

Letterkenny Institute of Technology

2021

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**Annual Quality Report Letterkenny IT  
Reporting Period 2019-2020**

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**Annual Quality Report Letterkenny IT  
PART A: INTERNAL QA SYSTEM  
Reporting Period 2019-2020**

## PREFACE

The **Annual Quality Report (AQR)** (formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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## PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) and QQI Core QA Guidelines (QAG)					
AIQR Section	ESG Unit No.	ESG Unit Title	QQI QAG Unit No.	QAG Unit Title	Institutional QA Policies & Procedures
AIQR Section 1 Internal Quality Assurance Framework	ESG 1.1	Policy for quality assurance	QAG Core, Section 2, unit 1	Governance and management of quality	QAH version 4.0 Chapter 1 and Chapter 2
			QAG Core, Section 2, unit 2	Documented approach to quality assurance	QAH version 4.0 Chapter 1 and Chapter 2
AIQR Section 2.1 Quality Assurance to Support Programme	ESG 1.2	Design and approval of programmes	QAG Core, Section 2, unit 3	Programmes of education and training	QAH version 4.0 Chapter 3
			QAG Core, Section 2, unit 10	Other parties involved in education and training	QAH version 4.0 Chapter 3 section 3.4
AIQR Section 2.2 Teaching, Learning and Assessment	ESG 1.3	Student-centered learning, teaching, and assessment	QAG Core, Section 2, unit 5	Teaching and learning	QAH version 4.0 Chapter 4, 5, and 6
			QAG Core, Section 2, unit 6	Assessment of learners	QAH version 4.0 Chapter 5 section 5.2 - 5.5
AIQR Section 3.0 Admission, Progression, Recognition & Certification	ESG 1.4	Student admission, progression, recognition and certification	QAG Core, Section 2, unit 3.2	Programmes of education and training - <i>Learner admission, progression and recognition</i>	QAH version 4.0 Chapter 4
			QAG Core, Section 2, unit 9.2	Public information and communication -	QAH version 4.0 Chapter

				<i>Learner information</i>	
AIQR Section 5.0 Staff Recruitment, Development and Support	ESG 1.5	Teaching staff	QAG Core, Section 2, unit 4	Staff recruitment, management and development	TLA Strategy, recruitment protocols and induction.
AIQR Section 2.2.3 Learner Resources and Supports	ESG 1.6	Learning resources and student support	QAG Core, Section 2, unit 7	Supports for learners	QAH version 4.0 Chapter 4
AIQR Section 6.0 Information and Data Management	ESG 1.7	Information management	QAG Core, Section 2, unit 8	Information and data management	QAH version 4.0 Chapter 1 section 1.4 and 1.5
AIQR Section 7.0 Public Information and Communication	ESG 1.8	Public information	QAG Core, Section 2, unit 9	Public information and communication	QAH version 4.0 Chapter 2 section 2.1.7, 2.2.4 and 2.2.3
AIQR Section 8.0 Monitoring and Periodic Review	ESG 1.9	On-going monitoring and periodic review of programmes	QAG Core, Section 2, unit 3.3	Programmes of education and training - Programme monitoring and review	QAH version 4.0 Chapter 3 section 3.2
			QAG Core, Section 2, unit 11	Self-evaluation, monitoring and review	QAH version 4.0 Chapter 2
AIQR Section 9.0 Cyclical External Quality Assurance	ESG 1.10	Cyclical external quality assurance	QAG Core, Section 2, unit 11.3	Self-evaluation, monitoring and review - Provider-owned quality assurance engages with external quality assurance	QAH version 4.0 Chapter 2

## Introduction and Overview of Institution

This is the AQR for Letterkenny Institute of Technology for the reporting period 1 September 2019 - 31 August 2020. The AQR has been approved by Academic Council and is submitted by the Office of VP for Academic Affairs and Registrar

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

- Regional Technical Colleges Acts and Amendment Acts (1992; 1994; 1999)
- Institutes of Technology Act (2006)
- Qualifications (Education and Training) Acts (1999 and 2012)
- Qualifications (Education and Training) Amendment Act (2019)

LYIT through its Quality Assurance Policy sets out to establish a coherent framework for enhancing the quality of education and training provided and showing that standards are safeguarded. The Academic Council oversees the monitoring and review of the Quality Assurance Handbook and the associated quality assurance procedures. The Quality Assurance Handbook encompasses procedures to ensure that the Quality Assurance Policy is delivered upon and learners' rights prioritised. Additional procedural documents on support services, management, human resources and the campus environment complete the set. The Quality Assurance Handbook comprises seven sections and is published on the Institute's website:

Chapter 1 Quality Assurance Policy
Chapter 2 Periodic Review Procedures
Chapter 3 Programme Design, Monitoring and Evaluation
Chapter 4 Access, Transfer and Progression
Chapter 5 Marks and Standards
Chapter 6 The Learner Charter
Chapter 7 Research

The development of Version 4.0 of our QAH is a response to the publication of the Qualifications and Quality Assurance Education and Training Amendment Act (2019) which made LYIT a Designated Awarding Body as of January 1 2020.

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

QAH version 4.0 is available:

[www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/](http://www.lyit.ie/aboutus/organisation/academiccouncil/qahandbook/)



# 1.0 Internal QA Framework

## 1.1 Governance and Management of Quality

Following the publication of the Qualifications and Quality Assurance Education and Training Amendment Act (2019) LYIT as a Designated Awarding Body derives, from law, the authority to make awards.

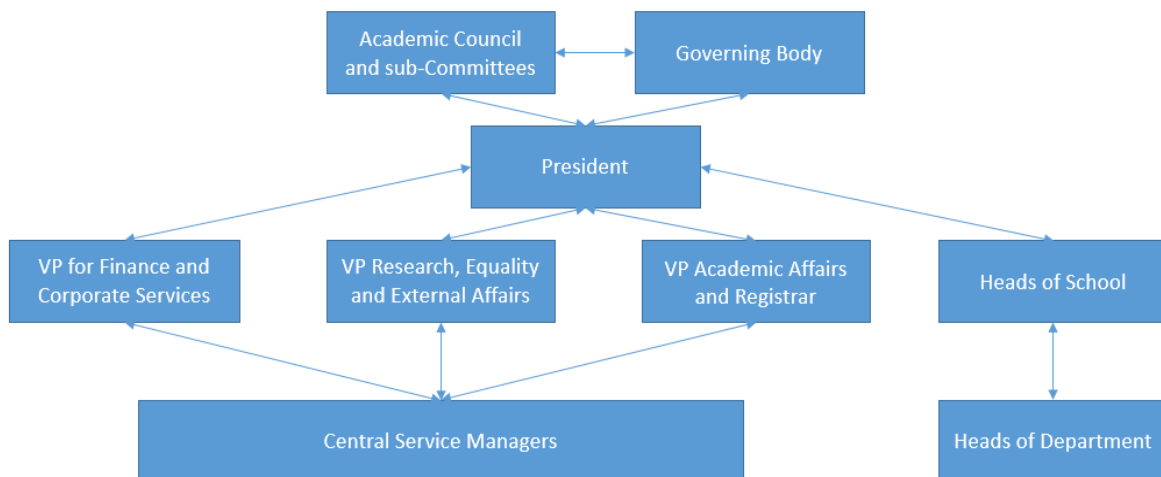
At Letterkenny Institute of Technology (LYIT), all our staff, researchers and students are responsible for working together as a community of scholars to assure and enhance the quality of teaching, research and associated services. Quality assurance at LYIT is guided by key external standards and arising from European and National government statutes ([www.enqa.eu](http://www.enqa.eu) and [www.qqi.ie](http://www.qqi.ie)).

LYIT provides QQI with an Annual Institutional Quality Assurance Report (AIQR). The reporting period is an academic year and runs from September 1 to August 31. The AIQR is composed of six parts.

QQI has established a Policy for the Cyclical Review of Higher Education Institutions (HEIs). A Cyclical Review takes place on a periodic scheduled basis (normally, every 7 years). It provides an opportunity for LYIT to evaluate the quality of its provision of education, training and research, the fulfilment of its public service mission and the effectiveness of its ongoing monitoring and review activities, to ensure they are fit for purpose and for an external team to provide an external reflection on the effectiveness of the procedures and to provide external advice on their enhancement where necessary. It offers assurance to learners that their experience is being monitored for good practices, and assurances to the public that the institution is offering a valuable service.

The ongoing review of Quality Assurance is coordinated by the VP for Academic Affairs and Registrar. However, Quality Assurance is an institute wide responsibility:

**Figure 1 Governance of Quality Assurance at LYIT**



The Governing Body of the Institute is established under Section 6 of the Regional Technical Colleges Act 1992 as amended by Section 4 of the Regional Technical Colleges (Amendment) Act 1994. The Governing Body holds the function of approving annual programmes; annual budgets; and determining the number and terms and conditions of staff subject to the approval of the Minister. The Governing Body consists of a Chairperson and seventeen ordinary members and the President of the Institute. The Chairperson and the seventeen ordinary members are appointed by the Minister for Education and Skills. Membership is as follows:

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

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

## **Academic Council**

Section 10 of the Regional Technical Colleges Act (1992) requires that each college has an Academic Council. The Academic Council assists the President; the Governing Body; and the VP for Academic Affairs and Registrar in: The planning, co-ordination, development and overseeing of Quality Assurance. Works to protect, maintain and develop the QAH and associated standards.

Membership is as follows:

- President, VP for Academic Affairs and Registrar, VP for Research, Equality and External Affairs; Heads of School; and Heads of Department (all ex officio).
- One non-academic member of staff elected by non-academic staff.
- Two registered students (one male and one female).
- 21 members of academic staff (There is a gender requirement that at least ten of those nominated are male and at least ten are female).

The term of office of Academic Council members is three years with the exception of the two student representatives who are appointed annually. The work of Academic Council is split across 5 committees. All five committees have responsibility for reviewing and promoting Quality Assurance policies and procedures.

## 1.2 Linked Providers, Collaborative and Transnational Provision

LYIT requires that proposers of new collaborative programmes submit an outline of the programme for approval prior to the development of a full submission. The outline proposal should be submitted to the VP for Academic Affairs and Registrar for consideration by the Executive Board and the Academic Council. The Executive Board will examine the outline collaborative proposal in terms of the Institute's strategic planning, Institute's resource planning, and the collaborative partner(s) suitability and commitment to the proposed collaborative programme. This evaluation by the Executive Board of the collaborative partner(s) is best achieved where a Memorandum of Understanding is in place between the Institute and the collaborative partner(s) at this juncture. The VP for Academic Affairs and Registrar will lead the Executive Board's evaluation of the potential collaborative partners including a due diligence examination of potential partner institutes. Furthermore, the VP for Academic Affairs and Registrar will facilitate partner institutes' due diligence evaluation of the Institute. The proposal for outline approval should address:

1. Demand from industry and prospective learners.
2. Institute and School/Department Strategy.
3. Collaborative partner profile(s).
4. Outline collaborative arrangement.
5. Aims and learning outcomes.
6. Programme schedule.
7. Resources implications.
8. Similar programmes at other HEIs

### Collaboration Principles

The Institute is cognisant of its responsibilities in respect of learners' welfare and is acutely aware that learners' welfare can become potentially more problematic in relation to collaborative programmes. The Institute will ensure support for learners is at the heart of collaborative agreements and will utilise existing structures, such as the International Office, to achieve this. The Irish Higher Education Quality Network (IHEQN) Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions (2015) is important in this regard. The Institute will engage in a collaborative programme where the collaboration has the potential to enrich provision, to the advantage of learners, in a way that the Institute could not achieve on its own. Collaborative programme provision will be strategic in nature and in the main build on the Institute's collaborative history and the existing agreements in place with partner institutions. LYIT is committed to collaborative arrangements where each of the partner institutions plays a significant and equitable part in each facet of the development and delivery of collaborative programmes.

It is an LYIT requirement that the academic standards of collaborative programmes are in line with other equivalent Institute programmes. Educational partners will be selected on the basis of compatibility with the Institute's operating environment, portfolio of programmes and the quality assurance processes employed at the Institute. Quality assurance processes employed in relation to collaborative programmes will be at least as rigorous as the quality assurance processes operated in respect of other Institute programmes and will require that the quality

assurance of partner providers is in line with the Institute's systems. It is an Institute requirement that the processes for assessing learners are fair and consistent, and comply with the relevant QCI standard for the particular award on the National Framework of Qualifications.

Relevant LYIT procedures in relation to access, transfer and progression will be implemented in respect of collaborative programmes. It is an Institute requirement that all media presentations emanating from the collaborating partners relevant to the collaborative provision are factual, fair and accurate.

Details of collaborative programmes will be included in the AIQR and be examined through the Periodic Programme Review (PPER) process and also in relation to the Cyclical Review process.

### **Linked Provider**

LYIT as an autonomous Designated Awarding Body (DAB) has prescribed responsibilities under the Quality & Qualifications Amendment Act 2019 with respect to arrangements with external bodies seeking or receiving validation of programmes of education and/or research leading to LYIT Awards. Under the Act these providers are referred to as Linked Providers. QCI defines linked providers as higher education providers that do not have the power to award degrees, but provide a programme of education and training that satisfies all or part of the prerequisites for an award of the DAB through arrangements with a DAB. LYIT is responsible for ensuring that Linked Providers organise an integrated system of quality assurance in relation to their activities. Linked Providers may offer programmes of education, training and research leading to awards made by LYIT. LYIT must ensure that Linked Providers have regard for QCI quality assurance guidelines and that they establish procedures for access, transfer and progression of learners in accordance with QCI Policy. LYIT's procedures for the certification of awards and maintenance of learner and award records apply to all awards made by its linked providers. These procedures have regard to: award level, award class and type in the NFQ, including references to the total credit value of the award. LYIT will ensure that each award made is recognised within the NFQ.

LYIT assesses the Linked Provider's quality procedures in relation to teaching, learning and assessment and the student experience (please refer to appendix 3.11, 3.12 and 3.13).

### **Professional Bodies**

LYIT aims to prepare graduates to enter the workplace as professionals and join the bodies that represent those professions. We work closely with a range of professional bodies to ensure that our programmes are aligned with the needs of industry. LYIT's engagement and relationship with Professional Bodies is reported annually to QCI in the AQR. LYIT engages with; statutory professional bodies; professional organisations; and trade associations.

In instances where LYIT applies to a Professional Body for programme approval the professional body will make available their requirements in their core criteria for education and training programmes, and profession specific criteria. Typically, programme approval will consist of a core document, programme handbook, mapping document and a site visit. In the case of successful approval, LYIT can normally, expect ongoing monitoring to include a formal process of (re)approval very five years.

Reports or reviews of and by Professional Bodies are reviewed by Academic Council.

## 2.0 Programme Development and Delivery

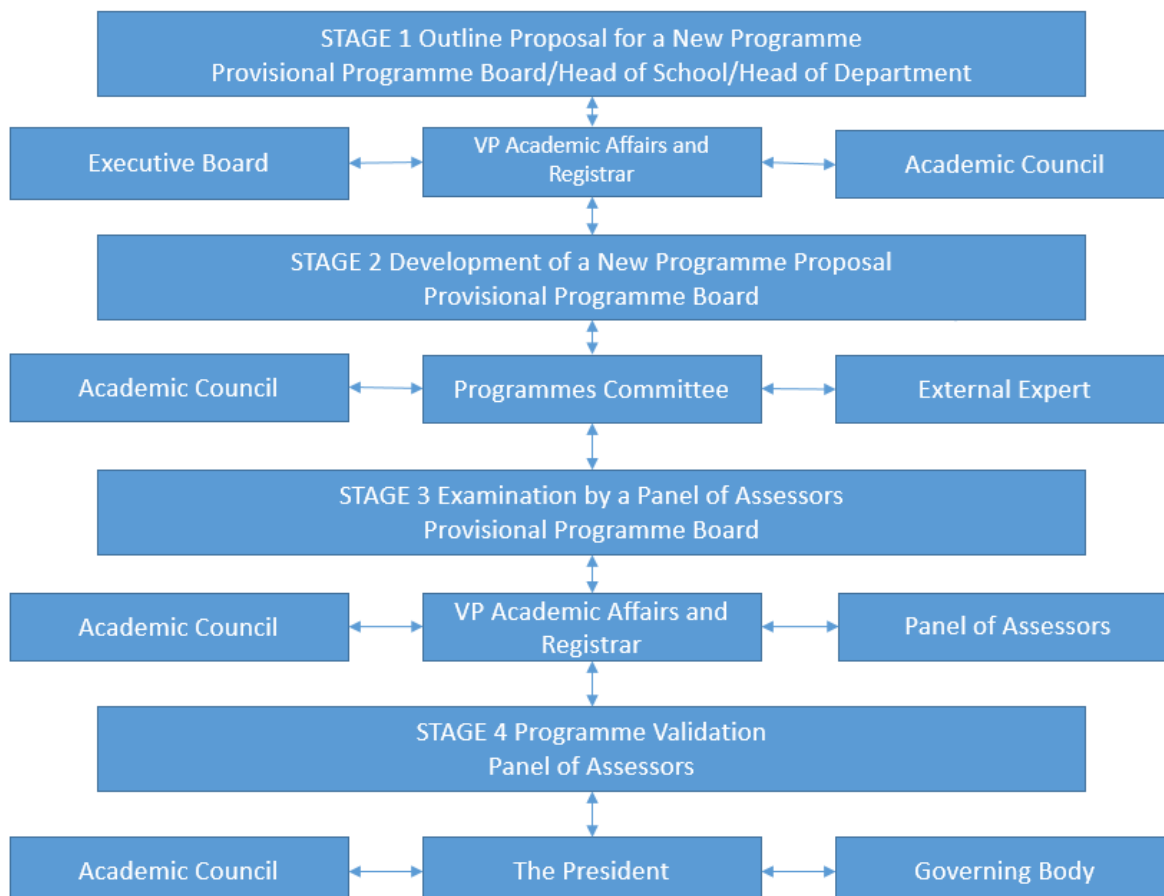
### 2.1 Programme Development and Approval

The classification of programmes at LYIT follows QQI's Award Standards (2014) which outline four main award classifications at level 6-9 of the NFQs:

- **Major Awards** are the principal class of award made at each level. A Major Award represents a significant volume of learning outcomes. A major award prepares learners for employment, participation in society and access to higher levels of education and training. The learner must successfully achieve all the stated requirements in order to achieve a major award.
- **Minor Awards** are derived from and must link to at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right.
- **Special Purpose Awards** are an award type developed for specific areas of learning that have a narrow scope.
- **Supplemental Awards** are an award type which recognise learning concerned with updating/up-skilling and/or continuing education and training. Typically, they are occupation related awards.

The participants and the stages in the validation of new programme are presented in Figure 3.1

**Figure 2 Participants and the Stages in the Validation of new Programmes**



## **Stage 1 Outline Proposal for a New Programme**

Proposals for new programmes can emanate from academic staff through structured meetings at programme level and/or Heads of School/Department. LYIT requires that proposers of new programmes submit an outline proposal for the programme prior to the development of a full submission. Following consultation between the relevant Head of School and the provisional Programme Board the outline proposal should be submitted to the VP for Academic Affairs and Registrar for consideration by Executive Board (and the Resource Review Committee); and Academic Council. An outline proposal should include the following:

- Rationale (Demand from industry and prospective learners).
- Aims and Programme Learning Outcomes.
- Outline Programme Schedule.
- Resources.
- Similar programmes at other institutions.

The outline proposal does not include detailed syllabi, readings lists, equipment lists etc.

For a Minor/Special Purpose/Supplemental Awards an intention to submit notice should be submitted to Academic Council. The intention to submit notice should include the following details: Title, Credits, Level and indicative content. Academic Council will normally refer the outline proposal for consideration to the Programmes Committee. Academic Council will decide whether to grant outline approval to the proposed programme based on: 1) its own deliberations; 2) recommendations from the Programmes Committee and 3) the report from Executive Board. Academic Council may attach conditions to the approval of an outline proposal for a new programme. An outline proposal that is granted approval will be identified with a specific school. The relevant Head of Department in conjunction with the Head of School will make provision for structured meetings of the Programme Board. In the case of a multi-disciplinary/multi-department programme, one of the schools concerned will be identified as the base school. Such Programme Boards will be provisional pending validation of the programme and finalisation of the staffing arrangements. Governing Body will be informed of proposals granted outline approval and will be updated on the progress of proposals through each stage in the process.

## **Stage 2 Proposal for a New Programme**

A number of QQI documents are critical to the design, institutional approval and validation of programmes ([www.qqi.ie](http://www.qqi.ie)). Academic Council will be responsible for ensuring that new programme submissions address QQI requirements.

The arrangements and the personnel for the necessary research and for the preparation of the submission for programme approval will be determined through a consultation process involving the relevant Heads of School/Department and the provisional programme board. While the research, preparatory work and drafting may be shared, the Head of Department will normally assume a co-ordinating and editing role. A new programme proposal will normally be developed by the provisional programme board into a full programme in close liaison with the Programmes Committee taking cognisance of any conditions imposed by Academic Council.

The Programme team should review LYIT's Core Validation Criteria and **ensure** the submission adheres to the template provided. In addition, the following points should be addressed in the design of new programmes:

- Compatibility with the LYIT's strategic planning and mission.
- Impact on the programmes currently offered by LYIT.
- The support for the programme from industry; government agencies; and professional bodies.
- Demand by employers a sufficient cohort of appropriately qualified learners.
- The development of the curriculum - imposing increasing demands on the learner as they progress.
- Resources necessary and available to run the programmes.
- An appropriate balance in regard to the breadth and depth of individual curricula and the academic and practical requirements of the programme.
- The personal development of the learner must be central to the programme and balanced carefully with the intended academic outcomes of the programme.
- The appropriateness of the total contact hours and the breakdown of these hours into lectures, practical, tutorials etc.
- The workload of the learner in terms of assessment requirements, reading, researching, studying etc.

The Programmes Committee will examine the proposal against: LYIT's procedures and guidelines; and QQI's Policies and Criteria for the Validation of Programmes. The Programme Board and the Programmes Committee, will normally consult with an External Specialist(s). The Programmes Committee and where appropriate, the External Specialist(s), will normally hold at least one meeting with the provisional programme board. The Programmes Committee will provide an update on new programme proposals to Academic Council. The committee will also provide feedback directly to the provisional programme board. This stage of the process may be iterative with the Programmes Committee making recommendations to the provisional programme board and the provisional programme board resubmitting amended drafts to the committee. When the Programmes Committee is satisfied that the proposal document meets the requirements of both LYIT and QQI, the committee will ask Academic Council, (with the approval of the President), to convene a Panel of Assessors to examine the programme further.

### **Stage 3 Examination by a Panel of Assessors**

The composition of this Panel is outlined in Appendix 3.3. Academic Council, through the VP for Academic Affairs and Registrar, will facilitate the Panel's consideration of the proposed programme prior to meeting with LYIT staff. The Panel of Assessors will examine the proposal in terms of QQI requirements (Appendix 3.1). The Panel of Assessors may present a short report at the end of their visit to the relevant Head of School/Department, VP for Academic Affairs and Registrar, and President. The secretary to the Panel of Assessors, in conjunction with the Chairperson, will compile an agreed interim report for the VP for Academic Affairs and Registrar. The recommendations will comprise both matters for consideration at School /Department level and matters for consideration at Institute level. The VP for Academic Affairs and Registrar will bring the interim report of the Panel of Assessors to the notice of Academic Council. Where the Panel recommend a re-submission LYIT's procedures will (re)apply. The Head of School/Head of Department in conjunction with the provisional programme board will

address the Panel's recommendations. Executive Board will consider any recommendations that have Institute wide implications. Executive Board will also check that the proposal continues to comply with LYIT's strategic and resource planning. The relevant Head of School/Head of Department will ensure responses to the Panel of Assessors interim report are brought before Academic Council.

The VP for Academic Affairs and Registrar will liaise with the Chair of the Panel, on behalf of Academic Council, to ensure the issues raised by the Panel have been addressed. Academic Council, through the VP for Academic Affairs and Registrar, will forward the amendments and LYIT's response to the Chair of the Panel of Assessors. In cases where the Panel of Assessors needs to meet again as a group and/or with the programme board, the VP for Academic Affairs and Registrar will facilitate the required meeting(s). The secretary to the Panel of Assessors, in conjunction with the Chairperson, will complete an agreed Final Report. Academic Council will consider this final report and may request additional changes to the submission.

### **Stage 4 Programme Validation**

Where Academic Council recommends the programme, the President will approve the Programme Structure/Schedule, typically for a five-year period, including any special conditions requested by Academic Council. The new programme will be placed on the agenda of the Governing Body. The President, following consultation with senior management will bring any relevant matters to the attention of the Governing Body. The VP for Academic Affairs and Registrar will maintain a file on each new programme approval. When funding approval, if necessary, has been obtained from the HEA, the VP for Academic Affairs and Registrar, in conjunction with the appropriate Head of School/Department, will prepare a request final Governing Body. This submission will certify that all necessary approval has been received. No offer of places will be made on a new programme without the approval of Governing Body. Academic Council will review adherence to conditions of programme approval up-to the completion of the new programme by the first cohort of learners.



## 2.1.1 Quality Assurance of Taught Programmes NFQ Level 6- NFQ Level 9

Monitoring programmes involves the ongoing review of programme delivery in the context of the programme's aims and learning outcomes. The review of a programme should focus on the links between the subjects/modules, the demands on the learners, and the coherence of the programme delivered. It is necessary that systematic procedures:

- Ensure systematic processes exist for gathering and considering information that can be used to improve the delivery of programmes.
- Ensure programmes remain current and continue to meet their stated aims.
- Monitor the degree to which learners meet the intended learning outcomes of the programmes and the extent to which the assessment mechanisms are appropriate.
- Contribute to the development of a quality culture in which all participants are aware of their respective roles and that actions are taken to address observed weaknesses in the programmes.
- Position the monitoring of programmes within a framework of systematic periodic reviews.

### Programme Boards

Programme Boards operate for all programmes at LYIT. A School/Department may incorporate two or more closely related programmes into a single programme board. Where two or more programmes have a common year a programme board may be set-up to facilitate this. The lecturing staff together with at least one learner per class group/year form a programme board. The relevant Head of School and Head of Department are ex-officio members as appropriate technical support staff may be part of the Board. The learner representatives are elected in accordance with the procedures of the Students' Union. The learner representatives can express the views of learners on: programme information; assessment mechanisms; programme delivery; and associated services.

Programmes monitor the on-going operation of programmes and contribute to the Programmatic Review process. In general, programme boards will:

- Consider the recommendations arising from Programmatic Review.
- Consider the outcomes of previous PBAMR.
- Maintain the Approved Programme Schedule, Syllabi and Assessment Schedule.
- Adhere to Marks and Standards.
- Review examination and continuous assessment results.
- Ensure an appropriate TLA approach is implemented.
- Consider learner attendance issues.
- Examine the effectiveness of support services.
- Make recommendations on the use of existing resources and the need for new resources.
- Suggest appropriate external experts, to Academic Council.

### Student Progress Committee

The Student Progress Committee is constituted on the same basis as the programme board, but does not include learner representatives. The Student Progress Committee is concerned with the individual learner's academic performance and attendance. A number of different methods are employed Institute-wide to advise learners on both attendance and coursework. The Student Progress Committee meets twice a year. The preparation of a record on learner attendance and continuous assessment, for the Student Progress Committee, is overseen by the Head of School/Department. Attendance is recorded using our Electronic Attendance System (EAS) <http://eas.lyit.ie>. A summary document is also prepared for consideration at the programme board. The Head of School/Department will ensure that learners with poor attendance records are advised in accordance with the policy of the programme board.

### **School Student Committee**

A School Student Committee membership includes: the Head of School, Head of Department and learner representatives. The School Student Committee meets twice in an academic year. Schools can organise student committees at a departmental level. The School Student Committee deals with matters of concern to learners and the Head of Department reports to the programme board on its deliberations. The PBAMR must reflect the important issues raised at the School Student Committee and as appropriate actions taken and planned should be identified.

### **Learner Appraisal of Modules**

A formal learner appraisal of modules is undertaken at the end of a semester using the Learner Module Survey. The survey is designed to elicit the learners' views on; the resources available; the content of modules; delivery of modules; communication; and general evaluation and suggestions. Learners are given the opportunity to appraise the module anonymously. A formal learner appraisal of the entire programme is undertaken towards the end of the academic year using the Lerner Programme Survey. The survey gathers learner feedback on: learner attendance; resources available; organisation and content of module; communication; and general evaluation and suggestions. The PBAMR must reflect important issues raised by the ISSE survey and/or LYIT's student surveys.

### **External Examiners Reports**

The appointment and duties of External Examiners is governed by the LYIT's Procedures for External Examiners (see, chapter 5, appendix 5.2). The report from External Examiners are a critical element of the ongoing monitoring of programmes. It is a detailed report and provides important information for consideration at both Programme Boards and Academic Council.

### **Graduate Survey**

Graduates are sent an email by LYIT inviting them to complete a short survey online to indicate what they are doing 6 months after graduation. Where appropriate, learners will be given the opportunity to outline why they did not continue their education at LYIT. The information is analysed and disseminated to the programme boards through the relevant Head of School/Department. Important matters for the continued development of the programme arising out of the graduate destination survey can be addressed in the PBAMR.

## 2.1.2 Delegated Authority Procedures

LYIT as a Designated Awarding Body derives, from law, the authority to make awards. There are additional, statutory, quality assurance guidelines specific to designated awarding bodies. These additional QA guidelines address the responsibilities of designated awarding bodies in their capacity as: autonomous, independent, awarding bodies, setting standards and making their own awards. LYIT as a designated awarding body will:

- Include in its own QA procedures to approve, monitor and review the effectiveness of the quality assurance procedures of each of its linked providers.
- Apply due diligence and be aware of any reputational risk to themselves and the sector and/or national qualifications system associated with any prospective linked providers and also during ongoing monitoring and review of established linked providers.
- Establish procedures to ensure that: Each award made, in so far as is reasonably practicable, is recognised within the NFQ.
- Establish procedures for the certification of awards and the maintenance of learner and award records. These procedures should apply to all awards made by designated awarding bodies, including those made on behalf of linked providers.

## 2.2 Admission, Progression, Recognition & Certification

Procedures are implemented by LYIT: to facilitate the extension of access, transfer and progression routes at all levels; and to clarify for learners the arrangements for use of access, transfer and progression routes.

- LYIT will identify transfer and progression routes into and onwards from all programmes.
- LYIT will specify any particular attainments, in the awards to which their programmes lead, that are required for transfer or progression (e.g. where the achievement of a Distinction in an award is required to facilitate access to a programme leading to an award at the next level).
- LYIT will endeavour to make accommodations facilitate participants in making successful transitions e.g. bridging modules.

Full details of the entry requirements; and details on Direct Entry programmes are available in our prospectus [www.lyit.ie/About/Policies-Publications/Prospectus](http://www.lyit.ie/About/Policies-Publications/Prospectus).

Schools via the Heads of Department and the relevant Programme Board will ensure that:

- Entry arrangements for each programme are published on our website and in the prospectus.
- Decisions on the allocation of places are transparent.
- Applicants are treated in a fair, equal and consistent manner.
- Appropriate arrangements are made for an appeals process.
- For every programme, prospective learners have available statements of the knowledge, skill and competence needed as a basis for successful participation.
- For each programme, there is clear definition of the awards in the framework that are recognised as demonstrating eligibility for entry and, where relevant, the attainments required in these awards.

LYIT is committed to the following practices:

- Informing learners commencing programmes of the name of the awarding body and the title, award-type and framework level designation of the award associated with that programme.
- Publishing arrangements for eligibility to enter, including a statement of the knowledge, skill and competence needed by the learner as a basis for successful participation on the programme.
- Publishing arrangements to assess learner's eligibility to enter.
- Publishing further selection arrangements (where these apply).
- Publishing a statement of arrangements available for the Recognition of Prior Learning (RPL).
- Publishing possibilities for transfer and/or progression associated with the programme.
- Publishing details of available learning supports.
- Providing all information and documentation referring to a programme leading to an award which will include a statement of the arrangements for entry, and a description of the transfer / progression possibilities into and out of the programme.
- Publishing any supplementary document (i.e. certificate or diploma supplement to promote transparency of an award) issued by LYIT.

- Placing of the award in the National Framework of Qualifications (NFQ) - the name the awarding body and the title, award-type and framework level designation of the award.

## 2.3 Procedures for Making Awards

### Award Titles

Following the publication of the Qualifications and Quality Assurance Education and Training Amendment Act (2019), LYIT as a Designated Awarding Body derives, from law, the authority to make awards. LYIT's awards standards are determined within the National Framework of Qualifications (NFQ). The requirement for LYIT to comply with the NFQ is set out in Section 43 of the Act.

When LYIT as a designated awarding body makes an award in respect of a programme we:

1. Ensure that the award is recognised within the NFQ.
2. Ensure that learners enrolled on programmes leading to awards recognised within the NFQ acquire the standard of knowledge, skill or competence associated with the level of that award.
3. Establish procedures for the certification of awards and maintenance of learner and award records. These procedures shall have regard to: award level, award class and type in the NFQ, including references to the total credit value of the award.

The NFQ provides generic award-type descriptors which form the basis of all awards standards at LYIT. Award standards identify the expected outcomes of learning, inclusive of all education and training for a particular award-type. They concern the knowledge, know-how and skill, and competence that are expected from the learner who is to receive an award. They include both general standards for a particular award-type and specific standards for named awards in particular subjects or fields of learning. Learners holding awards of the same award-type should have comparable standards of knowledge, skill and competence. LYIT supports the case for greater specificity of titles but not the proliferation of degree titles. For new programmes award titles should normally be BA/BSc/BBS/BEng, MA/MSc/MBS, PhD, depending on award level. A full list of award titles is available in Appendix 3.1

### Proposal for a New Award Title

Where a deviation is proposed from the existing list of award titles (appendix 3.1) a strategic case based both on the integrity of the discipline and the potential to more effectively signal to stakeholders (potential students and employers) the content of the degree offering must be made and included with the new programme proposal.

Proposals for new award titles can emanate from academic staff through structured meetings at programme level and/or Heads of Faculty /Department. LYIT requires that proposers of a new award title submit a proposal. The proposal should be submitted to the VP for Academic Affairs and Registrar for consideration by Executive Board and Academic Council.

Proposals for new Awards should be presented in tabular form using the following headings: Purpose; Level; Volume; Knowledge breadth; Knowledge kind; Knowhow and Skill range; Knowhow and skill selectivity; Competence and context; Competence and role; Competence and Learning to Learn; Competence and insight; Progression and Transfer; and Articulation.

Academic Council will normally refer the outline proposal for consideration to the Academic Standards Committee and the Programmes Committee. Academic Council will review the proposal based on a number of three key considerations:

1. The use of the same award title in other similar HEIs.
2. The use of the award title will support the broadening of the learner experience.
3. The use of the award title will support the recruitment on new learners

Academic Council may attach conditions to the approval of a new award title. The committees will provide feedback directly to the provisional programme board. The Academic Standards and Programmes Committee will examine the proposal and make a recommendation on a new award title to Academic Council.

## **2.4 Teaching, Learning and Assessment**

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

[www.lyit.ie/Portals/0/PDF/Policies/Teaching%20%20Learning%20%20and%20Assessment%20%20Strategies.pdf](http://www.lyit.ie/Portals/0/PDF/Policies/Teaching%20%20Learning%20%20and%20Assessment%20%20Strategies.pdf)

Other Institute policies relevant to Teaching and Learning are set out in Chapter 5 Marks and Standards:

[www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf](http://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf)

### **2.4.1 Assessment of Learning**

Section 5.3 - 5.5 of LYIT's Quality Assurance Handbook sets out the Examination Procedures:

<https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf>

Section 5,5 of LYIT's Quality Assurance Handbook sets out the External Examiner Procedures:

<https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf>

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

<https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf>

LYIT's Plagiarism Policy is published on the Institute's website:

<https://www.lyit.ie/Portals/0/PDF/About/Quality%20Assurance%20Handbook.pdf>

## 3.0 Learner Resources and Support

LYIT has a suite of policies and procedures in place for the student lifecycle:

- Section 4.6 of LYIT's Quality Assurance Handbook sets out the Recognition of Prior Learning Policy:
- Section 6.2 of LYIT's Quality Assurance Handbook sets out the Learner Complaints Procedure:
- Chapter 6 of LYIT's Quality Assurance Handbook sets out the Learner Charter:
- Chapter 7 of LYIT's Quality Assurance Handbook sets out the Postgraduate Research Degree Regulations:

In collaboration with its partners in the Connacht Ulster Alliance, LYIT has developed an online tool to facilitate prospective students wishing to apply on the basis of recognition of prior learning:

<http://www.myexperience.ie/>

## 4.0 QA of Research Activities and Programmes

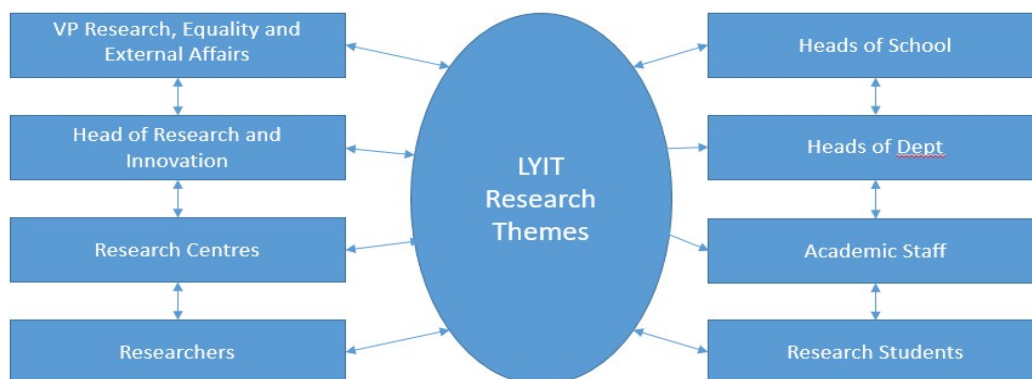
### 4.1 Quality Assurance of Research Programmes NFQ Levels 9 & 10

Chapter 7 of our QAH outlines LYIT's policy and procedures for the admission; registration; transfer of registration; assessment; and the award of degrees by research. At LYIT, research activity is integrated with teaching and learning; academic enterprise; and regional development. LYIT will:

1. Implement a consistent quality framework for all postgraduate research activities.
2. Improve the coordination of research funding; underpinned by effective foresight, review and performance measurement systems.
3. Undertake research in our four Schools that informs teaching and builds a platform for strong research in strategically important areas.
4. Ensure a balance between different types of research undertaken by both single investigators and large multi-disciplinary teams working with and for our stakeholders.
5. Embed knowledge and the commercialisation of intellectual property into institutional activity and reward researchers accordingly.

The following structure for Research and Innovation has been adopted by LYIT:

**Figure 3 Structure of Research at LYIT**



The development of research and innovation at LYIT is driven by the four academic schools. Individual Schools devise plans to implement the objectives of LYIT's strategy. All aspects of research are aligned with the overall aims of the institute. To this end each School maps all research activity (publications; taught Masters Programmes; Research Masters Programmes; Doctoral studies; and funded research) to the LYIT Research Strategy. Decisions about future/further research activity must align with the one of the four research themes; and must inform Teaching and Learning and/or support academic enterprise.

To achieve this vision LYIT's Research Strategy proposes six key objectives:



1. To focus on research which aligns with national priorities and has business and societal impact.
2. To prioritise research in four strategic areas.
3. To provide funding, training and time allocations to our active researchers.
4. To continue to inform Teaching and Learning through our research.
5. To retain and develop strategic partnerships with other Higher Education Institutions (HEIs) and research centres.
6. To improve the dissemination of our research at conferences, books and appropriate peer-review journals.

## 4.2 Quality Assurance of Research

The Quality Assurance (QA) of research comprises all the techniques, systems and resources that are employed at LYIT either by a staff researcher; a student researcher; in a research centre; or as part of a research consortium.

QA of research is typically concerned with:

- The responsibilities of those involved in the research.
- Accurate and ethical project planning.
- The professional development and competence of research staff.

The appropriateness of facilities and equipment.

- The documentation of procedures and methods.
- The maintenance of research records.
- The handling of samples and materials.

**Professional research practice:** Researchers at LYIT will follow the highest ethical standards in conducting their research. Honesty, integrity, openness, accountability and fairness will inform all research practice. Within the limits imposed by the requirements of confidentiality, debate on and reasoned criticism of research work are essential to the research process. In addition, researchers should be open to having their research reviewed by the Institute Research Ethics Committee (IREC) and the Postgraduate Research Advisory Board (PRAB).

**Securing and storing research data:** Researchers are required to keep clear and accurate records of the research procedures followed and of the results obtained; including interim results. Data generated in the course of research (including electronic data) as per GDPR.

**Development of professional competence and good practice:** LYIT through a School based approach in partnership with the Research and Innovation Office will provide training opportunities; and seed funding to help maintain existing research capability and to create new research activity.

**Leadership and cooperation in research groups:** Positive and fair leadership within our research teams is a priority. Lead researchers endeavour to create an environment of mutual cooperation in which all group members are encouraged to develop their skills and in which the open exchange of ideas is fostered.

**Supervising and guiding research students:** There is a responsibility on the Heads of School and the supervisors to ensure that good practices are learned and followed. The role and responsibilities of the supervisors and the students are outlined in section 7.4.

## 5.0 Staff Recruitment, Development and Support

A formal induction is in place for all new staff. A range of training workshops and seminars for staff are run by Human Resources, Teaching & Learning Co-Ordinator and the Estates Office. The Institute has a range of policies and procedures in place for teaching and other staff. These are all published on the Institute's Intranet:

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

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

[www.lyit.ie/Portals/0/PDF/Policies/Teaching%20%20Learning%20%20and%20Assessment%20%20Strategies.pdf](http://www.lyit.ie/Portals/0/PDF/Policies/Teaching%20%20Learning%20%20and%20Assessment%20%20Strategies.pdf)

LYIT has a Master of Arts in Learning & Teaching (MALT) which is available for Institute staff and for lecturing / teaching professionals working in the educational domain. Details of the MALT programme are available on the Institute's website: [www.lyit.ie/CourseDetails/D403/LY\\_HMALT\\_M/Learning&Teaching](http://www.lyit.ie/CourseDetails/D403/LY_HMALT_M/Learning&Teaching)

## 6.0 Information and Data Management

### 6.1 Executive Board Reports

The Institute is committed to maintaining a comprehensive quality assurance system to demonstrate and enhance the quality of education provided and to safeguard standards. The President is supported by a senior management structure referred to as the Executive Board comprising the following: VP for Academic Affairs and Registrar; VP for Research, Equality and External Affairs; VP for Finance and Corporate Services; and the four Heads of School. The Executive Board reports are fundamental to this aim and identify the clear lines of authority required for efficient quality management. The Institute has responsibilities to complete significant self-study documents on a periodic basis, such as Cyclical Review; School Reviews; Programmatic Reviews; Central Services Reviews; and various submissions for professional bodies. It is important that the Executive Board Reports reflect the content requirements of these publications to ensure that there is no unnecessary duplication of effort. In addition, the relevant key performance indicators (KPIs) identified through strategic and operational planning are addressed in the relevant report.

The Executive Board reports give both a comprehensive and detailed analysis of the functioning of the Institute and its relationship with external bodies. The reports concentrate on giving important quantitative and qualitative descriptors of resource use. The Institute is committed to recognising best practice in the preparation of these reports with a view to developing more disciplined report templates and defined measures. Each of the post holders above will produce an annual report in the first semester of each academic year for consideration by the Academic Council. The annual reports will include:

- Review of previous annual report
- Major developments since previous report
- Planned developments for current year
- Important quality indicators
- New policies and changes to policies
- The ongoing monitoring of programmes

The President's Report will deal with:

- Strategic Plan
- Governing Body
- Industrial Relations
- National and regional matters
- Executive Board
- THEA matters

The President will advise the Academic Council of developments in these areas throughout the year and provide a report update in the second semester, where required.

The report of the VP for Research, Equality and External Affairs will address:

- Research and Innovation Office
- Research
- Innovation and Enterprise
- Lifelong Learning
- International
- Engagement

The VP for Research, Equality and External Affairs will advise Academic Council of developments in these areas throughout the year and provide a report update in the second semester, where required.

The Report of the VP for Finance and Corporate Services will focus on:

- Budgets
- Statutory internal audits
- Governing Body
- Finance
- Estates
- Human Resources
- Health and Safety Office
- Administration affairs
- Staff Development

The report of the VP for Academic Affairs and Registrar will deal with:

- AIQR
- Academic Council
- Admissions
- Examinations
- Access, Transfer and Progression
- Careers
- Student Services
- Computer Services
- Library
- Learner complaints

The VP for Academic Affairs and Registrar will advise Academic Council of developments in these areas throughout the year and provide a report update in the second semester, where required. The VP for Academic

Affairs and Registrar will report on recruitment activities (open day, school visits, marketing activities, etc.) and the preliminary applications data at the December and March meetings, respectively.

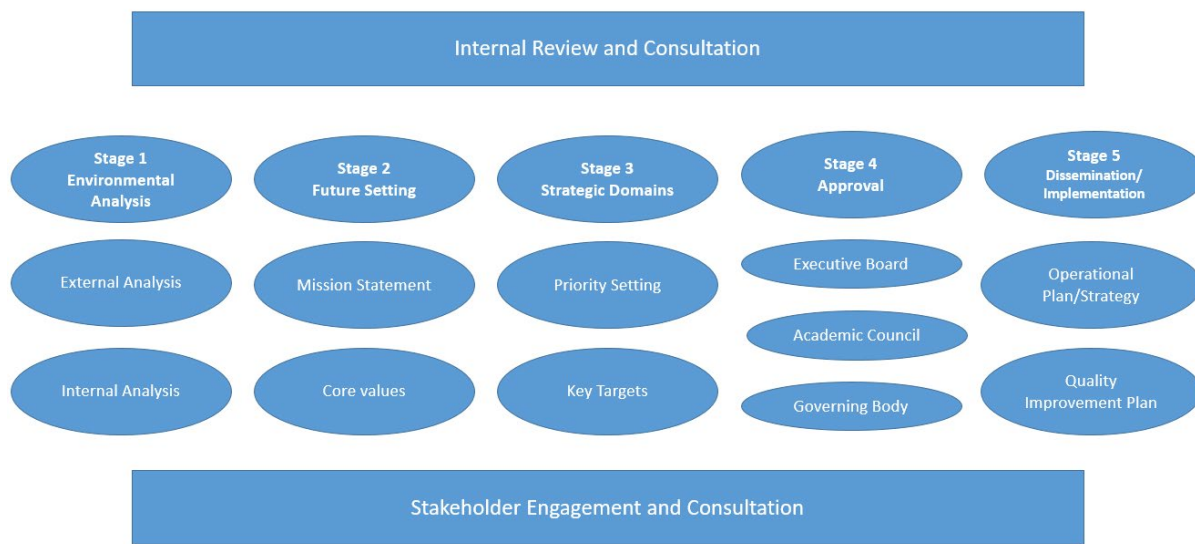
Each Head of School in conjunction with the relevant Head of Department will report to the October (second) meeting of the Academic Council regarding:

- Executive Summary
- Programmes
- School, Department and committee meetings
- Learner feedback (ISSE and LYIT Student Surveys)
- Admissions
- Examinations
- External examiners
- Graduate Destination Survey
- Research
- Collaboration and engagement
- Staff development and training
- Physical resources and equipment
- Programme Board Annual Monitoring Reports for all programmes (Appendix)

The Head of Schools will advise Academic Council of developments in these areas throughout the year and provide a report update in the second semester, where required. A large part of the Heads of Schools' reports will reflect the Programme Board Annual Monitoring Reports.

## **6.2 The Strategic Plan**

Strategic Planning requires LYIT to align our activities so that we achieve inter-disciplinary collaboration and the ongoing development of our institution. Establishing the necessary procedures to support engagement with our stakeholders is a priority for our strategic planning initiatives. Strategic planning at LYIT is based on a 5-year cycle. The Strategic Plan is used to: set priorities; review resource requirements and utilisation; improve operations, set common goals and targets; establish consensus on intended outcomes/results; and adjust our strategic direction in response to changes in our external environment. Overall responsibility for Strategic Planning rests with the President (Institutes of Technology Act, 2006). At LYIT the Strategic Planning Advisory Group coordinates the development of the Strategic Plan. The members of the Advisory Group will normally include: the President; a member of Executive Board; a senior member of academic staff; a student representative; and the Chair of the Planning Committee of Academic Council. Additional members may be included at the discretion of the President.

**Figure 5 Stages in the Strategic Planning Process****Stage 1 Environmental Analysis**

In Stage 1 a SWOT analysis is undertaken. This stage is informed by a series of focus group sessions with: senior management; a cross-section of staff; students; graduates; and our key stakeholders. During Stage 1 we conduct an audit of activity and trends in our external and internal environment.

**Stage 2 Future Setting**

During Stage 2 we develop an organisational vision and a mission statement that describes the future of our institution. This stage includes a series of drafts of our mission and core values. Drafts are developed and refined during consultations with staff, students and stakeholders.

**Stage 3 Domain Selection**

During Stage 3 we work with each of our Schools and Central Services to identify the key Domains within which our organisation will develop and change. We develop a long list of domains and objectives based on feedback from each of the Schools and Central Services. The Advisory Group then cross-references the long list with the analysis from Stage 1 and 2 and creates a final set of Domains, priorities and objectives. Drafts are developed and refined during consultations with staff, students and stakeholders.

**Stage 4 Approval**

In stage 4 the Advisory Group works to develop a full draft plan. The plan is presented at special meetings to: the Governing Body; Executive Board; and Academic Council. The draft plan is referred to the relevant sub-committee(s) of Academic Council for review. The Advisory Group disseminate the draft plan to staff, students and stakeholders during a series of interactive seminars. The final version of the Strategic Plan is submitted to the Governing Body for approval.

**Stage 5 Dissemination and Implementation**

The plan once approved by Governing Body is published (online and in paper format). The Chair of the Governing Body and the President formally launch the plan at a showcase event open to all staff, students and stakeholders.

### 6.3 Ongoing Monitoring

The implementation of the Strategic Plan is the responsibility of the President who is supported in his/her work by the Executive Board. Individual members of the Executive Board take responsibility for their respective Central Service/School. The President provides regular updates to the Governing Body and Academic Council. In addition, the President provides an update to staff during an annual seminar. The Institutional Research Office and the Quality Assurance Office will support the President in their work.

In reviewing the implementation of the Strategic Plan we are cognisant of the need to:

1. Ensure that our activities are within the agreed parameters and domains.
2. Ensure that our activities are consistent with our stated mission and core values.
3. Ensure that data is collected; collated and disseminated that captures the impact of our Strategic Plan.
4. Review internal and external changes that may require adjustments to our plan and/or the resetting of our priorities and objectives.

### 6.4 Quality Improvement Plan

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

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

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

1. Specific strategic objective or recommendation from the Cyclical Review, School Review, Programmatic Review or Central Service Review.
2. Responsible School, Department or Central Service.
3. Baseline (including an appropriate metric and date).
4. Target (including an appropriate metric and date).
5. Progress (reported annually in the AIQR).





## **7.0 Public Information and Communication**

### **7.1 The Outcome and Reporting of a Cyclical Review**

The report will set out the findings of the review team. The content for the written report will be prepared and agreed by the whole team at the end of the review process. QQI will send the President the Review Report (prepared by the Coordinating Reviewer and signed off by the Chairperson, having been agreed with all Review Team members). The institution will be given two weeks in which to comment on factual accuracy and, if they so wish, to provide an institutional response that will be published along with the review report. One year after the main review visit LYIT will be asked to produce a follow-up report (incorporating the institutional action plan) for submission to QQI. Within the report, the institution should provide a commentary on how the review findings and recommendations have been discussed and disseminated throughout the institution's committee structure and academic units, and comment on how effectively the institution is addressing the review outcomes. The report should identify the range of strategic and logistical developments and decisions that have occurred within the institution since the publication of the Review Report. Institutions will continue to have flexibility in the length and style of the follow-up report but should address each of the key findings and recommendations that the reviewers presented. The follow-up report will be published by QQI and the institution. Significant milestones in the follow-up report, along with reflections and learnings from the external cyclical review process, can be included in subsequent AIQRs.

### **7.2 The Outcome and Reporting of a School Review**

The EEG may present an interim report at the end of their visit to the relevant Head of School; the Heads of Departments; the VP for Academic Affairs and Registrar; and the President. The VP for Academic Affairs and Registrar will bring the interim report of the EEG to Academic Council. The Head of School will address the EEG's recommendations. A formal written response will be submitted to the VP for Academic Affairs and Registrar. The Executive Board will consider any recommendations from the group that have Institute-wide implications. LYIT's responses to the interim report of the EEG will be referred to Academic Council. The VP for Academic Affairs and Registrar will liaise with the Chair of the EEG, on behalf of the Academic Council, to ensure the issues raised by the group have been addressed. The Academic Council, through the VP for Academic Affairs and Registrar, will forward the amendments and LYIT's responses to the Chairperson of the EEG for consideration by the group. In cases where the EEG needs to meet again with Institute staff, the VP for Academic Affairs and Registrar will facilitate the required meeting(s). The Secretary to the EEG, in conjunction with the Chairperson, will complete an agreed final report for the Expert Group. The Academic Council will consider this final report and may request additional changes to the submission document. At this stage the VP for Academic Affairs and Registrar will notify QQI in writing of the completion of the School Review. The VP for Academic Affairs and Registrar will maintain a file on each School Review and the report will be published on the institute website.

### **7.3 The Outcome and Reporting of a Programmatic Review**

The VP for Academic Affairs and Registrar will bring the interim report of the EEG to the notice of the Academic Council. Where the EEG requires significant amendments to the submission the LYIT's procedures will (re)apply. The Head of School in conjunction with the Head of Department and the relevant programme board will address the EEG's recommendations. The Executive Board will consider any recommendations from the group that have Institute-wide implications. LYIT's responses to the interim report of the EEG will be brought to the attention of Academic Council. The VP for Academic Affairs and Registrar will liaise with the Chair of the EEG, on behalf of the Academic Council, to ensure the issues raised by the group have been addressed. Academic Council, through the VP for Academic Affairs and Registrar, will forward the amendments and LYIT's responses to the Chair of the EEG for consideration by the group. In cases where the EEG needs to meet as a group, or meet again with Institute staff, the VP for Academic Affairs and Registrar will facilitate the required meeting(s). The Secretary to the EEG, in conjunction with the Chairperson, will complete an agreed final report for the EEG (appendix 2.4).

Academic Council will consider this final report. Where the Academic Council recommends approval the programme will be validated for another five-year period. General conditions of approval apply to all programmes taking the following form:

- No significant changes may be made to the validated programme without the prior approval of Academic Council.
- The entry requirements to the programme shall be those approved by Academic Council and be in line with LYIT's procedures for access, transfer and progression.
- Examinations leading to the award will be externally monitored by Extern Examiners appointed by the Academic Council.
- The School should submit to Academic Council a progress report on its compliance with any conditions attaching to the programme validation.
- The Institute will ensure that appropriate human and physical resources are available for the provision of the programme.

The final list of reviewed programmes and the final report of the EEG will be brought by the President to the Governing Body for approval. The VP for Academic Affairs and Registrar will maintain a file on each School Review and the report will be published on the institute website.

### **7.4 The Outcome and Reporting of a Professional Service Review**

The PRG final report should comment formatively on the Professional Service and make any commendations and recommendations which will support the quality enhancement of the function. It should also comment on the self-evaluation report, give an overview of the present state of the Professional Service function and each of its activities, acknowledge achievement and highlight examples of good practice where they are evident, comment

on any areas which may be improved, comment on the Service Enhancement Plan put forward by the function. The report should categorise any recommendations and commendations as: 1) Strategic (involving Institute policies or procedures) 2) Collaborative (cross functional/departmental); and 3) Operational (Professional Service specific). The report may also comment on any other items deemed appropriate by the PRG and shall be sent initially in draft form by the PRG chairperson to the head of function via the VP for Academic Affairs and Registrar in order to correct any errors of fact. The final report shall then be sent to the head of function via the VP for Academic Affairs and Registrar for consideration and response. The final report and Professional Service response shall be forwarded to Executive Board for approval and to Academic Council.

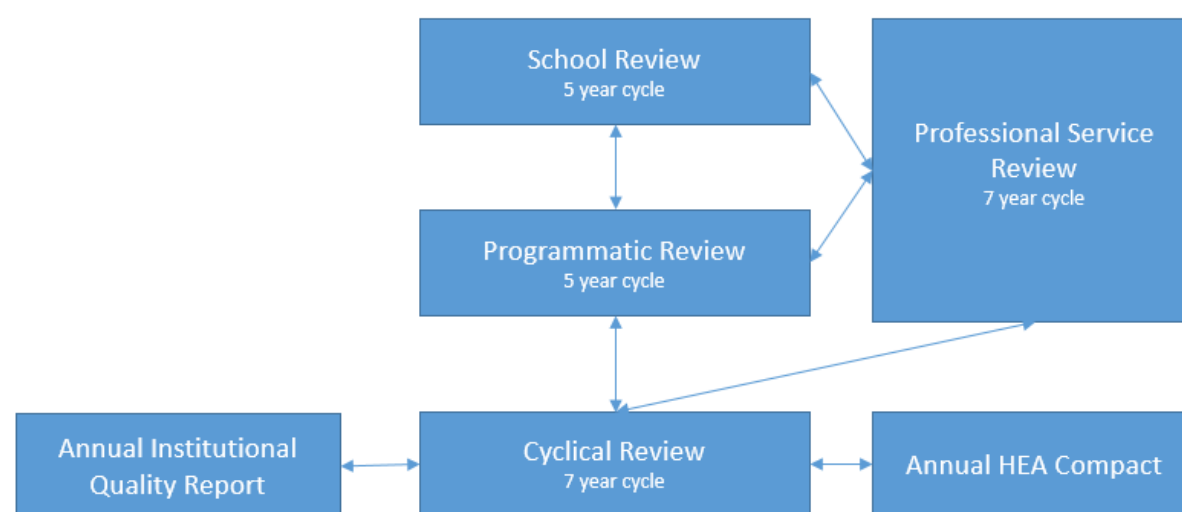
The Professional Service(s) reviewed should report annually to Academic Council, via the relevant Executive Board Report, on progress made in respect of any recommendations in the PRG final report, as well as any significant changes in circumstances within the Professional Service in the intervening period. The PRG report incorporating the Professional Service response should be made available to subsequent PRG panels during the next review cycle. The President will maintain a file on each PSR and the report will be published on the institute website.

## 8.0 Monitoring and Periodic Review

### 8.1 Cyclical Reviews

Cyclical Reviews of LYIT evaluate the effectiveness of quality assurance procedures for the purposes of: establishing, ascertaining, maintaining; and enhancing the quality of the education, training, research and related services that LYIT provides. Such reviews are coordinated by Quality and Qualifications Ireland (QQI). School Reviews; Programmatic Reviews; and Professional Service Reviews (CSR) are coordinated by LYIT. A systematic review process ensures institution accountability for compliance with European Standards for Quality Assurance and adherence to relevant QQI policies. Figure 4 illustrated the process of periodic reviews. The four review processes: cyclical; school; programmatic; and professional services are outlined in chapter 2 of our QAH.

**Figure 4 The Process of Periodic Reviews**



### 8.2 Annual Institutional Quality Report

The Annual Institutional Quality Report (AIQR) is an annual report about internal quality assurance which LYIT submits to QQI. The AIQR acts as a repository for all of LYITs Quality Assurance Procedures and associated policies. Part 1 provides an overview of the governances, policies and procedures within LYIT. Part 2 provides an overview of Quality Assurance activity. The AIQR provides QQI and out stakeholders with assurance that our QA procedures are implemented on an ongoing basis. The completion of AIQRs also inform the Cyclical Review process.

### 8.3 Annual Higher Education Authority Compact

The Higher Education Authority (HEA) Compact is a system performance framework. The Compact allows LYIT to map its strategic planning to national priorities. Through a process of strategic dialogue between the HEA and LYIT public funding is aligned to facilitate delivery of agreed outcomes. The Compact sets out a process for evaluation of LYIT's performance in seven domains: clusters; participation, access and lifelong learning; teaching and learning; research and innovation; engagement; internationalization; and institutional consolidation. The process for strategic dialogue is as

follows: 1) The HEA writes to LYIT requesting submissions. 2) The HEA (with assistance from an expert panel) carries out an internal review and analysis of the institutional submissions. 3) The HEA prepares institutional feedback. 4) A round of strategic dialogue meetings then takes place. 5) The HEA will make a set of funding and strategy recommendations so as to inform the Performance Funding allocations under the next year's grant.

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	17
Awarding bodies	0
QA bodies	0

<b>Type of arrangement</b> (PRSB/awarding body/QA body)	
Name of body:	Engineers Ireland
Programme titles and links to publications	BEng (Hons) in Fire Safety Engineering and BSc (Hons) in Fire Safety Engineering
Date of accreditation or last review	6/11/19
Date of next review	6/11/24

<b>Programme</b>	<b>School</b>	<b>Exemption/ Membership/ Recognition/Accreditation</b>	<b>Professional/Industry Body</b>
BSc. (Hons) General Nursing BSc. (Hons) Psychiatric Nursing BSc. (Hons) Intellectual Disability Nursing	Science	Approval	Bord Altranais agus Cnáimhseachais na hÉireann
Higher Certificate in Science in Dental Nursing	Science	Accreditation (14 February 2018)	Dental Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2020)	Veterinary Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2020)	The Accreditation Committee for Veterinary Nurse Education (ACOVENE) - EU.
Bachelor of Science in Agriculture Higher Certificate in Agriculture	Science	Approved for Revenue and DAFM listing for the purposes of eligible awards for Trained Farmer status (2017)	Teagasc
BSc (Honours) in Bioanalytical Science	Science	Accreditation (2007)	Teaching Council of Ireland
BA in Culinary Arts; BA in Hotel, Restaurant and Resort Management;	Tourism	Recognition for Certificate in Business Accounting	CIMA



BA(Hons) in Destination Tourism with Marketing			
BA (Hons) in Hotel, Restaurant and Resort Management; BA (Hons) in Culinary Arts	Tourism	Graduates eligible for Membership	Irish Hospitality Institute
B.Eng. in Electronic Engineering (L7); B.Eng. in Computer Engineering (L7); B.Eng. in Mechanical Engineering (L7); B.Eng. in Civil Engineering (L7); B.Eng. in Building Services and Renewable Energy(L7); B.Sc. (Hons) in Fire Safety Engineering (L8)	Engineering	Graduates eligible for Membership (Associate Engineer level) - Sydney Accord	Engineers Ireland
BEng (Hons) Fire Safety Engineering	Engineering	Chartered Engineer with 'Further Learning' (for 5 years i.e. 2018 -2022 graduates) - recognised under Washington Accord.	Engineers Ireland
BSc. (Hons) in Quantity Surveying (L8)	Engineering		Society of Chartered Surveyors Ireland (SCSI)

BSc in Architectural Technology (L7)	Engineering	14 December 2019 up to end of academic year 2020/21 - (if no 3 <sup>rd</sup> year of BSc)	RIAI (Royal Institute of Architects of Ireland)
B.Sc. (Hons) in Architectural Technology (L8)	Engineering	24 September 2020 (5 years to 2025)	CIAT (Chartered Institute of Architectural Technologists)
BSc Quantity Surveying (L7) BSc (Hons) Construction Management BSc (Hons) Construction Contracts Management BSc (Hons) Sustainable Construction Management BSc (Hons) Quantity Surveying	Engineering	9 May 2018 (Approved 2018 - 2023)	The Chartered Institute of Building (CIOB)
Letterkenny Institute of Technology	Engineering	1 September 2020 - 31 August 2021	Chartered Association of Building Engineers (CABE)
B Bus. (Hons) in Accounting	Business	Exemption	ACCA CPA CAI CIMA
MA in Accounting	Business	Exemption	ACCA CPA CAI CIMA
Level 8 Law Programmes	Business	Accreditation (2016)	The Honourable Society of Kings Inns Institute of Professional Legal Studies at QUB

## 9.2 Collaborative Provision

Type of arrangement	Total number 16
Joint research degrees	
Joint/double/multiple awards	
Collaborative programmes	16
Franchise programmes	
Linked providers (DABs only)	

<b>1. Collaborative provision</b>	Joint
(Type of collaborative provision)	
Name of body (/bodies):	LYIT and Coventry University
Programme titles and links to publications	Higher Certificate in Science in Health Science with Occupational Therapy Studies
Date of last review	2019
Date of next review	2021

<b>2. Collaborative provision</b>	Joint
(Type of collaborative provision)	
Name of body (/bodies):	LYIT and Coventry University
Programme titles and links to publications	Higher Certificate in Science in Health Science with Physiotherapy Studies
Date of last review	2019
Date of next review	2021

<b>3. Collaborative provision</b>	Joint
(Type of collaborative provision)	
Name of body (/bodies):	LYIT and Coventry University
Programme titles and links to publications	Higher Certificate of Science in Health Science with Dietetics Studies
Date of last review	2019
Date of next review	2021

<b>Programme Title, Award type and NFQ level</b>	<b>Locations of provision</b>	<b>Name and website of Partner Institution (insert hyperlinks)</b>	<b>Type of Partner Institution</b>	<b>Awarded by</b>	<b>Description</b>
Master of Science Public Service Leadership and Innovation (Level 9)	Locations throughout the island of Ireland	Ulster University <a href="http://www.ulster.ac.uk">http://www.ulster.ac.uk</a>	Collaborative	Joint	Commenced 2004 Joint award
Bachelor of Business in Retail Management Practice (Level 7)  Bachelor of Business (Hons) in Retail Management Practice (add-on) (Level 7)	LYIT, Galway and Dublin	Retail Ireland Skillnet  <a href="http://www.retailirelands.com">www.retailirelands.com</a> <a href="http://killnet.com">killnet.com</a>	Collaborative	Own Institution	Commenced September 2011

BSc. (Hons) Early Childhood Care, Health and Education. (Level 8)	LYIT (Letterkenny) and Derry	North West Regional College, Derry <a href="http://www.nwrc.ac.uk">http://www.nwrc.ac.uk</a>	Collaborative	Own Institution	Commenced September 2015 Delivery of Years 3 and 4 in dual locations.
BSc. (Hons) in Sports Coaching and Performance (Level 8)	LYIT (Letterkenny) and Derry	North West Regional College, Derry <a href="http://www.nwrc.ac.uk">http://www.nwrc.ac.uk</a>	Collaborative	Own Institution	Commenced September 2016 Delivery of Years 3 and 4 in dual locations.
BSc. Early Childhood Care, Health and Education. (Level 7)	LYIT (Letterkenny) and Dublin	Dorset College <a href="https://www.dorset-college.ie/">https://www.dorset-college.ie/</a>	Collaborative	Own Institution	Commenced September 2016
BA in Hospitality and Tourism (Level 7)  BA (Hons) in Destination Marketing (Level 8)	LYIT (Killybegs) and Derry	North West Regional College, Derry <a href="http://www.nwrc.ac.uk">http://www.nwrc.ac.uk</a>	Collaborative	Own Institution	Commenced September 2017 Delivery of Years 3 and 4 in dual locations.

BA (Hons) in Hotel, Restaurant and Resort Management (Level 8)					
Master of Science in Therapeutic Interventions for Alcohol and Other Drugs (Level 9)	LYIT and Alcohol Forum	Alcohol Forum <a href="http://www.alcoholforum.org/">http://www.alcoholforum.org/</a>	Collaborative	Own Institution	Commenced Sept 2017
National Unscheduled Care Education Foundation Programme in Emergency Nursing	LYIT, AIT, DKIT, IT Tralee, WIT	LYIT and AIT, DKIT, IT Tralee, WIT	Collaborative	Joint	Commenced Nov 2017
BA Culinary Arts (Level 7) and BA (Hons) Culinary Arts (Level 8)		AIT, DKIT, CIT, DIT, GMIT, LIT, ITT, WIT and ITT	Collaborative		Commenced Sept 2019

Higher Certificate in Health and Social Care (year 2) and Level 7 - BSc in Health and Social Care (year 3) (Level 6)	LYIT and Monaghan Institute	Monaghan Institute	Collaborative	Own Institution	Commenced Sept 2019
Certificate in Acute Medicine	AIT GMIT WIT ITT		Collaborative	Own Institution	
Master of Science in Advanced Practice (Nursing)	LYIT and (ITT, DKIT, AIT, WIT and GMIT)	(ITT, DKIT, AIT, WIT and GMIT)	Collaborative	Own institution	Commenced Sept 2020

### 9.3 Articulation Agreements

Articulation agreements - Total number	8
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[Letterkenny Institute of Technology]

2021

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**Annual Quality Report (LYIT)**  
**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

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

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

The QIP includes an action plan in tabular format. Individual members of Executive Board are responsible for the delivery of objectives and targets in their school/functional area. The QIP for this reporting period included 4 recommendations from our Institutional Review and 1 from the Central Service Review process.

Quality Assurance Procedures				
IR (8.3.2; 8.3.3)	Office of Vice President for Academic Affairs and Registrar	Strategic planning process not formally included in QAH (November 2018)	Strategic planning process formally documented in a revised Quality Assurance Handbook	Complete. QAH 4.0 section 1.5/6
IR (8.3.11)	Office of Vice President for Academic Affairs and Registrar	Not formally included in QAH (November 2018)	Strategic criteria/principles driving collaborative partnerships in revised Quality Assurance Handbook Version 3.1 – June 2019	Revised section 3.4 of QAH 4.0
IR (8.3.12; 8.3.17)	Executive Board  Office of Vice President for Academic Affairs and Registrar	Draft Quality Improvement Plan in Institutional Self Evaluation Report (January 2018)	New Quality Improvement Plan 2018/19 – December 2018.	Annual QIP reporting as part of the AIQR
IR (8.3.13; 8.3.14)	Head of Research and Innovation (with HoS and Senior Lecturer Quality Assurance)	<u>No Postgraduate Research Handbook</u> in place	Develop Postgraduate Research Handbook – February 2019	Under development
CSR (Academic Administration and Student Services B7; <u>Computer Services B5</u> ; The Library B8)	Office of Vice President for Academic Affairs and Registrar	CSR panels agenda did not include meetings with stakeholders.	CSR panel agenda to formally include meetings with stakeholders.	Revised process in place.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

The development of Version 4.0 of our QAH is a response to the publication of the Qualifications and Quality Assurance Education and Training Amendment Act (2019) which made LYIT a Designated Awarding Body as of January 1 2020. In addition, a number of changes were made to as part of our ongoing work plan for QA improvements.

### Major Changes to QAH Version 4.0

Change	Description	Rationale	Sub-Committee	AC Approval
Addition	1.2.8 Designated Awarding Body	DAB Status	Academic Standards	Dec 6 <sup>th</sup> and May 15 <sup>th</sup>
Addition	3.1.1 Award Titles (appendix 3.1)	DAB Status	Academic Standards	Dec 6 <sup>th</sup> and May 15 <sup>th</sup>
Addition	3.12 Proposal for a new Award Title	DAB Status	Academic Standards	Dec 6 <sup>th</sup> and May 15 <sup>th</sup>
Addition	3.4.8 Linked Providers	DAB Status	Academic Standards	May 15 <sup>th</sup>
Addition	3.4.9 Professional Bodies.	DAB Status	Academic Standards	May 15 <sup>th</sup>
Addition	5.7.5 Fraudulent Awards	DAB Status	*Academic Standards	June 19 <sup>th</sup>
Deletion	1.2.6 QQI guide to IoTs	DAB Status	Academic Standards	May 15 <sup>th</sup>
Deletion	1.2.9 Delegated Authority	DAB Status	Academic Standards	May 15 <sup>th</sup>
Deletion	7.3.1 QQI	DAB Status	Academic Standards	May 15 <sup>th</sup>
Deletion	7.3.2 Special conditions	DAB Status	Academic Standards	May 15 <sup>th</sup>
Deletion	7.4 Level 9 Validation	DAB Status	Academic Standards	May 15 <sup>th</sup>
Edits	Chapter 1 Role of Committees	AC	All 5	June 19 <sup>th</sup>
Edits	Chapter 2 AQR (app 2.1)	QQI Review	*Academic Standards	May 15 <sup>th</sup>
Edits	Chapter 3 Removal of QQI	DAB Status	Academic Standards	May 15 <sup>th</sup>
Edits	Chapter 5 Removal of QQI	DAB Status	Academic Standards	May 15 <sup>th</sup>
Edits	3.1.4 Table ECTS in respect of award title/level	Quality Office	*Academic Standards	May 15 <sup>th</sup>
Edits	3.1.6 Multi-Disciplinary Programmes	AC	Academic Standards	Feb 14 <sup>th</sup>
Edits	5.7.3 ARC operations	ARC	AcSt and TLSE	May 15 <sup>th</sup>
Edits	5.8.2 Procedure for a Review	AC	Academic Standards	May 15 <sup>th</sup>
Edits	5.6.1 Award Classification	TLSE	AcSt and TLSE	June 19 <sup>th</sup>
Edits	7.3.6 Admission and Registration	Lev 10 Comp	Research Committee	Oct 18 <sup>th</sup>
Edits	7.3.7 Supervision	Lev 10 Comp	Research Committee	Oct 18 <sup>th</sup>
Edits	7.3.8 Responsibilities of Students	Lev 10 Comp	Research Committee	Oct 18 <sup>th</sup>
Edits	7.5.2 Examination Procedures	Lev 10 Comp	Research Committee	Oct 18 <sup>th</sup>
Edits	7.5.6 Submission	Lev 10 Comp	Research Committee	Oct 18 <sup>th</sup>

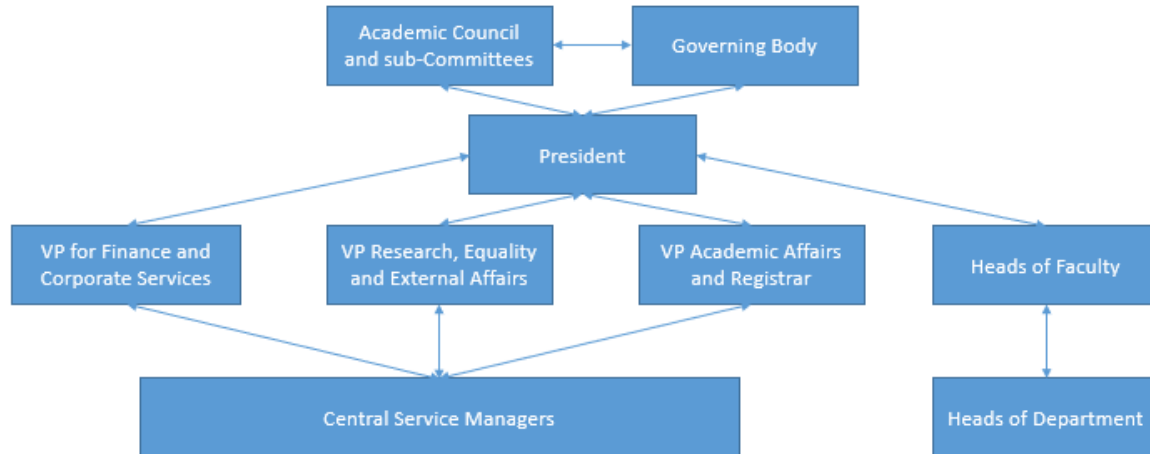
## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

<b>Body</b>	<b>Meeting dates</b>
Academic Council Meeting	20 September 2019
Academic Council Meeting	18 October 2019
Academic Council Meeting	6 December 2019
Academic Council Meeting	4 February 2020
General Purpose Committee Meeting	12 March 2020
General Purpose Committee Meeting by MS Teams	24 March 2020
General Purpose Committee Meeting by MS Teams	2 April 2020
General Purpose Committee Meeting by MS Teams	23 April 2020
Academic Council Meeting by MS Teams	15 May 2020
Academic Council Meeting by MS Teams	19 June 2020

### 1.3.2 QA Leadership and Management Structural Developments

The governance of QA remains as described in Chapter 1 of our QAH. One minor change made during this reporting period was that we replaced the title of Head of School with Head of faculty to reflect the new 3 Faculty structure.



## 1.4 Internal Monitoring and Review

### 1.4.1 Overview of Periodic Reviews

Final School Review and Programmatic Review Reports from the External Expert Groups are published on the Institute's website in respect of the following:

2016/17

Periodic Programme Evaluation Report of the External Expert Group - School of Science

Periodic Programme Evaluation Report of the External Expert Group - School of Business

Periodic Programme Evaluation Report of the External Expert Group - School of Engineering

Periodic Programme Evaluation Report of the External Expert Group - School of Tourism

### 1.4.2 Expert Review Teams/Panels<sup>1</sup> 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		0	0	0	17	2	0
<i>of those:</i>							
On-site processes		0	0	0	6	0	0
Desk reviews		0	0	0	0	0	0
Virtual processes		0	0	0	11	2	0
Average panel size for each process type*		0	0	0	5	5	0

<sup>1</sup> QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

\* excluding secretary if not a full panel member

## (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		9	8	0	0	17	0	0	0	17	0
Secretary		8	9	0	0	17	0	0	0	17	0
Academic/Discipline Specific		20	14	0	0	34	0	0	0	34	0
Student Representative		5	12	0	0	17	0	0	0	17	0
QA		0	0	0	0	0	0	0	0	0	0
Teaching & Learning		0	0	0	0	0	0	0	0	0	0
External Industry /Third Mission		14	3	0	0	17	0	0	0	17	0

## 2.0 IQA System – Enhancement and Impacts

### 2.1 Governance and Management of Quality

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

Chapter 1 Quality Assurance Policy
Chapter 2 Periodic Review Procedures
Chapter 3 Programme Design, Monitoring and Evaluation
Chapter 4 Access, Transfer and Progression
Chapter 5 Marks and Standards
Chapter 6 The Learner Charter
Chapter 7 Research

#### Major Changes to QAH Version 4.0 during 2019/20

Change	Description	Rationale	Sub-Committee	AC Approval
Addition	1.2.8 Designated Awarding Body	DAB Status	Academic Standards	Dec 6th and May 15th
Addition	3.1.1 Award Titles (appendix 3.1)	DAB Status	Academic Standards	Dec 6th and May 15th
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Edits	Chapter 2 AIQR (app 2.1)	QQI Review	Academic Standards	May 15th
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Edits	Chapter 5 Removal of QQI	DAB Status	Academic Standards	May 15th



Edits	3.1.4 Table ECTS in respect of award title/level	Quality Office	Academic Standards	May 15th
Edits	3.1.6 Multi-Disciplinary Programmes	AC	Academic Standards	Feb 14th
Edits	5.7.3 ARC operations	ARC	AS and TLSE	May 15th
Edits	5.8.2 Procedure for a Review	AC	Academic Standards	May 15th
Edits	5.6.1 Award Classification	TLSE	AS and TLSE	Pending 20/21
Edits	7.3.6 Admission and Registration	Level 10 Comp	Research Committee	Oct 18th
Edits	7.3.7 Supervision	Level 10 Comp	Research Committee	Oct 18th
Edits	7.3.8 Responsibilities of Students	Level 10 Comp	Research Committee	Oct 18th
Edits	7.5.2 Examination Procedures	Level 10 Comp	Research Committee	Oct 18th
Edits	7.5.6 Submission	Level 10 Comp	Research Committee	Oct 18th

QAH Version 4.0 is available (and searchable) via:

<https://www.LYIT.ie/About/Policies-Publications/Quality-Assurance>

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

- Exam Boards are all chaired by a senior academic manager from outside of the School
- Secretaries to Panels of Assessors all come from outside of the proposing School/Department
- School Review and Programmatic Reviews for all Schools are scheduled to run in the same academic year.
- Learner representatives (from outside of the proposing School) are included on programme validation panels

The following reports are produced annually and were considered by Academic Council in the 2019/20 academic year:

- Report on Rechecks, Reviews and Appeals
- Report on Breaches of Assessment Regulations
- Report on Student De-Registrations
- Interim and Final Report on Examinations
- Report of Registered Student Numbers
- ISSE Institution Report
- CAO Application Statistics
- Report of Postgraduate Research Advisory Board

- Report on End of Year Pass Rates by LYIT Admission Types and CAO Point Bands
- Report on Previous Higher Education Institutions that Full-Time LYIT Advanced Entry Applicants Attended Prior to Admission to LYIT.
- Report on Internal Transfers for CAO First Year Entrants.
- Report on Student Withdrawals
- LYIT Student Profile

## 2.2 Programmes of Education and Training

### *New Programme Validations*

17 new programmes were approved during 2019/20 (10 Major Awards, 2 Minor and 5 Special Purpose awards). New programmes are validated by Academic Council following receipt of a final report from an external Panel of Assessors.

Programme Title	School	Award Type	Panel Members	Panel Date
BSc (Hons) in Computing with Data Science and AI (240 ECTS)	Science	Major	David Denieffe, IT Carlow (Chair), Fiona Lawless, DKIT, Ted Parslow, Clementine Hegarty, LYIT and Joe Kiernan, Pramerica.	11/02/20
MSc in Computing in DevOps Research (90ECTS)	Science	Major		
BSc (Hons) in Computing in Cybersecurity (60 ECTS)	Science	Major	David Denieffe, IT Carlow (Chair), Fiona Lawless, DKIT, Ted Parslow, Clementine Hegarty, LYIT and Ronan Comer, Pramerica.	12/02/20
BSc (Hons) in Contemporary Software Development (60 ECTS)	Science	Major		
Diploma in Computing in Emerging Technologies for Industry (60 ECTS)	Science	Major		
Certificate in Leadership and Management for the Healthcare Sector (30 ECTS)	Science	Minor		
BSc Hons in Computer Science Level 8 - 180 ECTS	Science	Major	Dr Michele Glacken, IT Sligo, Fiona Lawless, DKIT, Aisling Bonner, LYIT, David McVeigh, Optum and Professor Thomas Ward, DCU.	20/3/20
Certificate in Digital Skills Level 6 - 60 ECTS	Science	Minor		
Certificate in SQL Programming Level 7 - 20 ECTS	Science	SPA		
Certificate in Business Intelligence Level 7 - 10 ECTS	Science	SPA		

Bachelor of Business (Hons) in Marketing with Online Technologies (Level 8 - 180 ECTS)	Business	Major	Michael Hannon, GMIT, Glenn Mehta, TU Dublin, Dr Sinead McHugh, NUIG, Lisa Moore, LYIT and Grace Ann Mc Garvey, Grace Ann Consultancy	01/05/20
Bachelor of Business (Hons) in Marketing Practice with Online Technologies (Level 8 - 240 ECTS)	Business	Major		
Bachelor of Engineering (Hons) in Biomedical Engineering (240 ECTS)	Engineering	Major	Dr Andrew Power, IADT, Professor Madeleine Lowery, UCD, Professor Laoise McNamara, Christina Mc Fadden, Randox and Mohammed Saad Abbas, LYIT.	08/05/20
MSc in Fintech Innovation (Level 9 -90 ECTS)	Business	Major	Frances O Connell, Athlone IT (Chair) Dr Eoin Langan, TU Dublin, Dr Pierangelo Rosati, DCU, Brendan Bonner, IDA Ireland and Mohammed Saad Abbas, LYIT	04/06/20
Certificate in Innovation and Global Enterprise (Level 7 - 10 ECTS)	Business	SPA		
Certificate in Innovation in Ireland (Level 8 - 10 ECTS)	Business	SPA		
Certificate in Global Innovation and International Enterprise (Level 9 - 10 ECTS)	Business	SPA		

*Programme Reviews 2019/20*

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

Programme Title	School	Panel Members	Date of Panel
Proposed Revisions to 3 modules in the Bachelor of Engineering in Electronic Engineering and Bachelor of Engineering (Hons) in Electronics and Embedded Systems.	Engineering	Dr Andrew Power, IADT, Professor Madeleine Lowery, UCD, Professor Laoise McNamara, Christina Mc Fadden, Randox and Mohammed Saad Abbas, LYIT.	08/05/20
Proposed changes to Certificate in RPL, elective module and Minor Award in MALT	Business	Frances O Connell, Athlone IT (Chair) Dr Eoin Langan, TU Dublin, Dr Pierangelo Rosati, DCU, Brendan Bonner, IDA Ireland and Mohammed Saad Abbas, LYIT	04/06/20

## 2.3 Staff Recruitment, Management and Development

Funded by the National Forum, Learning Enhancement Projects (LEPs) provide valuable opportunities for academic staff to engage and lead out in creative and innovative small-scale teaching and learning projects both within and across discipline specific areas. The outputs can be shared and showcased to provide incentives for new staff to become involved in future iterations. LEPs are aligned to four of the six NF enablers of student success: *Student Partnership and Engagement; Professional Development; Evidence-based decisions and Transition Supports*. LEPs are also linked to the key theme of *Student Partnership* in the LYIT strategic plan 2019 - 2023 and with three of the six strategic domains viz: *Teaching, Learning & Assessment; Student Experience and Leadership, Compliance & Resource Utilisation*.

## 2.4 Teaching, Learning and Assessment

The National Forum continues to be a strategic partner in teaching and learning for LYIT. The academic year 2019 -2020 saw the completion of the National Forum PROGRESS (Professional Growth for Equity, Sustainability and Success -LYIT sole partner) project from the 2018 Teaching and Learning Enhancement Fund. This project was managed by Dr. Eilís Flanagan, LYIT Teaching, Learning and Student Engagement researcher. She

presented a summary of the project findings at the National Forum webinar Research and Professional Development in Higher Education on 21 May. A full report with relevant recommendations was completed in October 2020.

**List of successful LEP's 2020- May 2021 (extension applied due to Covid-19 restrictions in March 2020)**

<b>Science:</b>
Lightboard Studio: For the improvement of student communication skills and digital content generation. Dr Robert Coyle- Team lead
Video Imaging of Basic Microbial Aseptic Techniques for Food Safety Testing. Cathy Hannigan- Team lead
<b>Computing</b>
iCERI - Conference attendance - Dr Shane Wilson- Team lead
Artificial Intelligence enabled Smart Learning- Pathan Faisal Khan
<b>Tourism</b>
Raising learner and staff cultural awareness in the School of Tourism - Eloise McGinty Team Lead
<b>Business Studies</b>
The Entrepreneurial Journey: developing learning resources for students- Dr Simon Stephens- Team Lead
Mock trial for Interdisciplinary Learning- Bronagh Heverin - Team Lead
Tackling Online Sexual Misconduct- Dr Sharon McLaughlin-Team Lead
Peer Mentoring for Success- Team Lead-Siobhan Cullen
Place of Sanctuary Share & Learn Events-Siobhan Cullen- Team Lead
Business Law in action: Developing workshops using an interactive methodology for 1st year business student success- Dr Deirdre McClay-Team Lead
Taking the first step: how to move from using Blackboard as a content repository to using it to engage with students online, enhancing the student learning experience- Paul McGuckin Team Lead
<b>Engineering</b>
Utilisation of Audio Visual (AV) Technology to Enhance Teaching and Learning in Engineering - Christopher Roulston- Team lead
SWiM - Supporting Women in Mechanical Engineering - Dr Nicola Anderson- Team lead
<b>Cross-Discipline</b>
The use of Socrative as a formative assessment tool to enhance student learning and engagement across three Schools in Letterkenny Institute of Technology -Dr Joe English

Academic staff at LYIT continue to be strongly encouraged to develop and further enhance their professional practice in teaching and learning. In addition to the MA in Learning and Teaching, LYIT staff are enrolled in Level 9 programmes related to teaching and learning in a number of institutions. There are 31 LYIT staff undertaking doctoral studies. A significant proportion of these are undertaking professional doctorates in education.

#### Non-accredited professional development

LYIT offered the following seminars/workshops in this academic year:

- Evidence Based Strategies for Those who Teach International Students (29 October)
- Information seminar on Learning Enhancement Projects for LYIT ( 30 October)
- StudentSurvey.ie workshop for academic staff, admissions staff and school administrators (29 January)

The following seminars had to be cancelled due to Covid-19 restrictions:

- Making Connection: Research and Professional Development, Prof Merrilyn Goos, UL (28May 2020)
- Assessment and Feedback Workshop, Prof Kay Samball, University of Napier (16 June 2020)

#### Digital Learning

Dan Friel, Computer Services, delivered training workshops in both the LYIT main campus and on the Killybegs campus in September 2019 and January 2020. Dan also delivered a series of ad hoc training sessions to support staff engagement with digital learning. The workshops covered the following: \_

1. Blackboard Training for New Users - Uploading lecture notes and PowerPoint slides, embedded videos, web links, and announcements.
2. Blackboard Training for Advanced Users - Setting assignments and quizzes, retrieving submissions, marking them, providing feedback and publishing result to student, Grade Book and discussion boards.
3. Using Turnitin via Blackboard - Create Turnitin assignments, retrieve submissions for marking, provide feedback and marks to student.
4. Blackboard Collaborate training sessions.
5. A variety of Help videos were also produced to help staff who missed workshops familiarise themselves with the main features and functionalities of the Blackboard product.

### **Support for Academic Staff to Attend Conferences/Teaching and Learning Events**

LYIT academic staff are supported to attend and present at conferences and events throughout the year.

Information on upcoming teaching and learning events, including conferences and calls for papers is communicated on to academic staff as they arise during the year. Many of these had to be re-imagined to online webinars in Semester 2 of the 2019 - 2020 academic year due to Covid-19 restrictions.

### **Teaching and Learning Postdoctoral Researcher**

Dr Lydia Devenney was appointed in March 2020 to the position of Teaching and Learning Postdoctoral Researcher in LYIT. She is involved in the analysis of data from a range of LYIT surveys to help drive teaching and learning and student engagement. Lydia has used descriptive analytics, t-tests, Anovas, regression,

correlation, bonferoni posthoc, density measures, mixed methods, thematic and topic modelling analysis to gain a more comprehensive understanding of student engagement at LYIT. From this, output actions from survey findings are moving from a “you said, we did” approach to feedback to a “let’s do this together” approach. Through this partnership model, changes made through student survey outcomes are strategic, co-designed and evidence based. In March 2020 Dr Devenney was appointed to the StudentSurvey.ie Analysis and Impact Group where she is leading out on national reporting templates. In May 2020, she presented twice at the annual StudentSurvey.ie Practitioners Forum with an input on Data Analysis for Impact - How to create meaningful reports for transformative action and Make an impact - What has StudentSurvey.ie ever done for you (r students)? She is also part of a four-member sub-group of the national Impact and Analysis studentsurvey.ie group which will design a national longitudinal output of studentsurvey.ie results in April 2021.

## 2.5 Supports and resources for learners

### National Student Engagement Programmes

LYIT is a very committed partner within the National Student Engagement Programme (NStEP). As a founding member of the National Working Group of NStEP the institution continues to play a central role in the development of student engagement for Irish higher education. LYIT SU work with NStEP to provide training for all our new class reps and top-up training for continuing class reps.

LYIT student representatives participated in NStEP class rep training for the fourth year. The NStEP training supports our class reps in their role and is additional to induction training provided by LYIT SU.

The Institute’s quality assurance procedures are designed to ensure that students are partners in quality assurance processes, including membership of:

- Academic Council (Learning, Teaching and Student Engagement Committee)
- Programme Boards
- Student School Committee meetings
- Formal learner complaints and appeal processes
- New programme development process
- Periodic Programme Evaluation process
- Panel of Assessors (new programme validations)

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

- StudentSurvey.ie (formerly known as ISSE)
- LYIT Learner Module Surveys (formerly known as QA1 Survey)
- U-Multirank



## The Impact of Covid-19 March - December 2020

On 12 March 2020 LYIT campus life and other educational and research activities including international and Erasmus arrangements were all disrupted when a national lockdown was imposed due the Covid-19 pandemic. LYIT had a weekend to deliver a virtual higher education experience. The weeks following 12 March involved an unprecedented emergency transition by LYIT to establish emergency arrangements to enable teaching, learning, assessment and associated student and staff engagements and supports to continue insofar as possible while strictly adhering to COVID-19 social distancing requirements. Academic staff and students were at varying states of readiness for the 'pivot'. The health, safety, and the welfare of all was the top priority.

Teaching, learning and assessment in the context of professional and clinical placements, other work placements, and research projects using specialised equipment or facilities were especially challenging.

When the crisis emerged, LYIT was fortunate to have had in place a Flexible and Online Learning Unit. Staff in this unit played a vital role in providing a suite of online digital teaching and learning training courses aimed at assisting academic staff 'pivot' smoothly. LYIT is a partner in the CUA iNote project called DigitalEd and their website, suite of courses and resources went "live" just at the start of the Covid-19 lockdown. In addition to availing of the DigitalEd resources, LYIT academic staff were made aware of a range of other webinars on online teaching and learning from such groups as the IUA, Ahead, discipline networks and the National Forum for the Enhancement of Teaching and Learning. The latter housed a repository of resources and weblinks relating to best practise for online teaching and learning. These were submitted by a range of higher education institutions in a spirit of collaboration and sharing.

It was rapidly discovered that many LYIT students and staff do not have consistent access to reliable Wi-Fi and/or suitable devices or learning environments for working/studying from home. This quote from a publication in June 2020 by the National Forum titled Reflecting and Learning: The move to remote/online teaching and learning in Irish higher education describes the challenges in the teaching and learning space at LYIT at this time:

It also became apparent that online/remote learning came to be more widely acknowledged as requiring technical skill, conscious facilitation techniques and reflective approaches. It was repeatedly recognised that teaching and learning, whether in person or mediated by a device, is always centred on people and pedagogy.

In response to the crisis, LYIT developed a new policy called Guidelines for remote learning and assessment in response to concerns around academic integrity and in designing alternative assessments that were tailored to the online space while still meeting the learning outcomes of a given module. The Teaching and Learning Unit contributed to the educational rationale of this document. This learning will now be carried forward as new modules and assessments are designed.

### Student Covid-19 Survey May 2020

In May 2020, the Teaching and Learning Unit in LYIT conducted a special student survey to ascertain student views of engaging in online/remote learning in the context of the Covid-19 pandemic from March to May 2020. Questions covered the following domains:

- Student prior experience of online and remote learning
- The impact of the pandemic on student employment;
- Perception of current workload
- Experience of technologies to support learning
- Barriers to effective engagement in online/remote learning

Five key insights emerged from the survey results and these were presented to Executive Board for consideration. A summary of the five insights is presented here:

- For some students the experience of online learning was a positive experience
- For some students the experience of online learning was challenging
- Online assessment practices proved challenging in the areas of communication, timing, uploading and nature of assessments
- Understanding the context of student learning matters
- Student health and welling was an issue for some students

These findings have been mapped to similar surveys from the National Forum for the Enhancement of Teaching and Learning, the Union of Students of Ireland and QQI and to those from student Covid-19 surveys with our CUA partners and presented in a CUA document called CUA Reflections on Covid: Teaching, Learning and Assessment Experience.

### **Teaching and Learning workshops for learners**

LYIT's Curve and Communications Learning Centre (CLC) provided workshops at level 6-9 developed in collaboration with lecturers and student groups and continued to grow numbers of one to one student writing tutorials. Most workshops adopt a writing in the discipline approach and are tailored to the needs of the specific class and are co-delivered by the discipline lecturer and either Dr Deirdre McClay or Karen Quinn from the CLC. Workshops are delivered across all schools in LYIT, are linked to student assessment and developed from either lecturer or student-led requests; they support student engagement focusing in particular on:

- Writing an academic essay or report
- Advice for students on referencing, avoiding plagiarism, and using Turnitin
- Critical thinking and how to critique an academic article and writing for research
- Effective presentation skills and confidence building
- Grammar, spelling and punctuation

## 2.6 Information and Data Management

### National Student Engagement Programmes

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The Institute's quality assurance procedures are designed to ensure that students are partners in quality assurance processes, including membership of:

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- Programme Boards
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- Formal learner complaints and appeal processes
- New programme development process
- Periodic Programme Evaluation process
- Panel of Assessors (new programme validations)

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

- StudentSurvey.ie (formerly known as ISSE)
- LYIT Learner Module Surveys (formerly known as QA1 Survey)
- U-Multirank

Students were also surveyed during May of 2020 to obtain insights into their experience of online/remote learning from March to May 2020 during the Covid-19 lockdown.

In October 2020, the National Forum for the Enhancement of Teaching and Learning recruited and appointed the first student associate for LYIT. This is a new paid part-time position involving up to 25 hours per semester. The student associate will engage and collaborate on activities such as the forthcoming Student Success Framework, the Teaching Hero Awards and will represent the student voice on National Forum funding and applications and review panels

## 2.7 Public Information and Communication

The Quality Assurance Handbook is published on the Institute's website:

<https://www.LYIT.ie/About/Policies-Publications/Quality-Assurance>

Final School Review and Programmatic Review Reports from the External Expert Groups are published on the Institute's website in respect of the following:

### 2016/17

Periodic Programme Evaluation Report of the External Expert Group - School of Science

Periodic Programme Evaluation Report of the External Expert Group - School of Business

Periodic Programme Evaluation Report of the External Expert Group - School of Engineering

Periodic Programme Evaluation Report of the External Expert Group - School of Tourism

Consistent with Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) all final programme validation reports since 2015/16 are published on the LYIT website.

<https://www.LYIT.ie/About/Policies-Publications/Annual-Reports>

## 2.8 Other Parties Involved in Education and Training

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

- Governing Body membership
- New programme approvals - Panel of Assessors
- Changes to programmes - Panel of Assessors
- Periodic Programme Evaluation process - External Expert Group
- Central Service Review - Peer Review Group
- Recruitment and selection boards
- External Examiners
- Professional body accreditation
- Bespoke industry programmes
- Structured work placements (65% of our CAO programmes include an accredited work placement in 2019/20).

In addition, many programmes within the Institute have formal accreditation through the relevant professional bodies:

Programme	School	Exemption/ Membership/ Recognition/Accreditation	Professional/Industry Body
BSc. (Hons) General Nursing BSc. (Hons) Psychiatric Nursing BSc. (Hons) Intellectual Disability Nursing	Science	Approval	Bord Altranais agus Cnáimhseachais na hÉireann
Higher Certificate in Science in Dental Nursing	Science	Accreditation (14 February 2018)	Dental Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2020)	Veterinary Council of Ireland
Bachelor of Science in Veterinary Nursing	Science	Accreditation (2020)	The Accreditation Committee for Veterinary Nurse Education (ACOVENE) - EU.
Bachelor of Science in Agriculture Higher Certificate in Agriculture	Science	Approved for Revenue and DAFM listing for the purposes of eligible awards for Trained Farmer status (2017)	Teagasc
BSc (Honours) in Bioanalytical Science	Science	Accreditation (2007)	Teaching Council of Ireland
BA in Culinary Arts; BA in Hotel, Restaurant and Resort Management; BA(Hons) in Destination Tourism with Marketing	Tourism	Recognition for Certificate in Business Accounting	CIMA
BA (Hons) in Hotel, Restaurant and Resort Management; BA (Hons) in Culinary Arts	Tourism	Graduates eligible for Membership	Irish Hospitality Institute

B.Eng. in Electronic Engineering (L7); B.Eng. in Computer Engineering (L7); B.Eng. in Mechanical Engineering (L7); B.Eng. in Civil Engineering (L7); B.Eng. in Building Services and Renewable Energy(L7); B.Sc. (Hons) in Fire Safety Engineering (L8)	Engineering	Graduates eligible for Membership (Associate Engineer level) - Sydney Accord	Engineers Ireland
BEng (Hons) Fire Safety Engineering	Engineering	Chartered Engineer with 'Further Learning' (for 5 years i.e. 2018 -2022 graduates) - recognised under Washington Accord.	Engineers Ireland
BSc. (Hons) in Quantity Surveying (L8)	Engineering		Society of Chartered Surveyors Ireland (SCSI)
BSc in Architectural Technology (L7)	Engineering	14 December 2019 up to end of academic year 2020/21 - (if no 3 <sup>rd</sup> year of BSc)	RIAI (Royal Institute of Architects of Ireland)
B.Sc. (Hons) in Architectural Technology (L8)	Engineering	24 September 2020 (5 years to 2025)	CIAT (Chartered Institute of Architectural Technologists)
BSc Quantity Surveying (L7) BSc (Hons) Construction Management BSc (Hons) Construction Contracts Management BSc (Hons) Sustainable Construction Management BSc (Hons) Quantity Surveying	Engineering	9 May 2018 (Approved 2018 - 2023)	The Chartered Institute of Building (CIOB)

Letterkenny Institute of Technology	Engineering	1 September 2020 - 31 August 2021	Chartered Association of Building Engineers (CABE)
B Bus. (Hons) in Accounting	Business	Exemption	ACCA CPA CAI CIMA
MA in Accounting	Business	Exemption	ACCA CPA CAI CIMA
Level 8 Law Programmes	Business	Accreditation (2016)	The Honourable Society of Kings Inns Institute of Professional Legal Studies at QUB

## 2.9 Self-evaluation, Monitoring and Review

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

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

The final report of the CINNTE IR panel is published on the QQI website and LYIT website at: <https://www.LYIT.ie/About/Policies-Publications/Annual-Reports>

Updates on the implementation of the Cinnte review and other review processes are contained in the annual Quality Improvement Plan.



## 2.10 Quality Assurance of Research Activities and Programmes

The development of research and innovation at LYIT is driven by the three Faculties. Individual Faculties devise plans to implement the objectives of LYIT's strategy. All aspects of research are aligned with the overall aims of the institute. To this end each Faculty maps all research activity (publications; taught Masters Programmes; Research Masters Programmes; Doctoral studies; and funded research) to the LYIT Research Strategy. Decisions about future/further research activity must align with the one of the four research themes; and must inform Teaching and Learning and/or support academic enterprise.

To achieve this vision LYIT's Research Strategy proposes six key objectives:

1. To focus on research which aligns with national priorities and has business and societal impact.
2. To prioritise research in four strategic areas.
3. To provide funding, training and time allocations to our active researchers.
4. To continue to inform Teaching and Learning through our research.
5. To retain and develop strategic partnerships with other Higher Education Institutions (HEIs) and research centres.
6. To improve the dissemination of our research at conferences, books and appropriate peer-review journals.

### Quality Assurance of Research

The Quality Assurance (QA) of research comprises all the techniques, systems and resources that are employed at LYIT either by a staff researcher; a student researcher; in a research centre; or as part of a research consortium.

QA of research is typically concerned with:

- The responsibilities of those involved in the research.
- Accurate and ethical project planning.
- The professional development and competence of research staff.
- The appropriateness of facilities and equipment.
- The documentation of procedures and methods.
- The maintenance of research records.
- The handling of samples and materials.

Professional research practice: Researchers at LYIT will follow the highest ethical standards in conducting their research. Honesty, integrity, openness, accountability and fairness will inform all research practice. Within the limits imposed by the requirements of confidentiality, debate on and reasoned criticism of research work are essential to the research process. In addition, researchers should be open to having their research reviewed by the Institute Research Ethics Committee (IREC) and the Postgraduate Research Advisory Board (PRAB).

Securing and storing research data: Researchers are required to keep clear and accurate records of the research procedures followed and of the results obtained; including interim results. Data generated in the course of research (including electronic data) as per GDPR.

Development of professional competence and good practice: LYIT through a Faculty based approach in partnership with the Research and Innovation Office will provide training opportunities; and seed funding to help maintain existing research capability and to create new research activity.

Leadership and cooperation in research groups: Positive and fair leadership within our research teams is a priority. Lead researchers endeavour to create an environment of mutual cooperation in which all group members are encouraged to develop their skills and in which the open exchange of ideas is fostered.

Supervising and guiding research students: There is a responsibility on the Heads of Faculty and the supervisors to ensure that good practices are learned and followed. The role and responsibilities of the supervisors and the students are outlined in section 7.4.

Full details of the Governance and delivery of research activity at LYIT is available in Chapter 7 of our QAH

## 2.11 Initiatives within the Institution related to Academic Integrity

LYIT is a member of the National Academic Integrity Network (NAIN). As part of this group we attend the series of events and webinars annually. We also participate in National Academic Integrity Week. Our current engagement involves working with the three working groups to develop:

- QA Guidelines on Academic Integrity and the Lexicon and Principles of Academic Integrity.
- A database of the rate and nature of academic misconduct in Irish HEIs.
- Student engagement and communication plans.

Working documents from NAIN are reviewed by the Quality Office and the Academic Affairs sub-committee of Academic Council.

### 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	Planned actions and indicators
1	Annual Revisions and update of QAH	QAH 4.1 will be approved by AC in June and published on September 1 <sup>st</sup>
2	Engage with QQI to improve the design and responses to the AQR	The Quality Office will engage with QQI as part of the annual meeting in May
3	Develop QA for Professional Doctorates as part of the introduction of a DBA.	Significant rewrite of QAH Chapter 7 to include new sections specific to Level 10 awards

## **3.2 Reviews planned for Upcoming Reporting Periods**

### **3.2.1 Reviews planned for Next Reporting Period**

There are no Faculty, Programme or Professional Service reviews planned for this reporting period

## 4.0 Additional Themes and Case Studies

An overview of our response to Emergency Situations/Covid-19 Pandemic is provided in section 2.5 under the heading “*The Impact of Covid-19 March - December 2020*”

### **Case Study: Training and Development for Learners on Review Panels**

As part of the development of our Quality Assurance Handbook (QAH) version 3.0 (September 2018) the institute committed to student representation on our programme review panels. In September the Quality Office in conjunction with the Dept. of Law and Humanities developed a Special Purpose Award in Academic Programme Evaluation and Validation. The aim of the programme was to provide learners with the key skills, knowledge and competencies required to participate on a range of panels within an Irish Higher Education setting.

The programme encouraged learners to apply their developing knowledge, skills and competences throughout and a series of 3 workshops and the assessment. The Teaching and Learning approach adopted key themes from informed national and international research and policy reports; and shared understandings emerging from our grounded experience in teaching practice. This programme utilised a blended learning approach and brought together the best of both face-to-face and online strategies. The programme was delivered in March/April 2019 with eleven postgraduate learners from a range of subject areas participating. Ten of the learners successfully completed the programme assessment (mock panel report and presentation). The learners have since participated in a range of panels for the institute. The feedback from the learners is positive and many of the panel chairs have commented on the excellent and valuable contribution of the learner representatives. It is planned to run the next iteration of the programme in March 2021.

### **Case Study: Enhanced Quality Assurance for Level 10 Research**

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

A draft submission document was developed by January 2019 and submitted to the Programmes Committee of Academic Council for review. In parallel a review was undertaken of Chapter 7 (Research) of our Quality Assurance Handbook (QAH). The Programme development team in conjunction with the Quality Office identified

a series of amendments and additions that were required. Revisions to Chapter 7 were made and the drafting process was undertaken in conjunction with the Research Committee of Academic Council.

A mock panel was conducted in March 2019 and the feedback from this process was reflected in the final submission document and the QAH version 3.1. The full panel took place in June 2019 and was successful subject to a series of recommendations. These recommendations required minor changes to Chapter 7 of the QAH. The new QAH Version 3.1 was published on the 1st of September 2019 and the changes required for the Level 10 Award were captured in sections: 7.3.6, 7.3.7, 7.5.2 and 7.5.6. The learning from this process has helped enhance our quality assurance of Research and will support future applications for Level 10 awards in other areas.