public.

4. The panel felt that the quality of information provided to the public and to students is of a high standard. It is clear that LIT has systems in place to keep the public informed about its activities, and that it provides opportunities for the public to get involved in its activities.
5. The panel found good evidence that LIT staff had engaged fully with the Institutional Review process. The readability, quality and scope of the Self Evaluation Report and supporting documentation were of fundamental assistance to the panel in their preparations for the review. Staff, students and other stakeholders fully engaged with the sessions during the panel visit.

**Commendations — Public Confidence**

The panel wishes to commend Limerick Institute of Technology on the following:

1. The engagement by all staff of the Institute, both academic and other staff, in the Institutional Review process.
2. The proactive leadership being shown by LIT in responding to the economic downturn in the Limerick region.
3. The level of engagement by LIT, both formal and informal, with stakeholders in the region.
4. The distinctiveness of LIT graduates in the eyes of employers met by the panel, who cited their pragmatic, solution-oriented and entrepreneurial approach.

**Recommendations — Public Confidence**

In relation to Objective 1 (Public Confidence), the panel recommends the following:

1. Given the awareness among employers of the distinctiveness of LIT graduates, that LIT should more explicitly define the desired attributes of all LIT graduates, as a unique selling point for the Institute.
2. That LIT reflects on the process undertaken for Institutional Review, with a view to capturing lessons learned for future reviews, integrating the outcomes in its strategic planning process, and further streamlining planning and review processes.
3. That one overarching LIT identity and brand is desirable. The panel sensed that students of the School of Art and Design in Clare Street may not identify fully with the overall LIT identity. The international reputation of the School of Art and Design could add value to the overall LIT brand. The LIT identity will also face challenges with the upcoming integration of Tipperary Institute.
4. Notwithstanding the work LIT undertakes with all its stakeholders, core stakeholders should be identified with a view to strengthening and deepening their relationships with the Institute.
Objective 2 — Strategic Planning and Governance- Overall Findings

This objective aims to contribute to coherent strategic planning and governance in the Institute. It addresses the coherence of institutional mission, vision and values and overall institutional strategic planning. For LIT, a recognised Institution with Delegated Authority, this objective also includes: (i) the Operation and Management criterion of the review of Delegated Authority (governance, management, administration, planning and evaluation); and (ii) the Objects of the Qualifications Act criterion relating to national contributions to education and training policies, co-operation with other providers, promotion of diversity and bilingualism etc.

The SER describes the strategic planning and governance framework in detail in Chapter 7, including the operation of the Governing Body, Academic Council, Office of the President, Executive management team and wider management team. Some of these governance structures are statutory, and the panel was satisfied that they are working effectively.

The chairperson of the Governing Body attended the opening session of the Institutional Review site visit and his input was welcomed by the panel. He described the interaction between the governing body and the president/executive management team in relation to strategic planning. All of the senior management team and the majority of the wider management team were available and met with the panel during the three-day site visit.

It was clear from the opening sessions of the site visit that LIT has a clear view of its distinctive mission as a higher education institute in the region it serves. It has an ambitious but achievable vision for its future, and the panel felt that there was buy-in to this vision at all levels. In particular, the focus on the student and graduate when articulating the Institute’s mission and vision is to be commended. The vision for LIT reflects the legislative framework within which it operates, the nature of its provision, its educational philosophy of Active Learning, and an appropriate balance between its teaching, research and stakeholder engagement activities.

The functioning of the Academic Council and its 10 sub-committees is described in the SER, and the panel met with many council and sub-committee members during the site visit. The value of the 10 sub-committees was discussed, and it was noted that they provided a forum where staff could influence decision-making. In particular, it was noted that it provided an opportunity for staff from learner support functions to contribute to academic policy and other issues. Staff noted that they felt that a more open culture had developed in LIT over the last number of years and that they felt listened to and supported by management.
An interim review of the 2006-2010 Strategic Plan, one of the key inputs to the Institutional Review process, was completed in February 2009. The interim review introduced 12 Key Performance Indicators (KPIs) with a visual ‘traffic light’ system to measure progress on overall strategic goals. These 12 KPIs are combined into two ‘super KPIs’ which enable LIT to measure its progress at a glance. The panel was impressed by this system and encourages LIT to continue its use. The panel noted that these KPIs would also be useful for external stakeholders. The panel recommends that LIT consider providing a summary of relevant indicators for stakeholders. These could include the HEA statistics and the proceedings of Institute committees, identified by LIT as quality enhancements in their Self Evaluation Report. The information needs of different stakeholders should be considered as part of this and different views of the information may be required.

The panel noted that many of these performance indicators currently in use as KPIs were ‘input-oriented’. For example, those presented in the Self Evaluation Report could be classified as information rather than knowledge (e.g. applications data, retention data etc.). The panel believes that there is an opportunity for LIT to enhance the information available to inform its decision-making by focusing more on outcomes (e.g. graduation rates, graduate destinations, award classifications etc.).

It is clear that LIT is moving toward integrating all its planning and review processes, and the panel recommends that it continue on this trajectory. The interim review of the strategic plan was a key input to the Institutional Review process. For example, the Performance Management and Development System (PMDS) is being integrated with the new strategic planning process to provide both a top-down and bottom-up communications flow, and this is encouraged. The panel acknowledges the work undertaken to date on implementing PMDS in LIT and recommends that this be continued to fully exploit the opportunities the system presents for all staff. The existence of an Office for Strategic Change provides an opportunity to design, implement and review the effectiveness of all planning and review processes in the Institute and to streamline the overhead involved. This office could also consider undertaking a regular environmental scanning function and ensure that key developments in the environment are communicated to all staff in the Institute.

It is clear from the SER and from discussions with staff during the site visit that involvement/leadership of the Shannon Consortium and other collaborative work has been of benefit to LIT. The Institute may wish to consider mechanisms whereby the future direction of collaborations such as this can be more explicitly addressed in the strategic planning process.
The integration of Tipperary Institute into LIT was outlined in the SER (in general terms) and discussed with the senior management team as part of the site visit. The scoping exercise which was completed in February 2010, as well as future mechanisms to integrate Tipperary Institute into the strategic planning and governance of LIT, were discussed. The panel recommends that LIT reflect on the most appropriate School structure to ensure a full integration of Tipperary Institute. Also, structures which ensure cohesion between disciplines in Limerick and Thurles should be considered. The opportunity to exploit the strategic location of the Thurles campus should be explored fully.

Throughout the discussions with staff, students and employers, the panel found evidence that LIT’s Active Learning strategy is a core value of the Institute. The Institute describes Active Learning as:

‘… a strategy which encourages learners to be active participants in the learning process, and allows them to take ownership of their own education. Connecting theory and practice, learners apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally.’

(LIT SER, page 10)

The panel found evidence throughout the discussions with staff, students and employers that LIT’s Active Learning strategy is embedded as a core value of the Institute. This includes the extensive use of continuous assessment in programme design, engagement by staff in pedagogical training and concrete examples provided by staff during the site visit, including high profile events where students demonstrate their work, and feedback from employers of LIT’s graduates.

LIT’s research strategy was set out in the SER and discussed during the site visit. It was clear from discussions that the strategy is focused and appropriate to LIT’s mission.

The range of enterprise support services provided to the region by LIT is set out in the SER and was discussed with staff and stakeholders during the site visit. The Enterprise Acceleration Centre currently has over 20 companies and manages the Limerick Enterprise Acceleration Programme (LEAP) programme. The panel considers this to be a key resource for LIT and the region.

**Key Findings — Strategic Planning and Governance**

1. The review panel believes that LIT’s President, senior management team and staff have clearly articulated the core mission of LIT, their role within the region, and their vision
and plans for LIT. They demonstrated a strong awareness and responsiveness to their operating environment.

2. There is a well-developed and robust governance and strategic planning framework in LIT.

3. There is evidence that strategic planning is linked to Quality Assurance through interim reviews and through the outcomes of the Institutional Review process.

4. There is a strong student and graduate focus throughout LIT’s strategic planning and operations.

5. A wide range of supports is provided for enterprise development and industry in the region.

6. LIT’s research strategy is focused and appropriate to its mission and role within the region.

**Commendations — Strategic Planning and Governance**

The panel commends:

5. LIT’s strategic planning and key performance indicator process as a well-developed and mature planning framework that is appropriate for a higher education institution. It is clear that lessons learned from previous iterations have been incorporated into the next round of strategic planning. The Performance Management and Development System (PMDS) has been implemented in the main and has been integrated with the strategic planning process.

6. The operation of LIT’s Academic Council, particularly its sub-committee structure, which provides an opportunity for all staff in the Institute to become involved in areas which interest them. It provides a mechanism for bridging the divide that can sometimes exist in higher education institutions between academic, learner support and other services. It provides a forum for discussing areas of common interest. The Council also assists with the integration of all staff throughout LIT, including those not based on the main Moylish campus.

7. The collaborative work undertaken by LIT with the Shannon Consortium on joint projects such as staff development, procurement and other work.

**Recommendations — Strategic Planning and Governance**

The panel makes the following recommendations:

5. That the full integration of Tipperary Institute into the strategic planning and governance of LIT may benefit from researching international examples of successful (and unsuccessful) mergers and integrations. The panel feels it is important for LIT to
recognise Tipperary Institute’s history and identity, and should look for synergies and mutual benefits so that Tipperary Institute feels it is being integrated and not being ‘taken over’ by LIT.

6. With this in mind, the panel feels that LIT could view the Thurles campus as a strategically important location, given its good access routes which include national motorway and train services. The integration has the potential to extend the catchment of LIT into Tipperary, North Cork, Carlow, Kilkenny, West Waterford and other counties. LIT could consider running some flagship LIT programmes in Thurles, thus increasing its viability as a campus in the longer term.

7. That LIT reflect on the most appropriate School structure to ensure cohesion between disciplines in Limerick and Thurles and to ensure a full integration of Tipperary Institute.

8. LIT should research the challenges of operating multi-campus sites with other Institutes that have successfully overcome these challenges to inform its integration with Tipperary Institute.

9. That the substantial work that has been undertaken between the partners in the Shannon Consortium should continue.

10. That LIT continues its plans to implement the Performance Management and Development System (PMDS) fully by 2011.
Objective 3 — Quality Assurance - Overall Findings

This objective assesses the effectiveness of the Quality Assurance arrangements operated by the Institution. This is based on Part One of the *European Standards and Guidelines for Quality Assurance* (QA). By including this in the Institutional Review process, the statutory requirement for the review of QA is met. How the Institution reviews the effectiveness of its QA for the seven elements of the *European Standards and Guidelines* was explicitly addressed by the review process, including:

1. Policy and procedures for Quality Assurance
2. Approval, monitoring and periodic review of programmes and awards
3. Assessment of students
4. Quality assurance of teaching staff
5. Learning resources and support
6. Information systems
7. Public information

The Self Evaluation Report sets out LIT’s overall Quality Assurance framework, policy and procedures, including a description of how they have evolved since LIT was awarded Delegated Authority status in 2005. It covers all seven areas of the *European Standards and Guidelines*. LIT’s nine-volume QA handbook was provided to the panel in advance of the site visit for reference.

Mechanisms for stakeholder consultation and feedback are described in the SER, as is the mechanism by which LIT reviews the performance of its QA system (LIT SER, Page 28). An independent audit of the QA system was undertaken by external consultants Deloitte as part of the preparations for Institutional Review, and in conjunction with internal audit teams. This concluded that there were no critical weaknesses [breakdown of academic quality procedures and/or control environment not working properly]\(^6\) in the QA system, although a number of areas for improvement were identified. These included: changes to the new programme development procedure for both Major and for Minor, Special Purpose and Supplemental awards; strengthening the annual programme monitoring procedure; review of the student feedback system; and modifications to the programmatic review procedure.

As part of the review of Quality Assurance, the panel met with LIT management, staff and students during the site visit. An overview of the main features and developments to the QA policy and procedures was presented to the panel at the outset of these sessions. All four Schools had completed a programmatic review since LIT received Delegated Authority. The panel noted


\(^6\) Defined by Deloitte report - *Limerick Institute of Technology Academic Quality Procedures*, February 2010
that LIT placed quality at its centre and that the QA framework was overarching, encompassing all of the Institute’s activities.

The drivers for improvement in the QA system mentioned by staff included keeping pace with national developments such as the National Framework of Qualifications and HETAC, meeting the needs of employers, international developments, outcomes of staff development programmes, exposure to other higher education institutions and the ideas of staff (from the ‘ground up’). LIT has a wide range of performance metrics available to it that inform QA decisions such as applications, registration and retention data. External examiner reports and professional body accreditations considered by the panel also provided evidence of the effectiveness of the QA system.

Mechanisms by which LIT ensured comparability of the standards of its awards were explored. Staff cited a number of mechanisms, including the new programme design process and its focus on learning outcomes/assessment strategies, professional body accreditation and the external examiner system.

Pedagogic training for staff was explored. An induction programme is in place for new staff, and an in-house staff development programme is organised by the Teaching and Learning Centre, including an annual two-day workshop for staff. It was noted that the opportunity to undertake formal qualifications existed (e.g. a Masters Degree in Teaching and Learning is available from Waterford Institute of Technology and other modules from partners in the Shannon Consortium). The desirability of making formal pedagogic training a requirement for new and existing staff was discussed with various staff members, and there were mixed views on this. The implementation of PMDS and the opportunity to include pedagogic training as part of individual staff Personal Development Plans (PDPs) was discussed. It was noted that training was of particular importance to LIT, given its focus on the Active Learning strategy.

It was clear from the interactive sessions with staff that there is a high awareness of the Quality Assurance system. The panel concluded that it was part of the way business was done in LIT and that the QA manual was largely for reference.

Student engagement in the Institute’s QA processes was explored with both students and staff. It was noted that some students are represented on programme boards, whereas others are involved in staff/student meetings which take place before programme boards. The panel had some concerns about the effectiveness of these meetings with respect to their frequency (e.g. one
example given was that they happened once a term). Practices in relation to student representation were not always uniform across the Institute.

The SER noted that one of the outcomes of the Institutional Review process was that the existing systems for student feedback on their modules/programmes showed major shortcomings, and that LIT had identified this as a key area to be addressed. While LIT is implementing a nationally agreed system (QA1, QA2 and QA3 forms), it is aware of the shortfalls of this feedback system, which they are planning to redesign. The panel discussed this at length with LIT staff, and it was noted that factors such as closing the loop and providing follow-up information to students on their feedback and easier administration of the forms were important considerations.

The quality assurance of LIT programmes provided off the main Moylish Park campus was discussed, as was the operation of the Art & Design programmes in Clare Street campus. The panel also discussed the programme provision in Ennis where a Higher Certificate in Business Studies is being run. It was noted that the programme team for the Higher Certificate in Business Studies at the main campus were also involved in the provision of the programme at Ennis, with the same examinations and external examiners, ensuring comparability of standards. The panel considered that the quality assurance of off-campus programmes would be of increasing importance with the upcoming integration of Tipperary Institute.

The operation of the staff/student mentoring scheme was discussed with both staff and students. This is co-ordinated by the Access Office and is run by academic staff on a volunteer basis. All first-year students are assigned a staff mentor who is available to assist them with any queries they might have. Staff participating in this scheme are trained to ensure that they are able to refer students to the most appropriate support service as the need arises. A student-to-student mentoring scheme, which is also in place in some parts of the Institute, could be explored further in terms of a pan-Institute scheme.

LIT engages with employers in its QA systems in a variety of ways, including consultation during new programme development, employer representation on programme review and programmatic review panels; employer involvement as guest lecturers; work placement reports and more informal channels such as one-to-one relationships with staff.

An extensive range of learner supports is provided in LIT. The panel met with staff from the library, access office, careers office, human resources, student counselling, learning support unit, information technology, academic services and the examinations office. Mechanisms by which
these units measured the effectiveness of their Quality Assurance system were discussed, including student feedback systems. The opportunities provided by the Shannon Consortium for benchmarking services with similar colleges was discussed, and it was noted that good links exist through national Institute of Technology fora for keeping abreast of developments in the field. Staff at this session indicated that there was a ‘can-do’ culture in LIT, stating that they felt there was good support from executive management.

As part of the site visit, the panel met with a representative sample of students from a number of disciplines in two parallel sessions on the Clare Street campus. The students were very positive about their overall experience in LIT and provided a good endorsement for the Institute. Some areas for improvement were mentioned, including reducing noise levels in the library, the availability of more computers for academic (versus recreational) use and greater promotion of the mentoring scheme.

LIT carried out surveys of its engineering graduates undertaken by the School of the Built Environment and the School of Science, Engineering and Information Technology, up to 10 years after their graduation. This survey was part of a national survey and coordinated by Athlone Institute of Technology and supported by Engineers Ireland and HETAC. The panel considered the survey to be good practice. It has provided useful information for the Schools and the Institute.7

Key Findings — Quality Assurance

The panel considered LIT’s procedures in relation to the seven elements of the European Standards and Guidelines for Quality Assurance 2009 and concludes that the criteria have been met. In relation to each of the seven elements of the European Standards and Guidelines, the panel has made the following findings:

Element 1 — Policy and procedures for quality assurance findings

There is a well-developed, mature and effective Quality Assurance framework in place in LIT which has been further enhanced since LIT received Delegated Authority in 2005. It was clear from discussions with staff that core QA procedures are ‘part of the way the Institute does business’ and that the QA manual is largely for reference only. The LIT Quality Handbook has developed from a basic one-volume set of procedures to a nine-volume quality system which is

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7 Engineering Employers and Graduates Research Study, February 2008. This Study is ongoing.
comprehensive but would benefit from an overview or summary to enhance its readability, in particular, for external users.

**Element 2 — Approval, monitoring and periodic review of programmes and awards findings**

LIT has effective procedures for the approval, monitoring and review of programmes and awards. Since LIT received Delegation of Authority in 2005, new programmes have been validated and programmatic reviews have been successfully undertaken in all Schools. LIT has developed and implemented procedures for the validation of Minor, Special Purpose and Supplemental awards.

**Element 3 — Assessment of learners findings**

The panel considered a selection of programme related documentation across the disciplines, including programmatic review, during the site visit. LIT has effective procedures for the assessment of learners, including designing programmes to meet the standards and levels of the National Framework of Qualifications, robust examination processes, external examining systems and appeals processes. The Active Learning philosophy is promoted by aligning assessment strategies to learning outcomes in programme design and there is extensive use of continuous assessment in programme design. LIT plans to adopt the HETAC sectoral protocols on assessment as set out in *Assessment and Standards, 2009* from September 2010.

**Element 4 — Quality assurance of teaching staff findings**

LIT has systems in place for the quality assurance of teaching staff. These include:

(i) a competency-based staff recruitment process;
(ii) an induction programme for new staff;
(iii) a Performance Management and Development System which includes annual development plans for individual staff;
(iv) a range of continuing professional development supports for staff; and
(v) systems for student feedback to the lecturer through nationally agreed QA1, QA2 and QA3 forms.
Element 5 — Learning resources and support findings

LIT has a comprehensive suite of learning resources and learner supports in place, as outlined in the SER and supporting documents. Efforts are made to ensure equitable access irrespective of campus location.
Element 6 — Information systems findings

There is evidence that LIT has effective information systems available. These include a system of key performance indicators and comprehensive data on applications, retention and examination performance at both institutional and programme level.

Element 7 — Public information findings

Element 7 of the ESG — Public information — was considered as part of Objective 1, Public Confidence, and is discussed in that section of the report. The panel was satisfied that LIT’s procedures for public information are effective.

Commendations — Quality Assurance

The panel commends the Institute on:

8. The staff/student mentoring system. This is operated by academic staff on a volunteer basis and complements the ‘open door’ policy of staff in general. Training is provided to staff involved in this initiative.

Recommendations — Quality Assurance

The panel recommends that the Institute:

11. Develop an introductory/summary guide to its Quality Assurance procedures for the benefit of external readers. While the nine-volume framework is comprehensive, it can be difficult to navigate for external readers.

12. Consider the most appropriate periodic review process for future iterations. The panel notes that LIT is considering moving to a ‘School Review’ type process in the next iteration and recommends that this inquiry be continued. The panel notes that all four Schools have undergone programmatic review since Delegation of Authority was awarded.

13. Review the main academic QA procedures, including their implementation, in order to identify and resolve some discrepancies which were observed between the QA procedures in operation in the Schools in Moylish Park and the School of Art and Design (e.g. student representation on programme boards).

14. Consider implementing the HETAC assessment protocols on continuous assessment, which traditionally has not been subject to the same rigours as terminal examinations.

8 HETAC Assessment and Standards, 2009
The panel considers this is of particular importance to LIT, given its Active Learning strategy. The panel welcomes LIT’s intention to move to the new HETAC Sectoral Conventions on Assessment from September 2010.

15. Review the LIT period of appointment for external examiners in accordance with HETAC Effective Practice Guidelines for External Examining, 2010. The period of employment for external examiners should be sufficiently long to allow the external examiner to assess trends, but sufficiently short to provide diversity and maintain the required level of independence. The panel believes that programmatic review would lose the benefit of feedback from more than one set of external examiners with a four to five year period of appointment, as the same external examiner would be in place throughout a programme cycle.

16. Notwithstanding current arrangements and national agreements, review its current system for all aspects of student feedback, including student feedback to their lecturers (as LIT has identified in its SER). Effective student feedback systems are a critical component of a QA system in higher education. This review should be informed by international best practice and should include:
   (a) the independent issuing and collection of feedback forms to and from students (e.g. by a central office or by the Head of School),
   (b) online versions of feedback forms where relevant,
   (c) the possibility of using a representative sample of modules as opposed to all modules,
   (d) mechanisms to provide feedback to students on any actions taken.

17. Review its induction procedures and training requirements for newly appointed staff, with a view to identifying the most appropriate path for pedagogical training, which might include formal teaching qualifications. The panel recognises the considerable work undertaken by LIT in terms of the provision of pedagogical training for staff and the participation by staff in same.

18. Undertake a review or audit of staff participation in pedagogical training to date to inform the PDP/PMDS process. The panel considered this was of particular importance to LIT, given its Active Learning strategy.

19. Follow-up on comments made by students to the panel in relation to noise levels in the library, use of computers by students for non-academic purposes, and access to computers. The panel noted the plans for the new library and the opportunities that this will bring.

20. Consider the staffing arrangements in the Careers Office, given the large number of students served by the office and the increasing importance of the role of this office in a time of economic downturn.
21. Enhance the information available to inform its decision-making by focusing more on outcomes, for example, graduation rates, graduate destinations and award classifications. The panel recommends that LIT considers providing a summary of relevant indicators for stakeholders, as mentioned in the Self Evaluation Report. The panel noted that many performance metrics being used by the Institute and those presented in the Self Evaluation Report were ‘input-oriented’ and could be classified as information rather than knowledge, for example, applications data.

22. Communicate the staff/student mentoring scheme and similar initiatives to all relevant stakeholders. The panel noted that stakeholders who are involved in providing students to LIT had a low awareness of the staff/student mentoring scheme. The panel also recommends that the effectiveness of this scheme be reviewed, with a view to capturing good practice, and with explicit links to retention rates drawn if possible.
Objective 4 — Qualifications Framework, Access, Transfer and Progression- Overall Findings

This objective seeks to confirm the extent to which the Institution has implemented the National Framework of Qualifications (NFQ) and its procedures for access, transfer and progression. This objective has two main strands: (i) review of the Institution’s activity in implementing the National Framework of Qualifications; and (ii) procedures for access, transfer and progression. The National Qualifications Authority has produced guidelines in relation to this.\(^9\) These include issues such as credit, transfer and progression rules between levels and award types, entry arrangements, information provision, and policies and procedures for the Recognition of Prior Learning (RPL).

In Chapter 3, the SER outlined the nature of LIT’s student body and programme offerings. It states that the academic regulations of the Institute require that all programmes in LIT comply with both the National Framework of Qualifications and HETAC standards, where relevant. The panel reviewed randomly selected representative samples of programme and programmatic review documentation during the site visit and were satisfied that this is the case. It was clear from discussions with staff and from reviewing the LIT programme handbook that access, transfer and progression routes are in place for the vast majority of programmes.

The SER noted that flexible provision is enabled by single subject accreditation and by Minor, Special Purpose and Supplemental awards. Feedback from the session with employers indicated that an increase in this type of provision would be welcomed. Most programmes in LIT are modularised but not semesterised — modularisation had increased LIT’s flexibility to respond by being able to develop and deliver programmes efficiently.

LIT’s procedures for Recognition of Prior Learning (RPL) were outlined in the SER and explored with staff during the site visit. Some discrepancies in terms of the implementation of RPL were noted by the panel in its discussions with staff, with different practices evident between Schools. The panel believes this is an area which would benefit from a consistent Institute-wide approach to ensure that applicants receive a consistent response from all areas of the Institute.

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The SER states that LIT engages in a range of activities to attract non-standard students. These include the Tús Nua initiative and a number of direct links into schools and other community based initiatives, including:

- The School of Business and Humanities Taster Programme which targets senior-cycle second-level students from schools in socio-economically disadvantaged areas, providing learning activities to increase interest in progression to third-level programmes.
- A range of activities for prospective and actual mature students, from open evenings to a support network with bi-weekly meetings.
- Morning activities for parent support groups, collaborating with Limerick Regeneration and local traveller groups.
- GO 4 IT, a partnership with St Munchin’s Family Resource Centre, schools and parents to inspire, challenge and assist primary-school children from backgrounds where there is little tradition of third-level education.
- Business in the Community, Class of 2014, Taste of Higher Education, Enterprise Challenge, Northside Collaboration and Active Learning for Adolescents Project (serving east Clare). Other collaborative initiatives include working with Travellers in Limerick and Clare, mature learners information seminars and Disability seminars.
- The GIVE (Guided Initiative in Voluntary Engagement) project, which encourages LIT students to engage in voluntary activities under the guidance of the Access Service.

(LIT SER, pages 22-23)

The SER notes that LIT has met and exceeded the national targets for access for under-represented groups in the areas of students with disabilities and students from unskilled/semi-skilled manual socio-economic backgrounds. It expects to achieve the target for mature students by 2010/11 and is working to achieve the target for students from the travelling community.

Additional supports are provided for students from under-represented groups, including support modules for adult learners and tailored induction programmes, mentoring and learner support services. From discussions with staff, it is clear that good communication lines between learner support services and academic staff are in place.

**Key Findings — Qualifications Framework, Access, Transfer and Progression**

1. The panel believes that Limerick Institute of Technology has implemented the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.
2. Limerick Institute of Technology has a relatively high proportion of students from under-represented groups. It has seen a significant growth in mature students in recent years. A range of relevant and appropriate learner supports is provided to these and other students.

**Commendations — Qualifications Framework, Access, Transfer and Progression**

The panel commends the Institute on:

9. The relatively high proportion of students from under-represented groups studying in LIT and the learner supports provided for this cohort.

10. The proactive engagement with the surrounding community and region, in particular the initiatives to engage pupils at primary and secondary levels.

**Recommendations — Qualifications Framework, Access, Transfer and Progression**

The panel recommends:

23. That LIT adopts a more strategic approach towards the Recognition of Prior Learning (RPL). The panel believes that an Institute-wide framework is necessary to ensure that a consistent service is available to all learners, irrespective of discipline. An RPL service could be developed across the Shannon Consortium to achieve economies of scale in what the panel recognises to be a resource-intensive activity. The panel further recommends:

23.1 That RPL is considered as a facility for both gaining entry to programmes and gaining exemptions from programmes.

23.2 That more guidance be provided for applicants in RPL portfolio preparation.

23.3 That a consistent approach be adopted, so that learners do not get conflicting responses from different parts of LIT. The panel noted different practices in using RPL for advanced entry.

23.4 That RPL portfolio requirements and associated access and progression pathways be developed more generically, not just on a case-by-case basis.
Objective 5 — Operation and Management of Delegated Authority—Overall Findings

This objective evaluates the operation and management of Delegated Authority for both taught and research programmes. LIT has had Delegated Authority (DA) to Level 9 since 2005. The Institutional Review process will satisfy the statutory requirement for the review of delegated authority for recognised institutions, once Objective 5 of the Institutional Review process is included in the Terms of Reference.

The SER addressed the Delegated Authority objective in Chapter Four, outlining the impact that it has had on the management and operation of LIT in the five years since DA was awarded in 2005. It was also noted in the presentation by the president that LIT has made over 7,300 awards under Delegated Authority. DA has brought greater responsibility, responsiveness and flexibility to LIT, enabling staff to take more ownership of the quality assurance processes and was considered by LIT to be an important milestone for the Limerick region. All four Schools have undergone a full programmatic review since 2005, and new programmes have been validated in every School under LIT’s validation procedures.

The mechanisms by which LIT ensures the international comparability of the standards of its awards under Delegated Authority were discussed with senior management as part of the site visit. The panel noted that these included a robust programme validation and programmatic review process which uses external experts, the external examiner system, professional body accreditation and participation by academic staff as external examiners and reviewers elsewhere. LIT indicated its intention to involve more international examiners and reviewers in its QA processes in the future. The process by which LIT appoints external examiners was explored and it was noted that, potentially, external examiners could be appointed for up to five years. Training for internal examiners in the examination processes is available for new staff.

The impact of the integration of Tipperary Institute on LIT’s Delegation of Authority was discussed. Senior management were satisfied that the standards of awards in Tipperary Institute were comparable to LIT’s, citing their experiences when involved in new programme development and examination boards.

The other specific criteria for the management and operation of Delegation of Authority have been considered under Objectives 1-4 of this report.
Key Finding — Operation and Management of Delegated Authority

Limerick Institute of Technology meets the criteria for the delegation of authority to make awards that relate to: Operations and Management; Education and Training Programmes; Council Conditions related to Delegation of Authority and the Objects of the Qualifications (Education and Training) Act 1999. The extension of LIT’s Delegation of Authority to the programmes of Tipperary Institute is conditional on LIT agreeing the process for same with HETAC in advance.

Recommendations — Operation and Management of Delegated Authority

The panel recommends:

24. That Delegated Authority granted to Limerick Institute of Technology be continued as provided for in the Qualifications (Education & Training) Act 1999.

   24.1 Given that the integration of Tipperary Institute and its programmes represents a significant change for LIT, the panel is setting a condition that LIT agrees the process for Delegation of Authority to Tipperary Institute with HETAC, a process which also requires the agreement of the NQAI.

25. That as an awarding body, LIT should further enhance its internal capacity to ensure the international comparability of the standards of its awards (e.g. the development of objective evidence to complement the existing systems, such as external examiners, professional body accreditation etc.).

26. Having noted LIT’s intention to apply for Delegation of Authority in selected areas in research, the Institute should review its ethics policy and procedures, including the independence of its Ethics Committee, in advance of this application.

27. That LIT considers extending the training available for new staff on their role as internal examiners to all academic staff.
Objective 6 — Recommendations for Enhancement – Overall
Findings

This objective provides recommendations for the enhancement of the education and training provided by the Institution. This includes both the recommendations arising from the external peer review process and the recommendations arising from the internal self-evaluation process.

The panel endorses the recommendations for enhancement identified by LIT as part of its internal self-evaluation process, as outlined in Chapter 8 of the SER report. In summary:

- Continue to embed and develop the Institute’s educational philosophy, i.e. through maintaining the Compendium of active learning strategies, rolling out the monitoring template of the Teaching and Learning Strategy, realisation of the Library and Information Resource Centre and mainstreaming of the Teaching and Learning Centre.
- Ensure equality of access through policy development and proactively seeking funding for access initiatives.
- Expand the development and provision of special purpose, minor and supplemental awards which can be offered on a flexible basis.
- Strive to enhance student choice through modularisation.
- Keep academic progression rules under review to ensure consistency.
- Seek delegated authority to make awards at level 9 and 10 (research) in selected areas.
- Significantly build up the portfolio of postgraduate opportunities, both in taught and in research programmes.
- Put resources in place to develop the potential for LIT to recruit international students.
- Redesign the QA1 and QA2 forms, so that quality information can be gathered from a representative sample of students.
- Close the feedback loop for programmatic review and programme validation reports and responses, which should be forwarded for adoption to the Academic Council and President’s Office.
- Publicise more facts and achievements about LIT through a range of media.
- Undertake an inclusive strategic planning process for the new organisation incorporating Tipperary Institute, which will result in a long-term overarching vision statement to 2020 as well as shorter-cycle implementation plans with one to three-year time horizons at all levels and departments within the organisation.
- Include a risk management assessment and plan encompassing each goal.
Additional recommendations for enhancement arising from the external peer review process are included within Objectives 1-5 of this report.

**Recommendations — Recommendations for Enhancement**

The panel recommends:

28. That LIT implements the recommendations for enhancement it has identified as part of its internal self-evaluation, as outlined in Chapter 8 of the SER.

29. That as a mature higher education institution, LIT considers undertaking a benchmarking exercise with comparable higher education institutions internationally, to further strengthen its quality assurance and other activities.
Objective 7 — Active Learning

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, institutions have the option to include additional objectives to maximise the benefits of the review process.

Additional Institutional Objective for LIT

Active Learning

Active learning in LIT is defined as:

“… a strategy which encourages learners to be active participants in the learning process, and allows them to take ownership of their own education. Connecting theory and practice, learners apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally.”

In LIT active learning is aimed at both the acquisition of deeper understanding by the student and enhanced delivery of learning to the student. We ask the panel to consider this institute-specific objective.

Limerick Institute of Technology distinguishes itself through its educational philosophy based on active learning. This philosophy is embodied in programmatic reviews and new programme developments, in the teaching, learning and assessment strategy and through staff development. Active learning is embedded in LIT teaching and learning.

The panel is requested by LIT to consider the effect that active learning is having on improving the delivery of learning to students as part of the institutional review process.

Overall Findings

This objective considers the effect that active learning is having on improving the delivery of learning to students in LIT.

The panel decided at the outset of the review that Active Learning would be dealt with under Objectives 1-5 of the review process. Active Learning was explicitly included as a topic in each of the sessions during the site visit with staff, students and stakeholders.

Key Finding — Active Learning

The panel considers that the Active Learning philosophy is well embedded as a core value of LIT.
Commendations — Active Learning

The panel commends:

11. The Active Learning educational philosophy and the embedding of this philosophy as a core value of the Institute, as evidenced by feedback from staff, students and employers met by the panel during the site visit.

Recommendations — Active Learning

These recommendations have been integrated with the preceding five objectives in this report.
Appendix A     Terms of Reference

Higher Education and Training Awards Council
TERMS OF REFERENCE FOR INSTITUTIONAL REVIEW OF LIMERICK INSTITUTE OF TECHNOLOGY in 2010
STATUS: SET

Section 1. Purpose
The purpose of this document is to specify the Terms of Reference for the institutional review of Limerick Institute of Technology in June 2010. The HETAC Institutional Review policy applies to all institutions providing HETAC accredited programmes, or programmes accredited under delegated authority. These Terms of Reference are set within the overarching policy for institutional review as approved in December 2007 and should be read in conjunction with same. The Terms of Reference does not replace or supersede the agreed policy for Institutional Review. These Terms of Reference should be read in conjunction with the supplementary guidelines for institutional review.

The objectives of the institutional review process are:
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.

It is possible that, within the objectives outlined above, Institutions may have specific sub-objectives to which they will attach particular importance and wish to emphasise in their TOR. To maximise the benefits of the review process, Institutions may also consider including additional objectives relevant to its context.

The approach taken by HETAC to institutional review will:
- Acknowledge that Institutions have ownership of and responsibility for their activity;
- Be conducted in the spirit of partnership with institutions, with a view to improvement and enhancement, whilst acknowledging statutory requirements for accountability;
- Be conducted in a manner which adds value to the institution, minimises overhead and assists in building institutional capacity;
- Be flexible, adaptable and scalable in order to meet the needs of diverse institutions;
- Be conducted in an open, consistent and transparent manner;
- Be evidence-based in accordance with established criteria;
- Promote learning and development for all involved;
- Reward innovation and experimentation when it seeks to enhance our understanding of good practice;
- Promote collaboration and sharing of good practice between institutions;
- Take cognisance of international best practice and contribute to European and international developments in this area.
Section 2 - Institution Profile

Background

Limerick Institute of Technology (LIT) is located at Moylish Park on the north of the City of Limerick in the Mid-West region of Ireland. The Institute has a multi-campus location. Three Schools are housed in the main campus on Moylish Park: the School of Built Environment; the School of Business and Humanities; and the School of Science Engineering and Information Technology. The School of Art and Design is located at a recently refurbished building in the city centre, boasting purpose built studios and an exhibition space. This new facility was officially opened by the Minister for Education and Science in September 2009. A new Library and Information Resource Centre is due to be constructed at the main campus at Moylish Park. This is part of a capital development programme for the Higher Education Sector under Public-Private Partnerships.

LIT operates under the Institutes of Technology (IOT) Acts 1992 to 2006. The origins of the Institute date back to 1852. The mission statement of the Institute is informed by the overall statutory role and mission for the Institute of Technology sector as per the IOT Act, but equally it is informed by the specific vision and attributes of LIT as a community of staff, learners and wider stakeholders. The mission statement is set out below:

“LIT prepares learners for fulfilling and challenging futures, fostering the professional, intellectual, social, cultural and personal development of the individual. The hallmark of our educational philosophy is active learning through a fusion of theory and practice. We provide third and fourth level education, training and research, playing a pivotal role in the economic and socio-cultural development of our region.” (Institute Charter 2009-2014)

A recent development is LIT’s relationship with another higher education institution which, subject to government decision, will lead to the integration of this institution and Limerick Institute of Technology into LIT.

Learner profile

In the current academic year 2009-2010, over 4,300 full-time learners and over 2000 part-time learners are attending the Institute. The Institute attracts learners from all parts of Ireland and Europe, with 155 Non-EU students also. The majority of learners, however, come from the city and from counties Limerick, Clare and Tipperary. The age profile, while diverse, is predominantly between the ages of 18 and 21. The Institute is committed to the recruitment of learners from under-represented groups. For example, between 2005 and 2009 there has been approximately 130% growth in offers of CAO places to mature learners. Mature learners are provided with additional supports, such as mentoring and networking. While the total learner population of the Institute is broadly gender balanced due to the broad discipline portfolio, male learners are just in the majority. A profile of development of learner numbers at LIT, 2005-2009 for each award is set out in table 1 below.

To date, LIT has not been actively involved in the recruitment of international learners. The School of Art and Design has traditionally had a strong international profile and extensive learner exchange programmes across several European Union countries. Other schools are now following suit, such as the School of Science, Engineering and Information Technology which has forged new Erasmus links with partners in The Netherlands. The LIT Development Office is setting up a function for the recruitment of fee-paying international learners in strategically selected countries and discipline areas. Students are supported by 291 academic staff and 148 administration and support staff.
Taught programmes offered

The Institute offers a wide range of over 40 full-time programmes of study in art and design, business and humanities, computing, engineering, construction and science. Learners are enrolled in Higher Certificate (Level 6 on the National Framework of Qualifications (NFQ)), Ordinary Bachelor Degree (Level 7), Honours Bachelor Degree (Level 8), Masters Degree (Level 9) and Doctoral degree (PhD) Level 10 programmes. The current Institute Strategic Plan 2006-2010 includes a framework for planning and decision-making with regard to viable and relevant course development. Under the Institute’s Academic Council Regulations and Procedures for Taught Programmes the decision was made, following extensive consideration and consultation with academic staff and trade unions, that programmes would be modularised but not semesterised. Most academic programmes are structured in 10-ECTS\textsuperscript{10} credit year-long modules, so that efficiencies are gained in development and delivery and a number of electives can be offered. The Institute is also conscious of retaining the ladder system of progression from the Higher Certificate at Level 6 right up to all major awards available at the Institute. All four Schools have undergone programmatic review since delegation of authority. The School of Business & Humanities and the School of the Built Environment undergo programmatic review again in 2010.

A range of special purpose awards are offered through part-time evening provision. The Institute has introduced a number of initiatives to increase places for mature learners, who now account for 20.5% of LIT’s students, in response to rising unemployment in the region, with the Mid-West being particularly hard hit. For example, the Smart Start Plus programme, is a 30-credit Level 6 Special Purpose Award offered to learners eligible for supports under the European Globalisation Fund. This award offers core preparatory modules in learning skills, maths skills and computing skills as well as a range of electives in business, science, technology and IT.

In addition to higher education provision, LIT is the third largest provider of FETAC National Craft Certificates within the FAS Apprenticeship System, with over 1000 apprentices per annum attending eleven week off-the-job technical education blocks in LIT. LIT also offers a FETAC Foundation Programme through the Downtown Education Centre in Limerick, operated by a consortium including LIT, University of Limerick, Mary Immaculate College of Education and City of Limerick Vocational Education Committee.

Educational philosophy

LIT considers active learning as the distinctive educational philosophy of the Institute. This is defined as:

“… a strategy which encourages learners to be active participants in the learning process, and allows them to take ownership of their own education. Connecting theory and practice, learners apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally.”

LIT says active learning is aimed at both the acquisition of deeper understanding and competency in the core area of study, and at the acquisition of generic skills to produce rounded graduates whether through taught or research programmes. Active learning strategies underpin deeper learning, and as an educational philosophy, LIT considers such strategies appropriate for a number of reasons. For example they provide a practical focus on the world of work and they improve retention as well as promoting the acquisition of generic problem

\textsuperscript{10} ECTS- European Credit Transfer System
solving/communication skills. Staff development activities also support the underpinning philosophy of active learning.

**Research profile**

Research at LIT started from a very low base and has, according to the Institute, grown from just 19 research students five years ago to 68 research students and 21 taught Masters students in 2010. LIT says that research has grown similarly in terms of, staff involvement, budget and equipment and has become a key enabler of everything that the Institute does, for example, enhancing teaching and learning, driving knowledge transfer and industry collaboration. The Institute considers that the adoption of more structured and cohesive in-house procedures for managing research - a Managed Research Institute Model - has been a key facilitator for the significant growth. Research income has grown from less than €0.5m in 2004 to over €11m by 2009 (cumulatively). This growth was one of the reasons cited by the Sunday Times when LIT was named the Institute of Technology of the Year in 2008.

LIT has identified four strategic research areas to focus efforts on research in the period up to 2014. These areas are as follows:

- Biotechnology and consumer foods
- Renewable Energy management, environmental monitoring and built environment research
- Creative Media and Digital Security
- Research Practice in Art and Design & Social Science.

LIT currently has accredited status from HETAC for the areas of Renewable Energy Control Systems for the Master Degree by research at Level 9. The Institute intends to apply for delegated authority in the near future.

**Regional development**

The Institute is committed to supporting wider industrial and commercial development within the region. The Enterprise Acceleration Centre (EAC) at LIT commenced operations in 2007 and is now fully occupied, with strong linkages and pipelines through Enterprise Ireland and the City and County Enterprise Boards. The EAC houses seven full high potential start-up (HPSUs) client companies and between 15-20 early stage companies on the Limerick Enterprise Acceleration Programme (LEAP). Between them, these companies have created employment for up to 60 people. The Institute considers that the EAC has a strong profile in the region evidenced by regular articles in *Business Limerick*, through the annual *Entrepreneurship Showcase* event and by competing successfully in competitions; for example, Cauwill Technologies won the InterTradeIreland All-Island Seedcorn award for best start-up company in November 2009, netting €100,000 to invest in the further development of the business. Competition included 124 other companies.

LIT has a significant level of community engagement, through a range of access projects, two outreach centres in Limerick and Ennis, in-company education provision, involvement with local agencies, and through staff involvement in sporting, community, political and commercial organisations.

LIT plays a lead role within the sector through the Council of Presidents and the Council of Registrars of IoTI. LIT operated as lead institution for the Higher Education Authority (HEA) Strategic Innovation Fund (SIF), coordinating the €8m national budget for all institutes of technology.
Strategic Alliances/Collaborations

LIT has adopted a proactive approach to forging collaborations with other 3rd level providers and key stakeholders in the region, so as to strengthen the impact of the Institute in delivering services to the region and to make optimum use of available resources. LIT is a member of the Shannon Consortium for Higher Education which includes the University of Limerick, Mary Immaculate College and the Institute of Technology Tralee. The alliance covers teaching and learning innovations and access initiatives under the Higher Education Authority (HEA) Strategic Innovation Fund (SIF), plus a wide range of other collaborations. A more recent development is LIT’s relationship with another higher education institution, which is expected to lead to the successful integration of this institution into LIT.

Quality Assurance

The Quality Assurance Procedures of Limerick Institute of Technology were agreed with the Higher Education and Training Awards Council on 2nd April 2004. Subsequently, authority to make specific awards up to and including Level 9 (taught) was delegated to the Institute by HETAC on 19th September 2005. Since then the institute has continued through its philosophy of continuous improvement to develop its quality systems. Standardization of academic programmes has been supported through the introduction of modularisation, predominantly year long as opposed to semester based. Over the five year period under review the LIT Quality Handbook has developed from a basic one volume set of procedures, required as the starting point for delegation of authority from HETAC, to a sophisticated, fully integrated nine volume quality system that has continued to develop under cyclical reviews and is available electronically.

LIT Achievements

The Institute has a long tradition of celebrating learner and staff achievement and accomplishment. Conferences are held regularly, for example, the Engineering and Technology Teachers Association (ETTA) Conference was held in LIT in November 2009 and the Environ Science Conference was hosted in February 2010. The learners continue to excel academically and on the sporting field, particularly in senior hurling. Each year a substantial number of learners obtain industry sponsored awards and commendations at graduation and other ceremonies, reported in the local media.

In the LIT staff newsletter which is published 5 or 6 times per academic year such achievements are documented. This newsletter, which is sent to staff from the President’s Office, is also a platform for disseminating important information.

According to LIT specific achievements are too numerous to list and examples include: in Art and Design the Smirnoff Fashion Awards, the Persil Fashion Awards, the Graphic Design Business Association Award, the Irish Times Award; in Built Environment accreditation by the Chartered Institute of Civil Engineering; in sports the Fitzgibbon Cup success in hurling.

The full range of institute achievements over the five year period under review can be viewed in the regularly published President’s Newsletters on eLIT, the LIT intranet.

The Institute continues to adapt to the challenges of the current economic climate. Reductions in resources have obviously put pressure on the capacity of the Institute to deliver the services to students, industry and the region. The report of the Higher Education Strategy Review Group is expected to have significance for the development of the Institute and may be published by the time of the LIT Institutional Review panel visit.
Table 1: Development of learner numbers at LIT, 2005-2010

<table>
<thead>
<tr>
<th></th>
<th>2005/6</th>
<th>2006/7</th>
<th>2007/8</th>
<th>2008/9</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time Day Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Certificate (Level 6)</td>
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<td>1000</td>
<td>752</td>
<td>750</td>
<td>828</td>
</tr>
<tr>
<td>Ord. Degree (Level 7)</td>
<td>1020</td>
<td>803</td>
<td>831</td>
<td>796</td>
<td>959</td>
</tr>
<tr>
<td>Honours Degree (Level 8)</td>
<td>1713</td>
<td>1721</td>
<td>2025</td>
<td>2301</td>
<td>2322</td>
</tr>
<tr>
<td>Post Graduate (Level 9-10)</td>
<td>46</td>
<td>58</td>
<td>65</td>
<td>64</td>
<td>89</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td><strong>3861</strong></td>
<td><strong>3582</strong></td>
<td><strong>3671</strong></td>
<td><strong>3911</strong></td>
<td><strong>4198</strong></td>
</tr>
<tr>
<td>Trade Apprentices (1 Term)</td>
<td>1008</td>
<td>1008</td>
<td>1008</td>
<td>1056</td>
<td>1040</td>
</tr>
<tr>
<td>Craft -Hospitality</td>
<td>103</td>
<td>89</td>
<td>87</td>
<td>111</td>
<td>101</td>
</tr>
<tr>
<td>Evening/Part-time/Offsite</td>
<td>850</td>
<td>915</td>
<td>900</td>
<td>1150</td>
<td>773</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>5822</strong></td>
<td><strong>5594</strong></td>
<td><strong>5666</strong></td>
<td><strong>6228</strong></td>
<td><strong>6112</strong></td>
</tr>
</tbody>
</table>

Section 3. Institution’s Team

- **Head of institution**
  Dr. Maria Hinfelaar, President, T: +353-61-208233, maria.hinfelaar@lit.ie

- **Registrar or equivalent**
  Mr. Terry Twomey, Registrar, T: +353-61-208289, terry.twomey@lit.ie

- **Project Manager / Liaison for institutional review**
  Mr. Terry Twomey, Registrar, T: +353-61-208289, terry.twomey@lit.ie

Limerick Institute of Technology
Moylish Park,
Limerick,
Ireland - www.lit.ie
Section 4. HETAC objectives for institutional review

There are six prescribed objectives for institutional review as outlined below. Institutions may wish to highlight any areas of specific importance to the Institution within each of the objectives.

Objective 1 - To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made

This objective is to enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made. This is an overarching objective which covers all areas of the Institution’s activity. The quality of the institutional review process itself is a critical part of this as is the internal self study, the publication of the Self Evaluation Report and panel report. The information provided by the Institution to the public falls within this objective.

Objective 2 - To contribute to coherent strategic planning and governance in the institution

This objective is to contribute to coherent strategic planning and governance in the institution. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning. For recognised institutions with delegated authority this objective also includes the Operation and Management criterion of the review of delegated authority (governance, management, administration, planning and evaluation) and the Objects of the Qualifications Act criterion relating to national contributions etc.

Special considerations for Limerick Institute of Technology

- LIT welcomes the Institutional Review at a time when the Institute is also about to embark on a new strategic planning cycle and the higher education sector as a whole is undergoing rapid change. During 2008, LIT developed and implemented a new methodology for reviewing the Strategic Plan, using Key Performance Indicators. The challenge will be to embed this KPI methodology into the development of the new Strategic Plan. This will also prepare the Institute for the new funding models introduced by the HEA (unit costing and performance-based funding).

- The incorporation of another higher education institution into Limerick Institute of Technology (LIT) is a significant move for both institutions. In December 2009, the Department of Education and Science formally requested LIT to carry out a scoping exercise mapping out issues to be addressed for a proposed integration with another higher education institution. The proposed integration is expected to take place during 2011, pending government decisions. According to LIT this is a major strategic development in the history of the Institute and will significantly expand the scale and scope of LIT in terms of higher education provision. At the same time, it will pose challenges to management and staff in the coming years in terms of the alignment of programme portfolios and the quality assurance systems and underpinning policies and procedures will need to be done with great care. Once the integration is complete the programmes associated with the other higher education institution will fall under the remit of LIT’s delegated authority status.

Objective 3 - To assess the effectiveness of the quality assurance arrangements operated by the institution

This objective is to assess the effectiveness of the quality assurance arrangements operated by the institution. This will be based on Part One of the European Standards and Guidelines for

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31 The current Strategic Plan covers the period 2006-2010.
Quality Assurance\textsuperscript{12}. By including this in the institutional review process the statutory requirement for review of QA is met. How the Institution manages its QA for the “seven elements” of Part One of the European Standards and Guidelines should be explicitly addressed by the review process including: policy and procedures for quality assurance; approval, monitoring and periodic review of programmes and awards; assessment of learners; quality assurance of teaching staff; learning resources and support; information systems; public information.

Special considerations for Limerick Institute of Technology

- Learner supports

  LIT would like to highlight the excellent system of learner supports in place. The core services such as counselling, careers, chaplaincy, access and health are all highly developed and staff in the support areas have been proactive in recent years in acquiring additional sources of funding which has more than doubled the capacity of these services. Lecturing staff are directly involved in offering learner supports outside of the classroom timetable through the mentoring scheme or the Learner Support Unit where extra tuition and study skills training is provided. In a range of independent learner surveys, the high standard of learner services and the learner-centred ethos of LIT are consistently mentioned.

- Out-centres

  The institutional review should consider the quality assurance arrangements in place for out-centre provision in centers other than the main campus at Moylish Park such as the Art School in Clare Street, and out centers in Ennis and in-company education provision.

Objective 4 - To confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression

This objective is to confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression. The National Qualifications Authority has produced guidelines in relation to this\textsuperscript{13}. For example this includes issues such as credit, transfer and progression rules between levels and award types, entry arrangements and information provision. As part of this objective, HEA-funded Institutions should be mindful of the goals of the HEA’s National Plan for Equity of Access to Higher Education (2008-2013) and pay particular attention to the objectives relevant to Higher Education Institutions. This will include policies and procedures for the Recognition of Prior Learning. This will also include the extent to which learning outcomes and learner assessment have been implemented by the institution.

Objective 5 - To evaluate the operation and management of delegated authority where it has been granted

This objective is to evaluate the operation and management of delegated authority (where applicable) for both taught and research programmes. The institutional review process will satisfy the statutory requirement for the review of delegated authority for recognised institutions, once Objective 5 of the institutional review process is included in the Terms of Reference. The majority of the delegated authority criteria are covered under the objectives of institutional


review. Additional criteria which relate specifically to the operation of delegated authority are included as outlined in the Supplementary Guidelines and should be addressed in the Institution’s submission. Institutional review will cover all areas for which Limerick Institute of Technology has Delegated Authority (both taught and research). Limerick Institute of Technology has Delegated Authority to make awards at Levels 6 through 9 (taught).

- Limerick Institute of Technology has delegated authority to make awards up to and including all Level 9 taught Master degree programmes.

Objective 6 - To provide recommendations for the enhancement of the education and training provided by the institution

This objective is to provide recommendations for the enhancement of the education and training provided by the institution. This will include both the recommendations arising from the external peer review process and recommendations arising from the internal self study process.

Section 5. Institution-specific objectives

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, institutions have the option to include additional objectives to maximise the benefits of the review process.

Additional Institutional Objectives

Active Learning

Active learning in LIT is defined as:

“… a strategy which encourages learners to be active participants in the learning process, and allows them to take ownership of their own education. Connecting theory and practice, learners apply their learning and develop their understanding through problem-solving exercises, case studies, reflection and other activities. As an outcome, graduates are equipped to continuously develop personally and professionally.”

In LIT active learning is aimed at both the acquisition of deeper understanding by the student and enhanced delivery of learning to the student. We ask the panel to consider this institute-specific objective.

Limerick Institute of Technology distinguishes itself through its educational philosophy based on active learning. This philosophy is embodied in programmatic reviews and new programme developments, in the teaching, learning and assessment strategy and through staff development. Active learning is embedded in LIT teaching and learning.

The panel is requested to consider the effect that active learning is having on improving the delivery of learning to students as part of the institutional review process.
Section 6 - Schedule for Limerick Institute of Technology

As outlined in the Institutional Review policy, the process consists of six phases
1. HETAC sets terms of reference following consultation with institution;
2. Self-study by the institution;
3. Visit by expert panel appointed by HETAC and written panel report;
4. Institutional response including implementation plan;
5. Panel report and response published;
6. Follow-up report submitted by the institution.

The major milestones in the timeframe for the institutional review of Limerick Institute of Technology are outlined below. This should be read in conjunction with the supplementary guidelines for institutional review.

<table>
<thead>
<tr>
<th>Relative timeframe</th>
<th>Actual Date</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 6 months before panel visit</td>
<td>September 2009</td>
<td>Institution indicates timeframe for institutional review as per overall HETAC schedule of reviews</td>
</tr>
<tr>
<td>From 6 months before panel visit</td>
<td>February 2009</td>
<td>Terms of Reference set following consultation with Institution and post on HETAC website</td>
</tr>
<tr>
<td>3 to 6 months before panel visit</td>
<td>December 2009 onwards</td>
<td>Institution undertakes self study process and produces self evaluation report</td>
</tr>
<tr>
<td>Approx. 8 weeks before site visit</td>
<td>26 March 2010</td>
<td>Submission of Self Evaluation Report (SER) and other supporting documentation</td>
</tr>
<tr>
<td>1 week following receipt of SER</td>
<td>7 April 2010</td>
<td>HETAC desk based review of SER and feedback to Institution</td>
</tr>
<tr>
<td>Approx. 3 weeks before site visit</td>
<td>21 May 2010</td>
<td>Advance Meeting between Chair, Secretary and Institution</td>
</tr>
<tr>
<td>Panel Visit</td>
<td>1st, 2nd and 3rd June 2010</td>
<td>Site Visit by external peer review panel (3 days approximately as determined by TOR) Preliminary (oral) feedback on findings</td>
</tr>
<tr>
<td>Approx. 12 weeks after site visit</td>
<td>Estimated: 30 August 2010 Actual: 27 July 2010</td>
<td>Draft report on findings of panel sent by HETAC to Institution for factual accuracy</td>
</tr>
<tr>
<td>Usually 4 days following this</td>
<td></td>
<td>Final report on findings of panel sent by HETAC to Institution</td>
</tr>
<tr>
<td>6 weeks following receipt of final report</td>
<td>30 September 2010</td>
<td>Response by Institution to HETAC including plan with timeframe for implementation of any changes</td>
</tr>
<tr>
<td>Next available HETAC Academic Committee meeting</td>
<td>18 October 2010</td>
<td>Consideration of report and institutional response by HETAC Academic Committee</td>
</tr>
<tr>
<td>12 months after adoption</td>
<td>October 2011</td>
<td>Follow up report by Institution to HETAC on implementation of recommendations</td>
</tr>
</tbody>
</table>
Appendix B     Panel Membership

Chairperson
Professor John Morgan
UNESCO Chair of the Political Economy of Education, School of Education, University of Nottingham

Secretary
Dr. Deirdre Lillis
Head of the School of Computing in Dublin Institute of Technology

Dr. Helka Kekäläinen
Secretary General of the Finnish Higher Education Evaluation Council (FINHEEC)

Mr. Daniel McGarrigle
Western Area Officer with the Union of Students of Ireland (USI)

Mr. Gerry Burke
Entrepreneur, CEO of Synergy Flow, Letterkenny
Appendix C     Supporting Documents

Documentation submitted in advance of the site visit

LIT Institutional Review Self Evaluation Report
Academic Council Regulations and Procedures for Taught Programmes Academic Year 2010-2011 Part 1
LIT Research Degree Programme Regulations
External Examiner Policy and Procedures
Student Charter
Deloitte LIT Internal Audit Report 2010-04-12
LIT Strategic Plan 2006-2010 14th June 2006
Mid Term Review Strategic Plan (Feb 2009)
Draft LIT Quality Assurance Handbook (on Disk)

Documentation made available to the panel at the site visit

1. Active Learning Strategy Compendium
2. Approved Programme Schedule (Sample)
3. Bonus Points Access Scheme 2008: Progression Agreement between LIT and CLVEC
5. Confirmation of Delegated Authority from HETAC, 2005
6. Deloitte LIT Internal Audit Report 2010
7. Examination Statistics (Sample)
8. Executive Summary of the LIT Institutional Strategy 2006-2010
9. EU Student Barometer Survey
10. Fashion Show flyer (Sample)
11. Fitzgibbon Cup pictures
12. Grade Inflation – Tralee Study
13. Graduation DVD (Sample)
15. LIT Admissions Office Policy and Procedures
16. LIT advertisement (Sample)
17. LIT Annual Report (Sample)
18. LIT Code of Governance
19. LIT Draft CPD Policy for all Staff 2008
21. LIT External Examiners Policy and Procedures (September 2010 – December 2013)
22. LIT External Examiner Appointment & Report Documents (Sample)
24. LIT Gender Analysis of External Examiners (Sample)
25. LIT Graduate First Destination Report 2008
26. LIT Identity Guidelines
27. LIT International Student Handbook
28. LIT Lifelong Learning Handbook
29. LIT Membership of Public and Professional Bodies
31. LIT Moodle Implementation
32. LIT Research Degree Programme Regulations
33. LIT Programme Handbook 2009-2010
34. LIT Research Strategy
35. LIT Records Management and Retention Policy
36. LIT Report to HETAC (Sample)
37. LIT School Annual Reports: Art and Design
38. LIT School Annual Reports: Built Environment
39. LIT School Annual Reports: Business and Humanities
40. LIT School Annual Reports: Science, Engineering and Information Technology
41. LIT Strategic Plan 2006-2010, 14th June 2006
42. LIT Student Charter 2008-2011
43. LIT Student Handbook
44. LIT Student Health Unit Report (Sample)
45. LIT Teaching, Learning and Assessment Strategy 2009 - 2013
46. Memorandum of Understanding: Shannon Consortium: Certificate in General Studies
47. Mid Term Review of Strategic plan (Feb 2009)
48. Millennium Theatre schedule (Sample)
49. Open-day flyer (Sample)
50. Parchment (Sample)
51. Partnership Forum Documents (Sample)
52. Problems with Examinations Report (Sample)
53. Reference booklet – ClVEC Adult Education (Sample)
54. Section 39 Grant: LIT Counselling & HSE
55. Shannon Consortium Document (Sample)
56. Sunday Times Annual Survey of Higher Education
58. “The Educational Model for LIT, A Position Paper” Dr. Maria Hinfelaar
59. WIRED FM schedule
60. www.lit.ie

Relevant Legislation and National Policy Documents

63. Determinations for the outline National Framework of Qualifications, NQAI 2003 Publication
64. Policies, Actions and Procedures for Access, Transfer and Progression for Learners - NQAI 2003 Publication
66. Disability Act 2005
69. Good Practice Guidelines for Providers of Supports and Services for Students with Disabilities in Higher Education, AHEAD (Association for Higher Education Access and Disability Publications) 2008 Publication
70. HETAC Award Standards (Art and Design, Business, Computing, Engineering and Science)
71. Institutes of Technology Acts 1992 to 2006
73. Institutional Review Preparation Document
76. Policies, Actions and Procedures for Access, Transfer and Progression for Learners - NQAI publication 2003
78. Principles and Operational Guidelines for the Implementation of a national approach to credit in Irish Higher Education and Training, NQAI 2004 Publication
80. Prior Experiential Learning, HETAC 2001 Policy Publication
82. Requirements and Guidelines for the Order of Conferring, Academic Dress, and Testimonial Documentation, HETAC 2005 Publication
84. Thematic Review and Collaborative Policy Analysis: Recognition of non-formal and informal learning. OECD 2008 Publication

**HETAC Requested Evidence**
86. Annual report of Access
87. Annual report of Chaplaincy
88. Annual report of Learning Support
89. Annual report of Student Counselling
90. List of staff and title /learners – programme / stage etc. – graduates /stakeholders attending each session
91. Programmatic Review Documentation – programmatic review reports – follow up reports if any and any evaluative documentation supporting the programmatic reviews that may inform the institutional review process: School of Built Environment
92. Programmatic Review Documentation – programmatic review reports – follow up reports if any and any evaluative documentation supporting the programmatic reviews that may inform the institutional review process: School of Business and Humanities
93. Programme documentation: Bachelor of Arts (Honours) in Design (Fashion) (Level 8)
94. Programme documentation: Bachelor of Arts (Honours) in Business Studies with Event Management (Level 8)
95. Programme documentation: Bachelor of Business (Honours) in Accounting and Finance (Level 8)
96. Programme documentation: Bachelor of Science (Honours) in Civil Engineering Management (Level 8)
97. Programme documentation: Bachelor of Science in Management (Craft) (Level 7)
98. Programme documentation: Higher Certificate in Business in Business Computing (Level 6) delivered in Ennis
99. Programme documentation: Master of Science in Computing (Level 9)
100. Programme documentation: Special Purpose Award – Certificate in Computing, Mathematics & Learning Skills (15 Credits Level 6) (Smart Start)
101. Programme documentation: Special Purpose Award – Certificate in Technology Enhanced Teaching and Learning in Higher Education (10 Credits Level 9)
102. Prospectus for Institute programmes including any professional and other programmes
103. Information on the number and nature of appeals taken through the Examination Review and Board of Appeal procedures
104. List of research topics, supervisors and summary qualifications of supervisors
Appendix D   Agenda for Site Visit

Site Visit Agenda
Institutional Review of Limerick Institute of Technology
1-3 June 2010

Prof. William John Morgan, Review Chairperson, to chair all plenary sessions, unless otherwise indicated.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evening</strong></td>
<td><strong>Monday 31st May 2010 - Hotel</strong></td>
</tr>
<tr>
<td>6.00pm- 8.00pm</td>
<td>Panel Induction and planning (Evening before) in the Hotel</td>
</tr>
<tr>
<td><strong>Day One Morning</strong></td>
<td><strong>Tuesday 1st June 2010 - Limerick IT</strong></td>
</tr>
<tr>
<td>Private meeting of panel and briefing session at LIT</td>
<td></td>
</tr>
<tr>
<td>9.00am-12.00pm</td>
<td>Panel Induction (continued) and panel planning and review of documentation provided by the Institute.</td>
</tr>
<tr>
<td>12.00pm -1.00pm Lunch at institution– Panel private lunch and opportunity for panel members to continue review of supplementary evidence – documentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td><strong>Meeting with Senior Management /Governing body representative</strong></td>
</tr>
<tr>
<td>1.00pm – 2.00pm</td>
<td>Objective 2 Strategic planning and governance; Brief presentation by President (10 mins)</td>
</tr>
<tr>
<td>--an overview of the institute future strategy current context. Links between internal reflection and strategic planning decision making. This meeting will involve setting the scene - Institution overview, context, mission, and vision. Clarification on structure and roles and overall activities the Institute is engaged in. Environmental factors including themes discussed and indicated at the advance meeting.</td>
<td></td>
</tr>
<tr>
<td>2.00pm- 2.15pm coffee break and panel discussion</td>
<td></td>
</tr>
<tr>
<td>2.15pm - 3.45pm - Objective 1 - Public confidence – demonstrating evidence of public confidence in the quality of education and training and standards of awards made. Information provided by the Institution; Overall approach taken to self study for Institutional Review (outline of self study process etc).</td>
<td></td>
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<tr>
<td>3.45pm – 4.00pm coffee break and panel discussion</td>
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</tr>
<tr>
<td>4.00pm- 5.30pm - Objective 3 : Quality Assurance (Seven Elements Review): Overview of QA System - Presentation by Registrar on the overview of the Quality Assurance System/structures (10 mins) The “seven elements” covered by the European guidelines and the stage of development of the Institutes QA system in each area ; evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, (goverance, management and planning etc) – Institute QA recommendations for enhancement plan – summary changes to the QA procedures over the last 5 years).</td>
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<tr>
<td>5.30pm – 6.00pm Private meeting of panel in LIT</td>
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</tbody>
</table>
### Day Two
**Wednesday 2nd June 2010 - Limerick IT**

9.00am – 10.00am Meeting with Stakeholders including Second level representatives.  
(2 parallel sessions)

10.00am – 10.15am Coffee break and panel discussion

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10.15am</td>
<td>Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System - Committee staff</td>
</tr>
<tr>
<td></td>
<td>The “seven elements” covered by the European Standards and Guidelines. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc.</td>
</tr>
</tbody>
</table>

11.15am – 11.30am Coffee break and panel discussion

11.30am - 12.30pm Objective 3 - Meeting with Learner Support/ Service Staff / Administrative Staff on the QA seven elements as appropriate.

12.30am – 1.30pm Private lunch for panel and review of documentation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1.30pm</td>
<td>Objective 3: Quality Assurance continued (Seven Elements Review): Overview of QA System – Non Committee staff</td>
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<tr>
<td></td>
<td>The “seven elements” covered by the European Standards and Guidelines. Evidence of performance of QA system in each area; evaluation of effectiveness of QA system in each area; improvements identified; integration between processes, governance, management and planning etc.</td>
</tr>
</tbody>
</table>

2.30pm – 2.45pm Coffee and private meeting for Panel (at institution)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2.45pm - 3.45pm</td>
<td>Objective 4: Access, Transfer and Progression: Review of Implementation of the National Framework of Qualifications and procedures for Access, Transfer and Progression; learning outcomes; learner assessment; recognition of prior learning (RPL).</td>
</tr>
</tbody>
</table>

3.45pm - 4.00pm Coffee break and private panel discussion

4.00pm - 4.15pm Panel move to Clare Street Campus

4.15pm - 5.15pm (2 parallel sessions) Meeting with learners (student union representatives) and graduates at Clare Street Campus representing a variety of students across the schools and programme levels including postgraduate and non-standard students.

5.30pm - 6.00pm Private meeting of Panel – feedback on learner interaction and preparation for day three.
### Day Three

#### Morning

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9.00am-10.00am</td>
<td>Objective 5: Operation of Delegated Authority - operation and management of DA.</td>
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<tr>
<td>10.00am-10.30am</td>
<td>Panel meeting and coffee</td>
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<tr>
<td>10.30am-11.30am</td>
<td>Clarification meeting with Institute staff on any outstanding issues/documentation required.</td>
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<tr>
<td>11.30am-12.30pm</td>
<td>Review of documentation</td>
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</tbody>
</table>

#### afternoon

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.30pm-1.30pm</td>
<td>Private lunch for Panel (at institution)</td>
</tr>
<tr>
<td>1.30pm-3.30pm</td>
<td>Private meeting of panel to consider findings and recommendations</td>
</tr>
<tr>
<td>3.30pm-3.45pm</td>
<td>Coffee break</td>
</tr>
<tr>
<td>3.45pm-4.00pm</td>
<td>Meeting with President, Registrar (and institution’s team) to provide preliminary feedback on findings and recommendations</td>
</tr>
</tbody>
</table>
Appendix E  List of People met by the Panel

Tuesday 1 June 2010

1.00pm – 2.00pm  – Objective 2: Strategic Planning and Governance
Dr Maria Hinfealar  President
Cllr John Clifford  Chair of Governing Body
Mr Terry Twomey  Registrar
Dr Fergal Barry  Head of Development
Mr Michael O'Connell  Exec for Strategic Change/Acting CEO Tipperary Institute
Mr Jimmy Browne  Secretary/Financial Controller
Ms Maria Kyne  Head of School, Built Environment
Ms Marian Duggan  Head of School, Business & Humanities
Mr Paschal Meehan  Head of School, Science, Eng & IT

2.15pm - 3.45pm  - Objective 1: Public Confidence
Mr Terry Twomey  Registrar
Dr Fergal Barry  Head of Development
Mr Michael O'Connell  Exec for Strategic Change/Acting CEO Tipperary Institute
Mr Mike Fitzpatrick  Head of School, Art & Design
Ms Maria Kyne  Head of School, Built Environment
Mr Colin McLean  External Services Manager, External Services
Ms Helen Carney  Freedom of Information Officer, Registrar's Office
Ms Mary Costello  Academic Administrator & Student Affairs Manager, Registrar's Office
Ms Anne O'Donovan  Administrative Officer – Admissions Office
Ms Dawn Coleman  Adult Education Co-Ordinator, External Services

4.00pm- 5.30pm  - Objective 3: Quality Assurance (Seven Elements Review): Overview of QA System
Mr Terry Twomey  Registrar
Ms Marian Duggan  Head of School, Business & Humanities
Mr Mike Fitzpatrick  Head of School, Art & Design
Dr Frank Houghton  Lecturer, Dept of Humanities
Ms Maria Kyne  Head of School, Built Environment
Ms Tracy Fahey  Head, Dept of Fine Art & Design
Dr Liam Boyle  Teaching & Learning Champion, Registrar's Office
Dr Siobhan Moane  Head of Research and Technology Transfer, Development Office
Mr Daithi Sims  Head, Dept of Electrical & Electronic Engineering
Mr Pat Gill  Head, Dept of Construction & Civil Eng
Ms Ann Murray  Modularisation Project Manager, Registrar's Office

Wednesday 2 June 2010

9.00am – 10.00am Meetings with Stakeholders including Second level representatives
(2 Parallel Sessions)

Group 1- Industry Stakeholders
Ms Mairead Murphy  Resource/Recruitment Manager, Dell
Ms Laura O’Brien  Audit, Ernst & Young
Mr Brian Meehan  Director, Vision Plus Consulting
Mr Fergal Brosnan  Director, IC Mask Design
Mr Ivor Hanley  Business Development Manager, Vistakon Ireland
Mr Pat Daly  Tourism Director, Shanon Development
Mr Damian Gleeson Partner, Grant Thornton
Mr Robert Graham Youthreach, Limerick Youth Service
Ms Mairead Holland HR Consultant, Analog Devices
Ms Jennifer Keane Managing/Creative Director, Module Media
Mr Michael Ledwith Head of Training & Development, Roche Ireland Ltd
Mr Andrew Thompson Associate Director, David Langdon PKS
Ms Shirley Walsh Operations Director, Shannon Coil Springs Ltd
Mr Tony Gordon Senior Training Advisor, FAS (STB) Raheen, Limerick

**Group 2- Education Stakeholders**
Ms Ruth Bourke Ennis Regional Learning Centre
Mr Michael Fitzgerald FETAC
Mr Thomas Hardy Principal, Villiers Secondary School
Ms Rhona McCormack Downtown Centre Limerick
Mr Eugene O Brien Principal, St. Nessans Community College
Ms Margaret O Connor Guidance Cltr., Limerick College of Further Education
Mr John O Neill Guidance Counsellor, St. Munchin's College
Ms Catherine O Sullivan Central College Limerick
Mr Seamus Twomey Guidance Counsellor, Limerick

**10.15am - 11.15am Objective 3: Quality Assurance continued (Seven Elements Review): Committee staff**
Mr James Collins Head, Dept of the Built Environment Management
Dr Tracey Larkin Lecturer, Dept of Applied Science
Mr Donnacha McNamara Lecturer, Dept of Humanities
Mr Martin Neville Lecturer, Dept of Humanities
Ms Roz Whelan Lecturer, School of the Built Environment
Mr Pat Grace Lecturer, Dept of Electrical & Electronic Engineering
Mr Jim Jones Lecturer, Dept of Business
Dr Michael Geary Lecturer, Dept of Applied Science
Mr Eoghan Sadlier Lecturer, Dept of Business
Mr Gerry Hussey Lecturer, Dept of Electrical & Electronic Engineering

**11.30am - 12.30pm Objective 3 - Quality Assurance continued (Seven Elements Review): Meeting with Learner Support/Service Staff/Administrative Staff**
Ms Anne Twomey Human Resources Manager, Human Resources
Ms Linda Barry Access Officer, Institute Access Service
Mr Jerald Cavanagh Institute Librarian, Library
Ms Marian Twomey Learning Support Unit Manager, Student Services
Ms Noreen Keane Counsellor, Student Support Services
Mr Niiall Corcoran Information Technology Manager, Computer Services
Ms Mary Costello Academic Administrator & Student Affairs Manager, Registrar's Office
Mr Ger Hartigan Senior Technical Officer, School of the Built Environment
Ms Miriam Grimes Senior Staff Officer, Examinations Office
Mr William Ward VLE Co-ordinator/Lecturer, Dept of Information Technology
Mr Will Hickey President, LIT Student Union

**1.30pm – 2.30pm Objective 3: Quality Assurance continued (Seven Elements Review): Non Committee staff**
Mr Michael Mooring Lecturer, Dept of Built Environment Management
Ms Susan Halvey Lecturer, Dept of Art & Design
Ms Patricia Cremen Lecturer, Dept of Humanities
Mr Alan Keane Lecturer, Dept of Art & Design
Mr Niall McPartlin Lecturer, Dept of Construction and Civil Engineering
Ms Agnes Boucher-Hayes  Lecturer, Dept of Humanities
Ms Teresa Bradley  Lecturer, Dept of Electrical & Electronic Engineering
Dr Frances Hardiman  Lecturer, Dept of Mechanical & Automobile Engineering
Mr Kieran Whitelaw  Lecturer, Dept of Fine Art & Design
Mr Ken O’Brien  Lecturer, Dept of Business
Mr Kevin O’Riordan  Lecturer, School of the Built Environment
Dr Sinead O’Leary  Lecturer, Dept of Humanities

2.45pm -3.45pm - Objective 4: Access, Transfer and Progression:
Ms Miriam Grimes  Senior Staff Officer, Examinations Office
Mr Donnacha McNamara  Lecturer, Dept of Humanities
Ms Anne O’Donovan  Administrative Officer – Admissions Office
Ms Linda Barry  Access Officer, Institute Access Service
Ms Joanne Holland  Careers Officer, External Services
Ms Helen Chadda  Lecturer, Dept of Business
Ms Dawn Coleman  Adult Education Co-Ordinator, External Services
Ms Anna Murphy  Access Project Officer, Student Support Services
Mr Kevin Neville  Lecturer, Dept of Humanities

4.15-5.15pm (2 parallel sessions) Meeting with learners (student union representatives) and graduates at Clare Street Campus

Group 1
Mr Declan Casey  BA (Hons) in Fine Art in Sculpture & Combined Media, Stage 2
Ms Georgina Lubeck  BSc in Music Technology & Production, Stage 3
Mr Kwanile Matiwaza  BSc (Hons) in Civil Engineering Management, Stage 3
Ms Remi Ademakim  HNC in Business in Accounting & Finance, Stage 1
Mr Patsy O’Brien  BA (Hons) in Fine Art in Painting, Stage 2
Mr Noel Barron  Brick & Stone, Apprentice
Mr Seamus Williams  Brick & Stone, Apprentice
Mr Padraig O’Sullivan  Plastering, Apprentice
Mr Kenneth Trinder  Plastering, Apprentice
Mr Padraig O’Looney  Carpentry & Joinery, Apprentice
Mr Shane McMahon  Carpentry & Joinery, Apprentice
Ms Sinead O’Loughlin  BSc (Hons) in Drug & Medicinal Product Analysis, Stage 2
Mr Pat Tobin  BSc (Hons) in Drug & Medicinal Product Analysis, Stage 2
Ms Emma Mansbridge  BEng (Hons) in Facilities Engineering, Stage 4
Ms Sarah Kennedy  BSc (Hons) in Multimedia Programming & Design, Graduate
Ms Anne Marie McCarthy  BA (Hons) in Applied Social Studies in Social Care, Graduate
Mr Stephen Melbourne  Vice President, LIT Student Union, Moylish Park Campus 2010-2011

Group 2
Mr Will Hickey  President, LIT Student Union
Mr Eoin Gubbins  BSc (Hons) in Computer Networks and Systems Management, Stage 4
Mr Gavin Duffy  BSc (Hons) in Pharmaceutical and Forensics Analysis, Stage 4
Ms Aisling Quinn  Humanities Level 9, Post-Graduate
Ms Eibhlin Quaid  BSc (Hons) in Accounting and Finance, Stage 4
Mr Diego Maloney  BSc (Hons) in Business Computing, Stage 4
Mr Ger Cahill  Information Technology Level 9, Post -Graduate
Mr Jeremiah Hayes  Applied Science Level 9 (tracking Level 10), Post-Graduate
Mr Majid Ghanbari  BSc (Hons) in Electronics, Graduate
Mr Sean Wynne  BA (Hons) in Fine Art in Painting, Graduate
Ms Caitriona McCarthy  BA (Hons) in Design in Fashion Design, Stage 4
Ms Orlaith Carroll  BA (Hons) in Design in Fashion Design, Stage 4
Thursday 3 June 2010

9.00am-10.00am Objective 5: Operation of Delegated Authority
Dr Maria Hinfelaar     President
Mr Terry Twomey     Registrar
Dr Catriona Murphy     Head, Dept of Humanities
Dr Fergal Barry     Head of Development
Dr Siobhan Moane     Head of Research and Technology Transfer, Development Office
Ms Janice O'Connell     Head, Dept of Information Technology
Ms Maria Kyne     Head of School, Built Environment
Ms Marian Duggan     Head of School, Business & Humanities
Mr Paschal Meehan     Head of School, Science, Eng & IT
Ms Maria O'Sullivan     Staff Officer, Registrar's Office

3.45pm – 4.00pm - Meeting with President, Registrar (and institution’s team) to provide preliminary feedback on findings and recommendations
Dr Maria Hinfelaar     President
Mr Terry Twomey     Registrar
Ms Maria Kyne     Head of School, Built Environment
Ms Marian Duggan     Head of School, Business & Humanities
Mr Paschal Meehan     Head of School, Science, Eng & IT
Mr Mike Fitzpatrick     Head of School, Art & Design