

Letterkenny Institute of Technology

2022

**Annual Quality Report Letterkenny IT
Reporting Period 2020-2021**

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PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021**

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 4.1 Chapter 1 and Chapter 2
			QAG Core, Section 2, unit 2	Documented approach to quality assurance	QAH version 4.1 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 4.1 Chapter 3
			QAG Core, Section 2, unit 10	Other parties involved in education and training	QAH version 4.1 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 4.1 Chapter 4, 5, and 6
			QAG Core, Section 2, unit 6	Assessment of learners	QAH version 4.1 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 4.1 Chapter 4

			QAG Core, Section 2, unit 9.2	Public information and communication - <i>Learner information</i>	QAH version 4.1 Chapter 1&2&6
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 4.1 Chapter 4 Blended & Online Learning Policy Framework
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 4.1 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 4.1 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 4.1 Chapter 3 section 3.2
			QAG Core, Section 2, unit 11	Self-evaluation, monitoring and review	QAH version 4.1 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 4.1 Chapter 2

Introduction and Overview of Institution

This is the AQR for Letterkenny Institute of Technology for the reporting period 1 September 2020 - 31 August 2021. The AQR has been approved by the 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 Quality Assurance Handbook (QAH) Version 4.1 sets out LYIT's quality management framework and the associated rules, policies and procedures. It is a reference document for all staff and students and should be used in conjunction with the Student Handbook and our Prospectus. Version 4.1 reflects changes to our organisational structure, specifically our move from four Schools to three Faculties. In addition, it incorporates the Examination Regulations agreed with our CUA partners.

QAH version 4.1 is available:

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

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.

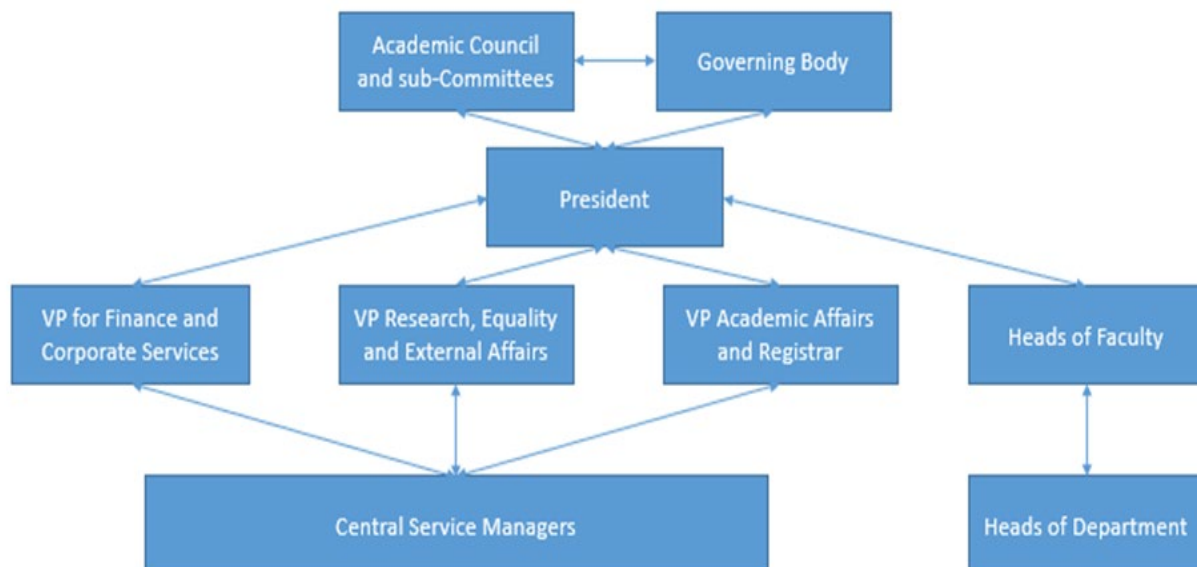
At Letterkenny Institute of Technology (LYIT), all our staff, researchers and students are responsible for working together as a community of scholars to assure and enhance the quality of teaching, research and associated services. Quality assurance at LYIT is guided by key external standards and arising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

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

2.0 Programme Development and Delivery

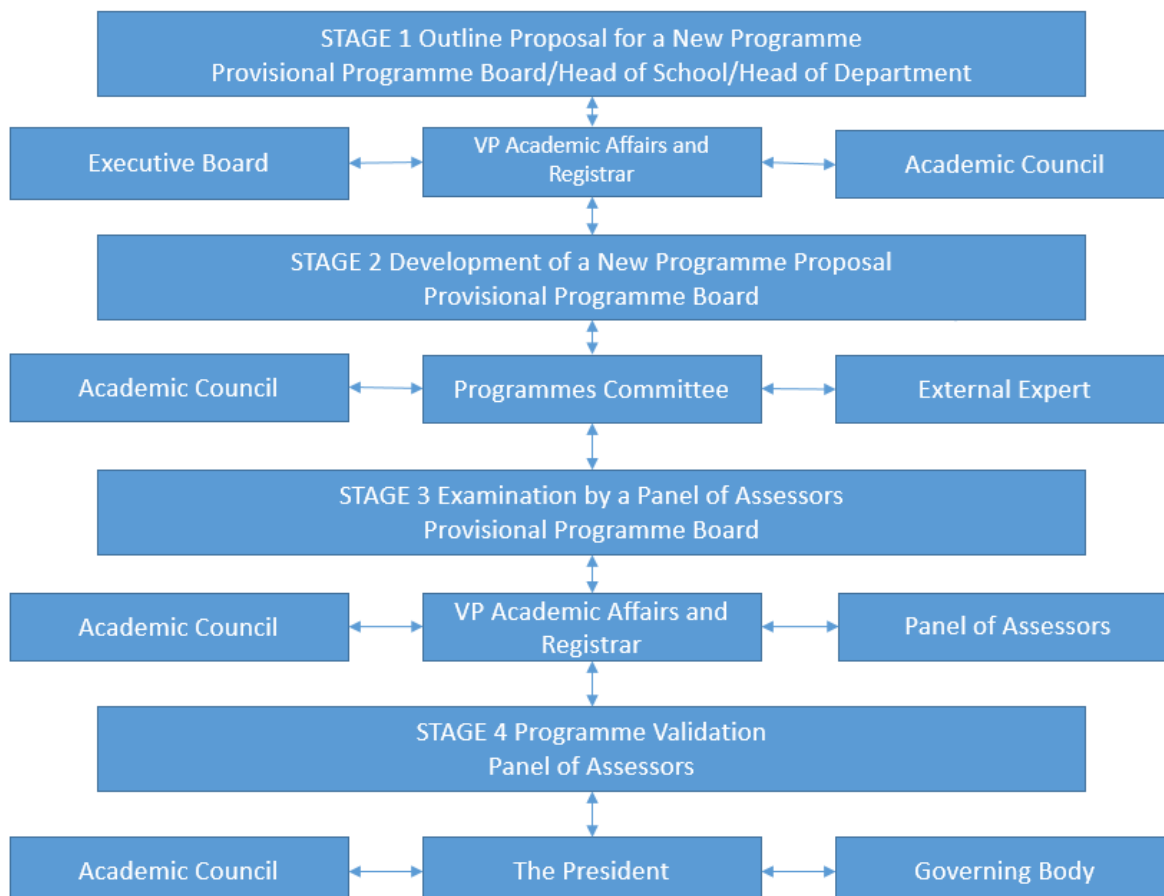
2.1 Programme Development and Approval

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 Faculty/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 Faculty 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, reading lists, equipment lists etc.

For a Minor/Special Purpose/Supplemental Awards an intention to submit notice should be submitted to the Academic Council. The intention to submit notice should include the following details: Title, Credits, Level and indicative content. The Academic Council will normally refer the outline proposal for consideration to the Programmes Committee. The 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. The 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 Faculty I. The relevant Head of Department in conjunction with the Head of Faculty, will make provision for structured meetings of the Programme Board. In the case of a multi-disciplinary/multi-department programme, one of the Faculties concerned will be identified as the base Faculty. Such Programme Boards will be provisional pending validation of the programme and finalisation of the staffing arrangements. The 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). 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 Faculty /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 the 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 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. The 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 Faculty /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 Faculty /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 Faculty /Head of Department in conjunction with the provisional programme board will

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

The VP for Academic Affairs and Registrar will liaise with the Chair of the Panel, on behalf of the 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. The 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 Faculty /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 Faculty/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 Faculty 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 Faculty /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 Faculty /Department will ensure that learners with poor attendance records are advised in accordance with the policy of the programme board.

Faculty Student Committee

A Faculty Student Committee membership includes: the Head of Faculty, Head of Department and learner representatives. The Faculty Student Committee meets twice in an academic a year. Faculties can organise student committees at a departmental level. The Faculty 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 Faculty 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 5.3). The reports 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 Faculty /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.

Faculties 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 a 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 of 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 the 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.

The Academic Council will normally refer the outline proposal for consideration to the Academic Standards Committee and the Programmes Committee. The 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

The 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 the 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

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

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

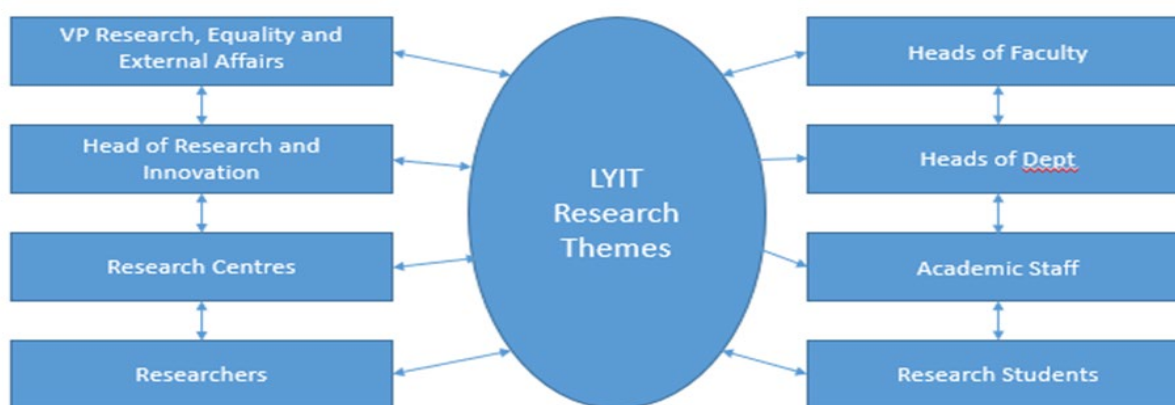
4.1 Quality Assurance of Research Programmes NFQ Levels 9 & 10

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 three Faculties 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 three academic 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.

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 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.

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

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

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 Faculty. 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; Faculty 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 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 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 the 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.

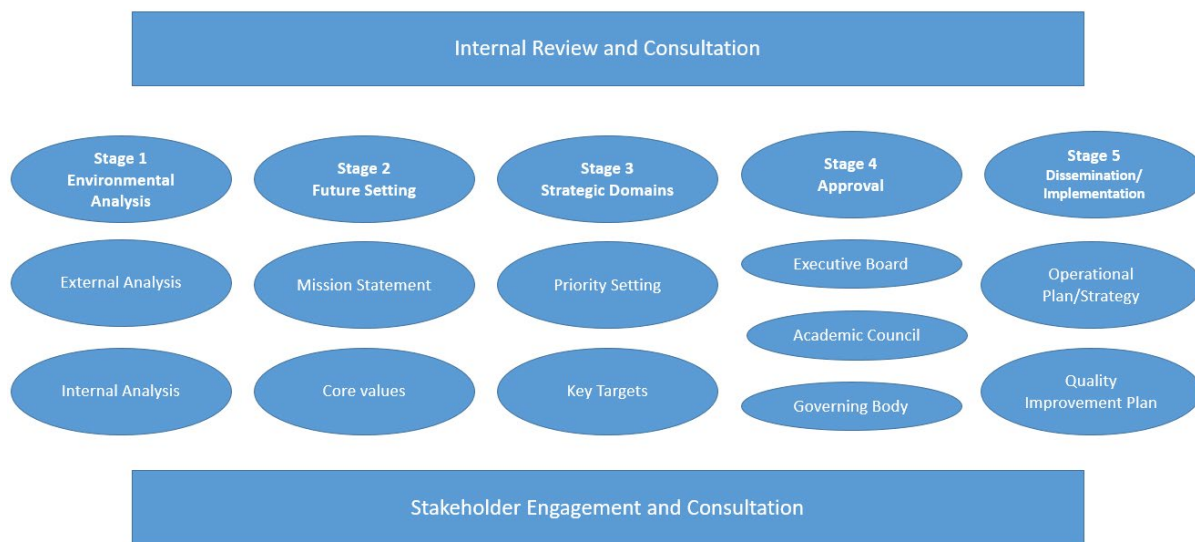
Each Head of Faculty in conjunction with the relevant Head of Department will report to the October (second) meeting of the Academic Council regarding:

- Executive Summary
- Programmes
- Faculty, 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 Faculty will advise the 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 Faculty 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 Faculties 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 Faculties 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 the 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/ Faculty. 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 Faculty 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 the Executive Board are responsible for the delivery of objectives and targets in their faculties /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, Faculty Review, Programmatic Review or Central Service Review.
2. Responsible Faculty, 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 Faculty Review

The EEG may present an interim report at the end of their visit to the relevant Head of Faculty: 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 the Academic Council. The Head of Faculty 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 the 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 Faculty Review. The VP for Academic Affairs and Registrar will maintain a file on each Faculty 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 Faculty 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 the 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).

The 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 faculty 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 Faculty 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 the Executive Board for approval and to the Academic Council.

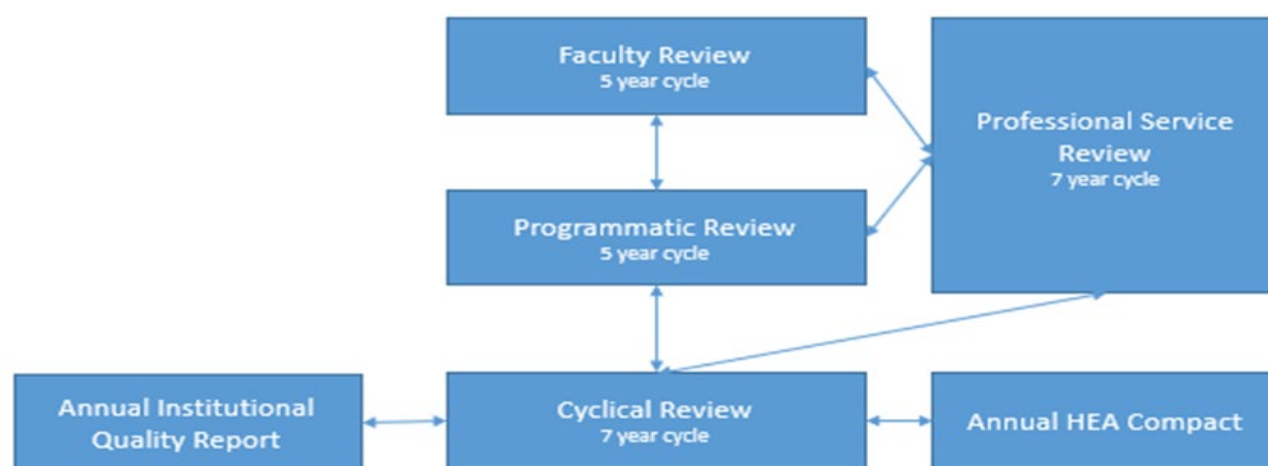
The Professional Service(s) reviewed should report annually to Academic Council, via the relevant Executive Board Report, on progress made in respect of any recommendations in the PRG final report, as well as any significant changes in circumstances within the Professional Service in the intervening 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). Faculty 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; faculty; 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 Quality Report (AQR) is an annual report about internal quality assurance which LYIT submits to QQI. The AQR 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 AQR provides QQI and our stakeholders with assurance that our QA procedures are implemented on an ongoing basis. The completion of AQRs 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

Programme	School	Exemption/ Membership/ Recognition/Accreditation	Professional/Industry Body
BSc. (Hons) General Nursing BSc. (Hons) Psychiatric Nursing BSc. (Hons) Intellectual Disability Nursing	Science and Health	Approval February 2018	Nursing and Midwifery Board of Ireland 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 Mechanical Engineering (L7); B.Eng. (Hons) in Electronic Engineering (L8); B.Eng. (Hons) in Mechanical Engineering (L8). B.Eng. in Civil Engineering (L7); B.Eng. in Building Services and Renewable Energy(L7);	Engineering	Graduates eligible for Membership (Associate Engineer level) – Sydney Accord	Engineers Ireland

B.Sc. (Hons) in Fire Safety Engineering (L8)			
BEng (Hons) Fire Safety Engineering	Engineering	Chartered Engineer with 'Further Learning' (for 5 years i.e. 2018 -2022 graduates) – recognised under Washington Accord.	BEng (Hons) Fire Safety Engineering
B.Sc.(Hons) in Quantity Surveying (L8)	Engineering		Society of Chartered Surveyors Ireland (SCSI)
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	Engineering	9 May 2018 (Approved 2018 – 2023)	The Chartered Institute of Building (CIOB)

BSc (Hons) Quantity Surveying			
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 17
Joint research degrees	
Joint/double/multiple awards	
Collaborative programmes	17
Franchise programmes	
Linked providers (DABs only)	

1. Collaborative provision (Type of collaborative provision)	Joint
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

2. Collaborative provision (Type of collaborative provision)	Joint
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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

3. Collaborative provision (Type of collaborative provision)	Joint
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

Programme Title, Award type and NFQ level	Locations of provision	Name and website of Partner Institution (insert hyperlinks)	Type of Partner Institution	Awarded by	Description
Master of Science Public Service Leadership and Innovation (Level 9)	Locations throughout the island of Ireland	Ulster University http://www.ulster.ac.uk	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 www.retailirelandskillnet.com	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 http://www.nwrc.ac.uk	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 http://www.nwrc.ac.uk	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 https://www.dorset-college.ie/	Collaborative	Own Institution	Commenced September 2016
BA in Hospitality and Tourism (Level 7)	LYIT (Killybegs) and Derry	North West Regional College, Derry	Collaborative	Own Institution	Commenced September 2017

BA (Hons) in Destination Marketing (Level 8) BA (Hons) in Hotel, Restaurant and Resort Management (Level 8)		http://www.nwr.ac.uk			Delivery of Years 3 and 4 in dual locations.
Master of Science in Therapeutic Interventions for Alcohol and Other Drugs (Level 9)	LYIT and Alcohol Forum	Alcohol Forum http://www.alcoholforum.org/	Collaborative	Own Institution	Commenced Sept 2017
BA Culinary Arts (Level 7) and BA (Hons) Culinary Arts (Level 8)		AIT, DKIT, CIT, DIT, GMIT, LIT, ITT, WIT and ITT	Collaborative	Own Institution	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	
Higher Certificate in Science in Health Science with Occupational Therapy Studies	LYIT and Coventry University	Coventry University https://www.coventry.ac.uk/	Collaborative	Two separate awards: Own institution and Coventry University	Commenced Sept 2019
Higher Certificate in Science in Health Science with Physiotherapy Studies	LYIT and Coventry University	Coventry University https://www.coventry.ac.uk/	Collaborative	Two separate awards: Own institution and Coventry University	Commenced Sept 2019
Higher Certificate of Science in Health Science with Dietetics Studies	LYIT and Coventry University	Coventry University https://www.coventry.ac.uk/	Collaborative	Two separate awards: Own institution and Coventry University	Commenced Sept 2019
Bachelor of Arts (Hons) in Culinary Arts (Apprenticeship/ Consortium)	LYIT and IT Tralee	IT Tralee	Collaborative	Own institution	Commenced Sept 2019
Master of Science/ Postgraduate Diploma/ Postgraduate Certificate in	LYIT and (ITT, DKIT, AIT, WIT and GMIT)	(ITT, DKIT, AIT, WIT and GMIT)	Collaborative	Own institution	Commenced Sept 2020

Advanced Practice (Nursing)					
Master of Science/Post Graduate Certificate/Post Graduate Diploma in Science in Professional Nursing	LYIT and (ITT, DKIT, AIT, WIT and GMT)	(ITT, DKIT, AIT, WIT and GMT)	Collaborative	Own institution	
Higher Certificate in Arts in Culinary Arts	AIT LYIT, GMT, LIT, DKIT, MTU Cork and Kerry.	Websites of AIT, GMT, LIT, DKIT, MTU Cork and Kerry.	Collaborative	Own institution	

9.3 Articulation Agreements

Articulation agreements - Total number	8
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9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

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

9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0

9.3 Articulation Agreements

Articulation agreements - Total number	0
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[Higher Education Institution]

2022

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

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 Faculty 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 the Executive Board are responsible for the delivery of objectives and targets in their faculty /functional area. The QIP for this reporting period included 4 recommendations from our Institutional Review and 1 from the Central Service Review process

Strategic objective or Recommendation from Quality Review: Strategic Plan 2018-2022 (SP) Institutional Review 2018 (IR) Faculty Review 2017 (SR) Programmatic Review 2017 (PR) Central Service Review 2018, 2019 (CSR) External Panel Review (EPR) 2019 Comp	Responsible Faculty, Department, Central Service	Baseline (including an appropriate metric and date)	Target (including an appropriate metric and date)	Progress (December 2020)
Strategy and Governance				
IR (8.3.2; 8.3.10)	President	Consultation process	New Strategic Plan 2018-2022 - December 2018	Application for TU status in

		commenced (November 2017)	<ul style="list-style-type: none"> Articulate opportunities of future designation as a Technological University. 	final stages of preparation.
IR (8.3.4 8.3.13; 8.3.14) CSR (International B1) CSR (Industrial Liaison B1, B3)	President and relevant Heads of Function	Current Strategies linked to Strategic Plan 2014-2017 Existing Research strategy (2015/16 – 2019/20)	Develop a series of sub-strategies and operational plans linked to Strategic Plan 2018-2022 – 2018/19 and 2019/20 <ul style="list-style-type: none"> Internationalisation Research 	Under development. Delayed due to Covid-19.
IR (8.3.7)	President and Executive Council Secretary (HoS Engineering)	Executive Council meets once per Semester	Review the functioning of Executive Council, with a view to establishing a committee structure and meeting schedule that will enhance opportunities for institution-wide and cross-functional dialogue – June 2019	In preparation for our TU application EBs focus has been on Institute restructuring.
IR (8.3.9)	President	Institutional Research Office attached to President's Office (September 2018)	Establish Institutional Research Office (central data unit) – September 2018	Established. Located in CoLAB. Head RD&I and Admin in place.
IR (8.3.16) CSR (Academic Administration and Student Services B6) CSR (Lifelong Learning B1)	President and Executive Board	Existing structures (January 2019)	Undertake a review of structures (including clarity on the specific remits of all the Institute's governance entities, the parameters of their decision-making ability, and their	Institute restructuring will facilitate these issues being addressed. The creation of a 3-faculty structure

			reporting lines) 2018/19 – complete by June 2019.	will facilitate clearer reporting lines and agreed parameters for decision making.
SP 7.3.1	Quality Office	QAH 3.0	Annual Revisions and update of QAH	QAH 4.0 published following DAB status
SP 7.3.2	Quality Office	AIQR (Version 2019)	Engage with QQI to improve the design and responses to the AIQR	SL for QAH was a member of the working group and LYIT participated in the pilot.
SP 7.3.3	President and the Director of Equality	No application made to Athena Swan	Successfully apply for Athena Swan (Bronze)	Application in final draft and ready for submission.
SP 7.3.4	Executive Board	Small number of interdisciplinary programmes	Establish a process for the development of programmes	Complete and noted in section 3.1 of QAH 4.0
SP 7.3.5	VP for Academic Affairs Heads of Faculty SL for TLA	Faculty based plan	Establish a student transition and retention plan.	Student Success Strategy (CUA) under development & Retention initiative – report considered by Academic Council
Quality Assurance Procedures				
IR (8.3.2; 8.3.3)	Office of Vice President for Academic	Strategic planning process not formally included	Strategic planning process formally documented in a revised	Complete. QAH 4.0 section 1.5/6

	Affairs and Registrar	in QAH (November 2018)	Quality Assurance Handbook	
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)	No Postgraduate Research Handbook in place	Develop Postgraduate Research Handbook – February 2019	Under development
CSR (Academic Administration and Student Services B7; Computer Services B5; 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.
Academic Faculties				
SR	Heads of Faculty with Executive Board	Previous Academic Programme Plan (2015/16 – 2016/17)	Develop Academic Programme Plan 2018/19 – 2019/20 – February 2019	Three-year Plan (approved by Executive Board and Academic Council).

Further focus on enhancing progression and throughput rates of students	Academic Managers Programme boards Student support services	Exam pass rates report 18/19	5% increase/improvement 2022	Institute wide initiatives in place
Enhanced tracking/monitoring and integration of attendance, and exam performance	Heads of Faculty and Vice President for Academic Affairs and Registrar	Separate EAS and Exam Performance systems such as Banner	Develop pilot during term 2 2020.	Working group to be formed during semester 2.
Develop Tailored induction for Lifelong Learning students	Academic Faculties and Development office	Pilot induction for online/LLL students department of computing 2018/19	Rollout implementation to another Faculty at commencement of 19/20	Induction process (week) in place
Increase the number of LLL programmes with online elements and maintain quality assurance	Academic Managers and Vice President for Academic Affairs and Registrar	Baseline Pilot Programmes (10) agreed with TUI 18/19	Target to increase LLL online pilots across all Faculties during 2019/20	Increased online and blended provision across all programmes.
Central Services				
CSR (Academic Administration and Student Services; Library; Computer Services) CSR (Industrial Liaison; International and Lifelong Learning)	VP for Academic Affairs and Registrar; Vice President for Research, Equality and External Affairs; Vice President for Finance and Corporate Affairs	External Expert Group Panels complete for: <ul style="list-style-type: none"> Library Computer Services Academic Administration and Student Services; the Curve Industrial Liaison International and 	External Expert Group Panels (Including meetings with stakeholders) complete for all Central Services – March 2019 Final Reports from all Central Service Reviews – March 2019	Complete

		Lifelong Learning		
IR (8.3.6) CSR (Academic Administration and Student Services B5; Computer Services B4; The Library B4)	HR Manager (with HoS and Central Service Managers)	Plan not formally articulated. (November 2018)	Produce a Staff Continuing Development Plan – June 2019	Planning in this area is being reviewed. New Strategy for HR is under development.
IR (8.3.8)	Head of Teaching and Learning, Academic Administration and Student Services Manager and Students' Union President	Plan not formally articulated. (November 2018)	Develop a new Student Services Plan, addressing the provision of student supports – June 2019	Annual report is completed as part of the VP for AAR Annual Report.
IR (8.3.13; 8.3.14)	Head of Research and Innovation (with Research Committee)	Research Day and Research Poster Day held in 2018	Establish annual Research Day and Research Poster Day - annual	Established and integrated into the academic calendar
CSR (Finance)	VP for Finance and Head of Finance	MIS for managing data/metrics	Develop a working group	Awaiting appointment of a new HoF
CSR (Finance)	VP for Finance and Head of Finance	Staff Communication	Deliver an annual staff briefing and provide an online resource	Up-to-date information provided to staff via the Governance and Compliance officer and available on https://intranet.lyit.ie
CSR (Estates)	Head of Estates	Space utilisation	Develop an annual process	In place as part of annual

				planning process.
CSR (Human Resources)	Head of HR	Review all communication processes and protocols	Review on an annual basis and agree a plan/timeline.	Ongoing work as part of the development of a HR Strategy. Increase in the number of briefings to staff on: Financial planning and pensions etc. Materials archived for remote access. Development of Staff HUB where all Covid related information, Staff Q&A and wellbeing events are available.
CSR (Human Resources)	Head of HR	Enhance the induction and on-boarding processes for new staff	Review on an annual basis and agree a plan/timeline.	Working to build capacity to deliver online with improved archiving of all relevant materials for remote access.
CSR (Human Resources)	Head of HR	Regularise the timing and collection of customer satisfaction	Develop an annual process.	Significant data collection undertaken as part of the Athena Swan application. Annual data collection to

				take place in May (with a specific focus each year i.e. 2021 will have an integrated section on well-being)
External Panel Reports (Level 10 Computing)				
EPR Comp 1	HoS and HoD in conjunction with the Quality Office	Develop appropriate QA procedures for Level 10 PhD students	Significant rewrite of QAH Chapter 7 to include new sections specific to Level 10 awards	Complete

1.2 Update on Planned QA Objectives identified in Previous AQR

Version 4.1 reflects changes to our organisational structure, specifically our move from four Schools to three Faculties. In addition, we have also added sections in preparation for the delivery of Apprenticeships and Level 10 Professional Doctorates. We have added detail on International Students as a response to the publications of the QQI Code of Conduct. There are significant changes to Chapter 5 (Marks and Standards) as result of the new Examination regulations for the CUA.

List of Changes made to QAH 4.1

Change	Description	Rationale	Committee	AC Approval
Major Changes	Revision to sections 7.3 and 7.4	Professional Doctorates	Research	March 26 th
Additions	6.1.5 International Students	QQI Code of Conduct	TLSE	May 17 th
	3.4.10 Apprenticeships	New provision	Aca Standards	May 17 th
	5.1.4 Apprenticeships	New provision	Aca Standards	May 17 th
	5.2.1 Guiding Principles	ER CUA	Aca Standards	June 18 th
	5.4.8 Repeat for PB membership	ER CUA	Aca Standards	June 18 th
	3.3.2 and Appendix 3.7 Expert Report Template	HoDs	Progs Committee	June 18 th
Minor Changes	5.4.1 Approved Programme Schedule	ER CUA	Aca Standards	June 18 th
	5.4.6 Exemptions	ER CUA	Aca Standards	June 18 th
	5.4.6 Progression	ER CUA	Aca Standards	June 18 th
	5.4.7 Carrying	ER CUA	Aca Standards	June 18 th
	5.6.1 Award classification	ER CUA	Aca Standards	June 18 th
	5.4.4 Number of opportunities to repeat	ER CUA	Aca Standards	June 18 th
	5.5.1 Pre-Examination Board	ER CUA	Aca Standards	June 18 th
	5.5.3 Deferral of Examinations	ER CUA	Aca Standards	June 18 th
	5.5.2 Withholding of Grades			

Deletion	Removal of 45% requirement for Carrying in section 5.4.7	Ongoing Review	All	December 11 th
Edits	5.4.1 Approved Programme Schedule			
	Replace School with Faculty	Restructuring	All	November 6 th
	Addition of Postgraduate Research student to SREC	Ongoing Review	Research	November 6 th
	Addition of 1 member per Faculty to the IREC	Ongoing Review	Research	November 6 th
	Examination Board replaces Board of Examiners	ER CUA	Aca Standards	June 18 th
	6.4.3 Remove incorrect reference to Stage 3	Proofing	Quality Office	Sept 1

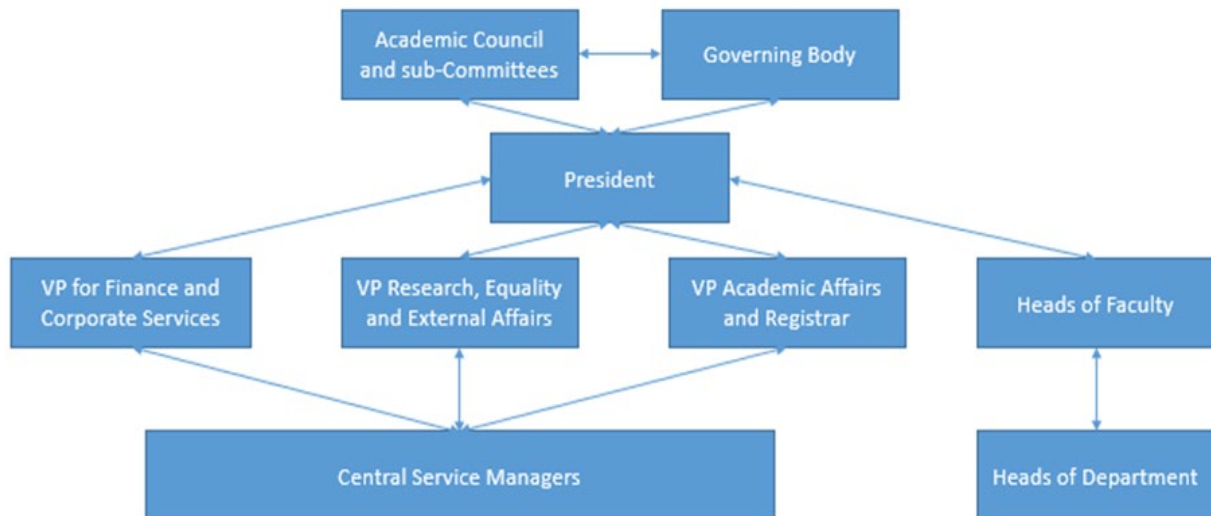
1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Academic Council Meeting	18 September 2020
Academic Council Meeting	6 November 2020
Academic Council Meeting	11 December 2020
Academic Council Meeting	12 February 2021
Academic Council Meeting	26 March 2021
Academic Council Meeting	14 May 2021
Academic Council Meeting	18 June 2021
General Purpose Committee Meeting	26 May 2021

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

Faculty and School Reviews are scheduled for the next academic year in all departments.

1.4.2 Expert Review Teams/Panels¹ involved in IQA

	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	38	15	0
<i>of those:</i>							
On-site processes		0	0	0	0	0	0
Desk reviews		0	0	0	1	0	0
Virtual processes		0	0	0	37	15	0
Average panel size for each process type*		0	0	0	5	3 -5	0

(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		22	15	0	0	37	0	0	0	37	0
Secretary				0	0		0	0	0		0

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

Academic/Discipline Specific		39	32	0	0	71	0	0	0	71	0
Student Representative		28	6	0	0	34	0	0	0	34	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		18	19	0	0	37	0	0	0	0	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 4.1 during 2020/21

Change	Description	Rationale	Committee	AC Approval
Major Changes	Revision to sections 7.3 and 7.4	Professional Doctorates	Research	March 26 th
Additions	6.1.5 International Students	QQI Code of Conduct	TLSE	May 17 th
	3.4.10 Apprenticeships	New provision	Aca Standards	May 17 th
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	5.4.7 Carrying	ER CUA	Aca Standards	June 18 th
	5.6.1 Award classification	ER CUA	Aca Standards	June 18 th
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Deletion	Removal of 45% requirement for Carrying in section 5.4.7	Ongoing Review	All	December 11 th
Edits	5.4.1 Approved Programme Schedule			
	Replace School with Faculty	Restructuring	All	November 6 th
	Addition of Postgraduate Research student to SREC	Ongoing Review	Research	November 6 th
	Addition of 1 member per Faculty to the IREC	Ongoing Review	Research	November 6 th
	Examination Board replaces Board of Examiners	ER CUA	Aca Standards	June 18 th
	6.4.3 Remove incorrect reference to Stage 3	Proofing	Quality Office	Sept 1

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 Faculty/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 2020/21 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

38 new programmes were approved during 2020/21 (15 Major Awards, 3 Minor and 20 Special Purpose awards). New programmes are validated by the Academic Council following receipt of a final report from an External Panel of Assessors.

Programme Title	School	Award Type	Panel Members	Panel Date
Diploma in Emerging Digital Technologies for Industry	Computing	SPA	Marian Duggan, VP for Academic Affairs and Registrar, Limerick IT, Dr Christian Horn, Former HoD Dundalk IT, Nigel Whyte, Head of Department of Computing, IT Carlow, Aisling Bonner, Research Student LYIT and James O Meara, Head of Data Analytics, Cyber Risk Aware	08/10/2020
Certificate in Emerging Digital Technologies for Industry		SPA		
MSc in Computing in Secure Applications Development Research		Major		
Postgraduate Certificate in Secure Applications Development		Minor		
Certificate in Computer Numerical Control (CNC) Operations	Electronic and Mechanical Engineering	SPA	Dr Yvonne Kavanagh, Assistant Registrar Carlow IT, Sean Lyons, Dean of the Faculty of Engineering & Informatics,	26/11/2020
Postgraduate Certificate in 3D Design for Emerging Technologies	Design and Creative Media	SPA		26/11/2020

Certificate in Revit & 4D BIM (Building) Information Modelling	Civil Engineering and Construction	SPA	Athlone IT, Barrie Devine, Arolco Engineering, Peter Mc Nally, Senior Designer, Microsoft and Padraic King, King and Moffatt Building Services	26/11/2020
Bachelor of Science (Hons) in Health Care Innovation and Technology	Computing/ Nursing and Health Care and Law and Humanities	Major	No panel Required approved by AC 26/3/21 (Change to Programme Title)	26/03/2021
Bachelor of Science (Hons) in Computing and Maths	Computing and Electronic and Mechanical Engineering	Major	Dr Brendan O Donnell IT Tralee, Professor Oliver McGarr UL, Aisling Boner, Research Student, LYIT, Jane Gormley, Actuarial Function Actuary in SCOR Reinsurance Ireland and Professor Paul Mc Kevitt, Ulster University	28/04/2021
BSc in Applied Data Technologies / Diploma in Applied Data Technologies	Computing	SPA	Dr Brendan O Donnell IT Tralee, Professor Oliver McGarr UL, Aisling Boner, Research Student, LYIT, Professor Paul Mc Kevitt, Ulster University and David Mc Veigh Optum	
Bachelor of Science (Hons) in Sport and	Law and Humanities	Major	Sheila Flanagan, VP for Academic	30/04/2021

Exercise Rehabilitation			Affairs and Registrar Dundalk IT, Professor Glyn Howatson	
Postgraduate Certificate in Professional Skills for High-Performance Sport		SPA	Northumbria University, Aoife Burke DCU, Lisa Moore, Research Student, LYIT and Michael McGeehin UL	30/04/2021
Postgraduate Certificate in Sport Performance Innovation	Law and Humanities	SPA		30/04/2021
Bachelor of Science in Electric Vehicle Technology		Major	Dr Derek O'Byrne, VP AAT, WIT, Dr Sean Lyons Dean of Faculty of	02/06/2021
Higher Certificate in Science in Electric Vehicle Engineering	Electronic and Mechanical Engineering	Major	Engineering and Informatics, AIT, Karen Fitzgerald, Lecturer, TUDublin, Stefan Callery, Global IT Director GM Motors and Aisling Boner, Research Masters Student, LYIT	02/06/2021
MSc in Strategy, Enterprise and Innovation Level	Business Studies	Major	Dr Michael Hannon, VP AAR, GMIT, Pio Fenton, Lecturer, CIT, Eoin Langan, HoS, TUDublin, Vini Vijayan, Research	27/05/2021
Postgraduate Diploma in Science in Strategy, Enterprise & Innovation	Business Studies	Major	PhD Student, LYIT and Grace Ann Mc	27/05/2021
Master of Science in Business Strategy Research	Business Studies	Major		27/05/2021

Certificate in Online Dispute Management Skills	Law and Humanities	SPA	Garvey, Grace Anne Consultancy.	27/05/2021
MEng in Advanced Manufacturing	Electronic and Mechanical Engineering	Major	Dr Frances O Connell, VP AAR, AIT, Dr Frances Hardiman, Dean of Faculty of Engineering and Informatics, IT; Dr Joseph Mc Geever, Lecturer, AIT; Ben McGonagle, Irish Pressings; Maria McKeever, Research Masters, Letterkenny IT.	08/06/2021
PG Dip in Advanced Manufacturing		Major		
Certificate in Mechanical Engineering		SPA		
Certificate in Digital and Mathematical Skills for Engineering		SPA		
Certificate in Manufacturing with CNC Machining, 3D CAD and Additive Manufacturing		Major		
MSc in CyberPsychology	Computing	Major	Terry Twomey, TU Project Director, LIT, Dr Fiona Lawless, Head of Department of Computing, DKIT, Dr. Micheal Newell, School of Medicine, NUI Galway, Eimear Mc Bride, Information Security Risk Manager, Optum and Conor Mc Daid, Letterkenny IT	03/06/2021
MSc in CyberPsychology Research		Major		
Postgraduate Diploma in CyberPsychology		Minor		
Postgraduate Certificate in CyberPsychology		Minor		
BSc (Hons) in the Internet of Things	Electronics and Mechanical Engineering	SPA		
Higher Diploma in the Internet of Things		SPA		
Certificate in Customer Centric Principles in Selling Tourism	Tourism	SPA	Dr Andrew Power, Registrar, IADT, Frances Devine, Course Director,	04/06/2021

Certificate in Leading Transformation & Change in the Tourism Sector		SPA	University of Ulster, Sinead O Leary, Lecturer, LIT, Sarah Nolan, Donegal, Marketing Officer, County Council and Emily O Flynn Research Masters, Letterkenny IT	
Certificate in Rooms Division Management		SPA		
Certificate in Social Media & Web Marketing for the Tourism Sector		SPA		
Diploma in Hospitality Management		SPA		
Diploma in Tourism Talent Management & HR Strategy		SPA		
Higher Diploma in Arts in Food Product Innovation & Enterprise		SPA		

Programme Reviews 2020/21

Programme Reviews 2020/21

Programme reviews were undertaken in respect of the following programmes:

Programme Title	Faculty
BA in Culinary Arts	Business
BA (Hons) in Culinary Arts	Business
BA (Hons) in Hotel, Restaurant & Resort Management	Business
BA in Hotel, Restaurant & Resort Management	Business
Master of Arts in User Experience Design & Applied Innovation	Business
Master of Arts in User Experience Design & Applied Innovation Research	Business
Postraduate Diploma in User Experience Design & Applied Innovation	Business
Postgraduate Certificate in 3D for Emerging Technologies	Business
Higher Diploma in Business in Finance and Technology	Business
BA in Hospitality and Tourism (Destination Tourism with Marketing)	Business

Local and Regional Tour Guiding	Business
National Tour Guiding	Business
BSc Hons in Digital Healthcare	Engineering and Technology
Postgraduate Certificate in Artificial Intelligence	Engineering and Technology
Certificate in Hotel Revenue & Digital Media Management	Business

2.3 Staff Recruitment, Management and Development

Accredited Learning

Academic staff at LYIT continue to be strongly encouraged to develop and further enhance their professional practice in teaching and learning. The MA in Learning and Teaching, LYIT, welcomed its fourth cohort of students in May 2020 and was delivered fully online (due to Covid 19 restrictions) throughout 2020/21. This programme caters for teachers and lecturers at primary, post primary, further education and higher education. As well as enhancing professional practice in higher education, LYIT staff who engage on MALT are welcomed into a community of practice that spans educational levels and adds to understanding of transitions in our educational system at local, regional and national level.

In addition, staff are enrolled in Level 9 programmes and modules related to teaching and learning in a number of institutions including CUA collaborations through the iNote/DigitalEd projects e.g., level 9 certificate in Digital Teaching & Learning. There continue to be significant numbers of staff undertaking doctoral studies and a significant proportion of these are undertaking or have completed professional doctorates in education.

Non-accredited professional development

Due to Covid 19 restrictions, LYIT offered training seminars/workshops online in 2020/21. As there was strong demand for digital teaching and learning strategies and practices, these were mostly held by the Flexible and Online Learning unit at LYIT on Blackboard or through GMIT and the DigitalEd project on MS Teams. All such opportunities were disseminated monthly by teaching and learning at LYIT in a CPD email flyer to staff.

In March 2021 a new monthly shared practice initiative, T&L Talks, was started online using MS Teams. Two LYIT staff per session shared their teaching, learning and assessment practice followed by a Q&A section facilitated by Dr Deirdre McClay. The following talks were held in 2020/21:

- Tina Parnell, Department of Life and Physical Sciences, 'Teaching clinical reasoning skills to veterinary nursing students in a virtual environment' and Dr Brónagh Heverin, Department of Law & Humanities, 'Learning by doing - the potential for transferable skill acquisition at third level' (23 March 2021).
- Dr Kevin Meehan, Department of Computing - 'Technology 'transformed' learning using screen-casting, self-assessment and a flipped classroom approach' and Dr Una Carthy, Department of Law and Humanities, - 'Padlet: a versatile and creative educational tool' (22 April 2021).
- Suzi Roarty, Department of Business Studies, 'Staying student centred in an online environment' and Austin Sammon, Department of Civil Engineering and Construction, 'Effective Year 1 Mentoring' (12 May 2021).

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; however, due to Covid 19 restrictions this activity was severely restricted in 2020/21 and mainly confined to online events. Information on upcoming teaching and learning events, National Forum initiatives, conferences and calls for papers is communicated on to academic staff as they arise during the year.

2.4 Teaching, Learning and Assessment

The National Forum continues to be a strategic partner in teaching and learning for LYIT. Dr Deirdre McClay and Siobhan Cullen are National Forum Associates with the role of consulting with the National Forum and promoting and supporting participation by LYIT in opportunities relating to research and scholarship in teaching and learning. LYIT now has a Student Associate, Maureen Sweeney, in a role which commenced in the academic year 2020/21. The Student Associate represents student voice and provides their views and opinions on higher education teaching and learning activities and developments.

The academic year 2020/21 saw the completion of four National Forum projects:

1. REAL (Reimagining Experiential Academic Learning) project (2018 Teaching and Learning Enhancement Fund)
2. PROGRESS (Professional Growth for Equity, Sustainability and Success) project (extended to December 2020 under 2018 Teaching and Learning Enhancement Fund).
3. Learning Enhancement Projects (LEPs) (extended to May 2021 under SATLE 2019 fund - Strategic Alignment of Teaching and Learning Enhancement).
4. Unlock project year 1 (extended to May 2021 under SATLE 2019 fund).

All extensions on National Forum funding, including under SATLE 2019 e.g. Unlock and LEPs, were due to delays experienced because of Covid 19 restrictions.

Under National Forum SATLE 2020 funding, the Unlock project was continued into a second year and a new collaborative project was designed jointly by the CUA partners (LYIT, GMIT and IT Sligo) Reimagining Assessment and Feedback for Student Success. The deadline for completion of these projects is December 2021 but extensions will be sought until May 2022 due to continuing Covid 19 related issues.

Also, as part of a funded national roll-out of Open Courses from the National Forum, in 2020/21 Dr Deirdre McClay was involved in designing an online and blended course, Academic Writing in Practice, with team of five other academics from Maynooth University, University of Limerick, the National Forum, TU for Dublin and Hibernia College. The course is currently running at national level in 2021/22 with the design team as facilitators. Under the same funding of Open Courses, Dr Brónagh Heverin and Siobhan Cullen, LYIT, were involved in designing another online and blended course, Reflective Practice, with a team of three other academics from Dublin City University, Dundalk IT and University of Limerick. This course ran at a national level in 2020/21 facilitated by all its designers.

During 2020/21 two National Forum Seminars were funded at LYIT: Virtual Exchange Comes to LYIT, January 2021 (Dr Una Carthy) and Teaching and Learning Design in a Digital World, March 2021 (Crona O'Donoghue).

The impact of Covid 19 restrictions continued throughout 2020/21 with most teaching and learning activities moved online throughout the academic year. As in 2019/20, 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. However, LYIT was fortunate to have in place a Flexible and Online Learning Unit. Staff in this unit again 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 and continued into 2020/21. Impact has been described throughout this chapter and includes:

- Delays and extensions to National Forum projects.
- Six LEPs were unable to proceed and others had to adapt to the online environment. Some of the projects that could adapt generated reusable learning objects.
- All training, seminars and workshops were carried out online, however this has made a greater variety of CPD more accessible throughout the CUA partners and beyond.
- Survey responses for StudentSurvey.ie were impacted nationally.

2.5 Supports and resources for learners

LYIT's Curve and Communications Learning Centre (CLC) provide workshops at level 6-9 developed in collaboration with lecturers and student groups and continues 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

Throughout 2020/21 the CLC work was carried out online due to Covid 19 restrictions. This included both online classroom workshops with lecturers and one to one tutorials with students. Numbers of users were impacted compared to pre-Covid 19 participation figures, however less so in 2020/21 than in 2019/20. Participation in 2020/21 was nearly at pre-Covid 19 levels.

2.6 Information and Data Management

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)

As part of the UNLOCK project at LYIT, Dr Lydia Devenney, postdoctoral researcher in teaching and learning, contributes at national level to a number of StudentSurvey.ie groups. StudentSurvey.ie is the Irish higher education survey which focuses on student engagement.

- Analysis and Impact group
- Instrument Review group
- Data Visualisation sub-group
- Longitudinal/Time-series sub-group
- Reporting Template and Dashboard Enhancement sub-group.

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 engaged and collaborated on activities such as the Student Success Framework, the Teaching Hero Awards, the LYIT UNLOCK project (member of the steering group) and represents 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 Reviews 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 and Health	Approval February 2018	Nursing and Midwifery Board of Ireland 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 Mechanical Engineering (L7); B.Eng. (Hons) in Electronic Engineering (L8); B.Eng. (Hons) in Mechanical Engineering (L8). 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.	BEng (Hons) Fire Safety Engineering
B.Sc.(Hons) in Quantity Surveying (L8)	Engineering		Society of Chartered Surveyors Ireland (SCSI)
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	Engineering	9 May 2018 (Approved 2018 – 2023)	The Chartered Institute of Building (CIOB)

BSc (Hons) Construction Contracts Management BSc (Hons) Sustainable Construction Management BSc (Hons) Quantity Surveying			
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:

1. The responsibilities of those involved in the research.
2. Accurate and ethical project planning.
3. The professional development and competence of research staff.
4. The appropriateness of facilities and equipment.
5. The documentation of procedures and methods.
6. The maintenance of research records.
7. 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 the 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 to support our transition to a single Quality Framework as part of ATU	QAH will be approved by AC in June and published on September 1 st
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.	Review of QAH Chapter 7 to reflect the recommendations of the successful DBA programme panel (Oct 2021).

3.2 Reviews planned for Upcoming Reporting Periods

There are 3 Faculty, and a full set of Programme reviews taking place during 2021/2022.

3.2.1 Reviews planned for Next Reporting Period

Programme	School	Professional/Industry Body	Panel Date
BSc. (Hons) General Nursing BSc. (Hons) Mental Health Nursing BSc. (Hons) Intellectual Disability Nursing	Science and Health	Nursing and Midwifery Board of Ireland Bord Altranais agus Cnáimhseachais na hÉireann	Spring 2022
B Bus. (Hons) in Accounting	Business	CAI	TBC
MA in Accounting	Business	CAI	TBC
BBus Accounting L7 + L8 add-on	Business	CAI	TBC
BSc Honours in Early Childhood Care, Health and Education	Science and Health	Qualifications Advisory Board - Department of Children and Youth Affairs -	TBC
Diploma in HRM & Employment Law Level 7	Business	CIPD	TBC
Bachelor of Science (Hons) in Agriculture	Science and Health	Teagasc	TBC

4.0 Additional Themes and Case Studies

Case Study: Enhanced Quality Assurance for Professional Doctorates

At the start of 2020, the Head of the Faculty of Business brought forward a proposal to apply for a level 10 Award, a Professional Doctorate (DBA). The application process commenced in May 2020 led by the Head of Faculty supported by Executive Board and the Quality Office. A programme team was appointed to coordinate the drafting of documentation and prepare the submission document. Within the Faculty of Business, a senior programme team was created. This team included: the Head of Faculty, the Head of Department of Business, and three Senior. Starting in September 2020 an extensive consultation process was undertaken over a three-month period. This involved a series of workshops with staff in the Faculty. 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 Faculty as part of the 5-year cycle of School Reviews was utilised.

A draft submission document was developed by January 2021 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 May 2021 and the feedback from this process was reflected in the final submission document and the QAH version 4.1. The full panel took place in October 2021 and was successful subject to a series of recommendations. These recommendations required changes to Chapter 7 of the QAH. The new QAH Version 4.2 will be published on the 1st of September 2022 and the changes required for the Level 10 Award were captured in sections: 7.3.6, 7.3.7, 7.5.2, 7.5.6 and a new section 7.8 which deals specifically with Professional Doctorates. 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. We hope to introduce an EdD in 2021/2022.

Case Study Creating rich opportunities for international engagement

LYIT has a very positive history of engagement in international education stretching back over 30 years, primarily based on our participation in the Erasmus Programme. LYIT examined the opportunities available through internationalisation as part of the self-evaluation for the QQI Cyclical Review 2018. The initial plan was to target growth where LYIT had established links via the Donegal and North West diaspora, USA and Canada, as well as other prioritised non-EU countries, in particular China and Brazil. Targets for fee paying non-EU students were set in this first HEA compact and are reviewed and revised in our forthcoming Academic Programmes Plan. LYIT's growing international student population has changed how the Institute is perceived in the region. Increasingly the Institute is seen as a higher education option that offers a student experience comparable with the feel of a larger university. The next phase for LYIT is to develop the necessary supports that will embed all aspects of internationalisation within the Institute focusing on optimising the study experience of international learners that choose to complete a study spell at LYIT.

LYIT has adopted an approach to its International activity that is closely aligned with the three principles set out in QQI's Code of Practice for the Provision of Programmes to International Learners:

P1 Marketing, Recruitment and Admissions: Recruitment of learners is conducted in a transparent and ethical manner. LYIT ensures that clear, unambiguous and up-to-date information is provided in our marketing and promotional materials.

P2 Fees, Refunds and Subsistence: LYIT provides learners with clear, unambiguous and up-to-date information on all study costs, including subsistence and accommodation. LYIT will inform learners about fees and other costs associated with undertaking a programme of study in Ireland.

P3 Supports and Services: LYIT works to foster an educational environment which supports the well-being and integration of all learners into the student body and ensures a positive learning experience for all learners.

In addition, International Students at LYIT:

1. Can avail of Access, Transfer and Progression opportunities as described in Chapter 4 of the QAH.
2. Are subject to LYIT's Marks and Standards as described in Chapter 5 of the QAH.

A list of programmes for which International students are eligible to apply is maintained as part of QQI's Interim List of eligible Programmes (to be known in the future as the Irish Register of Qualifications).

