Annual Quality Report (Institution)

Reporting Period 2019-2020

Institute of Technology Carlow

2021

Annual Quality Report (Institution)
PART A: INTERNAL QA SYSTEM
Reporting Period 2019-2020

CONTENTS

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - *Internal QA Framework*	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - *Programme Development and Delivery*	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - *QA of Research Activities and Programmes*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - *Staff Recruitment, Development and Support*	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - *Teaching, Learning and Assessment*	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - *Learner Resources and Supports*	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - *Information and Data Management*	2.8	Information and Data Management	1.7	Information Management
7.0 - *Public Information and Communication*	2.9	Public Information and Communication	1.8	Public Information
2.0 - *Programme Delivery and Development*	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*		QAG for Providers of Research Degree Programmes		

Introduction and Overview of Institution

This is the AQR for Institute of Technology Carlow for the reporting period **1 September 2019 – 31 August 2020.** The AQR has been approved by **Quality Assurance and Enhancement Committee of Academic Council** and is submitted by **Mr David Denieffe, Vice-President for Academic Affairs and Registrar**

Institute of Technology Carlow is an autonomous Institute, established under Irish legislation, specifically the Institute of Technology Acts 1992–2006. The Institute is a Designated Awarding Body of Quality and Qualifications Ireland (QQI), which is the statutory body with responsibility for the National Framework of Qualifications and the oversight of Quality Assurance of education and training provision in Ireland. As a QQI Designated Awarding Body, Institute of Technology Carlow is empowered to make awards for programmes up to Level 9 on the NFQ. In addition, Institute of Technology Carlow has Delegated Authority to Level 10 in the research areas of Biological, Molecular and Environmental Science and research approval in Health Science, Engineering and Computing.

Institute of Technology Carlow's Strategic Plan 2019-2023 identifies key priorities that aim to contribute to regional and national economic, social and cultural development, informed and enriched by the Institute of Technology Carlow's growing activities and profile. It is this plan which guides the direction of the Institute and the programmes being developed, validated and delivered within it.

The mission of Institute of Technology Carlow is to Engage, Learn, Innovate and Lead. This is articulated through an educational environment and context where learners pursue studies in higher education and research up to doctoral level. Through a culture of enquiry, innovation and excellence, Institute of Technology Carlow challenges its learners, staff, global collaborative partners and other stakeholders to create, apply and share knowledge and values in a supportive and vibrant university-level Institute.

Institutional strategy is informed by wide-scale and regular consultation with learners, staff, graduates, employers and representatives of all of our stakeholders, as well as through periodic external strategic and academic reviews of faculties and external strategic reviews of professional services. This is formulated at senior management level, approved by Governing Body via Academic Council and at that stage it is communicated on an Institute-wide basis.

We are guided by national engagement and feedback initiatives, Quality and Qualifications Ireland (QQI), the technological higher education quality framework, the national forum for the enhancement of teaching and learning, professional bodies, national policy and national and international reports.

1.0   Internal QA Framework
1.1 Governance and Management of Quality

Strategic Approach

With learner experience as the focus, the central role of quality assurance and enhancement is explicitly articulated in our Strategic Plan 2019- 2023 which affirms the contribution of quality assurance systems in achieving strategic objectives and maintaining and enhancing all elements of the organisation and the experience of those who engage with us. This is a plan by and for our community, our regions and country. It is the result of many months of information gathering, dialogue, analysis and careful thought by all members of the Institute across every discipline, function and activity. The resulting five strategic priorities encompass our learners, our research, our engagement, our campus community and our sustainable development. Goals developed under each of these themes are reinforced by key actions.   These actions are further supported by detailed action plans and key performance indicators, including those contained in our new mission-based performance compact with the HEA, which defines our role in the achievement of key national objectives for higher education in the coming years. The five priorities, shown in Figure 1.1, are:

1. **Our Learners**
   We will exemplify excellence in education and student life, provide opportunity, engage with all our learners and support them in their development as confident global citizens.

2. **Our Research**
   We will build on our success in knowledge development, grow our research capacity, increase our collaborations and impact, and broaden our disciplines and funding streams.

3. **Our Engagement**
   We will expand our local, regional, national and global partnerships, lead in knowledge creation and application, enterprise creation and socio economic development.

4. **Our Campus Community**
   We will support our community by strengthening our culture of inclusivity, demonstrating excellence in leadership and governance, developing our physical and virtual infrastructure, and by restructuring our organisation for further growth.

5. **Our Sustainable Development**
   We will educate for sustainable development locally, nationally and globally, and we will lead by example.

STRATEGIC PLAN 2019-2023 at a glance

2030 VISION

A leading European Technological University:

Inspiring Individuals, Transforming Society

Mission
Empowering individuals to lead better lives, driving the creation of a vibrant economy and building stronger communities.

ENGAGE
LEARN
INNOVATE
LEAD

LEARNER EXPERIENCE
KNOWLEDGE
EXCELLENCE
CREATIVITY & INNOVATION
CONNECTIVENESS
ETHICS

OUR LEARNERS
OUR RESEARCH
OUR ENGAGEMENT
OUR CAMPUS COMMUNITY
OUR SUSTAINABLE DEVELOPMENT

Core Values
The learner experience is our over arching core value, sustained and enriched by a commitment to knowledge and the achievement of excellence; to the principles and practice of connectedness; to creativity and innovation; and to ensuring high standards of ethical behaviour in all our endeavours.

Core Themes
1 Exemplifying excellence in education and student life, providing opportunity, engaging with all learners and supporting them in their development as confident global citizens.
2 Building on our success in knowledge development, growing research capacity, increasing collaborations and impact, and broadening disciplines and funding streams
3 Expanding local, regional, national and global partnerships, leading in knowledge creation and application, enterprise creation and socioeconomic development.
4 Supporting community by strengthening a culture of inclusivity, demonstrating excellence in leadership and governance, developing infrastructure, and organisational restructuring for further growth.
5 Educating for sustainable development locally, nationally and globally, and leading by example.

Figure 1.1 Strategic Plan 2019-2023 at a glance

Our quality assurance and enhancement activities align with our strategic plan, are informed by the standards and guidelines for quality assurance in the European higher education area (ESG) and with QQI. In terms of linking our institute strategy to our quality policy and procedures, our quality manual is the guiding document. It provides a road map and overview of our overarching policy and procedures for quality assurance, our governance framework, procedures for quality assurance in teaching, learning and research, on-going monitoring and review, the learner voice, procedure for the design, development, validation and withdrawal of programmes, admission, progression and completion, staff development, learner supports and information management.

Our quality culture is supported by strong corporate governance and a commitment to ongoing organisational, resource and staff development and improvement. We firmly believe in accountability, transparency, and the public provision of information and our quality manual is available on our website alongside our policies on collaborative provision, joint awards, research, ethics in research, assessment, and academic standards. We also routinely publish the outcomes from quality review processes and reports including our annual institutional quality report (AIQR).

Quality assurance and quality enhancement are inherently inter-related. In the Institute of Technology Carlow, this drives a quality culture that is embraced by all, from the students and academic staff to the institutional leadership and management. This was commended by the 2020 CINNTE Institutional Review International Peer-Review Panel – '*The review*

team commends IT Carlow for its strong commitment to QA, as well as the evidence of quality culture across the organisation, supported by robust governance structures.'

The Institute of Technology Carlow believe and engage in robust self-evaluation and peer review as a key component of our quality enhancement culture across all of our activities including faculty, professional support services and collaborative partner reviews. This philosophy has served us in maintaining a <u>high standard of achievement in recent formal quality assurance reviews.</u>

The ethos and values that drive the culture of our Institution are supported by strong corporate governance and a commitment to ongoing organisational, resource and staff development. This was commended by the Cinnte Review Team –' *The review team commends the Governing Body and the Executive for their excellent stewardship of the institute's resources, which has left IT Carlow in a strong position to pursue its ambition for technological university status'*.

Governance

At institute level, the <u>Institute of Technology Carlow Governing Body</u> is the ultimate statutory authority, which guides and oversees the strategic direction and management of the organisation including quality assurance. It is appointed for a five year term and includes representation from institute management, academic and professional support staff, and representative organisations, learners and stakeholders.
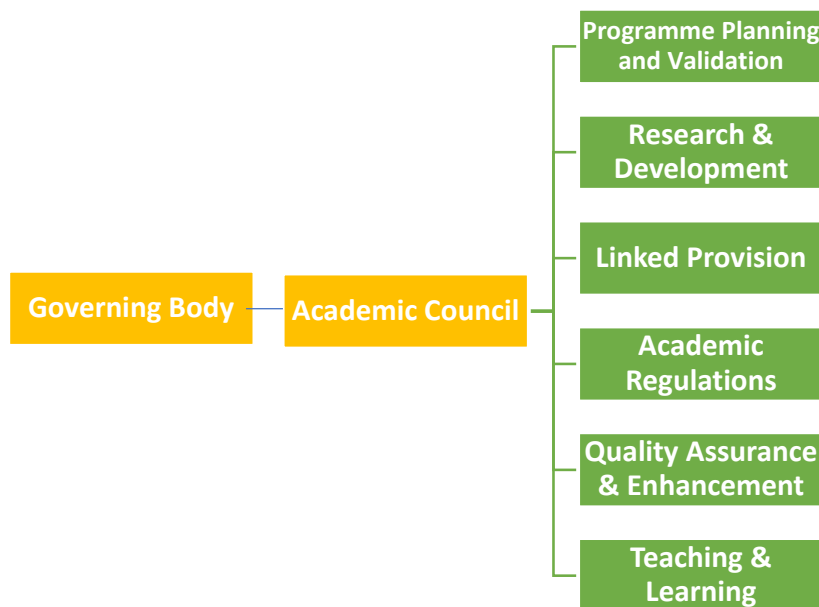
Figure 1.2 Institute of Technology Carlow Academic Council and Committees

The executive management of Institute of Technology Carlow and responsibility for its academic and administrative systems rests with <u>the senior executive team</u> which, through the President, is directly answerable to the Governing Body. Each member of the senior executive is responsible for and represents, at this forum, distinct academic or professional

service faculties or departments. Overall responsibility for quality assurance and enhancement, academic standards and programme validation rests with the Vice President for Academic Affairs & Registrar and both the Quality Officer and Assistant Registrar functions assist in this. In addition, each Institute of Technology Carlow professional support staff service manager reports directly to a member of this senior executive team.

In terms of quality assurance and informed decision making, a key advisory and communication forum at Institute of Technology Carlow is the institute management group. Its membership includes the senior executive team and all heads of academic departments and professional support services. The relevant Institute of Technology Carlow management reporting structures are outlined here.

One of the main quality assurance functions of the Governing Body is the appointment of the institute's Academic Council to assist Governing Body in planning, co-ordination, overseeing and developing the educational work of Institute of Technology Carlow and to protect, maintain and develop academic standards. This responsibility is discharged by means of a series of six committees and associated working groups, each of which include representation from postgraduate and undergraduate learners, academic staff and institute management. In addition, professional support staff are routinely co-opted to these committees to provide expertise where necessary. The six committees are:

- Academic regulations which makes regulation governing the selection, admission, retention, awards, graduation and exclusion of learners

- Linked provision which has oversight of all aspects of linked and collaborative provision

- Programme planning and validation is responsible for the development, monitoring and reviewing of all taught programmes

- Quality assurance and enhancement protects, enhances and develops academic standards for all programmes

- Research and development is responsible for the planning, approval and review of all postgraduate research programmes

- Teaching, learning and support services develops policies to support excellence in teaching and a quality learning experience.

Each committee has clearly defined terms of reference and each committee reports to Academic Council. Therefore Academic Council has an explicit function in the development,

validation and quality assurance of all programmes delivered by, approved by or validated by Institute of Technology Carlow. The ongoing academic management and review of programmes is the responsibility of the programme board or stream comprising the relevant academic staff and departmental management as well as learner representation and these boards or streams report to Academic Council.

At Institute of Technology Carlow, our quality focus and consultation in decision making extends to all aspects of the organisation. While academic quality processes are extremely well established, the institute has approved a 'Professional Support Services (PSS) Strategic Review Policy' (Appendix III Quality Manual) in line with the expectations of the Sector-Specific Quality Assurance Guidelines for Institutes of Technology.   This   is recognition of the fact that maintaining and developing the quality of academic excellence is supported by a large number of professional services and functions providing a complex and coherent support structure and are key factors in the provision of the unique student centred and supportive environment of Institute of Technology Carlow which has been emphasised in the detailed strategic and programmatic reviews of each academic unit completed in 2016. Aspects of the day-to-day running of Institute of Technology Carlow may be delegated by the President to specific staff members with defined responsibility for policy implementation as the President deems appropriate.

1.2 Linked Providers, Collaborative and Transnational Provision

Since the 2010 Institutional Review, Institute of Technology Carlow has continued to develop and strengthen our approach to collaboration and engagement. Following that Institutional Review, the Institute reviewed its collaborative arrangements in accordance with HETAC's Policy for Collaborative Programmes, Transnational Programmes and Joint Awards and in consultation with HETAC agreed supplementary quality assurance procedures to underpin all collaborative provision. Through this process, the Institute embarked on a review of our processes and template agreements and have made a number of enhancements largely aimed at assisting colleagues and current and potential collaborative partners with a clearer process and guidance materials. With the establishment of QQI, the Institute through the agreed protocols gained designated awarding authority for all joint, collaborative and transnational provision up to Level 9. In line with the requirements for ensuring learner success and; IHEQN Guidelines on Collaborative Provision; QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012, Institute of Technology Carlow developed its Policies and Procedures for Linked and Transnational Provision.

In engaging in linked provision, Institute of Technology Carlow remains cognisant of all legislative requirements underpinning the various strands of collaboration in which we engaged. Collaborative provision can take a number of forms. To date, Institute of Technology Carlow has been involved in the following types of collaboration partnership:

• Accreditation

• Articulation

• Exchange

• Off-site delivery

• Validation.

In terms of linked provision, there are four distinct stages within the overall linked provision lifecycle and these are clearly articulated in the Institute of Technology Carlow's Policies and Procedures for Linked Provision.
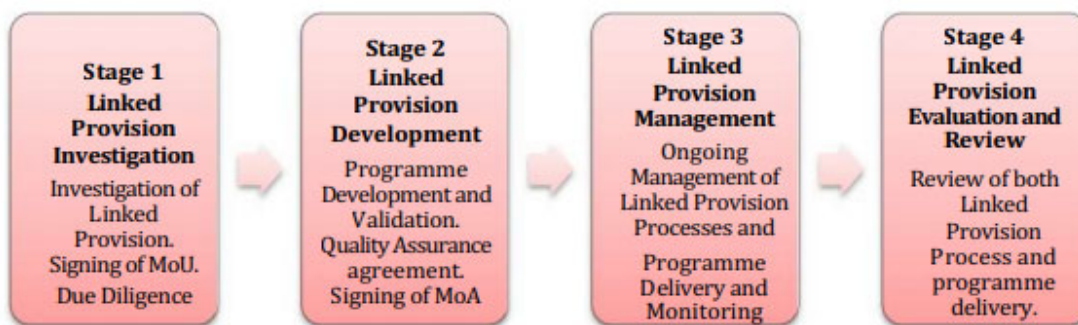
Figure 1.3 Stages in Institute of Technology Carlow Linked Provision

For linked and collaborative provision, quality assurance procedures fully describing the proposed provision, site visits, ongoing monitoring, assessment, examination and external quality assurance, and resource provision must be agreed by the consortium. These may be modelled precisely on the Institute of Technology Carlow procedures or may employ an agreed application of consortium QA principles and procedures.

At present, Institute of Technology Carlow has a range of partnerships, exchanges and collaborations of varying degrees of complexity and engagement. Institute of Technology Carlow's Register of Linked and Collaborative Provision is maintained by the Quality Assurance and Collaborations Officer within the Office of the Vice-President for Academic Affairs and Registrar.

The current development and trajectory of our collaborative activity supports the Institute's strategic goals in internationalisation, global impact and partnership as set out in the Institute's Strategic Plan 2019-2023.

These objectives are further reinforced by the Institute's Research and Innovation Strategy, which highlights the importance to the Institute of building "on our success in knowledge development, grow our research capacity, increase our collaborations and impact, and broaden our disciplines and funding streams" (from Institute of Technology Carlow Mission-Based Performance Compact 2018-2021) and of collaboration with industry "double the number of research projects" (from Strategic Plan 2019- 2023).

The Institute has had long-standing collaborations with An Cosán and the Irish Defence Forces and currently offers over twenty programmes within these collaborations. They are now linked providers of these programmes.

In 2017, the Institute entered into collaborative agreements with the Gestalt Institute of Ireland and with the Tivoli Institute for the delivery of masters programmes in psychotherapy. A new linked provision partnership with Dublin Art Therapy College since 2019 has reinforced the

development of an Institute-led collaborative hub in the domains of psychotherapy and counselling. The newest collaborative partnership is with the Chartered Institute of Logistics and Transport in the co-development and co-delivery of a Higher Certificate in Supply Chain Management.

An important strategic collaborative partnership was formed with Carlow College in 2018 with a view to developing Research and Collaborative Development initiatives in the areas of the Arts, Humanities and Social Sciences.

In addition to the above partners, the Institute is committed to maintaining and developing partnerships with further education (FE) providers. In particular, we are seeking to introduce further flexibility in our degree pathways through closer working with strategic partner providers, and through advanced entry to second year for FE graduates with Level 6 qualifications, and have twenty formal articulation agreements in place with FE providers, three of which are with Education and Training Boards (ETB).

Institute of Technology Carlow learners continue to undertake a wide range of voluntary study abroad opportunities, primarily in their third year of study. Institute of Technology Carlow has articulation agreements with 80 partner institutes in more than 18 countries and further partner institutions in North and South America and Asia through the International Office's International Programme. This includes one double degree programme with Hochschule Hannover, Germany.

Having adopted a measured approach to the development of collaborative and linked provision has resulted in expanded activity in those areas that meet our strategic aims. The Institute does not have any franchise agreements or validation/ accreditation arrangements.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

The development of new programmes and the revision, review and monitoring of existing programmes is a fundamental aspect of quality assurance procedures. The programme Lifecycle in Figure 2.1 clearly labels the steps involved in the programme, selection, development and review. This section articulates how each of these sections is supported by rigorous review, management and quality assurance policies.
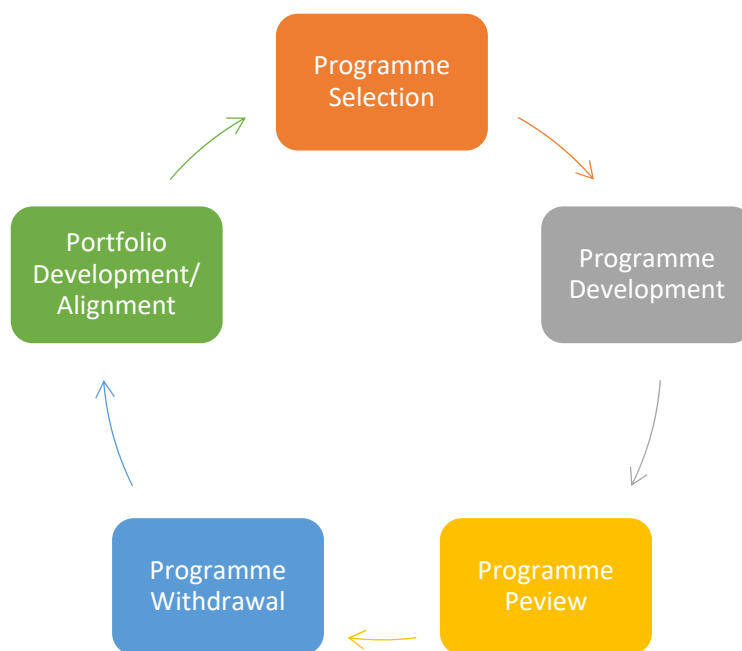

Figure 2.1 Programme Lifecycle

Policy

The procedures and processes of programme development, delivery, assessment, internal and external examination, moderation and programme monitoring processes are modelled on the standard Institute of Technology Carlow institutional quality assurance procedures.

Programme Development

In order to ensure that the programmes developed meet the requirements of the learner and the community, a two step process is detailed at Microsoft Word - 1. Programme Development Policy V.6.2 (2).docx (itcarlow.ie).

Stage 1 requires the proposing department to present an overview of the proposed programme to the Senior Executive team to ensure that the programme is in line with its requirements.

Stage 2, the validation process requires the programme team presents the programme to an expert external review panel who assess the programme.

This process is summarized in the programme accreditation flowchart (NFQ Level 6-10) which can be found at Microsoft Word - Accreditation Flowchart v.6.2.docx (itcarlow.ie). The details in the flowchart include indicative timelines to ensure sufficient time is allowed for the necessary internal and external consultations with stakeholders to be undertaken.

Programme Review

The ongoing academic management and review of programmes is the responsibility of the programme board or stream comprising the relevant academic staff and departmental management as well as learner representation and these boards or streams report to Academic Council.

The ongoing monitoring and review process for programmes is details in the Policy for ongoing monitoring of programmes.

Institute of Technology Carlow believes in robust cyclical self-evaluation and peer review as a major component of our quality enhancement culture assisting us in maintaining the highest standards of achievement in terms of quality assurance, informed by the QQI policy for cyclical review of higher education institutions. As part of this we have a two stage quinquennial strategic and programmatic review of all of our academic faculties (outcomes are published here for the 2016 reviews).

As set out in the Institute of Technology Carlow's Quality Manual http://www.itcarlow.ie/resources/quality/quality-policies-procedures.htm specifically, Appendix X Ongoing Monitoring of Programmes and Appendix XI Policy and Procedure for Programmatic Review, Institute of Technology Carlow has detailed policies and procedures for self-evaluation and internal monitoring of programmes. The implementation of these is overseen by the Institute's Academic Council and its constituent committees. Quantitative and qualitative information is used to inform the ongoing monitoring, annual review and quinquennial review processes.

The Institute of Technology Carlow Quality Assurance Work plan set out at APPENDIX VI within the Quality Manual illustrates where this policy sits within the overarching Quality Assurance Framework (http://www.itcarlow.ie/resources/quality/quality-policies-procedures.htm)

Appendix IX of the Institute's Quality Manual Policy and Procedure for Teaching and Learning, Appendix XIV Recognised Methods of Assessment (extracted from the Academic Standards and Assessment Regulations Sept.2014), Appendix XV Double, Joint and Anonymous Marking and Appendix XVI Group Projects and Assessment- Fairness and Consistency set out policies in relation to Programme Delivery and Assessment.

Procedure

The Institute of Technology Carlow Quality Assurance Work plan set out at Appendix VI within our quality manual illustrates where policies on programmes and awards and assessment of learners are placed within the overarching Quality Assurance Framework and the relevant policies and procedures themselves are presented as:

- Appendix IX: Policy and Procedure for Teaching and Learning

- Appendix X: Policy and Procedure for On-going Monitoring of Programmes

- Appendix XI: Policy and Procedure for Programmatic Review

- Appendix XII: Modes of Programme Delivery

- Appendix XIV: Recognised Methods of Assessment

- Appendix XV: Double, Joint and Anonymous Marking

- Appendix XVI: Group Projects and Assessment – Fairness and Consistency

- Appendix XXII: Policy and Procedure for External Examiner

- Appendix XXIV: Academic Integrity and Anti-Plagiarism Policy

Additional support Institute of Technology Carlow support documentation has been developed by the Teaching and Learning Centre. Publicly available resources which cover a range of topics are available at https://www.itcarlow.ie/study/teaching-learning-centre/tlc-resources.htm. Information and resources for all students and staff are also available through blackboard at https://www.itcarlow.ie/study/teaching-learning-centre/student-academic-support.htm, through dedicated support sites – TLC Staff Hub and TLC Student Hub.

Resources include:
- Academic Integrity Support
- Academic Toolboxes (e.g. Guide to Writing Learning Outcomes, e.g. Rubrics, etc.)
- Guidelines for drafting programme assessment strategies
- Referencing Guides

2.2 Admission, Progression, Recognition & Certification

Policy

As set out in Section 4 of Institute of Technology Carlow's Quality Manual we ensure the smooth progress of learners in their academic career is in the best interest of Institute of Technology Carlow, individual learners, programmes, and systems. This is also captured in the Learner Engagement and Progression Framework (LEAP), summarised in Figure 2.2.1, which details the supportive steps available to learners as they progress through their educational journey. This framework was finalised in 2019 and is a living document which will be updated as required. It gives learners a directory of what supports to expect and how they can be accessed.

Figure 2.2.1 Learner Engagement and Progression Framework

Admission, assessment, recognition and completion procedures, along with the actual academic programme and learner support provided, play an important role, particularly when learners are mobile within and across the higher education system. The admissions process is available in Institute of Technology Carlow's Prospectus and Student Handbook, both are reviewed annually and offer the learner guidance and alternatives during their student life. Additionally, Institute of Technology Carlow's Policy and Procedure for Access (Appendix XXV of Quality Manual), guides the learner through the process of application and the facilitation of such application and provides all prospective learners with information, including selection criteria that allows them to make informed decisions on applying to a programme. The Institute has a High Performance Entry Scheme (Appendix XXIX of the Quality Manual) recognising achievements outside of formal learning in Innovation/Entrepreneurship, Sport and Active Citizenship in consideration for entry.

To further support of the learner in choosing the correct programme, the Policy and Procedure on Transfer (Appendix XXVI of the Quality Manual) offers options and timeframes in the event of the learner requiring the option to change the direction of their study.

Following admission to Institute of Technology Carlow, induction sessions are conducted throughout the Institute by the President and Registrar, Senior Management within each respective Faculty / Campus, Academic staff and existing learners, providing an introduction to Institute of Technology Carlow and the respective programme of choice. This provides all prospective learners with as much information on the programme as possible to inform their choice. Additionally, information on progression within programmes is available within Institute of Technology Carlow's Policy and Procedure for Progression (Appendix XXVII of the Quality Manual).

When choosing a programme, the method of assessment used within Institute of Technology Carlow and specifically for each programme, is also a factor in the learner's choice of programme, as assessment, whether formative or summative, has a profound effect on the learners' progress and on their future careers.

Institute of Technology Carlow ensures that:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. This is reflected in the Policy and Procedure for External Examiners (Appendix XXII) and External Examination –

Foundations and Definitions (Appendix XXIII);

- The criteria for and method of assessment as well as criteria for marking are published within Institute of Technology Carlow's Academic Standards and Assessment Regulations and relevant abstracts available within this document, for ease of reference, within the following Appendices:

  o Recognised Methods of Assessment (Appendix XIV);

  o Double, Joint and Anonymous Marking (Appendix XV);

  o Group Projects and Assessment – Fairness and Consistency (Appendix XVI);

  o Policy and Procedure for Work Placement of Learners (Appendix XXVIII).

Additionally, Institute of Technology Carlow's Policy and Procedure on Late submission of Assignments (Appendix XVII), takes into account mitigating circumstances, while Academic Integrity & Anti-Plagiarism Policy (Appendix XXIII) offers clear direction to the learner of institutional standards of acceptability in conducting assignments to maintain Institute of Technology Carlow's exemplary academic reputation.

SOLAS

Institute of Technology Carlow is a provider of apprenticeship programmes, which all reside in the Department of Built Environment in the Faculty of Engineering. The department delivers the apprenticeship programme via a nationally designed curriculum and assessments under the direction of SOLAS. The department has dedicated apprentice staff and administrator who manages the process liaising with various functions such as Examinations and Finance.

The apprentice administrator is the key contact point with SOLAS and is a user of their portal and system CASCADE. All examination papers and material lists for practical examinations are retrieved via the portal directly from SOLAS. The administrator is also responsible for the timetabling of examinations, in collaboration with SOLAS and is the key communicator with apprentices and their employer. Examination boards, chaired by Head of Faculty/Department are held in accordance with Institute and SOLAS quality assurance practice and are always attended by the assigned Authorised Officer on behalf of SOLAS.

There are two types of apprenticeships within the national system: traditional craft apprenticeships and new, employer-led apprenticeships. Institute of Technology Carlow currently delivers both types.

Craft Apprenticeships

There are 27 traditional craft apprenticeships, which are available across a range of sectors including Construction, Motor, Electrical and Engineering. Craft apprenticeships are generally comprised of seven phases, three off-the-job and four on-the-job, and take a minimum of four years to complete. They lead to the learner becoming a fully qualified craftsperson.

Carpentry & Joinery	Institute of Technology Carlow
Electrical	Institute of Technology Carlow
Electrical Instrumentation	Institute of Technology Carlow (National Provider)
Instrumentation	Institute of Technology Carlow (National Provider)

The Institute provides apprenticeship under the guidance of SOLAS and is active in leading the development of specific apprenticeship in terms of curricula design and assessment. Institute of Technology Carlow has active members on the Technological Higher Educational Association Apprenticeship Committee (THEAC), which represents apprenticeship for the sector on a national basis. This group is currently feeding into the National Action Plan for Apprenticeship led by the Department of Further Higher Education Research Innovation and Science.

In early 2020, Institute of Technology Carlow was pivotal in the development of a contingency strategy with the Higher Education Authority, SOLAS and other providers for the delivery of apprenticeship during the COVID pandemic. This included ensuring quality control, delivering apprenticeship by remote learning, leading a new strategic pathway to apprenticeship delivery.

In terms of apprenticeship excellence Institute of Technology Carlow had participants in the National Skills and World Skills Competitions. In 2019/2020, Institute of Technology Carlow apprentices with their employer Pfizer were the national winners for showing their skills in Electrical Instrumentation in the Generation Apprenticeship national competition.

Employer-Led Apprenticeships

New, employer-led apprenticeships emerged following a review of apprenticeship commissioned by the Minister for Education and Skills in 2013. They are developed and managed by industry-led consortia, working with education and training providers and other partners. The training alternates between a workplace and an education and training institute, with a minimum of 50% of the training being undertaken on-the-job. Industries such as Computer & ICT, MedTech, Insurance, Finance, Accountancy, Logistics and Hospitality sectors now have apprenticeships.

Institute of Technology Carlow has been active in the design and development of employer-led apprenticeships and led the development of the Higher Certificate in Geo Drilling, which also commenced in 2019.

2.3 Procedures for Making Awards

Programmes are designed with overall programme objectives which are in line with the Strategic Plan 2014 - 2018 and meet with the learner's requirement and both Regional and National requirements in line with QQI Quality Assurance Guidelines, both topic and sector specific, and QQI Award Standards. This is additionally informed by International trends. Such programmes in meeting these requirements are reflected in their explicit intended learning outcomes and that lead to a coherent programme of study which facilitates learner progression.

The qualification resulting from a programme is clearly specified and communicated, with reference to the correct level of the national qualifications framework for higher education and to the Framework for Qualifications of the European Higher Education Area.

Three different types of learning outcomes have been identified – knowledge, know-how and skill and competence.

These have been further subdivided as follows, in order to facilitate elaboration in the case of each defined Award Standard:
1. Knowledge-Breadth; and Kind
2. Know-how and skill-Range; and Selectivity

3. Competence-Context; Role; Learning to learn; and Insight.

Details on specific Institute of Technology Carlow Award Standard definitions can be accessed here.

2.4 Teaching, Learning and Assessment

The Teaching, Learning and Support Services Committee of Academic Council oversees any new teaching academic support initiatives and attendant policies.

In terms of quality enhancement, the Institute has a policy and associated procedures to support academic writing which can be found at the following link: https://www.itcarlow.ie/public/userfiles/files/Academic-Integrity-Policy-V4.pdf. To support the embedding of this policy, the Institute has put in place support mechanisms which are offered through the Teaching and Learning Centre. These include continued professional development for staff and support for students in the area of Turnitin, the Institute's approved text-matching software. Also, through the Institute's Academic Writing Centre, support sessions on academic writing and referencing are offered to all students, in order to support them with their writing. This is further supported through the provision of an online, self-paced and self-directed module, Academic Success, which is available on the Institute's Virtual Learning Platform and can be accessed by all students in the Institute. The programme is designed to support students in their transition to higher education and to introduce them to concepts around academic integrity. Since its introduction, there has been a consistent increase in its uptake, with many lecturing staff now embedding it within their programmes as part of their assessment strategies.

In relation to the external examiner process, the Institute also has policy and procedures to support this, which can be found at: https://www.itcarlow.ie/public/userfiles/files/External-Examiners-Policy.pdf. To support new external examiners and to ensure that they are familiar with both the process and with the support that has been given to staff in respect of assessment strategies, a comprehensive external examiner training programme is offered each year.

3.0 Learner Resources and Support

The Learner Engagement and Retention (LEAP) Framework is finalised and the supporting policies and procedures are included in the framework, providing a scaffold document. The LEAP framework will also provide support the learner through their educational journey. Supports both educational and pastoral care and services provided to all learners including international learners are articulated.

Through the Teaching and Learning Centre, the Institute supports all learners with a range of academic supports with details of the uptake for the reporting period given here:

Learner-faced Initiatives	Purpose	Contribution
1. Supplementary Academic Support • 66 requests for supplementary support responded to; • 506 hours of supplementary support offered to 350 students from all campuses.	To support learners who are, for various reasons, experiencing challenges within a particular discipline area.	Supporting students who are experiencing difficulty in particular discipline areas to achieve their programme and module learning outcomes.
2. Academic Writing Centre • Term 1: 105 individual students attending one-on-one sessions at least once in the term. • Term 2: 57 individual students attending one-on-one sessions at least once in the term.	To support learners Institute-wide with the development of their academic writing and critical thinking skills.	Ensuring that a high level of academic integrity is supported through the development of critical writing skills.
3. Maths Support Centre • Term 1: 60 individual students attending one-on-	To support learners Institute-wide with the development of their mathematical and	Ensuring that all learners are afforded the opportunity to avail of additional, individual support in the area of numeracy skills.

one sessions at least once in the term. • Term 2: 29 individual students attending one-on-one sessions at least once in the term.	numeracy skills and comprehension.	

4. Implement Blackboard Ally and development of supporting training resources.	To ensure online environment is highly accessible.	Ensuring that inclusivity is supported within all aspects of the curriculum.

5. Provision of an accredited professional development teaching and learning module to all research postgraduate students (28 graduates from the module in '19/'20).	To support research students engaging in teaching practice.	Providing continuous development in the area of pedagogy and effective teaching practices for teaching postgraduate students so that a quality learning environment was created for all undergraduate students.

6. Provision of an online Induction programme – Academic Success, Skills for Learning, Skills for Life, hosted through TLC Student Hub.	To support all students transitioning to higher education with the development of their study skills in a flexible manner.	As part of our student success strategy, providing a self-paced, online programme which supports students with the challenges of transitioning to higher education.

7. Embedding of Learner Engagement and Progression Strategy (Student Success Strategy).	To further embed support and engagement strategies in an offer to promote student success.	As part of our student success strategy, further embedding all policies and procedures which constitute the LEAP strategy and to identify an gaps for further support systems.

4.0 QA of Research Activities and Programmes

Policy

As set out in the Institute's Policy Statement for Awards by Research, the scope of Institute of Technology Carlow's research programme provision is delineated by the terms of its delegated authority to make awards at NFQ Level 9 (by research and dissertation) and at NFQ Level 10.

Institute of Technology Carlow shall not offer programmes outside of the terms of its delegated authority. The limits to Institute of Technology Carlow's awarding authority, under delegated authority are its validated programmes at National Framework of Qualifications levels 6, 7, 8, taught and research programmes at level 9 and research programmes at level 10 in the area of Biotechnology and Molecular Environmental Science. Institute of Technology Carlow also has Approved Provider Status for Level 10 awards in Health Science, Engineering, Computing and Information Technology. The requirements, as set out in HETAC regulations regarding Research Degree Programme Policy and Criteria (2010) are noted.

All research programme activity leading to awards under NFQ Level 9 and NFQ Level 10 is subject to the academic quality assurance policies and procedures approved and adopted by Institute of Technology Carlow's Academic Council as well as those required by QQI. All research programme activity is subject to the approval of Academic Council which has statutory responsibility for the admission, retention, exclusion and examination of learners. The Institute of Technology Carlow Academic Council, with the approval of the Institute of Technology Carlow Governing Body, has established a Research and Development Committee of Academic Council and Postgraduate Research Programme Boards. The purpose of these bodies is to assist the Academic Council in the performance of its functions in relation to programmes of research leading to higher degree awards. Where research programme activity leads to an award it is also be subject to the oversight and approval of QQI. Any award that falls outside the scope of Institute of Technology Carlow's delegated authority is approved by QQI.

Procedure

As set out in the Institute's Policy and Procedure for Postgraduate Awards by Research and Dissertation (https://www.itcarlow.ie/public/userfiles/files/Policy-Statement-for-Awards-by-Research-NFQ-L9-and-L10-Version-5.pdf at NFQ Level 9 and Level 10, individual research programmes are assessed by a process of external review (Appendices C1 and C2). Validation of the research area takes place at discipline level. Application for validation for programmes of research in a new discipline area shall be made to the Registrar by the appropriate school or department using the New Programme Proposal Forms (PP1 and PP2). The form PP2 is supplemented by a self-assessment report form detailing how the proposed research area satisfies validation criteria (Appendix B3). Completed Programme Proposal Forms, together with Self Evaluation Reviews shall be submitted to the Office of the Registrar for internal assessment and review prior to the establishment of an external expert panel to review new research proposals. The panel shall have the appropriate expertise to benchmark the proposal against national and international comparators. Following review and site visit the panel shall make a recommendation to validate the proposed programme (or not). The Research & Development Committee shall then consider such recommendation. The Committee shall then make recommendation to Academic Council. Academic Council shall recommend approval of validation to Governing Body. Governing Body shall consider the recommendation and decide on approval. Reports and outcomes of the validation process shall be published. Validation of discipline areas shall be subject to cyclical review.

Institute of Technology Carlow's Academic Council maintains two registers of learners on programmes for higher degrees by research, as follows:

- A Register of learners attached to programmes toward an award of the Degree of Master (by research and dissertation) – hereafter referred to as "the Level 9 Register" and
- A Register of learners attached to programmes toward an award of the Degree of Doctor of Philosophy – hereafter referred to as "the Level 10 Register".

Each individual application for registration is considered separately by the Research and Development Committee of Academic Council.

Institute of Technology Carlow offers two type of awards resulting from research programmes:

- Degree of Master (by research and dissertation). Candidates for this award shall be expected to meet the Standard for the relevant broad field of learning (Science, Computing, Engineering, Business, Art and Design) defined for awards at level 9 (by research and dissertation) on the NFQ (Appendices A9 and A 10 Postgraduate Policies and Procedures). The NFQ does not specify any minimum programme duration however national and international practice suggests that a learner registered on an NFQ Level 9 research programme shall require between one and two years of full-time study to achieve the required outcomes. In circumstances where a learner does not complete the programme within a four-year (full time equivalent) period from first admission to the Register, then registration will lapse. In circumstances where a learner wishes subsequently to present for the degree, application for re-registration shall be mandatory.

- Degree of Doctor of Philosophy. Candidates for the Level 10 award shall be expected to meet the Standard for the relevant broad field of learning defined for awards at level 10 on the NFQ (Appendix A10 Postgraduate Policies and Procedures). The NFQ does not provide for any minimum programme duration however national and International best practice suggests that a learner working on a typical programme of research towards an award at Level 10 requires between three and four years of full-time study to achieve the required outcomes. In circumstances where a learner does not complete the programme within a period of six years (full time equivalent) of admission to the register, registration shall lapse. If the learner wishes subsequently to present for the degree, application for re-registration shall be mandatory. In circumstances where a learner has transferred from the Level 9 research Register to the Level 10 Register, the registration period shall run from the date of initial admission to the Level 9 Register.

A learner who wishes to transfer from the Level 9 research Register to the Level 10 Register shall make formal application to Academic Council using the appropriate application form with supporting documentation (Appendix C3 Postgraduate Policies and Procedures). Applications for transfer shall be supported by an independent evaluation by a recognised independent expert assessor in the field of the proposed research and accompanied by a substantial transfer report (Appendix C4 Postgraduate Policies and Procedures). The nomination of the External Expert Reviewer shall have been approved by the Research and Development Committee of Academic Council prior to submission of the proposed programme for review.

5.0 Staff Recruitment, Development and Support

Policy

Institute of Technology Carlow has fair and transparent processes for the recruitment and development of all staff that allow them to assure themselves of the competence of their academic staff. A significant review of the Policies and Procedures related to the Human Resources area has been completed with all Policies and Procedures have been included in the Quality Management System and can be found at: **https://www.itcarlow.ie/resources/quality/quality-policies-procedures.htm**

While higher education institutions have primary responsibility for the quality of their academic staff and for providing them with a supportive environment that allows them to carry out their work effectively, Institute of Technology Carlow embraces this responsibility and ensures that it:

- Follows clear, transparent and fair processes for staff recruitment, appointment, promotion and dismissal that recognise the importance of teaching and learning;
- Offers opportunities for and promotes the professional development of academic staff, which takes into account the outcomes of staff evaluation exercises, including peer review and learner feedback.;
- Encourages scholarly activity to strengthen the link between education and research where staff and learners within Institute of Technology Carlow are regularly invited to research forums offering discussion on research methodologies and developments.;
- Encourage innovation in teaching methods and the use of new technologies where staff within Institute of Technology Carlow have successfully completed Institute of Technology Carlow's MA in Teaching and Learning;
- Provide opportunities and promotes professional development for all staff and postgraduate learners to undertake training through the Centre for Teaching and Learning.
- Recognise excellence in teaching through academic promotion criteria and public awards such as **https://www.teachingandlearning.ie/awards/teaching-hero-awards**. These awards were established by the National Forum for the Enhancement of Teaching and Learning in Higher Education in partnership with the Union of Students in Ireland (USI) and other student bodies to recognise and celebrate learners' experiences of great teaching throughout all higher education institutions

and are presented to individuals who have made an impact at a key transition in a learner's journey in higher education. This award was presented to members of Institute of Technology Carlow teaching staff in 2014 as voted by their learners.

The role of academic staff is essential in creating a high quality learner experience and enabling the acquisition of knowledge, competences and skills. The diversifying learner population and stronger focus on learning outcomes require learner-centred learning where the role of academia is, therefore, also changing. Institute of Technology Carlow has measures in place to reflect such change, such as its Policy and Procedure for Learner Involvement in Quality Assurance (Appendix IV).

Procedure

All potential applicants are informed of the Institute's processes for recruitment and selection and all staff are informed of Institute of Technology Carlow's policy and procedures for Staff Development including and support of staff undertaking Level 10 qualifications. This policy has resulted in 45% of all staff a Level 10 qualification.

Staff Development and Support

The Institute's Teaching and Learning Centre coordinates and provides both accredited and non-accredited professional development, available to all staff across the Institute, including full-time and part-time staff. In addition, continued professional development is provided to collaborative partners of the Institute, which in turn helps to ensure that the overall learner experience is enhanced. The following table outlines the overall staff-faced initiatives that have been implemented through the Teaching and Learning Centre in an effort to support all staff.

Staff-faced Initiatives	Purpose	Contribution
1. Provision of accredited professional development modules to all staff (See Appendix A): • 127 participants • 241 hours of face-to-face sessions • 72 hours of dissertation supervision.	To support staff with their professional development needs through a flexible pathway of professional development modules.	Supporting staff with continuous development in the area of pedagogy and effective teaching practices.

2. Launch of the Institute of Technology Carlow Teaching and Learning Funding Grants 2019/2020, under the funding support of the National Forum for the Enhancement of Teaching and Learning (14 projects to a value of €45,000).	To stimulate small-scale Local Enhancement Projects (LEPs) and to support engagement with teaching and learning enhancement by individuals or small teams.	Providing an opportunity to support staff to engage with a teaching and learning enhancement initiative, particularly those staff who are new to such engagement. The grants demonstrate a commitment by the Institute to enhance the learner experience and to build institutional capacity in teaching and learning.
3. Seminar Series – four funded seminar events to support collaboration within the sector, as follows: • How the National Professional Development Framework for all Staff who Teach in Higher Education in Ireland can Inform Continuing Professional Development for Library Staff (*scheduled for April 2020 but rearranged for 2020-21 due to Covid-19*); • Engineering an Ethical Reboot: Embracing the Social Dimension of Engineering (*scheduled for May 2020 but rearranged for 2020-21 due to Covid-19*); • Clarifying the Role of the Work Placement Tutor (took place November 2019) • Social Action Models of Teaching and Learning in Technology Enhanced Learning Environments: Possibilities and Limitations *(scheduled for June 2020 but rearranged for 2020-21 due to Covid-19)*	To provide staff with the opportunity to connect with colleagues and to focus on shared interests in both the research and practice of teaching and learning enhancement.	Supported the dissemination of effective practice and the scholarship of teaching and learning.

	Within the reporting period, funding was also approved for the running of four National Forum seminars in the year 2020-21.		
4.	Development of online support resources and learning modules specific to Blackboard Collaborate.	To provide support for staff due to the increase in online teaching.	Ensuring that staff have access to the necessary support in terms of online pedagogical knowledge and skills.
5.	Launch of large scale National Forum funding projects under the SATLE initiative (€98,000) to support staff to engage in professional development and collaborative activities.	To foster strong sectoral collaboration within and between departments, institutions and disciplines.	Providing a coherent basis to drive teaching and learning innovation and enhancement, by bringing together teaching and learning expertise, institutional priorities and dedicated funding to support strategic alignment.
6.	Roll-out of Blended Learning Support Workshops/ Bootcamps.	To support pilot initiative to embed blended learning across all Faculties.	Ensure that staff have the necessary skills and knowledge to facilitate remote teaching.
7.	Professional Development Programme for visiting Chinese lecturers (Feb '20-April '20). Between 12-14 hours of support offered weekly over 9 weeks.	To engage our international partners in continuous professional development and to expose them to different teaching, learning and assessment strategies.	Ensuring that our international partners had equal opportunity to our professional development offerings, which in turn supports the learning experience of international students who come to Institute of Technology Carlow as part of their study placement. This also helped to strengthen our engagement with our partners.
8.	One-on-one consultation clinics with staff to support staff them to move online.	To respond to individual staff members' needs in moving instruction online.	Providing ongoing support for all staff and addressing specific needs in relation to their practice.

9. Scheduled Staff Workshops and CPD Sessions (non-accredited - '19/'20) (See Appendix B). • 2 full weeks of CPD offered (June '20) • 803 participants (a total of 94 hours of support offered)	To support staff professional development with a range of pedagogical and technological-related support sessions.	Ensuring that a community of learners and practitioners was created during the move to online learning.
10. Scheduled bespoke workshops offered to our collaborative partners.	To provide specialised professional support for all collaborative partners.	Ensuring quality standards in terms of pedagogical practice amongst our collaborative partners.
11. Development of guidelines and supports for staff on managing the pivot to remote learning. Further development of our TLC Staff Hub with the curation and creation of resources.	To provide online, user-friendly and accessible support material for all staff.	Establishing a consistent approach to our support offerings and creating and curating quality resources available to all staff.
12. Blackboard Support Sessions for 36 PMSS staff (April '20).	To support PMSS staff with the management of alternative remote assessments.	Ensuring that PMSS staff were cognizant of the processes involved in the administration and management of alternative remote assessments.
13. Design and roll-out of a staff survey on experiences of teaching remotely in conjunction with eduCORE (the Institute's Centre of Research Excellence in Education)	To capture the lived experience of staff in the pivot to online teaching.	To research and disseminate findings in the area of emergency remote teaching by adding to the body of knowledge in this area and further informing future practice.
14. Design and roll-out of a Research Supervision module for the Defence Forces as part of their academic professional development.	To support our collaborative partners in terms of their continued professional development.	To ensure that the research supervision process conducted with our collaborative partners was of a similar quality standard to that of the research

		supervisors in Institute of Technology Carlow.
15. Offering of a Research Publication Workshop.	To support staff and students to disseminate their research findings and to enhance the existing community of research practitioners through the creation of a support network.	To ensure that the research conducted by staff and students is disseminated at a national and international level.

6.0 Information and Data Management

Reliable data is crucial for informed decision making. Institute of Technology Carlow collects, analyses and uses relevant information for effective management of programmes and other activities. There are processes in place to collect and analyse information about programmes and activities, feeding into Institute of Technology Carlow's internal quality assurance processes, such as identified within the Policy and Procedure for the On-going Monitoring of Programmes (Quality Manual, Appendix X). This information is used to inform academic and professional support service reviews and strategic planning. The type of information routinely gathered and analysed at Institute of Technology Carlow includes the following:

- Profile of the learner population
- Learner progression
- Non-progression, retention and completion rates
- Learners' satisfaction with their programmes
- Learning resources and learner support available
- Employability of graduates

To comply with Freedom of Information legislation, Institute of Technology Carlow has appointed a freedom of information officer and operates both a records management policy, and a records retention schedule.

Information on Institute of Technology Carlow's activities is useful for prospective and current learners as well as for graduates, other stakeholders and the public. Institute of Technology Carlow provides information about their activities, including the programmes they offer, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their learners, which are available within Assessment Standards and Assessment Regulations, the Teaching and Learning Centre, the Registrar's Office and our prospectus.

7.0 Public Information and Communication

Information on Institute of Technology Carlow's activities is useful for prospective and current learners as well as for graduates, other stakeholders and the public. Therefore, Institute of Technology Carlow provides information about their activities, including the programmes and modules they offer, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their learners, which are available within Assessment Standards and Assessment Regulations, the Teaching and learning Centre, the Registrar's Office and http://www.itcarlow.ie/study-at-itc/prospectus.htm

As outlined previously, the Institute website has a detailed section on quality to include policies, procedures, publications and outcomes (including validation, review, learner feedback analysis), programmes and registers as well as contact details for the Institute Quality Office.

The Institute of Technology Carlow website provides details on:
- activities, including education and training programmes
- research and related services;
- quality assurance policies and procedures; and
- evaluation and findings from quality assurance evaluations.

Institute of Technology Carlow also has active Twitter, Facebook and Linkedin accounts.

8.0 Monitoring and Periodic Review

2012	2013	2014	2015	2016	2017	2018	2019
TUSEI MOU I 2012-2014 Joint Stage 1 TUSEI Submission	Outcomes Review of ITC Strategic Plan 2009-2013	ITC Strategic Plan 2014-2018 ITC/HEA Compact 2014-2017	ITC Vision and Implementation Framework for TUSEI	ITC Strategic Plan 2014-2018 Midterm Review	TUSEI MOU II 2017-2020	ITC Strategic Plan 2019-2023 ITC HEA Compact 2018-2021	ITC Institutional Review 2019/2020 ITC Research and Innovation Impact Strategy 2020-25
QA/QE Gap Analysis and Work Plan Postgraduate Research Review Collaborative and Transnational Provision Review	Progress Review of Institutional Review Outcomes Delegated Authority extension to all Level 9 Taught Programmes	HEA Performance Funding/SDC1 MOA II with Military College – Irish Defence Forces Appointment of CORE Directors Establishment of Research and *Commercialisation* Support Centre and Postgraduate Studies Support Office	HEA Performance Funding/SDC2 Stage 1 Quinquennial Review (Strategic)-Faculties, Campuses, Centres DA Extension to all Level 9 Research Programmes and Joint Awards Commencement of PMSS Reviews	HEA Performance Funding/SDC3 Stage 2 Quinquennial Review (Programmatic) Faculties, Campuses, Centres Research Strategy 2016-2020 Strategic Review PMSS - Library and Computing Services Establishment of Design+ Technology Gateway	HEA Performance Funding/SDC4 Graduate Attributes Framework Establishment of the Office for Institutional Planning and Research Establishment of the Office for Equality, Diversity and Inclusiveness Strategic Review PMSS: Student Services, Academic Admin., Estates	New HEA Compact 2018-2021 Institutional Application for Athena SWAN Bronze Accreditation Extension Level 10 Provision - Health Sciences Blended Learning Framework: Pilot Implementation MOA with Irish Gestalt Institute and Tivoli Institute Establishment of socialCORE	HEA Performance Funding/SDC1 Athena SWAN Bronze Award Joint Application for TUSEI Carlow College MOA Strategic Review PMSS: Development & Research; Sport Establishment of Insurtech DAC and CD4 DAC MOA III Military College – Irish DF

ANNUAL INSTITUTIONAL QUALITY REPORTS (AIQR)

ANNUAL CORPORATE GOVERNANCE PROGRAMME OF INTERNAL AUDITS

ANNUAL CORPORATE GOVERNANCE FINANCIAL AUDITS

ANNUAL INSTITUTIONAL REPORTS AND FINANCIAL STATEMENTS

Figure 8.1 Overview of Institute of Technology Carlow Strategic Planning, Review and Quality Enhancement milestones since Institutional Review 2010/2011

At Institute of Technology Carlow, our quality focus and consultation in decision making extends to all aspects of the organisation.

While academic quality processes are extremely well established, the institute has recently approved a 'Professional, Managerial and Support Services (PMSS) Strategic Review Policy' (Appendix III Quality Manual) in line with the expectations of the Sector-Specific Quality Assurance Guidelines for Institutes of Technology. This is recognition of the fact that a large number of professional services and functions provide a complex and coherent support structure maintaining and developing the quality of academic excellence. They are key to the provision of the unique learner centred and supportive environment of Institute of Technology Carlow which has been emphasised in the detailed strategic and programmatic reviews of each academic unit completed in 2016 and due again during the next AQR reporting period.

As part of the self-evaluation processes, Institute of Technology Carlow carried out a Gap Analysis of its QA system in 2012, and the outcomes of that Report formed the work plan for the Quality Assurance and Enhancement committee. It resulted in the introduction of new roles including an Assistant Registrar and a Quality and Collaborations Officer. The introduction of the role of Director of the Office of Institutional Planning and Research offers Institute-wide support on data analysis to further enhance and inform the Strategic direction of Institute of Technology Carlow. As part of our self evaluation processes and theme- based approach, in the area of Quality Assurance and Enhancement, the Quality system has undergone a further review in 2019, conducted by Anne Campbell, which is informing the Quality Work Plan. This reiterates our approach to systematic review and enhancement. This has enabled the extension of a robust self-assessment model being applied to all professional services which compliments that undertaken by all academic units. The cyclic nature of these reviews will ensure that quality assurance is core to all activities and that a quality focused culture is embedded. Enhancing this quality assurance culture will form a basis for future development.

Policies for programmatic reviews and professional support units can be accessed here.

The procedures and processes of programme delivery, assessment, internal and external examination, moderation and programme monitoring processes are modelled on the standard Institute of Technology Carlow institutional quality assurance procedures.

The Institute of Technology Carlow Quality Assurance Work plan set out at APPENDIX VI within the Quality Manual illustrates where this policy sits within the overarching Quality Assurance Framework

(http://www.itcarlow.ie/resources/quality/quality-policies-procedures.htm)

How Institute of Technology Carlow's internal internal quality assurance system engages with external quality assurance is summarised in Figure 8.1 clearly demonstrating the link between the internal and external processes. Fundamental is the Quality Workplan alignment to the Strategic Plan 2019-2023 and quality enhancement.

9.0 Details of Arrangements with Third Parties

9.1   Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	38 Programmes 20 PRSB
Awarding bodies	1
QA bodies	1

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Honourable Society of King's Inns
Programme titles and links to publications	LLB, BA (Hons) in Law https://www.kingsinns.ie/cmsfiles/entrance-examination/ScheduleOfApprovedDegrees2019.pdf
Date of accreditation or last review	2019
Date of next review	2024

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Engineers Ireland
Programme titles and links to publications	Bachelor of Engineering (Honours) in Civil Engineering; Bachelor of Engineering in Civil Engineering; Bachelor of Engineering in Mechanical Engineering; Bachelor of Engineering in Electronic Engineering; Bachelor of Engineering in Electronic Engineering (Military

	Communications Systems); Bachelor of Engineering in Aircraft Systems http://www.engineersireland.ie/Services/Accredited-Courses.aspx
Date of accreditation or last review	2019
Date of next review	2023

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Institute of the Architects of Ireland
Programme titles and links to publications	Bachelor of Science in Architectural Technology https://www.riai.ie/careers-in-architecture/accredited-programmes
Date of accreditation or last review	2018
Date of next review	2024

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Royal Aeronautical Society
Programme titles and links to publications	Bachelor of Engineering in Aircraft Systems https://www.aerosociety.com/media/9494/c-users-ejackson-onedrive-the-royal-aeronautical-society-academic-accreditation-accredited-courses-ug-pg-september-2018.pdf
Date of accreditation or last review	2019
Date of next review	2023

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Irish Association for Counselling and Psychotherapy https://iacp.ie/register-of-accredited-courses
Programme titles and links to publications	Bachelor of Arts (Honours) in Integrative Counselling and Art Therapy Master of Arts in Gestalt Psychotherapy Postgraduate Diploma in Humanistic and Integrative Psychotherapy Master of Arts in Humanistic and Integrative Psychotherapy
Date of accreditation or last review	2019
Date of next review	2024

9.2   Collaborative Provision

Type of arrangement	Total number
Joint research degrees	n/a
Joint/double/multiple awards	1
Collaborative programmes	57
Franchise programmes	n/a
Linked providers (DABs only)	7 Link to Register of Linked Provision: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf

1. Collaborative provision (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	Irish Defence Forces
Programme titles and links to publications	MSc in Communications Technology Management PG Dip in Science in Communications Technology Management BEng in Electronic Engineering (Military Communications Systems) Higher Certificate in Engineering in Electronic Engineering MEng in Weapons, Ordnance, Munitions and Explosive Engineering Certificate in International Counter-Improvised Explosive Device/Device Disposal (10 credit, Level 9) MSc in Military Engineering Management BA in Leadership, Management and Defence Studies BA in Leadership, Management and Defence Studies (Logistics) Certificate in Leadership, Management and Defence Studies (minor award level 7 30 Credits) Higher Certificate in Arts in Leadership, Management and Defence Studies Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2016
Date of next review	2021

2. **Collaborative provision** (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	The Tivoli Institute
Programme titles and links to publications	Master of Arts in Humanistic and Integrative Psychotherapy (Clinical) Postgraduate Diploma in Humanistic and Integrative Psychotherapy (Clinical) Bachelor of Arts (Honours) in Counselling (Clinical) – 3 years ab initio Honours Degree with Minor Award exit of Certificate after stage 1 Certificate in Psychotherapy Theory (Level 9 – 30 Credit Minor) Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2020
Date of next review	2025

3. **Collaborative provision** (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	An Cosán
Programme titles and links to publications	Bachelor of Arts in Applied Addiction Studies and Community Development (Level 7) Bachelor of Arts in Leadership and Community Development (Level 7) Certificate in Leadership and Social Enterprise (Level 6 Special Purpose Award Higher Certificate in Applied Addiction Studies and Community Certificate in Applied Addiction Studies and Community (Level 6) Higher Certificate in Leadership and Community Development Certificate in Leadership and Community Development (Level 6) Certificate in Social Analysis (Level 6) Certificate in Community Leadership (Level 6) Certificate in Group Work & Facilitation Skills (Level 6) Certificate in Learning to Learn at Third Level (Level 6) Certificate in Introduction to Social Enterprise Development (Level 6 Special Purpose Award) Certificate in Community Leadership (Level 7 Special Purpose Award) Certificate in Technology Enhanced Learning (Level 7 Special Purpose Award) Certificate in Transformative Community Education (Level 7 Special Purpose Award) Certificate in Citizenship and Social Action (Level 7 Special Purpose Award) Certificate in Introduction to Community Development (Level 6 Special Purpose Award) Certificate in Introduction to Community Leadership (Level 6 Special Purpose Award) Certificate in the Nature and Context of Addiction (Level 6 Special Purpose Award) Certificate in Drug Prevention, Education & Awareness (Level 6 Special Purpose Award) Certificate in Community Development Practical Approaches (Level 6 Special Purpose Award)

	Certificate in Understanding and Managing Conflict in a Community Development Context (Level 6 SPA) Certificate in Reflective Practice, Knowledge, Skills & Attitude (Level 6 Special Purpose Award) Certificate in Social Policy (Level 6 Special Purpose Award) Certificate in Equality & Diversity (Level 6 Special Purpose Award) Certificate in Leadership & Organisational Development (Level 6 Special Purpose Award) Certificate in Introduction to Counselling and Motivational Interviewing (Level 6 Special Purpose Award) Certificate in Approaches to Treatment and Rehabilitation (Level 6 Special Purpose Award) Certificate in Community Development and Technology (Level 7 Special Purpose Award) Certificate in Research Methods and Practice (Level 7 Special Purpose Award) Certificate in Project Cycle Management in the Community and Voluntary Sector (Level 7 SPA) Certificate in Leadership and Social Change (Level 7 Special Purpose Award) Certificate in Leadership in Practice (Level 7 Special Purpose Award) Certificate in Drugs and Crime in a Global Context (Level 7 Special Purpose Award) Certificate in Community Drug Work and Leadership in Practice (Level 7 Special Purpose Award) Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	9th December, 2016
Date of next review	October, 2021

4. Collaborative provision (Type of collaborative provision)	Collaborative leading to Linked Provision
Name of body (/bodies):	Carlow College St Patrick's
Programme titles and links to publications	Research and Collaborative Development Initiatives Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2019
Date of next review	2023

5. Collaborative provision (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	Gestalt Institute of Ireland - Irish Gestalt Centre
Programme titles and links to publications	Master of Arts in Gestalt Psychotherapy Postgraduate Diploma in Arts in Gestalt Psychotherapy Certificate in Gestalt Theory (Level 9 – 30 Credit Minor) Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2020

Date of next review	2025

6. **Collaborative provision** (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	Dublin Art Therapy College
Programme titles and links to publications	Bachelor of Arts in Integrative Counselling and Art Therapy, with exit award of minor Level 6 after Stage 1, Higher Certificate after Stage 2 and Bachelor degree after Stage 3 Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2018
Date of next review	2022

7. **Collaborative provision** (Type of collaborative provision)	Linked Provision
Name of body (/bodies):	The Chartered Institute of Logistics & Transport Ireland (CILT)
Programme titles and links to publications	Higher Certificate in Business in Logistics and Supply Chain Management (Level 6 Major Award) Link: https://www.itcarlow.ie/public/userfiles/files/Register-Linked-Provision-v8_0.pdf
Date of last review	2016
Date of next review	2022

9.3 Articulation Agreements

Articulation agreements - Total number	5 Link to Articulation Agreements: https://www.itcarlow.ie/resources/quality/quality-programmes-registers.htm

1. Articulation agreement:	
Name of body (/bodies):	Liffey College
Programme titles and links to publications	Appropriate 1st Year Programmes at Institute of Technology Carlow
Date of agreement/arrangement or last review	6th May 2020
Date of next review	5th May 2023
Detail of the agreement	Institute of Technology Carlow welcomes applications from qualified graduates of the Certificate in International Foundation Studies (IFS) at Liffey College. The following will be considered by Institute of Technology Carlow for the purposes of accepting Liffey College students onto the appropriate 1st year programme at the Institute: • Applicants will be accepted based on their merits on a case-by-case basis. Apart from academic achievements, considerations will also be given to factors like areas of study, maturity of applicant and demand for the specific programme. • Students will also demonstrate an achievement of IELTS 5.5 or equivalent with a minimum of 5.5 across all bands. It will be noted that Liffey College IFS graduates will achieve a minimum of B2 on their CEFR scale which will satisfy the requirements. • When required and requested, applicants will need to submit any relevant transcripts and certificates.

Institute of Technology Carlow
2021

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
Reporting Period 2019-2020

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1   Strategic QA Updates

The central role of quality assurance and enhancement is explicitly articulated in the *Institute of Technology Carlow's Strategic Plan 2019-2023*

The Strategic Plan 2019-2023, affirms the contribution of quality assurance systems in achieving strategic objectives and maintaining and enhancing the Institute of Technology Carlow's reputation and position within Higher Education both nationally and internationally.

The *Institute of Technology Carlow Strategic Plan 2019-2023* establishes five key priorities to contribute to regional and national economic, social and cultural development, informed and enriched by the Institute of Technology Carlow's growing activities and profile. This plan guides all Institute activities, including quality, engagement, research, learning & teaching and the programmes being developed, validated and delivered.

The development and provision of inter-institutional, regional, national and international collaborative research programmes, joint research awards, and transnational research programme provision have become significant features of the higher education landscape.

Institute of Technology Carlow has been granted delegated authority from QQI for all provision, including Collaborative and Joint Awards, up to and including taught and research level 9 and has attained delegated authority for Joint Research at level 10 across a broader suite of areas.

Institute of Technology Carlow continues to enhance the learning opportunities for staff through the provision of a range of 10-credit modules as part of the MA in Teaching and Learning (MATL). Institute of Technology Carlow funds staff to complete these modules. There has been a strong uptake of these modules, in particular the Research Supervision Module, which was offered a number of times during the reporting period. Details in Appendix 1.

Alignment to Professional Body CORU

Institute of Technology Carlow, is committed to the highest standards of education and professional alignment of its programmes within all disciplines.

This commitment, by the Institute, to aligning programmes to Professional Body recognition and approval is at the heart of the Institute of Technology Carlow's Strategic Plan 2019-2023.

Alignment to Professional Body recognition and approval, is reflected with Social Care Education within the Institute and the accreditation of its suite of programmes on Social Care under the Health and Social Care Professionals Act, 2005, as amended.

The Act provides for the establishment of Registration Boards, specifically, the Social Care Workers Registration Board, to establish and maintain registers for a range of health and social care professions. CORU (Health and Social Care Professional Council and Registration Board) is the multi-profession health regulator for Ireland which includes the regulation of Social Care and the Social Care Workers Registration Board under the Health and Social Care Professionals Act, 2005, as amended. In order to ensure that graduates are recognised professionals in this space, Institute of Technology Carlow undertook a significant project to align its suite of Social Care programmes. A programme validation panel took place in the last reporting period (April 2019) and a CORU visit for Professional recognition is planned for late 2021.

Significant specific changes to QA within the institution.

Institute of Technology Carlow continues to support dissemination of quality assurance policies and procedures through its dedicated section of the website and newsletters to staff which detail all policy updates and decisions from Academic Council.

Leading through self-review, Institute of Technology Carlow continues to enhance the learner experience by carrying out Professional Support Service Reviews by independent external panels.

Institute of Technology Carlow maintains and enhances its Quality Management System (QMS), including the Institute Quality Work Plan, to reflect the requirements under ESG (2015).

In adopting the ECU Athena SWAN principles and the Athena Swan Charter, the Institute is clearly signalling its commitment to enhancing and promoting gender equality for staff and students across the Institute. Institute of Technology Carlow was awarded the international Athena SWAN Bronze Award by AdvanceHE in recognition of the Institute's work in advancing gender equality in academia, and in promoting diversity and inclusion for staff and students in higher education.

The Technological University of the South East of Ireland (TUSEI) joint funded projects are ongoing. These projects involve teams from both organisations who work together in areas such as equality, diversity and inclusion, promoting access to higher education in the region,

international mobility, and support for adult learners, socio-economically challenged students and other target populations. Network building projects amongst science, health, engineering, design, business and humanities academic and research staff, human resource staff, student support personnel, academic managers and finance departments also feature as do a number of projects to promote higher education connecting with industry and community groups across the South East. Other projects take a regional approach to teaching, learning and assessment, programme alignment and examining ways for higher education to contribute to sustainable development in the region. There are 28 projects funded through this initiative.

Institute of Technology Carlow had planned the CINNTE Institutional Review for April-May 2020. The Institutional Self-Evaluation report was submitted to QQI in December 2019. This contained 35 actions for implementation with a clear work plan setting out deliverable, timeframe and responsibilities. This was followed by a planning visit by the Review Panel in February 2020. Due to Covid-19 restrictions, the main International Peer Review Panel Visit was held remotely from 10th June – 30th June 2020. The Review Team in their report made the following thirteen commendations:

- The review team commends IT Carlow for the transformation that has taken place in its institutional development and strategic direction since the last institutional review.
- The review team commends IT Carlow's strong and effective management team, which is systematic in developing and implementing administrative processes and procedures for the institute.
- The review team commends IT Carlow for the authenticity of the values-based culture described in all publications. This culture is evidenced in the work of individuals at the institute.
- The review team commends IT Carlow on the preparation of a comprehensive and reflective ISER document and recommends the publication of the document on the institute's quality webpage.
- The review team commends IT Carlow for its sustenance of a strong financial discipline over an extended period of time resulting in substantial surpluses. These have enabled extensive capital development of the campus in support of its pursuit of technological university status.

- The review team commends IT Carlow for its strong commitment to QA, as well as the evidence of quality culture across the organisation, supported by robust governance structures.

- The review team commends IT Carlow for its strong commitment to, and provision of support infrastructure for, a broad range of collaborative and access partners. The review team further commends IT Carlow for the embedded nature of quality oversight and monitoring of its collaborative and access partnerships.

- The review team commends IT Carlow for its strong commitment to student support and engagement and notes the ample evidence provided that IT Carlow is a student-centred institution.

- The review team commends IT Carlow for its responsiveness to external and internal feedback in programme design and redevelopment. Institutional Review Report 2020

- The review team commends IT Carlow for the excellent support provided to staff interested in engaging in research, as evidenced by the percentage of staff who have attained PhDs over the past eight years, demonstrating IT Carlow's deep commitment to the pursuit of technological university status.

- The review team commends IT Carlow for its strong commitment to engagement with industry and community, as evidenced by its recent top ranking in the Multirank system.

- The review team commends IT Carlow for its strong commitment to the professional development and training of staff in the area of teaching and learning and the renewal of IT infrastructure.

- The review team commends IT Carlow for its very impressive and significant achievements in advancing gender equality, including the Athena SWAN and SALI initiative, which give the institute a mark of distinction among its peers.

The Panel made the following twelve recommendations:

- The review team recommends that IT Carlow strengthen the Strategic Plan 2019-2023 to better describe a set of measurable institutional key performance indicators that will drive the defined strategic intent of becoming a leading European technological university.

- The review team recommends that IT Carlow develop an institutional data set that is fully understood and consistently used throughout the organisation to support evidence-based management decision-making that consistently measures progress against KPIs.

- The review team recommends that IT Carlow establish formal benchmark national and international partners, for research and teaching purposes, and leverage their support to elevate institutional reputation.

- The review team recommends that IT Carlow develop 10-year projections for student numbers and portfolio mix to assist with clarifying optimal shape, size and student mix of the institute.

- The new Research and Innovation Impact Strategy sets out a comprehensive vision for research with measurable targets for the next 5 years; however, the review team recommends that these performance indicators be distributed and owned across the institute, with progress monitored and reported annually to promote the emergence of a research culture across the institute.

- As resources will always be limited the review team recommends that the institute should, over time, further refine priority research areas to achieve critical mass and recognition, prioritising these in terms of investment.

- The review team recommends that the anonymous systematic collection of student feedback be implemented to collect information on course content, delivery, and assessment as part of the annual programme review cycle.

- The review team recommends that IT Carlow fully implement its plan to have a full-time students' union representative at the Wexford campus.

- The review team recommends the development of assessment strategies to address the new semesterisation model, including a focus on students with disabilities

- The review team recommends that IT Carlow explore opportunities for developing a systematic approach to workload management and staff development to facilitate the nurturing of a research culture across the institute.

- The review team recommends that IT Carlow develop a more holistic approach to internationalisation, incorporating and enhancing the internationalisation of the curriculum and increasing outbound mobility of students, in order to realise its ambition of becoming a globally connected institute.

- The review team recommends that, to ensure sufficient risk management and portfolio oversight, the institute should introduce an annual strategic overview and assessment

of collaborative partnerships as part of an annual review presented through Academic Council and the Governing Board.

Institute of Technology Carlow very much welcomed the Quality and Qualifications Ireland (QQI) CINNTE Review to evaluate the effectiveness of our institutional quality assurance processes. The review process itself was balanced and thorough, the review report is representative and comprehensive, and the Institute highly valued the additional perspectives, experience and advice facilitated by this review. The self-evaluation review identified a range of new opportunities and actions for the future in order to ensure additional positive outcomes for students, staff and stakeholders. These actions together with the recommendations from the IRT have been prioritised for implementation in the coming months and years.

1.2   Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	**Research and Innovation Strategic Plan Development** In 2016, Institute of Technology Carlow published its *Strategic Plan for Research 2016-2020*, much of which has already been implemented and targets achieved. A new strategic plan for research and innovation is currently in development and is due for publication in autumn 2019. Building research capacity and impact is also a key pillar of the Institute's *Strategic Plan 2019-2023,* which includes a commitment to achieving awarding authority to NQF Level 10 across all discipline areas.	Research and Innovation Strategic Plan launched March 2020
2	**QQI CINNTE Review** Planned March 2020	Review took place June 2020, virtually.
3	**Academic Delivery Framework** Work commenced on reviewing the yearlong programme delivery model based on a modularisation approach. The consultation process will continue in the next reporting period, where a decision regarding continuing with the current modularisation approach or changing to a semesterised system will be taken.	Consultation phase completed with an Implementation Plan finalised. This will be enacted in next reporting period as part of the Faculty Programmatic Reviews
4	**Designated Awarding Authority (DAB)** From 1 January 2020, all awards made by Institutes of Technology up to and including awards made at Level 9 of the NFQ, will no longer be subject to the provisions of the Qualifications and Quality Assurance (Education and Training) Act 2012 in relation to the delegation of authority by QQI to	Award Standards were reviewed and the Institute of Technology Carlow adopted the QQI Award Standards which can be accessed here. Linked provision Policies and Procedures were revised and will be used in upcoming reviews.

	providers to make awards (DA). These include the main provisions for DA set out in Sections 52-55 of the 2012 Act, which provide for providers requesting DA from QQI, QQI's determination of such requests, reviews of DA (currently incorporated in Cinnte reviews) and withdrawal of DA. In addition, in relation to the same awards, the institutes will no longer be subject to the provisions of the 2012 Act relating to QQI's awarding functions (Section 49), which provide for QQI setting the standards for those awards that it makes itself, or those made by providers to whom DA has been granted[1]. In preparation for this, reference to DA up to and including Level 9 of the NFQ should be removed from parchments and other award related documents. This work has begun and is ongoing.	

---

[1] Establishment of Institutes of Technology as Designated Awarding Bodies: THEA Guidance Note

1.3   Governance and Management
1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Academic Council	**12 Meetings**
	11th September 2019
	25th September 2019
	11th October 2019
	29th October 2019
	12th December 2019
	22nd January 2020
	24th February 2020
	12th March 2020
	23rd March 2020
	2nd June 2020
	18th June 2020
	10th July 2020
Academic Regulations Committee*	**5 Meetings**
	3rd October 2019
	7th January 2020
	26th February 2020
	19th May 2020
	15th June 2020
Linked Provision Committee	**3 Meetings**
	17th October 2019
	5th February 2020
	2nd June 2020
Programme Planning & Validation Committee	**6 Meetings**
	10th October 2019
	10th December 2019
	20th January 2020
	19th February 2020
	25th May 2020
	16th June 2020

Quality Assurance & Enhancement Committee*	4 Meetings
	11th November 2019
	10th January 2020
	19th February 2020
	19th May 2020
Research & Development Committee*	5 Meetings
	4th November 2019
	20th January 2020
	18th February 2020
	10th March 2020
	26th May 2020
Teaching, Learning & Support Services*	2 Meetings
	29th January 2020
	9th June 2020
Governing Body	12 Meetings
	11th September 2019
	11th October 2019
	29th October 2019
	18th November 2019
	12th December 2019
	22nd January 2020
	24th February 2020
	12th March 2020
	26th March 2020
	2nd June 2020
	18th June 2020
	10th July 2020
Ethics in Research Committee	4 Meetings
	17th October 2019
	12th December 2019
	12th March 2020
	28th May 2020
Academic Integrity Committee	1 Meeting
	March 2020*

* Meetings were postponed/cancelled due to Covid-19 and work was progressed through email and Covid Response Team (CRT) work as appropriate.

1.3.2 QA Leadership and Management Structural Developments

There were a number of key management developments in the period in question:

The first of these was the appointment of our Director of People and EDI.

The Director for People and EDI will be a member of the Senior Executive Team, playing a key role in the strategic development of the Institute as a whole.   Within this broader context, the Director will also lead the development and implementation of a progressive, effective People and EDI strategy and structure that will advance our mission and further cultivate our equitable, inclusive, respectful and healthy work environment and positive organisational culture. This leadership role reflects the commitment of Institute of Technology Carlow to valuing people, equality, diversity and inclusion and the National Gender Equality Plan (2018).

The second was the appointment with the support of the HEA funded Senior Academic Leadership Initiative of the Director of Engineering Research and Innovation in the Faculty of Engineering

Institute of Technology Carlow applied for the post of Director of Engineering Research and Innovation within the context if its EDI Policy (2018), Gender Equality Action Plan (2018) and Institutional Athena SWAN Award (Extended Charter) 2019.   While significant progress continues to be made at an institutional level in the areas of Governance, Management, Key Decision-making Bodies, Academic and Research Staff and Students (see table below), the Institute's GEAP highlighted key priority areas linked to significant gender under-representation within the Faculty of Engineering. This action plan, adopted by the Institutes Governing Body on the 29th November 2018 (https://www.itcarlow.ie/resources/equality-diversity-inclusivity.htm), formed the basis of the Institute's successful application for an Institutional of Athena Swan Bronze Award and a clear rationale for a senior level female role within the Faculty of Engineering, and particularly in research.

The role of Director of Engineering Research and Innovation has been developed to meet the Institute strategic priority of ensuring gender balance and visibility of women in research leadership. At present there are two research Directors at lecturer level within the Faculty of Engineering, both male, who participate in developing research strategy and contribute to the future direction of research with impact across the Institute. Although they represent the voice

of all researchers, it is imperative to have a senior female research voice contributing to a research strategy for engineering and technology.

1.4   Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Validation of various major, minor and special purpose programmes from NFQ levels 6- 9.	2019/2020	http://www.itcarlow.ie/resources/quality/quality-publications-outcomes.htm
CINNTE Institutional Review	2019/2020	https://www.itcarlow.ie/resources/quality/quality-publications-outcomes.htm
Strategic and Programmatic Reviews (Business, Science, Engineering, Wexford Campus and Lifelong Learning)	2020/21	
The Irish Gestalt Centre and the Tivoli Institute Linked Provision Reviews	2020/21	
Professional Support Services Reviews • Human Resources PSS Review • Finance PSS Review	2022/23 Not conducted arising from delay due to Covid -19 and the appointment of the Director of People and EDI Not conducted due to Covid-19	

1.4.2 Expert Review Teams/Panels[2] involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	99	1	1	0	97	0	0
of those:							
On-site processes	34	0	1	0	33	0	0
Desk reviews	0	0	0	0	0	0	0
Virtual processes	65	1	0	0	64	0	0
Average panel size for each process type*	5	6	5	0	5	0	0

---

[2] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	97	30	67	0	18	78	1	0	0	82	15
Secretary	1	1	0	0	0	1	0	0	0	0	1
Academic/Discipline Specific	166	59	107	0	0	147	2	14	3	67	99
Student Representative	12	12	0	0	0	12	0	0	0	3	9
QA	97	30	67	0	18	78	1	0	0	82	15
Teaching & Learning	0	0	0	0	0	0	0	0	0	0	0
External Industry /Third Mission	194	84	110	0	0	180	0	14	0	0	194

2.0 IQA System – Enhancement and Impacts

2.1 Initiatives within the Institution related to Academic Integrity

Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 specifically empowers QQI to prosecute those who facilitate academic cheating. The legislation was commenced in November 2019 and it is now deemed to be a criminal offence to assist another person to cheat in an academic setting. The provisions are summarised on the QQI website https://www.qqi.ie/Articles/Pages/Academic-Integrity.aspx.

This is a new statutory function for QQI and much work is required in this area for QQI as a regulator. We have commenced engagement with publishers and advertisers (of cheating services) to formally advise them of their obligations under the new legislation.

QQI has also established a National Academic Integrity Network (NAIN) as a result of this new legal provision. The network is comprised of and driven by representatives from HE public and private providers, USI and other stakeholders. Dr William Kelly, DCU, is the Chair and Dr Yvonne Kavanagh, Institute of Technology Carlow; Kevin McStravock, USI; and David Croke, RCSI, all chair active working groups. NAIN is working on national definitions (a lexicon); tools to gather data on levels and types of activity in the broader sense of cheating; and an interim set of guidelines as enhancement tools and initiatives to support education providers in preventing and dealing with academic misconduct.

In terms of supporting academic integrity, a number of initiatives have been implemented, including the provision of an extended number of academic writing sessions for all students, offered through the Institute's Academic Writing Centre. These one-on-one sessions were offered on all campuses during the reporting period and were widely publicised through the Institute's VLE. To support this, additional academic writing resources were both created and curated and made available to students on the VLE.

As well as one-on-one support sessions, bespoke group support sessions were offered to students, including those of our collaborative partners. An example of this was a session on Academic Writing for Dissertations, offered to students within the Defence Forces. A similar session was offered to final-year students in Engineering over a three-week period to support them in the drafting of their theses.

As part of the National Forum's SATLE 2019 initiative, the Institute secured funding two projects focussing on academic writing and information literacy. The focus of one of the projects, Fostering Deliberate Practice in Critical Analytical Writing for Postgraduate Learners, is on supporting postgraduate students with their academic writing. This Teaching and Learning initiative is a human-centred design (HCD) study in which an evidence-informed digital system to enable self and peer assessment and support a community of practice will be co-created with students and supervisors attached to Institute of Technology Carlow's research centres in computer science (gameCORE) and applied social sciences (socialCORE).

The other funded project, is an Information Literacy project which centres on the development of a self-directed blended learning information literacy programme aimed at Institute of Technology Carlow students transitioning to higher education. Its aim is to support students to develop their literacy and information skills and empower them to improve their critical reading, writing, referencing skills. When completed, the programme will be available to all learners and on all campuses and hosted on our VLE platform, which will allow for a flexible approach. Both projects are to be reviewed by an international panel in 2020/21.

Extensive support on academic integrity and the drafting of alternative assessments was provided to staff from March 2020 and support sessions were offered to staff and students on conducting open-book and remote assessments. A range of guidance documents and supports on maintaining academic integrity were created and made available to both staff and students on the Institute's virtual learning platform.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators *Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.* *If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).*
1	Final Report from CINNTE published	Published October 2020
2	Action Plan based on recommendations from CINNTE Report	Plan developed November 2020
3	Academic Delivery Framework	Implementation to commence through Programmatic Review 2020/2021
4	CORU	CORU Approval Processes 2020-2022
5	Application for Level 10 provision in Social Sciences	Application to be submitted to QQI in 2021
6	Technological University Application finalised	Application to be submitted to Department in April 2021.

3.2   Reviews planned for Upcoming Reporting Periods

3.2.1   Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Linked Provision Review- Gestalt	November 2020	First Review
Linked Provision Review - Tivoli	November 2020	First Review
Programmatic Reviews- Business and Humanities	June 2021	2016
Programmatic Reviews- Engineering	June 2021	2016
Programmatic Reviews- Science	June 2021	2016
Programmatic Reviews- Lifelong Learning	June 2021	2016
Programmatic Reviews- Wexford	June 2021	2016

3.2.2   Reviews planned beyond Next Reporting Period

Unit to be reviewed	Date of planned review
Linked Provision and Programmatic Review - Defence Forces	October 2021
Linked Provision and Programmatic Review - An Cosán	September 2021
Research Review – Business and Humanities -designCORE	November 2021
Research Review – Engineering - engCORE	November 2021
Research Review – Science - enviroCORE, gameCORE & healthCORE	November 2021

4.0   Additional Themes and Case Studies

Institute of Technology Carlow's Response to Covid-19

Institute of Technology Carlow's Academic Council met on 12 March 2020, the day that Covid-19 emergency measures were announced – and, during this meeting, key decisions were made on how to manage the institution's response to the crisis. The Council agreed that external validation of Institute of Technology Carlow's response should be ensured through the use of external examiners. It adopted and then adapted QQI's guiding principles in relation to alternative assessment. Programme boards were fully empowered to modify programmes' teaching and learning (T&L) strategies for communication to Academic Council. Institute of Technology Carlow noted that this assisted in facilitating publication of results in line with the original schedule.

The institution's response to the pandemic was principally driven by the Covid Response Team (CRT), which was made up of the senior management team. The response was also aided by the recent launch of the institution's Roadmap for Blended Learning, with its many supporting resources in place, and ready to go. The CRT also established eight chaired subgroups to deal with and manage the various aspects of the institution's Covid response, including a hybrid learning CRT, a student experience and support CRT, a research CRT, remote working CRT, and Wexford campus CRT etc. The institute's website clearly sets out its response and processes undertaken and contains an FAQ (in respect of Covid-19) section.

Teaching and Learning Centre – Engaging during Covid-19

Institute of Technology Carlow's Teaching and Learning Centre (TLC), played a particularly critical role in engaging fully with and supporting staff and students in these very challenging circumstances.

Additional supports were provided in the week prior to closure, including training in the use of Blackboard Collaborate in managing a blended learning environment, which was attended by many and was moved online following the initial 'boot camp' week. New spaces were created on the T&L hub – one for staff and the other for students. Through Blackboard, Institute of Technology Carlow also hosted a space on alternative assessments, working and studying remotely. The Students' Union was included in planning and activities, to ensure that learner

needs were met, and to assist in producing guidelines for students on managing alternative assessments.

There was also demand for more Continuing Professional Development (CPD) from staff on hybrid/ remote learning. Sessions were developed for rollout throughout the period of the lockdown and a targeted week-long initiative in the week of 8 June. These were extremely popular, with 21 sessions in total, as well as a range of technical and pedagogical supports to support the institution's pivot to hybrid learning. The training proved to be so popular that a repeat series was held the following week, with over 500 registrations for that cycle. Sessions were also recorded, which allowed those who could not attend (such as linked providers) to watch them subsequently. Following this, more recently, additional bespoke support sessions were developed and delivered to linked providers. These will be repeated in September.

The involvement of many students in the CPD sessions, such as the session on learning in an online environment, aided staff in understanding the student voice. Feedback received subsequent to the session will be incorporated into continued support for staff. In terms of support being offered to students for the exams, the TLC was on-site to provide assistance to students on areas including *TurnItIn* and academic integrity, as well as to provide support for any issues experienced in uploading assignments.

The TLC surveyed staff on the nature of supports they required – and, from this material, additional sessions have been devised to meet staff needs in the new academic year. The TLC will also provide one-to-one supports for staff to assist in their preparations for the new academic year.

Institute of Technology Carlow noted that it will be submitting a report to QQI in the coming days with feedback on their Covid response and approach from a teaching, learning and assessment (TLA) perspective.

Institute of Technology Carlow noted that, although a lot of work has already been completed in preparing for the next academic year, there remains more to do. A number of risk assessments have been completed in respect of facilities and activities – and work on the timetables will continue in the weeks ahead. The focus will be on designing them in such a way that students' time on campus is maximised, while operating in line with the necessary health

and safety requirements. Lead worker representatives were appointed on a voluntary basis, with all activity and plans discussed via the Operations and Communications Group. This has ensured strong support throughout the institution.

Covid-19 and 2020-2021

Institute of Technology Carlow engaged a hybrid learning (HL) model to apply from September 2020. HL has clear definitions and is described as a learner-centred process that blends together the digital, printed, recorded and traditional face-to-face structured classes to achieve learning outcomes. Institute of Technology Carlow's plans for HL incorporate learnings from the recent staff and student surveys. A HL Framework was established and is supported by on-campus protocols. The TLC, library and computer services have completed a significant amount of work in the area in order to facilitate the roll out of HL design and delivery.

In early September 2020, Institute of Technology Carlow undertook an intensive quality assurance exercise in which it considered all of its programmes and modules and look at the alternative TLA strategies being proposed for each. In preparation for this process, it has set out guiding principles for TLA in a hybrid teaching environment. These principles include aspects such as clearly scaffolded learning, communication and such like that are relevant to any teaching environment, but are even more pertinent in a hybrid teaching environment.

Learning from this, Institute of Technology Carlow put in place enhanced guidelines on group work, ethics, group discussion, academic integrity and assessment guidelines, which would be underpinned by continued CPD activity. Institute of Technology Carlow noted that the importance it places on academic integrity is reflected in its involvement and engagement in the National Academic Integrity Network (NAIN).

Institute of Technology Carlow is also mindful of institutional capacities and capabilities, and so has set guidelines on how it is timetabling and supporting students. Additional supports will be made available through library information services, which are accessible to students on or off-campus.

Institute of Technology Carlow also played a lead role in the THEA (Technological Higher Education Association) registrars' group production of broad quality assurance and

enhancement principles on programme structure, student supports, staff supports, TLA, and work-based learning (WBL) which have been accepted for adoption by the wider sector, mindful of institutional autonomy.

Institute of Technology Carlow had considerable success under Springboard+, 'July Stimulus' and HCI initiatives. It further noted the role that HEIs will be expected to play in Ireland's economic recovery. In that respect, student numbers have fluctuated in these times (particularly international students, for instance). The Institute is cognisant of the considerable expectations on HEIs and confirmed that it will not be found wanting in meeting these expectations.

Technological University

Institute of Technology Carlow and Waterford IT are on the path towards a Technological University for South-East Ireland (TUSEI). Though an application was prepared for submission in late 2018, due to particular risks to the project such as legacy financial issues and IR-related issues, as well as issues in respect of the alignment of academic calendars, it only gained the governing body's qualified approval. Price Waterhouse Cooper were engaged to assist both institutions through a change management programme. A project office is now updating the 2018 application for possible consideration by the two governing bodies by October 2020, subject to the risks and challenges being addressed by then. Institute of Technology Carlow and Waterford IT have developed a very detailed project plan, and will be appointing a Programme Executive Director in the next reporting period.

Academic Delivery Framework in COVID-19

Institute of Technology Carlow noted the significant challenges in the work based on the scale of its current provision in establishing a new academic delivery framework (ADF), which will be rolled out from 2021 onwards. The ADF project includes moving to semesterisation and notes that staff are very supportive of this approach. Institute of Technology Carlow noted a number of activities that are supporting this and will impact upon operational and T&L activities. Institute of Technology Carlow also noted that it currently meets the TU criteria, with more than 4% of its learners enrolled at level 8 or higher undertaking research degrees at NFQ levels 9/10.

Supporting staff throughout the process, the TLC will provide extensive training opportunities related to semesterisation.

Covid-19 External Examiner Process

Due to Covid-19 restrictions, External Examiners did not make site visits in 2020. An alternative process was necessary to ensure that External Examiners were supplied with the appropriate assessment material in line with Institute of Technology Carlow External Examiner Policy and Policy and Procedure for Examinations and Assessment Regulations.

A working group, chaired by the Vice President for Academic Affairs and Registrar was put in review the process and provide guidelines for the Summer 2020 Examinations.The working group met several times starting in April 2020 and developed the following processes and procedures. An External Examiner Administrator role was defined and personnel assigned to each Faculty and the Wexford Campus to facilitate interaction between the academic faculty and the External Examiners due to the volume of assessment material involved.

For the Summer 2020 Examinations held prior to the Covid-19 shutdown the process to track, scan and upload any physical material into a digital format is outlined in Table 1. Where the material is available digitally, the process is outlined in Table 2. The process developed builds on the processes in place in the Faculty of Lifelong Learning.

Step	Description
Tracker	• Create an excel tracker for all External Examiner Paperwork
Assessment Breakdown	• Identify all assessments per module on the excel tracker (see example attached)
Module Folders	• Create a folder for each module on the N Drive
Identify Samples	• Using the Green Sheet, identify a Top, Middle and Bottom samples and retrieve the CAs from Turnitin
Retrieve Sample CAs	• Where there are no sample CAs on Turnitin - Scan the hard copies and save as PDF samples in the folder
Retrieve Sample Exam Scripts	• For exams - Scan the hard copies of scripts and save as PDF samples in the folder
CA Briefs and Exam Papers & Solutions	• Save the CA Briefs, Exam Papers and Solutions to the folder
Final Checklist	• Verify using the checklist (example attached) that all files are included and update the excel tracker to Folder complete

Table 1. Completed Assessments prior to Covid -19 Shutdown

Tracker	•Create an excel tracker for all External Examiner Paperwork.
Assessment Breakdown	•Identify all assessments per module on the excel tracker (see example attached). Identify where External Examiner 'visit' required[1].
Module Folders	•Create a folder for each module on the N Drive
Lecturers give access to BB/ Supply Samples	•Using the Green Sheet,Lecturers identify Top, Middle and Bottom samples and supply the CAs to the EE Admin.
Retrieve Sample CAs	•Where there are no sample CAs on Turnitin - Scan the hard copies and save as PDF samples in the folder
Retrieve Sample Exam Scripts & Assessments (Completed pre Covid-19 shutdown)	•For exams and assessments- Scan the hard copies of scripts and save as PDF samples in the folder
Retrieve Sample Exam Scripts - (Completed post Covid-19 shutdown)	•For exams from term 2 - Retrieve the sample scripts from Turnitin and save as PDF samples in the folder
CA Briefs and Exam Papers & Solutions	•Save the CA Briefs, Exam Papers and Solutions to the folder
Final Checklist	•Verify using the checklist that all files are included and update the excel tracker to Folder complete
External Examiner Accesses Folder	•Secure access given to External Examiner[2]

Table 2. Term 1 & 2 Assessments (including those completed)

Table 3 gives an overview of the management of the interaction process with the External Examiner and the Examination Boards in line with the Institute of Technology Carlow External Examiner Policy, to ensure that there are systems in place to allow for 'visits' (Note 1, Table 3). Secure Drives were provided to each Faculty and Wexford in order to ensure the safe keeping of the assessment material. The overview of who has access to each level of the Drives is outlined in Table 4. The contents of specific folders are shared with the appropriate External Examiners through HEAnet or other secure digital platforms as determined by the faculty.

Communication of this process involved developing a set of Guidelines for the lecturers giving an overview of the process and what material was required. Informing the External Examiners of the revised process for Covid-19 involved developing an overview of the process which was communicated to the External examiners by the Vice President for Academic Affairs and Registrar.

Stage	Description
Access to Folder	• External Examiner has access to Folder. External Examiner confirms access. (2 weeks allocated)
Marking by External Examiner	• Contact for questions from External Examiner through Administrator.
Vivas as required	• Two stage process. Externs at Stage 2 of process after internal viva. Infringements reported to Registrar if required.
Update on programmes where 'visit' required for major project assessment	• Policy requires EE visit for 'major project assessment[1]. Example: Art & Design Virtual Showcase planned. 'Visits' take place.
Feedback from EE	• Feedback captured through Administrators. Scheduled coordinated meetings with Internal Examiners if required.
Preliminary Examination Boards	• Broadsheets available and feedback from External Examiners incorporated.
Examination Board Preparation	• Broadsheets updated.
Examination Boards	• External Examiners and lecturers attend and Final Examination marks agreed.
Results	• Finalised Broadsheets forwarded to Academic Council and ratified.

Notes

1. External Examiner Policy, Section 6.2, Page 8 of 23. 'To visit IT Carlow in accordance with the requirements of specific programmes including, but not limited to, Art & Design major project assessments.
2. Files are stored and shared securely with the External Examiner, for example HEAnet.

Table 3. External Examiner Management & Exam Boards

Level	Description
N Drive Secure access folder (X: folder for Wexford)	• Drive set up for External Examiner Management
Faculty/Campus Level	• One folder for each Faculty/Campus • Access Computing Services and Assistant Registrar • Access External Examiner Administrators
Department Level	• A folder for each Department setup • This will be setup and managed by the administrator for each programme
Programme Level	• Each programme has its own folder • This will facilitate Examination Boards as well • This will be setup and managed by the administrator for each programme
Module level	• Where there are different Examiner on different modules/years of a programme this allows that facilitation. • This will be setup and managed by the administrator for each programme • When selecting work for Extern, all CA and Exams must relate to the same student.

Table 4 Overview of Drives for Management of the Assessment material for External Examiners

APPENDIX: DATA FROM TEACHING AND LEARNING CENTRE

Appendix A: Accredited Academic Professional Development – Teaching and Learning Programmes 2019/20

Programme	No. Participants	No. of cohorts	Credits	Comments
Teaching and Learning 1 (Foundation)	60	6	10	Existing staff, new staff, external applicants and postgraduate research students and ETB Laois-Offaly, Linked provider staff
Teaching and Learning 2 (Advanced)	10	1	10	Existing staff, new staff, external applicants
Assessment and Feedback	6	1	10	Existing staff, new staff, external applicants
Curriculum Design	12	1	10	Existing staff, new staff, external applicants
Education Research Methods	12	1	10	Existing staff, new staff, external applicants
Technology-enhanced Learning	9	3	10	Existing staff, new staff, external applicants Linked provider staff
Research Supervision	12	3	10	Existing staff, new staff, external applicants, Linked provider staff
Masters Dissertation	6	1		
Total no. of participants	**127**			

Appendix B: Staff Workshops 2019/20

Workshop Title	Hours	Date	Participant Numbers
Turnitin	1	16/09/19	4
NFSS: Clarifying the Role of the Work Placement Tutor	6	07/11/19	29
Take a Break Tech Talk	0.5	11/11/19	6
Take a Break Tech Talk	0.5	11/11/19	6
Take a Break Tech Talk	0.5	18/11/19	7
Introduction to Publishing	2	19/11/19	8
Take a Break Tech Talk	0.5	25/11/19	3
Take a Break Tech Talk	0.5	28/11/19	1
Collaborate Boot Camp	2.5	28/11/19	8
Take a Break Tech Talk	0.5	02/12/19	3
Take a Break Tech Talk	0.5	05/12/19	4
Collaborate Boot Camp	2.5	09/12/19	4
Turnitin	1	08/01/20	10
Grading	1	08/01/20	9
Take a Break Tech Talk	0.5	13/01/20	2
Take a Break Tech Talk	0.5	16/01/20	1
Take a Break Tech Talk	0.5	20/01/20	5
Voice Training	6	20/01/20	17
OneDrive and MS Teams Training	6	28/01/20	30
OneDrive and MS Teams Training	6	29/01/20	30
OneDrive and MS Teams Training	6	30/01/20	30
Engaging Students in Online Learning	1	03/04/20	9
Blackboard for PMSS	1	29/4/20	23
Blackboard for PMSS	1	30/4/20	13
Digital Research Methods	1	25/5/20	15
Talking Teaching	1	29/5/20	10
BB Collaborate Overview	1	8/6/2020	14
Digital Research Methods	1	8/6/2020	11
Screencasts	1.5	8/6/2020	19
Digital Research	1	8/6/2020	4
Online Engagement	1	8/6/2020	10
Collaborate Bootcamp (1 - 3)	1	8/6/2020	13
OneNote	1.5	9/6/2020	14

Online Learning - the Learner Perspective	1	9/6/2020	15
Writing an Edited Collection	1	10/6/2020	7
Learning in an Online World	1	10/6/2020	18
Grading Assignments	1.25	10/6/2020	12
Collaborate Bootcamp (4 - 6)	2	10/6/2020	7
Online Engagement	1	11/6/2020	15
Online Assessments	1	11/6/2020	6
1:1 Collaborate Clinics	0.37	11/6/2020	4
Quizlet	1.5	11/6/2020	14
Facilitating Online Classroom	1.5	11/6/2020	14
Flipped Learning	1	12/6/2020	16
Talking Teaching	1	12/6/2020	5
1:1 Collaborate Clinics	0.6	12/6/2020	2
TEAMS	1.5	12/6/2020	14
BB Collaborate	1	15/6/2020	9
Library Resources	1	15/6/2020	16
Screencasts	1.5	15/6/2020	22
Online Engagement	1	15/6/2020	17
Online Learning - the Learner Perspective	1	15/6/2020	14
Flipped Learning	1	16/6/2020	18
Online Engagement	1	16/6/2020	12
Collaborate Bootcamp (1 - 3)	1.5	16/6/2020	9
OneNote	1	16/6/2020	23
Library Resources	1	16/6/2020	19
Online Assessments	1	17/6/2020	18
Facilitating Online Discussion	1	17/6/2020	15
Grading Assignments	1.25	17/6/2020	17
TEAMS	1.5	17/6/2020	17
Collaborate Bootcamp (4 - 6)	1.5	17/6/2020	11
Remote Teaching Forum	1	18/6/2020	12
TEAMS	1.5	18/6/2020	17
Facilitating Online Classroom	1.5	18/6/2020	11
Library Resources	1	18/6/2020	11
	95.47	Totals =	803